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AUGUSTA, MAINE

Maine Public Schools Annual Performance Report

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1984-1985

DEPARTMENT OF EDUCATIONAL & CULTURAL SERVICES

ROBERT EUGENE BOOSE, ED.D., COMMISSIONER
RICHARD W. REDMOND, DEPUTY COMMISSIONER

FEB 5 1985



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Foreword

STATE OF MAINE
AUGUSTA, MAINE

One new duty of the Commissioner of Education, as mandated by the Legislature in the Education Reform Act of 1984, is the issuance of an annual report on the status of Maine's public schools with suggestions and recommendations for their improvement. Accordingly, I asked the staff of the Maine Department of Educational and Cultural Services to prepare material for a composite account of the state's public education system focusing on progress achieved during the past fiscal year and priorities established for the near and long term future. This initial draft of the Maine Public Schools Annual Performance Report is the result of this effort.

For easy reference, the material has been organized under four major sections: 1) Educational Achievement; 2) Demographic and Educational Profile; 3) Financing K-12 Public Education in Maine; and 4) Educational Developments and Issues. Liberal use has been made of charts and graphs to emphasize those data that have had significant impact on public education both in Maine and throughout the nation.

Please note that this document does not include those sections relating to legislative issues, many of which were unresolved at printing time, or MDECS progress and priorities, which I will include in my report to superintendents at their conference on June 24.

Robert Eugene Boose, *Commissioner*
Maine Department of Educational
and Cultural Services

June 1985

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SECTION I: EDUCATIONAL ACHIEVEMENT

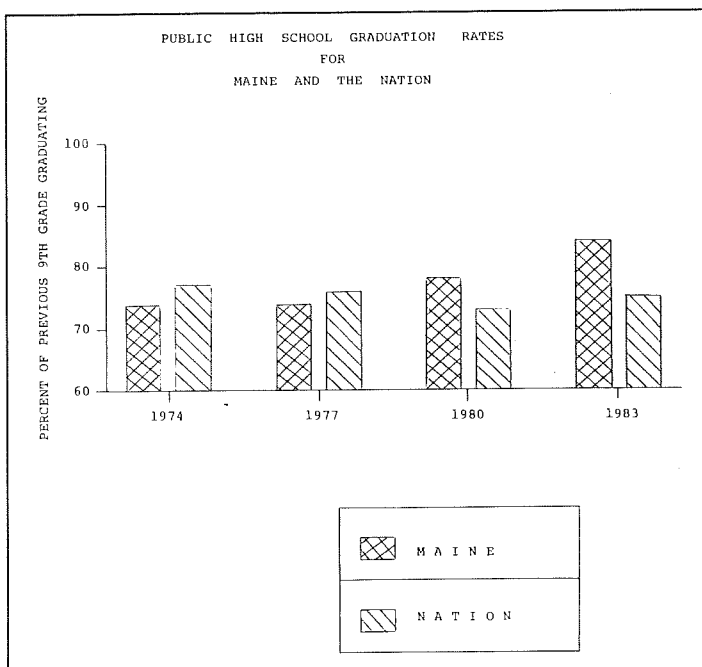
High School Graduation

Graduation Rates

In 1982-83, 14,764 Maine seniors received their high school diplomas, reflecting a graduation rate of 84 percent. The graduation rate is the number of high school graduates measured against the ninth grade enrollment four years earlier. Within a state, the graduation rate does not take into account the number of students moving into or out of the state. The national graduation rate is unaffected by student mobility between states.

Highlights

- Maine graduation rates were constant through the 1973 to 1977 years, but have shown a steady increase since 1977 with the 1982-83 rate being 10 percent higher than those obtained in 1976-77.
- National graduation rates show a different pattern, with a steady decline for the period 1973-74 to 1979-80, followed by an increase in 1982-83.
- Over the ten year period from 1973-74 to 1982-83 Maine's graduation rate has increased from a low point in 1973-74 (3 percent below national average) to a high in 1982-83 (10 percent above national average).



High School Completion Programs for Adults

Maine adults who have not completed a high school program are given an opportunity to earn their high school credential by one of two major programs.

- Regular High School Diploma** — students are given the opportunity to add to their previous high school transcripts to allow them to graduate with a diploma. In Maine an academic course has a minimum of 45 hours of instruction.
- High School Equivalency Certificates.** This program gives an opportunity to earn a High School Equivalency Certificate through the Maine Department of Education's General Educational Development (GED) Testing Program. The GED certificate is by Maine law equivalent to a high school diploma and is well accepted by Maine institutions of higher education and employers. The GED exam consists of five components: Writing, Math, Social Studies, Science and Reading skills.

Highlights

- During calendar year 1984, 2,855 people were issued GED certificates in the State of Maine. 53% of the people earning certificates were between the ages of 17 and 23. THIS TOTAL IS THE LARGEST NUMBER ISSUED IN ONE YEAR IN MAINE.
- THE PERCENT OF MAINE TEST TAKERS WHO PASSED THE GED AND RECEIVED CERTIFICATES WAS HIGHER THAN THE NATIONAL AVERAGE. In 1984 Maine had 93% of its people taking the exam, pass it. This compared with 57% on the national level.
- Over the past ten years, from 1970 to 1980 the total number of non-high school credential adults in Maine had decreased from 270,000 in 1970 to 238,822 in 1980 because of the impact of our credentialing programs.
- In an attempt to reach a large number of the 238,822 adults without a high school credential, Maine has now developed a new program called ECO (External Credit Option), administered by the Maine Department of Educational and Cultural Services. This program works in the high school diploma area and is a series of home study curriculums that offer academic credit. This helps to eliminate such barriers as travel, child care and time commitment.

Achievement of Public School Students

Maine Assessment of Educational Progress

The Maine Assessment of Educational Progress (MAEP) provides a mechanism for evaluating student performance or progress at three points in the educational process: fourth, eighth and eleventh grades. A MAEP assessment involves achievement testing of a sample of students in each of the three levels, as well as a survey of relevant characteristics of the students, school personnel, and instructional programs.

The purposes of the MAEP program are the following:

- to permit the Maine schools to fulfill their accountability to the public for the quality of elementary and secondary education in Maine;
- to detect year-to-year trends in educational achievement within the Maine student population;
- to compare achievement of Maine students with that of their peers nationally; and
- to promote and encourage the use of assessment tools and information by local school systems for the purposes of self-managed evaluation.

Assessment instruments included both multiple-choice and free-response questions. Primary sources of test items included the item pool of the Maine Assessment and Planning for Schools and the National Assessment of Educational Progress (NAEP). The use of NAEP items permits national and regional comparisons of performance. In mathematics, items were also used that had been previously administered to eighth and eleventh graders in Maine as part of the 1978 Maine Assessment of Basic Skills.

Math Performance

Achievement in mathematics in Maine in 1983-84 compared to previous national performance in 1977-78 and previous Maine performance in 1978, based on common sets of test items used in the different assessments, shows that Grade 4 students in Maine tended to outperform fourth graders nationwide.

The results at grades 8 and 11 are indicative of strong consistency over time and with national levels of performance.

Possible areas of strength and weakness evident at the earlier grades seem to disappear by Grade 11. An exception is Algebra, where Maine eleventh graders scored almost seven percentage points higher than their national counterparts a few years earlier.

Science Performance

Maine overall performance levels in science were generally quite consistent with those of the U.S.

Compared to students nationwide, Grade 4 students in Maine were particularly strong on scientific inquiry skills and weak in the area of physical sciences.

The advantage in the area of scientific inquiry was maintained at Grade 8 but not at Grade 11.

Across the three grade levels was a gradual decline in achievement relative to the nation in life sciences.

Reading Performance

On the average, Maine students in grades 4, 8, and 11 outperformed their peers in the nation and the northeast on items common to assessments in reading and listening.

In 1984, students at each grade level were required to write a short essay on a given topic. Various scoring methods were used in each of the three grades.

One scoring method used for all three grades was the 7-point Focused Holistic scoring method. In this method, scores between 4 and 7 were considered fully competent.

Fifty-one percent of the fourth graders achieved a score of 4 or higher.

Achievement of College Bound Students

Performance on SAT

In 1984, graduating Maine high school seniors — 7,854 of them — took the Scholastic Aptitude Test (SAT), Reading Comprehension and Vocabulary Test and Test of Standard Written English. The number represents 46 percent of the total of 16,986 graduates. Nationally, 34 percent of graduating seniors took the SAT.

The SAT measures those abilities most commonly needed for academic success in college. It does not measure high school achievement.

The SAT results show:

- Maine verbal SAT scores to be 2 points higher than in 1983.
- Maine math SAT scores to be 1 point lower than in 1983.
- Maine SAT Verbal Reading Comprehension and Vocabulary subscores to be consistent with New England and national averages.
- Maine SAT Test of Standard Written English scores to be consistent with New England and national averages.

SUMMARY:

Verbal SAT Averages:

- (a) From 1964-1984, Verbal average scores have declined 49 points at the national level. Maine SAT averages were not made available until 1972.
- (b) From 1974-1984, Verbal average scores have declined 18 points at the national level. Maine averages declined 12 points during this period.
- (c) The largest yearly decline at the national level was in 1975 with a 10 point decline and at the state level in 1973 with a 10 point decline.

Math SAT Averages:

- (a) From 1964-1984, Math average scores have declined 27 points at the national level. Maine Math average scores were not available until 1972.
- (b) From 1974-1984, Math average declined 9 points at the national level. Maine averages declined 14 points during this period.
- (c) The largest yearly decline at the national level was in 1975 with an 8 point decline and at the state level in 1977 with a 5 point decline.
- (d) Both Maine and national math average scores have been consistently higher than verbal scores.

SAT SCORE AVERAGES 1964-1984: NATIONAL AND MAINE DATA

National Data				Maine Data			
Year	# Taking Tests	Verbal	Math	Year	# Taking Tests	Verbal	Math
1972	1,381,400	453	484	1972	7,678	451	480
1973	1,014,853	445	481	1973	7,424	441	481
1974	985,239	444	480	1974	7,190	441	477
1975	996,428	434	472	1975	7,227	437	471
1976	999,809	431	472	1976	7,459	437	476
1977	979,396	429	470	1977	7,541	431	471
1978	989,185	429	468	1978	7,359	429	467
1979	991,617	427	467	1979	7,827	430	468
1980	991,245	424	466	1980	7,904	427	467
1981	994,046	424	466	1981	8,127	426	465
1982	988,270	426	467	1982	7,898	427	463
1983	962,542	425	468	1983	7,968	427	464
1984	964,684	426	471	1984	7,854	429	463

Performance on Achievement Tests

In 1984, 3,540 Maine high school seniors, representing 45 percent of the students who took the SAT in Maine, took at least one Achievement Test. Nationally, 21 percent who take the SAT also take at least one Achievement Test.

Achievement Tests are designed to assess the skills students have developed in a particular subject and their ability to apply that knowledge to new materials and situations.

In Maine in 1984, there were 9,981 Achievement Tests taken, an average of three examinations per student. The test results show that students who take Achievement Tests have higher SAT scores. The average SAT scores for students who took at least one Achievement Test was 495; the average SAT score for all students was 446.

Most frequently taken Achievement Tests in Maine in 1984 were English Composition (3,356), Mathematics Level I (2,781), American History (883) and Biology (825). There were three percent less tests taken than in the previous year.

Since 1980, average scores on 11 of the 13 Achievement Tests have shown an increase: English Composition, 4 points; Math Level I, 8 points; American History, 23 points; Biology, 13 points; Chemistry, 18 points; Literature, 6 points; Physics, 10 points; Math Level II, 12 points; German, 21 points; European History, 35 points; Latin, 35 points.

Studies of Maine Students

Two separate studies, each taken in 1982, indicate that SAT and Achievement Test averages of Maine high school students are affected by the greater percentage of Maine students taking each of the tests.

In Maine, in 1984, 46 percent of graduating seniors took the SAT compared to 34 percent nationally. Forty-five percent of the students taking the SAT also took one Achievement Test. The national percentage of this group is 21.

Both of the studies, taken at different high schools, showed that the test takers in Maine included a significant number of students with less academic preparation than those who completed a full college preparatory program.

Achievement Test Data

1. Maine 1984 Achievement (ACH) Test Data (score in parentheses are national averages).

ACH	Number of Tests Taken	ACH Test Average	Corresponding Maine SAT Averages	
			Verbal Average	Math Average
English Composition	3,356	479 (518)	474	518
Mathematics Level I	2,781	505 (542)	469	522
Biology	825	510 (550)	495	525
American History	883	480 (521)	479	499
Chemistry	601	532 (573)	505	579
Literature	411	482 (521)	491	478
Mathematics Level II	434	612 (659)	523	615
French	322	512 (544)	508	533
Physics	189	549 (597)	508	599
Spanish	107	448 (528)	479	501
European History	28	536 (548)	539	499
German	17	504 (578)	513	528
Latin	27	550 (558)	560	585

Success of Job Placement of Students with Vocational Education

Job Placement of Students with Vocational Education

Approximately 29 percent or 9,015 of Maine's secondary students (grades 11-12) were enrolled in vocational education programs during Fiscal Year 1983. Many of these men and women entered the job market immediately upon graduation from high school.

In 1982-83, for all students who completed vocational education programs and responded to a comprehensive State level survey:

Sixty-six percent (66%) sought employment upon graduation;

Twenty-four percent (24%) continued their education; and,

Ten percent (10%) made other plans such as service in the military.

Secondary Vocational Education in Maine

Vocational Center — Facilities providing vocational education to secondary students governed by a single school administrative unit. It may serve students from other affiliated school administrative units and may include satellite center facilities and programs.

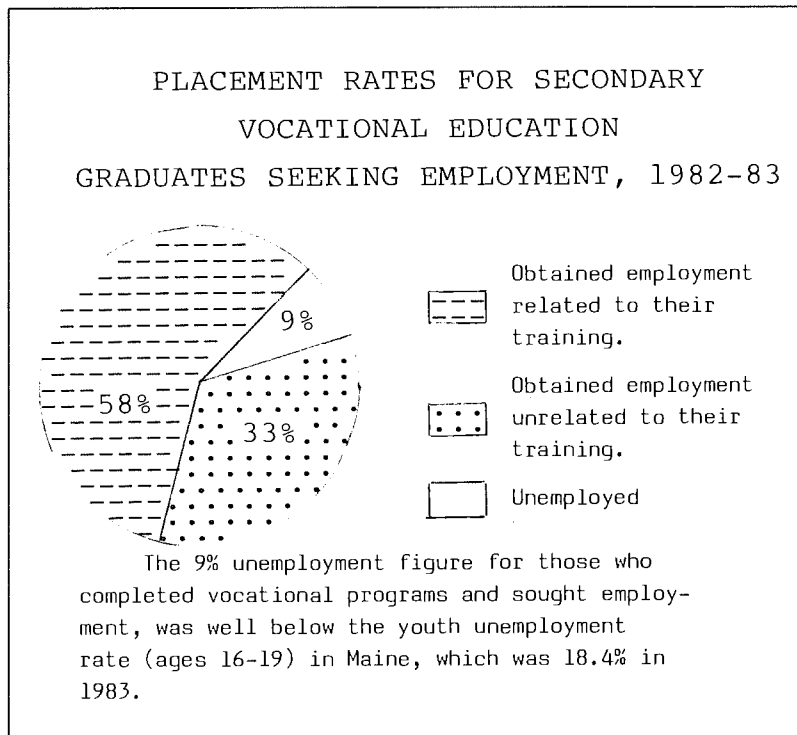
At each vocational center an advisory committee is responsible for the coordination of vocational education. Membership of this advisory committee consists of a superintendent and a school board member from each participating administrative unit.

Vocational Satellite Program — A facility or program providing vocational education to secondary students administered by a school administrative unit affiliated with a vocational center.

The school principal and the director of the vocational center jointly make recommendations to the local superintendent and supervise personnel working in the vocational satellite program.

Vocational Region — Facilities or programs providing vocational education to secondary school students governed by a cooperative board consisting of residents from each school administrative unit to the whole region.

Superintendents within each region serve as an advisory committee to the cooperative board.



Maine's Cultural Resources

Maine State Library

The Maine State Library performs two major functions by providing informational resources and services for state government and all citizens of Maine and by broadening and improving access to informational resources regardless of their location or the residency of individual citizens.

In 1984, a study of the potential for automated library networking in Maine was initiated by the Maine Library Commission and the Maine Library Automation Committee. To be included in the study are an integrated statewide network, regionalization, automation of the Maine State Library, a union catalog option and small-scale automation development.

The Information Exchange was transferred to the Maine State Library in 1984. This computer-based searching service provides help locating resources for solving problems in classroom instruction, program development, proposal writing and other education topics. It includes the Maine Resource Bank, a unique service in the form of a computerized file of educational resources in Maine — people, programs, and instructional materials.

Automated in 1984 was the Maine Card Service for public libraries, now providing more than 50,000 sets of cards a year to 85 libraries.

Evidenced in 1984 was a 35 percent growth in the Books-by-Mail Program, a service for rural residents who live in towns without local libraries and for those who live in towns in which the library is open for just a few hours a week. Nearly 10,000 persons a week are now using the service at a rate of 70,000 books a year.

In 1984, the collection of large print books was expanded and made available to readers throughout the state. Annual circulation of large print books directly is 17,000 with another 15,000 going out to local libraries for use by their patrons.

Maine State Museum

The State Museum's most basic function in 1984 continued to be the acquisition and care of artifact and specimen collections. The Museum, serving as trustees for the people of the State of Maine, acquired over 1,000 artifacts and works of art during the year. These collections ranged from many items of decorative arts and furnishings to larger items of machinery and technology required for the development of Museum exhibition programs.

Among the most important gifts of the year were 6 woolen power looms from the Knox Woolen Company in Camden and the complete contents of a woodworking shop in Woodstock. Bequests to the Museum reached an all-time high with several major estimates conveyed to the Museum — providing literally hundreds of artifacts valued at hundreds of thousands of dollars.

To aid in the on-going exhibition program, the staff acquired a number of important Maine-made products including a motor

launch built by the Rice Brothers' shipyard in Boothbay, and engines made in Maine by Rice, Penny, Orr & Jennings, Dirigo. Maine-made carriages and sleighs rounded out a growing collection of transportation-related Maine products.

Great progress was made in 1984 on the construction of the "Made in Maine" exhibition. Started in 1983, this exhibit is scheduled to open in October of 1985. It is the largest and most complex exhibition ever tackled by the State Museum, and it will make use of an unprecedented number of artifacts. Progress on this installation continued to run well ahead of schedule during the year and this led to an important decision to enlarge the scope of the exhibition to include a display area for many larger Maine-made products, such as the engines and boats noted above. Among the largest installations made with the reconstruction of the "Spear" woodworking shop as the centerpiece of the "Maine in Maine" installation. Following the completion of a stone foundation for this building, the complete three stories of the structure were re-erected piece by piece, and include a water turbine turning in a stream of running water. The Museum also installed the cupola casting furnace that had been acquired from the Portland Stove Foundry Company, and a rare set of "falling" stocks used to felt woolen cloth in the 1860s and 1870s.

Exhibit work proceeded simultaneously in all of the 13 environmental scenes that form the entire exhibition. Running well ahead of schedule, the staff has been afforded the rare opportunity to critique their own work and to initiate corrections, improvements and changes as were desirable to make the exhibit better.

This installation will utilize an unprecedented number of collections and objects. When completed it is expected to show 1,500 or more artifacts owned by the Maine State Museum. As work on the "Made in Maine" exhibition continues, design work has been started on the plans for the Museum's next major installation called "12,000 Years in Maine." This installation will utilize a large selection of archaeological and ethnographic specimens; it will require a design effort of substantial sophistication to deal with objects which are inherently esoteric.

The administrative staff of the Museum oversees the public programs of the Museum — particularly visitor services in the Museum itself — as well as scheduling of group visits to the Blaine House, the State House, and Fort Western. Although general visitation during 1984 remained relatively static during a period of heavy construction at the Museum, school groups continue to grow at a remarkable rate. During the spring of 1984, an average of 7,000 school children per month visited the Museum in groups. While this total is exceeded by general visitation during the summer months (averaging 10,000 visitors per month), the fact that most school visits take place only during the hours of 9 a.m. to 1 p.m. makes the spring season the time of greatest congestion in the exhibit galleries. Until more exhibit space is opened to the public, it appears unlikely the the Museum can handle a greater number of school visitors than at present. With the opening of "Made in Maine," however, the Museum's space will be greatly increased and school visitation is expected to increase as well.

Maine State Commission on the Arts and Humanities

The Maine State Commission on the Arts and Humanities in 1984 through programs provided matching grants to cultural institutions, public schools, presenters of touring artists and for exhibitions:

- Awarded 399 matching grants to nonprofit organizations for professional artists.
- Provided 1,696 days of employment for these artists.
- Reached 45,208 students, teachers, and administrators.
- Reached 187 schools directly or through cooperative programs.

The Commission in 1984 received its first major grant of \$30,500 from the National Endowment for the Arts to begin a Traditional Arts/Folk Arts Program. The program was conceived in 1984 to document and present the work of Maine's traditional artists with an emphasis on our state's contemporary artists.

In the winter and spring of 1984, the Commission inaugurated a State House and Blaine House Concert Series. The State House Concerts feature artists from the Maine Touring Artists Program, which provides fee subsidy to bring artists throughout the state. The Blaine House Series features both Maine resident artists and internationally known figures who have a deep interest in the state. It is broadcast on public television.

Maine Historic Preservation Commission

The Maine Historic Preservation Commission in 1984 made surveys that covered over 1,900 square miles and added more than 6,100 new properties to the statewide historic resources inventory.

In the area of prehistoric archaeology, 210 new sites were discovered, ranging from Paleo-Indian quarries in the north to Archaic and Ceramic/Contact Period encampments on the coast. Three hundred sixty-five historic archaeological sites were recorded, including a large number of potential shipwrecks. Architectural surveys inventories covered 5,600 buildings, the highest number for any single year in the Commission's history.

The Commission nominated 113 properties to the National Register of Historic Places, 51 as individual buildings and sites and the balance as components of 4 historic districts.

In its regulatory role, the staff reviewed 631 Federal and State projects to ensure that they would not damage or destroy significant historic resources.

Under the Federal Economic Recovery Tax Act of 1981, owners of registered depreciable properties are eligible for a 25 percent Federal income tax credit for the certified rehabilitation of such properties. The certification process is administered by the Commission. In 1984, 30 projects were processed, representing a private sector investment in preservation of at least \$18 million.

In the area of public education, the Commission funded six new publications and three public conferences, while the staff delivered dozens of public slide lectures on archaeology and architectural history. And the Commission's three packaged slide lectures, "The Archaeology of Colonial Maine," "The Archaeology of Prehistoric Maine," and "200 Years of Maine Housing" were sent out to approximately twenty public schools.

SECTION II: DEMOGRAPHIC AND EDUCATIONAL PROFILE

Profile of Maine

Demographic Information

Demographic statistics provide policy and decision makers with valuable insight into population characteristics and trends. This information is helpful in planning for the present and future educational needs of our citizens. In the chart, selected demographic statistics from the 1970 and 1980 census are displayed for Maine and the nation. Some of the more significant items have been highlighted below.

FACTS

- The birth rate in Maine has declined over the 10 years from 17.9 to 14.6. This decline is substantially greater than the nation, which declined from 18.4 to 16.2
- From 1970 to 1980 Maine's population grew faster than the nation, during the same period our birth rate decreased. The reason for growth then, is our in-migration exceeds out-migration substantially. It should be noted that the largest age group migrating into Maine are in the 65 and greater category, while the largest percent of out-migration is in the 25 to 45 age group. As a result school enrollment is projected to stabilize over the next few years.
- The population of Maine is slightly older than the population of the nation. In Maine the median age is 30.4 in 1980 and the nation is 30.0 for that year. However, the median age in 1970 for Maine was 28.6. The increase over the decade reflects the high in-migration of 65 and older citizens.

Educational Attainment

The educational attainment of Maine's population is significantly higher than that of the nation for 12 years of school completed. In Maine the percent of population completing 12 years of school is 39.4, the nation's percent of the above is 34.6

However, in the area of higher education, Maine seems to lag behind the nation. The percent of Maine's population with four or more years of college is 14.4 compared to the national population of 16.2.

The percent of high school graduates in Maine's population is 2.6 percentage points higher than the nation at 69.1%. The nation has 66.5 percent of the population graduating.

	1970		1980	
	Maine	Nation	Maine	Nation
Birth Rate	17.9	18.4	14.6	16.2
% Pop. Growth Over Ten Years	2.5	13.3	13.2	11.4
Total Population	969,265	203,211,926	1,125,043	226,545,805
% of White Population	99.4	82.8	98.9	79.6
% of Black Population	.3	11.1	.3	11.7
% of Amer. Indian Population	.2	.4	.4	.6
% of Asian/Pacific Islander Population	.1	1.2	.3	1.6
% of All Other	.0	4.5	.1	6.5
Median Age	28.6	27.9	30.4	30.0
% Under 20 Years	38.2	37.9	32.4	32.0
% 20-44 Years	29.6	31.7	35.6	37.1
% of 45-64 Years	20.6	20.5	19.5	19.6
% 65 and Older	11.6	9.9	12.5	11.3
Median Years of School	12.1	12.1	12.5	12.5
% of Women 16 Yrs. & Older in Labor Force	36.9	41.4	40.9	49.9

ETHNICITY	0-8 YEARS	9-11 YEARS	12 YEARS	COLLEGE 1-3 YEARS	COLLEGE 4 OR MORE YEARS	% OF HIGH SCHOOL GRADUATES
<u>White</u>						
Maine	16.5%	14.8%	39.3%	15.0%	14.4%	69.5%
Nation	16.6	14.6	35.7	16.0	17.1	68.8
<u>Black</u>						
Maine	11.6	14.1	42.4	19.4	12.5	69.3
Nation	27.0	21.8	29.3	13.5	8.4	51.2
<u>Hispanic</u>						
Maine	18.8	15.2	33.3	19.8	12.9	63.5
Nation	40.1	15.9	24.4	12.0	7.6	44.0
<u>Asian/Pacific Islander</u>						
Maine	14.8	12.1	31.0	16.6	25.5	66.7
Nation	16.4	8.8	24.7	17.2	32.9	74.8
<u>Amer. Indian/Native Alaskan</u>						
Maine	31.1	15.3	32.1	16.3	5.2	51.1
Nation	25.0	19.5	31.3	16.5	7.7	55.5
<u>Total</u>						
Maine	16.6	14.8	39.4	15.0	14.4	69.1
Nation	18.3	15.3	34.6	15.6	16.2	66.5

The Educational System

Public School Enrollment

The public school enrollment for Maine has shown a steady decline since 1973. The last two years indicate a slowing trend in enrollment drops. With kindergarten classes now increasing and the birth rates rising slightly, enrollments should level off by the early 1990s.

MAINE PUBLIC SCHOOL ENROLLMENT				
FALL 1984-85				
Grade	Total	E.U.T.	S.I.C.	State Totals
Ungraded Elementary	125	0	0	125
Special Elementary	1,671	0	0	1,671
Pre-Kindergarten	218	0	12	230
Kindergarten	16,365	26	45	16,436
Grade 1	16,374	36	45	16,455
Grade 2	14,754	38	31	14,823
Grade 3	14,290	42	32	14,364
Grade 4	14,686	38	33	14,757
Grade 5	14,763	43	44	14,850
Grade 6	15,463	26	33	15,522
TOTAL K-6	108,709	249	275	109,233
Grade 7	16,739	12	22	16,773
Grade 8	18,096	10	24	18,130
TOTAL 7-8	34,835	22	46	34,903
TOTAL K-8	143,544	271	321	144,136
Grade 9	17,776	0	0	17,776
Grade 10	16,078	0	0	16,078
Grade 11	14,703	0	0	14,703
Grade 12	14,516	0	0	14,516
Special Secondary	588	0	0	588
Post Graduates	42	0	0	42
TOTAL 9-12	63,703	0	0	63,703
TOTAL K-12	207,247	271	321	207,839

Maine's Public Schools

Because of geographic and economic differences in Maine, schools have evolved over the years into different organizations. A brief explanation of each follows:

Cities or Towns with Individual Supervision

A city or town with individual school organization is a single municipality of comparatively large size for Maine (generally 75 or more teachers). One school committee administers the education of all grades in the city or town through a superintendent of schools. City or town charter usually determines the method of budget approval. In many cities and towns, the city council or town council has final budget approval. Since it is a single municipality, cost sharing is not a factor.

School Administrative Districts

A school administrative district (SAD) is a combination of 2 or more municipalities who pool all their educational resources to educate all students. One school committee (comprised of representatives from each of the municipalities) administers the education of grades K-12 through a superintendent of schools. Budget approval is by majority vote of those present and voting at a district budget meeting. Cost sharing is based on a formula which includes state valuation and/or number of pupils.

Community School Districts

A community school district is a combination of two or more municipalities formed to build, maintain, and operate a school

building or buildings to educate any or all grades. For example, a CSD may be formed to build and operate a grade 7-12 school for all towns in the CSD. These same towns will maintain individual control (or belong to a union) for the education of their K-6 students. A CSD may also include education of all grades K-12.

The CSD school committee is comprised of members of each town's local school committee if one exists. CSD school committees are apportioned according to the one person one vote principal. Cost sharing is based on a formula including number of pupils in each town and/or state valuation of any combination of each.

CSD budgets are approved by majority vote of voters present and voting at a district budget meeting.

Unions of Towns

A union is a combination of two or more towns joined together for **administrative purposes only**. Since none of the towns are large enough to cost justify the employment of a superintendent of schools, they share a superintendent's services and the cost of operating the superintendent's office. Each of the towns maintains its own budget and school board elected at town meetings and operates in every way as a separate unit except for the sharing of superintendent services. A union school committee is comprised of members of each town's school committees and it conducts the business of the union. All votes of the union committee are cast on a weighted basis in proportion to the population of the towns involved.

Cost sharing for union services are apportioned to each town in proportion to the amount of the superintendent's services required in that town.

Budget approval is accomplished for each town's individual budget in town meetings.

The union budget is approved by weighted vote of the union committee.

DISTRIBUTION OF LOCAL EDUCATION AGENCIES IN MAINE			
	Number of Systems	Number of Local Admin. Units	Number of Towns
CITIES AND TOWNS HAVING INDIVIDUAL SUPERVISION	35	35	35
SCHOOL ADMINISTRATIVE DISTRICTS	73	73	278
UNIONS OF TOWNS	35	138	120*
TOWNS UNDER DISTRICT SUPERINTENDENTS AND AGENTS OF THE COMMISSIONER	21	21	21
COMMUNITY SCHOOL DISTRICTS	13	13	39
SCHOOLING OF INDIAN CHILDREN	1	3	3
TOTALS	178	283	476

* 18 Towns are counted with C.S.D.'s

Schooling of Indian Children

There are three reservations of Indian children in Maine. These three reservations are organized exactly as a union of towns described above.

Education in Unorganized Territories (EUT)

Education in Unorganized Territories (EUT) in Maine is a responsibility of the State. The education of territory children is accomplished by the state operating schools which are in unorganized territories and by the assignment of agent superintendents to assure that each child in an unorganized territory receives education. These agents are assigned by the Commissioner of Education through the Division of Unorganized Territories.

SCHOOLS IN MAINE									
	PUBLIC	PRIVATE							
ELEMENTARY	606	68							
SECONDARY	100	21							
COMBINED ELEM./SEC.	<u>40</u>	<u>30</u>							
TOTAL SCHOOLS IN MAINE	746	119							
TYPE OF SCHOOL:									
HIGH SCHOOL	92	19		PUBLIC	PRIVATE		PUBLIC	PRIVATE	
JUNIOR HIGH SCHOOL	64	0	ELEMENTARY	58	0	COMBINED	6	0	
JR./SR. HIGH SCHOOL	21	3							
INTERMEDIATE SCHOOL	36	0	ELEMENTARY	36	0	COMBINED	0	0	
UNGRADED SCHOOL	0	7							
SPECIAL EDUCATION SCHOOL	6	16							
SPECIAL EDUCATION CLASSES:									
ELEMENTARY	145	1							
SECONDARY	22	1							
COMBINED ELEM./SEC.	9	0							
OTHER CLASSES:									
UNGRADED	5	0							
PRE-KINDERGARTEN	11	15							
POST-GRADUATE	31	9							

Educational Program

In Maine, there are 746 public schools located in 283 local educational agencies. Generally, school is in session from early September to mid-June for a minimum of 180 school days. Standards and curriculum content vary for elementary schools and secondary schools.

Approximately 69 percent of Maine's public school students are in grades kindergarten through eight. The length of the school week is 25 hours, exclusive of lunch. The school day for kindergarten students must be at least two and one-half hours.

The elementary school curriculum includes, but is not limited to, instruction in:

- The English language, including reading, writing, spelling, and grammar
- Mathematics
- Science
- American History and government
- Maine studies
- Social studies
- Music, art and drama

The secondary level enrollment, grades nine through 12, is approximately 31 percent of the total public school membership. The length of the school week is 25 hours, exclusive of lunch.

The secondary school curriculum includes, but is not limited to, the following:

- English
- Social studies and history, including American history and Government, four years
- Science, including at least one year of laboratory study, 2 years
- Fine arts, which may include art, music, forensics or drama, one year

Student Discontinuers

The Department of Educational and Cultural Services is embarking on a new method of data collection to acquire discontinuer data. The new form will be sent to superintendents of schools in July of 1985 for the first time. This instrument is designed to provide "class discontinuence," i.e., how many and what percentage of the first grade enrollment this year will graduate from high school. It will also provide discontinuers by grade which will assist in identification of the most severe problem areas and allow more emphasis to be placed on prevention at these stages of the academic experience.

Presently, data is collected annually in July of each year for the previous school year in total only (all grades). While the resulting data provides an annual discontinuers rate, it does not provide class drop-out rates.

Maine's School and Public Libraries

Maine has 485 public school libraries and 226 public libraries. Most school libraries are one-person libraries. Although not surveyed, the number of volumes in school libraries statewide is probably around the order of 2.5 million, according to consultant estimates. Surveys show 4.3 million volumes in public libraries. Annual circulation per capita is 6.6, which compares very well with national figures.

The Regional Library System under the direction of the Maine State Library, which promotes the sharing of books and other resources among all Maine libraries. Maine is believed to be among the top 10 states in terms of interlibrary loans per capita, and probably among the top three, depending on how figures are interpreted.

Pupil Distribution and Density

The lower eight counties in Maine (Cumberland, York, Androscoggin, Sagadahoc, Lincoln, Knox, Kennebec, and Waldo) together made up 16.6 percent of the total geographic area in Maine, but contains 58.4 percent of Maine's public school enrollment.

While Maine public school enrollment has declined each year for the past 11 years, it is anticipated (based on live birth and in-out migration data) that enrollment will stabilize within the next two years.

PUBLIC SCHOOLS					
1984-1985 FALL ENROLLMENT BY COUNTY					
COUNTY	GRADES		TOTAL	GRADES	TOTAL
	K-6	7-8	K-8	9-12	K-12
PUBLIC SCHOOLS					
Androscoggin	9,302	2,869	12,171	5,506	17,677
Aroostook	9,431	2,830	12,261	5,865	18,126
Cumberland	18,678	5,932	24,610	12,135	36,745
Franklin	2,756	936	3,692	1,720	5,412
Hancock	3,903	1,295	5,198	2,292	7,490
Kennebec	9,901	3,034	12,935	5,940	18,875
Knox	3,095	1,010	4,105	1,564	5,669
Lincoln	2,689	887	3,576	1,318	4,894
Oxford	4,936	1,719	6,655	3,200	9,855
Penobscot	12,935	4,076	17,011	8,340	25,351
Piscataquis	1,998	694	2,692	826	3,518
Sagadahoc	2,976	1,099	4,075	1,987	6,062
Somerset	5,145	1,838	6,983	2,835	9,818
Waldo	3,086	928	4,014	1,386	5,400
Washington	3,396	1,001	4,397	1,717	6,114
York	14,482	4,687	19,169	7,072	26,241
E. U.T.	249	22	271	0	271
S.I.C.	275	46	321	0	321
STATE TOTALS	109,233	34,903	144,136	63,703	207,839

Special Student Membership

Educationally Disadvantaged Chapter I

Chapter I of the Education Consolidation and Improvement Act of 1981 replaced Title I ESEA, which was designed to meet the special needs of educationally deprived children. It provides funds for supplementation programs of reading and mathematics for disadvantaged children in low-income areas; for children in institutions for the handicapped; for neglected or delinquent children; and for children of migratory agricultural workers.

In 1982-83, 171 projects provided services to 22,574 students enrolled in public and private schools in Maine. Of these students, 76 percent were in grades 1-6, 15 percent in grades 7-12 and nine percent in kindergarten.

Maine Chapter I programs in both reading and math in general have made a substantial impact on bringing students who were behind their classmates closer to average achievement rates.

Maine Migrant Education

Approximately 70 school systems in Maine participated in the Maine Migrant Education Program in 1984.

There were 8,000 students identified as eligible children of migrant agricultural workers. Of that number, 5,000 were settled out migrants (their families have stopped moving from place to place to seek seasonal farm work); 1,000 were interstate migrants (moving from state to state for transient harvest work); and 1,000 were intrastate migrants (did not cross the state line in search of work).

General areas of occupational employment were picking potatoes, apples, blueberries, various fishery related gathering and processing, dairying and poultry processing.

Grant Award	Year	F.T.E.*
\$2,372,069	1980	5,843
2,751,686	1981	6,649
3,100,771	1982	6,473
3,077,148	1983	5,660
3,150,280	1984	5,437

*Full-time equivalent migrant pupils.

Refugee Children in Maine

The number of refugee children entering Maine schools continues to increase annually. Total numbers of refugee children funded under the Transition Program for Refugee Children since 1978 are:

Number of	1978	79	80	81	82	83	84	85	86
	45	131	123	218	289	320	337	347	372

The Asian population of Maine reported in the 1980 Census reflects an increase of 192% from the 1970 Census. The 1980 counts are not strictly comparable to 1970, since the classifications have changed somewhat.

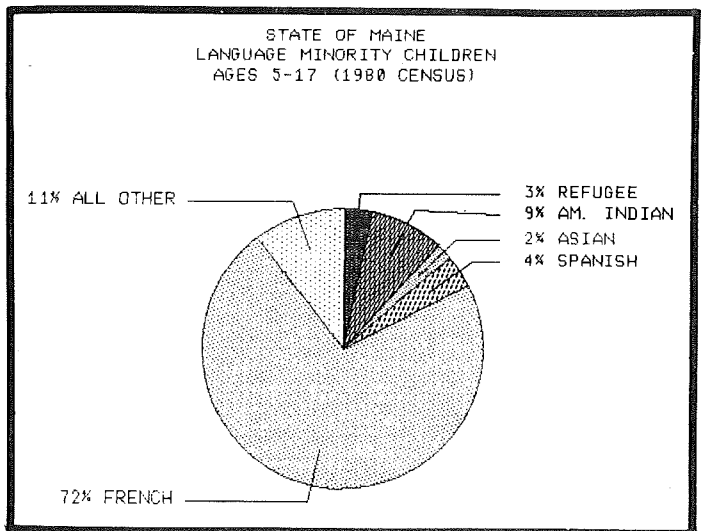
ESEA Title IV and Civil Rights Title IV are the primary service vehicles the Maine Department of Educational and Cultural Services uses for these children.

The Transition Program for Refugee Children is for most districts in Maine the only funding support made available to their refugee children. Maine school administrators place the highest priority on the refugees' primary need to learn English quickly.

National Origin Minority Groups

There are 42,000 school age children in Maine who are members of national origin minority groups. Of these, nearly 15,000 are estimated to be limited English proficient. The accompanying chart provides a breakdown of this data by language group.

Needs for Maine's limited English proficient children are determined largely by (1) on-going technical assistance requests, (2) needs requests that are part of state workshops, and (3) compliance with federal guidelines assuring equal education opportunities.



Governor Baxter School for the Deaf

The Governor Baxter School for the Deaf was established for the purpose of providing an educational and residential program for deaf children from Maine. The school is also responsible for providing assistance to educators of hearing impaired children who attend public school programs in Maine.

The Governor Baxter School for the Deaf meets School Approval Standards developed by the Maine State Department of Educational and Cultural Services and is also accredited by the Conference of Educational Administrators serving the Deaf.

The academic program which includes pre-school, elementary, mid-school and high school serves approximately 75 students in the school. About 25 percent of these students are partially mainstreamed into Falmouth and other nearby towns. A comprehensive support system is provided for mainstream students and teachers. A comprehensive language-based curriculum continues in the elementary and mid-school programs. Another Artist-in-Residence Program was sponsored by the Maine Commission on the Arts and Humanities. The "HUG Team," a substance abuse team established last year with the assistance of the Division of Alcohol and Drug Education, continues to increase awareness and understanding of issues related to chemical dependency. The NEX (Health and Sex Education) Team, composed of staff, parents, students, and community members is in the initial stages of designing and developing a comprehensive health and sex education curriculum appropriate for hearing impaired students K-12. A classroom-based speech program has been established. Computer literacy courses have expanded to mid-school and elementary students as well as school staff.

The vocational program which includes computer science, career education, work-study, and vocational counseling is designed for mid-school and high school students. Selected students attend Portland Regional Vocational Technical Center for more advanced vocational training.

A new program, Project SAIL (Students Achieving Independence in Life), was established to meet the special needs of multiply handicapped deaf children. This project is a coordinated effort by academic and residential staff.

The residential program involves about half of the school population. Programming is provided for non-commuting students and students participating in the Independent Living Program, Project SAIL, and/or extra curricular activities. The Independent Living Program has been expanded for all high school students. The developmental, structured program is designed to teach independent living skills and decision-making skills in an apartment-like setting. The program will be refined and expanded for all residential students. The school is closed on weekends and students return home. However, for the second year, "Open Weekends" have been offered at Governor Baxter School for the Deaf for the hearing impaired students and their families from throughout the State to attend programs and participate in educational and recreational programs designed and implemented by school staff to assist these families in dealing with their hearing impaired children. Dormitory renovations are currently underway to meet fire safety regulations and standards in school programming.

The Outreach Program, established in 1983, provides technical assistance to service providers and parents of hearing impaired children throughout the State. A Pre-school Consultant joined the staff in the fall of 1984 to provide services to children 0-5. Consultation and training have been provided to over 40 school districts and other service providers. In-service training has been conducted throughout the State. A comprehensive week-long evaluation including language (English and/or another language if appropriate, physical therapy assessments is available at the school. The evaluation is for all hearing impaired children, regardless of their mode of communication. The evaluation team makes recommendations to the referring school districts and the parents for appropriate programming needs rather than for specific placement. Twenty students were evaluated during the 1984-1985 school year. In July 1984, the Outreach Program conducted a Family Learning Vacation for twelve families of hearing impaired children ages 0-8. Two Family Learning Vacations (0-8 and 8-12) are being planned for the summer of 1985.

All staff (academic, residential, Outreach, and other) have participated in a comprehensive staff development/school improvement program. The University of Southern Maine in cooperation with Governor Baxter School for the Deaf established a M.S. program designed to train teachers of the hearing impaired. The second Summer Institute will be offered at Governor Baxter School for the Deaf this summer.

School staff have been working in conjunction with the State Department of Education, University of Southern Maine, and other service agencies to work on establishing statewide guidelines for educating hearing impaired children.

Revisions in the organization of the school will become effective in the fall of 1985. The academic and residential programs will be combined to form the educational center which will be known as Governor Baxter School for the Deaf. The Outreach Program will expand its staff and services with existing staff. It will be known as the Governor Baxter Center for the Education of the Hearing Impaired. The school and the center combined are Governor Baxter School for the Deaf.

Education of the Handicapped

Twenty-seven thousand, sixty-nine handicapped students were provided Special Education and Related Services in 1983-84. This represents 12.03 percent of the total estimated 5-17 school age population in Maine.

The majority of handicapped students served were 9,465 learning disabled students. This represents 34.96 percent of all handicapped served or 4.20 percent of Maine's 5-17 school aged population. Six thousand, four hundred and forty-seven or 2.86 percent of 5-17 school aged population were identified as having emotional problems.

Eighteen thousand, forty-six special education students were educated in Resource Rooms*, 2,461 in composite classrooms*, 1,016 in Regional Day Programs*, 931 in hospital or home instruction and the remaining 2,322 students were educated in private or institutional programs, other alternative or tutorial programs.

The Special Education enrollment from 1976-77 to 1983-84 increased by 3,368 students or 14.2 percent.

Number of Handicapped Students Served

Preschool:	2,285
6-17:	23,205
18-21:	1,355
TOTAL	27,069

Mentally Retarded:	4,894
Hard of Hearing:	246
Deaf:	185
Speech Impaired:	6,447
Visually Handicapped:	140
Emotionally Disturbed:	4,125
Orthopedically Impaired:	421
Other Health Impaired:	358
Learning Disabled:	9,465
Deaf/Blind:	17
Multi-handicapped	771
TOTAL	27,069

National and Maine Summary of Students Receiving Special Education and Related Services Under P.L. 94-142 and P.L. 89-313 School Year 1983-84

	Maine	National
Ages:		
3-5	2,260	243,192
6-17	22,263	3,665,129
18-21	1,059	186,804
Total of P.L. 94-142	25,582	4,095,125
Percent of School Age Population (5-17)	11.36	9.15
Total of P.L. 89-313	1,487	247,031
Percent of School Age Population (5-17)	0.66	0.55
Total of P.L. 94-142 and 89-313 Combined	27,069	4,342,156
Combined Percent of Population	12.03	9.70
Percent of Handicapped	100.00	100.00

*Resource Room: A resource program is a special education program in which mildly to moderately handicapped children receive less than half of their academic and behavioral instruction from a teacher who is certified in one or more special education teaching areas.

*Composite Classroom: Where the number of students requiring self-contained and resource programs is insufficient for separate activities, a composite program may be used.

*Regional Day Program: A program for severely handicapped students operated for or by several school administrative units.

Number and Change in Number of Children Ages 3-21 Served Under P.L. 89-313 and P.L. 94-142

Maine

+ _____ Number _____ +		+ Change in Number Served +		+ Percent Changes in Number Served +	
1976-77	1981-82	1983-84	1983-84 1976-77	1983-84 1976-77	1983-84 1981-82
23,701	25,947	27,069	3,368	1,122	14.2
					4.3

Home Study in Maine

Home Study in Maine

For three consecutive years, home-study maintained a level of 55-60 approvals. As the program has become more widely utilized by parents and better understood by all, Maine has witnessed the home-schooling movement grow dramatically over this time span.

In the summer of 1984, a task force made up of school superintendents, home schoolers and department staff developed comprehensive guidelines to augment rules established by the commissioner.

It was necessary to develop the rules and guidelines to establish consistency from district to district and to establish a continuity from the local level to the commissioner's office. This was needed to protect the individual's rights and to ensure the integrity of the program.

This school year the number of approvals totaled 123. A predominance of the approvals are for children of the elementary school age, often in geographically remote areas.

School Personnel Profile

Maine Educators — Fall 1984-85

Maine has 14,010 full-time equivalent teachers, of whom 8,731 (62.3 percent) are females and 5,279 (37.7 percent) are males.

Males occupy 72.2 percent of all administrative/supervisory positions.

Twenty point one percent (20.1%) of all Maine teachers have 19 years or more of teaching experience.

Forty-four percent (44%) of Maine teachers are between the ages of 30 and 39.

Sixty-six point seven percent (66.7%) of Maine teachers have a Bachelor's Degree.

Twenty-five point three percent (25.3%) of Maine teachers have a Master's Degree.

MAINE ADMINISTRATOR/SUPERVISORY POSITIONS BY MALE & FEMALE FALL 1984					
Position	Number of Positions	Number of Males	% of Total Males	Number of Females	% of Total Females
Superintendent	141	135	95.7	6	4.3%
Principals:					
Elementary	310	229	73.9%	81	26.1%
Secondary	101	97	96.0%	4	4.0%
Combined	111	92	83.0%	19	17.0%
Director of Services for Exceptional Children	101	37	36.6%	64	63.4%
Guidance Counselor	366	201	55.0%	165	45.0%
Assistant Principal	170	143	84.2%	27	15.8%
Assistant Superintendent	33	29	87.9%	4	12.1%
TOTAL	1,333	963	72.2%	370	27.8%

Teacher Education and Certification

Twelve institutions of higher education are preparing teachers in the State of Maine. Approximately 1,700 people obtained an initial Maine certificate during the 1983-84 school year with about 2/3 of these obtaining their first degree at a Maine college.

The DECS conducts program visits to each institution on a five year cycle to review the various teacher training programs to assure state standards are being met.

A decline in the number of individuals entering teacher training programs has been evidenced over the past few years especially in the areas of math, science, business education, and special education. Maine expects shortages in these areas to continue along with possible shortages in English, foreign languages until at least 1990.

For recertification, Maine teachers must earn the equivalent of six semester hours of approved course work within a five-year period. These credits may be earned through approved university courses, approved inservice courses, and through individual professional growth activities approved by the Department of Education. In all, approximately 7,500 educators renewed teaching credentials during the 1983-84 school year.

In place as the result of 1984 legislation are 20 pilot project sites in Maine to identify procedures for training and certifying master teachers. This is a collaborative process facilitating communication among teachers, principals, administrators, board of education members, university staff and MDECS personnel.

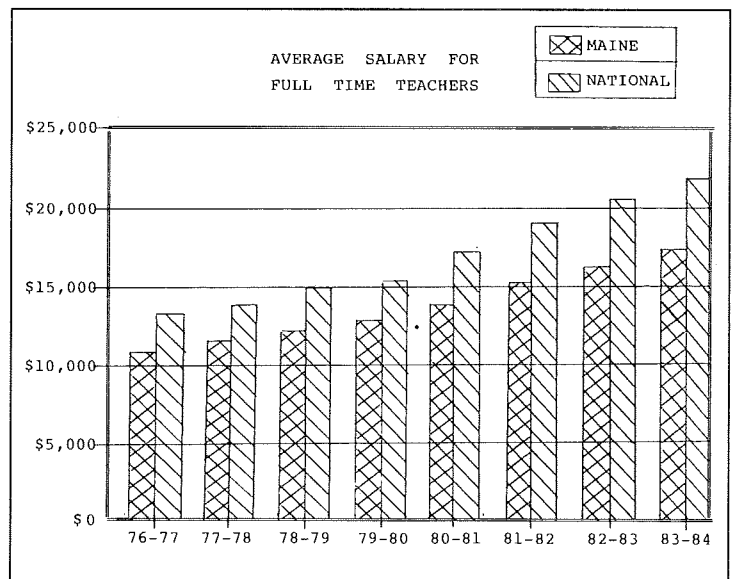
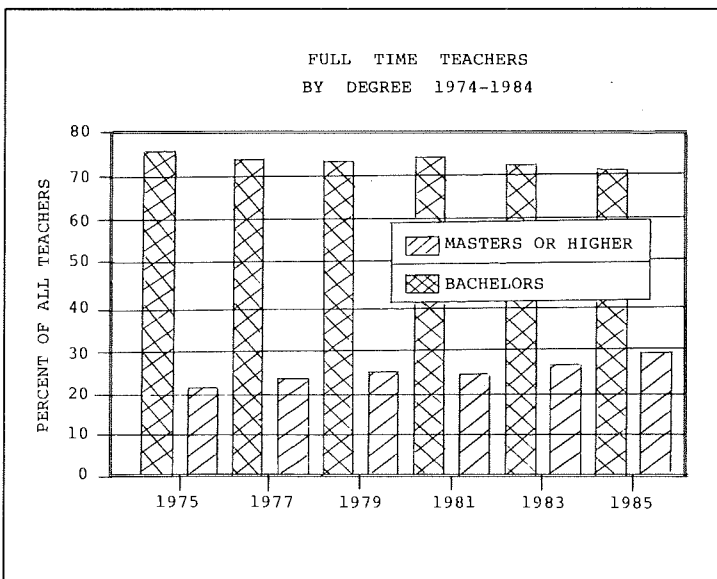
Teacher Supply and Demand

Teacher supply and demand data is gathered, recorded, and analyzed by the Maine Department of Educational and Cultural Services on a regular basis. Teacher demand information is obtained from data submitted and solicited from Maine's public and private school systems. Teacher supply information is based on current registrants with the teacher placement office, projected graduates of approved teacher education programs at Maine's public and private colleges and universities, individuals certified by subject area(s), and teacher education staffing patterns that are available from the Department's Division of Management Information.

Special education (all areas), mathematics, science (including computer science), music, reading specialists and business education show the greatest shortages. Areas showing the greatest supply of teachers are elementary education, health and physical education, English, distributive education and the social sciences.

Examination and analysis of supply and demand trends for teachers in Maine is a constant process subject to a number of factors: rapid changes in economic conditions, population changes, legislative mandates, and reduction of students entering the field of teacher education.

Future projections through 1990 show that Maine's supply and demand of teachers in specific area(s) will remain the same as the present. The areas of special education (all areas), mathematics, sciences, music, reading specialist and business education are expected to experience the greatest shortages of teachers.



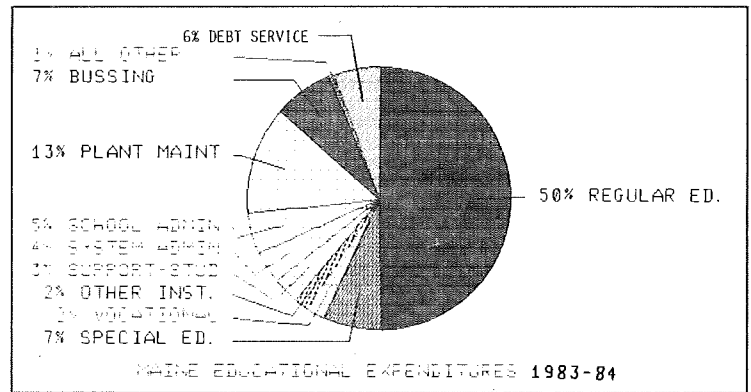
SECTION III: FINANCING K-12 PUBLIC EDUCATION IN MAINE

Local School Financing

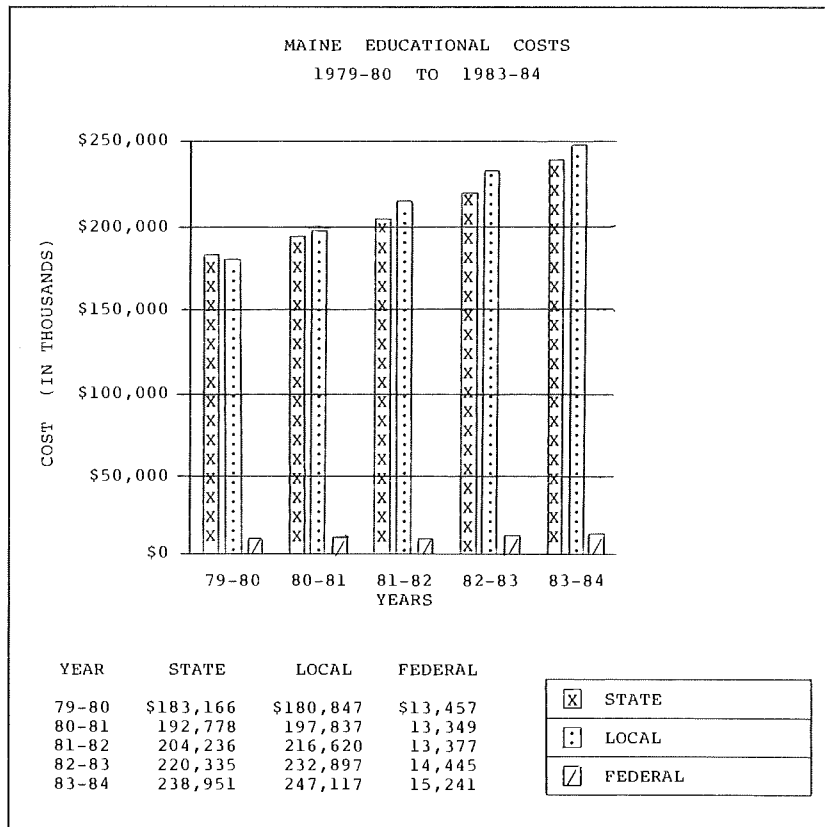
Types of Local Revenues and Expenditures

In 1983-84, educational expenditures in Maine from State, local, and Federal sources totalled approximately \$501,000,000.

A breakdown of the percentages of the total for the various costs are shown in the accompanying graph.



Maine Education Costs



Public School Pupil Transportation

An average of 167,000 school children were transported daily on school buses to public and private schools in Maine in 1984.

Average cost per mile for the 1,835 publicly owned and 445 privately owned buses was \$1.22, an increase of four cents per mile from 1983. Miles traveled during the year totaled 26,679,643 at an average cost of \$194.22.

Expenditures for school transportation totaled \$32,343,978.23 for the year. Purchases of school buses totaled \$3,971,832.27.

School Nutrition Program

In 1983-84 in Maine, 104,956 of the 211,805 students enrolled in public schools in Maine participated in the School Nutrition Program.

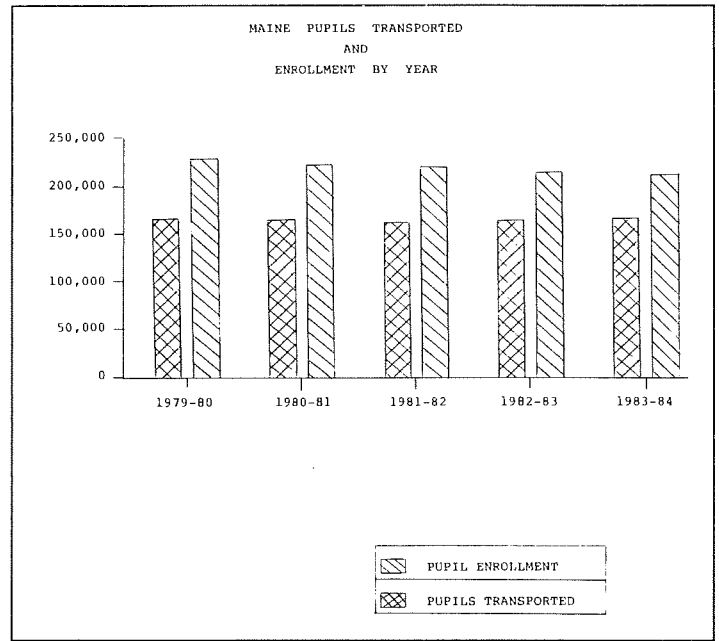
Only 27 out of the total of 746 public schools in Maine do not participate in the School Lunch Program. One hundred fifty public schools participate in the School Breakfast Program.

Over a three year period (1981-83), average daily participation has decreased by 2.9 percent and enrollment has decreased by 9 percent.

Total reimbursement to School Nutrition Programs has increased by \$1,178,498 (10.9 percent) in the three year period.

Average price to a paying student in Maine is 75 cents a meal. Approximately 48 percent of all meals served statewide are free or at a reduced price.

The average price has remained stable since 1982, when a 10 cent increase went into effect as a result of the Omnibus Reconciliation Act of 1981 which included a 25 percent cut in funds.



Special Education Services

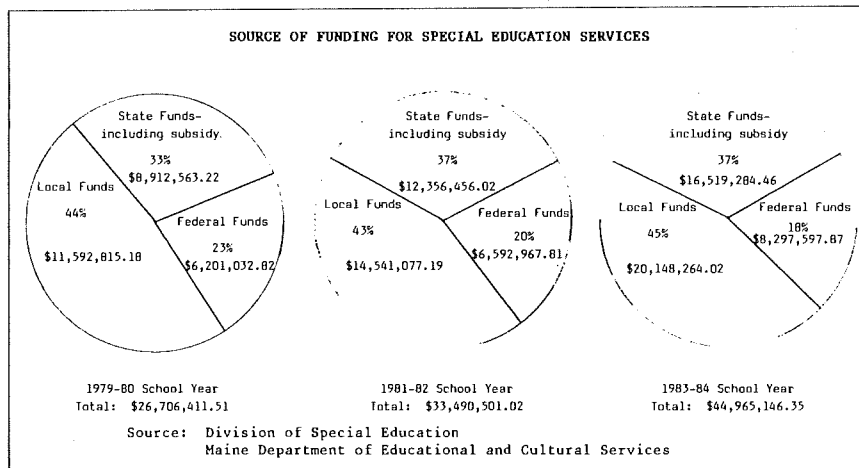
Since the enactment of P.L. 94-142, Education of all Handicapped Children's Act, considerable progress made toward assuring that handicapped children and youth of Maine have a genuine opportunity to receive an education commensurate with their needs. Available federal, state and local funds have increased significantly over the past ten years in terms of numbers. In terms of percentages, most of the necessary fiscal effort to conduct programs for the handicapped has come from local school district funds.

Direct costs for special education services increased from 26.7 million in 1979-80 to 44.9 million in 1983-84. This difference represents 18.2 million or a 68.3 percent increase.

State funding including subsidy for special education increased from 8.9 million in 1979-80 to 16.5 million in 1983-84. This represents a 7.6 million dollar increase or 85 percent.

Local funding for special education increased from 11.6 million in 1979-80 to 20.1 million in 1983-84. This difference represents an 8.5 million dollar increase or 73 percent.

Federal funding for special education increased from 6.2 million in 1979-80 to 8.3 million in 1983-84. This represents 2.1 million dollar increase or 33.8 percent.



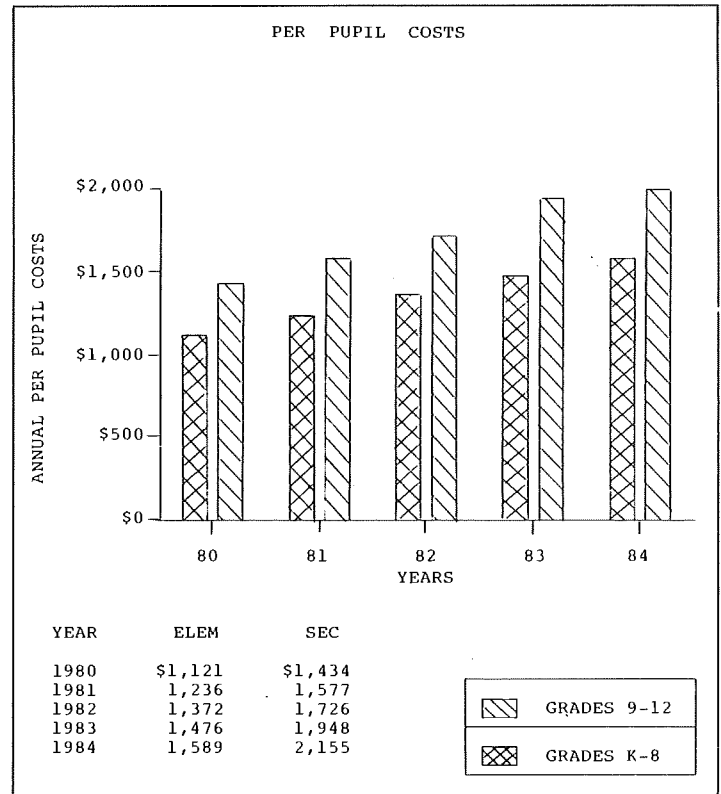
State of Maine Education Appropriations

General Purpose Aid to Education

The principle of Maine's school finance law is to equalize the financial effort made by the state's school districts in providing public school education. This translates into providing more state aid for poorer school districts and fewer state dollars for richer districts. The principle, and the formulas used to implement it, is designed to assure that the quality of education a pupil receives does not depend upon the wealth of his or her school district.

School district wealth is measured by the per pupil value of real property in each district because real property taxes are almost the only means by which districts raise funds. (All property valuations used in school funding formulas are based on figures compiled by the state and, therefore, are not subject to local variations in assessing practices.)

Under the 1984 state law, at least 55 percent of the total operating cost of Maine's public school system is paid by the state, with the balance coming from the local districts. This does not mean, however, that each district receives 55 percent. Depending on its wealth, a district may receive nothing or it may receive up to 90 percent from the state.



Federally Funded Programs

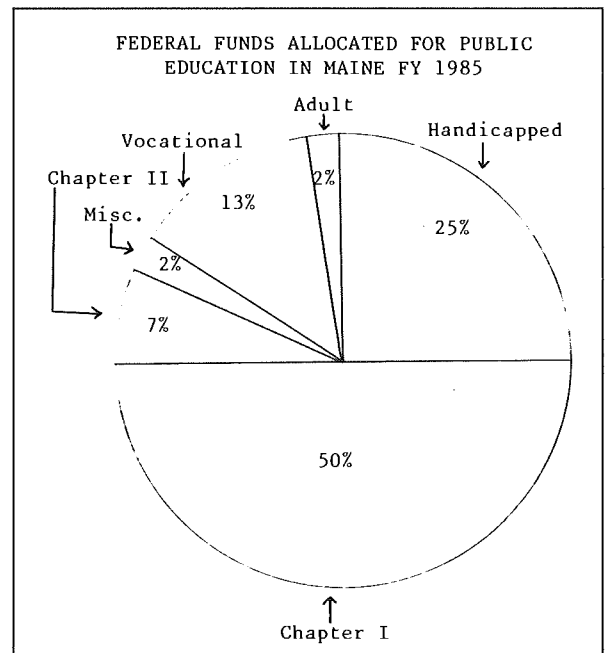
Federally funded programs administered by the Maine Department of Education are intended to supplement state and local public education efforts. Each program responds to educational needs which Congress has determined to be a national priority.

The federal contribution for public education in Maine has increased from 27.9 million in FY 1981 to 30.6 million in FY 1985.

The school price index for this time period is over 43 percent. While the federal contribution has increased by 11 percent, federal appropriations for the past five years have not kept up with inflation.

Federal contributions have been further reduced through the establishment of the Block Grant concept (which consolidates categorical programs) called the Education Consolidation and Improvement Act. This act allocates fewer dollars through this block grant concept than had been allocated to the individually funded categorical programs that now fall under the act.

In short, federal dollars allocated toward Maine's educational efforts have declined in actual purchasing power.



SECTION IV: EDUCATIONAL DEVELOPMENTS AND ISSUES

Education Reform Act

The year 1984 will be remembered as one of landmark education legislation in Maine.

The writing of a report on the status of education in Maine by a commission appointed by Governor Joseph E. Brennan was paralleled by the development by Commissioner Robert E. Boose of a concept paper on increasing educational effectiveness in Maine public schools. Working with members of the State Board of Education, a 35-member Committee on Excellence representing the spectrum of education in Maine and 47 members of the staff of the Department of Educational and Cultural Services, Commissioner Boose produced recommendations for state and local action evolving from mission statements calling for increased academic requirements for graduation, improved student achievement, development of student responsibility, increased opportunities in adult and community education, strengthened recruitment-retention-retraining of teachers, strengthened parent and community involvement in schools, insured accountability for public education and strengthened collaborative support systems and resources for schools.

Reports on task forces on projects, systems and finances appointed by Commissioner Boose to respond to specific recommendations made by the Governor's status commission coincided in August of 1984 with administrative directions by the Governor to the Commissioner to implement as quickly as possible other recommendations of the status commission pertaining to career and personal counseling, early childhood education, use of non-teaching personnel, certification of principals and superintendents, explanations of the school finance formula, annual report to the legislature and management strategies for the vocational-technical institutes.

In the month of September 1984, a period of intense activity on the part of the Governor, the Commissioner and the Legislature and their staffs produced the Education Reform Act of 1984, which called for improvements and innovations designed to upgrade the quality of education in Maine public schools.

The legislation called for improvements in basic school approval, school accreditation, graduation requirements, assessment of student performance and the school finance act. In addition, it provided for both classroom-based and school-based innovative grants, interest-free loans for teachers and high school graduates through the Blaine House Scholars Program, qualifying examinations for initial teachers and an early elementary school assistance program.

The implementation schedule of the new legislation:

- **Basic School Approval.** Rules and regulations have been formulated and reviewed at informational public meetings. It is intended that rules and regulations will be finalized in July of 1985 after completing the Administrative Procedure Act Process. Basic School approval will require comprehensive reviews of each public school on a five-year cycle.

- **Accreditation.** A task force to develop new accreditation requirements for both elementary and secondary schools will be appointed in the summer of 1985. Rules to be adopted will take effect for the 1989-90 school year. All secondary schools will be required to undergo the accreditation review process. Accreditation for elementary schools will remain voluntary. The focus of the accreditation process is on improvement and increased quality of programs.

- **State Assessment of Student Performance.** Staff is in place and an advisory committee, broadly representative of the education spectrum, is being selected to work with contract firms in the development of a program to measure and evaluate on an annual basis the academic achievements of students in grades 4, 8, and 11 in the public elementary and secondary schools. Reading, math, and writing will be assessed annually while science and social studies will be assessed on alternate years using stratified samples.

The following reports will be provided.:

- (1) state profile report that annually assesses the general academic performance of Maine's elementary and secondary students and general educational trends in Maine's schools;
- (2) school profile reports that assesses student achievement in participating districts and schools;
- (3) school staff reports that provide teachers with assessment achievement results for individual classrooms; and
- (4) parental reports that provide parents with information about the achievement of their children.

- **Qualifying Examinations for Initial Teachers.** Scheduled to become fully implemented by July 1, 1988. Rules and regulations are now effective. An advisory committee broadly representative of elementary and secondary teachers and administrators, public and private college/university teacher educators was appointed by the Commissioner to advise the Department on the implementation of the program.

During the implementation period before qualifying scores become effective in July 1988, the Department and the advisory committee will review the types of examinations available. Applicants for initial teacher certification will be required to take the Core Battery of the National Teacher Examination beginning September 1, 1985. The summary results will be used in the study process and as a check on the impact of qualifying score levels.

Decisions on the specific examinations to be used in the program and the qualifying score levels will be made by the Commissioner and the State Board of Education by December of 1987. All applicants applying for certification after July 1, 1988 will be required to meet those standards.

- Innovative Educational Grants. In April of 1985, the MDECS awarded 75 grants varying in amounts up to \$5,000 to teachers to develop innovative and creative approaches to teaching and learning in the classroom and in May of 1985 awards of up to \$20,000 were made went to 39 projects to promote improvement in Maine schools. Each group of grants was funded by a \$250,000 appropriation. A second round of each type grant for the 85-86 school year was awarded in June of 1985.

- Blaine House Scholars. This program offers interest-free loans to Maine school teachers and Maine high school graduates pursuing a postsecondary education. Twenty-five percent of the monies was awarded in the spring of 1985 to 129 certified teachers currently employed in Maine public or approved private schools and 50 percent to 85 graduating high school seniors and 86 high school graduates who are enrolled or are enrolling in a teacher pre-service training program. Preference was given to applicants studying in designated underserved subject areas. The remaining 25 percent of the loan fund went to 58 graduating high school seniors and 27 high school graduates who do not choose to pursue a career in teaching.

- High School Graduation Requirements. The Administrative Procedure Act process has been completed. Staff positions of math consultant and foreign language consultants have been filled. The new requirements effective with the freshman classes of 1985-86 include two years of social studies and history, two years of mathematics, two years of science (at least one of laboratory study), one year of fine arts, one two-year sequence in a foreign language and computer instruction.

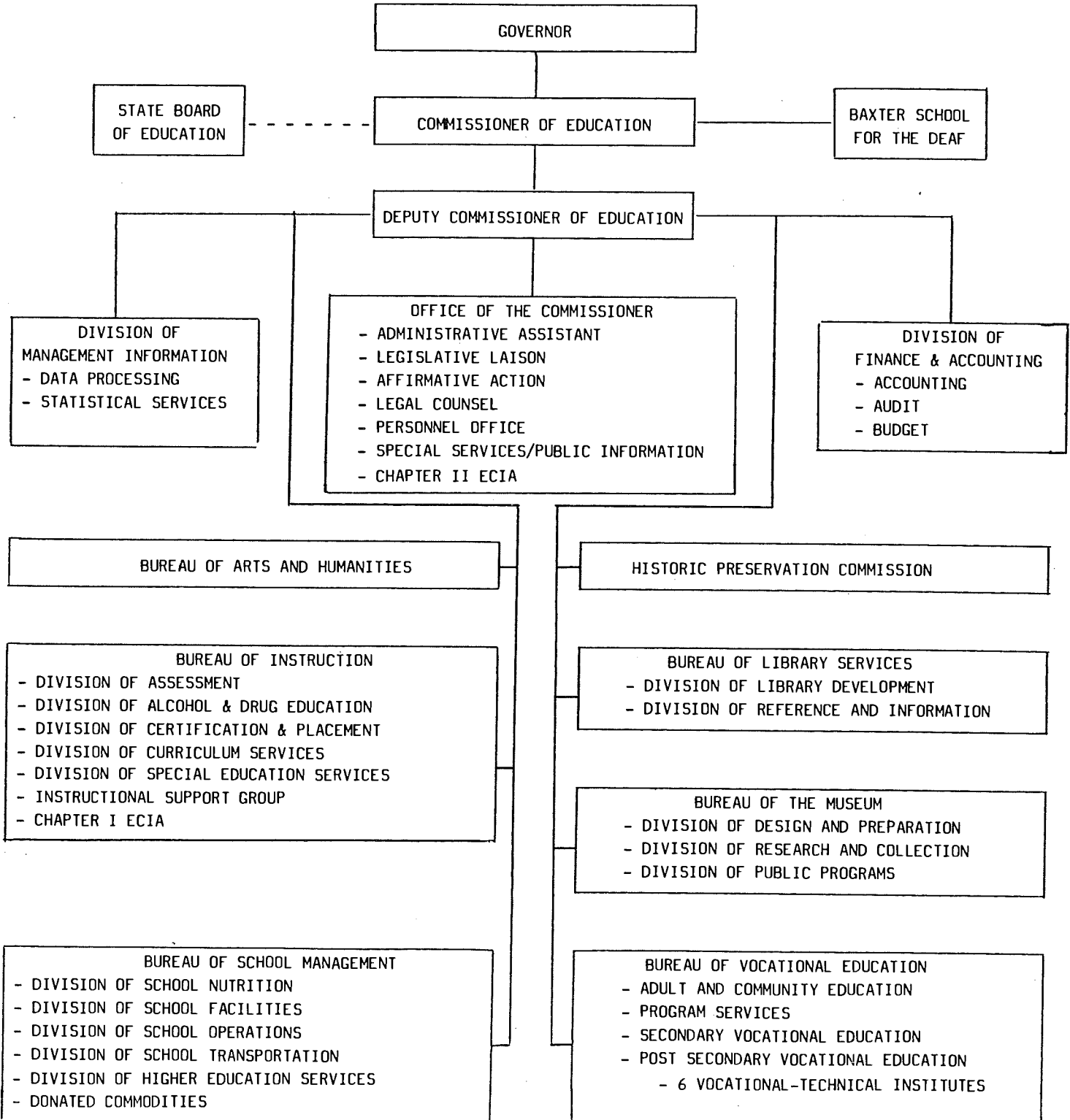
- Early Elementary, kindergarten to grade 3, school assistance program. Two staff consultants and an advisory committee are in place. Early childhood screening instruments and procedures will be compiled and model curriculum guides developed. An overview of successful early elementary programs is to be produced. Next year a statewide needs assessment for providing technical assistance will be developed.

- School Finance Act of 1985. In effect are features to simplify the subsidy formula: an increase in the debt service limit from \$30 million to \$35 million, an increase in the state's average contribution from 54 percent to 55 percent and an updating of two-year-old costs to one-year-old costs in the calculation of operating costs.

- Teacher Recognition Grants.

State of Maine
 DEPARTMENT OF EDUCATIONAL AND CULTURAL SERVICES
 Augusta 04333

O R G A N I Z A T I O N A L C H A R T



TOTAL AUTHORIZED POSITIONS

Department of Educational and Cultural Services

*Total Positions Authorized by the Legislature 1,165
(Effective Date 7-01-85)

Vocational Technical Institutes	627	
Governor Baxter School for the Deaf	122	
Arts and Humanities Bureau	7	
Bureau of Historic Preservation	9	
Maine State Library Bureau	61	
State Museum Bureau	32	
Unorganized Territory	64	
Commission to Study the University of Maine	<u>2</u>	
		924
DECS Central Office Staff Positions		241

*Position Count includes general fund, federal, block grant,
and special revenue positions.



Maine Public Schools Annual Performance Report

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