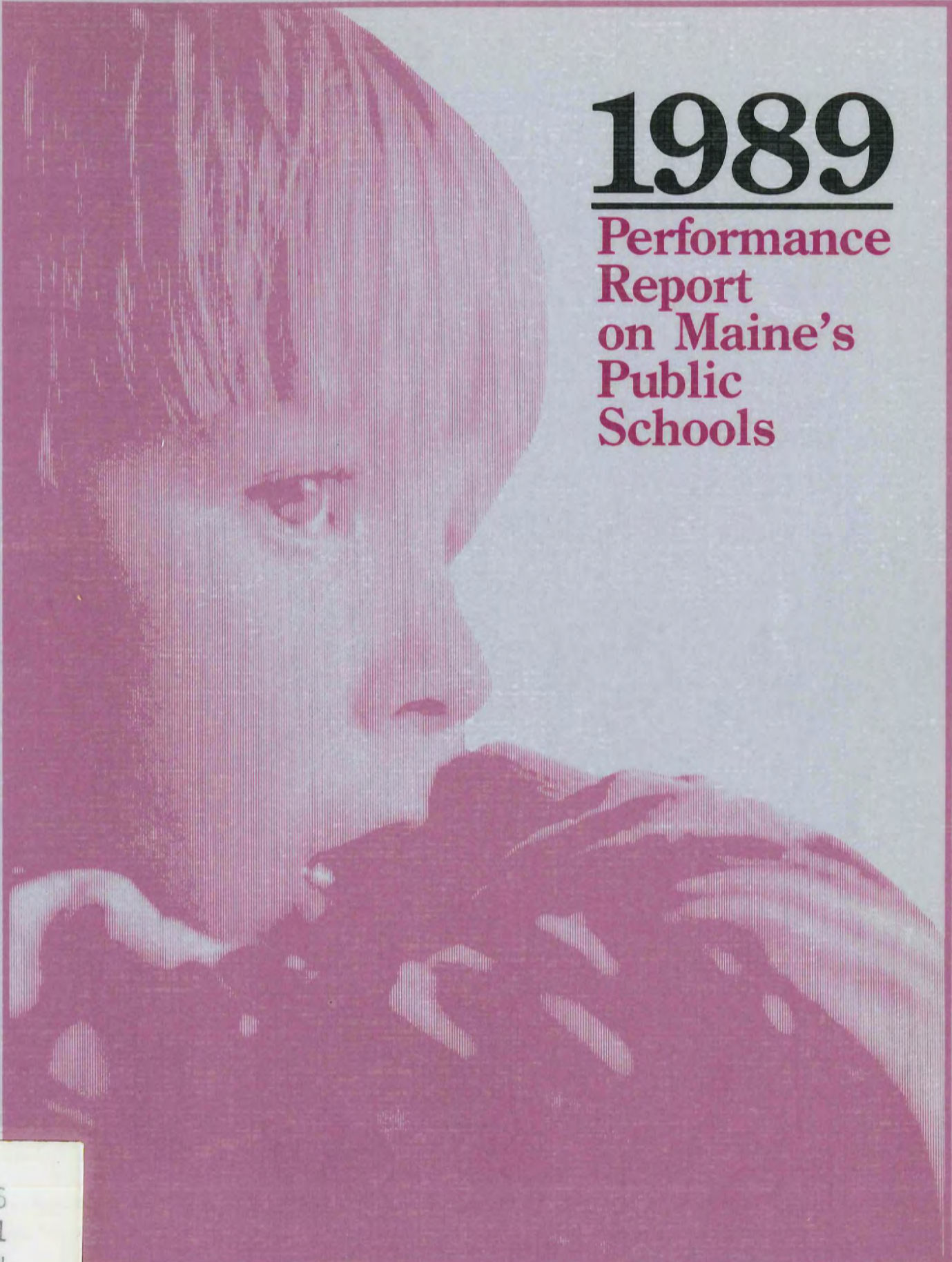


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# 1989

## Performance Report on Maine's Public Schools

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Maine  
Public Schools  
Performance Report  
1989



JOHN R. McKERNAN, JR.  
GOVERNOR

DEPARTMENT OF EDUCATIONAL AND CULTURAL SERVICES  
EVE M. BITHER  
COMMISSIONER

387876





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John R. McKernan, Jr.  
Governor

Eve M. Bither  
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DEPARTMENT OF  
EDUCATIONAL AND CULTURAL SERVICES

Telephone (207) 289-5800

Dear Maine Citizen:

Each year, the Department of Educational and Cultural Services produces a report summarizing some of the most important statistics, ongoing and new programs, and activities within the various Bureaus of the Department.

In this year's report, we offer the update for the year 1988 and include not only statistics pertaining to Maine's schools and its adult education programs; but also those of the State Board of Education and of the State Library, the State Historic Preservation Commission, the Arts Commission, and the State Museum.

Together, these components of the Department work to fulfill the educational hopes and dreams of Maine's young citizens and to enrich the lives of all her citizens through a wide array of educational, cultural, and artistic services. We hope you find the information useful and urge you to contact any of us should these pages raise questions.

Sincerely,

A handwritten signature in cursive script that reads "Eve M. Bither".

Eve M. Bither  
Commissioner



# Table of Contents

## SECTION I:

### EDUCATIONAL ACHIEVEMENT

#### High School Graduation

Graduation Rates . . . . .	1
High School Completion Programs for Adults . . . . .	1

#### Achievement of Public School Students

Maine Educational Assessment 1987-88 . . . . .	1
Writing . . . . .	2
Gender Differences . . . . .	3
Analysis by Program . . . . .	3
Higher Level Thinking Skills . . . . .	4
Reading . . . . .	4
Mathematics . . . . .	4
Science . . . . .	4
Social Studies . . . . .	4
Humanities . . . . .	4
Conclusion . . . . .	4

#### Achievement of College Bound Students

Performance on SAT . . . . .	5
Performance on Achievement Tests . . . . .	5

#### Maine's Cultural Resources

Maine State Library . . . . .	6
Maine Arts Commission . . . . .	6
Maine Historic Preservation Commission . . . . .	6
Maine State Museum . . . . .	7

## SECTION II:

### DEMOGRAPHIC AND EDUCATIONAL PROFILE

#### Profile of Maine

Demographic Information . . . . .	8
Educational Attainment . . . . .	8

#### The Educational System

Public School Enrollment . . . . .	8
Maine's Public Schools . . . . .	8
Maine's Educational Program . . . . .	10
Gifted and Talented . . . . .	10
Alcohol and Drug Education . . . . .	11
Maine School and Public Libraries . . . . .	11
Secondary Vocational Education . . . . .	11

#### Special Student Membership

National Origin Minority Groups . . . . .	12
Recent Immigrant Children . . . . .	13
Compensatory Education (Chapter I, Migrant) . . . . .	13
Governor Baxter School for the Deaf . . . . .	13
Education of Exceptional Students . . . . .	14
Home Study in Maine . . . . .	14
Truancy and Dropouts . . . . .	14

#### School Personnel Profile

Maine Educators . . . . .	15
Teacher Education and Certification . . . . .	15
Average Annual Salaries . . . . .	16
State Board of Education . . . . .	16

## SECTION III:

### FINANCING K-12 PUBLIC EDUCATION IN MAINE

#### Local School Financing

Types of Local Revenues and Expenditures . . . . .	17
Special Education Services . . . . .	17
Public School Pupil Transportation . . . . .	17
School Nutrition Programs . . . . .	17
Food Distribution Program . . . . .	17
Maine Education Costs . . . . .	18

#### State of Maine Education Appropriations

General Purpose Aid . . . . .	18
Per Pupil Costs . . . . .	18

#### Federal Appropriations for Education

Federally Funded Programs . . . . .	18
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## SECTION IV:

### EDUCATIONAL INITIATIVES

Initiatives . . . . .	19
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# SECTION I: EDUCATIONAL ACHIEVEMENT

## High School Graduation

### Graduation Rates

Thirteen thousand six hundred ninety-two (13,692) Maine students graduated from public high schools in the 1986-87 school year, reflecting a class of 1987 graduation rate of 74.2 percent for Maine seniors. Also, in 10 private secondary schools with at least 60 percent publicly funded students, as determined by the previous school year's October to April average enrollment, there were 931 students who graduated for a 94.5 percent graduation rate. The class graduation rate is the number of high school graduates measured against the ninth grade fall enrollments of four years earlier. Within a state, the class graduation rate is not adjusted for in-to-state and out-of-state student migration. National data published by the U. S. Department of Education is adjusted for student migration.

Maine data on graduation rates do not reflect adult ed high school diplomas. These are awarded to young adults between 17 and 20 years of age who have been approved to use the adult diploma route for completing their high school education. The Department is working on new data collection procedures which will more accurately reflect the number of diplomas granted to these young adults who were regular high school students but received their diplomas in an alternate manner. This new procedure will provide a more accurate indicator of success of Maine high schools to increase graduation rates for Maine students.

### Adult High School Completion Programs

The 1980 Census data indicates that 238,000 Maine adults over age 18 do not have a high school credential. In addition, there are significant numbers of young people who drop out of Maine schools each year. During 1987-88, 112

of Maine's public school adult and community education programs gave Maine's adults a "second chance" to receive their high school credentials.

As a viable extension of the K-12 program, Maine's adult education programs provide opportunities for receiving high school credentials by one to two means:

#### 1. Regular High School Diploma.

Students can add to their previous high school transcripts and thereby graduate with a diploma. In Maine, an academic course has a minimum of 45 hours of instruction. The State has developed a program called ECO (External Credit Option), that is administered by the Maine Department of Educational and Cultural Services (MDECS). This program is a series of home study curricula that offer academic credit toward the high school diploma. It helps to eliminate such barriers as travel, child care, and time commitment.

#### 2. High School Equivalency Certificate.

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 by employers. The GED exam consists of five components: writing, math, social studies, science and reading skills.

The high school completion programs were involved in many significant changes and highlights during this past year.

Starting January 1, 1988, Maine was one of seven states to administer the new 1988 version of the GED exam. This exam had many changes which were a result of the recent excellence in education movement across the country. The major change was the addition of a required 200-word essay. For the first time, individuals had to prove their ability to express themselves in writing.

A contract was signed with Advanced Systems in Measurement and Evaluation, Inc., of Dover, New Hampshire, to score the writing component of the exam.

Maine's GED program and the Adult Staff Development Project office received national attention for its work in preparation for the new GED exam. Over 400 teachers, administrators, secretaries and guidance personnel were trained in holistic writing, and scoring.

During the school year 1987-88, 2,470 Maine adults received a GED and another 828 were awarded a regular high school diploma.

In the United States, one out of seven diplomas issued is based on results from the GED tests. In Maine one out of four diplomas issued is through the Adult High School Diploma Credential Program.

In percentage of people successfully passing the GED, Maine rates among the top five nationally. Ninety-one point five (91.5) percent of Maine adults who take the GED test pass it compared to the national average of 72.3 percent.

## Achievement of Public School Students

### Maine Educational Assessment

Three years of results from the Maine Educational Assessment Program (MEA):

- Show an improvement in quality of student writing at all grade levels.
- Focus attention on the performance differences of males and females.
- Raise concern for the expectations and performance of students who are not college bound.
- Provide insight into the struggle students have with higher level thinking skills.

The MEA, which was established as a component of the Educational Reform Act of 1984, tests all students in grades



four, eight and eleven in six academic areas. Overall performance of Maine students on these assessment tests has been quite stable over the initial three-year period of the program. An anchor study during the initial year of the assessment indicated the performance of Maine students to be slightly higher than national averages in all six subject areas assessed.

The MEA tests in reading, writing, mathematics, science, social studies and humanities are custom-designed to measure a broad range of proficiency, including material designed to challenge students inferential and problem-solving skills. Advisory committees composed of teachers and representatives from Maine colleges guide the development of the content of the assessment tests. With the exception of writing, each subject area test contains over 200 questions, including open response questions in reading and mathematics.

The writing assessment allows each student approximately one hour to respond to a prompt (topic). The samples of student writing are then scored by Maine teachers through an analytical process which examines topic development, organization, details, sentences, wording, and mechanics.

In addition to providing an increasing base of student performance information at the state level, the MEA reports directly to parents through a letter which describes their child's results on the common sections of the reading, writing, and mathematics tests. At the school and district level the MEA reports program results in all six subject areas and provides a detailed sub-group analysis of results. The evidence is clear that the assessment results are becoming increasingly useful for policy planning at both the state and local levels. A copy of the "State Summary and Interpretive Report" is available from the Division of Educational Assessment.

## Writing

Teachers who have been involved with the scoring of student writing for the past three years have observed improvement at all three grade levels. Not only are students writing more, the overall quality is significantly higher.

## STATE OF MAINE

Department of  
Educational and Cultural Services

March 23, 1987

To the Parents of

School:

During November, your child was tested in reading, writing and mathematics as a part of the Maine Educational Assessment (MEA). I am sending you this letter to provide you with your child's results and to encourage you to talk with your child's teachers about them.

With some exceptions, all the eighth grade students in were tested in reading, writing and mathematics as part of the MEA. A complete report on the performance of the students in the district will be made public in the near future.

The performance of your child is summarized below.

	Highest Possible Score	Your Child's Score	Percentile Rank		Highest Possible Score	Your Child's Score	Percentile Rank
Comprehension	36	29	83	Computation	16	10	50
Management	14	10	58	Concepts	18	8	40
Literary	22	18	89	Application	16	12	92
Content	14	11	77	Total Math	50	30	66
Practical	14	10	46				
Long Passages	28	22	81	Narrative	72	45	52
Short Passages	22	17	70	Problem Solving	72	46	83
Total Reading	50	39	78	Total Writing	144	91	73

Your child scored better in some areas than others. The "Percentile Rank" column tells you the percentage of students in Maine that your child outscored in each area. Of the three total scores, Reading was your child's area of the greatest relative strength, with a total score surpassing that of 78 percent of the students statewide on the test.

Details about the test and your child's performance are available from the teacher. I would encourage you to contact the school to discuss the results of this testing and other information the school staff might have about your child's academic progress.

Sincerely,

Eve. M. Bither  
Commissioner of Education

## Scoring

Writing samples are scored by Maine teachers and administrators at 3-day sessions. Each composition is scored independently by two readers for six attributes:

**Topic Development:** measures the overall effect and the fluency of the paper; reveals the ability to write in the appropriate mode of discourse; shows awareness of the audience and the purpose for writing.

**Organization:** measures the degree to which the response is focused and clearly the logically ordered.

**Details:** evaluates the use of appropriate reasons, details, and examples to enhance the effect and/or support the conclusions of the piece.

**Sentences:** examines the degree to which the response includes sentences that are (1) complete and correct; (2) varied in structure and length.

**Wording:** evaluates the student's choice of words for correct usage, specific vocabulary, freshness and vividness of language.

**Mechanics:** measures the correct and effective use of spelling, punctuation, capitalization and paragraphing appropriate to the grade level.

Each of these attributes is scored on a scale from 1 to 6. Differences greater than one in the corresponding ratings of the two scorers are adjudicated by the table leader.



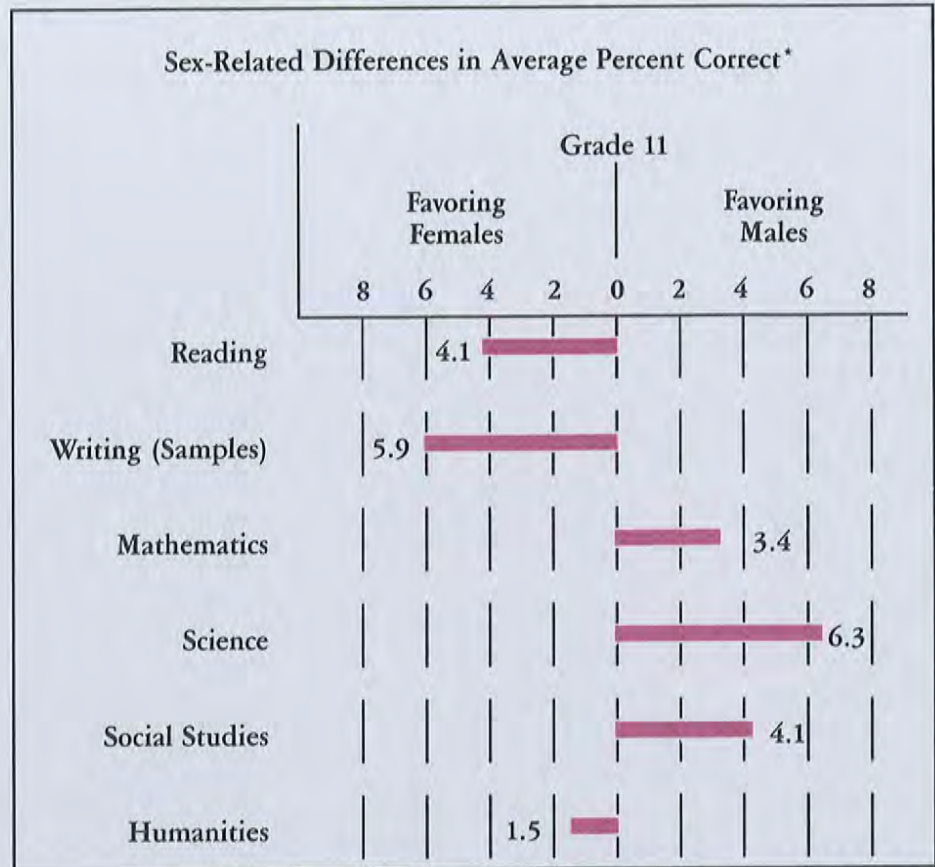
Compared to the initial assessment of writing, this year's papers displayed a more imaginative and fluent style. Teacher and student questionnaire data indicate increases in student drafting and sharing of writing, as well as greater teacher involvement in professional associations and in-service programs.

Approximately 150 Maine teachers at each scoring session — some 1,200 since the program started — may be the driving force behind the improvement in student writing ability. These teachers have brought back to their schools analytical skills in scoring writing, as well as insights and ideas on how to improve writing instruction, which they shared with other teachers.

*“Most significant, for me, is the evidence that Maine students can write. I have been scoring these tests since their inception, and the quality of the writing—grammar, mechanics, and most of all, ability to handle content—has been better each year.”*

## Gender Differences

Results of the MEA over the three year period has heightened awareness and fostered initiatives to address the performance differences between males and females. By grade 11, girls outscore boys significantly in reading and writing, and boys have a decided edge in mathematics, science, and social



studies. The table above shows the gender performance differences for grade 11 students. The percentages may seem small and not particularly consequential, however, the differences represent consistent responses from 16,000 students responding to a total 200 questions in each subject area except writing.

## Analysis by Program

Performance differences between college bound and non-college bound students taking the MEA tests were expected, but the extent of the differences have concerned teachers and administrators reviewing the results. Students were identified as college bound by using the definition of the National Association of College Admission Counselors which requires that students have completed all three of the following before graduation: (1) Chemistry or Physics, (2) Geometry or Algebra II, and (3) at least two years of the same foreign language. The chart shows the average percent correct on each of the sub-tests for both groups.

The performance differences illustrated by the chart are of particular concern because the MEA, as designed, contains only a limited number of questions that require advanced course work. Further, test questions addressing basic skills and important consumer concepts and problems were found to yield performance differences of the same magnitude. As a result of these findings Commissioner Bither has

**MEA SCORES (Percents Correct) FOR STUDENTS IN AND NOT IN COLLEGE-PREP (NACAC Recommended) PROGRAMS**

	Males		Females	
	College Prep	Not College Prep	College Prep	Not College Prep
Percentage of Males/Females	38	62	43	57
Average Percent Correct				
Reading	83	61	85	66
Writing	75	60	76	65
Math	76	51	71	47
Science	73	56	66	49
Social Studies	78	60	72	56
Humanities	73	55	73	55



called for schools to examine their curricula and expectations set forth for students not bound for college.

## Higher Level Thinking Skills

As indicated earlier, the MEA is designed to measure both a broad range of proficiency and higher-level thinking skills. For example, a reading passage recently used with grade 8 students described an ancient Japanese fishing method by which teams of fishermen, headed by U-jo, used long-necked, diving birds called cormorants.

### QUESTION 1

The firelight is used to

- A. light the boatmen's way.
- B. attract the fish.
- C. warm the fishermen.
- D. entertain the tourists.

### QUESTION 2

Which of the following words best describes the job of the U-jo?

- A. exciting
- B. complicated
- C. dangerous
- D. monotonous

### QUESTION 3

The dark blue head wrap worn by the U-jo is probably shaped like the silhouette of a cormorant because it

- A. helps to attract the fish.
- B. frightens the cormorants.
- C. is worn to honor the cormorant as well as protect the U-jo.
- D. is the shape that provides the best protection for the U-jo.

That firelight is used to attract the fish is stated in the passage, hence the answer to the first question requires literal comprehension. The second question describing U-jo's job is described in several sentences requiring a level of inferential comprehension in which the student must read between the lines to get the correct meaning. The third question requires the student to make an inference that goes beyond the lines of the text, using good evaluative skills and some prior knowledge of traditions in other cultures. Similar questioning strategies were used in the

other subject areas to focus on the abilities of students in handling higher level thinking skills.

## Reading

In reading the three years of MEA results have confirmed that students do well in responding to literal and many types of inferential questions based on simple text. More revealing is the impact of interest and prior knowledge on the ability of students to comprehend more challenging text.

## Mathematics

In mathematics, students at all three grade levels were proficient at computing with whole numbers and decimals. On application questions all three grade levels were able to solve routine word problems, but performance declined on questions requiring a greater understanding of what is asked by the problem. Questions asking what strategy might be most effective in problem-solving indicated many students lacked experience with alternative problem-solving approaches.

## Science

Student performance in science has been constant over the three years of the MEA, with better performance on knowledge-level questions than on application and higher order questions. Of particular concern was the inability of many students to generalize, synthesize, and organize.

## Social Studies

The social studies assessment covers a broad range of topics within the areas of physical environment, history, political science, economics, sociology, anthropology, and process skills. Although the findings indicate strengths in performance, particularly in relation to current issues and events, the results indicate that social studies programs are emphasizing facts learned in isolation.

## Humanities

The humanities assessment is composed of five areas which includes literature, visual arts, language, performing arts, and religion/philosophy. The

cognitive analysis is organized in a somewhat different way than the other subject areas. Each of the content areas are analyzed in three dimensions (1) forms, element, and techniques; (2) meaning and purpose; and (3) social and historical perspectives. Questions analyzed under the meaning and purpose heading attempts to measure the breadth of understanding in humanities areas, and calls upon the student's analytical and evaluative skills. Patterns of performance in humanities as in other subject areas show that many students lack experience in demonstrating an ability to generalize knowledge to other situations.

## Conclusion

The Maine Educational Assessment Program, having completed the initial three-year period of implementation, is beginning to produce trend information that is particularly valuable in evaluating the effectiveness of educational programs. The evidence is clear from our technical assistance program that Maine schools are already using this new source of information constructively in planning for school improvement. Finally, from our review of newspaper clippings, it is evident that the MEA is becoming a positive vehicle for the school and the public to focus discussion on critical educational issues.



# Achievement of College Bound Students

## Performance on SAT

Maine college bound seniors scored better than the national average on the verbal section of the Scholastic Aptitude Test (SAT) given in 1988. On the math portion of the SAT, Maine seniors maintained the same average as last year.

Maine seniors averaged 430 on the verbal section of the test. The national verbal average was 428. The Maine 1988 math average was 466 for the fourth consecutive year. The national math average was 476.

At the national level, the verbal average dropped by two points and the math average remained constant.

The 1988 SAT results for Maine show:

- Fifty-nine (59) percent of Maine's approximately 15,700 high school seniors took the SAT, an increase of 6.2 percent over last year. Nationally, 42 percent took the SAT.
- In nine of the past 10 years, Maine male verbal SAT scores have been higher than those of Maine females (females recorded a higher average in 1979). During the same time period, male verbal SAT scores have been higher by an average of three points. The difference in 1988 was seven points.
- In 1988, male verbal scores were down an average of four points to 434 and female scores were down an average of two points to 427 from the previous year.

- From 1979 to 1986, national male verbal SAT scores were higher than Maine male scores by an average of two points. In 1987, for the first time, the Maine male SAT average exceeded the national male average by three points. The national male average was one point higher in 1988.

- In each of the past 10 years, Maine female verbal SAT scores have been higher than the national female scores in each year — by an overall average of 6 points per year.
- During the past 10 years, male math SAT scores have been higher than those of females by an average of 44 points. The difference in 1988 was 42 points.
- In 1988, the male math average for seniors in Maine was down six points to 488 (the same as 1980, 1985, and 1986). The female average was up six points to 446, the same average as in 1985 and the second highest average since 1980, when it was 447.

## Performance on Achievement Tests

In 1988, 2,593 Maine high school seniors, representing 28 percent of the number who took the SAT, took at least one Achievement Test. Nationally, 20 percent who took the SAT also took one Achievement Test.

Achievement Tests are curriculum-based and are designed to measure educational outcomes or knowledge in specific subject matter areas, such as French, physics, American history and English composition.

In 1988, following a steep 13.2 percent decline in 1987, there was an increase of 2.6 percent in the number of students taking at least one Achievement Test. After a decline of 12 percent last year, there was an increase of 0.7 percent in the total number of tests taken.

The Achievement Tests results show that:

- In 1988, 16 percent of all Maine graduates took at least one Achievement Test, twice the national average.
- The number of tests taken per student was 2.91, compared to 2.96 a year ago.
- Students who took at least one Achievement Test earned SAT scores well above the state average in both verbal (502 compared to the state average of 430) and math (549 compared to the state average of 466).
- Achievement Test scores for Maine seniors have been rising sharply in recent years before leveling off in 1988. During the same period, the proportion of Maine students taking the SAT and recording scores in at least one Achievement Test has fallen sharply. In 1979, 56 percent of all SAT takers took at least one Achievement Test. In 1988, the percentage was exactly half that figure.
- The four most frequently taken Achievement Tests in 1988 were English Composition (2,319), Mathematics Level I (1,824), Biology (748), and American history (669).

SAT SCORE AVERAGES 1979-1988

Year	NATIONAL VERBAL			MAINE VERBAL			NATIONAL MATH			MAINE MATH		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
1979	431	423	427	428	433	430	493	443	467	487	450	464
1980	428	420	424	428	427	427	491	443	466	488	447	467
1981	430	418	424	430	423	426	492	443	466	489	444	466
1982	431	421	426	428	426	427	493	443	467	489	440	463
1983	430	420	425	428	426	427	493	445	468	486	444	464
1984	433	420	426	432	427	429	495	449	471	487	440	463
1985	437	425	431	434	430	432	499	452	475	488	446	466
1986	437	426	431	434	433	434	501	451	475	488	445	466
1987	435	425	430	438	429	433	500	453	475	494	440	466
1988	435	422	428	434	427	430	498	455	476	488	446	466



ACH	Number of tests taken	Maine ACH test average	National ACH test average
English			
Composition	2,319	506	521
Mathematics Level I	1,824	550	549
Biology	748	512	553
American History	669	507	529
Chemistry	404	542	577
Mathematics Level II	376	640	664
French	373	513	538
Literature	371	536	528
Physics	137	560	599
Spanish	136	479	536
European History	52	504	549
Latin	35	535	557
German	15	561	565

## Maine's Cultural Resources

### Maine State Library

The Maine State Library delivers information services directly to state government and Maine citizens. It also encourages library cooperation statewide in order to enhance the local delivery of information. School libraries are a valued part of the Regional Library System and full participants in interlibrary loan and such new programs as MaineCat (statewide library holdings searchable by computer).

The first MaineCat disc, expected in December, 1988, will show the holdings of over 100 Maine libraries, fully indexed and searchable; additional libraries will be added at every 6-month update. The MaineCat disc is a CD-ROM product, a compact disc readable by a microcomputer and CD disc drive. The Maine Legislature funded the purchase of 50 CD drives per year and their distribution to Maine libraries, as well as a grant program to support the purchase of the microcomputers themselves.

The State Library reopened in late September of 1987 after a traumatic 17-month closure due to asbestos problems. Usage quickly reached pre-closure levels and continues to rise. Sunday experimental hours drew a significant clientele.

### Maine Arts Commission

The Arts 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 1988, the Arts Commission:

- Reached more than two million residents and out-of-state tourists, who attended arts events supported by grants from the Commission.
- Awarded more than 500 grants to non-profit organizations.
- Reached more than 140,000 students, teachers, and administrators with arts programs.
- Created an Individual Artist Fellowship Program which will provide up to six fellowships to artists each year.

The Commission has taken a leadership role in establishing the arts as a basic subject in kindergarten through grade 12. In 1988, supported by a \$20,000 planning grant from the National Endowment for the Arts, the Commission worked with the Maine Department of Educational and

Cultural Services (MDECS) and the Maine Alliance for Arts Education in developing a plan to make art a basic subject in K-12. This plan, which will be implemented over a three-year period, will include collaborations between school and cultural institutions, curriculum development, professional development for teachers, and information about successful programs.

In 1988, in conjunction with the MDECS, the Commission helped review grants for \$219,000 in new projects through the Innovative Educational Grants Program.

Maine's Percent for Art/Art in Public Spaces Program is administered by the Arts Commission. Since the inception of the program, more than one million dollars has been expended for works of art for schools and other state-funded buildings. These works of art were either specifically commissioned or in existence and purchased.

In 1988, the Commission sponsored art exhibitions at the Governor's Office Gallery Space and at the Attorney General's Office Gallery Space, as well as a series of noontime concerts at the State House Hall of Flags. All were open to the public and showcased the work of contemporary Maine visual and performing artists. The Commission's Writers at the Library Series, co-sponsored with the Maine State Library, brought leading New England poets and writers to libraries from Portland to Fort Kent for public reading of their works.

### Maine Historic Preservation Commission

During 1988, the Maine Historic Preservation Commission conducted surveys which added more than 1,000 new properties to the statewide historic resources inventory.

In the area of archaeology, 504 new sites were discovered, ranging from prehistoric coastal shell heaps to a cluster of 18th and 19th century shipyards in Kennebunk. Architectural surveys inventoried 549 historic buildings.

The Commission nominated 218 properties to the National Register of Historic Places, 31 as individual buildings and sites and the balance as components of four historic districts.



In its regulatory role the staff reviewed a thousand 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 investment tax credits as a result of rehabilitating such properties. In 1988, 12 projects were processed, representing a private sector investment in preservation of over \$6 million.

The year 1988 was the third year of a four-year program of 50 percent matching grants to restore public or non-profit-owned buildings on the National Register of Historic Places. The grants were funded by a \$2 million state bond issue. In 1988, \$500,000 was allotted to 32 projects from South Berwick to Grand Isle.

In the area of public education, the Commission released 16 more entries for the "Biographical Dictionary of Architects" in Maine. In addition, the Commission for the first time published for wide distribution an illustrated brochure which comprehensively outlines all of the Commission's varied programs and responsibilities, including resource protection, National Register nominations, preservation tax incentives, statewide survey (on both an in-house and contractual basis), comprehensive planning, certification of local governments, restoration grants, and public education.

## Maine State Museum

Visits continue to increase at the rate of 15 percent per year. In 1988, attendance will exceed 135,000, a new record. Included in this figure are some 34,000 school children who participated in nearly 2,500 organized school programs provided by the education staff of the museum.

Exhibit work saw the completion of several new installations including a new "gem and mineral" display case featuring an outstanding selection of Maine gemstones and mineral specimens. Three new display cases were completed to introduce the natural history diorama sequence. These are part of a long-range program to upgrade the interpretation of the natural history collections. Work commenced in 1988 on the "12,000 Years in Maine" exhibition, a major installation featuring the Museum's collections of prehistoric artifacts and specimens. A new mezzanine floor was constructed on the lower exhibit level, with ramps leading visitors to the second floor of this multi-level installation. Following this construction, a project was initiated to remove asbestos-containing insulation material from the area above this new exhibit space. This exhibit is due to be completed in another two and one-half years.

Collections management activities have consumed an uncommon amount of energy from the staff. Stored collections have been moved from the Burleigh building to a new storage facility. These collections were cleaned of asbestos-containing dust by several staff members who received asbestos-management training to undertake the task. The new storage facility was completed and equipped. Work has begun on the relocation of collections from the storage area in the Cultural Building to the new facility. Concurrent with this work, over 4,000 artifacts have been photographed by the staff and nearly 3,000 entered numerically in the cataloging system. This work has been in addition to the processing of over 1,000 new acquisitions in 1988.

For the first time the museum has

been able to get its collections records substantially entered on a computer. This is a breakthrough of tremendous proportions. Every object is now listed in the computer files. This accomplishment has received considerable praise from the field. The staff has prepared a guidebook to the Museum's system and made it available to other museums and historical societies.

Conservation work on collections has resulted largely from the movement of collections, new acquisitions, and the planning of the "12,000 Years in Maine" exhibition. In anticipation of the exhibition, the staff has worked to reconstruct a number of ceramic period pots and has worked with the designer and anthropologist in the development of the exhibition itself. In addition to numerous other conservation tasks, work was completed on the Rufus Porter murals and a section of interior stenciled wall. The conservation staff has been substantially involved in monitoring and improving the climate control for the new storage facility.

The Museum continues to look toward the future and to maintain a long-range planning program. In reports to the Maine State Museum Commission and the Commissioner, the staff has laid forth a program which will take the Museum forward to the year 2000. Included in this plan is a major expansion to the Cultural Building.



## 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. Some of the more significant items have been highlighted below.

- The crude birth rate in Maine has declined very slightly between 1980 and 1986 from 14.6 births per thousand population to 14.2 per thousand population. This decline was similar to that of the nation which declined from 15.9 per thousand to 15.5 per thousand between the same years.
- From 1980 to 1987 Maine's population grew from 1,125,000 to 1,187,000 (a growth rate of 5.5 percent) during the same period in which Maine's birth rate was decreasing. This growth rate is slightly slower than the national rate of 7.5 percent.
- The median age of the Maine population increased from 30.5 to 32.7 years in the period between 1980 and 1987. The rate of change was about the same as that of the nation which increased from 30.0 to 32.1 during the same period.

#### Educational Attainment

According to the most recent data available (1980 Census), 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 com-

pared 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.

### The Educational System

#### Public School Enrollment

Enrollment in Maine's public schools 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 1990's.

### 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

##### (39 Systems with 39 Towns)

A city or town with individual school supervision 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.

FALL 1987-88 ENROLLMENT FOR PUBLIC SCHOOLS

	E.U.T.*	M.I.E.**	Other Public	Totals
Ungraded Elementary	0	0	357	357
Special Elementary	0	0	1,732	1,732
4-Year Old Program	0	17	146	163
Early Kindergarten	0	0	1,629	1,629
Kindergarten	36	51	16,796	16,883
Transitional Grade 1	0	0	1,107	1,107
Grade 1	45	53	17,018	17,116
Grade 2	44	42	15,661	15,747
Grade 3	39	40	15,420	15,499
Grade 4	36	36	15,129	15,201
Grade 5	49	31	14,796	14,876
Grade 6	46	29	14,578	14,653
<b>TOTAL K-6</b>	<b>295</b>	<b>299</b>	<b>114,369</b>	<b>114,963</b>
Grade 7	8	31	15,349	15,388
Grade 8	13	39	15,229	15,281
<b>TOTAL 7-8</b>	<b>21</b>	<b>70</b>	<b>30,578</b>	<b>30,669</b>
<b>TOTAL K-8</b>	<b>316</b>	<b>369</b>	<b>144,947</b>	<b>145,632</b>
Ungraded Secondary	0	0	57	57
Special Secondary	0	0	497	497
Grade 9	0	0	15,713	15,713
Grade 10	0	0	15,581	15,581
Grade 11	0	0	15,478	15,478
Grade 12	0	0	14,491	14,491
Post Graduates	0	0	27	27
<b>TOTAL 9-12</b>	<b>0</b>	<b>0</b>	<b>61,844</b>	<b>61,844</b>
<b>TOTAL K-12</b>	<b>316</b>	<b>369</b>	<b>206,791</b>	<b>207,476</b>

- As reported on the Fall School Statistical Report (EF-M-40), submitted as of October 1, 1987

\*E.U.T. - Education in Unorganized Territories

\*\*M.I.E. - Maine Indian Education



**School Administrative Districts  
(73 Systems with 276 Towns)**

A school administrative district (S.A.D.) is a combination of two 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  
(13 Systems with 39 towns)**

A community school district (C.S.D.) 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 C.S.D. may be formed to build and operate a grade 7-12 school for all towns in the C.S.D. These same towns will maintain individual control (or belong to a union) for the education of their K-6 students. A community school district may also include education of all grades K-12.

The C.S.D. school committee is comprised of members of each town's local school committee if one exists. C.S.D. 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. Community School District budgets are approved by majority vote of voters present and voting at a district budget meeting.

**Unions of Towns  
(35 Systems with 117 Towns  
(including the M.I.E. Schools))**

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 committee 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.

**Maine Indian Education  
(3 Systems, 3 Reservations)**

There are three reservations of Indian children in Maine. The schools on these reservations are organized exactly as a union of towns described previously.

**Education in Unorganized Territories (7 Schools)**

Education in unorganized territories (E.U.T.) 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 School Operations.

**TYPES OF SCHOOLS**

	Public	Private
High Schools .....	89	18
Junior-Senior High Schools .....	24	6
Junior High School .....	46	0
Intermediate Schools (middle) .....	56	0
Ungraded Schools .....	0	5
Special Education Schools .....	8	13
Vocational Centers & Regions .....	28	0
Combined Elementary & Secondary Schools .....	9	9
Elementary Schools .....	497	53
<b>T O T A L S</b>	<b>757</b>	<b>104</b>

**SUMMARY**

Elementary Schools (any grade combination from kindergarten to grade 8) .....	600	63
Combined Elem. & Sec. Schools (any grade combination which includes both elementary and secondary grades) .....	40	19
Secondary Schools (any grade combination from grade 9 to grade 12) .....	109	22
Vocational Regions (regional vocational programs) .....	8	0
<b>T O T A L S</b>	<b>757</b>	<b>104</b>



## Units under District Superintendents and Agents of the Commissioner

(23 Systems, 23 Towns)

A unit assigned to a district superintendent or an agent of the commissioner. It generally is a relatively small unit requiring less than full-time administration.

Units under district superintendents procure services of superintendents on their own by negotiating with a nearby superintendent and school board.

Agents are appointed by the commissioner on a temporary basis if the local school unit is unable to locate a superintendent on its own.

## Educational Program

In Maine, there are 756 public schools located in 283 local educational agencies. Generally, school is in session from late August or early September to mid-June for a minimum of 180 school days, at least 175 of which are instructional days for students in grades K-12. The length of the school week is 25 hours of instructional time except that kindergarten is twelve and one-half hours. Standards and curriculum content vary for elementary schools and secondary schools.

The elementary school (grades K-8) curriculum, includes — but is not limited to — instruction in:

- Language Arts (reading, writing, spelling, grammar, handwriting, listening and speaking skills)
- Mathematics

- Science
- Maine studies
- Social studies
- Fine arts
- Physical education
- Health
- Library skills

The secondary level (grades 9 through 12) enrollment, is approximately 31 percent of the total public school membership.

A total of at least 16 credits is required for the award of a high school diploma.

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

- English, four credits
- Social studies, one credit
- American history and government, one credit
- Science, two credits including at least one credit of laboratory
- Fine arts, one credit which may include art, music, forensics or drama
- Health, one-half credit
- Physical education, one credit
- Mathematics, two credits
- Computer proficiency
- Maine studies, one-half credit if not taken between grades 6-8

Other secondary school instructional requirements include a two year sequence of a foreign language, library skills, and vocational education.

Special education for exceptional students is provided as part of each public elementary and secondary program.

In addition, gifted and talented education programs must be in place by 1991-92.

Leadership and technical assistance in all curriculum areas are 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.

## Education of the Gifted and Talented

Maine provides a unique opportunity for educators across the state to develop and implement quality programs in the area of gifted and talented education. During 1987-1988, 104 school systems supported programs for the gifted and talented. Fifteen local school administrative units in three regions collaborated to provide regional programs for secondary school students.

Approximately 8,300 students were served in gifted and talented programs state-wide. This represents four percent of the total Kindergarten through grade 12 school-age population enrolled in Maine schools.

The majority of students served were in programs designed to offer opportunities in academic areas. Sixty percent of the programs fit this category, while forty-one percent of the programs

### DISTRIBUTION OF LOCAL EDUCATIONAL AGENCIES IN MAINE

	No. of Systems	No. of Local Admin. Units	Number of Municipalities
Cities & Towns with Individual Supervision . . . . .	39	39	39
School Administrative Districts . . . . .	73	73	276
Community School Districts . . . . .	13	13	39
Unions of Towns (including Maine Indian Education) . . . . .	35	135	117*
Towns under District Superintendents & Agents of the Commissioners . . . . .	23	23	23
<b>T O T A L S</b>	<b>183</b>	<b>283</b>	<b>494</b>

\*18 municipalities are counted with C.S.D.s (These are not listed again as members of unions only to avoid double counting.)



served students in both the academics and the arts.

Two state-sponsored residential summer programs were held for gifted and talented secondary school students. The Maine Summer Humanities Program served 60 students and the Maine Summer Arts Program served 70 students from throughout the state.

A sequenced Team Training Program offered 100 representatives from thirty school administrative units intensive team-training in education of the gifted and talented at the secondary school level. And, the annual Maine Summer Training Institute offered a week-long professional development session for 150 gifted and talented program teachers, administrators and coordinators. In addition, three conferences were co-sponsored with state-level educational organizations, and a series of six seminars were presented in cooperation with each of the University campuses' professional development centers.

The Gifted and Talented Competitive Grants Program supported proposals to initiate or extend program efforts in local school systems and to address special issues or areas of need determined to be priorities at the state level. Target initiatives for fiscal year 1988 included raising student aspirations, application of research to educational practice, and the development of guidance and counseling components in comprehensive programs for the gifted and talented. Fifteen school administrative units were awarded funds to carry out projects related to these goal areas.

## **Alcohol and Drug Education**

A state-wide program of education and training activities addressing the impact of chemical use, abuse, and dependency on individuals, families and communities was continued during fiscal 1988 by the Division of Alcohol and Drug Education Services of the MDECS.

Eleven new school/community teams were trained, bringing the total number in the state to 98. As part of developing comprehensive local programs, schools involved in the team development program agree to hold a two-day inservice program for all staff. In 17

school systems, 4,100 people participated in that program last year.

Over 70 school systems participated in specialized workshops or advanced training programs related to adolescent chemical dependency issues, curriculum, and support groups for elementary and secondary children. On-site consultation about these areas was provided at 22 locations.

There were 105 individual on-site consultations with 48 different school systems related to school/community team development and team maintenance, two regional activities involving 18 teams, and one state-wide activity.

Division consultants did presentations on chemical dependency and/or prevention/education programs for 41 school and community groups, including three out-of-state conferences. Also, presentations were made to nearly 1,500 students at eight schools as part of student awareness programs.

One hundred twenty-one (121) local school grants were awarded federal Drug-Free Schools funds. Seventy school systems (52 per cent), representing 372 schools have enrolled in the CHALLENGE Campaign for Drug Free Schools, and three Maine schools were finalists in the National Drug-Free Schools Recognition Program.

To further enhance chemical dependency prevention, education, and treatment programs for schools and community groups, 7,665 films and videocassettes were circulated, 13,505 pamphlets were distributed, and 119 primary prevention curricula were circulated.

New initiatives included a federally-funded three-pronged research project, continuation of efforts related to special education, comprehensive elementary/middle level programming, continuation of prevention initiatives in sports programs, and new work with refusal skills training.

In 1987, 97 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.

## **Maine School and Public Libraries**

Maine has 485 public school libraries and 226 public libraries. Most school libraries are one-person operations. Although not surveyed, the number of volumes in school libraries is estimated to be around 2.5 million. Surveys show 4.5 million volumes in public libraries. Annual circulation per capita is 6.6, which compares very well with national figures.

The Maine 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 among the top 10 states in terms of interlibrary loan per capita, and probably among the top three, depending on how the figures are interpreted. Within New England, network statistics show that Maine libraries lend to each other more, and borrow outside the region less, than is the case with any other New England state.

School libraries have joined with Maine's other library constituencies to study and work toward the implementation of an effective statewide library network based on the rapidly evolving computer products and services now offered in the national library marketplace. MaineCat, described earlier, heralds a new era in library cooperative activity using the immense power of library automation.

## **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.

Each vocational center has an advisory committee consisting of a superintendent and a school board member from each participating administrative unit. There are 20 vocational centers in Maine at Augusta, Bath, Biddeford, Calais, Caribou, Dexter, Ellsworth, Farmington, Lewiston,



Machias, Madawaska, Naples, Portland, Presque Isle, Sanford, SAD 24 (Van Buren), SAD 27 (Fort Kent), Skowhegan, Waterville, and Westbrook.

### 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.

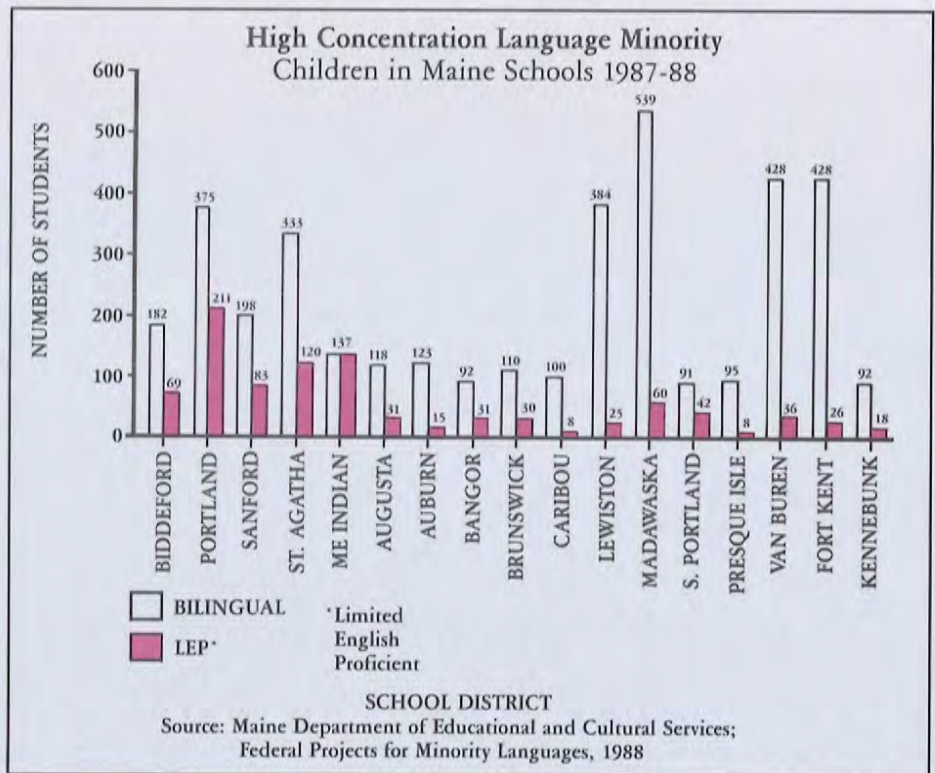
There are 31 vocational satellite programs in Maine.

### 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 eight (8) vocational regions in Maine at southern Aroostook County, northern Penobscot County, southern Penobscot County, Waldo County, Knox County, eastern Cumberland-Sagadahoc County, southern Oxford County, and northern Oxford County.



### Special Student Membership

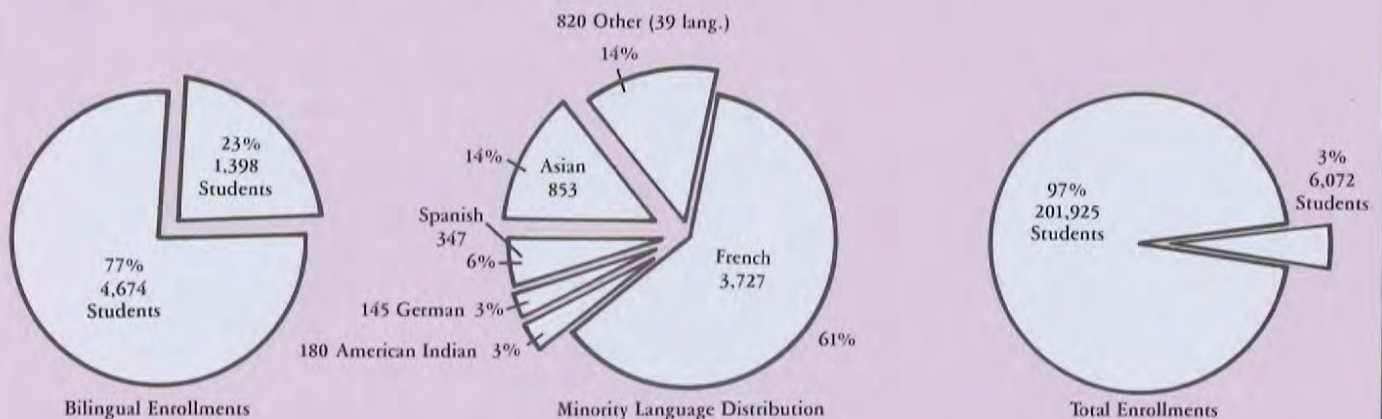
### National Origin Minority Groups in Maine

Most of Maine's 42,000 minority children (1980 U.S. Census) are of French descent (61 percent) See Table A. Another 14 percent of the state's minority children are Asians representing twenty language groups. The His-

panic population (6 percent) has increased slightly in the past two years. More than 6,000 children in Maine are natively bilingual.

Communities in Maine who enroll the largest numbers of bilingual children are shown in the graph (Table B). This graph also illustrates the number of bilingual children who lack full proficiency in English. At least 1,400 children statewide are known to be limited English proficient.

### MAINE'S PUBLIC AND PRIVATE SCHOOL ENROLLMENT OF LANGUAGE MINORITY CHILDREN



Source: Maine Department of Educational and Cultural Services  
Federal Projects for Minority Languages 1988



Limited English proficient children are the primary beneficiaries of services under Title IV of the Civil Rights Act, a federal grant program available to all state education departments. Services include on-site technical assistance for English as a second language (ESL) as well as statewide conferences and institutes on teaching methodology. There are five bilingual education projects in Maine supported by federal competitive ESEA Title VII funds. These projects serve about 500 limited English proficient children.

### Recent Immigrant Children

More than 5,000 of Maine's language minority children were born in the state. About 1,400 are recent immigrants who have difficulty with the English language. Most of these are refugee children. Support under the federal Transition Program for Refugee Children is the only funding in Maine to support the extra educational needs of these children. One hundred and sixty-nine (169) children are supported by this funding. Any other support for ESL is funded locally.

### Compensatory Education (Chapter I, Migrant)

The 1988 Hawkins/Stafford Elementary and Secondary School Improvement Amendments (P.L. 100-297) reauthorize federal financial assistance to local public school districts to meet the special needs of educationally deprived children. It provides funds to supplement the regular education instruction program of students performing significantly below expectation due to cultural, geographic, or economic deprivation. The supplementary services are concentrated in the areas of remedial reading and mathematics. The Maine Chapter 1 programs in reading and math have made a significant impact toward bringing students who are behind their classmates closer to expected performance levels for their age and grade placement. On average, gains continue to exceed more than a year of growth per student.

In 1987-88, 175 Part A and two Neglected and Delinquent projects provided services to approximately 26,006 students enrolled in public and

private schools across the state. Of these students, 75 percent were in grades one through six, 14 percent were in grades seven through twelve, and 11 percent were in preschool and kindergarten programs. Neglected and/or delinquent programs operate in the correctional centers providing needed remedial services to youth at-risk.

In 1987-88, 59 Migrant Education projects provided services to 3,475 students. Of these students 50 percent were in grades one through six, 40 percent were in grades seven through twelve, and 10 percent were in preschool and kindergarten programs. Migrant projects deal with children whose education is continually interrupted by the transient nature of their parents' occupations in agriculture or fisheries.

Specific programs funded under Chapter I in 1988 were:

Local Education Agency	
Grants	\$15,231,892.
Neglected and Delinquent	
Grants	181,286.
Migrant Education Project	
Grants	2,675,020.

### Governor Baxter School for the Deaf

Governor Baxter School for the Deaf originally was established for the purpose of providing an educational and residential program for deaf children in Maine. The purpose and organization of the school is evolving and expanding in response to changing federal and state regulations with regard to special education and, in particular, deaf education.

Governor Baxter School for the Deaf is becoming the core of a developing and far-reaching system to identify and meet the educational and related needs of Maine's hearing impaired infants, children, adults, their families, and the community at large.

Governor Baxter School for the Deaf meets school approval standards developed by the MDECS. It also is accredited by the Conference of Educational Administrators Serving the Deaf, a national association of schools and programs serving deaf students. The school provides a wide range of services for students, families, professionals and

citizens in the state. Comprehensive programming includes the academic program (preschool, elementary, middle school, and high school), adult education, the local and regional athletic program, audiological services, captioned film depository, computer program, coordination of on-site vocational rehabilitation services for students, deaf awareness program, driver education, evaluative services, family learning activities, independent living program, school library, parent/professional library, multi-level sign language program, school newsletter, occupational and physical therapy, Parent Advisory Committee, preschool consultation, preschool program, Project Adventure Program, resource center on deafness, Sound Lab and Communication Lab, special services, speech therapy and staff development activities.

Annual summer programming includes the preschool program, the Family Learning Vacation, the Portland-Falmouth Teachers Academy, and the Summer Institute which is presented in conjunction with the University of Southern Maine.

Projected programming for 1988-90 includes development of a program for hearing impaired students in Aroostook County. This is a cooperative venture of the Baxter School, Gallaudet University, and the University of Maine at Presque Isle to establish a resource center and support services for professionals serving the hearing impaired in northern Maine. Other planning efforts include the development of a deaf infant program, as well as a summer program for gifted and talented hearing impaired students.

In addition to the functions mentioned, the Governor Baxter School for the Deaf serves as the contact for the Gallaudet University Information Center on Deafness and works closely with Gallaudet University Pre-college Programs in Washington, D. C., and the Gallaudet Regional Center at Northern Essex Community College in Haverhill, Massachusetts.



## Education of Exceptional Students

Twenty-eight thousand, two hundred, and sixteen students (28,216) were provided special education and related services in 1987-1988 under P.L. 94-142 and P.L. 89-313. This represents 12.7 percent of the total estimated school-age (5-17) population in Maine.

Twenty-seven thousand and seventy-six (27,076) students were provided with P.L. 94-142 services. The majority of students (10,458) were identified as learning disabled. This represents 38.6 percent of all exceptional students served, or 4.7 percent of Maine's 5-17 school-age population. Six thousand, nine hundred, and fifty-nine (6,959) were identified as having a speech and language need. This represents 3.1 percent of Maine's 5-17 school-age population.

There were 3,785 students served who had behavioral needs and 3,199 students served who had mental development needs.

Of the 27,076 students provided with special education and related services in public schools, 52.6 percent (14,240) were enrolled in special education and related services and regular classroom instruction. Twenty-six percent (7,057) received resource room instruction. Twelve percent received self-contained and self-contained/composite instruction. Approximately two percent received instruction in separate day programs.

The related service most frequently provided to Maine's exceptional students was speech and language (37.0 percent), followed by psychological services (12.6 percent), counseling (8.5 percent), occupational therapy (7.8 percent) and social work services, (7.8 percent).

Of the exceptional students in public schools between the ages of 15 and 21, three thousand, one hundred, and twenty-one (3,121) or 64.9 percent are still receiving special education. Seven hundred and eleven (14.9 percent) graduated with diplomas, while three hundred and sixty-eight (7.6 percent) dropped out of school. Sixteen year olds (117) and seventeen year olds (99) comprised the majority of students who dropped out. Two hundred and ninety-

eight (6.2 percent) exited to regular education.

Of the anticipated services needed by exceptional students between the ages of 15 and 21, vocational training and job placement (20.4 percent) is the greatest need. Case management/counseling (16.1 percent) and mental health services (9.9 percent) are also priority needs. Approximately seventeen percent (17.2 percent) of exceptional students between the ages of 15 and 21 had no service needs.

Special education enrollment increased by 1,378 (4.9 percent) from 1986 to 1987. The number of learning disabled students served increased by 368 students. The number of speech and language impaired students served increased by 592, an increase of 8.9 percent over the previous year. The number of students being educated in regular classrooms increased by 909 students over the previous school year.

Speech and language services is the primary related service, up 3.3 percent from 1986 to 1987. Psychological services were up by two percent, as were counseling, occupational therapy, and social work services.

The number of 15 to 21 year-old exceptional students still receiving special education increased by 1.8 percent. The number of exceptional students dropping out decreased by 14.0 percent from 428 students in 1986 to 368 in 1987, a 60-student difference.

The amount of anticipated services needed for 15 to 21 year olds remained constant for vocational training and job placement. The amount of anticipated services needed for 15 to 21 year olds increased in the areas of case management/counseling and mental health services.

## Home Study in Maine

Schooling at home continues to grow in Maine. Four hundred fifteen (415) programs were approved in 1987-88, 183 more than in 1986-87. With this growth came the need to clarify the regulations and guidelines which govern home instruction in Maine. Revised regulations became effective November 1, 1988.

The application for home instruction was also revised to parallel regulations. With more clarity about the regulations for home instruction and an improved application, Maine citizens who choose to home school have a clear route to approval.

This route includes approval by the local board and approval by the Commissioner. An appeals process, outlined in the Guidelines for Equivalent Instruction Through Home Instruction, allows families whose application is denied by the local board to present their case to a state advisory board which then makes recommendations to the Commissioner.

Maine's regulations about home instruction allow home schoolers several options for teaching their children while still serving the state's interest in a full education for each child. Through continued cooperation between local school districts, home schoolers and the MDECS, home instruction is one way that Maine meets the needs of its students.

## Truancy and Dropouts

The Office of Truancy, Dropout and Alternative Education created by the 112th Legislature came into being in December, 1986. The office is staffed by a full-time consultant who serves as a liaison for the Commissioner to a 15-member Advisory Committee and to the Department. The consultant's services are available to all schools, public and private, to assist schools in planning, developing and implementing strategies for meeting the needs of at-risk youth and dropout prevention models.

The Advisory Committee represents the State Departments of Labor, Corrections, Mental Health and Human Services; educational representatives (teachers, adult education, administration, alternative education), business and private alternative schools. The role of the Advisory Committee includes the review of existing statutes, procedures for gathering information on dropouts, examining policies (local and state) and to make recommendations to the Commissioner for programs and strategies which can deal effectively with dropouts, truancy, and improvement of alternative education programs.



The central thrust of the Advisory Committee has been to review consultant reports and recommendations and to make special efforts to examine issues which relate to the problems of why students dropout of school. Current Maine statutes and regulations have been reviewed for appropriate modifications. The laws regarding truancy are of special concern as well as those that relate to the development of alternative programs.

## School Personnel Profile

### Maine Educators - Fall 1987-88

Maine has 13,512 full-time teachers of whom 8,804 (65.2 percent) are females and 4,708 (34.8 percent) are males.

Males occupy 62.5 percent of all administrative/supervisory positions.

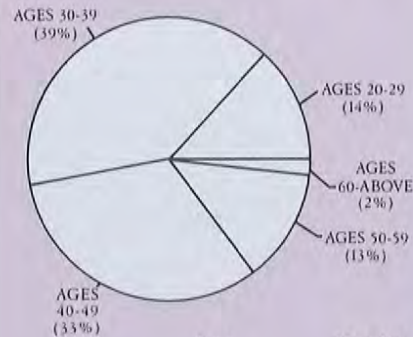
Twenty-three point five percent (23.5 percent) of all Maine teachers (3,187) have 19 years or more of teaching experience.

Thirty-nine percent (39 percent) of Maine teachers are between the ages of 30 and 39.

Fifty-four point three percent (54.3 percent) of Maine teachers (7,331) have a Bachelor's Degree as their highest level of educational attainment.

Twenty-one point four percent (21.4 percent) of Maine teachers (2,889) have a Master's Degree as their highest level of educational attainment.

### PUBLIC CLASSROOM TEACHERS BY AGE 1987 - 88 SCHOOL YEAR



Age	Number
20 - 29	1,857
30 - 39	5,383
40 - 49	4,497
50 - 59	1,720
60 - above	217

### Teacher Education and Certification

Maine's new certification law, P.L. 845, Chapter 502, went into effect on July 1, 1988. The new law requires applicants for initial certification to document a major in each content area to be taught and to meet qualifying scores on the national teacher exam. The law has also mandated the establishment of local support systems, comprised of a majority of teachers, to promote teacher involvement in local staff development decisions.

**Support Systems.** A major component of Chapter 502 involves self-assessment and peer coaching components integral to the induction process of beginning teachers who possess a two-year provisional certificate or a one year conditional certificate.

Experienced teachers are required to continue their professional growth through the development of a professional renewal plan (PRP) which is approved by the local support system. The local support system may approve a broad range of professional activities in the PRP including academic study, innovative classroom practices, action research, teacher exchanges and community service. Renewal requirements are fulfilled by the completion of the PRP.

Experienced teachers who choose to attain master level certification must utilize the local support system to document exemplary skills in one or all of four basic areas: curriculum design, teacher in-service and staff development, clinical supervision of student teachers, and educational leadership.

**Program Review.** There are thirteen institutions of higher education with teacher preparation programs. The Division of Certification conducts a program review visit to each institution on a five-year cycle to assure compliance with state standards.

### MAINE ADMINISTRATOR/SUPERVISORY POSITIONS BY MALE & FEMALE Fall 1987

Position	Number of Positions	Number of Males	Percent of Total Males	Number of Females	Percent of Total Females
Superintendent	144	140	97.2%	4	2.8%
Principals:					
Elementary	445	269	60.4%	176	39.6%
Secondary	107	98	91.6%	9	8.4%
Combined	114	92	80.7%	22	19.3%
Director of Services for Exceptional Children	157	43	27.4%	114	72.6%
Guidance Counselor	471	218	46.3%	253	53.7%
Assistant Principal	282	200	70.9%	82	29.1%
Assistant Superintendent	43	41	95.3%	2	4.7%
<b>TOTAL</b>	<b>1763</b>	<b>1101</b>	<b>62.5%</b>	<b>662</b>	<b>37.5%</b>



**Supply and Demand.** As of September 7, 1988, there were 95 teacher vacancies. One-third of these vacancies were in special education. School guidance counselor vacancies ranked second and foreign language teacher vacancies ranked third.

The demand for school guidance counselors is increasing and will become critical in 1990 when it is required that each school unit have a K-12 school guidance counselor.

There will continue to be a large demand for special education teachers. The endorsement under the new law requires a knowledge which spans many exceptionalities and instructional settings. In 1990, school units will be required to implement gifted and talented programs. Certification for teachers of gifted and talented students is under consideration by Maine Department of Educational and Cultural Services.

Average Salary  
for Full-Time Teachers

	Maine	Nation
1978-79	\$11,738	\$14,000
1979-80	\$12,275	\$15,000
1980-81	\$13,071	\$15,400
1981-82	\$13,994	\$17,200
1982-83	\$15,105	\$19,000
1983-84	\$16,248	\$20,500
1984-85	\$17,328	\$21,800
1985-86	\$19,583	\$25,317
1986-87	\$21,257	\$26,372
1987-88	\$23,425	\$26,551

## State Board of Education

The major thrust of the State Board of Education during the early months of 1988 was the development and final adoption of rules and regulations pertaining to the new teacher and administrator certification law which became effective July 1, 1988.

Rules were adopted regarding initial requirements for personnel, professional and master teacher certificates, administrative positions and educational specialists, renewal requirements, specific endorsements, conditional certificates, governance issues relating to support systems and operation of support teams, teacher and administrator

action plans, appeals and adjudicatory procedures. The State Board of Education will review these rules in April of 1989 as part of the annual policy review cycle.

The State Board of Education has continued to follow its policy of an annual cycle of monthly reviews to ensure that every policy area statutorily assigned to the Board for either rule-making or administrative responsibility is annually reviewed. This policy review cycle has resulted in prompt attention to emergency issues and more timely and effective policy response.

Policy reviews have been conducted regarding school construction, certification, program approval of teacher education programs, higher education degree-granting and student loans, school lunch programs, school approval, school funding, school administrative district withdrawal, school administrative district re-appointment and secondary vocational education.

With the increase in funds for school construction granted by the 113th Legislature (an additional \$200 million over the next three-year period), the State Board of Education is working to ensure that its school construction policies are effective, equitable, and reasonable. To that end, the State Board of Education will propose statutory changes to the 114th Legislature in the procedures by which schools receive state approvals for the school design concept and final school construction funding. The State Board of Education also is working to ensure that the spaces within newly constructed schools are adequate to a school district's needs. The State Board of Education has currently initiated a review of its school facilities space allocation. The State Board of Education is planning a state-of-the-art school construction conference in conjunction with the MDECS, the Arts Commission, and the Historic Preservation Commission, representatives of the Maine School Management Association, and the Architects Association. The State Board of Education has been actively involved with the Commissioner of the MDECS, the Deputy Commissioner, Associate Commissioners, the Cultural Bureau Directors, and other top MDECS administrators in developing strategic goals for the MDECS.

In addition, the Board has begun the development of its own strategic five-year plan. The State Board of Education is fully committed to the mission of assuring effective development of lifetime educational opportunities for all Maine people.

To that purpose, the State Board of Education will foster policies that promote the ability of school facilities to function as community centers and will initiate policies that enable schools to offer flexible year-round programming. In addition, the State Board of Education will continue to actively advocate for all aspects of educational improvement. The Board is committed to improving its communication with local school districts, teachers, administrators, school board members, parents, and citizens at large. The State Board of Education is holding regional meetings throughout the state to hear directly local reactions to state-wide policies as well as to encourage local initiatives.

The State Board of Education is required by statute to approve all school construction in Maine. Approvals made during 1988 include:

**Elementary and middle schools.** Seven new elementary schools were approved with three of these later rejected in local referendums. Estimated cost of the remaining four was \$18,728,823. An additional \$35,267 were approved in local funds for one of these projects. One new middle school was approved at an estimated cost of \$6,581,933 with an additional \$10,867 in local funds. Additions were approved for 12 elementary schools at an estimated cost of \$19,356,916 with an additional \$527,208 in local funds for three of these projects. Additions were approved for three middle schools at an estimated cost of \$6,486,951 with an additional \$177,759 in local funds for one project.

**High Schools.** One new high school was approved at a cost of \$4,410,000. Additions were approved to four high schools at an estimated cost of \$6,326,240.

Total state/local dollars approved for school construction in 1988 were \$61,890,863.

Total local dollars approved for school construction in 1988 were \$751,101.



## SECTION III: FINANCING K-12 PUBLIC EDUCATION IN MAINE

### Local School Financing

#### Types of Local Revenues and Expenditures

In 1986-87, educational expenditures in Maine from state, local and federal sources totaled approximately \$659,830,574.

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

#### Special Education Services

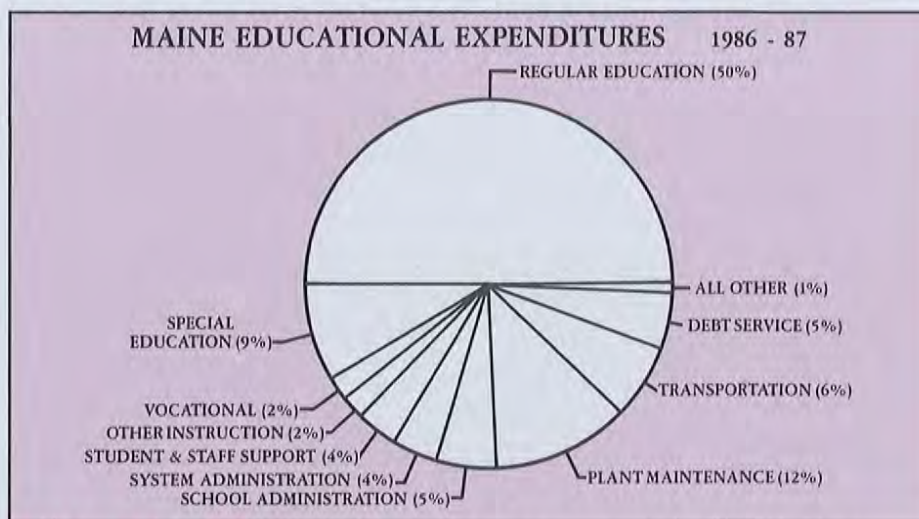
Since the enactment of Federal Public Law 94-142, the Education of All Handicapped Children Act, considerable progress has been made toward assuring that handicapped children and youth of Maine have a genuine opportunity to receive an education commensurate with their needs. Federal, state and local funds have increased significantly over the past ten years. However, most of the fiscal effort to provide special education and related services has come from state and local funding.

State funding, including subsidies for special education, preschool programs, and gifted and talented has increased from \$32.2 million in 1986-87 to \$37.3 million in 1987-88.

Local funding increased from \$23.5 million in 1986-87 to \$27.1 million in 1987-88.

Federal funding increased from \$7.4 million in 1986-87 to \$9.3 million in 1987-88.

Although costs have increased, the distribution of cost sharing has changed. In 1981-82, the State supported 37 percent of these costs while in 1987-88 the State's share rose to 51 percent. In 1981-82, the local share was 43 percent, while in 1987-88 the local share was 37 percent. In 1981-82, the Federal share equaled 20 percent of these costs while in 1987-88 the Federal share was 12 percent.



#### Public School Transportation

In 1987, school buses transported daily an average of 170,000 school children to public and private schools in Maine.

Average cost per mile for the 1,959 publicly-owned and 436 privately-owned buses was \$1.27, an increase of two cents per mile from 1986. Miles traveled during the year totaled 30,363,676 at an average cost of \$225.85 per student.

Expenditures for school transportation totaled \$38,448,066.73, and purchases of school buses totaled \$4,688,401.

#### School Nutrition Programs

During the 1987-88 school year, Maine school feeding programs prepared and served 14,402,880 student meals in 751 public and private schools, 35 residential child care institutions, and five state institutions. Reimbursement to school feeding programs in the 1987-88 school year was \$12,719,501 in federal funds and \$1,239,429 in state matching funds. State matching funds are based upon 30 percent of federal funds paid in 1981 and are given to public schools as \$.03 per lunch reimbursement.

To administer the six nutrition programs (school lunches, school breakfast, milk only schools, preschool milk, summer feeding, and nutrition education/

training), the Division of School Nutrition Programs will receive \$239,936 in federal funding and \$214,446 in state funding during this school year.

In the 1987-88 school year, there were 1,306,842 school breakfasts served with three percent of the enrolled students eating breakfast. Seventy-seven (77) percent of breakfast meals were served to students eligible to receive meals at the free or reduced price rate. Thirty-nine point five (39.5) percent of the lunch meals were served to those eligible students compared to 49.5 percent in the 1985-86 school year, a 10 percent reduction in low income participation. The Division reviews plans and equipment for construction or renovation to school feeding facilities.

The Division conducted 1,124 staff hours of training, reaching 1,641 school food service employees and other school staff members in 12 different statewide locations.

#### Food Distribution Program

This program provides U. S. Department of Agriculture surplus foods to schools, summer feeding programs, charitable institutions, summer camps, nutrition for the elderly, soup kitchens, hospitals, jails, and other non-profit public programs. The program's main mission is the equitable division and delivery of foods to end users.

From July 1, 1987 to June 30, 1988, a total of 9,474,980 pounds of foods



with a value of \$5,770,362 was distributed to Maine school programs.

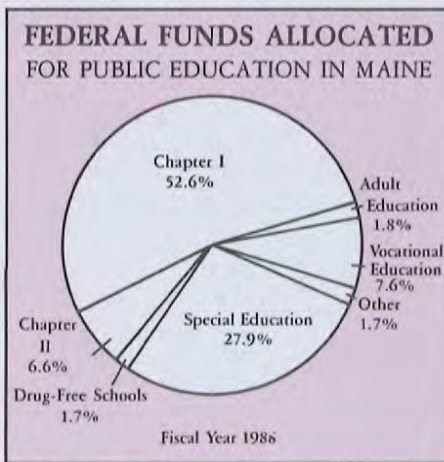
## State of Maine Education Appropriations

### General Purpose Aid

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, are designed to assure that the quality of education a pupil receives does not depend upon the wealth of his or her school district.

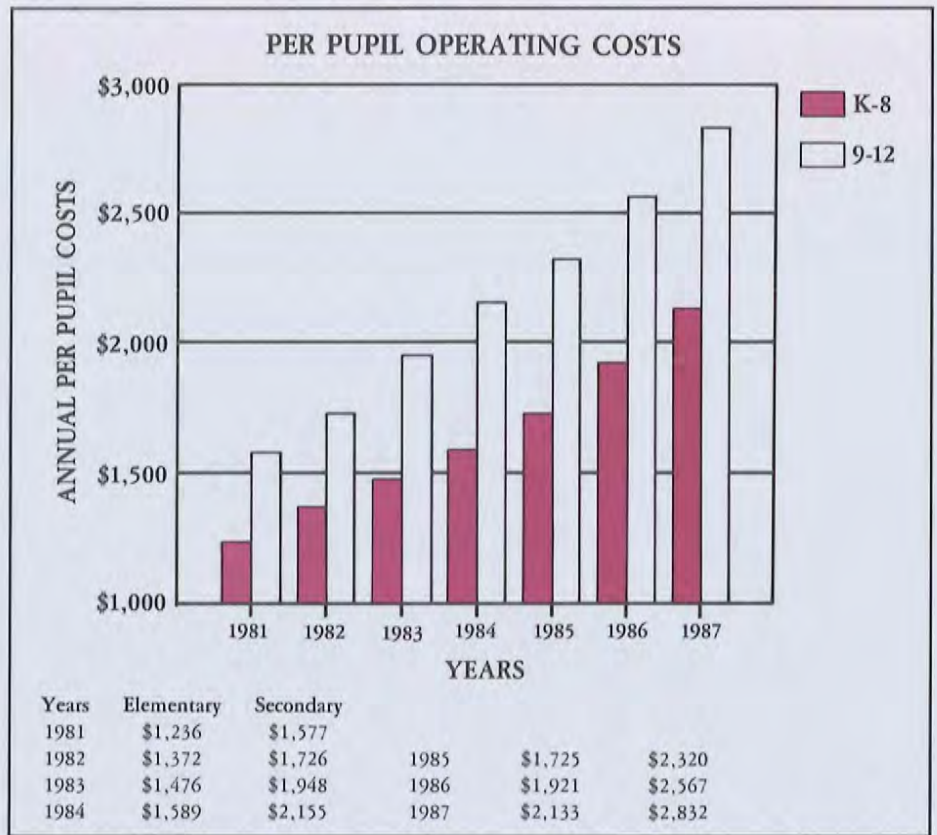
School district wealth is measured by the per pupil value of real property in each district because real property taxes are almost the only means by which districts raise funds. (All property valuations used in school funding formulas are based on figures compiled by the state and therefore, are not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

Under the 1985 law, at least 56.59 percent of the total allocation of Maine's public school system is paid by the state beginning in 1988-89, with the balance coming from local districts. This does not mean, however, that each district receives 56.59 percent. Depending on its wealth, a district may receive nothing or it may receive up to 97 percent from the state.



### Federally Funded Programs

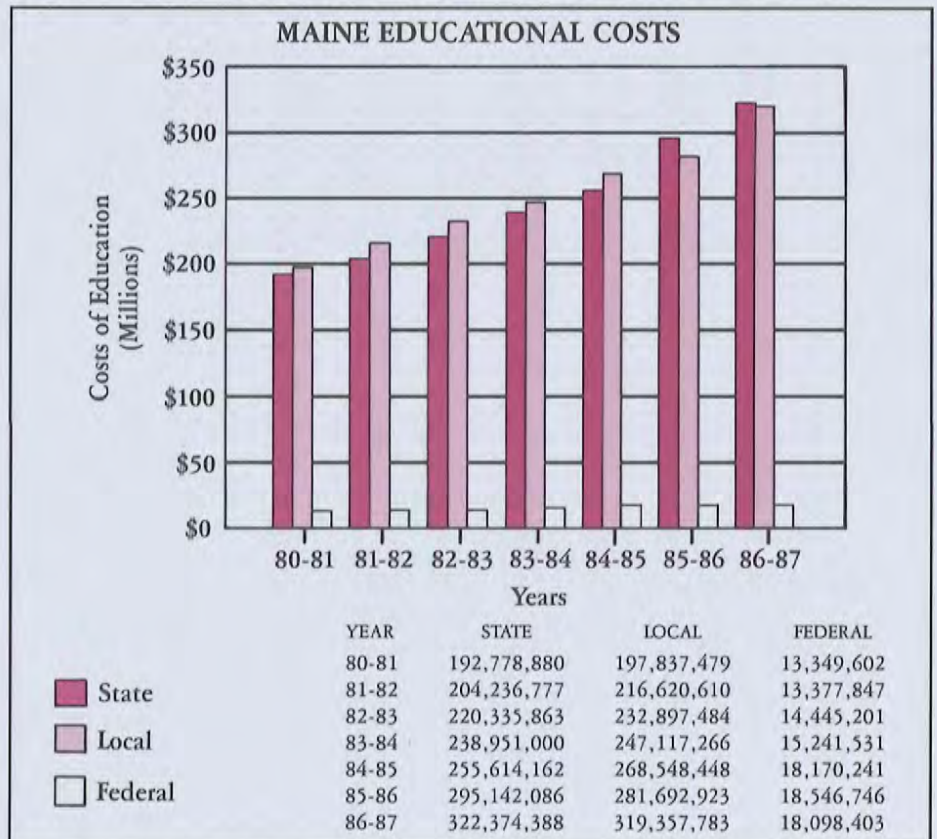
Federally-funded programs administered by the Maine Department of Educational and Cultural Services supplement state and local public



education efforts. Each program responds to educational needs which the U. S. Congress has determined to be a national priority.

The MDECS expended federal funds for elementary, secondary, and adult

education amounting to \$36,090,627 in fiscal year 1988. This represents an increase of \$5,264,905 from fiscal year 1987 and is reflected primarily by increases of \$2,237,962 in Chapter 1 and \$2,651,823 in special education.





## SECTION IV: EDUCATIONAL INITIATIVES

### Initiatives

#### School Funding Task Force

During the second session of the 113th Legislature, major changes in the school funding law were adopted based on the work of the Governor's School Funding Task Force. These changes produced an increase in school funding for the 1988-89 school year of 24.7 percent. This compared to a national average of 7.5 percent and was greater than for any other state in the nation. Also provided by legislation were more than \$93.3 million to the teacher retirement system on behalf of school administrative units and \$1.6 million in block grants to municipalities for support of new certification requirements.

#### Maine Aspirations Compact

This education-business partnership established by Governor John R. McKernan, Jr., is intended to focus statewide attention on the need to raise the personal aspirations and educational performance of Maine students at the elementary and secondary school levels.

The Compact provides an opportunity for Maine businesses and educators to work as partners in developing and implementing creative strategies to address three goals:

1. Raising the personal expectations of Maine students as measured by attitude changes concerning self-worth, academic performance, and career and vocational options.

2. Improving the academic performance of Maine students as measured by higher performance and reduced gender differences on Maine and national achievement tests, and by an increased percentage of high school graduates.

3. Expanding educational, career, and vocational choices of Maine students as measured by an increased number of students continuing on to post-secondary education, reduction in gender differences in career and vocational choices, and an increased understanding of the world of work.

Over the next two years, the Maine Aspirations Compact will:

1. Provide technical assistance and small incentive grants to support local "demonstration compacts" that will identify the aspirations issues in their communities and develop action plans that can be implemented over a two to three-year period.

2. Prepare a State Aspirations Plan for the Governor and the Legislature that identifies major educational, social, cultural, and economic issues which affect student aspirations, and recommends strategies which can be undertaken by the public education system and business community to raise student aspirations statewide.

3. Develop a clearinghouse for information on successful education-business partnerships from around the country, and publish information about the activities of the Maine Aspirations Compact and local demonstration compacts.

4. Establish a non-profit Aspirations Foundation to provide long-term financial and technical resources for Compact programs.

In November of 1988, a gift of \$600,000 was presented by the L. L. Bean Company of Freeport to establish and fund the Maine Aspirations Foundation, which in turn will help fund innovative school programs that emphasize academic performance, personal growth, and career opportunities.

#### Restructuring Schools Project

This project has placed Maine in the forefront of educational reform. Ten schools — three elementary, two middle, and five high schools — have been selected to carry out proposals to break the barrier of the time schedule, involve teachers in collaborative decision-making, enhance team teaching activities, and promote interdisciplinary curriculum development. This state-level effort in Maine is one of only three in the nation proposing profound changes in school governance and methods of instruction based on recent research.

#### Report Card for Maine Schools

A year-long collaborative planning process resulted in the production of a Report Card for Maine Schools — an individualized, statistical, and narrative report containing categories of information about students, teachers, performance indicators, and financial data in each of Maine's 283 school administrative units. Copies of these Report Cards have been widely disseminated throughout the state. Each school unit was encouraged to supplement its report with a section of additional specific local information to be communicated to its citizens.

#### Instructional Television Network

Technology in instruction is being enhanced by \$2.2 million proposed by Governor McKernan and approved by the Legislature for an Instructional Television Network. In the next school year through this system, 23 high schools will be able to offer secondary advanced courses, professional development, and advanced degree level courses for adult learners. Within three years, every high school in Maine will be linked to the network.

#### AIDS Education

The Department of Educational and Cultural Services is concluding its second year of training teams from local school units to deal with school-related AIDS issues, as a part of the Governor's State Plan for Aids. More than 42 percent of Maine's school units have adopted a model policy proposed by an interdepartmental committee. Maine's efforts have been recognized by a Center for Disease Control Award of \$1 million over five years to supplement state funds in AIDS education.

#### Task Force on Secondary Vocational Education

Recommendations from a Commissioner's Task Force on Secondary Vocational Education are now being implemented. These include a three-year phase of professional activities for vocational education teachers and administrators, a three-year program which



identifies core competencies, a significant program component providing for the development of an individual education plan for all eighth graders, and development of program standards which provide the infusion of communications, mathematics, and problem-solving skills within the vocational instruction.

### **Model Schools**

Maine's seven schools in the Unorganized Territory, which comprises 52 percent of the geography of the state, will become model schools through the addition of staff in special education, arts, music, physical education, and guidance, and through an extensive teacher staff development program. Teachers in these schools have signed a 200-day contract which will allow for four weeks of in-service training during non-student days.

### **Task Force on Middle Level Education**

This task force has recommended specific recognition of the unique educational needs of children in grades five through eight, focusing on such areas as special programming, teacher preparation and certification, and interdisciplinary studies.

### **Regional Curriculum Network**

A Division of Curriculum initiative — the Regional Curriculum Network — is entering its second year in providing assistance to local school systems in curriculum development. Consultants within the MDECS have been meeting with university faculty, superintendents, and local educators to discuss issues of concern to local curriculum development in the content areas of business education, consumer and home economics, early elementary education, fine arts, foreign languages, gifted and talented education, guidance, health education, industrial arts, language arts/reading, mathematics, science, and social studies.

### **Maine Educational Assessment Program**

The current year is the fourth consecutive year of testing almost 100 percent of the 4th, 8th, and 11th graders in the state. Overall, results have remained stable for the six content areas — reading, writing, mathematics (shows a slight increase in grades 4 and 8), science, social studies, and humanities.

### **Graduation Requirements**

Senior class students this year will be the first to graduate with the increased graduation requirements specified in the Education Reform Act of 1984. These include two credits in mathematics, four credits in English, two credits in science (including one in laboratory study), two credits in social studies (including one in American history and government), one credit in fine arts, one-half credit in health education, and one credit in physical education. In addition, each student must demonstrate proficiency in the use of computers.

### **Certification**

A new teacher and administrator certification law has raised the standards of preparation and re-certification for professional personnel in order to assure well-qualified educators in Maine schools. On March 30, 1988, the State Board of Education adopted a completely revised set of rules for the law. More than 8,000 teachers and administrators have been certified under the new rules, which include a requirement for new teachers to achieve passing scores of 656 in communication skills, 649 in general knowledge, and 648 in professional knowledge on the Core Battery of the National Teachers Examination Program.

### **Innovative Grants Program**

A total of \$4,420,000 in innovative grant funds has assisted individual teachers, schools, and school systems to improve instructional practices and to enhance programs.

### **Blaine House Scholars Program**

This program has provided grant amounts to highly qualified high school students with loans forgiven for those entering the teaching profession. In the four years the program has been in operation, \$4,694,994 has been provided, and 1,677 students have benefited.

### **School Approval**

The 1988-89 school year marks the third year of regular Comprehensive School Reviews (school approval visits) established by the Education Reform Act of 1984. Before the end of the school year, MDECS staff will have visited almost 450 schools in almost 100 different school systems over a three-year period.

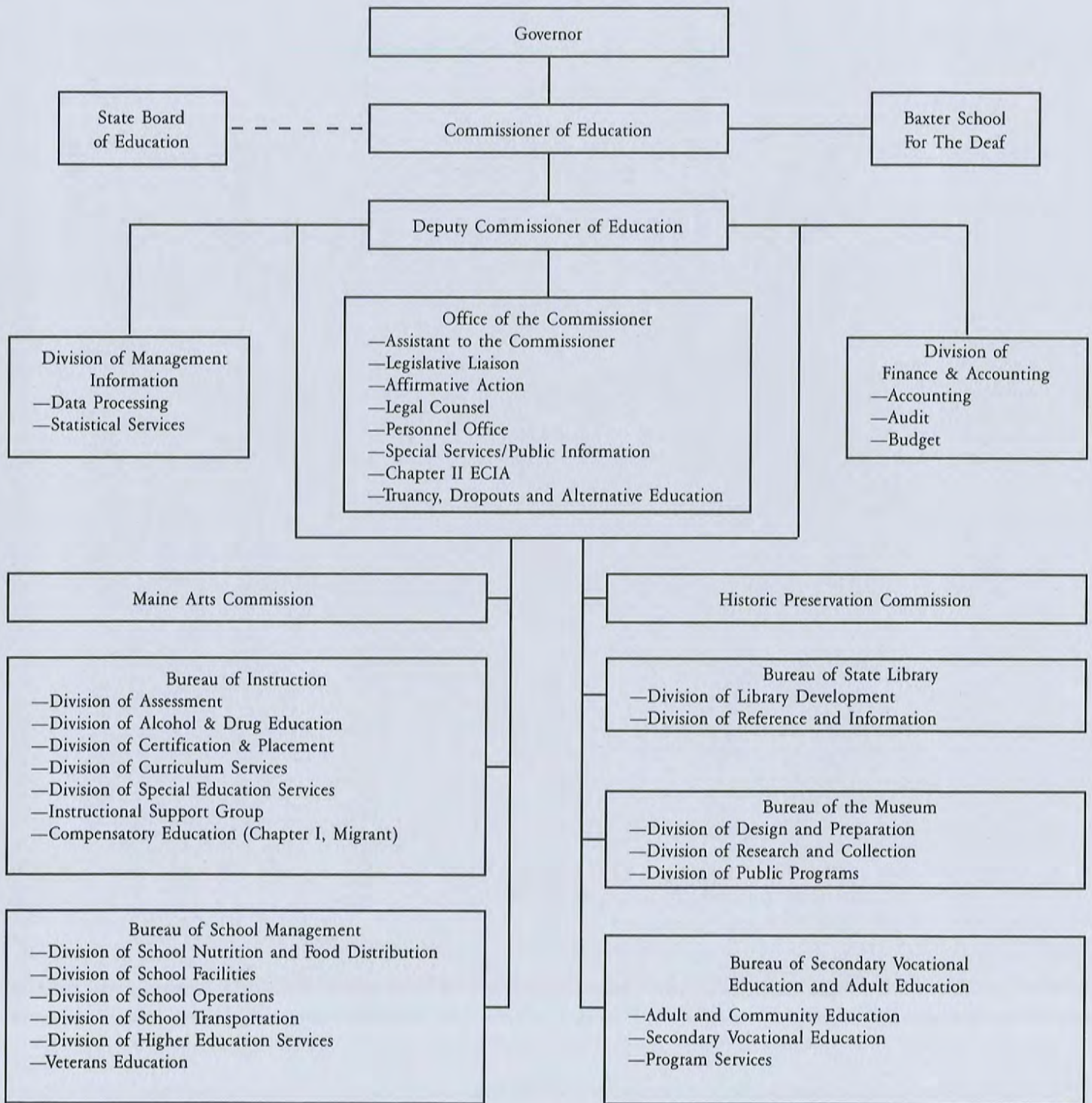
The purpose of the on-site visits is to establish that local school systems are in compliance with basic school approval standards (Chapter 125 of MDECS rules and regulations) and are meeting instructional requirements (Chapter 127).

Each visit includes interviews with the superintendent, principals, and selected teachers. Building inspections and a review of the system's policy manual and curriculum guides are also a part of the visit. The findings are sent to the superintendent in a final report which lists commendations, requirements, and the approval status of each school.



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  
(Effective Date 7-01-88)

Governor Baxter School for the Deaf	117.5
Maine Arts Commission	12
Bureau of Historic Preservation	10
Maine State Library Bureau	67
State Museum Bureau	32
Unorganized Territory	57.5
Subtotal	296
DECS Central Office Staff Positions	252
Total Positions	548

\*Total Positions includes positions in the General, Federal, Special Revenue and Block Grant Funds.



**Maine Public Schools**  
**Annual Performance Report 1989**

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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 of race,  
sex, color, national origin, religion, marital status, age  
or handicap.*



*It is the mission of the Maine Department of Education and Cultural Services to lead education, the arts, the library, the museum, and historic preservation towards higher aspirations, higher expectations, and higher performance in order to provide a competitive edge for citizens in the State of Maine into the 21st century.*