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Performance Report Maine Public Schools, 1991



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Maine
Public Schools
Performance Report
1991

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's 1991 Performance Report on Maine's Public Schools contains information about the Department's varied programs and activities as well as statistical information on the performance of Maine students. The Department is pleased to release this report which provides a focus on continuing progress and accomplishment for our schools.

These are unprecedented times in Maine. The downturn in the economy for this region has necessitated some hard decisions at the state and local level with regard to funding for education. There remains a spirit of cooperation throughout the state and a willingness to work together to continue the programs which have been initiated and which have placed Maine in the forefront of educational reform.

Maine has been recognized by the National Education Goals Panel for work already in progress toward meeting the six goals for education established in 1989 by President Bush and the nation's governors. We need to work together as never before for the benefit of our students.

I encourage you to become informed and involved in the education of all of Maine's children. I hope this report will be useful to you and that you will contact the Department if you need further information.

Sincerely,

A handwritten signature in cursive script 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 213,000 children attend public schools.*
- *They are taught by 14,475 full-time teachers who earn an average salary of \$28,531, compared to the national average for 1989-90 of \$31,304.*
- *They attend one of 757 elementary and secondary schools in 184 school systems covering Maine's 492 municipalities.*
- *Over 28,000 of them are provided with special education and related services.*
- *Nearly 26,800 receive the supplementary services of Chapter 1 programs to bring them closer to expected performance levels for their age and grade placement.*
- *Over 4,000 receive Migrant Education services to offset the continued interruptions in their educations caused by the transient nature of their parents' occupations.*
- *Approximately 10,200 were served in gifted and talented programs statewide.*
- *A majority are served by 485 school libraries.*
- *An average of 165,000 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

Thirteen thousand seven hundred seventy-seven (13,777) Maine students graduated from public high schools in the 1989-90 school year, reflecting a class of 1990 graduation rate of 82.4 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 975 students who graduated for a 89.5 percent graduation rate. The class graduation rate is the number of high school graduates measured against the ninth grade fall enrollments of four years earlier. Within a state, the class graduation rate is not adjusted for in-to-state and out-of-state student migration. National data published by the U.S. Department of Education is adjusted for student migration.

Maine data on graduation rates do not reflect adult 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

For the 28% or so of Maine's adults who do not have a high school diploma, Maine's adult high school completion programs provide an avenue of opportunity. Offered in 159 locations throughout the state, these local programs provide easy, low cost access to adults for the completion of their high school requirements.

Often operating as an extension of the regular high school, these programs provide two routes to the high school credential for adults: the traditional high school diploma with regular course requirements, and the GED (General Educational Development) test.

We were fortunate again this year to have Key Bank of Maine co-sponsor an aggressive media campaign addressing literacy at all levels. Called

"Keys to Your Future" with Tim Sample as honorary chairperson, this project utilized promotional brochures, flyers and posters, along with radio and TV spots to help make 1990 the most active year to date.

For adults who complete their high school requirements through adult classes or through the GED and are considering higher education, there is a pleasant surprise. Another project called "Operation Opportunity" helps provide a start. This project, a partnership among Maine's educational providers (the Maine Technical College System, The University of Maine, the Maine Department of Education, and Maine Educational Services - a private, non-profit corporation) and the business community provide funds for adult education graduates to take two courses at the Technical College System or the University of Maine. The goal for the project is to raise aspirations of adult learners and help them prepare for the job requirements of tomorrow.

1. Regular Adult High School Diploma

Adult high school diploma programs are operated under the auspices of local school systems and in accordance with an Adult High School Diploma Plan approved by the Maine Department of Education. Students may utilize out-of-school and adult experiences toward their diploma requirements. The local system establishes minimum completion requirements both in terms of subjects and credits. Courses are taught by certified teachers and each course is a minimum of 45 hours of instruction.

An option within the adult high school diploma program is the External Credit Option (ECO). This option helps to minimize barriers such as child care, travel, and time constraints and is frequently used in conjunction with regular adult classes.

Slightly more than 1000 adults earned high school diplomas in the 89-90 fiscal year.

2. High School Equivalency Diploma

A high school equivalency diploma may be earned by successfully completing GED (General Educational Development) exams in math, science, social studies, literature, and essay writing. These tests reflect those competencies that high school students should have upon graduation. In the 1989-90 fiscal year, 3,407 students earned their high school credentials in this manner—an all time high for Maine.

Preparation for the GED exam is strongly recommended and may take the form of regular classes or the GED preparation series. Offered in conjunction with most adult high school completion

programs, the GED is also offered through Maine's correction system, through job training programs and in community education settings for targeted populations such as the homeless.

Administered by the Maine Department of Education through the Bureau of Adult and Secondary Vocational Education's Division of Adult and Community Education, the test series were offered in 109 locations during the 1989-90 fiscal year. Each site operates under a one year contract between the Department and the American Council on Education and must meet pre-specified criteria for the operation of the test sites and the administration of exams.

Adult Vocational Education

Adult Vocational Education is the tie that binds education to business and industry. We fully realize that the future economy of Maine will depend increasingly on the technical skills, the know-how and the adaptability of our work force.

Adult and Community Education programs have become the opportunity centers for adults to gain vocational awareness. Through the vocational education courses and job training and retraining projects, adult learners have had the chance to experience new technical training related to their changing job needs. Adult education programs have a distinct advantage in the delivery of their courses. They can design the course curriculum to be relevant to the specific needs of the student, the business or the industrial setting.

The following is a partial list of Carl D. Perkins Adult Vocational Education Training and Retraining Grants that were developed and delivered by local Adult and Community Education Programs: Certified Nurse's Assistant, Pharmacology, Home Health Aide, Entrepreneurship Training for Small Business, Career Seminars for Disadvantaged Adults, Licensed Practical Nurse, Maine Guide Training, Community Employment Project, Commercial Truck Driving, Heavy Equipment Operator, Advanced Accounting, Chemistry for Medical Providers, Welding, Boiler Repair, Electrical and Plumbing Maintenance, Computer Application for Business and Industry, plus many specialized short term projects. Over 100 Carl D. Perkins Grants have been offered during the past two years and the adult student enrollment is close to 20,000.

Achievement of Public School Students

Maine Educational Assessment (MEA)

Now in its sixth year, the Maine Educational Assessment (MEA) continues to engage the approximately 15,000 students in each of grades four,

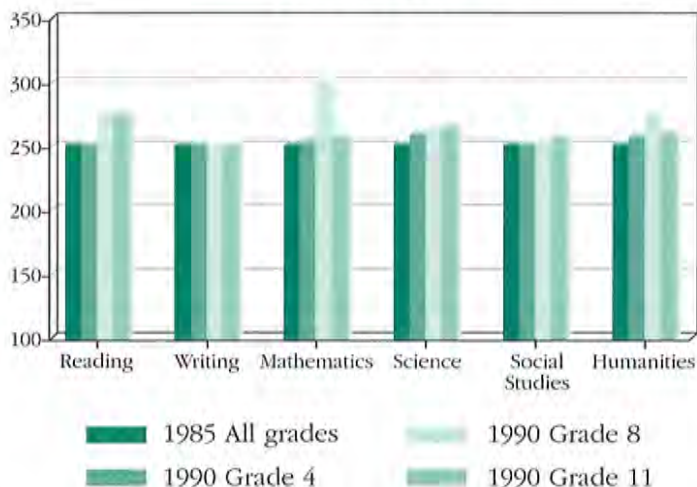
eight, and eleven in tests covering the areas of reading, writing, mathematics, science, social studies, and humanities. The MEA design enables the public to evaluate the accomplishment of instructional programs in their schools, and helps parents to view the performance of their children in relation to their peers across the state. In addition, the MEA provides teachers and administrators with a comprehensive and consistent source of student achievement information to use in planning for school improvement.

Since the initial educational reform legislation of 1984, MEA results have fueled discussions of the performance of our schools in homes, corner stores, school board meetings, and teacher in-service sessions. In the last year alone staff from the MEA conducted over 500 interpretative workshops for teachers, administrators, school board members, PTA meetings, and organizations such as Rotary Clubs. The state's newspapers routinely publish MEA results school by school, along with numerous articles of regional and individual school district responses to the scores. Is this public attention making a difference in Maine schools? The short answer is yes, and the following will focus on some of the reasons why there has been a positive impact.

Performance Trends

For the first several years of MEA testing, results were quite stable with the exception of mathematics at grade eight and writing in all grades. However, performance on anchor questions taken from the National Assessment of Educational Progress showed Maine students consistently outperforming their peers nationally. The last two years of assessment results have demonstrated at least modest gains in all subject areas. Chart 1 below compares current performance levels in each subject to the original mean score of 250 points. The MEA scores are reported on a scale of 100 to 400 points.

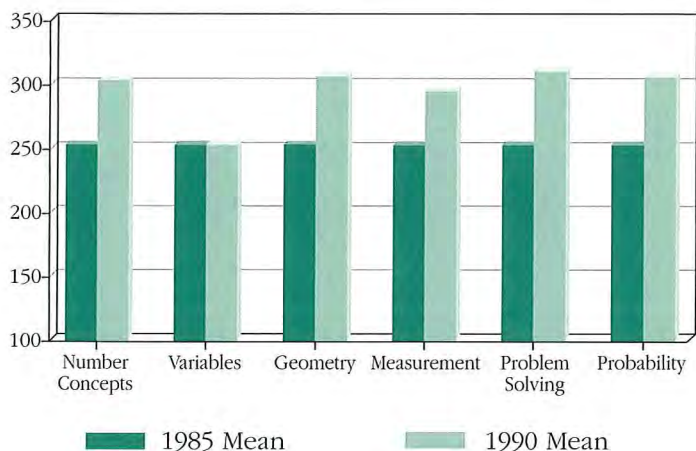
MEA Score Trends
1985 to 1990



Summary reports, for school and district level results, demonstrate the gains in achievement in more detail. The following skill chart traces the changes in grade 8 student mathematics performance since the initial assessment in the fall of 1985.

Most gratifying is the increase in problem solving performance.

Mathematics Grade 8 Performance



Writing performance improved dramatically in the first three years of the MEA program, and continues to improve. During the first three years, scorers observed a significant change in the quality and quantity of student writing. Now that sufficient writing samples have been analyzed, the state mean score will begin to be adjusted upward to reflect the rate of change in the 1991 scores. The most significant shift in writing scores is found in the reduction in the numbers of students who score a one or two on the six point scale. For example, the 1991 grade 8 results show a 20% reduction in the number of students writing papers that would receive a score of 2 or less.

Student Performance Issues

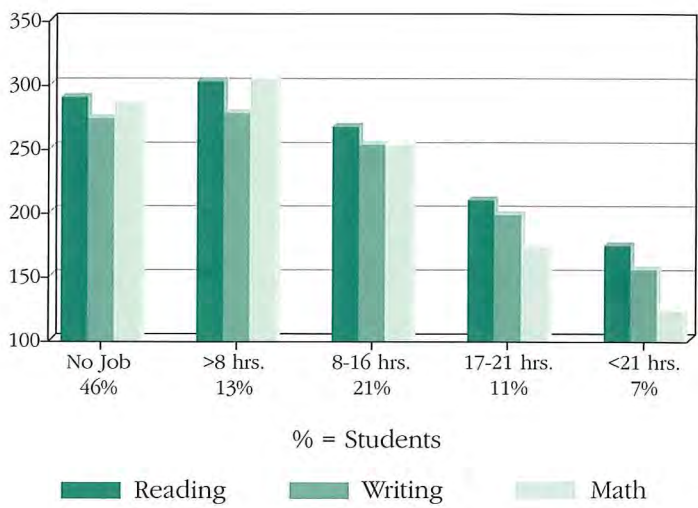
Among the issues brought into focus by MEA results are poor academic performance among students who work 16 or more hours a week, significant performance differences among males and females particularly in mathematics and the sciences, and unacceptable levels of academic performance of non-college program students. Each of these issues is the subject of state and local activity aimed at improving performance.

Part-time Work

Eighteen percent (18%) of Maine's high school juniors report that they work at part-time jobs more than 17 hours during each school week. The academic performance of these students significantly is lower than those students working 8 hours or less. Further, local school officials report that many of

these students work so many hours that they are unable to participate in any school activities beyond attending classes. Recognition of the extent of this growing problem is beginning to bring school and business officials together to find ways to monitor and support the academic progress of these students. The following chart describes performance levels in relation to hours worked during the week.

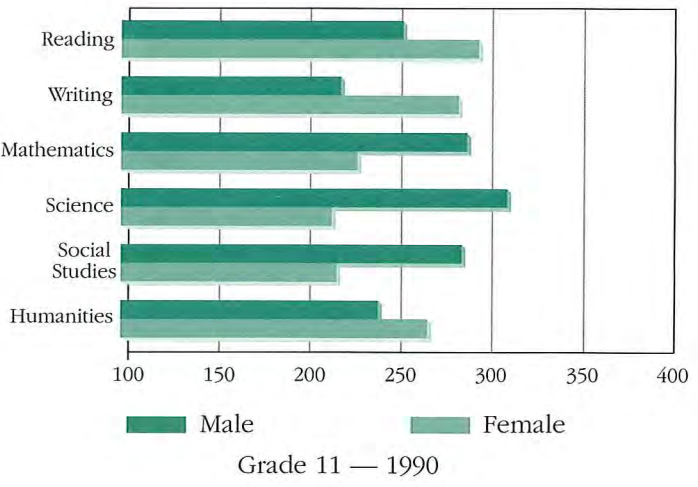
MEA Analysis of Part-time Jobs Hours Worked During the School Week



Gender Differences

The gender gap in student performances, recognized for many years, has become well documented through the MEA assessment. The chart below shows the extent of the difference among grade 11 students in 1990. Additional MEA analysis finds performance differences exist about equally among college and vocationally-bound students, even when courses taken are considered. However, there is considerable variability in male/female

Gender Gap Male/Female Performance Differences

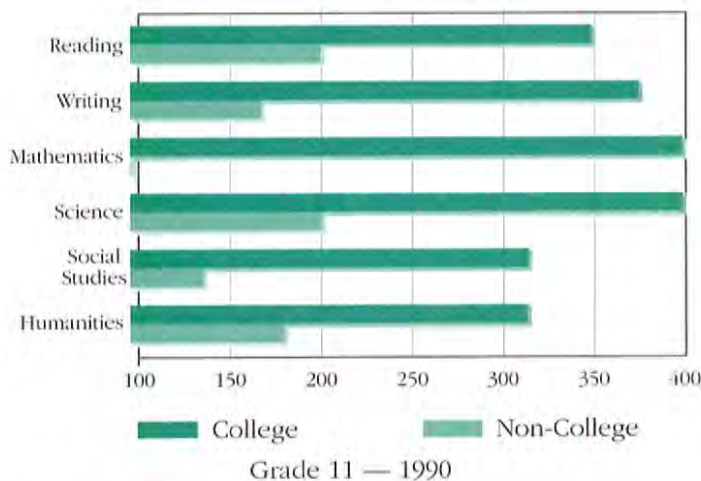


performance differences when viewed across school populations. Many schools are devising strategies to improve female performance in mathematics and the sciences. One Northern Maine high school has initiated an all female algebra program that attempts to raise aspirations for further study in advanced mathematics.

Performance of Students in Non-College Courses

The MEA has focused significant attention on the academic preparation of students who are enrolled on non-college preparatory courses. The following chart shows the performance differences between college-bound and non-college bound students. Although students in these courses are able to respond to 50 to 60 percent of questions correctly, concern is raised about the adequacy of this performance in today's high technology work place. Since Maine's future economic development is contingent on a highly skilled work force, high school programs must change. The Common Core of Learning, which will affect school programs from the elementary level through high school, is designed to guide this school improvement effort.

Performance by Program
College/Non-college Preparation



Changes in the MEA Assessment Strategy

In science, Maine's fourth grade students responded to an open response question asking students to classify twenty cutout pictures of animals into two major groups, and then into two smaller groups based on common traits. This type of task exemplifies the MEA movement toward a non-traditional assessment format which measures student performance through active involvement with the test materials.

Student performance on open response questions in reading and mathematics now account for forty

percent of the overall score. Scoring these open response questions is a major undertaking involving professional scorers using a newly-devised holistic process. The scoring process considers the student's strategies for solving the problem, as well as correct answers. Below is a sample of a scoring guide for a mathematics problem used with grade eight students.

Holistic Scoring Rubric

Mathematics Open-Ended Items 1990-1991

4 POINTS:

- a correct solution and an appropriate strategy are shown or explained and the solution is shown with correct label or description if necessary.

3 POINTS:

- a complete, appropriate strategy is shown or explained but;
- An incorrect solution is given due to a simple computational or other error;
- no solution is given;
- a correct solution is given with no solution strategy or explanation shown;
- a correct solution and appropriate strategy is shown or explained, but not labeled correctly when necessary.

2 POINTS:

- some parts of an appropriate strategy are shown or explained, but some key elements are missing;
- some parts of an appropriate strategy are shown or explained, along with some inappropriate parts;
- appropriate strategy shown or explained, but implemented incorrectly.

1 POINT:

- some work or explanation beyond recopying data, but work would not lead to a correct solution;
- one or more incorrect approaches attempted or explained.

0 POINTS:

- no work or solution shown or explained;
- incorrect solution and no work shown or explained;
- some data from the problem copied over, but no evidence of any strategy is shown or explained.

The process used in the scoring of writing has been modified to provide parents and schools with descriptive comments on the quality of student writing. For each of the 15,000 students at a grade level, scorers assign a statistical score based on the overall quality of the writing, and then select commendation and need statements which best describe the writing.

Conclusion

The MEA, through its tests in reading, writing, mathematics, science, social studies, and humanities has for the past five years traced the performance of the approximately 15,000 students in each of grades four, eight, and eleven. This brief report was intended to highlight some of the important performance trends found among Maine students, and to provide a discussion of the evolving assessment strategy. If you have questions about the MEA program, please contact the Division of Educational Assessment.

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 1990. On the math portion of the SAT, Maine seniors maintained the same average as last year.

Maine seniors averaged 423 on the verbal section of the test. The national verbal average was 424. The Maine 1990 math average was 463. The national math average was 476.

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

The 1990 SAT results for Maine show:

- Sixty (60) percent of Maine's approximately 15,700 high school seniors took the SAT, up a point from 1989. Nationally, 40 percent took the SAT.
- For the past 11 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 nationally, male verbal SAT scores have been higher by an average of five points. The difference in 1990 was five points.
- In 1990, male verbal scores were down an average of ten points to 427 and female scores were down an average of six points to 420 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 two points higher in 1990.
- 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 5 points per year.

- During the past 11 years, male math SAT scores have been higher than those of females by an average of 44 points. The difference in 1990 was 46 points.

- In 1990, the male math average for seniors in Maine was down six points to 484. The female average remained at 444, the same average as in 1983.

Performance on Achievement Tests

In 1990, 2,111 Maine high school seniors, representing 24 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 1990, 14 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 (506 compared to the state average of 423) and math (557 compared to the state average of 463).
- 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 1990, the percentage was less than half that figure.
- The four most frequently taken Achievement Tests in 1990 were English composition (1,908), Mathematics Level I (1,402), American history (569) and Biology (552).

SAT SCORE AVERAGES 1980-1990

Year	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
1990	429	419	424	427	420	423	499	455	476	484	444	463

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.

- From 1980 to 1990 Maine's population grew from 1,125,000 to 1,228,000 (a growth rate of 9.1 percent). This growth rate is slightly slower than the national rate of 9.8 percent.
- The crude birth rate in Maine has declined very slightly between 1980 and 1989 from 14.6 births per thousand population to 14.4 per thousand population. This contrasts with the national rate which increased from 15.9 per thousand to 16.2 per thousand between the same years.
- The median age of the Maine population increased from 30.5 to 33.8 years between 1980 and 1989. This was slightly more than the national increase from 30.0 to 32.7 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 1989-90 school year is the first year to show a reversal of this trend. Enrollment in 1989-90 increased by .247 percent. With kindergarten classes now increasing and the birth rates rising slightly, enrollments should level off in the early 1990's.

FALL 1989-90 ENROLLMENT FOR PUBLIC SCHOOLS

	E.U.T. *	M.I.E.**	Other Public	Totals
Ungraded Elementary	0	0	354	354
Special Elementary	0	0	1,894	1,894
4-Year Old Program	0	50	303	353
Early Kindergarten	0	0	1,533	1,533
Kindergarten	45	43	17,185	17,273
Transitional Grade 1	1	1	1,431	1,433
Grade 1	42	59	17,796	17,897
Grade 2	41	48	16,824	16,913
Grade 3	38	40	16,476	16,554
Grade 4	49	45	15,843	15,937
Grade 5	29	38	15,826	15,893
Grade 6	39	34	15,597	15,670
TOTAL K-6	284	358	121,062	121,704
Grade 7	14	31	15,208	15,253
Grade 8	18	26	14,860	14,904
TOTAL 7-8	32	57	30,068	30,157
TOTAL K-8	316	415	151,130	151,861
Ungraded Secondary	0	0	50	50
Special Secondary	0	0	576	576
Grade 9	0	0	15,093	15,093
Grade 10	0	0	14,156	14,156
Grade 11	0	0	13,589	13,589
Grade 12	0	0	13,585	13,585
Post Graduates	0	0	59	59
TOTAL 9-12	0	0	57,108	57,108
TOTAL K-12	316	415	208,238	208,969

- As reported on the Fall School Statistical Report (EF-M-40), submitted as of October 1, 1989
 *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 275 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.)
(1 System, 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	19
Junior-Senior High Schools.....	23	4
Junior High Schools/Middle Schools.....	97	0
Ungraded Schools	0	3
Special Education Schools	7	13
Vocational Centers & Regions.....	28	0
Combined Elementary & Secondary Schools	9	8
Elementary Schools	501	48
T O T A L S.....	757	95

SUMMARY

Elementary Schools (any grade combination from kindergarten to grade 8).....	599	58
Combined Elem. & Sec. Schools (any grade combination which includes both elementary and secondary grades).....	38	15
Secondary Schools (any grade combination from grade 9 to grade 12).....	112	22
Vocational Regions (regional vocational programs).....	8	0
T O T A L S.....	757	95

**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
(25 Systems, 25 Towns)**

Assigned to a district superintendent or an agent of the commissioner, these are generally relatively small units 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	275
Community School Districts	13	13	39
Unions of Towns (including Maine Indian Education).....	34	133	115*
Towns under District Superintendents & Agents of the Commissioners ...	25	25	24**
T O T A L S	184	283	492

* 18 municipalities are counted with C.S.D.s

** 1 municipality (Franklin) is counted with C.S.D.s (These are only counts ONCE to avoid double counting.)

In addition, gifted and talented education programs must be in place by 1995-96. Leadership and technical assistance in all curriculum areas are provided by the Division of Curriculum. The Division also 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 1989-1990, 124 school systems supported programs for the gifted and talented. Thirty-seven local school administrative units in seven regions collaborated to provide regional programs for secondary school students.

Approximately 10,200 students were served in gifted and talented programs statewide. This represents approximately 5 percent of the total kindergarten through grade 12 school-age population enrolled in Maine schools.

Students were served in programs offering a wide variety of opportunities in academics and the arts. Fifty percent of the programs provided services in both areas and fifty percent served students in academic areas only.

A strong professional development effort supported program implementation at the local level. The annual Maine Summer Training Institute offered a week-long professional development session for 150 gifted and talented program teachers, administrators, and coordinators. In addition, two conferences were co-sponsored with state-level education organizations, and a series of two seminars, each held in four locations, was offered. Orientation seminars were presented to new and beginning teachers, consultants and coordinators of gifted programs. Advanced seminars on program evaluation were offered to educators experienced in gifted program implementation.

Alcohol and Drug Education

State government's core strategies in alcohol and other drug prevention and education for schools statewide are carried out by the Division of Alcohol and Drug Education Services. Central to this responsibility is the development, training, and maintenance of school and community teams.

The division has trained 117 school and community teams representing 64% of all school administrative units. These teams are moving their local schools and communities toward the implementation of comprehensive alcohol and other drug prevention and education programs.

Throughout the implementation process, division staff conduct training activities for school personnel to help ensure that all Maine school children have a developmentally oriented, age-appropriate, up-to-date, and accurate curriculum for alcohol and other drug education.

The division provides training, consultation and on-site technical assistance to schools on eight elements: education and awareness, policy and procedures, climate, support groups, student awareness, curriculum, staff development, and modeling. Examples of training provided in 1990 for some of the elements are:

- 4940 school personnel, students, and parents, received alcohol and other drug Education and Awareness training.
- 1385 school administrators, faculty, and nurses were trained in the Student Assistance Team (S.A.T.) process, and Policy and Procedures workshops were provided for 13 school districts.
- 110 school administrators, faculty, and counselors learned how to set up Support Groups for the three populations of students: recovering, affected, non-user/non-affected.
- 601 youth and adults received Refusal Skills training and 331 educators received Curriculum training.
- 497 school administrators, students, athletic directors and coaches received specialized training on the problem of alcohol and other drugs in athletics through the Sports Initiative.
- 131 Maine high schools (96%) were involved in Project Graduation 1990 with 11,219 seniors participating. This is the third consecutive year in which no teenager lost his/her life in alcohol related car crashes during the Project Graduation season (May 15-June 20).

The Drug-Free Schools Program, which is administered by the Division of Alcohol and Drug Education Services, has provided federal funds to nearly every school system in Maine to assist them with implementing alcohol and other drug prevention and education programs.

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

Vocational Regions, Centers, and Satellites

Maine currently offers secondary vocational education opportunities in twenty-six vocational centers and regions strategically located so that virtually every secondary high school student may access vocational studies.

Over seven thousand students participate in over forty vocational program offerings. These programs offer the student the opportunity to develop the necessary skills and behaviors to enter the workforce or to pursue continued education and training.

As is demonstrated in the following narrative, Maine's occupational education system is in a state of transition as its boundaries are expanded to incorporate such entities as related instruction in the areas of math, science, and communication.

Additionally, flexible programming is being incorporated, which affords more students the opportunity to access technical education for an experimental applied learning opportunity.

Competency-based Curriculum Development

The Competency-based Curriculum Development Project, initiated approximately two (2) years ago, represents a collaborative effort between the Bureau of Adult and Secondary Vocational Education (BASVE), vocational center and region directors, the University of Southern Maine and vocational instructors.

The process includes an indepth job-task-analysis (DACUM) of each program area with the assistance of representatives from business and industry. This initial analysis of the duties and tasks associated with each occupational area provides the foundation for the development of a competency-based curriculum and ensures industry validation for each vocational program. This information, in the form of a duty and task chart, is utilized by vocational instructors to develop the competency or outcome-based curriculum.

As of this date, 24 DACUMS have been completed with an additional two or three scheduled to be completed prior to June 30, 1991. In reference to

curriculum development, instructors have initiated work in 13 program areas. These curricula will be completed prior to June 30, 1991 and copies will be available to directors and staff prior to the opening of school in September 1991.

Vocational directors and staff have placed a high priority on curriculum development and are in the process of developing a plan of activities to ensure completion of this project. This plan includes the allocation of human and financial resources in conjunction with administrative and staff support.

Teacher In-Service Activities

Staff development and training are viewed as an on-going and essential component to the development and delivery of comprehensive programs of instruction. In this regard, the Bureau of Adult and Secondary Vocational Education has worked collaboratively with professional staff at the University of Southern Maine and vocational instructors in the development and delivery of courses, workshops, seminars, and technical assistance activities. During the 1989-90 school year, vocational staff from 13 different program areas participated in curriculum development efforts.

Other activities available to staff included a week long staff development workshop at USM followed by a series of three regional seminars concerning the teaching/learning process, understanding and responding to students, and technological competence. Staff also participated in a variety of day-long technical updates provided in conjunction with the annual Maine Vocational Association meeting in Rockland during the third week of March.

Youth Leadership Activities

The growth and development of Vocational Youth Leadership Organizations which provide students with opportunities to develop essential academic, career, life, and occupational skills continue to be a high priority. During the 1989-90 school year students enrolled in these organizations participated in a variety of activities including local leadership conferences and local, state and national competitions. Student organizations include: DECA (Distributive Education Clubs of America), HOSA (Health Occupations Student Association), FHA/HERO (Future Homemakers of America/Home Economics Related Occupations), FFA (Future Farmers of America), FBLA (Future Business Leaders of America), TESA (Technology Education Student Association) and VICA (Vocational Industrial Clubs of America).

The second annual Governor's Leadership Conference was held in November 1990, with over 500 chapter and state officers in attendance from the youth organizations listed above. The year 1990 also

marked the introduction of VICA at the post-secondary level, thus providing opportunities for students to continue their activities with this organization.

Maine State Accreditation Process

The Bureau of Adult & Secondary Vocational Education is currently field testing the new Maine Accreditation process with the assistance of administration and staff at Presque Isle Regional Vocational Center. This process was developed as an alternative to that offered by the New England Association of Secondary Schools & Colleges. The Maine process was developed utilizing effective schools research in an effort to ensure a comprehensive, state-of-the-art approach to accreditation.

Other Related Initiatives

The Bureau of Adult & Secondary Vocational Education developed and implemented other related initiatives during the 1989-90 school year. Those initiatives included, but are not limited to the following:

- Consumer and Home Economics funds were granted to nine middle and senior high schools located in economically depressed areas to initiate new programs or expand those funded the previous year. A variety of issues were addressed through the grant process: team taught physical management courses, strengthening reading skills through home economics, consumer education, the family life cycle with emphasis on aging, caring for children, and parenting education at the adult level.
- Two facility planning and equipping guides were completed and distributed to teachers and architects: Facilities Planning Guide For Home Economics Programs In Maine and Planning and Equipping Guide For School-Based Child Care and Parenting Center.
- The Vocational Curriculum Resource Center of Maine (VCRCOM) located at Kennebec Valley Technical College continues to expand their information base and services available to staff, students, and administration. Curriculum development continues to be a major priority for the center as evidenced by their high level of involvement and continued support of curriculum development efforts throughout the state. With constant emphasis on program improvement, articulation agreements, integration of academic and vocational skills, and on training the work force, the services required and available through the VCRCOM continue to become more challenging and sophisticated.
- The Maine Agriculture In The Classroom Project

held two five-day curriculum development institutes for 43 teachers (K-12) to increase their awareness of the food and fiber system and to assist them with designing classroom activities that reinforce the development of basic academic skills across the curriculum. Activities developed during the four previous institutes have been published and have been placed in the schools of those teachers who have attended the institutes. Maine Agriculture In The Classroom has been the driving force in the development of a Regional Agriculture Poster and the ancillary curriculum materials associated with the poster. These materials were designed for fifth grade students and are available to teachers of that grade.

- The Technology Education Association of Maine (TEAM) has developed and printed a new Curriculum Guide for Technology Education/Industrial Arts teachers in Maine. This guide has been disseminated through a six-workshop series offered in six regions of the state. Over sixty percent of the Technology Education teachers in the state have participated in the workshop series. The workshop series culminates a three year initiative by the Bureau of Adult and Secondary Vocational Education.
- A variety of services were provided to disadvantaged students in an effort to assist them in completing their vocational program of study. These services included, but were not limited to: remedial, tutorial, one-on-one assistance, career guidance and counseling, job placement, job coaching and monitoring. The services provided, especially the remedial and tutorial, were very effective in helping students complete their course of study and also had a major impact on retention with as many as 90% of disadvantaged students obtaining a high school diploma.
- All handicapped students are afforded equal access to recruitment, enrollment and placement in vocational programs through the P.E.T. process. Based upon appropriate assessment information, handicapped students are placed in separate programs or mainstreamed into regular vocational programs. Services provided these students included, but were not limited to: one-on-one assistance, tutoring, remediation, career guidance and counseling, job coaching, curriculum modification, equipment modification and transition assistance from school to work.
- During the 1989-90 school year a project was initiated to establish nine Sex Equity CADRE. The CADRE personnel are composed of one male and one female employee of each participating center or region. Their mission is to develop a team of sending school and community personnel who will work on issues of sex equity to ensure that there is widespread school and community support for nontraditional students.

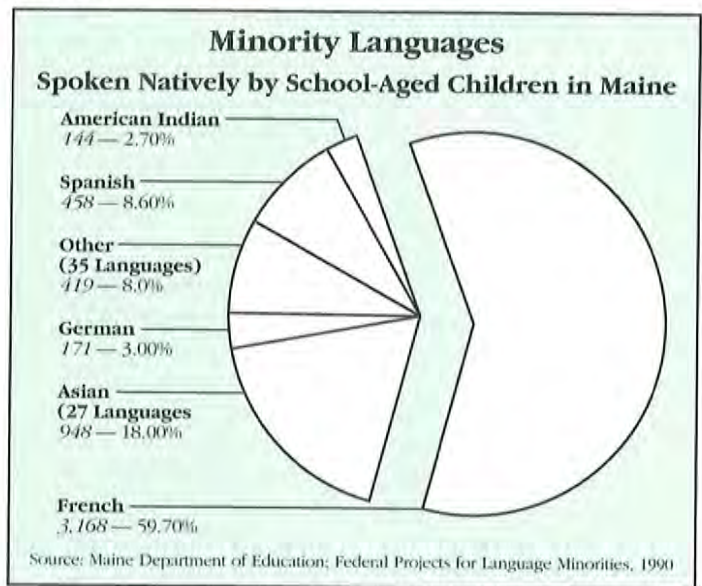
- A comic book entitled "The Adventures of the Vocational Twins" has just been developed to promote sex equity and vocational education. It centers around the following story line: A group of children are playing. One child remarks that his older sister is enrolled at the local vocational center in carpentry. Another child derides this saying vocational education is only for kids who cannot cut it in the regular classroom. Suddenly, the "Vocational Ed" twins appear (one female, the other male). The twins are colorfully costumed super heroes whose sole purpose is to make students aware of the possibilities vocational education offers them. The comic book is being distributed to all 4-6 graders in Maine. Each vocational center and region is responsible for the distribution which is already underway.
- The 1989-90 school year saw increased activity in the area of vocational career guidance. Presently 17 out of 28 of the vocational regions and centers employ vocational career guidance counselors. These counselors work with vocational students in the following areas: life and work goals, career planning, career decision-making, and employability skills. The counselors also have the major role in student recruitment for their schools. These counselors also participated in staff development activities provided through Carl Perkins funding. Grant writing, recruitment, sex equity training, building alliances between men and women, and assistance on writing the comprehensive career guidance plan were the topics during 1989-90.
- The Bureau of Adult and Secondary Vocational Education, in coordination with the State Guidance Supervisor (Bureau of Instruction), and the Maine Occupational Information Coordinating Committee (MOICC), have worked together in developing career education material. The first project, which celebrated its third year of providing students with career awareness information, is the PREP (Preparing to Realize your Education Potential) project. The program makes career awareness and educational planning resources available to every eighth grade student throughout Maine. Presently the program is being implemented in 100 eighth grades throughout Maine. The second project is The Maine Guide — A Developmental Framework for Life Choices, K-Adult. The guide will make available a systematic and comprehensive career guide for the learner on either side of the educational continuum. The guide is scheduled to be printed in the spring of 1991.
- In the area of adult vocational guidance, five local adult education agencies offered career guidance programs which assisted adults in developing new skills in order to move away

from declining occupational fields, in developing mid-career job search skills and in career decision-making as well as employability skills.

Special Student Memberships

National Origin Minority Groups in Maine

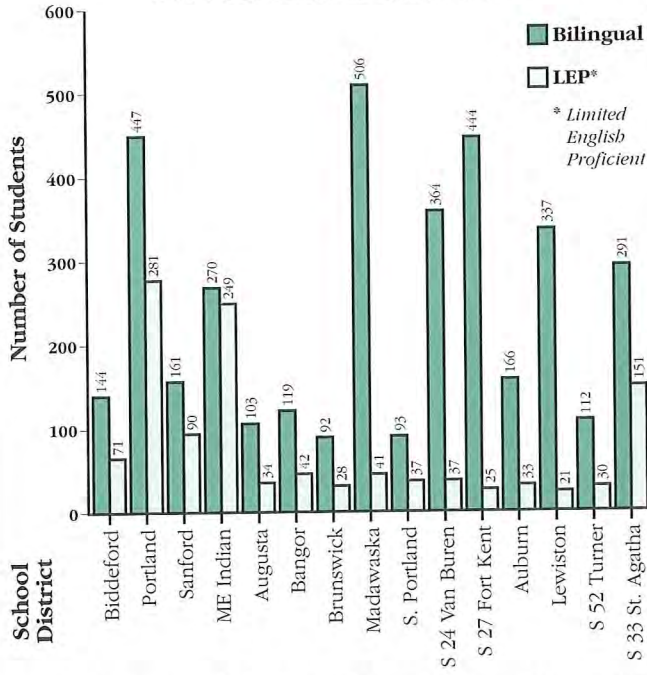
Most of Maine's 42,000 minority children (1980 U.S. Census) are of French descent (59.7 percent) See Table A. Another 18 percent of the state's minority children are Asians representing twenty-seven language groups. The Hispanic population (8.6 percent) has, like the Asian population, increased in the past few years. More than 6,300 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 1,820 children statewide are known to be limited English proficient. Current trends in school enrollments of refugee children are shown in Table C.

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's schools and at the University of Southern Maine supported by federal competitive ESEA Title VII funds. These projects serve about 500 limited English proficient children. Several applicants are under consideration for federal funding in 1991.

High Concentration Language Minority Children in Maine Schools 1989 - 90



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

private schools across the state. Of these students, 76 percent were in grades one through six, 13 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 1989-90, 68 Migrant Education projects provided services to 4,132 students. Of these students 61 percent were in grades one through six, 37 percent were in grades seven through twelve, and 12 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 1990 were:

Local Education Agency Grants	\$18,391,065.
Neglected and Delinquent Grants	188,260.
Migrant Education Project Grants	3,321,670.

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.

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. There's no funding in Maine to support the extra educational needs of these children. Support for these children 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 1989-90, 175 Part A and two Neglected and Delinquent Projects provided services to approximately 26,800 students enrolled in public and

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.

In 1990, the Aroostook County Project was expanded to establish a resource center and support services for professionals serving hearing impaired in northern Maine, and a program for Language Delayed children was implemented. A parent/infant program, serving newly diagnosed hearing impaired and deaf infants and toddlers, was begun at the Governor Baxter School in the summer of 1990.

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

Education of Exceptional Students

Twenty-eight thousand, two hundred, and twenty-three students (28,223) were provided special education and related services in 1989-90 under P.L. 94-142 and P.L. 89-313. This represents 13.4 percent of the average school-age (5-17) population in Maine in 1989-1990 (211,422.5).

The majority of students (11,086) were identified as learning disabled. This represents 39.3 percent of all exceptional students served, or 5.2 percent of Maine's 5-17 school-age population. Seven thousand, seven hundred, and seventy four (7,774) were identified as speech and language impaired. This represents 3.7 percent of Maine's 5-17 school-age population.

There were 4,348 students served who had behavioral needs and 2,372 students served who had mental development needs.

Of the 28,223 students provided with special education and related services in Maine's schools, 50.63 percent (14,289) were enrolled in special education and related services and regular classroom instruction. Twenty-four percent (6,907) received resource room instruction. Eighteen percent received resource room/composite, self-contained, self-contained/composite instruction. 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 (27.1 percent), followed by other related services (16.3 percent), occupational services (11.1 percent), social work services (9.8 percent), counseling (9.4 percent), and psychological services (7.2 percent).

Of the exceptional students between the ages of 13 and 21, 6,460 or 73.9 percent are still receiving special education. Seven hundred and thirty-four (8.4 percent) graduated with diplomas, while 357 (4.1 percent) dropped out of school. Sixteen year olds (107) and seventeen year olds (88) comprised the majority of students who dropped out. Five hundred and sixty-six (6.7 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 (18.4 percent) is the greatest need. Case management/counseling (13.8 percent) and mental health services (9.7 percent) were also priority needs. Approximately twenty-one percent (21.1 percent) of exceptional students between the ages of 13 and 21 had no service needs.

Special education enrollment increased by 315 (1.1 percent) from 1989 to 1990. The number of learning disabled students increased by 85 students, significantly lower than the year before (543). The number of speech and language impaired students served increased by 618, an increase of 8.6 percent over the previous year, the year before saw a 2.8 decrease. The number of students being educated in regular classrooms decreased by 42 students over the previous school year.

Speech and language services as the primary related service were down 1.5 percent from the previous year. Psychological services were down by 3.8 percent. Over the past 2 years that equals a 6.4 percent decline in psychological services. While occupational therapy, and social work services increased.

The number of 13 to 21 year-old exceptional students still receiving special education increased by 2.7 percent. The number of exceptional students dropping out decreased from 398 students in 1988-89 to 357 in 1990, a decline of 41 students who have dropped out.

The anticipated services needed for 13 to 21 year olds remained consistent for 1989-90. Vocational training and job placement, case management/counseling and mental health services, in that order, were identified as the greatest needs.

Home Schooling in Maine

Home schooling continues to grow in Maine. Eleven hundred sixty-two (1162) programs were approved in 1989-90, 459 more than in 1988-89.

Maine's regulations governing home instruction (Chapter 130, Rules for Equivalent Instruction Through Home Instruction) define the way in which home instruction programs are approved by the Commissioner as equivalent instruction. These regulations 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.

Homeless Children and Youth in Maine

The Department has used funding received under the Stewart B. McKinney Act to develop and implement a State Plan for Assuring Access to Education for homeless children and youth. Significant progress has been made in building a school/community/agency collaboration in the Greater Portland Area. A major public forum was held on May 30, 1990, in Portland. Teams from each of the area schools attended and participated in the all-day session.

Future strategies for assuring education access for these children include establishing two demonstration projects for community/school collaboration, providing technical assistance and training to school staff, promoting positive school policies and promulgation of new rules to place Maine in compliance with the Stewart B. McKinney Act.

The McKinney Act places the responsibility for assuring access to education for homeless children on the state education agency. State education agencies may go beyond the provisions of the Act in their plans to remove all identified access barriers and to assure that needed services comparable to those offered to other students are provided to homeless children regardless of their residence status.

School Personnel Profile

Maine Educators - Fall 1990-91

Maine has 14,475 full-time teachers of whom 9,808 (66 percent) are females and 4,667 (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 (4,210) have 19 years or more of teaching experience.

Thirty-one point nine percent (31.9 percent) of Maine teachers are between the ages of 30 and 39.

Fifty-two point one percent (52.1 percent) of Maine teachers (7,392) have a Bachelor's Degree as their highest level of educational attainment.

Twenty point seven percent (20.7 percent) of Maine teachers (3,049) have a Master's Degree as their highest level of educational attainment.

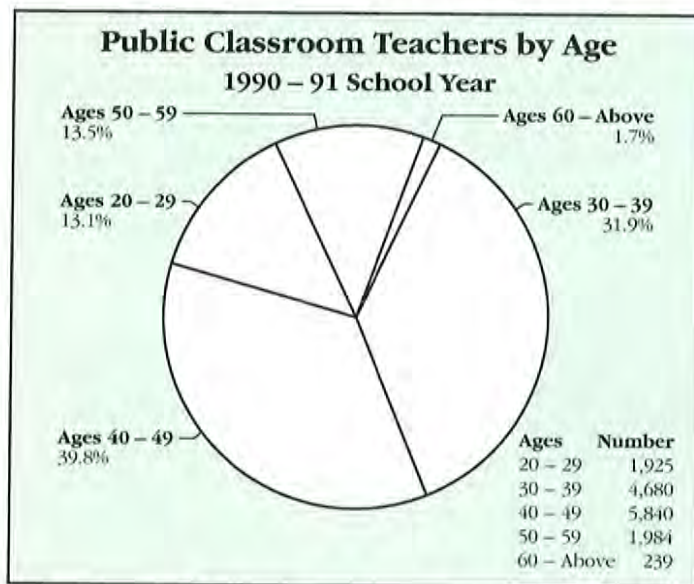
Teacher Education and Certification

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.

MAINE ADMINISTRATOR/SUPERVISORY POSITIONS BY MALE AND FEMALE Fall 1990

Positions	Number of Positions	Number of Males	Percent of Total Males	Number of Females	Percent of Total Females
Superintendent	144	131	96.5%	13	3.5%
Principals:					
Elementary	472	279	59.6%	193	40.4%
Secondary	110	100	91.6%	10	8.4%
Combined	110	81	81.7%	29	18.3%
Director of Services for Exceptional Children	191	69	28.0%	122	72.0%
Guidance Counselor	610	243	40.1%	367	59.9%
Assistant Principal	318	206	69.7%	112	30.3%
Assistant Superintendent	77	65	89.8%	12	10.2%
TOTAL	2032	1174	60.4%	858	39.6%



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.

A pool of potential visitation team members has been identified and a training program for this group is being planned. Protocols for the entire program approval process are undergoing a revision process.

Supply and Demand. As the 1991-92 hiring season approaches, Maine will continue to have a shortage of qualified special educators. Special education continues to be the greatest shortage area, with speech and hearing specialists being a greatest demand. School administrator vacancies for the superintendency and the principalship are increasing throughout Maine. The demand for school administrators will continue as many present administrators approach retirement.

Veteran teachers re-entering the profession as well as entry level teachers are encouraged to begin the job search early and to remain flexible with regard to geographic preference. Due to the current recession

in Maine, New England, and other areas of the nation, teaching vacancies will remain competitive. Overall, it appears most teachers are remaining in their current jobs and job security is a priority for many.

Average Salary for Full-Time Teachers

Year	Maine	Nation*
1980 - 81	\$13,071	\$17,644
1981 - 82	\$13,994	\$19,274
1982 - 83	\$15,105	\$20,695
1983 - 84	\$16,248	\$21,921
1984 - 85	\$17,328	\$23,593
1985 - 86	\$19,583	\$25,194
1986 - 87	\$21,257	\$25,566
1987 - 88	\$23,425	\$28,023
1988 - 89	\$25,519	\$29,547
1989 - 90	\$26,881	\$31,304
1990 - 91	\$28,531	

*Source: Digest of Educational Statistics 1990

State Board of Education

The State Board of Education is a lay board of nine members, appointed by the Governor and confirmed by the Senate for five year staggered terms. Members are interested in education and are geographically representative of the state.

The State Board advocates for education and for improvements in education. During 1990, the State Board initiated a statewide campaign to encourage parents and community involvement in the schools. With the help of UNUM Corporation, Shop N' Save Supermarkets, and the Guthrie Group, the State Board distributed over 200,000 brochures describing more than fifty ways people could become involved in their schools and in education. The bulk of the brochures were distributed in grocery stores during the first week of September. Over 20,000 were distributed by businesses across the state to their employees. Copies were placed in all of Maine's public libraries. School districts were encouraged to reproduce the brochures and many have done that. The State Board is committed to encouraging schools to form partnerships with parents, with business, and with their community.

Beyond its advocacy role, the State Board of Education has several statutory responsibilities to fulfill. The State Board held a number of public hearings throughout the year regarding rule changes in the areas of school construction, school approval, teacher and administrator certification, and geographically isolated schools.

Teacher preparation programs at the College of the Atlantic and at the University of Maine at Farmington were reviewed by the State Board in 1990 prior to granting program approval. All future approvals of teacher preparation programs will be governed by

new standards adopted by the State Board in November of 1989.

The College of the Atlantic requested and received approval, following the recommendation of a visitation team, to grant the degree Master of Philosophy in Human Ecology. After a similar process, the Bangor Theological Seminary received approval to award the degrees Master of Theological Studies and Doctor of Ministry.

As required by the federal Carl Perkins Act, the State Board adopted a two year State Plan for Vocational Education at its June meeting. In the fall of 1990, Congress reauthorized the Carl Perkins Act with significant changes in how the federal funds are to be distributed. A great deal of effort has gone into preparing for the changes necessitated by the Act.

Educational Testing Service (ETS) of Princeton, New Jersey, completed a study of Maine's two year experience with new methods of certifying teachers. Briefly summarized, the benefits of the new certification law, as reported by ETS include: improved teaching, added support for new teachers, increased teacher empowerment, increased professional dialogue and collegiality, enhanced professional development and training. Implementation constraints cited by the ETS study include: start up problems, a drain on fiscal and staff resources (especially in rural elementary schools), the addition of non-teaching responsibilities, decreased instructional and contact time with students, and increased paperwork.

The State Board of Education continues to carefully monitor the new certification law which went into effect in 1988. Two public forums were held this year to discuss key certification issues. The board has twice proposed revisions to the rules and regulations through a public hearing process.

School projects were approved for construction by the State Board of Education in 1990 under its statutory authority.

Elementary Schools. Eight new elementary schools were approved with an estimated construction cost of \$29,521,260. Additions to eleven elementary schools were approved with an estimated cost of \$18,811,000. Local school administrative units contributed an additional \$311,500 for the new schools and an additional \$627,000 for the additions.

Middle Schools. Three new middle schools were approved with one later rejected in a local referendum. The estimated cost of the two remaining middle schools was \$10,967,440. There were no additions to existing middle schools requested or approved and no additional local funds included in the two approved middle schools.

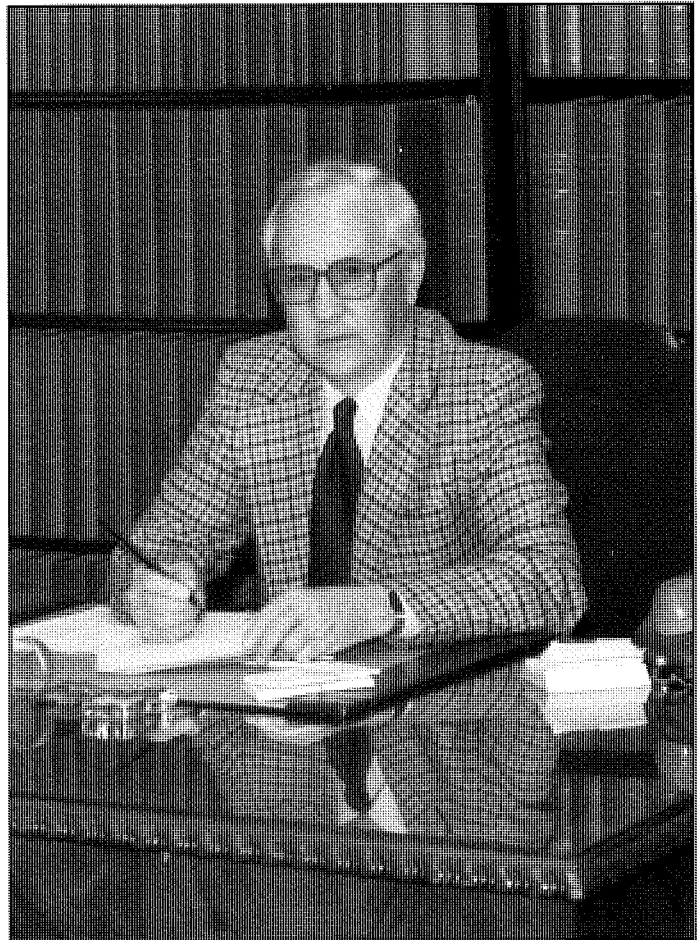
High Schools. One addition to a high school was approved with an estimated cost of \$1,319,674. An additional local contribution of \$140,997 was included in that project for a total of \$1,460,671. A vocational education center was approved with an estimated cost of \$4,575,500.

Total state/local funds approved for school construction in 1990 were \$65,194,874. Total local funds approved for school construction in 1990 were \$1,747,174.

In the fall of 1990, the State Board of Education began preparation of a report to the 115th Legislature on the cost of school building construction. That report will be presented to the Joint Standing Committee on Education in the Spring of 1991.

The monthly meetings of the State Board Education again this year have been held in various locations across the state. Board members often have the opportunity to talk with local officials and interested citizens while meeting in different regions of the state. In an effort to share state goals and learn about local initiatives, members of the State Board of Education are also speaking with service and community groups. Board members serve on many committees and commissions with specific educational objectives. In all these efforts, the State Board of Education is working to assure effective development of lifelong learning for all Maine people.

The State Board of Education mourned the passing this year of one of its members, James MacCampbell, who exemplified the true meaning of a lifelong learner. "Jim" MacCampbell will be missed but long remembered by this state's educational community.



The late James C. MacCampbell

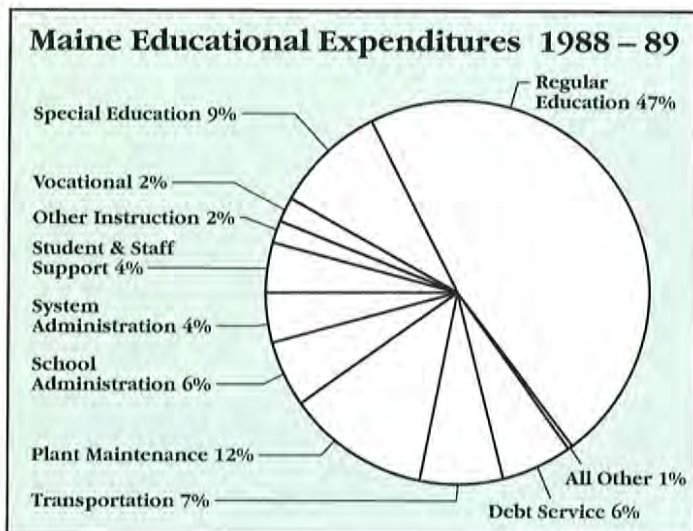
Section III: FINANCING K-12 PUBLIC EDUCATION IN MAINE

Local School Financing

Types of Local Revenues and Expenditures

In 1988-1989, educational expenditures in Maine from state, local and federal sources totaled approximately \$843,362,177.

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 since the enactment of P.L. 94-142. 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 and related services, preschool programs for exceptional children, and gifted and talented programs has increased from \$43.8 million in 1988-89 to \$65.8 million in 1989-90.

Local funding increased from \$33.8 million in 1988-89 to \$34.4 million in 1989-90.

Federal funding increased from \$11.7 million in 1988-89 to \$13.2 million in 1989-90.

Although costs have increased, the distribution of cost sharing has changed. In 1981-82, the State supported 37 percent of these costs while in 1989-90

the State's share rose to 58.0 percent. In 1981-82, the local share was 43 percent, while in 1989-90 the local share was 30.3 percent. In 1981-82, the Federal share equaled 20 percent of these costs while in 1989-90 the Federal share was 11.6 percent.

The State's share of special education has increased by 21 percent, while the local share had decreased by 12.7 percent in the last eight years. The Federal share of special education in this same period decreased by 8.4 percent even though the amount of federal funds has increased over this period.

Public School Transportation

During FY 1989-90, Maine's school buses transported 165,396 children on an average daily basis to public schools.

The average cost per mile for the 2,062 publicly and 804 privately owned buses was \$1.44. Miles traveled during the year totaled 36,334,528 at an average cost of \$316.32 per student.

In 1989-90 expenditures for school transportation totaled \$52,317,397.03, and purchases of school buses totaled \$5,359,665.

School Nutrition Programs and Food Distribution Programs

During the 1989-90 school year, Maine school feeding programs prepared and served 17,371,565 student meals in 698 public schools, 20 private schools, 24 residential child care institutions, and five state institutions. Reimbursement to school feeding programs in the 1989-90 school year was \$12,371,710 in federal funds and \$1,119,190 in state matching funds.

To administer the seven nutrition programs, the Division of School Nutrition and Food Distribution Programs will receive \$302,646 in federal funding and \$306,587 in state funding during this school year.

In the 1989-90 school year, there were 1,757,893 school breakfasts served, an 18 percent increase above the 1988-89 school year. Seventy-one (71) percent of breakfast meals were served to students eligible to receive meals at the free or reduced price rate. Thirty-seven (37) percent of the lunch meals were served to those eligible students compared to fifty (50) percent in the 1985-86 school year, a 13 percent decrease in low income meal participation. The Division reviews plans and equipment for construction or renovation to school feeding facilities.

The Division conducted 1,522 staff hours of training, reaching 1,953 school food service employees and other school staff members in 18 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.

From July 1, 1989 to June 30, 1990, a total of 6,277,487 pounds of foods with a value of \$3,402,128 was distributed to Maine school programs.

State of Maine Education Appropriations

General Purpose Aid

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

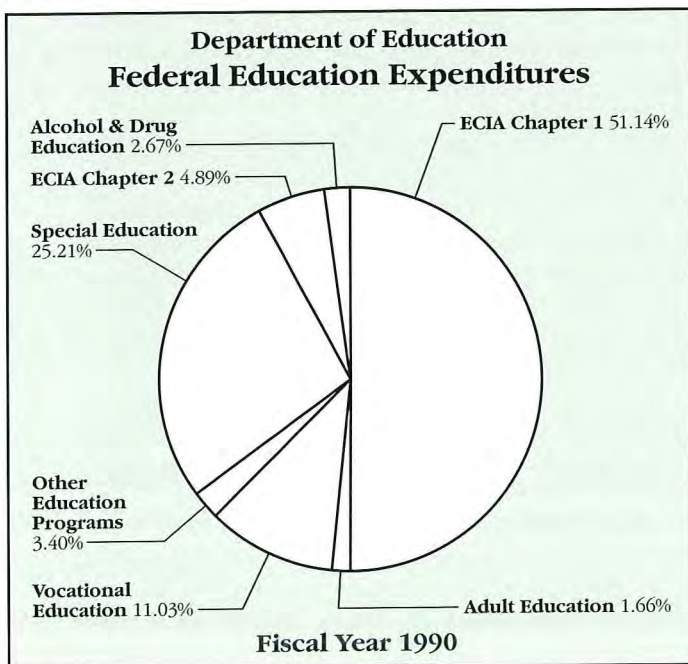
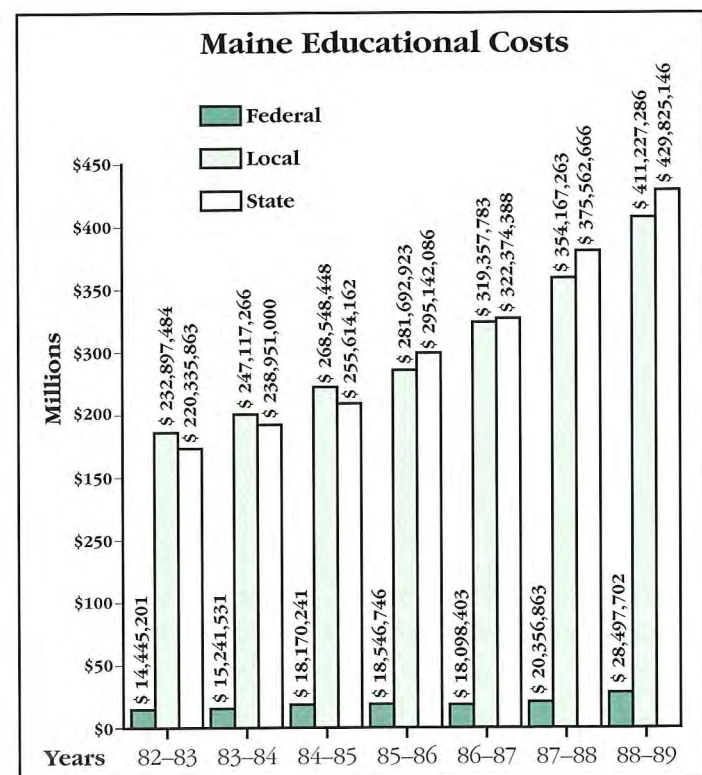
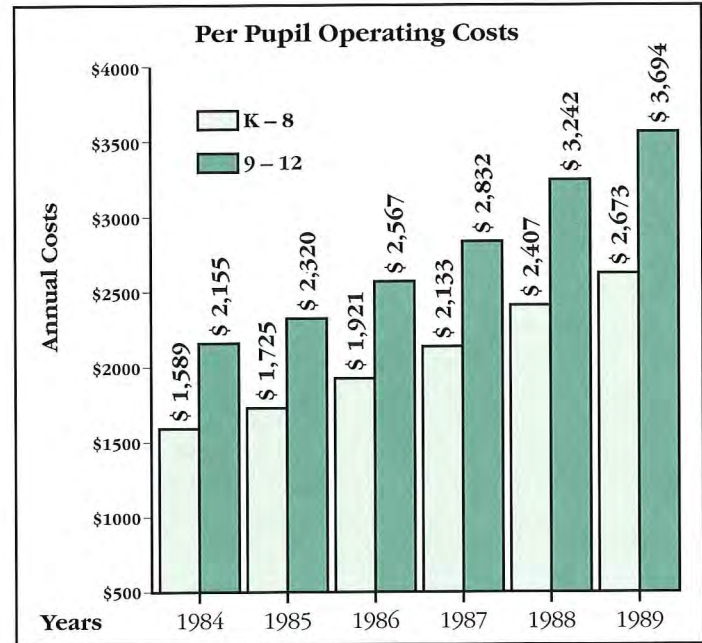
School district wealth is measured by the per pupil value of real property in each district because real property taxes are almost the only means by which districts raise funds. (All property valuations used in school funding formulas are based on figures compiled by the state and, therefore, are not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

Under the 1985 law, at least 56.76 percent of the total allocation of Maine's public school system is paid by the state beginning in 1990-91, with the balance coming from local districts. 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 \$46,081,767 in fiscal year 1990. This represents an increase of 4.2% or \$1,933,147 from fiscal year 1989 and is reflected, primarily, by increases of \$1,452,591 in Chapter I and \$500,355 in the Other Education Program Categories.



SECTION IV: EDUCATIONAL INITIATIVES

Maine's Common Core of Learning

Maine's Common Core of Learning—a vision for education in our state—which was published and widely disseminated in September, 1990, invites dialogue about the ways in which Maine communities can examine their schools in light of the challenges of our time. It outlines the knowledge, skills, and attitudes that all Maine youth will need for the 21st century. These outcomes are presented in four non-disciplinary categories: Personal and Global Stewardship, Communication, Reasoning and Problem Solving, and the Human Record. The appendix of the document provides an organization of outcomes by traditional subject areas and offers subject-specific information on teaching practices. The document, which argues that all children can learn a common core, proposes an integrated approach to learning. It charges all educators, parents, policy makers, employers, and community members to work together as partners.

Since September 1990, the Common Core of Learning has been the focus of the Department's work. Department representatives have worked with constituents ranging from teachers and administrators to members of the business community to build an awareness of the Common Core and to explore the implications for change in curriculum, instruction, staff development, the assessment of student learning, and the organization of school.

Maine Coalition for Excellence in Education

The mission of the Coalition for Excellence in Education is to ensure that, by the year 2000, all children will demonstrate the knowledge, skills and attitudes expressed as outcomes in Maine's Common Core of Learning so that they are able to compete in the global community of the 21st century. The Coalition is a statewide partnership of Maine citizens committed to working together to achieve education excellence in every school and community across the state.

School Funding

General purpose aid for education in Maine has increased significantly during the past three years by 53.3% from \$347.2 million to \$532.1 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 has been the third year of a project which has placed Maine in the forefront of educational reform. Ten selected schools — three elementary, two middle, and five high schools — are carrying 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, based on the most current research about teaching and learning, was one of the first in the nation to propose profound changes in school governance and the structures of schooling. The state will publish a description of the journey each school has taken as well as the learnings they have identified as a result of their work. The learning from this three-year project will form the foundation for further restructuring efforts in the state.

Report Card for Maine Schools

The third 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.

The New Student Assistance Team Unit

With an overwhelming volume of requests and support from schools, the highest priority recommendation from the Commissioner-appointed Alcohol and Drug Program Review and Comment Committee, and the financial support of two federal grants, the Student Assistance Team (S.A.T.) Unit has been created.

S.A.T. training has been offered by the Department of Education for several years through the combined efforts of the Division of Special Education and the Division of Alcohol and Drug Education Services. This unique cooperative relationship continues as the S.A.T. Unit, which is within the Division of Special Education, links its work closely with the Division of Alcohol and Drug Education Services.

The Student Assistance Team Unit provides leadership and guidance in the development and implementation of student assistance teams in schools. The student assistance team process is a screening mechanism for the identification, intervention, and referral of youth who may be at-risk. It serves as a pre-referral system to the special education process and provides a link between

schools, families, and related community agencies.

This early intervention strategy offers great promise as an option to all Maine youth and especially to those who may be in any way "at-risk" as they move from Kindergarten through grade 12.

Innovative Education Grants Program

This program awarded \$600,000 in FY 91 to teachers and administrators in Maine's schools in order 1) to enable Maine educators to create and implement new programs in elementary, middle, and secondary schools; 2) to promote fundamental change in ten restructuring schools; and 3) to encourage three school systems to develop plans to increase the learning of all their students as part of the Governor's Challenge 2000 Incentive Program.

Early Childhood Demonstration Sites

Early Childhood Demonstration Sites in Buckfield, Caribou, and Waterville are providing a high-quality program for approximately 60 four-year-olds and their families. Funded by grants to local collaboratives of the public schools, Head Start, Child Development Services and other child-serving agencies, the Sites serve also as training locations for the internationally-renowned High/Scope Curriculum from Ypsilanti, Michigan. Based on the work of Jean Piaget, this curriculum focuses on active learning and the development of problem-solving skills. The training is being offered in each region by the Department to early childhood educators across agencies.

Distance Education

A total of 75 sites has been linked to the state's Instructional Television Network, including 48 high schools, the primary and outreach campuses of the University of Maine System, technical colleges, and the Maine Maritime Academy.

Three elementary/middle schools in Maine have been selected to participate with The Massachusetts Corporation for Educational Telecommunications (MCET), in using interactive, hands-on science programming via their own satellite receivers. These schools will receive over \$15,000 of interactive equipment and staff training over the next two years. The participating schools are: Whitefield Elementary School, Fort Kent Elementary School and Rose M. Gaffney School in Machias.

Also, beginning with the 1991-92 school year, ten secondary schools will pilot the offering of courses from University of Southern Maine (USM) and The Satellite Educational Resource Consortium (SERC). The courses offered will be Calculus, Russian, and Japanese. The ten selected schools are: Sumner, Fort Kent, Katahdin, Deer Isle-Stonington,

Vinalhaven, Woodland, Piscataquis, Searsport, Forest Hills, and Hodgdon High Schools.

During the 1990-91 school year, approximately 90 college courses are being offered over the ITV system as well as a multitude of faculty in-service and statewide meetings. Courses for associate, bachelor and advanced degrees are being offered. As airtime allows, future programming will include expanded offerings for secondary school, adult education and advanced placement courses.

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 schools participating in the advanced placement program. One thousand three hundred thirty (1330) students took 1690 advanced placement exams in 81 high schools. More females (710) than males (620) took the examinations in Maine which is an indicator that females have access to higher level course options. 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 accept satisfactorily completed courses and examinations in the form of credit and placement.

AIDS Prevention Education

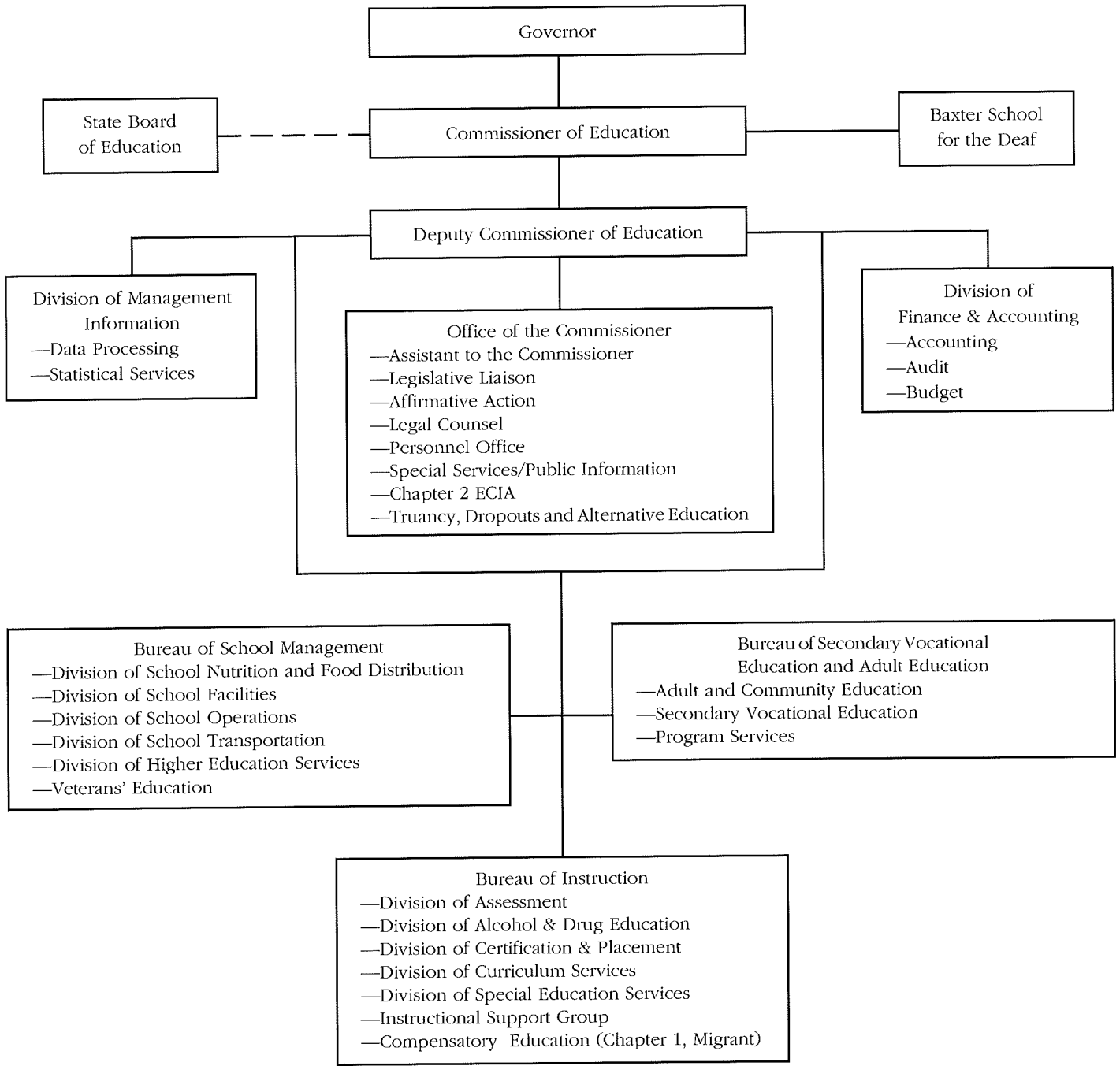
A survey of the level of HIV/AIDS education implemented at the middle, junior high and senior high school level was completed in the spring of 1990. Ninety percent of Maine's public high schools and 82 percent of middle/junior high schools provided HIV prevention education. HIV prevention education was received by 35 percent of Maine's high school students and by 55 percent of middle and junior high school students.

Affirmative Action

Through Title IV funding, the Affirmative Action Office has offered training for local district affirmative action officers as well as technical assistance on site or over the telephone on equity issues. Working with organizations such as MaineLEAD and NECEL, training has also been provided for teachers on the inclusion of multi-cultural women's history into the traditional curriculum. Training and support for aspiring and veteran administrators continue to be provided through the annual Women in Leadership Conference. Additionally, many in-service workshops have been held at the request of local districts on topics such as equity in the curriculum, stereotyping, affirmative action, equitable schools and sexual harassment.

State of Maine
DEPARTMENT OF EDUCATION
Augusta 04333

ORGANIZATIONAL CHART





Front cover and above photo: One of Maine's three Early Childhood Demonstration Sites (see page 21)

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.