

Appendix B

Participation and Enrollment Data

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Elementary & Secondary World Languages Enrollment

In an effort to answer the question, “To what degree are students participating in a world language experience?”, the Office of Planning and Evaluation looked at (1) the percentage of students in kindergarten through grade 5 who participated in world language classes, and (2) the gap in the percentage of secondary students by subgroup participating in world language classes.

Elementary students in grades K–5 can participate in either an *Immersion* program or a *Foreign Language in the Elementary Schools* (FLES) program in Spanish. Given the fact that all K–5 students participate in either Immersion or FLES at participating schools, this data is based on whole school populations.

Table 1 shows the elementary schools that offered either an Immersion or FLES program over the last seven years.

Table 1: Immersion and FLES Schools by Year

School Year	Immersion	FLES
2005-06	Key, Claremont	none
2006-07	Key, Claremont	Glebe, Henry
2007-08	Key, Claremont	Glebe, Henry, Barcroft
2008-09	Key, Claremont	Glebe, Henry, Barcroft, Ashlawn, Jamestown, McKinley
2009-10	Key, Claremont	Glebe, Henry, Barcroft, Ashlawn, Jamestown, McKinley, Randolph
2010-11	Key, Claremont	Glebe, Henry, Barcroft, Ashlawn, Jamestown, McKinley, Randolph
2011-12	Key, Claremont	Glebe, Henry, Barcroft, Ashlawn, Jamestown, McKinley, Randolph, Barrett, Campbell, Carlin Springs, Drew

Table 2 shows the total number of APS elementary school students and the percentage who received Spanish instruction through Immersion or FLES by year.

Table 2: Percentage of APS Elementary School Students Receiving Spanish Instruction

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
No. of students in Grades K–5	8232	8379	8832	9162	9793	10392	10867
% Receiving Spanish Instruction	11%	14%	23%	37%	41%	40%	56%

The secondary data came from the 2005–2011 Arlington Public Schools Strategic Plan:

- Objective 1.3 states that APS students in preschool through grade 12 will display increased participation in educational opportunities that develop their cultural knowledge, awareness, and sensitivity. The corresponding World Languages indicator states this objective will be measured by the percent of grade 6–12 students participating in foreign language classes at various levels .
- Objective 2.2 states there will be a decrease in the gaps in the proportion of children in identified groups participating in educational opportunities that develop their cultural knowledge, awareness, and sensitivity. The corresponding World Languages indicator states this objective will be measured by the gap in the percentage of grade 6–12 students in identified groups participating in foreign language classes at various levels.

Table 3 shows the baseline established in the 1999-2005 APS Strategic Plan and six years of results. This data reflect the percentage of students in grades 6–12 that participated in world language classes at various levels.

Table 3: Percentage of APS Secondary School Students Receiving World Language Instruction

	Baseline		2005 to 2011 Strategic Plan					
	('99-05 Strategic Plan)		Results					
	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
No. of students in grades 6–12	9124	9009	8927	8860	9020	9254	9404	9659
Target			48%	51%	52%	53%	55%	56%
% taking classes	48%	48%	51%	49%	51%	54%	56%	56%

Table 4 shows the baseline established in the 1999-2005 APS Strategic Plan and six years of results. This data reflect the gap in the percentage of grade 6–12 students in identified groups participating in world language classes at various levels.

Table 4: Participation Gap of Secondary Students Receiving World Language Instruction

		Baseline		2005 to 2011 Strategic Plan					
		('99–05 Strategic Plan)		Results					
		2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
White	No. of students in grades 6–12	3863	3893	3978	3962	4035	4151	4289	4140
	% taking classes	61%	61%	62%	60%	62%	62%	63%	65%
Asian	No. of students in grades 6–12	954	943	930	974	1012	1047	1073	1000
	% taking classes	46%	46%	45%	46%	49%	53%	55%	53%
	Target Gap			14	12	10	7	4	0
	Actual Gap (White)	15	15	17	14	13	9	8	12
Black	No. of students in grades 6–12	1325	1329	1370	1131	1363	1349	1400	1265
	% taking classes	37%	35%	38%	34%	40%	48%	47%	41%
	Target Gap			24	21	20	14	7	0
	Actual Gap (White)	24	26	24	26	22	14	16	24
Hispanic	No. of students in grades 6–12	2947	2805	2602	2543	2554	2641	2573	2804
	% taking classes	38%	37%	42%	40%	42%	44%	48%	50%
	Target Gap			22	17	15	11	6	0
	Actual Gap (White)	23	24	20	20	20	18	15	15
Disadvantaged	No. of students in grades 6–12	3236	3150	3109	2957	2730	2992	3046	3075
	% taking classes	37%	36%	37%	35%	38%	42%	43%	43%
	Target Gap			16	18	15	12	9	6
	Actual Gap (Non Disadvantaged)	18	18	21	21	19	18	19	19
LEP	No. grade 6– 12	2642	2613	2320	2339	2391	2361	2358	2401
	% taking classes	32%	32%	34%	33%	35%	37%	40%	40%
	Target Gap			20	20	17	14	12	10
	Actual Gap (Non LEP)	23	22	23	22	22	23	21	21
SWD	No. grade 6–12	1528	1508	1453	1363	1363	1369	1482	1544
	% taking classes	20%	18%	18%	15%	19%	23%	23%	24%
	Target Gap			34	36	38	36	34	32
	Actual Gap (Non Disabled)	34	36	39	40	38	36	39	38

Participation in Advanced World Languages

The data below aims to answer the following two questions:

- To what extent are APS students enrolled in at least a level 3 world language course by their senior year?
- To what extent are APS students enrolled in a World Language AP course, IB course, or any level of Spanish for Fluent Speakers (SFS) course by their senior year?

The data found in the tables and graphs below refer to those students who were enrolled in an advanced world languages course at any time during their high school experience. Students enrolled in grade 12 for at least three-quarters of the school year were counted as seniors in the enrollment figures. Students who were enrolled in an AP, IB, or Spanish for Fluent Speakers course are included in the data for “Percent Enrolled at Level 3 or Higher.”

Table 1 provides three years of world languages enrollment data for grade 12 students and compares the percent of students enrolled in a level 3 or above course to students enrolled in an AP, IB or Spanish for Fluent Speakers course. The data show there was little change in either category for the percent of participation between 2009-10 and 2011-12.

Table 1: Advanced World Language Enrollment by Grade 12

School Year	Total Grade 12 Enrollment	Percent Enrolled at Level 3 or Higher	Percent Enrolled in AP, IB, or SFS*
2011-12	1331	67%	29%
2010-11	1297	67%	27%
2009-10	1167	68%	28%

* Spanish for Fluent Speakers

Table 2 provides three years of world languages enrollment data for grade 12 students and compares the percent of students enrolled in a level 3 or above course to students enrolled in an AP, IB or Spanish for Fluent Speakers course, disaggregated by race/ethnicity.

**Table 2: Advanced World Language Enrollment by Grade 12
by Race/Ethnicity**

School Year	Race/ Ethnicity	Total Grade 12 Enrollment	Percent Enrolled at Level 3 or Higher	Percent Enrolled in AP, IB, or SFS*
2011-12	Asian	137	66%	12%
	Black	201	47%	9%
	Hispanic	382	64%	54%
	White	561	76%	23%
	Other	50	72%	22%
	Total	1331	67%	29%
2010-11	Asian	157	63%	9%
	Black	199	50%	11%
	Hispanic	348	65%	54%
	White	545	74%	21%
	Other	48	81%	27%
	Total	1297	67%	27%
2009-10	Asian	141	65%	10%
	Black	167	49%	11%
	Hispanic	291	63%	59%
	White	559	78%	21%
	Other	9	78%	33%
	Total	1167	68%	28%

* Spanish for Fluent Speakers

Figure 1 provides compares the percent of grade 12 students enrolled in a level 3 or above course to students enrolled in an AP, IB or Spanish for Fluent Speakers course in 2009-10, disaggregated by race/ethnicity.

Figure 1: Advanced World Language Enrollment by Grade 12 by Race/Ethnicity, 2009-2010

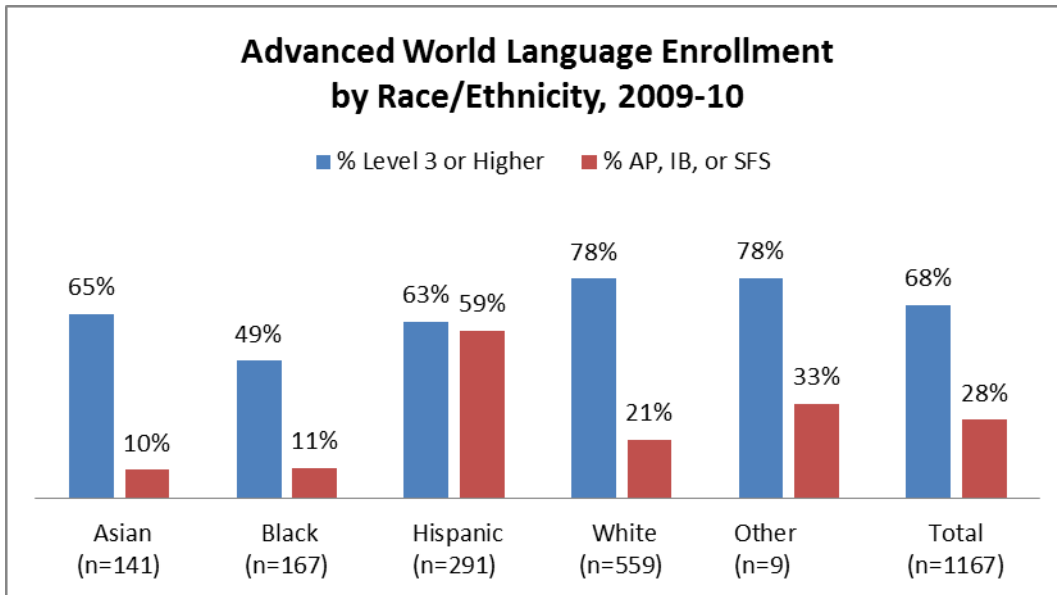


Figure 2 provides compares the percent of grade 12 students enrolled in a level 3 or above course to students enrolled in an AP, IB or Spanish for Fluent Speakers course in 2010-11, disaggregated by race/ethnicity.

Figure 2: Advanced World Language Enrollment by Grade 12 by Race/Ethnicity, 2010-2011

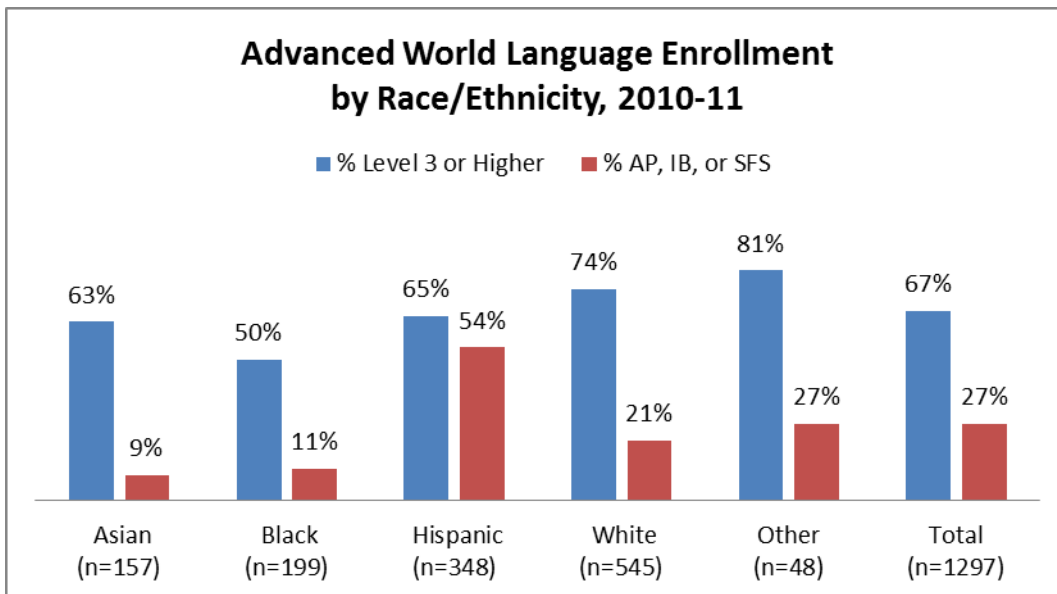


Figure 3 provides compares the percent of grade 12 students enrolled in a level 3 or above course to students enrolled in an AP, IB or Spanish for Fluent Speakers course in 2011-12, disaggregated by race/ethnicity.

Figure 3: Advanced World Language Enrollment by Grade 12 by Race/Ethnicity, 2011-2012

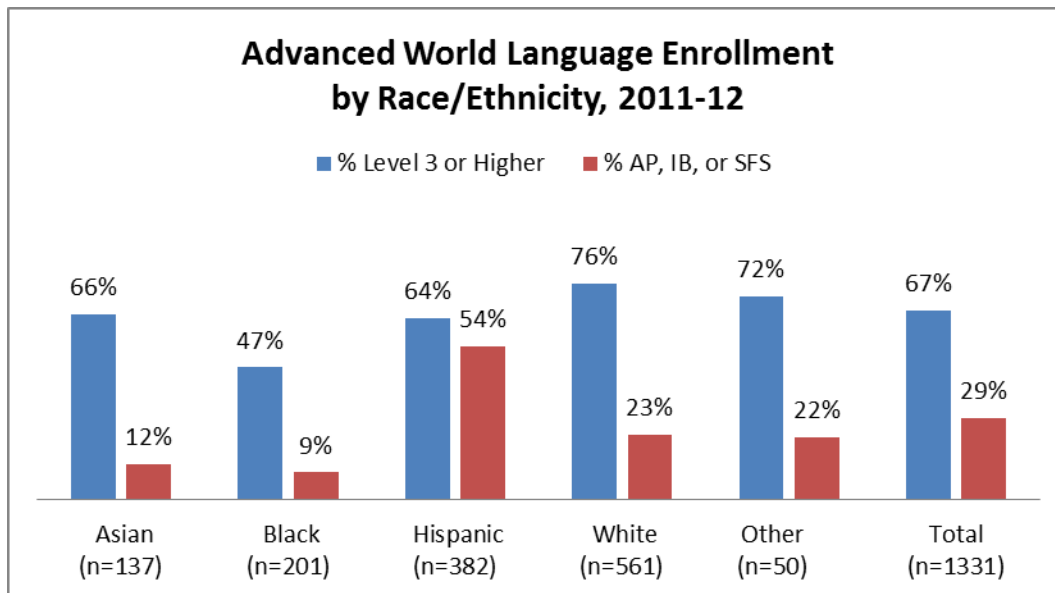


Table 3 provides three years of world languages enrollment data for grade 12 students and compares the percent of students enrolled in a level 3 or above course to students enrolled in an AP, IB or Spanish for Fluent Speakers course, disaggregated by gender.

Table 3: Advanced World Language Enrollment by Grade 12 by Gender

School Year	Gender	Total Grade 12 Enrollment	Percent Enrolled at Level 3 or Higher	Percent Enrolled in AP, IB, or SFS*
2011-12	Female	639	74%	35%
	Male	692	61%	23%
	Total	1331	67%	29%
2010-11	Female	614	76%	35%
	Male	683	59%	20%
	Total	1297	67%	27%
2009-10	Female	576	75%	34%
	Male	591	62%	21%
	Total	1167	68%	28%

* Spanish for Fluent Speakers

Figure 4 provides compares the percent of grade 12 students enrolled in a level 3 or above course to students enrolled in an AP, IB or Spanish for Fluent Speakers course in 2009-10, disaggregated by gender.

Figure 4: Advanced World Language Enrollment by Grade 12 by Gender, 2009-2010

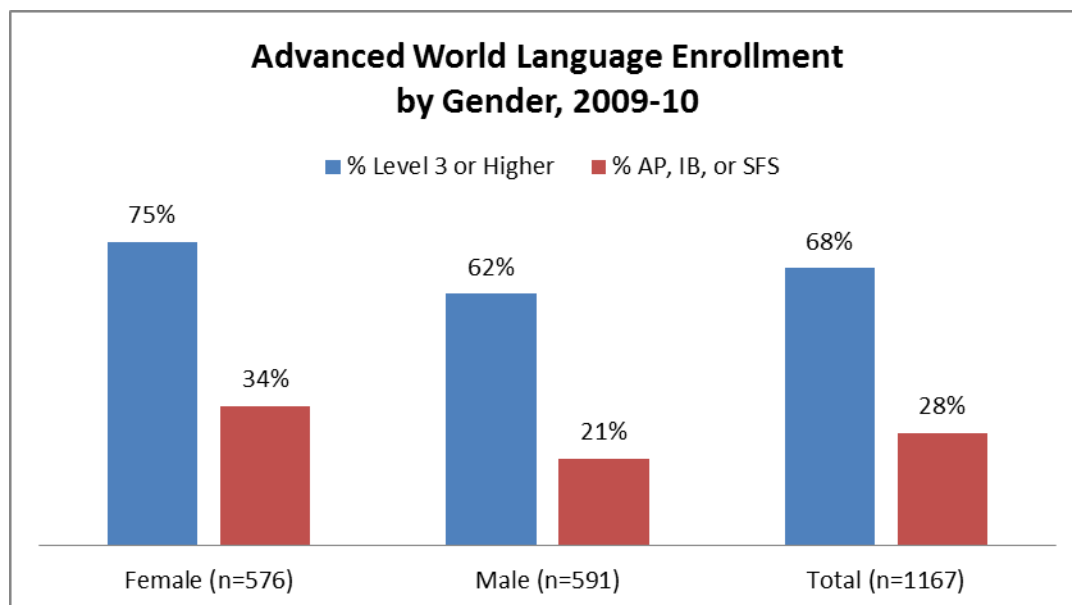


Figure 5 provides compares the percent of grade 12 students enrolled in a level 3 or above course to students enrolled in an AP, IB or Spanish for Fluent Speakers course in 2010-11, disaggregated by gender.

Figure 5: Advanced World Language Enrollment by Grade 12 by Gender, 2010-2011

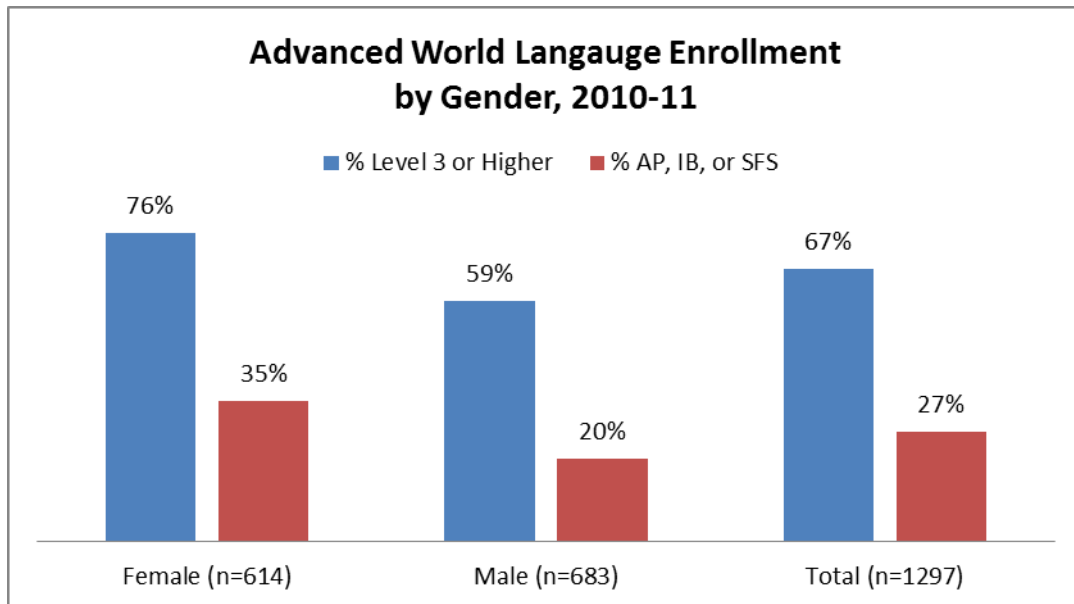


Figure 6 provides compares the percent of grade 12 students enrolled in a level 3 or above course to students enrolled in an AP, IB or Spanish for Fluent Speakers course in 2011-12, disaggregated by gender.

Figure 6: Advanced World Language Enrollment by Grade 12 by Gender, 2011-2012

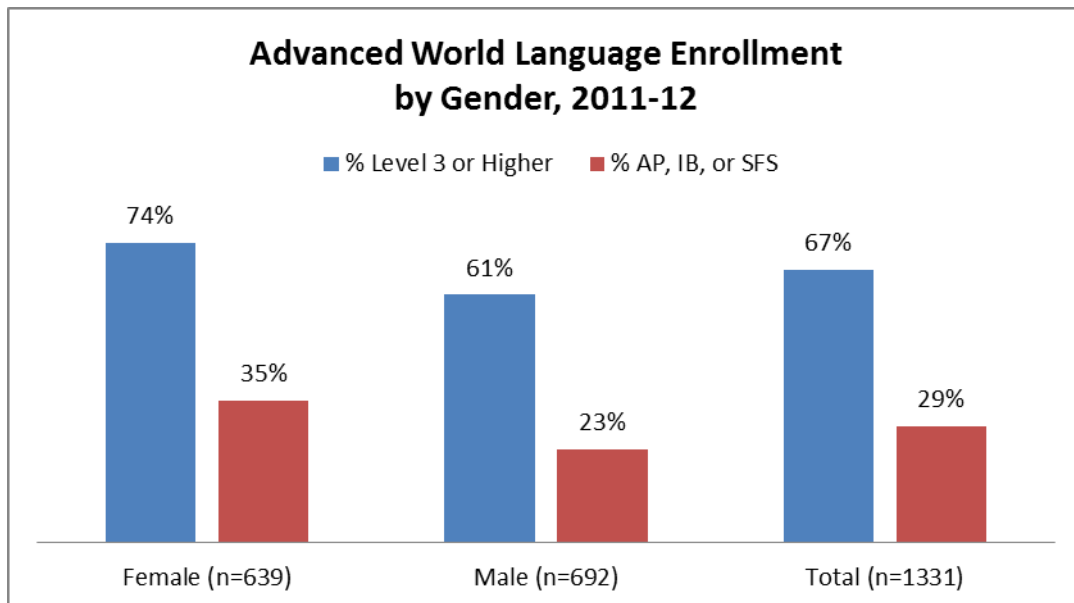


Table 4 provides three years of world languages enrollment data for grade 12 students and compares the percent of students enrolled in a level 3 or above course to students enrolled in an AP, IB or Spanish for Fluent Speakers course, disaggregated by economic status.

Table 4: Advanced World Language Enrollment by Grade 12 by Economic Status

School Year	Economic Status	Total Grade 12 Enrollment	Percent Enrolled at Level 3 or Higher	Percent Enrolled in AP, IB, or SFS*
2011-12	Non-disadvantaged	946	73%	27%
	Disadvantaged	385	52%	33%
	Total	1331	67%	29%
2010-11	Non-disadvantaged	946	72%	25%
	Disadvantaged	351	55%	32%
	Total	1297	67%	27%
2009-10	Non-disadvantaged	866	73%	24%
	Disadvantaged	301	54%	37%
	Total	1167	68%	28%

* Spanish for Fluent Speakers

Figure 7 provides compares the percent of grade 12 students enrolled in a level 3 or above course to students enrolled in an AP, IB or Spanish for Fluent Speakers course in 2009-10, disaggregated by economic status.

Figure 7: Advanced World Language Enrollment by Grade 12 by Economic Status, 2009-2010

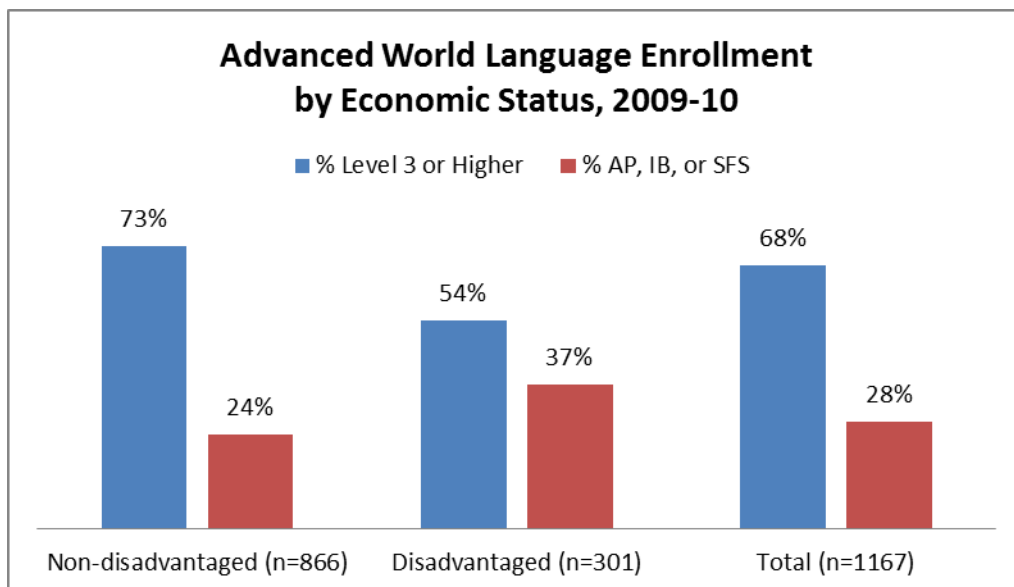


Figure 8 provides compares the percent of grade 12 students enrolled in a level 3 or above course to students enrolled in an AP, IB or Spanish for Fluent Speakers course in 2010-11, disaggregated by economic status.

Figure 8: Advanced World Language Enrollment by Grade 12 by Economic Status, 2010-2011

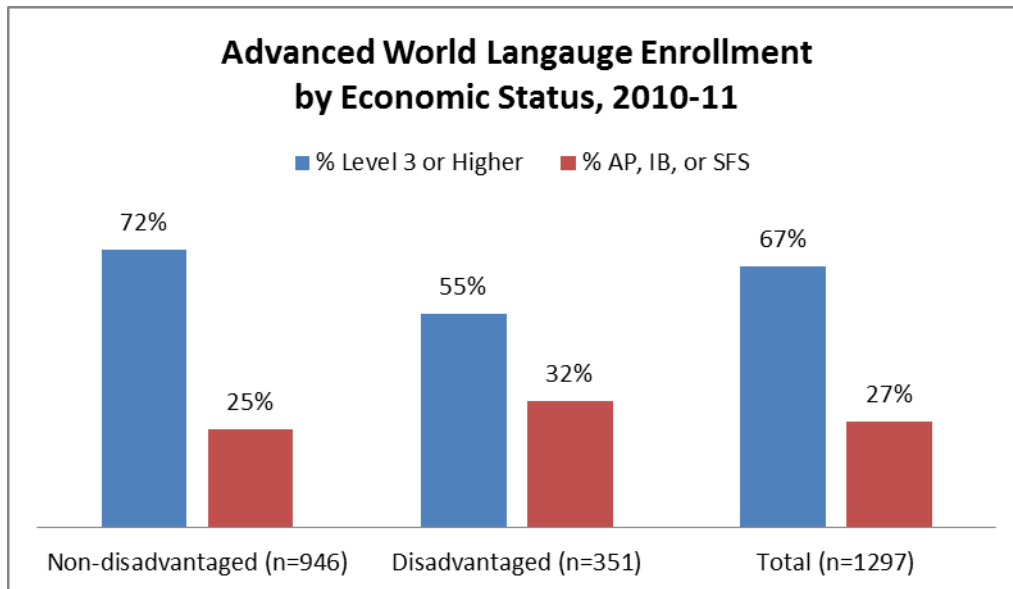


Figure 9 provides compares the percent of grade 12 students enrolled in a level 3 or above course to students enrolled in an AP, IB or Spanish for Fluent Speakers course in 2011-12, disaggregated by economic status.

Figure 9: Advanced World Language Enrollment by Grade 12 by Economic Status, 2011-2012

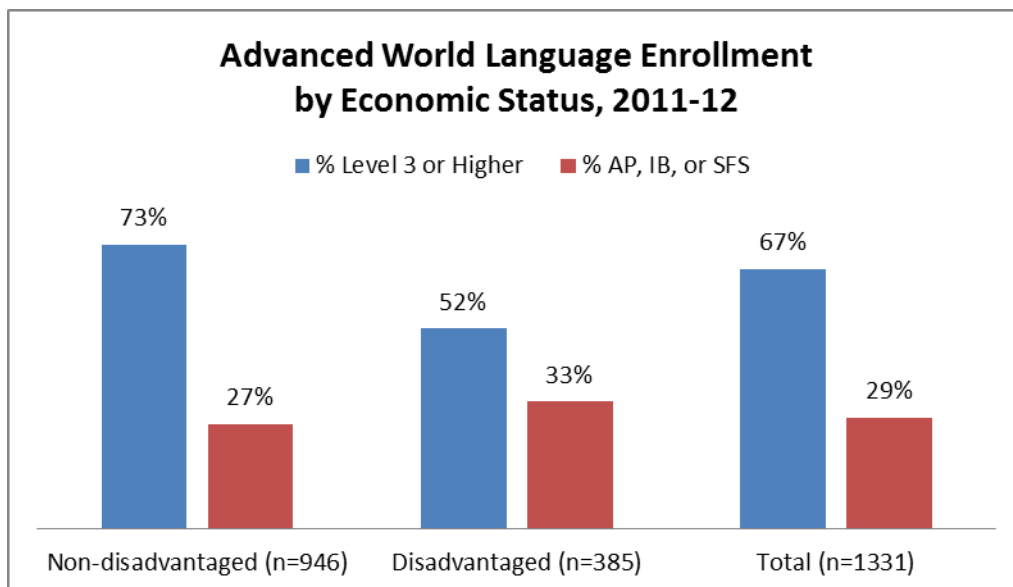


Table 5 provides three years of world languages enrollment data for grade 12 students and compares the percent of students enrolled in a level 3 or above course to students enrolled in an AP, IB or Spanish for Fluent Speakers course, disaggregated by limited English proficiency (LEP) status.

Table 5: Advanced World Language Enrollment by Grade 12 by LEP Status

School Year	LEP Status	Total Grade 12 Enrollment	Percent Enrolled at Level 3 or Higher	Percent Enrolled in AP, IB, or SFS*
2011-12	Non-LEP	1131	71%	28%
	LEP	200	44%	35%
	Total	1331	67%	29%
2010-11	Non-LEP	1130	70%	27%
	LEP	167	47%	31%
	Total	1297	67%	27%
2009-10	Non-LEP	999	71%	26%
	LEP	168	49%	36%
	Total	1167	68%	28%

* Spanish for Fluent Speakers

Figure 10 provides compares the percent of grade 12 students enrolled in a level 3 or above course to students enrolled in an AP, IB or Spanish for Fluent Speakers course in 2009-10, disaggregated by LEP status.

Figure 10: Advanced World Language Enrollment by Grade 12 by LEP Status, 2009-2010

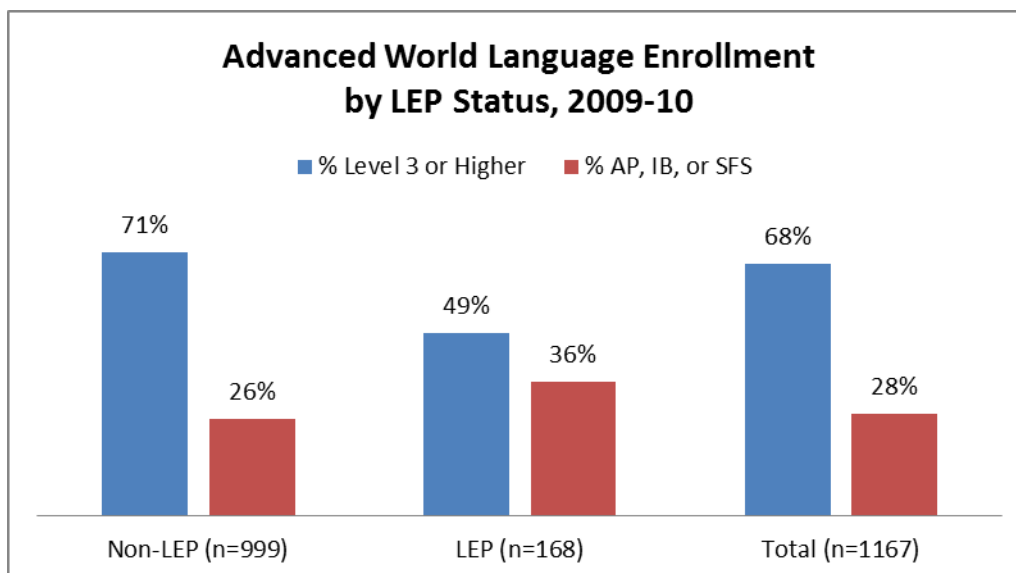


Figure 11 provides compares the percent of grade 12 students enrolled in a level 3 or above course to students enrolled in an AP, IB or Spanish for Fluent Speakers course in 2010-11, disaggregated by LEP status

Figure 11: Advanced World Language Enrollment by Grade 12 by LEP Status, 2010-2011

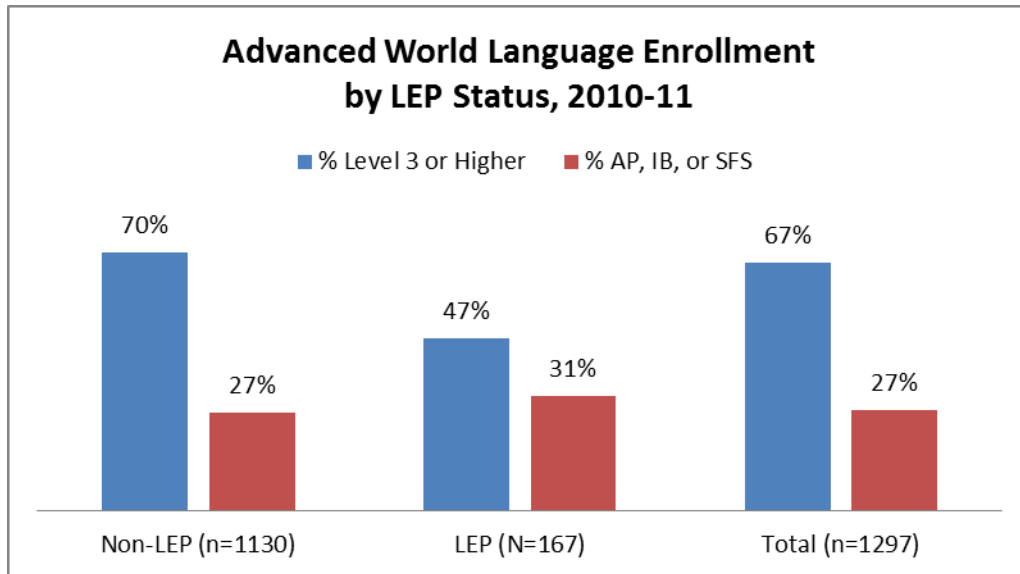


Figure 12 provides compares the percent of grade 12 students enrolled in a level 3 or above course to students enrolled in an AP, IB or Spanish for Fluent Speakers course in 2011-12, disaggregated by LEP status.

Figure 12: Advanced World Language Enrollment by Grade 12 by LEP Status, 2011-2012

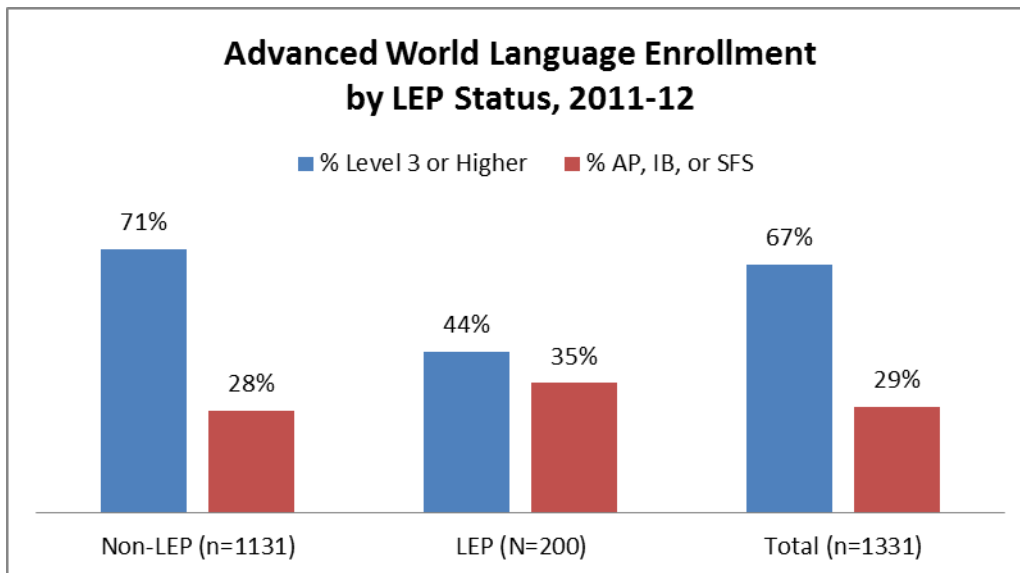


Table 6 provides three years of world languages enrollment data for grade 12 students and compares the percent of students enrolled in a level 3 or above course to students enrolled in an AP, IB or Spanish for Fluent Speakers course, disaggregated by disability status.

Table 6: Advanced World Language Enrollment by Grade 12 by Disability Status

School Year	Disability Status	Total Grade 12 Enrollment	Percent Enrolled at Level 3 or Higher	Percent Enrolled in AP, IB, or SFS*
2011-12	Non-Disabled	1081	78%	33%
	Disabled	250	22%	10%
	Total	1331	67%	29%
2010-11	Non-Disabled	1074	76%	31%
	Disabled	223	26%	8%
	Total	1297	67%	27%
2009-10	Non-Disabled	954	78%	32%
	Disabled	213	23%	9%
	Total	1167	68%	28%

* Spanish for Fluent Speakers

Figure 13 provides compares the percent of grade 12 students enrolled in a level 3 or above course to students enrolled in an AP, IB or Spanish for Fluent Speakers course in 2009-10, disaggregated by disability status.

Figure 13: Advanced World Language Enrollment by Grade 12 by Disability Status, 2009-2010

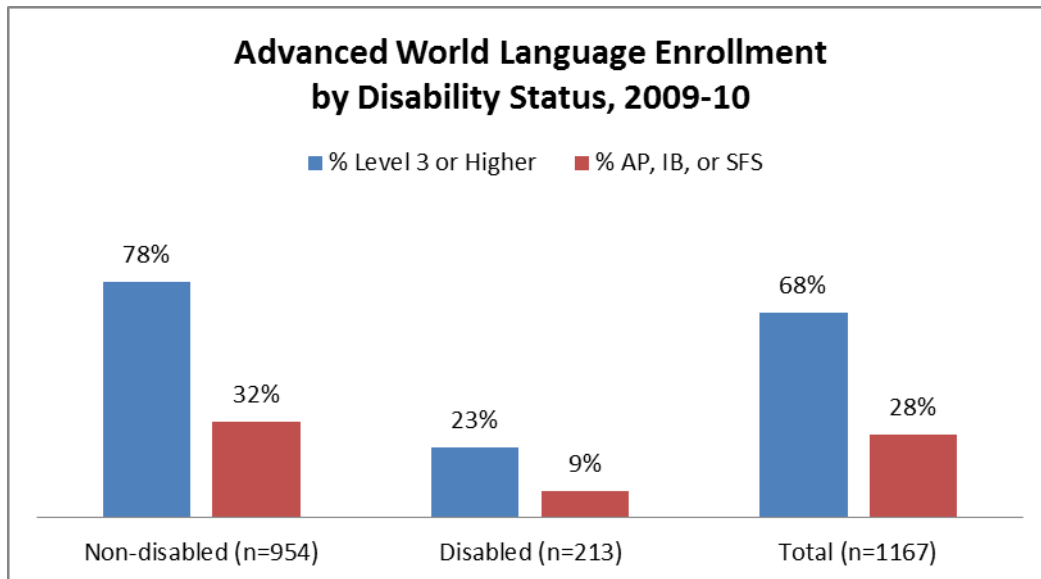


Figure 14 provides compares the percent of grade 12 students enrolled in a level 3 or above course to students enrolled in an AP, IB or Spanish for Fluent Speakers course in 2010-11, disaggregated by disability status

Figure 14: Advanced World Language Enrollment by Grade 12 by Disability Status, 2010-2011

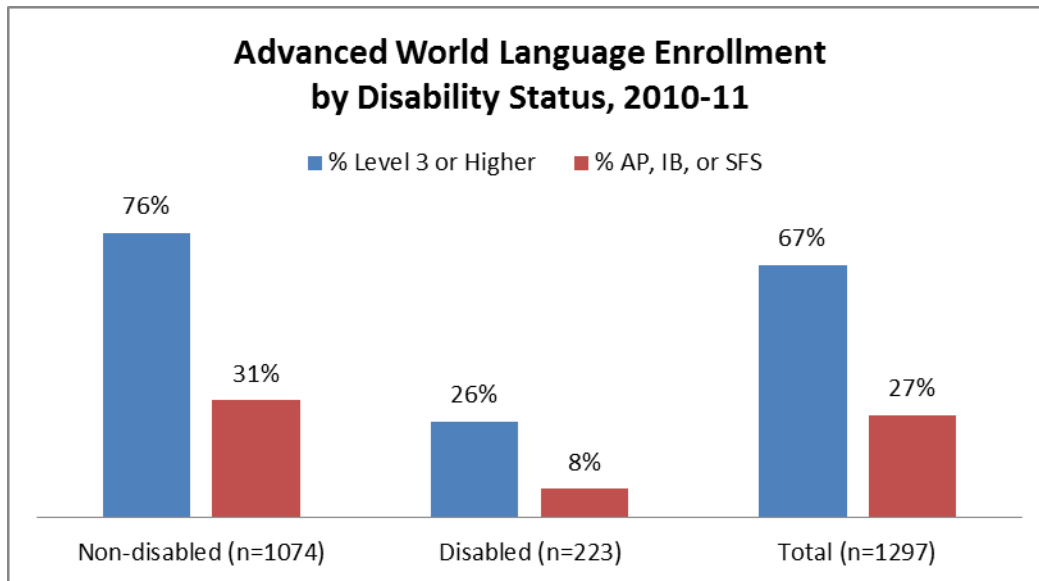
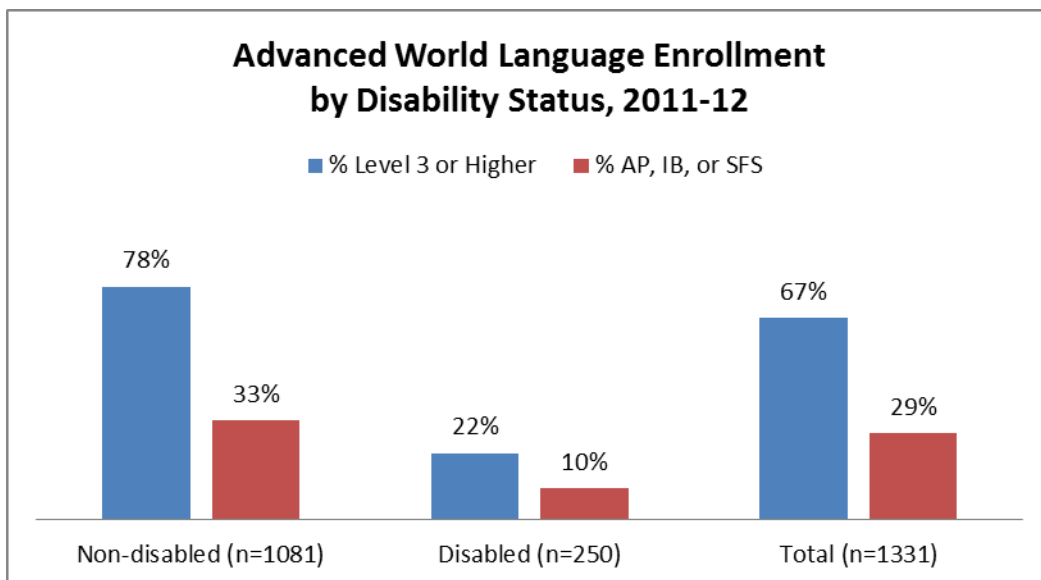


Figure 15 provides compares the percent of grade 12 students enrolled in a level 3 or above course to students enrolled in an AP, IB or Spanish for Fluent Speakers course in 2011-12, disaggregated by disability status.

Figure 15: Advanced World Language Enrollment by Grade 12 by Disability Status, 2011-2012



Advanced Placement (AP) and International Baccalaureate (IB) World Languages Enrollment

Arlington Public Schools (APS) currently offers six AP World Language courses (Chinese Language, French Language, German Language, Spanish Language, Spanish Literature, Latin: Vergil) and three IB World Language courses (French, Spanish, Latin). This report examines student enrollment overall in these courses by type (AP and IB) as well as disaggregated by the following demographic variables: race/ethnicity, gender, economic status, limited English proficiency (LEP) status, and disability status.

Table 1 provides six years of enrollment data for AP and IB World Languages courses based on the total number of students enrolled in 9th, 10th, 11th, and 12th grade overall.

Table 1: Enrollment in AP and IB World Languages, 2006-07 through 2011-12

World Languages Course Type		AP	IB	Total High School Enrollment
2011-12	No. Tested	354	178	5667
	% Enrolled	6%	3%	100%
2010-11	No. Tested	303	178	5560
	% Enrolled	5%	3%	100%
2009-10	No. Tested	313	150	5457
	% Enrolled	6%	3%	100%
2008-09	No. Tested	307	140	5390
	% Enrolled	6%	3%	100%
2007-08	No. Tested	276	129	5186
	% Enrolled	5%	2%	100%
2006-07	No. Tested	323	143	5102
	% Enrolled	6%	3%	100%

Table 2 provides six years of high school enrollment data for AP and IB World Languages courses by the number and percentage of students enrolled, disaggregated by race/ethnicity. Total high school enrollment data is included for comparison purposes.

Table 2: World Languages AP & IB Enrollment Results by Race/Ethnicity, 2006-07 through 2011-12

World Languages Course Type	Race/Ethnicity	2006-07		2007-08		2008-09		2009-10		2010-11		2011-12	
		N	%	N	%	N	%	N	%	N	%	N	%
AP	Asian	12	4%	10	4%	8	3%	12	4%	7	2%	14	4%
	Black	10	3%	10	4%	16	5%	21	7%	13	4%	12	3%
	Hispanic	173	54%	150	54%	163	53%	151	48%	183	60%	192	54%
	White	128	40%	104	38%	117	38%	126	40%	88	29%	122	34%
	Other	0	0%	2	1%	3	1%	3	1%	12	4%	14	4%
	Total	323	100%	276	100%	307	100%	313	100%	303	100%	354	100%
IB	Asian	17	12%	9	7%	13	9%	15	10%	18	10%	10	6%
	Black	12	8%	13	10%	13	9%	13	9%	7	4%	5	3%
	Hispanic	25	17%	31	24%	24	17%	31	21%	34	19%	38	21%
	White	88	62%	75	58%	88	63%	90	60%	108	61%	115	65%
	Other	1	1%	1	1%	2	1%	1	1%	11	6%	10	6%
	Total	143	100%	129	100%	140	100%	150	100%	178	100%	178	100%
Total High School Enrollment	Asian	558	11%	571	11%	618	11%	641	12%	632	11%	609	11%
	Black	756	15%	807	16%	814	15%	863	16%	784	14%	735	13%
	Hispanic	1526	30%	1541	30%	1639	30%	1584	29%	1680	30%	1720	30%
	White	2236	44%	2232	43%	2283	42%	2328	43%	2242	40%	2356	42%
	Other	26	1%	35	1%	36	1%	41	1%	222	4%	247	4%
	Total	5102	100%	5186	100%	5390	100%	5457	100%	5560	100%	5667	100%

Figure 1 provides one year (2006-07) of AP & IB World Languages enrollment data disaggregated by race/ethnicity. Total high school enrollment data is included for comparison purposes.

Figure 1: World Languages AP & IB Enrollment Results by Race/Ethnicity, 2006-07

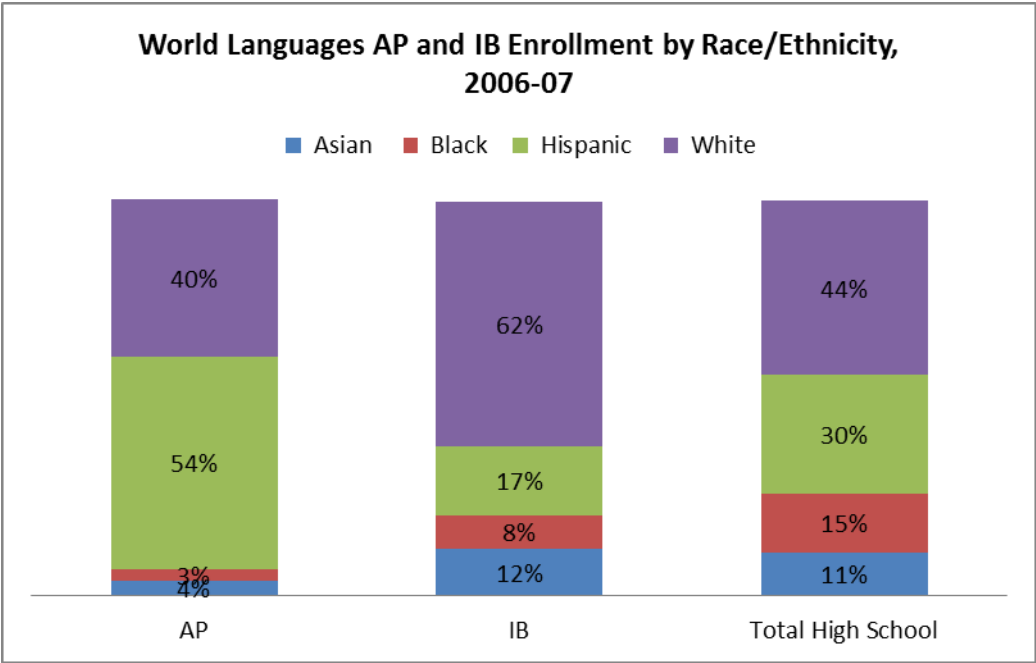


Figure 2 provides one year (2007-08) of AP & IB World Languages enrollment data disaggregated by race/ethnicity. Total high school enrollment data is included for comparison purposes.

Figure 2: World Languages AP & IB Enrollment Results by Race/Ethnicity, 2007-08

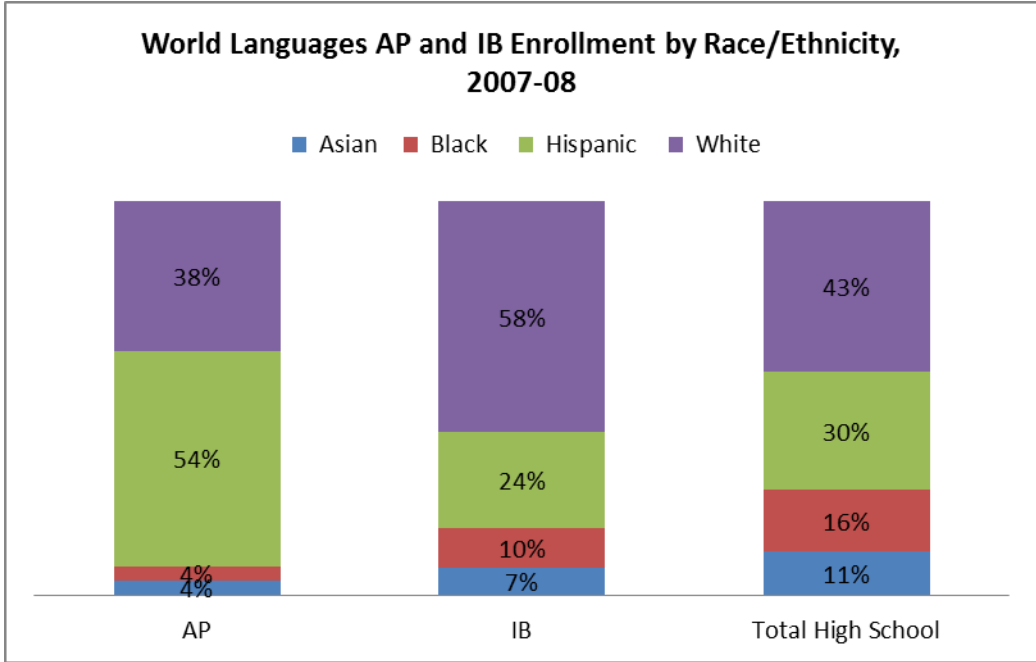


Figure 3 provides one year (2008-09) of AP & IB World Languages enrollment data disaggregated by race/ethnicity. Total high school enrollment data is included for comparison purposes.

Figure 3: World Languages AP & IB Enrollment Results by Race/Ethnicity, 2008-09

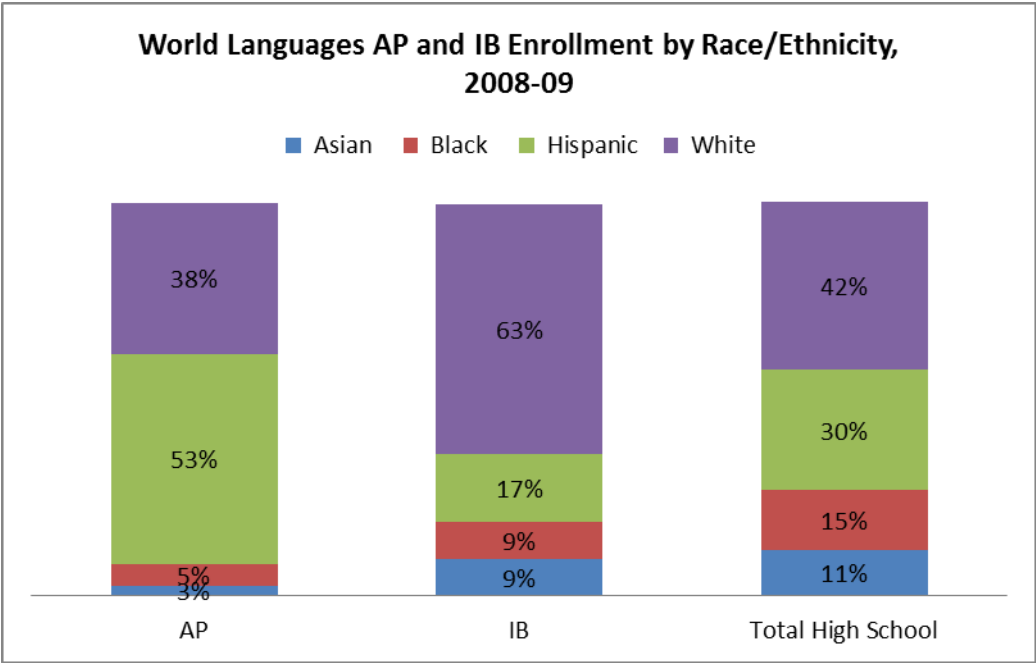


Figure 4 provides one year (2009-10) of AP & IB World Languages enrollment data disaggregated by race/ethnicity. Total high school enrollment data is included for comparison purposes.

Figure 4: World Languages AP & IB Enrollment Results by Race/Ethnicity, 2009-10

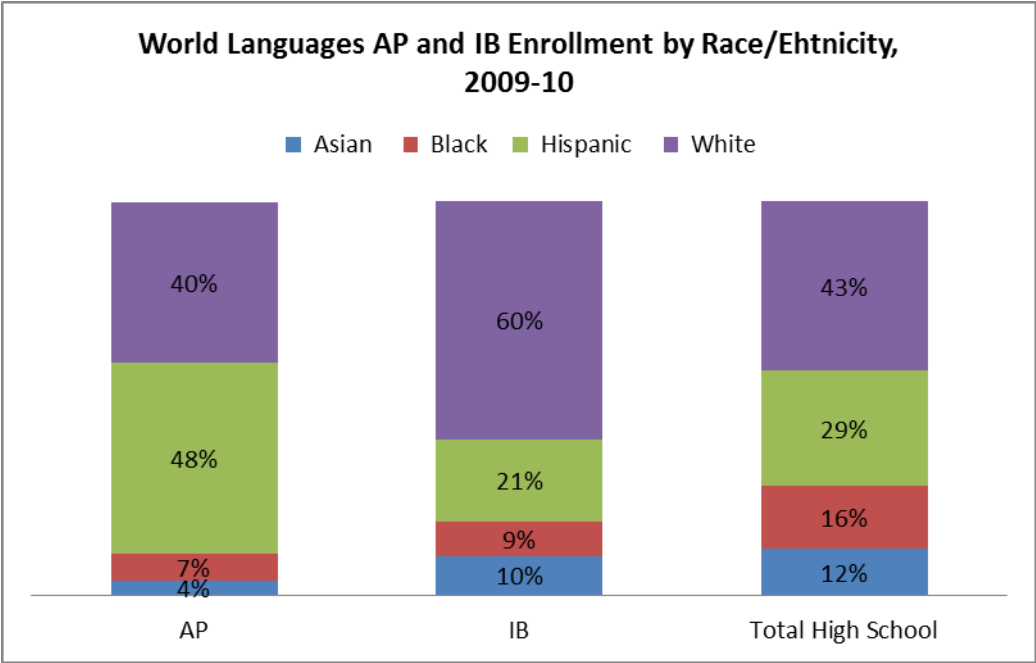


Figure 5 provides one year (2010-11) of AP & IB World Languages enrollment data disaggregated by race/ethnicity. Total high school enrollment data is included for comparison purposes.

Figure 5: World Languages AP & IB Enrollment Results by Race/Ethnicity, 2010-11

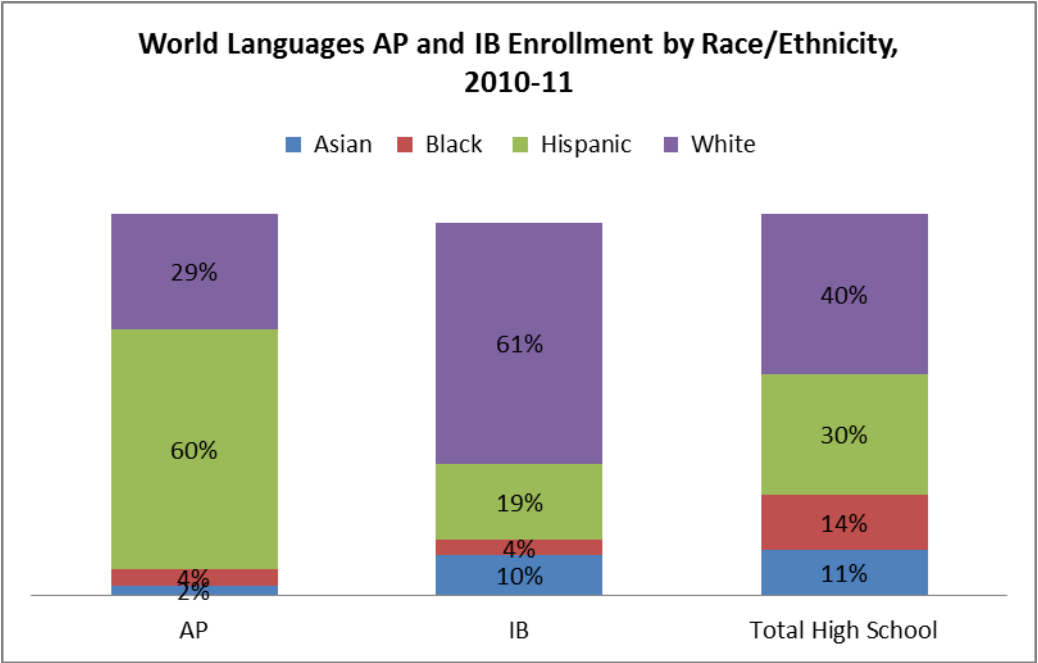


Figure 6 provides one year (2011-12) of AP & IB World Languages enrollment data disaggregated by race/ethnicity. Total high school enrollment data is included for comparison purposes.

Figure 6: World Languages AP & IB Enrollment Results by Race/Ethnicity, 2011-12

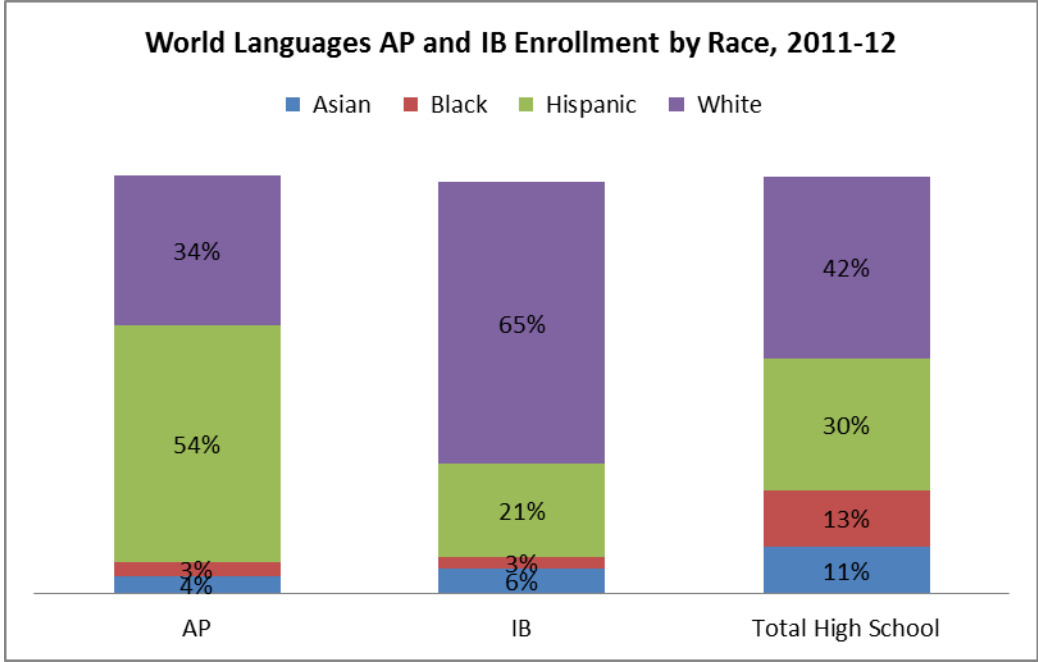


Table 3 provides six years of high school enrollment data for AP and IB World Languages courses by the number and percentage of students enrolled, disaggregated by gender. Total high school enrollment data is included for comparison purposes.

Table 3: World Languages AP & IB Enrollment Results by Gender, 2006-07 through 2011-12

World Languages Course Type	Gender	2006-07		2007-08		2008-09		2009-10		2010-11		2011-12	
		N	%	N	%	N	%	N	%	N	%	N	%
AP	Female	217	67%	183	66%	210	68%	195	62%	189	62%	213	60%
	Male	106	33%	93	34%	97	32%	118	38%	114	38%	141	40%
	Total	323	100%	276	100%	307	100%	313	100%	303	100%	354	100%
IB	Female	101	71%	93	72%	85	61%	98	65%	116	65%	121	68%
	Male	42	29%	36	28%	55	39%	52	35%	62	35%	57	32%
	Total	143	100%	129	100%	140	100%	150	100%	178	100%	178	100%
Total High School Enrollment	Female	2483	49%	2534	49%	2614	48%	2680	49%	2708	49%	2771	49%
	Male	2619	51%	2652	51%	2776	52%	2777	51%	2852	51%	2896	51%
	Total	5102	100%	5186	100%	5390	100%	5457	100%	5560	100%	5667	100%

Figure 7 provides one year (2006-07) of AP & IB World Languages enrollment data disaggregated by gender. Total high school enrollment data is included for comparison purposes.

Figure 7: World Languages AP & IB Enrollment Results by Gender, 2006-07

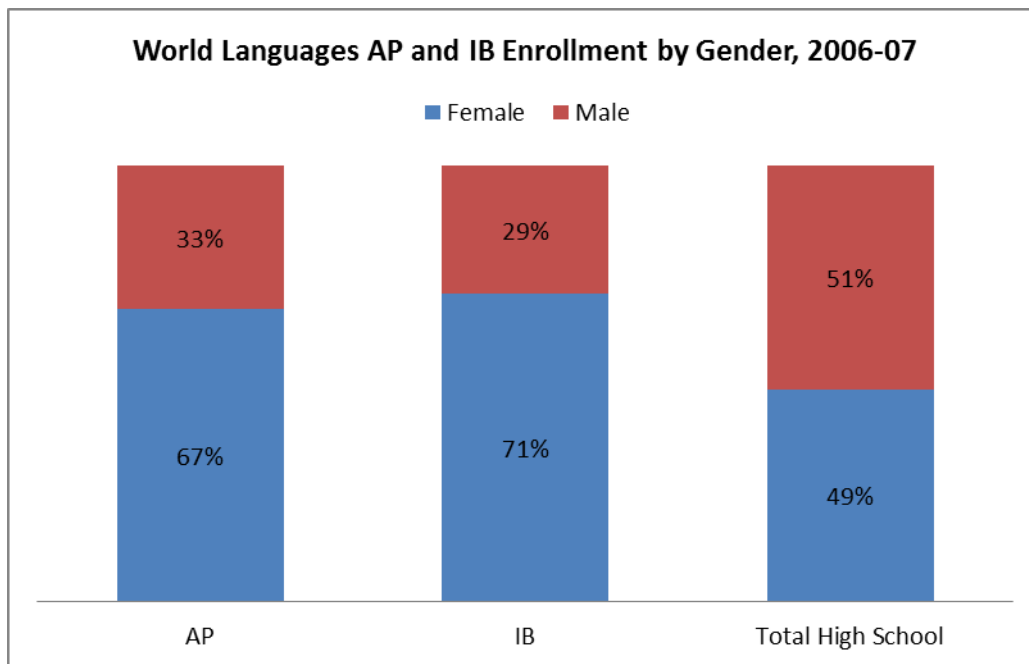


Figure 8 provides one year (2007-08) of AP & IB World Languages enrollment data disaggregated by gender. Total high school enrollment data is included for comparison purposes.

Figure 8: World Languages AP & IB Enrollment Results by Gender, 2007-08

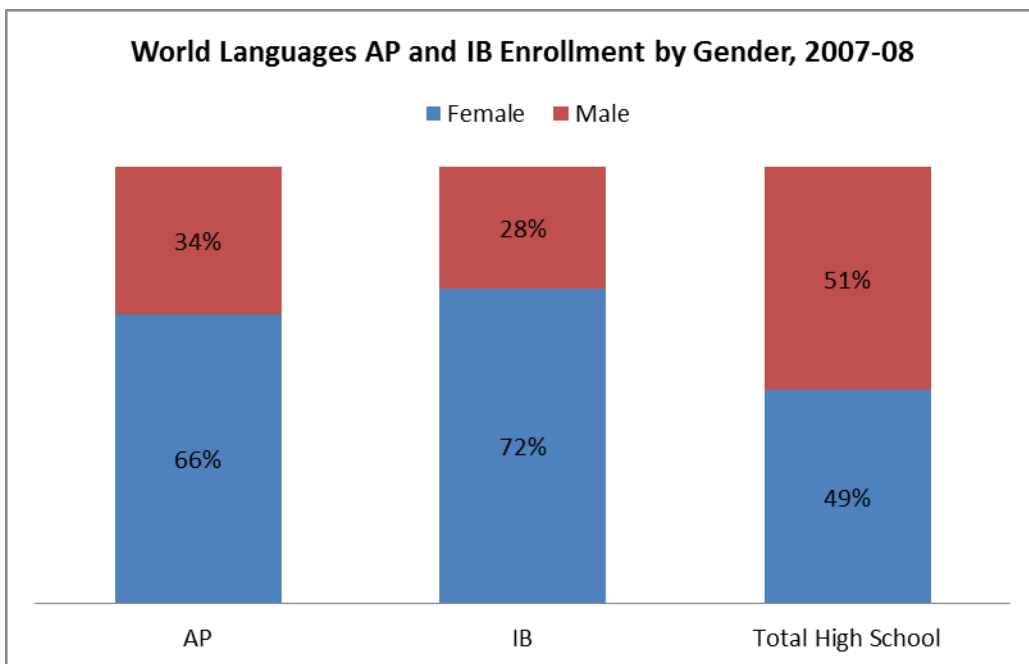


Figure 9 provides one year (2008-09) of AP & IB World Languages enrollment data disaggregated by gender. Total high school enrollment data is included for comparison purposes.

Figure 9: World Languages AP & IB Enrollment Results by Gender, 2008-09

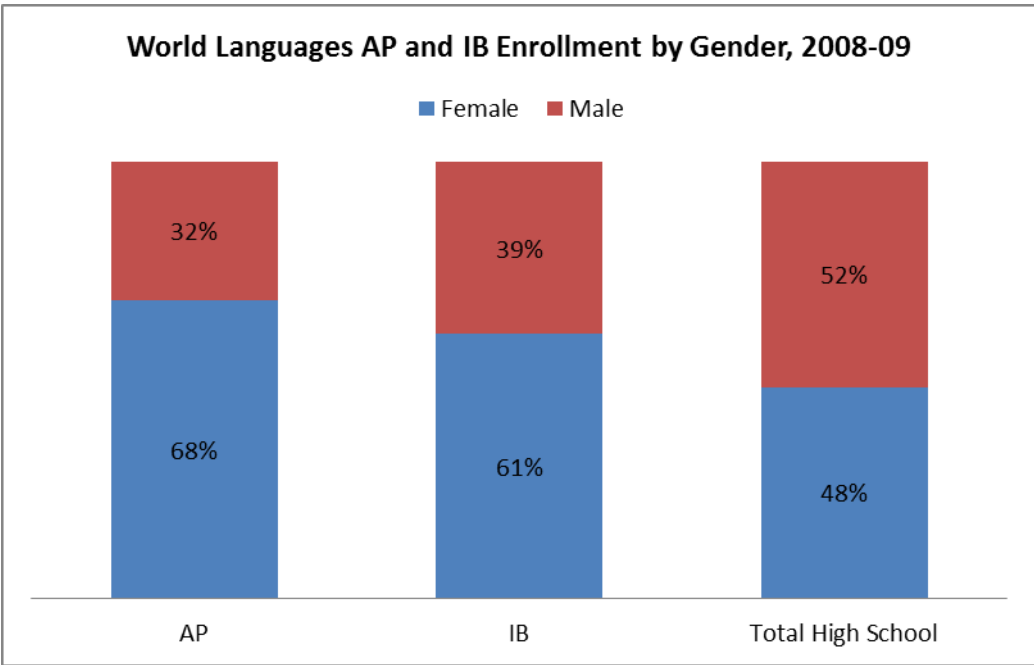


Figure 10 provides one year (2009-10) of AP & IB World Languages enrollment data disaggregated by gender. Total high school enrollment data is included for comparison purposes.

Figure 10: World Languages AP & IB Enrollment Results by Gender, 2009-10

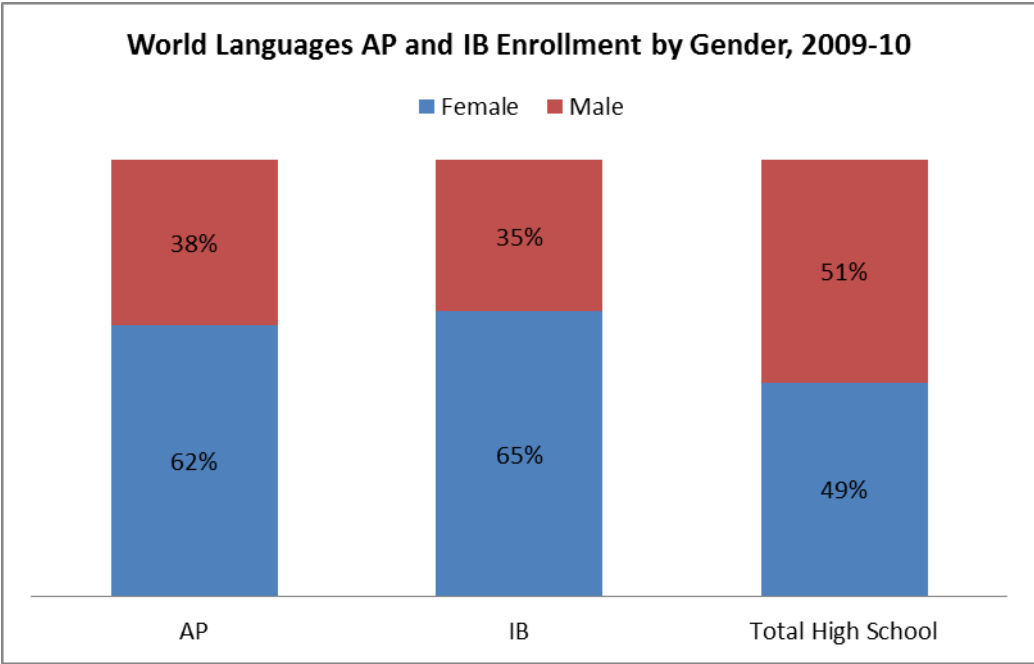


Figure 11 provides one year (2010-11) of AP & IB World Languages enrollment data disaggregated by gender. Total high school enrollment data is included for comparison purposes.

Figure 11: World Languages AP & IB Enrollment Results by Gender, 2010-11

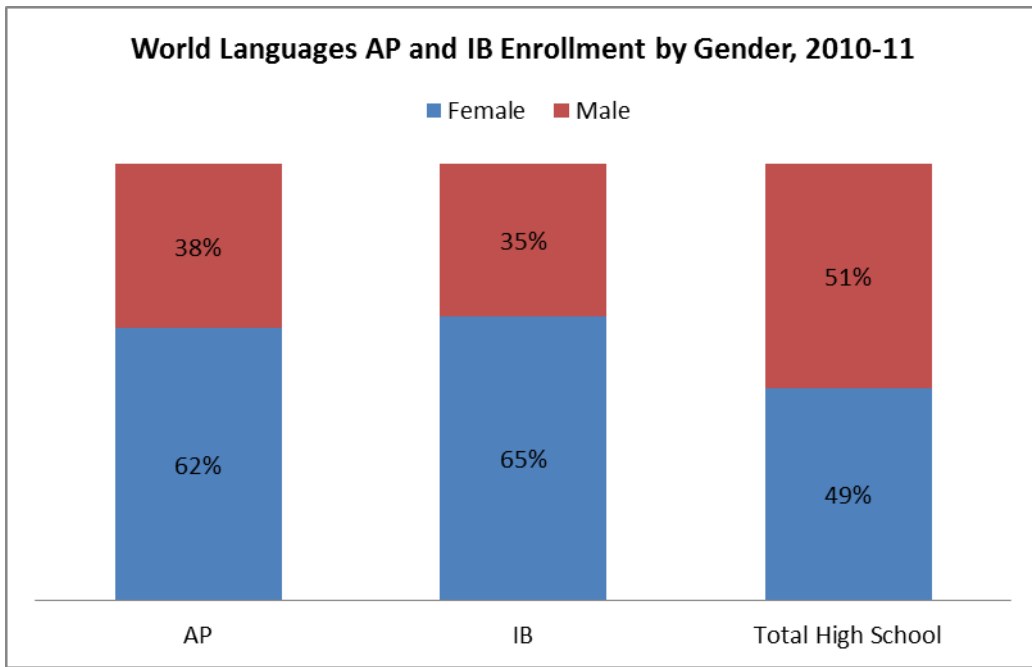


Figure 12 provides one year (2011-12) of AP & IB World Languages enrollment data disaggregated by gender. Total high school enrollment data is included for comparison purposes.

Figure 12: World Languages AP & IB Enrollment Results by Gender, 2011-12

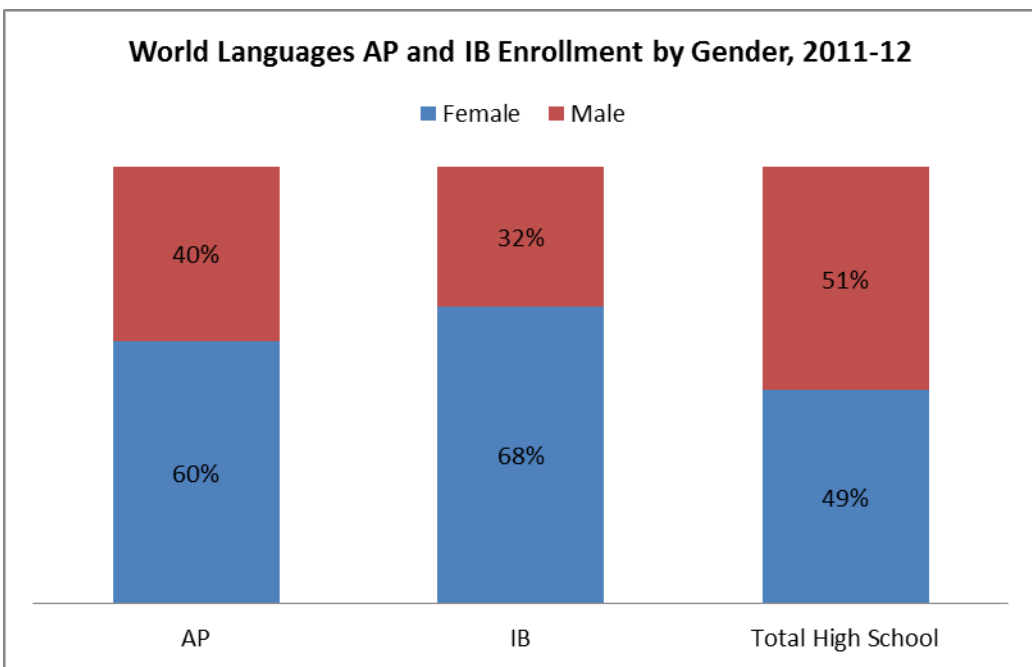


Table 4 provides six years of high school enrollment data for AP and IB World Languages courses by the number and percentage of students enrolled, disaggregated by economic status. Total high school enrollment data is included for comparison purposes.

Table 4: World Languages AP & IB Enrollment Results by Economic Status, 2006-07 through 2011-12

World Languages Course Type	Economic Status	2006-07		2007-08		2008-09		2009-10		2010-11		2011-12	
		N	%	N	%	N	%	N	%	N	%	N	%
AP	Non-Disadvantaged	200	62%	185	67%	189	62%	211	67%	185	61%	229	65%
	Disadvantaged	123	38%	91	33%	118	38%	102	33%	118	39%	125	35%
	Total	323	100%	276	100%	307	100%	313	100%	303	100%	354	100%
IB	Non-Disadvantaged	129	90%	116	90%	122	87%	128	85%	158	89%	165	93%
	Disadvantaged	14	10%	13	10%	18	13%	22	15%	20	11%	13	7%
	Total	143	100%	129	100%	140	100%	150	100%	178	100%	178	100%
Total High School Enrollment	Non-Disadvantaged	3437	67%	3647	70%	3635	67%	3678	67%	3788	68%	3861	68%
	Disadvantaged	1665	33%	1539	30%	1755	33%	1779	33%	1772	32%	1806	32%
	Total	5102	100%	5186	100%	5390	100%	5457	100%	5560	100%	5667	100%

Figure 13 provides one year (2006-07) of AP & IB World Languages enrollment data disaggregated by economic status. Total high school enrollment data is included for comparison purposes.

Figure 13: World Languages AP & IB Enrollment Results by Economic Status, 2006-07

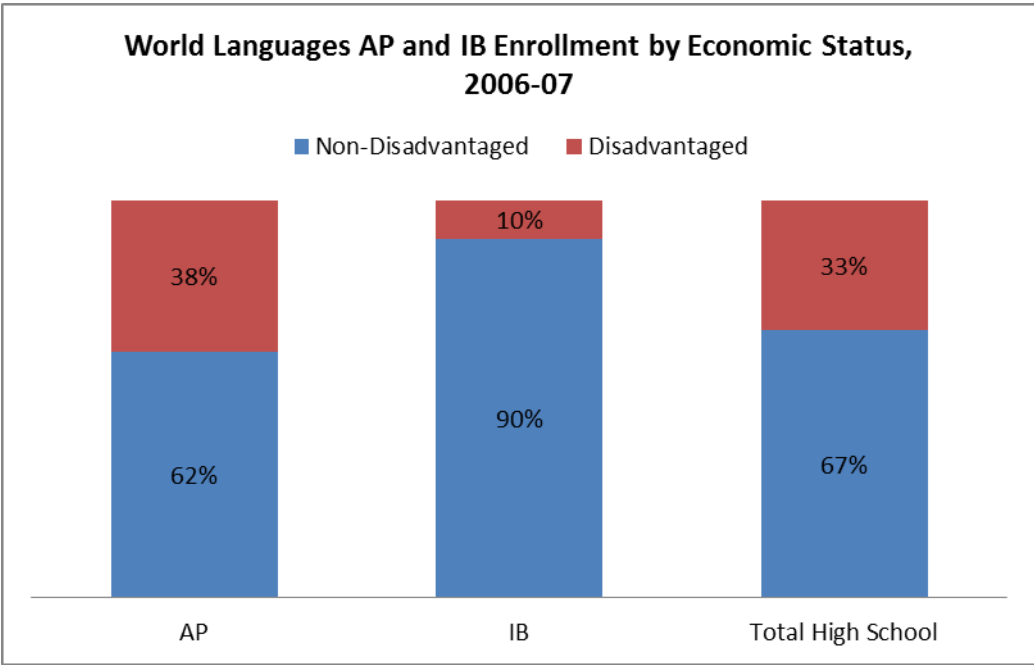


Figure 14 provides one year (2007-08) of AP & IB World Languages enrollment data disaggregated by economic status. Total high school enrollment data is included for comparison purposes.

Figure 14: World Languages AP & IB Enrollment Results by Economic Status, 2007-08

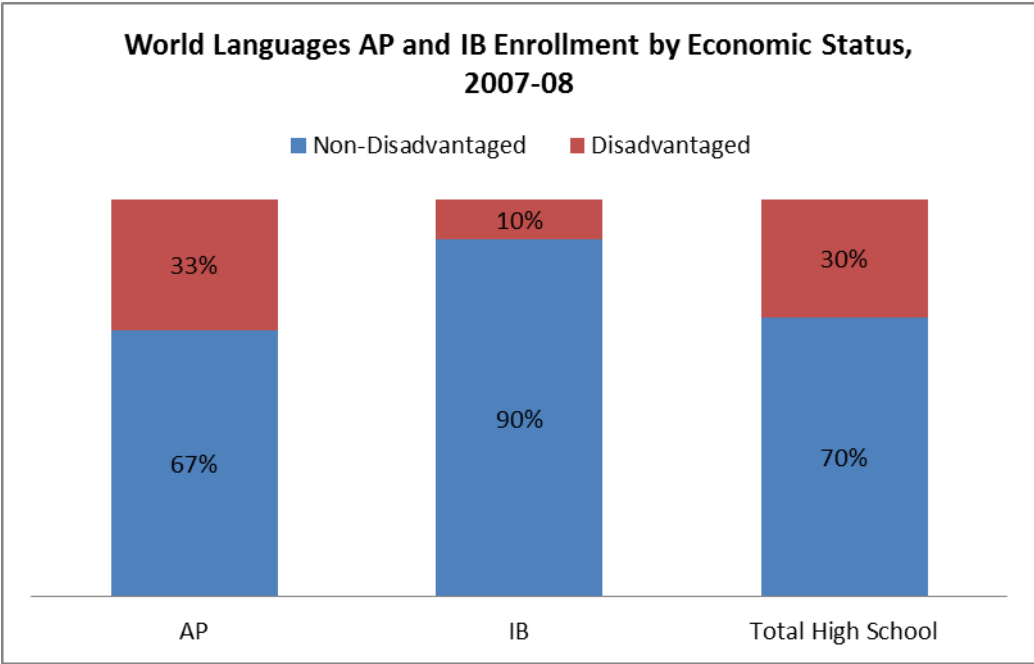


Figure 15 provides one year (2008-09) of AP & IB World Languages enrollment data disaggregated by economic status. Total high school enrollment data is included for comparison purposes.

Figure 15: World Languages AP & IB Enrollment Results by Economic Status, 2008-09

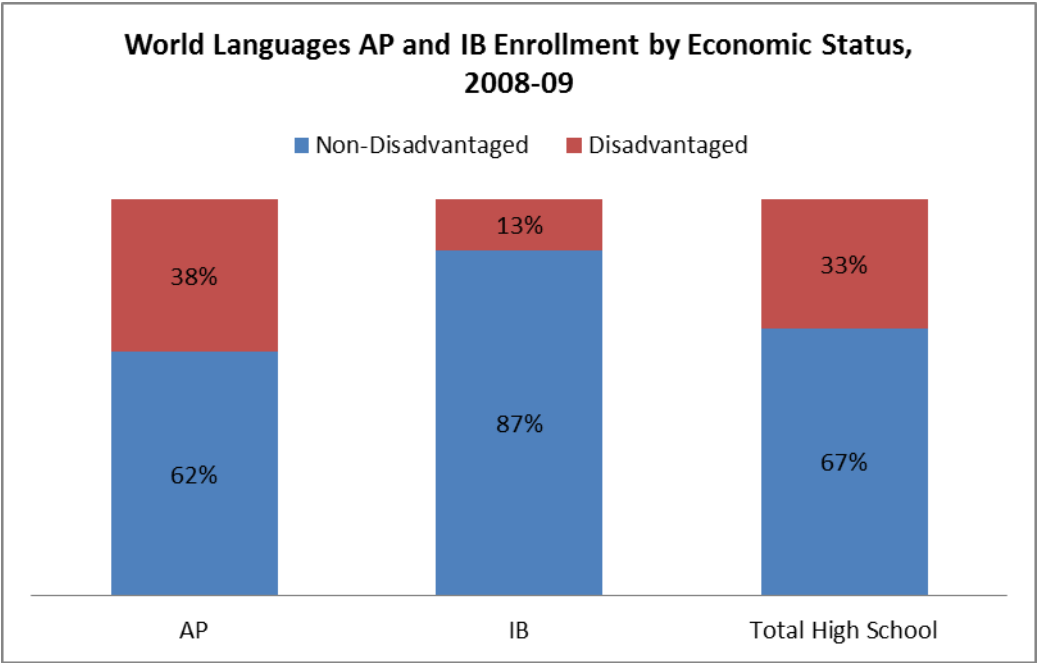


Figure 16 provides one year (2009-10) of AP & IB World Languages enrollment data disaggregated by economic status. Total high school enrollment data is included for comparison purposes.

Figure 16: World Languages AP & IB Enrollment Results by Economic Status, 2009-10

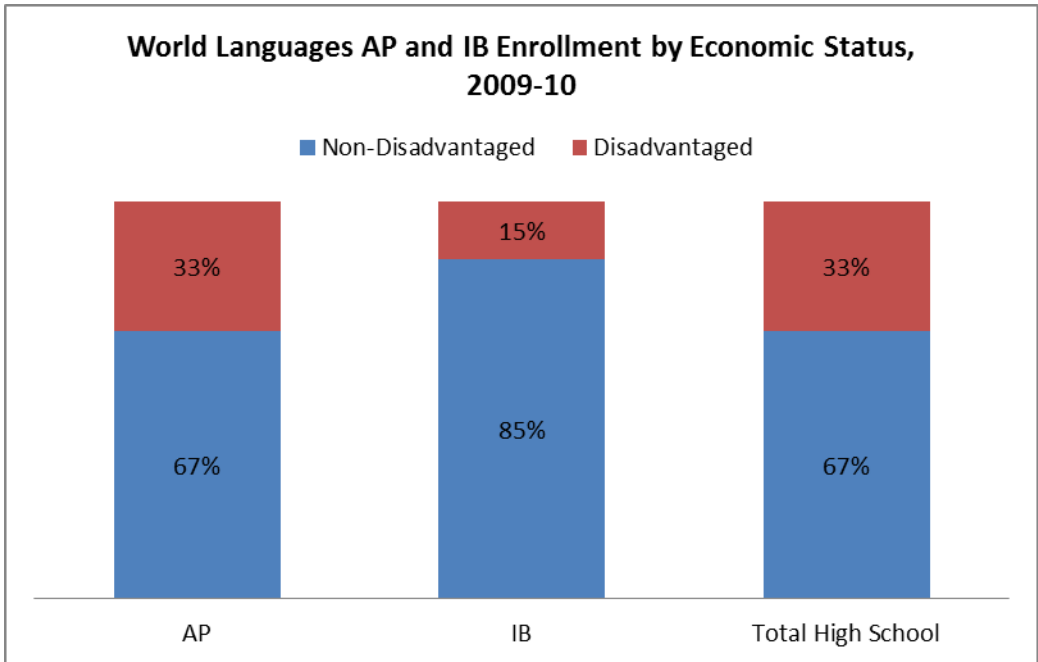


Figure 17 provides one year (2010-11) of AP & IB World Languages enrollment data disaggregated by economic status. Total high school enrollment data is included for comparison purposes.

Figure 17: World Languages AP & IB Enrollment Results by Economic Status, 2010-11

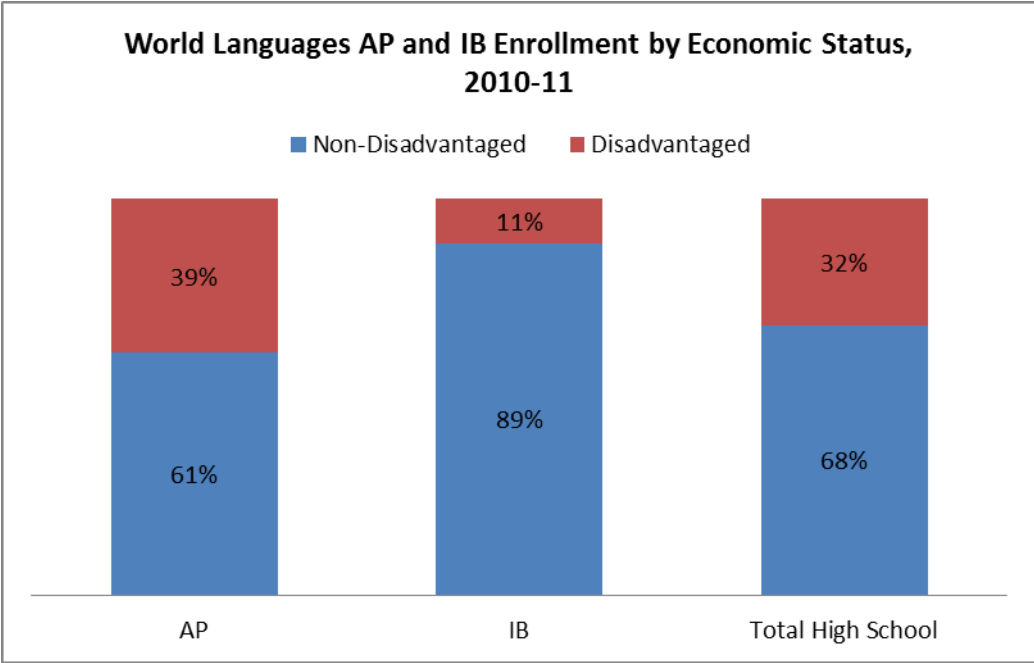


Figure 18 provides one year (2011-12) of AP & IB World Languages enrollment data disaggregated by economic status. Total high school enrollment data is included for comparison purposes.

Figure 18: World Languages AP & IB Enrollment Results by Economic Status, 2011-12

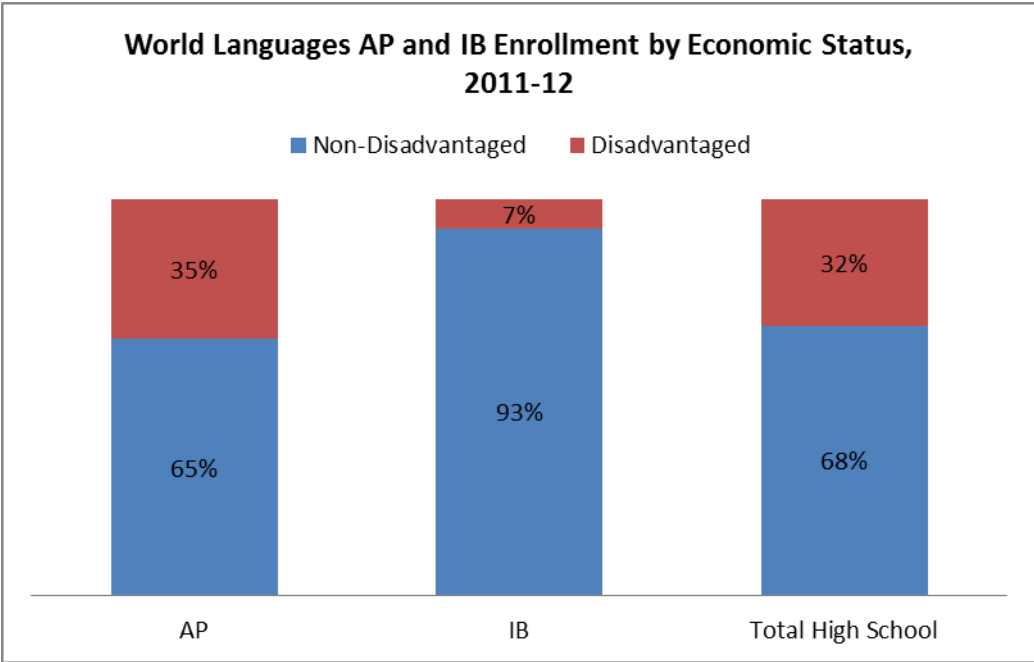


Table 5 provides six years of high school enrollment data for AP and IB World Languages courses by the number and percentage of students enrolled, disaggregated by limited English proficiency (LEP) status. Total high school enrollment data is included for comparison purposes.

Table 5: World Languages AP & IB Enrollment Results by LEP Status, 2006-07 through 2011-12

World Languages Course Type	LEP Status	2006-07		2007-08		2008-09		2009-10		2010-11		2011-12	
		N	%	N	%	N	%	N	%	N	%	N	%
AP	Non-LEP	228	71%	199	72%	231	75%	251	80%	229	76%	259	73%
	LEP	95	29%	77	28%	76	25%	62	20%	74	24%	95	27%
	Total	323	100%	276	100%	307	100%	313	100%	303	100%	354	100%
IB	Non-LEP	138	97%	121	94%	133	95%	142	95%	170	96%	171	96%
	LEP	5	3%	8	6%	7	5%	8	5%	8	4%	7	4%
	Total	143	100%	129	100%	140	100%	150	100%	178	100%	178	100%
Total High School Enrollment	Non-LEP	3899	76%	3926	76%	4118	76%	4200	77%	4311	78%	4228	75%
	LEP	1203	24%	1260	24%	1272	24%	1257	23%	1249	22%	1439	25%
	Total	5102	100%	5186	100%	5390	100%	5457	100%	5560	100%	5667	100%

Figure 19 provides one year (2006-07) of AP & IB World Languages enrollment data disaggregated by limited English proficiency (LEP) status. Total high school enrollment data is included for comparison purposes.

Figure 19: World Languages AP & IB Enrollment Results by LEP Status, 2006-07

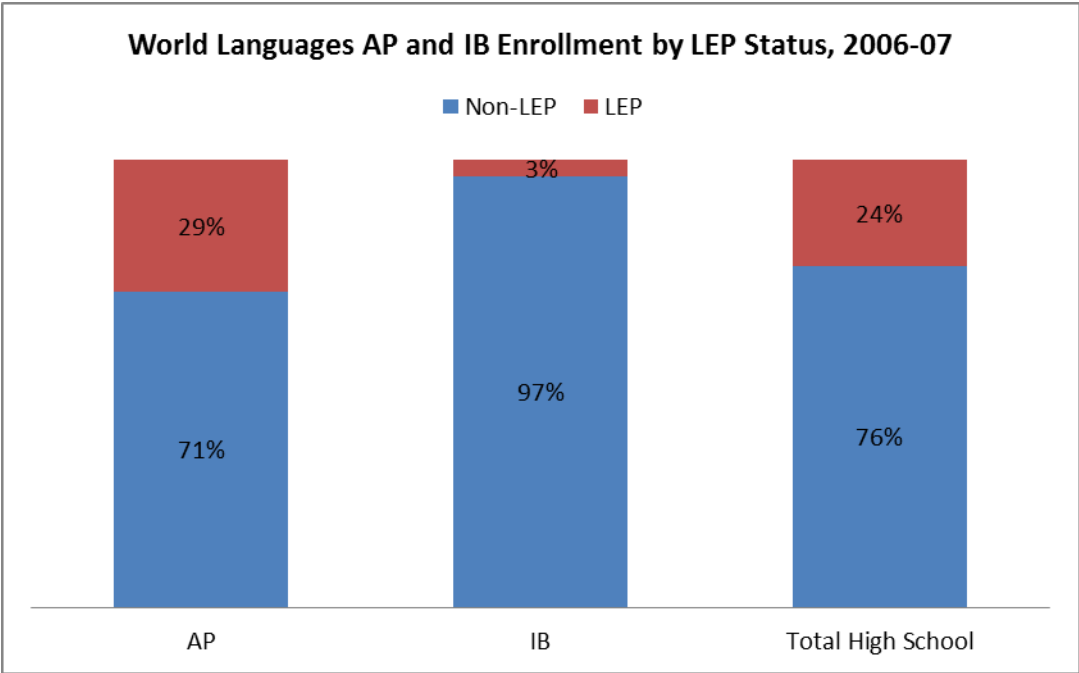


Figure 20 provides one year (2007-08) of AP & IB World Languages enrollment data disaggregated by limited English proficiency (LEP) status. Total high school enrollment data is included for comparison purposes.

Figure 20: World Languages AP & IB Enrollment Results by LEP Status, 2007-08

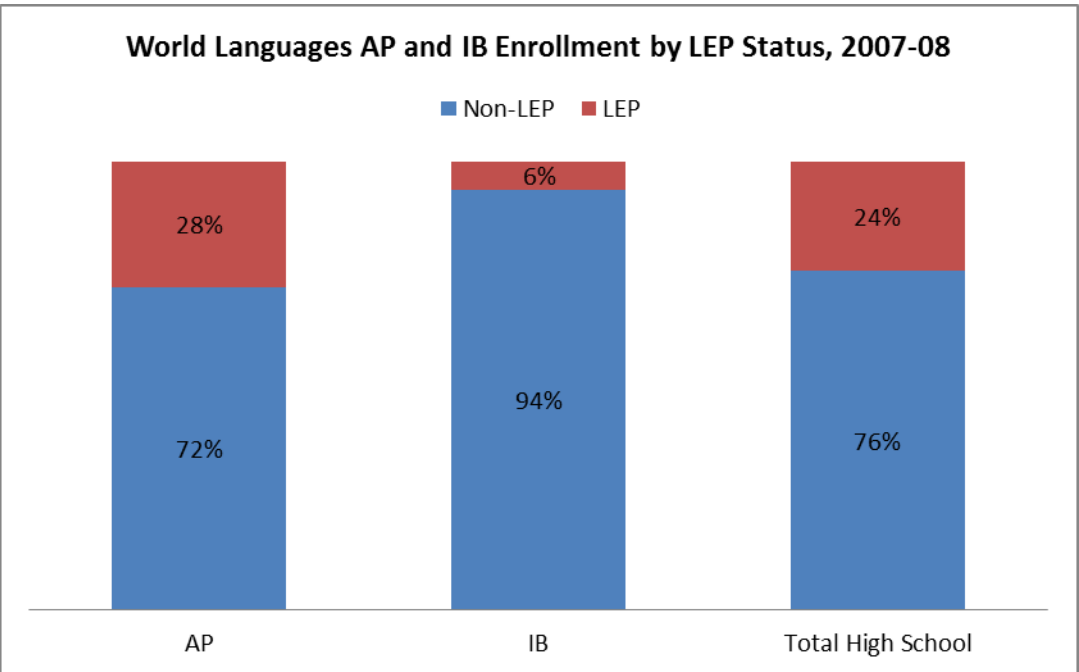


Figure 21 provides one year (2008-09) of AP & IB World Languages enrollment data disaggregated by limited English proficiency (LEP) status. Total high school enrollment data is included for comparison purposes.

Figure 21: World Languages AP & IB Enrollment Results by LEP Status, 2008-09

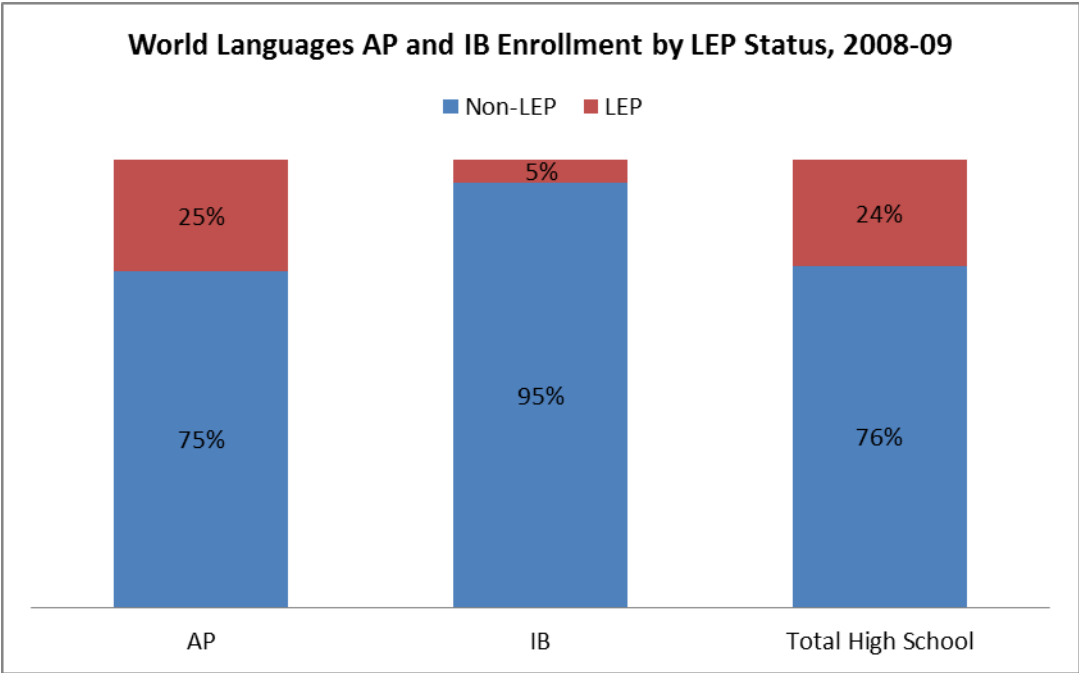


Figure 22 provides one year (2009-10) of AP & IB World Languages enrollment data disaggregated by limited English proficiency (LEP) status. Total high school enrollment data is included for comparison purposes.

Figure 22: World Languages AP & IB Enrollment Results by LEP Status, 2009-10

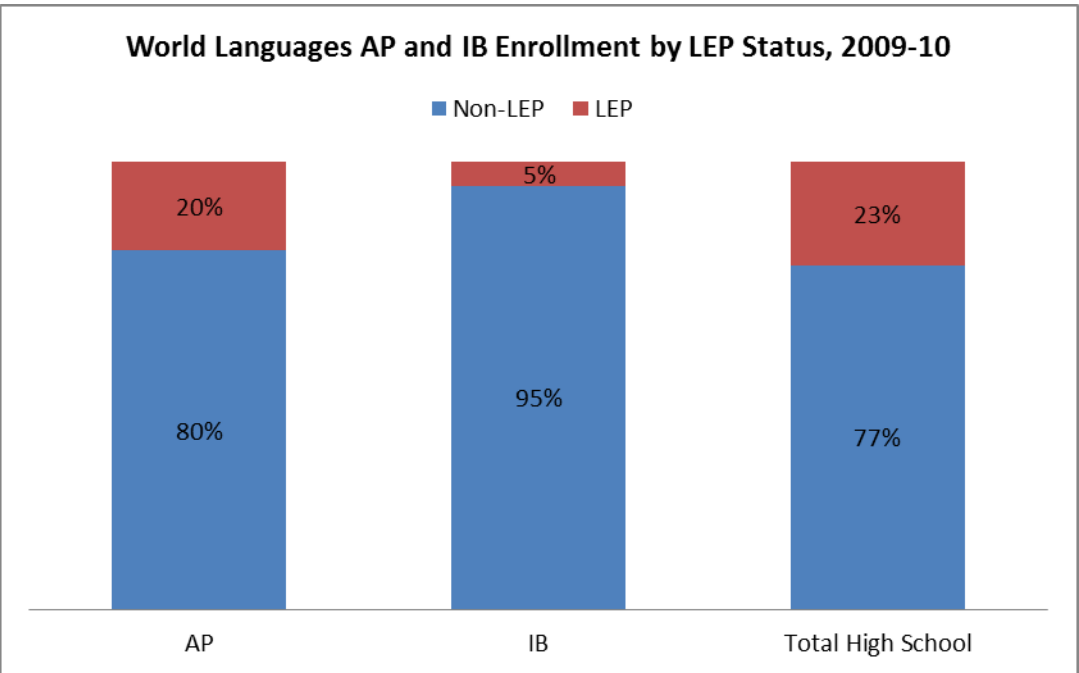


Figure 23 provides one year (2010-11) of AP & IB World Languages enrollment data disaggregated by limited English proficiency (LEP) status. Total high school enrollment data is included for comparison purposes.

Figure 23: World Languages AP & IB Enrollment Results by LEP Status, 2010-11

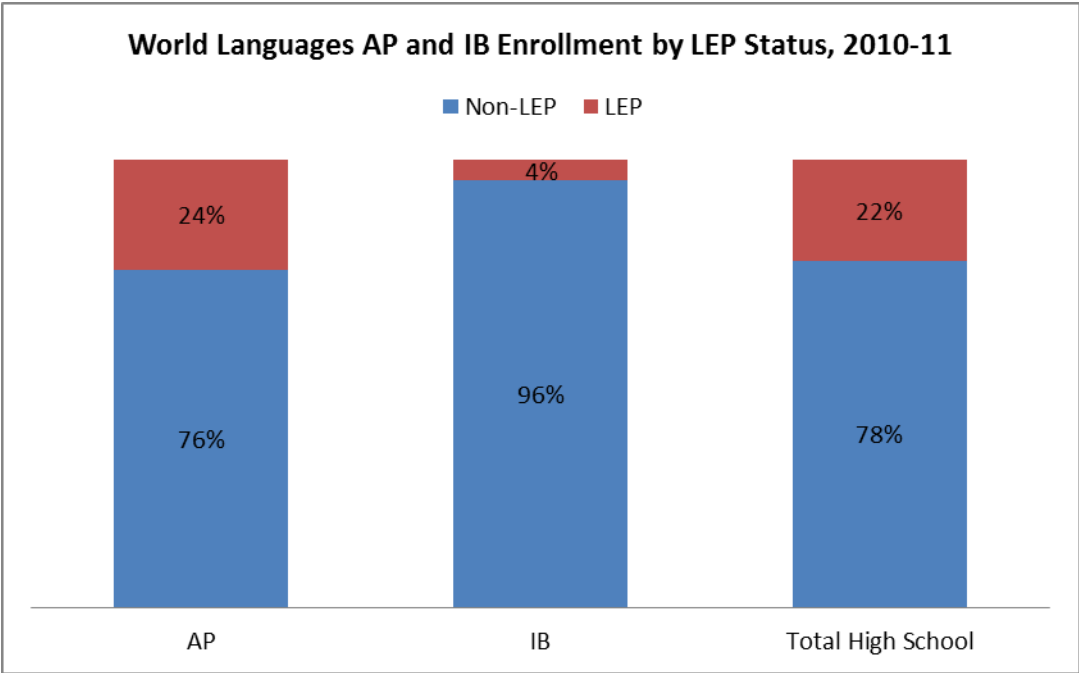


Figure 24 provides one year (2011-12) of AP & IB World Languages enrollment data disaggregated by limited English proficiency (LEP) status. Total high school enrollment data is included for comparison purposes.

Figure 24: World Languages AP & IB Enrollment Results by LEP Status, 2011-12

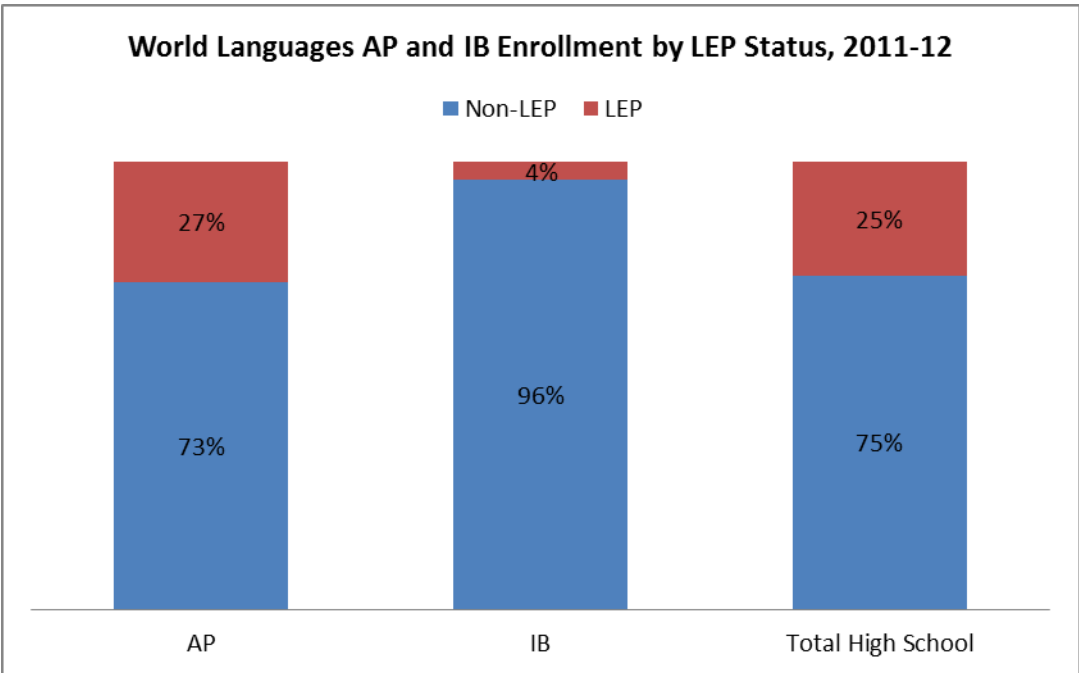


Table 6 provides six years of high school enrollment data for AP and IB World Languages courses by the number and percentage of students enrolled, disaggregated by limited disability status. Total high school enrollment data is included for comparison purposes.

Table 6: World Languages AP & IB Enrollment Results by Disability Status, 2006-07 through 2011-12

World Languages Course Type	Disability Status	2006-07		2007-08		2008-09		2009-10		2010-11		2011-12	
		N	%	N	%	N	%	N	%	N	%	N	%
AP	Non-Disabled	321	99%	271	98%	303	99%	308	98%	299	99%	343	97%
	Disabled	2	1%	5	2%	4	1%	5	2%	4	1%	11	3%
	Total	323	100%	276	100%	307	100%	313	100%	303	100%	354	100%
IB	Non-Disabled	140	98%	128	99%	139	99%	146	97%	172	97%	176	99%
	Disabled	3	2%	1	1%	1	1%	4	3%	6	3%	2	1%
	Total	143	100%	129	100%	140	100%	150	100%	178	100%	178	100%
Total High School Enrollment	Non-Disabled	4428	87%	4469	86%	4628	86%	4609	84%	4690	84%	4777	84%
	Disabled	674	13%	717	14%	762	14%	848	16%	870	16%	890	16%
	Total	5102	100%	5186	100%	5390	100%	5457	100%	5560	100%	5667	100%

Figure 25 provides one year (2006-07) of AP & IB World Languages enrollment data disaggregated by disability status. Total high school enrollment data is included for comparison purposes.

Figure 25: World Languages AP & IB Enrollment Results by Disability Status, 2006-07

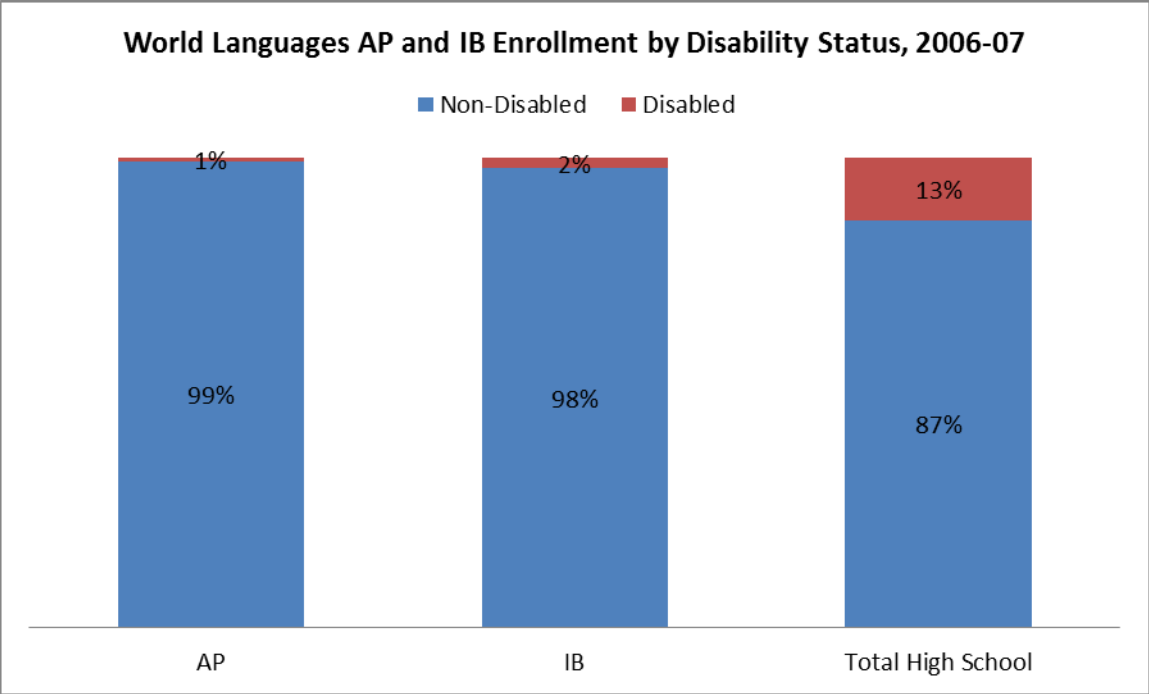


Figure 26 provides one year (2007-08) of AP & IB World Languages enrollment data disaggregated by disability status. Total high school enrollment data is included for comparison purposes.

Figure 26: World Languages AP & IB Enrollment Results by Disability Status, 2007-08

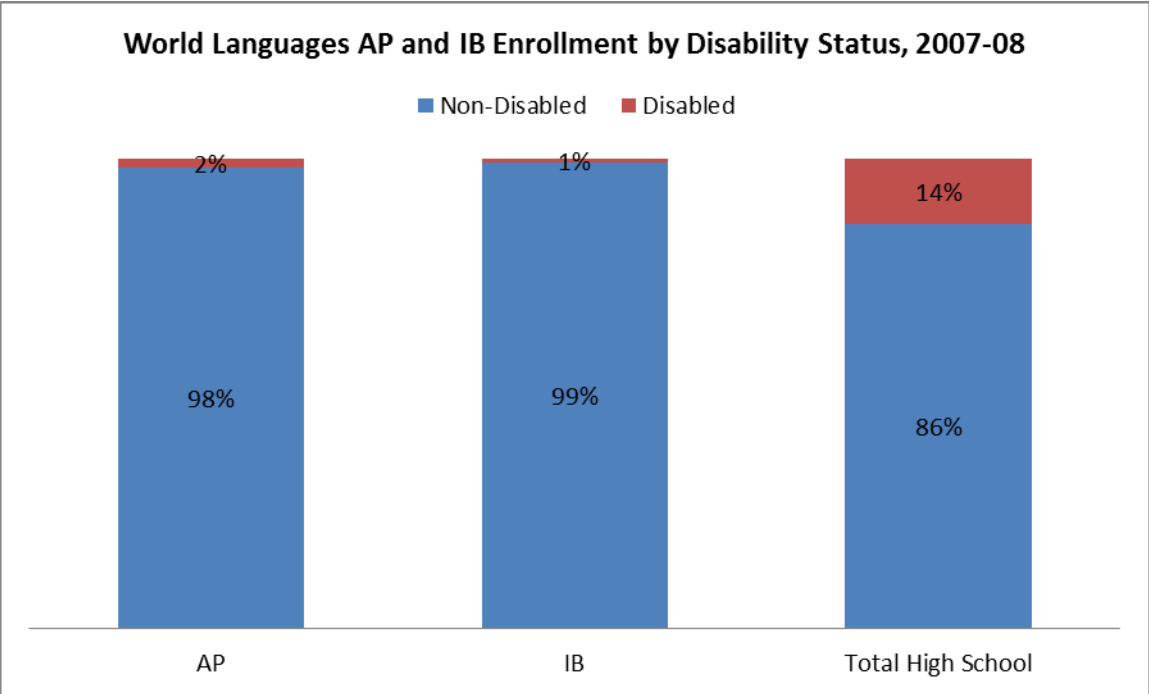


Figure 27 provides one year (2008-09) of AP & IB World Languages enrollment data disaggregated by disability status. Total high school enrollment data is included for comparison purposes.

Figure 27: World Languages AP & IB Enrollment Results by Disability Status, 2008-09

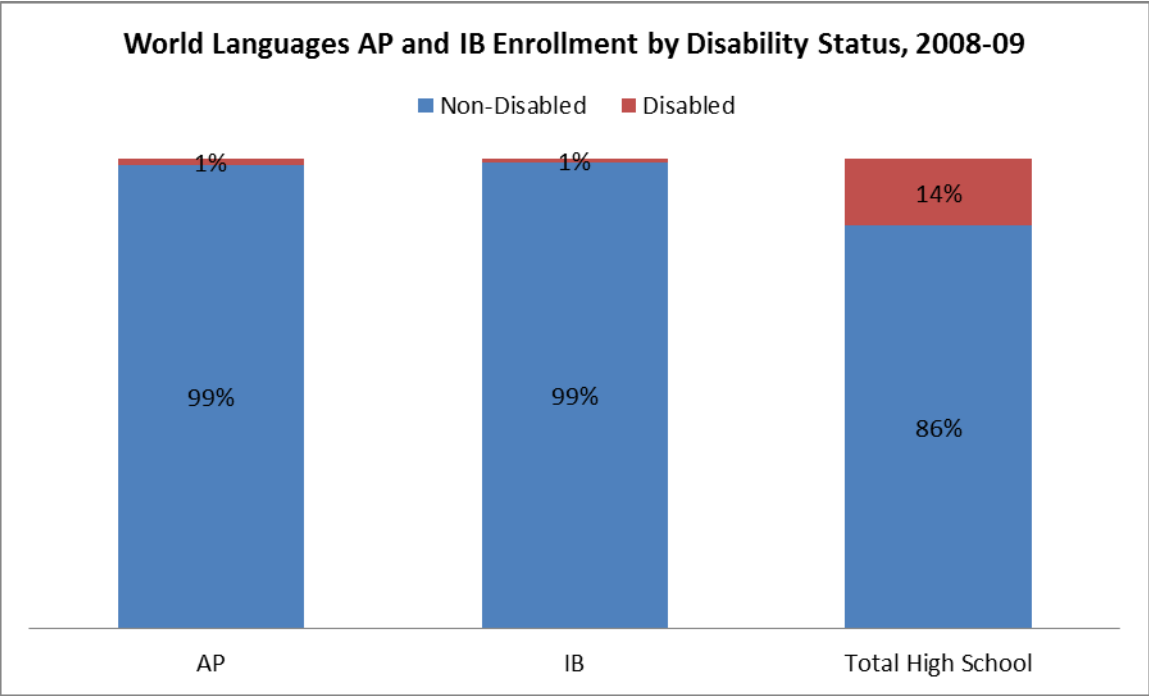


Figure 28 provides one year (2009-10) of AP & IB World Languages enrollment data disaggregated by disability status. Total high school enrollment data is included for comparison purposes.

Figure 28: World Languages AP & IB Enrollment Results by Disability Status, 2009-10

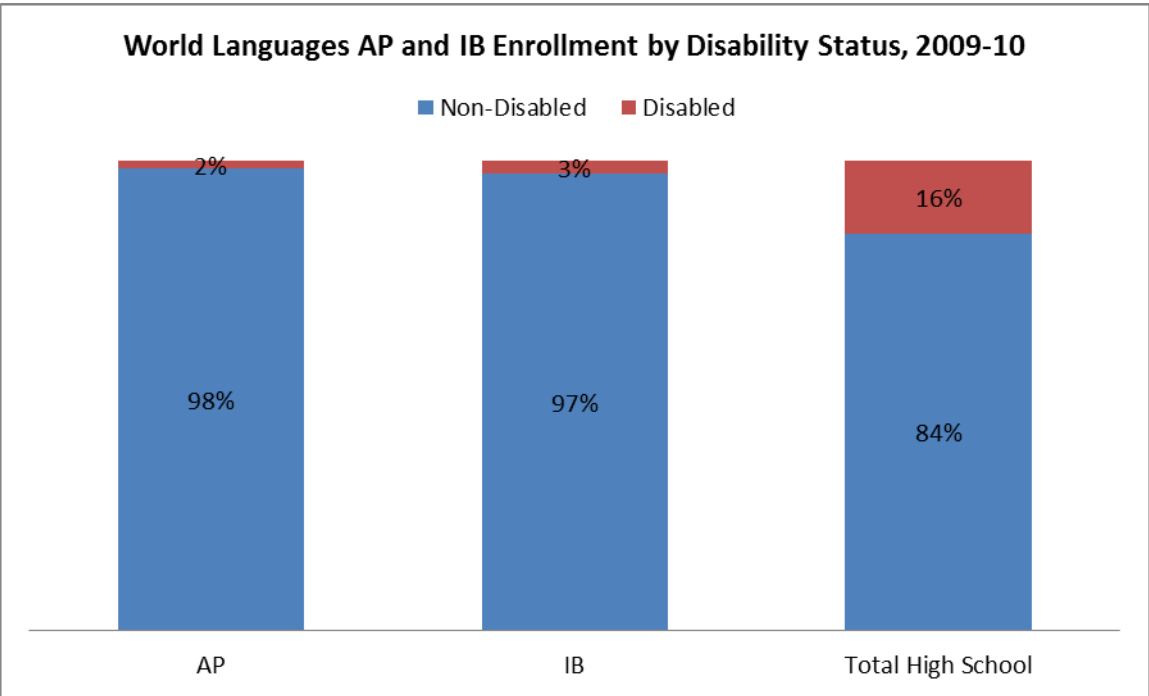


Figure 29 provides one year (2010-11) of AP & IB World Languages enrollment data disaggregated by disability status. Total high school enrollment data is included for comparison purposes.

Figure 29: World Languages AP & IB Enrollment Results by Disability Status, 2010-11

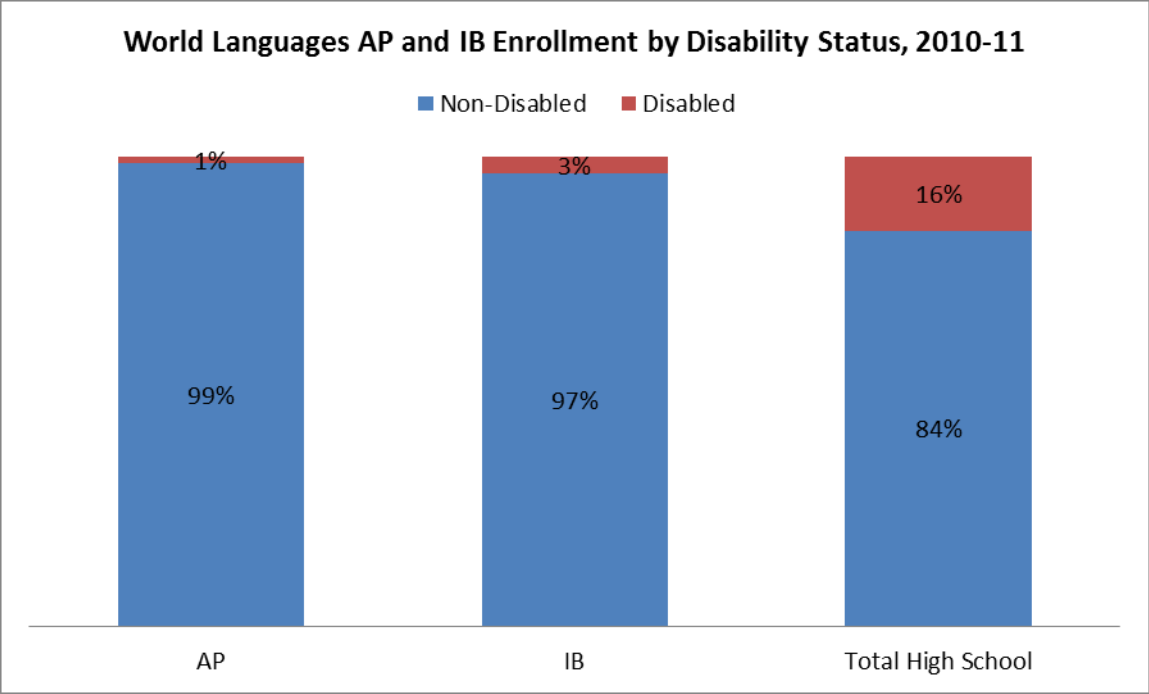
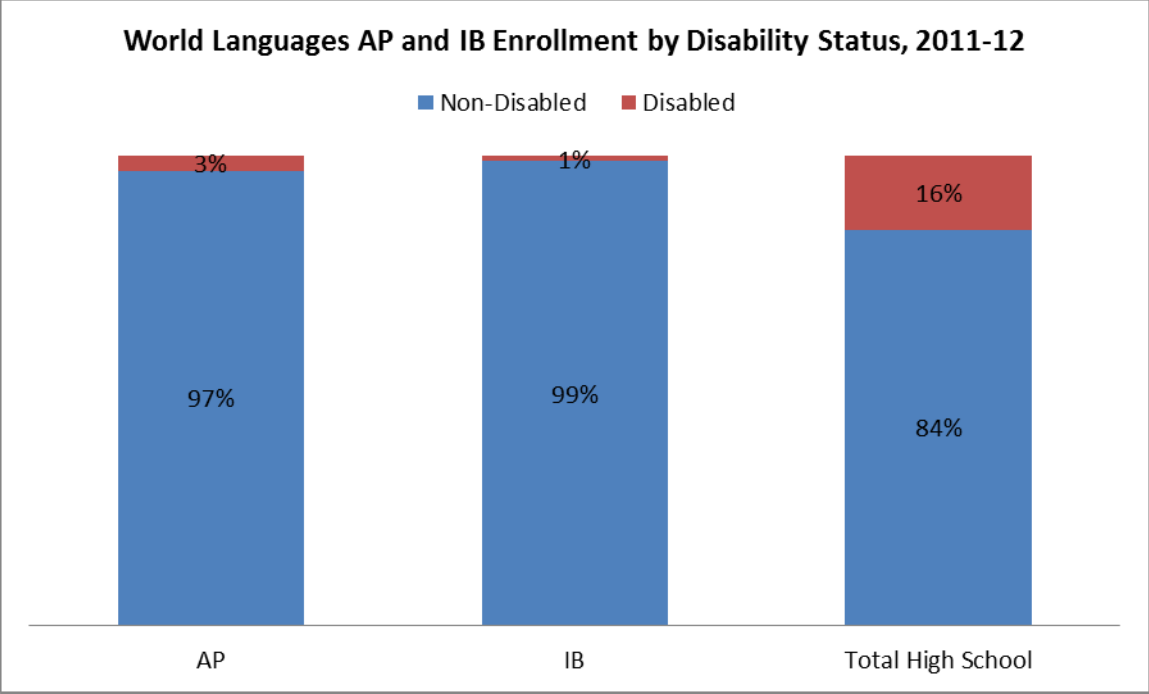


Figure 30 provides one year (2011-12) of AP & IB World Languages enrollment data disaggregated by disability status. Total high school enrollment data is included for comparison purposes.

Figure 30: World Languages AP & IB Enrollment Results by Disability Status, 2011-12



Impact of Elementary on Secondary World Languages Enrollment

Elementary students who attend Key Elementary or Claremont Elementary Schools participate in a Spanish *Immersion* program in which half their day is spent in a Spanish-language classroom learning mathematics, Spanish reading/writing, science, and music or art. The other portion of the day is spent learning English reading/writing, social studies, physical education, and music or art in English.

Several other schools (see Table 1) offer the *Foreign Language in the Elementary Schools* (FLES) program in Spanish. In these schools, students attend a Spanish language arts class to learn the language. The FLES program varies slightly from school to school.

Table 1 shows the elementary schools that offer either an Immersion or FLES program and the years in which they were offered.

Table 1: Immersion and FLES Schools by Year

School Year	Immersion	FLES
2005-06	Key, Claremont	none
2006-07	Key, Claremont	Glebe, Henry
2007-08	Key, Claremont	Glebe, Henry, Barcroft
2008-09	Key, Claremont	Glebe, Henry, Barcroft, Ashlawn, Jamestown, McKinley
2009-10	Key, Claremont	Glebe, Henry, Barcroft, Ashlawn, Jamestown, McKinley, Randolph
2010-11	Key, Claremont	Glebe, Henry, Barcroft, Ashlawn, Jamestown, McKinley, Randolph
2011-12	Key, Claremont	Glebe, Henry, Barcroft, Ashlawn, Jamestown, McKinley, Randolph, Barrett, Campbell, Carlin Springs, Drew

Table 2 shows the total number of APS elementary school students overall for seven years and the percentage who received Spanish instruction through Immersion or FLES. Given the fact that all K–5 students participate in either Immersion or FLES at participating schools, this data is based on whole school populations. The demographic data is from end of year reports.

Table 2: Percentage of APS Elementary School Students Receiving Spanish Instruction

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
No. of students in Grades K–5	8232	8379	8832	9162	9793	10392	10867
% Receiving Spanish Instruction	11%	14%	23%	37%	41%	40%	56%

Table 3 shows 5 years worth of data on the total number of 5th grade students enrolled in APS by Spanish language program. The data also reflects the percentage of students by group (FLES, Immersion, no Spanish instruction) that enrolled in a world languages course in 7th grade and 9th grade.

It is important to note that no data exists for 2008-09 and 2009-10 because students who were in 5th grade in those years have not yet reached 9th grade.

Table 3: The Impact of 5th Grade Spanish Instruction on 7th and 9th Grade World Language Enrollment

School Year	5th Grade Spanish Instruction	Number of Students	7th Grade	9th Grade
			% Enrolled in World Languages Course	% Enrolled in World Languages Course
2009-10	FLES	374	72%	n/a
	Immersion	114	86%	n/a
	None	714	75%	n/a
	Total	1202	75%	n/a
2008-09	FLES	295	74%	n/a
	Immersion	116	84%	n/a
	None	718	72%	n/a
	Total	1129	74%	n/a
2007-08	FLES	98	71%	69%
	Immersion	113	86%	89%
	None	795	77%	85%
	Total	1006	77%	84%
2006-07	FLES	62	65%	76%
	Immersion	102	85%	87%
	None	789	76%	84%
	Total	953	76%	83%
2005-06	FLES	0	n/a	n/a
	Immersion	88	81%	88%
	None	817	66%	82%
	Total	905	67%	82%

Figure 1 shows the percentage of students that enrolled in a secondary world language course as 7th or 9th grade students based on their participation in Spanish language instruction as 5th graders in 2005-06.

Figure 1: The Impact of 5th Grade Spanish Instruction in 2005-06 on 7th and 9th Grade World Language Enrollment

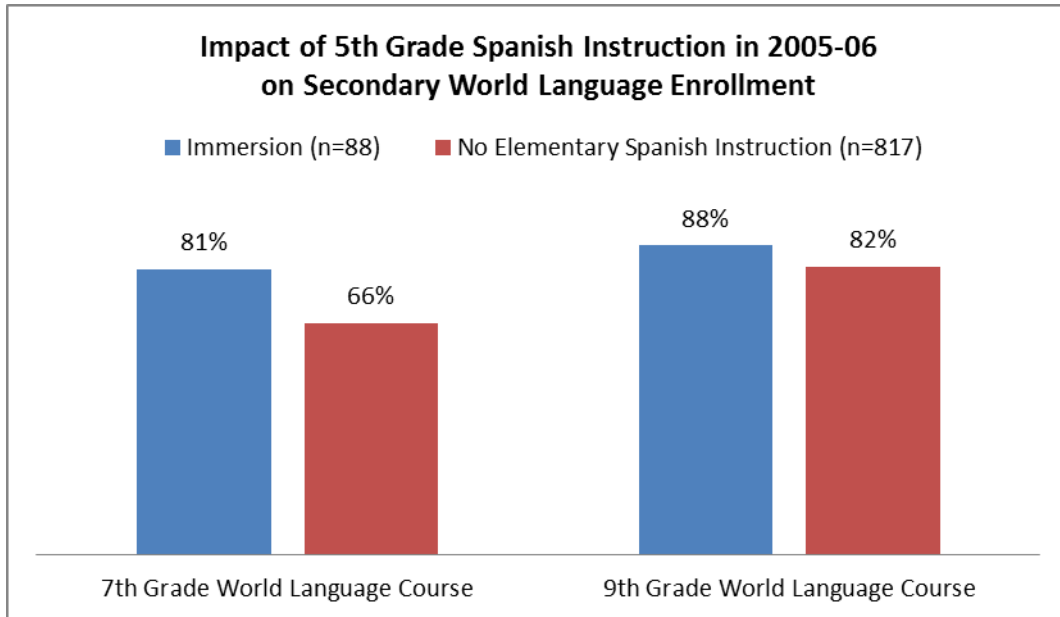


Figure 2 shows the percentage of students that enrolled in a secondary world language course as 7th or 9th grade students based on their participation in Spanish language instruction as 5th graders in 2006-07.

Figure 2: The Impact of 5th Grade Spanish Instruction in 2006-07 on 7th and 9th Grade World Language Enrollment

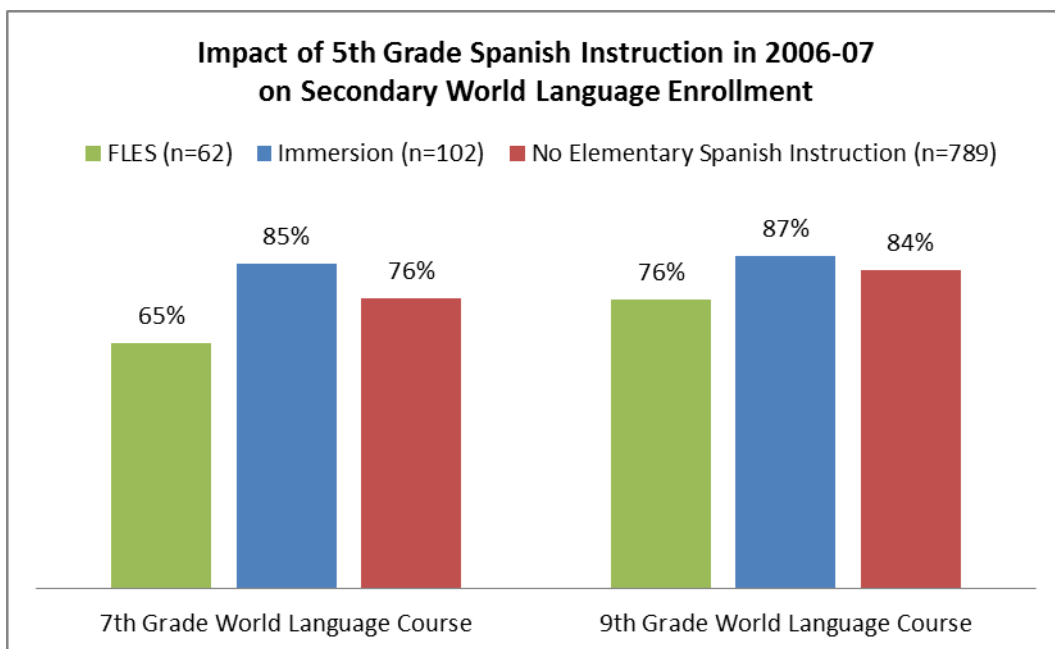


Figure 3 shows the percentage of students that enrolled in a secondary world language course as 7th or 9th grade students based on their participation in Spanish language instruction as 5th graders in 2007-08.

Figure 3: The Impact of 5th Grade Spanish Instruction in 2007-08 on 7th and 9th Grade World Language Enrollment

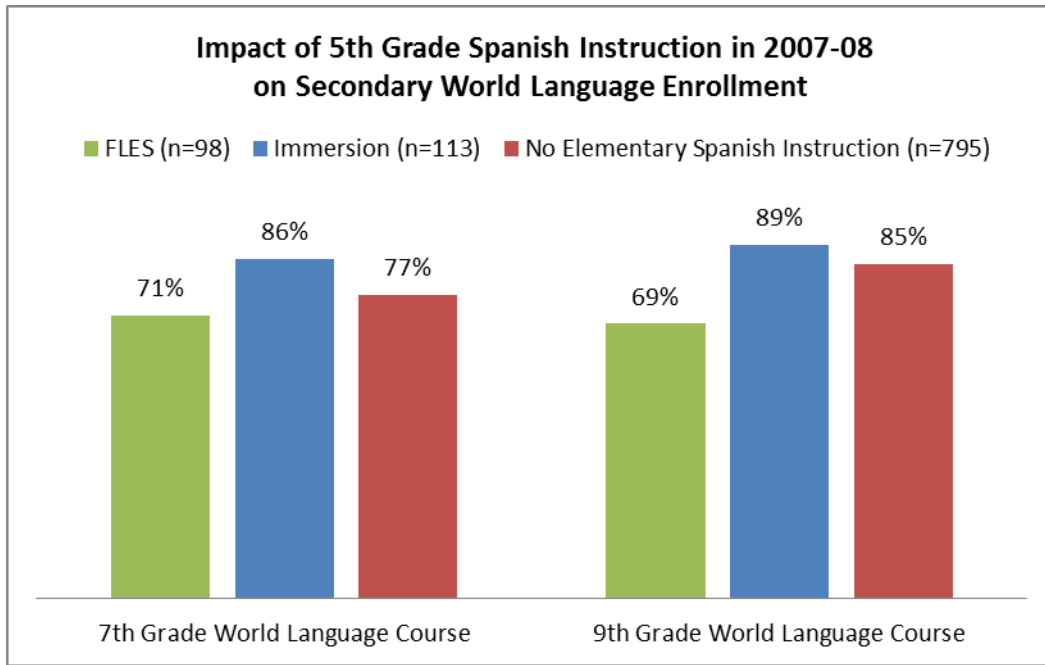


Figure 4 shows the percentage of students that enrolled in a secondary world language course as 7th or 9th grade students based on their participation in Spanish language instruction as 5th graders in 2008-09.

Figure 4: The Impact of 5th Grade Spanish Instruction in 2008-09 on 7th and 9th Grade World Language Enrollment

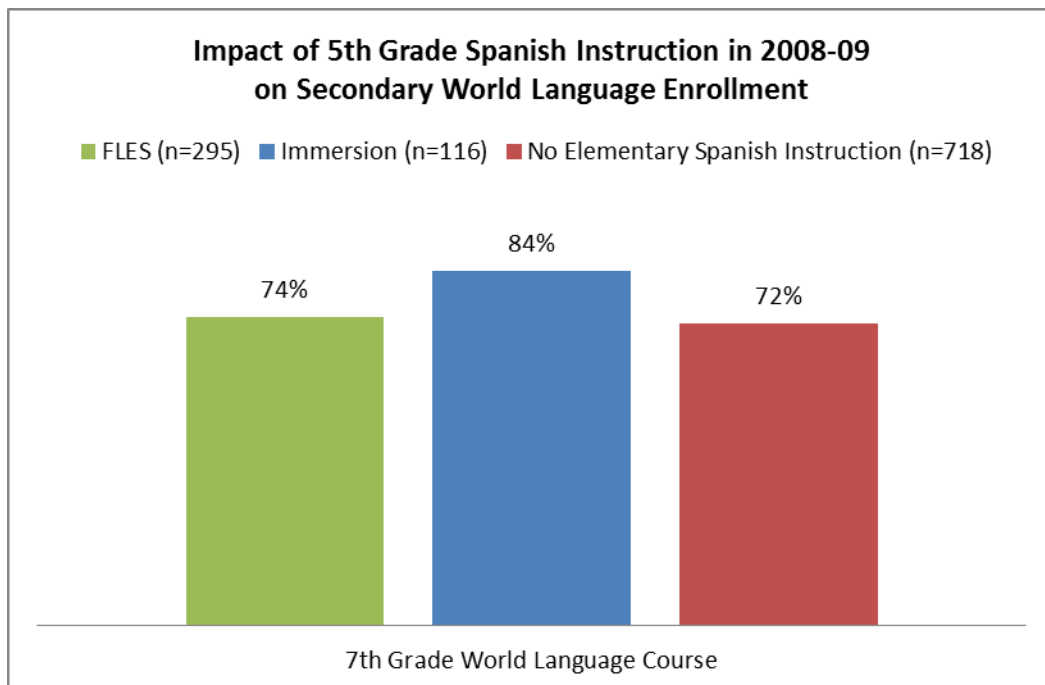


Figure 5 shows the percentage of students that enrolled in a secondary world language course as 7th or 9th grade students based on their participation in Spanish language instruction as 5th graders in 2009-10.

Figure 5: The Impact of 5th Grade Spanish Instruction in 2009-10 on 7th and 9th Grade World Language Enrollment

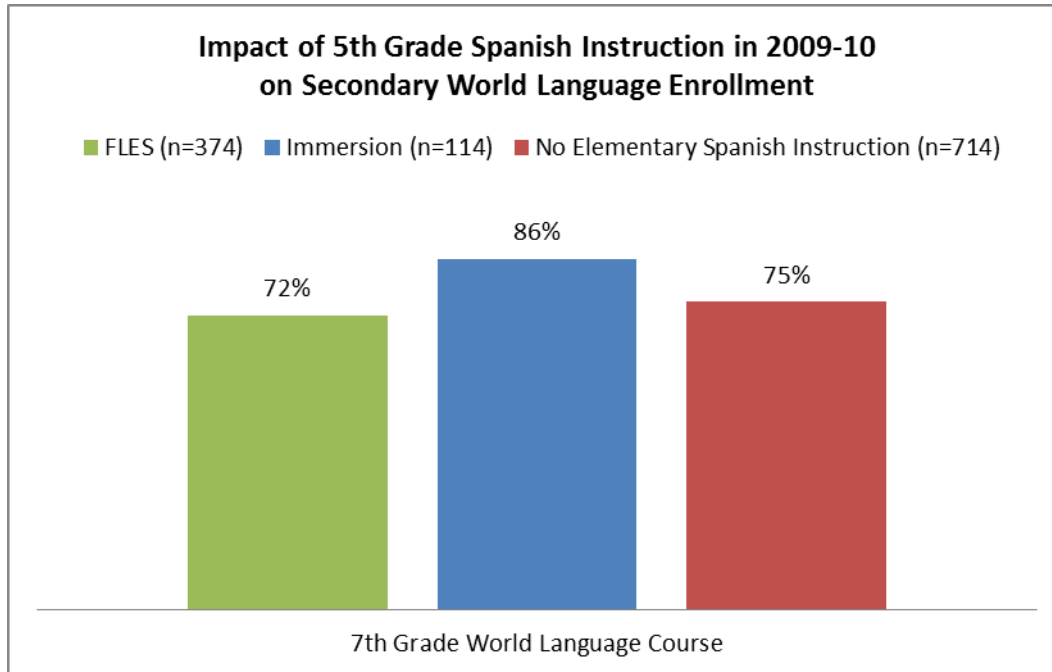


Table 4 (on pages 6 and 7) shows 5 years worth of data on the total number of 5th grade students enrolled in APS by Spanish language program and race/ethnicity. The data also reflects the percentage of students by subgroup that enrolled in a world language course in 7th grade or 9th grade.

**Table 4: The Impact of 5th Grade Spanish Instruction on
7th and 9th Grade World Language Enrollment, by Race/Ethnicity**

Race	School Year	5th Grade Spanish Instruction	Number of Students	7th Grade	9th grade
				% Enrolled in World Language Course	% Enrolled in World Language Course
Asian	2009-10	FLES	36	64%	n/a
		Immersion	*	*	n/a
		None	81	75%	n/a
		Total	120	72%	n/a
	2008-09	FLES	30	80%	n/a
		Immersion	*	*	n/a
		None	82	72%	n/a
		Total	114	75%	n/a
	2007-08	FLES	9	89%	67%
		Immersion	6	67%	83%
		None	89	80%	89%
		Total	104	80%	87%
	2006-07	FLES	8	88%	88%
		Immersion	*	*	*
		None	88	74%	80%
		Total	99	76%	81%
	2005-06	FLES	n/a	n/a	n/a
		Immersion	*	*	*
		None	89	60%	84%
		Total	91	59%	85%
Black	2009-10	FLES	40	53%	n/a
		Immersion	10	70%	n/a
		None	90	56%	n/a
		Total	140	56%	n/a
	2008-09	FLES	36	53%	n/a
		Immersion	7	86%	n/a
		None	103	44%	n/a
		Total	146	48%	n/a
	2007-08	FLES	17	65%	65%
		Immersion	6	83%	100%
		None	94	55%	71%
		Total	117	58%	72%
	2006-07	FLES	23	57%	61%
		Immersion	*	*	*
		None	91	55%	66%
		Total	118	56%	66%
	2005-06	FLES	n/a	n/a	n/a
		Immersion	*	*	*
		None	114	43%	63%
		Total	117	44%	64%

*Fewer than 5, not reported.

**(CONTINUED) Table 4: The Impact of 5th Grade Spanish Instruction on
7th and 9th Grade World Language Enrollment, by Race/Ethnicity**

Race	School Year	5th Grade Spanish Instruction	Number of Students	7th Grade	9th grade
				% Enrolled in World Language Course	% Enrolled in World Language Course
Hispanic	2009-10	FLES	93	61%	n/a
		Immersion	46	80%	n/a
		None	152	55%	n/a
		Total	291	61%	n/a
	2008-09	FLES	54	48%	n/a
		Immersion	58	74%	n/a
		None	157	52%	n/a
		Total	269	56%	n/a
	2007-08	FLES	43	67%	60%
		Immersion	52	79%	83%
		None	165	50%	68%
		Total	260	59%	70%
	2006-07	FLES	20	55%	80%
		Immersion	44	73%	70%
		None	169	66%	74%
		Total	233	67%	74%
	2005-06	FLES	n/a	n/a	n/a
		Immersion	46	70%	83%
		None	199	50%	68%
		Total	245	53%	71%
White	2009-10	FLES	201	83%	n/a
		Immersion	53	94%	n/a
		None	382	88%	n/a
		Total	636	87%	n/a
	2008-09	FLES	172	85%	n/a
		Immersion	48	96%	n/a
		None	371	88%	n/a
		Total	591	88%	n/a
	2007-08	FLES	28	75%	89%
		Immersion	49	96%	96%
		None	443	90%	93%
		Total	520	90%	93%
	2006-07	FLES	11	82%	91%
		Immersion	51	96%	100%
		None	437	85%	92%
		Total	499	86%	92%
	2005-06	FLES	n/a	n/a	n/a
		Immersion	37	95%	92%
		None	411	81%	92%
		Total	448	82%	92%

Figure 6 shows the percentage of students by race/ethnicity that enrolled in secondary world language courses as 7th graders based on their participation in Spanish language instruction as 5th graders in 2005-06.

Figure 6: The Impact of 5th Grade Spanish Instruction in 2005-06 on 7th Grade World Language Enrollment, by Race/Ethnicity

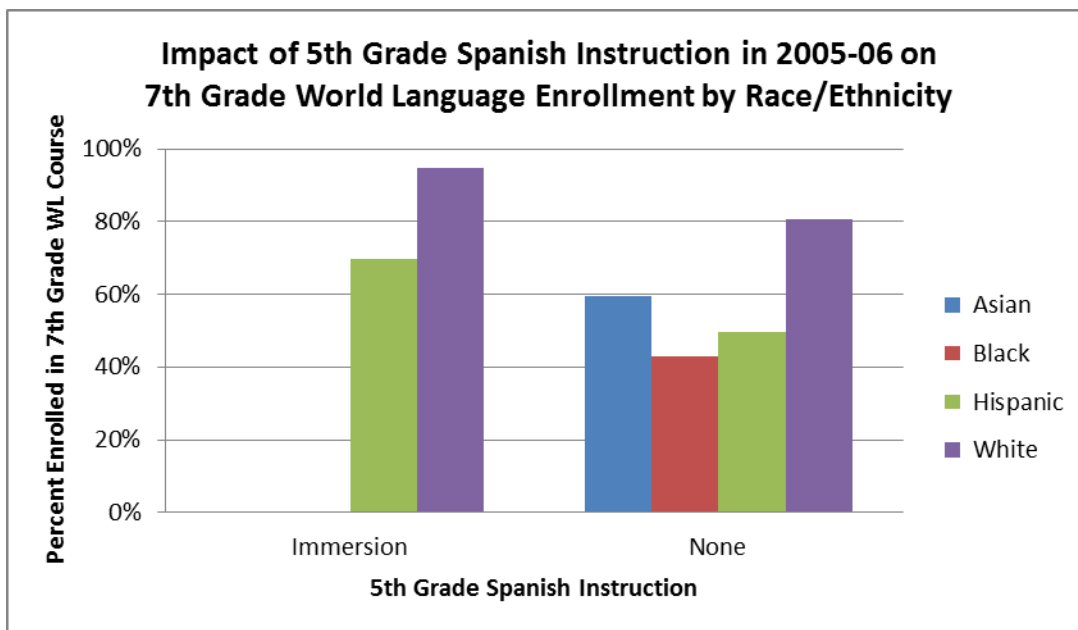


Figure 7 shows the percentage of students by race/ethnicity that enrolled in secondary world language courses as 9th graders based on their participation in Spanish language instruction as 5th graders in 2005-06.

Figure 7: The Impact of 5th Grade Spanish Instruction in 2005-06 on 9th Grade World Language Enrollment, by Race/Ethnicity

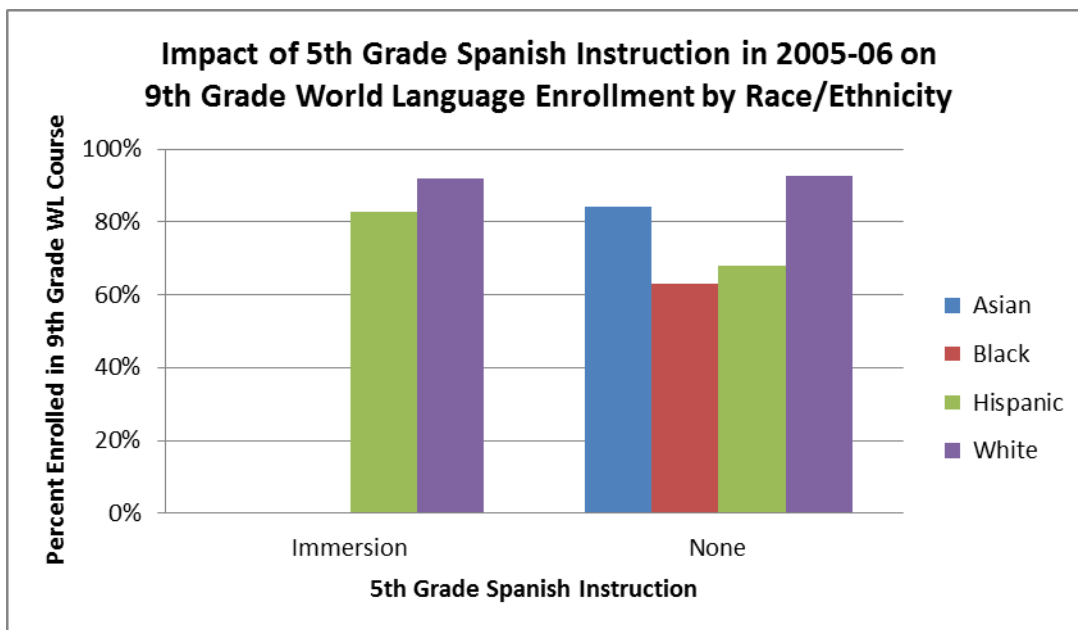


Figure 8 shows the percentage of students by race/ethnicity that enrolled in secondary world language courses as 7th graders based on their participation in Spanish language instruction as 5th graders in 2006-07.

Figure 8: The Impact of 5th Grade Spanish Instruction in 2006-07 on 7th Grade World Language Enrollment, by Race/Ethnicity

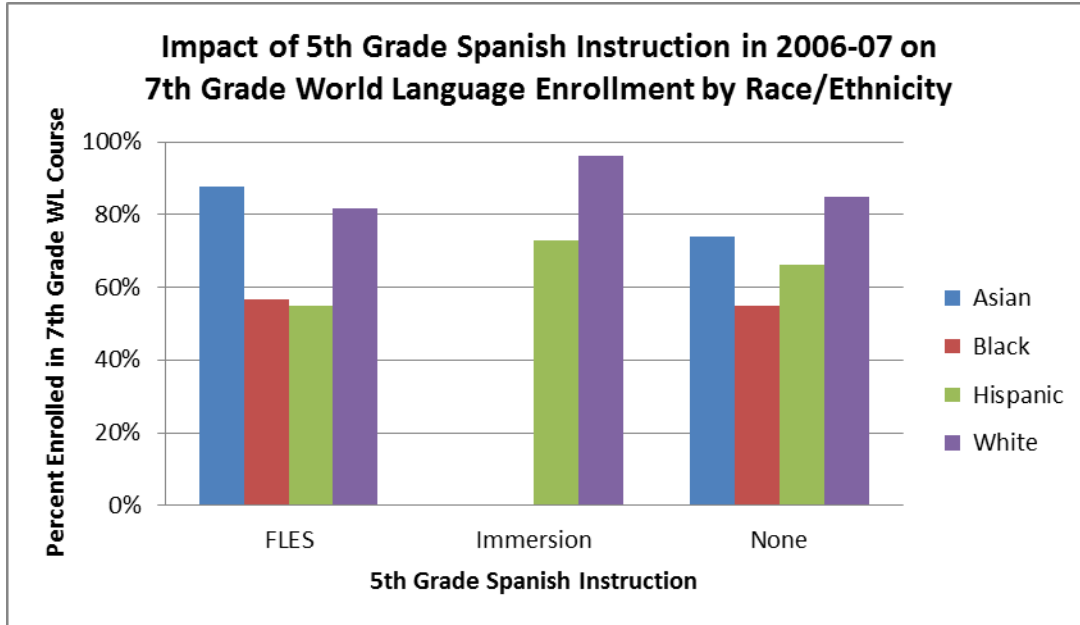


Figure 9 shows the percentage of students by race/ethnicity that enrolled in secondary world language courses as 9th graders based on their participation in Spanish language instruction as 5th graders in 2006-07.

Figure 9: The Impact of 5th Grade Spanish Instruction in 2006-07 on 9th Grade World Language Enrollment, by Race/Ethnicity

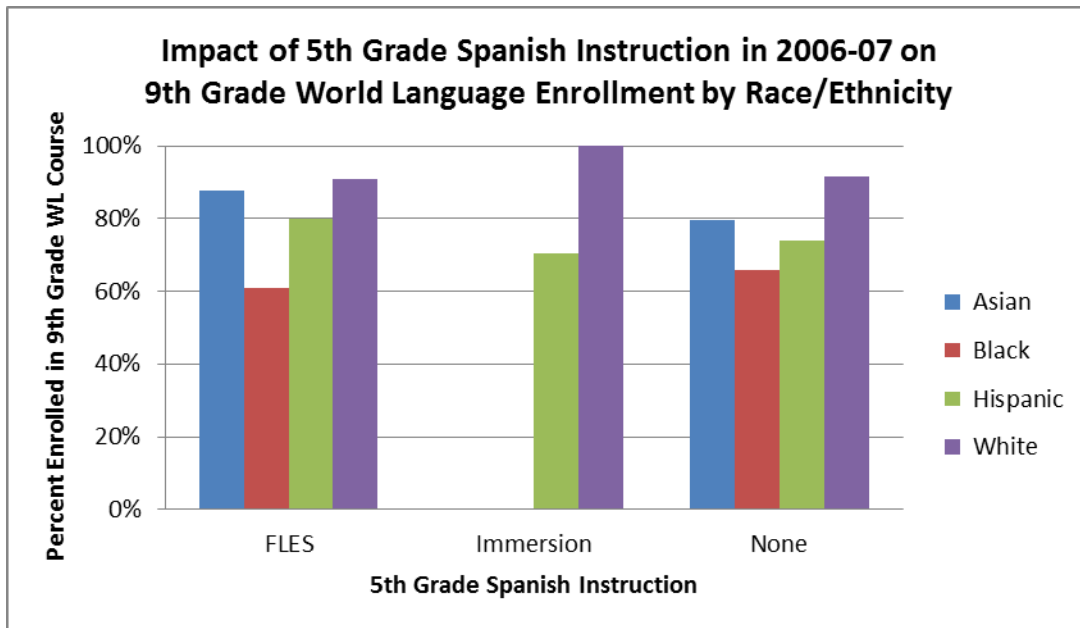


Figure 10 shows the percentage of students by race/ethnicity that enrolled in secondary world language courses as 7th graders based on their participation in Spanish language instruction as 5th graders in 2007-08.

Figure 10: The Impact of 5th Grade Spanish Instruction in 2007-08 on 7th Grade World Language Enrollment, by Race/Ethnicity

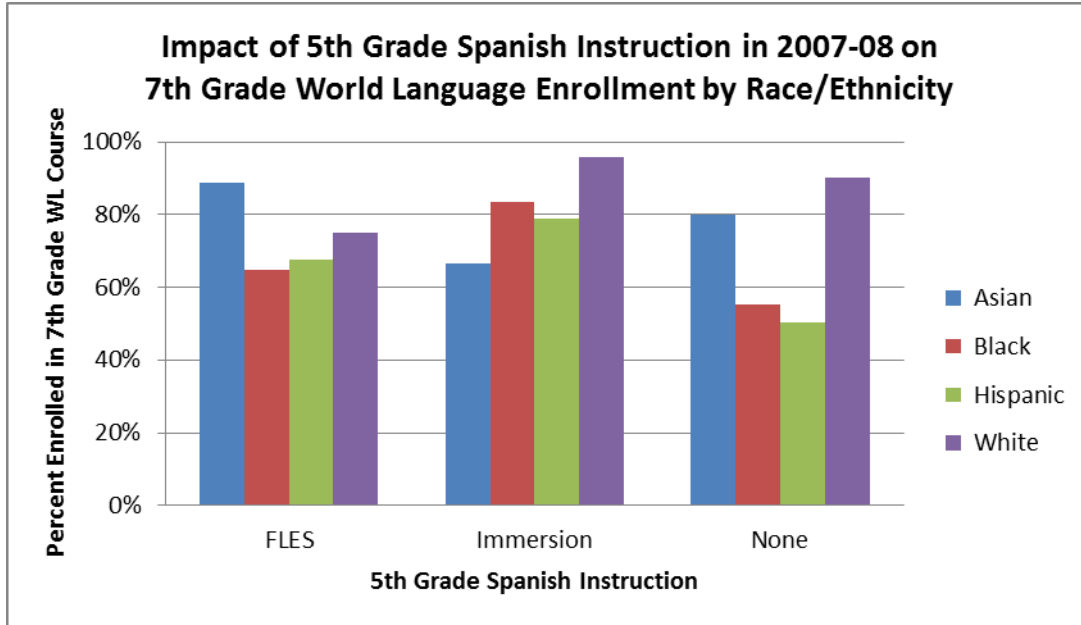


Figure 11 shows the percentage of students by race/ethnicity that enrolled in secondary world language courses as 9th graders based on their participation in Spanish language instruction as 5th graders in 2007-08.

Figure 11: The Impact of 5th Grade Spanish Instruction in 2007-08 on 9th Grade World Language Enrollment, by Race/Ethnicity

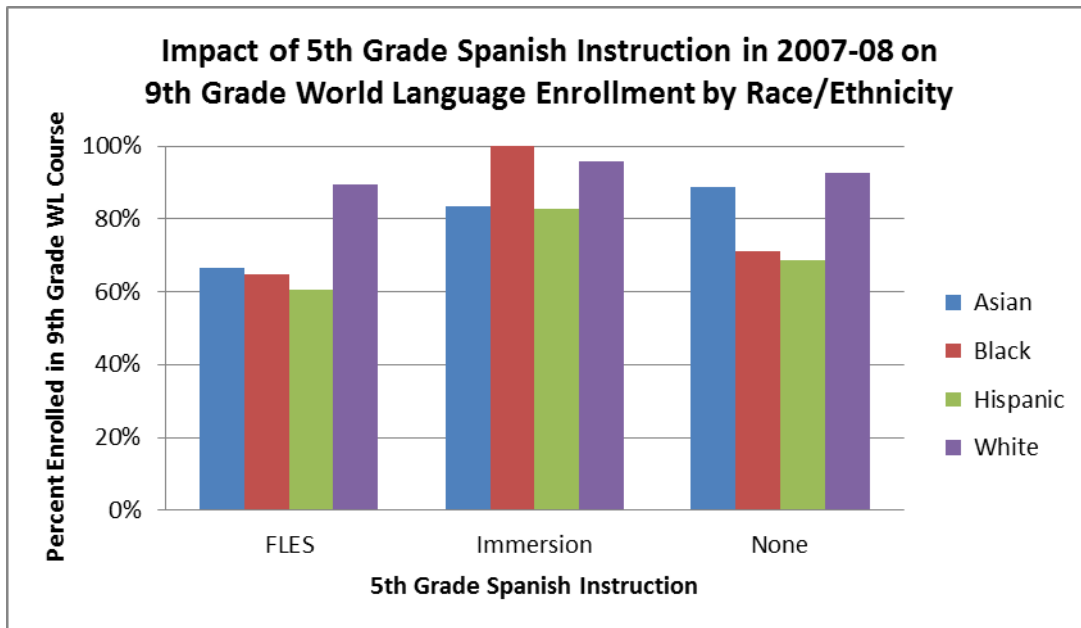


Figure 12 shows the percentage of students by race/ethnicity that enrolled in secondary world language courses as 7th graders based on their participation in Spanish language instruction as 5th graders in 2008-09.

Figure 12: The Impact of 5th Grade Spanish Instruction in 2008-09 on 7th Grade World Language Enrollment, by Race/Ethnicity

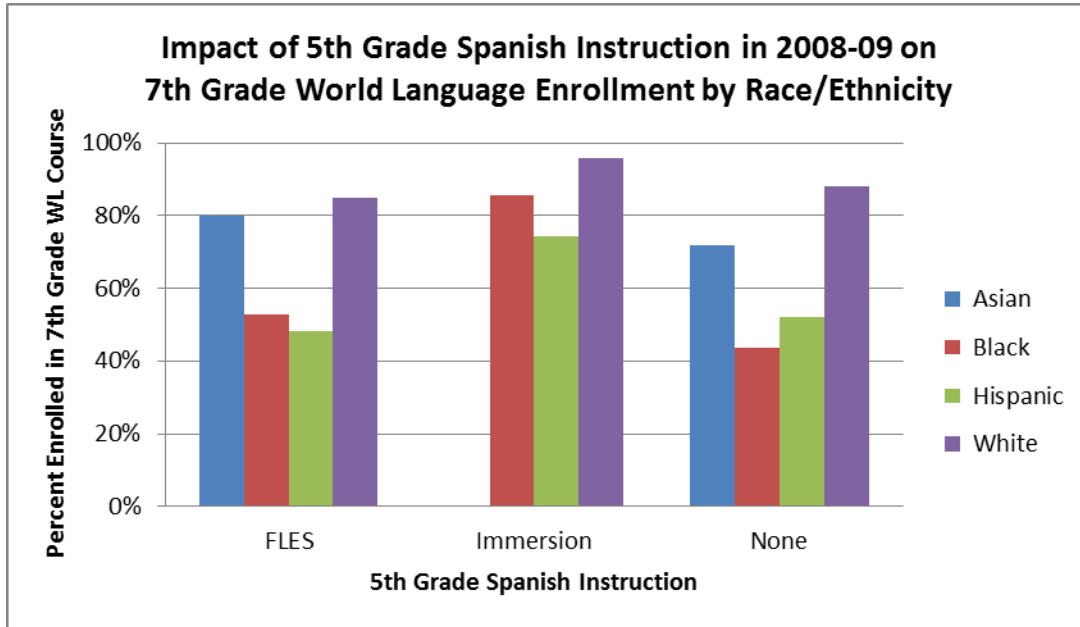
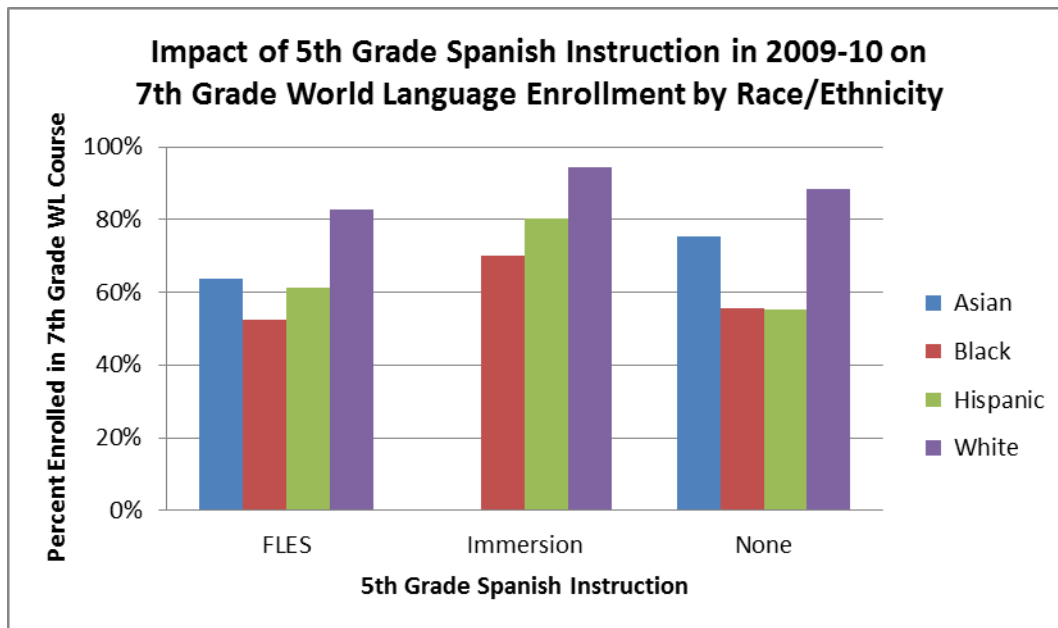


Figure 13 shows the percentage of students by race/ethnicity that enrolled in secondary world language courses as 7th graders based on their participation in Spanish language instruction as 5th graders in 2009-10.

Figure 13: The Impact of 5th Grade Spanish Instruction in 2009-10 on 7th Grade World Language Enrollment, by Race/Ethnicity



**Table 5: The Impact of 5th Grade Spanish Instruction on
7th and 9th Grade World Language Enrollment, by Gender**

Gender	School Year	5th Grade Spanish Instruction	Number of Students	7th Grade	9th grade
				% Enrolled in World Language Course	% Enrolled in World Language Course
Female	2009-10	FLES	191	77%	n/a
		Immersion	54	91%	n/a
		None	349	79%	n/a
		Total	594	79%	n/a
	2008-09	FLES	130	77%	n/a
		Immersion	59	90%	n/a
		None	336	76%	n/a
		Total	525	78%	n/a
	2007-08	FLES	38	76%	1%
		Immersion	62	87%	1%
		None	380	82%	1%
		Total	480	83%	1%
	2006-07	FLES	23	65%	1%
		Immersion	59	86%	1%
		None	374	82%	1%
		Total	456	82%	1%
	2005-06	FLES	n/a	n/a	n/a
		Immersion	50	78%	1%
		None	447	73%	1%
		Total	497	73%	1%
Male	2009-10	FLES	183	67%	n/a
		Immersion	60	82%	n/a
		None	365	72%	n/a
		Total	608	71%	n/a
	2008-09	FLES	165	71%	n/a
		Immersion	57	79%	n/a
		None	382	68%	n/a
		Total	604	70%	n/a
	2007-08	FLES	60	68%	1%
		Immersion	51	84%	1%
		None	415	71%	1%
		Total	526	72%	1%
	2006-07	FLES	39	64%	1%
		Immersion	43	84%	1%
		None	415	71%	1%
		Total	497	71%	1%
	2005-06	FLES	n/a	n/a	n/a
		Immersion	38	84%	1%
		None	370	57%	1%
		Total	408	59%	1%

Figure 14 shows the percentage of students by gender that enrolled in secondary world language courses as 7th graders based on their participation in Spanish language instruction as 5th graders in 2005-06.

Figure 14: The Impact of 5th Grade Spanish Instruction in 2005-06 on 7th Grade World Language Enrollment, by Gender

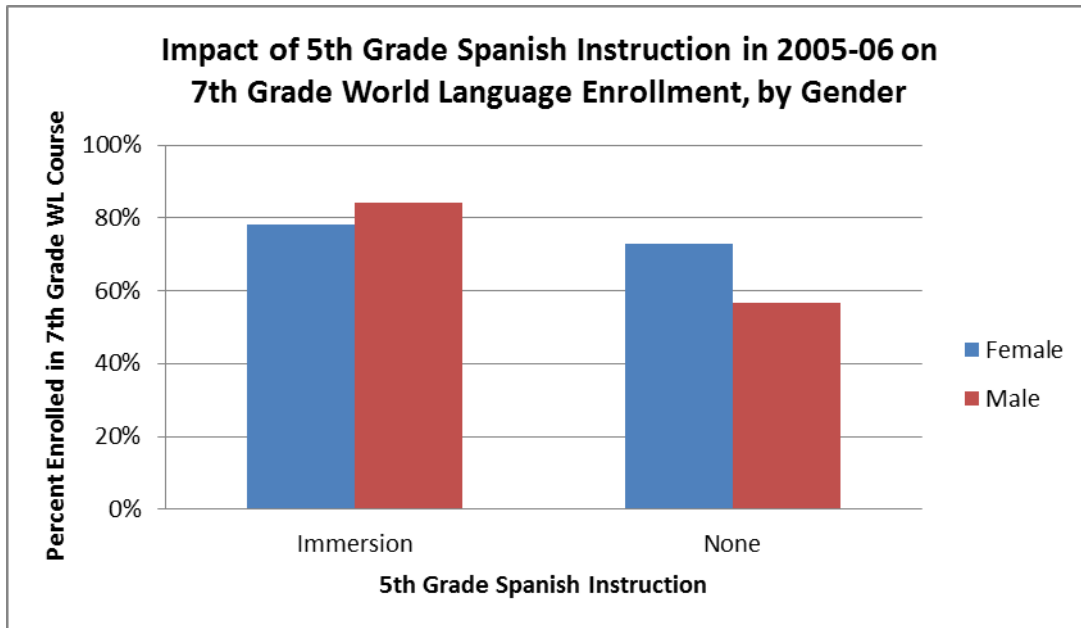


Figure 15 shows the percentage of students by gender that enrolled in secondary world language courses as 9th graders based on their participation in Spanish language instruction as 5th graders in 2005-06.

Figure 15: The Impact of 5th Grade Spanish Instruction in 2005-06 on 9th Grade World Language Enrollment, by Gender

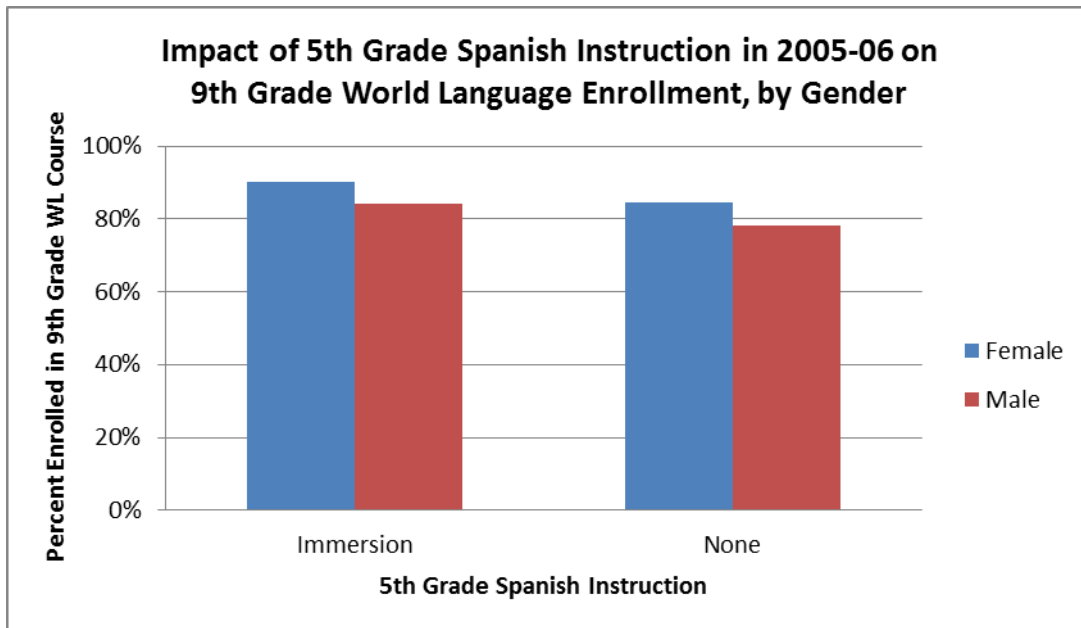


Figure 16 shows the percentage of students by gender that enrolled in secondary world language courses as 7th graders based on their participation in Spanish language instruction as 5th graders in 2006-07.

Figure 16: The Impact of 5th Grade Spanish Instruction in 2006-07 on 7th Grade World Language Enrollment, by Gender

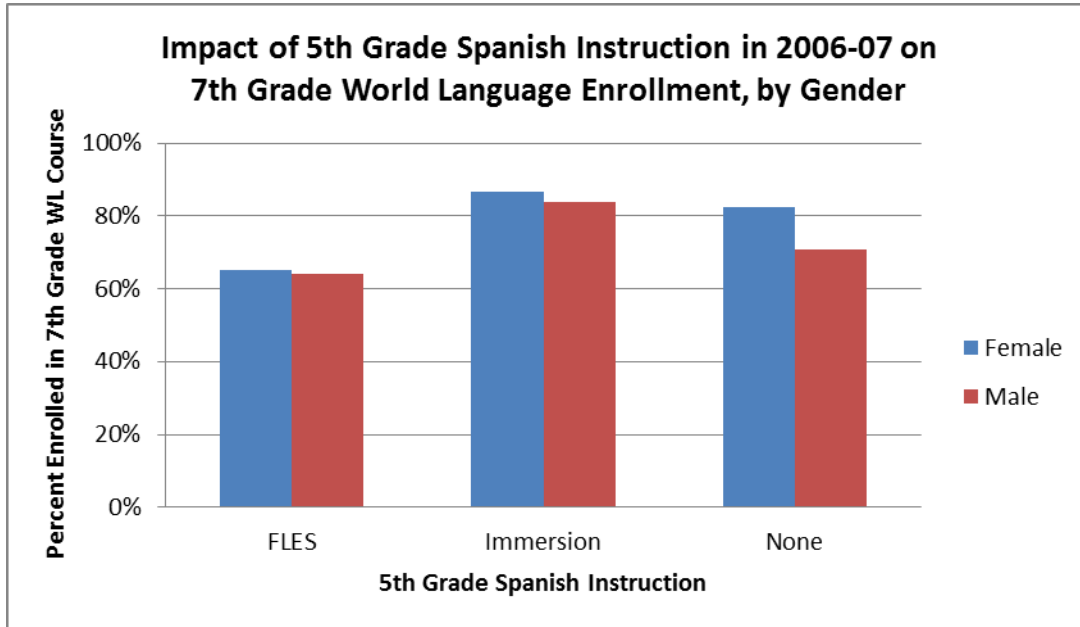


Figure 17 shows the percentage of students by gender that enrolled in secondary world language courses as 9th graders based on their participation in Spanish language instruction as 5th graders in 2006-07.

Figure 17: The Impact of 5th Grade Spanish Instruction in 2006-07 on 9th Grade World Language Enrollment, by Gender

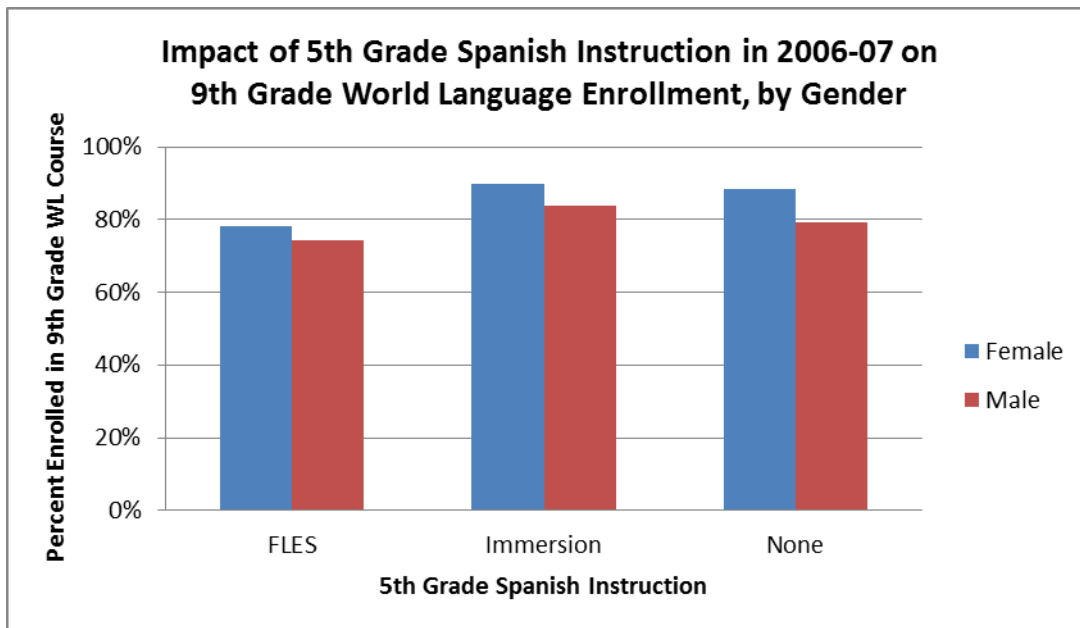


Figure 18 shows the percentage of students by gender that enrolled in secondary world language courses as 7th graders based on their participation in Spanish language instruction as 5th graders in 2007-08.

Figure 18: The Impact of 5th Grade Spanish Instruction in 2007-08 on 7th Grade World Language Enrollment, by Gender

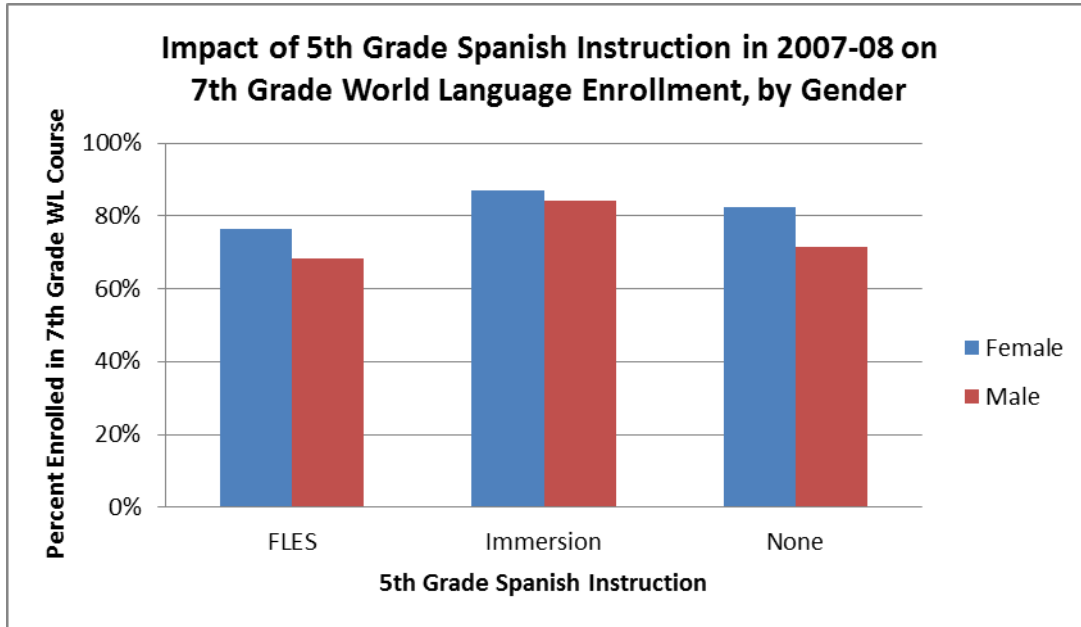


Figure 19 shows the percentage of students by gender that enrolled in secondary world language courses as 9th graders based on their participation in Spanish language instruction as 5th graders in 2007-08.

Figure 19: The Impact of 5th Grade Spanish Instruction in 2007-08 on 9th Grade World Language Enrollment, by Gender

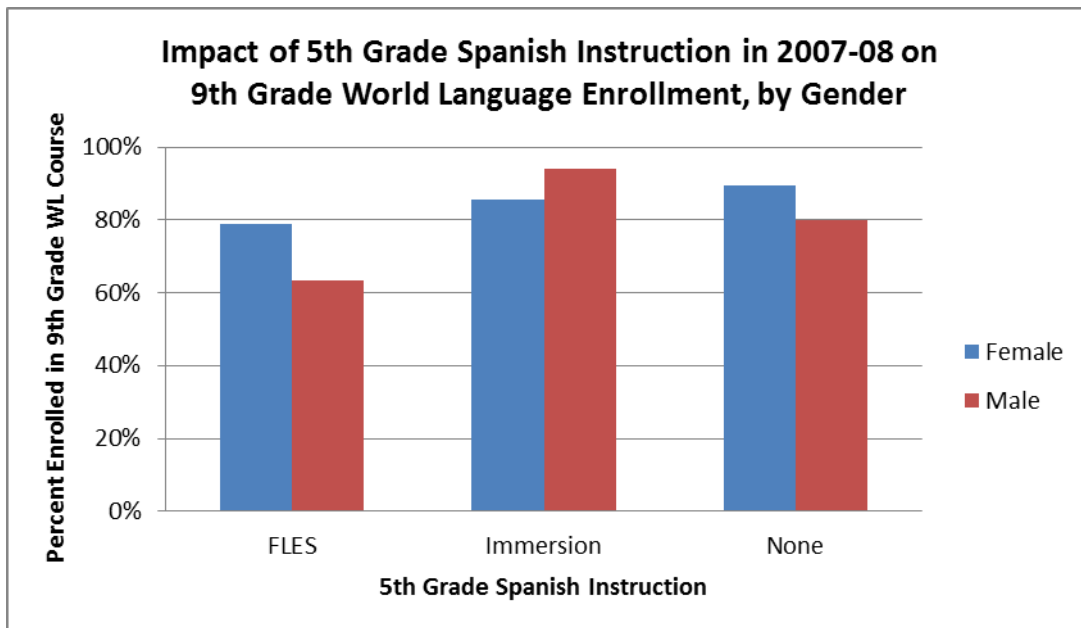


Figure 20 shows the percentage of students by gender that enrolled in secondary world language courses as 7th graders based on their participation in Spanish language instruction as 5th graders in 2008-09.

Figure 20: The Impact of 5th Grade Spanish Instruction in 2008-09 on 7th Grade World Language Enrollment, by Gender

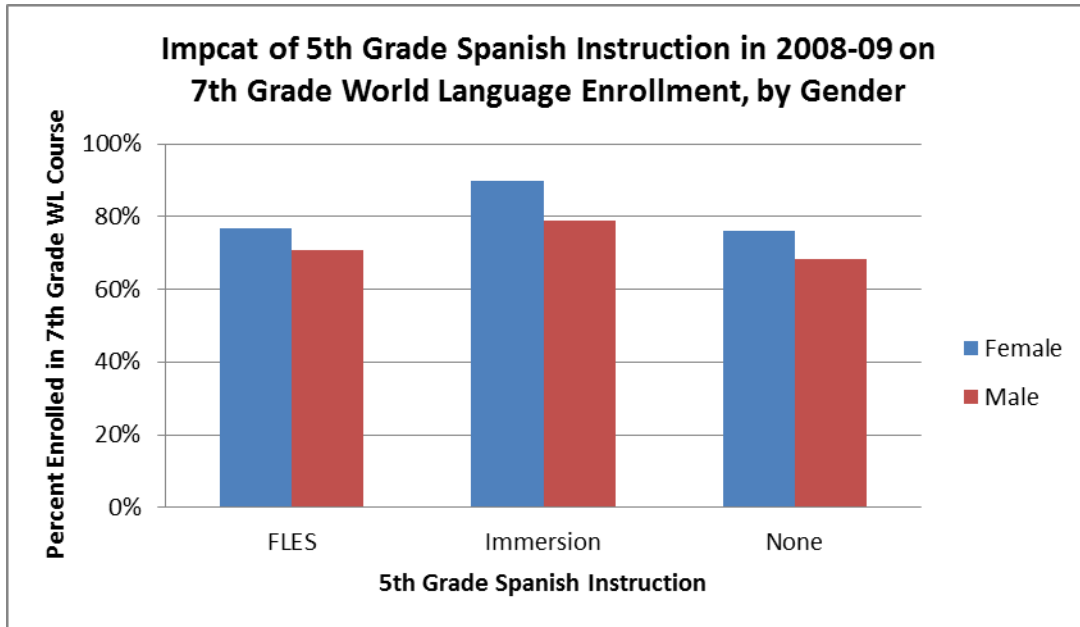
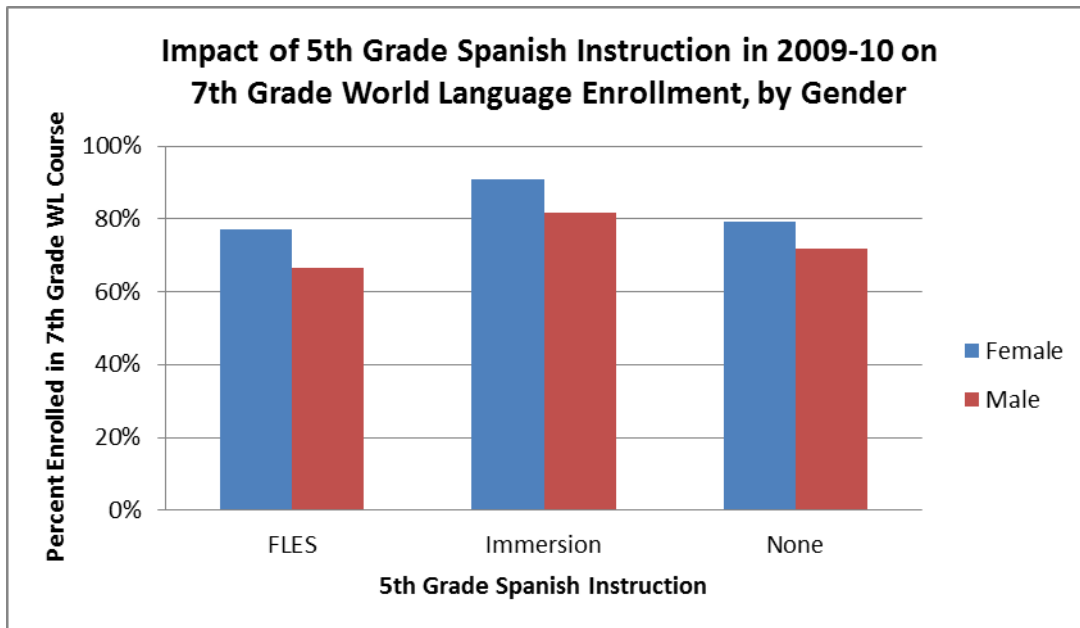


Figure 21 shows the percentage of students by gender that enrolled in secondary world language courses as 7th graders based on their participation in Spanish language instruction as 5th graders in 2009-10.

Figure 21: The Impact of 5th Grade Spanish Instruction in 2009-10 on 9th Grade World Language Enrollment, by Gender



**Table 6: The Impact of 5th Grade Spanish Instruction on
7th and 9th Grade World Language Enrollment, by Economic Status**

Economic Status	School Year	5th Grade Spanish Instruction	Number of Students	7th Grade	9th grade
				% Enrolled in World Language Course	% Enrolled in World Language Course
Non-Disadvantaged	2009-10	FLES	255	81%	n/a
		Immersion	76	89%	n/a
		None	480	86%	n/a
		Total	811	85%	n/a
	2008-09	FLES	228	82%	n/a
		Immersion	73	89%	n/a
		None	486	82%	n/a
		Total	787	83%	n/a
	2007-08	FLES	55	78%	82%
		Immersion	77	90%	94%
		None	592	86%	91%
		Total	724	86%	91%
	2006-07	FLES	39	72%	82%
		Immersion	75	91%	95%
		None	576	83%	88%
		Total	690	83%	89%
	2005-06	FLES	n/a	n/a	n/a
		Immersion	54	93%	94%
		None	529	78%	91%
		Total	583	79%	91%
Disadvantaged	2009-10	FLES	119	53%	n/a
		Immersion	38	79%	n/a
		None	234	54%	n/a
		Total	391	56%	n/a
	2008-09	FLES	67	43%	n/a
		Immersion	43	77%	n/a
		None	232	51%	n/a
		Total	342	53%	n/a
	2007-08	FLES	43	63%	53%
		Immersion	36	78%	81%
		None	203	49%	66%
		Total	282	55%	66%
	2006-07	FLES	23	52%	65%
		Immersion	27	70%	67%
		None	213	59%	71%
		Total	263	59%	70%
	2005-06	FLES	n/a	n/a	n/a
		Immersion	34	62%	76%
		None	288	43%	64%
		Total	322	45%	65%

Figure 22 shows the percentage of students by economic status that enrolled in secondary world language courses as 7th graders based on their participation in Spanish language instruction as 5th graders in 2005-06.

Figure 22: The Impact of 5th Grade Spanish Instruction in 2005-06 on 7th Grade World Language Enrollment, by Economic Status

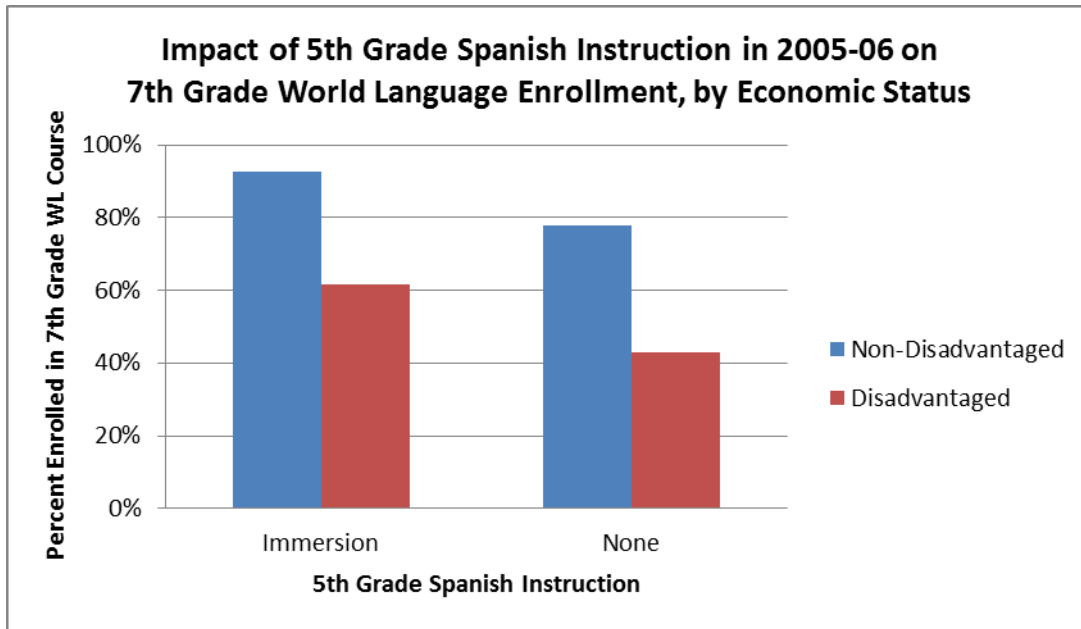


Figure 23 shows the percentage of students by economic status that enrolled in secondary world language courses as 9th graders based on their participation in Spanish language instruction as 5th graders in 2005-06.

Figure 23: The Impact of 5th Grade Spanish Instruction in 2005-06 on 9th Grade World Language Enrollment, by Economic Status

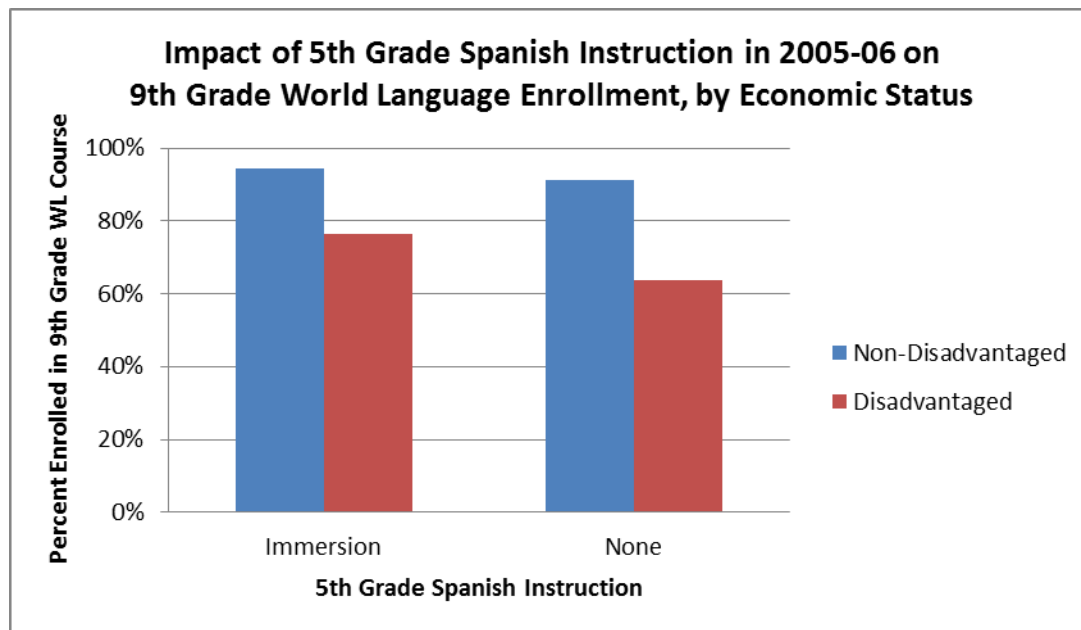


Figure 24 shows the percentage of students by economic status that enrolled in secondary world language courses as 7th graders based on their participation in Spanish language instruction as 5th graders in 2006-07.

Figure 24: The Impact of 5th Grade Spanish Instruction in 2006-07 on 7th Grade World Language Enrollment, by Economic Status

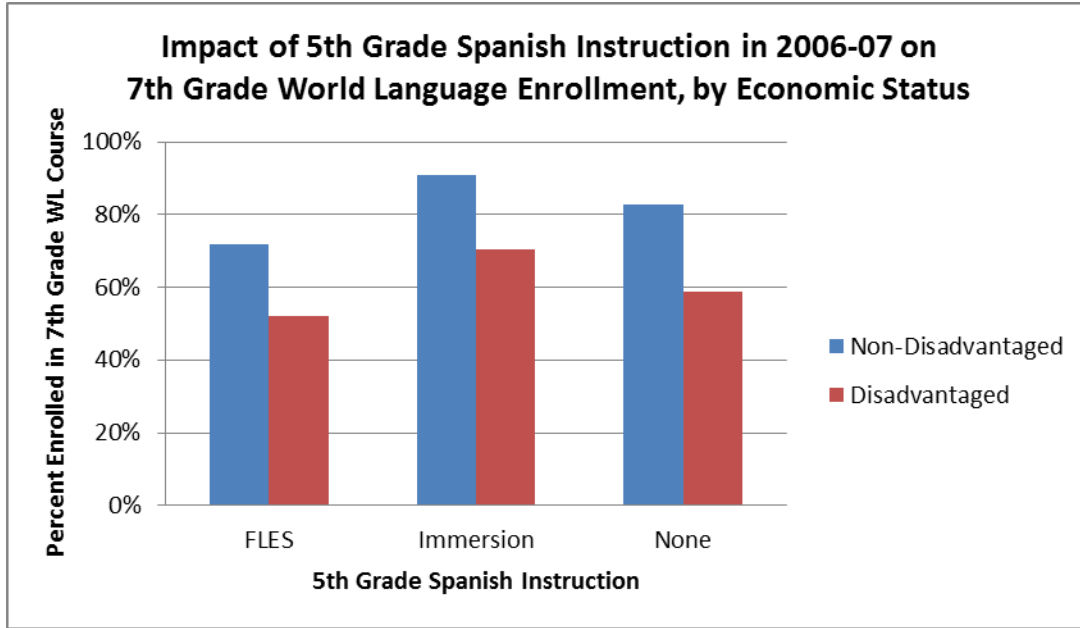


Figure 25 shows the percentage of students by economic status that enrolled in secondary world language courses as 9th graders based on their participation in Spanish language instruction as 5th graders in 2006-07.

Figure 25: The Impact of 5th Grade Spanish Instruction in 2006-07 on 9th Grade World Language Enrollment, by Economic Status

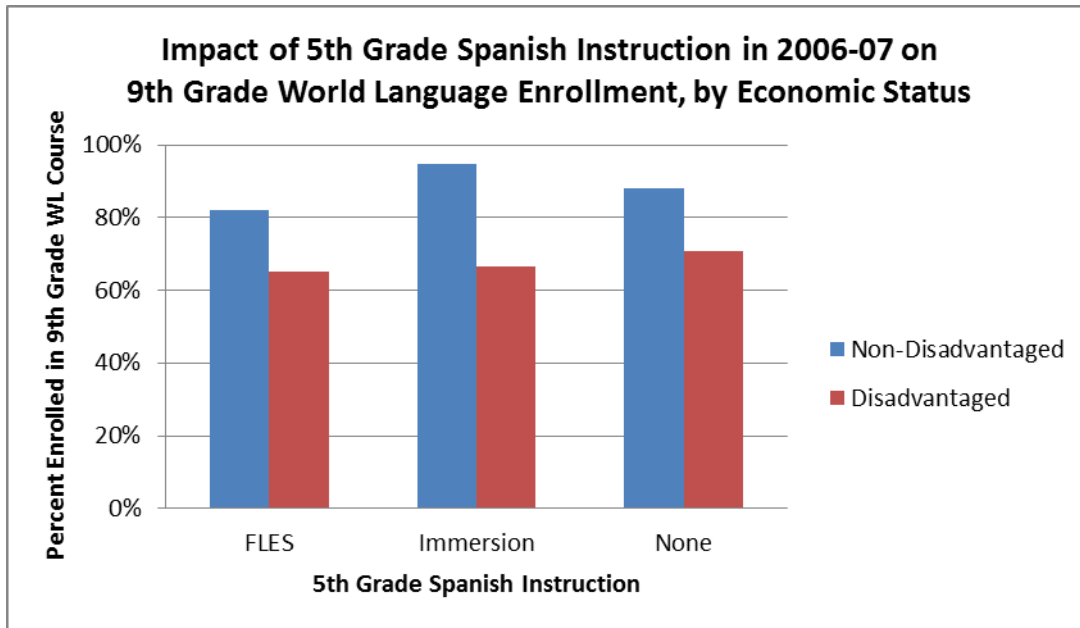


Figure 26 shows the percentage of students by economic status that enrolled in secondary world language courses as 7th graders based on their participation in Spanish language instruction as 5th graders in 2007-08.

Figure 26: The Impact of 5th Grade Spanish Instruction in 2007-08 on 7th Grade World Language Enrollment, by Economic Status

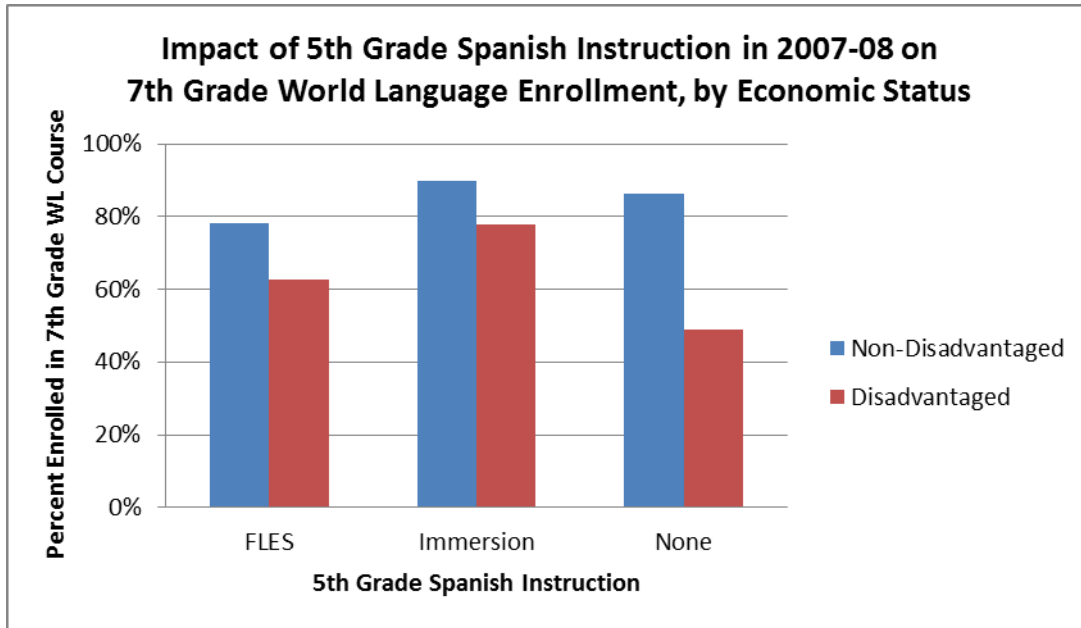


Figure 27 shows the percentage of students by economic status that enrolled in secondary world language courses as 9th graders based on their participation in Spanish language instruction as 5th graders in 2007-08.

Figure 27: The Impact of 5th Grade Spanish Instruction in 2007-08 on 9th Grade World Language Enrollment, by Economic Status

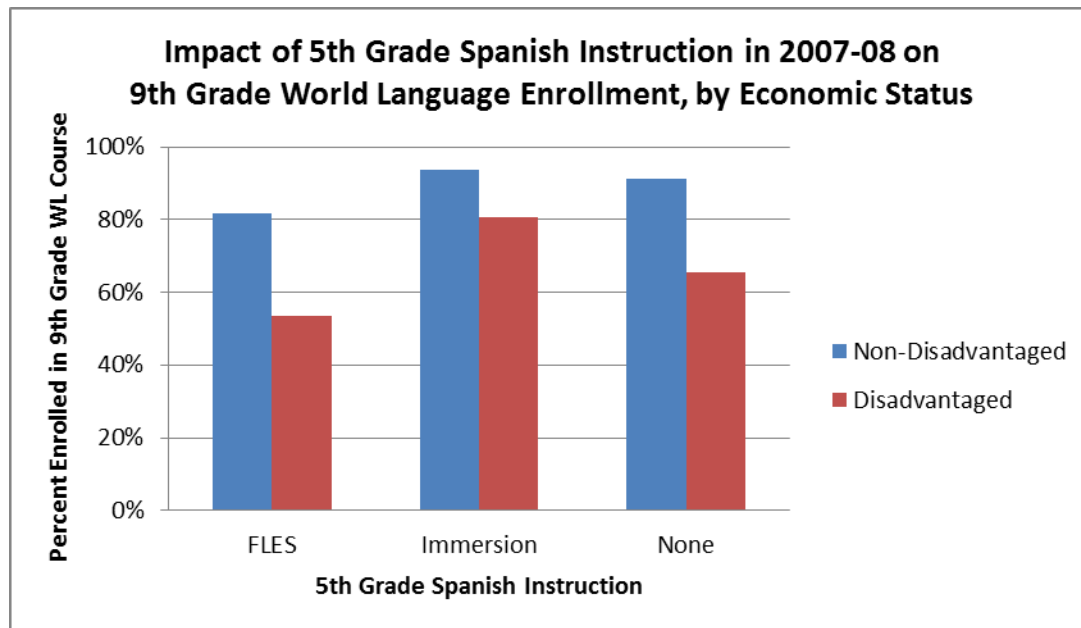


Figure 28 shows the percentage of students by economic status that enrolled in secondary world language courses as 7th graders based on their participation in Spanish language instruction as 5th graders in 2008-09.

Figure 28: The Impact of 5th Grade Spanish Instruction in 2008-09 on 7th Grade World Language Enrollment, by Economic Status

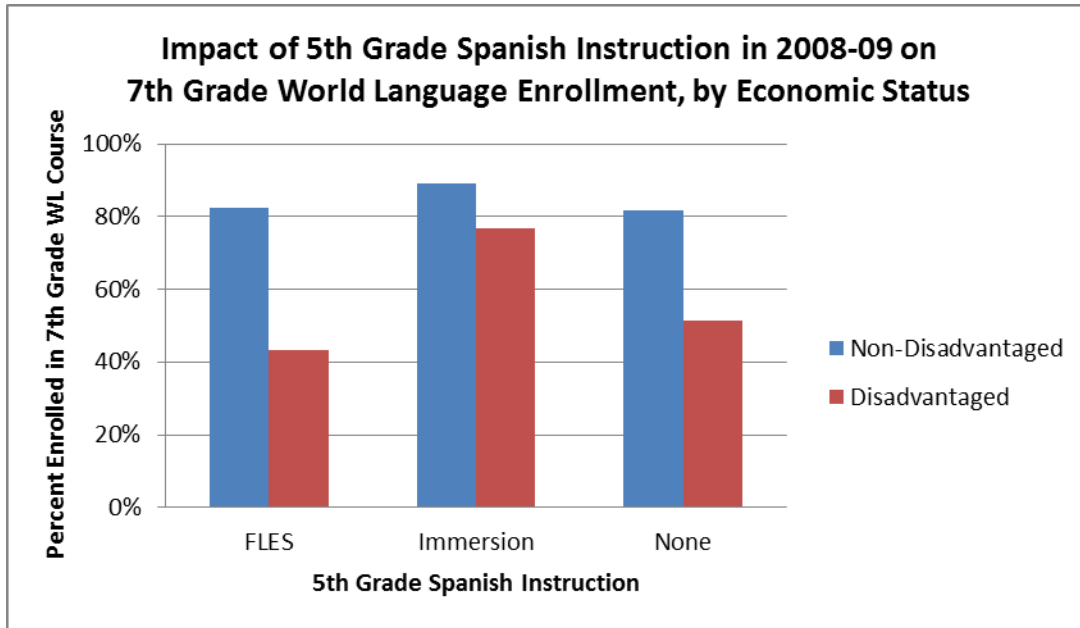
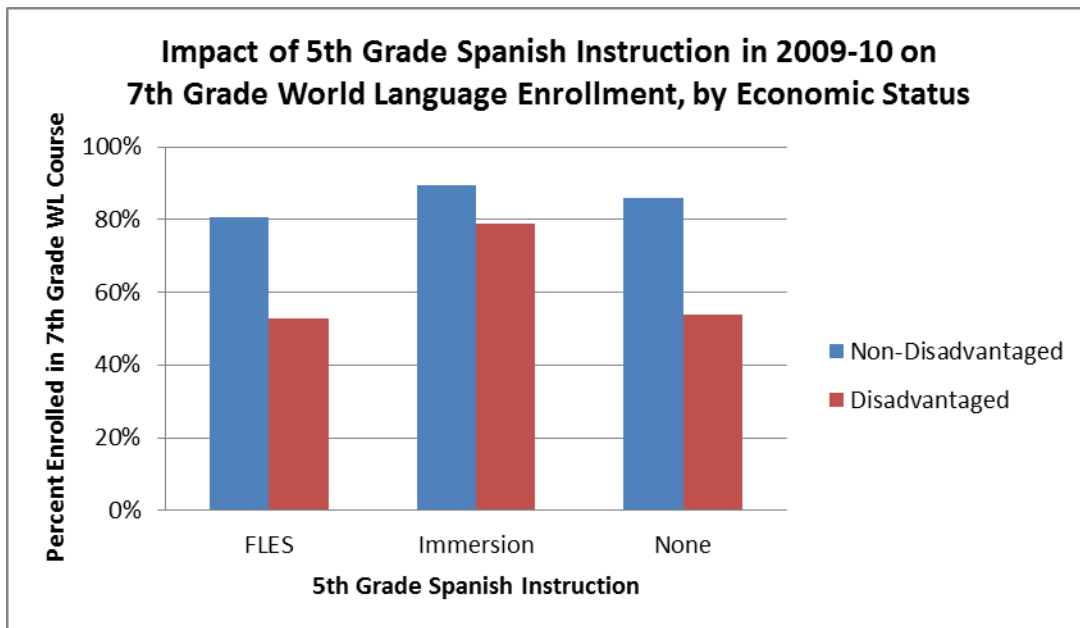


Figure 29 shows the percentage of students by economic status that enrolled in secondary world language courses as 7th graders based on their participation in Spanish language instruction as 5th graders in 2009-10.

Figure 29: The Impact of 5th Grade Spanish Instruction in 2009-10 on 9th Grade World Language Enrollment, by Economic Status



**Table 7: The Impact of 5th Grade Spanish Instruction on
7th and 9th Grade World Language Enrollment, by Limited English Proficiency (LEP) Status**

LEP Status	School Year	5th Grade Spanish Instruction	Number of Students	7th Grade	9th grade
				% Enrolled in World Language Course	% Enrolled in World Language Course
Non-LEP	2009-10	FLES	270	81%	n/a
		Immersion	80	91%	n/a
		None	514	82%	n/a
		Total	864	82%	n/a
	2008-09	FLES	212	82%	n/a
		Immersion	70	91%	n/a
		None	494	78%	n/a
		Total	776	80%	n/a
	2007-08	FLES	45	73%	1%
		Immersion	75	95%	1%
		None	596	84%	1%
		Total	716	84%	1%
	2006-07	FLES	41	71%	1%
		Immersion	70	93%	1%
		None	568	82%	1%
		Total	679	82%	1%
	2005-06	FLES	n/a	n/a	n/a
		Immersion	53	96%	1%
		None	544	73%	1%
		Total	597	75%	1%
LEP	2009-10	FLES	104	49%	n/a
		Immersion	34	74%	n/a
		None	200	59%	n/a
		Total	338	57%	n/a
	2008-09	FLES	83	53%	n/a
		Immersion	46	74%	n/a
		None	224	58%	n/a
		Total	353	59%	n/a
	2007-08	FLES	53	70%	1%
		Immersion	38	68%	1%
		None	199	54%	1%
		Total	290	59%	1%
	2006-07	FLES	21	52%	1%
		Immersion	32	69%	1%
		None	221	62%	1%
		Total	274	62%	1%
	2005-06	FLES	n/a	n/a	n/a
		Immersion	35	57%	1%
		None	273	51%	1%
		Total	308	51%	1%

Figure 30 shows the percentage of students by limited English proficiency (LEP) status that enrolled in secondary world language courses as 7th graders based on their participation in Spanish language instruction as 5th graders in 2005-06.

Figure 30: The Impact of 5th Grade Spanish Instruction in 2005-06 on 7th Grade World Language Enrollment, by LEP Status

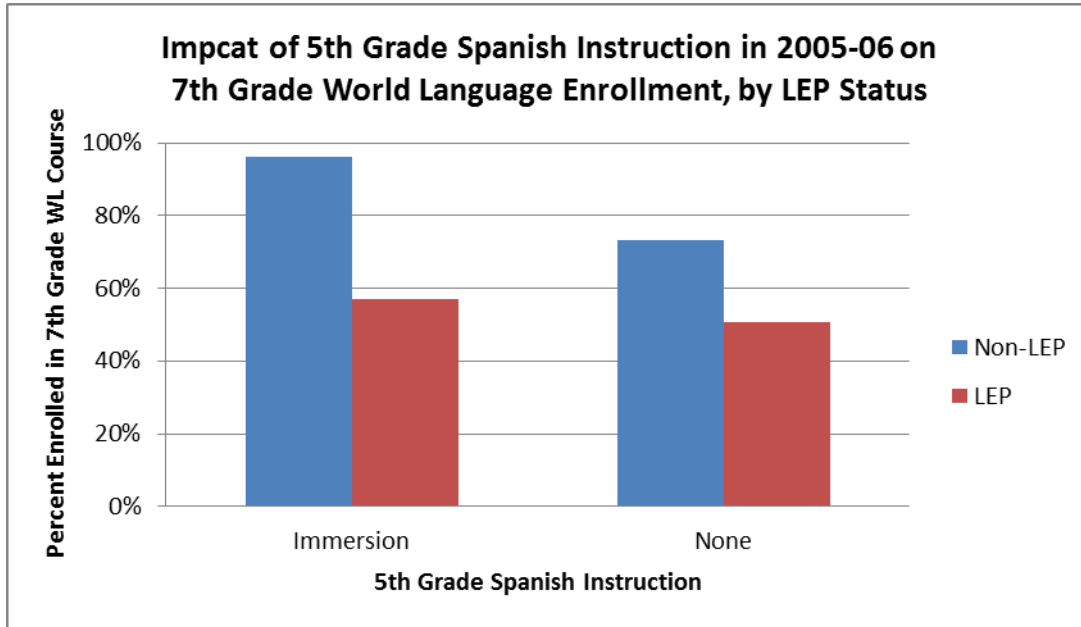


Figure 31 shows the percentage of students by LEP status that enrolled in secondary world language courses as 9th graders based on their participation in Spanish language instruction as 5th graders in 2005-06.

Figure 31: The Impact of 5th Grade Spanish Instruction in 2005-06 on 9th Grade World Language Enrollment, by LEP Status

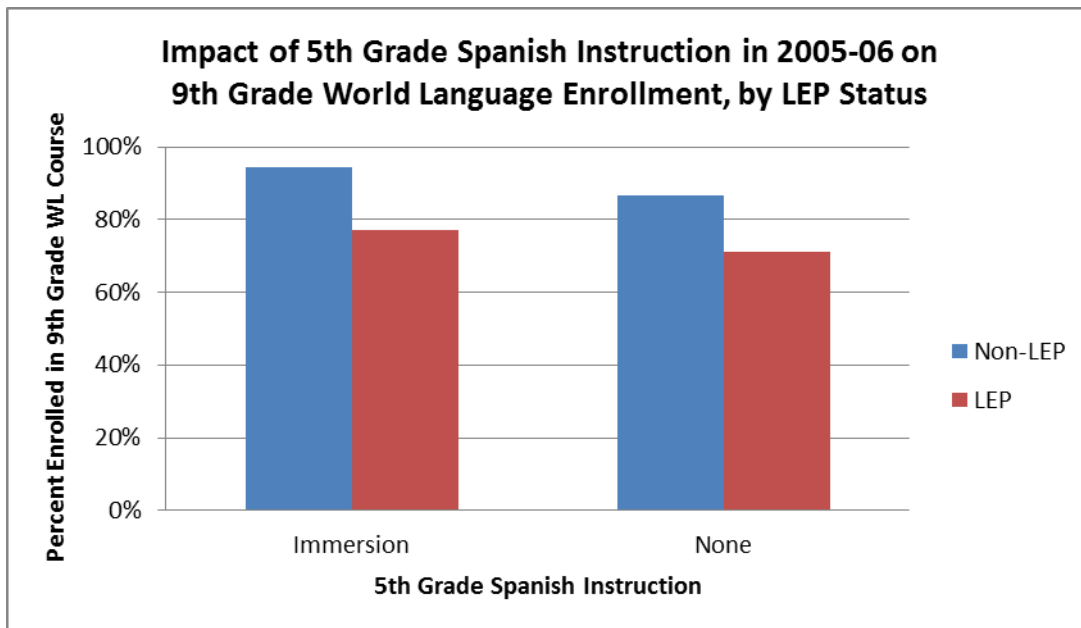


Figure 32 shows the percentage of students by LEP status that enrolled in secondary world language courses as 7th graders based on their participation in Spanish language instruction as 5th graders in 2006-07.

Figure 32: The Impact of 5th Grade Spanish Instruction in 2006-07 on 7th Grade World Language Enrollment, by LEP Status

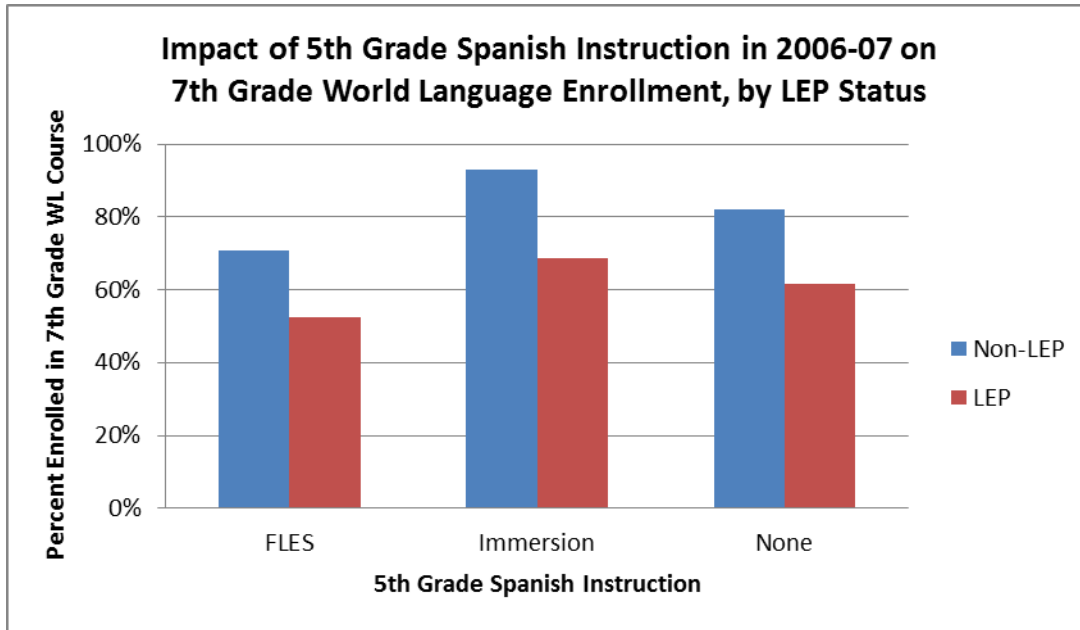


Figure 33 shows the percentage of students by LEP status that enrolled in secondary world language courses as 9th graders based on their participation in Spanish language instruction as 5th graders in 2006-07.

Figure 33: The Impact of 5th Grade Spanish Instruction in 2006-07 on 9th Grade World Language Enrollment, by LEP Status

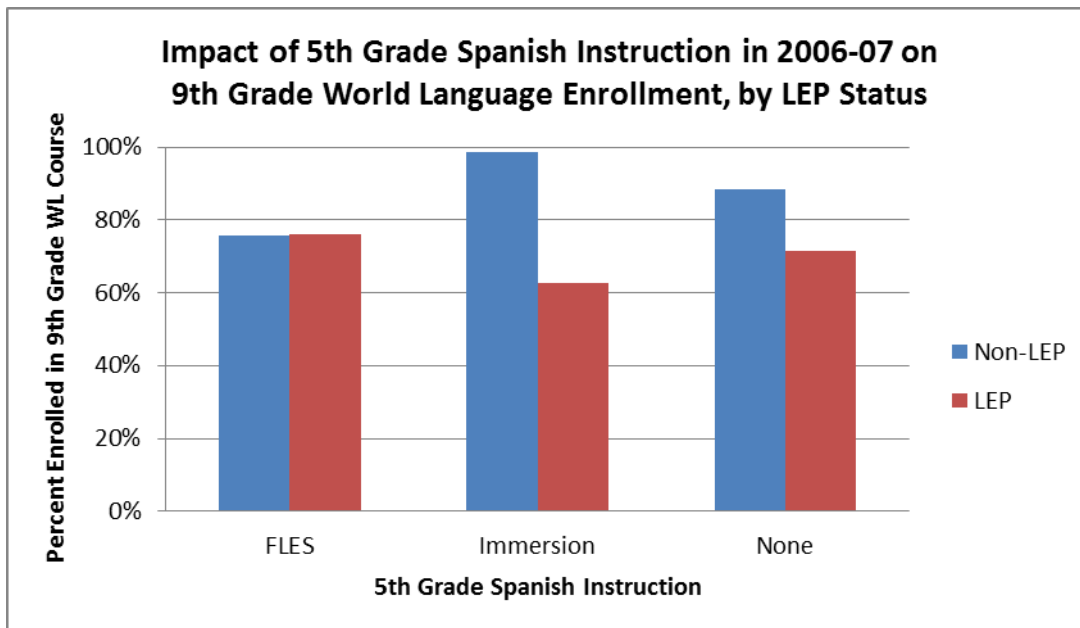


Figure 34 shows the percentage of students by LEP status that enrolled in secondary world language courses as 7th graders based on their participation in Spanish language instruction as 5th graders in 2007-08.

Figure 34: The Impact of 5th Grade Spanish Instruction in 2007-08 on 7th Grade World Language Enrollment, by LEP Status

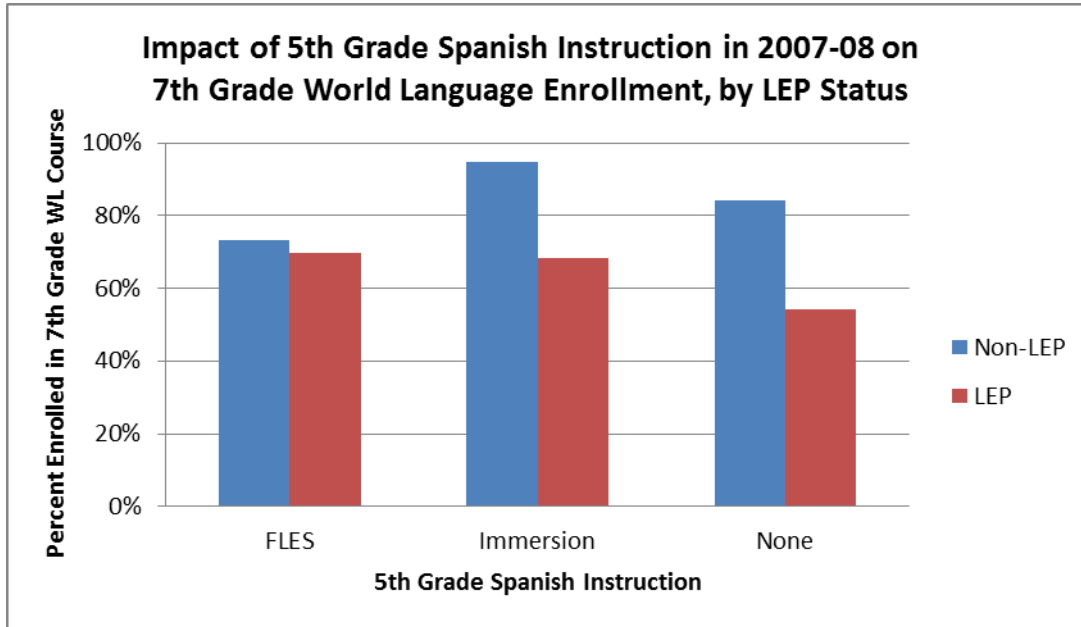


Figure 35 shows the percentage of students by LEP status that enrolled in secondary world language courses as 9th graders based on their participation in Spanish language instruction as 5th graders in 2007-08.

Figure 35: The Impact of 5th Grade Spanish Instruction in 2007-08 on 9th Grade World Language Enrollment, by LEP Status

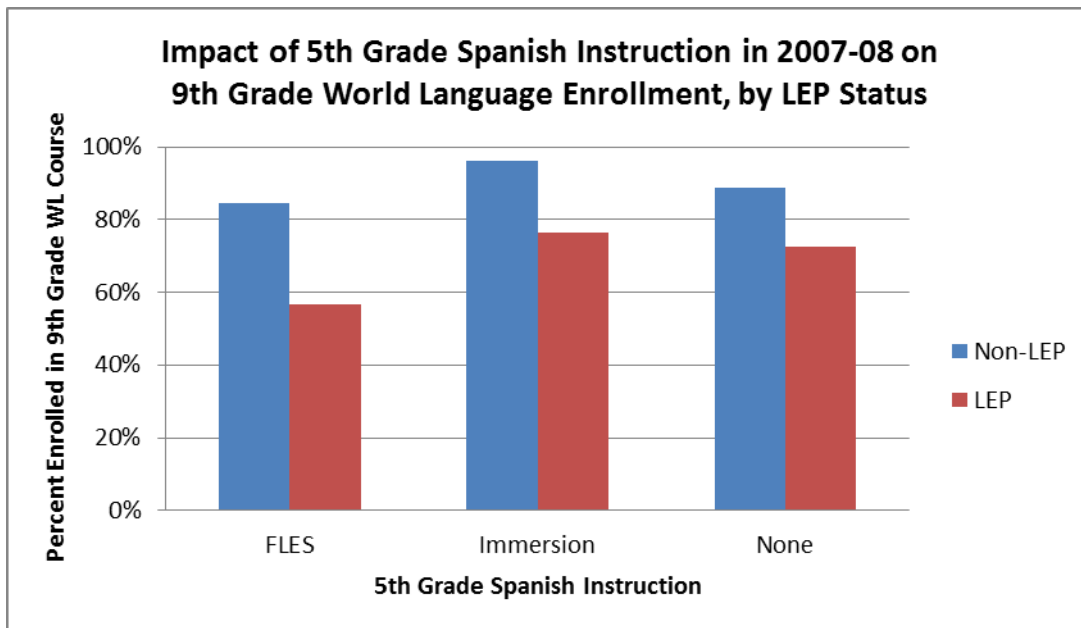


Figure 36 shows the percentage of students by LEP status that enrolled in secondary world language courses as 7th graders based on their participation in Spanish language instruction as 5th graders in 2008-09.

Figure 36: The Impact of 5th Grade Spanish Instruction in 2008-09 on 7th Grade World Language Enrollment, by LEP Status

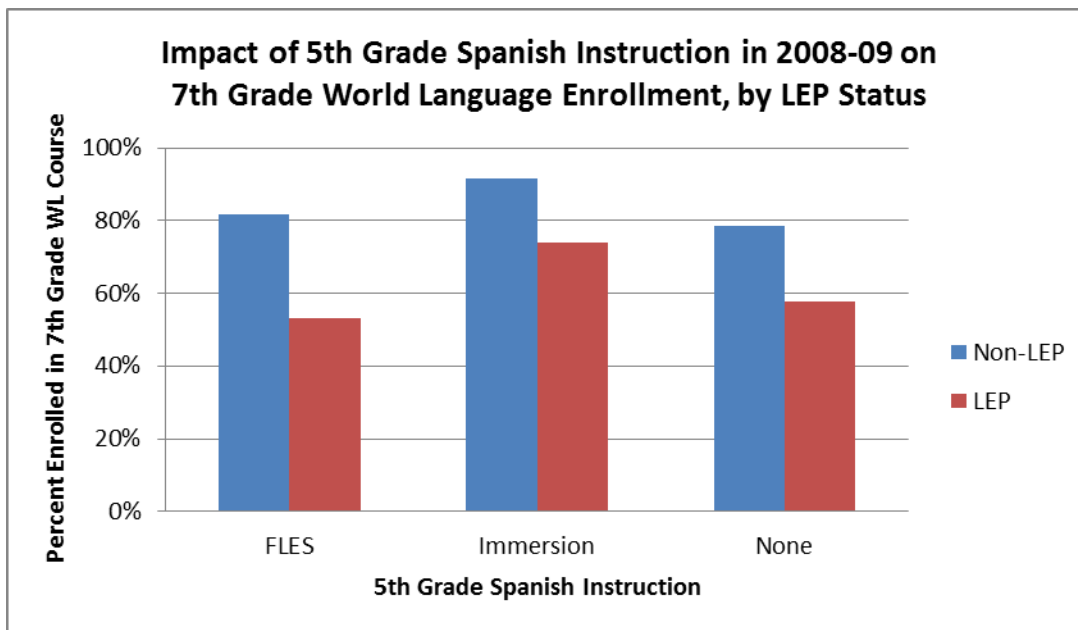
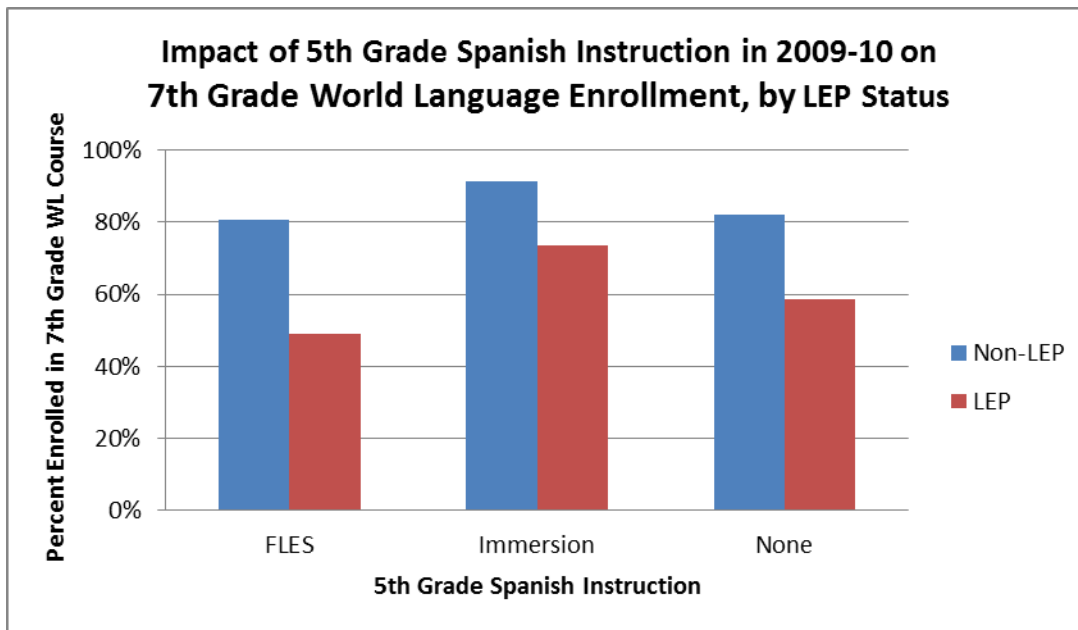


Figure 37 shows the percentage of students by LEP status that enrolled in secondary world language courses as 7th graders based on their participation in Spanish language instruction as 5th graders in 2009-10.

Figure 37: The Impact of 5th Grade Spanish Instruction in 2009-10 on 7th Grade World Language Enrollment, by LEP Status



**Table 8: The Impact of 5th Grade Spanish Instruction on
7th and 9th Grade World Language Enrollment, by Disability Status**

LEP Status	School Year	5th Grade Spanish Instruction	Number of Students	7th Grade	9th grade
				% Enrolled in World Language Course	% Enrolled in World Language Course
Non-Disabled	2009-10	FLES	316	80%	n/a
		Immersion	102	94%	n/a
		None	591	83%	n/a
		Total	1009	83%	n/a
	2008-09	FLES	247	83%	n/a
		Immersion	96	96%	n/a
		None	606	79%	n/a
		Total	949	82%	n/a
	2007-08	FLES	78	87%	81%
		Immersion	95	94%	93%
		None	667	85%	91%
		Total	840	86%	90%
	2006-07	FLES	50	66%	84%
		Immersion	89	92%	94%
		None	661	84%	91%
		Total	800	84%	91%
	2005-06	FLES	n/a	n/a	n/a
		Immersion	78	87%	92%
		None	666	74%	91%
		Total	744	75%	91%
Disabled	2009-10	FLES	58	26%	n/a
		Immersion	12	17%	n/a
		None	123	39%	n/a
		Total	193	34%	n/a
	2008-09	FLES	48	25%	n/a
		Immersion	20	30%	n/a
		None	112	35%	n/a
		Total	180	32%	n/a
	2007-08	FLES	20	10%	25%
		Immersion	18	44%	72%
		None	128	35%	49%
		Total	166	33%	49%
	2006-07	FLES	12	58%	42%
		Immersion	13	38%	38%
		None	128	38%	46%
		Total	153	39%	45%
	2005-06	FLES	n/a	n/a	n/a
		Immersion	10	30%	50%
		None	151	28%	41%
		Total	161	29%	42%

Figure 38 shows the percentage of students by disability status that enrolled in secondary world language courses as 7th graders based on their participation in Spanish language instruction as 5th graders in 2005-06.

Figure 38: The Impact of 5th Grade Spanish Instruction in 2005-06 on 7th Grade World Language Enrollment, by Disability Status

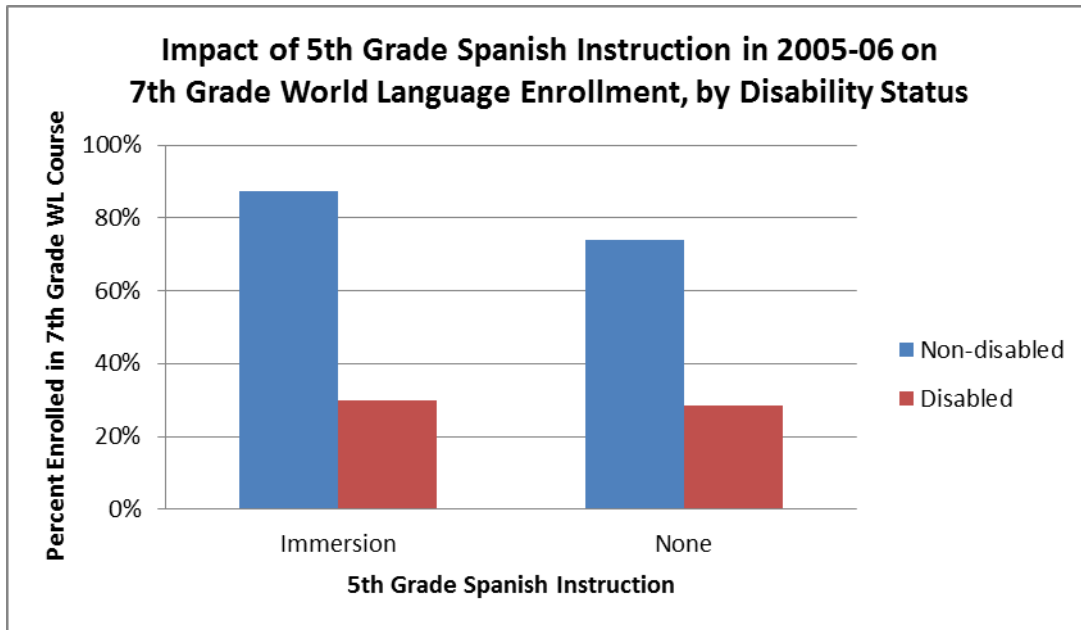


Figure 39 shows the percentage of students by disability status that enrolled in secondary world language courses as 9th graders based on their participation in Spanish language instruction as 5th graders in 2005-06.

Figure 39: The Impact of 5th Grade Spanish Instruction in 2005-06 on 9th Grade World Language Enrollment, by Disability Status

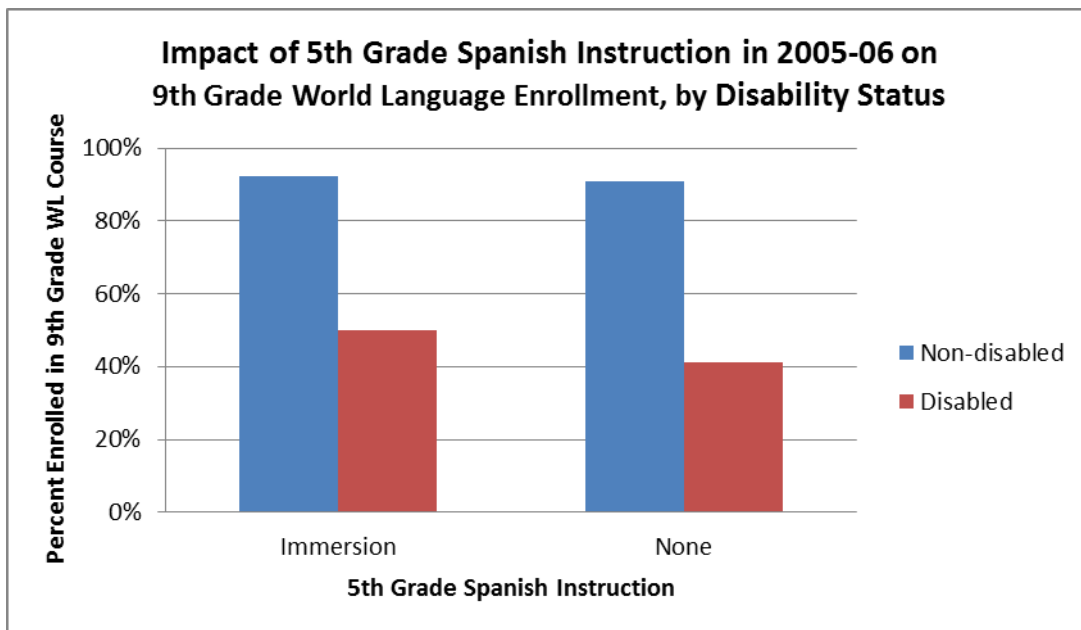


Figure 40 shows the percentage of students by disability status that enrolled in secondary world language courses as 7th graders based on their participation in Spanish language instruction as 5th graders in 2006-07.

Figure 40: The Impact of 5th Grade Spanish Instruction in 2006-07 on 7th Grade World Language Enrollment, by Disability Status

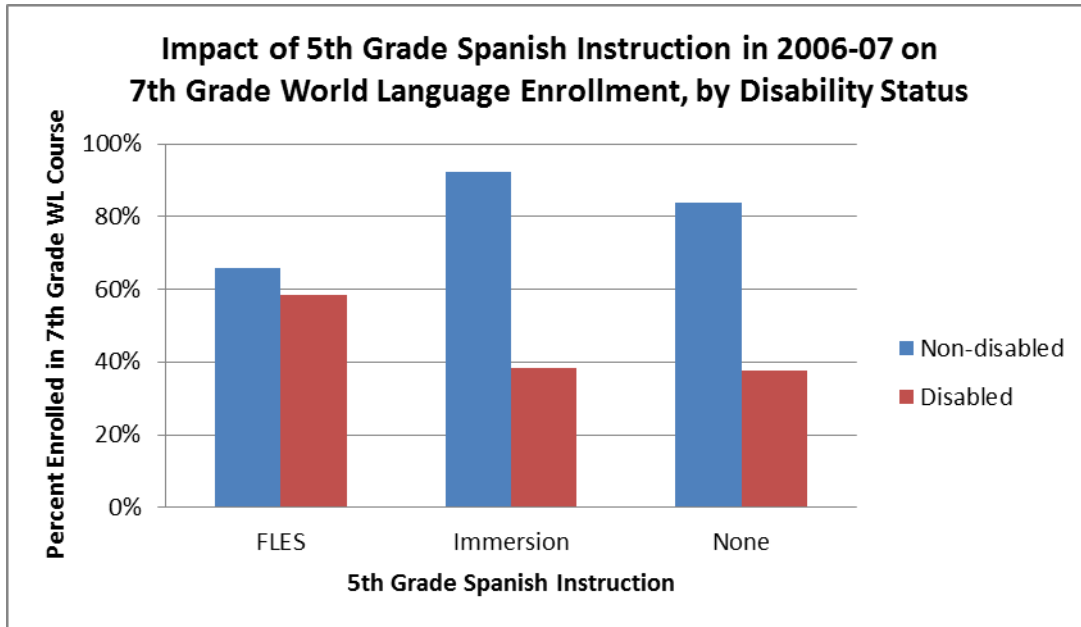


Figure 41 shows the percentage of students by disability status that enrolled in secondary world language courses as 9th graders based on their participation in Spanish language instruction as 5th graders in 2006-07.

Figure 41: The Impact of 5th Grade Spanish Instruction in 2006-07 on 9th Grade World Language Enrollment, by Disability Status

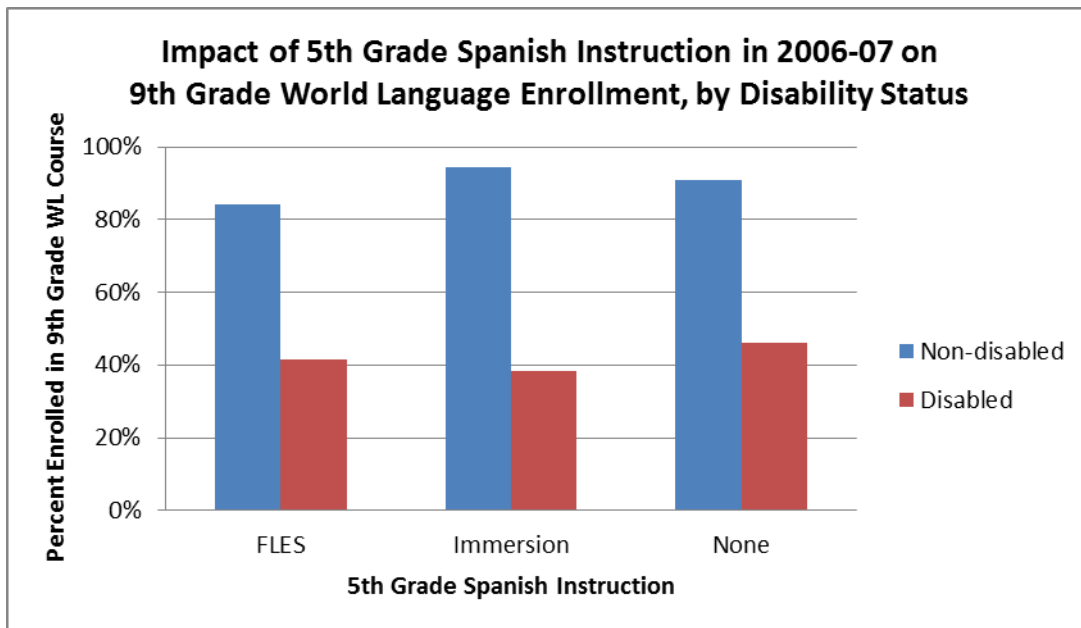


Figure 42 shows the percentage of students by disability status that enrolled in secondary world language courses as 7th graders based on their participation in Spanish language instruction as 5th graders in 2007-08.

Figure 42: The Impact of 5th Grade Spanish Instruction in 2007-08 on 7th Grade World Language Enrollment, by Disability Status

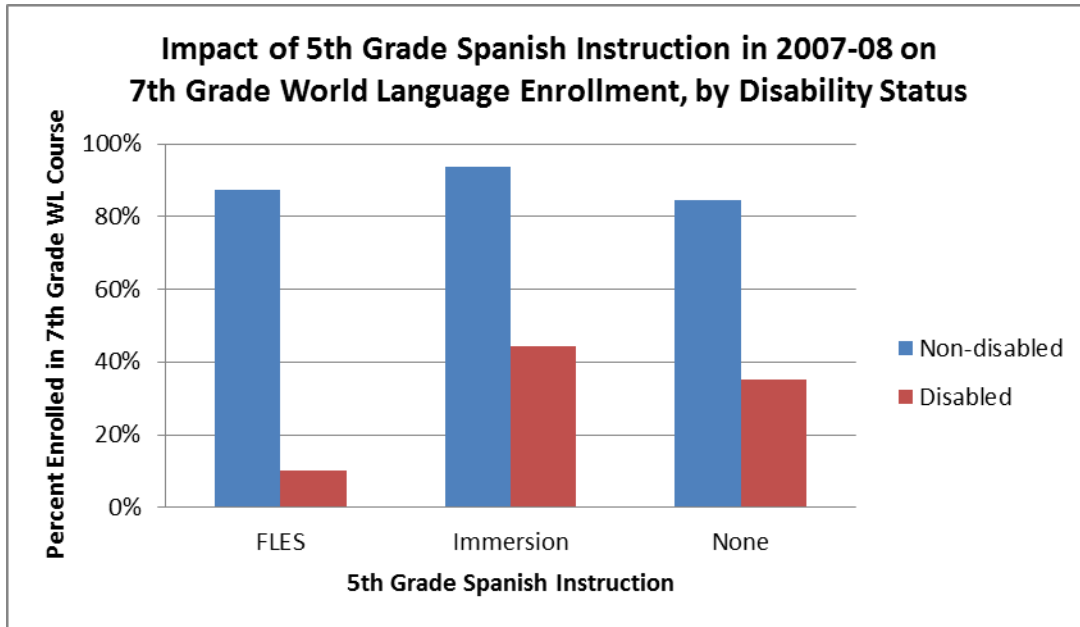


Figure 43 shows the percentage of students by disability status that enrolled in secondary world language courses as 9th graders based on their participation in Spanish language instruction as 5th graders in 2007-08.

Figure 43: The Impact of 5th Grade Spanish Instruction in 2007-08 on 9th Grade World Language Enrollment, by Disability Status

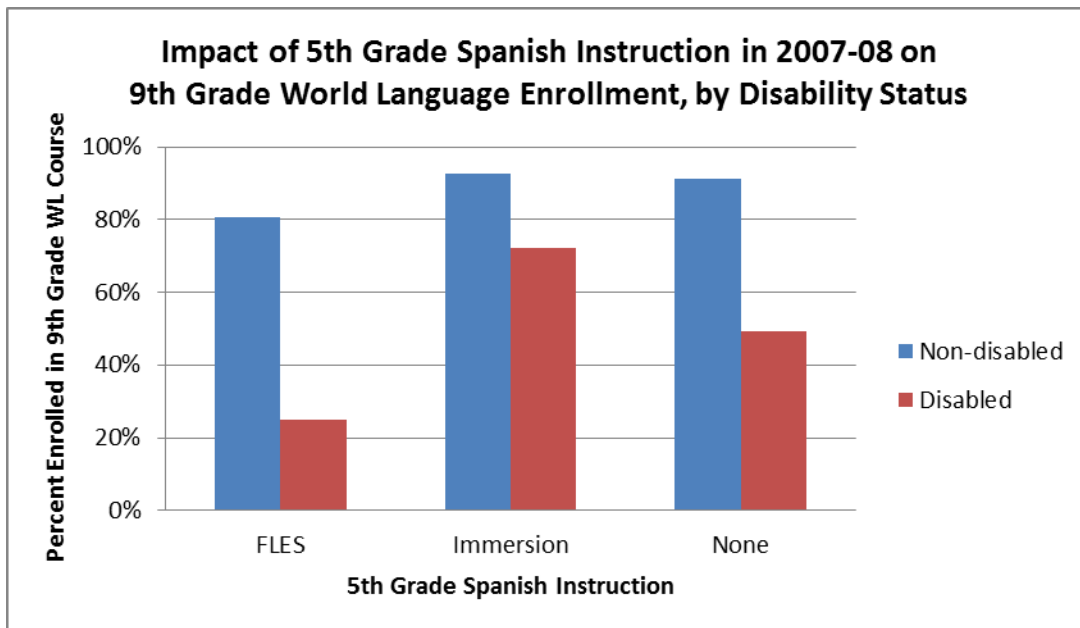


Figure 44 shows the percentage of students by disability status that enrolled in secondary world language courses as 7th graders based on their participation in Spanish language instruction as 5th graders in 2008-09.

Figure 44: The Impact of 5th Grade Spanish Instruction in 2008-09 on 7th Grade World Language Enrollment, by Disability Status

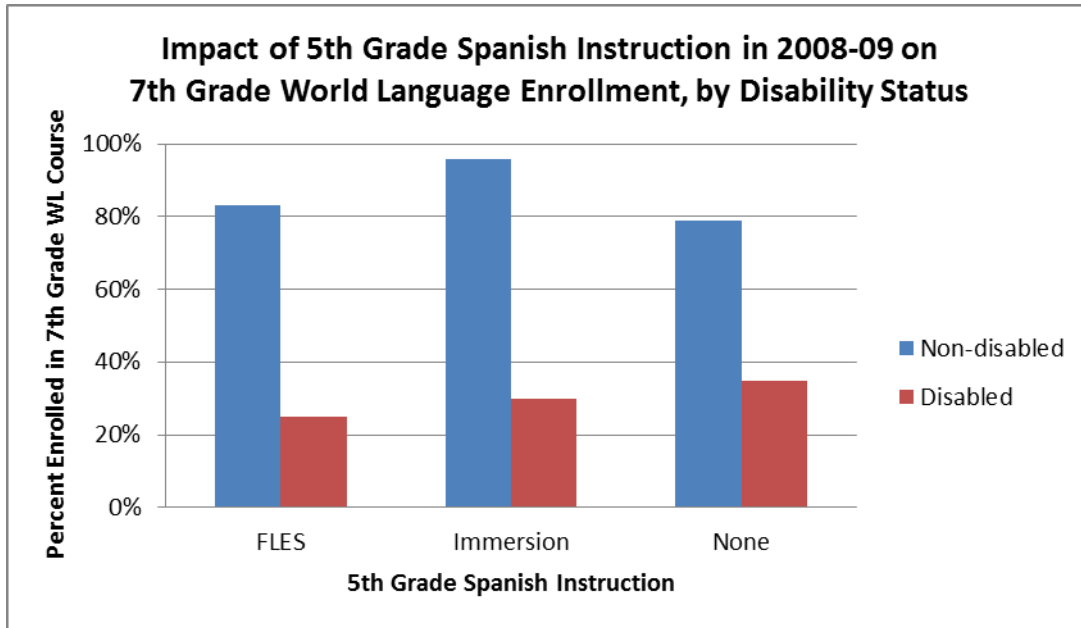


Figure 45 shows the percentage of students by disability status that enrolled in secondary world language courses as 7th graders based on their participation in Spanish language instruction as 5th graders in 2009-10.

Figure 45: The Impact of 5th Grade Spanish Instruction in 2009-10 on 7th Grade World Language Enrollment, by Disability Status

