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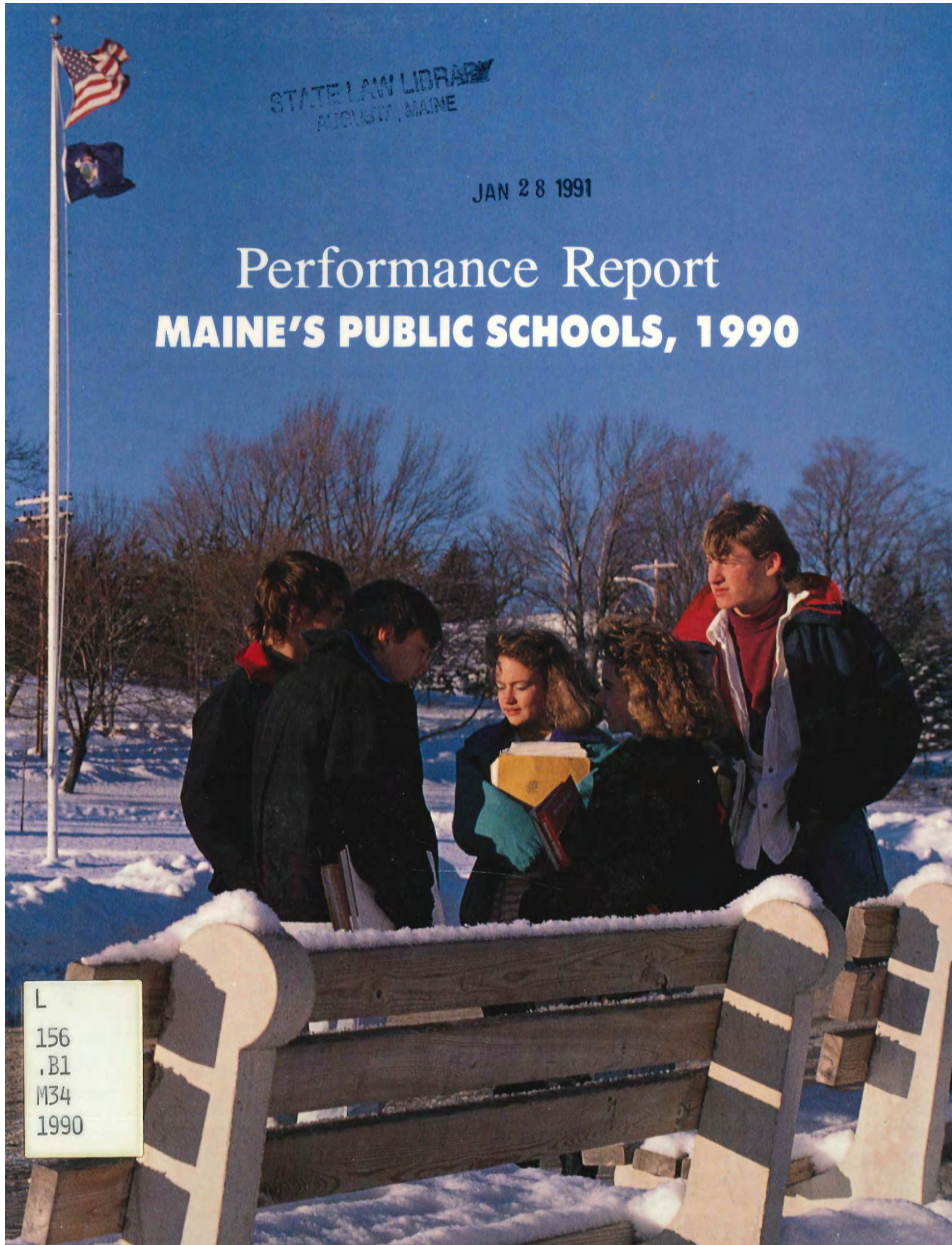
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Performance Report MAINE'S PUBLIC SCHOOLS, 1990

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Maine
Public Schools
Performance Report
1990

JOHN R. MCKERNAN, JR.

GOVERNOR

DEPARTMENT OF EDUCATION

EVE M. BITHER

COMMISSIONER

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DEPARTMENT OF EDUCATION

Telephone (207) 289-5800

Dear Maine Citizen:

The Department of Education is pleased to provide you with the Performance Report on Maine's Public Schools. It contains a wealth of information on the operation of our many and varied programs as well as a performance profile of Maine students.

As the Department continues to work to enable all Maine students to acquire the knowledge, skills and attitudes necessary to face the challenges of the twenty-first century, I invite you to become part of the exciting process of educational change. I encourage you to become familiar with the information in this report because an active and informed citizenry is vital to on-going educational reform in our state.

It is my hope that you find the information useful and urge you to contact the Department should you desire further information.

Sincerely,

A handwritten signature in black ink that reads "Eve M. Bither".

Eve M. Bither
Commissioner

A look at Maine public school education

- *For at least 175 days between August and June in Maine, more than 208,000 children attend public schools.*
- *They are taught by 14,001 full-time teachers who earn an average salary of \$25,519, compared to the national average for 1988-89 of \$27,428.*
- *They attend one of 749 elementary and secondary schools in 183 school systems covering Maine's 494 municipalities.*
- *Nearly 28,000 of them are provided with special education and related services.*
- *Nearly 25,000 receive the supplementary services of Chapter 1 programs to bring them closer to expected performance levels for their age and grade placement.*
- *Close to 4,000 receive Migrant Education services to offset the continued interruptions in their educations caused by the transient nature of their parents' occupations.*
- *Approximately 10,000 were served in gifted and talented programs statewide.*
- *A majority are served by 485 school libraries.*
- *An average of 170,000 ride on school buses.*
- *Many benefit from the more than 14 million meals provided through school nutrition programs.*



The following pages provide a more detailed and informative account of the state of public education in Maine today.

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SECTION I: EDUCATIONAL ACHIEVEMENT

High School Graduation

Graduation Rates

Fourteen thousand two hundred twenty-six (14,226) Maine students graduated from public high schools in the 1988-89 school year, reflecting a class of 1989 graduation rate of 79.3 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 1,001 students who graduated for a 96.1 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 education 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 their 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 younger people who drop out of Maine schools each year. During 1988-89, 159 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 Education. 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 Education's General Educational Development (GED) Testing Program. The GED certificate is, by Maine law, equivalent to a high school diploma and is well accepted by Maine institutions of higher education and 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 has 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 1988-89, 2,897 Maine adults received a GED certificate and another 902 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, 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

For the past four years the Maine Educational Assessment (MEA) program has been providing the public and our schools with a comprehensive view of student academic performance. In brief, the MEA assessment strategy involves a combination of common achievement testing and matrix sampling to produce individual student results and school level program evaluation information. The assessment program administered to all students in grades four, eight and eleven encompasses reading, writing, mathematics, science, social studies and humanities. The MEA measures a broad range of student proficiency and emphasizes assessment of performance on higher order thinking skills. The following discussion describes some of the more unique aspects of the MEA and the impact of the program on Maine schools.

Assessing Student Writing

An outstanding feature of the MEA is direct assessment in writing for all students in grades four, eight, and eleven. Direct assessment means that the state uses a writing sample from each student rather than using indirect measures such as a multiple choice test of language skills. Students have one and a half hours to plan, draft, write, revise, and finish their response to a prompt which will then be scored by Maine teachers. Over the four years of the assessment several thousand Maine teachers have been trained in the process of scoring writing using six analytical traits: topic development, organization, details, sentences, wording, and mechanics. To insure an objective review of each paper two teachers score each paper, and their scores must agree in all six traits.

Scorers who have been involved over the life of the MEA program have seen significant improvement at all grade levels in the quality of the writing samples being submitted. Studies are now underway to confirm the extent of this improvement which is estimated to represent one full standard deviation (50 scale score points) from the original mean score of 250 points. Even though the state mean score is reset each year at 250 scale score points because new writing prompts (questions) are used, local schools have been able to chart the gains of their students over the four years of the assessment.

The following sample of student writing is from a grade 8 paper. The paper is typical of the student who scored a four in each of the analytical categories on the six point scale.

Ever since junior high started, I was in the "In" clique. I like my friends a lot, but some of them I could do without.

As soon as school started, I knew what the year was going to be like. Veronica and Michelle, staring people up and down and talking about their friends behind their backs. I knew they did this, because I used to be one of them. Or then there's Jamie, getting in fights with everyone and trying to turn friends against each other. I knew this, because I used to get in fights with her. Then there's Tammy spreading around all those rumors, like there was no tomorrow! I knew this, because rumors were spread about me.

It takes a lot of growing up to realize all these things; but after you've been hurt so many times, growing up is all there is to do. I told myself over and over that this year things were going to be different, but trying to convince yourself of fantasies, isn't facing up to the hard truth. I could either sit back and get hurt or I could make the right decision. But what was that right decision? I used to lay awake at night, thinking about my friends, and all that we've been through. There have been bad times, yet these have been some of the best times of my life spent with these girls.

Could I really not talk to Veronica even though we were best friends in 5th and 6th grade? Or not call Jamie up anymore even though she's funny and can make me laugh when I'm feeling down?

As much as I thought about it, I couldn't come up with my decision. I guess you can't make a decision of feelings with your brain. Maybe that's why I didn't realize that gradually, day by day I was slowly pulling away from the "Veronicas" and "Michelles."

Now that it's been almost 2 months later I feel a lot better about myself. I don't follow anyone around anymore like a lost puppy dog. And most of all I think for myself. As I sit back and watch the pathetic "Veronicas", "Michelles", "Jamies", and "Tammys" I feel sorry for them because they don't realize how much each one of them is really the one hurting inside.

Assessing Problem Solving in Mathematics

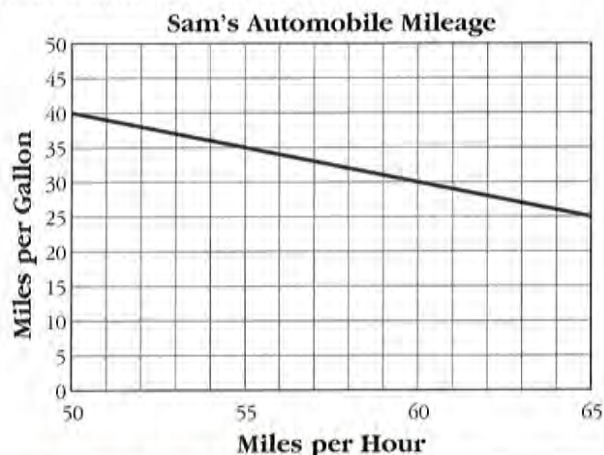
Another unique feature of the Maine assessment program is the use of open response questioning in the reading and mathematics sections. These questions which frequently involve higher level thinking skills provide teachers with extremely valuable information about the approaches students use when solving problems or making inferences. Open response questions are scored so that teachers may see the range of correct and incorrect student responses. Since these questions are not used again, the questions, along with the scoring guide are returned, so that teachers can use them to analyze the approach used by their students. A sample question from last years grade eleven mathematics assessment is included below along with the scoring guide.

Assessment: Grade 11 Problem

After many years of driving his compact car, Sam graphed the difference in fuel economy for his car at different average driving speeds. Based on the graph, how much more money would Sam spend on gas for a 120-mile trip if he drove an average of 60 miles per hour rather than 50 miles per hour, and if gas costs \$1.05 per gallon?

- 0 — no response (blank)
- * 1 — \$1.05, no work shown
- * 2 — \$1.05, work shown
- C — \$4.20, cost of gas at 60 mph average
\$3.15, cost of gas at 50 mph average
- D — \$10.50, multiplied MPG difference by \$1.05
- E — \$12.60, 120 divided by difference in MPG times \$1.05
- F — no difference in cost
- G — 10 or \$10, difference in MPG
- H — other incorrect response and no work shown
- I — other incorrect response with work or "I don't know"

* Asterisks represent correct answers



Assessing the Humanities

Beginning last year the test booklet covers of the MEA were utilized to present a work of art for students to evaluate as part of the humanities assessment. For example, grade four students were asked to view Picasso's painting the "Three Musicians," and open response questions were asked, "If you could hear the musicians, what kind of music would they be playing? What parts of the painting make you think this?" Eliciting correct responses was not the goal, but rather to gain insight into how students respond to art, and to talk and write about the art that they see.

The following were typical of responses given to the questions by grade four students:

"The blues, because they all look so sad and have instruments that people used to play the blues."

"The kind of sound you hear when you (kerplunk) your hand in the water. The part that shows the feet the way they are looks funny."

"Jazz music because usually jazz musicians play the sax and guitar and look 49 years old."

"It makes me think of folk music because they were all around a table, and there's a dog under it."

MEA Usefulness to Teachers and Principals

The use and impact of the MEA was a primary concern at the completion of the first three year cycle of the assessment program, so during the past year teachers and administrators were surveyed to determine the utility of the program. The first survey asked teachers if the subject content being tested was appropriate to the grade level of the students. Teachers generally felt that the test material was on target for all six subject areas being tested. For example in reading the survey asked about the appropriateness of 44 different types of reading passages including the extra long passages (up to two pages) routinely used in the MEA. Overwhelmingly high percentages of teachers responding at a particular level found the types of passages to be acceptable, and reflected the emphasis of current instructional practice.

In writing almost all teachers responding to the survey felt that the pre-writing activities suggested in the prompts were appropriate. Ninety-five percent of elementary teachers felt that the narrative and descriptive modes used in the prompts were appropriate for students at that level. Similar level of agreement was found at the upper grades when exposition and persuasion were added to the modes of writing required by prompts. In the other four areas covered by the assessment teachers were essentially in agreement with the material being covered by the tests.

Over ninety percent of the school principals and eighty percent of the teachers surveyed feel the MEA is of importance to them in school improvement efforts. Both teachers and principals rated the MEA higher in its importance to improve instruction than other commercial and locally prepared tests.

Conclusion

Previous issues of this report have presented accounts of the overall performance of Maine students, and those performance trends continue. The most significant improvements have been seen in writing as described here, and in the area of problem solving at the eighth grade level. Otherwise the performance over the four year period has been quite stable. Maine students were found to outperform their peers nationally in all subjects tested. This comparison was made by using items from the National Assessment of Educational Progress as part of the Maine tests. Since space in this report is limited and you might like additional information, please contact the MEA office in the Department of Education.

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 1989. On the math portion of the SAT, Maine seniors maintained the same average as last year.

Maine seniors averaged 431 on the verbal section of the test. The national verbal average was 427. The Maine 1989 math average was 466 for the fifth consecutive year. The national math average was 476.

At the national level, the verbal average dropped by one point and the math average remained constant.

The 1989 SAT results for Maine show:

- Fifty-nine (59) percent of Maine's approximately 15,700 high school seniors took the SAT, the same as 1988. Nationally, 40 percent took the SAT.

- For 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 five points. The difference in 1989 was eleven points.

- In 1989, male verbal scores were up an average of three points to 437 and female scores were down an average of one point to 426 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. The Maine male average was higher by three points in 1989.

- In each of the past 11 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 1989 was 46 points.

- In 1989, the male math average for seniors in Maine was up two points to 490. The female average was down two points to 444, the same average as in 1983.

Performance on Achievement Tests

In 1989, 2,425 Maine high school seniors, representing 26 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.

The Achievement Tests results show that:

- In 1989, 15 percent of all Maine graduates took at least one Achievement Test, twice the national average.

- Students who took at least one Achievement Test earned SAT scores well above the state average in both verbal (508 compared to the state average of 431) and math (554 compared to the state average of 466).

- Achievement Test scores for Maine seniors had 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 1989, the percentage was less than half that figure.

- The four most frequently taken Achievement Tests in 1989 were English Composition (2,197), Mathematics Level I (1,691), American history (651) and Biology (618).

Year	SAT SCORE AVERAGES 1980-1989											
	NATIONAL VERBAL			MAINE VERBAL			NATIONAL MATH			MAINE MATH		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
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
1989	434	421	427	437	426	431	500	454	476	490	444	466

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 1988 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 15.7 per thousand between the same years.

- From 1980 to 1988 Maine's population grew from 1,125,000 to 1,205,621 (a growth rate of 7.2 percent) during the same period in which Maine's birth rate was decreasing. This growth rate is slightly slower than the national rate of 10.9 percent.

- The median age of the Maine population increased from 30.5 to 33.8 years in the period between 1980 and 1988. The rate of change was about the same as that of the nation which increased from 30.0 to 32.2 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 compared to the national figure of 16.2. The percent of high school graduates in Maine's population is 69.1. That is 2.6 percentage points higher than the national figure of 66.5 percent.

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.

FALL 1988-89 ENROLLMENT FOR PUBLIC SCHOOLS

	E.U.T.*	M.I.E.**	Other Public	Totals
Ungraded Elementary	0	0	332	332
Special Elementary	0	0	1,912	1,912
4-Year Old Program	0	48	314	362
Early Kindergarten	0	0	1,630	1,630
Kindergarten	38	55	17,088	17,181
Transitional Grade 1	0	0	1,311	1,311
Grade 1	40	54	17,338	17,432
Grade 2	40	50	16,488	16,578
Grade 3	48	45	15,406	15,796
Grade 4	32	43	15,744	15,819
Grade 5	32	33	15,434	15,499
Grade 6	46	34	15,001	15,081
TOTAL K-6	276	362	118,295	118,933
Grade 7	18	28	14,901	14,947
Grade 8	9	26	15,219	15,274
TOTAL 7-8	27	54	30,140	30,221
TOTAL K-8	303	416	148,435	149,154
Ungraded Secondary	0	0	15	15
Special Secondary	0	0	597	597
Grade 9	0	0	15,116	15,116
Grade 10	0	0	14,673	14,673
Grade 11	0	0	14,412	14,412
Grade 12	0	0	14,623	14,623
Post Graduates	0	0	52	52
TOTAL 9-12	0	0	59,488	59,488
TOTAL K-12	303	416	207,923	208,642

- As reported on the Fall School Statistical Report (EF-M-40), submitted as of October 1, 1988
 *E.U.T. - Education in Unorganized Territories
 **M.I.E. - Maine Indian Education

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.

**School Administrative Districts
(73 Systems with 277 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 composed 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
(34 Systems with 115 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 (M.I.E.)
(3 Systems, 3 Reservations)**

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

TYPES OF SCHOOLS

	Public	Private
High Schools	92	18
Junior-Senior High Schools	22	6
Junior High Schools/Middle Schools	94	0
Ungraded Schools	0	5
Special Education Schools	8	13
Vocational Centers & Regions	28	0
Combined Elementary & Secondary Schools	10	9
Elementary Schools	495	49
T O T A L S	749	98

SUMMARY

Elementary Schools (any grade combination from kindergarten to grade 8)	599	59
Combined Elem. & Sec. Schools (any grade combination which includes both elementary and secondary grades)	36	18
Secondary Schools (any grade combination from grade 9 to grade 12)	106	21
Vocational Regions (regional vocational programs)	8	0
T O T A L S	749	98

**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.

**Units under District Superintendents and Agents of the Commissioner
(24 Systems, 24 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 757 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 28.5 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.

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	277
Community School Districts	13	13	39
Unions of Towns (including Maine Indian Education)	34	133	115
Towns under District Superintendents & Agents of the Commissioners	24	24	24
T O T A L S	183	282	494

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

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. 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 general community.

Education of the Gifted and Talented

Maine school units are moving toward the implementation of comprehensive programs for the gifted and talented through a five-year phase-in plan process.

During 1988-1989, 116 school systems supported programs for the gifted and talented. Twenty-one local school administrative units in five regions collaborated to provide regional programs for secondary school students.

Approximately 10,000 students were served in gifted and talented programs state-wide. This represents approximately 5 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 percent of the programs served students in both academics and the arts.

The Maine Summer Arts and Humanities Program, a state-sponsored residential summer program was held. It served 110 gifted and talented secondary school students from all around the state.

The Sequenced Team Training Program offered 60 representatives from 20 school administrative units intensive team-training in education of the gifted and talented at the middle school level. The annual Maine Summer Training Institute offered a week-long professional development session for 145 gifted and talented program teachers, administrators, and coordinators. In addition, two conferences were co-sponsored with state-level education organizations, and an invitational leadership conference was held for the purpose of examining research and development of programs in the arts for the gifted and talented. Also, a series of 12 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 units in order to address special issues or areas of need determined to

be priorities at the state-level. A priority was established for Fiscal 1989 for program development efforts in the areas of Early childhood Education. Ten awards were made for projects which will examine alternative and non-traditional assessment measures; developmentally appropriate instructional strategies; differentiated curriculum development efforts; and program designs for the primary grades during the 1989-1990 school year.

Alcohol and Drug Education

A statewide program of prevention, education, and training activities addressing the impact of alcohol/drug use, abuse, and dependency on individuals, families, and communities was continued during fiscal 1989 by the Division of Alcohol and Drug Education Services of the Maine Department of Education.

Ten new school/community teams were trained, bringing the total number in the state to 108. 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 10 school systems, 3,200 people participated in that program last year.

Over 70 school systems participated in specialized workshops or advanced training programs related to adolescent alcohol/drug use, abuse, and dependency issues, curriculum, and support groups for elementary and secondary children. On-site consultation about these areas was provided at 30 locations.

There were 120 individual on-site consultations with 65 different school systems related to school/community team development and team maintenance, two regional activities involving 26 teams, and one statewide activity providing direct service to 1,764 people.

Division consultants did presentations on alcohol/drug use, abuse, and dependency and/or prevention/education programs for 41 school and community groups, including three out-of-state conferences. Also, presentations were made to nearly 2,100 students at ten schools as part of student awareness programs. Parent awareness programs were also presented in five sites for 1,100 participants.

One hundred and forty-one (141) local school grants were awarded federal Drug-Free Schools funds for the purpose of initiating or enhancing alcohol/drug prevention and education efforts.

As part of our efforts to support education and treatment programs for schools and community groups, 7,281 film and videocassette loans were made, 44,375 pamphlets were distributed, and 261 primary prevention curricula loans were completed.

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 continued work with the refusal skills training.

In 1989, 93 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 Libraries

Maine has 485 public school libraries. Most school libraries are one-person operations. Although not formally surveyed, the number of volumes in school libraries is estimated to be approximately 2.5 million.

A cooperative plan for surveying school libraries has been completed by the Maine State Library. The currency of the collections, staffing, and programming are specific areas being studied. The results of this study will be important in determining the quality of school library programs.

Fifty percent of the nearly 200 Maine libraries now participating in MaineCat, a computer-based optical disc catalog showing the location of many thousands of books in Maine libraries, are school libraries.

Secondary Vocational Education in Maine

Vocational Regions, Centers, and Satellites

Almost a decade and a half ago, the State of Maine established a statewide network of regional vocational facilities to ensure that a broad range of modern vocational education programs is available to every high school junior and senior in the state.

Two basic types of institutions are included in the network: vocational centers, which are governed by a single school administrative unit, and vocational regions, which are governed by a cooperative board representing a number of school units.

Both centers and regions serve students from a group of affiliated "sending" high schools.

In addition, vocational centers may oversee one or more "vocational satellite programs" located in sending schools, while vocational regions may operate "external programs."

During the 1988-89 school year, 20 vocational centers were in operation in the following communities: Augusta, Bath, Biddeford, Bridgton, Calais, Caribou, Dexter, Ellsworth, Farmington, Fort Kent, Lewiston, Machias, Madawaska, Portland, Presque Isle, Sanford, Skowhegan, Van Buren, Waterville, and Westbrook.

A total of 31 vocational satellite programs were operated in 1988-89.

Eight secondary vocational regions were in operation during the same period, representing

Southern Aroostook County (Region 2, located in Houlton), Northern Penobscot County (Region 3, Lincoln), Southern Penobscot County (Region 4, Bangor), Waldo County (Region 7, Belfast), Knox County (Region 8, Rockland), Northern Oxford County (Region 9, Mexico), Eastern Cumberland - Sagadahoc County (Region 10, Brunswick), and Southern Oxford County (Region 11, Norway).

Tech Prep, Special Prep, Career Prep, and Specific Occupational Prep

Altogether, the 20 centers, 31 satellites, and eight regions served a total of 7,286 students with vocational education programs, services and activities during 1988-89; 59 in technical preparation programs designed to prepare students for entry into a postsecondary, technical college program; 427 in diversified occupations and other special preparation programs for handicapped students; 1,887 in cooperative education, cluster programs, and other career preparation programs; and 4,913 in specific occupational skill training programs.

Between them, the regions, centers, and satellites offered over 40 different vocational cluster and specific occupation training programs.

Vocational Youth Organizations

The 1988-89 program year witnessed continued rapid growth in the number of vocational youth organization chapters chartered in the state and in the number of students actively participating in each chapter.

Broadly analogous to the academic subject area clubs offered to college prep students, vocational youth organizations have been formed for each of the seven basic vocational program areas. They play an integral and essential role in every occupational education program, helping to build self-esteem, promote self-discipline, foster leadership skills, and strengthen preemployment competencies.

Competency-based Curriculum Development

In December 1988, the Commissioner's Task Force to Study Secondary Vocational Education in Maine recommended that "Standard, competency-based core curricula should be developed at the State level for all vocational education courses of study and programs."

Based on this recommendation, the Bureau of Adult and Secondary Vocational Education has launched a project designed to convert all secondary programs in the State of Maine to competency-based curricula by 1993, using the DACUM (Developing A CURriculum) process.

Following DACUM protocols, ad hoc task forces are being called together to carry out an occupational task analysis and skill inventory for each

occupational skill training program currently offered or under development in Maine.

The DACUM task charts in turn are used by vocational directors and educators as the foundation for competency-based curriculum development efforts.

Established by the State Board of Education in consultation with the Maine Council on Vocational Education, the DACUM committees are made up of representatives of employers, professional and trade associations, and labor unions involved in the occupations corresponding to each program area.

Seven job-task-analyses were completed by the end of the 1988-89 program year, with an additional seven DACUM's scheduled for completion during 1989-90.

As a follow-up to the seven completed job-task-analyses, curriculum development efforts are currently underway in three areas: automotive mechanics, carpentry, and machine tool operation.

Curriculum development in each program area is supported by a minimum of two vocational directors, the director of the Vocational Curriculum Resource Center of Maine, program staff from the Bureau of Adult and Secondary Vocational Education.

Other Curriculum Development Projects

- A standard criteria document was published in the fall of 1988 and approved through the Administrative Procedures Act process in January of 1989. This document provides guidance in the development and review of vocational education programs at the secondary level.

- An integrated studies project was initiated at the Portland Regional Vocational Center in an effort to develop a working model for use by other schools. The integrated studies concept proposes that students can and should receive academic credit in math or science, for example, while completing an occupational education program.

- The project requires that the curriculum for each vocational program be mapped to identify the math, science, or other academic skills content of the program, and that these skills be validated by academic teachers in the respective disciplines. This process has been completed for each of the program areas at the Portland Regional Vocational Center. They are currently in the process of identifying options for integrated studies credit for vocational students.

- A project was initiated at Vocational Region 10 to pilot test new approaches to vocational cluster programming. Cluster programs in vocational education provide an opportunity for students, usually at the junior year level, to explore a series of related programs within a cluster area, taking advantage of the expertise of individual teachers.

- The techniques and protocols used in the DACUM process also have been employed to develop a multiple use management curriculum for forestry and environmental studies programs in Maine.

- Professionals from the fields of wildlife management, forestry, soil and water conservation, and parks and recreation collaborated to develop a curriculum which fosters an understanding and appreciation of the interrelationships which exist between those disciplines. Students are trained to develop a multiple use management plan for individual tracts of land.

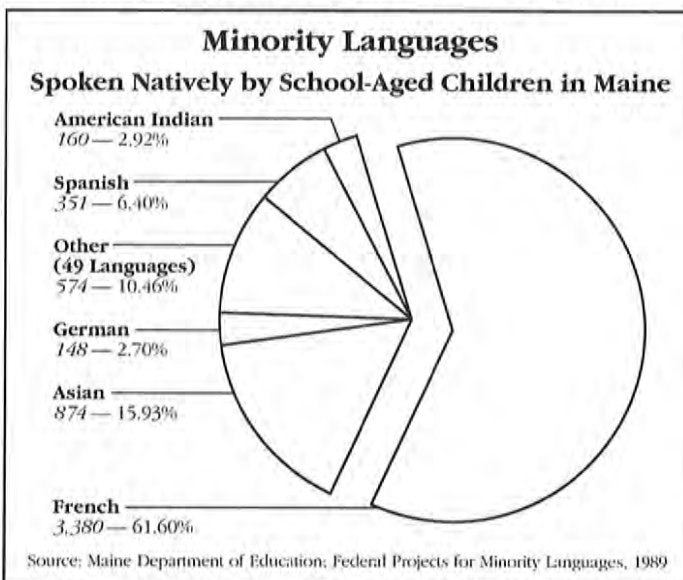
- The Maine Agriculture In The Classroom Project held two five-day curriculum development summer institutes for 40 teachers, to assist them in the development of a series of agriculture and natural resource activities designed to reinforce the development of basic academic skills.

- A year-long series of teacher in-service activities were carried out with the assistance of professional staff at the University of Southern Maine Department of Technology. These in-service activities focused on three primary areas: understanding and responding to students; the instructional process; and subject matter knowledge and background.

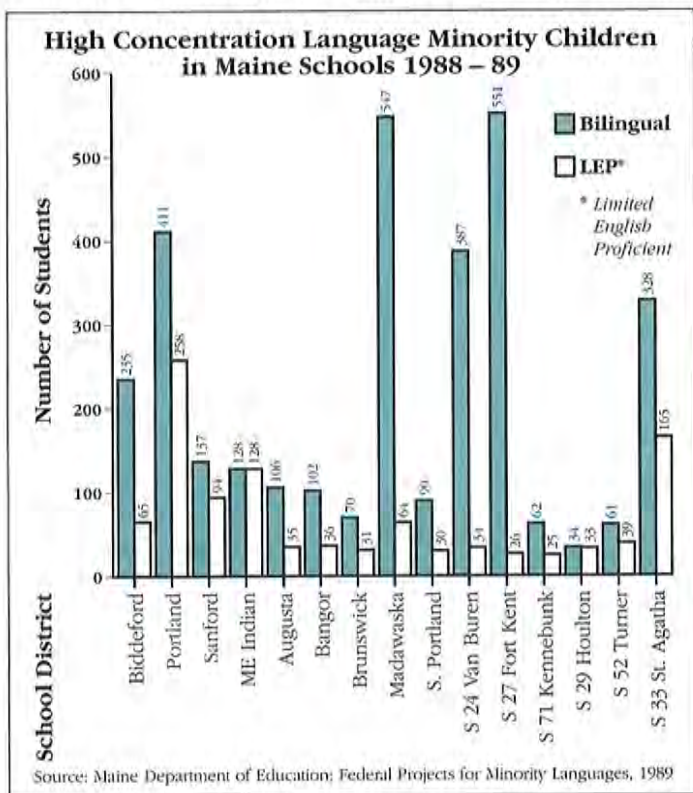
Special Student Membership

National Origin Minority Groups in Maine

Most of Maine's 42,000 minority children (1980 U.S. Census) are of French descent (61.6 percent) See Table A. Another 16 percent of the state's minority children are Asians representing twenty language groups. The Hispanic population (6.4 percent) has, like the Asian population, increased slightly in the past few years. More than 6,500 children in Maine are natively bilingual, as reported by their parents.



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 1,600 children statewide are known to be limited English proficient.



Limited English proficient children are the primary beneficiaries of services under Title IV of the Civil Rights Act, a federal grant program available to the nation's 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 three bilingual education projects in Maine supported by federal competitive ESEA Title VII funds. These projects serve about 500 limited English proficient children. More applicants are under consideration for federal funding in 1990.

Recent Immigrant Children

More than 4,000 of Maine's language minority children were born in the state. About 2,000 children 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. Federal legislation stipulates that a school district must enroll at least 20 refugee children to receive federal help. One hundred and seventy-six (176) children are supported by this funding. Support for 473 refugees is limited to local funding. The same is true for all other limited English proficient children in Maine.

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 I 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 1988-89, 175 Part A and two Neglected and Delinquent projects provided services to approximately 24,509 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 1988-89, 61 Migrant Education projects provided services to 3,940 students. Of these students 53 percent were in grades one through six, 36 percent were in grades seven through twelve, and 11 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 1989 were:

Local Education Agency Grants	\$18,058,620.
Neglected and Delinquent Grants	207,436.
Migrant Education Project Grants	3,086,626.

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 Maine

Department of Education. 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 1989-90 includes expansion of the Aroostook County Project to establish a resource center and support services for professionals serving hearing impaired in northern Maine. Programming for 1989-90 also includes the development of a program for Language Delayed Children and an expanded Intake/Evaluation Team. Other planning efforts include the development of a deaf infant program.

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-seven thousand, nine hundred, and eight students (27,908) were provided special education and related services in 1988-1989 under P.L. 94-142 and P.L. 89-313. This represents 13.2 percent of the average school-age (5-17) population in Maine in 1988-89 (211,242).

The majority of students (11,001) were identified as learning disabled. This represents 39.4 percent of all exceptional students served, or 5.2 percent of Maine's 5-17 school-age population. Seven thousand, one hundred, and fifty-six (7,156) were identified as having a speech and language need. This represents 3.4 percent of Maine's 5-17 school-age population.

There were 4,241 students served who had behavioral needs and 2,855 students served who had mental development needs.

Of the 27,908 students provided with special education and related services in public schools, 51.35 percent (14,331) were enrolled in special education and related services and regular classroom instruction. Approximately twenty-five percent (6,942) received resource room instruction. Approximately eighteen percent received resource room/composite, self-contained/composite instruction. Approximately three percent received instruction in separate day programs (both public and private), while another one percent received instruction in residential placement.

The related service most frequently provided to Maine's exceptional students was speech and language (28.6 percent), followed by other related services (13.4 percent), psychological services (11.0 percent), occupational therapy (10.3 percent), counseling (9.9 percent), and social work services (8.4 percent).

Of the exceptional students in public schools between the ages of 13 and 21, six thousand, two hundred, and eighty-five (6,285) or 71.2 percent are still receiving special education. Seven hundred and fifty-two (8.5 percent) graduated with diplomas, while three hundred and ninety-eight (4.5 percent) dropped out of school. Sixteen year olds (117) and seventeen year olds (99) comprised the majority of students who dropped out. Seven hundred and thirty-six (8.3 percent) exited to regular education.

Of the anticipated services needed by exceptional students between the ages of 13 and 21, vocational training and job placement (16.6 percent) is the greatest need. Case management/counseling (13.9 percent) and mental health services (10.1 percent) are also priority needs. Approximately seventeen percent (22.9 percent) of exceptional students between the ages of 13 and 21 had no service needs.

Special education enrollment increased by 308 (1.1 percent) from 1988 to 1989. The number of learning disabled students increased by 543 students. The number of speech and language impaired students served increased by 197, a decrease of 2.8 percent over the previous year. The number of students being educated in regular classrooms increased by 91 students over the previous school year.

Speech and language services as the primary related service, were down 8.4 percent from the previous year. Psychological services were down by 2.6 percent, while counseling, occupational therapy, and social work services increased.

The number of 13 to 21 year-old exceptional students still receiving special education increased by 6.3 percent. The number of exceptional students dropping out increased from 368 students in 1987-88 to 398 in 1989, a 30-student difference.

The anticipated services needed for 13 to 21 year olds remained consistent for 1988-89.

Home Study in Maine

Home schooling continues to grow in Maine. Seven hundred three (703) programs were approved in 1988-89, 288 more than in 1987-88.

New legislation passed by the Legislature and signed by the Governor July 7, 1989, changed the way home schooling applications are approved. This was passed as emergency legislation and took effect when the Governor signed it.

Under this new law, applications are submitted simultaneously to the local board of education and to the Commissioner. The local board is no longer required to determine if the application should be approved or denied. Approval or denial shall be made solely by the Commissioner. The purpose of submission to the local board is to allow local authorities an opportunity to review the application and to facilitate cooperation between the local school unit and the home schooling program. Local school authorities are required to review the applications for completeness of required information and to submit comments on the completeness to the Commissioner within thirty (30) days of receipt.

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 a child. Through continued cooperation between local school districts, home schoolers and the Department of Education, 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 drop out 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 1988-89

Maine has 14,100 full-time teachers of whom 9,299 (66 percent) are females and 4,801 (34 percent) are males.

Males occupy 60.4 percent of all administrative/supervisory positions.

Thirty-one point two percent (31.2 percent) of all Maine teachers (3,497) have 19 years or more of teaching experience.

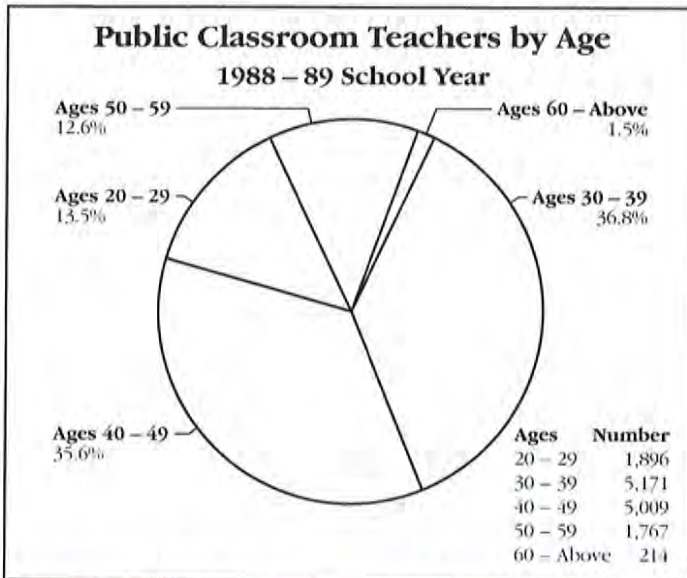
MAINE ADMINISTRATOR/SUPERVISORY POSITIONS BY MALE AND FEMALE Fall 1988

Positions	Number of Positions	Number of Males	Percent of Total Males	Number of Females	Percent of Total Females
Superintendent	144	139	96.5%	5	3.5%
Principals:					
Elementary	465	277	59.6%	188	40.4%
Secondary	107	98	91.6%	9	8.4%
Combined	115	94	81.7%	21	18.3%
Director of Services for Exceptional Children	168	47	28.0%	121	72.0%
Guidance Counselor	486	195	40.1%	291	59.9%
Assistant Principal	310	216	69.7%	94	30.3%
Assistant Superintendent	59	53	89.8%	6	10.2%
TOTAL	1854	1119	60.4%	735	39.6%

Thirty-six point eight percent (36.8 percent) of Maine teachers are between the ages of 30 and 39.

Fifty-two point one percent (52.1 percent) of Maine teachers (7,347) have a Bachelor's Degree as their highest level of educational attainment.

Twenty point seven percent (20.7 percent) of Maine teachers (2,921) have a Master's Degree as their highest level of educational attainment.



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. Program review will be conducted using standards which went into effect in February 1990.

Supply and Demand. As of September 1989, there were 88 teacher vacancies. Thirty-six of these vacancies were in special education, which ranked first. Administrator and school guidance counselor vacancies ranked second and music 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 K-12 school guidance services.

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 Education.

Average Salary for Full-Time Teachers

Year	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
1988 - 89	\$25,519	\$27,428

State Board of Education

The State Board of Education's mission is to assure effective development of lifetime learning for all Maine people. During the past year the Board has worked to implement goals to carry out this mission. The Board strongly supports year-round use of schools for educational and community needs. Board policies regarding new school construction encourage the use of schools as community centers, and several Board members have spoken to groups across the state about the benefits of keeping school facilities open year-round.

In March the State Board of Education sponsored with the Arts Commission and the Department of Education a school construction conference. Conference speakers stressed the importance of

community participation in planning the facility as well as in using the facility once constructed. The State Board of Education believes that parent and community involvement in the schools is one of the key ingredients needed to improve student success in school. To this end, the Board co-sponsored with the Maine School Volunteer Alliance a conference on "How to Improve Parent and Community Involvement in the Schools." The Board also participated in the Governor's forums on establishing goals for education and emphasized the importance of parent and community involvement in schools that are open year round for educational and community needs.

In order to reach out to local communities, to listen to their concerns, and to encourage communities to establish education as their number one priority, the State Board of Education has been holding its monthly meetings in various locations across the state. In the past year the Board has met in Rockland, Fairfield, South Portland, Portland, Turner, Sanford, Kennebunk, Skowhegan, Orono, and Augusta. Besides its regular monthly meetings, the Board held seven regional forums to listen to community reaction to the education reforms enacted since 1984. These forums were held in Skowhegan, the Norway/South Paris area, Wiscasset, Dover-Foxcroft, South Portland, the Ellsworth area, and Fort Fairfield. The State Board of Education has made a major commitment to communicating with local educators, school board members, parents, and citizens.

The State Board of Education offered testimony on many bills during the legislative session and worked with the legislature's education committee on improving educational quality and opportunity for all Maine students. The Board hosted a dinner for the teacher of the year. Board members served on selection committees for both the teacher of the year and the national schools of excellence recognition program. Board members also served on many state and national committees with a variety of foci ranging from rural education to military education.

In July 1988, a new teacher and administrator certification law went into effect. The State Board of Education has spent the past year monitoring and reviewing the new rules and regulations written to implement the law. Several changes and additions were proposed and approved by the Board in the fall of 1989. A new chapter was adopted regarding approval of teacher education programs. Three classifications of auxiliary personnel were defined with accompanying qualifications and responsibilities outlined.

The State Board of Education also approved changes which clarified sections of the rules and regulations and authorized other changes which were deemed necessary as a result of one year's experience with the rules.

The Board has had very positive feedback from local school districts with respect to the formation of support systems and teacher support teams. The benefits of support teams particularly for new teachers are many. The costs and the time commitment involved are two of the concerns. In some part of the state a regional support team approach for administrators has worked effectively. The goal of setting standards for teacher and administrator certification while allowing for local flexibility in implementing procedures appears to be working well. A certification advisory committee continues to meet quarterly to discuss possible refinements in the rules and regulations for implementing the certification law and to discuss emerging issues pertaining to certification.

The State Board of Education established a study committee this year on substitute teachers and published a report in June concerning policies, training, and recruitment of substitute teachers. The report includes several successful local programs for attracting, training, and keeping substitute teachers and should be an excellent resource for all school districts.

In July 1989, the State Board of Education approved a record setting \$98,000,000 for new school construction projects.

Elementary and middle schools. Twelve new elementary schools were approved with one of these later rejected in a local referendum. Estimated costs of the remaining 11 were \$47,238,989. An additional \$1,325,000 were approved in local funds for one of these projects. Two new middle schools were approved with one of these later rejected in local referendum. Estimated cost of the remaining project was \$5,383,620 with an additional \$2,773,380 in local funds. Additions were approved for 13 elementary schools at an estimated cost of \$23,976,744.

High schools. One new high school was approved at a cost of \$14,705,500 with an additional \$4,172,500 in local funds. Additions were approved to three high schools at an estimated cost of \$16,715,000 with an additional \$1,472,086 in local funds.

Total state/local dollars approved for school construction in 1989 were \$108,019,853.

Total local dollars approved for school construction in 1989 were \$742,966.

In spite of such large expenditures, the Board continues to be concerned about the increasing number of portable units in use throughout the state. As a result, the Board is considering new policies for retiring portable units.

The State Board of Education has many responsibilities assigned to it statutorily. Each of the Board's assigned responsibilities are reviewed annually. This annual review helps the Board keep current with its responsibilities and gives it an opportunity to address emerging issues and to plan for future needs.

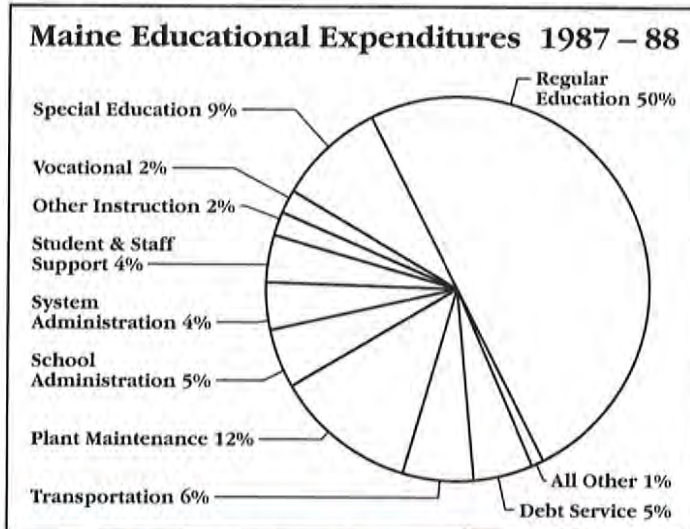
Section III: FINANCING K-12 PUBLIC EDUCATION IN MAINE

Local School Financing

Types of Local Revenues and Expenditures

In 1987-88, educational expenditures in Maine from state, local and federal sources totaled approximately \$750,086,792.

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



Special Education Expenditures

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 \$37.3 million in 1987-88 to \$43.8 million in 1988-89.

Local funding increased from \$27.1 million in 1987-88 to \$33.8 million in 1988-89.

Federal funding increased from \$9.3 million in 1987-88 to \$11.7 million in 1988-89.

Although costs have increased, the distribution of cost sharing has changed. In 1981-82, the State supported 37 percent of these costs while in 1988-89 the State's share rose to 49 percent. In 1981-82, the local share was 43 percent, while in 1988-89 the local share was 38 percent. In 1981-82, the Federal share equaled 20 percent of these costs while in 1988-89 the Federal share was 13 percent.

Public School Transportation

In 1988, school buses transported daily an average of 170,000 school children to public and private schools in Maine.

Average cost per mile for the 1,974 publicly-owned and 404 privately-owned buses was \$1.34, an increase of seven cents per mile from 1987. Miles traveled during the year totaled 32,260,822 at an average cost of \$256.02 per student.

In 1988, expenditures for school transportation totaled \$43,076,783.56, and purchases of school buses totaled \$4,994,963.

School Nutrition Programs and Food Distribution Programs

During the 1988-89 school year, Maine school feeding programs prepared and served 19,487,696 student meals in 745 public and private schools, 35 residential child care institutions, and five state institutions. Reimbursement to school feeding programs in the 1988-89 school year was \$12,160,261 in federal funds and \$1,117,555 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 seven nutrition programs (school lunches, school breakfast, milk only schools, preschool milk, summer feeding, food distribution, and nutrition education/training), the Division of School Nutrition and Food Distribution Programs will receive \$234,385 in federal funding and \$322,507 in state funding during this school year.

In the 1988-89 school year, there were 1,739,518 school breakfasts served, a nine percent increase above the 1987-88 school year. Seventy-six (76) percent of breakfast meals were served to students eligible to receive meals at the free or reduced price rate. Sixty-one (61) percent of the lunch meals were served to those eligible students compared to 49.5 percent in the 1985-86 school year, a 12 percent increase in low income meal participation. The Division reviews plans and equipment for construction or renovation to school feeding facilities.

The Division conducted 1,676 staff hours of training, reaching 2,243 school food service employees and other school staff members in 22 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, child care facilities, soup kitchens, hospitals, jails, and

other non-profit public programs. The program's main mission is the equitable division and delivery of surplus foods to end users.

From July 1, 1988 to June 30, 1989, a total of 6,623,387 pounds of foods with a value of \$4,157,399 was distributed to Maine school programs. The Food Distribution Program receives direction from an advisory council made up of 12 statewide school recipients of commodity foods representing the varied regions and school systems.

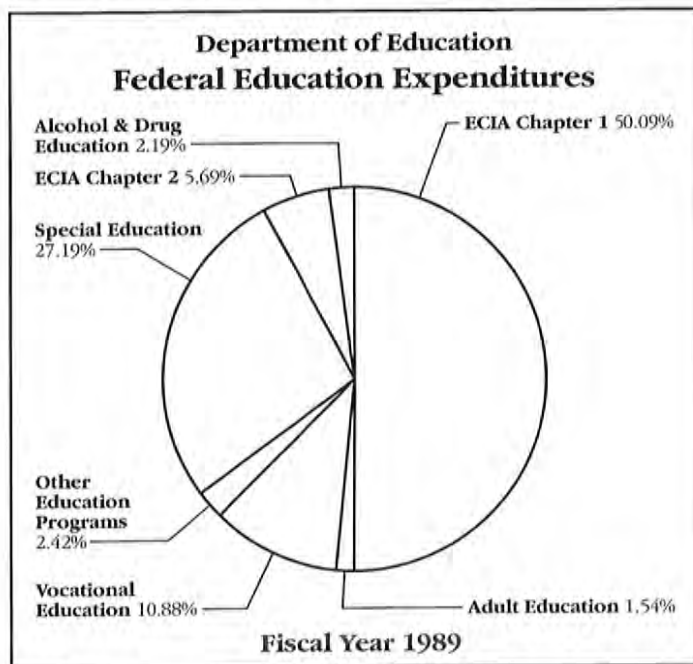
State of Maine Education Appropriations

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.)

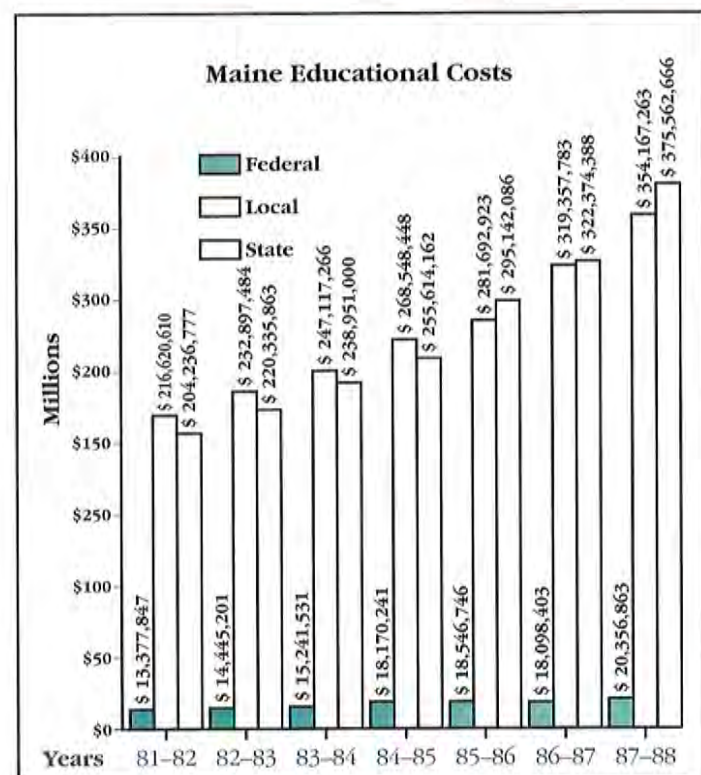
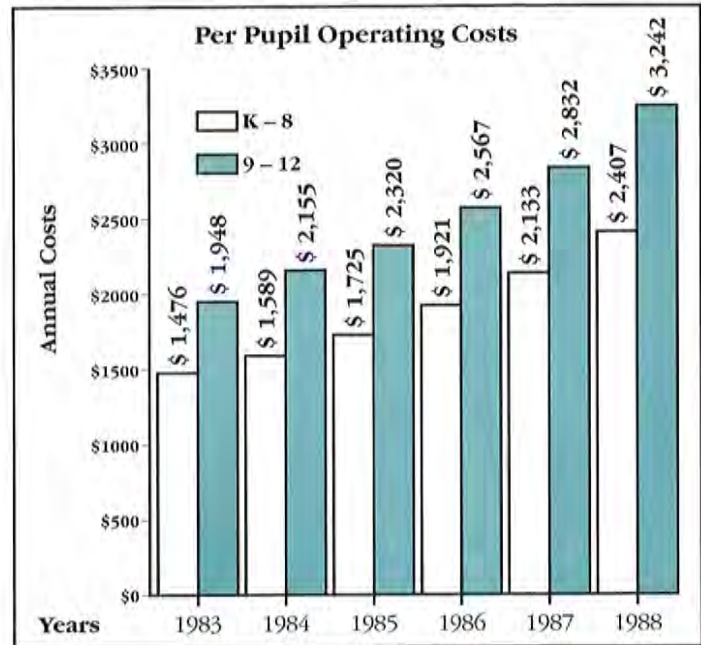
Under the 1985 law, at least 56.65 percent of the total allocation of Maine's public school system is paid by the state beginning in 1989-90, with the balance coming from local districts. This does not mean, however, that each district receives 56.65 percent. Depending on its wealth, a district may receive only the 5 percent minimum state subsidy or it may receive up to 99 percent from the state.



Federally Funded Programs

Federally-funded programs administered by the Maine Department of Education 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 Maine Department of Education expended federal funds for elementary, secondary, adult and pre-school (handicapped) education amounting to \$44,148,620 in fiscal year 1989. This represents an increase of 16.88 percent or \$6,376,343 from fiscal year 1988 and is reflected, primarily, by increases of \$3,124,217 in Chapter 1, and \$1,926,939 in special education.



SECTION IV: EDUCATIONAL ACCOMPLISHMENTS

School Funding. General purpose aid for education in Maine has increased significantly during the past three years by 53.5% from \$347.2 million to \$532.9 million in Fiscal 1988 to Fiscal 1991. In the three years prior to 1987, general purpose aid for education increased by 30.8% from \$240 million to \$313.9 million.

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 five in the nation proposing profound changes in school governance and methods of instruction based on recent research.

Report Card for Maine Schools. The second edition of the Maine Report Card for Public Schools has been released. This Report Card places Maine at the forefront of states which are publishing educational facts concerning assessment results, staff and pupil statistics, and financial data in an easily understood manner for each school administrative unit in the state.

Common Core of Learning. In February of 1989, Governor McKernan established the Commission on Maine's Common Core of Learning. The members of the Commission met regularly to research and discuss what knowledge, skills, and attitudes Maine students should have upon graduation from high school. Instead of a curriculum, Maine's Common Core of Learning is a broad vision of what education should be like to prepare students for the Twenty-first Century. This vision creates expectations not only for schools, but also for the roles and responsibilities community members have in determining what students should know and ensuring that they learn it.

In November of 1989, the Commission published the first draft of their work entitled, "Maine's Common Core of Learning: An Investment in Maine's Future." This draft was presented at eight regional forums throughout Maine for public reaction. Members of the Commission considered comments when making final decisions about the Core's content. A final version of Maine's Common Core of Learning will be distributed to educators and other community members in the late summer.

To assist schools that wish to adopt the goals embraced in the Core, members of the Maine Department of Education are examining the issues surrounding the implementation of the Common Core of Learning.

High School Completion and GED Program. In 1989, Maine experienced a 71% increase over the number of GEDs awarded in 1988. (The Governor stated publicly in 1988 he would like to double the number of GEDs issued in five years.) In 1989, Governor McKernan signed into law legislation that eliminates the fee for Maine adults taking GED exams, thus removing another barrier for the 238,000 adults still without a high school credential. The 3,307 GED credentials issued to Maine adults in 1989 is the largest number ever awarded in a single calendar year. An additional 910 adult high school diplomas brings the total of adult education graduates for 1989 in Maine to 4,217. The number of Adult Basic Education Programs has grown from 48 communities in 1987 to 75 in 1989. The number of adults in literacy classes has increased by 38% since 1987. More than 160 adults were served in 1988-89 at homeless adult education learning centers in Sanford, Lewiston, Augusta, Bangor, Portland, and in York and Somerset Counties.

Maine Educational Assessment Program. This program, in which all Maine students are tested at the 4th, 8th, and 11th grade levels in core subjects (compared to random sampling techniques employed in other states), is providing results being used by more than 85% of Maine schools to improve curriculum. Most recent findings reflect significant improvement in student achievement in writing, math and reading. The training of teachers in scoring is paying dividends in the form of improved teaching and student performance in the classroom.

Maine Aspirations Compact. The Maine Aspirations Compact, a state-level education-business partnership to support the development of children, has been transferred to the Maine Aspirations Foundation, a non-profit corporation to provide grants to state and local partnerships for continuance of the work of raising the personal expectations, academic achievement and career choices of Maine students. A \$600,000 grant from the L. L. Bean Company is funding the competitive grant process.

Alcohol and Drug Education. Maine continues to draw national attention for its leadership in alcohol and drug education efforts. A 1987-88 status assessment of "The Maine Approach" conducted by the Boston University Alcohol and Drug Institute for Policy, Training and Research found that "most communities across the nation are where Maine was a decade ago in their approach to alcohol and drug prevention and education efforts." Through federal Drug-Free Schools and Communities Act funds, Governor McKernan has established three special pilot projects. The first, based in Aroostook County, is the development of a model to prevent relapse among youth who are recovering from chemical dependency. The second project is focused on the development of community-based strategies for the prevention of alcohol and drug abuse. The third project, scheduled to begin in 1990, will form a statewide coalition of parent groups involved in the prevention of alcohol/drug problems. Between 1987 and 1989 approximately 23,500 people received direct training in education and awareness programs, including teachers, students, coaches, athletic directors and high school athletes. Training of prevention teams included representatives of Maine's native American populations from the Penobscot Nation and Passamaquoddy tribes from Indian Township and Pleasant Point. A record number of citizens attended Project Graduation workshops, which helped produce zero youth fatalities attributed to drinking and driving during the past two commencement seasons. Statewide surveys of students, school principals and superintendents, along with the Boston University survey, are being used to assess short and long term program needs in the state.

Postsecondary Financial Assistance. During the past three years a total of \$3.18 million of state appropriated funds have been disbursed to 12,302 recipients for student aid under the Maine Student Incentive Scholarship Program, \$3.8 million to approximately 3,000 students and teachers who were initial and renewal recipients under the Blaine House Scholars Programs, \$3.56 million to assist 92 new and continuing health profession students from Maine who are seeking allopathic/dental/optometric/veterinary medicine careers, and \$500,000 to approximately 100 eligible Maine students seeking a career in osteopathic medicine. Under legislation proposed by Governor McKernan and now effective, all of these programs have been combined under the new Division of Higher Education Students Financial Assistance within the Finance Authority of Maine.

Innovative Education Grants Program. This program has awarded \$960,000 annually for school and classroom-based projects to enable Maine educators to create and implement new programs in elementary, middle and secondary schools, in the four Job Opportunity Zones, and in the 10 funded sites in the Restructuring Schools Network.

Model programs developed include Project STRIDE, a dropout prevention and intervention program in School Administrative District 52 in Turner. This alternative school has had dramatic success in keeping students in school and in providing them with options upon graduation. Educators from around the state visit this program for guidance in developing their own programs. The program has drawn national attention to Maine in the selection of Maine Teacher of the Year Bill Nave, one of the program founders, as one of the four finalists for National Teacher of the Year. Another project in SAD 34 at Belfast has resulted in markedly improved science achievement for elementary students. A third in SAD 1 at Mapleton resulted in the development of a new curriculum to improve the reading skills of students in the system. Other grants from the program encourage professional development and the use of current research in program development.

Certification. On December 20, 1989 Maine joined the other five New England states and New York in establishing a regional teaching certificate — the first in the United States — effective in April. The new credential will allow qualified educators in any of the seven states to take a job immediately in any of the other six states and then have a period of one year in Maine and two years in the other states to complete unmet requirements for certification in the new state. The regional credential is part of a larger effort entitled the Northeast Common Market Project that will ensure that the region continues to have highly qualified educators into the next century.

Maine is meeting the challenge for educational reform by developing and implementing new standards for teacher and administrator certification and a master level credential to recognize teaching excellence. Initial certification standards require increased academic preparation and, for teachers, participation in a two-year induction program. The review for master credentialing and professional renewal plans every five years are defined by the Division of Certification and Placement but is processed by the local school unit's support system.

Early Elementary Education. The Early Childhood Demonstration Sites Project for four-year-olds is stimulating discussion statewide between the preschool and public school communities and has gained national attention. Educators involved in this project will receive training from the High/Scope Foundation in Ypsilanti, Michigan. This project could have far-reaching impact on curriculum development and current practices in primary classrooms.

Since 1983, approximately 80 early childhood grants have been funded, only three of which have been discontinued. Scarborough, as an example, received money to plan and implement a multi-graded program, which has become a model for other districts interested in implementing such a program.

Interactive Television Network. A total of 47 sites has been linked in the state's new Instructional Television Network, including 20 high schools, the primary and outreach campuses of the University of Maine system, technical colleges, and the Maine Maritime Academy. By September of 1990 an additional 34 sites will be added, including more high schools, the Unorganized Territory Schools and facilities within our corrections systems. By the fall of 1992 it is anticipated all high schools in the state will be on the network. Also, starting last fall, approximately 35 college courses are being offered over the system as well as an ad hoc schedule of faculty inservice and student programming from the Maine Department of Education. Advanced degree courses are being offered to adult learners, particularly teachers. Future programming will target adult education programs, non-traditional learners, and work force training for economic development.

Advanced Placement Program. Maine continues to lead the New England states in the percentage increase in the number of secondary school students taking advanced placement examinations and in the number of examinations taken. More than 18 percent more Maine students took 21 percent more examinations than last year. The advanced placement program, sponsored by the College Board, provides college-level courses to high school students, who take an examination upon completion of the course. Nearly all colleges in the nation satisfactorily completed advanced placement courses and examinations in the form of credit and placement.

Truancy, Dropout and Alternative Education. A task force was established last June through the Advisory Committee on Truancy, Dropout and Alternative Education to address one of the most pressing issues of our times — teen pregnancy and parenting. This task force, a collaborative effort with several other agencies, is

actively pursuing a federal grant to develop and implement a model program in a region of our state to demonstrate how collaboration between schools, community agencies, and business can address the needs of teen parents and their children.

Alternative Educator Academies, conducted during the past two years in cooperation with the Alternative Education Association, have served school teams from 50 school units in planning and developing alternative programs and strategies for at risk students K-12.

Maine was one of 10 states nationwide to receive a Mellon III Grant through the Council of Chief State School Officers. The grant is bringing special consultant services and learning workshops to strengthen staff-driven plans of action to meet the needs of children in two Maine elementary schools: Indian Township at Princeton and the Longley School at Lewiston. Entitled Kindle the Spark Project, this collaborative project is being carried out with the Regional Laboratory for Educational Improvement of the Northeast and Islands.

AIDS Prevention Education. Ninety-nine (99) percent of all of Maine's high schools and 78% of the state's middle level and junior high schools have received the three-step, teacher training program in Family Life Education and AIDS Prevention Education. More than 500 educators have been trained in the implementation of HIV/AIDS prevention education within comprehensive health education.

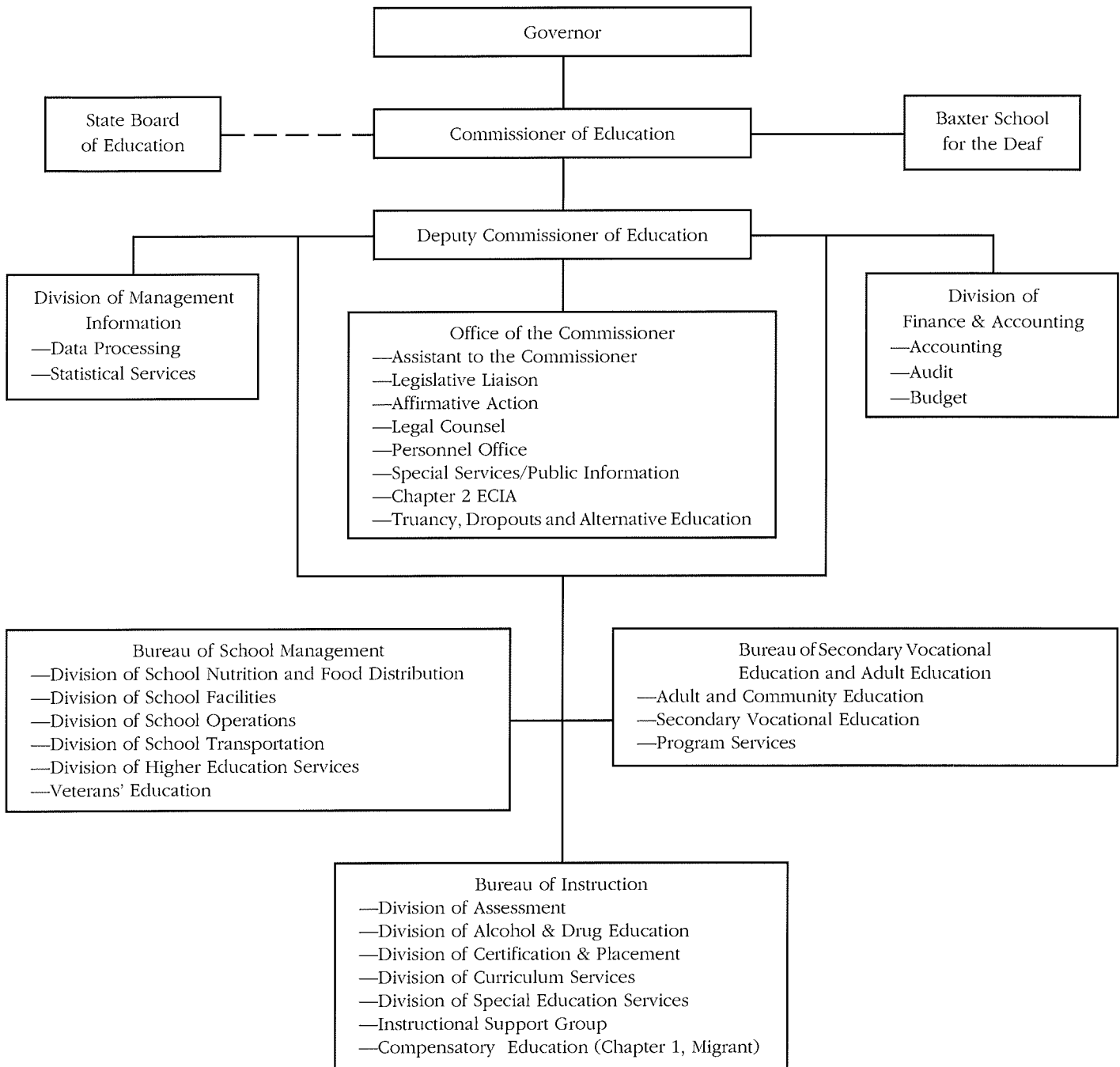
Affirmative Action. An annual Women in Leadership Conference has been established through Title IV funding. Working with organizations such as MaineLEAD and NECEL, the Affirmative Action Office has offered information, training and support for aspiring and veteran administrators through the state.

Regional training for local district affirmative action officers has been offered each year as well as technical assistance on site or over the telephone on equity issues. At the request of local districts, many full day, in-service workshops have been held on topics such as equity in the curriculum and equitable schools. Additionally, special training sessions have been held for principals, guidance counselors and teachers to raise awareness on the relationship of equity to effective schools.

School Transportation. The number of pre-1977 school buses now in use in school systems in Maine has been reduced during the past three years to 9 percent of the total fleet through the purchase of 404 new buses through a \$5 million bus purchase fund and 211 new buses through the \$5 million bond issue passed in 1987.

State of Maine
DEPARTMENT OF EDUCATION
Augusta 04330

ORGANIZATIONAL CHART



Maine Department of Education

TOTAL AUTHORIZED POSITIONS

*Total Positions Authorized by the Legislature
(As of 3/30/90)

Education Bureaus and Administration	256
Education in Unorganized Territory	85
Governor Baxter School for the Deaf	133.5
Total Positions	<u>474.5</u>

*Includes positions in the General, Federal, Special Revenue and Block Grant Funds.

It is the mission of the Maine Department of Education to lead education 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.

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