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Maine Department of Educational and Cultural Services
Office of Federal Projects for Minority Languages
Division of Curriculum, Augusta, Maine



DATA COLLECTION REPORT ON LANGUAGE
MINORITY CHILDREN
November 28, 1986

Prepared by:
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E.S.E.A. Title VII

For

U.S. Department of Education
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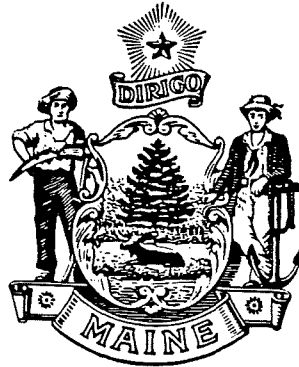
Concerned Citizens About Minority Education
in Maine

MAI 1 1 1987

MAINE DEPARTMENT OF EDUCATIONAL AND CULTURAL SERVICES

Division of Curriculum

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PREFACE

This report is submitted to the United States Department of Education in partial fulfillment of a contractual agreement with the Maine Department of Educational and Cultural Services. Such a requirement is stipulated in Section 732(b) of the Bilingual Education Act and Section 34(FR 548.10). The Maine Department of Educational and Cultural Services has, in addition, indicated that such a report would be disseminated as widely as possible to citizens concerned about the education of language minorities in Maine. Specifically targeted for dissemination are superintendents, Maine School Management, the Maine delegation to Washington, the State Board of Education, and the education and appropriations committees of the Maine State legislature.

Presentation of the data contained in this report is outlined at the beginning of each of the six sections. Part VI is the appendix to the report. Those sections are:

- I: Incidence of Non English Language Background children and the return rate of home language surveys by each school district statewide.
- II: Results from the Maine Education Assessment as they impact language minority children
- III: Native languages spoken by Maine's minority children and the ten largest language minority communities in the state
- IV: Summary of education services to children of limited English proficiency
- V: The academic condition of children served by school districts funded under the Bilingual Education Act (ESEA title VII)
- VI: Appendix: Documents for home language survey Maine Education Assessment; data collection and technical assistance

PART I: Home Language Surveys

- A. Presentation of the Data
- B. Comment
- C. Return Rate by School District
- D. Number of Non-English Language Background Children by District
- E. Summative Data on Returns



PART I HOME LANGUAGE SURVEYS: INTERPRETATION OF THE RESULTS

I. Presentation of the Data

The Maine State Home Language Survey was conducted from September 1985 to January 1986. Among the 158 public school districts in the state, 115 or 73% participated fully in the survey, 32 or 20% partially participated, 11 or 7% did not return any response (see table 1).

Table 1. Participation of School Districts in the Maine State Home Language Survey (1985-1986)

	Number	Percentage
Full Participation	115	73
Partial Participation	32	20
Nonresponse	11	7
Total	158	100

In the process of administering the survey, 210,210 questionnaires were mailed out. 130,142 were returned, taking 62% of the total. The missing number is 80,068 or 38%.

Among the 130,142 returned surveys, 5,869 identified themselves as Non-English Language background (NELB), taking 4.5% of the total returns.

- A. Return rate: the left side of each page in this section lists actual returns of home language surveys by local education agencies statewide. Each grade level is listed with return rate at each level as well as local education agency totals. The actual return rate statewide is summarized at the end of this section.
- B. Non - English Language Background incidence: Children who do not use English natively have been described throughout this report as "Non - English Language Background." This designation was established upon parent completion of home language surveys (available in French, Spanish, Khmer, Vietnamese, Lao, Chinese, and Passamaquoddy). As in A. above, Non - English Language Background incidence has been tabulated by grade level per Local Education Agency with totals listed at the end of this section.

II. Comment

1. Significant participation of the school districts should be counted as 73%, e.g., the full participation rate. The partially participated districts cannot be categorized as significant unless there is a trace concerning to which extent they participated.

2. Since the missing percentage of the survey is as high as 38%, and the number is as many as 80,068, it is difficult to predict the percentage and exact number of the Non-English Background Students (NELBS) in the state. The reason

is that if the 80,068 students were the English dominant, the percentage distribution of the NELB students might be lower than 4.5% of the returned surveys; but if some of the students are NELB, the percentage might change as well.

3. For the sake of statistical significance of the survey, a trace to the missing percentage should be conducted, so that samples can be drawn from it and statewide evaluation be completed.

STATE OF MAINE TOTALS

GRADE	NUMBER OF HOME LANGUAGE SURVEYS MAILED	NUMBER OF HOME LANGUAGE RETURNED	PERCENTAGE RETURNED	TOTAL NUMBER OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS REPORTED STATEWIDE
K	17460	10705	61	294
1	16818	10948	65	282
2	16030	10941	68	276
3	15188	10288	68	335
4	14997	10082	67	325
5	15268	10473	69	328
6	15817	10526	67	389
7	17083	10142	59	461
8	15829	11247	71	521
9	17862	9857	55	577
10	17233	9303	54	680
11	16117	8089	50	633
12	14807	7543	51	702

TOTALS

TOTALS 5803

SURVEYS MAILED	SURVEYS RETURNED	PERCENTAGE RETURN BY STUDENTS, K-12
210509	130144	62%

The following school districts were not part of the survey:

PERU
CSD #3 Boothbay Harbor

Total number of public school systems in Maine: 158

Total number of public schools who participated fully in the 85-86 home language survey: 115 (73%)

Total number of public schools who were partially delinquent in returning 1985-86 home language surveys: 31 (20%)

Total number of delinquent schools who did not return any home language surveys: 11 (7%)

SCHOOL DISTRICTS DELINQUENT BY NOT
RETURNING HOME LANGUAGE SURVEYS

Bangor
Jay
SAD #35
SAD #50
SAD #76
Union 7
Union 49
Union 76
Union 93
Union 108
Union 115

SCHOOL DISTRICTS PARTIALLY PARTICIPATING
IN HOME LANGUAGE SURVEY

Islesboro
Limestone
South Portland
Windham
SAD #6
SAD #7
SAD #10
SAD #12
SAD #19
SAD #25
SAD #29
SAD #31
SAD #34
SAD #36
SAD #38
SAD #39
SAD #41
SAD #45
SAD #62
SAD #64
SAD #65
SAD #70
SAD #75
Union 30
Union 48
Union 74
Union 98
Union 110
SCUT
CSD 9
CSD 15

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT ARUNDEL

DISTRICT ARUNDEL

GR	MAILED	RETURNED	PERCENT
K	48	30	63
1	49	49	100
2	40	40	100
3	37	34	92
4	33	33	100
5	33	32	97
6	37	35	95
7	48	44	92
8	39	31	79
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0

GR	# OF NELB STUDENTS
K	0
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	2
9	0
10	0
11	0
12	0

PARTIAL RETURN

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
364	328	90

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REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT AUBURN

DISTRICT AUBURN

GR	MAILED	RETURNED	PERCENT
K	355	174	49
1	417	187	45
2	359	200	56
3	327	208	64
4	268	268	100
5	261	219	84
6	306	262	86
7	349	1	0
8	376	189	50
9	563	405	72
10	441	441	100
11	479	388	81
12	383	344	90

GR	# OF NELB STUDENTS
K	4
1	3
2	4
3	10
4	10
5	9
6	12
7	0
8	10
9	0
10	33
11	27
12	32

FULL RETURN

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
4884	3286	67

154

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT AUGUSTA

DISTRICT AUGUSTA

GR	MAILED	RETURNED	PERCENT
K	321	225	70
1	205	205	100
2	337	160	47
3	201	168	84
4	199	170	85
5	203	141	69
6	131	114	87
7	224	79	35
8	258	141	55
9	407	251	62
10	305	280	92
11	322	230	71
12	288	253	88

GR	# OF NELB STUDENTS
K	10
1	10
2	7
3	13
4	4
5	2
6	6
7	7
8	13
9	12
10	23
11	15
12	20

FULL RETURN

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
3401	2417	71

142

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT BANGOR

DISTRICT BANGOR

GR	MAILED	RETURNED	PERCENT
K	349	0	0
1	326	0	0
2	289	0	0
3	287	0	0
4	266	0	0
5	266	0	0
6	271	0	0
7	319	0	0
8	323	0	0
9	327	0	0
10	431	0	0
11	331	0	0
12	341	0	0

GR	# OF NELB STUDENTS
K	0
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	0
9	0
10	0
11	0
12	0

DELINQUENT

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
4126	0	0

0

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT BIDDEFORD

DISTRICT BIDDEFORD

GR	MAILED	RETURNED	PERCENT
K	208	106	51
1	169	141	83
2	158	158	100
3	145	145	100
4	157	153	97
5	184	140	76
6	197	124	63
7	198	49	25
8	0	0	0
9	360	169	47
10	305	199	65
11	290	182	63
12	278	196	71

GR	# OF NELB STUDENTS
K	5
1	6
2	4
3	12
4	5
5	6
6	10
7	25
8	16
9	24
10	41
11	46
12	48

PARTIAL RETURN

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
2649	1762	67

248

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT BREWER

DISTRICT BREWER

GR	MAILED	RETURNED	PERCENT
K	135	123	91
1	120	98	82
2	103	100	97
3	99	87	88
4	106	95	90
5	108	91	84
6	112	102	91
7	117	117	100
8	115	106	92
9	291	266	91
10	240	229	95
11	261	222	85
12	229	203	89

GR	# OF NELB STUDENTS
K	1
1	2
2	1
3	0
4	0
5	0
6	0
7	2
8	1
9	8
10	4
11	5
12	5

FULL RETURN

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
2036	1839	90

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REPORT OF THE HOME LANGUAGE SURVEY RETURNS

DISTRICT BRUNSWICK

GR	MAILED	RETURNED	PERCENT
K	254	221	87
1	215	215	100
2	196	174	89
3	201	181	90
4	181	170	94
5	181	151	83
6	214	214	100
7	209	197	94
8	0	0	0
9	245	79	32
10	245	173	71
11	250	43	17
12	257	161	63

TOTALS

MAILED	RETURNED	PERCENT
2648	1979	75

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT BRUNSWICK

GR	# OF NELB STUDENTS
K	0
1	0
2	0
3	0
4	1
5	0
6	8
7	10
8	2
9	2
10	12
11	1
12	8

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

44

PARTIAL RETURN

#

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

DISTRICT CAPE ELIZABETH

GR	MAILED	RETURNED	PERCENT
K	131	31	24
1	112	74	66
2	95	48	51
3	99	49	49
4	96	81	84
5	99	62	63
6	103	57	55
7	139	86	62
8	30	30	100
9	132	124	94
10	118	115	97
11	152	81	53
12	140	107	76

TOTALS

MAILED	RETURNED	PERCENT
1446	945	65

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT CAPE ELIZABETH

GR	# OF NELB STUDENTS
K	1
1	1
2	0
3	1
4	1
5	1
6	1
7	0
8	0
9	1
10	3
11	7
12	4

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

21

FULL RETURN

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT CARIBOU

DISTRICT CARIBOU

GR	MAILED	RETURNED	PERCENT
K	155	155	100
1	150	143	95
2	132	132	100
3	156	109	70
4	168	120	71
5	168	167	99
6	134	129	96
7	144	144	100
8	162	136	84
9	218	166	76
10	218	208	95
11	249	159	64
12	232	134	57

GR	# OF NELB STUDENTS
K	0
1	0
2	5
3	6
4	10
5	6
6	6
7	12
8	17
9	13
10	16
11	17
12	9

FULL RETURN

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
2286	1902	83

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REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT EASTON

DISTRICT EASTON

GR	MAILED	RETURNED	PERCENT
K	27	19	70
1	21	19	90
2	18	13	72
3	28	16	56
4	18	15	83
5	18	15	83
6	21	12	56
7	21	13	62
8	15	15	100
9	24	20	83
10	24	24	100
11	20	15	75
12	22	18	82

GR	# OF NELB STUDENTS
K	0
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	0
9	1
10	1
11	1
12	0

FULL RETURN

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
277	214	77

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REPORT OF THE HOME LANGUAGE SURVEY RETURNS

DISTRICT ELLSWORTH

GR	MAILED	RETURNED	PERCENT
K	122	94	77
1	113	97	86
2	108	77	71
3	111	105	95
4	104	104	100
5	86	86	100
6	105	105	100
7	76	76	100
8	86	12	14
9	192	61	32
10	149	55	37
11	116	55	47
12	125	21	17

TOTALS

MAILED	RETURNED	PERCENT
1493	948	63

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT ELLSWORTH

GR	# OF NELB STUDENTS
K	2
1	1
2	1
3	0
4	1
5	1
6	0
7	0
8	0
9	1
10	0
11	1
12	12

FULL RETURN

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

20

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

DISTRICT FALMOUTH

GR	MAILED	RETURNED	PERCENT
K	135	118	87
1	86	60	70
2	99	61	62
3	107	64	60
4	88	75	85
5	96	61	64
6	85	55	65
7	93	69	74
8	94	87	93
9	99	30	30
10	111	60	54
11	103	24	23
12	101	47	47

TOTALS

MAILED	RETURNED	PERCENT
1297	811	63

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT FALMOUTH

GR	# OF NELB STUDENTS
K	0
1	0
2	1
3	0
4	2
5	0
6	1
7	0
8	1
9	0
10	3
11	5
12	3

FULL RETURN

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

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REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT FREEPORT

DISTRICT FREEPORT

GR	MAILED	RETURNED	PERCENT
K	119	85	71
1	57	44	77
2	71	34	48
3	69	30	43
4	82	31	38
5	52	7	13
6	73	28	38
7	92	32	35
8	83	33	40
9	97	55	56
10	77	48	62
11	65	46	71
12	63	58	92

GR	# OF NELB STUDENTS
K	2
1	0
2	1
3	1
4	0
5	0
6	0
7	0
8	0
9	1
10	2
11	1
12	3

FULL RETURN

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
1000	531	53

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REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT GORHAM

DISTRICT GORHAM

GR	MAILED	RETURNED	PERCENT
K	171	107	63
1	155	120	77
2	191	89	47
3	147	132	90
4	133	105	79
5	134	134	100
6	140	140	100
7	147	65	44
8	143	76	53
9	167	41	25
10	167	42	25
11	158	90	56
12	118	58	49

GR	# OF NELB STUDENTS
K	2
1	3
2	2
3	1
4	1
5	1
6	2
7	0
8	0
9	3
10	1
11	6
12	4

FULL RETURN

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
1971	1199	61

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REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT ISLESBORO

DISTRICT ISLESBORO

GR	MAILED	RETURNED	PERCENT
K	7	7	100
1	9	9	100
2	5	4	80
3	6	4	67
4	6	6	100
5	7	5	71
6	6	6	100
7	7	0	0
8	8	8	100
9	11	4	36
10	7	7	100
11	9	3	33
12	8	8	100

GR	# OF NELB STUDENTS
K	0
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	0
9	0
10	0
11	0
12	0

PARTIAL RETURN

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
96	71	74

0

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT JAY

DISTRICT JAY

GR	MAILED	RETURNED	PERCENT
K	85	0	0
1	99	0	0
2	70	0	0
3	79	0	0
4	77	0	0
5	77	0	0
6	80	0	0
7	89	0	0
8	0	0	0
9	93	0	0
10	95	0	0
11	95	0	0
12	85	0	0

GR	# OF NELB STUDENTS
K	0
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	0
9	0
10	0
11	0
12	0

DELINQUENT

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
1024	0	0

0

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT KITTERY

DISTRICT KITTERY

GR	MAILED	RETURNED	PERCENT
K	186	91	49
1	174	78	45
2	120	90	75
3	90	90	100
4	103	82	80
5	97	97	100
6	92	68	74
7	83	55	66
8	97	75	77
9	106	77	73
10	93	93	100
11	88	54	61
12	93	64	69

GR	# OF NELB STUDENTS
K	1
1	1
2	2
3	0
4	2
5	3
6	2
7	1
8	2
9	2
10	2
11	1
12	2

FULL RETURN

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
1422	1014	71

21

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT LEWISTON

DISTRICT LEWISTON

GR	MAILED	RETURNED	PERCENT
K	470	343	73
1	537	384	72
2	466	466	100
3	354	304	86
4	416	296	71
5	416	347	83
6	371	286	77
7	442	420	95
8	466	385	83
9	455	322	71
10	442	277	63
11	451	222	49
12	435	285	66

GR	# OF NELB STUDENTS
K	21
1	17
2	28
3	18
4	19
5	27
6	34
7	38
8	52
9	49
10	45
11	43
12	60

FULL RETURN

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
5721	4337	76

451

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT LIMESTONE

DISTRICT LIMESTONE

GR	MAILED	RETURNED	PERCENT
K	162	157	97
1	155	155	100
2	174	152	87
3	159	140	88
4	133	121	91
5	115	113	98
6	204	204	100
7	153	93	61
8	118	101	86
9	176	88	50
10	88	0	0
11	86	76	88
12	77	58	75

GR	# OF NELB STUDENTS
K	6
1	7
2	4
3	2
4	6
5	4
6	1
7	1
8	7
9	7
10	9
11	4
12	4

PARTIAL RETURN

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
1800	1458	81

62

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT LINCOLNVILLE

DISTRICT LINCOLNVILLE

GR	MAILED	RETURNED	PERCENT
K	22	11	50
1	26	23	88
2	16	11	69
3	18	6	33
4	21	7	33
5	13	10	77
6	17	10	59
7	21	10	48
8	42	17	40
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0

GR	# OF NELB STUDENTS
K	0
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	0
9	0
10	0
11	0
12	0

PARTIAL RETURN

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
196	105	54

0

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT MADAWASKA

DISTRICT MADAWASKA

GR	MAILED	RETURNED	PERCENT
K	83	83	100
1	71	67	94
2	60	59	98
3	62	60	97
4	66	62	94
5	69	61	88
6	67	67	100
7	77	68	88
8	94	78	83
9	101	101	100
10	104	99	95
11	108	108	100
12	101	101	100

GR	# OF NELB STUDENTS
K	32
1	32
2	32
3	30
4	33
5	36
6	51
7	44
8	35
9	75
10	61
11	67
12	73

FULL RETURN

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
1063	1014	95

601

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT MILLINOCKET

DISTRICT MILLINOCKET

GR	MAILED	RETURNED	PERCENT
K	134	116	87
1	139	139	100
2	119	118	99
3	112	112	100
4	121	88	73
5	121	115	95
6	105	102	97
7	126	116	92
8	137	137	100
9	143	117	82
10	143	143	100
11	134	128	96
12	123	120	98

GR	# OF NELB STUDENTS
K	5
1	2
2	1
3	2
4	1
5	0
6	2
7	1
8	2
9	2
10	2
11	3
12	3

FULL RETURN

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
1657	1551	94

26

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT OLD ORCHARD BEACH

DISTRICT OLD ORCHARD BEACH

GR	MAILED	RETURNED	PERCENT
K	91	54	59
1	89	48	54
2	83	45	54
3	67	51	76
4	65	48	74
5	86	50	57
6	82	82	100
7	110	84	76
8	92	84	91
9	86	86	100
10	92	74	80
11	82	81	99
12	79	79	100

GR	# OF NELB STUDENTS
K	0
1	1
2	0
3	2
4	2
5	1
6	6
7	3
8	5
9	4
10	4
11	4
12	4

FULL RETURN

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
1104	866	78

36

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT OLD TOWN

DISTRICT OLD TOWN

GR	MAILED	RETURNED	PERCENT
K	114	67	59
1	132	55	42
2	118	80	68
3	221	59	27
4	96	80	83
5	136	86	63
6	112	97	87
7	168	123	73
8	115	109	95
9	187	152	81
10	214	124	57
11	178	117	66
12	211	125	59

GR	# OF NELB STUDENTS
K	4
1	1
2	2
3	0
4	0
5	1
6	2
7	4
8	2
9	5
10	3
11	4
12	2

FULL RETURN

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
2002	1274	64

30

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT PORTLAND

DISTRICT PORTLAND

GR	MAILED	RETURNED	PERCENT
K	788	624	79
1	582	472	81
2	523	486	93
3	499	431	86
4	527	422	80
5	510	412	81
6	580	447	77
7	627	444	71
8	698	241	35
9	676	419	62
10	655	377	57
11	594	422	71
12	544	350	64

GR	# OF NELB STUDENTS
K	25
1	19
2	13
3	27
4	19
5	12
6	23
7	26
8	30
9	32
10	37
11	27
12	25

FULL RETURN

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
7803	5547	71

315

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT RAYMOND

DISTRICT RAYMOND

GR	MAILED	RETURNED	PERCENT
K	44	44	100
1	36	27	75
2	39	39	100
3	40	25	63
4	41	34	83
5	36	36	100
6	27	24	89
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0

GR	# OF NELB STUDENTS
K	0
1	0
2	1
3	0
4	0
5	0
6	0
7	0
8	0
9	0
10	0
11	0
12	0

PARTIAL RETURN

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
263	229	87

1

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT SANFORD

DISTRICT SANFORD

GR	MAILED	RETURNED	PERCENT
K	336	308	92
1	395	237	60
2	214	178	83
3	220	175	80
4	217	217	100
5	240	240	100
6	218	195	89
7	299	183	61
8	300	223	74
9	345	301	87
10	260	236	91
11	302	229	76
12	290	188	65

GR	# OF NELB STUDENTS
K	12
1	8
2	7
3	11
4	4
5	11
6	7
7	9
8	23
9	24
10	20
11	14
12	21

FULL RETURN

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
3636	2910	80

171

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT SCARBOROUGH

DISTRICT SCARBOROUGH

GR	MAILED	RETURNED	PERCENT
K	120	80	67
1	164	68	41
2	139	98	71
3	142	96	68
4	167	98	59
5	169	101	60
6	175	104	59
7	194	45	23
8	184	25	14
9	278	136	49
10	180	154	86
11	151	151	100
12	134	104	78

GR	# OF NELB STUDENTS
K	1
1	2
2	3
3	0
4	1
5	0
6	0
7	3
8	1
9	5
10	8
11	7
12	5

FULL RETURN

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
2197	1260	56

36

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT SOUTH PORTLAND

DISTRICT SOUTH PORTLAND

GR	MAILED	RETURNED	PERCENT
K	251	211	84
1	280	219	78
2	238	175	74
3	250	196	78
4	234	192	82
5	234	200	85
6	237	0	0
7	242	214	88
8	352	271	77
9	300	123	41
10	300	88	28
11	320	59	18
12	304	110	36

GR	# OF NELB STUDENTS
K	7
1	8
2	1
3	4
4	9
5	3
6	0
7	5
8	11
9	5
10	3
11	7
12	4

PARTIAL RETURN

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
3542	2058	57

67

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT WATERVILLE

DISTRICT WATERVILLE

GR	MAILED	RETURNED	PERCENT
K	153	20	13
1	195	64	33
2	160	73	46
3	135	76	56
4	145	53	37
5	145	30	21
6	141	2	1
7	166	87	52
8	232	63	27
9	256	105	41
10	228	113	50
11	220	112	51
12	207	87	42

GR	# OF NELB STUDENTS
K	0
1	0
2	1
3	0
4	1
5	1
6	0
7	6
8	6
9	9
10	4
11	2
12	7

FULL RETURN

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
2383	885	37

37

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT WESTBROOK

DISTRICT WESTBROOK

GR	MAILED	RETURNED	PERCENT
K	202	128	63
1	201	147	73
2	212	161	76
3	181	167	92
4	207	128	62
5	205	135	66
6	205	190	93
7	217	191	88
8	249	234	94
9	221	106	48
10	210	121	57
11	216	139	64
12	216	128	59

GR	# OF NELB STUDENTS
K	1
1	2
2	2
3	3
4	2
5	5
6	2
7	6
8	6
9	6
10	1
11	6
12	3

FULL RETURN

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
2742	1975	72

45

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT WINDHAM

DISTRICT WINDHAM

GR	MAILED	RETURNED	PERCENT
K	176	107	61
1	219	102	47
2	140	132	94
3	173	143	83
4	173	163	94
5	173	169	98
6	142	138	97
7	207	207	100
8	224	206	92
9	224	211	94
10	224	0	0
11	198	0	0
12	213	0	0

GR	# OF NELB STUDENTS
K	0
1	3
2	1
3	1
4	1
5	2
6	3
7	0
8	2
9	2
10	8
11	6
12	6

PARTIAL RETURN

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
2486	1578	63

35

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT WINTHROP

DISTRICT WINTHROP

GR	MAILED	RETURNED	PERCENT
K	82	49	60
1	103	71	69
2	70	70	100
3	65	65	100
4	84	46	55
5	79	79	100
6	69	49	71
7	86	61	71
8	89	83	93
9	98	86	88
10	97	88	91
11	98	98	100
12	97	97	100

GR	# OF NELB STUDENTS
K	0
1	0
2	0
3	0
4	1
5	0
6	0
7	0
8	1
9	1
10	1
11	2
12	3

FULL RETURN

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
1117	942	84

9

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT YARMOUTH

DISTRICT YARMOUTH

GR	MAILED	RETURNED	PERCENT
K	72	35	49
1	118	69	57
2	72	43	60
3	84	48	56
4	87	83	95
5	88	88	100
6	82	82	100
7	96	63	66
8	0	0	0
9	117	100	85
10	92	92	100
11	89	56	63
12	88	49	56

GR	# OF NELB STUDENTS
K	0
1	1
2	0
3	1
4	0
5	0
6	6
7	2
8	0
9	1
10	2
11	5
12	2

PARTIAL RETURN

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
1085	808	74

20

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

DISTRICT YORK

GR	MAILED	RETURNED	PERCENT
K	113	112	99
1	120	118	98
2	112	86	77
3	108	101	94
4	121	121	100
5	122	122	100
6	155	155	100
7	140	140	100
8	136	94	69
9	137	96	70
10	139	99	71
11	131	121	92
12	116	76	66

TOTALS

MAILED	RETURNED	PERCENT
1650	1441	87

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT YORK

GR	# OF NELB STUDENTS
K	1
1	0
2	0
3	2
4	1
5	1
6	2
7	2
8	3
9	1
10	4
11	3
12	2

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

22

FULL RETURN

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

DISTRICT SAD 1

GR	MAILED	RETURNED	PERCENT
K	222	164	74
1	237	141	59
2	249	189	76
3	236	167	71
4	198	173	87
5	199	137	69
6	208	166	80
7	220	163	74
8	226	193	85
9	222	135	61
10	316	178	56
11	210	88	42
12	205	116	56

TOTALS

MAILED	RETURNED	PERCENT
2948	2010	68

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT SAD 1

GR	# OF NELB STUDENTS
K	5
1	7
2	10
3	5
4	4
5	8
6	6
7	11
8	8
9	3
10	10
11	1
12	13

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

91

FULL RETURN

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT SAD 3

DISTRICT SAD 3

GR	MAILED	RETURNED	PERCENT
K	135	52	39
1	132	90	68
2	115	77	67
3	123	90	73
4	129	70	54
5	132	64	48
6	75	66	88
7	140	90	64
8	129	100	78
9	149	128	86
10	150	121	81
11	133	15	11
12	109	29	27

GR	# OF NELB STUDENTS
K	0
1	0
2	0
3	3
4	0
5	0
6	0
7	0
8	0
9	0
10	4
11	0
12	3

FULL RETURN

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
1651	992	60

10

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT SAD 4

DISTRICT SAD 4

GR	MAILED	RETURNED	PERCENT
K	96	93	97
1	103	83	81
2	82	82	100
3	71	67	94
4	75	59	79
5	74	63	85
6	72	61	85
7	75	55	73
8	87	59	68
9	93	63	68
10	95	47	49
11	88	57	65
12	85	17	20

GR	# OF NELB STUDENTS
K	0
1	1
2	0
3	0
4	1
5	1
6	0
7	0
8	1
9	1
10	0
11	1
12	1

FULL RETURN

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
1096	806	74

7

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT SAD 5

DISTRICT SAD 5

GR	MAILED	RETURNED	PERCENT
K	122	77	63
1	150	98	65
2	125	93	74
3	130	92	71
4	138	93	67
5	140	129	92
6	155	79	51
7	147	71	48
8	141	65	46
9	150	60	40
10	165	46	28
11	165	41	25
12	123	61	50

GR	# OF NELB STUDENTS
K	0
1	0
2	1
3	2
4	0
5	1
6	0
7	1
8	1
9	2
10	3
11	1
12	1

FULL RETURN

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
1851	1005	54

13

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT SAD 6

DISTRICT SAD 6

GR	MAILED	RETURNED	PERCENT
K	583	182	31
1	367	214	57
2	382	203	53
3	345	205	59
4	274	187	68
5	313	245	78
6	596	596	100
7	368	0	0
8	349	283	81
9	351	259	74
10	351	147	42
11	305	188	62
12	255	135	53

GR	# OF NELB STUDENTS
K	2
1	2
2	2
3	1
4	0
5	3
6	3
7	2
8	6
9	5
10	6
11	9
12	7

PARTIAL RETURN

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
4839	2844	59

48

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

DISTRICT SAD 7

GR	MAILED	RETURNED	PERCENT
K	11	0	0
1	5	0	0
2	4	0	0
3	4	0	0
4	5	0	0
5	4	0	0
6	6	0	0
7	4	0	0
8	1	1	100
9	1	0	0
10	4	0	0
11	5	0	0
12	2	0	0

TOTALS

MAILED	RETURNED	PERCENT
56	1	2

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT SAD 7

GR	# OF NELB STUDENTS
K	0
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	0
9	0
10	0
11	0
12	0

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

0

PARTIAL RETURN

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

DISTRICT SAD 8

GR	MAILED	RETURNED	PERCENT
K	16	16	100
1	16	12	75
2	15	15	100
3	9	9	100
4	13	9	69
5	13	11	85
6	17	12	71
7	19	16	84
8	20	10	50
9	17	10	59
10	18	7	39
11	17	13	76
12	14	14	100

TOTALS

MAILED	RETURNED	PERCENT
204	154	75

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT SAD 8

GR	# OF NELB STUDENTS
K	0
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	0
9	0
10	0
11	0
12	0

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

0

FULL RETURN

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

DISTRICT SAD 9

GR	MAILED	RETURNED	PERCENT
K	220	188	85
1	231	208	90
2	210	209	100
3	199	186	93
4	212	174	82
5	247	201	81
6	227	209	92
7	294	168	56
8	271	235	87
9	240	207	86
10	224	2	1
11	225	0	0
12	215	0	0

TOTALS

MAILED	RETURNED	PERCENT
3015	1987	66

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT SAD 9

GR	# OF NELB STUDENTS
K	1
1	0
2	1
3	0
4	4
5	2
6	0
7	0
8	3
9	1
10	2
11	0
12	0

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

14

PARTIAL RETURN

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

DISTRICT SAD 10

GR	MAILED	RETURNED	PERCENT
K	6	6	100
1	5	3	60
2	8	3	38
3	7	7	100
4	5	5	100
5	3	3	100
6	5	0	0
7	11	6	55
8	12	12	100
9	7	5	71
10	7	7	100
11	12	7	57
12	10	9	90

TOTALS

MAILED	RETURNED	PERCENT
98	73	74

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT SAD 10

GR	# OF NELB STUDENTS
K	0
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	0
9	0
10	0
11	0
12	0

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

0

PARTIAL RETURN

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT SAD 11

DISTRICT SAD 11

GR	MAILED	RETURNED	PERCENT
K	341	191	56
1	211	181	86
2	197	197	100
3	184	161	88
4	182	177	97
5	202	172	85
6	202	187	93
7	193	168	87
8	252	181	72
9	267	195	73
10	270	194	72
11	245	163	67
12	240	132	55

GR	# OF NELB STUDENTS
K	3
1	3
2	0
3	4
4	0
5	2
6	2
7	3
8	4
9	5
10	7
11	9
12	2

FULL RETURN

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
2986	2299	77

44

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT SAD 12

DISTRICT SAD 12

GR	MAILED	RETURNED	PERCENT
K	21	18	86
1	26	0	0
2	19	13	68
3	19	0	0
4	23	9	39
5	23	23	100
6	24	14	57
7	27	23	85
8	27	17	63
9	18	18	100
10	20	17	85
11	21	12	56
12	20	14	70

GR	# OF NELB STUDENTS
K	2
1	0
2	2
3	0
4	1
5	1
6	4
7	6
8	4
9	3
10	5
11	3
12	3

PARTIAL RETURN

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
288	178	62

34

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT SAD 13

DISTRICT SAD 13

GR	MAILED	RETURNED	PERCENT
K	42	13	31
1	39	27	69
2	16	7	44
3	31	10	32
4	36	23	64
5	39	15	38
6	35	23	66
7	48	9	19
8	26	17	65
9	53	28	53
10	55	24	44
11	36	6	17
12	37	18	49

GR	# OF NELB STUDENTS
K	0
1	1
2	1
3	0
4	0
5	1
6	1
7	0
8	3
9	1
10	2
11	0
12	2

FULL RETURN

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
493	220	45

12

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT SAD 14

DISTRICT SAD 14

GR	MAILED	RETURNED	PERCENT
K	19	15	79
1	18	18	100
2	16	12	75
3	16	16	100
4	10	8	80
5	15	12	80
6	13	13	100
7	12	11	92
8	0	0	0
9	38	6	16
10	27	21	78
11	20	11	55
12	28	15	54

GR	# OF NELB STUDENTS
K	0
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	0
9	0
10	0
11	0
12	0

FULL RETURN

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
232	158	68

0

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT SAD 15

DISTRICT SAD 15

GR	MAILED	RETURNED	PERCENT
K	119	2	2
1	135	80	59
2	105	76	72
3	116	60	52
4	121	83	69
5	120	62	52
6	124	101	81
7	139	105	76
8	149	123	83
9	164	121	74
10	160	132	83
11	162	104	64
12	132	97	73

GR	# OF NELB STUDENTS
K	0
1	0
2	0
3	0
4	0
5	2
6	0
7	0
8	1
9	2
10	2
11	3
12	8

FULL RETURN

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
1746	1146	66

18

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT SAD 16

DISTRICT SAD 16

GR	MAILED	RETURNED	PERCENT
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	90	63	70
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0

GR	# OF NELB STUDENTS
K	2
1	2
2	1
3	0
4	2
5	1
6	1
7	2
8	0
9	3
10	4
11	0
12	0

PARTIAL RETURN

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
90	63	70

18

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT SAD 17

DISTRICT SAD 17

GR	MAILED	RETURNED	PERCENT
K	288	210	73
1	284	143	50
2	285	182	64
3	238	162	68
4	198	134	68
5	240	180	75
6	233	150	64
7	284	225	79
8	272	244	90
9	295	168	56
10	298	137	46
11	285	215	75
12	241	206	85

GR	# OF NELB STUDENTS
K	2
1	1
2	2
3	1
4	1
5	2
6	0
7	4
8	3
9	4
10	4
11	9
12	14

FULL RETURN

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
3441	2356	68

47

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT SAD 19

DISTRICT SAD 19

GR	MAILED	RETURNED	PERCENT
K	32	23	72
1	22	22	100
2	30	13	43
3	28	24	86
4	34	5	15
5	25	12	48
6	33	14	42
7	31	22	71
8	27	19	70
9	31	7	23
10	37	20	54
11	24	8	33
12	19	0	0

GR	# OF NELB STUDENTS
K	0
1	0
2	0
3	1
4	0
5	0
6	0
7	0
8	0
9	0
10	2
11	1
12	0

PARTIAL RETURN

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
373	189	51

4

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

DISTRICT SAD 20

GR	MAILED	RETURNED	PERCENT
K	60	60	100
1	64	49	77
2	69	59	86
3	62	59	95
4	53	53	100
5	65	49	75
6	62	56	90
7	80	49	61
8	90	68	76
9	93	78	84
10	67	59	88
11	73	69	95
12	91	46	51

TOTALS

MAILED	RETURNED	PERCENT
929	754	81

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT SAD 20

GR	# OF NELB STUDENTS
K	4
1	1
2	3
3	1
4	1
5	1
6	0
7	3
8	2
9	3
10	3
11	3
12	2

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

27

FULL RETURN

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

DISTRICT SAD 21

GR	MAILED	RETURNED	PERCENT
K	56	14	25
1	47	24	51
2	52	33	63
3	54	39	72
4	53	53	100
5	48	41	85
6	65	48	74
7	75	66	88
8	67	45	67
9	142	142	100
10	121	121	100
11	80	75	94
12	81	81	100

TOTALS

MAILED	RETURNED	PERCENT
941	782	83

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT SAD 21

GR	# OF NELB STUDENTS
K	0
1	0
2	0
3	0
4	1
5	1
6	1
7	0
8	0
9	7
10	11
11	3
12	4

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

28

FULL RETURN

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

DISTRICT SAD 22

GR	MAILED	RETURNED	PERCENT
K	176	137	78
1	160	160	100
2	154	103	67
3	134	131	98
4	150	134	89
5	149	149	100
6	149	118	79
7	346	131	38
8	191	172	90
9	195	147	75
10	174	115	66
11	177	114	64
12	177	86	49

TOTALS

MAILED	RETURNED	PERCENT
2332	1697	73

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT SAD 22

GR	# OF NELB STUDENTS
K	4
1	0
2	0
3	2
4	0
5	2
6	2
7	1
8	3
9	9
10	1
11	3
12	2

FULL RETURN

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

29

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

DISTRICT SAD 23

GR	MAILED	RETURNED	PERCENT
K	60	48	80
1	53	44	83
2	54	47	87
3	64	53	83
4	59	55	93
5	57	57	100
6	62	62	100
7	57	53	93
8	86	86	100
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0

TOTALS

MAILED	RETURNED	PERCENT
552	505	91

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT SAD 23

GR	# OF NELB STUDENTS
K	0
1	0
2	0
3	1
4	0
5	1
6	1
7	2
8	0
9	0
10	0
11	0
12	0

PARTIAL RETURN

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

5

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT SAD 24

DISTRICT SAD 24

GR	MAILED	RETURNED	PERCENT
K	47	47	100
1	56	56	100
2	59	43	73
3	50	50	100
4	60	60	100
5	64	54	84
6	64	62	97
7	76	67	88
8	74	74	100
9	84	62	74
10	92	92	100
11	73	63	86
12	82	73	89

GR	# OF NELB STUDENTS
K	27
1	13
2	18
3	33
4	40
5	27
6	32
7	37
8	43
9	44
10	54
11	44
12	53

FULL RETURN

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
881	803	91

465

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT SAD 25

DISTRICT SAD 25

GR	MAILED	RETURNED	PERCENT
K	59	30	51
1	64	22	34
2	60	27	45
3	64	34	53
4	59	42	71
5	65	35	54
6	65	0	0
7	60	0	0
8	69	44	64
9	55	39	71
10	67	45	67
11	67	59	88
12	55	17	31

GR	# OF NELB STUDENTS
K	0
1	0
2	1
3	1
4	0
5	0
6	0
7	0
8	0
9	0
10	0
11	0
12	0

PARTIAL RETURN

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
809	394	49

2

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

DISTRICT SAD 26

GR	MAILED	RETURNED	PERCENT
K	12	12	100
1	10	7	70
2	7	5	71
3	5	5	100
4	6	5	83
5	14	3	21
6	9	4	44
7	12	8	67
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0

TOTALS

MAILED	RETURNED	PERCENT
75	49	65

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT SAD 26

GR	# OF NELB STUDENTS
K	0
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	0
9	0
10	0
11	0
12	0

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

0

PARTIAL RETURN

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

DISTRICT SAD 27

GR	MAILED	RETURNED	PERCENT
K	132	101	77
1	119	115	97
2	124	107	86
3	140	101	72
4	129	129	100
5	130	113	87
6	158	105	66
7	127	127	100
8	128	102	80
9	161	142	88
10	149	145	97
11	160	147	92
12	153	123	80

TOTALS

MAILED	RETURNED	PERCENT
1810	1557	86

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT SAD 27

GR	# OF NELB STUDENTS
K	25
1	32
2	25
3	33
4	39
5	40
6	41
7	45
8	37
9	50
10	52
11	61
12	62

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

542

FULL RETURN

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

DISTRICT SAD 28

GR	MAILED	RETURNED	PERCENT
K	62	62	100
1	106	58	55
2	85	74	87
3	77	67	87
4	96	58	60
5	83	83	100
6	72	12	17
7	91	66	73
8	115	111	97
9	175	0	0
10	148	0	0
11	128	0	0
12	131	0	0

TOTALS

MAILED	RETURNED	PERCENT
1369	591	43

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT SAD 28

GR	# OF NELB STUDENTS
K	0
1	1
2	3
3	0
4	0
5	1
6	0
7	0
8	2
9	0
10	0
11	0
12	0

PARTIAL RETURN

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

7

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

DISTRICT SAD 29

GR	MAILED	RETURNED	PERCENT
K	123	0	0
1	131	0	0
2	126	0	0
3	106	0	0
4	106	0	0
5	114	0	0
6	114	0	0
7	192	0	0
8	141	49	35
9	158	0	0
10	122	0	0
11	125	0	0
12	115	0	0

TOTALS

MAILED	RETURNED	PERCENT
1673	49	3

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT SAD 29

GR	# OF NELB STUDENTS
K	0
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	0
9	0
10	0
11	0
12	0

PARTIAL RETURN

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

0

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

DISTRICT SAD 30

GR	MAILED	RETURNED	PERCENT
K	36	31	86
1	39	21	54
2	36	36	100
3	35	30	86
4	35	33	94
5	32	24	75
6	41	26	63
7	52	52	100
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0

TOTALS

MAILED	RETURNED	PERCENT
306	253	83

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT SAD 30

GR	# OF NELB STUDENTS
K	0
1	0
2	1
3	1
4	0
5	0
6	0
7	0
8	0
9	0
10	0
11	0
12	0

PARTIAL RETURN

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

2

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

DISTRICT SAD 31

GR	MAILED	RETURNED	PERCENT
K	64	64	100
1	55	47	85
2	60	51	85
3	61	52	85
4	69	54	78
5	67	67	100
6	70	70	100
7	74	74	100
8	79	60	76
9	83	0	0
10	77	54	70
11	68	0	0
12	75	30	40

TOTALS

MAILED	RETURNED	PERCENT
902	623	69

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT SAD 31

GR	# OF NELB STUDENTS
K	0
1	1
2	4
3	0
4	1
5	2
6	1
7	3
8	1
9	8
10	3
11	1
12	4

PARTIAL RETURN

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

29

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT SAD 32

DISTRICT SAD 32

GR	MAILED	RETURNED	PERCENT
K	28	28	100
1	52	15	28
2	45	34	76
3	47	31	66
4	45	33	73
5	50	29	57
6	39	35	90
7	74	74	100
8	48	43	90
9	57	57	100
10	59	54	92
11	43	39	91
12	49	30	61

GR	# OF NELB STUDENTS
K	0
1	0
2	0
3	1
4	0
5	6
6	2
7	9
8	4
9	1
10	2
11	2
12	6

FULL RETURN

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
636	502	79

33

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT SAD 33

DISTRICT SAD 33

GR	MAILED	RETURNED	PERCENT
K	35	24	69
1	36	18	50
2	41	15	37
3	45	9	20
4	31	14	45
5	29	5	17
6	59	59	100
7	39	39	100
8	47	34	72
9	106	106	100
10	90	90	100
11	93	93	100
12	62	61	98

GR	# OF NELB STUDENTS
K	14
1	17
2	16
3	25
4	27
5	15
6	22
7	33
8	21
9	44
10	41
11	39
12	29

FULL RETURN

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
713	567	80

343

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

DISTRICT SAD 34

GR	MAILED	RETURNED	PERCENT
K	173	60	35
1	187	139	74
2	253	253	100
3	150	40	27
4	156	17	11
5	141	38	27
6	156	32	21
7	144	0	0
8	174	110	63
9	183	0	0
10	183	0	0
11	138	0	0
12	118	0	0

TOTALS

MAILED	RETURNED	PERCENT
2156	689	32

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT SAD 34

GR	# OF NELB STUDENTS
K	1
1	0
2	1
3	0
4	0
5	0
6	2
7	0
8	3
9	0
10	0
11	0
12	0

PARTIAL RETURN

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

7

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

DISTRICT SAD 35

GR	MAILED	RETURNED	PERCENT
K	162	0	0
1	139	0	0
2	147	0	0
3	158	0	0
4	149	0	0
5	149	0	0
6	171	0	0
7	173	0	0
8	0	0	0
9	172	0	0
10	112	0	0
11	152	0	0
12	127	0	0

TOTALS

MAILED	RETURNED	PERCENT
1811	0	0

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT SAD 35

GR	# OF NELB STUDENTS
K	0
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	0
9	0
10	0
11	0
12	0

DELINQUENT

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

0

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT SAD 36

DISTRICT SAD 36

GR	MAILED	RETURNED	PERCENT
K	94	60	64
1	93	69	74
2	75	75	100
3	72	38	53
4	84	16	19
5	83	13	16
6	108	0	0
7	110	0	0
8	92	64	70
9	98	27	28
10	99	99	100
11	95	79	83
12	96	85	89

GR	# OF NELB STUDENTS
K	0
1	1
2	4
3	0
4	0
5	3
6	0
7	0
8	1
9	3
10	3
11	3
12	5

PARTIAL RETURN

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
1199	625	52

23

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT SAD 37

DISTRICT SAD 37

GR	MAILED	RETURNED	PERCENT
K	88	80	91
1	79	68	86
2	81	80	99
3	78	76	97
4	71	71	100
5	96	66	69
6	102	68	67
7	103	71	69
8	88	78	89
9	93	75	81
10	77	38	49
11	97	18	19
12	72	3	4

GR	# OF NELB STUDENTS
K	0
1	1
2	2
3	1
4	1
5	0
6	2
7	0
8	1
9	1
10	0
11	0
12	0

FULL RETURN

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
1125	792	70

9

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT SAD 38

DISTRICT SAD 38

GR	MAILED	RETURNED	PERCENT
K	30	4	13
1	37	1	3
2	33	10	30
3	22	0	0
4	37	8	22
5	32	21	66
6	35	4	11
7	56	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0

GR	# OF NELB STUDENTS
K	0
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	0
9	0
10	0
11	0
12	0

PARTIAL RETURN

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
282	48	17

0

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT SAD 39

DISTRICT SAD 39

GR	MAILED	RETURNED	PERCENT
K	55	36	65
1	55	44	80
2	42	21	50
3	41	17	41
4	42	25	60
5	35	35	100
6	41	26	63
7	50	0	0
8	0	0	0
9	47	19	40
10	43	39	91
11	48	19	40
12	45	25	56

GR	# OF NELB STUDENTS
K	0
1	0
2	0
3	0
4	0
5	0
6	2
7	0
8	0
9	1
10	0
11	0
12	0

PARTIAL RETURN

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
544	306	56

3

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT SAD 40

DISTRICT SAD 40

GR	MAILED	RETURNED	PERCENT
K	113	113	100
1	172	106	62
2	149	128	86
3	160	129	81
4	172	127	74
5	162	132	81
6	176	107	61
7	185	129	70
8	186	98	53
9	178	91	51
10	183	163	89
11	185	171	92
12	135	111	82

GR	# OF NELB STUDENTS
K	1
1	0
2	2
3	0
4	0
5	1
6	2
7	1
8	0
9	0
10	1
11	1
12	2

FULL RETURN

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
2156	1605	74

11

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT SAD 41

DISTRICT SAD 41

GR	MAILED	RETURNED	PERCENT
K	94	67	71
1	98	65	66
2	73	56	77
3	91	48	53
4	105	61	57
5	118	84	71
6	88	67	76
7	102	70	69
8	88	69	78
9	105	0	0
10	108	0	0
11	78	0	0
12	74	0	0

GR	# OF NELB STUDENTS
K	1
1	0
2	0
3	2
4	0
5	1
6	0
7	0
8	3
9	0
10	0
11	0
12	0

PARTIAL RETURN

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
1222	587	48

7

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

DISTRICT SAD 42

GR	MAILED	RETURNED	PERCENT
K	49	25	51
1	62	51	82
2	52	52	100
3	54	35	65
4	49	36	73
5	52	52	100
6	43	35	81
7	54	47	87
8	64	50	78
9	71	58	82
10	54	51	94
11	55	42	76
12	53	33	62

TOTALS

MAILED	RETURNED	PERCENT
712	567	80

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT SAD 42

GR	# OF NELB STUDENTS
K	0
1	0
2	1
3	0
4	0
5	0
6	0
7	2
8	1
9	1
10	2
11	3
12	0

FULL RETURN

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

10

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

DISTRICT SAD 43

GR	MAILED	RETURNED	PERCENT
K	63	60	95
1	61	61	100
2	62	49	79
3	59	59	100
4	52	52	100
5	64	64	100
6	42	39	93
7	62	61	98
8	68	15	22
9	64	6	9
10	63	2	3
11	65	22	34
12	56	2	4

TOTALS

MAILED	RETURNED	PERCENT
781	492	63

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT SAD 43

GR	# OF NELB STUDENTS
K	1
1	1
2	0
3	1
4	0
5	1
6	0
7	2
8	0
9	0
10	0
11	0
12	0

FULL RETURN

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

6

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT SAD 44

DISTRICT SAD 44

GR	MAILED	RETURNED	PERCENT
K	100	70	70
1	92	67	73
2	79	69	87
3	77	69	90
4	85	45	53
5	86	69	80
6	93	58	62
7	92	54	59
8	130	81	62
9	157	34	22
10	157	78	50
11	97	44	45
12	75	13	17

GR	# OF NELB STUDENTS
K	0
1	1
2	0
3	1
4	1
5	0
6	0
7	2
8	2
9	0
10	3
11	0
12	2

FULL RETURN

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
1320	751	56

12

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT SAD 45

DISTRICT SAD 45

GR	MAILED	RETURNED	PERCENT
K	29	29	100
1	46	27	59
2	49	44	90
3	46	43	93
4	45	41	91
5	46	46	100
6	48	37	77
7	48	46	96
8	55	44	80
9	56	56	100
10	40	35	88
11	54	50	93
12	50	34	68

GR	# OF NELB STUDENTS
K	1
1	0
2	4
3	0
4	0
5	3
6	0
7	2
8	2
9	2
10	1
11	4
12	2

FULL RETURN

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
612	532	87

21

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

DISTRICT SAD 46

GR	MAILED	RETURNED	PERCENT
K	98	73	74
1	102	77	75
2	107	84	79
3	92	67	73
4	110	72	65
5	105	62	59
6	97	62	64
7	107	58	54
8	98	77	79
9	129	0	0
10	120	0	0
11	94	0	0
12	105	0	0

TOTALS

MAILED	RETURNED	PERCENT
1364	632	46

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT SAD 46

GR	# OF NELB STUDENTS
K	0
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	0
9	0
10	0
11	0
12	0

PARTIAL RETURN

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

0

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

DISTRICT SAD 47

GR	MAILED	RETURNED	PERCENT
K	172	172	100
1	144	116	81
2	159	124	78
3	152	147	97
4	189	137	72
5	185	185	100
6	128	128	100
7	230	230	100
8	162	100	62
9	175	175	100
10	242	242	100
11	193	193	100
12	151	124	82

TOTALS

MAILED	RETURNED	PERCENT
2282	2073	91

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT SAD 47

GR	# OF NELB STUDENTS
K	0
1	1
2	1
3	1
4	4
5	1
6	2
7	7
8	5
9	2
10	6
11	3
12	6

FULL RETURN

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

39

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT SAD 48

DISTRICT SAD 48

GR	MAILED	RETURNED	PERCENT
K	188	139	74
1	185	185	100
2	161	151	94
3	163	123	75
4	169	166	98
5	224	144	64
6	170	144	85
7	175	138	79
8	172	134	78
9	241	235	98
10	241	208	86
11	209	170	81
12	177	154	87

GR	# OF NELB STUDENTS
K	0
1	0
2	2
3	0
4	1
5	1
6	0
7	2
8	2
9	4
10	0
11	4
12	1

FULL RETURN

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
2475	2091	84

17

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT SAD 49

DISTRICT SAD 49

GR	MAILED	RETURNED	PERCENT
K	189	62	33
1	204	80	39
2	204	37	18
3	182	108	59
4	210	140	67
5	229	138	60
6	231	112	48
7	241	74	31
8	245	175	71
9	245	9	4
10	236	8	3
11	236	21	9
12	229	53	23

GR	# OF NELB STUDENTS
K	0
1	0
2	0
3	4
4	3
5	1
6	0
7	2
8	7
9	1
10	1
11	1
12	2

FULL RETURN

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
2881	1017	35

22

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

DISTRICT SAD 50

GR	MAILED	RETURNED	PERCENT
K	75	0	0
1	83	0	0
2	64	0	0
3	63	0	0
4	73	0	0
5	78	0	0
6	83	0	0
7	75	0	0
8	0	0	0
9	100	0	0
10	107	0	0
11	87	0	0
12	86	0	0

TOTALS

MAILED	RETURNED	PERCENT
974	0	0

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT SAD 50

GR	# OF NELB STUDENTS
K	0
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	0
9	0
10	0
11	0
12	0

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

0

DELINQUENT

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

DISTRICT SAD 51

GR	MAILED	RETURNED	PERCENT
K	83	82	99
1	109	75	69
2	88	57	65
3	82	73	89
4	102	102	100
5	124	87	70
6	112	112	100
7	148	94	64
8	140	99	71
9	164	31	19
10	168	44	26
11	168	54	32
12	153	98	64

TOTALS

MAILED	RETURNED	PERCENT
1641	1008	61

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT SAD 51

GR	# OF NELB STUDENTS
K	2
1	1
2	0
3	1
4	3
5	0
6	2
7	0
8	0
9	0
10	1
11	5
12	7

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

22

FULL RETURN

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT SAD 52

DISTRICT SAD 52

GR	MAILED	RETURNED	PERCENT
K	137	98	72
1	117	103	88
2	159	113	71
3	157	109	69
4	142	67	47
5	141	98	70
6	135	72	53
7	153	108	71
8	155	132	85
9	179	43	24
10	181	54	30
11	141	20	14
12	142	48	34

GR	# OF NELB STUDENTS
K	2
1	2
2	4
3	2
4	2
5	2
6	6
7	5
8	6
9	4
10	4
11	4
12	7

FULL RETURN

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
1939	1065	55

50

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT SAD 53

DISTRICT SAD 53

GR	MAILED	RETURNED	PERCENT
K	66	11	17
1	109	15	14
2	93	76	82
3	99	86	87
4	104	82	79
5	104	66	63
6	110	55	50
7	0	0	0
8	92	20	22
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0

GR	# OF NELB STUDENTS
K	1
1	0
2	1
3	2
4	1
5	0
6	1
7	2
8	0
9	0
10	0
11	0
12	0

PARTIAL RETURN

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
777	411	53

8

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT SAD 54

DISTRICT SAD 54

GR	MAILED	RETURNED	PERCENT
K	224	164	73
1	224	183	82
2	219	160	73
3	198	166	84
4	242	141	57
5	215	132	61
6	224	98	44
7	243	211	87
8	244	231	95
9	247	142	56
10	241	131	54
11	241	94	39
12	187	138	74

GR	# OF NELB STUDENTS
K	0
1	4
2	2
3	2
4	1
5	2
6	1
7	2
8	6
9	3
10	6
11	2
12	6

FULL RETURN

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
2949	1991	68

37

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT SAD 55

DISTRICT SAD 55

GR	MAILED	RETURNED	PERCENT
K	102	93	91
1	88	85	97
2	93	83	89
3	85	64	75
4	94	82	87
5	93	74	80
6	99	76	77
7	123	77	63
8	100	70	70
9	124	74	60
10	125	57	46
11	107	46	43
12	93	62	67

GR	# OF NELB STUDENTS
K	0
1	0
2	0
3	0
4	0
5	1
6	1
7	0
8	1
9	2
10	3
11	2
12	0

FULL RETURN

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
1326	943	71

10

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT SAD 56

DISTRICT SAD 56

GR	MAILED	RETURNED	PERCENT
K	67	44	66
1	77	38	49
2	73	30	41
3	69	56	81
4	65	37	56
5	69	62	90
6	74	45	61
7	69	65	94
8	70	46	66
9	69	23	33
10	85	85	100
11	69	37	54
12	61	37	61

GR	# OF NELB STUDENTS
K	0
1	0
2	0
3	0
4	1
5	1
6	0
7	3
8	1
9	0
10	0
11	2
12	0

FULL RETURN

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
917	605	66

8

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT SAD 57

DISTRICT SAD 57

GR	MAILED	RETURNED	PERCENT
K	211	180	85
1	227	212	93
2	199	155	78
3	199	163	82
4	182	171	94
5	183	154	84
6	211	172	82
7	211	211	100
8	234	121	52
9	235	227	97
10	270	208	77
11	194	163	84
12	168	168	100

GR	# OF NELB STUDENTS
K	2
1	2
2	2
3	7
4	3
5	2
6	4
7	9
8	4
9	11
10	8
11	10
12	17

FULL RETURN

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
2724	2305	85

81

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT SAD 58

DISTRICT SAD 58

GR	MAILED	RETURNED	PERCENT
K	80	75	94
1	85	72	85
2	86	83	97
3	69	53	77
4	86	69	80
5	85	61	72
6	71	68	96
7	78	62	79
8	110	110	100
9	116	33	28
10	87	39	45
11	96	15	16
12	96	52	54

GR	# OF NELB STUDENTS
K	1
1	3
2	0
3	1
4	1
5	2
6	1
7	2
8	0
9	0
10	5
11	0
12	1

FULL RETURN

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
1145	792	69

17

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT SAD 59

DISTRICT SAD 59

GR	MAILED	RETURNED	PERCENT
K	93	93	100
1	85	62	73
2	69	69	100
3	86	67	78
4	89	54	61
5	96	63	66
6	86	86	100
7	94	87	93
8	114	109	96
9	123	65	53
10	118	72	61
11	118	72	61
12	96	48	50

GR	# OF NELB STUDENTS
K	0
1	2
2	2
3	1
4	0
5	1
6	0
7	1
8	1
9	1
10	0
11	0
12	0

FULL RETURN

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
1267	947	75

9

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT SAD 60

DISTRICT SAD 60

GR	MAILED	RETURNED	PERCENT
K	270	144	53
1	222	106	48
2	196	97	49
3	196	116	59
4	166	85	51
5	164	86	52
6	182	95	52
7	213	188	88
8	222	222	100
9	213	141	66
10	212	153	72
11	212	136	64
12	166	108	65

GR	# OF NELB STUDENTS
K	1
1	1
2	0
3	2
4	2
5	1
6	1
7	2
8	4
9	2
10	4
11	5
12	6

FULL RETURN

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
2634	1677	64

31

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT SAD 61

DISTRICT SAD 61

GR	MAILED	RETURNED	PERCENT
K	170	99	57
1	127	123	97
2	156	138	88
3	164	122	74
4	118	83	70
5	152	111	73
6	146	118	81
7	153	72	47
8	87	87	100
9	179	94	53
10	173	27	16
11	173	55	32
12	133	26	20

GR	# OF NELB STUDENTS
K	1
1	0
2	0
3	2
4	1
5	3
6	2
7	1
8	3
9	2
10	1
11	1
12	1

FULL RETURN

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
1931	1155	60

18

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

DISTRICT SAD 62

GR	MAILED	RETURNED	PERCENT
K	25	18	72
1	21	0	0
2	16	16	100
3	17	8	47
4	18	15	83
5	25	19	76
6	25	0	0
7	27	16	59
8	208	20	10
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0

TOTALS

MAILED	RETURNED	PERCENT
382	112	28

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT SAD 62

GR	# OF NELB STUDENTS
K	0
1	0
2	0
3	0
4	1
5	0
6	0
7	1
8	2
9	0
10	0
11	0
12	0

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

4

PARTIAL RETURN

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

DISTRICT SAD 63

GR	MAILED	RETURNED	PERCENT
K	76	76	100
1	75	61	81
2	70	69	99
3	77	61	79
4	77	71	92
5	88	88	100
6	76	64	84
7	95	95	100
8	94	94	100
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0

TOTALS

MAILED	RETURNED	PERCENT
728	679	93

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT SAD 63

GR	# OF NELB STUDENTS
K	0
1	1
2	4
3	0
4	4
5	1
6	0
7	1
8	1
9	0
10	0
11	0
12	0

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

12

PARTIAL RETURN

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT SAD 64

DISTRICT SAD 64

GR	MAILED	RETURNED	PERCENT
K	115	94	82
1	90	74	82
2	100	81	81
3	109	82	75
4	95	62	65
5	104	77	74
6	101	101	100
7	116	96	83
8	133	118	89
9	119	0	0
10	123	0	0
11	85	0	0
12	74	0	0

GR	# OF NELB STUDENTS
K	0
1	0
2	0
3	0
4	1
5	0
6	1
7	0
8	0
9	0
10	0
11	0
12	0

PARTIAL RETURN

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
1364	785	57

2

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT SAD 65

DISTRICT SAD 65

GR	MAILED	RETURNED	PERCENT
K	1	0	0
1	0	0	0
2	0	0	0
3	2	0	0
4	0	0	0
5	2	0	0
6	1	0	0
7	2	0	0
8	2	2	100
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0

GR	# OF NELB STUDENTS
K	0
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	0
9	0
10	0
11	0
12	0

PARTIAL RETURN

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
10	2	20

0

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT SAD 67

DISTRICT SAD 67

GR	MAILED	RETURNED	PERCENT
K	102	61	60
1	109	69	63
2	111	73	66
3	105	97	92
4	99	75	76
5	119	96	81
6	95	95	100
7	98	98	100
8	98	92	94
9	109	86	79
10	114	83	73
11	115	80	70
12	115	80	70

GR	# OF NELB STUDENTS
K	1
1	3
2	0
3	1
4	0
5	0
6	3
7	1
8	0
9	5
10	0
11	1
12	5

FULL RETURN

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
1389	1085	78

20

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT SAD 68

DISTRICT SAD 68

GR	MAILED	RETURNED	PERCENT
K	113	113	100
1	122	92	75
2	96	96	100
3	101	85	84
4	122	88	72
5	107	95	89
6	101	81	80
7	125	94	75
8	124	124	100
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0

GR	# OF NELB STUDENTS
K	0
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	5
9	0
10	0
11	0
12	0

FULL RETURN

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
1011	868	86

5

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT SAD 70

DISTRICT SAD 70

GR	MAILED	RETURNED	PERCENT
K	52	0	0
1	58	0	0
2	55	0	0
3	61	0	0
4	67	0	0
5	52	0	0
6	62	0	0
7	49	0	0
8	68	49	72
9	74	23	31
10	76	39	51
11	76	12	16
12	50	13	26

GR	# OF NELB STUDENTS
K	0
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	0
9	0
10	0
11	0
12	2

PARTIAL RETURN

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
800	136	17

2

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT SAD 71

DISTRICT SAD 71

GR	MAILED	RETURNED	PERCENT
K	186	117	63
1	192	135	70
2	173	117	68
3	222	102	46
4	258	104	40
5	183	101	55
6	196	98	50
7	201	84	42
8	113	113	100
9	259	142	55
10	249	121	49
11	251	75	30
12	198	81	41

GR	# OF NELB STUDENTS
K	1
1	1
2	1
3	2
4	1
5	1
6	2
7	3
8	0
9	1
10	2
11	0
12	0

FULL RETURN

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
2681	1390	52

15

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

DISTRICT SAD 72

GR	MAILED	RETURNED	PERCENT
K	104	52	50
1	105	85	81
2	70	55	79
3	83	64	77
4	106	58	55
5	71	70	99
6	95	35	37
7	102	58	56
8	89	52	57
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0

TOTALS

MAILED	RETURNED	PERCENT
825	529	64

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT SAD 72

GR	# OF NELB STUDENTS
K	0
1	0
2	0
3	1
4	0
5	0
6	0
7	1
8	1
9	0
10	0
11	0
12	0

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

3

FULL RETURN

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

DISTRICT SAD 74

GR	MAILED	RETURNED	PERCENT
K	79	79	100
1	76	76	100
2	72	60	83
3	67	67	100
4	81	60	74
5	73	73	100
6	74	63	85
7	85	57	67
8	96	69	72
9	105	59	56
10	77	33	43
11	80	32	40
12	80	35	44

TOTALS

MAILED	RETURNED	PERCENT
1045	763	73

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT SAD 74

GR	# OF NELB STUDENTS
K	0
1	0
2	0
3	0
4	0
5	1
6	0
7	0
8	1
9	2
10	0
11	0
12	1

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

5

FULL RETURN

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT SAD 75

DISTRICT SAD 75

GR	MAILED	RETURNED	PERCENT
K	236	0	0
1	204	0	0
2	207	0	0
3	222	0	0
4	214	0	0
5	199	0	0
6	218	0	0
7	257	0	0
8	267	134	50
9	231	0	0
10	235	0	0
11	200	0	0
12	216	0	0

GR	# OF NELB STUDENTS
K	2
1	0
2	1
3	4
4	0
5	2
6	2
7	3
8	4
9	1
10	3
11	6
12	4

PARTIAL RETURN

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
2906	134	5

32

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT SAD 76

DISTRICT SAD 76

GR	MAILED	RETURNED	PERCENT
K	6	0	0
1	3	0	0
2	7	0	0
3	1	0	0
4	6	0	0
5	2	0	0
6	5	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0

GR	# OF NELB STUDENTS
K	0
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	0
9	0
10	0
11	0
12	0

DELINQUENT

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
30	0	0

0

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

DISTRICT SAD 77

GR	MAILED	RETURNED	PERCENT
K	65	65	100
1	60	55	92
2	66	66	100
3	59	59	100
4	59	59	100
5	60	60	100
6	62	62	100
7	56	50	89
8	58	58	100
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0

TOTALS

MAILED	RETURNED	PERCENT
545	534	98

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT SAD 77

GR	# OF NELB STUDENTS
K	0
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	1
9	0
10	0
11	2
12	0

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

3

FULL RETURN

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

DISTRICT UNION 7

GR	MAILED	RETURNED	PERCENT
K	185	0	0
1	181	0	0
2	179	0	0
3	164	0	0
4	152	0	0
5	161	0	0
6	182	0	0
7	143	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0

TOTALS

MAILED	RETURNED	PERCENT
1347	0	0

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT UNION 7

GR	# OF NELB STUDENTS
K	0
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	0
9	0
10	0
11	0
12	0

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

0

DELINQUENT

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT UNION 25

DISTRICT UNION 25

GR	MAILED	RETURNED	PERCENT
K	115	77	67
1	112	73	65
2	92	67	73
3	88	65	74
4	75	55	73
5	78	63	81
6	88	63	72
7	94	11	12
8	74	70	95
9	120	52	43
10	162	124	77
11	127	53	42
12	136	65	48

GR	# OF NELB STUDENTS
K	2
1	2
2	2
3	0
4	1
5	2
6	4
7	0
8	1
9	0
10	3
11	1
12	3

FULL RETURN

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
1361	838	62

21

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT UNION 29

DISTRICT UNION 29

GR	MAILED	RETURNED	PERCENT
K	110	57	52
1	116	116	100
2	139	99	71
3	125	99	79
4	108	76	70
5	121	78	64
6	129	43	33
7	128	77	60
8	83	83	100
9	41	41	100
10	0	0	0
11	0	0	0
12	0	0	0

GR	# OF NELB STUDENTS
K	1
1	2
2	0
3	1
4	1
5	0
6	1
7	2
8	0
9	1
10	0
11	0
12	0

FULL RETURN

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
1100	769	70

9

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT UNION 30

DISTRICT UNION 30

GR	MAILED	RETURNED	PERCENT
K	195	0	0
1	189	0	0
2	205	0	0
3	168	0	0
4	162	0	0
5	177	0	0
6	182	0	0
7	179	0	0
8	154	109	71
9	157	0	0
10	163	0	0
11	133	0	0
12	124	0	0

GR	# OF NELB STUDENTS
K	0
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	2
9	0
10	0
11	0
12	0

PARTIAL RETURN

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
2188	109	5

2

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT UNION 34

DISTRICT UNION 34

GR	MAILED	RETURNED	PERCENT
K	88	74	84
1	76	72	95
2	102	89	87
3	103	86	83
4	91	88	97
5	102	95	93
6	169	169	100
7	217	217	100
8	91	91	100
9	140	140	100
10	146	142	97
11	108	108	100
12	119	8	7

GR	# OF NELB STUDENTS
K	0
1	0
2	1
3	1
4	0
5	1
6	1
7	0
8	2
9	3
10	10
11	4
12	1

FULL RETURN

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
1552	1379	89

24

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT UNION 37

DISTRICT UNION 37

GR	MAILED	RETURNED	PERCENT
K	16	15	94
1	14	14	100
2	20	20	100
3	15	13	87
4	20	17	85
5	22	22	100
6	20	18	90
7	16	15	94
8	18	18	100
9	25	19	76
10	24	24	100
11	20	17	85
12	17	17	100

GR	# OF NELB STUDENTS
K	1
1	0
2	1
3	0
4	1
5	0
6	0
7	1
8	0
9	0
10	4
11	3
12	0

FULL RETURN

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
247	229	93

11

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT UNION 42

DISTRICT UNION 42

GR	MAILED	RETURNED	PERCENT
K	121	78	64
1	97	66	68
2	135	70	52
3	106	53	50
4	94	46	49
5	114	58	51
6	101	56	55
7	0	0	0
8	110	110	100
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0

GR	# OF NELB STUDENTS
K	1
1	0
2	1
3	1
4	0
5	0
6	1
7	0
8	1
9	0
10	0
11	0
12	0

FULL RETURN

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
878	537	61

5

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT UNION 43

DISTRICT UNION 43

GR	MAILED	RETURNED	PERCENT
K	102	40	39
1	94	55	59
2	112	59	53
3	108	56	52
4	80	45	56
5	88	55	63
6	82	43	52
7	75	18	24
8	54	50	93
9	110	96	87
10	98	72	73
11	98	35	36
12	91	49	54

GR	# OF NELB STUDENTS
K	0
1	0
2	0
3	1
4	1
5	1
6	1
7	0
8	3
9	0
10	0
11	0
12	0

FULL RETURN

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
1192	673	56

7

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT UNION 44

DISTRICT UNION 44

GR	MAILED	RETURNED	PERCENT
K	127	53	42
1	108	58	54
2	136	46	34
3	134	47	35
4	111	29	26
5	102	63	62
6	82	18	22
7	134	100	75
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0

GR	# OF NELB STUDENTS
K	0
1	6
2	1
3	1
4	2
5	3
6	0
7	7
8	0
9	4
10	2
11	3
12	2

FULL RETURN

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
934	414	44

31

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT UNION 47

DISTRICT UNION 47

GR	MAILED	RETURNED	PERCENT
K	262	239	91
1	254	222	87
2	228	204	89
3	184	183	99
4	222	172	77
5	196	154	79
6	194	175	90
7	190	190	100
8	161	94	57
9	191	175	92
10	280	105	38
11	224	72	32
12	209	53	25

GR	# OF NELB STUDENTS
K	2
1	3
2	2
3	1
4	2
5	1
6	1
7	1
8	0
9	4
10	2
11	0
12	1

FULL RETURN

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
2795	2038	73

20

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT UNION 48

DISTRICT UNION 48

GR	MAILED	RETURNED	PERCENT
K	98	26	27
1	101	101	100
2	86	71	83
3	77	75	97
4	68	56	82
5	70	56	80
6	68	54	79
7	68	39	56
8	77	77	100
9	108	0	0
10	108	0	0
11	104	0	0
12	84	0	0

GR	# OF NELB STUDENTS
K	1
1	0
2	0
3	0
4	0
5	3
6	0
7	0
8	6
9	0
10	0
11	0
12	0

PARTIAL RETURN

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
1117	555	50

10

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT UNION 49

DISTRICT UNION 49

GR	MAILED	RETURNED	PERCENT
K	24	0	0
1	22	0	0
2	14	0	0
3	22	0	0
4	13	0	0
5	10	0	0
6	10	0	0
7	4	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0

GR	# OF NELB STUDENTS
K	0
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	0
9	0
10	0
11	0
12	0

DELINQUENT

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
119	0	0

0

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT UNION 51

DISTRICT UNION 51

GR	MAILED	RETURNED	PERCENT
K	169	116	69
1	160	132	83
2	152	101	66
3	141	101	72
4	135	135	100
5	153	141	92
6	142	129	91
7	137	131	96
8	149	149	100
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0

GR	# OF NELB STUDENTS
K	3
1	2
2	1
3	2
4	1
5	4
6	3
7	4
8	2
9	0
10	0
11	0
12	0

FULL RETURN

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
1338	1135	85

22

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT UNION 52

DISTRICT UNION 52

GR	MAILED	RETURNED	PERCENT
K	173	41	24
1	159	73	46
2	187	129	69
3	187	130	70
4	172	139	81
5	170	130	76
6	204	162	79
7	200	200	100
8	239	239	100
9	193	171	89
10	175	147	84
11	189	162	86
12	187	163	87

GR	# OF NELB STUDENTS
K	0
1	0
2	1
3	1
4	0
5	3
6	1
7	3
8	10
9	3
10	15
11	11
12	17

FULL RETURN

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
2435	1886	77

65

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT UNION 60

DISTRICT UNION 60

GR	MAILED	RETURNED	PERCENT
K	33	24	73
1	30	19	63
2	32	22	69
3	39	29	74
4	22	22	100
5	32	28	88
6	39	38	97
7	29	27	93
8	24	13	54
9	41	30	73
10	37	31	84
11	49	27	55
12	34	15	44

GR	# OF NELB STUDENTS
K	2
1	0
2	0
3	1
4	0
5	0
6	1
7	0
8	0
9	0
10	1
11	2
12	1

FULL RETURN

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
441	325	74

8

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT UNION 69

DISTRICT UNION 69

GR	MAILED	RETURNED	PERCENT
K	18	5	28
1	15	3	20
2	26	1	4
3	32	5	16
4	26	2	8
5	17	1	6
6	25	10	40
7	31	1	3
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0

GR	# OF NELB STUDENTS
K	0
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	0
9	0
10	0
11	0
12	0

FULL RETURN

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
190	28	15

0

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT UNION 74

DISTRICT UNION 74

GR	MAILED	RETURNED	PERCENT
K	83	0	0
1	78	0	0
2	64	0	0
3	55	0	0
4	59	0	0
5	74	0	0
6	84	0	0
7	72	0	0
8	75	75	100
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0

GR	# OF NELB STUDENTS
K	0
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	0
9	0
10	0
11	0
12	0

PARTIAL RETURN

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
644	75	12

0

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT UNION 76

DISTRICT UNION 76

GR	MAILED	RETURNED	PERCENT
K	20	0	0
1	19	0	0
2	23	0	0
3	18	0	0
4	22	0	0
5	12	0	0
6	16	0	0
7	19	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0

GR	# OF NELB STUDENTS
K	0
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	0
9	0
10	0
11	0
12	0

DELINQUENT

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
149	0	0

0

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT UNION 87

DISTRICT UNION 87

GR	MAILED	RETURNED	PERCENT
K	78	52	67
1	81	63	78
2	89	63	71
3	72	64	89
4	80	58	73
5	72	50	69
6	79	66	84
7	84	16	19
8	63	19	30
9	100	0	0
10	109	0	0
11	111	0	0
12	121	0	0

GR	# OF NELB STUDENTS
K	1
1	3
2	4
3	2
4	2
5	3
6	7
7	1
8	2
9	0
10	0
11	0
12	0

PARTIAL RETURN

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
1139	451	40

25

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT UNION 90

DISTRICT UNION 90

GR	MAILED	RETURNED	PERCENT
K	113	91	81
1	109	105	96
2	87	87	100
3	97	81	84
4	89	86	97
5	96	96	100
6	86	79	92
7	75	52	69
8	67	67	100
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0

GR	# OF NELB STUDENTS
K	4
1	1
2	1
3	0
4	0
5	0
6	0
7	1
8	0
9	0
10	0
11	0
12	0

FULL RETURN

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
819	744	91

7

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT UNION 91

DISTRICT UNION 91

GR	MAILED	RETURNED	PERCENT
K	180	119	66
1	176	140	80
2	278	278	100
3	149	131	88
4	129	61	47
5	152	58	38
6	172	153	89
7	170	115	68
8	74	71	96
9	91	25	27
10	128	20	16
11	139	50	36
12	132	58	44

GR	# OF NELB STUDENTS
K	0
1	0
2	0
3	1
4	0
5	1
6	0
7	0
8	0
9	1
10	0
11	1
12	1

FULL RETURN

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
1970	1279	65

5

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT UNION 92

DISTRICT UNION 92

GR	MAILED	RETURNED	PERCENT
K	68	35	51
1	66	52	79
2	46	26	56
3	50	43	86
4	65	45	69
5	58	58	100
6	59	59	100
7	57	57	100
8	105	105	100
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0

GR	# OF NELB STUDENTS
K	0
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	0
9	0
10	0
11	0
12	0

FULL RETURN

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
574	480	84

0

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT UNION 93

DISTRICT UNION 93

GR	MAILED	RETURNED	PERCENT
K	47	0	0
1	46	0	0
2	65	0	0
3	46	0	0
4	49	0	0
5	48	0	0
6	36	0	0
7	59	0	0
8	32	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0

GR	# OF NELB STUDENTS
K	0
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	0
9	0
10	0
11	0
12	0

DELINQUENT

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
428	0	0

0

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT UNION 96

DISTRICT UNION 96

GR	MAILED	RETURNED	PERCENT
K	76	76	100
1	74	74	100
2	67	67	100
3	66	66	100
4	62	62	100
5	60	48	80
6	61	61	100
7	68	63	93
8	80	80	100
9	93	93	100
10	79	79	100
11	44	44	100
12	48	48	100

GR	# OF NELB STUDENTS
K	0
1	0
2	0
3	0
4	2
5	0
6	1
7	1
8	4
9	2
10	1
11	0
12	0

FULL RETURN

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
878	861	98

11

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT UNION 98

DISTRICT UNION 98

GR	MAILED	RETURNED	PERCENT
K	125	43	34
1	120	41	34
2	117	29	25
3	95	54	56
4	95	49	52
5	114	55	48
6	93	56	60
7	117	35	30
8	112	68	61
9	158	0	0
10	158	26	16
11	146	51	35
12	136	36	26

GR	# OF NELB STUDENTS
K	0
1	0
2	0
3	1
4	0
5	0
6	4
7	1
8	0
9	0
10	2
11	1
12	2

PARTIAL RETURN

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
1586	543	34

11

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT UNION 102

DISTRICT UNION 102

GR	MAILED	RETURNED	PERCENT
K	62	40	65
1	58	38	66
2	72	38	53
3	66	51	77
4	53	36	68
5	53	27	51
6	64	44	69
7	40	17	43
8	85	85	100
9	43	43	100
10	59	50	85
11	54	44	81
12	54	53	98

GR	# OF NELB STUDENTS
K	1
1	0
2	0
3	2
4	0
5	0
6	2
7	1
8	2
9	3
10	1
11	0
12	0

FULL RETURN

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
763	566	74

12

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT UNION 103

DISTRICT UNION 103

GR	MAILED	RETURNED	PERCENT
K	37	31	84
1	35	35	100
2	37	37	100
3	36	36	100
4	37	37	100
5	25	25	100
6	35	35	100
7	26	25	96
8	29	29	100
9	31	31	100
10	33	33	100
11	33	33	100
12	34	34	100

GR	# OF NELB STUDENTS
K	0
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	0
9	1
10	0
11	1
12	0

FULL RETURN

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
428	421	98

2

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

DISTRICT UNION 104

GR	MAILED	RETURNED	PERCENT
K	82	77	94
1	77	75	97
2	78	78	100
3	83	83	100
4	78	78	100
5	65	62	95
6	89	89	100
7	56	8	14
8	57	57	100
9	69	48	70
10	64	33	52
11	52	33	63
12	55	4	7

TOTALS

MAILED	RETURNED	PERCENT
905	725	80

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT UNION 104

GR	# OF NELB STUDENTS
K	0
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	1
9	6
10	4
11	4
12	0

FULL RETURN

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

15

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

DISTRICT UNION 106

GR	MAILED	RETURNED	PERCENT
K	75	48	64
1	67	50	75
2	81	58	72
3	69	63	91
4	66	35	53
5	69	9	13
6	71	6	8
7	74	6	8
8	73	37	51
9	95	81	85
10	64	33	52
11	52	33	63
12	55	4	7

TOTALS

MAILED	RETURNED	PERCENT
911	463	51

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT UNION 106

GR	# OF NELB STUDENTS
K	1
1	1
2	0
3	0
4	1
5	0
6	0
7	0
8	0
9	3
10	2
11	2
12	0

FULL RETURN

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

10

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT UNION 107

DISTRICT UNION 107

GR	MAILED	RETURNED	PERCENT
K	67	53	79
1	54	51	94
2	82	70	85
3	57	48	84
4	54	54	100
5	49	48	98
6	50	39	78
7	62	59	95
8	39	39	100
9	60	60	100
10	58	58	100
11	83	80	96
12	58	51	88

GR	# OF NELB STUDENTS
K	0
1	3
2	0
3	0
4	2
5	3
6	1
7	1
8	0
9	2
10	1
11	3
12	1

FULL RETURN

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
773	710	92

17

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT UNION 108

DISTRICT UNION 108

GR	MAILED	RETURNED	PERCENT
K	8	0	0
1	6	0	0
2	7	0	0
3	5	0	0
4	3	0	0
5	9	0	0
6	6	0	0
7	6	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0

GR	# OF NELB STUDENTS
K	0
1	3
2	0
3	0
4	0
5	0
6	0
7	0
8	0
9	0
10	0
11	0
12	0

DELINQUENT

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
50	0	0

3

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT UNION 110

DISTRICT UNION 110

GR	MAILED	RETURNED	PERCENT
K	13	3	23
1	9	2	22
2	12	5	42
3	15	6	40
4	5	0	0
5	21	7	33
6	8	3	38
7	12	6	50
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0

GR	# OF NELB STUDENTS
K	0
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	0
9	0
10	0
11	0
12	0

FULL RETURN

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
95	32	34

0

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT UNION 113

DISTRICT UNION 113

GR	MAILED	RETURNED	PERCENT
K	75	61	81
1	65	52	80
2	70	70	100
3	78	60	77
4	63	53	84
5	74	44	59
6	80	51	64
7	95	91	96
8	130	74	56
9	84	57	68
10	72	40	56
11	91	57	63
12	68	43	63

GR	# OF NELB STUDENTS
K	3
1	1
2	2
3	1
4	1
5	0
6	0
7	0
8	2
9	0
10	2
11	4
12	4

FULL RETURN

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
1045	753	72

20

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT UNION 115

DISTRICT UNION 115

GR	MAILED	RETURNED	PERCENT
K	4	0	0
1	10	0	0
2	5	0	0
3	8	0	0
4	3	0	0
5	1	0	0
6	5	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0

GR	# OF NELB STUDENTS
K	0
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	0
9	0
10	0
11	0
12	0

DELINQUENT

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
36	0	0

0

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT UNION 122

DISTRICT UNION 122

GR	MAILED	RETURNED	PERCENT
K	47	44	94
1	39	39	100
2	44	44	100
3	38	38	100
4	45	45	100
5	38	37	97
6	40	36	90
7	47	46	98
8	162	38	23
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0

GR	# OF NELB STUDENTS
K	3
1	3
2	1
3	1
4	1
5	0
6	2
7	2
8	2
9	0
10	0
11	0
12	0

FULL RETURN

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
500	367	73

15

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

DISTRICT CSD 13 DAMARISCOTTA

GR	MAILED	RETURNED	PERCENT
K	235	83	35
1	226	107	47
2	223	103	46
3	233	86	37
4	189	90	48
5	172	87	51
6	224	75	33
7	320	90	28
8	0	0	0
9	553	85	15
10	583	101	17
11	523	39	7
12	441	69	16

TOTALS

MAILED	RETURNED	PERCENT
3922	1015	26

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT CSD 13 DAMARISCOTTA

GR	# OF NELB STUDENTS
K	0
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	0
9	1
10	1
11	0
12	1

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

3

FULL RETURN

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

DISTRICT CSD 18 WELLS

GR	MAILED	RETURNED	PERCENT
K	170	115	68
1	163	141	87
2	122	95	78
3	122	102	84
4	125	96	77
5	140	112	80
6	132	102	77
7	143	101	71
8	126	75	60
9	162	162	100
10	177	142	80
11	142	133	94
12	123	103	84

TOTALS

MAILED	RETURNED	PERCENT
1847	1479	80

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT CSD 18 WELLS

GR	# OF NELB STUDENTS
K	1
1	0
2	1
3	1
4	0
5	1
6	3
7	2
8	2
9	0
10	2
11	3
12	0

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

16

FULL RETURN

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

DISTRICT CSD 15

GR	MAILED	RETURNED	PERCENT
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	74	74	100
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0

TOTALS

MAILED	RETURNED	PERCENT
74	74	100

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT CSD 15

GR	# OF NELB STUDENTS
K	0
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	4
9	0
10	0
11	0
12	0

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

4

FULL RETURN

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT SCUT

DISTRICT SCUT

GR	MAILED	RETURNED	PERCENT
K	31	16	52
1	30	12	40
2	38	7	18
3	40	15	38
4	43	15	35
5	38	15	39
6	43	16	37
7	19	0	0
8	41	24	59
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0

GR	# OF NELB STUDENTS
K	6
1	1
2	1
3	4
4	3
5	4
6	4
7	0
8	0
9	0
10	0
11	0
12	0

PARTIAL RETURN

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
323	120	37

23

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT CSD 9

DISTRICT CSD 9

GR	MAILED	RETURNED	PERCENT
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	42	42	100
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0

GR	# OF NELB STUDENTS
K	0
1	0
2	0
3	0
4	1
5	0
6	0
7	1
8	0
9	2
10	2
11	1
12	1

FULL RETURN

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
42	42	100

8

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT BAXTER STATE SCHOOL

DISTRICT BAXTER STATE SCHOOL

GR	MAILED	RETURNED	PERCENT
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0

GR	# OF NELB STUDENTS
K	0
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	0
9	0
10	0
11	0
12	0

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
0	0	0

0

REPORT OF THE HOME LANGUAGE SURVEY RETURNS

REPORT OF NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

DISTRICT ME.INDIAN EDUCATION

DISTRICT ME.INDIAN EDUCATION

GR	MAILED	RETURNED	PERCENT
K	49	22	45
1	46	30	65
2	38	24	63
3	28	26	93
4	32	22	69
5	36	29	81
6	44	30	68
7	19	14	74
8	18	18	100
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0

GR	# OF NELB STUDENTS
K	8
1	14
2	7
3	12
4	12
5	13
6	8
7	6
8	10
9	0
10	0
11	0
12	0

FULL RETURN

TOTALS

TOTALS # OF NELB STUDENTS REPORTED FOR THIS DISTRICT

MAILED	RETURNED	PERCENT
310	215	69

90

PART II: Maine Educational Assessment
Results for Language Minority
Children

- A. Grade 4: Presentation of the Data and Comment
- B. Grade 8: Presentation of the Data and Comment
- C. Grade 11: Presentation of the Data and Comment

PART II

ACADEMIC PERFORMANCE AND BACKGROUND INFORMATION ON A SAMPLE OF MAINE'S LIMITED ENGLISH PROFICIENCY/NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

- A. Non - English Language Background/Limited English Proficiency students in grades 4, 8, and 11 were tested on the Maine Educational Assessment except for Non-English speaking students. The actual number of non-English speaking students exempt from the testing was not determined because these children were combined with handicapped, truant, and other children who could not be tested. The number of Limited English Proficient and Non-English Language Background children who took the test is summarized here. The chart listed in this section describes the number who were tested along with their comparative performance score statewide on the Maine Education Assessment.
- B. Maine Education Assessment test takers were asked a variety of background questions relating to home and school experiences. The State Education Agency Title VII office was interested in establishing possible relationships between Limited English Proficient/Non-English Language Background incidence and English dominance and certain background characteristics of these children. A detailed summary of the findings follows at the end of this section.



MAINE EDUCATIONAL ASSESSMENT

SUBGROUP RESULTS

Results for each of the seven major content areas assessed are provided for subgroups of students. The subgroups of students are determined by answers of the students to their questionnaires and by codings made by teachers on each student's answer sheet.

The average test score for each of the seven content areas also is given.

The titles of the content areas have been abbreviated in the column headings. The full title of each content area is listed below:

- Read--Reading
- Writ--Writing
- Conv--Writing Conventions
- Math--Mathematics
- Sci---Science
- S.S.--Social Studies
- Hum---Humanities

Results are reported for groups of students of five or more only. Results are not given for smaller groups because of considerations of confidentiality.

Percentages may not add to 100 percent, either due to roundoff error or because of non-response by some students.

	Students		State Scaled Scores					
	%	Read	Writ	Conv	Math	Sci	S.S.	Hum
<u>Grade IV</u>								
English language fluency:								
English only	98	253	251	252	251	252	251	251
Limited English proficient	0	38	81	92	135	158	109	188
Non-English background/bilingual	1	182	244	212	235	202	206	220
<u>Grade VIII</u>								
English language fluency:								
English only	93	251	251	250	250	250	251	250
Limited English proficient	0	211	223	243	220	219	231	232
Non-English background/bilingual	2	242	241	252	242	244	243	245

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Students State Scaled Scores
 % Read Writ Conv Math Sci S.S. Hum

Grade XI

English language fluency:

English only	95	254	253	249	252	253	253	253
Limited English proficient	1	100	108	113	100	100	100	100
Non-English background/bilingual	6	186	217	280	219	217	177	192

1985-86 MAINE EDUCATION ASSESSMENT TEST GRADE 4

Source of News and Information

I. Presentation of the Data

1. Among 7,149 students who took the Maine Education Assessment (MEA) Test, 6,864 returned the answers, taking 96% of the total; 285 were missing, taking 4% of the total number.

2. Among the 6,864 returns, 6,743 or 98.24% identify themselves as the English Only; 91 or 1.33% as the Non-English Language Background; and 30 or 0.44% as the Limited English Proficient.

3. The percentage distribution in the above three groups in the main source of news and information is as follows:

<u>Maine Source of News and Information</u>	<u>English Only</u>	<u>NELB</u>	<u>LEP</u>
TV	60.46	56.04	53.33
Friends and Family	16.76	19.78	26.67
Radio	10.32	6.59	10.00
Newspaper	10.08	13.19	6.67
Popular Magazine	2.37	4.40	3.33

From the table above, it can be seen that there is a slight difference between the English Only and the NELB in the main source of news and information. The percentage difference ranges from 2.03% in taking popular magazine as the main source with the NEBL higher, to 4.42% in taking TV as the main source, with the English Only higher.

II. Comment

In all the three groups, there appears a pattern of the main source for news and information. The pattern is that TV is the main source for most students, with more than 50% of students in each group considering it as the major access to news and information. Family and friends take the second place; radio and newspaper are the third and fourth.

The only exception in the above pattern is that more NELB students (13.19%) seem to take newspaper as their main source of news and information. This figure is higher than the percentage of those who take radio as the major source in the same group. It is also (3.11%) higher than the percentage of those who consider newspaper as their main source in the English Only group (10.08%).

The percentage of frequency of information available from the main source suggested in MEA Question 8 (above) is presented as the following:

<u>Frequency</u>	<u>English Only</u>	<u>NELB</u>	<u>LEP</u>
Very Often	90.37	87.91	83.34
Once in a while	4.36	6.59	3.33
Not Often	5.14	5.49	13.33

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III. Comment

It seems that there is no significant difference between the English Only and the NELB Groups in the frequency of receiving information from the main source suggested on this item.

Student Self-Evaluation of Performance in Mathematics

I. Presentation of the Data

1. Among the 7,149 students who took the MEA Test, 6,833 returned their answers, taking 95.58% of the total; 316 or 4.42% were missing.
2. The percentage distribution of self-evaluation in mathematics of the three groups is presented as the following. Also presented are MEA mathematics test scores of each group and mastery levels (based on group average test scores with 400 as the full score) of the three groups.

	<u>English Only</u>	<u>NELB</u>	<u>LEP</u>
Perform Well	31.08%	41.76%	26.67%
Perform Averagely	58.08	52.75	63.33
Perform Poorly	10.49	5.49	6.67
Group Average Test Scores	251	235	135
Mastery Level (with 400 as full test scores)	62.75	58.75	33.75

II. Analysis and Comment

1. Among the English Only, 31.08% think that they perform well in mathematics. This figure is 4.41% higher than the LEP group, but it is 1.68% lower than the NELB.
2. Among the English Only, 58.08% consider themselves as performing average in mathematics. The percentage is 5.33% higher than the NELB, but it is 5.25 points lower than the LEP.
3. There is little difference among the three groups in the percentage of those who consider themselves as performing poorly in mathematics. However, the percentage of the English Only in this item is slightly higher than the other two groups.
4. It seems that most students in all three groups consider themselves as average performers, with the NELB having the lowest percentage (52.75%), the LEP highest (63.33%), and the English Only is between (58.08%).
5. It is interesting to see that the percentage of the NELB in the item of good performance is much higher than the other two groups. The difference is 10.68% higher than the English Only, and 15.09% higher than the LEP.

6. Comparing the MEA mathematics test scores of the three groups, it is found that the English Only group performs better than the other two, with the average score of 251, 16 points higher than the NELB, and 116 points higher than the LEP.

However, comparing the mastery levels of the English Only and NELB groups, which are based on their performance in the MEA Test with 400 points as the full score, little difference can be found. The mastery level of the English Only is 62.75%, only 4% higher than the NELB. It is suggested that further research be conducted, so as to find out to what extent this is due to the success of the bilingual or other structural language programs.

7. It seems that the NELB tends to have higher expectations and better self-evaluation to their performance in mathematics; however, their test scores are not as high as the English Only. The 400 point test shows that their mastery level is lower than 60%.

It is suggested that further research be made to see to what extent this is due to the Limited English Proficiency.

Parents' Expectations in Mathematics

I. Percentage of the Data

Among the 7,149 students who took the MEA Test, 6,843 returned their answers, taking 95.71% of the total; 306 or 4.29% were missing.

The percentage of students whose parents have high, average and lower expectations in mathematics in each group is presented below. Average scores of each group in the MEA mathematics test are also presented. Mastery levels of the three groups, which is based on the percentage of the average test scores of the three groups in the 400 points test, are also provided. Some students in all three groups do not know their parents' expectations; due to the little difference in the percentage of the three groups, these percentages are not presented.

	<u>English Only</u>	<u>NELB</u>	<u>LEP</u>
High Expectations	48.42%	68.13%	66.67%
Average Expectations	36.33	18.68	16.67
Low Expectations	1.20		3.33
Group Average Test Scores	251	235	135
Mastery Level (with 400 as full test scores)	62.75	58.75	33.75

II. Analysis and Comment

1. 48.42% of the English Only group think that their parents have high expectations in their performance in mathematics. This figure is 19.71% lower than the NELB, and 18.25% lower than the LEP.

2. 36.33% of the English Only think that their parents have average expectations in their performance in mathematics; 17.65% higher than the NELB and 19.66% higher than the LEP.
3. Quite a few English Only students think that their parents do not expect them to perform well in mathematics. The number is 81, or 1.20% of the total number of the group.
4. 68.13% of the NELB group think that their parents have high expectations in their mathematics performance, 19.71% higher than the English Only. The percentage of parents' average expectations, on the other hand, is 17.65% lower than the English Only group.
5. It seems that the NELB have higher parents' expectations for their mathematics performance. From the figures presented in 4 above, it can be seen that about 2/3 NELB parents expect their children to perform well in mathematics, only fewer than 1/5 parents expect their children to perform average, and none of them expect their children not to perform well.
6. Comparing the mastery level of the NELB and English Only shown in the MEA test, it is found that the percentage of the former is only 4 points lower than the latter. This means that NELB students perform almost as well as the English Only students. Besides other factors, parents' high expectations might be considered as a major reason for NELB student achievement in mathematics.

Access to Computers at Home

I. Presentation of the Data

Among 7,149 students who took the MEA Test, 8,832 returned their answers, taking 96.57% of the total; 317 or 3.49% were missing.

II. Analysis and Comment

1. There is a slight difference in the percentages of the no-computer-at-homes among the three groups. 48.9% of the English Only report that there is no computer at their homes. The percentages of the NELB and LEP are 47.35% and 53.33% respectively.
2. The percentage of those who have video TV games at home in the NELB groups is slightly higher than the English Only. The difference is 2.28%.
3. The percentages of those who have a computer at home in the English Only and NELB groups are about the same, with the English Only 1.56% higher.
4. The percentages of those who have a computer at home that is used for both video and other purposes are also about the same between the English Only and NELB groups. The percentage difference is as little as 1.21%.
5. It seems that there is little difference between the English Only and NELB groups in the access to computer at home.

I. Parents Educational Background: Data Presentation

Grade 8

1. Among the 8,209 students who took the Maine Educational Assessment Test, 7,301 answered the question related to parental background, or 89% of the total; the missing frequency is 908, or 11%.

2. Of the 7,301 returned answers, 7,135 identified themselves as the English only, taking 97.73% of the total; 34 as Limited English Proficient, or 0.47% of the total; 132 as Non-English Language Background, or 1.81% of the total number.

3. Percentage distribution of parents' educational background within each group (English only, Limited English Proficient and Non-English Language Background):

- Parents with high school education or lower:

English only: 50.54%
 Limited English Proficient: 76.47%
 Non-English Language Background: 62.12%

- Parents with some college education or college education:

English only: 40.37%
 Limited English Proficient: 23.53%
 Non-English Language Background: 29.55%

- Parents with advanced degree:

English only: 9.08%
 Limited English Proficient: 0.00%
 Non-English Language Background: 8.33%

TABLE 1

Percentage Distribution of Parents' Educational Background

	English Only	Limited English Proficient	Non-English Language Background
High School Education or Lower	50.54	76.47	62.12
Some College or College Education	40.37	23.53	29.55
Advanced Degree	9.08	0.00	8.33

Note: Figures given are percentages in each group.

II. Comment

Judging by the figures, there appears to be a pattern of relationships as follows:

The English dominant group appears to have parents with higher educational background than the LEP group and the NELB group. An exception to this pattern

is the advanced degree category of the NELB group. However, the numbers of the NELB are very small compared to the English dominant group. It is doubtful that this distribution is statistically significant statewide.

Another consideration might be that the numbers of the LEP group are too small (34) to be statistically significant.

Eighth Grade Students' Grades in Social Studies

I. Presentation of the Data

1. Among the 8,209 eighth grade students who took the Maine Educational Assessment Test, 7,737 answered this question, the non-respondent total was 472. The return rate is 94.26%, the missing rate is 5.74%.

2. Of the 7,737 returned answers, 7,563 or 97.75% identified themselves as the English dominant; 36 or 0.04% as the Limited English Proficient; 138 or 1.78% as the Non-English Language Background.

3. Of the returned answers in each group, 48.12% of the English only consider themselves as performing well or even better in social studies with "A's" and "B's" as their usual grades; in the LEP and NELB groups, the percentages are 33.33 and 45.65 respectively.

Those who consider themselves as performing average or better (usual grades are "C's" or "C's" and "B's") are the English-only which totals 44.63%; the LEP group totals 58.33%; in the NELB group, 49.48%.

Those who think their performance is unsatisfactory among the English-only group is 7.26%; the LEP group, 8.33%; the NELB group, 5.07%.

It is worth mentioning that in the LEP group, the percentage of those who consider themselves as performing very well (usually get "A's") is 10.13 lower than the comparable English-only group. Also, among those who think their grades are usually B's and C's, the percentage of the LEP group is 16.91 higher than the English only group (44.44%, 27.53%).

II. Comment

It seems that the English-only group performs significantly better than the LEP group. The percentage of satisfactory performance (usually get "A's" and "B's") of the English-only group is 14.79 higher than the other group. The percentage of very satisfactory performance (usually get "A's") is 10.13 higher than the other group.

In the low achievement groups, the percentage of the LEP becomes 13.7% higher than the English-only group.

There is a slight difference among the three groups in unsatisfactory performance.

The above comment is supported by the test scores of the two groups in social studies and related subjects. The scores of the English only group in social studies are 20 points higher than for the LEP group; in reading, 40 points higher; in writing; 38 points higher; in humanities, 19 points higher.

I. Presentation of the Data: Mathematics Grades

1. Among the 8,209 students who took the Maine Educational Assessment Test, 7,753 answered this question properly, the non-respondents total 456. The return rate is 94.45%; the missing rate is 5.55%.

2. Of the 7,753 returned answers, 7,557 or 97.73 identified themselves as English-dominant; 38 or 0.49% as Limited English Proficient; 138 or 1.78% as Non-English Language Background.

3. Of the responses in each group, 57.66% of the English-only consider themselves as performing well or even better in mathematics with "A's" and "B's" as their usual grades; of the LEP, 52.63% of the NELB, 50.72%.

However, differences can be found in the percentage distributions of the LEP group and the other two groups in terms of the best performance and good performance. Only 7.89% of the LEP group usually get "A's" in mathematics, 14.53% and 14.57% lower than the English-only and NELB groups respectively. But among those who usually get "B's," the percentage of the LEP group is as high as 44.74%, 9.5% and 16.48% higher than the English-only and NELB respectively.

There appears to be no significant difference among the three groups in the average achievement (usually get "C's") and satisfactory performance (usually get "D's" or "F's"). However, the percentage of unsatisfactory performance of the LEP group is slightly higher than the other two groups.

II. Comment

Judged on the percentage distributions in good, average and unsatisfactory performance, it seems that there is no significant difference among the three groups in the performance of mathematics. However, there appear to be fewer high achievers in the LEP group as shown by the low percentage of the group in this category as well as by the comparison with the other two groups. It is suggested that further investigation be made in this area, in order to find out to what extent this is affected by limited English proficiency.

Comparing the test scores of the three groups, it is found the English-only group perform the best, with 250 as state average scores, while students are 30 points lower and the NELB, 8 points lower than the English only. It seems that the best scores are supportive of the above comment.

It should be noted that the numbers of the LEP students who took the Maine Educational Assessment Test are too small (38) to be statistically significant statewide.

Part II 1985-86 Maine Educational Assessment - Grade 8

Parents' Educational Background

I. Presentation of the Data

1. Among the 8,113 students who took the test, 7,163 answered this question properly, taking 89.52% of the total. The number of non-respondents totals 950, or 10.48% of the total.

2. Of the 7,163 responses, 7,019 identified themselves as the English-only, taking 97.99% of the total; 34 as Limited English Proficient, or 0.47% of the total; 110 as the Non-English Language background, or 1.54% of the total number.

3. Percentage distribution of parents' educational background within each group (English only, Limited English Proficient and Non-English Language Background) is as follows:

● Parents with high school education or lower:

English only: 50.63%
 Limited English Proficient: 70.58%
 Non-English Language Background: 60.91%

● Parents with some college education or college education:

English only: 40.34%
 Limited English Proficient: 23.52%
 Non-English Language Background: 32.73%

● Parents with advanced degree:

English only: 9.03%
 Limited English Proficient: 5.88%
 Non-English Language Background: 6.36%

Table 1.

Percentage Distribution of Parents' Educational Background

	English Only	Limited English Proficient	Non-English Lang. Background
High School Education or Lower	50.63	70.58	60.91
Some College or College Education	40.34	23.52	32.73
Advanced Degree	9.03	5.88	6.36
Total	100	100	100

Note: Figures given are percentages in each group.

II. Comment

Judging from the above figures, there appears to be a pattern that the English-only group has parents with higher educational background. The percentage of the group are higher in all the three items of some college education, college education and advanced degrees. For example, the percentage of parents with college education in the English only group is 13.29% higher than that of the Limited English Proficient.

The percentage distribution of parents' educational background of the Non-English Language Background group seems similar to the English only group, except that the percentage of parents with education lower than high school is 11.41% higher than the English only.

The LEP group seems to have parents with lower education backgrounds than the other two groups. The percentage of parents with high school education is 16.75% and 17.91% higher than the English only and Non-English Language Background respectively, but percentage of the parents of this group who have education above high school is 19.97% lower than the English only group, and 9.69% lower than the Non-English Language Background.

It is suggested that since the number of the Limited English proficient group who took the Maine Educational Assessment Test is so small (34) that the percentage distribution not be used as a statewide figure.

Students' Reading Levels: Grade 8

I. Presentation of the Data

1. Among the 8,113 students who took the Maine Educational Assessment Test, 7,674 gave proper answers to this question, taking 94.59% of the total number. The missing number is 439, or 5.41% of the total.

2. Of the 7,674 responses, 7,510 or 97.86% identified themselves as English dominant; 44 or 0.57% as LEP; 120 or 1.56% as NELB.

3. Of the responses in each group, 80.73% of the English only group consider themselves as good or very good readers; about the same proportion in the NELB group (80%) made the same judgement; in the LEP group, 65.91% think they are good or very good readers.

Those who consider themselves as poor readers in the English only group take 5.29% in the NELB group, 0.83%; in the LEP group, 11.36%.

II. Comment

The English only and NELB groups seem to have similar judgement on their reading levels, except that there are 4.46% fewer students in the NELB group than the English only thinking that they are poor readers. The state's average test scores in reading also reflect that there is almost no difference in the reading achievement between the two groups.

The LEP group seems to have less confidence in their reading level. 11.36% of the group think that they are poor readers, at least 6% higher than the other two groups, while much fewer consider that their reading level is good or very good. (14.82% and 14.09% lower than the English only and NELB groups respectively).

The state average test scores also show that the LEP group needs improvement in reading. The test scores of the group is 31 points lower than the NELB, 40 points lower than the English only.

The number of the LEP students who took the MEA is too small to be statistically significant statewide.

Number of Books at Home: Grade 8

Presentation of the Data and Comment

1. Among the 8,113 students who took the Maine Educational Assessment Test, 7,671 answered the question taking 94.55% of the total number. The missing number is 442, or 5.45% of the total.

2. Of the 7,671 responses, 7506 or 97.85% identified themselves as English dominant; 44 or 0.57% as Limited English Proficient; and 121 or 1.58% as Non-English Language Background.

3. Judging from the percentage distribution, there appears only a very slight difference among the three groups in their access to more than 25 books at home.

4. It is interesting to note that more LEP students do not know how many books there are in their homes (4.96% and 5.78% higher than the English only and NELB groups respectively).

5. The number of the LEP students who took the Maine Educational Assessment Test is too small to be statistically significant statewide.

Students' Grades in Science: Grade 8

I. Presentation of the Data

1. Among the 8,113 students who took the Maine Educational Assessment Test, 7,604 responded, taking 93.73% of the total. The missing number is 509, or 6.27% of the total number.

2. Of the 7,604 returned answers, 7,440 or 97.84% identified themselves as the English dominant; 44 or 0.58% as Limited English Proficient; and 120 or 1.58% as the Non-English Language Background.

3. Of the returned answers in each group, 49.09% of the English only consider themselves as performing well or even better in science with "A's" and "B's" as their usual grades; the percentage of the NELB group is almost the same (50.00%); in the LEP group, the proportion is 38.63%.

Those who consider themselves as performing average or better (with "C's" or "B's" and "C's" as usual grades) in the English only group take 43.86%; in the NELB group, 40.83%; and in the LEP group, 50.00%.

Those who think their performance is below average or unsatisfactory (with "D's" and "F's" as usual grades) in the English only group take 7.06%; in the NELB group, 9.17%; and in the LEP group, 11.36%.

II. Comment

There appears to be a difference in the self-evaluation of performance in science between the LEP group and the other two groups. In terms of good performance, the percentage of the LEP group is 10.46% lower than the English

only group and 11.37% lower than the NELB; while the percentage of unsatisfactory performance of this group is 4.3 and 2.19 higher than the English and NELB groups respectively.

Comparing the above figures with the state average test scores in science, it is found that the scores of the LEP group is 20 points lower than the English only group, and 12 points lower than the NELB. It seems that there is a need to improve science teaching for the LEP group, instructionally or linguistically, or both.

The number of the LEP students who took the Maine Educational Assessment Test is too small (44) to be statistically significant statewide.

INTRODUCTION OF DATA ANALYSIS OF 1985-86
MAINE EDUCATIONAL ASSESSMENT SURVEY, GRADE 11

The Maine Educational Assessment (MEA) Survey, Grade 11 consists of two forms. Form A and Form B, with each being sent to two groups of students that respectively make about fifty percent of the total student population in Grade 11 of the public schools in the State of Maine.

The data is programmed in a way that each group is surveyed, the English only, the Non-English background and the limited English proficient, is regarded as EF1, EF2 and EF3 respectively, with each group being compared with the other two in each question being surveyed.

The analysis is conducted in a way that only the table for EF1 is used as the data base. That is, the English only group is compared with the non-English groups, including Non-English language background and the limited English proficient.

Access to Counseling in Selection of Schools

II. Presentation of Data

1. Among the 7,624 students who took the MEA test and were surveyed with Form A, 7,167 answered the question of access to counseling in selection of schools, making 94% of the total number.

2. Among the 7,167 returned answers, 6,791 identified as the English only, making 94.75% of the total; and 376 or 5.25% considered themselves as Non-English language background or limited English proficient.

3. The percentage distribution of different levels of help students get from their school counselors in selecting a college. Vocational school or trade school is as the following:

	English Only	NELB/LEP
Get all or most help needed	50.16	51.86
Get half or little help needed	32.80	32.18
Get no help	17.05	15.96

II. Comment

It seems that there is no significant difference in the access to counseling for selection of schools between the English only and NELB/LEP groups. According to the data, more than eighty percent of the students in both groups can receive some kind of help from their counselors. Those who cannot receive any help in the NELB/LEP group is 15.96%, 1.09% lower than the English only group.

Access to Counseling in Selection of Career

I. Presentation of Data

1. Among the 7,624 students who took the MEA test and were surveyed with Form A. 7,170 answered the question of access to counseling in the selection of a job or career, making 94.04% of the total number.

2. Of the 7,170 returned answers 6,795 identified themselves as the English only, making 94.77% of the total; 375 or 5.23% as the Non-English language background or limited English proficient.

3. The following is the percentage distribution in the two groups in levels of help that students receive in the selection of a job or career.

	English Only	NELB/LEP
Get all or most help needed	35.07	34.14
Get half or little help needed	33.99	36.00
Get no help	30.93	29.87

II. Comment

There appears to be no significant difference in the help that students receive in the selection of a job or career between the English only and NELB/LEP groups. In both groups, about 70% of students can receive some kind of help in the selection of a career from their school counselors.

Those who cannot get any help from their counselors in the selection of a career make about 30% in both groups (in English only, 30.93%; in NELB/LEP, 29.87%). This figure is much higher than the percentage of the similar item in Question 8. The similar item in Question 8, e.g., the percentage of those who cannot get any help in the selection of a school, makes only 15.96% to 17.05% of the NELB/LEP and English only groups respectively. Therefore, it is suggested that further investigation be made to find out the necessary improvement in the counseling of the selection of careers of students.

Areas of Help Needed by Students

I. Presentation of Data

1. Among 7,624 students who took the MEA test and were surveyed with Form A, 7,063 returned their answers to the question of the areas of help needed by them in choosing a career, making 92.64% of the total number.

2. Of the 7,063 returns, 6,691 identified themselves as the English only, making 94.73% of the total returns; 372 or 5.27% of the Non-English language background or limited English proficient.

3. The following table shows the percentage distribution in each group in the help students need in choosing a career:

	English Only	NELB/LEP
Assessment of Personal Skills, Interests and Aptitudes	12.60	11.83
Selecting a Field	28.50	28.76
Planning Education or Training	31.86	32.26
Acquiring Skills for Job Seeking and Keeping	13.79	12.63
All of the Above	13.24	14.52

II. Comment

It seems that there is no significant difference between the English only and NELB/LEP groups in the help students need in choosing a career. Rather, there are a few commodities in the table presented above:

1. The orders of different kinds of help needed by students in the two groups appear to be similar. The following table shows the orders of the kinds of help needed:

English Only	NELB/LEP
1. Planning Education or Training	Planning Education or Learning
2. Selecting a field	Selecting a field
3. Acquiring skills for job seeking and keeping	All the rest in this table
4. All the rest in this table	Acquiring skills for job seeking and keeping
5. Assessment of Personal Skills, Interests and Aptitudes	Assessment of Personal Skills, Interests and Aptitudes

From the table above, it can be seen that students in both groups take the same orders with the exception of item 3 and 4.

2. Among the five choices available for students "Planning Education or Training" and "Selecting a Field" are regarded as areas in which help is mostly necessary to students in both groups. The percentages of these two items for the English only and NELB/LEP make 60.36% and 61.02% respectively. It is suggested that arrangements be made to strengthen counseling and guidance in these two areas.

Parents' Educational Background

I. Presentation of Data

Percentage distribution of parents' educational background between the two groups (the English only as one group, the NELB and LEP as the other) is as follows:

	English Only	NELB/LEP
High School Education or Lower	49.26	61.70
Some College or College Education	39.65	32.98
Advanced Degree	11.09	5.32
Total	100	100

II. Comment

Of the students surveyed, the parents of English only students tend to have higher educational background. In the items of "Some College Education and College Education" and "Advanced Degree," the percentages of the NELB/LEP are 6.67% and 5.77% lower than the English only respectively. However, in the item of "High School Education or Lower," the percentage of NELB/LEP is as high as 61.70%, 12.44% higher than the English only group; in this category, the percentage of parents with education less than high school in the NELB/LEP group is 7% higher than the English only.

Therefore, a conclusion can be drawn from the data: The English Only group has parents with better educational background, while the NELB/LEP group has parents with lower educational levels.

I. Presentation of Data

The percentage distribution of the two groups regarding primary source of information is as follows:

	English Only	NELB/LEP
TV	53.43	54.38
Radio	14.17	12.47
Newspapers	16.44	14.06
Popular Magazines	3.13	4.24
Teachers, Family and Friends	12.83	14.85

II. Comment

There appears to be no significant difference between the English only and NELB/LEP groups in their primary sources of information. In both groups more than 53% of the students receive information through TV. The percentage distribution in other sources appear to be about the same between the two groups.

Self Evaluation in Mathematics Performance

I. Presentation of Data

The following table shows the percentage distribution of students' self-evaluation of their performance in mathematics. "Good Performance" stands for grades A's and B's; "Average Performance," grades C's and B's and C's; and "Unsatisfactory Performance," D's and F's.

	English Only	NELB/LEP
Good Performance	41.53	44.04
Average Performance	50.06	48.27
Unsatisfactory Performance	8.42	7.69

II. Comment

There are very slight differences between the two groups in their self-evaluation of their performance in mathematics. The percentage of the NELB/LEP in "Good Performance" is slightly higher (2.51%) than the English only. When "Good Performance" is broken down to grade A's and B's, it is found that the higher percentage is mainly due to grade A's, in which the percentage of the NELB/LEP is 3.28% higher than the English only.

On the other two items, the percentages of the two groups are only very slightly different, and things remain the same when the performance criteria are broken down to specific grades (B's, C's, D's and F's).

Therefore, judging from the self-evaluation, no significant difference can be found in students' self ratings on performance between the two groups. However, when the test scores of mathematics in the MEA Test are taken into account, the differences are quite significant.

MEA Mathematics' Test Scores

	Scores	Mastery Level (400 as Full Scores)
English Only	252	63%
NELB	219	54.75%
LEP	100	25.00%

The differences in the test scores among the three groups are that the NELB's scores are 33 points lower than the English Only's, and 119 points higher than the LEP's; and that the LEP's scores are 152 and 119 points lower than the English Only's and NELB's.

Comparing the average mastery level of the groups, reflected in the scores, it is found that the NELB is 8.25% lower than the English only; and that the LEP reached 25% of the maximum possible score.

Career Plan

I. Presentation of Data

The following table shows the percentage distribution of the career plan of the English Only and NELB/LEP groups. The career plan is classified as getting a full-time job; entering a vocational or trade school; going to college; and joining the Armed Services.

	English Only	NELB/LEP
Full Time Job	18.58	19.33
Vocational/Trade School	16.18	21.57
College	55.22	47.34
Armed Services	9.79	11.48

II. Comment

It seems that the differences between the English Only and NELB/LEP groups lie in their plans to go to college or vocational/trade school. The statistics show that in the NELB/LEP group, more students intend to go to vocational/trade school, with the percentage 5.39% higher than that of the English only. But the percentage of those who are going to college in the NELB/LEP group is 7.88% lower than the English only.

The percentage distribution of the two groups in the other two items, "Full Time Job" and "Armed Services," is not significantly different.

Life Objectives

I. Presentation of Data

The percentage distribution of the two groups is shown in the following table.

	English Only	NELB/LEP
Helping Community	1.36	1.42
Family Life	22.14	21.31
Money	6.65	4.55
Leisure	9.23	8.24
Work Success	60.63	64.49

II. Comment

It seems that the English only and NELB/LEP groups have similar objectives of life. To the question of the most important objective of the next twenty-five years, the two groups basically have the same choices. Work success is regarded as the first important objective, with more than 60% students in each group making this choice; Family life is ranked the second, with more than 21% of each group choosing it; the remaining three are ranked in order of Leisure, money and helping community.

Comparing the percentages of the two groups in each item, no significant difference is found except that the percentage of the students in NELB/LEP group who take work success as their life objective is slightly (3.86%) higher than that of the English Only group.

Self-Evaluation of Student Reading Levels

I. Presentation of Data

The following table shows the percentage distribution of students' self-evaluation of their reading levels.

Grade 11

	English Only	NELB/LEP
Very Good	28.98	27.98
Good	57.45	55.12
Poor	5.69	6.93
Don't Know	7.25	9.97

II. Comment

In each item presented in the above table, the percentage distribution of the two groups are only less than 3% different. Therefore, it seems that the self-evaluation in reading level of the English only and NELB/LEP is slightly different.

	Test Scores	Mastery Level (With 400 as Full Scores)
English Only	254	63.50%
NELB	186	46.50%
LEP	100	25.00%

The above table shows that the average mastery level of the NELB is less than 50%, and that of the LEP is as low as one-fourth.

Unwillingness to Write

I. Presentation of Data

The question asked is: "If I didn't have to write for school, I wouldn't write anything." Percentage distribution of students' responses is presented as the following:

	English Only	NELB/LEP
Agree/Strongly Agree	12.61	13.02
Not Sure	13.59	11.08
Disagree/Strongly Disagree	73.80	75.90

II. Comment

From the table above, it can be seen that there are very slight differences between the English only and NELB/LEP groups. The percentage of those who would rather not write in the NELB/LEP group is only 0.41% higher than that of the English only group. The percentage of those who prefer to write out of school of the NELB/LEP group is 2.1% higher than that of the English only group.

Although there is little difference in the attitude toward writing between the two groups, the scores of MEA Test show that both the scores and average mastery level of the NELB and LEP are lower than the English only. The specific difference between the two groups is presented in the following table.

	Test Scores	Mastery Level (With 400 as Full Scores)
English only	253	63.25%
NELB	217	54.25%
LEP	108	27.00%

PART III: Language Incidence

- A. Ten Largest Minority Language Communities in Maine
- B. List of Native Languages Spoken by Maine's Minority Children



PART III

NUMBER OF NON - ENGLISH LANGUAGE BACKGROUND CHILDREN BY LANGUAGE GROUP STATEWIDE

In this section, the seventy languages indigenous to Maine are listed alphabetically with the number of children who speak each language natively. Some students speak more than two languages natively; they've been listed as well. Note that 162 Non English Language Background students did not identify their non-English native languages, which may mean there are additional languages not listed. Languages spoken were compiled from home language survey results.

Native Languages Spoken
By Maine Children
1986

Language	Number of speakers of this language	No. of spkrs. of this language & one other non- English language
American Sign (or Cued Speech)	53	3
Amharic	1	
Apache	1	1
Arabic	4	
Bengali	1	
Beti	1	1
Bohemian	1	
Burmese	2	
Caribbean English	1	
Chamarro	1	
Chinese	55	
Czech	1	
Danish	7	
Dari	8	2
Dutch	7	
Farsi	6	1
Finnish	11	1
French	4,144	38
Gaelic	1	
German	121	6
Greek	29	2
Guamian	1	
Gujarti	2	
Hatian	1	
Hawaiian Samaan	2	
Hebrew	1	
Hindu	6	
Hungarian	4	
Italian	31	4
Japanese	26	
Khmer	273	1
Konkani	1	
Korean	69	
Kuscien	1	

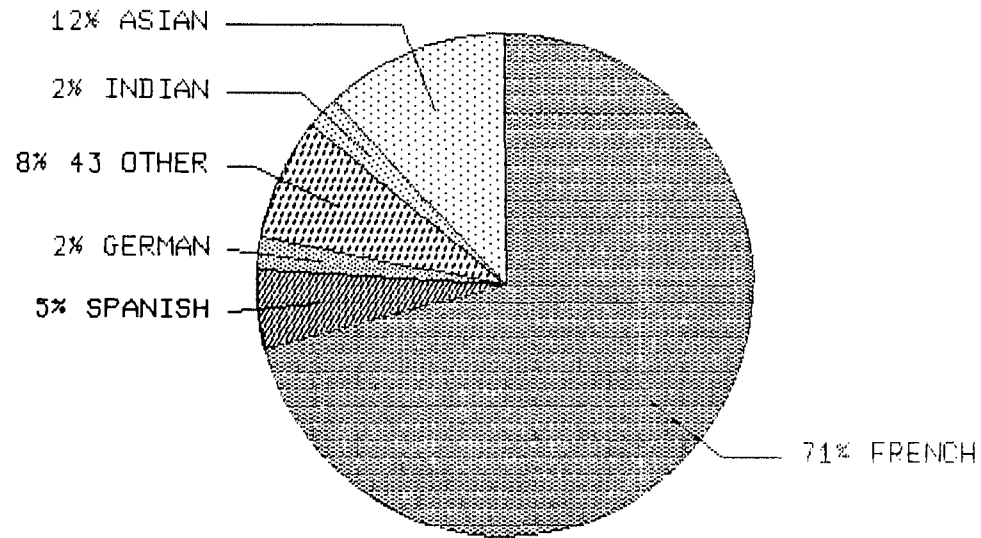
Language	Number of speakers of this language	No. of spkrs. of this language & one other non- English language
Lao	32	1
Latvian	1	
Lebanese	2	1
Lithuanian	2	
Malayalum	3	
Maliseet	3	
Marathi	1	
Micmac	6	
Nepali	1	
Norwegian	9	
Pashto	3	2
Passamaquoddy	137	2
Pauluan	1	
Penobscot	8	
Persian	4	
Philipino	11	1
Polish	20	1
Portugese	12	3
Russian	4	
Shan	1	
Spanish	311	33
Swedish	19	1
Swiss German	1	1
Tagalog	18	
Taiwanese	1	
Tamil	2	
Telegu	2	
Tewa Pueblo	1	
Thai	16	
Turkish	1	1
Ukrainian	4	
Urdu	1	
Vietnamese	125	4
Yiddish	1	
Yugoslavian	1	
Language not given	<u>162</u>	
112 Totals	5,801	<u>111</u>

MAINE'S TEN LARGEST LANGUAGE MINORITY COMMUNITIES

<u>TOWN</u>	<u>NUMBER OF NATIVE SPEAKERS</u> *	<u>PRIMARY NATIVE LANGUAGE REPORTED</u>
Madawaska	577	French
Lewiston	451	French
Portland	315	Khmer, Vietnamese
Fort Kent	270	French
Biddeford	248	French
Sanford	171	French, Khmer
Auburn	154	French
Van Buren	144	French
Augusta	142	French, Khmer
Caribou	117	French

* School-aged children (K-12)

PRIMARY MINORITY LANGUAGE GROUPS IN MAINE
SPOKEN NATIVELY BY SCHOOL-AGED CHILDREN



MINORITY LANGUAGE GROUPS 1986

Part IV: Technical Assistance Leading to Structured
Language Programs for Limited English Proficient
Children, K-12



PART IV

SUMMARY OF EDUCATION SERVICES TO LIMITED ENGLISH PROFICIENCY CHILDREN IN MAINE

A minimum of thirty-three school districts (23% of the state) have a structured language program for at least some of its Limited English Proficient children. This has been determined through requested on-site technical assistance by the State Education Agency. This summation outlines the number of Limited English Proficiency children served by a structured language program, the number of educators who received State Education Agency training, and the various language groups represented by those programs and services.

SUMMARY OF EDUCATION SERVICES TO LIMITED ENGLISH PROFICIENCY CHILDREN IN MAINE

<u>LOCAL ED. AGENCY</u>	<u>PGM. IN PLACE</u>	<u>LIMITED ENGLISH PROF.</u> (Children)	<u>NUMBER TEACHERS SERVED</u>	<u>LANGUAGES</u>
1-Arundel Mildred Day School	Yes	2	3	French
2-Auburn Washburn School	Yes	1	5	Spanish
3-Augusta Cony High School & Hodgkins School	Yes	23	2	Khmer, Vietn. Thai & Other
4-Bath Huse Memorial School	Yes	3	2	Korean and Spanish
5-No. Berwick Hurd School	Yes	12	2	Khmer and Vietnamese
6-Belfast Superintendents Office	Yes	6	1	Spanish
7-Biddeford Emery School	Yes	1	3	Khmer
8-Brunswick Coffin School & District Office	Yes	37	4	Afgani, Spani Tagalo, Khmer Pashto
9-Caribou Vocational Educational School	Yes	1	1	Spanish
10-Castine Adams (U93)	Yes	2	8	Spanish
11-Dixfield Dirigo High School	Yes	1	6	Bermese
12-Dresden Dresden Elementary	Yes	1	6	Tagalo
13-Ellsworth Dr. Charles Knowlton	Yes	1	5	Spanish
14-Gardiner Gardiner Jr. High	Yes	2	2	Korean

<u>LOCAL ED. AGENCY</u>	<u>PGM. IN PLACE</u>	<u>LIMITED ENGLISH PROF</u> (Children)	<u>NUMBER TEACHERS SERVED</u>	<u>LANGUAGES</u>
15-Hampden Hampden Academy Weatherbee, Earl C. McGraw	Yes	13	5	Laotian, Korean Vietnamese and Khmer
16-Jay Jay High School	Yes	1	5	Vietnamese
17-Kittery Frisbee School	Yes	5	3	Khmer, Tagalog Spanish and Vietnamese
18-Lovell New Suncook School	Yes	4	4	Polish
19-Poland Springs Elementary and Poland Community School	Yes	3	11	Spanish & Italian
20-Mechanic Falls Minot School	Yes	1	4	Tagalog, and Philippines
21-Mexico High/Elementary	Yes	2	1	Khmer
22-North Haven No. Haven Community School	Yes	1	4	Spanish
23-Otisfield Otisfield Central School	Yes	1	3	Japanese
24-Presque Isle Cunningham School	Yes	5	11	Chinese, Spanish Possible registra- tion of more LEP children.
25-Rumford Rumford Elementary & High School (U25)	Yes	6	1	Vietnamese
26-Sanford Title VII Project	Yes	90	26	Khmer, French and Vietnamese
27-Searsmont Searsmont Elementary	Yes	1	2	Chinese

<u>LOCAL ED. AGENCY</u>	<u>PGM. IN PLACE</u>	<u>LIMITED ENGLISH PROF.</u>	<u>NUMBER TEACHERS SERVED</u>	<u>LANGUAGES</u>
28-So. Portland So. Portland school district	Yes	31	3	Khmer, Korear Vietnamese
29-Topsham Mt. Ararat	Yes	1	7	Chinese
30-Wells-Ogunquit Ogunquit Village School	Yes	1	3	French
31-Vassalboro Carl B. Lord	Yes	1	5	Khmer
32-Portland H.S. PRVTC	Yes	90	12	Khmer, Lao, I and Vietnames
33-Maine Indian Education H.B.M.I.	Yes	200	8	Passamaquoddy and Maliseet

Total number of Districts with
programs in place: 33

Total LEP children served by
programs of ESL: 550

Total staff serving LEP
children: 168

PART V

The Academic Condition of Title VII Project Children

1. Sanford Public Schools
2. Portland Public Schools
3. Maine Indian Education and the
Houlton Band of Maliseet Indians

PART V

THE ACADEMIC CONDITION OF ESEA TITLE VII PROJECT CHILDREN

The collection of data on the academic condition of Limited English Proficiency children from bilingual education Title VII projects was mandated by the State Education Agency, consistent with federal rules. Guidelines governing the collection of that data varied by project and are here listed as submitted by those three Local Education Agency project sites:

- Portland Project T A C T
- Sanford Bilingual Education Projects
- Passamaquoddy-Maliseet

Bilingual Education Project (a consortium of Pleasant Point and Indian Township Reservations and the Houlton Band of Maliseet Indians.

SANFORD PUBLIC SCHOOLS TITLE VII PROJECT

1. Most of the students served by the project are Cambodian refugees coming from low income homes. Many of these families came with the large influx of refugees in 1981, however, several families have just recently arrived through family reunification. Sanford has the second largest Southeast Asian population in the state of Maine. Many of the families living in the surrounding areas move into this area because they find native speakers and factory jobs which require little or no English at the entry level. With this in mind the project has been trying to assess the individual needs of the students, taking into account the transient nature of the culture since being relocated in the U. S.

Most of the parents of these children do not speak English, or are very limited in their English proficiency. It is helpful to note that the basic family unit is somewhat destroyed by the fact that the sometimes English fluent child needs to accompany the LEP parent to meetings in order to translate the English into Khmer.

As this small New England Community has not been accustomed to a refugee population, many community members do not understand the needs of the non-English Language Background child. Although the LEP children learn basic interpersonal communication skills within 1-3 years, their Cognitive Academic Language proficiency lags far behind, especially in the more specific language of the content area material. The needs of the child are assessed by means of an oral language proficiency test IPT or LAS as well as teacher based observations and academic basic skills tests. Children are also provided with the opportunity to be included in cultural sensitivity curriculum to maintain their dominant language and culture.

On all levels except the Junior High School (grades 7-8) the LEP children are mainstreamed for approximately half of their regular school day. At the Junior High level the NEP and LEP students have the option of only being mainstreamed for music, art, and physical education. Core teachers on the upper levels have been identified to work with the LEP students in conjunction with the Bilingual Staff.

Most of the LEP children live in a secluded area with many other refugee families. The children are not encouraged to play out of doors, and if they do, it is generally with other refugee neighbors. The children vary

in their stages of native literacy, as well as native language fluency. Many students did not have any formal education before arriving in the U.S. We are constantly assessing the needs of the LEP child as we educate them in this project. Because the parents have limited English skills it is difficult to find out the health, educational and emotional background of the children.

2. ESL Elementary Grades 1-3

1. English as a second language instruction with a bilingual component is used as the vehicle to increase LEP proficiency in grades 1-3 in order to facilitate successful mainstreaming. This program incorporates activities use the natural approach where the content and not the language itself is stressed. Activities such as the use of pictures, dramatics, tapes, stories, role playing creat experiences which then become the basis for their language expansion.

2. A number of approaches & techniques are integrated to create a diversified program which emphasise the natural approach to language learning which focuses on the content of the communication rather than the language itself. It is a natural exposure to language. This method encourages the use of modified language experience techniques - using a content based topic with a hands on or visual presentation, then creating a lesson or text based on that experience. The Direct Method, using patterned practice, action drills, description and demonstration drills, visual dictation and sequencing reinforces the experience based technique. Total Physical Response (TPR) is used to involve the entire child in the language experience.

Among the materials used are:

- a) IDEA ORAL LANGUAGE PROGRAM, to help non English speakers speak and understand the English Language
- b) HOPSCOTCH COURSE BOOKS, to develop survival skills for the school setting
- c) READING MILESTONES, refines reading ability
- d) Computer incorporated activities for guided drill & practice
- e) YES, ENGLISH FOR CHILDREN develops reading readiness skills
- f) GINN WORD ENRICHMENT develops sound & letter recognition in early readers.
- g) I LIKE ENGLISH, to increase studnets mastery of the 4 basic language skills and for structural and functional review.

1. Some of the instructional educational activities specific to the Middle Grades are:

- a) Native language support as needed
- b) ESL Instruction
- c) The Natural Approach
- d) Tutorial work in the content areas
- e) Language Experience Stories to enhance proficiency in reading
- f) Work and Study skills on an individual basis
- g) Writing Skills on an individual basis
- h) Role Playing and use of Manipulatives

2. The materials used at the Middle School for Bilingual Education/ ESL and methods are:

- a) Individualized to a great extent because the numbers are manageable
- b) The Natural Approach
- c) Total Physical Response
- d) I Like English Series
- e) Picture Dictionaries
- f) Reading Milestones
- g) Weekly Readers
- h) Controlled Language Science Series
- i) Dialogue journals
- j) Grammar from teacher made materials

ESL Junior High Grades 7-8

1. Instructional educational activities in the Junior High classroom cover a wide range in level and content because of the great variance of proficiency in English. Teaching is done with the goal of ultimate mainstreaming in mind, but the "beginning" with all students has been the study of basic functional English.

To increase the LEP child's proficiency, many approaches, in addition to traditional presentation of material, have been used. Among them are trips to stores and restaurants; communication games, role playing, extension conversations, current events, journals, dictation, explanation of concepts, cloze encounters, integration of material, lectures, research, etc.

2. Mainstream Texts:

- a) American History - Harcourt
- b) Principles of Science - Book Two Charles E. Merrill Pub. Co.
- c) Specturm Mathematics - Laidlow
- d) Stein's Refresher Math
- e) Basic Language Messages and Meanings - Harper & Row
- f) The World of Spelling - Heath & Co.
- g) Science- Understanding Your Environment - Silver Burdett
- h) Principles of Science - Book II - Charles E. Merrill Pub. Co.
- i) Plus various encyclopedias, reference books, magazines, films
computers.

ESL Texts and Workbooks:

Weekly Reader Skills Books 1983 (map skills) (English skills)
 The Wonders of Science - The Earth & Beyond - Steck & Vaughn Co.
 World Georgraphy and You - Steck - Vaughn Co.
 The Wonders of Science - The Human Body = Steck Vaughn Co.
 English Step By Step - Boggs & Dixson
 I Like English - Scott, Foresman
 English For A Changing World - Scott, Foresman
 Side By Side - Molinsky, Bliss
 Skill Sharpeners for ESL Students - Addison, Wesley
 Newby Visualanguage - Dormac, Inc.

Junior High School Grades 7-8 Cont.....

Yesterday and Today In the U.S.A. - Prentice Hall, Inc.
 Cloze Connections - Barnell, Loft, LTD.
 Life In the USA - SRA
 English With A Smile - Voluntad Publishers National Textbook Co.
 English Across the Curriculum - National Textbook
 Written English - Prentice Hall
 Necessary Words to Live By - Easy Aids, Inc.
 A Writing Book - English in Everyday Life - Prentice Hall
 Contact USA - Prentice Hall
 Readings & Conversations - Prentice Hall
 Communication Starters - Alemany Press
 Alice Blows A Fuse - Prentice Hall
 An I Know It ! Book - School Zone
 Adjective Flashcards - Dormac, Inc.
 I Like English Teaching Cards - Scott, Foresman
 ESL Vocabulary and Grammar Crossword Puzzles - Walch
 U. S. History Map Acitvities - 50 masters - Walch
 English by Dots - adjectives and adverbs - Walch
 Sentences Made Easy - Walch
 English by Dots - nouns & verbs - Walch
 Map Activities for U.S. Geography - Walch

Some methods and techniques used in the program have been listed under (1). However, each day new " devices " are discovered to implement the learning process. Mainstream materials are adapted to lower levels, questions asked by students lead to inquiry and research, and the need for stress on the correct use of words or grammatical construction results in the writing of relevent material for dictation.

Much of the above listed material has been used in various ways in the classrooms. In addition there have been mini-courses in Study Skills - Library- and computers.

Approximately one-third of all material used is written by the teacher.

SCHOOL	# in Program now	*Exit/Entry Criteria	# of Bilingual students on a needs only basis	Minimum in Bil/ESL	1 HOUR Average in Bil/ ESL	2 HOUR Maximum in Bil/ ESL
Lincoln/Lafayette Linc. (8:30 - 11:30) Laf. (12:30- 3:15)	27	Teacher Observation IPT (Lang. Assessment) Mainstream Evaluation	1	11	9	7
Full time aide (Cambodian) 7½ hr. weekly (French aide)						
Middle (8:00 - 11:15) 3/5th teacher 2 hrs. 15 min. (aide)	6	Teacher Observation IPT Informal REading Inventory Mainstream Evaluation	6	1	2	3
Junior High (full time teacher) (full time aide)	11	Teacher Observation LAS (Lang. Assessment) Mainstream Evaluation	5	1	5	5

No standardized tests or Maine State Assessment tests were given to Bilingual students of NEIR because these

Educational Progress has been achieved by this project through:

a) IPT Tests

Oral

Teacher Observation

Maine Education Assessment

MEDC

Grades (see chart)

b) No standardized tests were given to Bilingual students of NELB because these tests mainly rated accumulative knowledge from grade 1 on up.

(See enclosed graphs)

c) 1. The rate of student grade retention $\frac{1-3}{0}$ $\frac{\text{Middle}}{0}$ $\frac{\text{JHS}}{0}$

2. The rate of dropouts. 0

3. The rate of absenteeism - Did not exceed 10 days for any one student in the project and there was nearly perfect attendance for 90% of project students.

4. The rate of referral to or placement in special education classes - 0

5. Placement in programs of gifted and talented - 1 at JHS

6. Enrollment in post-secondary ed. institutions - N/A

SANFORD

MEAN GRADES	<u>T-1 & 1</u>	<u>2 & 3</u>	<u>Middle</u>	<u>Jr H S</u>
Mathematics				
1st Q	3.79	4.10	4.00	3.73
4th Q	4.23	4.53	4.20	4.00
N	13	10	10	11
English				
1st Q			4.38	5.00
4th Q			4.25	5.00
N			8	2
Social Studies				
1st Q	3.15	3.60	3.88	4.00
4th Q	3.77	3.80	4.50	4.29
N	13	5	8	7
Science				
1st Q	3.15	3.40	4.29	3.50
4th Q	3.77	3.80	4.71	4.25
N	13	5	7	4
Handwriting				
1st Q	3.69	4.15	4.33	
4th Q	4.46	4.50	4.22	
N	13	10	9	
Reading				
1st Q	3.00	3.20	4.00	
4th Q	3.65	3.50	4.33	
N	13	10	6	
Spelling				
1st Q		3.83	4.20	
4th Q		4.11	4.20	
N		9	10	
Language Development				
1st Q	3.15	3.25		
4th Q	3.69	3.30		
N	13	10		
ESL				
1st Q			5.00	4.22
4th Q			4.00	4.67
N			1	9
Physical Education				
1st Q			4.70	4.45
4th Q			4.90	4.55
N			10	11

MEAN GRADES	<u>T-1 & 1</u>	<u>2 & 3</u>	<u>Middle</u>	<u>Jr H S</u>
Health				
1st Q			4.25	
4th Q			4.50	
N			4	
Home Economics				
1st Q				5.00
4th Q				5.00
N				2
French				
1st Q				5.00
4th Q				5.00
N				1
Industrial Arts				
1st Q				5.00
4th Q				5.00
N				5
Art				
1st Q			4.89	4.89
4th Q			5.00	4.89
N			9	9
Music				
1st Q			5.00	4.33
4th Q			4.56	4.33
N			9	3
Work/Study Habits				
1st Q	4.13	4.18	4.53	4.94
4th Q	4.72	4.52	4.60	4.89
N	13	10	10	12

MEAN RATINGS	<u>T-1 & 1</u>	<u>2 & 3</u>	<u>Middle</u>	<u>Jr H S</u>
LANGUAGE				
Pre	2.72	2.94	3.31	3.37
Post	4.06	3.99	3.76	4.24
N	10	11	9	13
CONCEPT DEVEL				
Pre	2.08	2.31	3.01	2.92
Post	3.36	3.54	3.48	3.89
N	10	9	9	13
READING SKILLS				
Pre	1.70	2.50	2.89	2.89
Post	2.83	3.65	3.43	3.77
N	3	10	9	13
VERB TENSES				
Pre		1.97	2.69	2.68
Post		2.83	2.97	3.59
N		8	9	13
NOUNS				
Pre		1.88	2.83	2.83
Post		3.50	3.39	3.87
N		8	9	13
ADJECTIVES				
Pre		1.92	3.07	2.74
Post		3.38	3.63	3.59
N		8	9	13
ADVERBS				
Pre		1	2.96	2.59
Post		2	3.56	3.59
N		5	9	13
PRONOUNS				
Pre		2.25	2.91	2.62
Post		3.18	3.51	3.51
N		8	9	13
CONJUNCTS/PREPS				
Pre		1	2.78	2.54
Post		2.67	3.44	3.38
N		6	9	13
CONTRACTIONS				
Pre		2	2.89	3.38
Post		4	3.56	4.38
N		6	9	13
WRITTEN EXPR				
Pre	1	2.63	2.82	2.95
Post	2.10	3.48	3.24	3.94
N	2	10	9	13

SANFORD

WRITING SKILLS RATING SCALE (T-1 and 1)	Number of students rated	Average
Trace and copy letters of alphabet	11	4.27
Trace and copy own name and address	11	4.18
Recite name of selected letters of alphabet	11	4.36
Trace and copy kernel patterns and phrases	4	3.25
Spell from memory selected words	3	2.67
Print words and short phrases from memory	1	5.00
Copy sample patterns	11	3.00
Generate descriptive sentences	7	2.43

WRITING SKILLS RATING SCALE (Gr 2-3)	Number of students rated	Average
Write simple topic sentences	6	2.83
Use ideas which progress	8	2.88
Choose words suitable to the topics	8	3.13
Use asking, telling, commending, exclamatory	10	2.70
Write descriptive words, phrases, sentences	8	2.69
Use correct capitalization	10	2.90
Use correct end punctuation	10	3.00
Spell high frequency words	10	3.00
Write or print legibly	10	3.30
Use complete sentences	10	3.10
Employ standard usage	10	2.65
Use subject and verb agreement	10	2.40

WRITING SKILLS RATING SCALE	(Middle 4-6)		(Jr. High 7-8)	
	Number of students rated	Average	Number of students rated	Average
Use accurate and proper sentences	9	2.99	13	3.00
Support ideas with important details	9	2.90	13	2.85
Organize ideas ...logically	9	3.19	13	2.77
Identify four purposes of writing	2	3.00		N/A
Demonstrate clarity of instruction	3	3.47	13	3.31
Choose words suitable to the topics ..	7	3.24	13	3.23
Choose words that appeal to the reader	6	3.00	1	2.31
Provide adequate information	9	3.09	1	3.15
Use an appropriate conclusion	8	3.21	1	3.00
Use correct capitalization, punctuation	9	3.49	1	3.08
Spell correctly	9	3.09	1	3.15
Write legibly	9	3.19	1	3.15
Use complete sentences	9	3.19	1	3.31
Employ standard usage	9	2.69	1	3.31
Use subject and verb agreement	9	2.79	13	3.00

MEAN RATINGS	<u>T-1 & 1</u>	<u>2 & 3</u>	<u>Middle</u>	<u>Jr H S</u>
LANGUAGE				
Pre	2.72	2.94		3.37
Post	4.06	3.99	3.65	4.24
N	10	11	10	13
CONCEPT DEVEL				
Pre	2.08	2.31		2.92
Post	3.36	3.54	3.50	3.89
N	10	9	10	13
READING SKILLS				
Pre	1.70	2.50		2.89
Post	2.83	3.65	3.43	3.77
N	3	10	9	13
VERB TENSES				
Pre		1.97		2.68
Post		2.83	2.85	3.59
N		8	10	13
NOUNS				
Pre		1.88		2.83
Post		3.50	3.18	3.87
N		8	10	13
ADJECTIVES				
Pre		1.92		2.74
Post		3.38	3.37	3.59
N		8	10	13
ADVERBS				
Pre		1.00		2.59
Post		2.00	3.30	2.59
N		5	10	13
PRONOUNS				
Pre		2.25		2.62
Post		3.18	3.26	3.51
N		8	10	13
CONJUNCTS/PREPS				
Pre		1.00		2.54
Post		2.67	3.20	3.38
N		6	10	13
CONTRACTIONS				
Pre		2.00		3.38
Post		4.00	3.30	4.38
N		6	10	13
WRITTEN EXPR				
Pre	1.00	2.63		2.95
Post	2.10	3.48	3.12	3.94
N	2	10	10	13

PORTLAND TITLE VII PROJECT

Basically, the evaluators utilized the numerous performance objectives specified in the project application as the yardsticks to determine the program's accomplishments as well as its areas needing refinement. These performance objectives clearly outlined an ambitious set of goals in five important program areas: Instructional, Staff Development, Curriculum/Program Development, Parent-Community Involvement, and Dissemination. It should be noted that these performance objectives included assessments involving both products or outcomes of the program and program processes. Therefore, the evaluation design included both summative or product evaluation procedures as well as formative or on going evaluation procedures. Besides these two major approaches to the evaluation of the program, the evaluators also attempted to ascertain all intended and unintended outcomes of the program. The evaluators endeavored to identify any benefits or side effects not originally stated in the performance objectives.

In order to assess the many performance objectives specified in the program's application, the evaluators used a variety of appropriate measurement instruments. The following types of measurement devices were employed in the program's evaluation: norm referenced tests, criterion referenced tests, teacher-made tests, behavioral objective checklists, student report cards/grades, open-ended interview guides, Likert-scale questionnaires,

PORTLAND

open-ended questionnaires and on-site observation checklists. As previously discussed, the specific measurement instruments used in the evaluation corresponded to the requirements outlined in the project's application. Furthermore, the evaluators made on-site visits to the program to observe its daily on going operations and to interview program staff, on an individual basis.

Summary of the Test of Aural Comprehension

SCHOOL	Part of Test	N	Time of Test	Mean	Standard Deviation	Mean Difference	t	p <
Portland High School	I	14	Pre	9	1.46			
			Post	10.86	1.92	1.86	2.77	.01
Portland High School	II	18	Pre	33.67	5.30			
			Post	44.67	5.60	11	6.42	.001

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Summary of the SCAT Test Results

N	Subtest	Time Of Test	Mean Raw Score	Standard Deviation	Mean Differences	t	p<
21	Reading	Pre	31.67	7.44	5.52	2.37	.05
		Post	37.19	7.26			
21	Vocabulary	Pre	15.05	4.99	9.19	5.66	.001
		Post	24.24	4.68			

Summary of the Stanford Early School Achievement Test - Level I

N	Subtest	Time of Test	Mean Raw Score	Standard Deviation	Mean Difference	t	p<
1	Environment	Pre	24.43	2.87	8.86	5.28	.001
		Post	33.29	2.25			
1	Letter/Sounds	Pre	23.71	1.67	2.43	2.18	.05
		Post	26.14	2.17			
1	Aural Comprehension	Pre	18.00	3.02	2.00	1.16	N.S.*
		Post	20.00	2.93			
1	Total Score	Pre	67.00	6.44	12.43	4.37	.01
		Post	79.43	2.67			

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N.S.* = Not Statistically Significant

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Summary of the Stanford Early School Achievement Test - Level II

N	Subtest	Time of Test	Mean Raw Score	Standard Deviation	Mean Difference	t	p<
8	Environment	Pre	23.75	4.65	3.00	1.37	N.S.*
		Post	26.75	3.41			
8	Letter/Sounds	Pre	36.5	3.12	-1.25	.83	N.S.*
		Post	35.25	2.43			
8	Aural Comprehension	Pre	16.12	2.31	2.51	2.22	.05
		Post	18.63	1.86			
8	Word Reading	Pre	49.87	9.68	6.25	1.45	.02
		Post	56.12	2.14			
8	Sentence Reading	Pre	24.25	3.07	5.87	3.53	.01
		Post	30.12	3.14			
8	Total Score	Pre	150.5	12.57	16.0	3.00	.02
		Post	166.5	6.30			

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Summary of the Writing Ability Rating Scale (N=39)

Writing Skill	No Improvement 1	Slight Improvement 2	Moderate Improvement 3	Considerable Improvement 4	Exceptional Improvement 5	No Change
1. Write a single sentence	1	3	13	10	12	0
2. Write a sentence using a compound subject	1	4	9	11	6	2
3. Modify a sentence	1	2	14	16	4	2
4. Write a five-sentence paragraph	1	5	15	14	2	2
5. Write four different types of sentences	1	6	15	14	1	2
6. Write a conclusion	2	6	17	9	4	1
7. Write a paragraph	1	5	9	21	3	0
8. Identify misspelled words	1	2	11	11	12	2
9. Select missing word	0	1	13	12	12	2
10. Given outline, write an outline	1	5	14	11	4	4

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Summary of Students Ability To Define Key Vocabulary Terms

Objective	N	No Progress		Limited Progress		Moderate Progress		Considerable Progress		Substantial Progress	
		N	%	N	%	N	%	N	%	N	%
Students Able To Define Key Vocabulary Terms Related To Jobs	51	1	2	8	16	24	48	11	22	7	14
Students Able To Define Key Vocabulary Terms Related to the Career Awareness Program	51	1	2	5	10	26	52	11	22	8	16

Summary of Students Ability to Compare and Contrast Career Possibilities

Objective	N	No Progress		Limited Progress		Moderate Progress		Considerable Progress		Substantial Progress	
		N	%	N	%	N	%	N	%	N	%
Student Able To List Similarities And Differences Between Native and American Culture	51	0	0	8	16	24	48	16	32	3	6
Student Able To Compare Job Roles In His/Her Native Land and America	51	1	2	10	20	17	34	16	32	7	14

Summary Of The Career Maturity Inventory -
"Knowing About Jobs" Subtest

Grade	N	Time Of Test	Mean Raw Score	Standard Deviation	Mean Difference	t	p<
9	24	Pre	10.54	3.02	1.09	1.23	N.S.*
		Post	11.63	2.94			
10	8	Pre	10.13	2.08	1.37	1.44	.10
		Post	11.50	1.41			
11	14	Pre	9.79	4.14	3.42	2.51	.02
		Post	13.21	2.65			

N.S.*= Not Statistically Significant

Summary of Students Ability To List And Describe Entry-Level Jobs

Objective	N	No Progress		Limited Progress		Moderate Progress		Considerable Progress		Substantial Progress	
		N	%	N	%	N	%	N	%	N	%
Student Will Be Able To List Several Entry-Level Jobs	51	2	4	10	20	26	52	8	16	5	10
Student Will Be Able To Describe The Duties of Given Entry-Level Jobs	51	1	2	11	22	20	40	16	32	3	6

Summary Of Students Ability To List Career Opportunities in Maine

Objective	N	No Progress		Limited Progress		Moderate Progress		Considerable Progress		Substantial Progress	
		N	%	N	%	N	%	N	%	N	%
Student Will List Several Career Opportunities In Maine	51	1	2	11	22	20	40	14	28	5	10

Summary Of Students Ability To Describe School Resources and Facilities

Objective	N	No Progress		Limited Progress		Moderate Progress		Considerable Progress		Substantial Progress	
		N	%	N	%	N	%	N	%	N	%
Student Will Be Able To Describe School/Community Resources and Facilities	51	1	2	10	20	19	38	16	32	5	10

Summary Of Students Ability To State Values and Career Interests

Objective	N	No Progress		Limited Progress		Moderate Progress		Considerable Progress		Substantial Progress	
		N	%	N	%	N	%	N	%	N	%
The Student Is Able To State His/Her Values	51	0	0	11	22	22	44	12	24	6	12
The Student Is Able To State His/Her Career Interests	51	0	0	14	28	19	38	12	24	6	12

Summary Of The Career Maturity Inventory - "Knowing Yourself" Subtest

Grade	N	Time Of Test	Mean Raw Score	Standard Deviation	Mean Difference	t	p<
9	24	Pre	6.08	2.38	1.55	2.09	.02
		Post	7.63	1.91			
10	8	Pre	6.63	2.64	1.25	1.09	N.S.*
		Post	7.88	1.45			
11	14	Pre	6.64	3.99	1.86	1.34	.10
		Post	8.50	2.99			

N.S.* = Not Statistically Significant

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Summary Of Students Ability To Identify Career Clusters

Objective	N	No Progress		Limited Progress		Moderate Progress		Considerable Progress		Substantial Progress	
		N	%	N	%	N	%	N	%	N	%
The Student Is Able To Identify One Or More Career Clusters Associated With His/Her Attitudes, Interests, Abilities and Goals	51	4	8	12	24	15	30	16	32	6	12

Summary Of Students Ability To Identify Jobs Of Interest To Them

Objective	N	No Progress		Limited Progress		Moderate Progress		Considerable Progress		Substantial Progress	
		N	%	N	%	N	%	N	%	N	%
The Student Is Able To Summarize Positive And Negative Aspects Of A Friends Job	51	0	0	13	26	13	26	17	34	8	16

Table 15

Summary Of Students Ability To Interview

The Student Is Able To Interview A Friend Who Has A Specific Job	51	1	2	14	28	12	24	16	32	8	16
--	----	---	---	----	----	----	----	----	----	---	----

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Summary Of The Career Maturity Inventory -

Competence Test

Choosing A Job Subtest

Grade	N	Time Of Test	Mean Raw Score	Standard Deviation	Mean Difference	t	p<
9	24	Pre	11.88	3.00	1.04	1.28	N.S.*
		Post	12.92	2.48			
10	8	Pre	12.00	3.20	.25	.13	N.S.*
		Post	12.25	3.73			
11	14	Pre	10.00	3.58	1.29	1.06	N.S.*
		Post	11.29	2.46			

Looking Ahead - Subtest

9	24	Pre	8.46	3.62	1.75	1.75	.05
		Post	10.21	3.13			
10	8	Pre	8.50	3.00	1.50	.91	N.S.*
		Post	10.00	3.16			
11	14	Pre	7.43	4.53	1.86	1.10	N.S.*
		Post	9.29	3.98			

N.S.* = Not Statistically Significant

Summary Of Report Card Grades For
English, Mathematics, Science and Social Studies*

	<u>N</u>	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>
English	49	13	14	18	2	2
Mathematics	46	8	14	20	0	4
Science	24	5	8	11	0	0
Social Studies	47	12	6	24	0	3

*Note: A = 100-93 D = 76-70
 B = 92-85 E = Below 70
 C = 84-77

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Summary Of Students Ability To Display Acceptable Adjustment Behavioral Patterns

Objective	N	No Progress		Limited Progress		Moderate Progress		Considerable Progress		Substantial Progress	
		N	%	N	%	N	%	N	%	N	%
The Student Attends Class Regularly	51	0	0	5	10	4	8	24	48	18	36
The Student Is On Time For Class	51	0	0	1	2	9	18	12	24	29	56
The Student Participates In Class Discussion	51	2	4	3	6	9	18	14	28	23	46

Results Of The Employment Readiness Survey

<u>N</u>	<u>Mean Raw Score</u>	<u>Standard Deviation</u>
51	117.02*	36.82

*The possible range for this test is 43 - 173

Summary Of The Career Maturity Inventory -
What Should They Do? Subtest

Grade	N	Time Of Test	Mean Raw Score	Standard Deviation	Mean Difference	t	p<
9	24	Pre	7.08	3.09	2.25	2.52	.01
		Post	9.33	2.93			
10	8	Pre	7.25	2.48	1.13	1.01	N.S.*
		Post	8.38	1.57			
11	14	Pre	5.29	3.10	2.35	2.18	.02
		Post	7.64	2.34			

N.S.* = Not Statistically Significant

Results of the Inferred Self-Concept Scale

<u>N</u>	<u>Mean Raw Score</u>	<u>Standard Deviation</u>
23	109.96	17.24

INDIAN LANGUAGES NATIVELY SPOKEN BY MAINE SCHOOL-AGE CHILDREN*

<u>SCHOOL DISTRICT</u>	<u>LANGUAGE</u>	<u>GRADE</u>	<u>NUMBER OF SPEAKERS</u>
Union 106	Passamaquoddy	9	3
		10	2
Union 113	Passamaquoddy	K	1
Union 43	Passamaquoddy	8	1
Gorham	Passamaquoddy	10	1
SAD 6	Passamaquoddy	11	1
SAD 71	Passamaquoddy	10	1
		12	2
		11	1
Westbrook	Passamaquoddy	11	1
Winthrop	Apache	--	1
Caribou	Maliseet	--	1
Limestone	Maliseet	--	1
Union 51	Micmac	3	1
		2	2
		4	1
		5	1
		8	1
SAD 75	Passamaquoddy	11	1
Portland	Passamaquoddy	11	1
		12	4
		K	1
		2	1
		6	1
Old Town	Penobscot	12	1
		Passamaquoddy	8
SAD 22	Passamaquoddy	10	1
Waterville	Passamaquoddy	10	1
Union 52/CSD 10	Passamaquoddy	11	1
So. Windham	Passamaquoddy	1	1
		10	1
		12	1
SAD 17	Passamaquoddy	9	1
SAD 58	Passamaquoddy	1	1
SAD 52	Passamaquoddy	11	1
Auburn	Passamaquoddy	11	1
Augusta	Passamaquoddy	4	1
SAD 21	Passamaquoddy	12	2
SAD 9	Passamaquoddy	5	1
Scarborough	Passamaquoddy	11	1
South Portland	Passamaquoddy	9	1
		12	1
		9	6
Union 104	Passamaquoddy	10	4
		11	3
		K	1
Union 90	Passamaquoddy	K	1

Continued, other side

ME INDIAN EDUC

<u>SCHOOL DISTRICT</u>	<u>LANGUAGE</u>	<u>GRADE</u>	<u>NUMBER OF SPEAKERS</u>	
Biddeford	Passamaquoddy	K	1	
		8	1	
Yarmouth	Passamaquoddy	7	1	
SAD 54	Passamaquoddy	12	1	
SAD 49	Passamaquoddy	11	1	
SAD 11	Passamaquoddy	11	2	
Maine Indian Education	Passamaquoddy	K	8	
		1	9	
		1	2	
		2	7	
		3	11	
		4	11	
		5	11	
		Penobscot	5	1
		Passamaquoddy	6	6
		Penobscot	6	1
		Passamaquoddy	7	6
			8	9
		Tewa-Pueblo	3	1

TOTALS

34 LEA's

154 language usage

* Source: Maine Department of Educational and Cultural Services Office of Federal Projects for Minority Languages; 1985-86 Home Language Surveys for ESEA Title VII

Numbers represent an average return rate among students of 61%.

Statistical total number of Maine Students speaking Indian languages (according to % of student & school returns) 220

Home Survey Questionnaires

ME INDIAN EDUC

A Home Language Survey and a Native Language, History and Culture Survey were given to parents of future program participants at all three sites. Forms are on file at each site. Results are summarized here:

	Houlton N=55 students	Indian Township N=50 students	Pleasant Point N=41 students
1. Languages spoken in the home:			
English/Passamaquoddy-Maliseet	55%	94%	100%
Only English	45%	6%	0%
2. Languages spoken outside the home:			
English/Passamaquoddy-Maliseet	35%	98%	100%
Only English	65%	2%	0%
3. Languages that should be taught in school: (N=29)			
English/Passamaquoddy-Maliseet	97%	96%	100%
Only English	3%	4%	0%
4. Native culture/History should be taught in schools:			
Yes	97%	96%	100%
No	3%	4%	0%
5. Desire Parent Training Groups:			
Yes	91%	Not	100%
No	9	Administered	0%

NOTE: For specific comments see the materials supporting "OPEN MEETING CERTIFICATION" in the supplementary forms.

Maine Indian Education: Title VII

LEA DATA COLLECTION REQUIRED OF SEA FOR 1985-86
BILINGUAL EDUCATION PROJECTS

1. TOTAL NUMBER OF LEP CHILDREN BY SCHOOL:

PLEASANT POINT-69
INDIAN TWSP. -98
HOULTON -42

2. TOTAL NUMBER OF LEP CHILDREN BY SCHOOL SERVED UNDER TITLE VII: 210

3. TOTAL NUMBER OF LEP CHILDREN IM AREA ENROLLED IN PRIVATE SCHOOLS: NONE

A. HOW WAS THIS DETERMINATION MADE?

There are no private schools on the reservation.

B. EVIDENCE OF THE LEP CHILDREN'S ACADEMIC CONDITION:

See attached data.

C. LEP CHILDREN'S GRADE RETENTION RATE:

D. LEP CHILDREN'S REFERRAL/PLACEMENT IM SPECIAL EDUCATION RATE:

E. LEP CHILDREN'S DROPOUT RATE:

4. TOTAL NUMBER OF LEP CHILDREN ENROLLED IM IMSTRUCTIONAL PROGRAMS SPECIFICALLY DESIGNED TO MEET THEIR EDUCATIONAL NEEDS (DESCRIBE THESE PROGRAMS.)

THE TEACHING OF LANGUAGE ARTS IN THE CLASSROOM IS REINFORCED BY USING ENGLISH AND NATIVE PASSAMAQUODDY LANGUAGE.

5. NO. LEP CHILDEN IN PUBLIC AND PRIVATE SCHOOLS IN THE AREA WHO NEED OR COULD BENEFIT FROM EDUCATIONAL PROGRAMS SUCH AS TITLE VII: 210

6. NO. CHILDREN WHO RECEIVE INSTRUCTION THROUGH THIS PROJECT AND THE EXTENT OF THEIR INSTRUCTIONAL NEEDS: SAME AS ABOVE-AND THEIR INSTRUCTIONAL NEEDS ARE IMPROVED BUT WE HAVE SIGNIFICANT WAYS TO GO.

7. STATE LEA'S ABILITY THE SERVE LEP CHILDREN. INCLUDE:

A. QUALIFICATIONS OF PROJECT PERSONNEL

B. STAFF TRAINING

ALL PERSONNELL SPEAKS PASSAMAQUODDY/MALISEET LANGUAGE AND HAVE RECEIVED TRAINING, SUCH AS U.OF M. COURSE WORKSHOP AND DIRECTOR WORKING ON INDIVIDUAL BASES WITH PERSONNELL.

8. STATE EXTENT TO WHICH THE PROGRAM HAS PROMOTED STUDENT ACADEMIC ACHIEVEMENT (USE, FOR EXAMPLE, LANGUAGE IMPROVEMENT, MATH SCORES, SUBJECT MATTER SCORES, GRADE RETENTION RATE CHANGES, SPECIAL EDUCATION REFERRAL RATES, ABSENTEEISM AND DROPOUT RATE CHANGES, POST-SECONDARY EDUCATION/EMPLOYMENT; GIFTED/TALENTED PLACEMENT,

IN THE PAST YEAR STANDARDIZED ACHIEVEMENT TEST HAVE IMPROVED SIGNIFICANTLY AND THERE IS STILL A NEED TO BRING THEM UP TO GRADE LEVEL.

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 Maine Indian Education: Grades 4 & 8
 MAINE EDUCATIONAL ASSESSMENT: SUMMARY OF TEST RESULTS 1985-86

Maine Indian Education (Grades 4 & 8)

Grade 4

Content Areas	Year	Average Test Score			Comparison Score Band
		State	District	School	
Reading	1985-86 1986-87 1987-88	250	140	100	195-275
Writing	1985-86 1986-87 1987-88	250	145	120	200-280
Writing Conventions	1985-86 1986-87 1987-88	250	115	100	205-285
Mathematics	1985-86 1986-87 1987-88	250	140	100	195-280
Science	1985-86 1986-87 1987-88	250	155	100	200-280
Social Studies	1985-86 1986-87 1987-88	250	160	100	200-280
Humanities	1985-86 1986-87 1987-88	250	175	180	195-280

Grade 8

Content Areas	Year	Average Test Score			Comparison Score Bands
		State	District	School	
Reading	1985-86 1986-87 1987-88	250	100	100	165-275
Writing	1985-86 1986-87 1987-88	250	150	160	195-305
Writing Conventions	1985-86 1986-87 1987-88	250	130	170	160-270
Mathematics	1985-86 1986-87 1987-88	250	145	100	180-290
Science	1985-86 1986-87 1987-88	250	100	100	160-270
Social Studies	1985-86 1986-87 1987-88	250	150	100	170-280
Humanities	1985-86 1986-87 1987-88	250	100	100	150-260

Scaled scores allow you to compare your results to the statewide average. For example, your scaled score of 100 in reading means the average score of the students in this school was below the statewide average. Scaled scores allow you to compare your results in one content area to another. For example, the average score of the students in this school was higher in writing than in reading. Comparison Score Bands allow you to compare your results to schools with similar background characteristics. For example, your scaled score in reading is below the comparison score band for reading.

FEWER THAN 67% OF PASSAMAQUODDY AND MALISEET CHILDREN GRADUATE FROM HIGH SCHOOL. FEWER THAN 10% GO ON TO POST-SECONDARY EDUCATION. This situation can best be remedied by working with children -- and their parents and teachers -- from the time they begin their schooling, whether on or off a reservation. The Passamaquoddy-Maliseet Bilingual Education Program serve children in the primary and elementary grades who have not previously been served by bilingual education programs.

Program Participants (Children)

GRADE LEVELS: The LEP children at each site are enrolled as follows.

SITE	GRADES	LEP	NON-LEP
Pleasant Point	K - 4	69	0
Indian Township	K - 8	98	1
Houlton	K - 8	<u>42</u> 210	<u>12</u> 13

The non-LEP children at Indian Township and Houlton are Anglophone (non Indian) children who will participate in program activities.

At Indian Township, one non-Indian child is enrolled.

At Houlton, twelve Anglophone children will be selected to participate in program activities according to interest and/or classroom setting. This participation will help non-Maliseet children gain an understanding of the culture and language of Maliseet students.

INCOME LEVEL: All of the LEP children in the Program are from low-income families, as determined by their receipt of free school lunches. Unemployment at each site is approximately 60% for participating children's families.

Education as long-term investment for future employment and well-being ranks high on the list of priorities of the Aroostook Micmac Council, Inc. In the face of overall poor living circumstances, a substantial percentage of Micmacs (22%) have not been able to finish primary school, some having attended school for less than five years (19). Only 54% of the Micmac women stated that they had finished Junior High School, and no more than 41% were able to finish Senior High, with no more than a couple of men who graduated from High School. Among the younger Micmac women eight attended colleges in the region, and five had vocational training. Eleven of the Micmac women did pursue courses in "Adult Education", and twelve mentioned that they had some form of professional training, the most often cited being that of "Certified Nurses Aide" (7), followed by "Teacher's Aide"(2), "truck-driver" (2), bus-driver (1), business (1), accounting (1), medical secretary (1), "outreach" (1), and "plant processing" (1). Among the males, the following were mentioned: bulldozer-chauffeur (2), bus-driver (1), printer (1), meat-cutter (1), barber (1), welding (1), "data-processing" (1), and "construction-worker" (1).

Central Maine Indian Association
INDIAN A.B.E. SERVICE AREA SUMMARY

	Native American Adult population (25 years and older)	Native American Adults with High School Diploma	Native American Adults without H.S. Diploma or GED	Native American Adults currently enrolled in H.S. Diploma/GED program	CMIA Target Population (N.A. Adults needing GED)
Central Maine Indian Associa- tion SERVICE AREA TOTAL	2,466	1,322	1,144	130	1,014
	100% =	53.6%	+	46.4%	
				100% =	11.4% + 88.6%

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NATIVE AMERICAN SOCIAL CHARACTERISTICS

EDUCATION	FEMALE	%	MALE	%	TOTAL	%
School Drop-out 4th Grade or less	59	59.6	40	40.4	99	4.9
School Drop-out 5th-8th Grade	311	58.6	218	41.2	529	26.2
School Drop-out 9th-12th (NOT GRADUATE)	142	45.8	168	54.2	310	15.3
HIGH SCHOOL GRADUATE	365	56.2	284	43.8	649	32.1
Post High School	171	39.3	264	60.7	435	21.5
TOTAL	1,048	51.8	979	48.2	2,022	100.0

Source: General Social and Economic Characteristics: Maine (PC80-1-C21)

pp. 21 - 55, 21 - 61, Bureau of the Census, Washington, D.C.,
1983.

PART VI

APPENDIX

- 1) Home Language Surveys
 - a) Informational letter to superintendents
 - b) State Education Agency letter to principals
 - c) Directions for home room teachers
 - d) State Education Agency letter to parents
 - e) Home language survey (English/French sample)
 - f) Letter to superintendents releasing number of Non English Language Background children
- 2) Follow-up assessment letters to superintendents
- 3) Maine Education Assessment
 - a) Instructions (Definition of Limited English Proficiency)
 - b) Student grid sheet
 - c) Sample: Maine Education Assessment
- 4) Form for data collection to Title VII sites
- 5) Form for Local Education Agency request for State Education Agency technical assistance



APPENDIX 1.A

STATE OF MAINE

Department of
Educational and Cultural Services

State House Station 23
AUGUSTA, MAINE 04333

September 3, 1985

INFORMATIONAL LETTER NO. 12

TO: Superintendents of Schools
FROM: Robert Eugene Boose, Commissioner
SUBJECT: Home Language Survey (Form EFI-279)

The Maine Department of Educational and Cultural Services is required to conduct a home language survey for all children currently enrolled in Maine schools. It is a major part of our required activities from a project through E.S.E.A. Title VII from the U.S. Department of Education. The federal government through PL 98-511 (Part B, §731-732) is collecting nationwide data on students who could benefit from certain educational programs. It will be useful to them in making funding decisions, in informing Congress and education planners at the various levels in regard to the variety and scope of services for students who may be diagnosed as limited English proficient. Later, this department will be in touch with you concerning the results of the survey for your district. There will be a subsequent follow-up that will occur in a few weeks as a required part of the Maine Education Assessment.

Use of information from the survey is limited to the intent described above. No student names will be released publicly without parental permission; no one beyond this department will have access to individual home language survey forms.

Instructions to principals, teachers, and parents are attached. Every effort has been made to keep this process efficient and easy to administer. Your understanding and support are appreciated.

It is best that surveys from the entire district be returned to us all at one time to help assure efficiency. The entire process can be completed within a week from the time students receive the forms to the time your office is ready to return them to us for tabulation. There is a sufficient number of surveys enclosed, color coded and labelled by grade level, for your entire district.

Please return the forms no later than September 23, 1985 to:

Barney Berube, Director
Federal Projects for Ethnic Languages
State Department of Educational and Cultural Services
State House Station #23
Augusta, Maine 04333

If you have any questions about the distribution of this survey, contact the above mentioned person at 289-5980.

REB:BB:ljm
Enclosure: Form EFI-279

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APPENDIX 1B

STATE OF MAINE
Department of
Educational and Cultural Services
State House Station 23
AUGUSTA, MAINE 04333

October 23, 1985

MEMORANDUM

TO: Superintendents of Schools

FROM: William H. Richards, Ed.D. *WHR*
Director, Division of Curriculum

RE: Information Letter Update Regarding Enclosed Form EFI 279

Thank you for your participation in collecting home language data from your eighth grade students as requested by his office last month. Students from grades K-12 (minus Grade 8) in your school district remain to be surveyed for the purposes outlined in Informational Letter #12. Fortunately, you will have more time to conduct the survey than you had for Grade 8 (the Grade 8 survey was in preparation for the November Maine Educational Assessment). You should return the completed surveys that are enclosed here for all grade levels within three weeks after receiving them. They may be returned to Mr. Barney Berube, Maine Department of Educational and Cultural Services, Station #23, Augusta, Maine 04333.

A word about the date on the letter to parents. The letter was drafted on September 16, 1985. It was dated to coincide with Informational Letter #12. No other significance need be attached to that date. Several constraints make it difficult to post-date material of this kind because of federal grant award notification, printing, mailing, translations, committee clearances, and intra-departmental coordination.

The survey is not the work of only one person but the effort of many. Your understanding and continued cooperation is, of course, appreciated.

WHR:BB:cp
Enclosure



STATE OF MAINE
Department of
Educational and Cultural Services
State House Station 23
AUGUSTA, MAINE 04333

September 16, 1985

Dear Principal:

We are sending you sufficient home language surveys for all students enrolled in your building. These home language surveys are a method, approved by the U.S. Office of Civil Rights and the Maine Department of Educational and Cultural Services for identifying children whose home language may not be English. The survey is being conducted in response to federal requirements under a project the department is administering under E.S.E.A. Title VII (PL 98-511 (Part B), § 731-732). All children in Maine K-12 will be counted for the survey.

Please distribute the surveys to each homeroom teacher. The homeroom teacher will have the children take them home for their parents or guardians to complete. Instructions to the teacher are attached.

The surveys are available bilingually, in English, French, Spanish, Lao, Passamaquoddy, Khmer and Vietnamese. You may request the surveys in any of these languages if you believe they will be needed in your community. Results of the survey will be tabulated by the department. Further language assessment information will be provided at a later date.

When all of the surveys have been completed and collected by your homeroom teachers, they may then be returned to the superintendent's office. Please return them all at once to help keep this process efficient.

Thank you for helping us gather reliable information about the usage of ethnic languages by Maine children. As the letter to parents indicates, information provided in the questionnaire will be limited to purposes stipulated in this announcement. No student names will be made public.

Thank you for helping us meet this requirement. Should you have any questions, I can be reached at 289-5980.

Sincerely,

A handwritten signature in cursive script that reads "Barney Berubé".

Barney Berubé
Director of Federal Projects
for Ethnic Languages

BB/pv
Enclosure: Form EFI 279

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MAINE DEPARTMENT OF EDUCATIONAL & CULTURAL SERVICES

HOME LANGUAGE SURVEY 1985-86

APPENDIX 1C

Directions for Homeroom Teachers

9/3/85

Consistent with federal project requirements, the Maine Department of Educational and Cultural Services is conducting a survey of the home languages of all children enrolled in Maine schools. This study will gather information from two sources - the home and the school.

All children will take home the home language surveys your principal has asked you to distribute from this department. Your students are to return the completed survey to you promptly.

When the survey is returned to you, please follow these steps:

- 1) Be sure name, and school are listed on each student form;
~~in addition, the number of responses to each of the five questions.~~
- 2) *and that all questions have been answered*
Based on your observations in and out of the classroom (eg., informal dialogue between the students and teachers, other school personnel, or peers), record the students' national language if other than English on the blank side of each student's survey form. If the student appears to be unquestionably English dominant, then this item may be left blank.
- 3) Return all forms to your building principal.

Every student must be accounted for. If you have habitually absent individuals who never received the form or have not returned it when due, then complete the form for them except for questions 1, 2, 3, 4, 5. Follow Step 2 above for those students as well.

Please stress to your students the importance of returning the survey to school promptly. Questions about the survey may be directed to your school principal. Thank you for your valued help.



APPENDIX 1D (French)

STATE OF MAINE

Department of
Educational and Cultural Services

State House Station 23
AUGUSTA, MAINE 04333

le 16 septembre 1985

Cher(s) parent(s) ou gardien(s),

Afin de se conformer aux directives d'un projet fédéral, administré par le Département des services éducationnels et culturels, il faut recueillir des statistiques concernant les langues utilisées à la maison par tous les étudiants des niveaux élémentaire et secondaire. Les lois fédérales de droits civils exigent que les écoles identifient chaque étudiant qui parle une langue autre que l'anglais à la maison. Les parents et les gardiens sont évidemment les mieux placés pour fournir ces renseignements aux écoles.

Veillez prendre le temps de remplir le questionnaire ci-inclus, concernant les langues utilisées chez vous. Une fois que vous avez complété le questionnaire, votre enfant doit le retourner à l'enseignant responsable aussitôt que possible.

Rassurez-vous que l'information recueillie sera seulement utilisée pour préparer des programmes d'étude afin d'offrir la meilleure éducation possible à chaque étudiant, y compris ceux dans les cours d'éducation spéciale et d'éducation technique. Le gouvernement fédéral recevra seulement les statistiques globales .

Cette information demeure confidentielle, comme d'autres dossiers d'étudiant, et ne peut pas être transmise sans votre autorisation. Seulement les personnes avec des intérêts éducatifs légitimes, y compris en ce cas le Département des services éducationnels et culturels, auraient accès à ces renseignements.

Veillez expliquer à votre enfant l'importance de retourner le questionnaire à l'enseignant responsable sans délai. Si vous avez des questions concernant ce sondage, n'hésitez pas de communiquer avec le directeur de votre école. Votre coopération en cette matière est grandement appréciée.

Le directeur des projets
fédéraux de langues ethniques,

Barney Bérubé

Barney Bérubé



APPENDIX 1D (English)

STATE OF MAINE

**Department of
Educational and Cultural Services**

State House Station 23
AUGUSTA, MAINE 04333

September 16, 1985

Dear Parent(s)/Guardian(s):

Under legislation of a federal project, administered by the Maine Department of Educational and Cultural Services, data must be collected on home language usage for all students, K-12. Also, schools are required under federal civil rights laws to identify all students whose home language is not English. Parents and guardians are most qualified to provide the school with this information.

Please take a few moments to complete the attached questionnaire about the language(s) spoken in your home. After answering the questions, please have your son or daughter return the questionnaire to his/her homeroom teacher promptly.

You may be assured that the information which you provide in the questionnaire will be used only to assist the department in planning programs to provide the best possible educational opportunities to all students in the district, including vocational education and special education. The federal government will receive group data only.

Access to the information provided in the questionnaire, as with other student records, cannot be released without special permission from you. Only those persons with legitimate educational interests, including in this case the Maine Department of Educational and Cultural Services, will have access to this information.

Please stress to your son or daughter the importance of returning the completed questionnaire promptly. Do not hesitate to call your school principal if you have questions about the survey. Thank you for your assistance in helping us meet this requirement.

Sincerely,

A handwritten signature in cursive script that reads 'Barney Bérubé'.

Barney Bérubé
Director of Federal Projects
for Ethnic Languages

BB/pv
Enclosure: Form EFI 279

MAINE STATE DEPARTMENT OF EDUCATIONAL & CULTURAL SERVICES
Augusta, Maine 04333
1985-86 HOME LANGUAGE SURVEY

FORM EFI 279

STUDENTS'S NAME _____ SCHOOL _____

GRADE _____ SCHOOL DISTRICT OR TOWN: _____

Directions: Answer each question by putting the appropriate number in the box at the end of each question. If you answer "8 - Other" specify the language.

- 1. What language do you MOST OFTEN use when speaking to your child?
 1. English 4. Vietnamese 7. Spanish
 2. French 5. Lao 8. Other
 3. Passamaquoddy 6. Khmer
- 2. What language did you child FIRST learn to speak? 1 2 3 4 5 6 7 8
- 3. What language does your child MOST OFTEN use when speaking to brothers, sisters, and other children at home? 1 2 3 4 5 6 7 8
- 4. What language does your child MOST OFTEN use when speaking to you and other adults in the home? (grandparents, aunts, uncles, guests) 1 2 3 4 5 6 7 8
- 5. What language does your child MOST OFTEN use when speaking with friends or neighbors, OUTSIDE the home? 1 2 3 4 5 6 7 8

* This survey, approved by the US. Office for Civil Rights, is available in these languages: French Khmer Passamaquoddy Chinese
Spanish Lao Vietnamese

RETURN THIS FORM TO YOUR HOMEROOM TEACHER.

TO THE TEACHER: If you have observed this student use a language other than English, please indicate other language here: _____

LE DEPARTEMENT DES SERVICES EDUCATIONNELS ET CULTURELS
Augusta, Maine 04333
SONDAGE LINGUISTIQUE 1985-86

FORM EFI 279

Nom de l'etudiant _____ Ecole _____

Grade _____ Ville _____

Directions: Répondez à chaque question en mettant le numéro approprié dans la boîte à la fin de chaque question. Si vous répondez "8", spécifiez la langue.

- 1. Quelle langue utilisez-vous le plus souvent en parlant à votre enfant?
 1. Anglais 4. Vietnamese 7. Spanish
 2. Français 5. Lao 8. Other
 3. Passamaquoddy 6. Khmer
- 2. Quelle fut la première langue que votre enfant a apprise?
 1 2 3 4 5 6 7 8
- 3. Quelle langue parle-t-il/elle le plus souvent avec les autres enfants à la maison? (frères, soeurs, etc...) 1 2 3 4 5 6 7 8
- 4. Quelle langue parle-t-il/elle le plus souvent avec vous et les autres adultes à la maison (grandparents, tantes, oncles, visiteurs) 1 2 3 4 5 6 7 8
- 5. Quelle langue parle-t-il/elle plus souvent avec ses amis et voisins, hors de la maison? 1 2 3 4 5 6 7 8

* Ce sondage, sanctionné par l'Office des Droits Civils des E.-U., est disponible dans les langues suivantes: Français Khmer Passamaquoddy
Espagnol Laotien Vietnamien & Chinois

RETOURNEZ CETTE FORMULE A L'ENSEIGNANT RESPONSABLE



APPENDIX IF

STATE OF MAINE

Department of
Educational and Cultural Services

State House Station 23
AUGUSTA, MAINE 04333

January 10, 1986

TO: Superintendents, Principals, and Maine Educational Assessment
Test Coordinators
FROM: Dr. William H. Richards, Barney Berube, and Maryan Koehler
RE: Grades 4 and 11 English Language Fluency for Maine
Educational Assessment Reporting

Results of home language surveys distributed throughout your district for Grades 4 and Grade 11 are enclosed. Results for the other grade levels will be mailed to you in a few weeks. Grades 4 and 11 results are being sent to you now to help you complete the English language fluency square on the student score sheet for the February and April Maine Educational Assessment (MEA) testing for Grades 4 and 11 respectively.

If there are no students listed for your district at these grade levels, fill in the circle adjacent to the phrase "English only" for all students on their MEA student grid sheet. For all other students listed on the enclosed sheets, fill in the circle adjacent to the phrase, "Non-English language background." See instructions in the MEA instruction manual.

NOTE: Students are listed here because their parents indicated that a language other than English was used in their child's home, or a language other than English is the child's native language. Homeroom teachers were asked to cross validate that information. The department's office of federal projects for ethnic languages tabulated those results based on data provided them from your district. If students tampered with the surveys, or if responses included their study of a foreign language as if it were their native language, that office could only assume such students are in fact of non-English language background. Therefore, if an adjustment needs to be made, please advise that office (Attn: Maryan Koehler at 289-5980) so that a computer revision can occur.



STATE OF MAINE

Department of
Educational and Cultural Services

State House Station 23

AUGUSTA, MAINE 04333

August 5, 1986

MEMORANDUM:

TO: Superintendents of Schools

FROM: Barney Bérubé, Ph.D. *B*

SUBJECT: Language Proficiency Assessment/Maine Educational Assessment

Results from home language usage surveys for all children enrolled in Maine schools are now complete. Enclosed are the listings of non-English language background children reported from your district taken during the 1985-86 school year. We have not included grade 4, 8, and 11 because those were already sent to you when the Maine Educational Assessment Testing was in progress for 1985-86. Grade 12 results have not been included here but are available upon your request.

Information on home language usage will be needed for the 1986-87 Maine Educational Assessment for grade 4, 8, and 11 children. These, of course, are all those reported here as grade 3, 7 and 10 from the 1985-86 school year. The names on these lists, unless you have assessed them otherwise and apprised us of it, should be identified on the Maine Educational Assessment as "Non-English Language Background." The identification of Non-English Language Background children as "limited English proficient" for the Maine Educational Assessment will require use of a valid second language assessment procedure. One of these, the Language Assessment Battery, will be available to you in September on request by calling this office (289-5980). Other instruments are available on loan. A workshop on assessing Non-English Language Background children for limited English proficiency will occur on Friday, September 26, 1986 in Brunswick. An announcement of this workshop is forthcoming.

Home language surveys for 1986-87 kindergarten children and incoming new students will follow in a few weeks. Sufficient surveys for all of these children in your district will be provided (Form EFI 279; Authorization: PL 98-511 [Part B, §731-732] Informational Letter No. 21).

Request for assistance may be directed to me. If you are seeking help with assessment strategies before September 26, 1986, then call Mr. George de George or Ms. Susan Reichman at RMC Research, 1-800-258-0802. A description of the services available through that agency is also enclosed.

BB:ljm
Enclosures

HOW TO ESTABLISH THAT A STUDENT IS LIMITED ENGLISH PROFICIENT

Most students who are listed as "non-English language background" (NELB) are not in fact "limited English proficient" (LEP). The following guidelines should help you to determine if a NELB student is also LEP.

1. Students who are not listed as NELB are also not LEP. They are English fluent and should be so recorded on the Maine Educational Assessment (MEA) student grid sheet.
2. Students reported to you as NELB who perform above average in all academic areas in English are not LEP. Record them as both-- English fluent and as NELB.
3. Use any well respected valid measurement of English language proficiency to determine if a student is LEP. A list of those instruments is enclosed here as a convenience. NOTE: Be sure students are being tested in all communicative skill areas: speaking, listening, writing, and reading. If results of a given language assessment test shows the student to be below grade level, then record the student as limited English proficient on the student grid sheet. Information regarding any of these tests and other aspects of determining LEP may be directed to Mr. George de George of this region's Evaluation and Assessment Center, based in New Hampshire. That agency is federally funded to serve several states, including Maine. The number is 1-800-258-0802 or 603-926-8888.
4. Recent immigrants or refugees here for less than four years who came from non-English speaking nations are likely to be LEP as determined through informal oral observation. Record those students as NELB and as LEP on the student grid sheet.
5. If students have already been tested for LEP, results of that testing may be used to complete this section of the student grid sheet.
6. Students who did not return the home language survey and who are already known to be NELB, LEP, or English fluent should, of course, be so recorded on the student grid sheet.

Questions governing language assessment may be directed to Mr. George de George (see above) or call this department, ATTN: Ms. Maryan Koehler at 289-5980.

ALTERNATIVES FOR ASSESSING ENGLISH PROFICIENCY

Following is a list of English language assessment tests with descriptions. These tests are commonly used throughout the United States to determine English language proficiency among limited English proficient students. Many English language proficiency tests exist which are not included in this list. However, those listed here are among the most commonly used in Maine. For information on how to purchase any of the following tests and their cost, contact George de George at 1-800-258-0802. (RMC Research Corporation, Hampton, NH)

Language Assessment Battery (LAB) - Houghton-Mifflin Company, Pennington-Hopewell Rd., Hopewell, NJ 08525

The Office of Testing in the Division of Curriculum and Instruction of the New York City Board of Education developed the LAB, 1982. The LAB was developed to comply with the federal Lau guidelines. It is used to identify students of limited English proficiency who may be eligible and entitled to specially structured language programs. LAB - 1982 measures the four primary communicative skill areas: speaking, listening, reading and writing.

Bilingual Syntax Measure (BSM) - 1975 by M.K. Burt, H.S.C. Dulay, E. Hernandez-Chavez, NY: Harcourt, Brace, Jovanovich.

The BSM was developed to assess Spanish-English oral proficiency of children in grades K-2. The test measures the use of syntactical structures in both Spanish and English.

A Comprehensive English Language Test for Speakers of ESL (CELT). David P. Harris, Leslie A. Palmer, McGraw Hill Book Company, Webster Division 8171 Redwood Highway, Novato, CA 94947. 1970.

For use in high school, college, and adult level ESL programs. Measures English language skills in three areas - listening, grammatical structures and vocabulary - by means of multiple choice tests. For intermediate and advanced levels. Particularly useful as a placement test. Has potential as a measure of course achievement.

Basic Inventory of Natural Language (BINL) - 1975. C.H. Herbert, et al. San Bernardino, CA: CHECK Point Systems.

Uses three activities to engage students in generating oral language. Can be described as measuring communicative proficiency.

Idea Oral Language Proficiency Test (IPT) _ by Ballard & Tighe, Inc. K-12

Yields oral language proficiency level plus diagnostic information; assesses four areas of English language proficiency: vocabulary, comprehension, syntax, and verbal expression. California State approved K-12. Texas, Arizona, Chicago approved.

Maculaitis Assessment Program - Alemany Press, Hayward, CA

K-12 Assesses oral fluency, pronunciation, writing style, vocabulary, oral comprehension, visual recognition. Gives diagnostic and placement information.

Instruction Manual for Test Coordinators/Administrators

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The success of the 1985-86 Maine Educational Assessment depends upon your assistance. If you have any questions about the procedures or materials for administering the test, contact your school/district Testing Coordinator or Dr. Stuart Kahl, Advanced Systems in Measurement and Evaluation, Inc. (telephone: 1-800-431-8901). If you have any comments or suggestions regarding the assessment program, please contact Dr. Paul R. Walker or Dr. Horace P. Maxcy at the Department of Educational and Cultural Services — Division of Educational Assessment, State House Station #23, Augusta, Maine 04333 (telephone: 1-289-5993/5994). Direct any questions you might have regarding test modifications/exclusions or test content in mathematics and science to Timothy Crockett (1-289-5996). For questions regarding reading, writing, social studies, and humanities, contact Mary Robinson (1-289-5995).

The Maine Department of Educational and Cultural Services and Advanced Systems in Measurement and Evaluation, Inc. thank you for your valuable assistance in administering the MEA tests.

SUMMARY OF IMPORTANT DATES

April 21 to May 9, 1986	Test administration must be accomplished during this period.
May 12, 1986	Test materials must be repackaged and mailed to Advanced Systems.

Your time is half up. Work quickly but carefully. When you are finished this part of the test — that is, to the bottom of page 30, you may go back and check your work in this section or you may close your test booklet, insert your answer sheet in it, and read a book.

4. When another 10 minutes have passed, SAY TO THE STUDENTS:

Raise your hand if you have not finished the ten reading questions.

If some students raise their hands, tell them they may have some additional time, but they should work quickly. The others should be told to read quietly.

5. When everyone is finished, SAY TO THE STUDENTS:

Your test booklets should be closed on your desks with your answer sheets and composition books placed inside the front cover. Now take out your answer sheets so that I can collect them. You will not need them again.

Collect the students' answer sheets. They do not have to be matched up with the other testing materials again; and during the next session, you will be encoding information on the student answer sheets.

6. If you are not going to proceed to Session 4B after a short break, you should collect the remaining testing materials, thus ending the session. If you are proceeding with Session 4B, follow the instructions below for that session.

SESSION 4B: WRITING PROMPT #2

(NOTE: You will be encoding information on each answer sheet while the students are responding to the writing prompt. You should make sure you have the required information on each student before the testing session. (If there are students who missed an earlier session, you will have to reunite their answer sheets with the other materials for their make-up sessions.)

1. Distribute #2 pencils to students who did not bring their own to the testing session. Also pass out 2-3 sheets of lined paper to each student. Inform the students that during this session, they are permitted to use the dictionaries, Poor Spellers' Dictionaries or thesauruses you have made available. (Explain where and how.) Now distribute the test booklets, making sure that each student gets his or her own test booklet containing his or her own composition book.

2. SAY TO THE STUDENTS:

Open your test booklets to page 31, and read the directions silently while I read them aloud.

Read out loud the directions for Session 4B on page 31 of one of the student's test booklets. (IMPORTANT: THE DIRECTIONS AND THE WRITING PROMPT MUST BE READ TO THE STUDENTS.)

3. SAY TO THE STUDENTS:

Are there any questions about the writing task? (ANSWER ANY QUESTIONS THAT MIGHT BE ASKED.) You will have another 55 minutes to finish what you have been asked to do. Please begin now.

(Note: The students were given a choice regarding the writing of a draft. Be careful in answering students' questions that you do not influence such decisions.)

4. Write the time remaining on the chalkboard. Update it every 10 minutes. During the session, you should walk around the room from time to time checking on the progress of the students. MAKE SURE THE STUDENTS ARE NOT USING THE COMPOSITION BOOKS FOR ROUGH DRAFTS.

5. While the students are writing, you must also encode information on answer sheets.

On one of the student answer sheets, find the sections on page 1 labeled "Program Participation" and "English Language Fluency", and the question, "Does student have an identified handicapping condition?" ON EACH STUDENT'S ANSWER SHEET YOU ARE TO ANSWER THE FOLLOWING BY DARKENING THE APPROPRIATE CIRCLES IN THOSE SECTIONS:

- Is the student in a state-approved gifted, talented, or enrichment program? (YES or NO)
- Is the student in a migrant education program? (YES or NO)
- Does the student speak "English only"? Is the student "limited English proficient"? Does the student speak a "home language other than English"?

Mark YES or NO for each of these categories of language fluency using the guidelines given below.

With reference to school-age children, "limited English proficient" (LEP) means any of the following conditions:

- 1) The child's native language is not English.
- 2) In the child's home environment, a language other than English is dominant.
- 3) For some American Indians, a language other than English has had a significant impact on the level of English language proficiency.
- 4) The child has difficulty with any one of several communicative skills (speaking, reading, writing or understanding the English language) such that the child is denied the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.

Limited English proficiency should be determined by a valid language instrument prior to the MEA assessment.

A student with a "home language other than English" speaks or is spoken to in a language other than English in his or her home environment. They are frequently bilingual. Results from the home language survey distributed to your district will give you this information.

For purposes of this assessment, mark YES for "English only" only if you mark NO for both of the other language fluency categories.

STUDENT NAME: _____
 SCHOOL NAME: _____
 DISTRICT/SCHOOL UNIT: _____

SERIAL NUMBERS

YES
 NO

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

YES
 NO

0	0	0	0	0	0	0
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
5	5	5	5	5	5	5
6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9

PLEASE DO NOT WRITE BELOW THIS LINE

MARKING INSTRUCTIONS

- Use only a soft lead pencil (No. 2).
- Do NOT use ink or ball point pen.
- Make heavy black marks that completely fill the circle.
- Erase completely any marks you wish to change.
- Make absolutely NO stray marks on this answer sheet.

EXAMPLES

CORRECT MARKS

INCORRECT MARKS

STUDENT QUESTIONNAIRE

1. (A) FORM A (B) FORM B 9. (A) (B) (C) (D) (E) 25. (A) (B) (C) (D) (E)
 2. (A) BOY (B) GIRL 10. (F) (G) (H) (I) (J) 26. (F) (G) (H) (I) (J)
 3. (A) JAN (G) JUL 11. (A) (B) (C) (D) (E) 27. (A) (B) (C) (D) (E)
 (B) FEB (H) AUG 12. (F) (G) (H) (I) (J) 28. (F) (G) (H) (I) (J)
 (C) MAR (I) SEP 13. (A) (B) (C) (D) (E) 29. (A) (B) (C) (D) (E)
 (D) APR (J) OCT 14. (F) (G) (H) (I) (J) 30. (F) (G) (H) (I) (J)
 (E) MAY (K) NOV 15. (A) (B) (C) (D) (E) 31. (A) (B) (C) (D) (E)
 (F) JUN (L) DEC 16. (F) (G) (H) (I) (J) 32. (F) (G) (H) (I) (J)
 4. (A) Before 1970 (E) 1973 17. (A) (B) (C) (D) (E) 33. (A) (B) (C) (D) (E)
 (B) 1970 (F) 1974 18. (F) (G) (H) (I) (J) 34. (F) (G) (H) (I) (J)
 (C) 1971 (G) After 1974 19. (A) (B) (C) (D) (E) 35. (A) (B) (C) (D) (E)
 (D) 1972 20. (F) (G) (H) (I) (J) 36. (F) (G) (H) (I) (J)
 5. (A) (B) (C) (D) (E) 21. (A) (B) (C) (D) (E) 37. (A) (B) (C) (D) (E)
 6. (F) (G) (H) (I) (J) 22. (F) (G) (H) (I) (J) 38. (F) (G) (H) (I) (J)
 7. (A) (B) (C) (D) (E) 23. (A) (B) (C) (D) (E) 39. (A) (B) (C) (D) (E)
 8. (F) (G) (H) (I) (J) 24. (F) (G) (H) (I) (J) 40. (F) (G) (H) (I) (J)

PROGRAM PARTICIPATION

(Y) (N) ECIA CHAPTER 1
 (Y) (N) STATE-APPROVED
 GIFTED/TALENTED/ENRICHMENT
 (Y) (N) MIGRANT

ENGLISH LANGUAGE FLUENCY

ENGLISH ONLY
 LIMITED ENGLISH PROFICIENT
 HOME LANGUAGE OTHER THAN ENGLISH

DO NOT MARK THESE ITEMS

1. (0) (1) (2) (3) (4) (5) (6) (7) (8) (9)
 2. (0) (1) (2) (3) (4) (5) (6) (7) (8) (9)
 3. (0) (1) (2) (3) (4) (5) (6) (7) (8) (9)
 4. (0) (1) (2) (3) (4) (5) (6) (7) (8) (9)
 5. (0) (1) (2) (3) (4) (5) (6) (7) (8) (9)
 6. (0) (1) (2) (3) (4) (5) (6) (7) (8) (9)
 7. (0) (1) (2) (3) (4) (5) (6) (7) (8) (9)
 8. (0) (1) (2) (3) (4) (5) (6) (7) (8) (9)
 9. (0) (1) (2) (3) (4) (5) (6) (7) (8) (9)
 10. (0) (1) (2) (3) (4) (5) (6) (7) (8) (9)

DOES STUDENT HAVE AN IDENTIFIED HANDICAPPING CONDITION? YES NO

PRIMARY HANDICAPPING CONDITION	PROGRAM
<input type="radio"/> 01 <input type="radio"/> 07	<input type="radio"/> MONITORING
<input type="radio"/> 02 <input type="radio"/> 08	<input type="radio"/> RESOURCE
<input type="radio"/> 03 <input type="radio"/> 09	<input type="radio"/> COMPOSITE A
<input type="radio"/> 04 <input type="radio"/> 10	<input type="radio"/> COMPOSITE B
<input type="radio"/> 05 <input type="radio"/> 11	<input type="radio"/> SELF-CONTAINED
<input type="radio"/> 06 <input type="radio"/> 12	<input type="radio"/> HOME/HOSPITAL

WERE ANY MODIFICATIONS MADE?
 YES NO
 IF YES, COMPLETE SECTIONS A-G

A	B	C	D	E	F	G
<input type="radio"/> (Y) <input type="radio"/> (N) A1	<input type="radio"/> (Y) <input type="radio"/> (N) B1	<input type="radio"/> (Y) <input type="radio"/> (N) C1	<input type="radio"/> (Y) <input type="radio"/> (N) D1	<input type="radio"/> (Y) <input type="radio"/> (N) E1	<input type="radio"/> (Y) <input type="radio"/> (N) F1	<input type="radio"/> (Y) <input type="radio"/> (N) G1
<input type="radio"/> (Y) <input type="radio"/> (N) A2	<input type="radio"/> (Y) <input type="radio"/> (N) B2	<input type="radio"/> (Y) <input type="radio"/> (N) C2	<input type="radio"/> (Y) <input type="radio"/> (N) D2	<input type="radio"/> (Y) <input type="radio"/> (N) E2	<input type="radio"/> (Y) <input type="radio"/> (N) F2	
<input type="radio"/> (Y) <input type="radio"/> (N) A3	<input type="radio"/> (Y) <input type="radio"/> (N) B3	<input type="radio"/> (Y) <input type="radio"/> (N) C3	<input type="radio"/> (Y) <input type="radio"/> (N) D3	<input type="radio"/> (Y) <input type="radio"/> (N) E3	<input type="radio"/> (Y) <input type="radio"/> (N) F3	
<input type="radio"/> (Y) <input type="radio"/> (N) A4	<input type="radio"/> (Y) <input type="radio"/> (N) B4	<input type="radio"/> (Y) <input type="radio"/> (N) C4	<input type="radio"/> (Y) <input type="radio"/> (N) D4	<input type="radio"/> (Y) <input type="radio"/> (N) E4	<input type="radio"/> (Y) <input type="radio"/> (N) F4	
<input type="radio"/> (Y) <input type="radio"/> (N) A5	<input type="radio"/> (Y) <input type="radio"/> (N) B5	<input type="radio"/> (Y) <input type="radio"/> (N) C5				

RESEARCH GRID

1. (A) (B) (C) (D) (E) (F) (G)
 2. (A) (B) (C) (D) (E) (F) (G)
 3. (A) (B) (C) (D) (E) (F) (G)
 4. (A) (B) (C) (D) (E) (F) (G)



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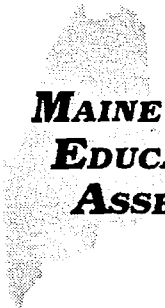
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**MAINE
EDUCATIONAL
ASSESSMENT**

MAINE EDUCATIONAL ASSESSMENT

**MANUAL ON POLICIES AND PROCEDURES
FOR STUDENTS REQUIRING ASSESSMENT MODIFICATIONS**

September 1986

*Edited by:
Timothy J. Crockett
Consultant, Division of Assessment*

*Maine Department of Educational and Cultural Services
Richard W. Redmond, Commissioner of Education*

MAINE EDUCATIONAL ASSESSMENT

The following set of procedures have been established to assist LEA's in the assessment of its exceptional students and any other students who may need some sort of test modification. Chapter 222 of the Education Reform Act of 1984 speaks to the issue of assessing these students: "...The assessment program shall be adapted to meet the needs of exceptional students as defined in section 7001, subsection 2 or other students as defined under rules of the commissioner." (20-A MRSA Sec. 6202).

It is the intention of the Department of Educational and Cultural Services that all modifications in the assessment be a group decision made at the local level. Although modification for identified exceptional students and any other students are much the same, they will be handled separately in this document.

MODIFICATION PROCEDURES

EXCEPTIONAL STUDENTS REQUIRING MODIFICATION

A P.E.T. meeting must be scheduled for all students with an identified handicapping condition who are enrolled in a grade that will be tested as part of the MEA. This meeting can be held in conjunction with a meeting held to discuss other P.E.T. issues, and can be scheduled anytime prior to the student's testing date. (It can also be held in the spring prior to the testing year if an annual review is being conducted at that time.) The P.E.T. should examine, in light of the student's handicapping condition (see Table A), what modifications, if any, are necessary to meet the needs of the student during the assessment process. The P.E.T. may recommend as many of these modifications (see Table B) as necessary.

When recommending modifications, it is important to remember that these modifications should be in keeping with those already being employed in the student's program.

Any modifications made for a student will be coded onto that student's answer sheet, reflected in the minutes of the P.E.T. meeting, and included in the IEP. The following is a suggested statement for inclusion on the IEP:

The student will/will not participate in the _____th grade Maine Educational Assessment as scheduled during the month of _____, 19____. The following test modifications will be observed: (list modifications)

OTHER STUDENTS NEEDING MODIFICATION

There will undoubtedly be some students who, even though they do not have an identified exceptionality, will need some sort of test modification. Examples of such students would be:

- a) a student with a broken arm who needs to have his/her answers recorded by an aide;
- b) an English as a Second Language (ESL) student who needs to have test directions read in his/her native language;

When recommending modifications, it is important to remember that these modifications should be consistent with those already being employed in the student's program.

In keeping with DECS policy to have decisions regarding modifications made at the local level by a group of people, an Assessment Modification Team should meet to discuss and recommend any modifications for students who do not have an identified exceptionality. The Assessment Modification Team should be comprised of one of the student's classroom teachers, the building principal, related services personnel, and the student's parents whenever possible. If it is not feasible for a student's parents to be in attendance at the meeting, they must be notified of the committee's recommendations prior to the date of the assessment. Any modifications for a student will be coded onto that student's answer sheet.

Even though this procedure could be dealt with through the P.E.T. process, it was the decision of the Advisory Committee on Assessment Modification Procedures that these students should be handled separately so as to minimize the amount of paperwork necessary. Table B lists the types of modifications that can be made for these students.

STUDENTS ENROLLED IN UNGRADED SPECIAL EDUCATION PROGRAMS

For the purposes of the assessment, students enrolled in ungraded special education programs should be tested with the fourth grade if they are 9 years old, with the eighth grade if they are 13, and with the eleventh grade if they are 17.

EXCLUSION FROM THE ASSESSMENT

There will be occasions when it will be necessary to exclude a student from sections of the assessment or the assessment as a whole. Since it is clearly the intent of the legislation to involve as many students as possible in the assessment, exclusion of a student should only be made in those sections that are inappropriate for the student. These decisions should only be made after fully exploring the various types of modifications available. Exclusion should only be considered if the assessment tool will not yield a valid indication of how a student is functioning in a given content area. For example, a student who is reading two years below level should take the Reading section because the scores will give a fair representation of that student's current level of functioning in that area.

If, after examining all of the possible modifications available, it is the decision of the LEA that the assessment or sections of it would be unproductive or inappropriate for a given student, he/she should be excluded. Some examples of students who might be considered for exclusion are:

- a) Non-English speaking students;
- b) profoundly to moderately handicapped students;
- c) traumatically injured students;

Exclusion should be considered as the most extreme modification of the assessment. Since it is clear that the intent of the legislation is to include as many students as possible, exclusion should only be considered as the last resort.

The procedures for exclusion are the same as they are for modification except that in addition, the LEA will be required to submit documentation to DECS regarding the numbers of students excluded and the reasons for those exclusions on a case by case basis.

REPORTING OF STUDENTS EXCLUDED FROM THE ASSESSMENT

As stated previously in this document, all students excluded from the assessment need to be documented and reported to the Department of Educational and Cultural Services. LEA's should maintain a roster of the names of students that correspond to the student numbers on the reporting form.

A copy of the following document must be completed by each Principal/Special Education Director and forwarded to the test contractor along with other test materials after testing.

In addition, an answer sheet should be filled out for all students who are totally excluded from the test. Only the name grid and the section of the answer sheet dealing with total exclusion needs to be completed.

MAINE EDUCATIONAL ASSESSMENT

ROSTER OF EXCLUDED STUDENTS

LEA _____ Grade _____ Date _____

The following students have been excluded from the Maine Educational Assessment for the reasons stated:

<u>Student Number</u>	<u>Handicap (see Table A)</u>	<u>Partial (P) or Total (T) Exclusion</u>	<u>Reason for Exclusion</u>
1	_____	_____	_____ _____ _____
2	_____	_____	_____ _____ _____

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STATE OF MAINE
Department of
Educational and Cultural Services
State House Station 23
AUGUSTA, MAINE 04333

January 31, 1986

Dear School Board Members and School Personnel,

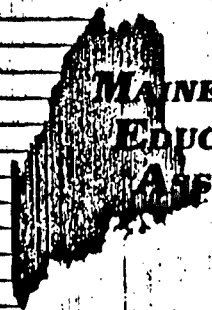
The Educational Reform Act of 1984 began the process of charting new direction for school improvement in Maine. This first Educational Assessment Report provides benchmark information on student progress which will become critical to determining the impact of the reform effort. More importantly, it provides a rich source of information to support your local efforts to plan for the improvement of your school programs.

Our staff in the Division of Educational Assessment is available to assist you in interpreting and using this information. Please keep in mind that this is the first annual report of an assessment process that is designed to look at performance over a period of years. It will be necessary to collect multiple years' data to analyze performance trends accurately. Consequently, we advise you to proceed cautiously when identifying the educational needs of your schools with only one year of results.

I wish to take this opportunity to thank the school district staff who cooperated with us to make this assessment process successful.

Sincerely,

Robert Eugene Boose, Commissioner



EDUCATIONAL ASSESSMENT REPORT

Grade 8

November 1985

School

APPENDIX 3C (page 5 of 9)

SUBGROUP RESULTS

On pages 12-15, results for each of the seven major content areas assessed are provided for subgroups of students. The subgroups of students are determined by answers of the students to their questionnaires and by codings made by teachers on each student's answer sheet.

For each option to each question, the percentage of students selecting the option is given. In addition, the average test score for each of the seven content areas also is given.

The titles of the content areas have been abbreviated in the column headings. The full title of each content area is listed below.

- Read—Reading
- Writ—Writing
- Conv—Writing Conventions
- Math—Mathematics
- Sci—Science
- S.S.—Social Studies
- Hum—Humanities

The wording of several of the items has been shortened in this report from its wording in the questionnaire. The full text of each question is provided in the copies of the questionnaire provided with this report.

Results are reported for groups of students of five or more only. Results are not given for smaller groups because of considerations of confidentiality.

Percentages may not add to 100 percent, either due to roundoff error or because of non-response by some students.

SUBGROUP REPORT

MAINE EDUCATIONAL ASSESSMENT

Of the students taking the test 54 percent were boys in your school, while statewide, 50 percent of the students taking the test were boys. The boys in your school have an average total reading score of 261, while statewide, boys had an average total reading score of 243.

	SCHOOL SCALED SCORES								STATE SCALED SCORES							
	STUDENTS %	READ	WRIT	CONV	MATH	SCI	S.S.	HUM	STUDENTS %	READ	WRIT	CONV	MATH	SCI	S.S.	HUM
GENDER																
BOY	54	261	259	264	258	260	256	255	50	243	238	242	249	253	251	248
GIRL	45	275	292	276	276	258	265	262	49	257	262	258	251	247	249	252
PARENT EDUCATION																
NOT A HIGH SCHOOL GRADUATE	13	238	248	231	251	233	227	263	8	221	224	232	224	234	232	235
HIGH SCHOOL GRADUATE	37	263	270	266	261	273	255	244	39	241	241	244	240	244	244	244
SOME COLLEGE	15	267	255	286	247	247	271	272	14	257	255	253	254	254	254	254
COLLEGE GRADUATE	20	288	296	278	281	271	264	246	23	266	266	260	265	260	260	259
ADVANCED DEGREE	12	292	308	294	308	272	284	288	9	280	277	269	280	267	274	269
GRADE OF FIRST ENROLLMENT IN DISTRICT																
KINDERGARTEN OR FIRST GRADE	82	269	277	273	269	260	264	257	69	251	252	251	251	251	250	250
SECOND OR THIRD GRADE									7	250	252	251	251	251	252	251
FOURTH OR FIFTH GRADE									7	251	249	250	247	249	252	251
SIXTH OR SEVENTH GRADE	14	269	256	276	261	271	244	246	11	245	245	249	244	249	248	247
EIGHTH GRADE									5	244	242	243	244	245	246	250
ECIA CHAPTER 1 PROGRAM																
YES									8	202	212	224	210	226	221	225
NO	60	277	288	277	274	265	269	263	84	255	254	252	254	252	253	252
STATE-APPROVED GIFTED/TALENTED/ENRICHMENT PROG?																
YES									3	308	305	284	316	278	285	281
NO	61	276	287	277	273	265	268	260	87	248	249	249	248	249	249	249
MIGRANT PROGRAM?																
YES									1	231	232	237	235	237	235	237
NO	61	278	287	277	273	265	268	260	90	251	251	250	250	250	250	260
ENGLISH LANGUAGE FLUENCY																
ENGLISH ONLY	58	278	291	276	275	269	262	262	93	251	251	250	250	250	251	250
LIMITED ENGLISH PROFICIENT									0	211	223	243	220	219	231	232
HOME LANGUAGE OTHER THAN ENGLISH	40	254	251	268	257	250	259	252	2	242	241	252	242	244	243	245
IDENTIFIED HANDICAPPING CONDITION?																
YES									5	191	192	213	201	225	218	221
NO	78	273	279	274	268	264	262	260	85	254	254	252	253	252	252	252

SUBGROUP REPORT
(continued)

	SCHOOL SCALED SCORES								STATE SCALED SCORES							
	STUDENTS %	READ	WRIT	CONV	MATH	SCI	S.S.	HUM	STUDENTS %	READ	WRIT	CONV	MATH	SCI	S.S.	HUM
HOW DO YOU FEEL ABOUT SOCIAL STUDIES?																
IT IS MY FAVORITE.									4	254	246	248	243	252	256	252
IT IS ONE OF MY FAVORITES.	25	258	270	277	263	268	255	255	20	258	256	254	254	255	256	255
IT IS NOT ONE OF MY FAVORITES.	18	262	264	218	252	242	262	250	18	251	253	252	252	250	249	250
IT IS MY LEAST FAVORITE.									7	231	237	239	238	241	235	238
HOW OFTEN DO YOU HAVE SOCIAL STUDIES HOMEWORK?																
ALMOST EVERY DAY	37	263	268	282	264	262	262	257	26	252	253	252	251	251	250	251
ONCE OR TWICE A WEEK	12	254	251	193	240	247	252	254	21	251	251	250	251	251	250	251
A FEW TIMES A MONTH									2	254	250	251	254	251	251	251
A FEW TIMES A YEAR									0	235	240	244	246	263	245	238
I DO NOT GET SOCIAL STUDIES HOMEWORK.									1	210	210	234	214	234	230	231
HOW MUCH SOCIAL STUDIES COMES FROM TEXTBOOKS?																
ALMOST ALL OF IT	22	256	263	243	249	254	253	236	14	242	244	248	243	246	244	245
MORE THAN HALF OF IT	16	266	270	238	264	259	257	268	11	256	254	253	255	252	253	254
ABOUT HALF OF IT	10	264	257	294	276	269	280	276	16	255	254	252	252	254	252	252
LESS THAN HALF OF IT									6	256	255	253	256	254	255	254
ALMOST NONE OF IT									3	249	252	245	245	251	248	248
HOW DO YOU FEEL ABOUT MATHEMATICS?																
IT IS MY FAVORITE.	13	259	266	217	270	246	257	246	9	242	246	247	256	248	245	246
IT IS ONE OF MY FAVORITES.	18	259	255	255	266	270	252	262	20	253	254	251	255	251	251	251
IT IS NOT ONE OF MY FAVORITES.	14	260	271	287	243	249	267	267	15	256	254	253	247	253	254	255
IT IS THE SUBJECT I LIKE LEAST									6	246	245	247	234	250	246	247
ARE YOU PRESENTLY TAKING AN ALGEBRA COURSE?																
YES	22	287	298	269	292	262	282	267	13	277	277	267	281	263	266	264
NO	27	239	237	239	231	256	242	247	37	243	243	245	240	247	245	246
HOW MUCH TIME FOR MATH HOMEWORK?																
USUALLY I AM NOT ASSIGNED MATH HOMEWORK.									2	222	223	237	230	236	233	241
LESS THAN 1/2 HOUR.	20	251	261	248	255	259	254	236	19	247	247	251	250	251	248	249
1/2 TO 1 HOUR	25	271	271	256	264	258	267	260	25	257	257	253	253	253	253	253
1 TO 1 1/2 HOUR									3	251	254	245	245	247	250	249
MORE THAN 1 1/2 HOURS									1	224	221	241	224	243	235	235
KNOWLEDGE OF MATH USEFUL IN DAY-TO-DAY LIFE.																
STRONGLY AGREE	27	268	265	252	269	256	270	265	27	255	254	251	255	254	253	254
AGREE	18	249	262	263	243	254	260	247	16	249	249	250	248	249	249	248
UNCERTAIN									5	246	248	251	242	244	245	247
DISAGREE									1	245	248	250	239	249	244	247
STRONGLY DISAGREE									1	232	235	239	231	244	233	241

SUBGROUP REPORT
(continued)

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	SCHOOL									STATE								
	STUDENTS %	READ	WRIT	CONV	SCALED SCORES MATH	SCI	S.S.	HUM	STUDENTS %	READ	WRIT	CONV	SCALED SCORES MATH	SCI	S.S.	HUM		
HOW OFTEN DO YOU USE CALCULATOR IN MATH CLASS?																		
NEVER	28	257	255	255	249	259	261	249	30	251	250	251	249	250	250	250		
A FEW TIMES A YEAR									6	255	254	250	255	252	252	250		
A FEW TIMES A MONTH									6	251	254	251	254	251	249	255		
A FEW TIMES A WEEK									5	250	252	248	251	250	250	252		
ALMOST EVERY DAY	10	289	304	255	304	264	254	285	3	251	251	250	252	253	252	251		
WHAT KIND OF A READER DO YOU THINK YOU ARE?																		
A POOR READER									2	203	216	225	224	231	228	227		
A GOOD READER	30	258	263	269	253	249	252	242	28	246	246	246	247	247	248	247		
A VERY GOOD READER	16	310	327	297	325	287	273	286	12	282	275	271	272	265	269	269		
I DON'T KNOW									7	223	227	235	231	238	235	234		
HOW MANY TIMES DID YOU USE LIBRARY IN PAST WEEK?																		
0									13	242	241	244	244	246	245	246		
1	16	279	295	272	290	254	262	261	12	250	251	253	252	249	251	250		
2	18	271	281	298	257	265	272	262	12	255	256	251	254	252	254	252		
3-4	12	286	290	294	294	288	266	258	8	255	255	253	252	255	254	252		
5 OR MORE									4	245	243	250	245	246	250	249		
HOW OFTEN DO YOU READ AT HOME FOR PLEASURE?																		
EVERY DAY	10	298	277	280	303	284	289	279	12	273	268	264	265	261	263	262		
TWO OR THREE TIMES A WEEK	20	287	301	291	281	259	255	274	16	255	254	250	253	250	254	253		
ONCE A WEEK	10	260	309	286	266	272	263	245	6	242	245	245	243	246	248	244		
LESS THAN ONCE A WEEK	8	262	243	274	253	248	254	248	9	238	238	246	242	244	243	243		
NEVER									8	213	218	228	227	235	229	231		
HOW IS HOMEWORK INVOLVING READING ASSIGNED?																		
ASSIGNMENT ONLY	14	262	249	270	257	256	255	232	10	254	251	251	255	252	255	253		
START IN CLASS	11	278	292	274	273	254	274	266	17	247	248	250	248	249	249	249		
COMPLETE PREPARATION FOR READING.	25	276	295	290	281	268	260	268	21	250	250	250	249	249	250	249		
HOW OFTEN DO YOU HAVE FREE SILENT READING?																		
EVERY DAY	15	269	285	283	264	238	275	263	12	250	251	250	251	249	252	252		
TWO OR THREE TIMES A WEEK	13	298	285	291	295	309	251	261	10	247	246	250	246	250	250	247		
ONCE A WEEK	10	242	257	255	256	237	226	242	11	250	248	250	249	249	248	248		
LESS THAN ONCE A WEEK	5	292	327	296	282	272	302	251	8	254	254	254	257	251	253	254		
NEVER	8	274	271	288	279	257	261	274	8	247	247	247	247	249	249	248		
HOW MANY TYPES OF WRITING IN PAST TWO WEEKS?																		
NONE									3	219	218	230	226	234	235	234		
1 OR 2	18	272	278	262	274	260	260	239	18	241	240	246	242	245	245	246		
3 OR 4	23	289	300	291	285	276	269	283	18	257	256	255	256	253	255	252		
5 OR 6									8	266	266	256	263	255	258	258		
	5	244	254	253	264	234	227	235	4	249	252	249	252	253	251	248		

LEA DATA COLLECTION REQUIRED OF SEA FOR 1985-86
BILINGUAL EDUCATION PROJECTS

1. TOTAL NUMBER OF LEP CHILDREN BY SCHOOL:

2. TOTAL NUMBER OF LEP CHILDREN BY SCHOOL SERVED UNDER TITLE VII:

3. TOTAL NUMBER OF LEP CHILDREN IM AREA ENROLLED IN PRIVATE SCHOOLS:
 - A. HOW WAS THIS DETERMINATION MADE?

 - B. EVIDENCE OF THE LEP CHILDREN'S ACADEMIC CONDITION:

 - C. LEP CHILDREN'S GRADE RETENTION RATE:

 - D. LEP CHILDREN'S REFERRAL/PLACEMENT IM SPECIAL EDUCATION RATE:

 - E. LEP CHILDREN'S DROPOUT RATE:

4. TOTAL NUMBER OF LEP CHILDREN ENROLLED IM IMSTRUCTIONAL PROGRAMS SPECIFICALLY DESIGNED TO MEET THEIR EDUCATIONAL NEEDS (DESCRIBE THESE PROGRAMS.)

5. NO. LEP CHILDEN IN PUBLIC AND PRIVATE SCHOOLS IN THE AREA WHO NEED OR COULD BENEFIT FROM EDUCATIONAL PROGRAMS SUCH AS TITLE VII:

6. NO. CHILDREN WHO RECEIVE INSTRUCTION THROUGH THIS PROJECT AND THE EXTENT OF THEIR INSTRUCTIONAL NEEDS:

7. STATE LEA'S ABILITY THE SERVE LEP CHILDREN. INCLUDE:
 - A. QUALIFICATIONS OF PROJECT PERSONNEL

 - B. STAFF TRAINING

8. STATE EXTENT TO WHICH THE PROGRAM HAS PROMOTED STUDENT AGADEMIC ACHIEVEMENT (USE, FOR EXAMPLE, LANGUAGE IMPROVEMENT, MATH SCORES, SUBJECT MATTER SCORES, GRADE RETENTION RATE CHANGES, SPECIAL EDUCATION REFERRAL RATES, ABSENTEEISM AND DROPOUT RATE CHANGES, POST-SECONDARY EDUCATION/EMPLOYMENT; GIFTED/TALENTED PLACEMENT,

1985-86 ACADEMIC YEAR REQUEST FOR TECHNICAL ASSISTANCE
FROM THE APPENDIX 5
MAINE DEPARTMENT OF EDUCATIONAL AND CULTURAL SERVICES TITLE IV OFFICE
(NATIONAL ORIGIN DESEGREGATION)*

School District _____
Schools (Buildings) Affected _____
Number of Staff Persons to Receive Assistance _____
Number of Children (if known) Affected _____
Language(s) _____

Person(s) Initiating Request _____

- ___ Assistance with Home Language Surveys
- ___ Diagnosing Limited English Proficient Children
- ___ Educational Program Planning for Limited English Proficient Children
- ___ Bilingual Education Program Planning
- ___ English as a Second Language Program Planning
- ___ Cross-cultural Education
- ___ Civil Rights; Legal Issues
- ___ English as a Second Language/Bilingual Education Materials
- ___ Other:

Superintendent's Signature (NOT designee)

Typed Name of Superintendent

* Required for first on-site MDECS visit during
1985-86 school year

OFFICE USE ONLY	
Date(s) of Visitation	_____
Follow-up	_____
Contact Person	_____
Tel:	_____

INQUIRES: Barney Berubé or Maryan Koehler - MDECS - 289-5980

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