
Fall Statistics

(Formerly Survey of English Learners)

- **English Learners Receiving Direct English Learner Services**
 - **Former English Learners**
 - **Student Background Languages**
 - **Student Birth Countries**
-

Population Figures as of September 30, 2019





Fall Statistics

September 30, 2019

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**Fall Statistics Table 1: Elementary English Learners Receiving Direct Services
2019, 2018, 2017, and 2016**



SCHOOL	September 30, 2019			September 28, 2018			September 29, 2017			September 30, 2016		
	Total Students Enrolled	Number of ELs ¹	Percent EL ¹	Total Students Enrolled	Number of ELs ¹	Percent EL ¹	Total Students Enrolled	Number of ELs ¹	Percent EL ¹	Total Students Enrolled	Number of ELs ¹	Percent EL ¹
Abingdon	704	236	34%	634	224	35%	619	238	38%	591	202	34%
Alice West Fleet	574	134	23%									
Arlington Science Focus	715	136	19%	682	110	16%	663	99	15%	644	98	15%
Arlington Traditional	554	114	21%	527	101	19%	500	89	18%	497	71	14%
Ashlawn	708	122	17%	747	129	17%	660	112	17%	631	108	17%
Barcroft	401	191	48%	398	174	44%	393	182	46%	413	176	43%
Barrett	505	252	50%	496	224	45%	478	214	45%	490	215	44%
Campbell	401	127	32%	394	129	33%	361	115	32%	362	117	32%
Carlin Springs	548	360	66%	529	327	62%	517	291	56%	510	292	57%
Claremont Immersion ²	711	185	26%	715	186	26%	707	190	27%	726	191	26%
Discovery	563	15	3%	573	*	2%	601	*	1%	561	*	1%
Drew Model	386	169	44%	561	184	33%	559	189	34%	530	166	31%
Glebe	563	67	12%	577	72	12%	614	81	13%	566	64	11%
Hoffman Boston	432	192	44%	383	150	39%	362	156	43%	358	152	42%
Jamestown	566	12	2%	557	16	3%	553	12	2%	525	*	2%
Key Immersion ²	676	233	34%	690	233	34%	706	226	32%	673	221	33%
Long Branch	486	118	24%	566	136	24%	561	154	27%	536	143	27%
McKinley	782	42	5%	790	38	5%	791	44	6%	712	34	5%
Montessori	359	63	18%									
Nottingham	469	11	2%	500	12	2%	524	11	2%	469	13	3%
Oakridge	574	132	23%	764	206	27%	772	230	30%	781	215	28%
Patrick Henry				604	159	26%	626	169	27%	578	150	26%
Randolph	410	237	58%	400	240	60%	412	250	61%	399	244	61%
Taylor	681	28	4%	662	28	4%	668	31	5%	678	26	4%
Tuckahoe	508	13	3%	517	11	2%	525	13	2%	563	11	2%
Shriver Program ³	47	*	21%	49	13	27%	52	13	25%	59	19	32%
Contract Services ⁴	*			*	*	14%	11	*	9%	*		
TOTAL ELEMENTARY ^{3,4}	13,333	3,199	24%	13,322	3,113	23%	13,235	3,116	24%	12,860	2,944	23%
TOTAL SECONDARY ^{3,4}	13,777	1,771		13,313	1,722	13%	12,796	1,829	14%	12,376	1,424	12%
ELEMENTARY & SECONDARY	27,110	4,970	18%	26,635	4,835	18%	26,031	4,945	19%	25,236	4,368	17%

¹ ELs: EL Students (English Learners) receiving direct English language development services (Formerly ESOL/HILT) in grades K through 5.

² Claremont & Key Immersion: Spanish/English Dual Language Immersion.

³ Eunice Kennedy Shriver Program: Special Education secondary students who are also English Learners receiving direct English language development services from elementary staff. ⁴ Total Students Enrolled includes Shriver Program and Contract Services in grades K through 5.

* Asterisks denote 10 students or fewer.



**Fall Statistics Table 2: Secondary English Learners Receiving Direct Services
2019, 2018, 2017, and 2016**



SCHOOL	September 30, 2019			September 28, 2018			September 29, 2017			September 30, 2016		
	Enrolled Students Total	Number of ELs ¹	Percent EL ¹	Enrolled Students Total	Number of ELs ¹	Percent EL ¹	Enrolled Students Total	Number of ELs ¹	Percent EL ¹	Enrolled Students Total	Number of ELs ¹	Percent EL ¹
Dorothy Hamm	736	40	5%									
Gunston	1,127	147	13%	1,026	127	12%	989	143	14%	949	121	13%
Jefferson	988	201	20%	1,139	148	13%	914	163	18%	959	129	13%
Kenmore	979	81	8%	957	181	19%	1,233	81	7%	894	135	15%
Swanson	1,084	169	16%	1,266	75	6%	1,047	156	15%	1,179	65	6%
Williamsburg	969	14	1%	1,326	52	4%	1,254	58	5%	1,215	30	2%
H-B Woodlawn	244	*	2%	244			249			246		
Contract Services ⁵	12			*	*	22%	*	*	29%	*		
Total Middle School	6,139	656	11%	5,967	585	10%	5,693	603	11%	5,451	480	9%
Arlington Community ^{2, 3}	194	156	80%	231	200	87%	257	218	85%	251	177	71%
Career Center ⁴	461	98	21%									
Langston ²	120	67	56%	127	66	52%	107	42	39%	77	*	9%
Wakefield ^{3, 4}	2,082	361	17%	2,126	400	19%	2,044	427	21%	1,915	294	15%
Washington-Liberty ⁴	2,129	251	12%	2,276	289	13%	2,239	343	15%	2,330	307	13%
Yorktown	2,134	92	4%	2,091	111	5%	1,982	126	6%	1,880	94	5%
H-B Woodlawn	483	90	19%	454	65	14%	437	64	15%	433	65	15%
Contract Services ⁵	35			41	*	15%	37	*	16%	39		
Total High School ²	7,638	1,115	15%	7,346	1,137	15%	7,103	1,226	17%	6,925	944	14%
TOTAL SECONDARY ²	13,777	1,771	13%	13,313	1,722	13%	12,796	1,829	14%	12,376	1,424	12%
TOTAL ELEMENTARY (Includes Shriver Program)	13,333	3,199	24%	13,322	3,113	23%	13,235	3,116	24%	12,860	2,944	23%
TOTAL ELEMENTARY & SECONDARY ^{1, 5}	27,110	4,970	18%	26,635	4,835	18%	26,031	4,945	19%	25,236	4,368	17%

¹ ELs (English Learners) receiving direct English language development services (formerly HILT or HILTEX).

² **Adults:** Arlington Community HS: Arlington Community Adults: Total: **109**. EL Adults: **97**. Langston HSCP: Langston Adults: Total **13**. EL Adults: **10**.

Adult Ages: English Learners and Special Education students are 22 years or older. Non-English Learners and non-Special Education adult students are 20 years or older. Columns "Total Students Enrolled," "Number of ELs," and total rows for High School, Secondary and School Population include adult students as indicated above.

Alternative Programs: EL students attending the alternative programs listed below are included in the High School figures above.

³ Arlington Community High School: Day Program: **149** EL students; Evening Program: **45** EL students.

⁴ Institute for Career Development and Academic Achievement: **44** EL students. ⁵ Contract Services: Students attending a private school facility. Totals include Contract Services.

* Asterisks denote 10 students or fewer.

Table 2:

Secondary English Learners Receiving Direct Services

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Fall Statistics

Arlington Public Schools

School Year 2019-2020

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Fall Statistics Table 4
Arlington Public Schools Elementary Students by Background Language and School
(PreK through Grade 5)

N	Language	Language																																			Total (Ordered by Number)	Percentage
		Abingdon	Alice West Fleet	Arlington Science Focus	Arlington Traditional	Ashlawn	Barcroft	Barrett	Campbell	Carlin Springs	Claremont Immersion	Discovery	Drew	Glebe	Hoffman-Boston	Jamestown	Key Immersion	Long Branch	McKinley	Montessori	Nottingham	Oakridge	Randolph	Taylor	Tuckahoe	Integration Station	PK Speech C @ Fleet	PK Speech N @ Discovery	PK Speech S @ Drew	Shriver Program ¹	Contract Services							
1	English	438	391	475	365	552	160	211	223	141	461	552	203	466	218	572	371	346	707	310	463	406	109	644	497	36	15	14	13	21	*	9,388	64.99%					
2	Spanish	175	122	27	44	82	216	280	132	395	251	18	149	64	81	19	307	89	33	57	*	43	217	12	*	*	*	*	*	17	*	2,860	19.80%					
3	Arabic	28	20	32	23	*	34	16	15	13	11	*	17	*	40		*	15	*	24	*	45	16	*	*	*	*			*		395	2.73%					
4	Amharic	24	23	22	30	*	16	23	31	34			30	*	18	*	*	14	*	*		30	45	*	*		*			*	*	372	2.58%					
5	Mongolian	35	19	54	65	18		12	*	*	*		*		68	*	*	17	*	18		*	*	*		*						343	2.37%					
6	Bengali	12	*	*	*	*	*	*	*	19	*		12	*	*	*	*	*	*	*	*	12	24										117	0.81%				
7	Russian	*	*	*	*	11	*	*	*	*	*	*	*	*	22	*	*	*	*	*	*	*	*	*	*	*							95	0.66%				
8	Tigrinya	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	13	11			*						80	0.55%					
9	Chinese, Mandarin		*	12	*	14		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*				*		73	0.51%					
10	Urdu	*	*	*	*	*	*	*	*	12			*	*	*	*	*	*	*	*	*	*	*	*	*	*							67	0.46%				
11	Portuguese		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*							49	0.34%				
12	Nepali	*		11		*	*	*	*	*			*	*	*	*	*	*	*	*	*	*	*	*	*		*			*	*	44	0.30%					
13	Japanese		*	12	*	*	*	*	*	*			*	*	*	*	*	*	*	*	*	*	*	*	*								39	0.27%				
14	French	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*							38	0.26%				
15	Turkish		*	11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*							38	0.26%				
16	Vietnamese	*				*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*		31	0.21%				
17	Tagalog		*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*							29	0.20%				
18	Hindi		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*			*				26	0.18%				
19	Pashto, Northern	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*							19	0.13%				
20	Dari	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*							16	0.11%				
21	Korean			*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*							16	0.11%				
22	Romanian		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*							15	0.10%				
23	Albanian			*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*							14	0.10%				
24	Farsi		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*							14	0.10%				
25	Somali	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*							14	0.10%				
26	Uzbek	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*							14	0.10%				
27	Telugu		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*							12	0.08%				
28	Polish			*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*							11	0.08%				
29	Georgian			*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*							*	0.07%				
30	Thai		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*							*	0.07%				
31	Ukrainian		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*							*	0.07%				
32	Italian			*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*							*	0.06%				
33	Kazakh			*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*							*	0.06%				
34	Serbian		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*							*	0.06%				
35	Tamil		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*			*				*	0.06%				

Fall Statistics Table 4
Arlington Public Schools Elementary Students by Background Language and School
(PreK through Grade 5)


N	Language																												
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Fall Statistics Table 4									
Arlington Public Schools Elementary Students by Background Language and School									
(PreK through Grade 5)									

N	Language																												Total (Ordered by Number)	Percentage			
		Abingdon	Alice West Fleet	Arlington Science Focus	Arlington Traditional	Ashlawn	Barcroft	Barrett	Campbell	Carlin Springs	Claremont Immersion	Discovery	Drew	Glebe	Hoffman-Boston	Jamestown	Key Immersion	Long Branch	McKinley	Montessori	Nottingham	Oakridge	Randolph	Taylor	Tuckahoe	Integration Station	PK Speech C @ Fleet	PK Speech N @Discovery			PK Speech S @ Drew	Shriver Program ¹	Contract Services
69	Burmese																	*													*	0.01%	
70	Cakchiquel / Kaqchiquel																	*													*	0.01%	
71	Czech					*																									*	0.01%	
72	Danish																*														*	0.01%	
73	Dinka	*																													*	0.01%	
74	Estonian			*																											*	0.01%	
75	Éwé				*																										*	0.01%	
76	Ga			*																											*	0.01%	
77	Haitian, Creole French									*																					*	0.01%	
78	Hausa		*																												*	0.01%	
79	Hindko				*																										*	0.01%	
80	Kabyle									*																					*	0.01%	
81	Kinyarwanda															*															*	0.01%	
82	Malay														*																*	0.01%	
83	Masaaba					*																									*	0.01%	
84	Oriya														*																*	0.01%	
85	Panjabi, Eastern																*														*	0.01%	
86	Patois (Jamaican Creole English)						*																								*	0.01%	
87	Sangho	*																													*	0.01%	
88	Saurasthra																			*											*	0.01%	
89	Setswana															*					*										*	0.01%	
90	Sinhala																							*							*	0.01%	
91	Slovak			*																					*						*	0.01%	
92	Tajiki		*																												*	0.01%	
	Total	751	637	718	589	735	452	568	447	645	741	589	442	575	517	617	709	521	785	452	486	622	461	699	528	40	22	15	25	47	*	14,445	100.00%

¹ Shriver Program: Special Education secondary students (N=47). English Learners receiving direct services (N=10) are taught by elementary EL staff.

* Asterisks denote 10 students or fewer.

Fall Statistics Table 5																	
Arlington Public Schools Secondary Students by Background Language and School																	
(Grades 6 through 13, and 77 - Adult)																	
N		Arlington Community	Career Center	Dorothy Hamm	Gunston	H-B Woodlawn	Kenmore	Langston	Swanson	Thomas Jefferson	Wakefield	Washington-Liberty	Williamsburg	Yorktown	Contract Services	Total (Ordered by Number)	Percentage
1	English	14	281	574	624	560	411	31	735	511	978	1304	887	1794	33	8,737	63.42%
2	Spanish	151	138	50	329	95	452	70	158	349	737	518	19	178	*	3,251	23.60%
3	Amharic	*	*	13	41	*	21	*	11	55	67	55	*	29	*	313	2.27%
4	Arabic	*	*	20	33	*	27	*	11	34	68	29	*	16	*	263	1.91%
5	Mongolian	*	*	21	22	19	*	*	14	32	23	35	14	20	*	207	1.50%
6	Bengali	*	*	*	*	*	16	*	*	16	41	29	*	*	*	140	1.02%
7	Urdu	*	*	*	*	*	11	*	*	17	13	21	*	*	*	89	0.65%
8	Tigrinya	*	*	*	*	*	*	*	*	*	32	*	*	*	*	75	0.54%
9	Russian	*	*	*	*	*	*	*	*	*	*	*	*	*	*	47	0.34%
10	Tagalog	*	*	*	*	*	*	*	*	*	17	*	*	*	*	44	0.32%
11	Chinese, Mandarin	*	*	*	*	*	*	*	*	*	*	13	*	*	*	43	0.31%
12	French	*	*	*	*	*	*	*	*	*	*	*	*	*	*	42	0.30%
13	Vietnamese	*	*	*	*	*	*	*	*	*	*	*	*	11	*	41	0.30%
14	Nepali	*	*	*	*	*	*	*	*	*	*	*	*	*	*	36	0.26%
15	Portuguese	*	*	*	*	*	*	*	*	*	*	*	*	*	*	30	0.22%
16	Mam	*	*	*	*	*	*	*	*	*	*	*	*	*	*	26	0.19%
17	Hindi	*	*	*	*	*	*	*	*	*	*	*	*	*	*	19	0.14%
18	Thai	*	*	*	*	*	*	*	*	*	*	*	*	*	*	19	0.14%
19	Pashto, Northern	*	*	*	*	*	*	*	*	*	*	*	*	*	*	18	0.13%
20	Turkish	*	*	*	*	*	*	*	*	*	*	*	*	*	*	18	0.13%
21	Somali	*	*	*	*	*	*	*	*	*	*	*	*	*	*	14	0.10%
22	Cambodian (Khmer)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	13	0.09%
23	Farsi	*	*	*	*	*	*	*	*	*	*	*	*	*	*	12	0.09%
24	Georgian	*	*	*	*	*	*	*	*	*	*	*	*	*	*	12	0.09%
25	Japanese	*	*	*	*	*	*	*	*	*	*	*	*	*	*	12	0.09%
26	Ukrainian	*	*	*	*	*	*	*	*	*	*	*	*	*	*	12	0.09%
27	Dari	*	*	*	*	*	*	*	*	*	*	*	*	*	*	11	0.08%
28	Oromo, West-Central	*	*	*	*	*	*	*	*	*	*	*	*	*	*	11	0.08%
29	Tamil	*	*	*	*	*	*	*	*	*	*	*	*	*	*	11	0.08%
30	Maya	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	0.07%
31	Bulgarian	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	0.07%
32	Indonesian	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	0.07%
33	German	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	0.06%
34	Italian	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	0.06%
35	Serbian	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	0.06%
36	Tajiki	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	0.06%
37	Twi	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	0.06%
38	Albanian	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	0.05%
39	Malagasy	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	0.05%
40	Romanian	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	0.05%
41	Korean	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	0.04%
42	Kurdish	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	0.04%
43	Polish	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	0.04%
44	Armenian	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	0.04%
45	Lao	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	0.04%
46	Czech	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	0.03%
47	Bosnian	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	0.02%
48	Dutch	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	0.02%
49	Estonian	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	0.02%
50	Ga	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	0.02%
51	Guyanese Creole English	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	0.02%
52	Macedonian	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	0.02%
53	Malayalam	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	0.02%
54	Panjabi, Western	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	0.02%
55	Pashto, Southern	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	0.02%
56	Swedish	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	0.02%
57	Uyghur	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	0.02%
58	Uzbek	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	0.02%
59	Chinese, Yue (Cantonese)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	0.01%
60	Danish	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	0.01%

Fall Statistics Table 5 Arlington Public Schools Secondary Students by Background Language and School (Grades 6 through 13, and 77 - Adult)																	
N	Language	Arlington Community	Career Center	Dorothy Hamm	Gunston	H-B Woodlawn	Kenmore	Langston	Swanson	Thomas Jefferson	Wakefield	Washington-Liberty	Williamsburg	Yorktown	Contract Services	Total (Ordered by Number)	Percentage
61	Éwé					*					*					*	0.01%
62	Fula				*	*										*	0.01%
63	Greek			*							*					*	0.01%
64	Haryanvi								*							*	0.01%
65	Icelandic			*								*				*	0.01%
66	Kannada					*										*	0.01%
67	Kazakh								*						*	*	0.01%
68	Malay				*						*					*	0.01%
69	Punjabi								*			*				*	0.01%
70	Singhalese													*		*	0.01%
71	Sinhala													*		*	0.01%
72	Telugu								*	*						*	0.01%
73	Wolof		*		*											*	0.01%
74	Assamese								*							*	0.01%
75	Burmese			*												*	0.01%
76	Cebuano			*												*	0.01%
77	Chichewa										*					*	0.01%
78	Chinese, Min Nan (Fukienese or Fujianese)													*		*	0.01%
79	Crioulo, Upper Guinea												*			*	0.01%
80	Croatian									*						*	0.01%
81	Farefare													*		*	0.01%
82	Finnish												*			*	0.01%
83	Gujarati													*		*	0.01%
84	Hungarian					*										*	0.01%
85	Kabyle						*									*	0.01%
86	Krio		*													*	0.01%
87	Kyrgyz										*					*	0.01%
88	Luganda												*			*	0.01%
89	Norwegian													*		*	0.01%
90	Ogoni / Khana													*		*	0.01%
91	Oromo											*				*	0.01%
92	Panjabi, Eastern									*						*	0.01%
93	Quechua, Boliviano										*					*	0.01%
94	Serbo-Croatian			*												*	0.01%
95	Slovak												*			*	0.01%
96	Swahili				*											*	0.01%
97	Yoruba											*				*	0.01%
	Total	194	461	736	1,127	727	988	120	979	1,084	2,082	2,129	969	2,134	47	13,777	100.00%
Grade 13: Students with special needs working towards high school graduation after grade 12. Grade 77: Adult students working towards high school graduation. English Learners and Special Education students are 22 years or older. Non-English Learners and non-Special Education adult students are 20 years or older. * Asterisks denote 10 students or fewer.																	

Fall Statistics Table 6
Arlington Public Schools Elementary Students by Birth Country and School
(PreK through Grade 5)




N		Country																																		Abingdon		Alice West Fleet		Arlington Science Focus		Arlington Traditional		Ashlawn		Barcroft		Barrett		Campbell		Carlin Springs		Claremont Immersion		Discovery		Drew		Glebe		Hoffman-Boston		Jamestown		Key Immersion		Long Branch		McKinley		Montessori		Nottingham		Oakridge		Randolph		Taylor		Tuckahoe		Integration Station		PK Speech C @ Fleet		PK Speech N @Discovery		PK Speech S @ Drew		Shriver Program ¹		Contract Services		Total (Ordered by Number)		Percentage	
1	United States	610	517	582	540	630	357	478	411	492	700	571	386	521	356	578	637	447	730	418	459	486	352	640	492	39	20	15	24	37	*	12,534	86.77%																																																																		
2	El Salvador	19	*	*	*	*	13	14	*	51	*	*	13	*	*	*	12	*	*	*	*	*	21											188	1.30%																																																																
3	Guatemala	*	15	*	*	*	22	32		15	*				*	*	11	20	*			*	11								*		168	1.16%																																																																	
4	Mongolia	25	14	26	15	*		*	*						45	*		*	*	*	*	*											148	1.02%																																																																	
5	Ethiopia	*	*	*	*	*	*	*	*	16		*	*	*	*	*	*	*	*	*	*	*	20	*	*		*							117	0.81%																																																																
6	Honduras	13	*	*	*	*	*	*	*	24	*	*	*	*	*		*	*	*	*	*	*	*	*				*			*			83	0.57%																																																																
7	Germany	*	*	*	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*		56	0.39%																																																																	
8	Japan	*	*	*	*	*	*			*		*	*	*	*	*	*	*	*	*	*	*	*	*	*								53	0.37%																																																																	
9	China	*	*	*	*	*	*		*			*	*	*	*	*	*	*	*	*	*	*	*	*	*								50	0.35%																																																																	
10	India		*	*	*	*	*					*	*	*	*	*	*	*	*	*	*	*	*	*	*								46	0.32%																																																																	
11	United Kingdom		*	*	*	*	*			*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*								46	0.32%																																																																	
12	Bolivia	*	*	*			*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*								42	0.29%																																																																	
13	Bangladesh	*	*				*			*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*								41	0.28%																																																																	
14	Morocco	*					*		*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*								36	0.25%																																																																	
15	Pakistan	*		*	*	*	*		*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*								34	0.24%																																																																	
16	Colombia	*	*	*	*	*	*		*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*								32	0.22%																																																																	
17	Brazil		*	*	*	*	*					*			*	*	*	*	*	*	*	*	*	*	*								28	0.19%																																																																	
18	Australia			*	*	*						*		*	*	*	*	*	*	*	*	*	*	*	*								27	0.19%																																																																	
19	Korea, South (Rep. of Korea)		*	*	*	*	*		*					*	*	*	*	*	*	*	*	*	*	*	*								26	0.18%																																																																	
20	Afghanistan	*	*	*	*	*		*						*	*	*	*	*	*	*	*	*	*	*	*								24	0.17%																																																																	
21	Turkey	*	*	*	*	*	*		*			*	*	*	*	*	*	*	*	*	*	*	*	*	*					*			23	0.16%																																																																	
22	Egypt	*	*	*	*	*	*			*		*	*	*	*	*	*	*	*	*	*	*	*	*	*								22	0.15%																																																																	
23	Kazakhstan		*		*	*	*				*				*	*	*	*	*	*	*	*	*	*	*								22	0.15%																																																																	
24	Mexico	*	*	*	*	*	*			*		*			*	*	*	*	*	*	*	*	*	*	*								22	0.15%																																																																	
25	Russia	*		*	*	*	*					*	*	*	*	*	*	*	*	*	*	*	*	*	*								20	0.14%																																																																	
26	Saudi Arabia	*		*	*	*	*				*	*	*	*	*	*	*	*	*	*	*	*	*	*	*							*	20	0.14%																																																																	
27	Canada		*		*	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*								19	0.13%																																																																	
28	Iraq	*	*	*	*	*	*					*	*	*	*	*	*	*	*	*	*	*	*	*	*								19	0.13%																																																																	
29	Philippines		*	*	*	*	*	*				*	*	*	*	*	*	*	*	*	*	*	*	*	*								19	0.13%																																																																	
30	Sudan	*	*	*	*	*	*					*	*	*	*	*	*	*	*	*	*	*	*	*	*								19	0.13%																																																																	
31	Nepal	*	*	*	*	*	*		*			*	*	*	*	*	*	*	*	*	*	*	*	*	*			*	*				18	0.12%																																																																	
32	Italy		*			*	*	*	*	*	*			*	*	*	*	*	*	*	*	*	*	*	*								16	0.11%																																																																	
33	Argentina	*					*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*				*	*			14	0.10%																																																																	
34	France		*	*	*	*	*	*			*		*	*	*	*	*	*	*	*	*	*	*	*	*								14	0.10%																																																																	
35	United Arab Emirates	*		*	*	*	*					*	*	*	*	*	*	*	*	*	*	*	*	*	*								13	0.09%																																																																	
36	Eritrea	*		*		*	*		*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*								12	0.08%																																																																	
37	Jordan	*									*	*	*	*	*	*	*	*	*	*	*	*	*	*	*								12	0.08%																																																																	
38	Nicaragua	*								*		*	*	*	*	*	*	*	*	*	*	*	*	*	*								12	0.08%																																																																	
39	Puerto Rico		*			*	*				*	*	*	*	*	*	*	*	*	*	*	*	*	*	*								12	0.08%																																																																	
40	Switzerland		*			*	*	*					*	*	*	*	*	*	*	*	*	*	*	*	*								12	0.08%																																																																	
41	Thailand			*		*						*	*	*	*	*	*	*	*	*	*	*	*	*	*								12	0.08%																																																																	
42	Libya	*													*	*	*	*	*	*	*	*	*	*	*								11	0.08%																																																																	
43	Peru					*	*		*	*	*				*	*	*	*	*	*	*	*	*	*	*								11	0.08%																																																																	
44	Uzbekistan											*	*	*	*	*	*	*	*	*	*	*	*	*	*								11	0.08%																																																																	

Table 6:
 APS Elementary Students by Birth Country and School
 Page 1 of 3

Fall Statistics Table 6
Arlington Public Schools Elementary Students by Birth Country and School
(PreK through Grade 5)

<div></div>																																	
N	Country	Abingdon	Alice West Fleet	Arlington Science Focus	Arlington Traditional	Ashlawn	Barcroft	Barrett	Campbell	Carlin Springs	Claremont Immersion	Discovery	Drew	Glebe	Hoffman-Boston	Jamestown	Key Immersion	Long Branch	McKinley	Montessori	Nottingham	Oakridge	Randolph	Taylor	Tuckahoe	Integration Station	PK Speech C @ Fleet	PK Speech N @Discovery	PK Speech S @ Drew	Shriver Program ¹	Contract Services	Total (Ordered by Number)	Percentage
45	Spain			*						*	*							*					*									*	0.07%
46	Venezuela	*											*			*		*		*		*	*									*	0.07%
47	Vietnam					*				*									*		*	*	*	*								*	0.07%
48	South Africa		*	*		*		*			*						*				*	*	*		*							*	0.06%
49	Belgium			*							*					*		*				*		*								*	0.05%
50	Malaysia			*		*		*						*	*							*										*	0.05%
51	Romania			*											*				*		*	*			*							*	0.05%
52	Sweden		*						*										*		*	*				*						*	0.05%
53	Ukraine		*	*		*									*							*	*									*	0.05%
54	Austria		*	*			*	*											*			*										*	0.04%
55	Georgia					*																*										*	0.04%
56	Iceland		*	*														*				*										*	0.04%
57	Netherlands	*				*									*			*							*	*						*	0.04%
58	Oman											*										*										*	0.04%
59	Singapore			*		*										*					*	*	*	*	*							*	0.04%
60	Albania			*																		*		*								*	0.03%
61	Chile		*			*								*								*		*								*	0.03%
62	Ecuador		*	*							*										*											*	0.03%
63	Mauritania		*	*											*																	*	0.03%
64	Nigeria		*														*	*				*										*	0.03%
65	Panama					*									*		*															*	0.03%
66	Serbia and Montenegro							*							*							*										*	0.03%
67	Tunisia					*											*	*				*	*	*								*	0.03%
68	Uganda	*				*									*																	*	0.03%
69	Angola					*							*		*																	*	0.03%
70	Azerbaijan												*	*			*															*	0.03%
71	Cambodia			*											*		*		*													*	0.03%
72	Costa Rica		*			*											*															*	0.03%
73	Dominican Republic		*				*							*								*										*	0.03%
74	Finland					*		*								*				*	*	*			*							*	0.03%
75	Greece					*		*								*					*					*						*	0.03%
76	Haiti				*					*											*	*			*							*	0.03%
77	Hong Kong	*																*	*		*											*	0.03%
78	Jamaica			*			*												*			*										*	0.03%
79	Poland										*											*		*								*	0.03%
80	Taiwan			*							*											*			*							*	0.03%
81	Algeria	*					*																									*	0.02%
82	Bosnia and Herzegovina			*																		*										*	0.02%
83	Cameroon			*														*			*	*										*	0.02%
84	Czech Republic																*				*											*	0.02%
85	Kenya						*																*	*	*							*	0.02%
86	Kyrgyzstan																						*	*	*							*	0.02%
87	Lebanon	*																	*			*										*	0.02%
88	New Zealand	*															*		*			*			*							*	0.02%


Fall Statistics Table 6
Arlington Public Schools Elementary Students by Birth Country and School
(PreK through Grade 5)

N	Country																										
		Abingdon	Alice West Fleet	Arlington Science Focus	Arlington Traditional	Ashlawn	Barcroft	Barrett	Campbell	Carlin Springs	Claremont Immersion	Discovery	Drew	Glebe	Hoffman-Boston	Jamestown	Key Immersion	Long Branch	McKinley	Montessori	Nottingham	Oakridge	Randolph	Taylor	Tuckahoe	Integration Station	PK Speech C @ Fleet
89	Senegal	*					*																				
90	Syria																					*					
91	Armenia				*																						
92	Bulgaria											*															
93	Congo, Dem. Rep. of (Kinshasa)						*											*									
94	Côte D'Ivoire (Ivory Coast)			*				*																			
95	Cyprus							*																			
96	Guam										*													*			
97	Iran		*			*																					
98	Israel	*			*																						
99	Korea, North (Dem. People's Rep.)			*																				*			
100	Kosovo						*																				
101	Lithuania											*															
102	Paraguay									*	*																
103	Portugal		*										*														
104	Virgin Islands, U.S.																						*				
105	Botswana															*											
106	Central African Republic	*																									
107	Congo, Republic of (Brazzaville)									*																	
108	Dominica								*																		
109	Equatorial Guinea																							*			
110	Estonia			*																							
111	Gambia					*																					
112	Ghana																						*				
113	Hungary					*																					
114	Ireland														*												
115	Kuwait			*																							
116	Laos																						*				
117	Madagascar									*															*		
118	Malta																										
119	Mozambique																					*					
120	Norway		*																								
121	Palestinian Territory																*										
122	Saint Helena																										
123	Slovakia			*																							
124	Yemen				*																						
	Total	751	637	718	589	735	452	568	447	645	741	589	442	575	517	617	709	521	785	452	486	622	461	699	528	40	22


¹ Shriver Program: Special Education secondary students. English Learners receiving direct services are taught by elementary EL staff.

* Asterisks denote 10 students or fewer.


Fall Statistics Table 7
Arlington Public Schools Secondary Students by Birth Country and School
(Grades 6 through 13, and 77 - Adult)

		Arlington Community	Career Center	Dorothy Hamm	Gunston	H-B Woodlawn	Kenmore	Langston	Swanson	Thomas Jefferson	Wakefield	Washington-Liberty	Williamsburg	Yorktown	Contract Services	Total (Ordered by Number)	Percentage
N	Country																
1	United States	23	332	626	923	587	812	47	864	880	1577	1694	906	1839	40	11,150	80.93%
2	El Salvador	48	25	*	12	17	40	27	11	19	116	62	*	35	*	415	3.01%
3	Guatemala	58	34	*	14	42	20	23	14	31	51	78	*	30		399	2.90%
4	Ethiopia	*	*	*	14	*	*	*	*	25	32	29	*	18		154	1.12%
5	Honduras	14	14	*	*	11	16	*	*	*	16	23		*		117	0.85%
6	Mongolia			*	13	*	*		*	18	*	25	*	13		111	0.81%
7	Bolivia	18	*		*	*	*	*		*	21	*		*		89	0.65%
8	China	*	*	*	*	*	*		*	*	*	16	*	35		86	0.62%
9	Bangladesh	*	*		*	*	*	*	*	*	25	14		*		76	0.55%
10	Pakistan	*		*	*	*	*	*	*	*	*	15		*		56	0.41%
11	Mexico	*	*	*	*	*	*	*	*	*	12	*	*	*		49	0.36%
12	Russia		*	*	*	*	*		*	*	*	*	*	12	*	45	0.33%
13	Germany		*	*	*	*			*	*	*	*	*	*		44	0.32%
14	Colombia	*	*	*	12	*	*				*	*	*	*		40	0.29%
15	Eritrea	*	*	*	*	*	*	*	*	*	17			*		38	0.28%
16	United Kingdom			*	*	*	*		*	*	*	*	*	*		31	0.23%
17	Philippines			*	*		*		*	*	13	*	*	*		30	0.22%
18	Nepal	*	*	*	*					*	*	*		*		29	0.21%
19	Spain		*		*		*			*	*	*	*	*		28	0.20%
20	Peru	*	*		*		*	*	*	*	*	*				25	0.18%
21	Japan			*	*	*			*	*	*	*	*	*		24	0.17%
22	Vietnam		*	*	*	*	*		*	*	*	*	*	*		24	0.17%
23	Thailand		*	*	*		*		*	*	*	*		*		23	0.17%
24	India			*	*	*	*		*	*	*	*		*		21	0.15%
25	Korea, South (Rep. of Korea)				*	*			*	*	*	*	*	*		21	0.15%
26	Egypt			*	*		*		*	*	*	*	*	*		20	0.15%
27	Italy			*	*		*		*	*	*	*	*	*		20	0.15%
28	Brazil				*	*			*		*	*	*	*	*	19	0.14%
29	Canada			*	*	*			*	*	*	*	*	*		19	0.14%
30	Kazakhstan		*	*	*	*			*	*	*	*	*	*	*	19	0.14%
31	Morocco	*		*	*		*		*	*	*	*	*	*		19	0.14%
32	Afghanistan			*	*			*	*	*	*	*	*	*		18	0.13%
33	Argentina	*			*	*		*	*		*	*	*	*		18	0.13%
34	Iraq	*	*		*		*			*	*	*		*		17	0.12%
35	Sudan	*	*	*			*		*	*	*	*		*		17	0.12%
36	Puerto Rico			*	*		*	*			*	*	*	*		16	0.12%
37	Ukraine		*	*	*	*			*		*	*		*		16	0.12%
38	Australia	*		*							*	*	*	*		15	0.11%
39	Jordan			*	*		*				*			*		14	0.10%
40	Turkey			*	*	*	*		*		*	*	*	*		14	0.10%
41	Saudi Arabia		*	*	*		*			*	*			*		12	0.09%
42	South Africa			*			*			*		*	*	*		12	0.09%
43	Venezuela	*			*					*	*	*				12	0.09%
44	United Arab Emirates			*	*				*	*	*		*	*		11	0.08%
45	Dominican Republic	*	*		*	*	*				*	*	*	*		*	0.07%
46	France			*			*		*			*	*			*	0.07%
47	Korea, North (Dem. People's Rep.)		*	*							*	*		*	*	*	0.07%

Fall Statistics Table 7
Arlington Public Schools Secondary Students by Birth Country and School
(Grades 6 through 13, and 77 - Adult)

		Arlington Community	Career Center	Dorothy Hamm	Gunston	H-B Woodlawn	Kenmore	Langston	Swanson	Thomas Jefferson	Wakefield	Washington-Liberty	Williamsburg	Yorktown	Contract Services	Total (Ordered by Number)	Percentage
N	Country																
48	Georgia				*		*			*	*			*		*	0.07%
49	Nicaragua						*			*	*	*		*		*	0.07%
50	Tajikistan						*		*	*	*		*			*	0.07%
51	Uzbekistan			*	*	*					*	*		*		*	0.07%
52	Belgium				*	*			*	*		*	*	*		*	0.06%
53	Unknown (Null)											*		*		*	0.06%
54	Austria			*						*	*	*		*		*	0.05%
55	Bulgaria				*	*	*				*	*	*		*	*	0.05%
56	Cameroon				*					*	*	*				*	0.05%
57	Ecuador		*		*				*	*	*	*				*	0.05%
58	Ghana		*		*					*	*			*		*	0.05%
59	Kyrgyzstan						*			*	*	*				*	0.05%
60	Madagascar						*				*	*		*		*	0.05%
61	Poland		*			*	*			*		*				*	0.05%
62	Senegal		*	*	*						*			*		*	0.05%
63	Tunisia	*			*						*			*		*	0.04%
64	Chile		*		*		*					*				*	0.04%
65	Greece		*	*					*		*		*			*	0.04%
66	Kuwait						*				*			*		*	0.04%
67	Libya						*				*					*	0.04%
68	Netherlands			*					*		*			*		*	0.04%
69	Nigeria				*						*	*				*	0.04%
70	Romania			*	*				*		*	*				*	0.04%
71	Singapore				*						*			*		*	0.04%
72	Algeria				*											*	0.03%
73	Bosnia and Herzegovina			*							*	*				*	0.03%
74	Costa Rica				*						*	*		*		*	0.03%
75	Guyana			*							*	*				*	0.03%
76	Hong Kong				*					*		*		*		*	0.03%
77	Iran				*		*				*			*		*	0.03%
78	Israel								*				*	*		*	0.03%
79	Kenya				*				*		*	*				*	0.03%
80	Qatar			*						*						*	0.03%
81	Serbia and Montenegro			*					*	*						*	0.03%
82	Sweden			*	*				*			*				*	0.03%
83	Switzerland			*			*				*	*				*	0.03%
84	Taiwan						*		*				*	*		*	0.03%
85	Albania							*			*	*				*	0.02%
86	Armenia		*				*									*	0.02%
87	Azerbaijan			*							*			*		*	0.02%
88	Belarus			*									*	*		*	0.02%
89	Croatia			*						*		*				*	0.02%
90	Equatorial Guinea			*							*					*	0.02%
91	Guam				*						*	*				*	0.02%
92	Iceland			*								*				*	0.02%
93	Indonesia		*						*			*				*	0.02%
94	Ireland				*						*			*		*	0.02%
95	Jamaica		*		*						*					*	0.02%
96	Lebanon				*						*					*	0.02%

Fall Statistics Table 7
Arlington Public Schools Secondary Students by Birth Country and School
(Grades 6 through 13, and 77 - Adult)

		Arlington Community	Career Center	Dorothy Hamm	Gunston	H-B Woodlawn	Kenmore	Langston	Swanson	Thomas Jefferson	Wakefield	Washington-Liberty	Williamsburg	Yorktown	Contract Services	Total (Ordered by Number)	Percentage
N	Country																
97	Macedonia												*	*		*	0.02%
98	New Zealand			*										*		*	0.02%
99	Oman				*						*		*			*	0.02%
100	Sri Lanka			*							*			*		*	0.02%
101	Syria								*		*					*	0.02%
102	Uruguay			*		*			*							*	0.02%
103	Bahamas			*							*					*	0.01%
104	Botswana									*						*	0.01%
105	Cambodia											*				*	0.01%
106	Congo, Dem. Rep. of (Kinshasa)		*											*		*	0.01%
107	Denmark			*			*									*	0.01%
108	Dominica		*							*						*	0.01%
109	Estonia			*										*		*	0.01%
110	Finland				*								*			*	0.01%
111	Haiti			*							*					*	0.01%
112	Malaysia				*						*					*	0.01%
113	Norway													*		*	0.01%
114	Uganda												*	*		*	0.01%
115	Unlisted Country													*	*	*	0.01%
116	Angola										*					*	0.01%
117	Belize										*					*	0.01%
118	British Indian Ocean Territory				*											*	0.01%
119	Cape Verde				*											*	0.01%
120	Chad										*					*	0.01%
121	Cuba										*					*	0.01%
122	Cyprus												*			*	0.01%
123	Fiji											*				*	0.01%
124	Guinea					*										*	0.01%
125	Hungary												*			*	0.01%
126	Kosovo			*												*	0.01%
127	Malawi										*					*	0.01%
128	Mauritania									*						*	0.01%
129	Panama										*					*	0.01%
130	Portugal									*						*	0.01%
131	Somalia										*					*	0.01%
132	Tanzania				*											*	0.01%
133	Togo					*										*	0.01%
134	Turkmenistan											*				*	0.01%
135	Western Sahara							*								*	0.01%
136	Yemen											*				*	0.01%
	Total	194	461	736	1,127	727	988	120	979	1,084	2,082	2,129	969	2,134	47	13,777	100.00%

Grade 13: Students with special needs working towards high school graduation after grade 12.

Grade 77: Adult students working towards high school graduation. English Learners and Special Education students are 22 years or older.

Non-English Learners and non-Special Education adult students are 20 years or older.

* Asterisks denote 10 students or fewer.

**Fall Statistics Table 8: Background Languages Represented
Among Arlington Public Schools Students
Grades Pre-K through High School ¹
September 30, 2019**

N	Language	Total	Per Cent
1	English	18,125	64.2229%
2	Spanish	6,111	21.6533%
3	Amharic	685	2.4272%
4	Arabic	658	2.3315%
5	Mongolian	550	1.9488%
6	Bengali	257	0.9106%
7	Urdu	156	0.5528%
8	Tigrinya	155	0.5492%
9	Russian	142	0.5032%
10	Chinese, Mandarin	116	0.4110%
11	French	80	0.2835%
12	Nepali	80	0.2835%
13	Portuguese	79	0.2799%
14	Tagalog	73	0.2587%
15	Vietnamese	72	0.2551%
16	Turkish	56	0.1984%
17	Japanese	51	0.1807%
18	Hindi	45	0.1595%
19	Pashto, Northern	37	0.1311%
20	Mam	34	0.1205%
21	Thai	29	0.1028%
22	Somali	28	0.0992%
23	Dari	27	0.0957%
24	Farsi	26	0.0921%
25	Georgian	22	0.0780%
26	Korean	22	0.0780%
27	Romanian	22	0.0780%
28	Albanian	21	0.0744%
29	Ukrainian	22	0.0780%
30	Tamil	20	0.0709%
31	Cambodian (Khmer)	19	0.0673%
32	Italian	17	0.0602%
33	Polish	17	0.0602%
34	Serbian	17	0.0602%
35	Uzbek	17	0.0602%
36	German	16	0.0567%
37	Indonesian	14	0.0496%
38	Oromo, West-Central	14	0.0496%
39	Telugu	14	0.0496%
40	Twi	14	0.0496%
41	Maya	13	0.0461%
42	Bulgarian	12	0.0425%

**Fall Statistics Table 8: Background Languages Represented
Among Arlington Public Schools Students
Grades Pre-K through High School ¹
September 30, 2019**

N	Language	Total	Per Cent
43	Kazakh	11	0.0390%
44	Kurdish	*	0.0354%
45	Malagasy	*	0.0354%
46	Uyghur	*	0.0354%
47	Lao	*	0.0319%
48	Pashto, Southern	*	0.0319%
49	Tajiki	*	0.0319%
50	Greek	*	0.0283%
51	Armenian	*	0.0248%
52	Hungarian	*	0.0213%
53	Icelandic	*	0.0213%
54	Malayalam	*	0.0213%
55	Swedish	*	0.0213%
56	Azerbaijani	*	0.0177%
57	Bosnian	*	0.0177%
58	Czech	*	0.0177%
59	Dutch	*	0.0177%
60	Gujarati	*	0.0177%
61	Kannada	*	0.0177%
62	Wolof	*	0.0177%
63	Chinese, Yue (Cantonese)	*	0.0142%
64	Estonian	*	0.0142%
65	Finnish	*	0.0142%
66	Ga	*	0.0142%
67	Swahili	*	0.0142%
68	Cebuano	*	0.0106%
69	Danish	*	0.0106%
70	Éwé	*	0.0106%
71	Guyanese Creole English	*	0.0106%
72	Macedonian	*	0.0106%
73	Malay	*	0.0106%
74	Panjabi, Western	*	0.0106%
75	Sinhala	*	0.0106%
76	American Sign Language	*	0.0071%
77	Burmese	*	0.0071%
78	Fula	*	0.0071%
79	Haryanvi	*	0.0071%
80	Igbo	*	0.0071%
81	Kabyle	*	0.0071%

**Fall Statistics Table 8: Background Languages Represented
Among Arlington Public Schools Students
Grades Pre-K through High School ¹
September 30, 2019**

N	Language	Total	Per Cent
82	Kashmiri	*	0.0071%
83	Marathi	*	0.0071%
84	Panjabi, Eastern	*	0.0071%
85	Punjabi	*	0.0071%
86	Singhalese	*	0.0071%
87	Slovak	*	0.0071%
88	Assamese	*	0.0035%
89	Cakchiquel, Central	*	0.0035%
90	Chichewa (Chinyanja, Chewa, Nyanja)	*	0.0035%
91	Chinese, Min Nan (Fukienese or Fujianese)	*	0.0035%
92	Crioulo, Upper Guinea	*	0.0035%
93	Croatian	*	0.0035%
94	Dinka	*	0.0035%
95	Farefare	*	0.0035%
96	Haitian, Creole French	*	0.0035%
97	Hausa	*	0.0035%
98	Hindko	*	0.0035%
99	Kinyarwanda	*	0.0035%
100	Krio	*	0.0035%
101	Kyrgyz	*	0.0035%
102	Luganda	*	0.0035%
103	Masaaba	*	0.0035%
104	Norwegian	*	0.0035%
105	Ogoni / Khana	*	0.0035%
106	Oriya	*	0.0035%
107	Oromo	*	0.0035%
108	Patois (Jamaican Creole English)	*	0.0035%
109	Quechua, Boliviano	*	0.0035%
110	Sangho	*	0.0035%
111	Saurasthra	*	0.0035%
112	Serbo-Croatian	*	0.0035%
113	Setswana	*	0.0035%
114	Yoruba	*	0.0035%
	Total	28,222	100.00%

¹ High School students include those in grades 9 through 13,
plus grade 77 - adult.

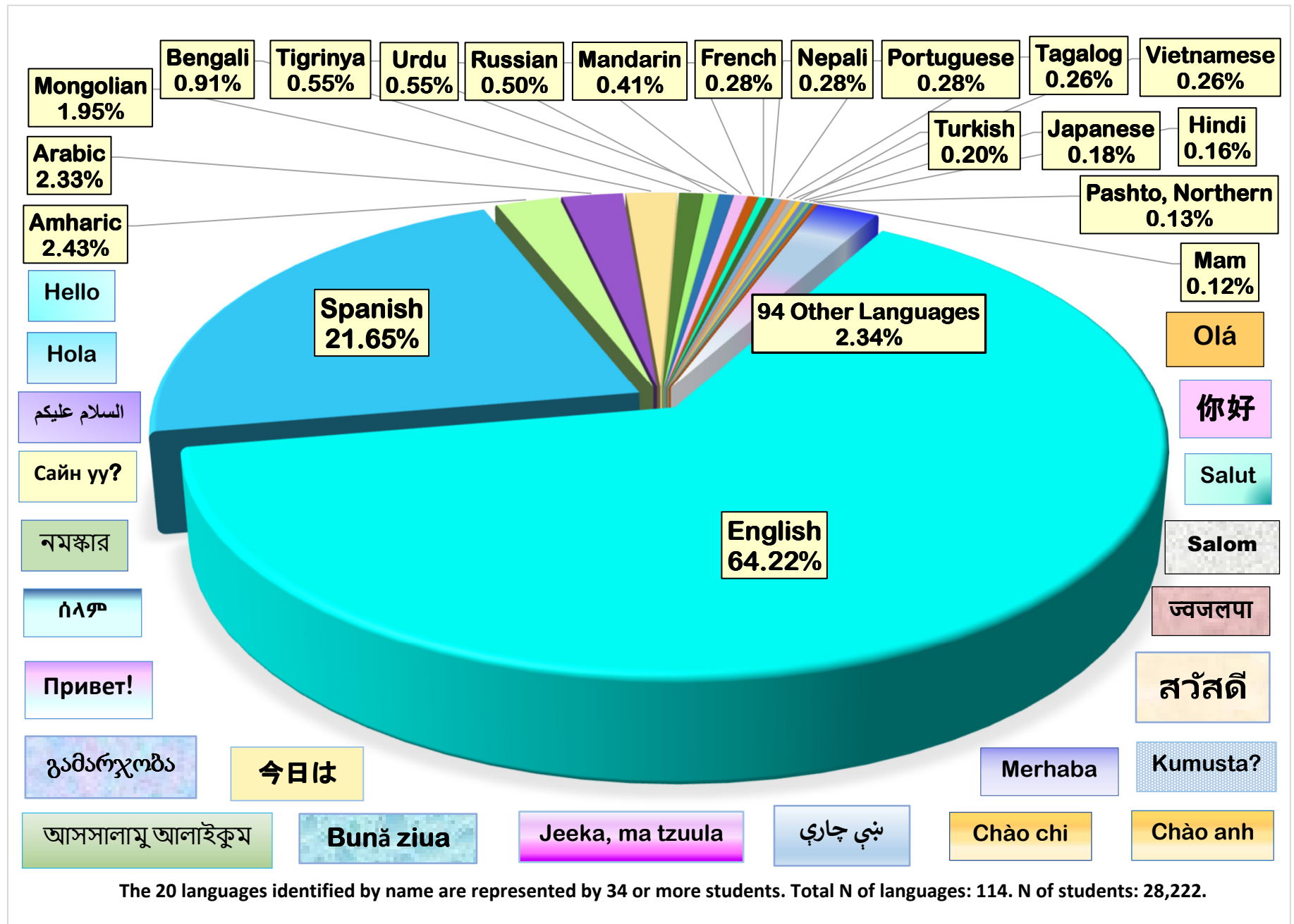
* Asterisks denote 10 students or fewer.

Fall Statistics Table 9: Birth Countries Represented Among Arlington Public Schools Students Grades PreK through High School ¹ September 30, 2019			
N	Birth Country	Total	Per Cent
1	United States	23,684	83.9203%
2	El Salvador	603	2.1366%
3	Guatemala	567	2.0091%
4	Ethiopia	271	0.9602%
5	Mongolia	259	0.9177%
6	Honduras	200	0.7087%
7	China	136	0.4819%
8	Bolivia	131	0.4642%
9	Bangladesh	117	0.4146%
10	Germany	100	0.3543%
11	Pakistan	90	0.3189%
12	Japan	77	0.2728%
13	United Kingdom	77	0.2728%
14	Colombia	72	0.2551%
15	Mexico	71	0.2516%
16	India	67	0.2374%
17	Russia	65	0.2303%
18	Morocco	55	0.1949%
19	Eritrea	50	0.1772%
20	Philippines	49	0.1736%
21	Brazil	47	0.1665%
22	Korea, South (Rep. of Korea)	47	0.1665%
23	Nepal	47	0.1665%
24	Afghanistan	42	0.1488%
25	Australia	42	0.1488%
26	Egypt	42	0.1488%
27	Kazakhstan	41	0.1453%
28	Canada	38	0.1346%
29	Spain	38	0.1346%
30	Turkey	37	0.1311%
31	Iraq	36	0.1276%
32	Italy	36	0.1276%
33	Peru	36	0.1276%
34	Sudan	36	0.1276%
35	Thailand	35	0.1240%
36	Vietnam	34	0.1205%
37	Argentina	32	0.1134%
38	Saudi Arabia	32	0.1134%
39	Puerto Rico	28	0.0992%
40	Jordan	26	0.0921%
41	France	24	0.0850%
42	United Arab Emirates	24	0.0850%
43	Ukraine	23	0.0815%
44	Venezuela	22	0.0780%
45	Nicaragua	21	0.0744%
46	South Africa	21	0.0744%
47	Uzbekistan	20	0.0709%
48	Libya	16	0.0567%
49	Switzerland	16	0.0567%
50	Belgium	15	0.0532%
51	Georgia	15	0.0532%
52	Dominican Republic	14	0.0496%
53	Austria	13	0.0461%

Fall Statistics Table 9: Birth Countries Represented Among Arlington Public Schools Students Grades PreK through High School ¹ September 30, 2019			
N	Birth Country	Total	Per Cent
54	Ecuador	12	0.0425%
55	Korea, North (Dem. People's Rep.)	12	0.0425%
56	Romania	12	0.0425%
57	Netherlands	11	0.0390%
58	Poland	11	0.0390%
59	Singapore	11	0.0390%
60	Sweden	11	0.0390%
61	Tunisia	11	0.0390%
62	Cameroon	*	0.0354%
63	Chile	*	0.0354%
64	Kyrgyzstan	*	0.0354%
65	Nigeria	*	0.0354%
66	Senegal	*	0.0354%
67	Bulgaria	*	0.0319%
68	Greece	*	0.0319%
69	Iceland	*	0.0319%
70	Malaysia	*	0.0319%
71	Oman	*	0.0319%
72	Serbia and Montenegro	*	0.0319%
73	Tajikistan	*	0.0319%
74	Albania	*	0.0283%
75	Costa Rica	*	0.0283%
76	Ghana	*	0.0283%
77	Hong Kong	*	0.0283%
78	Madagascar	*	0.0283%
79	Taiwan	*	0.0283%
80	Unknown (Null)	*	0.0283%
81	Algeria	*	0.0248%
82	Azerbaijan	*	0.0248%
83	Bosnia and Herzegovina	*	0.0248%
84	Jamaica	*	0.0248%
85	Kenya	*	0.0248%
86	Uganda	*	0.0248%
87	Cambodia	*	0.0213%
88	Finland	*	0.0213%
89	Haiti	*	0.0213%
90	Iran	*	0.0213%
91	Israel	*	0.0213%
92	Kuwait	*	0.0213%
93	Lebanon	*	0.0213%
94	Mauritania	*	0.0213%
95	New Zealand	*	0.0213%
96	Panama	*	0.0213%
97	Syria	*	0.0213%
98	Angola	*	0.0177%
99	Armenia	*	0.0177%
100	Guam	*	0.0177%

Fall Statistics Table 9: Birth Countries Represented Among Arlington Public Schools Students Grades PreK through High School ¹ September 30, 2019			
N	Birth Country	Total	Per Cent
101	Congo, Dem. Rep. of (Kinshasa)	*	0.0142%
102	Equatorial Guinea	*	0.0142%
103	Guyana	*	0.0142%
104	Ireland	*	0.0142%
105	Qatar	*	0.0142%
106	Belarus	*	0.0106%
107	Botswana	*	0.0106%
108	Croatia	*	0.0106%
109	Cyprus	*	0.0106%
110	Czech Republic	*	0.0106%
111	Dominica	*	0.0106%
112	Estonia	*	0.0106%
113	Indonesia	*	0.0106%
114	Kosovo	*	0.0106%
115	Macedonia	*	0.0106%
116	Norway	*	0.0106%
117	Portugal	*	0.0106%
118	Sri Lanka	*	0.0106%
119	Uruguay	*	0.0106%
120	Bahamas	*	0.0071%
121	Côte D'Ivoire (Ivory Coast)	*	0.0071%
122	Denmark	*	0.0071%
123	Hungary	*	0.0071%
124	Lithuania	*	0.0071%
125	Paraguay	*	0.0071%
126	Unlisted Country	*	0.0071%
127	Virgin Islands, U.S.	*	0.0071%
128	Yemen	*	0.0071%
129	Belize	*	0.0035%
130	British Indian Ocean Territory	*	0.0035%
131	Cape Verde	*	0.0035%
132	Central African Republic	*	0.0035%
133	Chad	*	0.0035%
134	Congo, Republic of (Brazzaville)	*	0.0035%
135	Cuba	*	0.0035%
136	Fiji	*	0.0035%
137	Gambia	*	0.0035%
138	Guinea	*	0.0035%
139	Laos	*	0.0035%
140	Malawi	*	0.0035%
141	Malta	*	0.0035%
142	Mozambique	*	0.0035%
143	Palestinian Territory	*	0.0035%
144	Saint Helena	*	0.0035%
145	Slovakia	*	0.0035%
146	Somalia	*	0.0035%
147	Tanzania	*	0.0035%
148	Togo	*	0.0035%
149	Turkmenistan	*	0.0035%
150	Western Sahara	*	0.0035%
	Total Students	28,222	100.00%
¹ High School students include those in grades 9 through 13, plus grade 77 - adult. * Asterisks denote 10 students or fewer.			

Background Languages of Arlington Public Schools Students (Pre-K through High School)





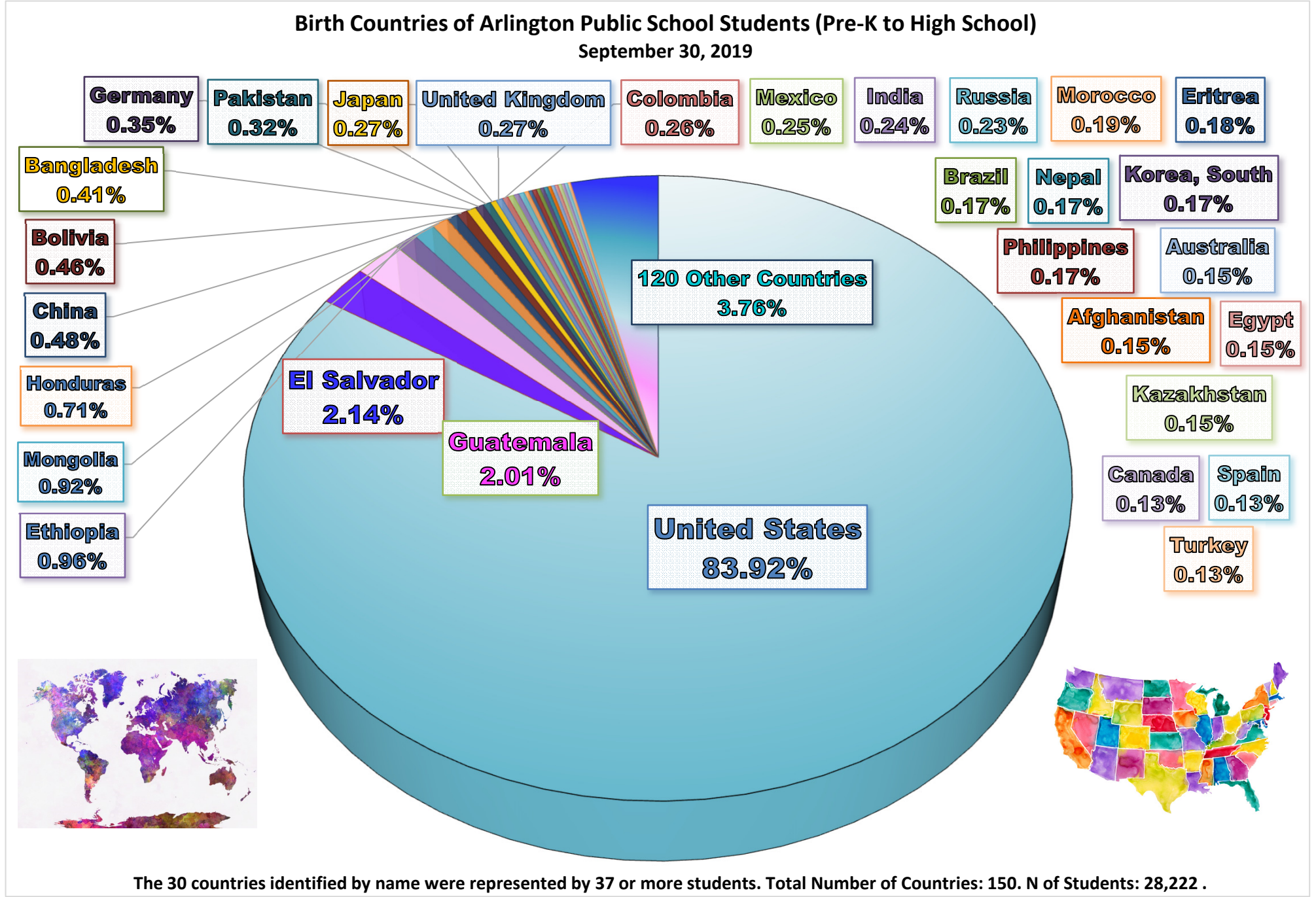


Figure 3:
Birth Countries of APS Students
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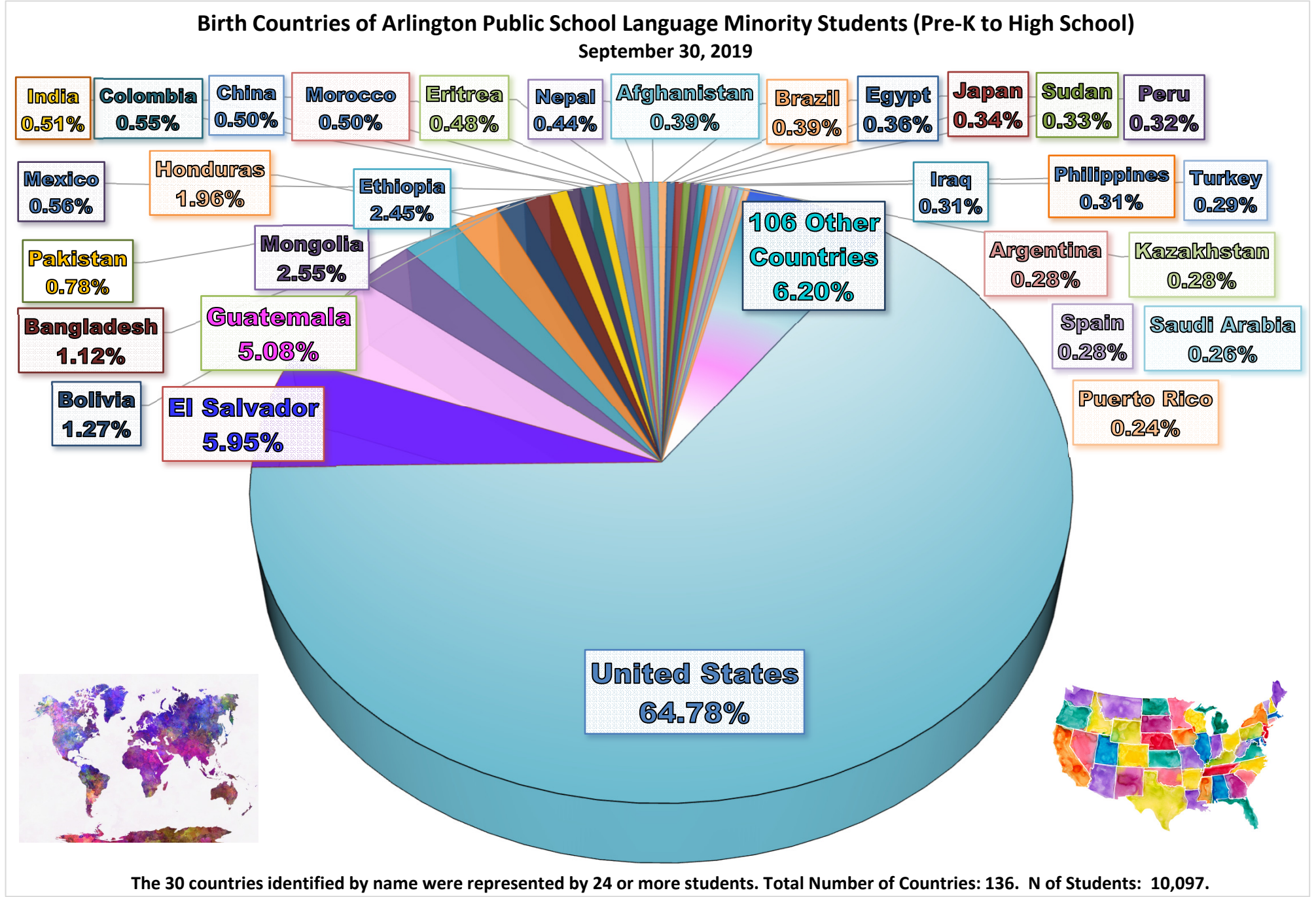


Figure 4:
Birth Countries of Language Minority APS Students
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Fall Statistics Table 10 **Background Languages and Birth Countries of** **Arlington Public Schools Students** **September 30, 2019**



Language Name [ISO 639-3], (VDOE Code)	Alternate Language Names ^I	A Language of ^{II}	Countries of Birth ^{III}
ACHI ^{VII} [acr] (Not available in APS Synergy)	This Mayan language does not appear in the list of languages and codes provided by VDOE for the Student Record Collection. Students reporting this language were coded "Maya" (VDOE code 2570) in APS Synergy.	Guatemala	Guatemala
ALBANIAN A Macrolanguage ^{IV} [sqi], (50)	Macrolanguage ALBANIAN includes: Albanian, Arbëreshë [aae] Albanian, Arvanitika [aat] Albanian, Gheg [aln] Albanian, Tosk [als]	Arbëreshë (Italy) Arvanitika (Greece) Gheg (Albania). Gheg also indigenous in: Macedonia, Montenegro, Serbia; also established in: Romania, Slovenia, Turkey. Tosk (Albania). Tosk also indigenous in Greece; established in Turkey.	Albania, Kosovo*, USA *Kosovo, self-declared independent country in the Balkans region of Europe. Although the United States and most members of the European Union (EU) recognized Kosovo's declaration of independence from Serbia in 2008, Serbia, Russia, and a significant number of other countries—including several EU members—did not. "Kosovo". (2017). In Encyclopædia Britannica. Retrieved from http://school.eb.com/levels/high/article/Kosovo/46111
ASL ^{XIX} Sign Languages: [sgn], (70)	American Sign Language	USA	Honduras, USA
AMHARIC [amh], (60)	Abyssinian, Amarigna, Amarinya, Amhara, Ethiopian	Ethiopia	Canada, China, Ethiopia, Germany, Italy, Kenya, Saudi Arabia, South Africa, Sweden, Uganda, United Kingdom, USA
ARABIC ^V A Macrolanguage ^{IV} [ara], (80)	Glottolog https://glottolog.org/ lists 39 varieties: <ul style="list-style-type: none"> Standard Arabic Arabian Peninsula Arabic (11). Examples: <ul style="list-style-type: none"> Dhofari Arabic [adf] Gulf Arabic [afb] Omani Arabic [acx] Ta'izzi-Adeni Arabic [acq] Eastern Arabic (6). Examples: <ul style="list-style-type: none"> Tajiki Arabic [abh] Uzbeki Arabic [auz] Mesopotamian Arabic [acm] Egyptic Arabic (7). Examples: <ul style="list-style-type: none"> Eastern Egyptian Bedawi Arabic [avl] Egyptian Arabic [arz] Sudanese Arabic [apd] Levantine Arabic (3). Examples: <ul style="list-style-type: none"> Cypriot Arabic [acy] North Levantine Arabic [apc] South Levantine Arabic [ajp] North African Arabic (11). Examples: <ul style="list-style-type: none"> Algerian Saharan Arabic [aao] Tunisian Arabic [aeb] Judeo-Tunisian Arabic [ajt] Judeo-Moroccan Arabic [aju] [Codes from https://iso639]	North Africa, most of the Arabian Peninsula, and other parts of the Middle East	Algeria, Austria, Belgium, Canada, Chad, Egypt, Eritrea, Ethiopia, Iraq, Jordan, Kuwait, Lebanon, Libya, Mauritania, Morocco, Oman, Qatar, Saudi Arabia, Spain, Sudan, Syria, Tunisia, Turkey, United Arab Emirates, United Kingdom, USA, Yemen

Table 10:
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Fall Statistics Table 10 **Background Languages and Birth Countries of** **Arlington Public Schools Students** **September 30, 2019**



Language Name [ISO 639-3], (VDOE Code)	Alternate Language Names ^I	A Language of ^{II}	Countries of Birth ^{III}
ARMENIAN [hye], (90)	Haieren, Somkhuri, Ermenice, Ermeni Dili, Armjanski Yazyk	Armenia	Armenia, USA
ASSAMESE [asm], (100)	Asambe, Asami, Asamiya	India	India
AZERBAIJANI A Macrolanguage ^{IV} [aze], (120)	North [azj]: Azerbaijan, Azerbaydzhani, Azeri Turk South [azb]: Azeri, Törki	Azerbaijani, North (Azerbaijan) Azerbaijani, South (Iran)	Switzerland, Turkey, USA
BENGALI [ben], (160)	Bangala, Bangla, Bangla-Bhasa	Bangladesh	Bangladesh, India, Singapore, United Arab Emirates, United Kingdom, USA
BERBER ^{VI} [ber] (4400) (Not available in APS Synergy)	27 Berber languages listed by Glottolog Berber (4400) appears in the list of languages and codes provided by VDOE for the Student Record Collection.	Algeria	USA. See: Kabyle [kab], (4980). Not in APS Synergy.
BOSNIAN ^{IX} [bos], (215)	See Serbo-Croatian, Croatian, Serbian	Bosnia and Herzegovina (Independence from Yugoslavia: April 1992)	Bosnia and Herzegovina, USA
BULGARIAN [bul], (200)	Balgarski	Bulgaria	Bulgaria, USA
BURMESE [mya], (210)	Bama, Bamachaka, Myamasa, Myanma, Myanmar, Myen	Myanmar (Burma)	USA
CAMBODIAN [khm], (230)	Central Khmer [khm], Northern Khmer [kxm], Old Khmer [qoc]: Displayed in “monumental inscriptions found in Cambodia, southern Vietnam, and parts of Thailand, dating from the 7th to the 15th century”. [https://www.britannica.com/topic/Khmer-language]	Cambodia	Cambodia, USA
CAKCHIQUEL [caq], (1820-1900) (Nine varieties in APS Synergy)	Kaqchiquel, Kaqchikel, Cakchiquel-Tzutujil (Mayan language; see Kaqchiquel below)	Guatemala	Guatemala
CEBUANO [ceb], (260)	Binisaya, Bisayan, Sebuano, Sugbuanon, Sugbuhanon, Visayan	Philippines	Philippines, USA
CHICHEWA [nya], (4495) (Not available in APS Synergy)	Chewa, Chinyanja, Nyanja, Nyanja-Chewa; Autonym: Chichewa.	Malawi	Malawi
CHINESE A Macrolanguage ^{IV, XII} [chi], (290)	Includes Chinese _____: Gan [gan], Hakka [hak], Huizhou [czh], Jinyu [cjj], Mandarin [cmn], Min Bei [mnp], Min Dong [cdo], Min Nan [nan], Min Zhong [czo], Pu-Xian [cpx], Wu [wu], Xiang [hsn], Yue [yue].	China	China, Germany, Japan, Northern Mariana Islands, Singapore, Taiwan, USA, Vietnam
CHINESE, MANDARIN ^{XII} [cmn], (300)	Beifang Fangyan, Guanhua, Guoyu, Hanyu, Huayu, Mandarin, Northern Chinese, Putonghua, Standard Chinese, Zhongguohua, Zhongwen	China	China, Germany, Hong Kong, Japan, Singapore, Taiwan, USA, Vietnam
CHINESE, MIN NAN ^{XII} [nan], (310)	Minnan, Southern Min, Fukienese or Fujianese	China	China

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Language Name [ISO 639-3], (VDOE Code)	Alternate Language Names ⁱ	A Language of ⁱⁱ	Countries of Birth ⁱⁱⁱ
CHINESE, YUE ^{xii} [yue], (320)	Cantonese, Gwong Dung Waa, Yue, Yueh, Yuet Yue, Yueyu	China	China, France, USA
CREOLE, PATOIS, and PIDGIN ^{viii} Both "Creole" (outdated), (350) and "Patois" (1135) currently listed in APS Synergy. Since 2012, VDOE lists: "Creoles and Pidgins (Other)," collective scope [crp], (350) Current VDOE list also includes English- based, French-based, and Portuguese- based Creoles. See these Creoles described below.	<p>Creole: A mother tongue formed from the contact of a European language (especially English, French, Spanish, or Portuguese) with local languages (especially African languages spoken by slaves in the West Indies).</p> <p>Patois: The dialect of a particular region, especially one with low status in relation to the standard language of the country. Origin of Patois: Mid-17th century: French, literally 'rough speech', perhaps from Old French patoier 'treat roughly', from patte 'paw'.</p> <p>Pidgin: A grammatically simplified form of a language, typically English, Dutch, or Portuguese, some elements of which are taken from local languages, used for communication between people not sharing a common language. Origin of Pidgin: Late 19th century: Chinese alteration of English word "business."</p> <p>[Source: https://en.oxforddictionaries.com/definition/]</p>		
CREOLE ^{viii} English-based Creoles Since 2012, the VA Dept. of Education lists "Creoles and Pidgins, English-based (Other)" (Not available in APS Synergy) [cpe], (4575)	<p><u>Atlantic examples</u> (of twenty-four):</p> <ul style="list-style-type: none"> Bahamas Creole English [bah] (A language of Bahamas) Sea Island Creole English [gul] (A language of United States) Guyanese Creole English [gyn] (A language of Guyana) Virgin Islands Creole English [vic] (A language of U.S. Virgin Islands) Krio [kri] (A language of Sierra Leone) Jamaican Creole English [jam] (A language of Jamaica) <p><u>Pacific examples</u> (of eight):</p> <ul style="list-style-type: none"> Hawai'i Pidgin [hwc] (A language of United States) Tok Pisin [tpi] (A language of Papua New Guinea) 	Thirty-three world areas with access to the Atlantic Ocean and Pacific Ocean Lewis, M. Paul, Gary F. Simons, and Charles D. Fennig (eds.). 2016. Ethnologue: Languages of the World, Nineteenth edition. Dallas, Texas: SIL International. Online version: http://www.ethnologue.com .	Guyanese Creole: Guyana, USA Jamaican Creole English: Jamaica Krio: Sierra Leone
CREOLE ^{viii} French-based Creoles Since 2012, the VA Dept. of Education lists "Creoles and pidgins, French-based (Other)" (Not available in APS Synergy) [cpf], (4580)	Creole, French based Examples: Haitian [hat] (A language of Haiti) Karipuna Creole French [kmv] (A language of Brazil) Louisiana Creole French [lou] (A language of United States)	Francophone countries; Louisiana in the U.S.	Haitian Creole: Haiti
CREOLE ^{viii} Portuguese-based Creoles Since 2012, the VA Dept. of Education lists "Creoles and Pidgins, Portuguese-based (Other)" (Not available in APS Synergy) [cpp], (4585)	Creole, Portuguese-based Examples: <ul style="list-style-type: none"> Kabuverdianu [kea] Papiamentu [pap] Sãotomense [cri] 	<ul style="list-style-type: none"> Cape Verde Islands Aruba, Bonaire and Curaçao São Tomé and Príncipe 	USA
CRILOLO, Upper Guinea ^{viii} [pov] A Portuguese-based Creole	Guinea-Bissau Creole, Kiriol, Kriulo, Portuguese Creole	Guinea-Bissau Senegal	USA

Table 10:
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Fall Statistics Table 10 **Background Languages and Birth Countries of** **Arlington Public Schools Students** **September 30, 2019**



Language Name [ISO 639-3], (VDOE Code)	Alternate Language Names ^I	A Language of ^{II}	Countries of Birth ^{III}
CROATIAN ^{IX} [hrv], (4600) (Croatian is not available in APS Synergy. Student language listed as Serbo-Croatian)	Hrvatski, Croatian Standard	Croatia	Croatia
CZECH [ces], (360)	Bohemian, Cestina	Czech Republic or Czechia	USA
DANISH [dan], (370)	Rigdansk; Autonym: Dansk	Denmark	Belgium, Denmark
DARI ^{XI} [prs], (4170) (Not available in APS Synergy) A member of Macrolanguage Persian ^{IV} [fas], (5552)	Afghan Persian, Eastern Farsi, Parsi, Persian. Autonym: Fārsi. (Arabic script)	Afghanistan	Afghanistan, USA
DINKA ^{XVIII} A Macrolanguage ^{IV} [din], (385)	Includes: Northeastern Dinka [dip], Northwestern Dinka [diw], South Central Dinka [dib], Southeastern Dinka [dks], Southwestern Dinka [dik].	A macrolanguage of South Sudan	Sudan
DUTCH [nld], (390)	Nederlands, Hollands	Netherlands	Netherlands, USA
ENGLISH [eng], (400) West Germanic language of the Indo-European language family that is closely related to Frisian, German, and Dutch (in Belgium called Flemish) languages. English language. (2017). In Encyclopædia Britannica. Retrieved from http://school.eb.com/levels/high/article/English-language/109779 It is estimated that over 95% of the British population are monolingual English speakers. There are various minority Celtic languages, and speakers of these are invariably bilingual English speakers. In Scotland 1.4% speak Scottish Gaelic as well as English; in Northern Ireland 6.6% of the population are bilingual in Irish Gaelic and English; in Wales, 21% also speak Welsh. Welsh is the only Celtic language that enjoys official status. In Scotland, Northern Ireland and some border areas of England, Scots is a distinct minority language although at times it overlaps with Scottish English. [Source: BBC News Online Country Profile at http://www.bbc.co.uk/languages/european_languages/countries/uk.sh.html]	No alternate language names. Classification: Indo-European, Germanic, West, English The United States has three main dialects: Northern, Midland, and Southern. Each has its subdialects. British Received Pronunciation (RP), traditionally defined as the standard speech used in London and southeastern England, is one of many forms (or accents) of standard speech throughout the English-speaking world. ...It is considered the prestige accent in such institutions as the civil service and the BBC... Canada is a bilingual country (English and French). Among the Anglophone population, the influence of United States English is strong. Nevertheless, in spite of the effect of this proximity to the United States, British influences are still potent in some of the larger cities.	English originated in England and is the dominant language of the United States, the United Kingdom, Canada, Australia, Ireland, New Zealand, and various island nations in the Caribbean Sea and the Pacific Ocean. It is also an official language of India, the Philippines, Singapore, and many countries in sub-Saharan Africa, including South Africa.	Afghanistan, Argentina, Armenia, Australia, Austria, Azerbaijan, Bahamas, Bangladesh, Belarus, Belgium, Bolivia, Botswana, Brazil British Indian Ocean Territory, Bulgaria, Cambodia, Cameroon, Canada, Chile, China, Colombia, Congo (Brazzaville), Costa Rica, Croatia, Cyprus, Czech Republic, Denmark, Dominica, Dominican Republic, Ecuador, Egypt, El Salvador, Eritrea, Estonia, Ethiopia, Fiji, Finland, France, Gambia, Georgia, Germany, Greece, Guam, Guatemala, Guyana, Haiti, Honduras, Hong Kong, Hungary, Iceland, India, Indonesia, Iran, Iraq, Ireland, Israel, Italy, Jamaica, Japan, Jordan, Kazakhstan, Kenya, North Korea, South Korea, Kuwait, Kyrgyzstan, Lithuania, Macedonia, Malaysia, Malta, Mexico, Mongolia, Morocco, Nepal, Netherlands, New Zealand, Nicaragua, Nigeria, Norway, Pakistan, Palestinian Territory, Peru, Philippines, Poland, Puerto Rico, Qatar, Romania, Russia, Saint Helena, Saudi Arabia, Senegal, Serbia, Singapore, South Africa, Spain, Sri Lanka, Sudan, Sweden, Switzerland, Syria, Taiwan, Tajikistan, Thailand, Tunisia, Turkey, Turkmenistan, Uganda, Ukraine, United Arab Emirates, United Kingdom, USA, Uruguay, Uzbekistan,

Table 10:
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Background Languages and Birth Countries of
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Language Name [ISO 639-3], (VDOE Code)	Alternate Language Names ⁱ	A Language of ⁱⁱ	Countries of Birth ⁱⁱⁱ
			Venezuela, Vietnam, Virgin Islands, Blank Country Field, Unlisted Country
ESTONIAN [est], (420) A Macrolanguage ^{iv}	Macrolanguage includes: Standard Estonian [ekk], and Võro [vro]	Estonia	Estonia, USA
ÉWÉ [ewe], (422)	Ebwe, Efe, Eibe, Eue, Eve, Gbe, Krepe, Krepi, Popo, Vhe. Autonym: Èegbe (Èwegbe).	Ghana, Togo	Ghana, Togo, USA
FAREFARE [gur] (Not available in APS Synergy)	Frafra, Gurene, Gurenne, Gurune, Nankani, Ninkare, Tarensi. Autonym: Farefare, Ninkarsé.	Ghana	Ghana
FARSI ^{xi} Farsi or Iranian Persian: [pes], (430) A member of Macrolanguage Persian ^{iv} Persian [fas], (5552)	Iranian Persian, New Persian, Parsi, Persian, West Persian, Western Farsi. Autonym: Fārsi. (Arabic script).	Iran	Iran, Taiwan, USA
FINNISH [fin], (450)	Autonym: Suomi	Finland	Finland
FRENCH [fra], (460)	Autonym: Français	France and Other Francophone Countries	Cameroon, Canada, Congo (Kinshasa), Côte D'Ivoire (Ivory Coast), Ethiopia, France, Germany, Haiti, Japan, Lebanon, Madagascar, Mexico, Senegal, Tunisia, USA, Western Sahara
FULAH (or Fula) A Macrolanguage of Senegal ^{iv} [ful], (475)	Includes: Adamawa Fulfulde [fub] (Cameroon) Bagirmi Fulfulde [fui] (Chad) Borgu Fulfulde [fue] (Benin) Central-Eastern Niger Fulfulde [fuq] (Niger) Maasina Fulfulde [ffm] (Mali) Nigerian Fulfulde [fuv] (Nigeria) Pulaar [fuc], Pular [fuf] (Guinea) Western Niger Fulfulde [fuh] (Niger).	Several African Countries: Benin, Cameroon, Chad, Guinea, Mali, Niger, Nigeria, Senegal	Guinea, USA
GA [gaa], (485)	Accra, Acra, Amina, Gain, Gamei	Ghana	USA
GEORGIAN [geo], (500)	Common Kartvelian, Gruzinski, Kartuli	Georgia	Georgia, United Kingdom, USA
GERMAN [deu], (510)	Autonym: Deutsch. Tedesco, Standard German	Germany	El Salvador, Germany, USA
GREEK [ell], (520)	Autonym: Elliniká. Grec, Greco, Neo-Hellenic, Romaic, Modern Greek	Greece	Greece, USA
GUJARATI [guj], (570)	Gujerathi, Gujerati, Gujrathi	India	India, USA
GUYANESE CREOLE ^{viii} (English-based Creole) [gyn] (Not available in APS Synergy; not in VDOE language list)	Creolese, Guyanese Creole English	Guyana	Guyana, USA
HAITIAN ^{viii} (French-based Creole) [hat], (580)	Haitian Creole	Haiti	Haiti
HARYANVI [bgc], (590)	Indo-Hittite	India	USA

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Language Name [ISO 639-3], (VDOE Code)	Alternate Language Names ⁱ	A Language of ⁱⁱ	Countries of Birth ⁱⁱⁱ
HAUSA [hau], (600)	Abakwariga, Habe, Haoussa, Hausawa, Kado, Mgbakpa	Nigeria	Nigeria
HINDI [hin], (630)	Khadi Boli, Khari Boli	India	Hong Kong, India, Nepal, USA
HINDKO A member of macrolanguage ^{iv} Lahnda [lah], (5130)	Northern Hindko [hno] Southern Hindko [hnd]	Pakistan	USA
HUNGARIAN [hun], (650)	Autonym: Magyar	Hungary	Hungary, USA
ICELANDIC [isl], (660)	Autonym: Íslenska	Iceland	Iceland
IGALA [igl]	Igara	Nigeria	Liberia, Nigeria
IGBO [ibo], (670)	Autonym: Ibo (655)	Nigeria	Nigeria, USA
INDONESIAN [ind], (700)	Autonym: Bahasa Indonesia	Indonesia (Java and Bali)	Indonesia, USA
ITALIAN [ita], (720)	Autonym: Italiano	Italy	Italy, Panama, United Arab Emirates, USA
IXIL ^{vii} [ixl] (Not available in APS Synergy; not in VDOE language list)	Autonym: Ixil A Mayan language that does not appear in the list of languages and codes provided by VDOE for the Student Record Collection. Listed as “Maya” (VDOE code 2570) in Synergy.	Guatemala	Guatemala (Language appears as “Maya” in APS Synergy)
JAPANESE [jpn], (730)	Eastern Japanese, Western Japanese, Zu-zu-ben.	Japan	Austria, Egypt, France, Japan, Kenya, Taiwan, USA
KABYLE ^{vi} [kab], (4980) (Not available in APS Synergy)	See “Berber.” Amazigh, Tamazight, Taqbaylit	Algeria	USA
KANJOBAL [kjb] [See “MAYA” below] (Not available in APS Synergy)	Autonym: Q’anjob’al A Mayan language that does not appear in the list of languages and codes provided by VDOE for the Student Record Collection. Listed as “Maya” (VDOE code 2570) in Synergy.	Guatemala & Mexico	Guatemala
KANNADA [kan], (750)	Autonym: Kannada. Banglari, Canarese, Havyaka, Kanarese.	India	India, USA
KAQCHIKEL ^{vii} [cak], (1820, 1830, 1840, 1850, 1860, 1870, 1880, 1890, 1900)	A Mayan language that appears in the list of languages and codes provided by VDOE for the Student Record Collection as “ Cakchiquel , ____”: Central (1820), Eastern (1830), Mam (1840), Northern (1850), Santa Maria de Jesus (1860), Santo Domingo (1870), Southern (1880), Southwestern (1890), Western (1900). At the LSRC, students have written “Kaqchikel,” and have been unable to identify which of the varieties is theirs.	Guatemala	Guatemala
KASHMIRI [kas], (760)	Cashmeeree, Cashmiri, Kacmiri, Kaschemiri, Keshur, Koshur	India, Pakistan	USA
KAZAKH [kaz], (770)	Kaisak, Kazak, Kosach, Qazaq	Kazakhstan	Kazakhstan, USA
KINYARWANDA [kin], (780)	Autonym: Kinyarwanda. Hima, Ikinyarwanda, Orunyarwanda, Ruanda, Rwanda, Rwandan, Urunyarwanda	Rwanda; also indigenous in Congo-Kinshasa (Dem. Rep. of Congo), and Uganda	USA

Table 10:
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Language Name [ISO 639-3], (VDOE Code)	Alternate Language Names ^I	A Language of ^{II}	Countries of Birth ^{III}
KOREAN [kor], (800)	Hanguk Mal, Hanguk Uh	Korea	Germany, Korea, South (Rep. of Korea), USA
KRIO ^{VIII} (English-based Creole) [kri], (817)	Creole, Patois	Sierra Leone	USA
KURDISH A Macrolanguage ^{IV} of Iraq [kur], (820)	Southern [sdh]: No alternate names. Southern Dialects: Bayray, Feyli, Garrusi (Bijari), Kalhori, Kermanshahi (Kermanshani), Kolyai, Kordali, Luri, Malekshahi (Malekshay), Sanjabi. Central [ckb]: Kurdi, Sorani Northern [kmr]: Kermancî, Kirmancî, Kurdi, Kurdi, Kurmancî, Kurmanji	Iran: Southern Kurdish Iraq: Central Kurdish Turkey: Northern Kurdish	Iraq, USA
KYRGYZ [kir], (840)	Autonym: Kyrgyz tili, Kyrgyzcha. Kara-Kirgiz, Kirghiz, Kirgiz.	Kyrgyzstan	Kyrgyzstan
LAO ^{XX} [lao] Lao (845) Laothian [sic] (870)	Laotian Tai, Laotian, Phou Lao, Eastern Thai, Lum Lao, Lao Wiang, Lao Kao, Rong Kong, Tai Lao, Lao-Tai, Lào, Lao-Lum, Lao-Noi	Laos	Laos, USA
LUGANDA [lug], (905)	Ganda	Uganda	Uganda
MACEDONIAN [mkd], (907)	Macedonian Slavic, Makedonski, Slavic	Macedonia	Macedonia, USA
MALAGASY A Macrolanguage ^{IV} [mlg], (940)	Member languages of the Macrolanguage: Antankarana [xmv], Bara [bhr], Masikoro [msh], Northern Betsimisaraka [bmm], Plateau [plt], Sakalava [skg], Southern Betsimisaraka [bzc], Tandroy-Mahafaly [tdx], Tanosy [txy], Tesaka [tkg], Tsimihety [xmw]	Madagascar	Madagascar, USA
MALAY A Macrolanguage ^{IV} [msa], (950)	Member languages of the Macrolanguage: Standard Malay [zlm] (alternate names: Bahasa Malaysia, Bahasa Malayu, Malayu, Melaju, Melayu); Indonesian [ind] (alternate name: Bahasa Indonesia); and 30 other languages.	Malaysia, Indonesia, other countries	Malaysia
MALAYALAM [mal], (960)	Alealum, Malayalani, Malayali, Malean, Maliyad, Mallealle, Mopla	India	India, USA
MAM ^{VI} [mam], (2550)	A Mayan language. Huehuetenango Mam Autonym: B'anax Mam, Qyool.	Guatemala	Guatemala, USA
MARATHI [mar], (980)	Maharashtra, Maharathi, Malhatee, Marthi, Muruthu	India	India, USA
MASAABA [myx] (Not available in APS Synergy; not in VDOE language list)	Gisu, Lugisu, Lumasaaba, Masaba	Uganda	Uganda
MAYA Maya: [slz] (2570) Mayan Languages: [myn] (5310)	Students whose records indicate language "Maya" have been so coded because the Mayan languages they have reported do not appear in APS Synergy.	Guatemala and Mexico	Guatemala See languages: Achí, Ixil, and Q'anjob'al or Kanjobal

Table 10:
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Language Name [ISO 639-3], (VDOE Code)	Alternate Language Names ⁱ	A Language of ⁱⁱ	Countries of Birth ⁱⁱⁱ
MONGOLIAN A Macrolanguage ^{iv} [mon], (1010)	Member languages of the Macrolanguage: Mongolian, Peripheral [mvf] (China, Mongolia): Inner Mongolian, Menggu, Monggol, Mongol, Southern-Eastern Mongolian; Mongolian, Halh [khk] (Mongolia): Central Mongolian, Halh, Khalkha Mongolian, Mongol.	Mongolia and China	Australia, Austria, Germany, Ireland, Japan, Korea-North (Dem. People's Rep. of), Korea-South (Rep. of Korea), Mongolia, Turkey, USA
NEPALI [npi], (1040)	Nepalese, Eastern Pahadi, Gorkhali, Gurkhali, Khaskura, Parbate	Nepal Also: Bhutan, India	Nepal, USA
NORWEGIAN [nor], (1050)	Autonym: Norsk. Two written standards: Bokmål Norwegian [nob], and Nynorsk Norwegian [nno].	Norway	Norway
OGONI [ogo] (Not available in APS Synergy; not in VDOE language list)	Khana, Kana	Nigeria	USA
ORIYA [ory], (1070)	Odia: Indo-Aryan language. Main official language of the Indian state of Orissa (Odisha).	India	India
OROMO A Macrolanguage ^{iv} [orm], (1080)	Member languages of the Macrolanguage: Oromo, Borana-Arsi-Guji (Afan Oromo, Southern Oromo) [gax] Oromo, Eastern (Harar, Harar Oromo, Harer, Ittu) [hae] Oromo, West Central (Afan Oromo, Oromoo) [gaz].	Ethiopia	Ethiopia, USA
PANJABI, Eastern ^{xvi} [pan], (1100)	Eastern Panjabi, Gurmukhi, Gurumukhi, Punjabi	India	India, USA
PANJABI, Western ^{xvi} [pnb], (1110)	Lahanda, Lahnda Lahndi, Western Panjabi, "Hindki" (pejorative)	Pakistan, India	Pakistan, USA
PUNJABI ^{xvi} (1165)	Punjabi, also spelled Panjabi (see above), one of the most widely spoken Indo-Aryan languages.	India, Pakistan	India, Pakistan, USA
PASHTO, Central ^{xvii} [pst]	Mahsudi, Pakhto, Pashto, Peshwari	Afghanistan, Pakistan	None
PASHTO, Northern ^{xvii} [pbu], (1120)	Afghan, Eastern Afghan, Pakh'to, Pakhto, Pakhtoo, Pakhtu, Paktu, Pashto, Pashtu, Passtoo, Pushto, Pusto, Yusufzai Pashto [https://glottolog.org/resource/languoid/id/nort2646]	Afghanistan, India, Pakistan	Pakistan, USA
PASHTO, Southern ^{xvii} [pbt], (1130)	"Afghani," Afghan, Kandahari, Pakhtoo, Pakhtu, Paktu, Pashto, Pashtu, Pushto, Quetta-Kandahar Pashto [https://glottolog.org/resource/languoid/id/sout2649]	Afghanistan	Afghanistan, USA
PASHTO, Nuclear ^{xvii} [pus]	Includes: Central [pst], Northern [pbu], and Southern [pbt] Pashto [https://glottolog.org/resource/languoid/id/nucl1276]	Pakistan	See: Central, Northern, Southern Pashto
PATOIS (1135) was entered for Jamaican Creole English [jam] ^{viii} Jamaican Creole is an English-based Creole, and it is not available in APS Synergy.	Jamaican Creole English, Bongo Talk, Jamiekan, Limon Creole English, Patois, Patwa, Quashie Talk	Jamaica	Jamaica

Table 10:
APS Student Background Languages and Birth Countries



Fall Statistics Table 10 **Background Languages and Birth Countries of** **Arlington Public Schools Students** **September 30, 2019**



Language Name [ISO 639-3], (VDOE Code)	Alternate Language Names ^I	A Language of ^{II}	Countries of Birth ^{III}
VDOE's language list includes English-based Creoles, codes: [cpe], (4575)			
PERSIAN A Macrolanguage ^{IV} [fas], (5552)	Includes: Dari (Afghan Persian) [prs], (25), (4170) Iranian Persian [pes], (Iranian, Other: 4940) Autonym for both: Farsi	Dari: Afghanistan Iranian Persian (Farsi): Iran	See: Dari, Farsi, Tajiki
PIDGIN ^{VIII}	See: CREOLE, PATOIS, and PIDGIN ^{VIII}		
POLISH [pol], (1150)	Polnisch. Autonym: Polski	Poland	Germany, Poland, Russia, USA
PORTUGUESE [por], (1160)	Autonym: Português Brazil dialect: Brazilian Portuguese. Portugal dialects: Standard Portuguese of Portugal based on Estremenho dialect (Lisbon and Coimbra)	Portugal, Brazil, Other Countries	Angola, Brazil, Cape Verde, Mozambique, Portugal, USA
Q'ANJOB'AL [kjb] (Not available in APS Synergy)	Alternate name: Kanjobal. This Mayan language does not appear in the list of languages and codes provided by VDOE for the Student Record Collection. It may be listed as "Maya" (VDOE code 2570) in Synergy.	Guatemala and Mexico	Guatemala
QUECHUA ^{XV} A Macrolanguage ^{IV} [que], (1170)	Kichwa, Queswasimi, Qhichwasimi, Runasimi, other	Bolivia, Peru, Ecuador, Colombia and Argentina	Bolivia
ROMANIAN [ron], (1190)	Rumanian, Moldavian, Daco-Rumanian	Romania	Austria, Romania, USA
RUSSIAN [rus], (1200)	Russki	Russia	Austria, Azerbaijan, Belarus, Belgium, Bosnia and Herzegovina, Egypt, Germany, Greece, Kazakhstan, Kyrgyzstan, Mongolia, Russia, Switzerland, Turkey, Ukraine, United Arab Emirates, United Kingdom, USA, Uzbekistan
SANGHO Sangho [sag] Creole ^{VIII} , Sango (1230) Ngbandi-based ^{XIII}	Sango, Sangho	Central African Republic	Central African Republic
SAURASHTRA [sag] (Not available in APS Synergy)	Saurashtri, Sourashtra, Sowashtra, Palkar, Patnuli – an Indo-Aryan language.	India	USA
SERBIAN ^{IX} [srp], (1260)	See: Serbo-Croatian, Bosnian, Croatian	Serbia	Bosnia and Herzegovina, Serbia, USA. Notes: Serbia separated from Montenegro on 5/21/2006. Serbia and Montenegro had previously separated from the Federal Republic of Yugoslavia on 4/11/1992.
SERBO-CROATIAN ^{IX} A Macrolanguage ^{IV} [hbs], (1270)	Bosnian [bos], Croatian [hrv], Montenegrin [srp], and Serbian [srp] (Official or standard languages of Croatia, Bosnia Hercegovina, Serbia, and Montenegro)	Federal Republic of Yugoslavia - now Croatia, Bosnia and Herzegovina, Serbia, Montenegro, and Kosovo	See "Croatian" above. Serbo-Croatian was the official language of the Federal Republic of Yugoslavia. Several independent countries derived from the former Yugoslavia since 1991.

Table 10:
APS Student Background Languages and Birth Countries



Fall Statistics Table 10 **Background Languages and Birth Countries of** **Arlington Public Schools Students** **September 30, 2019**



Language Name [ISO 639-3], (VDOE Code)	Alternate Language Names ^I	A Language of ^{II}	Countries of Birth ^{III}
SETSWANA Setswana [tsn], (1290) Tswana [tsn], (5656)	Setswana, Tswana are autonyms; also: Beetjuans, Chuana, Coana, Cuana, Sechuana	Botswana; also indigenous in Namibia, South Africa, Zimbabwe	Botswana
SINGHALESE Sinhalese [sin], (1320) Sinhala (Sinhalese) [sin], (1330)	Sinhala, Sinhalese, Singhala, Cingalese Autonym: Simhāla	Sri Lanka	Sri Lanka, USA
SLOVAK [slk], (1350)	Autonym: Slovenský Jacyk, Slovenčina. Slovakian	Slovakia Note: Official name Slovenská Republika (Slovak Republic). Slovakia is the easternmost of the two territories that from 1918 to 1992 constituted Czechoslovakia. The other territory that was part of Czechoslovakia was Czechia, or the Czech Republic (See Czech).	Slovakia, USA
SOMALI [som], (1370)	Autonym: Af-Soomaali. Af-Maxaad Tiri, Common Somali, Soomaliga, Standard Somali	Somalia	Canada, Somalia, USA
SPANISH Spanish [spa] Spanish (Castilian) (1380) Castellano is still the name used for the Spanish language in several American countries. Besides Castilian or Spanish, the other languages spoken in Spain include Aragonese, Asturian, Basque, Caló, Catalan-Valencian-Balear, Extremaduran, Fala, and Galician.	Castellano, Castilian, Español Classification: Indo-European, Italic, Romance, Italo- Western, Western, Gallo-Iberian, Ibero- Romance, West Iberian, Castilian In the early 21st century, Mexico had the greatest number of [Castilian] speakers (more than 85 million), followed by Colombia (more than 40 million), Argentina (more than 35 million), the United States (more than 31 million), and Spain (more than 30 million). Spanish language. (2017). In Encyclopædia Britannica. Retrieved from http://school.eb.com/levels/high/article/Spanish-language/68992	Spain Also spoken in: Andorra, Argentina, Belize, Bolivia, Caribbean Netherlands, Chile, Colombia, Costa Rica, Cuba, Curacao, Dominican Republic, Ecuador, El Salvador, Equatorial Guinea, France, Gibraltar, Guatemala, Honduras, Mexico, Morocco, Nicaragua, Panama, Paraguay, Peru, Philippines, Puerto Rico, Trinidad and Tobago, United States, Uruguay, Venezuela	Argentina, Belize, Bolivia, Brazil, Canada, Chile, Colombia, Costa Rica, Cuba, Dominica, Dominican Republic, Ecuador, El Salvador, Equatorial Guinea, Germany, Guam, Guatemala, Haiti, Honduras, Italy, Mexico, New Zealand, Nicaragua, Panama, Paraguay, Peru, Puerto Rico, South Africa, Spain, Switzerland, United Kingdom, USA, Uruguay, Venezuela, Blank Country Field
SWAHILI [swh] Swahili (Swati) (1400)	Arab-Wwahili, Kiswahili Kiswaheli, Kiswahili, Suahili	Tanzania Also spoken in: Burundi, Kenya, Mayotte, Mozambique, Somalia, South Africa, Uganda.	Tanzania Uganda USA
SWEDISH [swe], (1410)	Ruotsi. Autonym: Svenska	Sweden	Sweden, USA

Table 10:
APS Student Background Languages and Birth Countries



Fall Statistics Table 10
Background Languages and Birth Countries of
Arlington Public Schools Students
September 30, 2019



Language Name [ISO 639-3], (VDOE Code)	Alternate Language Names ⁱ	A Language of ⁱⁱ	Countries of Birth ⁱⁱⁱ
TAGALOG Tagalog [tgl], (1420) Filipino (Pilipino, Philippine) [fil] (4190) – Not in APS Synergy.	Tagalog was used as the basis for the development of Filipino [fil]. Filipino (alternate name Pilipino) is the official language of the Philippines, based on Tagalog [tgl] with the inclusion of terms from other regional languages and widely spoken as a second language	Philippines	Philippines Switzerland United Kingdom USA
TAJIKI ^{xi} [tgk], (5635) (Not available in APS Synergy)	Autonym: Tojiki. Tadzhiq, Tajik, Tajiki Persian, “Galcha” (pejorative). Cyrillic script used since 1940, primary use.	Tajikistan, Uzbekistan	Tajikistan, USA, Uzbekistan
TAMIL [tam], (1430)	Autonym: Tamil. Damulian, Tamal, Tamalsan, Tambul, Tamili,	India	India, Kuwait, Sri Lanka, USA
TELUGU [tel], (1450)	Telegu, Andhra, Gentoo, Tailangi, Telangire, Telgi, Tengu, Terangi, Tolangan	India	India, USA
THAI [tha], (1460)	Bangkok Thai, Central Thai, Siamese, Standard Thai, Thai Klang, Thaiklang	Thailand	Thailand, USA
TIGRINYA [tir], (1465)	Tigrigna, Tigray	Ethiopia	Eritrea, Ethiopia, Israel, Kenya, Sudan, Tunisia, USA
TURKISH [tur], (1490)	Türkçe, Türkisch, Anatolian	Turkey	Turkey, USA
TURKMEN ^{xiv} [tuk], (1500)	Trukhmen, Trukhmeny, Turkmani, Turkmanian, Turkmenler, Turkomans	Turkmenistan	Turkmenistan
TWI [twi], (1510)	Dialect of Language Akan	Ghana	Ghana, USA
UKRAINIAN [ukr], (1520)	Autonym: Ukrayins’ka mova	Ukraine	Belgium, Spain, Turkey, Ukraine, United Kingdom, USA
URDU [urd], (1530)	Autonym: Urdū. Bihari, Modern Standard Urdu.	Pakistan	Pakistan, Saudi Arabia, USA
UYGHUR [uig], (1540)	Autonym: Uyghur tili, Uyghurche. Alternate names: Uighuir, Uighur, Igur, Uygur Weiwu’er, Wiga, Wighor	China Also: Afghanistan, Kazakhstan, Mongolia, Turkey (Asia)	China, Turkey, USA
UZBEK A Macrolanguage ^{iv} [uzb], (1550)	Southern [uzs]: Uzbeki, Usbeki, Uzbek Northern [uzn]: O’zbek (autonym)	Afghanistan (Southern), Uzbekistan (Northern). Also: China, Kazakhstan, Kyrgyzstan, Pakistan, Tajikistan, Turkey, Turkmenistan	United Arab Emirates USA Uzbekistan
VIETNAMESE [vie], (1560)	Autonym: Tiếng Việt. Annameese, Ching, Gin, Jing, Kinh, Viet	Vietnam	Canada, USA, Vietnam
WOLOF [wol], (1575)	Autonym: Wolof. Ouolof, Volof, Walaf, Waro-Waro, Yalloy	Senegal	Senegal, USA
YORUBA [yor], (1590)	Autonym: Yorùbá, Èdè Yorùbá. Yariba, Yooba	Nigeria	Nigeria
See notes on the following pages.			

Table 10:
APS Student Background Languages and Birth Countries



Fall Statistics Table 11 **Background Languages and Birth Countries** **of Arlington Public Schools Students** **Notes** **September 30, 2019**



I. A language may be designated with different names. The “**Language Name**” column lists a language name, with the corresponding ISO 639-3 and VDOE codes. Other known names of each language have been included under the column “**Alternate Language Names**.” Sometimes, one of the language names is labeled an “autonym.” (See definition below):

Autonym (linguistics, anthropology): A name used by a group or category of people to refer to themselves or their language, as opposed to a name given to them by other groups. www.yourdictionary.com/autonym (retrieved on 11/16/2017).

II. The column “**A Language of**” indicates the main country of origin of the language.

III. “**Countries of Birth**” lists the birth countries of the students whose languages are represented among the target population. In this context, a country is defined as a political state or nation, e.g. Italy. There is no universal agreement as to the exact number of countries in the world. Presently, there are 193 member states of the United Nations (UN). The Holy See and Palestine are observers at the UN and are not among the 193 member states. South Sudan joined the UN in 2011, but it is not a country choice in APS Synergy, nor in the Virginia Department of Education list of countries.

The student records that were counted to determine the languages, countries, English Language services, and other information, were in a data set obtained on 10/10/2019 from **Synergy – The APS Student Information System**. The entry dates – and withdrawal dates, if any – of these records were used to determine which students were attending APS on 9/30/2019.

This table does not attempt to represent official languages for each country, nor an exhaustive list of countries where each language is spoken. The home, school, or heritage languages of some students may have originated in the cultures of the parents or ancestors, as opposed to the national language or languages of the country where the student was born. In the past, the countries of birth of students’ parents were recorded in APSnet LSRC and/or Synergy. This information was used to refine the accuracy of the languages of students who were not born in a country culturally related to the student’s language(s) in his/her record. More recently, the APSnet LSRC profiles where the birth countries of parents were recorded are no longer available. Although there are parent/guardian birthplace fields in APS Synergy, the countries of birth of parents are seldom recorded.

To comply with the information and reporting requirements for report cards, and the performance indicators of Every Student Succeeds Act (ESSA), the Virginia Department of Education (VDOE) has implemented a Student Record Collection System. The fall data collection requires the students’ birth countries, using 252 codes provided by VDOE (updated June 8, 2009). VDOE provides a list of 741 languages (updated July 1, 2017), which are required for the fall, spring, and end-of-year data collections. APS Synergy has a list of 251 countries, and a list of 445 languages, both based on VDOE lists published circa 2006-2007.

Languages that do not appear in the APS Student Information System may be listed as “Unknown or Unlisted Language” in the student’s record. Other languages may be missing but, instead of coding them as “unlisted,” staff may have entered a generic designation, e.g. “Maya” for students who report Mayan languages that are not listed, such as “Achi.” If the specific unlisted language name was not included in the student’s record, the language data in the LSRC Assessment Tally Sheet, a record of students assessed at the LSRC (Google spreadsheet) was used. If the student had not been assessed at the LSRC, an effort was made to find out the information from school staff.

Puerto Rico: [O]fficially Commonwealth of Puerto Rico, in Spanish, *Estado Libre Asociado de Puerto Rico*, self-governing island commonwealth of the West Indies, associated with the United States – but not currently a state. The brief Spanish-American War (1898) permitted the United States to take Cuba, Puerto Rico, the Philippines, and other colonial possessions from Spain. Puerto Rico is the easternmost island of the Greater Antilles chain, and it lies approximately . . . 1,000 miles (1,600 km) southeast of the U.S. state of Florida.

Puerto Ricans, or *puertorriqueños*, have an intermingled Spanish, U.S., and Afro-Caribbean culture. Both Spanish and English are official languages in Puerto Rico, which remains a predominantly Spanish-speaking society. Many English words have been added to the island’s popular lexicon. English is also widely understood, and about one-fourth of Puerto Rican adults speak English fluently. Although Puerto Ricans have been U.S. citizens since 1917, they cannot vote in U.S. presidential elections, but those 18 years and older may vote for a resident commissioner to the U.S. House of Representatives—who can speak but may only vote in committees. Puerto Ricans living in the island do not pay federal taxes, because they are without representation. (Source: Puerto Rico. (2020). In Encyclopædia Britannica. Retrieved from <https://school.eb.com/levels/high/article/Puerto-Rico/117386>)

Puerto Rico is included twice in APS Synergy: In the drop-down list of the field **Birth Country** (student’s birth country), and in the drop-down list of the field **Birth State** (student’s birth state in the U.S.). Students born in Puerto Rico may appear with the student’s country of birth as Puerto Rico; or with country of birth as the United States, and birth state “PR” (Puerto Rico).



Fall Statistics Table 11 **Background Languages and Birth Countries** **of Arlington Public Schools Students** **Notes** **September 30, 2019**



I, II, and III:

Source of Information: Ethnologue: Languages of the World

Ethnologue is the comprehensive reference work that catalogs all the known living languages in the world today. It has been an active research project for more than 60 years. Thousands of linguists and other researchers all over the world rely on and have contributed to the Ethnologue. It is widely regarded to be the most comprehensive listing of information of its kind.

Ethnologue print volumes: Beginning with the 2017-2018 Survey, the Twentieth Edition of Ethnologue in book form was consulted: Gary F. Simons, and Charles D. Fennig (eds.). 2017. Ethnologue: Languages of the World, Twentieth edition. Dallas, Texas: SIL International.

The Twentieth Edition of Ethnologue (hardcover) consists of three print volumes organized geographically:

- Ethnologue: Languages of the Americas and the Pacific
- Ethnologue: Languages of Asia
- Ethnologue: Languages of Africa and Europe

The Nineteenth and previous web editions of the Ethnologue have also been used to research some of the languages for the Survey:

- Lewis, M. Paul, Gary F. Simons, and Charles D. Fennig (eds.). 2016. Ethnologue: Languages of the World, Nineteenth edition. Dallas, Texas: SIL International. Online version: <http://www.ethnologue.com>.
- Lewis, M. Paul, Gary F. Simons, and Charles D. Fennig (eds.). 2013. Ethnologue: Languages of the World, Seventeenth edition. Dallas, Texas: SIL International. Online version: <http://www.ethnologue.com>.

Source of Information: Glottolog

Glottolog, at <https://glottolog.org/>, "is a comprehensive reference information for the world's languages, especially the lesser known languages." It is "an initiative of The Max Planck Institute for the Science of Human History (MPI-SHH) in Jena," Germany. MPI-SHH was "founded in 2014 to target fundamental questions of human history and evolution since the Paleolithic. From the vantage point of three interdisciplinary research departments – the Department of Archaeogenetics (Director Johannes Krause), the Department of Archaeology (Director Nicole Boivin), and the Department of Linguistic and Cultural Evolution (Director Russell Gray) – the MPI-SHH pursues an integrative approach to the study of human history that bridges the traditional divide between the natural sciences and the humanities." [Quotes from "Profile" at <https://www.shh.mpg.de/en> - Retrieved on 5/20/2019]

Source of Information: Omniglot: "Welcome in many languages" in **Omniglot:** The Online Encyclopedia of Writing Systems and Languages <http://www.omniglot.com/language/phrases/welcome.htm> was used to include in the language pie charts the word "welcome" in several languages.

The Problem of Language Identification

How one chooses to define a language depends on the purposes one has in identifying one language as being distinct from another. Some base their definition on purely linguistic grounds, focusing on lexical and grammatical differences. Others may see social, cultural, or political factors as being primary. In addition, speakers themselves often have their own perspectives on what makes a particular language uniquely theirs. Those are frequently related to issues of heritage and identity much more than to the actual linguistic features. In addition, it is important to recognize that not all languages are oral. Sign languages constitute an important class of linguistic varieties that merit consideration.

Due to the nature of language and the various perspectives brought to its study, it is not surprising that a number of issues prove controversial. Of preeminence in this regard is the definition of the basic unit which the Ethnologue reports on: what constitutes a language?

Language as particle, wave, and field

Scholars recognize that languages are not always easily nor best treated as discrete, identifiable, and countable units with clearly defined boundaries between them (Makoni and Pennycook 2006). Rather, a language is more often comprised of waves of features that extend across time, geography, and social space. In addition, there is growing attention being given to the roles or functions that language varieties play within the linguistic ecology of a region or a speech community. The Ethnologue approach to listing and counting languages as though they were discrete units does not preclude any of these more dynamic perspectives on the linguistic makeup of the countries and regions we describe.

While discrete linguistic varieties can be distinguished, we also recognize that those varieties exist in a complex set of relationships to each other. Languages can be viewed simultaneously as discrete units (particles) amenable to being listed and counted, as bundles of features across time and space (waves) that are best studied in terms of variational tendencies as examples of "change in progress" (Weinreich, Labov and



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Herzog 1968), and as parts of a larger ecological matrix (field), where functional roles and usage of the linguistic codes for a wide range of purposes are more in focus. All three of these, language as particle, wave, and field (Lewis 1999; Pike 1959), are useful and important perspectives. Ethnologue focuses primarily on the unitary nature of languages without prejudice against the other perspectives.

Language and dialect

As part of the wave-like nature of language in general, every language is characterized by variation within the speech communities that use it. Innovations of new features and retentions of long-standing lexical, phonological or grammatical features spread like waves across geographic and social space and come and go over time. Varieties which share similar features diverge from one another to different degrees. Divergent varieties are often referred to as dialects. In some cases, they may be distinct enough that some would consider them to be separate languages. In other cases, the varieties may be sufficiently similar to be considered merely characteristic of a particular geographic region, social grouping, or historical era. Sometimes speakers may be very aware of dialect variation and be able to label a particular dialect with a name. In other cases, the variation may go largely unnoticed or overlooked. For many, the term dialect is a pejorative term that identifies a variety as being in some way deficient or inadequate.

To further complicate the issue, not all scholars share the same set of criteria for distinguishing what level of divergence distinguishes a “language” from a “dialect” and therefore the terms are not always consistently applied. Since the fifteenth edition (2005), Ethnologue has followed the ISO 639-3 inventory of identified languages (<http://www.sil.org/iso639-3>) as the basis for our listing of distinct languages.

ISO 639-3 criteria for language identification [See: International Organization for Standardization (ISO)]

The ISO 639-3 standard applies the following basic criteria for defining a language in relation to varieties which may be considered dialects:

- Two related varieties are normally considered varieties of the same language if speakers of each variety have inherent understanding of the other variety at a functional level (that is, can understand based on knowledge of their own variety without needing to learn the other variety).
- Where spoken intelligibility between varieties is marginal, the existence of a common literature or of a common ethnolinguistic identity with a central variety that both understand can be a strong indicator that they should nevertheless be considered varieties of the same language.
- Where there is enough intelligibility between varieties to enable communication, the existence of well-established distinct ethnolinguistic identities can be a strong indicator that they should nevertheless be considered to be different languages.
- These criteria make it clear that the identification of “a language” is not based on linguistic criteria alone.

The language entries in Ethnologue include a listing of dialect names. In most cases, those listings are not based on rigorous research using the methods of dialectology. Rather, these lists include all names reported to us which may, at one time or another, have been used in reference to a local variety of a language. Names listed may be alternate names for the same linguistic variety.

IV. Macrolanguages

In addition to defining three-letter codes for individual languages, the ISO 639-3 standard also defines codes for macrolanguages. The latter are defined in the standard as “multiple, closely related individual languages that are deemed in some usage contexts to be a single language.” Macrolanguages were introduced into the standard in order to handle cases in which varieties would be considered distinct languages by the criterion of non-intelligibility as described above but had already been given a code as a single language by the previously existing ISO 639-2 standard. For instance, Arabic [ara] and Chinese [zho] were already defined in ISO 639-2 on the basis of literature shared across many spoken varieties (and a shared writing system in the case of Chinese).

Languages like these (with their existing three-letter codes) were included in ISO 639-3 as macrolanguages, and the varieties that were so distinct as not to be intelligible to each other received new three-letter codes as individual languages. The standard then enumerates the set of individual languages that are the members of each macrolanguage. It is important to note that macrolanguages are more than just groups of related languages. The individual languages that comprise a macrolanguage must be closely related, and there must be some context in which they are commonly viewed as comprising a single language.

“The Problem of Language Identification,” “Language as particle, wave, and field,” “Language and dialect,” “ISO 639-3 criteria for language identification,” “Macrolanguages,” and “Sign languages,” are quotes selected from the Introduction of the 20th Edition of the Ethnologue in book form: Simons, Gary F. and Charles D. Fennig (eds.). 2017. Ethnologue: Languages of the World, Twentieth edition. Dallas, Texas: SIL International.



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International Organization for Standardization (ISO):

[S]pecialized international organization concerned with standardization in all technical and nontechnical fields except electrical and electronic engineering (the responsibility of the International Electrotechnical Commission [IEC]). Founded in Geneva in 1947, its membership extends to more than 160 countries. Each member is the national body "most representative of standardization in its country"; in Western industrial countries this is usually a private organization, such as the American National Standards Institute (ANSI) and the British Standards Institution (BSI), but in most other countries it is a governmental organization.

Standardization affects units of measurement; alphabetization and transliteration; specifications for parts, materials, surfaces, processes, tools, methods of testing, and machines; and even the form in which specifications are presented. ISO standards cover a variety of sectors, ranging from food safety to manufacturing to technology. Such standards help to facilitate international trade by establishing quality and other criteria between countries and to protect consumers by ensuring that products and services are certified to meet international minimums. In addition, ISO standards enable the entry of firms into new markets, both locally and internationally, by facilitating the direct comparison of products across markets. Upon request, the ISO establishes international technical committees to investigate and resolve specific issues of standardization. Because of technological evolution, ISO standards are optimally reviewed for possible revision every five years.

"International Organization for Standardization (ISO)". (2017). In Encyclopædia Britannica. Retrieved from

<http://school.eb.com/levels/high/article/International-Organization-for-Standardization/42599>

ISO 639 provides three language codes for the representation of names of languages: one is a two-letter code (ISO 639-1) and two others are three-letter codes (ISO 639-2 and ISO 639-3). ISO 639-1 was devised primarily for use in terminology, lexicography and linguistics. ISO 639-2 was devised primarily for use in terminology and bibliography; it represents all languages contained in ISO 639-1 and in addition other languages and language collections of interest for those primary applications. ISO 639-3 was devised to provide a comprehensive set of identifiers for all languages for use in a wide range of applications, including linguistics, lexicography and internationalization of information systems. It attempts to represent all known languages.

The three-letter codes in ISO 639-2 and ISO 639-3 are complementary and compatible. The two codes have been devised for different purposes. The set of individual languages listed in ISO 639-2 is a subset of those listed in ISO 639-3. The codes differ in that ISO 639-2 includes code elements representing some individual languages and also collections of languages, while ISO 639-3 includes code elements for all known individual languages but not for collections of languages. Overall, the set of individual languages listed in ISO 639-3 is much larger than the set of individual languages listed in ISO 639-2.

ISO 639-3:2007(en): Codes for the representation of names of languages — Part 3: Alpha-3 code for comprehensive coverage of languages. (2017) Retrieved from <https://www.iso.org/obp/ui/#iso:std:iso:639:-3:ed-1:v1:en>

V. Arabic. Southern-Central Semitic language spoken in a large area including North Africa, most of the Arabian Peninsula, and other parts of the Middle East.

العربية

Arabic is the language of the Qur'ān (or Koran, the sacred book of Islam) and the religious language of all Muslims. Literary Arabic, usually called Classical Arabic, is essentially the form of the language found in the Qur'ān, with some modifications necessary for its use in modern times; it is uniform throughout the Arab world. Colloquial Arabic includes numerous spoken dialects, some of which are mutually unintelligible. The chief dialect groups are those of Arabia, Iraq, Syria, Egypt, and North Africa. With the exception of the dialect of Algeria, all Arabic dialects have been strongly influenced by the literary language.

The sound system of Arabic is very different from that of English and the other languages of Europe. It includes a number of distinctive guttural sounds (pharyngeal and uvular fricatives) and a series of velarized consonants (pronounced with accompanying constriction of the pharynx and raising of the back of the tongue). There are three short and three long vowels (/a/, /i/, /u/ and /ā/, /ī/, /ū/). Arabic words always start with a single consonant followed by a vowel, and long vowels are rarely followed by more than a single consonant. Clusters containing more than two consonants do not occur in the language.

An Arabic word is composed of two parts: (1) the root, which generally consists of three consonants and provides the basic lexical meaning of the word, and (2) the pattern, which consists of vowels and gives grammatical meaning to the word. Thus, the root /k-t-b/ combined with the pattern /-i-ā-/ gives kitāb 'book,' whereas the same root combined with the pattern /-ā-i-/ gives kātib 'one who writes' or 'clerk.' The language also makes use of prefixes and suffixes, which act as subject markers, pronouns, prepositions, and the definite article. Verbs in Arabic are regular



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in conjugation. There are two tenses: the perfect, formed by the addition of suffixes, which is often used to express past time; and the imperfect, formed by the addition of prefixes and sometimes containing suffixes indicating number and gender, which is often used for expressing present or future time. [Source: Arabic language. (2019). In Encyclopædia Britannica. Retrieved from <https://school.eb.com/levels/high/article/Arabic-language/8157>]

In the 7th and 8th centuries CE the Arab followers of Muhammad conquered territories stretching from the shores of the Atlantic to Sindh (now in Pakistan). Besides spreading the religion of Islam, the conquerors introduced written and spoken Arabic to the regions under their control. The Arabic language was a principal factor in uniting peoples who differed widely in ethnicity, language, and culture. In the early centuries of Islam, Arabic not only was the official language of administration but also was and has remained the language of religion and learning. The Arabic alphabet has been adapted to the Islamic peoples' vernaculars just as the Latin alphabet has been in the Christian-influenced West.

The Arabic script was evolved probably by the 6th century CE from Nabataean, a dialect of Aramaic current in northern Arabia. The earliest surviving examples of Arabic before Islam are inscriptions on stone. Arabic is written from right to left and consists of 17 characters, which, with the addition of dots placed above or below certain of them, provide the 28 letters of the Arabic alphabet. Short vowels are not included in the alphabet, being indicated by signs placed above or below the consonant or long vowel that they follow. Certain characters may be joined to their neighbours, others to the preceding one only, and others to the succeeding one only. When coupled to another, the form of the character undergoes certain changes.

[. . .]

For writing, the Arabic calligrapher employs a reed pen (qalam) with the working point cut on an angle. This feature produces a thick downstroke and a thin upstroke with an infinity of gradation in between. The line traced by a skilled calligrapher is a true marvel of fluidity and sensitive inflection, communicating the very action of the master's hand.

[. . .]

In its broadest sense, calligraphy also includes the Arabic scripts employed in materials other than parchment, papyrus, and paper. In religious buildings, verses from the Qur'ān were inscribed on the walls for the edification of the faithful, whether carved in stone or stucco or executed in faience tiles. Religious invocations, dedications, and benedictory phrases were also introduced into the decoration of portable objects. Generally speaking, there is a close relationship between these and the scripts properly used on the conventional writing materials. It was often the practice for a skilled penman to design monumental inscriptions. [Source: Quotes from "Arabic Calligraphy" under 'Calligraphy'. (2019). In Encyclopædia Britannica. Retrieved from <https://school.eb.com/levels/high/article/calligraphy/110482#53194.toc>]

The set of 10 symbols—1, 2, 3, 4, 5, 6, 7, 8, 9, 0—that represent numbers in the decimal number system are referred to as "**Hindu-Arabic numerals**" or "**Arabic numerals**." They originated in India in the 6th or 7th century and were introduced to Europe through the writings of Middle Eastern mathematicians, especially al-Khwarizmi and al-Kindi, about the 12th century. They represented a profound break with previous methods of counting, such as the abacus, and paved the way for the development of algebra. [Source: Hindu-Arabic numerals. (2019). In Encyclopædia Britannica. Retrieved from <https://school.eb.com/levels/high/article/Hindu-Arabic-numerals/472523>]

The **Eastern Arabic numerals** (also called Arabic-Hindu numerals, Arabic Eastern numerals and Indo-Persian numerals) are the symbols. . .used to represent the Hindu-Arabic numeral system, in conjunction with the Arabic alphabet in the countries of the Mashriq (the east of the Arab world), the Arabian Peninsula, and its variant in other countries that use the Perso-Arabic script in the Iranian plateau and Asia.

[. . .]

In Arabic-speaking Asia as well as Egypt and Sudan both kinds of numerals are used alongside each other with Western Arabic numerals gaining more and more currency, now even in very traditional countries such as Saudi Arabia. The United Arab Emirates uses both Eastern and Western Arabic numerals.

In Pakistan, Western Arabic numerals are more extensively used. Eastern numerals still continue to see use in Urdu publications and newspapers, as well as signboards.

Source of numerals: Quotes from "Eastern Arabic numerals" (2019) In Wikipedia, the free encyclopedia. Retrieved from https://en.wikipedia.org/wiki/Eastern_Arabic_numerals

Type	Numerals									
Western Arabic	0	1	2	3	4	5	6	7	8	9
Eastern Arabic	٠	١	٢	٣	٤	٥	٦	٧	٨	٩
Perso-Arabic	۰	۱	۲	۳	۴	۵	۶	۷	۸	۹
Urdu	۰	۱	۲	۳	۴	۵	۶	۷	۸	۹



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VI. Berber: [S]elf-name Amazigh, plural Imazighen, any of the descendants of the pre-Arab inhabitants of North Africa. The Berbers live in scattered communities across Morocco, Algeria, Tunisia, Libya, Egypt, Mali, Niger, and Mauretania. They speak various Amazigh languages belonging to the Afro-Asiatic family related to Ancient Egyptian. At the turn of the 21st century, there were perhaps 14 million in Morocco, 9 million in Algeria, and much smaller numbers in Tunisia, Libya, Egypt, and Mauretania; in the Sahara of southern Algeria and of Libya, Mali and Niger, the Berber Tuareg number about 1 million.

Berber languages, also called Amazigh languages, family of languages in the Afro-Asiatic language phylum. As they are the most homogeneous division within Afro-Asiatic, the Berber languages have often been referred to as a single language in the past (especially in the tradition of French scholarship). Berber languages are spoken today by some 14 million people, mostly in scattered enclaves found in the Maghrib, a large region of northern Africa between Egypt's Siwa Oasis and Mauretania. The heaviest concentration of Berber speakers is found in Morocco.

Major Berber languages include Tashelhit (Tashelhiyt, Tashelhait, Shilha), Tarifit, Kabyle, Tamazight, and Tamahaq. The family may also include extinct languages such as the Guanche languages of the Canary Islands, Old Libyan (Numidian), and Old Mauretanian, which are known from inscriptions but have not yet been studied thoroughly enough to make any affirmative generalizations about their linguistic characteristics. Another possible member is the language called Iberian, after whose speakers the Iberian Peninsula is named. An old consonantal alphabet (tifinagh) has survived among the Tuareg. It relates to the early Libyan inscriptions and the Phoenician quasi-alphabet.

Sources:

- "Berber". (2017). In Encyclopædia Britannica. Retrieved from <http://school.eb.com/levels/high/article/Berber/78700> .
- "Berber languages". (2017). In Encyclopædia Britannica. Retrieved from <http://school.eb.com/levels/high/article/Berber-languages/109801>
- Glottolog <https://glottolog.org/resource/languoid/id/berb1260>

VII. Mayan People and Languages:

The Maya are Mesoamerican Indians occupying a nearly continuous territory in southern Mexico, Guatemala, and northern Belize. In the early 21st century some 30 Mayan languages were spoken by more than five million people, most of whom were bilingual in Spanish. . . [T]he Maya possessed one of the greatest civilizations of the Western Hemisphere. . . They practiced agriculture, built great stone buildings and pyramid temples, worked gold and copper, and used a form of hieroglyphic writing that has now largely been deciphered.

The rise of the Maya began about 250 ce. [Common Era], and what is known to archaeologists as the Classic Period of Mayan culture lasted until about 900 ce. At its height, Mayan civilization consisted of more than 40 cities, each with a population between 5,000 and 50,000. Among the principal cities were Tikal, Uaxactún, Copán, Bonampak, Dos Pilas, Calakmul, Palenque, and Río Bec. The peak Mayan population may have reached two million people, most of whom were settled in the lowlands of what is now Guatemala. After 900 ce, however, the Classic Maya civilization declined precipitously, leaving the great cities and ceremonial centres vacant and overgrown with jungle vegetation. Some scholars have suggested that armed conflicts and the exhaustion of agricultural land were responsible for the sudden decline. [Source: Maya. (2020). In Encyclopædia Britannica. Retrieved from <https://school.eb.com/levels/high/article/Maya/51572>]

Mayan languages, family of indigenous languages spoken in southern Mexico, Guatemala, and Belize; Mayan languages were also formerly spoken in western Honduras and western El Salvador. [Source: Mayan languages. (2020). In Encyclopædia Britannica. Retrieved from <https://school.eb.com/levels/high/article/Mayan-languages/51574>]

The languages: **Achi**, **Cakchiquel (Kaqchikel)**, **Ixil**, **Kanjobal (Q'anjob'al)**, **K'iche' (Quiché)**, and **Mam**, found among the APS students tallied for the Survey, are part of the family of Mayan languages.

Achi (Achi in Spanish) is a Mayan language closely related to **K'iche' (Quiché)**. It is spoken by the Achi people, primarily in the department of Baja Verapaz in Guatemala. There are two Achi dialects. Rabinal Achi and Cubulco Achi, both named for the area where they are spoken. One of the masterpieces of pre-Columbian literature is the Rabinal Achi, a theatrical play written in the Achi language. The Ethnologue indicates that Achi is taught in primary schools and spoken in radio programs. There is a grammar, and dictionary. However, literacy in L1 varies between the dialects: in Cubulco Achi: 1% - 5%; Rabinal Achi: 15% to 20% of the population. APS Synergy drop-down menus do not include Achi. Students reporting Achi when registering at the LSRC have been labeled with language "Maya."



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Ixil is a Mayan language spoken by about 69,000 - 140,000 people mainly in San Juan Cotzal, Santa Maria Nebaj, and San Gaspar Chajul in the Guatemalan highlands. There are also Ixil speakers in Guatemala City and in the USA. Each of the towns has its own dialect of Ixil, which are mutually intelligible.

K'iche' language, formerly spelled **Quiché**, member of the K'ichean (Quichean) subgroup of the Mayan family of languages, spoken in the western highlands of central Guatemala by nearly one million people, and most closely related to Kaqchikel. The major ancient literary work in K'iche' is the Popol Vuh ("Book of Counsel"), a historical chronicle of the K'iche' people and their kings and heroes. It was written before 1701, perhaps considerably before, based on pre-Columbian sources. The current APS Synergy language drop-down list includes 6 "**Quiché**" varieties (e.g. Central, West-central, etc.), which are listed as dialects by the Ethnologue 20th Edition. Experience at the LSRC is that language users indicate the general name of the language but are unable to point out the variety or dialect they speak.

Kaqchikel or **Kaqchiquel** is a Mayan language spoken in the Central Highlands of Guatemala by about half a million people. It is a member of the Quichean-Mamean branch of Mayan languages and is closely related to K'iche' (Quiché) and Tz'utujil. The name of the language used to be written Cakchiquel or Cakchiquiel.

The current APS Synergy language drop-down list includes 9 "**Cakchiquel**" varieties (e.g. Southern, Southwestern, etc.), which are listed as dialects by the Ethnologue 20th Edition. Experience at the LSRC is that language users indicate the general name of the language but are unable to point out the variety or dialect they speak.

The Ethnologue indicates that "nearly all parents pass Kaqchikel on to children;" also that Kaqchikel is taught in primary and secondary schools and spoken in radio programs. The language has grammar, orthography (by the Guatemalan Academy of Mayan Languages), and dictionary. However, literacy in L1 is from 5% to 10% of the population.

Q'anjob'al or **Kanjobal** is a Mayan language spoken in Guatemala and Mexico. It is spoken mainly in the Huehuetenango department of Guatemala in the municipalities of Santa Eulalia (Jolom Konob), San Juan Ixcay (Yich K'ox), San Pedro Soloma (Tz'ulumá') and Santa Cruz Barillas (Yal Motx), and in the south of Chiapas in Mexico.

Mam is a Mayan language spoken by about half a million people in Guatemala, mainly in the departments of Quetzaltenango, Huehuetenango and San Marcos, and in the Mexican state of Chiapas. There are three main varieties of **Mam**: Northern Mam, which is spoken in Huehuetenango; Southern Mam, which is spoken in Quetzaltenango, and Central Mam, which is spoken in San Marcos. Each of these has many sub-dialects and there is considerable variation in the language from village to village, however Mam speakers can understand one another reasonably well. The Ethnologue 20th Edition indicates that Mam is a recognized language by the National Languages Act, Decree No. 19 of 2003. Mam is taught in primary schools, spoken in radio programs; it has dictionary and grammar. However, literacy in L1 is from 1% to 5% of the Mam-speaking population. The current APS Synergy language drop-down list does include Mam.

[Source of Mayan languages above, except where noted otherwise: Omniglot: The Online Encyclopedia of Writing Systems and Languages"
<http://www.omniglot.com/writing/mam.htm>].

VIII. Creole Languages: "Most commonly, creoles have resulted from the interactions between speakers of nonstandard varieties of European languages and speakers of non-European languages. Creole languages include varieties that are based on French, such as Haitian Creole, Louisiana Creole, and Mauritian Creole; English, such as Gullah (on the Sea Islands of the southeastern United States), Jamaican Creole, Guyanese Creole, and Hawaiian Creole; and Portuguese, such as Papiamentu (in Aruba, Bonaire, and Curaçao) and Cape Verdean; and some have bases in multiple European languages, such as two creoles found in Suriname, Saramacca (based on English and heavily influenced by Portuguese) and Sranan (based on English and heavily influenced by Dutch). Papiamentu is thought to have also been heavily influenced by Spanish."

[. . .]

Coined in the colonies that Spain and Portugal founded in the Americas, **creole** was originally used in the 16th century to refer to locally born individuals of Spanish, Portuguese, or African descent as distinguished from those born in Spain, Portugal, or Africa. By the early 17th century the word was adopted into French (and, to some extent, English) usage to refer to people of African or European descent who had been born in the American and Indian Ocean colonies. It was also used as an adjective to characterize plants, animals, and customs typical of the same regions.

[. . .]



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The term creole was first applied to language by the French explorer Michel Jajoret, sieur de la Courbe, in *Premier voyage du sieur de la Courbe fait a la coste d'Afrique* in 1685 (1688; “**First Voyage Made by Sieur de la Courbe on the Coast of Africa in 1685**”), in which he used the term to refer to a Portuguese-based language that was spoken in Senegal. As a linguistic term, **creole** may not have been applied to other languages until the late 18th century, and it was not widely used in English until after 1825, although the term **patois** was often used.

[. . .]

Theories of creolization: Since the 1930s some linguists have claimed that creoles emerged from pidgins, languages with very reduced vocabularies and grammars that are typically seen where otherwise mutually unintelligible groups come together intermittently.

Scholars have proposed three major hypotheses regarding the structural development of creole vernaculars—the substrate, superstrate, and universalist hypotheses. . . According to substratists, creoles were formed by the languages previously spoken by Africans enslaved in the Americas and the Indian Ocean, which imposed their structural features upon the European colonial languages. . . According to the competing superstrate hypothesis, the primary, if not the exclusive, sources of a creole’s structural features are the colonial nonstandard varieties of the European languages from which they developed. . . Universalists claim that creoles developed according to universals of language development, such as a biological blueprint for language, known as universal grammar or bioprogram.

Few contemporary creolists subscribe to one exclusive genetic account. The complementary hypothesis, which integrates the strengths of the above views, has emerged as a more plausible alternative, with its proponents trying to articulate the linguistic and nonlinguistic conditions under which the competing influences of the substrate languages and the legacy of the lexifier may converge or prevail. In this view, the hypothetical features of a universal grammar or language bioprogram are generalized as a body of principles that regulate the restructuring of linguistic features from diverse competing sources into new natural grammatical systems.

Creole languages. (2019). In Encyclopædia Britannica. Retrieved from <https://school.eb.com/levels/high/article/creole-languages/27846>

Universal grammar, also named general grammar, UG, or bioprogram, is a theory proposing that humans possess innate faculties related to the acquisition of language. Universal grammar consists of a set of atomic grammatical categories and relations that are the building blocks of the particular grammars of all human languages, over which syntactic structures and constraints on those structures are defined. A universal grammar would suggest that all languages possess the same set of categories and relations and that, in order to communicate through language, speakers make infinite use of finite means, an idea that Wilhelm von Humboldt suggested in the 1830s. From this perspective, a grammar must contain a finite system of rules that generates infinitely many deep and surface structures, appropriately related. It must also contain rules that relate these abstract structures to certain representations of sound and meaning—representations that, presumably, are constituted of elements that belong to universal phonetics and universal semantics, respectively.

Universal grammar. (2019). In Encyclopædia Britannica. Retrieved from <https://school.eb.com/levels/high/article/universal-grammar/627329>

The twenty-second online edition of *Ethnologue: Languages of the World* lists ninety-three creole languages, based on: Afrikaans, Arabic, Assamese, Dutch, English (thirty-three English-based Creoles), French (eleven creole languages are French-based), German, Kongo, Malay (fourteen), Ngbandi, Portuguese (thirteen), and Spanish. [Source: Eberhard, David M., Gary F. Simons, and Charles D. Fennig (eds.). 2019. *Ethnologue: Languages of the World*. Twenty-second edition. Dallas, Texas: SIL International. Online version: <http://www.ethnologue.com>].

IX. Bosnian, Croatian, Serbian and Serbo-Croatian: Serbo-Croatian is a “term of convenience used to refer to the forms of speech employed by Serbs, Croats, and other South Slavic groups (such as Montenegrins and Bosniaks, as Muslim Bosnians are known). The term Serbo-Croatian was coined in 1824 by German dictionary maker and folklorist Jacob Grimm.” Serbo-Croatian was “the dominant language of pre-1991 Yugoslavia.” It was “used or understood by most ethnic groups of the federation.” [...] “The move toward a unified ‘Serbo-Croatian’ was supported by the politically unified Yugoslav kingdom (1918–41) and communist Yugoslavia (1945–91).”

“After the breakup of Yugoslavia in the early 1990s, each of the new countries began setting its own standards of language usage, and the term ‘Serbo-Croatian’ dropped out of official use. In language studies, it is sometimes still used by authors outside the region, but BCS (meaning ‘Bosnian-Croatian-Serbian’) has also become popular. In Serbia the language is called Serbian, and Cyrillic writing is being encouraged at the expense of Latin. In Croatia there is only Croatian [...] The standardizers of Croatian no longer consult Serbian scholars, nor do linguists in Serbia seek input from Croatia.”

“Serbo-Croatian language”. (2017). In Encyclopædia Britannica. Retrieved from <http://school.eb.com/levels/high/article/Serbo-Croatian-language/66822>



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X. World English:

World English has been defined as a phase in the history of the English language. This phase has witnessed the transformation of English from the mother tongue of a handful of nations to a language being used by far more speakers in non-mother tongue settings. The changes that have accompanied this spread—the multiplicity of varieties—result not from the faulty and imperfect learning of the non-mother tongue speakers, but from the nature of the process of micro-acquisition, language spread and change." [Source: Janina Brutt-Griffler, quoted by Nordquist, Richard (professor emeritus of rhetoric and English at Georgia Southern University) "What is World English?" (Updated 9/11/2019), retrieved from <https://www.thoughtco.com/world-englishes-1692509>]

In 1965, linguist Braj Kachru (1932-2016) published a journal article entitled "The Indianness in Indian English," where he laid the theoretical groundwork for the idea of World Englishes by interpreting how English is nativized in India, delineating some of its unique sociological and cultural aspects, and showing that "Indian English" is a unique variety of English which is neither an American or British English. Kachru later divided the varieties of World English into three concentric circles: inner, outer, and expanding. The Inner Circle is dominated by the 'mother tongue' varieties of English in the United States, the United Kingdom, Canada, Australia, and New Zealand. In the Outer Circle, there are other culturally prominent languages, but English has some colonial history, and has been institutionalized as an additional language. The Outer Circle includes the rest of the world, where English is used as the primary foreign language. [Source: "World Englishes: An Introduction." Purdue OWL, Purdue University, retrieved from https://owl.purdue.edu/owl/english_as_a_second_language/world_englishes/index.html]

Singapore English (Singlish) is an example of a World English spoken by people in Singapore. "Whilst English is its basis, it also includes many words from Malay, Hokkien, Cantonese and Tamil as well as derived English words with new meanings. Another aspect of Singlish which can lead to considerable confusion is its adherence to Chinese grammatical rules like topic-prominence, reduplication, and absence of articles." [Source: Tweedie & de Almeida, Filipe. (no date) WORLD ENGLISHES: Enriched Foreign Language Course, Part 1. Retrieved from https://www.zrssi.si/projektiess/skladisce/out3/TEACHER_PORTFOLIO/Teaching%20Portfolio_Filipe%20de%20Almeida/4.%20Material/world%20Englishes%20student%20workbook_part%201.pdf]

XI. Dari, Farsi, Persian, and Tajiki:

The Persian language, also called Fārsī is a member of the Iranian branch of the Indo-Iranian language family, and it is the official language of Iran. Modern Persian is most closely related to Middle and Old Persian, former languages of the region of Fārs (Persia) in southwestern Iran. It is thus called Fārsī by native speakers. Written in Arabic characters, Modern Persian also has many Arabic loanwords and an extensive literature. Two varieties of Persian known as **Dari** and **Tajik** are official languages in Afghanistan and Tajikistan, respectively [Quote from "Persian language." (2019). In Encyclopædia Britannica. Retrieved from <https://school.eb.com/levels/high/article/Persian-language/59341>]. Farsi or Iranian Persian: ISO 639-3: [pes], VDOE Code: 430. Persian: ISO 639-3: [fas], VDOE Code: 5552. Writing of Iranian Persian: Arabic script, Naskh variant [Arab] and Arabic script, Nastaliq variant [Aran].

Dari is the Afghan dialect of Farsi (Persian). It is written in a modified Arabic alphabet, and it has many Arabic and Persian loanwords. The syntax of Dari does not differ greatly from Farsi, but the stress accent is less prominent in Dari than in Farsi. To mark attribution, Dari uses the suffix -ra. The vowel system of Dari differs from that of Farsi, and Dari also has additional consonants. About half the population of Afghanistan speaks Dari. It is the primary language of the Tadjik, Hazāra, and Chahar Aimak peoples. Dari, rather than Pashto, serves as the means of communication between speakers of different languages in Afghanistan [Quote from "Dari language." (2019). In Encyclopædia Britannica. Retrieved from <https://school.eb.com/levels/high/article/Dari-language/28772>]. Dari: ISO 639-3: [prs], VDOE Code: 4170. Writing: Arabic script, Naskh variant [Arab], used in print. Arabic script, Nastaliq variant [Aran], used in handwriting and for book titles.

Tajiki, also named Tadjik, Tajik, Tajiki Persian, Tojiki. Writing: "Arabic script [Arab], used until 1928. Cyrillic script [Cyril], used since 1940, primary usage. Hebrew script [Hebr], used by Bukharan Jews. Latin script [Latn], used from 1928–1940"

[Source of 'Writing' for this section: Lewis, M. Paul, Gary F. Simons, and Charles D. Fennig (eds.). 2015. Ethnologue: Languages of the World, Eighteenth edition. Dallas, Texas: SIL International. Online version: <http://www.ethnologue.com>].

The name Tajik, also spelled Tadjik, refers to the original Persian-speaking population of Afghanistan and Turkistan. The Tajiks constitute almost four-fifths of the population of Tajikistan. They speak a form of Persian called Tajik in Tajikistan and Uzbekistan [Source: Quote from "Tajik." (2019). In Encyclopædia Britannica. Retrieved from <https://school.eb.com/levels/high/article/Tajik/70997>].



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XII. Chinese languages, also called Sinitic languages or Chinese Han: [P]rincipal language group of eastern Asia, belonging to the Sino-Tibetan language family. Chinese exists in a number of varieties that are popularly called dialects but that are usually classified as separate languages by scholars. More people speak a variety of Chinese as a native language than any other language in the world, and Modern Standard Chinese is one of the six official languages of the United Nations.

The spoken varieties of Chinese are mutually unintelligible to their respective speakers. They differ from each other to about the same extent as the modern Romance languages. Most of the differences among them occur in pronunciation and vocabulary; there are few grammatical differences. These languages include Mandarin in the northern, central, and western parts of China; Wu; Northern and Southern Min; Gan (Kan); Hakka (Kejia); and Xiang; and Cantonese (Yue) in the southeastern part of the country.

All the Chinese languages share a common literary language (wenyan), written in characters and based on a common body of literature. This literary language has no single standard of pronunciation; a speaker of a language reads texts according to the rules of pronunciation of his own language. Before 1917 the wenyan was used for almost all writing; since that date it has become increasingly acceptable to write in the vernacular style (baihua) instead, and the old literary language is dying out in the daily life of modern China. (Its use continues in certain literary and scholarly circles.)

In the early 1900s a program for the unification of the national language, which is based on Mandarin, was launched; this resulted in Modern Standard Chinese. In 1956 a new system of romanization called Pinyin, based on the pronunciation of the characters in the Beijing dialect, was adopted as an educational instrument to help in the spread of the modern standard language. Modified in 1958, the system was formally prescribed (1979) for use in all diplomatic documents and foreign-language publications in English-speaking countries.

Quote from "Chinese languages". (2017). In Encyclopædia Britannica. Retrieved from <http://school.eb.com/levels/high/article/Chinese-languages/109794>

XIII. Sangho (Sango) is a Ngbandi-based Creole language. Ngbandi, also spelled Gbandi or Mogwandi, a people of the upper Ubangi River in southern Central African Republic and northern Democratic Republic of the Congo. Ngbandi speak a language of the Adamawa-Ubangi subgroup of the Niger-Congo language family that is related to that of neighbouring Banda and Gbaya. Ngbandi is a term preferred by Belgian ethnographers, while the French include these people with such "Ubangian" peoples as the Gbanziri, Nzakara, Sango, and Yakoma. The Ngbandi came from what is now South Sudan, converging upon and assimilating a number of small groups in their present lands. Ngbandi of the Bandia clan conquered Zande areas in the 18th century, creating a series of states; they assimilated Zande culture and language and are now indistinguishable from that group.

Quote from "Ngbandi" (2016). In Encyclopædia Britannica. Retrieved from <http://www.britannica.com/topic/Ngbandi>

XIV. Turkmen: Turkmen, people who speak a language belonging to the southwestern branch of the Turkic languages. The majority live in Turkmenistan and in neighbouring parts of Central Asia and numbered more than 6 million at the beginning of the 21st century. About one-third of the total population lives in Iran, especially in the north, and another 500,000 live in northeastern and northwestern Afghanistan. These groups are called the Transcaspian Turkmen. Pockets of Turkmen are found in northern Iraq and Syria. Smaller groups live in central Turkey, where they have experienced minority discrimination, especially after 1958.

Quote from "Turkmen" (2016). In Encyclopædia Britannica. Retrieved from <http://www.britannica.com/topic/Turkmen-people>

XV. Quechua:

Quechua People: Quechua, Quechua Runa, South American Indians living in the Andean highlands from Ecuador to Bolivia. They speak many regional varieties of Quechua, which was the language of the Inca empire (though it predates the Inca) and which later became the lingua franca of the Spanish and Indians throughout the Andes.

Quote from: "Quechua". (2017). In Encyclopædia Britannica. Retrieved from <http://school.eb.com/levels/high/article/Quechua/62202>



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Quechua Language: Quechuan languages, the languages of the former Inca Empire in South America and the principal native languages of the central Andes today. According to archaeological and historical evidence, the original languages were probably spoken in a small area in the southern Peruvian highlands until about 1450; after that their geographical range was rapidly enlarged by the Inca conquests. When the Spanish conquered the empire in 1532, Quechuan languages were spoken in western South America from what is now southern Colombia to central Chile and from the Pacific coast to the borders of the Amazon Basin.

“Quechuan languages”. (2017). In Encyclopædia Britannica. Retrieved from <http://school.eb.com/levels/high/article/MTV/62203>

The Inca used a system of knotted strings known as quipu to send messages around their empire. The number and shape of the knots and the colours of the strings helped to remind messengers of the contents of the messages. Recent research suggests that the quipu might have been used not just as mnemonic devices but also to record the Quechua language phonetically.

Quechua first appeared in print in 1560 in the form of a dictionary by Domingo de Santo Tomás. Other early texts include collections of hymns by Cristóbal de Molina and a Quechua catechism by Juarno Palomino.

Sample text in Quechua: “Tukuy kay pachaman paqarimujkuna libres nasekuntu tukuyypunitaj kikin obligacionesniycjllataj, jinakamalla honorniyojtaj atinyiyojtaj, chantaqa razonwantaj concienciawantaj dotasqa kasqankurayku, kawsaqe masipura jina, tukuy uj munakuyllapi kawsakunanku tian”.

Translation: All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood (Article 1 of the Universal Declaration of Human Rights).

“Quechua (Runasimi / Qichwa simi)”. (2017) <https://www.omniglot.com/writing/quechua.htm>

Synergy – The APS Student Information System – includes “Quechua” [code 1170], and 36 other varieties, such as: Quechua, Ayacucho; Quechua, Boliviano; Quechua, Cajamarca; Quechua, Cuzco; Quechua, North Bolivian; Quechua, South Bolivian; Quechua, Yauyos. Language users normally report only “Quechua,” without any specific regional variant indicated.

XVI. Panjabi or Punjabi:

Punjabi, also spelled Panjabi, is one of the most widely spoken Indo-Aryan languages. The old British spelling “Punjabi” remains in more common general usage than the academically precise “**Panjabi**.” In the early 21st century there were about 30 million speakers of Punjabi in India. It is the official language of the Indian state of Punjab and is one of the languages recognized by the Indian constitution. In Pakistan Punjabi is spoken by some 70 million speakers, mostly in Punjab province, but official status at both the national and the provincial level is reserved for Urdu. There are also important overseas communities of Punjabi speakers, particularly in Canada and the United Kingdom—where in the early 21st century they respectively constituted the third and fourth largest linguistic groups in the national populations—as well as in several parts of the United States.

Scripts. In India, Punjabi is written in the distinctive Gurmukhi script, which is particularly associated with the Sikhs. That script is a member of the Indic family of scripts, written from left to right, but in its organization, it differs significantly from the Devanagari used to write Hindi. The Urdu script, written from right to left, is used for writing Punjabi in Pakistan, where it is nowadays often given the imitative name Shahmukhi. Punjabi is thus today one of the very few languages in the world to be written in two quite different and mutually unintelligible scripts.

Quote from “Punjabi language”. (2019). In Encyclopædia Britannica. Retrieved from <http://school.eb.com/levels/high/article/Punjabi-language/61916>

XVII. Pashto, Pashtu, Pakhtu, Pusto, or Pushto.

[M]ember of the Iranian division of the Indo-Iranian group of Indo-European languages. Extensive borrowing has caused Pashto to share many features of the Indo-Aryan group of the Indo-European languages as well. Originally spoken by the Pashtun people, Pashto became the national language of Afghanistan in 1936. It is spoken by more than 35 million people, most of whom reside in Afghanistan or Pakistan. Smaller speech communities exist in Iran, Tajikistan, the United Arab Emirates, and the United Kingdom.

Quote from “Pashto language”. (2019). In Encyclopædia Britannica. Retrieved from <https://school.eb.com/levels/high/article/Pashto-language/58635>



Fall Statistics Table 11 **Background Languages and Birth Countries** **of Arlington Public Schools Students** **Notes** **September 30, 2019**



XVIII. Dinka Language and Sudan.

Dinka Language: A member of the Western Nilotic branch of Nilo-Saharan languages. It is spoken mainly in southern Sudan . . . The people, call themselves Dinka (Jiën). [Quote from “Dinka (Thuonjäng) “. (2019) Omniglot. Retrieved from <https://www.omniglot.com/writing/dinka.php>]

Dinka People: The Dinka are people who live in the savanna country surrounding the central swamps of the Nile basin primarily in South Sudan . . . Numbering some 4,500,000 in the early 21st century, the Dinka form many independent groups of 1,000 to 30,000 persons. Those groups are organized on a regional, linguistic, and cultural basis into clusters, of which the best-known are the Agar, Aliab, Bor, Rek, Twic (Tuic, Twi), and Malual . . . The Dinka are primarily transhumant pastoralists, moving their herds of cattle to riverine pastures during the dry season (December to April) and back to permanent settlements in savanna forest during the rains, when their food crops, principally millet, are grown . . . Because of the vast geographic area they occupy, the Dinka exhibit great diversity of dialect, although they value intra-group unity in the face of enemies. [Quote from “Dinka”. (2019). In Encyclopædia Britannica. Retrieved from <https://school.eb.com/levels/high/article/Dinka/30507>]

After Sudan became independent in 1956, numerous governments over the years found it difficult to win general acceptance from the country’s diverse political constituencies, especially in the south. An early conflict arose between those northern leaders who hoped to impose the vigorous extension of Islamic law and culture to all parts of the country and those who opposed this policy. The latter group included the majority of southern Sudan’s population, many of whom were already up in arms over fears that the south would be further marginalized by the northern-based government; those fears led to a lengthy civil war (1955–72). The Addis Ababa Agreement of 1972 ended the conflict only temporarily, and in the next decade widespread fighting resumed with the second civil war (1983–2005).

[T]he Comprehensive Peace Agreement (CPA) ended warfare . . . granted southern Sudan semiautonomous status. . . [A] weeklong vote on independence for southern Sudan was held January 9–15, 2011, with the results indicating the south’s overwhelming preference to secede. The country of South Sudan declared independence on July 9, 2011. [Quote from “South Sudan”. (2019). In Encyclopædia Britannica. Retrieved from <https://school.eb.com/levels/high/article/South-Sudan/543476>]

The name **Sudan** derives from the Arabic expression bilād al-sūdān (“land of the blacks”), by which medieval Arab geographers referred to the settled African countries that began at the southern edge of the Sahara. For more than a century, Sudan—first as a colonial holding, then as an independent country—included its neighbor South Sudan, home to many sub-Saharan African ethnic groups. Prior to the secession of the south in 2011, Sudan was the largest African country, with an area that represented more than 8 percent of the African continent and almost 2 percent of the world’s total land area. [Quote from “Sudan”. (2019). In Encyclopædia Britannica. Retrieved from <https://school.eb.com/levels/high/article/Sudan/105996>]. The capital of South Sudan is Juba. The capital of [North] Sudan is Khartoum.

Note: Synergy @ APS does not include the Republic of South Sudan (official name) in its country drop-down menu. Prior to 2011, South Sudan was part of Sudan, its neighbor to the north.

XIX. American Sign Language and Other Sign Languages

What is American Sign Language? American Sign Language (ASL) is a complete, natural language that has the same linguistic properties as spoken languages, with grammar that differs from English. ASL is expressed by movements of the hands and face. It is the primary language of many North Americans who are deaf and hard of hearing and is used by many hearing people as well.

Is sign language the same in other countries? There is no universal sign language. Different sign languages are used in different countries or regions. For example, British Sign Language (BSL) is a different language from ASL, and Americans who know ASL may not understand BSL. Some countries adopt features of ASL in their sign languages. [Quote from: “American Sign Language,” U.S. Department of Health & Human Services, National Institutes of Health, National Institute of Deafness and Other Communication Disorders (NIDCD). Retrieved on 12/20/2019 from <https://www.nidcd.nih.gov/health/american-sign-language>]. The Twentieth Edition of the Ethnologue lists 39 living sign languages. As the primary language of daily face-to-face communication for their respective communities of users, these languages fall within the scope of the Ethnologue.

XX. Lao – also called Laotian – is a language spoken mainly in Laos, but also in Cambodia and Vietnam. Lao is closely related to Thai and speakers of Lao can understand spoken Thai without too many difficulties. [Source: Omniglot, retrieved on 1/28/2020 from <https://www.omniglot.com/writing/lao.htm>]