

MAINE STATE LEGISLATURE

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STATE OF MAINE

**Department of Education
Federal Projects for Language Minorities
Division of Curriculum
Augusta, Maine**



DATA COLLECTION REPORT ON LANGUAGE MINORITY CHILDREN

October 1990

Prepared by

**Dr. Barney Berubé, SEA Director
E.S.E.A. Title VII**

for

**U.S. Department of Education
Attn: Mr. Luis Catarineau
Office of Bilingual Education and Minority Languages Affairs
400 Maryland Avenue, SW Room 421
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Washington, D.C. 20202**

and for

Concerned Citizens About Minority Education in Maine

MAINE DEPARTMENT OF EDUCATION

Division of Curriculum

Federal Projects for Language Minorities

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Richard H. Card, Ed.D., Deputy Commissioner
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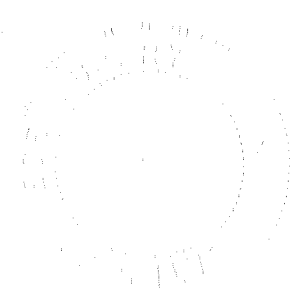
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PREFACE

This report is submitted to the United States Department of Education in partial fulfillment of a contractual agreement with the Maine Department of Education. Such a requirement is stipulated in Section 732(b) of the Bilingual Education Act and Section 34 (§ 548.10).

The state education agency has assured that this report would be disseminated as widely as possible to citizens concerned about the education of language minorities in Maine. Among these are: Maine superintendents; Maine School Management Association; Maine Teachers' Association; Maine State Board of Education; the Governor's office; the Education Committee of the Maine State Legislature; minority advocacy organizations; the press; the National Clearinghouse for Bilingual Education; the Maine delegation to Congress; the Office of Bilingual Education and Minority Language Affairs; Maine Information Exchange; divisions of the Maine Department of Education; and the Maine Advisory Committee to the U.S. Commission on Civil Rights. There are others.

Presentation of the data contained in this report is outlined at the beginning of each of the four sections. Those sections are:

Part I: Summative Data

- A. Total numbers of monolingual-English and bilingual children in Maine, including children of limited English proficiency, K-12. Totals are for public schools, private schools, and combined public and private schools.
- B. Lau home language survey return rate (pie chart)
- C. Distribution of minority languages spoken by school-age children:
 - 1. Pie chart: language distribution
 - 2. Graph: recent trends in native usage of major Non-English languages among school-age youth in Maine
 - 3. Native languages spoken by Maine children (detailed listing)
- D. Graph: LEA high concentration language minority children
- E. Pie chart: Distribution of public schools enrolling language minority students
- F. School enrollments of refugee children -- current trends
- G. Number of schools enrolling refugee children -- recent trends

Part II: SEA Review and Data Collection Detail for Maine LEAs

- A. Review of schools enrolling low incidence language minority students
- B. SEA review of ESEA Title VII funded projects
 - 1. Portland Public Schools (Project C.L.A.S.S.)
 - 2. M.S.A.D. #33 (Bilingual Education Project)

Part III: Maine Educational Assessment 1988-90: Grades 4, 8, and 11 on the Academic Condition of Language Minority Children (6 grades total)

- A. Subgroup data relating to language minority students' Performance in reading, writing, mathematics, science, social studies, and the humanities**
- B. Interpretation of the results**

Appendix: Report by Individual LEA of Language Minority Students (Under separate cover/on request)

PART I
SUMMATIVE DATA

1989-90 SEA REVIEW OF ALL LEA'S SERVED DURING 1989-90

Source of Data: LEA Requested Technical Assistance under Title IV
of the Civil Rights Act and Title VII (ESEA)

A. Total number of children in public schools:

Statewide: 213,779

B. Total number of children in private schools:

Statewide: 10,279

C. i. Total number of limited English proficient (LEP) students
(public and private):

From Title VII reports only:	407
From Title IV reports only:	394
All Other:	1021

ii. Methods used to identify LEP students:

● Ekwall	● Admin/therapist referrals	● Parent referrals
● Slosson	● LAB	● BSM
● MEA	● IPT	● Maculaitis
identifi-	● Teacher Referrals	● BINL
cation	● Home language survey	● English language
	● Migrant ed. referrals	proficiency tests
		● Informal assessments

Number retained in grade:

From Title VII reports:	3
From Title IV reports:	8

Number referred to/placed in special education:

From Title VII reports:	1
From Title IV reports:	7

Number of dropouts:

From Title VII reports:	0
From Title IV reports:	0

D. Number of LEP students enrolled in programs to meet their needs:

From Title VII reports only: 426
From Title IV reports only: 570

E. Number of LEP students who need/could benefit from such programs:

From Title VII reports only: 414
From Title IV reports only: 394
Other: 1021

STATE OF MAINE PUBLIC SCHOOL HOME LANGUAGE SURVEY TOTALS 1989-90

GRADE	# ENROLLED STUDENTS	# LAU RETURNED	% LAU RETURNED	# NATIVE BILINGUALS	# IDENTIFIED LEP
K	17150	13202	77	307	109
1	17575	13815	79	414	170
2	17462	14460	83	387	161
3	17213	15964	93	418	152
4	15971	13802	86	457	122
5	15481	13757	89	405	120
6	15535	13754	89	371	135
7	14416	12873	89	461	138
8	14072	12166	86	515	100
9	13250	11871	90	472	148
10	14837	11686	79	525	98
11	14449	11229	78	655	187
12	15996	11333	71	602	148
UNGRADED	93	93	100	26	14
TOTALS	203500	170005	84	6015	1802

STATE OF MAINE PRIVATE SCHOOL HOME LANGUAGE SURVEY TOTALS 1989-90

GRADE	# ENROLLED STUDENTS	# LAU RETURNED	% LAU RETURNED	# NATIVE BILINGUALS	# IDENTIFIED LEP
K	686	580	85	30	1
1	733	586	80	26	1
2	671	490	73	28	3
3	666	487	73	27	2
4	604	258	43	10	0
5	619	264	43	16	0
6	492	211	43	6	0
7	435	221	51	16	0
8	396	175	44	10	0
9	1237	527	43	28	1
10	1227	666	54	29	1
11	1124	488	43	17	1
12	1135	681	60	57	10
UNGRADED	254	254	100	8	0
TOTALS	10279	5888	56	308	20

ABBREVIATIONS

LAU - CIVIL RIGHTS HOME LANGUAGE SURVEY REQUIREMENT

LEP - LIMITED ENGLISH PROFICIENT STUDENTS

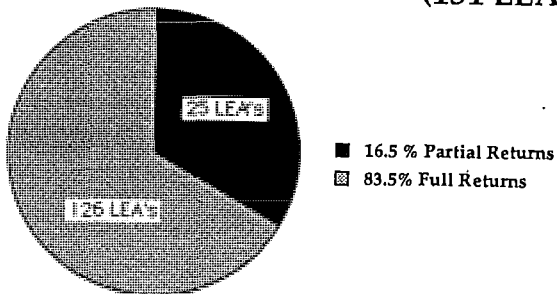
NOTE ## COMBINED PUBLIC AND PRIVATE TOTALS ARE ON THE NEXT PAGE

STATE OF MAINE PUBLIC AND PRIVATE COMBINED HOME LANGUAGE SURVEY TOTALS 1989-90

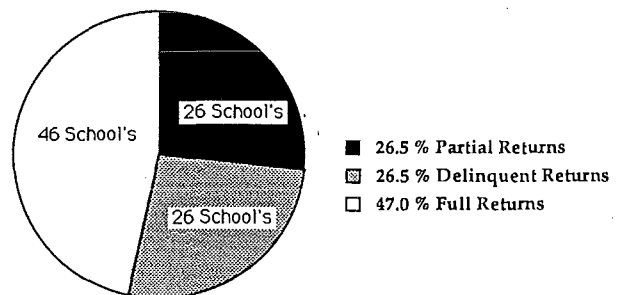
GRADE	# ENROLLED STUDENTS	# LAU RETURNED	% LAU RETURNED	# NATIVE BILINGUALS	# IDENTIFIED LEP
K	17836	13782	77	337	110
1	18308	14401	79	440	171
2	18133	14950	82	415	164
3	17879	16451	92	445	154
4	16575	14060	85	467	122
5	16100	14021	87	421	120
6	16027	13965	87	377	135
7	14851	13094	88	477	138
8	14468	12341	85	525	100
9	14487	12398	86	500	149
10	16064	12352	77	554	99
11	15573	11717	75	672	188
12	17131	12014	70	659	158
UNGRADED	347	347	100	34	14
TOTALS	213779	175893	82	6323	1822

LAU Survey Return Rate 1990

Maine Public Schools (151 LEA's)

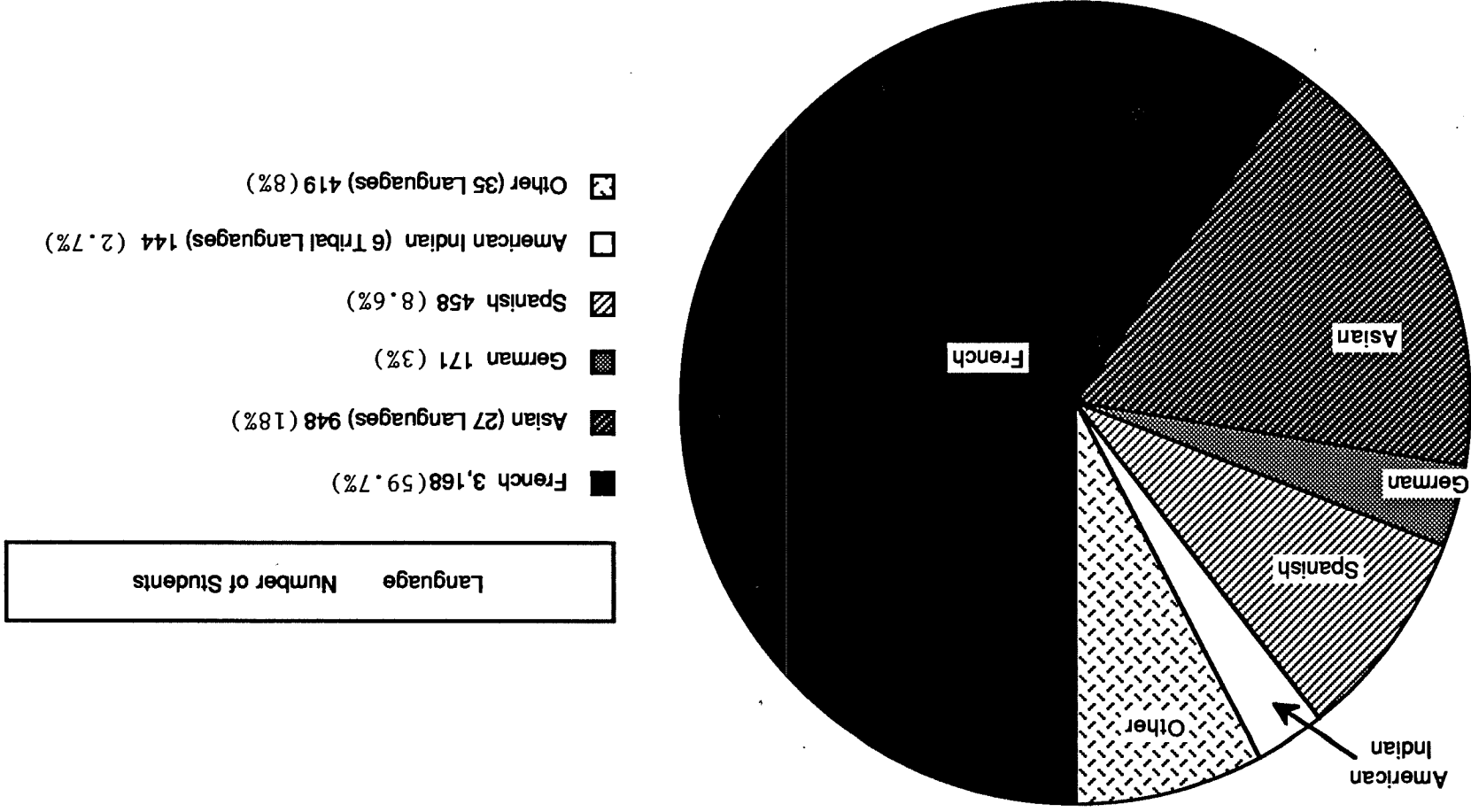


Maine Private Schools (98 School's)



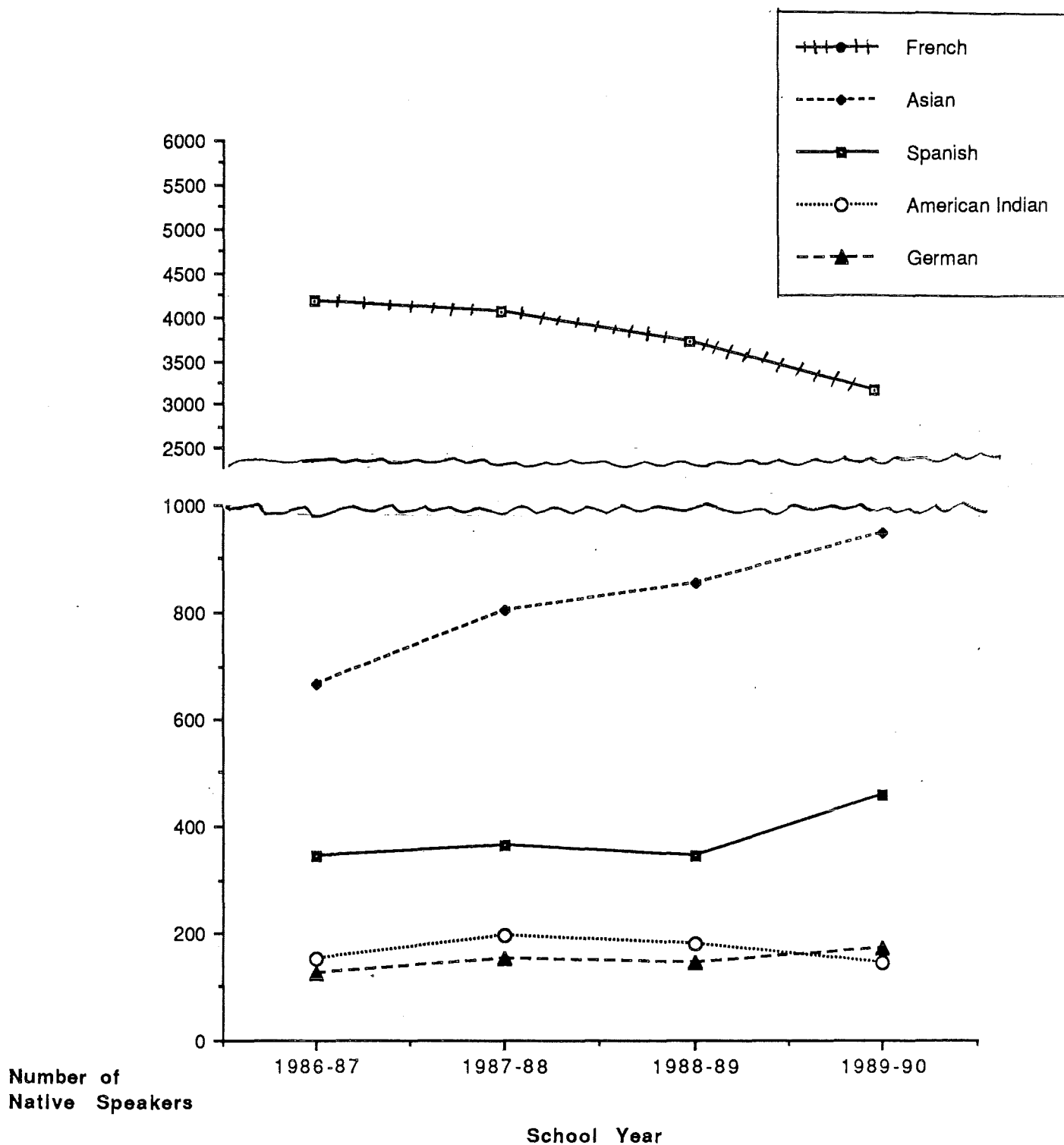
Minority Languages

Spoken Natively by Children in Maine's Public & Private Schools 1989 - 90



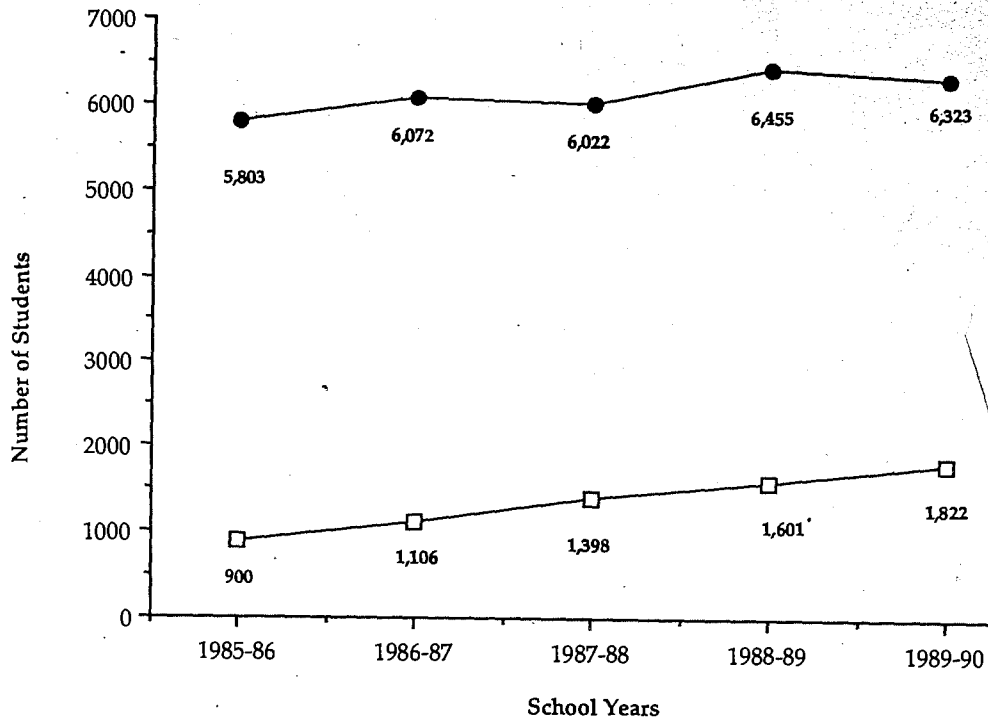
Source: Maine Department of Education
Federal Projects for Language Minorities 1990

Recent Trends in Native Usage of Major Non-English Languages Among School-Age Youth in Maine



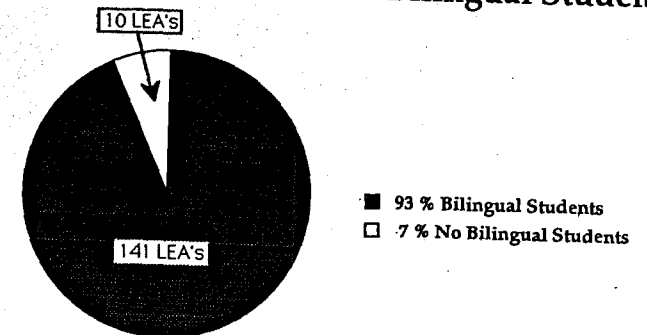
Source: Maine Department of Education
Federal Projects for Language Minorities 1990

Recent Trends in K-12 Enrollments of Language Minority Children 1985-90

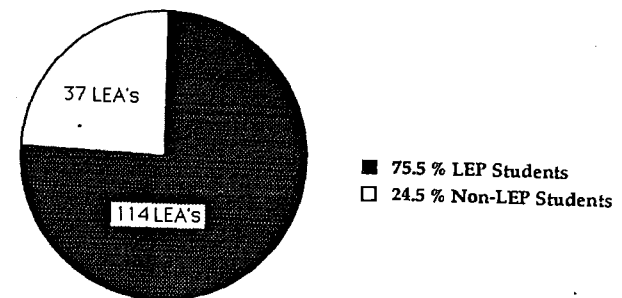


Percentage Distribution of Maine Public Schools Enrolling Language Minority Students

Bilingual Students



Students of Limited English Proficiency (LEP)



Source: Maine Department of Education, Federal Projects for Language Minorities, 1990

NATIVE LANGUAGES SPOKEN BY MAINE CHILDREN 1989 - 90

Language	# Speakers Public School	# Speakers Private School	# Trilinguals*
American Sign (Including Cued Speech)	186	6	3
Amharic	1		
Arabic	12		1
Aujarceti	1		
Bengali	2		1
Bulgarian	2		1
Burmese	2		
Calypso		1	
Caribbean English	1		
Catalan	1		
Cerrurl	1		
Chamorro	1		
Chinese (Cantonese/Mandarin)	121	4	3
Creole	2		
Czech	10	1	
Danish	10		
Dari	25		1
Dutch	12		
Farsi	22		
Finnish	8		
French	2961	207	18
German	164	7	9
Greek	44	2	1
Guamian	1		

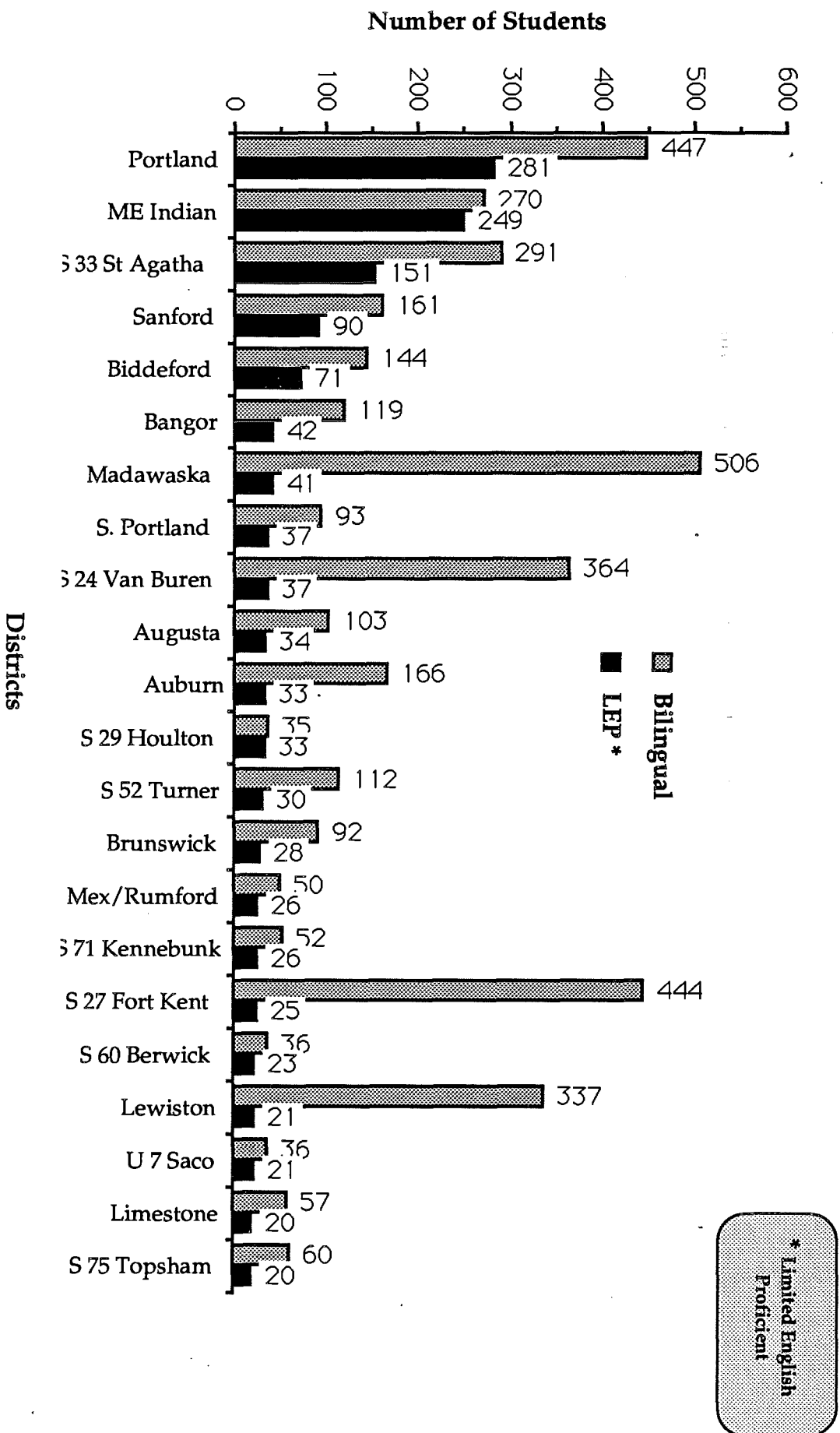
Language	# Speakers Public School	# Speakers Private School	# Trilinguals*
Gujarati	2		
Hawaiian Samoan	2		
Hebrew	1		1
Hindi	11	7	1
Hungarian	3	1	
Icelandic	6		
Indian (See Tribal Languages)			
Irish (Celtic)	1		
Italian	42	4	3
Japanese	23	1	
Kannada		1	
Khmer	365	4	1
Korean	108	2	
Kuscien	1		
Lao	53		
Lebanese	3	1	1
Malayalan	5		1
Marathi	2		
Maya	1		1
Nepalese	3		
Norwegian	12	2	
Oriya	1		
Pashto	5		1
Persian	15		

Language	# Speakers Public School	# Speakers Private School	# Trilinguals*
Philippino	28		
Polish	75	11	3
Portugese	33	2	4
Punjabee	2		
Punjali	1		
Romanian	5		1
Russian	8		
Saoul		1	
Sesotho	1		
Sotmo	1		
Spanish	450	8	15
Swedish	33		
Tagalog	36	1	
Taiwanese	2		
Tamil	5		
Teleugu	3		
Tribal Indian Languages:			
Apache	1		
Cherokee	1		1
Maliseet	4	1	
Micmac	9		
Passamaquoddy	119	7	
Penobscot	1		
Other: Indian	3		

Language	# Speakers Public School	# Speakers Private School	# Trilinguals*
Thai	11	2	
Turkish	3		
Ukrainian	5		
Urdu	7		
Vachione	1		
Vietnamese	133	5	5
Unspecified Non-English Language Not Given	80	1	
Visayan	1		
TOTALS	5308	285	87

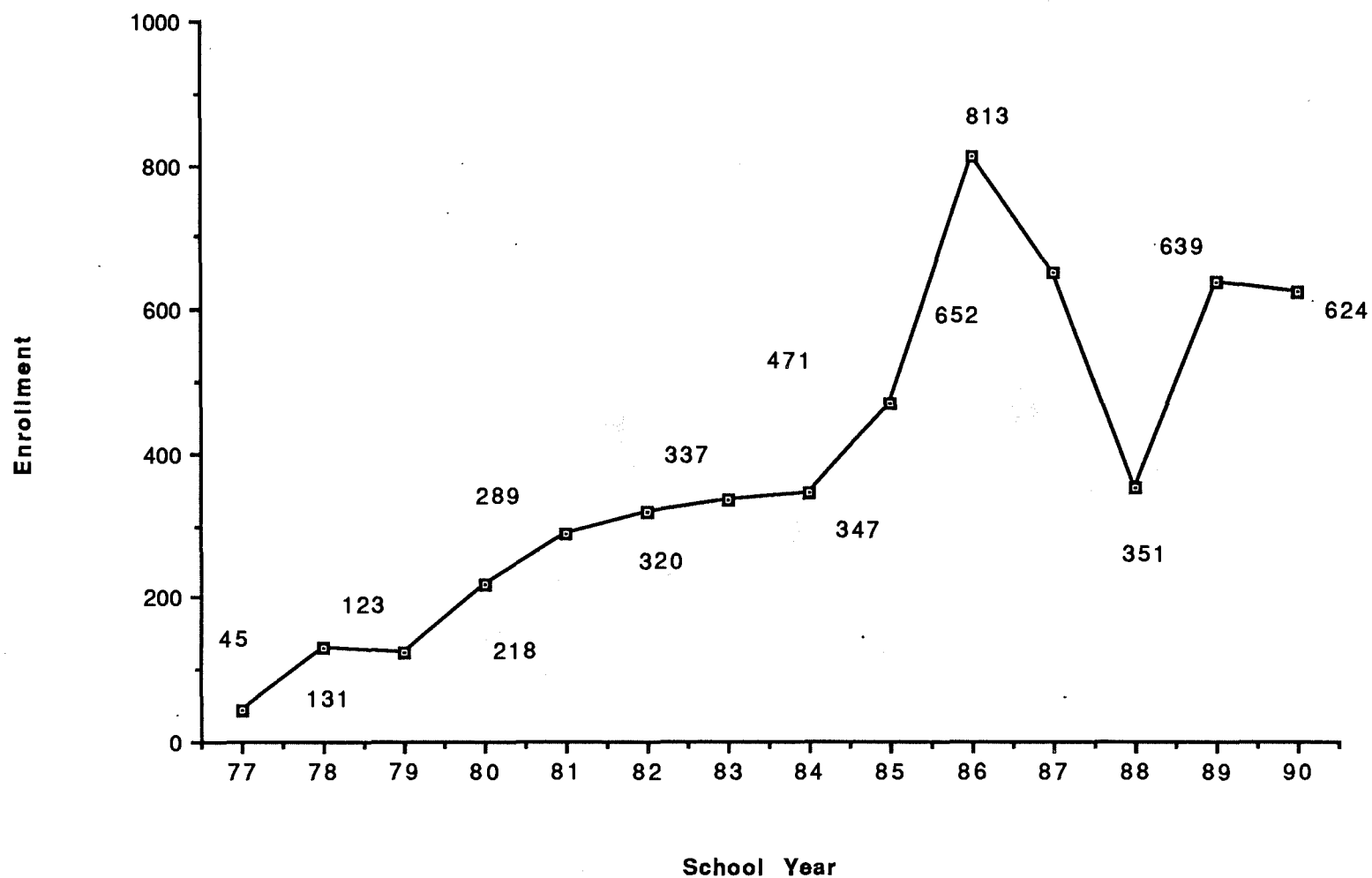
***NOTE:** All but two trilingual reports are from public school students.

High Concentration Language Minority Children In Maine Schools 1989-90



School Enrollments of Refugee Children

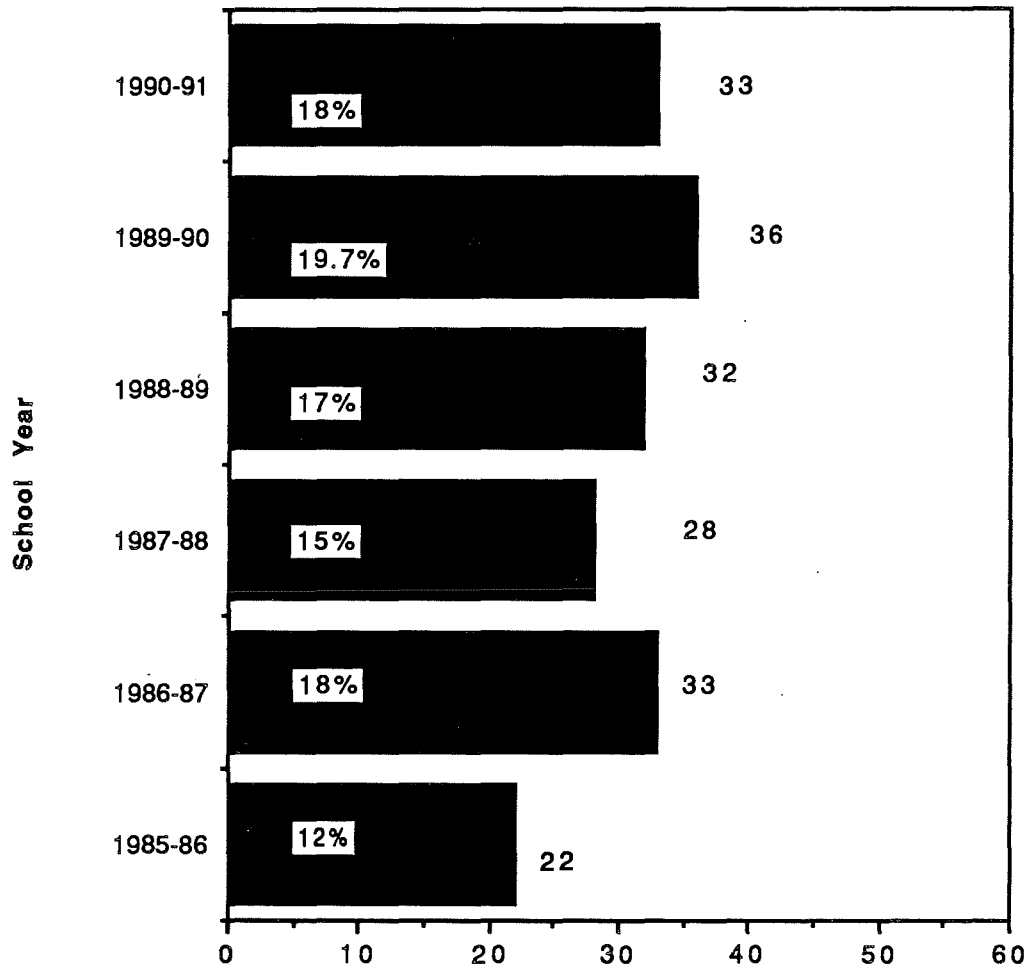
Current Trends in Maine



Source: Maine Department of Education
Federal Projects for Language Minorities (1990)

Number of Schools Enrolling Refugee Children

Recent Trends in Maine



Number of School Systems

(There are 183 school systems statewide)

PART II

SEA REVIEW AND DATA COLLECTION DETAIL

FOR MAINE'S LEAS

REVIEW OF SCHOOLS ENROLLING LOW INCIDENCE LANGUAGE MINORITY STUDENTS

LEA's Public	# LEP Students Affected by TA	Total # LEP Students in District	Grade Level Breakdown	Methods by Which LEP Students Identified	Educational Condition of LEP Students				# LEP S's Enrolled in Structured Lang. Support Program	Types of Structured Lang. Support Programs	Training Needs
					# Retained	# Spec.Ed.	# Dropouts	# Ch. 1			
Alexander U#106	1	NK	11th = 1	4	NK	NK	NK	NK	NK	NK	D, P, O
Auburn *	7	22	K = 5 1st = 5 2nd = 2 3rd = 3 4th = 1 7th = 1 10th = 3 11th = 1 12th = 1	1,2,3	NK	NK	NK	NK	NK	ESL, PO	O
Augusta *	Appro. 6	Appro. 30	NK	1,2,3	NK	NK	NK	NK	NK	ESL, PO	---
Bangor * V	22	22	K = 6 1st = 3 2nd = 1 3rd = 2 6th = 1 9th = 1 10th = 3 11th = 1 12th = 4	1,2,3	1	0	0	6	NK	ESL, PO	P, O
Bar Harbor * V CSD #7 U#98	3	Appro. 6	K = 1 6th = 1 7th = 1	NK	NK	NK	NK	NK	NK	NK	D, P, O
Bath * V U#47	2	Appro. 5	K = 2	NK	1	NK	NK	NK	NK	NK	D, P, O
Belfast * SAD #34	Appro. 6	Appro. 6	1st = 1 5th = 1 7th = 2 11th = 1 12th = 1	1	NK	NK	NK	NK	NK	ESL, PO	D, O

* Multiple visits, phone calls,
and/or mailings
V On-site TA

ESL = English as a second language
BE = Bilingual
PO = Pull-out
IC = In-class

1 = English language proficiency test
2 = Home language survey
3 = Teacher referral
4 = Parent referral

D = Description of appropriate educational procedures for LEP students
P = Provision of appropriate structured language program for LEP students
O = On-going training for ESL teacher
NK = Not Known
LEP = Limited English proficient
TA = Technical Assistance
S = Student

LEA's Public	# LEP Students Affected by TA	Total # LEP Students in District	Grade Level Breakdown	Methods by Which LEP Students Identified	Educational Condition of LEP Students				# LEP S's Enrolled in Structured Lang. Support Program	Types of Structured Lang. Support Programs	Training Needs
					# Retained	# Spec.Ed.	# Dropouts	# Ch. 1			
Bethel * SAD #44	2	Appro. 2	1st = 1 4th = 1	NK	NK	NK	NK	NK	NK	NK	D, P, O
Brewer *	1	Appro. 4	1st = 1 2nd = 1 7th = 1	1,4	NK	NK	NK	NK	3	NK	P, O
Bridgton * SAD #61	1	Appro. 1	9th = 1	4	NK	NK	NK	NK	NK	NK	D, P, O
Brunswick * V	32	32	K-5th = 15 6-8th = 4 9-12th = 13	1,3,4	2	1	0	9	32	ESL, PO, IC	D
Bucksport *	Appro. 4	Appro. 4	NK	NK	NK	NK	NK	NK	Appro. 4	ESL, PO	D, P, O
Buxton * V SAD #6	6	6	K = 1 3rd = 1 4th = 1 6th = 1 12th = 1	1,3,4	0	0	0	0	6	ESL, PO, IC	D, O
Camden * SAD #28	1	1	2nd = 1	1,3,4	0	0	0	1	1	ESL, PO	D, P, O
Cape Elizabeth	3	3	1st = 2 2nd = 1	1,2,3,4	NK	NK	NK	NK	3	ESL, PO (provided by Speech/ Language Clinician)	D, P, O
Caribou * V	16	16	K = 2 1st = 5 2nd = 2 3rd = 1 4th = 2 5th = 1 6th = 3	1,3	NK	0	0	0	16	ESL, PO	D, P, O
Cumberland * V SAD #51	1	1	K = 1	1,3	1	0	0	0	0	---	D, P, O
E. Machias * V Machiasport SAD #77	1	Appro. 3	K = 1 1st = 1 2nd = 1	3,4	0	0	0	0	1	ESL, PO (Provided by Chapter 1)	D, P, O

LEA's Public	# LEP Students Affected by TA	Total # LEP Students in District	Grade Level Breakdown	Methods by Which LEP Students Identified	Educational Condition of LEP Students				# LEP S's Enrolled in Structured Lang. Support Program	Types of Structured Lang. Support Programs	Training Needs
					# Retained	# Spec.Ed.	# Dropouts	# Ch. 1			
Ellsworth * V	2	2	K = 1 1st = 1	1,3,4	0	0	0	0	2	ESL, PO (after school)	P, 0
Farmington * SAD #9	3	3	Not registered in school as of 5/30/90	Adult Ed.	NK	NK	NK	NK	3	ESL, PO (Adult Ed. - after school)	D, P, 0
Frenchville SAD #33	40	158	K-4	1,2,4 (See also SEA Review for MSAD #33)	3	25	0	NK	54	BE	D, P, 0 Gifted-Talented Rdg - French Curriculum
Fryeburg SAD #72	NK	NK	NK	NK	NK	NK	NK	NK	NK	ESL	D, 0
Gardiner * V SAD #11	2	Appro. 6	1st = 1 3rd = 1 4th = 2 7th = 1	1,3,4	1	NK	NK	NK	2	ESL, PO	D, P, 0
Gray-New Gloucester SAD #15	1	1	NK	NK	NK	NK	NK	NK	NK	NK	D, P, 0
Greenville * V U#60	5	5	3rd = 1 4th = 3 8th = 1	3	0	1	0	1	5	ESL, PO	0
Hallowell * V SAD #16	2	NK	NK	NK	NK	NK	NK	NK	NK	---	D, P, 0
Hampden * SAD #22	Appro. 6	Appro. 6	NK	NK	NK	NK	NK	NK	NK	ESL, PO	0
Hartland * V St. Albans SAD #48	1	1	2nd = 1	4	0	0	0	0	1	ESL, BE, PO, IC	D, P, 0
Howland * V W. Enfield SAD #31	5	5	K = 1 1st = 1 6th = 1 8th = 1 9th = 1	1,3,4	0	0	0	0	4	ESL, BE, PO	D, 0

LEA's Public	# LEP Students Affected by TA	Total # LEP Students in District	Grade Level Breakdown	Methods by Which LEP Students Identified	Educational Condition of LEP Students				# LEP S's Enrolled in Structured Lang. Support Program	Types of Structured Lang. Support Programs	Training Needs
					# Retained	# Spec.Ed.	# Dropouts	# Ch. 1			
Jay	1	NK	5th = 1	3	NK	NK	NK	NK	NK	---	D, P, O
Jefferson * V U#51	2	2	7th = 1 12th = 1	1,3,4	0	0	0	0	1	ESL, BE, PO, IC	D, P, O
Kennebunk * SAD #71	Appro. 30	Appro. 30	NK	1,3,4	NK	NK	NK	NK	Appro. 30	ESL, PO	D, O
Kittery * V	1	1	7th = 1	1,2,3,4	NK	NK	NK	0	1	ESL, PO	D, P, O
Lewiston *	NK	NK	1st = 1	1	NK	NK	NK	NK	NK	---	P, O
Limestone	8	NK	K = 2 1st = 2 2nd = 1 5th = 2 7th = 1	NK	NK	NK	NK	NK	8	ESL	D, P, O
Lisbon * V U#30	11	11	1st = 1 2nd = 2 3rd = 3 4th = 2 6th = 1 9th = 1 11th = 2	1,3,4	1	0	0	4	10 (one refused to participate in services)	ESL, PO, IC	P, O
Litchfield * Sabattus U#44	5	Appro. 5	8th = 1 11th = 1 12th = 1	NK	NK	1	NK	NK	NK	---	D, P & LEP Sp. Ed. pre-referral/ referral guidelines
Livermore Falls SAD #36	5	Appro. 5	1st = 2 2nd = 1	1,2,3,4	NK	NK	NK	NK	NK	---	D, P, O
Machias * U#102	5	Appro. 5	1st = 2 2nd = 1 3rd = 2	1,3	NK	NK	NK	1	NK	---	D, P, O
Milford * V U#90	1	2	6th = 1 3rd = 1	4	0	1	0	1	1	ESL, PO, IC	D, P, O & LEP Sp. Ed. pre-referral/ referral guidelines

LEA's Public	# LEP Students Affected by TA	Total # LEP Students in District	Grade Level Breakdown	Methods by Which LEP Students Identified	Educational Condition of LEP Students				# LEP S's Enrolled in Structured Lang. Support Program	Types of Structured Lang. Support Programs	Training Needs
					# Retained	# Spec.Ed.	# Dropouts	# Ch. 1			
N. Berwick * Berwick SAD #60	Appro. 20	Appro. 20	NK	1	NK	NK	NK	NK	Appro. 20	ESL	D, P, O and LEP Sp. Ed./ except. pre- referral and referral guidelines
Oakland * SAD #47	3	Appro. 3	6th = 1 9th = 2	3	NK	NK	NK	NK	3	BE	D, P, O
Old Orchard Beach *	2	Appro. 2	2nd = 2	3	NK	NK	NK	NK	0 (as of 2/27/90)	---	D, P, O
Old Town *	NK	NK	NK	1,2,3,4	NK	NK	NK	NK	NK	ESL, PO	D, P, O
Pemaquid * U#74	2	Appro. 4	6th = 1 8th = 1 9th = 1	1	NK	NK	NK	NK	3	ESL	D, O
Portland *	NK	281	K-12 281	1,2,3 EK Wall SLOSSON	0 (See also SEA Review for Portland)	1	0	NK	281	ESL, BE, PO, IC	O and LEP Sp. Ed./except. pre-referral & referral guide- lines; CALLA; Project Integr.
Presque Isle *	1	NK	NK	NK	NK	NK	NK	NK	NK	---	D, P, O
Rockland * SAD #5	1	NK	9th = 1	NK	NK	NK	NK	NK	1	ESL	D, P, O
Rumford * SAD #43	2	NK	11th = 1 12th = 1	NK	NK	NK	NK	NK	1	ESL (?)	D, P, O
Sanford * V	38	NK	K = 1 1st = 11 2nd = 11 3rd = 10	1,3,4	NK	NK	NK	NK	38	ESL, PO	D, P, O and Sp. Ed. LEP pre-referral/ referral guidelines
Scarborough *	4	NK	K = 1 1 16 yr. old 1 19 yr. old 1 21 yr. old	3	NK	NK	NK	NK	NK	---	D, P, O

LEA's Public	# LEP Students Affected by TA	Total # LEP Students in District	Grade Level Breakdown	Methods by Which LEP Students Identified	Educational Condition of LEP Students				# LEP S's Enrolled in Structured Lang. Support Program	Types of Structured Lang. Support Programs	Training Needs
					# Retained	# Spec.Ed.	# Dropouts	# Ch. 1			
Skowhegan * V SAD #54	2	NK	2nd = 1 3rd = 1	1,3,4	0	0	NK	2	2	ESL, PO	D, P, O
South China * U#52	1 (adult)	NK	NK	NK	NK	NK	NK	NK	NK	---	---
So. Harpswell * Topsham SAD #75	2	Appro. 20	2nd = 1 5th = 1 7th = 1	1,2,3,4	NK	1	NK	NK	Appro. 20	ESL, PO	D, P, O
So. Portland	2+	NK	K = 1 1 19 yr. old	NK	NK	NK	NK	NK	NK	ESL	D, P, O
Thomaston * SAD #50	1	NK	6th = 1	NK	NK	NK	NK	NK	NK	---	D, P, O and development of guidelines for pre- referral/ referral of LEP students w/except.
Turner * SAD #52	Appro. 30	Appro. 30	NK	1,3,4	NK	2	NK	NK	Appro. 30	ESL, BE, PO	D, O
Vassalboro * V	1	NK	10th = 1	NK	NK	NK	NK	NK	1	ESL, PO	D, P, O and development of guidelines for pre-referral/ referral of LEP students w/ except.
Waldoboro * SAD #40	8	8	K = 1 1st = 1 2nd = 2 3rd = 1 4th = 1 5th = 1 9th = 1	NK	NK	NK	NK	NK	7	ESL, PO	D, P, O
Waterville * V	2	2	1st = 1 2nd = 1	1	0	NK	0	0	2	ESL, PO	D, P, O

LEA's Public	# LEP Students Affected by TA	Total # LEP Students in District	Grade Level Breakdown	Methods by Which LEP Students Identified	Educational Condition of LEP Students				# LEP S's Enrolled in Structured Lang. Support Program	Types of Structured Lang. Support Programs	Training Needs
					# Retained	# Spec.Ed.	# Dropouts	# Ch. 1			
Wells/ Ogunquit CSD #18	1	NK	K = 1	NK	NK	NK	NK	NK	NK	---	D, P, O
Wiscasset * U#48	NK	NK	NK	NK	NK	NK	NK	NK	NK	---	D, P, O
Yarmouth	1	NK	11th = 1	NK	NK	NK	NK	NK	Say not needed	---	D, P, O
TOTAL PUBLIC	375 (incl. 40 bilingual students & 5 NK status districts)	683 (incl. 40 bilingual students & 20 NK status districts)			7*	7**	0***	25	562++		

* including 46 NK status districts
 ** including 45 NK status districts
 *** including 48 NK status districts
 + including 45 NK status districts
 ++ including 26 NK status districts

LEA's	# LEP Students Affected by TA	Total # LEP Students in District	Grade Level Breakdown	Methods by Which LEP Students Identified	Educational Condition of LEP Students				# LEP S's Enrolled in Structured Lang. Support Program	Types of Structured Lang. Support Programs	Training Needs
					# Retained	# Spec.Ed.	# Dropouts	# Ch. 1			
Private											
St. John's * Brunswick	1	NK	2nd = 1	NK	NK	NK	NK	NK	0	---	D, P, O
Averill Sch. * Hinckley	1 (listed under Vassalboro)	NK	10th = 1	NK	1	NK	NK	1	1	ESL, PO	D, P, O
Lisbon Falls Christian Academy *	1	NK	3rd = 1	NK	Family put child in public school				0	ESL (in U#30) PO	D
Lincoln Academy * V Newcastle	1 (listed under Union #74)	2 (other listed under U#51)	9th = 1 12th = 1	3	0	0	0	0	1	ESL, PO	D, P, O
Maine Cen. Institute Pittsfield	8	8	Grades 9-12	NK	NK	NK	NK	NK	8	ESL	D, P, O
Levey Hebrew Day School Portland	1	NK	K = 1	NK	NK	NK	NK	NK	0	---	D, P, O
Roman Catholic Chancery V Portland	NK	NK	NK	NK	NK	NK	NK	NK	NK	---	D, P, O
Unity College Unity	7	Appro. 7	College	N/A	-----						
Maine Advocacy Services * Winthrop	1	NK	2nd = 1	NK	NK	NK	NK	NK	NK	---	N/A
TOTAL PRIVATE	19 (incl. 1 NK status)	15 (incl. 6 NK status)			1 (incl. 5 NK status)	0 (incl. 6 NK status)	0 (incl. 6 NK status)	0 (incl. 5 NK status)	8 (incl. 2 NK status)		
GRAND TOTAL	394 (incl. 6 NK status)	797 (incl. 26 NK status)			8 (incl. 51 NK districts)	7 (incl. 51 NK districts)	0 (incl. 53 NK status dist.)	25 (incl. 50 NK districts)	570 (incl. 28 NK districts)		

TOTAL NUMBER OF DISTRICTS PROVIDED TECHNICAL ASSISTANCE: 74

TECHNICAL ASSISTANCE PROVIDED TO: 270 INDIVIDUALS

TECHNICAL ASSISTANCE REQUESTS FROM OUT-OF-STATE:

2	(TEXAS)
3	(PHILIPINES)
2	(ARIZONA)
1	(COLORADO)
1	(MICHIGAN)
2	(NORTH CAROLINA)
1	(FLORIDA)

1989-1990 SEA REVIEW FOR ESEA TITLE VII FUNDED PROJECTS

STATE OF MAINE Department of Educational and Cultural Services

Authorization: P.L. 58-511 Sec. 732 (Oct. 19, 1984) and Part IV 34 CFR Subpart B of the regulations subsection 548.10 (August 16, 1985).

Source of the data: on-site reviews by SEA

A. Total number of children in public schools

Portland CLASS - 7784

SAD 33 - 517

B. Total number of children in private schools

Portland CLASS - 948

SAD 33 - 0

C. i. Total number of limited English proficient students: (public and private):

Portland CLASS - 249

SAD 33 - 158

ii. Methods used to identify LEP students:

Portland CLASS - home language survey; IPT; LAB; Ekwall; Slosson; teacher observation; (comprehensive entry & exit criteria)

SAD 33 - home language survey; parent questionnaires; LEA serves all K-4 children; LAS to be administered to grades 2-4 (1990) LAS grades 5-6 (1991)

iii. Educational condition of LEP students:

Number retained in grade:

Portland CLASS - 0

SAD 33 - 3

**Number referred to/placed in
special education:**

Number of dropouts:

Portland CLASS - 1 placed; 1 P.E.T. exiting

0

SAD 33 - 25 (K-6)

N/A

D. Number of LEP students enrolled in programs to meet their needs:

Portland CLASS - 249 LEA; 28 in C.L.A.S.S.

SAD 33 - 149 (K-4)

Description of such programs:

Portland CLASS - transitional bilingual education; multilingual language arts; career awareness; multilingual math, science, and social studies and study skills for mainstreaming transitionals

SAD 33 - transitional bilingual education; L2 developmental program receives local support

E. Number of LEP students who need/could benefit from such programs:

Portland CLASS - 249

SAD 33 - 165 (K-12)

F. Number of LEP students to receive instruction through Title VII program:

Portland CLASS - 28 public LEP; 1 mainstream Khmer;

SAD 33 - 57 (K-4);

G. Statement of Title VII LEA's ability to serve LEP students:

Portland CLASS - native facilitators; materials resource bank; widely disseminated curriculum materials; administrative support; active PAC; career awareness in place; tutorial support; Folk Tale reader developed and in place as well as geography unit; 2 state funded innovative grants (video; CAI)

SAD 33 - 80 percent French/English staff; including principal; supportive community; methods course underway; bilingual coordinator is committed to project; principal and support staff are bilingual; project T-Shirts developed by advisory council.

Need for further training of personnel:

Portland CLASS - to further college education of native language staff; CALLA methodology; Integrating ESL into bilingual program and maximizing content involvement in program; sensitizing non project personnel on culture-sensitive issues.

SAD 33 - all courses need to be conducted on site because of geographic isolation administration is in transition. A survey suggests need for reading and interpreting in functional French; cultural diversity; bilingualism; gifted/talented; curriculum development.

H. Resources Needed to develop, operate, improve program:

Portland CLASS - sustained funding; computer hardware and software; video equipment;

SAD 33 - strengthen incentives for inservice coursework; IHE funding to support staff development for graduate credit; French materials developing (need center)

I. Activities to be undertaken:

Portland CLASS - videotape dissemination and continuation; 3 state innovative grants; PAC culminating project; poster contest; curriculum development; dissemination of career awareness; Asian exhibit; monthly staff development in-service

SAD 33 - continuation of integration of content area that are interdisciplinary; ethnic heritage as local commitment; entry/exit criteria implemented; bilingual telecommunication continuation effort; grade 5-6 whole language; expanded bilingual education materials.

Capacity building:

Portland CLASS - innovative grant continuation applications to DECS; 2 facilitators (1 full- & 1 part-time) are LEA funded; office space; substitute teachers; staff development; computers; administrative support; Project D.A.R.E.

SAD 33 - bilingual staff is in place; LEA has history of bilingual education art teachers integrating other cultures; institutionalization from earlier T-education is strong and is likely to continue; office space and furniture are LEA provided, support staff helps on request; pre/post testing to be absorbed by LEA; state-funded innovative grants award for bicultural telecommunication; N.E. Supts Council; Substitute teachers are given for release time; bilingual language arts grant received by SEA; special ed. bilingual personnel.

J. Goals of the program and how they will be measured:

Portland CLASS - objectives related to several project components - measured by independent evaluator; parents/students - pre/post gains measurement (eval: Zusman, Devito) including staff training & curriculum development and dissemination; parent training.

SAD 33 - self-esteem to be measured as criterion of program success; pre-post self-image rating conducted by teachers; summative evaluation (pre/post) during spring of each year to be conducted by independent evaluator; LAS testing for Grades 2-3 planned.

Additional observations; notes:

Portland CLASS - numerous replication requests from LEA's including interest by commercial publishers;

SAD 33 - full program integration will occur at K-6 during third year; additional training for regular staff is underway.

SAD 33 - Chapt #1: 64 students (K-6)

PART III

MAINE EDUCATIONAL ASSESSMENT: THE

ACADEMIC CONDITION OF LANGUAGE

MINORITY CHILDREN

LANGUAGE MINORITIES' PERFORMANCE ON THE MAINE EDUCATION ASSESSMENT

BACKGROUND:

Legislation

Acting on recommendations of the Governor's Commission on the Status of Education in Maine, the Maine State Legislature passed the Educational Reform Act of 1984 calling for a comprehensive set of reforms directed toward school improvement. The Maine Educational Assessment Program (MEA) is one of the products of that legislation. The assessment program was first implemented in 1985-86.

Selection of Content Areas

The Educational Reform Act of 1984 mandated the assessment of reading, English language arts including writing, mathematics, science, and social studies. Social studies was divided into two areas: social studies and humanities.

Development of Tests

Several advisory committees were formed to advise in the development of the tests and reporting procedures. The content area advisory committees established the framework for test construction. The questions were reviewed by the advisory committees.

Administration of Tests

All fourth, eighth, and eleventh grade students in the public schools of Maine took the MEA tests from 1985-90. The testing included most special needs students, language minorities and some limited English proficient (LEP) children, some of whom had testing conditions modified to parallel the methods by which they receive their regular instruction. Some LEP children were not tested at all. Testing took several sessions of from 20 to 60 minutes each. All students took a common core of questions in reading and mathematics, while some questions in these areas and all questions in science, social studies, and humanities were divided into 16 forms, with each student taking just one form. In addition, each student wrote two essays. This report includes the results of the entire test battery for language minority children as they compare with their monolingual English peers.

Scoring of Tests

Much of the test was made up of multiple choice questions, which were machined scored. Twenty questions in reading and mathematics and both questions in the writing section required scoring by teachers and other professional staff in Maine.

LANGUAGE MINORITY SUBGROUP RESULTS:

MEA results for each of the six content areas assessed are provided for monolingual English students, natively bilingual children (determined through Lau home language surveys), and LEP children (determined through locally determined language assessment measurements administered prior to MEA testing). In 1989-90, these categories identified

students as either: (1) monolingual - English only; (2) bilingual - fluent in English); (3) bilingual-limited English proficient. Codings for these categories were made on each child's answer sheet. School districts received these results for their language minority enrollees. Comparisons of scores are given among these categories with statewide averages. Specifically graphed are comparisons between bilingual/English fluent students and students who are monolingual English. Students who are limited English proficient are not included in these comparisons. To do so would reveal the obvious: students unable to comprehend English cannot compete on tests that were not designed for them. Their scores statewide average at the very bottom of the scale, usually around 100 or less.

Results are reported for groups of students of five or more only. Results are not available for smaller groups because of considerations of confidentiality within LEAs. Totals will not compare with others cited in this report from other sources for the above reason and because not all students completed the tests or coded this part of the test. Also, percentages may not add to 100 percent, either due to roundoff error or because of a non-response by some students.

CONCLUSIONS:

Although five years of MEA testing have taken place, only the past two years show results that differentiate scores between monolingual English and bilingual/English fluent students. Hence, analysis is limited to these two years. The overwhelming majority of students who took the test were monolingual English (97%). The number of children designated as limited English proficient who took the test is very small and, in some cases, too small to establish group performance results. Further, more than 100 limited English proficient children statewide were excluded from taking the test because their limited English proficiency was extreme. The results from this subgroup are not noted for reasons already cited. Scores for bilingual/English fluent students were lower in all subject areas across all grade levels but Grade 4 (writing) than the scores of monolingual English peers and lower than the state average (except Grade 4, writing). Bilingual students who are fluent in English performed, overall, below their monolingual English peers.

Results from the Maine Education Assessment (MEA) in Grades 4, 8, and 11 from 1988-89 and 1989-90 would seem to indicate that fluent bilinguals not only perform more poorly than their monolingual English counterparts, but they also appear to perform more poorly than all students statewide who took the MEA. Such results are ostensibly disturbing and aberrant. There is no evidence that the non-English language of the home is in itself a cause of failure in an all-English school environment (Cummins, 1981). In fact, where a second language is used in the home, students normally tend to outperform their monolingual peers in a variety of subject areas (Dornbusch, 1986).

A caveat about bilingual labeling in the research is warranted. It is not the intent here to delineate the complex phenomenon of bilingualism, but suffice it to say bilingualism is that which is nurtured, which is genuinely acquired, usually at home, as opposed to formal academic study. This kind of bilingualism has been variously described as "natural," "folk," "advantaged," "balanced," or "additive." It is this variety of salubrious bilingualism to which the author refers.

The advantages occasioned by students' bilingualism are extensively cited in the research literature. The assets of bilingualism are legion (Dolson, 1985). Among areas where bilinguals outperform monolinguals:

- communicative skills (Harding, 1986)
- mental flexibility (Coronado, 1979; Balkam, 1970)

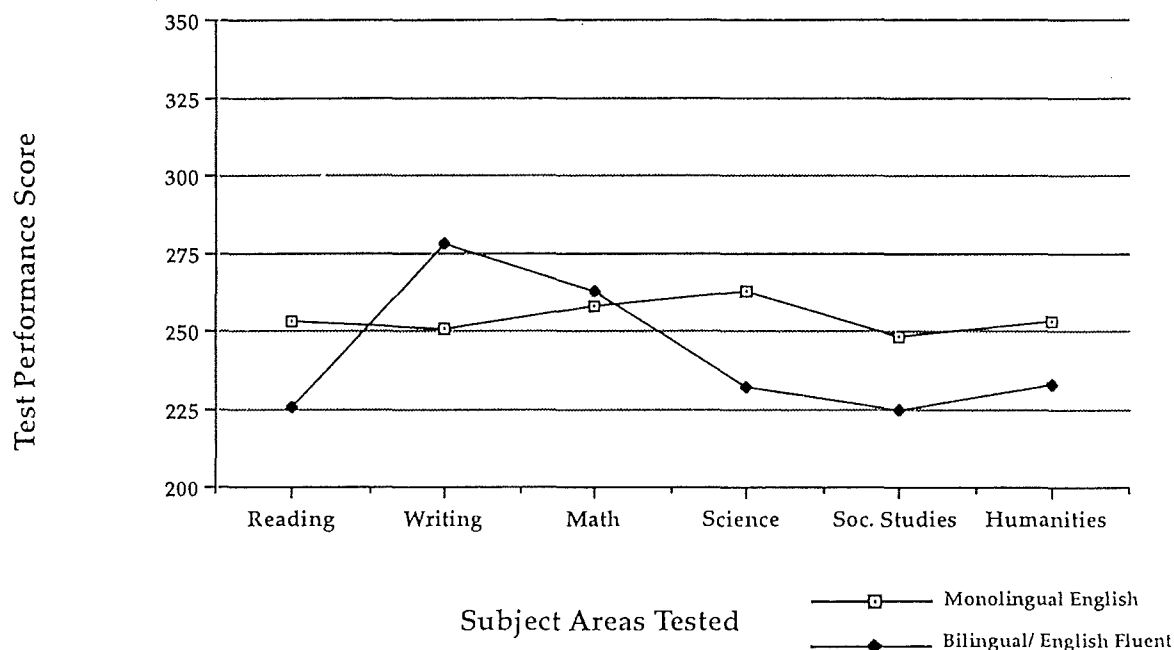
- concept formation (Liedtke and Nelson, 1968)
- problem solving (Hakuta, 1985)
- academic/cognitive growth influences (Cummins, 1979)
- divergent thinking and syntactic complexity in solving science problems (Kessler and Quinn, 1980)
- linguistic, academic, and social benefits (Cummins, 1979)
- creative use of language (Filstrup, 1983)
- higher grades (Dornbusch, 1986)
- reading skills (Hakuta, 1985)
- non-verbal logic (Hakuta, 1985)

Compelling though these findings appear, the MEA has not demonstrated these advantages among Maine's bilingual student populations. One can hypothesize and speculate some of the probable causes. The Native American and Franco-American students represent by far the largest number of students tested in this sub-population, followed by recent immigrants. Common for these students is the subordinate status they have historically been accorded, and this may be an ongoing cause for underachievement (Ogbu, 1978). A retrenchment from their bilingual/bicultural upbringing is commonly thrust upon them in what Veltman, Lambert and others (1980) call "subtractive" bilingual experiences. The result is a "bicultural ambivalence" (Cummins, 1981) that language minority groups experience that manifests itself in: (a) hostility toward the majority language group; (b) shame for their own culture; and (c) poor academic performance. Finally, the test medium has a unintended but certain bias against minority groups who are most vulnerable (NCAS, 1986). This can, of course, be reversed if students were tested in their native language (McLaughlin, 1978) and if the test were conducive to the varied learning styles of students taking these tests (Henry and Pepper, 1989).

Further research must be undertaken to review the MEA results for several variables. Among these: methods by which bilingual/English fluent students were identified, patterns among those schools enrolling the largest numbers of language minorities, and patterns among language minority students themselves, notably with regard to attitudes and practices in the disciplines tested. Geographic and economic patterns among this sub-population also warrants review.

1988-89 Maine Educational Assessment

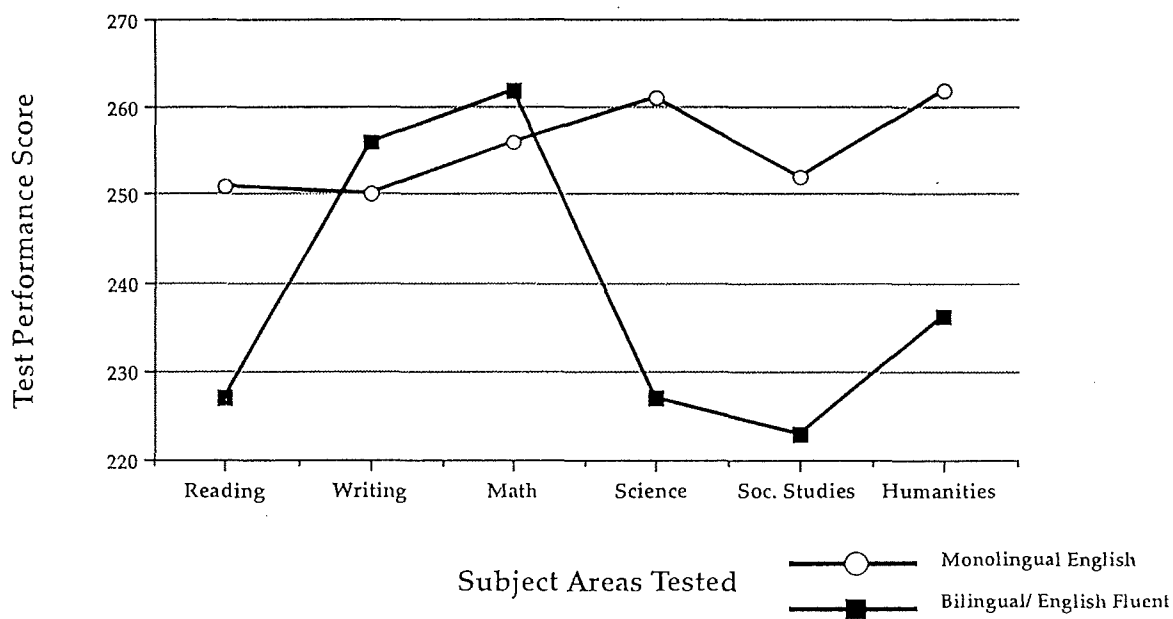
Grade 4



Source: Maine Department of Education, Federal Projects for Language Minorities, 1989

1989-90 Maine Educational Assessment

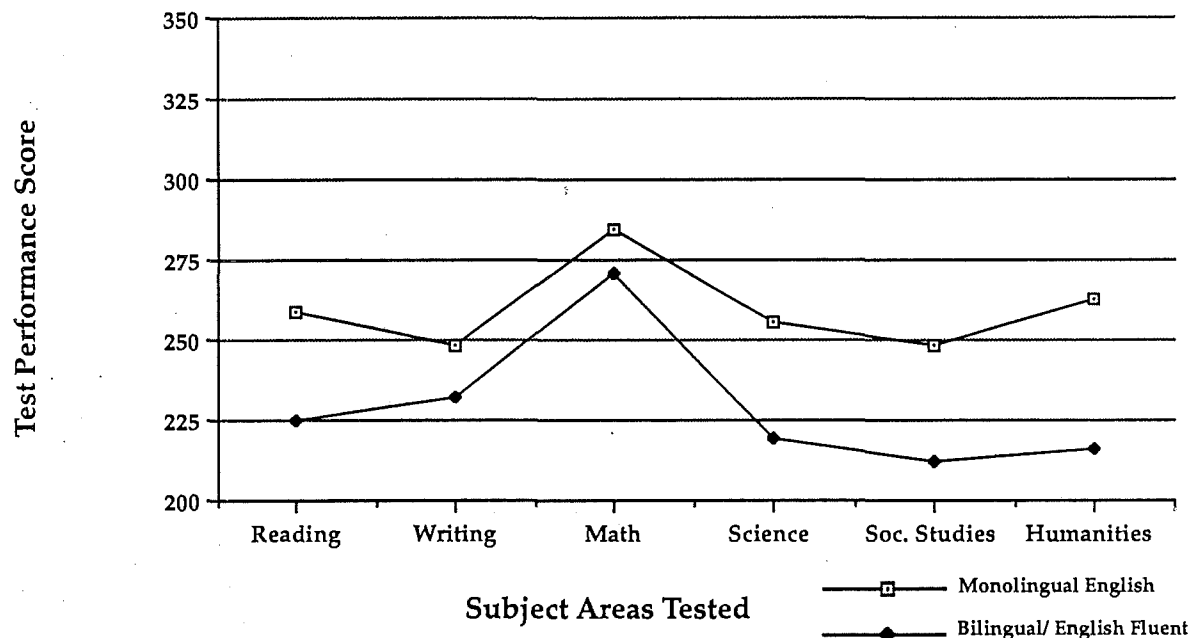
Grade 4



Source: Maine Department of Education, Federal Projects for Language Minorities, 1990

1988-89 Maine Educational Assessment

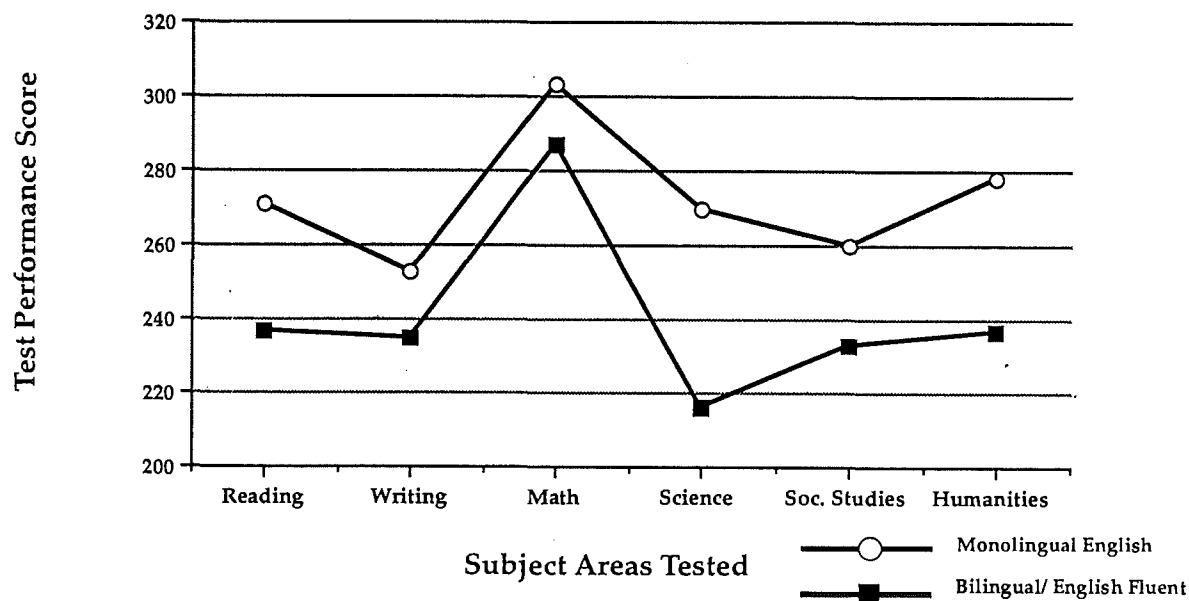
Grade 8



Source: Maine Department of Education, Federal Projects for Language Minorities, 1989

1989-90 Maine Educational Assessment

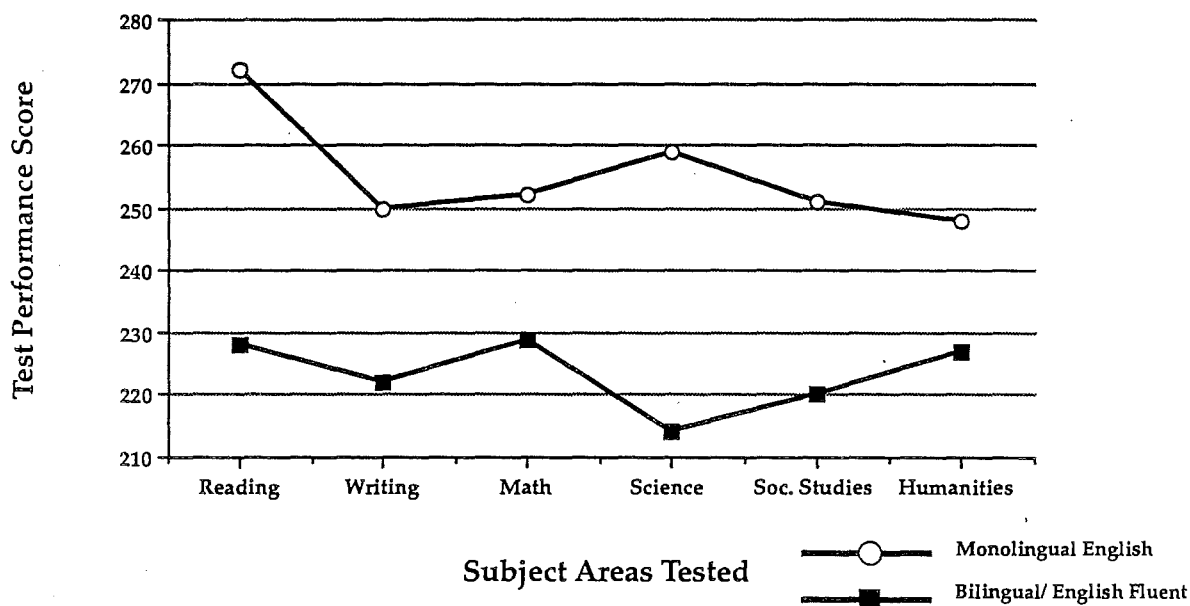
Grade 8



Source: Maine Department of Education, Federal Projects for Language Minorities, 1990

1988-89 Maine Educational Assessment

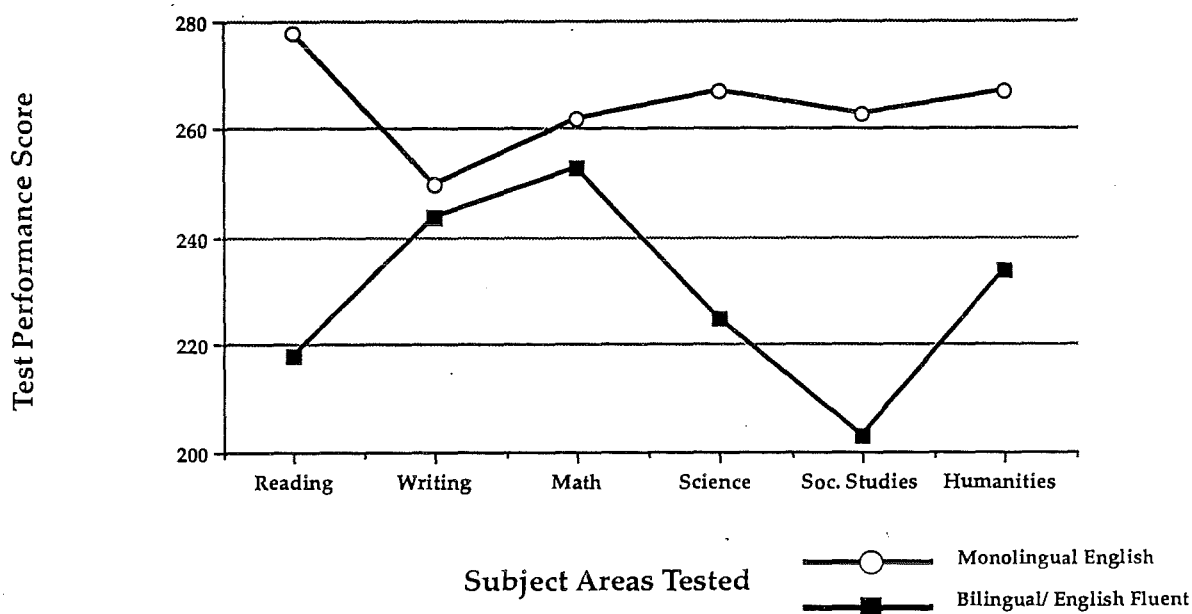
Grade 11



Source: Maine Department of Education, Federal Projects for Language Minorities, 1989

1989-90 Maine Educational Assessment

Grade 11



Source: Maine Department of Education, Federal Projects for Language Minorities, 1990

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