

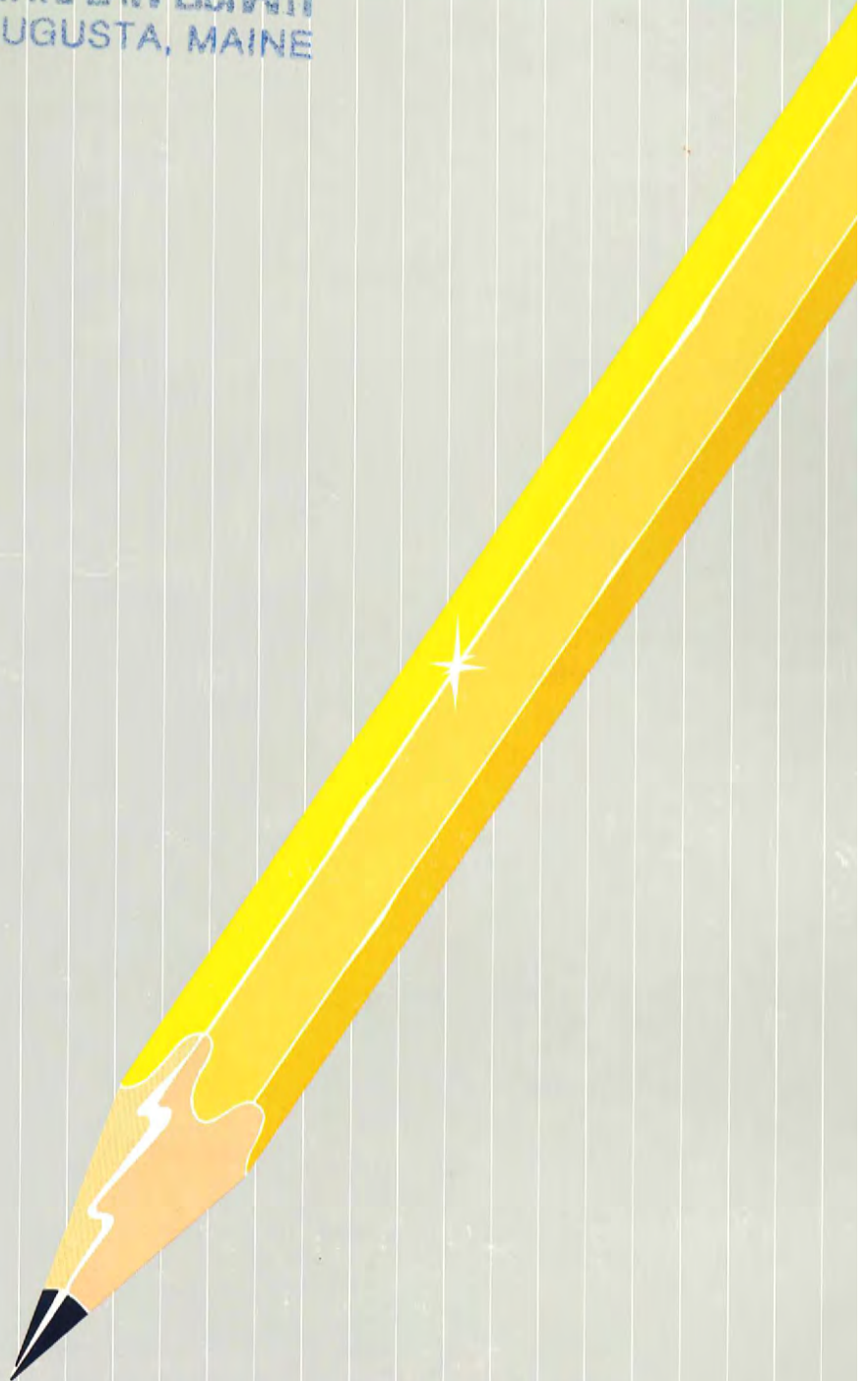
MAINE STATE LEGISLATURE

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Report

ON MAINE'S PUBLIC SCHOOLS, 1986

JUN 16 1986

Maine Public Schools
Annual Performance Report
1986

JOSEPH E. BRENNAN
GOVERNOR

DEPARTMENT OF EDUCATIONAL & CULTURAL SERVICES

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Foreword

A new duty of the Commissioner of Educational and Cultural Services required by the Education Reform Act of 1984 is the preparation and delivery to the Governor and Legislature of an annual report on the status of public education in the State including suggestions and recommendations for its improvement.

Accordingly, I requested my staff to prepare material for a composite account of the State's public education system utilizing the latest available data. This initial copy of the Maine Public Schools Annual Performance Report is the result of this effort.

For easy reference, material has been organized under four major sections:

- 1) Educational Achievement
- 2) Demographic and Educational Profile
- 3) Financing K-12 Public Education in Maine
- 4) Educational Developments

Liberal use has been made of charts and bar graphs to emphasize data having a significant impact on public education both in Maine and throughout the nation. It should be noted that reporting times differ for varying statistical information and that the information presented here is the latest reported at this time.

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

January 1986

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SECTION I: EDUCATIONAL ACHIEVEMENT

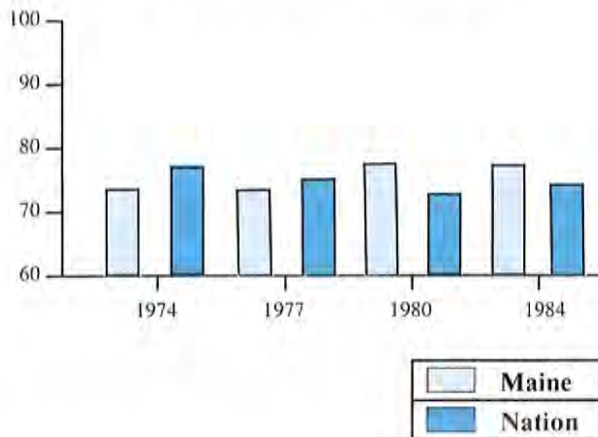
High School Graduation

Graduation Rates

In 1983-84, 13,935 Maine seniors received their high school diplomas, reflecting a graduation rate of 77 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 in to or out of the state. The national graduation rate is unaffected by student mobility between states.

- Maine graduation rates were constant through the 1974 to 1977 years, but have shown a steady increase since 1977 with the 1983-84 rate being 11 percent higher than that obtained in 1976-77.
- National graduation rates show a different pattern, with a steady decline for the period 1974-75 to 1979-80, followed by an increase in 1983-84.
- Over the 11-year period from 1973-74 to 1983-84 Maine's graduation rate has increased from a low point in 1973-74 (three percent below national average) to a high in 1983-84 (11 percent above national average).

**PUBLIC HIGH SCHOOL GRADUATION RATES
FOR
MAINE AND THE NATION**



High School Completion Programs

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.

(1) **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.

(2) **High School Equivalency Certificates.** This program gives an opportunity to earn a High School Equivalency Certificate through the Maine Department of Educational and Cultural Service'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.

- In an attempt to reach a large number of the 238,822 adults without a high school credential, Maine has developed a new program called ECO (External Credit Option), administered by the Maine Department of Educational and Cultural Services. This program is a series of home study curriculums that offer academic credit toward the high school diploma. It helps to eliminate such barriers as travel, child care and time commitment.
- During the fiscal year 1984-85, 3,080 people were issued GED certificates in the State of Maine. Fifty-three percent 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 1985 Maine had 94 percent of its people taking and passing the exam. This compared with 46 percent on the national level.
- From 1970 to 1980 the total number of non-high school credential adults in Maine decreased from 270,000 in 1970 to 238,822 in 1980 because of the impact of our credentialing programs.

Achievement of Public School Students

Maine Educational Assessment 1985-86

The Maine Educational Assessment Program is a far more comprehensive statewide testing program than previously operated in Maine. The new annual assessment program engages all students in grades 4, 8, and 11 in tests covering reading, writing, mathematics, science, social studies, and the humanities. The design of the assessment combines commonly taken test questions producing individual student results with a sophisticated sampling procedure which greatly expands coverage of curriculum objectives at the school level. This approach makes Maine's assessment unique among testing programs nationally.

The assessment program is being administered by the Division of Educational Assessment of the Maine Department of Educational and Cultural Services, assisted by the contractor for the 1985-86 assessment, Advanced Systems in Measurement and Evaluation, Inc., of Portsmouth, New Hampshire.

Goals of The Program

- Provide information on the academic achievement and progress of Maine students.
- Establish a process for continuing evaluation of state educational goals and to aid in the development of educational policies, standards and programs.
- Provide school officials with information to assess the quality, effectiveness and appropriateness of educational materials, methods and determine curriculum needs, including remediation and enrichment.
- Provide school staffs with information about the individual students which may be used, with other information, to meet the individual educational needs of the students.
- Identify year-to-year trends in student achievement.
- Provide parents with information about achievement of their children on the assessment tests.

Testing Dates

Testing dates for all schools are:

Grade 8 — November 11 to November 22, 1985

Grade 4 — February 24 to March 7, 1985

Grade 11 — April 28 to May 9, 1986

Actual dates of testing within these periods are determined by school system personnel.

All public school students in grades 4, 8 and 11 in the state and students approved for tuition purposes will be tested. Exceptional students requiring testing modifications will be accommodated.

Kind of Tests Being Used

The program combines aspects of standardized achievement testing and program assessment. A set of "common questions" will enable the reporting of reliable individual student test and subtest scores in reading, writing and mathematics. Other questions, called "matrix sampled" questions, will be answered by only a sample of students. The matrix sampling technique allows broader assessment of content areas at the school level using a minimum amount of testing time.

The tests are tailored to objectives determined by subject area advisory committees consisting of Maine teachers, administrators and college level curriculum specialists.

What Is Tested

Students will be tested in areas of reading, writing, writing conventions, mathematics, science, social studies and the humanities. In each of these subject areas the student will be examined on their knowledge of concepts and their skill to applying that knowledge in problem solving. The tests are designed to cover a broad range of academic proficiency, unlike the minimum competency tests of the late 1970's, so the tests will contain material that will challenge our brightest students.

The reading portions of the tests cover reading management (the student's knowledge of information gathering techniques in reading) and reading comprehension. The comprehension questions stress analytic, interpretive and evaluative skills.

The writing section of the tests will require the student to demonstrate through two pieces of writing their capacity to organize and present thoughts clearly. Each piece of writing will be scored for six attributes, including the holistic impression and analytical factors such as content organization and structure.

The mathematics section of the tests focuses on the areas of knowledge, understanding, and application. Problem solving will be a major emphasis of the test with open or free response questions that will allow scorers to analyze the processes and strategies used by students to apply mathematics skills.

Background Information

Information on a broad range of variables (such as, expectations for more schooling, reading habits, teaching style, etc.) will be obtained from student, teacher and principal questionnaires. This information will play an important role in the reporting and interpretation of the assessment results.

Reporting

Individual student reports will be based on the common items in reading, mathematics and writing, and will be reported in two ways. First, students' scores will be provided in the form of a personalized report to parents as well as on stick-on labels for inclusion in permanent school files. Second, data summaries reporting a student's response to each common test question will be provided to the school.

School Results

The School Report in booklet form will provide a narrative description to assist in the interpretation of the data. An average test score and student score distributions will be reported for each content area. The scores will be scaled so that they will be comparable from area to area, and from year to year. The report format will accommodate several years of results so that school personnel can monitor changes in performance over time.

The School Report will provide information on a school's status relative to the district and the state with respect to background factors such as parental education and size and type of community. More importantly, this information will be used to produce comparison score bands which will enable school personnel to compare the performance of their students to that of students in school populations across the state.

State Reports

There will be three reports of statewide performance:

- The summary and interpretations report.
- A highlights brochure.
- The technical report.

Among other things, these reports will describe how well Maine students compare to students nationwide in terms of performance on test questions previously administered by the National Assessment of Educational Progress. The State reports will summarize all of the information contained in school and district reports for the State as a whole, selected regions, and student groups.

Technical Assistance

The school reports are to be distributed approximately two months after the testing is completed at each grade level. Consultants from the Division of Educational Assessment will visit schools throughout the state to assist school personnel in interpreting test results and making appropriate use of them in staff development and curriculum planning. Several regional workshops will be conducted to assist in this effort.

Achievement of College Bound Students

Performance on SAT

In 1985, graduating Maine high school seniors—8,669 of them—took the Scholastic Aptitude Test (SAT), Reading Comprehension and Vocabulary Test and Test of Standard Written English. The number represents 56 percent of the total of 15,500 graduates. Nationally, 40 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 three points higher than in 1984 and the highest state average since 1976.
- Maine math SAT scores to be three points higher than in 1984 and the highest state average since 1980.
- 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.
- Business and commerce continue to be the most popular areas of intended study for all Maine students. Interest in this area has more than doubled in the past 10 years.

SUMMARY

Verbal SAT Averages:

- From 1965-1985, Verbal average scores have declined 42 points at the national level. Maine SAT averages were not made available until 1972.
- From 1975-1985, Verbal average scores have increased 3 points at the national level. Maine averages declined 5 points during this period.
- 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:

- From 1965-1985, Math average scores have declined 21 points at the national level. Maine Math average scores were not available until 1972.
- From 1975-1985, Math average scores increased 3 points at the national level. Maine averages declined 5 points during this period.
- 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.
- Both Maine and national math average scores have been consistently higher than verbal scores.

SAT SCORE AVERAGES 1965-1985: 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
1985	977,361	431	475	1985	8,669	432	466

Performance on Achievement Tests

In 1985, 3,535 Maine high school seniors, representing 44 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 1985, the average number of Achievement Tests taken per student was three. Students who took at least one Achievement Test earned SAT scores well above the state average in both verbal (476 compared to the state average of 432) and math (518 compared to the state average 466).

Most frequently taken Achievement Tests in Maine in 1985 were English Composition (3,370), Mathematics Level I (2,664), Biology (820), American History (754) and Chemistry (548).

Since 1981, significant increases on average scores have been shown in German, 31 points; Literature, 26 points; American History, 21 points; Biology, 16 points; English Composition 11 points; and Math Level II, 10 points.

Achievement Test Data

Maine 1985 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	3,370	482 (523)	477	519
Mathematics Level I	2,664	503 (540)	473	524
Biology	820	508 (554)	500	536
American History	754	486 (525)	484	503
Chemistry	548	526 (576)	511	582
Literature	445	497 (523)	500	490
Mathematics Level II	394	612 (658)	526	619
French	330	502 (547)	524	534
Physics	159	540 (592)	505	606
Spanish	104	466 (538)	486	516
European History	27	486 (540)	531	508
German	15	527 (571)	522	495
Latin	33	512 (553)	561	553

Success of Job Placement of Students with Vocational Education

Job Placement of Students with Vocational Education

Approximately 29 percent of 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.

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.

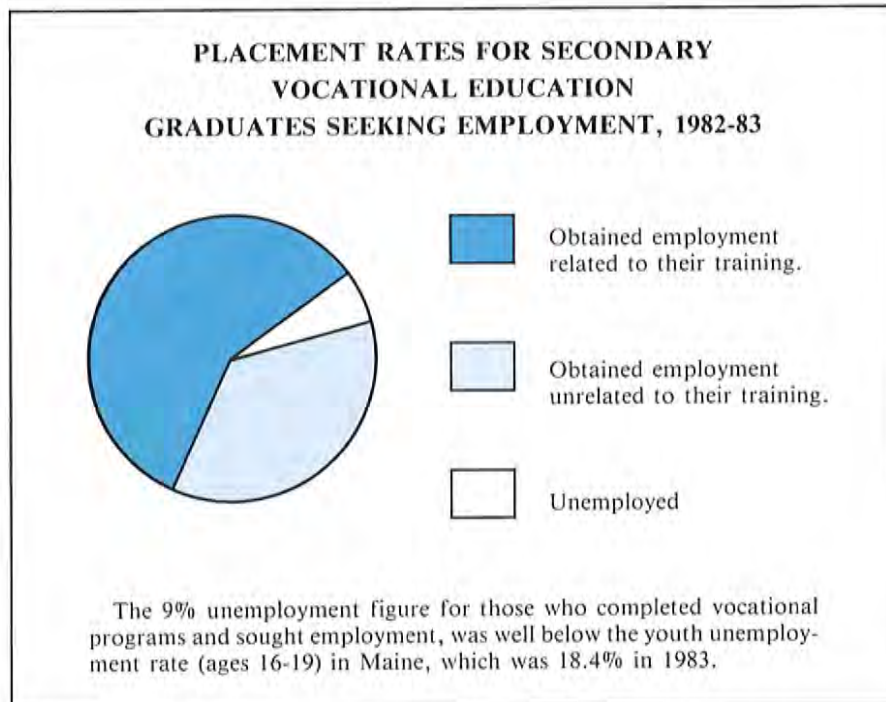
At each vocational center an advisory committee consists of a superintendent and a school board member from each participating administrative unit. There are 15 vocational centers in Maine.

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. There are 31 vocational satellite programs in Maine.

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.

Superintendents within each region serve as an advisory committee to the cooperative board. There are 11 vocational regions in Maine.



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 by broadening and improving access to informational resources regardless of their location or the residency of individual citizens.

During 1985 the 112th Maine Legislature increased state aid for local libraries from 10 cents per capita to 15 cents for 1986 and 20 cents for 1987.

The 112th Legislature also approved state funding to support the Information Exchange, a computer-based searching service providing help locating resources for solving problems in classroom instruction, program development, proposal writing and other education topics. The service, previously supported by federal fund, experienced a 300 percent increase in activity during 1985.

State Library services during 1985 included:

- Circulating 150,000 items to library user's statewide.
- Processing 50,000 requests for specific information on various subjects.
- Mailing 8,000 books to school and public libraries.
- Distributing approximately 10,000 educational videotape programs to schools.
- Providing more than 45,000 interlibrary loan items through the Maine Regional Library System for one of the highest per capita rates in the country.
- Circulating 140,000 talking books to 3,000 blind people.
- Mailing 72,000 books-by-mail items to nearly 10,000 users.
- Providing 21,000 computer-based citations.
- Processing 5,000 requests for books and periodical articles through the automated interlibrary loan system.
- Providing library consultant services to 300 members of the Maine Regional Library System.
- Providing free access to 12,000 non-residents to a major resource library.

Maine State Museum

The unquestionable highlight of the year 1985 was the opening of the "Made in Maine" exhibition in October. The exhibition, by far the largest and most complex yet attempted by the Maine State Museum and originally expected to require five years of construction, was completed nearly two and one-half years ahead of schedule. The exhibit celebrates Maine's 19th century working people and the many products they manufactured.

The grand opening of the "Made in Maine" exhibition was celebrated in a series of events at the Museum October 17-20, 1985. On Thursday, October 17, Governor Brennan hosted a special preview dinner at the Museum. The Governor, Secretary Edmund S. Muskie, the Director of the Museum of American Textile History Thomas Leavitt, the Director of the American Association for State and Local History Gerald George and Maine State Museum Commission Chairman Arnold Sturtevant were speakers.

The Governor's preview dinner was attended by some 270 people including legislators, Commission members and major donors to the exhibition. Among the honored guests were Secretary Muskie and former Governor Burton Cross.

A preview on Saturday, October 19, was attended by more than 1,700 Maine people. The Grand Opening itself on Sunday, October 20, drew a crowd in excess of 1,200 to the Museum.

During the first two weeks the exhibition was open to the public attendance totalled more than 10,000.

Represented by a number of environmental settings in the exhibition are the home-based industries (hand spinning, weaving and sewing), workshop manufacturers (machinist, blacksmith, cabinetmaker, gunsmith, shoe maker and fishing rod maker and a complete water-powered woodworking shop), and mill and furnace industries (an 1830's fulling and cloth finishing mill and foundry furnace used by the Portland Stove Foundry Company) and factories (woolen factory with carding and spinning machinery and power looms). The exhibition also utilizes an unprecedented number of artifacts owned by the Maine State Museum.

Design work is well underway on 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.

The administrative staff of the Museum oversees the public programs of the Museum — particularly visitor services in the Museum itself — as well as scheduling group visits to the Blaine House, State House and Fort Western. School groups continue to grow at a remarkable rate. During the spring of 1985 an average of 7,000 school children per month visited the Museum in groups. With the opening of the "Made in Maine" exhibit, visitations by school children and the general public are expected to increase considerably.

Maine State Commission on the Arts and Humanities

The Art Commission's primary mission is to encourage and stimulate public interest and participation in the arts, to expand the state's cultural resources and to foster the freedom of artistic expression. The agency promotes excellence in the arts statewide through matching grants to museums, theaters, schools and other non-profit organizations for project support, touring, exhibition and residency programs, conferences, workshops and technical services.

In 1985, the Art Commission:

- Reached more than 1.4 million citizens and tourists, who attended arts events supported by grants from the Commission.
- Awarded 453 grants to non-profit organizations on an 8:1 matching basis which generated \$4.4 million in private funds.
- Reached 105,000 students, teachers and administrators with arts programs.
- Worked with 178 schools and other sites statewide.

The Commission has taken a leadership role in insuring the integrity of the one-year fine arts requirement for high school graduation, as defined by the 1984 Education Reform Act. In 1985, in conjunction with the Maine Department of Educational and Cultural Services, the Commission reviewed grants for \$90,000 in new arts projects through the state Innovative Educational Grants Program, participated in the creation of an arts consultant position within the MDECS, helped establish gifted and talented programs which specifically include the arts, and cosponsored a major conference in art education.

Maine's Percent for Art/Art in Public Buildings Program is administered by the Art Commission. In 1985, the number of schools and other state-funded buildings with newly commissioned or purchased artwork more than doubled, involving \$300,000 for public works of art.

In 1985, the Commission sponsored art exhibitions at the Governor's office and at the Attorney General's office, as well as a series of noontime concerts at the State House, all open to the public, to showcase the work of contemporary Maine visual and performing artists. Three Blaine House concerts, sponsored by the Commission and featuring some of Maine's most distinguished musicians, were televised statewide. The Commission's Writers at the Library project, cosponsored with the Maine State Library, brought four leading New England poets and writers to libraries from Fort Kent to Portland for public readings of their works.

Through its Traditional Arts/Folk Arts Program, initiated in 1984, the Commission continues to work closely with the cultural interests of traditional artists, minority audiences and the Franco-American community throughout the state.

Maine Historic Preservation Commission

The Maine Historic Preservation Commission in 1985 made surveys that covered more than 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 four 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.

On November 5, 1985 the Maine electorate approved Referendum Question No. 6, a \$2,000,000 bond issue for the restoration and preservation of historic buildings. The State-level restoration grants program established by the bond issue will enable the Maine Historic Preservation Commission to award 50% matching funds for urgent needs to governmental and non-profit organizations owning buildings listed in the National Register of Historic Places that are open to the public. To ensure that the public's investment in these properties is safeguarded, owners will have to produce a long-term maintenance management plan in order to qualify for a restoration grant. The ultimate criterion in grant awards will be the degree of public benefit involved.

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 to the right, 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.

- The birth rate in Maine has declined over the 10 years from 17.9 to 14.6. This decline is substantially greater than that for the nation, which declined from 18.4 to 16.2.
- From 1970 to 1980 Maine's population grew faster than the nation's; during the same period our birth rate decreased. The reason for growth, is that in-migration exceeds out-migration substantially. It should be noted that the largest age group migrating into Maine includes those in the 65 and older 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 1980 the median age was 30.4 in Maine and 30.0 in the nation. However, in 1970 the median age in Maine was 28.6. The increase over the decade reflects the high incidence of the in-migration of citizens 65 and older.

Educational Attainment

The educational attainment of Maine's population is significantly higher than that of the nation. In Maine the percent of population completing 12 years of school with no education beyond grade 12 is 39.4. For the nation it is 34.6.

However, in 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 figure of 16.2.

The percent of high school graduates in Maine's population is 69.1. That is 2.6 percentage points higher than the national figure of 66.5 percent.

SELECTED DEMOGRAPHIC STATISTICS FOR MAINE AND THE NATION

	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 Pop.	99.4	82.8	98.9	79.6
% of Black Pop.	.3	11.1	.3	11.7
% of American Indian Pop.	.2	.4	.4	.6
% of Asian/Pacific Islander Pop.	.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

**EDUCATIONAL ATTAINMENT BY ETHNICITY
25 YEARS AND OLDER IN 1980**

Ethnicity	0-8 Years	9-11 Years	12 Years	College 1-3 Years	College	% of
					4 or More Years	High School Graduates
WHITE						
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
BLACK						
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
HISPANIC						
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
ASIAN/PACIFIC ISLANDER						
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
AMERICAN INDIAN/ NATIVE ALASKAN						
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
TOTAL						
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 schools 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	Education In Unorganized Territories	Schooling Of Indian Children	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 two or more municipalities which pool their educational resources to educate all students. One school committee (comprised of representatives from each of the municipalities) administers the education of grades kindergarten through 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 (CSD) 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 seven through 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 kindergarten through grade six students. A CSD also may include education of all grades kindergarten through grade 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 principle. Cost sharing is based on a formula including number of pupils in each town and/or state valuation or 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 is large enough to justify the cost of employing a superintendent of schools, they share a 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	36	36	36
School Administrative Districts	73	73	278
Unions of Towns	35	137	119*
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	179	283	496

*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 on the previous page.

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.

SUMMARY OF SCHOOLS IN MAINE									
	Public	Private		Public	Private		Public	Private	
ELEMENTARY	604	60							
SECONDARY	102	21							
COMBINED ELEM./SEC.	42	27							
TOTAL SCHOOLS IN MAINE	748	108							
TYPES OF SCHOOLS:									
HIGH SCHOOL	89	18		Public	Private		Public	Private	
JUNIOR HIGH SCHOOL	62	0	ELEMENTARY	57	0	COMBINED	5	0	
JR./SR. HIGH SCHOOL	24	3	ELEMENTARY	35	0	COMBINED	0	0	
INTERMEDIATE SCHOOL	35	0							
UNGRADED SCHOOL	0	8							
SPECIAL EDUCATION SCHOOL	10	14							
SPECIAL EDUCATION CLASSES:									
ELEMENTARY	140	1							
SECONDARY	28	1							
COMBINED ELEM./SEC. CLASS	11	0							
OTHER CLASSES:									
UNGRADED CLASS	12	0							
PRE-KINDERGARTEN CLASS	12	10							
POST-GRADUATE CLASS	31	10							

Educational Program

In Maine, there are 748 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. The length of the school week is 25 hours of instructional time except that kindergarten is twelve and one-half hours.

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

- Language Arts (reading, writing, spelling, grammar, handwriting, listening and speaking skills)
- Mathematics
- Science
- American history and government
- Maine studies
- Social studies
- Fine arts
- Physical education
- Health

The secondary level enrollment, grades nine through 12, is approximately 31 percent of the total public school membership.

Required for high school graduation in the secondary school curriculum are:

- English, four years
- Social studies and history, including American history and government, two years
- Science, including at least one year of laboratory study, two years
- Fine arts, which may include art, music, forensics or drama, one year
- Health
- Physical education
- Mathematics

Other secondary school instructional requirements include foreign language, health education, computer and library skills, and vocational education.

Leadership and technical assistance in all curriculum areas is provided by the Division of Curriculum of the MDECS. In addition the Division provides regulatory functions which include school approval, accreditation, inspections, home-study and other assigned duties. It also has administrative responsibilities for certain federal and privately funded programs. These priorities have been established by legislative and executive department mandate. The target populations served include Maine students, teachers, school administrators and members of the greater community.

Student Discontinuers

The Department of Educational and Cultural Services has embarked on a new method of data collection to acquire discontinuer data. The new form was sent to superintendents of schools in July of 1985 for the first time.

This instrument is designed to provide "class discontinuance," i.e., how many and what percentage of the first grade enrollment this year will graduate from high school.

It also will 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.

Previously data was collected annually in July of each year for the previous school year in total only (all grades). While the resulting data provided an annual discontinuer's rate, it did not provide class dropout 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, 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, Waldo) together make up 16.6 percent of the total geographic area of Maine but contain 58.4 percent of Maine's public school enrollment.

Alcohol and Drug Education

Alcohol and Drug Education

A state-wide program of education and training activities designed to increase knowledge about chemical use, abuse and dependency and its impact on individuals, families and communities was continued during 1985 by the Division of Alcohol and Drug Education Services of the DECS.

- Six new school/community chemical dependency teams were developed, bringing the total in the state to 56. Schools involved in the team development program agree to hold a two-day in-service workshop for all school staff within two years of training.
- Many different types of specialized training activities included the training of 625 people in eight school systems on implementation of the kindergarten through grade six Children Are People, Inc., Chemical Dependency Prevention Curriculum. More than 9,100 students subsequently received that unit of instruction.
- To further enhance the alcohol and drug prevention education and treatment programs of schools and community groups state-wide, 4,283 films and video-cassettes were circulated, 26,316 pamphlets were distributed and 98 chemical dependency curriculums were circulated.
- New initiatives included participation in task forces to develop guidelines for certifying school chemical health coordinators, for improving communication between schools and chemical dependency programs and for a grade 7-12 chemical dependency curriculum.
- In 1985, ninety-five percent of Maine's high schools participated in Project Graduation, a process whereby high school seniors are offered a chemical-free alternative to celebrate their graduation. Eighty-five percent of the state's 11,845 seniors participated in Project Graduation activities.

Education of the Gifted and Talented

Education of the Gifted and Talented

Under State permissive legislation, 6,407 students were served state-wide. This represents three percent of the approximately 10 percent of the school-age population eligible for services. It also represents an increase of 11 percent in the number of students served from the previous year.

The substantial majority of students served were in academic programs. About 90 percent of the programs fit this category. The remaining 10 percent are in programs for creative and artistic students.

Eighty-two local school agencies have some sort of gifted and talented program. This represents 47 percent of the local school agencies in Maine and is a 23 percent increase over the previous year. There are two regional programs serving five local school agencies each.

There are two state-sponsored, two-week summer programs for gifted and talented high school students. The Maine Summer Humanities Program serves 60 students each year, and the Maine Summer Arts Program serves 75. In addition, there are two state affiliated programs, one in science and math at the University of Maine at Orono serving 60 students, and the other at the University of Southern Maine serving 50 students in the social science area.

A state-supported training program worked intensively with nine school districts and consulted with 30 others. In addition, three conferences were held, and a week-long summer institute for teachers of the gifted was held.

A total of \$2,363,186 was granted for State subsidy for gifted and talented programs.

Special Student Membership

Educationally Disadvantaged (Chapter I)

Chapter I of the Federal 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 supplementary programs of reading and mathematics for disadvantaged children. It provides funds for supplementary 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 1984-85, 170 projects provided services to approximately 23,600 students enrolled in public and private schools in Maine. Of these students, 85 percent were in grades one through six, 15 percent in grades seven through 12 and nine percent in kindergarten.

Maine Chapter I programs in both reading and math have made a substantial impact on bringing students who were behind their classmates closer to average achievement rates. The gains exceed more than a year of growth per student average.

Maine Migrant Education

Approximately 70 school systems in Maine participated in the Maine Migrant Education Program in 1985.

There were 7,000 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.

Refugee Children in Maine

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

Number of eligible refugees:

1978	1979	1980	1981	1982	1983	1984	1985	1986
45	131	123	218	289	320	337	347	372+

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 refugee's primary need to learn English quickly. There is no funding support from any source for refugees in Maine longer than three years duration nor for other immigrants or for other children diagnosed as limited English proficient. These may total upwards of 15,000 children.

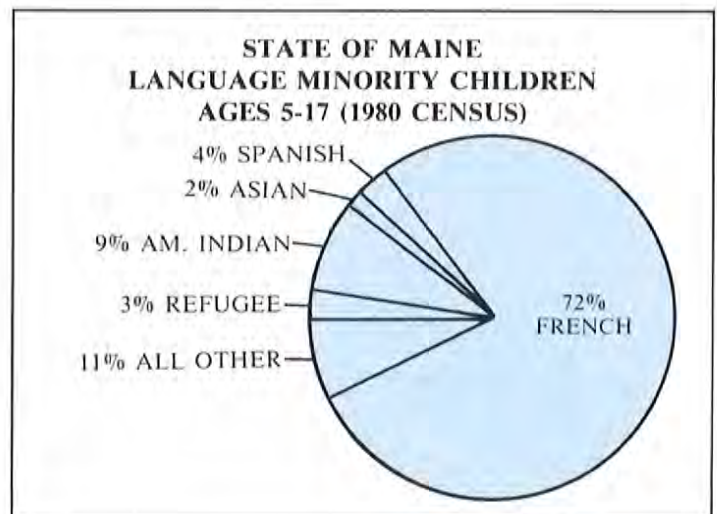
Federal ESEA Title VII and Civil Rights Title IV grant awards are the only technical assistance service vehicles the Maine Department of Educational and Cultural Services uses for these children.

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 ethnic group. A federally imposed data gathering instrument for all children in Maine is now in place, which will result in accurate information for the first time on children whose first language is not English and on children who are limited English proficient.

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.

During the past year four school districts implemented federal programs of bilingual education affecting nearly 500 children. These were at Sanford, Portland, Pleasant Point and Peter Dana Point.



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 also is 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 Department of Educational and Cultural Services and also is accredited by the Conference of Educational Administrators serving the Deaf.

Approximately 75 students in the school are served by an academic program which includes pre-school, elementary, mid-school and high 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 substance abuse team, established with the assistance of the Division of Alcohol and Drug Education of the MDECS, continues to increase awareness and understanding of issues related to chemical dependency. The health and sex education team — composed of staff, parents, students and community members — is designing and developing a comprehensive health and sex education curriculum appropriate for hearing impaired students in kindergarten through grade 12.

A classroom-based speech program has been established, and computer literacy courses have expanded to mid-school and elementary students as well as school staff. The vocational program, designed for mid-school and elementary students, includes computer science, career education, work-study and vocational counseling. Selected students attend Portland Regional Vocational Technical Center for more advanced vocational training.

Project SAIL (Students Achieving Independence in Life) has been established as a new program 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. This developmental, structured program is designed to teach independent living skills and decision-making skills in an apartment-like setting. The program is being refined and expanded for all residential students.

In past years, the school closed on weekends and students returned home. However, for the second year, open weekends have been offered at the school for hearing impaired students and their families from throughout the state to attend programs and participate in educational and recreational activities designed and implemented by the school staff to assist families in dealing with hearing impaired children.

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 now provides services to children ages 0-5. Consultation and training have been provided to more than 40 school districts and other service providers. A comprehensive week-long evaluation of language (English and/or another language if appropriate) and physical therapy assessments is available at the school for all impaired children, regardless of their mode of communication. For the past two summers, the Outreach Program has conducted a family learning vacation for families of hearing impaired children.

The University of Southern Maine in cooperation with the Governor Baxter School for the Deaf has established a M.S. program designed to train teachers of the hearing impaired. Members of the school staff have been working with the MDECS, the University of Southern Maine and other service agencies to establish statewide guidelines for educating hearing impaired children.

Education of the Handicapped

Twenty-seven thousand, four hundred and fifty-two (27,452) students were provided special education and related services in 1984-85. This represents 13.0 percent of the total estimated 5-17 age population in Maine.

The majority of handicapped students served were 9,764 learning disabled students. This represents 35.56 percent of all handicapped served or 4.63 percent of Maine's 5-17 school age population. Six thousand, six hundred and one (6,601) or 3.13 percent of the school age population 5-17 were identified as having speech problems.

Eighteen thousand, two hundred and ninety-eight special education students were educated in resource rooms*, 2,495 in composite classrooms**, 1,030 in regional day programs, 555 in hospital or home instruction and the remaining 5,054 students were educated in private or institutional programs, other alternative or tutorial programs.

The special education enrollment from 1976-77 to 1984-85 increased by 3,751 students or 15.8 percent.

Number of Handicapped Students Served P. L. 89-313 and P. L. 94-142

Preschool:	2,525	
6-17	23,469	
18-21	1,267	
Total	27,452	
Mentally Retarded:	4,622	
Hard of Hearing:	321	
Deaf:	181	
Speech Impaired:	6,601	
Visually Impaired:	169	
Emotionally Disturbed:	4,128	
Orthopedically Impaired:	422	
Other Health Impaired:	495	
Learning Disabled:	9,764	
Deaf/Blind:	4	
Multi-handicapped:	745	
Total	27,452	

*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 training 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.

National and Maine Summary of Students Receiving Special Education and Related Services Under P. L. 94-142 and 89-313 School Year 1984-85

Ages:	Maine	National
3-5	2,465	259,628
6-17	22,579	3,674,057
18-21	1,012	194,330
Total of P.L. 94-142	26,056	4,128,009
Percent of School Age Population (5-17)	12.36	9.20
Total of P.L. 89-313	1,396	249,245
Percent of School Age Population (5-17)	0.66	0.56
Total of P.L. 94-142 and 89-313 Combined	27,452	4,377,254
Combined Percent of Population	13.0	9.75
Percent Handicapped	100.00	100.00

NUMBER AND CHANGE IN NUMBER OF CHILDREN AGES 3-21 SERVED UNDER P.L. 89-313 and P.L. 94-142

+ _____ Number _____ +	+ Change in Number Served +	+ Percent Changes in Number Served +
1976-77	1981-82	1984-85
	1984-85	1984-85
	1976-77	1981-82
23,701	25,947	27,452
	3,751	1,505
	15.8	5.6

Home Study in Maine

Home Study in Maine

The home-study movement in Maine has grown dramatically in the past four years as the program has become more widely utilized by parents and better understood by all.

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.

The guidelines became effective in the 1985-86 school year.

The guidelines were developed 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.

A feature of the new guidelines is the process of appeal. If a family is denied program approval at the local level, the appeal to the Commissioner is first reviewed by a state level review panel. This panel consists of three people representing home schoolers, one person representing public school administration and one representative from the MDECS.

The number of home-schooling approvals in the 1984-85 school year totalled 135.

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 as their highest level of educational attainment.

Twenty-five point three percent (25.3%) of Maine teachers have a Masters Degree as their highest level of educational attainment.

**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 1984-85 school year with about two-thirds 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.

The number of individuals entering teacher training programs has declined over the past few years, especially in areas of math, science, business education and special education. Maine expects shortages in these areas to continue along with possible shortages in English and 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 MDECS. In all, approximately 7,500 educators renewed teaching credentials during the 1983-84 school year.

As the result of 1984 legislation Maine has 20 pilot project sites 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. 1985 legislation now requires all new teachers to complete a teacher qualifying exam in communication skills, general knowledge, and professional knowledge, in addition to regular certification standards.

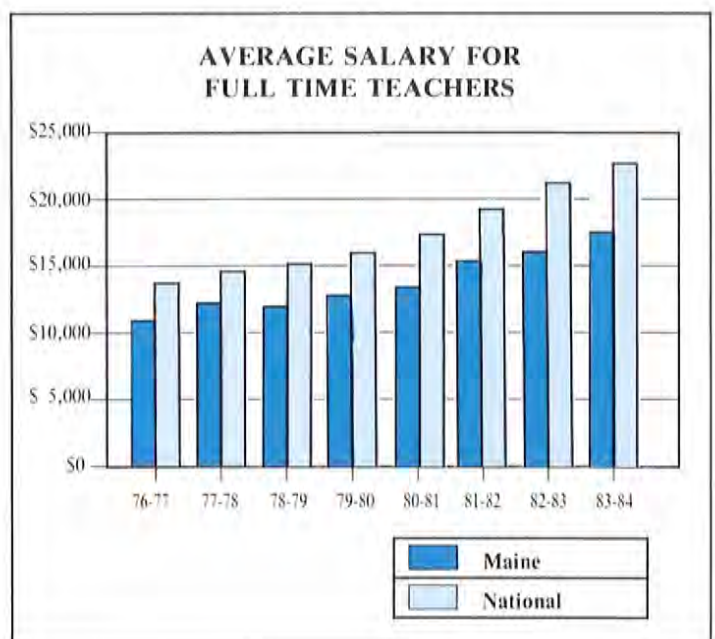
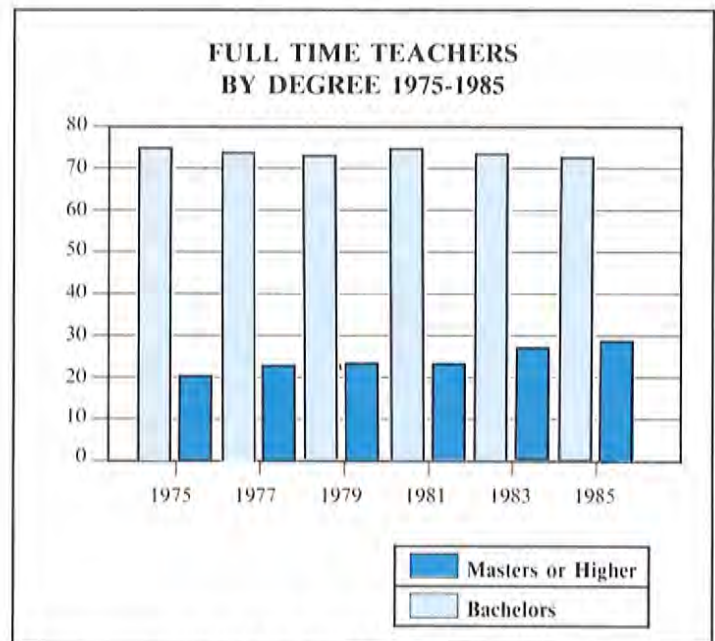
Teacher Supply and Demand

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 by 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 MDECS 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 programs in teacher education.

Projections through 1990 show that Maine's supply and demand of teachers in specific areas 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.



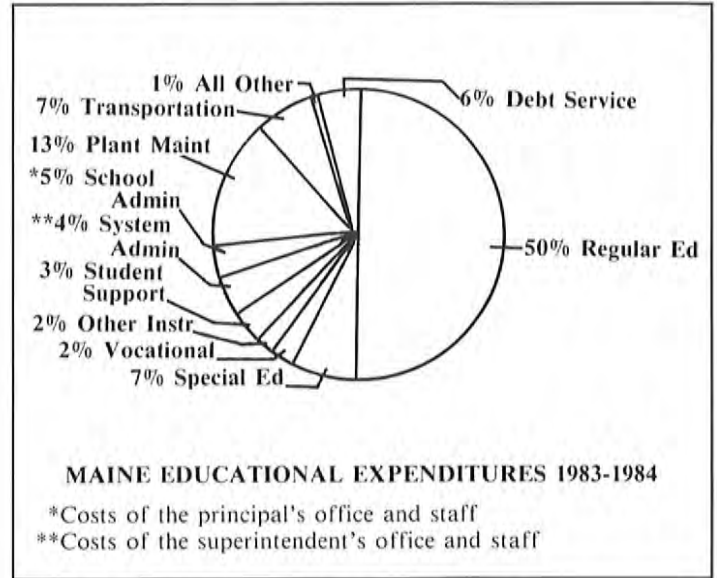
SECTION III: FINANCING K-12 PUBLIC EDUCATION IN MAINE

Local School Financing

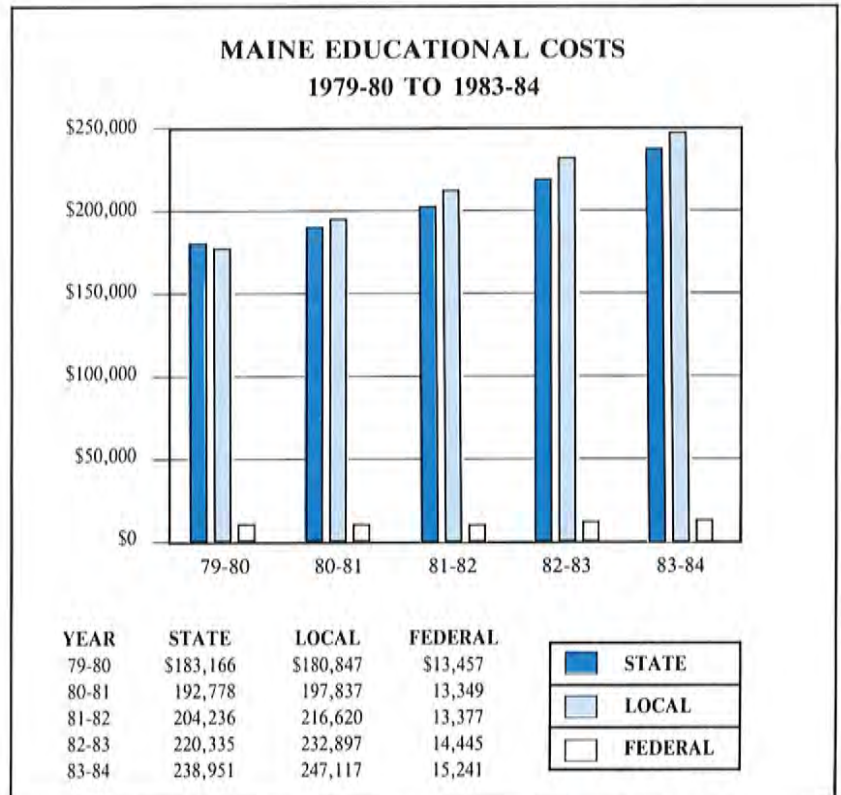
Types of Local Revenues and Expenditures

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 Transportation

An average of 164,600 school children were transported daily on school buses to public and private schools in Maine in 1985.

Average cost per mile for the 1,892 publicly owned and 417 privately owned buses was \$1.28, an increase of six cents per mile from 1984. Miles traveled during the year totaled 27,234,708 at an average cost of \$211.68 per student.

Expenditures for school transportation totaled \$34,843,555.52 for the year. Purchases of school buses totaled \$3,999,767.56.

School Nutrition Program

In 1984-85, 104,956 of the 208,430 students enrolled in public schools in Maine participated in the School Nutrition Program.

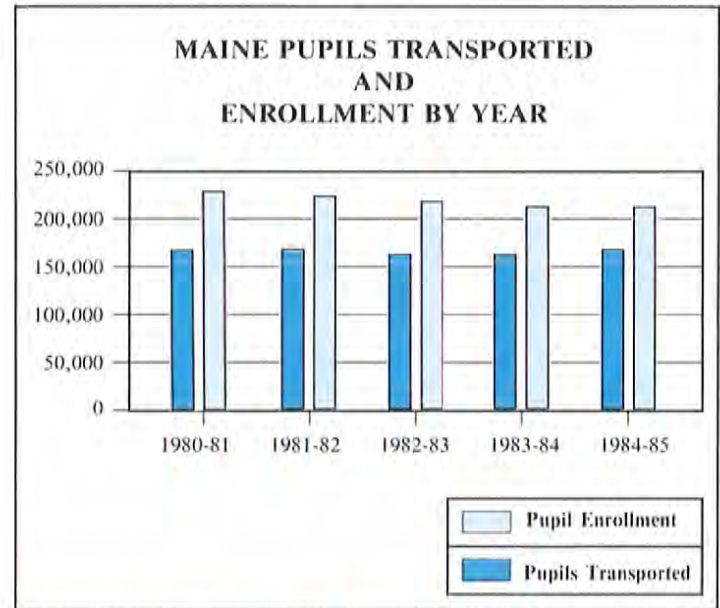
Only 26 out of the total of 745 public schools in Maine do not participate in the School Lunch Program. One hundred fifty public schools participate in the School Breakfast Program.

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

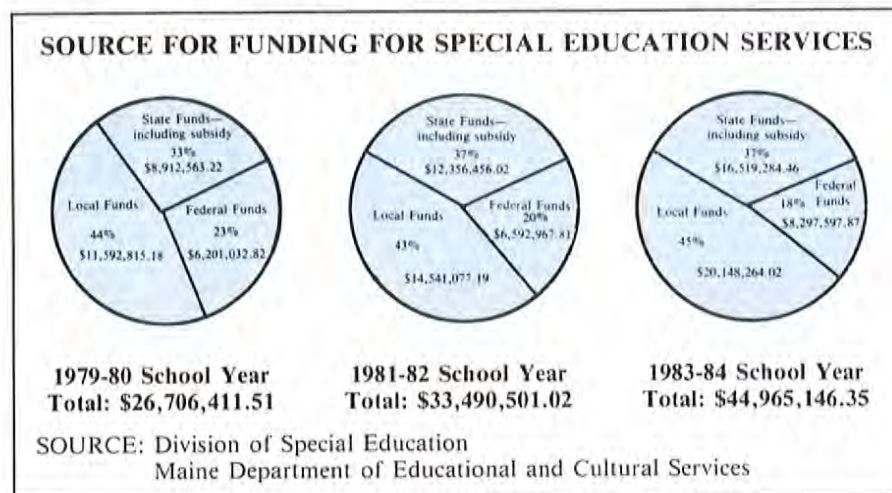
Since the enactment of Federal Public Law 94-142, Education of all Handicapped Children's Act, considerable progress has been made toward assuring that handicapped children and youth of Maine have a genuine opportunity to receive an education commensurate with their needs. Federal, state and local funds have increased significantly over the past 10 years; however, 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, a 68.3 percent increase.

State funding, including the subsidy for special education, increased from 8.9 million in 1979-80 to 16.5 million in 1983-84, an increase of 85 percent.

Local funding for special education increased from 11.6 million in 1979-80 to 20.1 million in 1983-84, up 73 percent.

Federal funding increased from 6.2 million in 1979-80 to 8.3 million in 1983-84, 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 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 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 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

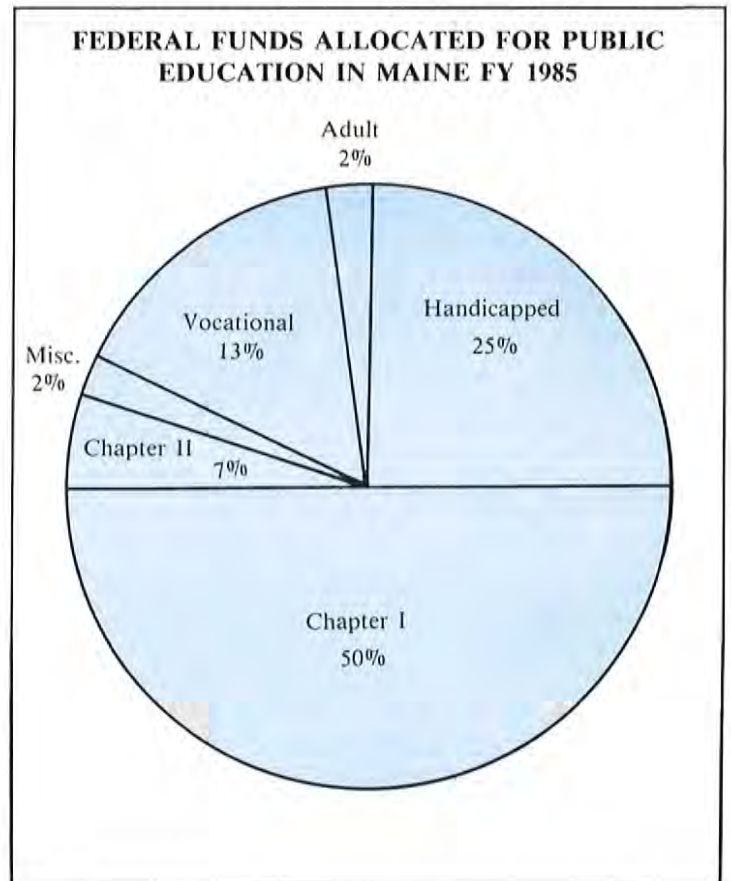
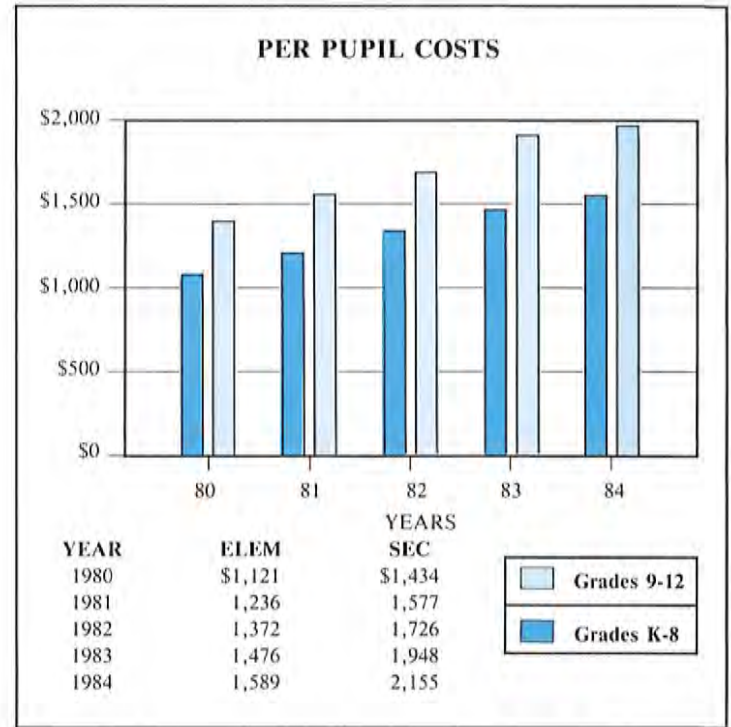
Federally funded programs administered by the Maine Department of Educational and Cultural Services are intended to supplement state and local public education efforts. Each program responds to educational needs which Congress has determined to be a national priority.

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

The school price index for this time period has risen 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 to Maine's educational efforts have declined in purchasing power.



SECTION IV: EDUCATIONAL DEVELOPMENTS

Education Reform

During 1984 and 1985, a massive commitment to improve the quality of public education was made in Maine by enactment of the Education Reform Act of 1984 and a series of related laws which set new standards and provided increased revenues and other resources for the state's public school systems.

This report is an update on implementation of the features contained in the enacted legislation.

Key elements

The potential effectiveness of the Reform Act lies in its recognition that there is no one simple method by which to upgrade Maine's public schools. The Act approaches the problem from several coordinated directions with increased accountability at all levels as a recurring theme.

These approaches include:

- Tightened school approval and refined accreditation procedures.
- Regular statewide assessment of pupil progress.
- Additional requirements for graduating from high school.
- Heightened requirements for those seeking to teach.
- Improvement in minimum teacher pay.
- Grants to teachers for creative improvement.
- Grants to encourage students to enter or improve their teaching.
- Strengthening the ability of the Department of Educational and Cultural Services to assist schools and teachers to make the needed improvements.

Basic School Approval

Regulations governing basic school approval were developed by a field-based task force and the DECS and distributed to school units throughout the state. A key feature requires schools to develop and implement School Improvement Plans designed to promote excellence in the schools of the state through a process of long-range planning. Each school administrative unit is required to adopt a plan by July 1, 1986.

In their planning, school districts will examine the full range of their educational services. They will assess needs and establish goals. In short, the school and its community will take an in-depth look at what the schools are trying to do and at the way in which they are going about it. Then they will draw up a five-year plan incorporating needed improvements.

Before adoption, plans will be reviewed at public meetings where school boards will invite discussion and comments from citizens of the community. Available to work with school districts in the development of improvement plans are a group of experienced educators and consultants employed by the DECS. Plans are to be updated annually, again with public review before adoption. School districts will file improvement plans with the DECS by September 30, 1986. Once plans have been filed, technical assistance in the form of on-site visits, observations and consultations with school staffs by their colleagues will help schools to match their plans for change to the needs they have identified.

Accreditation

Beginning with the 1989-90 school year, all Maine's public secondary schools are to participate in the accreditation process. Accreditation is optional for elementary schools.

Specific new accreditation standards include:

- Assessing the community's educational needs.
- Setting educational goals.
- Adopting a discipline code as well as homework, attendance and promotion policies.
- Integrating the newly mandated statewide student assessment program into the school's improvement process.
- Establishing an evaluation process and performance standards for teachers and administrators.

A review committee of educators from outside the school unit will be appointed by the DECS to conduct an on-site review and make further recommendations for school improvement.

Overseeing the development of accreditation procedures is a committee drawn from the ranks of local school districts, including teachers, administrators and school boards; a regional accrediting agency (New England Association of Schools and Colleges) and the DECS. The committee will develop accreditation standards for elementary schools and refine existing standards for secondary schools. Public hearings will provide opportunity for public input. This committee expected to complete its work during the summer of 1986.

Early Elementary Education

Funds were made available through the Reform Act of 1984, which mandates kindergarten throughout Maine's systems, for projects in early elementary education (kindergarten through grade three).

Grants totaled \$250,000 for the 1984-85 school year and a half million for the current year. Applications are due in January for 1986.

A diverse array of programs has won grants, including programs for staff development, projects which provide a two year kindergarten program for students who are not ready for the first grade after one year, and a program which focuses on art as a technique for enhancing learning in the early grades.

High School Graduation Requirements

New high school graduation standards (enumerated on Page 12) are effective beginning with the seniors of 1988-89 and began with the current school year to ensure that the necessary instruction is available to the current freshman class, which will be the first required to meet the new standards.

Vocational students may complete their sequences within the vocational programs. Details of equivalencies which will enable students in vocational programs to meet some graduation requirements through their vocational courses are being worked out by the DECS and representatives of local school districts.

Students who transfer to Maine high schools from other states will have their transcripts analyzed by administrators in their local districts to determine the extent to which they have met both local and state graduation requirements.

In instances where school districts would experience financial hardship in meeting the new standards, the Commissioner is empowered to permit up to two additional years for compliance.

The Quality of Teaching

Several elements of the 1984 Reform Act, as well as laws enacted in 1985, are directed at improving the quality of teaching in the public schools.

- **Teacher Certification Law.** This law, enacted in the spring of 1984, provides the basis for a career ladder in teaching and establishes three levels of teacher certification: provisional, professional and master.

Secondary level teachers of special subjects are required to have training in those areas. The State Board of Education is empowered to establish criteria for assessing teacher proficiency and subject matter competency for the provisional certificate. School systems which seek to employ teachers with provisional certification will be required to establish support systems and develop plans for the professional development of their provisional personnel. Provisional certificates are for two years and are not renewable. A pilot period of three years is allowed for study and fine tuning prior to full implementation in 1988.

- **Teacher Qualifying Examination.** Starting this year, all applicants for an initial teaching certificate must take a qualifying examination. Areas to be tested include capabilities in communications, including reading, writing and listening, and general knowledge covering concepts in mathematics, fine arts and social sciences. Applicants also will be tested on professional knowledge covering the skills and information required in the classroom. At this time, these areas are tested through use of the Core Battery Exams of the National Teacher Examination, a product of the Educational Testing Service (ETS). The test results are only one of the criteria to be considered in evaluating the qualifications of applicants.

To assure that relevant and responsible standards are adopted for qualification, the first two years of testing will be used as a validation period. Minimum qualifying scores will be determined after June 30, 1988. No one taking the test prior to that date will be disqualified based on test scores. After the establishment of cutoff scores, teacher candidates will be permitted to take the test, or portions of it, as many times as they wish. During the validation period, the DECS will be working with ETS studying the scores of applicants to determine an appropriate cutoff score for Maine candidates, which may be higher or lower than the cutoff for teachers in other states. Some 38 states are using or planning to use the NTE as an element in the certification of teachers.

- **Requirements for administrators.** Legislation enacted in 1985 calls for new certification qualifications for school administrators including superintendents, principals and vocational education directors. Administrators are required to show basic knowledge in such fundamental areas of education as effective instruction, curriculum and staff development, school finance and educational philosophy and organization. In addition, they must be well grounded in related fields which are increasingly important to school administration including community relations and civil rights.

Work to refine the certification requirements for administrators is taking several directions. A pilot project conducted by a group of schools in the Kennebec Valley area is reviewing national research which spells out the kinds of work done by administrators. The pilot project will examine logs kept by administrators in Maine to learn how they spend their time and will translate that information into the skills needed to perform the tasks. Then it will compare these results with those of the national research. Several approaches are being used to find ways to assess administrative skills. Another continuing component of this work is examining means, other than traditional college programs, by which administrators can obtain the skills and knowledge they require.

- **Teacher Recognition Grants.** Full-time teachers will receive stipends, funded by the state, of \$2,000 in February and August of 1986. The Legislature has stated its intention that \$13,500 become a minimum salary for teachers beginning with 1986-87 and has mandated a minimum salary of \$15,500 in the following year.

- **Innovative Education Grants.** To stimulate and support creativity in Maine's schools, \$500,000 was provided for 1984-85 with half awarded for proposals generated by teachers and groups of teachers and half for school-based proposals. Seventy-five grants for teachers were funded in amounts up to \$5,000. These covered all grade levels. Thirty-nine grants were awarded to school-based proposals, many for amounts from \$1,000 to \$5,000 and some for larger amounts up to \$20,000. Grants for the current school year include \$375,000 awarded to 125 classroom-based projects and a like amount to 44 school-based proposals.

Deadline for applications for grants in these two programs for 1986-87 is January 31, 1986 for the school-based grants and March 14, 1986 for the classroom awards.

- **Blaine House Scholars.** Under this program 93 Maine teachers have received interest-free loans and high school seniors or graduates entering teacher pre-service training have received a total of 171 awards. Preference is given to those pursuing studies in subject areas where there are teacher shortages. The program is expected to help Maine overcome existing teacher shortages which would otherwise grow worse in coming years. The Scholars also include 85 students pursuing other than teaching careers.

To be eligible, high school applicants must have graduated in the top half of their classes. Applications for the next group of Scholars were mailed, as the current year started, to all Maine high schools and to financial aid offices in colleges and universities throughout New England. A half-million dollars is available for awards for this year's successful applicants and the same amount is available for loan renewals for prior recipients.

The program offers a maximum of \$6,000 in loans over a four-year period. Students must maintain a 2.5 grade point average to be eligible for annual renewals. The loans carry no interest and are to be repaid within five years of graduation. For students who enter teaching in Maine, loans may be paid off by four years of teaching or by two years of service in an under-served or remote area of the state. Teachers in the program are expected to repay loans within three years and they may substitute one or two years of service in the state for repayment.

- **Student Assessment.** Assessing student progress is a vital element of accountability. Assessment is equally important as a basic diagnostic tool to direct the resources and energies of citizens, taxpayers, parents and educators to those areas most in need of attention. Assessment in Maine will provide information to facilitate ongoing improvement of education.

Maine's assessment program (described beginning on Page 2 of this report) measures a broad range of proficiencies in each of the subjects being assessed. All students in grades four, eight and 11 will be assessed each year in reading, writing and mathematics. In addition, samples of students will be assessed yearly in social studies, sciences and the humanities.

Results of the testing of grade eight students in November 1985 will be made available to school systems in January 1986.

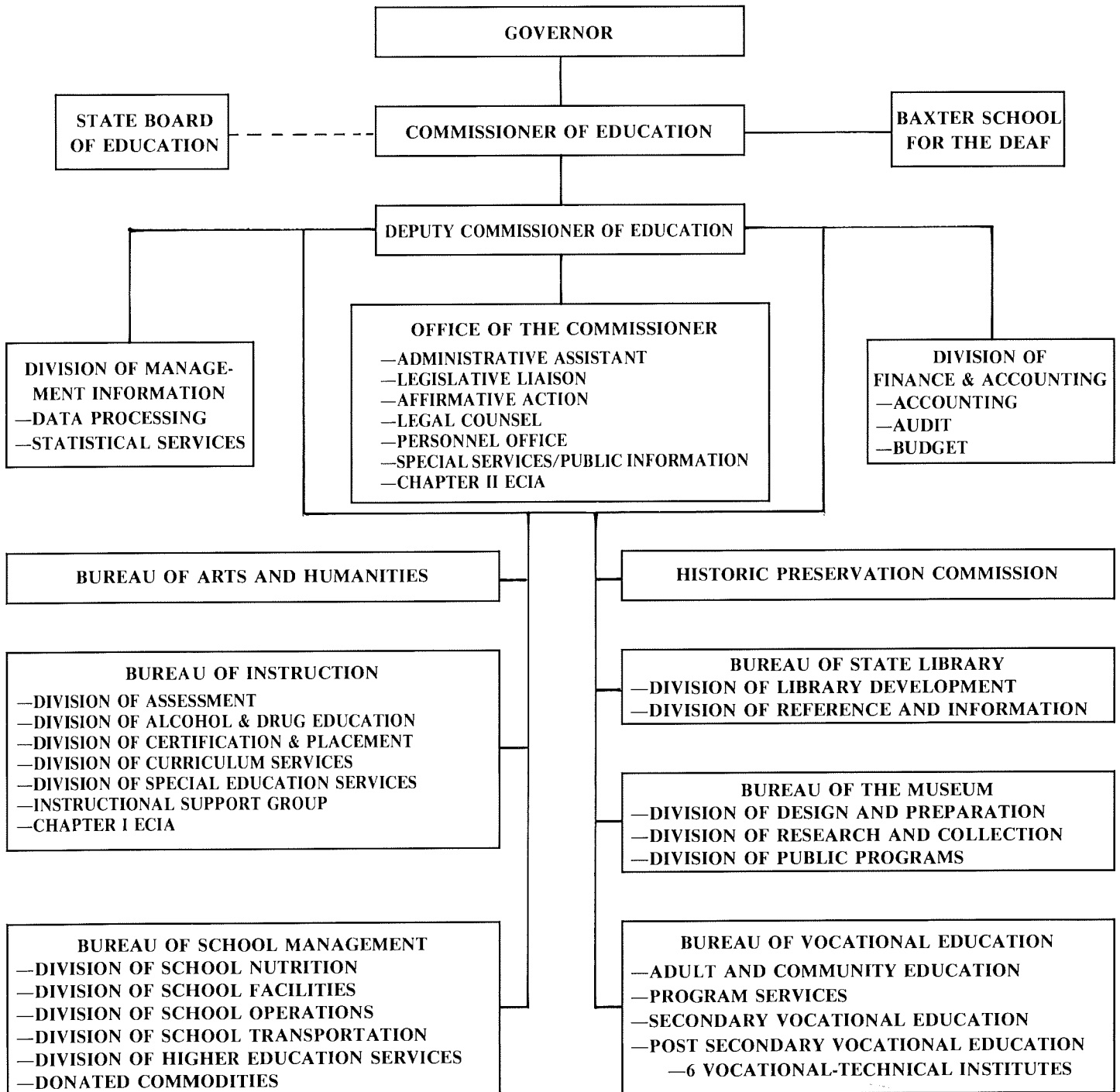
Summary

The laws which Maine adopted in 1984 and 1985 constitute not only a commitment to education but an impressive answer by the people of Maine to the recommendations of the state-wide study by the Commission on the Status of Education in Maine — **Education: Maine's Most Important Investment**. Work is moving ahead, on schedule, to implement all phases of Maine's comprehensive improvement of education, and there is gratifying cooperation between the Maine Department of Educational and Cultural Services and local school administrators and teachers.

The citizens of Maine, who have displayed a willingness to provide the needed resources for improved education, are being well-served.

State of Maine
DEPARTMENT OF EDUCATIONAL AND CULTURAL SERVICES
 Augusta 04333

ORGANIZATIONAL CHART



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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Division of Management Information

The Maine Department of Educational and Cultural Services insures equal employment, equal education opportunities, and affirmative action regardless to race, sex, color, national origin, religion, marital status, age or handicap.