

World Languages Advisory Committee (WLAC)

FINAL Recommendations to the APS School Board

February 27, 2024

The language programs in Arlington schools continue to be strong and to innovate to the benefit of our students:

- Proficiency-based world language instruction is provided in Arabic, Mandarin Chinese, French, Latin, and Spanish in grades 7-12, with separate programs provided for learners of Spanish as a Foreign Language and those who are already fluent or near-fluent in spoken Spanish. Upwards of 90% of students enrolled in these languages, who have gone on to enroll in Advanced Placement (AP) or International Baccalaureate (IB) courses in earn the Virginia State Seal of Biliteracy.
- Three years of language instruction are offered at the High School level in German and Japanese to highly motivated students.
- Three years of study of one language meets eligibility for the Advanced Studies Diploma.
- Four years of instruction is also provided to students wanting to learn to communicate in American Sign Language (ASL), a choice which has proven particularly attractive to many learners who have learning disabilities, such as dyslexia. (See in Appendix B that the percentage of Students With Disabilities were significantly higher in every ASL course last year than in any other language.) Unfortunately, however, only three schools of the seven with middle school programs currently offer the two years of ASL, and two of the other four schools have been unable to offer it at all.

Recommendation #1: Step up recruitment and hiring of American Sign Language (ASL) teachers by the World Language Office of Academics in order to offer ASL courses at all 7 middle schools.

Background:

At least three years of ASL instruction are currently offered at the three comprehensive high schools (Wakefield, Washington Liberty, and Yorktown) and at the two high school-level programs (HB Woodlawn and Arlington Tech), but for students in grades 7-8 only at Gunston, Thomas Jefferson, and the HB Woodlawn middle school programs. ASL is a language that appeals to many Students With Disabilities. WHS did not offer ASL IV this year due to staffing shortages. Arlington Tech offers Dual Enrollment ASL where students get to receive both APS and NOVA credits concurrently. The purpose for adding it at the middle school is to have equitable access to languages. Almost 80% of students complete at least a level I world language course by 8th grade.

Despite this absence of ASL instruction in four middle schools (See Appendices C1 and D) enrollment numbers for ASL have been trending consistently upward since the subject was introduced to the curriculum during the 2013-2014 academic year (Appendix D). A surprising enrollment decline for this academic year is likely due to the unexpected loss of two instructors. We anticipate that once staffing to teach the ASL courses in all seven middle schools has been confirmed, enrollments in this language will again accelerate.

Need:

- The demand for ASL courses has demonstrably increased in the last 10 years. Comparatively, ASL's total enrollment numbers are currently exceeded only by Spanish and French (see Appendix D). If ASL is to be offered in every middle school, it is almost certain that enrollments will be even higher.

Solution:

- We recommend that APS allocate .6 FTE ASL teachers for each of the seven middle school programs, the positions to be under the administration and supervision of the World Languages Office. The ASL allocation would total 4.2 FTE and would ensure that ASL is an option for every student in grades 7 and 8. The World Languages Office already staffs most Arabic, Chinese, German, and Japanese language courses in the schools. Staffing allocated to the World Languages Office ensures that these courses are protected, allowing equitable access for all. Currently, ASL at HB, GMS, and TJMS are staffed by those schools.

Budgetary Implications and/or Implementation Needs:

Staffing costs for 4.2 FTE, as shown below, limited costs for teacher orientation to APS and in-service training.

4.2 FTE @ \$100,000 per FTE, including benefits = \$420,000 annually.

Strategic Plan Alignment: This recommendation aligns with the following elements of APS's 2018-2024 [Strategic Plan](#):

Core Values	Excellence, Equity, Inclusivity
Goal	Student Success
Strategies	Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student. (S-SS-2)
	Manage available resources equitably. (S-OE-1)

Committee vote: Two in favor, none opposed.

Staff response: Elisabeth Harrington, Supervisor, World Languages

I am in agreement with the WLAC's recommendation to increase ASL at the middle school levels based on the student demand for the course and the equity it provides for Students with Disabilities (SWD) to access world languages, understand another culture, and have access to the Virginia Advanced Studies Diploma. I already am the sole supervisor for many teachers that teach critical languages such as Arabic, Chinese, German, and Japanese. There have been occasions when not enough students have enrolled in one of these languages at any particular school and precisely because they are listed as staffing under the World Languages Office, I have been able to secure access to these languages for students. These teachers are often itinerant teachers who travel to schools to ensure access for students who otherwise would not be able to learn the language. Many of the students of these languages are actually heritage language learners who are finally able to access their mother tongue in an academic setting and learn to be not only bilingual, but also biliterate.

Recommendation #2. *Convert the contingency 0.2 FTE Chinese teacher position to a full-time permanent position funded under the World Languages/Office of Academics.*

Background:

- Among the 4.6 FTE that APS currently dedicates to the instruction of the Chinese language in grades 6-12, 3.0 FTE are full-time permanent positions. The remaining two teachers are staffed at 0.8 FTE each, of which, 0.3 FTE is budgeted through contingency staffing. The World Language Office anticipates needing 0.2 of that staffing to continue long term. It is that staffing that we are recommending APS to take up.
- Contingency staffing, unlike long-term staffing, must be requested on a yearly basis, is not guaranteed, and is contingent based on budget and needs.
- The 0.2 FTE Chinese-language teacher is currently responsible for teaching 7. Chinese III students at Wakefield. In the 2022-23 school year, 0 students took Chinese III at Wakefield. Their only option was to take it online, asynchronously through Virtual VA.
- Mandarin Chinese is in high demand across the language industry. It is one of the most requested language qualifications for new hires in government agencies and international organizations, where investment in adult Chinese language training is very expensive in terms of both time and dollars. Individuals who have been able to develop functional proficiency in Chinese through study in high school and college are highly desirable employees.

Need:

- If the additional 0.2 position is not created in the FY25 budget, the impact will be the likely need for annual requests from contingency funding again with no guarantee that it will be approved. If not approved, APS will need to seek virtual instruction, pay an assistant to supervise the class, and pay for an online provider. Based on last year's enrollment numbers, we found the cost of a person to supervise the class and pay for the online provider to be more expensive than hiring an APS teacher.

Having a face-to-face teacher instructing such a critical and difficult language assists students in successfully completing the course and creates equity across the division, as students at Washington Liberty and Yorktown already have offered face-to-face instruction. Parents of students have asked members of the School Board for a live teacher of Chinese for students in all schools.

Solution:

- Convert the contingency position to a permanent position supervised by the World Languages Office in the Office of Academics for the 2024-25 school year.

Budgetary Implications and/or Implementation Needs: 20% the cost of a full-time T-scale employee. = 20% x \$100,000 = \$20,000

Strategic Plan Alignment: This recommendation aligns with the following elements of APS's 2018-2024 [Strategic Plan](#):

Core Values	Excellence, Equity
Goal	Student Success
Strategies	Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student. (S-SS-2)
	Provide learning opportunities in a variety of settings, times, and formats that include opportunities for students to align knowledge, skills, and personal interests with career and higher educational opportunities including internships and externships. (S-SS-3)

Committee vote: Two in favor, none opposed.

Staff response: : Elisabeth Harrington, Supervisor

The World Languages Office is in agreement with the WLAC's recommendation to add .2 staffing to the World Languages Office's current 8.0 teachers. It will enable students to take Chinese from a face-to-face teacher. In addition, it is actually a cost savings to APS. Last year, because Virtual VA was no longer available in a format accessible to APS students, we investigated the cost to outsource instruction to an asynchronous online provider. The cost was more than the average cost of a .2 teacher at the average APS rate.

Some Future Goals for World Language Instruction in APS:

- The range of World Language courses offered in middle school in grades 7 and 8 need to be the same in every middle school, apart from the International Baccalaureate (IB) courses at Thomas Jefferson MS.
- World Language Literacy, speaking and listening comprehension need to continue to be a focus of instruction in the middle schools.
- Instruction in Proficiency-based World Language needs to be established as an elective course in Sixth grade in every middle school.
- Serious thought should be given to starting a third dual language immersion program (DLI), beginning in elementary school, either in Spanish or in another language to be determined based on need and on availability of resources.

Appendix A

Committee Members

Chair: Kate Marden

Members:

- Adrienne McQuillan
- Jason Doll, Wakefield student

Additionally, former long-time WLAC member Dr. Rick Jackson continues to contribute to WLAC discussions as a member of the public.

Staff Liaison: Elisabeth Harrington, Supervisor, World Languages

APPENDIX B. Percent of Students Enrolled in Each Language Course in SY-2022-23 Who Were Identified with Learning Disabilities

Language Course	2022-2023				
	SWD		Non SWD		Students Enrolled
	Number of Students	Percent of Students	Number of Students	Percent of Students	
American Sign Lang. I	88	24.4%	273	75.6%	361
American Sign Lang. II	45	16.9%	221	83.1%	266
American Sign Lang. III	23	20.2%	91	79.8%	114
American Sign Lang. IV	11	28.9%	27	71.1%	38
Arabic I	11	15.3%	61	84.7%	72
Arabic II	5	9.4%	48	90.6%	53
Arabic III	1	2.8%	35	97.2%	36
Arabic IV		0.0%	24	100.0%	24
Chinese I	9	10.0%	81	90.0%	90
Chinese II	4	5.0%	76	95.0%	80
Chinese III	4	7.5%	49	92.5%	53
Chinese IV		0.0%	21	100.0%	21

French I	30	7.5%	369	92.5%	399
French II	33	9.3%	322	90.7%	355
French III	4	1.8%	221	98.2%	225
French IV	9	5.2%	165	94.8%	174
German I	3	15.8%	16	84.2%	19
German II	1	12.5%	7	87.5%	8
German III	3	27.3%	8	72.7%	11
Japanese I	10	11.9%	74	88.1%	84
Japanese II	6	12.2%	43	87.8%	49
Japanese III	1	5.9%	16	94.1%	17
Latin I	15	13.4%	97	86.6%	112
Latin II	9	8.0%	103	92.0%	112
Latin III	12	12.9%	81	87.1%	93
Latin IV	3	5.5%	52	94.5%	55
Spanish I	112	13.0%	749	87.0%	861
Spanish II	76	10.1%	674	89.9%	750
Spanish III	46	7.4%	574	92.6%	620
Spanish IV	16	4.0%	380	96.0%	396
Total	590	10.6%	4,958	89.4%	5,548

APPENDIX C. 2023-24 SCHOOL-YEAR LANGUAGE ENROLLMENTS FOR GRADES 6-12, LISTED BY SCHOOLS

1. 2023-24 MIDDLE SCHOOL LANGUAGE ENROLLMENTS

Course Title	HB W	TJ	KN	SW	WB G	GU N	HA M	Tota l
<i>Sixth Grade¹</i>								
Intro to ASL		34						34
Introduction to Arabic		19						19
Introduction to Chinese		23						23
Introduction to French (French IA)	15	78		75				168
Introduction to Latin (Latin 1A)	11	9		52				72
Introduction to Spanish	29	101	85	80		42		337
Transitional Spanish	9	78	N	N				87
Span/FS (6th Grade)	N	52	12	14				78
Spanish Immersion						111		111
Total 6th Grade Lang.	64	394	97	221	0	153	0	929
Overall 6th Grade*	81	352	359	330	286	314	312	2034
Percent in Language	79%	112%	27 %	67 %	0%	49%	0%	46%

¹ NB. That two schools – Dorothy Hamm and Williamsburg -- offer NO proficiency-based world language instruction in the 6th grade, resulting in zero enrollments. In contrast, two other schools show high levels of enrollment. Almost 80% of HB Woodlawn 6th graders are enrolled in a world language. The enrollments at Jefferson MS are especially striking, with a greater number of language enrollments in 6th grade than the number of students enrolled in the school. This presumably reflects the fact that some of the students are enrolled in more than one language course.

2. 2023-24 MIDDLE SCHOOL LANGUAGE ENROLLMENTS (cont'd)

Grades 7-8	HBW	TJ	KN	SW	WBG	GU N	HAM	Total
American Sign Language 1	4	49			0	39		92
American Sign Lang 2	0	29			12	24		65
Arabic I	0	15	21	11	0	13	13	73
Arabic II	0	6	10	3	0	7	8	34
Chinese I	0	22	10	6	11	7	16	72
Chinese II	0	20	2	11	17	1	16	67
French I	20	56	25	52	61	56	24	294
French II	19	62	12	59	39	29	44	264
Latin I	12	6	14	44	11	N	14	101
Latin II	14	6	7	29	12	N	12	80
Span/FS I	9	71	57	25	3	8	11	184
Span/FS II	6	51	34	20	7	10	14	142
Spanish 1	30	100	75	130	167	83	154	739
Spanish II	30	61	80	74	123	48	101	517
Spanish Immersion 7						123		123
Spanish Immersion 8						81		81
TOTAL 7-8 Language	144	554	347	464	463	529	427	2928
Overall 7-8 Enrollments*	161	699	610	600	523	672	593	3871
Percent 7-8 in Language	89%	79%	57%	77%	89%	79%	72%	76%

From Language enrollment data as of November 2023 and overall school data from December 2023.

3. 2023-24 HIGH SCHOOL WORLD LANGUAGE ENROLLMENTS

					Care er	Virtu al	Lang s	
Course Title	HBW	W- L	WK	YT	Ctr	Lrng	Cont	Total
American Sign Lang I	12	42	86	46	14	0	0	200
American Sign Lang II	6	34	76	56	11	0	0	183
American Sign Lang III	10	29	30	40	6	0	0	115

American Sign Lang IV	1	3	17	17	0	0	0	38
Arabic I	1	10	7	10	1	0	0	29
Course Title	HBW	W-L	WK	YT	Ctr	Lrng	Cont	Total
Arabic II	1	8	4	4	1	3	0	21
Arabic III	1	13	12	9	1	0	0	36
Arabic IV	0	9	10	4	0	0	0	23
Arabic V	0	0	5	2	0	0	0	7
IB Arabic SL 1		3						3
IB Arabic SL 2		3						3
Chinese I	0	2	0	0	2	1	0	5
Chinese II	1	6	4	5	7	0	0	23
Chinese III	2	19	7	13	13	0	0	54
Chinese IV	1	9	7	3	1	0	0	21
AP Chinese V	0	0	0	0	0	0	0	0
IB Chinese SL 1		3						3
IB Chinese SL 2		11						11
IB Chinese HL 1		0						0
IB Chinese HL 2		1						1
French I	1	23	29	24	3	0	0	80
French II	1	21	40	27	7	0	0	96
French III	11	72	67	66	12	0	0	228
French IV	16	68	33	57	1	0	0	175
French Lang/Culture, AP	2	6	19	11	0	0	0	38
Fr V (non-AP)	11	9	19	15	0	0	0	54
Adv. Studies in French	1	0	0	0	0	0	0	1
IB Fr Lang/sl/1		28						28
IB Fr Lang/sl/2		23						23
IB Fr Lang/hl/1		16						16
IB Fr Lang/hl2		12						12
German I					19			19
German II					7			7
German III					11			11
Japanese I	N	29	37	18	0	0	0	84
Japanese II	N	12	29	9	0	0	0	50
Japanese III	N	8	4	6	0	0	0	18
Latin I	1	1	1	4	4	0	0	11

Latin II	4	1	0	8	11	0	0	24
Course Title	HBW	W-L	WK	YT	Ctr	Lrng	Cont	Total
Latin III	21	29	0	29	14	0	0	93
Latin IV	7	26	0	14	7	1	0	55
Latin V	N	1	0	2	1	0	0	4
Latin, AP	11	0	0	8	0	0	0	19
Adv Studies in Latin	N	1	0	3	0	0	0	4
IB Latin SL I		3						3
IB Latin SL II		10						10
IB Latin (HL) Part I		9						9
IB Latin (HL) Part II		16						16
Span/FS I	0	39	41	12	N	0	0	92
Span/FS II	0	40	27	2	N	0	0	69
Span/fs III	0	78	68	28	N	0	0	174
Spanish I	7	47	68	69	12	0	2	205
Spanish II	12	62	65	92	12	3	4	250
Spanish III	41	216	101	232	31	0	2	623
Spanish IV	20	135	68	142	25	0	0	390
Spanish V (non-AP)	19	24	24	95	0	0	0	162
DE Spanish IV/V; Int Spanish I/II					9	0	0	9
Adv Studies in Spanish	7	0	14	0	0	0	0	21
Spanish Language, AP	19	70	84	66	0	1	0	240
Spanish Literature, AP	1	0	48	19	0	0	0	68
IB/sp/fs (hl) 1		26						26
IB/sp/fs (hl) 2		10						10
IB/sp/lng/sl/1		38						38
IB/sp/lng/sl/2		43						43
IB/sp/Lang (hl/1)		40						40
IB/sp/lang (hl/2)		42						42
Sp Immersion 9			87					87
TOTALS	249	1539	1238	1267	243	9	8	4553
ALL HIGH SCHOOL ENROLLMENTS	468	2524	2317	2126	572	100	49	8203
Percent of Total High School Enrollment taking language	53%	61%	53%	60%	42%	9%	16%	56%

D. History of World Language Enrollments, by Language Course: 2007-2024

**This report is an unofficial compilation by the World Languages Advisory Committee from data supplied by the APS World Language Office*

American Sign Language							2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Intro to American Sign Language											34	36	49	47	39	54	34
ASL 1 MS										9	16	40	126	108	195	161	92
ASL 1 HS							45	232	205	216	212	261	265	204	208	192	167
ASL 2 MS											4	13	25	73	53	86	65
ASL 2 HS									151	133	154	163	196	187	158	185	170
ASL 3 HS										67	74	92	100	128	144	100	144
ASL 4 HS											8	17	22	24	27	38	23
Total							45	232	356	425	502	622	783	771	824	816	695
Arabic	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Intro to Arabic								14	14	19	17	18	22	17	12	16	19
Arabic 1 MS	22	17	23	26	24	28	30	32	44	32	38	29	30	52	61	49	73
Arabic 1 Int									7	11	9	10	3	7	0	0	
Arabic 1 HS				41	32	24	32	21	17	25	7	18	12	19	19	25	31
Arabic 2 MS	9	10	12	5	11	14	13	21	18	21	24	31	32	24	33	32	34
Arabic 2 HS				9	22	21	23	24	19	15	16	10	17	12	19	18	31
Arabic 3 MS									3	0	0	0	0	1	0	0	0
Arabic 3 HS		4	13	6	11	19	22	29	28	32	26	25	28	41	28	33	38
Arabic 4 HS			3	5	2	9	12	13	15	19	16	18	17	23	20	23	15
Arabic 5 HS				0	2	0	3	4	4	6	8	9	4	7	9	7	5
IB Arabic 1 & 2											6	10	9	17	13	6	11
Total	31	41	61	92	104	115	135	158	162	176	169	177	181	216	221	209	238
Chinese	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Intro to Chinese								17	16	21	23	31	25	20	23	36	23
Chinese 1 MS	30	39	30	43	32	56	41	53	59	43	46	39	57	81	80	87	72
Chinese 1 Int									9	13	14	14	6	13	N	N	
Chinese 1 HS				37	32	35	13	15	20	11	10	14	15	7	19	4	10
Chinese 2 MS	12	10	22	8	20	18	28	27	34	40	26	44	32	28	61	57	67
Chinese 2 HS				16	20	31	32	10	16	15	15	15	14	9	9	23	6

Chinese 3 MS					2	0	1	0	0	1	0	0	1	N	0		
Chinese 3 HS		11	11	14	10	26	31	35	22	23	43	27	51	35	34	54	52
Chinese 4			5	4	4	9	19	14	27	15	17	24	13	32	12	20	29
AP Chinese 5					2	4	4	9	15	7	9	6	8	8	4	4	1
IB Chin 1&2										4	16	19	17	11	16	15	11
Total	42	60	68	122	122	179	169	180	193	168	202	233	247	237	271	300	271
French	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Intro to French								104	184	223	205	256	111	161	158	158	168
French 1 MS				303	313	315	316	365	365	298	272	331	365	364	285	356	294
French 1 Int										61	109	105	110	25	51	0	0
French 1 HS				75	89	89	55	68	72	65	59	73	46	55	77	81	63
French 2 MS				232	225	239	215	255	264	276	304	323	333	343	237	263	264
French 2 HS				116	96	98	97	77	102	77	62	67	71	77	68	97	82
French 3 MS					3	1	1	0	17	0	0	3	0	0	0	0	0
French 3 HS				266	243	254	256	213	252	275	262	304	312	324	305	228	246
French 4				165	162	142	156	143	137	170	139	168	165	199	182	142	124
French 5-AP				28	34	18	20	41	17	32	44	48	51	38	38	38	37
French 5 (non-AP)					34	23	29	22	39	43	52	59	48	41	57	54	50
IB French 1						28	29	39	65	53	47	42	40	51	53	44	35
IB French 2						36	29	27	14	14	16	19	17	17	18	35	46
Total	DATA NOT AVAILABLE			1185	1199	1243	1203	1354	1528	1587	1571	1798	1669	1655	1529	1497	1409
German	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
German 1 MS					1	1	n/a			1	0	1					
German 1 HS				33	41	41	29	31	33	25	23	25	34	31	TBD	19	36
German 2 MS				0	10	0	n/a					1					
German 2 HS				33	23	23	31	10	17	17	16	15	11	20	TBD	7	17
German 3				20	25	21	14	10	9	8	5	15	12	7	TBD	11	6
German 4				8	5	3	11	2			1	N	N	N			
German 4-AP				10	1	7	1		6	0	1	2	3	N			
German 5-AP				3	4	4	2	6				N	N	N			
Total	DATA NOT AVAILABLE			107	118	103	88	59	65	51	46	59	60	58	TBD	37	59

Japanese	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Japanese I				18	21	28	41	32	34	43	29	31	49	59	116	84	41
Japanese II				26	14	7	17	16	14	11	14	16	12	26	31	51	55
Japanese III				2	17	8	4	6	6	9	2	7	8	8	21	18	27
Japanese IV						4	0	0									
Total	DATA NOT AVAILABLE			46	52	47	62	54	54	63	45	54	69	93	168	153	123
Spanish	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Transitional Spanish	NA	30	84	129	130	161	209	195	338	309	291	413	431	457	194	0	
Trans Sp FS								4			8	N	N	N	N	9	
Intro to Span								300	154	253	217	154	176	132	260	300	337
Intro to Span FS								34	134	108	86	138	94	86	82	89	104
Spanish 1 MS				517	608	618	657	722	760	779	712	698	731	780	704	655	739
Spanish 1 HS				222	222	228	196	194	232	208	172	161	182	181	198	204	223
Spanish 2 MS				364	328	432	390	484	514	532	538	607	510	535	570	513	491
Spanish 2 HS				341	325	314	327	318	305	302	277	264	236	235	251	245	230
Spanish 3				546	549	516	575	520	623	609	650	651	696	622	636	621	598
Spanish 4				256	249	271	268	315	309	360	376	395	417	475	411	391	386
Spanish 5-AP				59	80	88	82	221	230	279	263	264	258	305	227	240	291
Spanish 5 (non-AP)				29	48	23	39	69	7	13	82	108	164	92	194	162	147
Spanish 6 (non-AP)				13	3	5	16	17									
Spanish 6-AP					28	31	11										
Adv Studies Span											10	13	3	10	6	21	19
Intermediate Spanish DE																9	18
Span/FS 1 MS				100	80	93	124	108	84	166	169	148	176	179	151	208	184
Span/FS 1 HS					38	44	27	53	55	47	32	34	25	32	61	90	99
Span/FS 2 MS				47	42	68	71	79	9	72	97	113	84	127	99	103	142
Span/FS 2 HS					102	65	76	73	74	97	75	61	36	49	75	69	90
Span/FS 3					116	161	156	161	167	171	147	134	143	123	206	168	150
Span/FS 4-AP					115	108	130										
Sp/FS/AP Literature 1					47	45	35	60	74	60	55	73	69	69	78	69	51
Sp/FS/AP Literature 2					10	15	40										
Spanish Immersion 6					114	81	97	102	114	111	104	109	144	132	93	141	111
Spanish Immersion 7					83	105	74	85	92	100	106	107	99	134	107	89	123
Spanish Immersion 8					80	76	95	66	85	87	95	100	100	87	126	97	81

HS Spanish Immersion 1					46	34	34	51	29	35	51	49	69	70	45	87	73
SFS IB 1						4	9	6	7	11	34	38	46	31	12	26	35
SFS IB 2						8	4	7	5	9	11	27	38	21	30	10	21
Spanish IB SL1						44	41	39	35	34	52	42	23	49	42	38	29
Spanish IB SL 2						15	41	25	35	32	36	49	48	32	46	43	42
Spanish IB HL 1						25	13	6	41	38	26	38	29	80	51	40	92
Spanish IB HL 2						14	24	24	33	37	37	26	39	49	72	42	38
Total	DATA NOT AVAILABLE			2516	3353	3727	3671	4376	3919	4189	4909	5014	5066	5174	5021	4779	4944

Latin	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Intro to Latin								24	103	126	110	94	64	59	56	63	72
Latin 1 MS				122	97	114	130	150	156	128	115	109	99	112	106	105	101
Latin 1 INT										43	73	37	34	16	8		0
Latin 1 HS				60	56	63	58	35	38	34	34	20	26	26	18	8	80
Latin 2 MS				99	84	74	77	99	109	114	132	148	102	98	79	90	80
Latin 2 HS				64	50	49	49	47	46	27	23	29	26	27	27	24	16
Latin 3				76	101	77	88	73	94	94	114	121	132	87	92	93	73
Latin 4				7	34	11	27	42	39	51	42	54	66	80	55	54	52
Latin 5				3	5	0	18	5	2	1	2	0	4	6	12	4	14
Latin 5-AP				5	11	17	3		18	18	21	0	18	17	19	19	7
Adv Studies									8	6	9	0	4	11	N	4	0
IB Latin SL 1					17	10	11		5	5	2	3	23	10	11	3	3
IB Latin SL II					4	16	13	10	0	3	5	1	48	3	8	10	2
IB Latin HL 1						9	9		6	2	12	6	46	10	9	9	14
IB Latin HL II						4	5	5	8	7	2	11	38	6	16	16	10
Total	DATA NOT AVAILABLE			445	475	455	503	504	529	533	696	633	730	568	516	502	524

Total enrolled in all world language courses:															8550	7477	7568
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APPENDIX D. DIAGRAM OF THE HISTORY OF LANGUAGE COURSE ENROLLMENTS FROM 2013-2024

Individual Language Enrollments 2013-2024

Year	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
American Sign Language	45	232	356	425	502	622	783	771	824	847	703
Arabic	135	158	162	176	169	177	181	216	221	222	255
Mandarin Chinese	169	180	193	168	202	233	247	237	271	299	271
French	1273	1383	1530	1587	1591	1798	1669	1655	1529	1433	1414
German (HS only)	88	59	65	51	46	59	60	58	29	37	61
Japanese (HS only)	62	54	54	63	45	54	69	93	168	152	123
Latin	506	538	529	533	696	633	730	568	516	490	457
Spanish for Fluent Spkrs	672	585	609	741	714	766	711	717	794	855	911
Spanish (Regular)	3220	3798	3951	4118	4195	4248	4460	4583	4326	4023	4313

