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The Condition of K-12
Public Education
in Maine

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Maine Education Policy Research Institute

*A nonpartisan research institute funded by the Maine State Legislature,
the University of Southern Maine, and the University of Maine.*

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Public Education
in Maine
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*Prepared for the
Maine Education Policy Research Institute*

by

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UNIVERSITY OF
SOUTHERN MAINE
Center for Education
Policy, Applied Research,
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Dear Maine Citizen,

We are pleased to present you with the tenth edition of *The Condition of K-12 Public Education in Maine*. This book is designed to provide Maine citizens, legislators, and educators a yearly report on the state of Maine public schools and education. This new edition updates educational information which appeared in earlier editions, and also provides information on several new topics.

In 1995, the Maine State Legislature established the Maine Education Policy Research Institute, a joint institute funded by the Legislature and the University of Maine System. Under the direction of the Institute's Steering Committee, the Institute is charged with developing a system for monitoring the progress of Maine K-12 public education, and for conducting policy and research studies. You will find the names of the Steering Committee members and the University of Southern Maine Institute staff listed on a subsequent page, and a copy of the legislation establishing the Institute in Appendix A.

Many individuals provide us assistance in compiling information for this report, and they are listed in the Acknowledgments. We thank them for their assistance.

We hope you find the information in this book helpful. If you have any questions about the information in this report, please feel free to contact us at the address on this letterhead or by electronic mail.

Sincerely,

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Introduction

Education Indicators are facts and statistics that help to describe a public education system. They are tools which are useful in examining and measuring the effectiveness of the system. Examples include information such as the amount of local funds raised to support local schools, per pupil expenditures, pupil-teacher ratios, and student achievement results. This publication contains a series of indicators which will help interested citizens, policymakers, and legislators understand the many components of the K-12 Maine public education system.

In addition to providing the most current information available for each indicator, historical information and comparable data from the Northeast region and the nation are presented whenever possible. Readers are reminded that the data presented in this report are from a variety of sources, and that the most recent year may vary by indicator. Although each indicator is independent, many are interrelated and therefore require a critical analysis by the reader.

The Condition of K-12 Public Education in Maine 2006 is comprised of three categories of indicators: 1) *Context*, 2)

Resources, and 3) *Results indicators*.

Context Indicators describe community and societal characteristics which may have an impact on student learning. Context indicators include information such as community wealth, poverty level, tax burdens, local and state revenues, and school enrollment.

Resource Indicators describe school resources which may influence student learning. These indicators include staff and student characteristics, education expenditures, and information about school programs and services. Resource indicators help describe how education resources such as staff and facilities, student-teacher ratios, course offerings and student services are utilized in providing education to Maine's K-12 students.

Results Indicators provide tools to assess the productivity of education in Maine. Results indicators include, among others, student achievement results in several assessments, student attitudes and aspirations, and post-secondary education. This information helps to describe how well Maine schools have succeeded in educating Maine's youth.

General Information about K-12 Public Education in Maine

While Maine's total population has remained relatively steady (1.3 million), public school enrollment has been steadily declining since 1996-97, from 213,867 students to 199,253 students in 2004-05. An additional 15,654 students are enrolled in private schools and approximately 5,027 students were home schooled in 2004-05. Maine's 286 school administrative units have a total of 643 public schools in various grade span configurations. Total education expenditures in 2003-04 were approximately \$1.7 billion. On a per-pupil basis, (excluding major capital outlay, transportation, and debt service), Maine's average per pupil operating expenditure was \$7,331 in 2003-04. Finally, one out of every three Maine students was eligible to receive free or reduced price lunch in 2004-05.

Maine's student performance declined in the 2005 National Assessment of Educational Progress (NAEP). In mathematics, both fourth and eighth graders scored above the national average scores for 2005, but ranked only 15th and 32nd respectively in the nation. In reading, Maine's fourth and eighth grade students

ranked 20th and 36th respectively in the nation on the 2005 NAEP Reading Test. Both grades scoring higher than the national average, but lower than most other New England states.

Results of the MEA, which measures achievement of Maine's Learning Results, showed a significant majority of students partially meeting, meeting, or exceeding the Learning Results standards in 2004-05 in reading and writing. While approximately one-third of students struggled with mathematics and science, although significant gains have been made in mathematics. Maine students scored below the national average in mathematics, and slightly below in verbal, on the 2005 Scholastic Aptitude Test (SAT). Achievement in qualifying scores on Advanced Placement examinations slightly exceeds the national average. In 2004, approximately 70.2 percent of Maine's public high school graduates intended to enroll in some type of post-secondary education program. More information about these and other facts are provided in the following pages.

Context Indicators

Context Indicators describe community and societal characteristics of the educational environment which may have an impact on student learning. This section provides information on the following indicators:

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1. Per Capita Personal Income

Per capita personal income (PCPI) is one way to describe the general economic well-being of Maine and its communities. It is an important indicator for understanding the financial capacity of the state of Maine and its communities to support schools. PCPI is calculated by dividing all personal income from all sources by the total population of that area. Table 1 and Figure 1 show a comparison of per capita personal income averages for Maine, New Hampshire, Vermont, and the United States during the last five years. This is based on data released by the Bureau of Economic Analysis in 2005. According to the Bureau, the estimated per capita personal income for Maine in 2004 is \$29,973, ranking Maine 34th in the nation, or approximately \$3,068 lower than the national per capita personal income, \$33,041. New Hampshire is ranked 6th in the nation, while Vermont is ranked 23rd. However, Maine did show the most growth over the 5-year period.

The final column of the table shows the percentage increase of per capita personal income from 2000 to 2004 after adjusting for inflation.

As indicated by the U.S. Bureau of Economic Analysis, the disparity of income within Maine is quite sizeable and varies considerably between counties. Table 2, on the next page, shows 1999-2003 per capita personal income for all Maine counties. In 2003 (the most recently available county data) the average county per capita personal

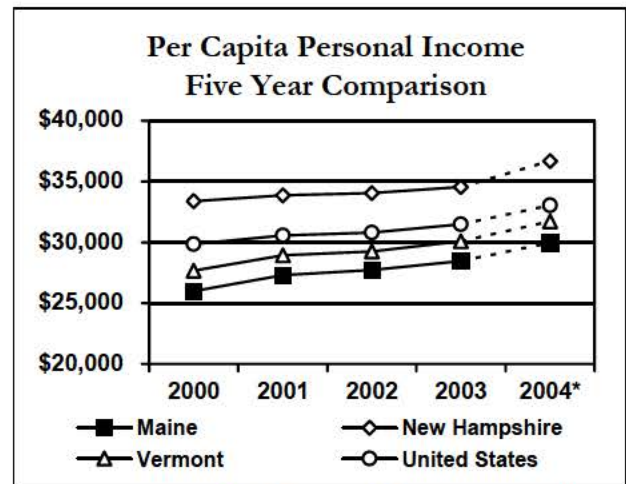


Figure 1: Source: U.S. Bureau of Economic Analysis, 2005

Table 1: Regional and National Per Capita Personal Income, 2000-2004*

State	2000	2001	2002	2003	2004*	% Increase after adjusting for Inflation 2000-2004
Maine	\$25,969	\$27,286	\$27,713	\$28,453	\$29,973	5.2%
New Hampshire	\$33,396	\$33,850	\$34,055	\$34,547	\$36,676	0.1%
Vermont	\$27,680	\$28,944	\$29,245	\$30,103	\$31,737	4.5%
United States	\$29,845	\$30,575	\$30,814	\$31,487	\$33,041	0.9%

Source: U.S. Bureau of Economic Analysis, 2005.

* PCPI estimated figures for 2004

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income ranged from a low of \$23,392 for Piscataquis County to a high of \$35,962 for Cumberland County. Cumberland County ranked 1st in Maine in PCPI, and it also ranked 136th of all 3,111 counties in the entire United States.

Seven counties in Maine had incomes below \$25,000 and nine had incomes above \$25,000. The average income in Maine's poorest county was only 65.0 percent of the average per capita

personal income in Maine's wealthiest county in 2003.

Since 1999, Maine's per capita personal income grew by 7.9 percent (after adjusting for inflation) compared to a national increase of 2.0 percent. During the same time, Knox County showed the highest per capita personal income growth rate within the state while York County showed the lowest growth rate.

Table 2: Maine Per Capita Personal Income by County, 1999-2003

Area	1999	2000	2001	2002	2003	% Increase after adjusting for Inflation 1999-2003
Androscoggin	\$23,166	\$24,377	\$25,770	\$27,164	\$28,166	10.1%
Aroostook	\$19,685	\$20,837	\$22,262	\$23,734	\$24,742	13.8%
Cumberland	\$30,294	\$31,861	\$33,722	\$34,591	\$35,962	7.5%
Franklin	\$20,116	\$21,321	\$22,382	\$22,978	\$23,942	7.8%
Hancock	\$25,596	\$27,503	\$28,786	\$28,989	\$29,798	5.4%
Kennebec	\$24,088	\$25,430	\$26,340	\$27,579	\$28,421	6.8%
Knox	\$24,644	\$26,264	\$28,497	\$29,966	\$31,114	14.3%
Lincoln	\$25,424	\$26,810	\$28,322	\$28,979	\$29,955	6.7%
Oxford	\$20,161	\$21,427	\$22,332	\$23,138	\$24,166	8.5%
Penobscot	\$22,117	\$23,622	\$24,994	\$26,163	\$26,780	9.6%
Piscataquis	\$19,550	\$20,700	\$22,256	\$22,784	\$23,392	8.3%
Sagadahoc	\$24,667	\$26,044	\$27,303	\$28,165	\$28,854	5.9%
Somerset	\$20,049	\$21,403	\$21,796	\$22,465	\$23,524	6.2%
Waldo	\$20,288	\$21,974	\$23,324	\$23,655	\$24,552	9.6%
Washington	\$19,619	\$20,536	\$21,605	\$22,325	\$23,508	8.5%
York	\$25,778	\$27,556	\$28,363	\$28,748	\$29,584	3.9%
Maine	\$24,484	\$25,969	\$27,286	\$28,177	\$29,164	7.9%
United States	\$27,939	\$29,845	\$30,575	\$30,814	\$31,487	2.0%

Source: U.S. Bureau of Economic Analysis, 2005.

2. Poverty Rate

Poverty is associated with difficulties in health, education, emotional well-being, and delinquency. Children in poverty are more susceptible to health risks which eventually may lead to chronic diseases in adulthood, according to the U.S. Department of Health and Human Services. Also, the U.S. Bureau of the Census reports that children living in families who are poor are more likely than children living in other families to have difficulty in school, to become teen parents, and, as adults, to earn less and be unemployed more.

The federal government defines the poverty threshold for families as the level of income which is below a livable wage. The poverty level or threshold is determined by the number of members in a family. Table 3 provides 2004 figures from the U.S. Bureau of the Census regarding the weighted average thresholds of poverty.

Table 3: Thresholds of Poverty - 2004

Number in Family	Annual Earnings
1 Person	\$9,645
2 Persons	\$12,334
3 Persons	\$15,067
4 Persons	\$19,307

Source: US Bureau of the Census, 2005.

The most recent information from the U.S. Census Bureau indicates that

approximately 150,000 people in Maine were living below the poverty threshold in 2004. This was 11.6 percent of the total population, compared to the national level of 12.7 percent.

Twenty-four states had poverty rates lower than Maine's. The chart below shows the 2-year average poverty rate for Maine and the United States for 2002-2003 and

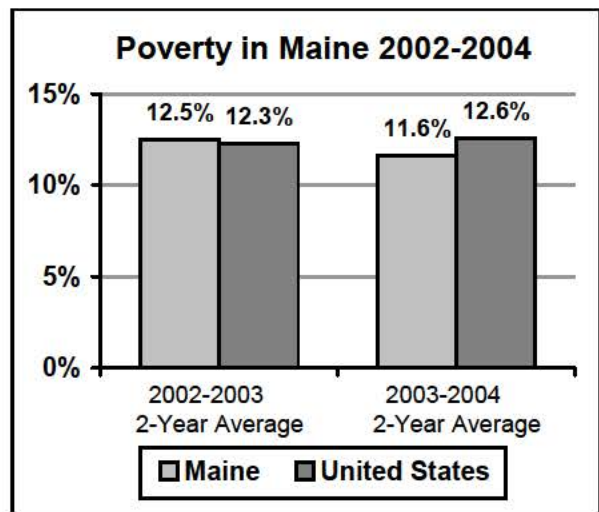


Figure 2: Source: US Bureau of the Census, 2005.

2003-2004. These numbers indicate a two-year average *decrease* from 2002-2003 to 2003-2004 of 0.9 percent in Maine, compared to a 0.3 percent *increase* nationally. The poverty rate decrease in Maine though not statistically significant, is promising given the increase nationally.

According to the *2005 Annual Report Card on Poverty in Maine* issued by the Maine State Planning Office, an ongoing

issue of considerable importance is the large numbers of Maine citizens who existed close to the poverty line but who were not within the federally defined poverty threshold. In fact, most persons with income below 185-200 percent of the poverty level, or two times the poverty level, have inadequate resources to meet basic needs. According to the 2005 Current Population Survey from the U.S. Census Bureau, nearly 372,000 (28.8%) of Maine's population had income below two times the federal poverty guideline, approximately 89,000 of whom are children.

Another indicator of poverty is the annual unemployment rate. According to the U.S. Bureau of Labor Statistics the number of unemployed in Maine decreased from 5.0 percent in 2003 to 4.6 percent in 2004; compared to a decrease from 6.0 percent in 2003 to 5.5 percent in 2004 nationally. Thirty-six states had higher unemployment rates in 2004 than Maine with Alaska being the highest at 7.5 percent.

The educational attainment of parents has also been linked to the poverty rate of children. As an example, the National Center for Children in Poverty reported that in 2004, 84 percent of children whose parents did not have a high school degree lived in low-income families, compared with 59 percent whose parents had a high school degree, but no college education, and 24 percent whose parents had at least some college education.

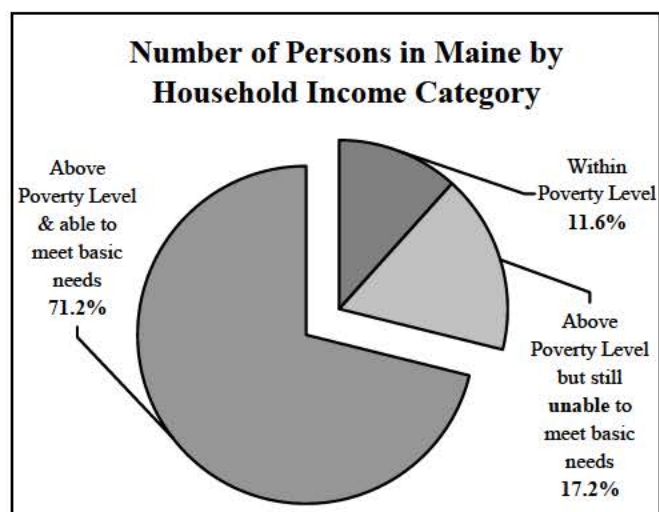


Figure 3: Source: U.S. Bureau of the Census, 2005.

3. Tax Burden

Tax burden refers to the total tax paid as a proportion of total income. The Maine Office of Fiscal and Program Review calculates tax burden by the following method: It combines local and state taxes and divides by the total income received by the population of the state. This method shows how much money the population as a whole has from which to pay state and local taxes. State taxes include personal and corporate income and sales taxes, insurance taxes on hospitals, taxes on some industries, and fees collected for hunting and fishing licenses. Local taxes include auto excise, property, and watercraft taxes. Total income available to the population includes dividends, interest, rent, salaries, proprietors' income, social security and welfare income.

Table 4 shows the state and local taxes as a percentage of income in Maine over the last five years based on information from the Maine Office of Fiscal and Program Review. The last column indicates the combined total tax burden including federal taxes according to Tax Foundation calculations.

When comparing the tax burden in Maine with the tax burden in other states, the rank depends on whether or not federal taxes are included in that percentage of income. Maine is ranked 1st in the nation in tax burden as a percentage of income when comparing just the state and local taxes; however, when adding in the federal tax burden, Maine ranked 6th, and Connecticut ranked 1st.

Table 4: State, Local, and Federal Taxes as a Percent of Income in Maine

Fiscal Year	Local Taxes	State Taxes	Combined State & Local Taxes	Combined State, Local & Federal Taxes
2001	4.36%	7.92%	12.28%	34.0%
2002	4.55%	7.51%	12.06%	30.6%
2003	4.72%	7.57%	12.29%	30.5%
2004	4.73%	7.86%	12.59%	30.2%
2005	4.69%	7.90%	12.59%	30.8%

Source: Maine Office of Fiscal and Program Review, 2005 and Tax Foundation, 2005.

As can be seen by the following figures, tax burden based on income can be viewed in a variety of ways. For the people of Maine and New England, with the exception of Massachusetts and New Hampshire which has the second lowest tax burden in the country next to Alaska, the state and local tax burden is above the national average of 10.1 percent. In fact, Maine's tax burden is a full 2.9 percentage points above the national average.

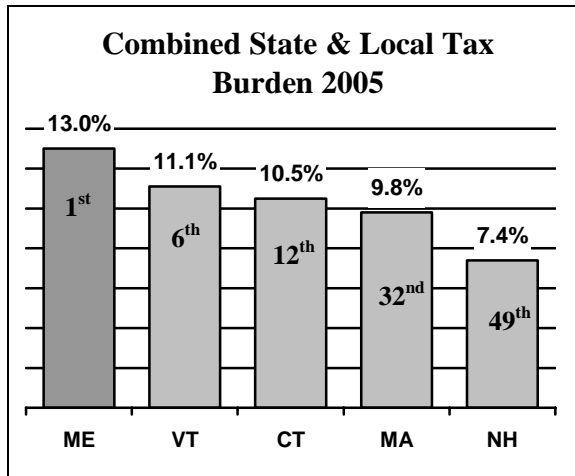


Figure 4: Source: Tax Foundation, 2005.

When factoring in federal taxes, the tax burden among New England states changes dramatically. With Connecticut's tax burden now ranked 1st in the nation and 4.4 percentage points above the national average of 29.1 percent, Maine's tax burden is now just 1.7 percent over the national average, and New Hampshire has suddenly jumped from being the second lowest in tax burden to 34th in the nation.

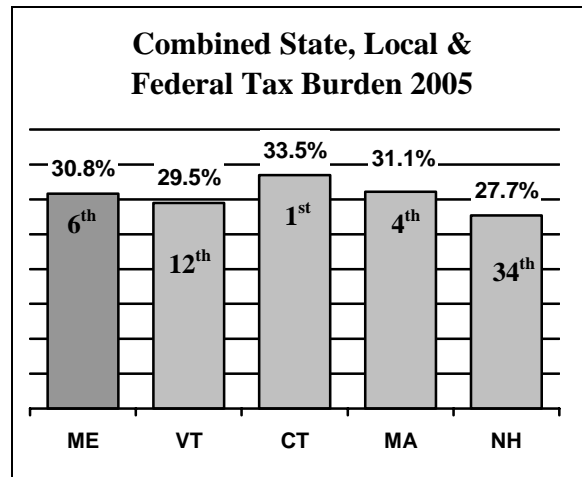


Figure 5: Source: Tax Foundation, 2005.

Note: Figures shown on this page vary slightly from the state and local tax burden information on the previous page due to calculation differences between the Maine Office of Fiscal and Program Review and the Tax Foundation which provides state ranking information.

4. Property Valuation

Property tax is the major revenue source used by local communities to fund their schools. Property taxes are based on the value of property. The state assessor establishes the annual State Property Valuation for each community based on the previous year's real estate sales. The valuation calculated by the state is then divided by the number of public school students to acquire a valuation per pupil rate for each community. The per pupil valuation, as reported in Table 5, is the major factor in establishing the community's ability to raise local funds for education.

The data in Figure 6 indicate that the per pupil valuation has been steadily rising over the past ten years, with an overall increase of 48.3 percent from 1995-96 to 2004-05 (not adjusted for inflation).

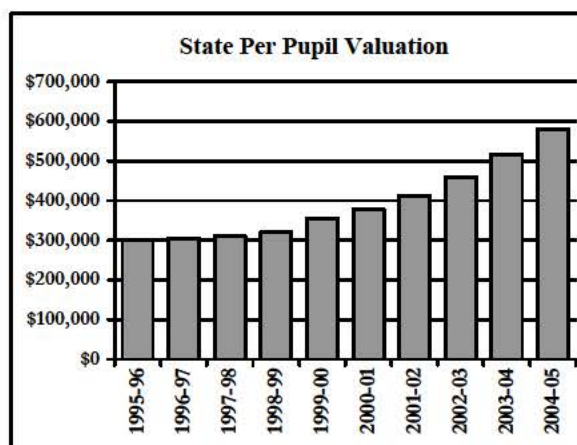


Figure 6: Source: Maine Department of Education, 2005.

Table 5: Per Pupil Valuation by County, 2004-05

County	Property Valuation	Public School Enrollment	Per Pupil Valuation
Androscoggin	\$5,879,200,000	16,130	\$364,489
Aroostook	\$3,002,900,000	11,731	\$255,980
Cumberland	\$30,301,350,000	42,026	\$721,014
Franklin	\$2,807,600,000	4,607	\$609,421
Hancock	\$8,448,900,000	7,116	\$1,187,310
Kennebec	\$6,618,800,000	18,345	\$360,796
Knox	\$5,347,200,000	5,427	\$985,296
Lincoln	\$5,626,700,000	4,561	\$1,233,655
Oxford	\$4,605,900,000	9,756	\$472,109
Penobscot	\$7,725,450,000	22,706	\$340,238
Piscataquis	\$1,043,350,000	2,673	\$390,329
Sagadahoc	\$3,120,800,000	6,102	\$511,439
Somerset	\$3,195,150,000	8,313	\$384,356
Waldo	\$3,148,400,000	5,290	\$595,161
Washington	\$2,183,020,000	4,774	\$457,273
York	\$22,623,450,000	29,696	\$761,835
State Totals	\$115,678,170,000	199,253	\$580,559*

Source: Maine Department of Education, 2005.

* State per pupil valuation based on the total property valuation divided by the total public school enrollment.

5. Local Revenues

Education in Maine is primarily funded through local property taxes and state aid to local school districts. In 2004-05, 46.5 percent of education funds came directly from local property taxes, while 53.5 percent was provided through state subsidy, according to the Maine Department of Education.

Local revenues, made up mainly of property taxes, provide the local portion of all education expenditures. Local property taxation is expressed in terms of mills which represent the dollars of property tax raised per \$1,000 of property valuation. The number of mills to be raised, or mill rate, is determined for each community by dividing the total revenue to be raised by the total

valuation of the community. This mill rate is then applied to the valuation of each property.

For example, a community with a valuation of \$50,000,000 which needs to raise \$600,000 in property tax would need a mill rate of 12 ($\$600,000/\$50,000,000=.012$ or \$12.00 per \$1,000 of value). The property tax for a home valued at \$100,000 would therefore be \$1,200. Expressed as mills, Table 6 on this page, and Figure 7 on the next page, present the full value property tax rate for all Maine communities (used to fund all community services, including education) and the approximate average mills raised to fund only education.

Table 6: Total Average Mills Raised by Communities and Average Mills for Education

School Year	Average Total Mills Raised	Average Total Mills Raised for Education	Percent of Total Mills for Education
1994-95	16.03	9.49	59.2%
1995-96	16.45	10.05	61.1%
1996-97	16.76	10.48	62.5%
1997-98	16.78	10.84	64.6%
1998-99	16.78	11.07	66.0%
1999-00	16.46	11.29	68.6%
2000-01	15.97	11.63	72.8%
2001-02	15.56	11.87	74.7%
2002-03	14.97	11.62	77.6%
2003-04	13.90	10.92	78.6%
2004-05	12.99*	10.40	80.1%

Source: Maine Department of Education, Maine Revenue Services, 2005.

*preliminary figure

During 1994-95, the average number of mills raised for education was 9.49, compared to 10.40 mills in 2004-05. The range of mills raised for education by individual communities and municipalities is large, varying in 2004-05 from a low of 0.16 mills to a high of 19.79 mills. The percentage of mills raised for education, as a comparison of total mills raised by communities, has been steadily increasing over the past ten years from 59.2 percent in 1994-95 to 80.1 percent in 2004-05 as shown in Figure 7.

According to the Maine Department of Education, the required mill rate to be raised by individual communities to fund education will be capped at 8.26 for 2005-06, and is projected to decrease in future years. Individual communities will still be able to raise more for education based on their needs.

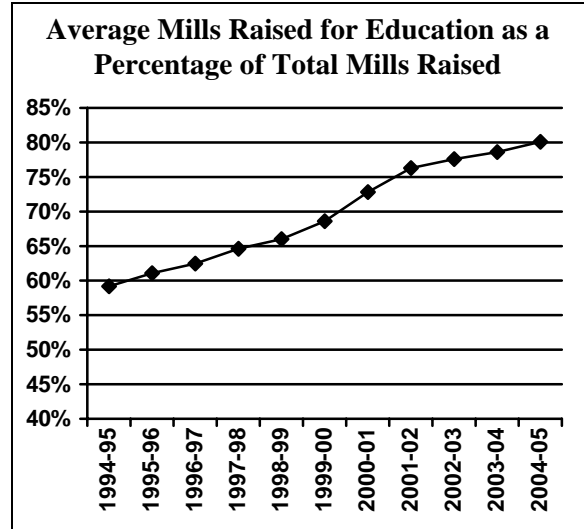


Figure 7: Source: Maine Department of Education, Maine Revenue Service, 2005.

6. Education Expenditures by Source

Funding of education in Maine is primarily a shared responsibility among the state and local governments. According to the Maine Department of Education, Maine spent over \$2.1 billion on K-12 education during the 2004-05 school year. As reported in Table 7, this was a total increase of \$764 million, or 55.7 percent, since 1995-96. For the same period the state share increased by \$268.2 million (40.5%), the local share by \$408.5 million (62.5%), and the federal share by \$86.1 million (153.5%). However, when adjusting for inflation, the total education expenditure increased by \$408 million (23.6%), the state share by \$96.5 million (11.6%), the local share by \$239 million (29%), and the federal share by \$71.5 million (100.6%).

The concept underlying the school funding formula is “pupil equity”: the amount of funding available to support each

student’s education should not be dependent upon the wealth of the student’s place of residence. The “pupil equity” principle is balanced by the principle of “taxpayer equity” in that the school funding formula prescribes an amount of money that must be raised locally. The state appropriation, General Purpose Aid (GPA), is then distributed through the school funding formula to each school administrative unit; this includes a method of calculating a minimum subsidy so that all units will receive some state aid for education.

The state share is determined by state law which specifies the education costs that are to be subsidized. Beginning in 2005-06, subsidized costs will be determined according to the new Essential Programs and Services funding formula. The state pays all of the costs associated with adjustments for expenses incurred by certain school units;

Table 7: Maine Education Expenditures by Source (in Millions)

Revenue Source	1995-1996	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Local	\$653.5	\$687.2	\$722.4	\$752.9	\$788.9	\$840.9	\$909.3	\$962.3	\$1,006	\$1,062
State*	\$662.1	\$680.4	\$712.9	\$781.2	\$810.9	\$864.3	\$886.6	\$901.5	\$907.2	\$930.3
Federal	\$56.4	\$58.1	\$67.2	\$82.9	\$96.2	\$103.5	\$115.4	\$136.7	\$162.1	\$142.5
Total Dollars	\$1,371	\$1,425	\$1,502	\$1,616	\$1,696	\$1,808	\$1,907	\$1,996	\$2,076	\$2,135

Source: Maine Department of Education, *Statewide School Finance Data*, 2005.

* includes retirement, subsidy and other state grants.

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for instance, special education costs of state wards and state agency clients. Unapproved debt service and capital outlay, and unapproved leases are examples of expenditures which are paid entirely by the

local unit, also known as local funding without state participation.

The following chart and table show the percentage of education expenditures by source for the last ten years.

Table 8: Percentage of Education Expenditures by Source

Revenue Sources	1995-1996	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Local	47.6%	48.2%	48.1%	46.6%	46.5%	46.5%	47.6%	48.1%	48.5%	49.8%
State	48.3%	47.7%	47.5%	48.3%	47.8%	47.8%	46.4%	45.1%	43.7%	43.6%
Federal	4.1%	4.1%	4.4%	5.1%	5.7%	5.7%	6.0%	6.8%	7.8%	6.6%

Source: Maine Department of Education, *Statewide School Finance Data*, 2005.

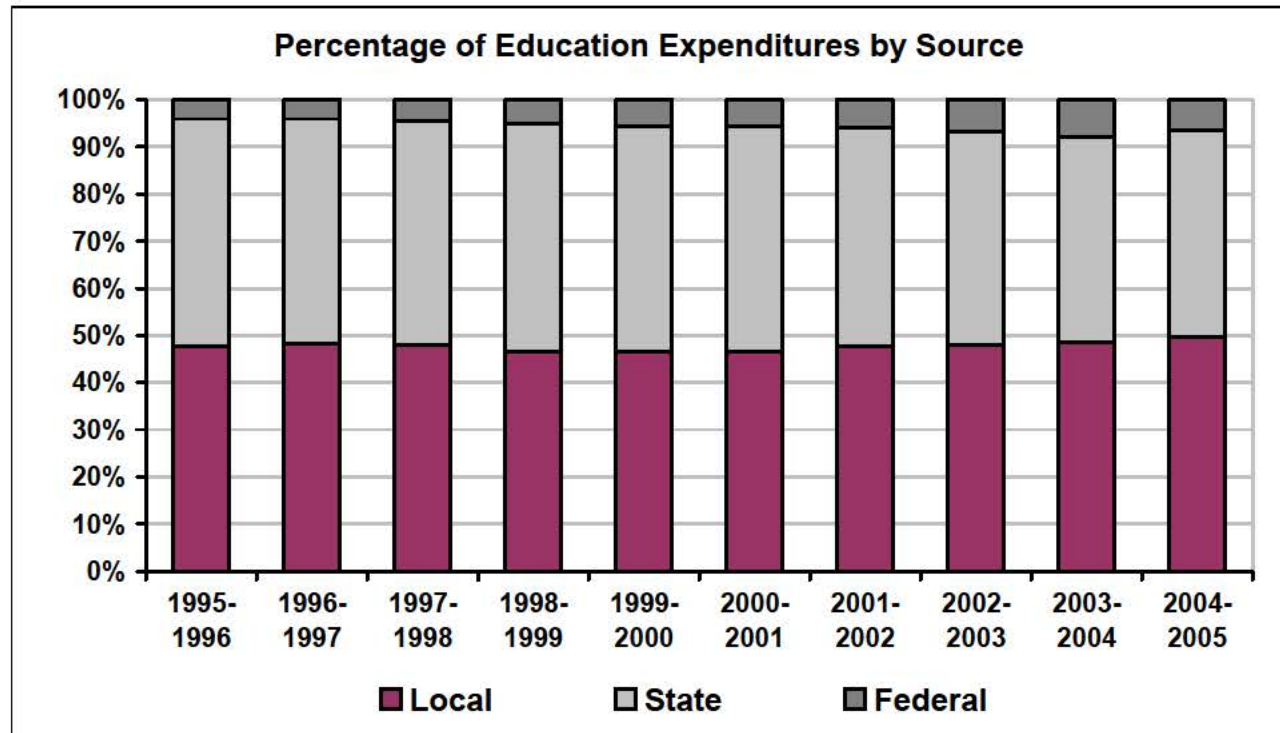


Figure 8: Source: Maine Department of Education, 2005.

7. Public School Student Enrollment

The Maine Department of Education reported that in 2004-05 there were 199,253 children enrolled in Maine K-12 public schools. This represents an overall ten-year decrease of 6.3 percent, or 13,348 students, since 1994-95. However, Figure 9 does show a slight increase in student enrollment between school years 1993-94 to 1996-97.

According to the U.S. Department of Education, while national public school enrollment is expected to increase by 4.0 percent between 2001 and 2013, Maine's enrollment is expected to *decrease* by approximately 11.6 percent between 2005 and 2014.

Table 9 on the following page shows changes in Maine public school enrollment

by county between the 1994-95 and 2004-05 school years. Only two counties showed an *increase* in the last *ten* years: Cumberland County experienced the highest increase, 3.9 percent, and York County 1.1 percent. However, in the last *five* years Cumberland and York also experienced a *decrease* in enrollment. All other counties have shown a steady decline in student enrollment between 1994-95 and 2004-05.

The last column in Table 9 reports the projected changes in county student populations for the next ten years from 2005 to 2014, according to the Maine State Planning Office. As shown in the table, all sixteen counties are projected to *decline* in student enrollment.

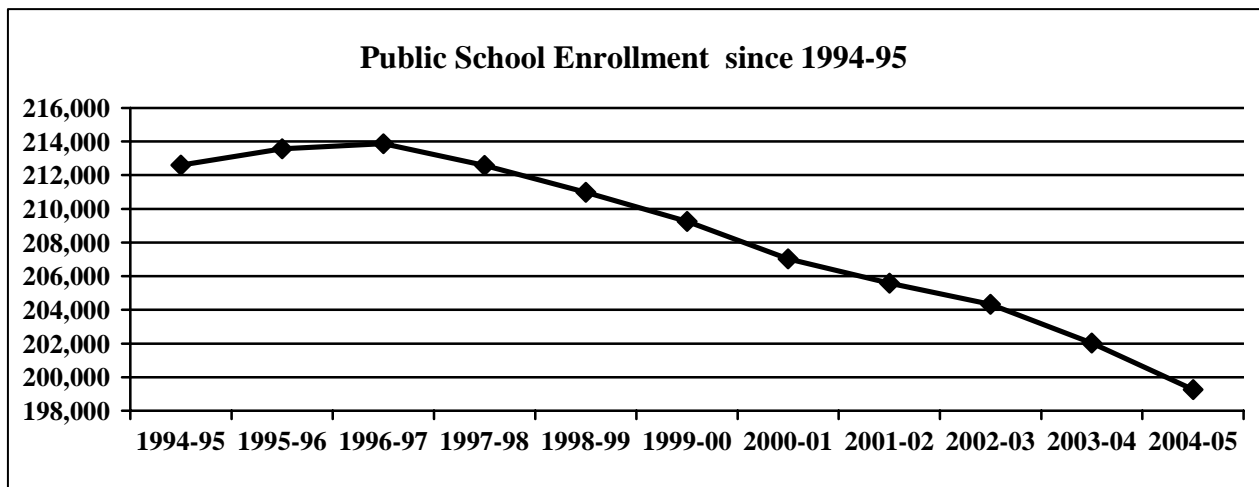


Figure 9: Source: Department of Education, 2005.

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Table 9: Public School 1994-95 & 2004-05 Fall Enrollments by County

County	Enrollment 1994-95	Enrollment 2004-05	Five Year Enrollment Changes	Ten Year Enrollment Changes	Projected Change in Student Enrollment 2005-2014
Androscoggin	17,218	16,130	-4.36%	-6.66%	-8.85%
Aroostook	14,161	11,731	-7.62%	-17.16%	-22.87%
Cumberland	40,457	42,026	-1.17%	+3.88%	-4.70%
Franklin	5,465	4,607	-11.83%	-15.70%	-27.00%
Hancock	8,346	7,116	-11.17%	-14.74%	-18.30%
Kennebec	20,175	18,345	-5.89%	-9.07%	-21.35%
Knox	5,897	5,427	-3.38%	-7.97%	-11.08%
Lincoln	5,294	4,561	-11.40%	-13.85%	-23.11%
Oxford	10,018	9,756	-2.80%	-2.62%	-13.91%
Penobscot	25,109	22,706	-6.12%	-9.57%	-14.67%
Piscataquis	3,329	2,673	-7.22%	-19.71%	29.37%
Sagadahoc	6,617	6,102	-8.61%	-7.78%	-15.81%
Somerset	9,086	8,313	-1.54%	-8.51%	-9.92%
Waldo	5,803	5,290	-8.05%	-8.84%	-21.39%
Washington	6,184	4,774	-10.25%	-22.80%	-28.54%
York	29,379	29,696	-2.23%	+1.08%	-4.72%
Totals	212,601	199,253	-4.78%	-6.28%	-11.55%

Source: Maine Department of Education and Maine State Planning Office, 2005.

8. Private School and Home School Student Enrollment

Private School: Since 1995-96, when 14,184 students were enrolled in approved K-12 private schools in Maine, the number had increased to 17,530 in 2000-01, and has been steadily decreasing since to 15,654 in 2004-05.

Figure 10 shows the ten year enrollment trend. Although the ten year change shows an increase of 9.4 percent statewide, the last five years have shown a 12.0 percent decrease. This could be the result of declining student populations throughout the state, as indicated in the public school student enrollment declining numbers.

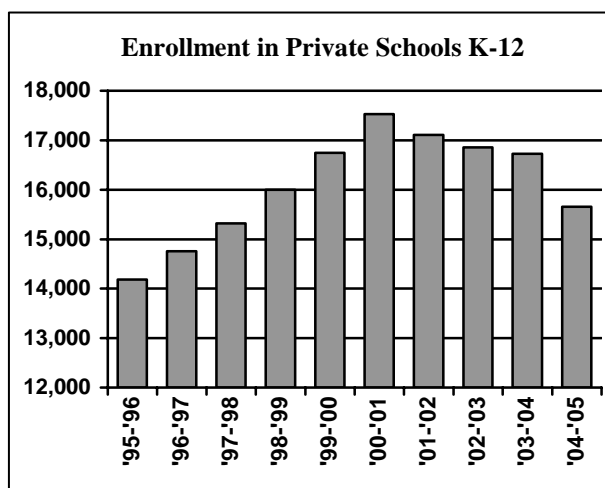


Figure 10: Source: Maine Department of Education, 2005.

Home School: In 1990 the number of students who were home schooled was approximately 1,500. Figure 11 shows that in 1995-96, 3,394 students were home

schooled, more than double the number reported in 1990. Since then those numbers have been steadily increasing to a current state total of approximately 5,027 students in 2004-05, an increase of 32.5 percent since 1995-96. This number is approximate due to a change in the reporting rules by the Maine Department of Education, see note below.

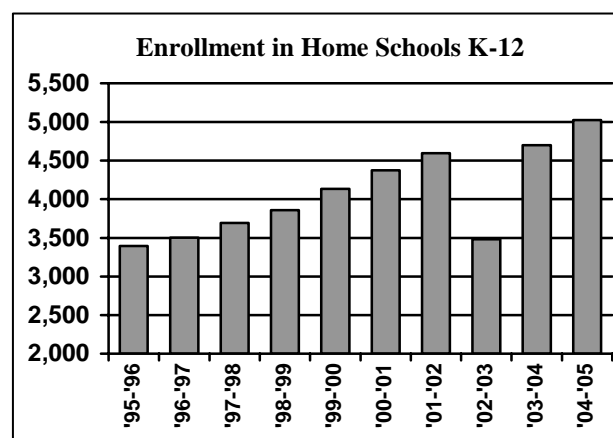


Figure 11: Source: Maine Department of Education, 2005.

Note: According to Maine Department of Education personnel, the large decline in numbers of students being home-schooled from 2001-02 to 2002-03 was due to a stricter enforcement of the rules requiring more information from parents on the application to home-school their children resulting in a decrease of applications being submitted. The numbers then increased dramatically between 2002-03 and 2003-04 when the requirement of an application was replaced with a much simpler letter of intent.

9. Language Minority Student Enrollment

In 2004-05, the public school population in Maine included 4,733 students who spoke a total of 93 different heritage languages. Of these students, 3,209, or 67.8 percent, were English Language Learner's (ELL), according to the most recent available data from the Maine Department of Education. This designation refers to students whose native language is not English and who need instruction in language acquisition through such structured approaches as bilingual education or English as a second language. Enrollments have been fluctuating since 1995-96; however they have increased by 45.5 percent since 1998-99 for all students whose primary language is one other than English. During the same period, as shown in Figure 12, the number of students who are English Language Learner's has increased by 27.4 percent.

There were 96 school districts that reported enrollments of ELL students at various levels of concentration, according to 2004-05 data. For instance, Portland had the highest number, 1,020 ELL students. The next highest numbers of ELL students were in Lewiston (337) and MSAD 24 – Van Buren (107). Staff costs in 2004-05 were approximately \$6.5 million. This breaks down to \$4.4 million in local funds and \$2.1 million in state funds.

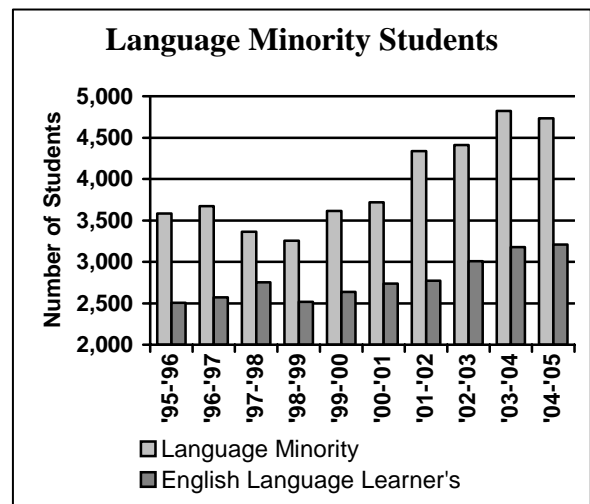


Figure 12: Source: Maine Department of Education, 2005.

10. Special Education Student Enrollment

Passed in 1975, revised in 1997, and reauthorized in December 2004, PL105-17 [the Individuals with Disabilities Education Act (IDEA-97)] directed public schools to enroll and educate all students with special needs and to meet these needs in the least restrictive environments. In Maine, students enrolled in special education range in age from 3 to 21 years. The numbers of students qualifying for special education services has increased from 31,870 in 1995-96 to 37,573 in the 2004-05 school year, an increase of 5,703 students. This has been a 17.9 percent increase over ten years in special education student enrollment as shown in Table 10 and Figure 13.

In 2004-05 the percent of all Maine students receiving special education services was approximately 18.8 percent. (Note: Data reflects special education enrollment

ages three through 21 years while regular education enrollment in Maine is for students ages four through 20 years old.) At the national level, 8.9 percent of students, ages three through 21, were served under the Individuals with Disabilities Education Act.

Of these students in 2004-05, approximately 55.4 percent were educated outside of the regular classroom less than 21 percent of the time in Maine, while 51.9 percent of students were educated outside the regular classroom less than 21 percent of the time nationally.

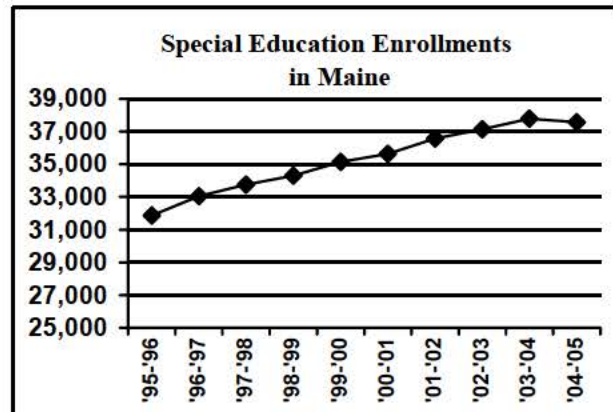


Figure 13: Source: Maine Department of Education, 2005.

Table 10: Special Education Enrollment in Maine

Students	1995-1996	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Total Public School	218,569	213,867	212,579	210,981	209,254	207,051	205,586	204,337	202,025	199,253
Total Special Education	31,870	33,055	33,762	34,306	35,139	35,633	36,580	37,139	37,784	37,573
% Special Education	14.9%	15.5%	15.9%	16.3%	16.8%	17.2%	17.8%	18.2%	18.7%	18.8%

Source: Maine Department of Education, Office of Special Services, 2005.

Maine students receive special education services for one of fourteen classification categories. In 2004-05, two types of disabilities accounted for nearly 60 percent of the students served in Maine: Specific Learning Disability (32.0 percent), and Speech and Hearing Impairment (26.1 percent). Over the last ten years, there has been noticeable growth in the proportion of students with disabilities identified as “Other Health Impairment” and “Autism”. Between the 1995-96 and 2004-05 school

years, the proportion of students served as “Other Health Impairment” grew from 2.8 percent to 12.3 percent, and the proportion of students identified as having “Autism” grew from 0.36 percent to 3.3 percent.

Table 11 reports numbers and percentages of students enrolled in special education relative to each county's total student population. The variations range from a low of 13.3 percent in Piscataquis County to a high of 24.4 percent in Somerset County.

Table 11: Numbers and Percents of Students with Disabilities by County, 2004-05

County	Number of Students in Special Education	Number of Students Enrolled in Public Schools	Percent of County Student Population in Special Education
Androscoggin	3,190	16,130	19.8%
Aroostook	2,078	11,731	17.7%
Cumberland	6,359	42,026	15.1%
Franklin	767	4,607	16.6%
Hancock	1,487	7,116	20.9%
Kennebec	3,520	18,345	19.2%
Knox	1,272	5,427	23.4%
Lincoln	940	4,561	20.6%
Oxford	1,775	9,756	18.2%
Penobscot	4,117	22,706	18.1%
Piscataquis	356	2,673	13.3%
Sagadahoc	1,304	6,102	21.4%
Somerset	2,027	8,313	24.4%
Waldo	1,166	5,290	22.0%
Washington	1,019	4,774	21.3%
York	6,157	29,696	20.7%
Maine Total	37,534	199,253	18.8%

Source: Maine Department of Education, 2005.

11. Children's Well-being and Financial Security

Financial security impacts on children's psychological and emotional health, access to health care, and overall well-being. The likelihood of financial security increases for children who live with both parents, and decreases for children who live with only one parent. In Maine, the U.S. Census Bureau reported that 13.1 percent of children lived in female-headed single-parent families in the year 2004. This compared to a national rate of 11.4 percent.

Further examination of children under age eighteen in the United States living in female-headed, single-parent households in 2004 showed that approximately 37.6 percent were living below the poverty threshold. This is over five times the rate of their counterparts in married-couple families.

According to the Annie E. Casey Foundation's *Kids Count 2005 Data Book*, other key indicators of children's well-being and financial security include teens who are high school dropouts; teens not attending school and not working; children living in families where no parent has full-time, year-round employment; children in poverty; and families with children headed by a single parent. Each of these indicators may contribute to a child living in what might be considered a "high risk" family.

The following table shows how Maine compared nationally and in other New England states for each of these indicators and the 50 state ranking provided by the Annie E. Casey Foundation based on from 2003.

Table 12: Percent of Children Living in High Risk Family Categories - 2003

Indicator	ME		NH		VT		US
	%	Rank	%	Rank	%	Rank	%
Teens who are high school dropouts	7%	15	7%	15	5%	4	8%
Teens not attending school and not working	5%	4	6%	6	4%	1	9%
Children living in families where no parent has full-time, year-round employment	31%	20	27%	7	27%	7	33%
Children in poverty	13%	13	8%	1	12%	5	18%
Families with children headed by a single parent	27%	13	25%	8	28%	16	30%

Source: Annie E. Casey Foundation, 2005.

12. Children's Well-being and Access to Health Care

Maine Children Without Health Insurance: Children who have health insurance are more likely than others to receive necessary and preventative medical and dental care. A recent survey conducted by the U.S. Bureau of the Census revealed that the number of uninsured children (those 18 years and under) declined from 11.1 million (15.4 percent) in 1998 to 8.3 million (11.2 percent) in 2004.

For Maine, the U.S. Bureau of the Census reported a decrease in the number of uninsured children since 1995, when 47,000, or 16.1 percent, were uninsured. According to findings from the U.S. Census Current Population Survey, 17,000, or 5.8 percent, of Maine's children lacked health insurance in year 2004. This was a slight decrease from 2003 as shown in Table 13.

Table 13: Percent of Children Without Health Insurance, Maine & United States

Year	Maine	U.S.
1999	6.5%	12.6%
2000	8.0%	11.7%
2001	7.5%	11.7%
2002	7.9%	11.6%
2003	6.0%	11.4%
2004	5.8%	11.2%

Source: US Bureau of the Census, Current Population Survey, 2005.

Maine Children With Maine Care: The number of Maine children who meet eligibility levels for Maine Care (formerly Medicaid) also is an indication of children's health needs and access to health care. The Maine Department of Health and Human Services reported that in fiscal year 2005, 40.7 percent, or 125,483 Maine children, aged 0-17 years, participated in Maine Care. The participation rate among counties varied greatly from a high of 65.0 percent in Washington County to a low of 31.1 percent in Cumberland County, as seen in Figure 14.

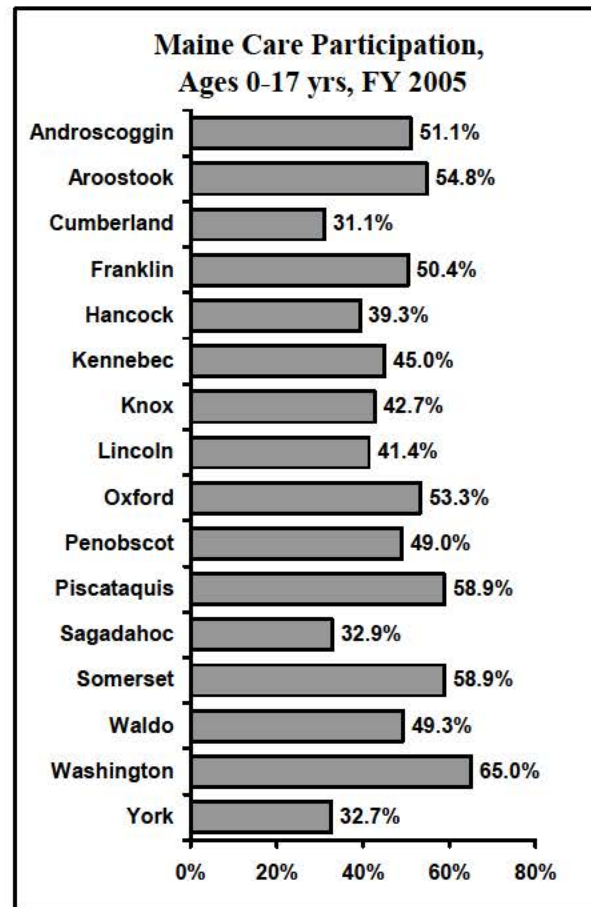


Figure 14: Source: Maine Department of Health & Human Services, Bureau of Health, 2005.

Maine Children Immunizations: Another indicator of children's well-being is the level of immunizations. Maine requires all children to have a minimum of the following immunizations before entering school: 5 doses of DTP¹ or 3 doses of TD²; 2 doses of MMR³; 4 doses of OPV⁴; and effective in 2003, 1 dose of Varicella⁵. The National Immunization Program, a division of the Center for Disease Control, collects data on vaccinations yearly using the National Immunization Survey. Figure 15 indicates the percentage of children 24 months old in Maine and the United States who have been immunized with the 4:3:1:3 combination, which includes all those listed above except the varicella vaccine. As can be seen by the chart, Maine had been above the nation in immunization of 24 month old children until 2003 when Maine dropped below the nation by 2.2 percent. In 2004, Maine was again above the national average by 1.1%.

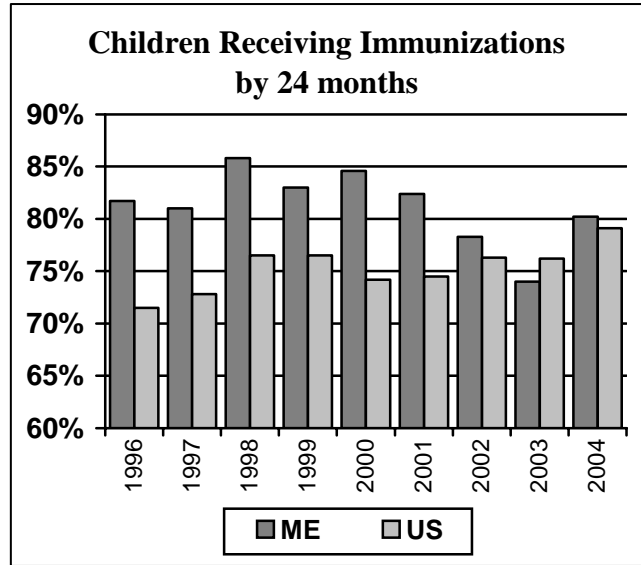


Figure 15: Source: Center for Disease Control, 2005.

¹ DTP = Diphtheria, Tetanus, and Pertussis Vaccine
² TD = Tetanus Diphtheria Vaccine
³ MMR = Measles, Mumps, and Rubella Vaccine
⁴ OPV = Poliovirus Vaccine
⁵ Varicella = Chicken Pox Vaccine

13. Early Childhood Education

Studies have shown that participation in center-based early childhood care and education programs such as Head Start, nursery school, and prekindergarten not only provide childcare support for working parents, but also are instrumental in preparing a child for elementary school. The National Center for Education Statistics reported that in 2000-01, 35.3 percent of the public elementary schools in the United States offered prekindergarten classes. In that same year, 10.7 percent of public elementary schools in Maine offered prekindergarten classes. Since then the number of schools offering prekindergarten programs in Maine has increased to 20.2 percent and the number of students enrolled in these programs has increased by 76.3 percent.

Recent studies have also shown that increasing the length of time kindergartners are in school may increase their cognitive, social and physical development. These children also have greater access to other school services, such as the school lunch program, guidance services, special education services, and Title I services. In Maine, the number of schools offering all day kindergarten has increased significantly since 1999-00, as may be seen in Table 14 below. Consequently the number of children attending these all day programs has also increased from 10.3 percent in 1997-98 to 62.0 percent in 2004-05. Most recent national information available indicated that 63.0 percent of kindergartners nationwide attended a full-day program in 2001-02.

Table 14: PreKindergarten and All Day Kindergarten in Maine

Year	Early Kindergarten and/or 4-Year Old Programs			All Day Kindergarten		
	Schools Offering	% of Total Elementary Schools	Students Attending	Schools Offering	Students Attending	% of Total Kindergarten Students
1997-98	43	n/a	969	n/a	1,634	10.3%
1998-99	54	n/a	1,078	n/a	2,290	14.4%
1999-00	57	10.0%	1,101	93	2,457	17.2%
2000-01	60	10.7%	1,062	153	4,463	32.4%
2001-02	75	12.8%	1,333	201	5,515	40.2%
2002-03	78	13.5%	1,525	220	6,729	49.0%
2003-04	91	20.3%	1,659	225	7,125	50.8%
2004-05	91	20.2%	1,872	259	8,511	62.0%

Source: Maine Department of Education, 2005.

While both Head Start and Prekindergarten are designed to provide children with experiences that will prepare them for school, their services and target recipients differ. Head Start programs focus on providing comprehensive services for low-income children and their families, specifically, services that center on education, socio-emotional development, physical and mental health, nutrition, and parent supports. Prekindergarten tends to focus only on the child – in contrast to the dual child-family focus of Head Start. The administration of Head Start is also different from Prekindergarten programs. Head Start funds flow directly from the U.S. Department of Health and Human Services to grantees. Head Start grantees are mostly nonprofit organizations, but some are schools or school districts.

In Maine, 3,979 infants, toddlers and preschoolers benefited from Maine's Head Start programs in 2003-04. Programs received funding from both federal and state governments. Maine received \$27.3 million

in federal funding for its Head Start programs in 2003-04.

Head Start programs are required to screen and provide on-going assessment of all enrolled children. Outcome measures across the State of Maine demonstrate that all children ages 3 to 5 increased their literacy skills. National FACES Research has shown that at the end of the program year, the typical Head Start child possesses specific cognitive and social skills that signify a readiness to learn in Kindergarten, and in Kindergarten, Head Start children exceeded the growth expectation of a typical kindergartner. Attendees showed significant gains in vocabulary, letter recognition, writing, and other pre-literacy skills.

In a more localized study of school readiness, a survey of the Success By 6 project by the Center For Education Policy, Applied Research, and Evaluation found that in 2002, 67 percent of teachers surveyed indicated that Head Start or other preschool programs made a positive difference in preparing children for school.

14. School Lunch Program Eligibility

Subsidized school lunch programs help to meet the nutritional needs of children. In school year 2004-05, as reported by the Maine Department of Education, students who qualify for *free* lunches must live in a household earning no more than \$24,505 for a family of four. To qualify for *reduced* lunches, students must live in a household earning no more than \$34,873 for a family of four.

In 1995-96, 31.0 percent of the total public school population qualified for lunch subsidies. Figure 16 and Table 15 show that since 1995-96, the percentages fluctuated until they reached a ten-year high of 33.1 percent in 2004-05.

Overall, the number of students qualifying for *reduced* lunches has increased, from 6.8 to 7.5 percent since 1995-96. The percent of students eligible for *free* lunches had been decreasing slightly

since 1995-96 when it was at 24.2 percent until it reached a ten-year high of 25.6 percent in 2004-05. In school year 2004-05 approximately 51,778 students were eligible for the *free* lunch program and 15,235 students were eligible for the *reduced* lunch program, for a total of 67,013 students, or 33.1 percent of the total school population of participating schools.

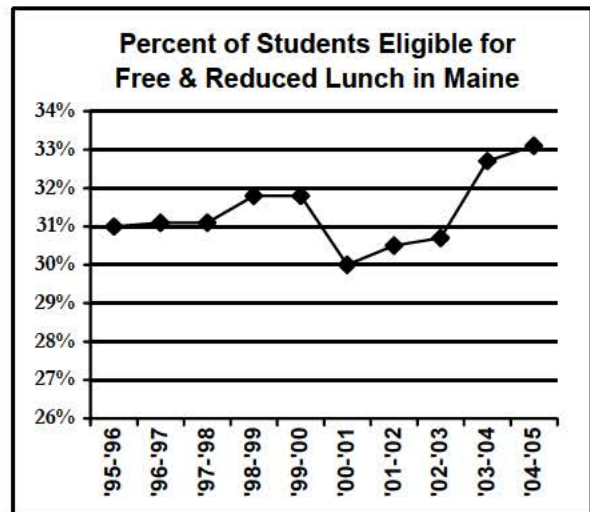


Figure 16: Source: Maine Department of Education, 2005.

Table 15: Students Eligible for Participation in Subsidized School Lunch Programs in Maine

Students Eligible	1995-1996	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Free Lunches	24.2%	24.3%	23.8%	24.2%	23.9%	22.1%	22.9%	23.1%	25.1%	25.6%
Reduced Lunches	6.8%	6.9%	7.3%	7.7%	7.8%	7.9%	7.6%	7.6%	7.7%	7.5%
Total Students	31.0%	31.1%	31.1%	31.8%	31.8%	30.0%	30.5%	30.7%	32.7%	33.1%

Source: Maine Department of Education, 2005.

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Table 16 lists the percentages of students by county in Maine who were eligible to receive subsidized school lunches in 2004-05. Cumberland County reported

the lowest percentage of school lunch eligibility (22.2 percent) while Washington County reported the highest percentage (51.9 percent).

Table 16: Children Eligible to Receive Subsidized School Lunches, by County, 2004-05

County	Students Eligible for Subsidized Lunches	Percent of Enrollees in School
Androscoggin	5,983	38.6%
Aroostook	5,462	46.4%
Cumberland	9,338	22.2%
Franklin	1,997	43.2%
Hancock	2,235	31.2%
Kennebec	6,341	32.2%
Knox	1,579	29.4%
Lincoln	1,522	32.8%
Oxford	4,374	41.6%
Penobscot	8,386	36.3%
Piscataquis	1,557	49.6%
Sagadahoc	1,419	23.3%
Somerset	4,073	46.0%
Waldo	2,513	47.8%
Washington	2,672	51.9%
York	7,562	25.7%
Maine	67,013	33.1%

Source: Maine Department of Education, 2005.

15. Teen Birth Rates and Temporary Aid to Needy Families

Research indicates that children born to single teenage mothers are more likely to drop out of school, give birth out of wedlock, divorce or separate, and be dependent on welfare. In 2003, with 24.9 births per 1,000 women, Maine had the 5th lowest teen birth rate in the country, just below Connecticut (24.8), Massachusetts (23.0), Vermont (18.9), and New Hampshire (18.2). This reflected a significant decline in birth rates for Maine teenagers aged 15-19 years since 1991 when the rate was 43.5. Figure 18 provides a comparison of teen birth rates for Maine and the United States, according to the Centers for Disease Control and Prevention.

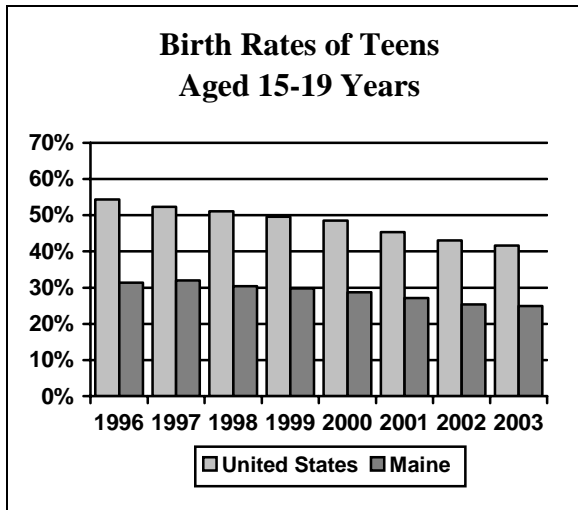


Figure 17: Source: National Vital Statistics Reports, 2005.

The level of public assistance provided through the program of Temporary Aid to Needy Families (TANF) is also

important in discussions of children's well-being. According to the Maine Department of Health and Human Services, Bureau of Family Independence, in October, 2004, 8.5 percent of Maine children aged 0-17 years were receiving TANF. Figure 19 shows percentages of children on TANF by county. Androscoggin had the highest with 13.6 percent of its children on TANF while Hancock County had the lowest at 4.9 percent.

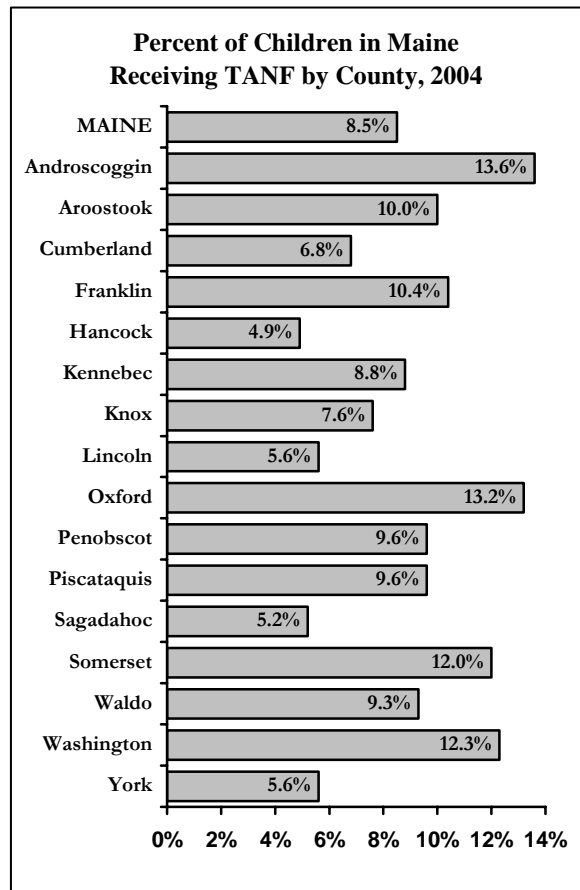


Figure 18: Source: Maine Department of Health & Human Services, Bureau of Family Independence, 2005; Maine Children's Alliance, 2005.

16. Youth Risk Behaviors

In its recent report on youth risk behaviors, the Center for Disease Control revealed that in the United States in 2003 the most prevalent causes of death in 10-24 year-olds were motor-vehicle accidents (32.3%), other unintentional injuries (11.7%), homicide (15.1%), and suicide (11.7%). Health-risk behaviors, such as tobacco, alcohol, and other illicit drug use, also contribute to the leading causes of mortality and morbidity among youth and adults, and are often established during youth.

In terms of alcohol and other drug use, Table 17 shows how Maine's youth, 10-24 years old, compared to the alcohol and drug use behaviors of youth in New Hampshire, Vermont, and the United States.

Maine's youth tended to use marijuana and inhalants at a slightly higher rate than the national youth population, however, use of alcohol and cocaine have dropped below the national average.

A review of tobacco use, as reported in Table 18 on the next page, shows that Maine youth who smoked cigarettes during the past month were slightly fewer (20%) than their counterparts in the United States (22%). Maine youth (10%) smoked cigarettes on 20 or more days during the past month, slightly less than youth in Vermont (11%). Eleven percent of Maine youth smoked cigars; this was less than the national average (15%) and slightly less than use reported in New Hampshire (14%) and Vermont (12%).

Table 17: Alcohol and Other Drug Use Among Youth, 2003.

	United States	Maine	New Hampshire	Vermont
Drank alcohol during the past month.	45%	42%	47%	44%
Reported episodic heavy drinking during the past month.	28%	27%	31%	26%
Used marijuana during the past month.	22%	26%	31%	28%
Ever used cocaine.	9%	8%	10%	N/A
Ever sniffed or inhaled intoxicating substances.	12%	13%	13%	N/A

Source: U.S. Center for Disease Control and Prevention, 2004.

Table 18: Tobacco Use Among Youth, 2003.

	United States	Maine	New Hampshire	Vermont
Smoked cigarettes during the past month.	22%	20%	19%	22%
Smoked cigarettes on 20 or more days during the past month.	10%	10%	10%	11%
Used smokeless tobacco during the past month.	7%	4%	4%	5%
Smoked cigars during the past month.	15%	11%	14%	12%

Source: U.S. Center for Disease Control and Prevention, 2004.

The risk behaviors, as shown in Table 19, are associated with one of the leading causes of death among youth. Slightly less Maine youth (15%) than national youth (18%) rarely or never used safety belts, while Vermont's youth (7%) was significantly lower. Twenty-seven percent of Maine youth rode with a drinking

driver more than New Hampshire (25%) and Vermont (22%), but less than the national average (30%).

Nine percent of Maine youth reported they had attempted suicide during the past year, which is slightly above the national average (8%) and those in New Hampshire (8%) and Vermont (7%).

Table 19: Unintentional and Intentional Injuries among Youth, 2003.

	United States	Maine	New Hampshire	Vermont
Rarely or never used safety belts.	18%	15%	13%	7%
Rode with a drinking driver the past month.	30%	27%	25%	22%
Were in a physical fight during the past month.	33%	26%	30%	27%
Attempted suicide during the past year.	8%	9%	8%	7%

Source: U.S. Center for Disease Control and Prevention, 2004.

17. School Drug and Violence Prevention

Results from the Youth Risk Behavior Survey associated with the U.S. Department of Health and Human Services revealed that in 2003, 9.2 percent of U.S. high school students reported that they had been threatened or injured with a weapon at school within the past year. Other findings were the following: 12.8 percent had been in a physical fight on school property within the past 12 months, and 6.1 percent said they had carried a weapon to school on one or more of the past 30 days.

A partnership of Maine state and other agencies sponsored the Maine Safe and Drug-free Schools Data Collection Project in conjunction with the U.S. Department of Education. Data collected for the 2003-04 school year from 661 (100 percent) of the schools required to submit a report to the state, revealed that there were 10,839 reported incidents of prohibited behavior (personal offenses, criminal acts, policy violations, weapons-related incidents, and alcohol, tobacco, and other drug related incidents). A total of 7,762 offenders were responsible for 10,611 of the reported incidents, or an average of 1.4 incidents per student, indicating a number of repeat offenders. The project further reported that there was an average of 5.3 incidents per

100 Maine students. Some incidents resulted in the removal of student(s) from school. A total of 1,008 (9%) incidents, including assault and battery, fighting, threatening and harassing resulted in student(s) removal from school, according to data collected for school year 2003-04.

In its 2004 Maine Youth Drug and Alcohol Use Survey of 75,165 students, grades 6 through 12, the Maine Office of Substance Abuse found that a majority of students felt safe at school, with only 16.1 percent reporting they felt *unsafe*. Males (17.2 percent) were more likely than females (14.7 percent) to report feeling *unsafe*. Related to this, 12.7 percent of students reported that they had attacked someone with intention to harm. Male students (17.5 percent) were more than twice as likely as female students (7.5 percent) to report this.

According to the Maine Office of Substance Abuse, when 6-12th graders were asked if they had carried a handgun without permission during they past year, 2.6 percent reported they had done so. However, males (4.3 percent) were much more likely than females (0.7 percent) to have reported that they had carried a handgun without permission in the previous year.

The State of Maine has made efforts toward prevention of drug and alcohol abuse and other prohibited behaviors among school-age children. More specifically, the Maine Safe and Drug-Free Schools and Communities Act Program (SDFSCA) reported that in 2003-04, 84 percent of school districts offered a total of 2,543 prevention-related programs, services, and activities (PSAs) at the district level. While 95 percent of schools offered a total of 3,204 programs at the school level serving an average of 155 students per program

The most prevalent PSA provided by schools was Drug Prevention Instruction, reported by 485 Maine schools (73%). Table 20 lists the specific types of activities and the percentage of schools providing them in 2003-04.

Table 20: Type of PSAs Offered in Schools

Type of Program Offered in 2003-04	% of Schools Offering
Drug prevention instruction	76%
Counseling & Referrals	66%
Violence prevention	60%
Special, one-time events	58%
Conflict Resolution	54%
Student Support Services	47%
Curriculum Development	36%
Before/After School Programs	36%
Community Service Projects	33%
Alternative Education Programs	15%
Services for out-of-school youth	4%

Source: Maine Safe & Drug-Free Schools Data Collection Project, 2005.

Schools in Maine also provided a total of 1,133 drug and violence prevention-related professional development programs to faculty and staff. A major focus of school prevention training for staff and faculty was on violence prevention, with 36 percent of all staff development programs emphasizing violence prevention, and 47 percent emphasizing both drug and violence prevention. Table 21 shows the top twelve staff development activities offered and the percentage of schools providing those activities.

Table 21: Staff Development Activities

Type of Activity in 2003-04	% of Schools Providing
Student Assistant Team training	27%
Civil Rights/Diversity training	23%
Crisis Mgmt./Emergency Planning	22%
Violence prevention training	19%
Conflict Resolution & Mediation	14%
Life Skills training	13%
Wellness	13%
DARE	10%
Substance Abuse Awareness	8%
Peer Helpers/Peer Mediation	7%
Bullying Prevention	5%
Mentoring	<1%

Source: Maine Safe & Drug-Free Schools Data Collection Project, 2005.

18. Some Issues Perceived as Problems in Maine’s Public Schools

Schools face many issues that may have an impact on safety and learning. The issues range from student tardiness and absenteeism to the more serious concerns of harassment, drug and alcohol use, and violence.

The Maine Education Policy Research Institute conducted a survey of the state's public school principals in an effort to discover the extent to which various problem areas impact Maine's schools. Four different versions of the survey were sent out for the elementary, middle, and high

school level, as well as a survey for principals of K-8 schools.

The survey asked school principals to rate the extent to which each item was a problem in their schools. The scale was based on a continuum ranging from one to five, indicating not *a problem at all*, a *minor problem*, a *moderate problem*, a *serious problem*, or a *very serious problem*. The following table reports the percentage of principals from each grade level category who indicated the issue was a moderate to very serious problem.

Table 22: Percent of Principals Who Perceive the Following Issues to be a *Moderate, Serious, and Very Serious* Problem in Their Schools

Issue	Elementary School	K-8	Middle School	High School
Student tardiness	18.2%	20.0%	23.9%	55.8%
Student absenteeism	17.2%	22.2%	30.4%	52.9%
Cutting class	0.7%	0%	0%	30.9%
Student bullying	14.5%	31.3%	52.2%	38.3%
Harassment among students	7.2%	29.3%	47.8%	38.3%
Fighting/violence	4.3%	2.0%	0%	9.0%
Students’ motivation to learn	23.6%	48.5%	65.2%	80.9%
Lack of discipline	5.0%	9.0%	8.9%	20.6%
Lack of parental involvement	24.6%	43.0%	52.1%	67.7%
Student/teacher safety	0.7%	1.0%	0%	4.4%
Teacher absenteeism	2.2%	3.0%	6.5%	10.3%
Teacher morale	15.3%	13.2%	20.0%	39.8%
Retaining highly skilled teachers	4.3%	12.0%	19.9%	35.3%
Funding curriculum enhancement	38.6%	42.5%	56.5%	55.9%
Teacher workload	75.2%	63.8%	59.5%	60.3%
Student substance abuse	0%	5.1%	24.4%	68.7%

Source: 2004-05 Maine Public School Census Survey, Maine Education Policy Research Institute, 2005.

Of the 68 high school principals responding (approximately 60%), the four items most frequently reported to be a moderate, serious, or very serious problem were students' motivation to learn (80.9%), student substance abuse (68.7%), lack of parental involvement (67.7%), and teacher workload (60.3%). Areas that were also identified as being moderate, serious, or very serious problems to a majority of high school principals were funding curriculum enhancement (55.9%) student tardiness (55.8%), and student absenteeism (52.9%). Also, as shown in Table 22, the issues that were least often reported as being a problem were teacher absenteeism (10.3%), fighting and physical violence (9.0%), and student and teacher safety (4.4%).

The middle school survey was sent to schools whose grade configuration included grades 6 to 8; of those schools surveyed 47 responded. The middle school principals that responded to the survey ranked students motivation to learn (65.2%), teacher workload (59.5%), and funding curriculum enhancement (56.5%) to be the most serious problems. A slight majority of the middle school principals that completed the survey also rated student bullying (52.2%) and lack of parental involvement (52.1%) as being a moderate, serious, or very serious problem. Cutting class,

fighting and violence, and student and teacher safety were not rated as a moderate, serious, or very serious problem by any of the middle school principals surveyed (0%).

The most frequent issue reported to be a moderate, serious, or very serious problem by the K-8 school principals surveyed was teacher workload (63.8%). Also frequently reported to be a problem was students motivation to learn (48.5%), lack of parental involvement (43.0%), and funding curriculum enhancement (42.5%). Issues that were not often rated as problematic for the K-8 schools surveyed were cutting class (0%), student and teacher safety (1.0%), fighting and violence (2.0%), and student substance abuse (5.1%).

The only issues to be rated by more than 25 percent of the elementary school principals surveyed as being a moderate, serious, or very serious problem were funding curriculum enhancement (38.6%) and teacher workload, in which three out of four elementary school principals rated to be at least a moderate problem (75.2%). Approximately 1 out of 4 of the principals ranked lack of parental support (24.6%) and student's motivation to learn (23.6 %) as being a moderate, serious, or very serious problem.

19. Educational Attainment of Maine's Adults

The completion of high school and education beyond high school is an indicator of economic and social national and state well-being. The U.S. Census Bureau reported that in the year 2004, 87.1 percent of Maine's population 25 years old and older had attained a high school diploma. Maine was 2.1 percentage points higher than the national average (85.0 percent); however, lower than most other New England states except Rhode Island and Massachusetts, as shown in Figure 19.

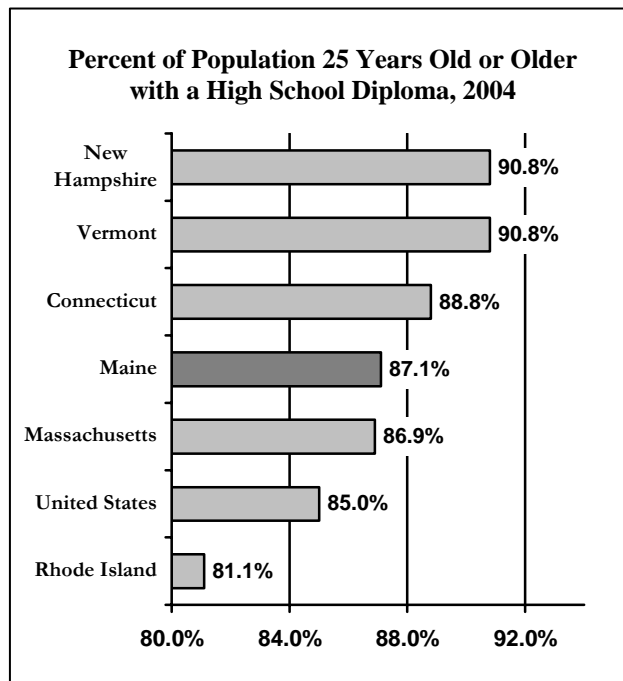


Figure 19: Source: U.S. Census Bureau, 2005.

New information from the U.S. Census Bureau reinforces the value of a college education: workers 18 and over with a bachelor's degree earn an average of \$51,206 a year, while those with a high school diploma earn \$27,915. When considering the population 25 years old or older with a bachelor's degree or higher, Maine was at 24.2 percent, 3.8 percent lower than the national average. All other New England states except Rhode Island, scored higher than the nation in populations of this age group who had attained bachelor's degrees or higher, as shown in Figure 20.

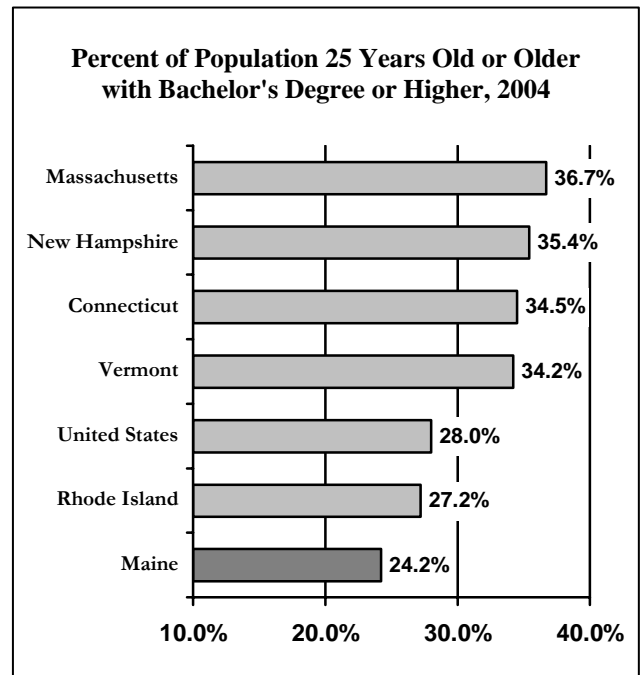


Figure 20: Source: U.S. Census Bureau, 2005.

20. Projected Educational Attainment of Public School Ninth Graders

As reported in the previous indicator, Maine ranks high in the nation in terms of the percent of those people 25 years old and older who have earned a high school diploma. However, in the same year (2004) only 24.2 percent of the same population had earned at least a bachelor's degree, according to the National Center for Education Statistics.

Why this large gap between the percent of high school graduates and bachelor's degree graduates? There are a myriad of reasons for the gap, some of which become more apparent if one examines available national and Maine trends. Figure 21 provides a projection of the educational attainment of Maine's 9th graders, given what we know about graduation and persistence rates.

As shown in the figure, approximately 87.1 percent, or 15,883, of Maine's public school 9th graders are expected to graduate from high school four years later. Of these 15,883 graduates, typically just below 70 percent (11,086) report they plan on enrolling in some type of college or university. Breaking this down further, of those who report they plan to enroll, approximately 82 percent (9,091) do so. And of these 9,091 college freshmen,

approximately 65 percent will earn a 2- or 4-year college degree by their mid to late 20's.

Thus, currently only about 32.3 percent of Maine's public school 9th graders are expected to complete a college or university degree program early in their lifetime. More may earn degrees later in life, but this information provides some insight as to why Maine ranks 39th in the country in terms of the percent of our population having earned a bachelor's degree or higher.

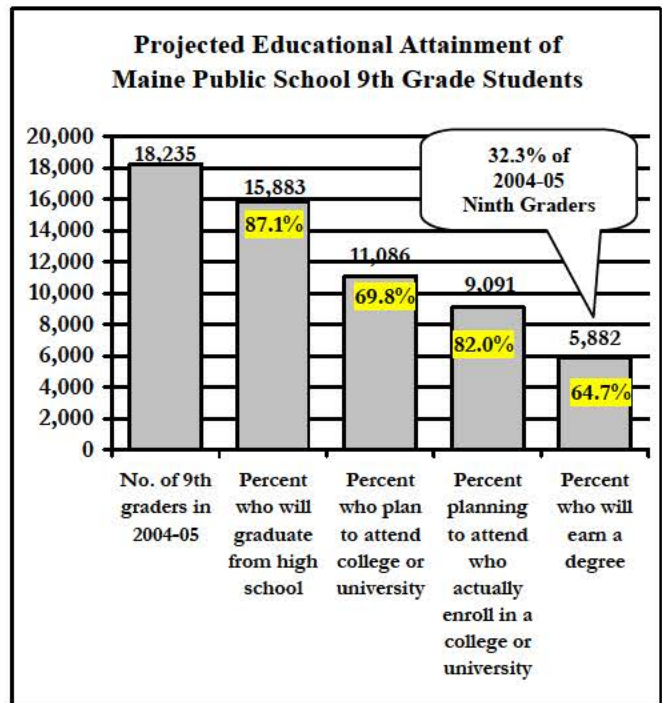


Figure 21: Source: Maine Department of Education, 2005. National Center for Education Statistics, 2005.

21. Rewards of High School Completion and Higher Education Degree

Although the rewards of attaining higher and higher levels of education are often intrinsic (personal satisfaction, social position, etc.), the extrinsic rewards are measurable. According to the U.S. Bureau of the Census, in 2003 the national median income of males 25 years old and older with less than a high school diploma was \$24,873, or 68.9 percent of the median income (\$36,125) of male high school graduates. For similarly-grouped females,

the median income was \$18,933, or 70.3 percent of the earnings (\$26,923) of female high school graduates.

Further comparisons by educational attainment and income revealed that males with “some” college earned \$42,279, and females earned \$31,190. Males who had attained bachelor's degrees earned \$59,275, while females with the same educational attainment had earned \$42,431, as shown in Table 23.

Table 23: National Median Annual Income of Workers, Aged 25 and Older, by Level of Educational Attainment, 2003

Gender	Not a High School Graduate	High School Graduate	Some College	Associate's Degree	Bachelor's Degree	Master's Degree
Male	\$24,873	\$36,125	\$42,279	\$45,329	\$59,275	\$74,382
Female	\$18,933	\$26,923	\$31,190	\$34,220	\$42,431	\$51,393

Source: U.S. Bureau of the Census, Annual Demographic Survey, 2005.

Resource Indicators

Resource Indicators describe school resources, inputs and processes which may influence student learning. Information is provided on the following indicators:

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22. Per Pupil Operating Expenditures

As reported by the Maine Department of Education, Maine's per pupil operating expenditures have increased steadily over the past ten years. Per pupil operating expenditures are calculated by dividing the total school expenditures (including special education and vocational education, but excluding major capital outlay, transportation, and debt service) by the total number of students. In the last ten years the average per pupil operating costs

increased from \$4,600 in 1994-95 to \$7,331 in 2003-04 (not accounting for inflation). This was an overall increase, since 1994-95, of 59.4 percent (28.6 percent when accounting for inflation) and an average annual increase of 4.4 percent. In 2003-04, per-pupil operating costs for individual school administrative units in Maine ranged from a low of \$5,213 to a high of \$23,403. Yearly average increases for the last ten years appear in Table 24.

Table 24: Statewide Average Per-Pupil Operating Expenditures

Fiscal Year	1994-1995	1995-1996	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
Per-Pupil Operating Costs	\$4,600	\$4,738	\$4,938	\$5,146	\$5,474	\$5,818	\$6,233	\$6,640	\$7,019	\$7,331
Annual Percent Increase	4.3%	3.0%	4.2%	4.2%	6.4%	6.3%	7.1%	6.5%	5.7%	4.4%

Source: Maine Department of Education, 2005.

23. Education Expenditures by Category

Maine's total education expenditures for school year 2003-04 were \$1,714,773,383, an increase of \$52.2 million or 3.1 percent from the previous year. Figure 23 shows how the expenditures break down by category statewide. Regular education received nearly half (44.2 percent), or \$758.5 million of the financial resources. The costs in the regular education category included teacher salaries and benefits, support staff salaries and benefits, and materials and supplies.

The second highest category of expenditures was special education. These costs were approximately \$230.4 million (13.4 percent) reflecting expenditures for salaries and benefits, testing, materials, and supplies for all special education students, except those who were state wards and state agency clients. (Note: The “Special

Education Expenditures” indicator on the following page reports an expenditure figure that *includes* costs associated with state wards and state agency clients.) Facilities maintenance, the third highest expenditure category, accounted for 11.4 percent of all costs, or \$196.5 million. This reflected all the costs of operating the buildings but excluded debt service.

In 2003-04, administration costs totaled approximately 9.3 percent of education costs, with 4.0 percent, or \$67.3 million, spent on superintendents' offices, and 5.3 percent, or \$90.5 million, expended on principals' offices. These categories included expenses for personnel, and supplies and materials, according to the Maine Department of Education. The profile in expenditures varies among school districts across the state.

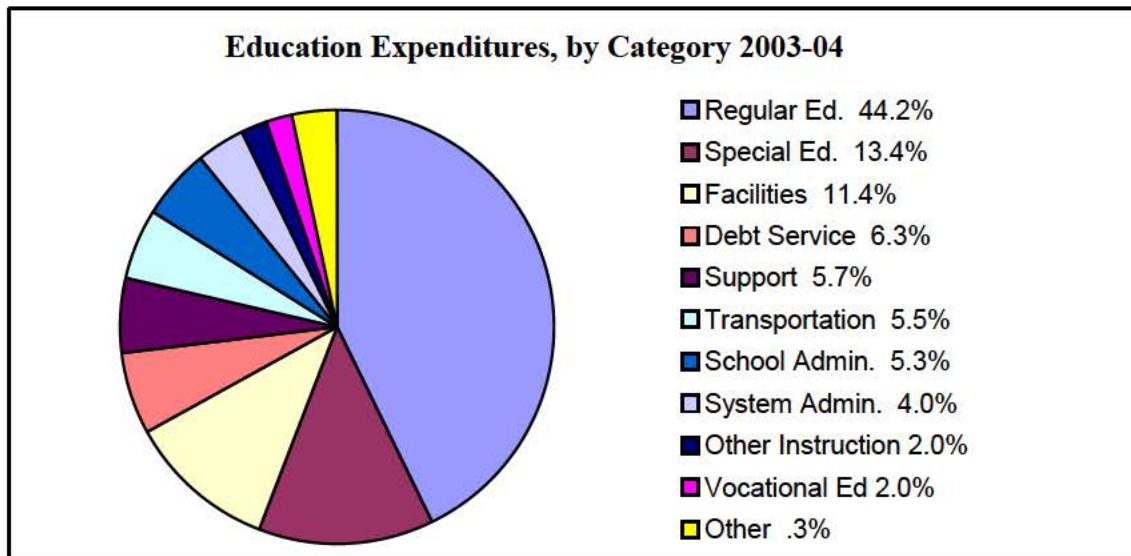


Figure 22: Source: Maine Department of Education, 2005.

24. Special Education Expenditures

Maine special education costs have risen since 1994-95, when more than \$136 million was spent, to approximately \$260.8 million in 2003-04, as shown in Table 25 and Figure 23. This was a 53.8 percent increase when accounting for inflation. These figures include expenditures for state wards and state agency clients. The top five expenditures for locally operated special education programs in 2003-04 were for special education teachers (42.1%), Ed. Tech. III (11.8%), Ed. Tech II (10.2%), speech and hearing therapists (8.0%), and Ed. Tech. I (7.1%). Approximately 18 percent of these expenditures were spent on related services such as psychological services, speech and language therapy, occupational therapy, social work services, and services for the deaf and hearing impaired.

Most recent available figures revealed that between school year 2002-03 and 2003-04, special education costs have increased by 5.5 percent while total school expenditures increased by 3.1 percent. As a

share of total education expenditures, special education costs had reached 11.3 percent in 1991-92. In 2003-04, the special education share had increased to 13.4, according to the Maine Department of Education.

From the perspective of enrollments, the total number of public school students decreased by 1.4 percent between 2003-04 and 2004-05, and special education enrollments decreased by 0.6 percent. Furthermore, while Maine public school total enrollments have declined in the last ten years by 6.3 percent, special education enrollments have increased by 17.9 percent.

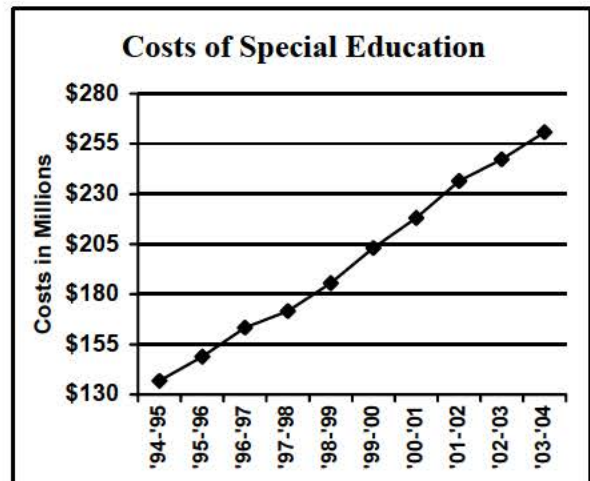


Figure 23: Source: Maine Department of Education, 2005.

Table 25: Special Education Expenditures, 1994-95 through 2003-04

Special Education Expenditures (Millions)	1994-1995	1995-1996	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
	\$136.8	\$148.9	\$163.4	\$171.6	\$185.6	\$203.1	\$218.1	\$236.5	\$247.2	\$260.8

Source: Maine Department of Education, 2005.

25. Transportation of Public School Students

According to the Maine Department of Education, expenditures for school bus transportation of students in the public schools has increased since 1994-95 by approximately \$23.1 million (\$9.8 million, or 14.3%, when adjusting for inflation) from \$55.4 million to \$78.5 million in 2003-04, a 41.7 percent increase, or an average of 3.7 percent per year, while total miles traveled per year has increased an average of 3.1 percent per year, as shown in Table 26. The number of children transported has varied throughout the ten year comparison. Recent analysis by the Maine Education Policy Research Institute has shown that two *uncontrollable* cost drivers, number of resident pupils and number of miles of road, are the best available predictors of transportation costs.

Costs per mile ranged between a low of \$.97 and a high of \$5.02, and the statewide average cost per mile was \$2.30 in 2003-04. This was an increase of \$.58 since 1994-95, as shown in Figure 24. The average expenditure per student conveyed was \$444.92 in school year 2003-04. This was an increase of 6.6 percent from the

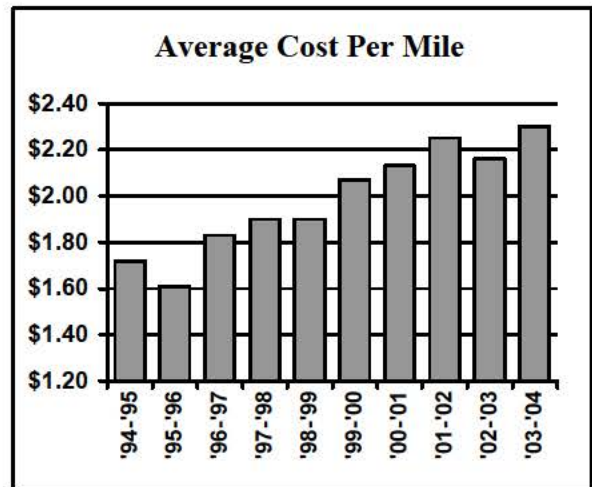


Figure 24: Source: Maine Department of Education, 2005.

Table 26: Maine Public School Student Transportation Statistics

Year	Expenditures	Miles Traveled	Average Cost per Mile	Average Number of Children Transported
1994-95	\$55,410,841	32,222,470	\$1.72	179,173
1995-96	\$57,440,782	35,661,796	\$1.61	180,631
1996-97	\$58,692,703	32,085,230	\$1.83	182,266
1997-98	\$59,919,872	31,490,490	\$1.90	182,288
1998-99	\$62,671,801	32,900,582	\$1.90	181,037
1999-00	\$67,066,803	32,417,593	\$2.07	179,102
2000-01	\$71,675,710	33,582,119	\$2.13	175,345
2001-02	\$75,620,891	33,674,714	\$2.25	171,362
2002-03	\$75,255,406	34,828,884	\$2.16	180,240
2003-04	\$78,491,437	34,134,564	\$2.30	176,417

Source: Maine Department of Education, 2005.

previous year. The national average is \$522 per student. The total cost for transporting students to and from school in fiscal year 2004 increased by 4.2 percent from the previous year while total miles and number of students transported both dropped by 2 percent. Significant increases in fuel prices and wage and benefit costs more than offset cost reductions driven by reduction in students and miles, according to the Pupil Transportation Report by the Maine Department of Education.

The Maine Department of Education also reported that state funding for school bus replacement is averaging \$10.0 million per year inclusive of both cash and term purchases. The number of new buses purchased by school administrative units in 2003-04 was 207, which includes 42 buses purchased through the emergency Carpenter Bus Replacement Program⁶. Bus purchases refer to the publicly owned bus fleet only, and does not include buses provided by contractors.

In the past few years, school districts have turned to leasing and lease-purchasing buses at an increasing rate in order to

replace worn out vehicles. This has had a direct cost impact due to the addition of interest expense. Other factors contributing to an overall increasing cost trend include more districts shifting to contracted transportation services, increasing fuel prices and increasing employment costs.

Nevertheless, increased acquisition using lease-purchasing agreements and improved purchasing power generated by the Maine School Bus Bid Program has reduced the average replacement rate of the fleet from 14.5 years in 2001-02 to 12.8 years in 2003-04. This improved turnover has resulted in a reversal of the average total mileage trend, as shown in Figure 25.

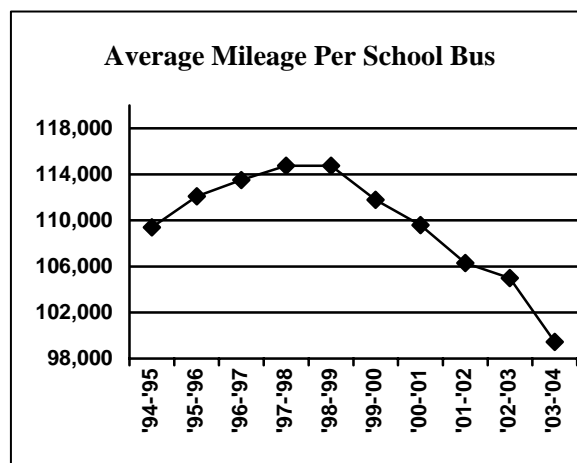


Figure 25: Source: Maine Department of Education, 2005.

⁶ The Emergency Carpenter Bus Replacement Program was a one time program to eliminate a group of defectively constructed school buses from the Maine school bus fleet. The Maine State program involved an emergency allocation from the legislature for \$2.3 million to accomplish this task.

26. Construction of Public Schools

Since 1972 the number of school projects that have been funded under the state's school construction debt ceiling (Major Capital Improvement Program) is 501. A minimum of 304 of the total number of projects were additions and renovations to existing facilities. New school facilities that replaced existing buildings numbered 197, according to the Maine Department of Education. The projects are funded on a competitive basis by the Debt Service Limit, the amount of state money available for approved construction costs in a given year. In 1990-91 the limit was \$48 million; in 2004-05 the limit was \$84 million; this is expected to be \$96 million in 2006-07. Figure 26 shows school building projects in Maine by decade since 1910, including the current decade to date. The 1950's through the 1980's showed the highest growth.

According to the Maine Department of Education, it is the numerous construction projects of the 1950's and 1960's that are now requiring repairs, renovations, and replacements. In response, the Maine Legislature established the Maine School Facilities Finance Program and the School Revolving Loan Fund. The fund is used to finance the cost of school repair and renovation, among other costs. Since 1999,

a total of 355 necessary repairs and renovations of school facilities have been funded through this program at an estimated total cost of \$116.6 million.

Recent research by the Maine Education Policy Research Institute reported that many variables influence the amount of money a district must spend in order to maintain their facilities. In 2001-02, maintenance expenditures by Maine SAUs varied widely, from a low of \$306 per pupil, to a high of \$3,568 per pupil. Preliminary analysis suggests that the square footage per pupil and the school enrollment size are the best available indicators of per pupil maintenance expenditures.

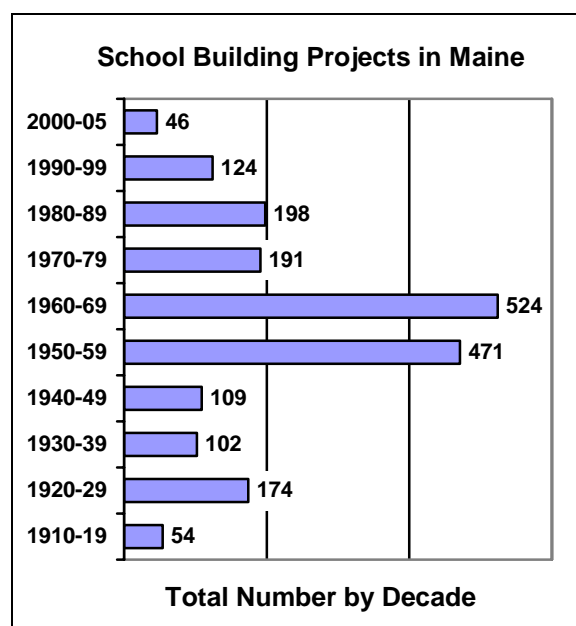


Figure 26: Source: Maine Department of Education, 2005.

27. School District Governance Structures

Maine has a rather complex educational system consisting of 286 school administrative units with a variety of governance structures. The five major governance structures are Cities and Towns with Individual Supervision, Community School Districts (CSDs), School Administrative Districts (SADs), Unions, and Units under School Agent Supervision.

To clarify the differences of each of these governance structures, a *city or town with individual supervision* is a single municipality. A *community school district* (CSD) is a combination of two or more municipalities and/or districts formed to build, maintain, and operate a school building or buildings to educate any or all grades. A *school administrative district* (SAD) is a combination of two or more municipalities who pool all their educational

resources to educate all students. A *union* is a combination of two or more school administrative units joined together for the purpose of sharing the costs of a superintendent and the superintendent's office. A *unit under school agent supervision* is a relatively small unit requiring less than full-time administration. Also included in this category is education in Maine's unorganized territory (EUT).

During the 2004-05 school year, the governance structures consisted of 47 cities and towns under individual supervision, 15 community school districts (CSDs), 73 school administrative districts (SADs), 125 unions, and 26 towns under school agent supervision. The following table further illustrates the number of units as well as the number of municipalities included in each type of unit.

Table 27: Distribution of School Administrative Unit Structures in Maine (2004-05)

School Administrative Unit (SAU)	Number of SAUs	Number of Municipalities
Cities & Towns with Individual Supervision	47	47
Community School Districts (CSD)	15	45
School Administrative Districts (SAD)	73	273
Unions (including Maine Indian Education)	125	125
Units under School Agent Supervision	26	26
TOTALS *	286	492 *
* 27 municipalities belong to more than one type of school administrative unit structure: 4 are members of two separate CSDs; 2 are members of a SAD and a CSD; 1 is under an Agent of the Commissioner and a member of a CSD; the remaining 20 are SADs in Unions and members of a CSD.		

Source: Maine Department of Education, 2005.

28. School Type, Grade Span Configuration, and Average Enrollment

Another factor in understanding the organization of Maine schools is the different types of schools that exist throughout the state. These include elementary schools (including any combination of kindergarten through grade 8); secondary schools (including any combination of grades 9 through 12); and combined elementary and secondary schools (including any combination of kindergarten through grade 12). Table 28 shows the number of public schools in Maine by type for 2004-05.

Table 28: Public Schools by Type, 2004-05

School Type	Number
Elementary Schools	520
Secondary Schools	108
Combined	15
Totals	643

Source: Maine Department of Education, 2005.

Excluded from these school categories are some other types of schools, including 19 Technology Centers, 8 Technology Regions and 9 Alternative/Special Education schools. Eleven of the private schools listed are also non-sectarian with 60% or more publicly funded students. Schools that also provide Special Education include 147 public schools and 30 private schools. Those schools that provide Early Kindergarten/4-

Year Old Programs number 99 public and 13 private. Finally, three of the public combined schools are State Operated Schools.

According to the most recent data available from the National Center for Education Statistics, Maine's public school average student enrollments were significantly smaller than the national average for both elementary and secondary schools. In 2002-03, Maine's elementary schools had an average enrollment of 218 students; the national average was 439. Forty-three states had, on average, more students in each of their elementary schools. Maine's average enrollment for secondary schools in 2002-03 was 561, compared to the national average of 754 students. Thirty-five states had, on average, more students in each of their secondary schools than Maine had.

Table 29: Sizes of Maine Schools, 2004-05

Enrollment Size	Public Schools
Under 100	16.8%
100 to 199	20.7%
200 to 499	47.1%
500 to 799	10.4%
800 to 999	2.8%
1000 or more	2.0%

Source: Maine Department of Education, 2005.

The Condition of K - 12 Public Education in Maine - 2006

For the 2004-05 school year, there were a total of 643 public schools with 53 different grade configurations. The most common type of public school in Maine is the grade 9-12 secondary school with a total of 95, followed by the K-8 elementary

school at 77. However, as shown in the following table, there are a wider variety of grade configurations throughout the state, due to the differing needs and available space within each district and the geographic size of districts.

Table 30: Public School Grade Configurations and Average Student Enrollment, 2004-05

Grade Span	Number of Schools	Average Number Students Enrolled	Grade Span	Number of Schools	Average Number Students Enrolled
4YO	1	30	K-12	7	188
4YO-K	1	181	1-3	2	129
4YO-2	1	232	1-4	2	195
4YO-3	8	243	1-5	3	201
4YO-4	3	240	1-6	1	645
4YO-5	7	226	2-3	1	114
4YO-6	5	215	2-4	4	309
4YO-8	7	137	2-5	5	191
EK-K	1	64	2-6	1	90
EK-1	2	139	3	1	176
EK-2	2	459	3-4	2	216
EK-3	5	339	3-5	14	363
EK-4	7	224	3-6	1	195
EK-5	16	196	3-8	2	311
EK-6	8	168	4-5	9	251
EK-7	1	18	4-6	9	227
EK-8	19	135	4-8	3	349
EK-12	3	193	5-6	3	259
K	3	61	5-8	25	354
K-1	6	118	6-8	49	435
K-2	25	228	6-12	5	240
K-3	15	291	7-8	17	427
K-4	17	264	7-12	11	229
K-5	68	231	8-12	1	519
K-6	60	249	9-12	95	618
K-7	1	380	10-12	1	91
K-8	77	180	Total	643	

Source: Maine Department of Education, 2005

Key: 4YO = 4-Year Old programs; EK = Early Kindergarten programs

29. Pupil - Teacher Ratios

One indication of how school resources are used is in terms of pupil-teacher ratios. The pupil-teacher ratio is calculated by dividing the total number of pupils enrolled in public schools by the total number of full-time equivalent teachers. The teacher count consists of full-time teachers who are classroom teachers, special education teachers, specialist teachers of reading/literacy, itinerant teachers, and speech and hearing clinicians.

Table 31 shows historical data on pupil-teacher ratios in Maine. The ratios have fluctuated only slightly during the early part of the past decade; however, they have declined in recent years. A ratio of 15 to one means that for every 15 students there is one full-time teacher. The average ratio in 2004-05 was 12.5 students to one teacher.

Pupil-teacher ratios vary throughout Maine from a low of 10.5 to one in Washington County to a high of 14.0 to one in Piscataquis County. Figure 27 shows pupil-teacher ratios for each county.

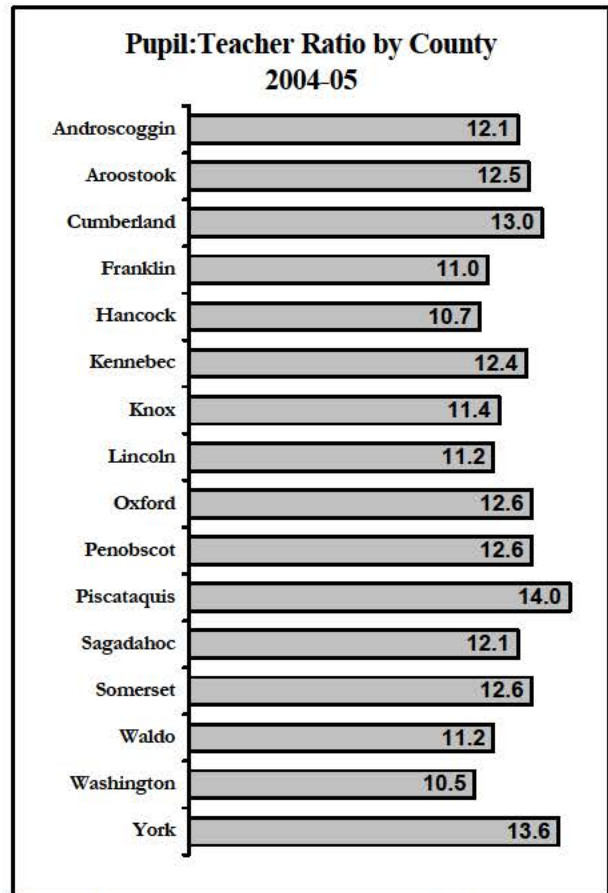


Figure 27: Source: Maine Department of Education, 2005.

Table 31: Pupil - Teacher Ratios in Maine Public Schools

Category	1995-1996	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
No. of Teachers	14,458	14,626	14,798	15,056	15,728	15,974	15,933	16,107	16,178	15,996
No. of Pupils	217,695	213,695	217,570	216,121	214,985	212,957	211,058	204,337	202,025	199,253
Pupil/Teacher Ratios	15:1	14.6:1	14.7:1	14.4:1	13.7:1	13.3:1	13.3:1	12.7:1	12.5:1	12.5:1

Source: Maine Department of Education, 2005.

Figure 28 shows ratios as a comparison among northern New England states. According to the information in the *NEA Rankings of the States* publication, Maine, New Hampshire, and Vermont had pupil-teacher ratios lower than the national average of 15.8 students to one teacher in 2004-05. (The reader will note slight differences in state-generated and NEA-generated ratios. This is due to differences in the calculation process.)

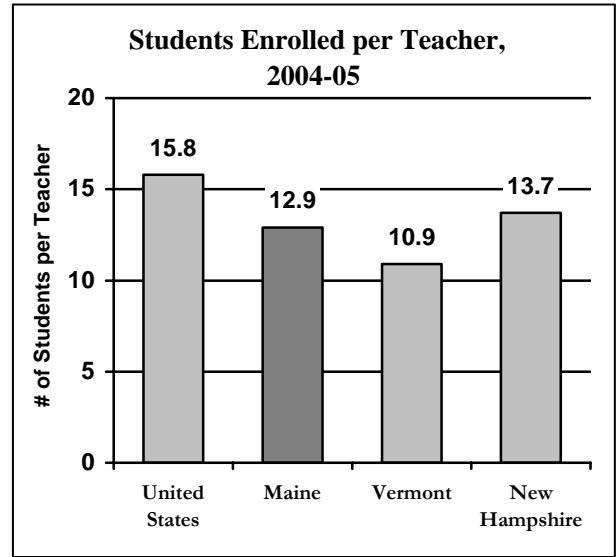


Figure 28: Source: NEA Rankings of the States, 2005.

30. Staff - Administrator Ratios and Staff - Teacher Ratios

Staff to administrator ratios are also an indication of how school resources are used. The following table shows numbers of staff and the ratio for the 2004-05 school year. Records from the Maine Department

Table 32: Staff to Administrator Ratios

Category	2004-05
Administrators (FTE)	1,421
Total Full-time Staff	33,251
Staff/Administrator Ratio	23.4:1

Source: Maine Department of Education, 2005.

of Education show that in 2004-05 each administrator was responsible, on average, for approximately 23 staff members. Administrators includes superintendents, assistant superintendents, principals, assistant principals, curriculum coordinators, directors of transportation, business administrators, supervisors of instruction, directors and assistant directors of vocational education, as well as directors of services for exceptional children.

The proportion of total instructional school staff that is comprised of teachers is a measure of how school budgets break down in direct education services to students. According to the National Center for Education Statistics, the numbers of nonteaching staff in the public schools grew at a rate faster than the numbers of teachers and students in the 1970's. Throughout the

1970's, the national percent of total staff who were teachers, as opposed to nonteaching staff, declined from 60 percent to 52 percent by 1980. Since then the numbers of teachers and nonteaching staff have increased at approximately the same rates.

The data in Figure 29 shows how Maine compared with other New England states and the United States in the proportion of total public school instructional staff who were teachers in school year 2004-05. As shown in the chart below, Maine exceeded New Hampshire, the New England average, and Vermont slightly. However, Maine fell below the national average of 87.8 percent. Instructional staff included teachers, principals, supervisors, and various other non-supervisory instructional staff.

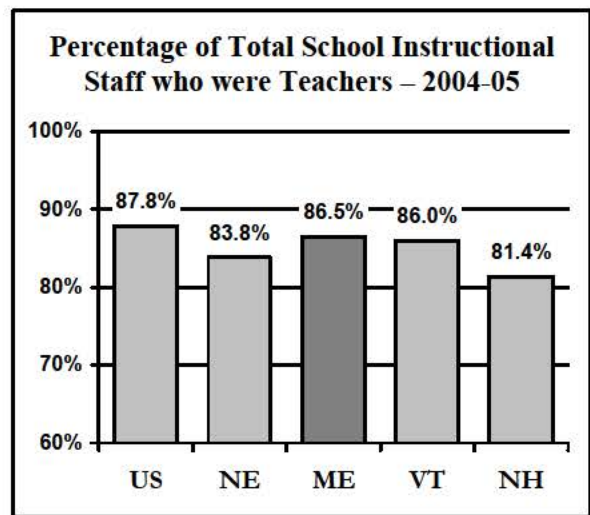


Figure 29: Source: National Education Association, 2005.

31. Salaries of Teachers and Administrators

As reported in Table 33 and Figure 30, classroom teacher salaries in Maine increased 24.5 percent (not adjusted for inflation) since 1995-96 to an average salary of \$40,921 in 2004-05. According to the National Center for Education Statistics, in 2004-05 Maine ranked 38th in the nation compared to the national average of \$47,808. Maine ranked last among the New England States: Connecticut ranked 1st nationally (\$58,688); Massachusetts 8th (\$54,325); Rhode Island 9th (\$53,473); New Hampshire 25th (\$43,941); and Vermont 22nd (\$44,535).

In Maine, the average salary for full-time principals has increased 17.7 percent (not adjusted for inflation) since 1995-96 to \$60,171 in 2004-05, which is slightly less than the last two years. The average salary for full-time superintendents in 2004-05 was \$86,940, which represents an increase of 34.3 percent since 1995-96 (not adjusted for inflation).

However, when adjusted for inflation, average salaries of Maine teachers and principals remained relatively flat in the last decade. Teachers' average inflation adjusted salaries increased by 0.4 percent and principals' increased by 5.0 percent, while superintendents' increased by 8.3 percent from 1995-96 through 2004-05.

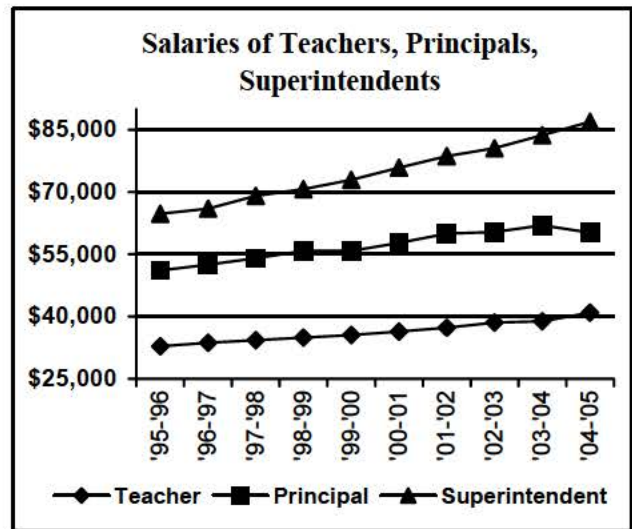


Figure 30: Source: Maine Department of Education, 2005.

Table 33: Average Salaries of Maine's Teachers, Full-Time Principals, & Superintendents

Category	1995-1996	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Teacher	\$32,869	\$33,676	\$34,349	\$34,906	\$35,561	\$36,373	\$37,300	\$38,518	\$38,864	\$40,921
Principal	\$51,109	\$52,503	\$54,054	\$55,838	\$55,184	\$57,693	\$59,975	\$60,388	\$61,960	\$60,171
Superintendent	\$64,760	\$66,007	\$69,058	\$70,689	\$72,902	\$75,845	\$78,595	\$80,543	\$83,650	\$86,940

Source: Maine Department of Education, 2005.

32. Ages of Teachers and Administrators

According to the Maine Department of Education, in 2004-05, 67.2 percent of Maine's full-time teachers were over 40 years of age, 27.9 percent were between the ages of 40 and 49, and 35.2 percent were between the ages of 50 and 59. Figure 31 shows the percent of full-time teachers by age group in 2004-05.

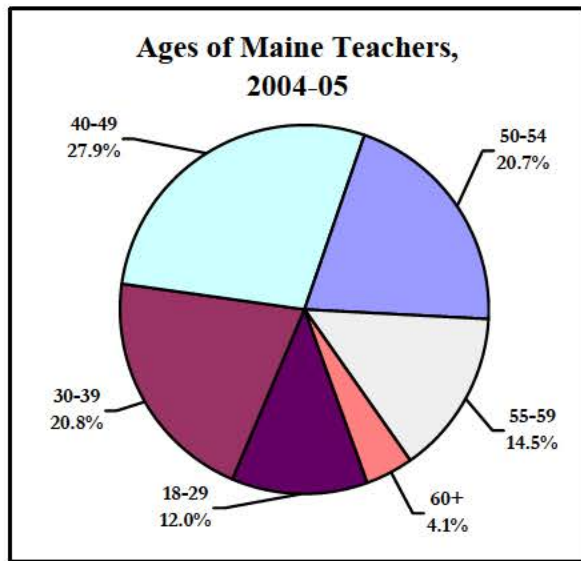


Figure 31: Source: Maine Department of Education, 2005.

In 2004-05, approximately ninety percent of Maine superintendents and principals were over 40 years of age as shown in Figure 32. A breakdown of the data shows that 23.3 percent of these full-time administrators were between the ages of 40-49, while 55.1 percent were between the ages of 50 and 59.

This data indicates that a high percentage of full-time teachers and administrators are approaching retirement, a demographic factor which has possible implications for school funding, retirement costs, and availability of administrative professionals.

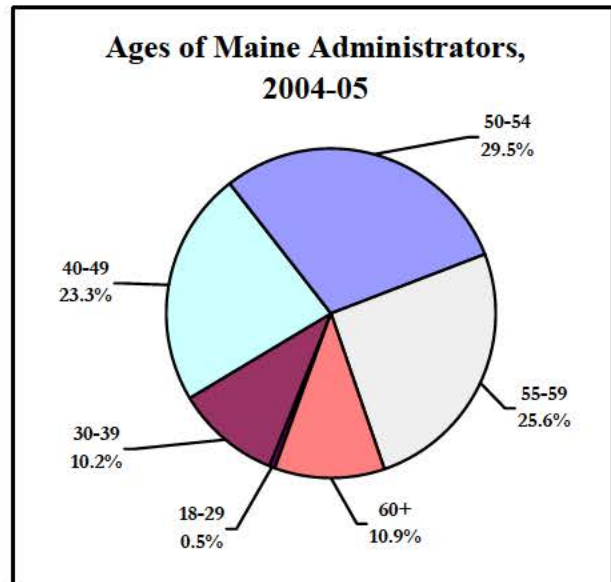


Figure 32: Source: Maine Department of Education, 2005.

33. Years of Experience of Full-time Teachers and Administrators

In 2004-05, the largest portion of Maine's full-time teacher work force (42.9 percent) had 19 or more years of experience. There has been little change in this statistic since 1998-99, but a significant change since the early nineties when 28.5 percent of teachers in 1990-91 had 19 or more years of experience. This contrasts with the number of full-time teachers who were relatively new to teaching in 2004-05: almost one in five, or 18.1 percent of the work force, had

0-5 years of experience, as shown in Table 34 and Figure 33.

The Maine Department of Education reported, in 2004-05, that Maine principals and superintendents also had considerable experience in education, with 79.1 percent having 19 or more years of experience in the education profession and 16.0 percent having between 11 and 18 years of experience, as shown in Figure 34.

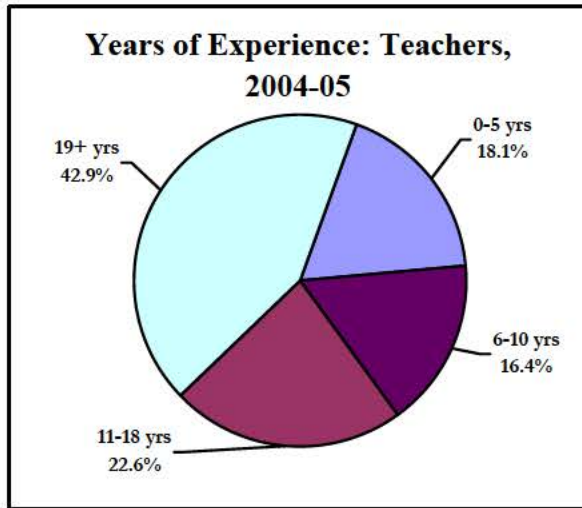


Figure 33: Source: Maine Department of Education, 2005.

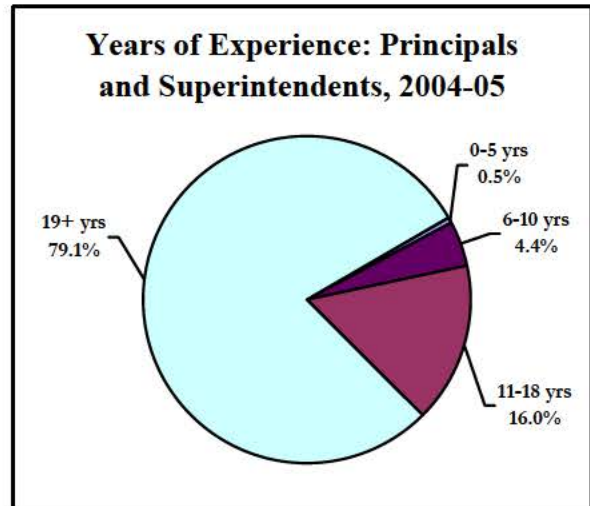


Figure 34: Source: Maine Department of Education, 2005.

Table 34: Teaching Experience in Maine 1998-99 to 2004-05

School Year	0-5 years	6-10 years	11-18 years	19+ years	Total Full-time Teachers
1998-99	21.5%	15.1%	25.9%	42.3%	15,009
1999-00	18.2%	14.9%	25.1%	41.8%	15,690
2000-01	19.1%	15.0%	24.5%	41.4%	15,912
2001-02	20.2%	14.7%	23.7%	41.4%	16,182
2002-03	20.1%	15.0%	23.0%	41.9%	16,270
2003-04	19.6%	15.4%	23.1%	41.8%	17,153
2004-05	18.1%	16.4%	22.6%	42.9%	15,996

Source: Maine Department of Education, 2005.

34. Gender of Full-time Teachers and Administrators

The proportion of female to male full-time teachers in Maine has shifted only slightly since 1997-98 when 70 percent were female and 30 percent were male. In 2004-05, 73.1 percent of full-time teachers were female and 26.9 percent male. However, if one looks at full-time *elementary* teachers, one sees a wider discrepancy according to gender, as shown in Figure 35.

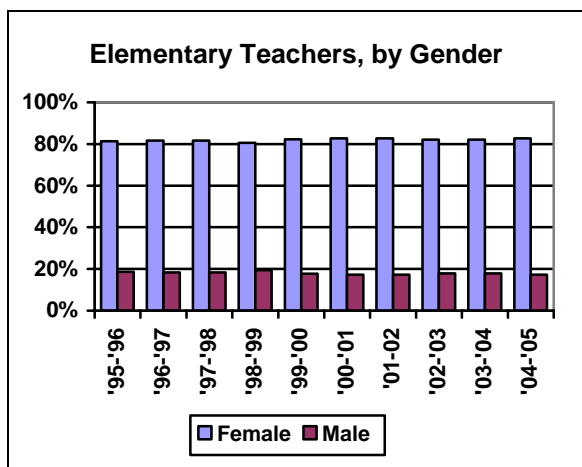


Figure 35: Source: Maine Department of Education, 2005.

In 1995-96, 81.3 percent of all *elementary* teachers were female, while 50.6 percent of all *secondary* teachers were male. In 2004-05, 82.8 percent of all *elementary* teachers were female, while 48.4 percent of all *secondary* teachers were male. Between 1995-96 and 2004-05, the proportion of full-time male elementary teachers decreased from 18.6 percent to 17.2 percent. Of more than ten thousand elementary teachers, only

1,846 are male. Figure 36 shows a relatively even split between male and female *secondary* teachers.

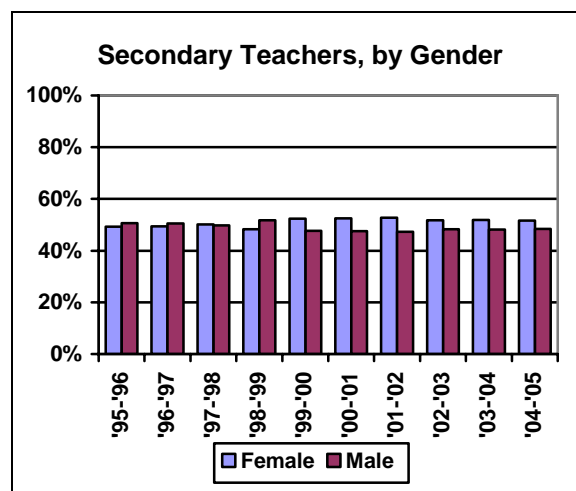


Figure 36: Source: Maine Department of Education, 2005.

In terms of administrative staff, the Maine Department of Education reported that in 2004-05, 23.0 percent of full-time superintendents were female, continuing the steady increase from the 6.0 percent reported in 1990-91. The gender gap for principals and assistant principals has also been steadily decreasing from 28.0 percent female in 1990-91 to 47.0 percent in 2004-05.

35. Educational Attainment of Teachers and Administrators

The National Education Association reported that in fiscal year 2001, the most recent available national data, 56 percent of public school teachers nationwide had a bachelor's degree, while 43 percent had attained master's degrees. One percent of teachers nationwide had doctorates.

In 2004-05, 42.4 percent of all full-time teachers in Maine reported that their highest level of educational attainment was a bachelor's degree, while 9.9 percent had attained 15 credit hours beyond the bachelor's. Another 10.6 percent had attained 30 hours of credit beyond the bachelor's, and an additional 25.9 percent had attained a master's degree. Those who

had attained credits beyond the master's degree equaled 8.4 percent. Finally, 1.3 percent had a certificate of advanced study and 0.5 percent had a doctorate, as shown in Table 35.

According to the Maine Department of Education, 43.4 percent of Maine's principals and superintendents held master's degrees as their highest level of study, 23.2 percent had attained either master's plus 15 or master's plus 30 credit hours, 23.2 percent had achieved the certificate of advanced study, and 5.8 percent held doctorates in 2004-05, as shown in Table 36.

Table 35: Educational Attainment of Teachers, 2004-05

Educational Attainment	Full-time Teachers
Less than bachelor's degree	1.0%
Bachelor's degree	42.4%
Bachelor's degree +15 hours	9.9%
Bachelor's degree +30 hours	10.6%
Master's degree	25.9%
Credits beyond master's	8.4%
Certificate of advanced study	1.3%
Doctorate	0.5%

Source: Maine Department of Education, 2005.

Table 36: Educational Attainment of Administrators, 2004-05

Educational Attainment	Administrators
Bachelor's degree	1.6%
Bachelor's degree +15 hours	1.5%
Bachelor's degree +30 hours	1.3%
Master's degree	43.4%
Master's degree +15, +30 hours	23.2%
Certificate of advanced study	23.2%
Doctorate	5.8%

Source: Maine Department of Education, 2005.

36. Instructional Time in Maine Schools

The minimum number of instructional days refers to the actual number of days that pupils have contact with a teacher. Maine statute requires schools to have at least 175 instructional days per school year; however it no longer specifies a minimum number of instructional hours. Some variation does exist among Maine schools where, in some districts, students attend school for more days in the year than required. Districts also have a variety of requirements for classroom instruction, and some districts vary the hours depending on the grade levels within the school. Table 37 shows the percentage of Maine elementary, middle, and secondary schools with

differing lengths of school days as reported by principals who responded to the 2004-05 Maine Public School Census Survey. As shown in the table, the most common length of the school day is between five and five and three-fourths hours.

According to the Education Commission of the States, while states vary widely on the minimum number of instructional days, a majority of states (30) set the bar at 180, two mandate 181 days and above, three range from 179 to 176 days, five set it at 175 days, and two from 174 to 171 days. A total of eight states require a minimum number of instructional hours.

Table 37: Total Classroom Time In Maine Schools

Length of School Day	K-5 Schools	K-8 Schools	6-8 Schools	9-12 Schools
4.0-4.75 Hours	9.6%	8.6%	6.8%	1.5%
5.0-5.75 Hours	81.6%	80.6%	68.2%	72.3%
6.0-6.75 Hours	8.8%	10.8%	25.0%	24.7%
More than 7 hours	0%	0%	0%	1.5%

Source: 2004-05 Maine Public School Census Survey, Maine Educational Policy Research Institute, 2005.

37. Time Spent on Learning Results Content Areas in Elementary Schools

For all Maine children to achieve the Learning Results standards, they need to receive sufficient instruction in each of the eight content areas. In the 2004-05 Maine Public School Census Survey, elementary school principals were asked how many minutes per week students received instruction in the Learning Results areas. Table 38 reports the average minutes each week children in grades K-5 received instruction in these areas.

As shown in the table, approximately 450 to 572 minutes per week (7½ to 9½ hours per week) were spent on English language arts (which includes reading).

Principals reported that their schools were spending 249 to 339 minutes every week on mathematics (4¼ to 5½ hours per week). Instructional time in the other six content areas was considerably less. An average of 146 minutes was spent on science, and an average of 158 minutes was spent on social studies (after averaging all of the grades). An average of less than an hour and a half per content area was given to both visual and performing arts, and health and physical education. An average of less than 30 minutes of instructional time per content area was given to foreign language instruction and career preparation.

Table 38: Average Minutes per Week Spent on Content Areas

Content Area	K	1	2	3	4	5
Career Preparation	20	21	25	22	25	27
English Language Arts	450	572	559	543	508	498
Foreign Languages	8	13	16	16	16	15
Health & Physical Education	57	66	70	75	75	80
Mathematics	249	320	339	332	325	330
Science & Technology	109	135	149	172	184	201
Social Studies	95	123	137	160	175	187
Visual & Performing Arts	69	73	76	79	81	85

Source: 2004-05 Maine Public School Census Survey, 2005.

38. Percent of High School Students Completing Mathematics and Science Courses

In order to achieve the Learning Results standards, students need opportunities to learn the content and skills of each discipline. In the 2004-05 Maine Public School Census Survey, principals were asked to indicate the percent of high school students who will have completed different courses in mathematics and science by the time they graduate from high school. While completion of standards courses is not the only way students may acquire the knowledge and skills found in the Learning Results, participation in these courses is the only statewide indicator currently available for describing the academic opportunities offered Maine's high school students.

Table 39 reports the estimated percent of students statewide who will have completed selected mathematics courses by

high school graduation. Over two-thirds of the students from the schools surveyed will have completed Algebra I (70.0%), as well as Geometry (69.4%). More than half will have completed Algebra II (59.9%). Over one-fourth will have completed Trigonometry/Pre-calculus (27.4%) and close to one-fifth will have taken Pre-algebra. However, only about one in ten high school students will have taken a Calculus course.

There have been some changes in participation in certain courses since the Maine Public School Census Survey 2000-01. The percent of students having taken Pre-algebra and Computer Science has decreased, while the percentage of those taking Geometry, Trigonometry, and Calculus has increased.

Table 39: Percent Completing Mathematics Courses

Mathematics Courses	Percent (%) Taking Course by Graduation	Mathematics Courses	Percent (%) Taking Course by Graduation
Review Mathematics	5.2%	Trigonometry/Pre-calculus	27.4%
General Mathematics	15.3%	Calculus	9.5%
Pre-algebra	18.9%	AP Calculus	6.0%
Algebra I/Integrated Math I	70.0%	Statistics	5.5%
Algebra II/Integrated Math II	59.9%	Computer Science	8.1%
Geometry	69.4%	Other Mathematics	5.0%

Source: 2004-05 Maine Public School Census Survey, 2005.

Course completion patterns for science appear in Table 40. Approximately 60 percent of Maine Students within the schools surveyed will have taken Chemistry by the time they graduate, 45 percent will have completed a Physical Science and Earth science course by graduation, and 43 percent will have taken Physics. One-fifth will have taken Environmental Science and one in ten students will have completed Integrated Science. Caution must be used in interpreting these findings because there is considerable variation in course titles used throughout the state. Many students may have completed courses that contain content from different courses on this standardized course listing.

As with the Mathematics courses, there were changes in participation in science courses since the 2000-01 Census Survey. Participation rates decreased in Physical Science, Integrated Science, and

the Other Science category. Participation rates increased substantially in Physics (29 to 43.5 percent), and Chemistry (50 to 60.9 percent) with slightly smaller increases in Earth Science, General Science, and Environmental Science. All of the AP Science course offerings also experienced a slight increase in participation from the 2001 survey. Further study is necessary to discover whether these increases in participation were the result of reporting ambiguities or an actual trend.

It is also important to note, both in the case of mathematics and science, that the findings from the survey report *estimated* percentages of course completion. The percentages may vary widely among the schools depending upon course availability, course schedules, and the number of students prepared academically to take the courses.

Table 40: Percent Completing Science Courses

Science Courses	Percent (%) Taking Course by Graduation	Science Courses	Percent (%) Taking Course by Graduation
General Science	15.3%	Physics	43.5%
Physical Science	45.8%	Technology (taught as a science course)	4.5%
Earth Science	45.2%	AP Biology	4.1%
Environmental Science	20.9%	AP Chemistry	3.2%
Integrated Science	12.1%	AP Physics	2.2%
Chemistry	60.9%	Other Science	10.6%

Source: 2004-05 Maine Public School Census Survey, 2005.

39. Percent of High School Students Completing Advanced Placement Courses

Maine's students need to be provided opportunities to achieve their full academic potential. One measure of opportunity is the participation of students in Advanced Placement (AP) courses. Students who successfully complete AP courses and earn above a designated score on the standardized AP tests become eligible to receive college credits.

Table 41 reports the average percent of students in Maine's high schools who will have taken Advanced Placement course(s) by graduation, as reported by principals in the 2004-05 Maine Public School Census

Survey. As indicated in the table, only small percentages of Maine high school students will have completed Advanced Placement courses. The highest participation rates are in AP English (11.3%), and AP History (6.5%). The rate in AP Calculus is 6.0 percent. Several other content areas showed lower rates of participation. It is important to note that course availability, course schedules, and academic preparation most likely influence these participation rates. (More information on participation rates may be found in the "Advanced Placement Test" indicator.)

Table 41: Percent Completing AP Courses

Advanced Placement Courses	Percent (%) Taking Course by Graduation	Advanced Placement Courses	Percent (%) Taking Course by Graduation
AP English	11.3%	AP Government	2.3%
AP History	6.5%	AP Physics	2.2%
AP Calculus	6.0%	AP French	1.1%
AP Biology	4.1%	AP Spanish	1.3%
AP Studio Art	1.2%	AP German	0.1%
AP Chemistry	3.2%	AP Art History	0.7%
AP Economics	0.6%	AP Latin	0.2%
AP European History	0.7%		

Source: 2004-05 Maine Public School Census Survey, 2005.

40. Cocurricular and Extracurricular Opportunities

Cocurricular and extracurricular activities serve a major role in developing identity and having a positive impact on academic achievement. Cocurricular activities are defined as academic opportunities such as yearbook, National Honor Society, student council, debate, and math club and performance opportunities like band, chorus, and drama. Athletic opportunities like soccer, baseball, track, and cheerleading are defined as extracurricular activities.

According to the 2004-05 *Maine Public School Census Survey*, Maine's middle and secondary schools provide a variety of cocurricular and extracurricular opportunities. Table 42 provides a comparison of the mean participation rates

and activity opportunities at the middle and secondary levels for both cocurricular and extracurricular activities. Middle schools had a slightly higher participation rate for both cocurricular (52.2%) and extracurricular (53.6%) activities than high schools (49.8% and 46.3% respectively).

In terms of athletic extracurricular activities, sports offerings of highest incidence in middle schools were basketball, soccer, softball, and baseball, 72 percent of middle schools reported participants in these sports. Following these, four sports—spring track, winter cheerleading, cross-country, and field hockey—had more than 55 percent of middle schools responding to the survey reporting student participation in each activity.

Table 42: Middle/Secondary Activity Opportunities

	Mean Student Participation Rate		Most Common Cocurricular Opportunities	Most Common Extracurricular Opportunities
	Cocurricular	Extracurricular		
Middle Schools	52.2%	53.6%	Band, Chorus, Student Council, Yearbook Club, Drama Club	Basketball, Soccer, Softball, Baseball, Cheerleading, Field Hockey, Spring Track, Cross-country
Secondary Schools	49.8%	46.3%	Student Council, Yearbook, National Honor Society, Drama Club, Band, Chorus, Math Club, Newspaper	Basketball, Softball, Soccer, Baseball, Golf, Cheerleading, Spring Track, Cross-country

Source: 2004-05 Maine Public School Census Survey, 2005.

Where high schools were concerned, 82 percent or more offered basketball, soccer, softball, baseball, and golf. More than 60 percent had students participating in winter cheerleading, field hockey, cross-country, and spring track.

The incidence of cocurricular activities was examined as well. The researchers determined how many schools had participants in each curricular and cocurricular activity. Very few middle schools (under 10 percent) listed any participants in D.A.R.E, debate, National

Honor Society, foreign language club, and key club. However, 85 percent or more had participants in chorus, student council, and band. More than 70 percent of the schools reported students involved in drama, and yearbook clubs.

At the high school level, at least 80 percent of the schools reported participants in yearbook, student council, National Honor Society, chorus, band, and drama. One-half to three-fourths of the high schools had participants in math, and newspaper clubs.

41. Reading Recovery

Reading Recovery is an early intervention program that provides assistance for first graders having difficulty with literacy learning. According to the College of Education and Human Development at the University of Maine, the program aims to help first graders develop effective reading and writing strategies in order to work within an average range of classroom performance. It involves an intensive one-on-one session between the child and the Reading Recovery teacher for 30 minutes a day, five days a week. The extra instruction is short-term, lasting usually 12-20 weeks, or at such time as the student achieves the average literacy level of the other first graders in the school.

The College of Education and Human Development at the University of Maine reports that the program was

implemented in 95 school districts and 203 schools in 2004-05.

Figure 37 reports the number of children served by the program between 1992-93 and 2004-05. In 2004-05, the program served 2,368 children, or 17.0 percent of Maine first graders. Of the 2,368 students served, 1,341 students, or 56.6 percent, met the stringent criteria for discontinued service within 20 weeks. Twenty-three percent were recommended for further support. Of the 1,879 children who benefited from a full series of Reading Recovery lessons, 71 percent discontinued.

Reading Recovery also provides professional development for teachers. In 1992-93, there were 75 Reading Recovery teachers in Maine. By school year 2004-05 there were over 310 teachers qualified to provide instruction in the program.

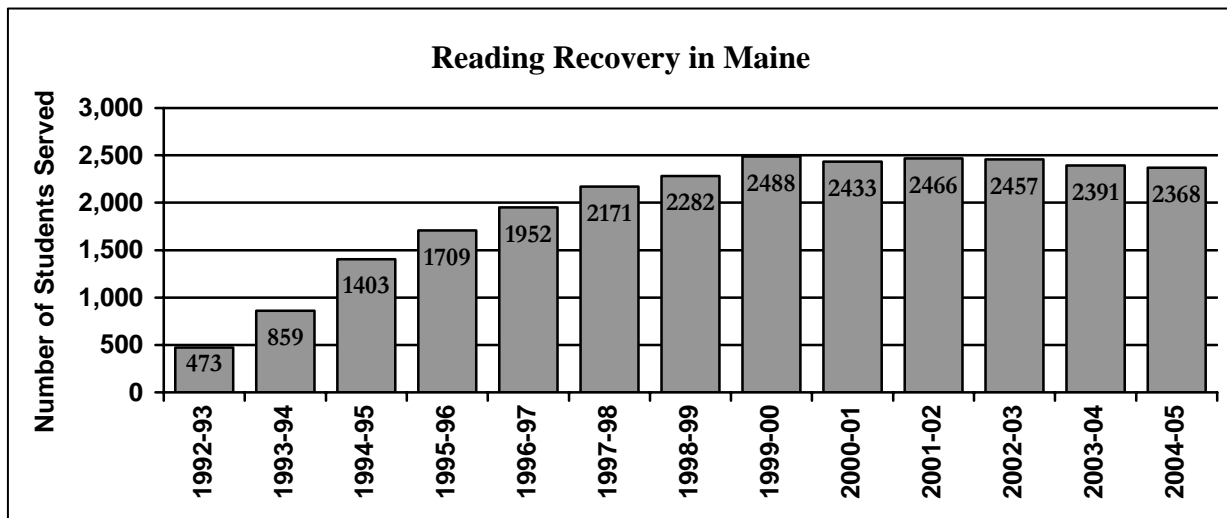


Figure 37: Source: College of Education and Human Development, University of Maine, 2005.

42. Impact of Maine's One-to-One Laptop Program

The initial phase of the Maine Learning Technology Initiative (2002-2004) provided all 7th and 8th grade students and their teachers with laptop computers, and provided schools and teachers technical assistance and professional development for integrating laptop technology into their curriculum and instruction. Evaluation evidence collected and analyzed during this initial phase and reported by the Maine Education Policy Research Institute in the Phase One Summary Evidence Research Report 1 in February 2004 indicates:

- Teachers are using the laptops in a variety of ways. Teacher usage is 20 to 30% higher for teachers with more advanced technology skills, and higher for teachers who have participated in four or more professional development activities.
- Students report using the laptops most frequently in finding information (90%), organizing information (63%), and taking class notes (57%).
- Over 70% of the teachers surveyed reported that the laptops helped them to more effectively meet their curriculum goals, and individualize their curriculum to meet particular student needs.
- Over 75% of the teachers reported that having the laptops helped them better meet Maine's statewide learning standards, the Learning Results.
- More than 4 out of 5 teachers surveyed reported that students are more engaged in their learning, more actively involved in their own learning, and produce better quality work.
- More than 70% of the students surveyed reported that the laptops helped them to be better organized, to get their work done more quickly, and with better quality.
- Teachers reported that all types of students are more engaged in their learning and more motivated to learn, particularly at-risk and special needs children.
- Teachers and principals reported considerable anecdotal evidence that the laptops have had a very positive impact on student attendance, behavior, and achievement, although concrete evidence is still sparse.
- Teachers reported that the greatest obstacles in integrating the laptop technology more into their curriculum and instruction are the lack of technical support, the lack of more professional development opportunities, and the lack of time.
- Superintendents reported some increases in costs with the implementation of the laptops.

Results Indicators

Results Indicators provide a tool to assess the productivity and accomplishments of education in Maine. This section provides information on the following indicators:

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43. Maine Educational Assessment

The Maine Educational Assessment (MEA) is the state's measure of student progress in achieving the challenging academic expectations, known as the *Learning Results*, adopted by the Maine Legislature in 1997. The *Learning Results* articulate what students should know and be able to do in each subject. The MEA is administered to all fourth, eighth, and eleventh graders. Focusing on whether a student's performance meets certain content standards, the tests cover the following content areas: reading, writing, mathematics, science and technology. As of 2004, social studies, visual and performing arts, and health are no longer part of the MEA. Instead, the Maine Department of Education will support the development of effective local assessments in these content areas.

In the test, students are identified as meeting certain levels of achievement (performance levels) that correspond with learning standards in the Maine Learning Results. The performance levels and score ranges are described as the following:

Exceeds the Standards (561 to 580): The student's work demonstrates exemplary accomplishment of content knowledge, analysis, problem solving, and communication skills. **Meets the Standards (541 to 560):** The student's work

demonstrates consistent accomplishment of content knowledge, analysis, problem solving, and communication skills. **Partially Meets the Standards (521 to 540):** The student's work demonstrates inconsistent accomplishment of content knowledge, analysis, problem solving, and communication skills. **Does Not Meet the Standards (501 to 520):** The student's work demonstrates limited command of content knowledge, analysis, problem solving, and communication skills.

Table 43, on the following page, provides the results of the 2004-05 MEA for grades four, eight, and eleven in all four content areas. The table shows the percentages of students who achieved at each of four performance levels as well as the average number of points earned (mean scaled score) by each grade.

The 2004-05 MEA results showed that in all four areas the largest block of fourth, eighth, and eleventh graders fell into the "partially meets the standards" category with one exception. In reading, the largest number of fourth graders fell into the "meets standards" category. Fifty-two percent of fourth graders scored at the level of "meets the standards" in contrast to 41 percent scoring in the "partially meets the standards" category.

Table 43: 2004-05 Maine Educational Assessment Statewide Summary Results

Standards Category	2004-2005 MEA		
	Grade 4	Grade 8	Grade 11
Reading			
Exceeds	1%	1%	1%
Meets	52%	43%	43%
Partially Meets	41%	45%	46%
Does Not Meet	7%	12%	10%
Mean Scaled Score*	540	537	538
Writing			
Exceeds	<1%	<1%	1%
Meets	10%	41%	34%
Partially Meets	74%	54%	55%
Does Not Meet	16%	5%	10%
Mean Scaled Score*	530	538	537
Math			
Exceeds	2%	2%	1%
Meets	37%	27%	21%
Partially Meets	47%	44%	45%
Does Not Meet	14%	27%	33%
Mean Scaled Score*	537	531	529
Science			
Exceeds	<1%	<1%	<1%
Meets	4%	15%	9%
Partially Meets	71%	60%	60%
Does Not Meet	25%	25%	31%
Mean Scaled Score*	527	530	527

Source: Maine Department of Education, 2005.

* Scaled Score Range from 501-580

In the mathematics category, fourth, eighth, and eleventh graders showed a marked improvement from 2002-03 going from 28 to 14 percent of fourth graders in the “does not meet” standards level, from 32 to 27 percent of eighth graders, and from 38 to 31 percent of eleventh graders in the

“does not meet” standards level. At the same time, all three grade levels showed improvement in the “meets standards” level with fourth graders improving from 25 to 37 percent, eighth graders from 17 to 27 percent, and eleventh graders from 19 to 21 percent since 2002-03.

Although significantly fewer in number, some students from each grade achieved the highest achievement level, “exceeds” standards. At this level, the students demonstrated exemplary accomplishment of content knowledge, analysis, problem solving, and communication skills.

Areas where students showed most difficulty were mathematics and science. Approximately one third of eleventh graders “did not meet” the standards in these two content areas; 34 percent in mathematics and 30 percent in science. Of those eighth graders who took the MEA, 27 percent “did not meet” the standards in mathematics and 25 percent in science. Fourth graders showed their highest difficulty to be in science: 25 percent “did not meet” the standards, demonstrating limited command of content knowledge, analysis, problem solving, and communication skills.

The Maine Department of Education reported several observations regarding the 2004-05 MEA results: (1) Fourth and eighth grade students have made gains in mathematics scores for three consecutive years. While the increase in average scale scores from 2004 by 3 points at grade 4 and 2 points at grade 8 are significant, they tell

only part of the story. A significant jump occurred in the percent of students who meet Maine’s Learning Results performance expectations, which are considered among the most rigorous performance standards in the nation; (2) A corresponding drop in the percent of students in the lowest performance category, “does not meet standards”, in mathematics was also gratifying. Most encouraging was the three year decline of 8 percent in the percent of high school students who are in the lowest performance category; (3) Reading and writing scale scores across grades 4, 8, and 11 varied by no more than a point up or down, indicating continuing stable performance over the past three years. Despite the stability in scale scores in reading, 53 percent of grade 4 students now meet the Learning Results performance standards compared to 49% in 2003, and the percent of grade 4 students in the lowest performance category has dropped to 7 percent of all students; and (4) Science performance is up 2 points in 2005 to 530 at grade 8, but continues to be stable at grades 4 and 11. The vast majority of students score at the “partially meets the standards” category in Science.

44. Scholastic Aptitude Test

The SAT (formerly known as the Scholastic Aptitude Test) is a widely used achievement test required for admission by many colleges and universities. The SAT assesses verbal and mathematical abilities and is taken by high school juniors and seniors. Maine's participation rate exceeded the national rate in 2005. Students in Maine who took the SAT equaled 75 percent of high school graduates. Nationally, only 49 percent of graduates took the SAT in 2005, according to The College Board, the national organization that sponsors the SAT.

The average verbal score of Maine students in the year 2005 was 509 (out of a possible 800 points). The average mathematics score in Maine was 505. This compared with national averages of 508 (verbal) and 520 (mathematics). Table 44 reports Maine results with those of New Hampshire, Vermont, and the United States. Maine students generally scored lower than students in the two neighboring states and the United States.

The College Board also reported gender disparities in SAT performance across the nation. Nationally, 789,325 females took the SAT in 2005, compared to 686,298 males. Males scored slightly higher than females in verbal and significantly higher in mathematics. The verbal score for males was 513 in the year 2005 while females scored 505. In mathematics, males scored 538 while females scored 504.

When Maine scores were analyzed according to gender, the results showed more female students taking the SAT than males, and male students achieving higher test scores than females. On the verbal test, the average score for Maine male students was 515, eleven points higher than female students (504). In mathematics, the disparity was even greater. Male students scored 527 on average while female students averaged 487. Figures 38 and 39, on the following page, show the scores by gender.

Table 44: Comparison of SAT Results, 2005.

	Verbal	Mathematics	Participation Rate
Maine	509	505	75%
New Hampshire	525	525	81%
Vermont	521	517	67%
United States	508	520	49%

Source: The College Board, 2005.

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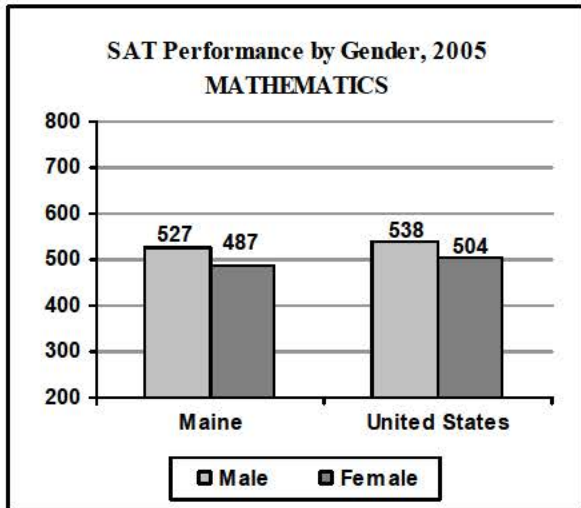


Figure 38: Source: The College Board, 2005.

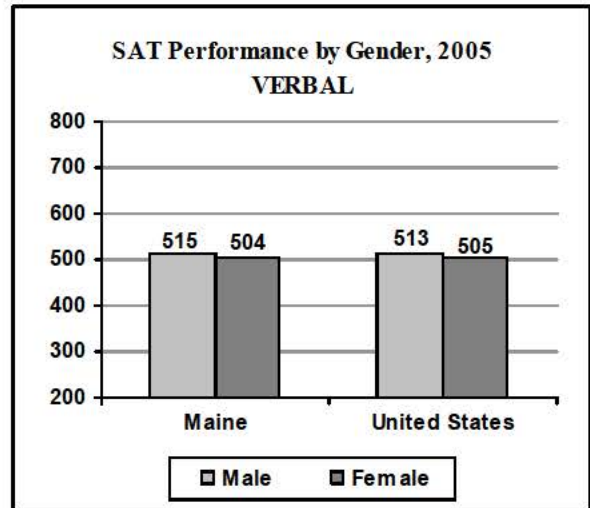


Figure 39: Source: The College Board, 2005.

Additionally, the College Board reported a strong relationship between parental education and student SAT performance. For example, in Maine, students of parents holding a bachelor's

degree had an average combined SAT score approximately 104 points higher than those with parents who had earned only a high school diploma, as shown in Table 45.

Table 45: Highest Level of Parental Education and SAT Achievement in Maine, 2005.

	SAT Verbal	SAT Mathematics	Combined Score
No High School Diploma	419	416	835
High School Diploma	477	474	951
Associate's Degree	490	487	977
Bachelor's Degree	530	525	1,055
Graduate Degree	561	555	1,116

Source: The College Board, 2005.

45. Advanced Placement Test

Students have the opportunity to take Advanced Placement (AP) courses which allow them to pursue college-level studies while still in high school. Those students who achieve a qualifying score on the national AP exams may receive college credit, placement, or both. AP courses and exams are offered in over 20 subject areas including calculus, English, U.S. history, science, foreign languages, fine arts, and computer science.

The number of public high schools in Maine that offered AP courses increased from 104 in 2004 to 109 in 2005, which is equal to 89.3 percent of all public high schools. In New Hampshire, 89.7 percent offered AP, and in Vermont, 91.7 percent. The national average was 67.9 percent of public schools, as shown in Figure 40.

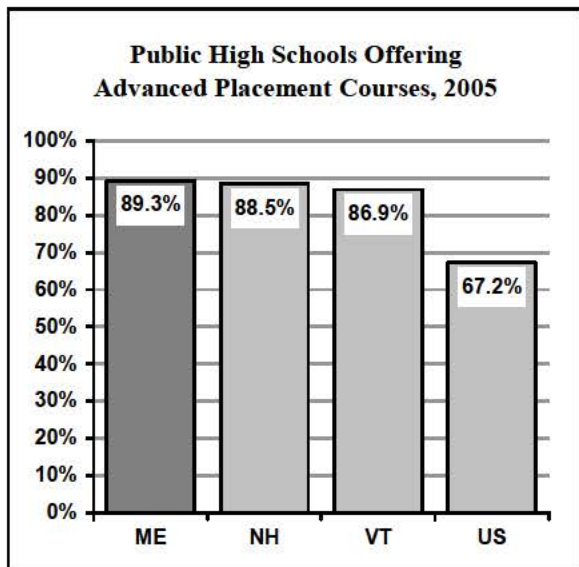


Figure 40: Source: The College Board, 2005.

In 2005, the number of students in Maine's public and private schools who took an AP exam equaled 5,329 students, or 15.4 percent of eligible 11th and 12th grade students. The national average was 16.4 percent, while New Hampshire had 10.2 percent of its eligible students taking AP exams and Vermont, 15.2 percent.

A score of three or above qualifies a student for possible college credit. Maine's qualifying scores, while exceeding the national average by 1.5 percent in 2005, were lower than both Vermont's and New Hampshire's scores, as shown in Table 46.

Table 46: Exam Scores that Qualify for possible College Credit, 2005

State	Percent of Exam Scores Three and Above
Maine	60.9%
New Hampshire	67.9%
Vermont	67.1%
United States	59.4%

Source: The College Board, 2005.

A more detailed analysis of scores from Maine public and private schools in 2005 shows that those exams that were graded "five", the highest grade possible, numbered 995, or 12.3 percent of all exams taken by Maine students. This was lower than the national average of 13.3 percent, and those of New Hampshire (16.9 percent), and Vermont (16.1 percent).

46. National Assessment of Educational Progress

Maine’s student performance declined on the 2005 National Assessment of Educational Progress (NAEP), also known as "The Nation's Report Card." The NAEP serves as a benchmark for how students across the country are performing in various subjects including reading, writing, mathematics, science, U.S. history, geography, civics, and visual and performing arts, and provides the best available way to compare performance across states.

The NAEP 2005 assessments were given in Mathematics and Reading. Table 47 shows the performance in mathematics assessments of Maine fourth and eighth graders in 2005. Both grade levels scored

above the national average scores, however below most other New England states, ranking 15th and 32nd in the nation respectively.

The NAEP has established three levels of performance standards: Basic, Proficient, and Advanced. In 2005, 39 percent of Maine fourth graders who took the test performed at or above the Proficient level in mathematics. Nationally, approximately 35 percent of students performed at or above the Proficient level. Maine eighth graders achieving at or above proficiency equaled 30 percent, exceeding the national average for eighth graders of 29 percent, but still lower than most other New England states, as shown in Table 47.

Table 47: 2005 NAEP Mathematics Scale Scores & Percent At or Above Proficient

State	Fourth Graders		Eighth Graders	
	Scale Score	% At or Above Proficient	Scale Score	% At or Above Proficient
Maine	241	39%	278	30%
Connecticut	242	43%	270	35%
Massachusetts	247	39%	287	43%
New Hampshire	246	47%	280	35%
Rhode Island	233	31%	271	23%
Vermont	244	43%	266	38%
United States	237	35%	278	29%

Source: National Assessment of Educational Progress, 2005.

Maine fourth graders who took the NAEP Reading Assessment in 2005 achieved an average score of 221, ranking them 20th in the nation. This was higher than the national average of 217, and higher than all other New England states except Vermont, as shown in Table 48.

Eighth graders in Maine achieved an average score of 258; a significant drop from the 2003 assessment, ranking them 36th in the nation for reading proficiency. This was lower than the national average score of

260, and also lower than most other New England states except Massachusetts and Vermont.

Table 48 also shows that 36 percent of Maine fourth graders scored at or above the Proficient level. This was lower than most New England states but higher than the national percentage of 30. Eighth graders in Maine scored at 38 percent at or above Proficient. The national achievement level for eighth graders was 29 percent.

Table 48: 2005 NAEP Reading Scale Scores & Percent At or Above Proficient

State	Fourth Graders		Eighth Graders	
	Scale Score	% At or Above Proficient	Scale Score	% At or Above Proficient
Maine	221	36%	258	38%
Connecticut	219	39%	262	34%
Massachusetts	208	44%	250	44%
New Hampshire	217	39%	270	38%
Rhode Island	216	30%	259	29%
Vermont	224	38%	255	37%
United States	217	30%	260	29%

Source: National Assessment of Educational Progress, 2005.

47. Graduation Rate for Maine's High School Seniors

The number of adults having attained a high school degree or equivalent is one indicator of the long-term economic viability of Maine. The graduation rate has an impact on the aggregate earning power within the state and affects state tax revenues.

Table 49 shows high school graduation rates for Maine between 1998 and 2004. The graduation rate is computed by tracking the number of students who begin with a class in the ninth grade and graduate with that same class four years later in the twelfth grade, thus accounting for those students who drop out. For instance, if 100 students form a ninth grade

class, and five students drop out each of the four high school years, ending with a total of 80 students who graduate at the end of the twelfth year, the graduation rate will be 80.0 percent. Graduates include regular diploma recipients, and those who completed programs other than the regular secondary program, such as special education Individual Education Plans (IEPs). Students who received General Equivalency Diploma's (GED) are not included.

Table 49 shows that the overall high school graduation rate for Maine in 2004 was 87.61 percent. Table 50, on the following page, shows the graduation rates by county for 2004.

Table 49: Graduation Rate, 1998-2004

Graduation Year	Number of Graduates* (Includes Special Education Graduates)	Number of Dropouts*	Graduation Rate*
1998	12,522	1,870 (since 1994-95)	87.01%
1999	13,275	2,316 (since 1995-96)	85.15%
2000	13,419	2,041 (since 1996-97)	86.80%
2001	13,722	1,973 (since 1997-98)	87.43%
2002	13,653	2,093 (since 1998-99)	86.71%
2003	14,325	1,927 (since 1999-00)	87.57%
2004	14,556	1,931 (since 2000-01)	87.61%

Source: Maine Department of Education, 2005.

* Includes Private Schools with 60% or more publicly funded students and State-Funded Schools

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As can be seen in the table, graduation rates by county in Maine for 2004 ranged from a high of 93.49 percent in Aroostook County to a low of 77.64 percent in Piscataquis County. Ten of the sixteen

counties showed an increase in graduation rates since the previous year, with the highest increase in York County (+3.18%) and the biggest decrease in Piscataquis County (-9.66%).

Table 50: Public School Graduation Rates by County for 2004

County	Number of Graduates (Includes Special Education Graduates)	Number of Dropouts since 2000-01	Graduation Rate	One Year Change
Androscoggin	1,071	186	84.81%	+0.89%
Aroostook	841	50	93.49%	+1.13%
Cumberland	2,604	362	87.80%	-2.59%
Franklin	382	57	87.02%	-2.01%
Hancock	473	106	81.52%	+0.43%
Kennebec	1,209	137	89.75%	+1.16%
Knox	526	66	87.50%	-1.36%
Lincoln	154	29	84.15%	-5.04%
Oxford	629	108	85.21%	-1.66%
Penobscot	1,582	200	88.16%	+0.65%
Piscataquis	129	32	77.64%	-9.66%
Sagadahoc	497	100	83.08%	+0.99%
Somerset	572	78	86.46%	+2.13%
Waldo	317	42	85.52%	+1.14%
Washington	301	52	83.00%	+1.29%
York	2,032	205	89.41%	+3.18%
Statewide Total – Public Only	13,319	1,810	87.38%	+0.18%

Source: Maine Department of Education, 2005.

48. Yearly High School Dropout Rate

The high school *yearly* dropout rate is also an indicator of the long-term economic viability of the state. The high school dropout rate, computed according to federal guidelines, is determined by dividing the total number of students in grades nine through twelve who have dropped out of school during a *specific school year* by the total nine through twelve enrollment figures on October 1st of that school year. For example, if 100 students were enrolled, grades nine through twelve, on October 1st and only 95 students completed the school year, the dropout rate would be five percent.

Meeting very specific definitions and categorical guidelines, it is each school district that identifies a student as a dropout,

one who has “left school without completing a state or school administrative unit approved secondary program,” according to the Maine Department of Education. The dropout definition excludes from the dropout count students who leave school and return, most transfers, and students who participate in alternative state-approved secondary programs, such as Job Corps, hospital/homebound instruction, residential special education, correctional institutions, and community or technical colleges.

Table 51 reports the yearly dropout rates for the last ten years. Within this decade, the rates have fluctuated between a low of 2.67 percent in 2003-04 to a high of 3.33 percent in 1998-99.

Table 51: Yearly Public High School Dropout Rates

Year	Secondary Student Enrollment	Number of Dropouts	Dropout Rate
1994-95	60,127	1,883	3.13%
1995-96	60,707	1,830	3.01%
1996-97	61,412	1,874	3.05%
1997-98	62,291	1,926	3.09%
1998-99	59,744	1,991	3.33%
1999-00	60,685	1,999	3.29%
2000-01	61,512	1,929	3.14%
2001-02	62,295	1,802	2.89%
2002-03	62,340	1,740	2.79%
2003-04	62,778	1,678	2.67%

Source: Maine Department of Education, 2005.

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A wide range in dropout rates exists among Maine's counties. Table 52 presents the difference in yearly dropout rates by county from 1998-99 to 2003-04. The dropout rates for 2003-04 range from a low in Aroostook County of 1.02 percent to a high of 4.37 percent in Waldo County. There was a decrease in dropout rates in

2003-04 in ten of the 16 counties in Maine, resulting in a slight decrease in the overall yearly dropout rate from 2.79 percent to 2.67 percent of Maine public high school students. The largest decrease occurred in Piscataquis County, while the largest increase was in Androscoggin County.

Table 52: Six-year Comparison of County Public School Yearly Dropout Rates

County	Dropout Rate						One year % change
	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	
Androscoggin	3.94%	3.33%	4.49%	3.27%	2.94%	3.82%	+0.88%
Aroostook	2.18%	2.65%	1.66%	1.16%	1.18%	1.02%	-0.16%
Cumberland	3.94%	3.84%	2.62%	2.98%	2.80%	2.67%	-0.13%
Franklin	2.03%	3.05%	1.50%	4.01%	3.47%	1.99%	-1.48%
Hancock	4.64%	4.73%	4.02%	6.02%	4.03%	4.34%	+0.31%
Kennebec	2.93%	2.64%	1.94%	2.60%	2.44%	2.79%	+0.35%
Knox	2.85%	2.53%	3.54%	1.80%	2.46%	2.09%	-0.37%
Lincoln	2.15%	2.69%	3.91%	4.32%	2.51%	2.41%	-0.10%
Oxford	3.60%	3.24%	3.89%	3.45%	2.73%	2.96%	+0.23%
Penobscot	2.88%	3.76%	3.35%	2.79%	2.68%	2.57%	-0.11%
Piscataquis	2.93%	3.17%	4.72%	4.66%	4.52%	2.24%	-2.28%
Sagadahoc	4.19%	4.49%	4.34%	3.17%	3.90%	4.15%	+0.25%
Somerset	3.16%	3.13%	3.41%	1.71%	3.45%	2.49%	-0.96%
Waldo	4.41%	2.32%	3.17%	3.47%	3.69%	4.37%	+0.68%
Washington	4.04%	3.26%	3.63%	3.57%	2.36%	2.64%	+0.28%
York	3.08%	2.73%	3.31%	2.59%	2.79%	2.07%	-0.72%
State of Maine	3.33%	3.29%	3.14%	2.89%	2.79%	2.67%	-0.12%

Source: Maine Department of Education, 2005.

49. Post-Secondary Education

The number of students continuing to post-secondary schools is another indicator of student achievement. Post-secondary schools encompass formal education or training beyond a high school program, including college and university programs, as well as community colleges and formal training programs.

In 2004, a total of 10,842, or 70.2 percent of seniors (including those receiving diplomas from various alternative secondary programs) graduating from public and private Maine schools reported that they *intended* to pursue higher education. (Those who actually enroll are fewer. See indicator "Projected Educational Attainment of Maine Public School Ninth Grade Students".)

A review of *public* school data alone showed that in 1994-95, 7,306 students, or 59.2 percent of seniors graduating from *public* schools, intended to enroll in post-secondary education, while in 2003-04, 9,219 students, or 69.2 percent of public school graduating seniors said they intended to study at the post-secondary level.

Maine *private* school data showed that the rate of seniors who intended to enroll in post-secondary schools exceeded that of public school students. For instance, in 1994-95, 91.3 percent of seniors attending private school indicated they intended to enroll in post-secondary schools; in 2003-04, 91.5 percent of graduates intended to do so. Figure 41 shows the recent history of both public and private school graduating seniors in Maine who reported that they intended to pursue post-secondary education.

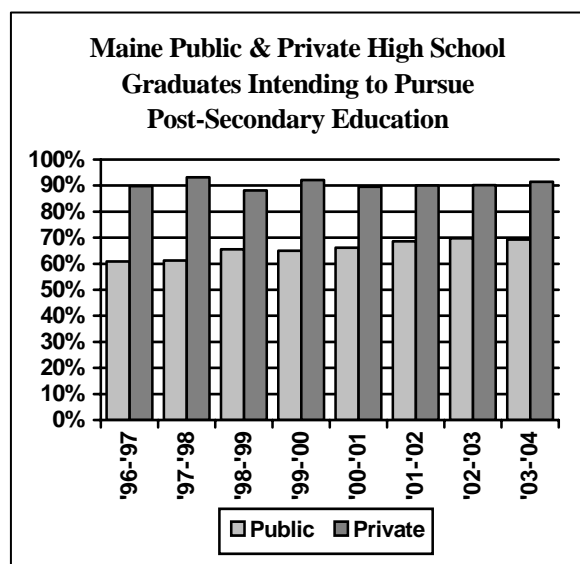


Figure 41: Source: Maine Department of Education, 2005.

The Condition of K - 12 Public Education in Maine - 2006

Rates of *intended* enrollment in education beyond high school by *public* school students varied among Maine's counties in 2003-04. For instance, Franklin County had the lowest rate (57.9%) while Kennebec County had the highest rate

(77.0%) in 2003-04. Between 2002-03 and 2003-04, only eight of the sixteen counties experienced an increase in the rates of graduates going on to post-secondary institutions, as shown in the following table.

Table 53: Rates of Public High School Graduates Intending to Pursue Post-Secondary Education by County

County	<i>Intended Post-Secondary Enrollment</i>						One Year % Change
	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	
Androscoggin	55.9%	57.8%	64.6%	68.5%	73.2%	65.1%	-8.1%
Aroostook	69.0%	68.9%	69.5%	73.8%	76.2%	75.2%	-1.0%
Cumberland	69.0%	72.4%	74.6%	73.8%	77.2%	76.8%	-0.4%
Franklin	64.7%	73.8%	66.6%	71.8%	71.1%	57.9%	-13.2%
Hancock	60.5%	55.6%	56.3%	67.6%	66.7%	68.9%	+2.2%
Kennebec	68.7%	69.8%	70.7%	72.5%	70.8%	77.0%	+6.2%
Knox	64.1%	56.2%	58.8%	60.9%	59.9%	60.8%	+0.9%
Lincoln	51.8%	61.1%	62.1%	71.1%	66.1%	62.3%	-3.8%
Oxford	61.2%	57.9%	59.1%	68.7%	70.2%	58.7%	-11.5%
Penobscot	65.0%	67.0%	66.9%	66.6%	68.2%	69.7%	+1.5%
Piscataquis	69.3%	55.4%	58.1%	63.1%	61.5%	71.3%	+9.8%
Sagadahoc	67.1%	57.9%	54.9%	63.9%	58.9%	64.0%	+5.1%
Somerset	56.9%	55.7%	52.5%	58.7%	56.2%	62.9%	+6.7%
Waldo	66.6%	69.8%	64.2%	58.2%	64.0%	65.9%	+1.9%
Washington	61.1%	59.8%	64.2%	64.7%	69.8%	63.1%	-6.7%
York	66.4%	61.7%	66.3%	67.2%	68.1%	66.7%	-1.4%
Total	64.8%	64.8%	66.2%	68.6%	69.8%	69.2%	-0.6%

Source: Maine Department of Education, 2005.

50. Aspirations of Students Taking the SAT

Student aspirations, while difficult to measure, are important indicators of the attitudes and beliefs of students in Maine and across the nation. One measure of aspirations is the post-secondary degree plans of students. Students who took the SAT in 2005 indicated a range of degree-level goals. As shown in Table 54, 33 percent of Maine test-takers said they planned to attain a bachelor's degree. Twenty-three percent said they planned to complete a master's degree, 13 percent said a doctoral degree, three percent said an associate's degree, and one percent said a certificate program. The remaining 26 percent were either undecided or indicated another type of degree.

Maine and Vermont test-takers planned on a bachelor's degree (33% in both states) than students in New Hampshire (31%) and the United States (25%). However, slightly higher percentages of students in New Hampshire planned on studying for a master's degree than test-takers in Maine and Vermont. The national average percent of students intending to study for a master's degree, at 29 percent, exceeded that of each of the three states. The percentages of students in Maine who intended to earn a doctorate were slightly above their counterparts in New Hampshire and Vermont. Once again, the national average of 20 percent exceeded those of Maine, New Hampshire, and Vermont.

A slightly higher percentage of

**Table 54: Comparison of SAT Test-Taker's Post-Secondary Plans
Maine, New Hampshire, Vermont, and the United States - 2005**

State	Certificate	Associate's	Bachelor's	Master's	Doctoral
Maine	1%	3%	33%	23%	13%
New Hampshire	1%	2%	31%	25%	12%
Vermont	1%	3%	33%	21%	10%
United States	1%	1%	25%	29%	20%

Source: The College Board, 2005.

51. Maine’s College Graduates: *Where They Go and Why: Revisited*

What factors influence where Maine’s high school graduates choose to attend college? Table 55 reports the top three reasons given by a sample population of over 1,780 of Maine’s college graduates for attending a particular college. As may be seen from this information, approximately three out of four respondents indicated that reputation, and the quality of the program and college, were very important/important reasons for their decisions. The third most important factor was whether the college was the appropriate size for the student. And, most importantly, the survey results revealed that these are the three top reasons regardless of whether the Maine high school graduate chose to stay in Maine to attend college or decided to attend college in another state.

What factors influence where Maine’s college graduates choose to live and

work? Tables 56 and 57 on the following page report the three most important reasons the sample of Maine’s graduates gave for choosing to live and work *in* Maine and for choosing to live and work *outside* of Maine. The tables also show the bottom three reasons for choosing where to live for both those who stayed in Maine and those who left. It appears that very different factors play into decisions about whether to live and work in Maine, or in some other state. Those who choose to remain in Maine, or to return after earning a college degree, did so because family or social ties were important to them. Those who left the State to live and work appear to be motivated by career opportunities and the pay and benefits offered in jobs outside the State.

Table 55: Top Three Reasons for Choosing to Attend a Particular College

Reasons	In-State	Out-of-State	All
1. It had a good program in my field.	79.2%	77.1%	78.6%
2. Because of its reputation	71.5%	79.0%	74.5%
3. It was the appropriate size I was looking for.	66.9%	74.8%	70.2%

Source: *Maine’s College Graduates: Where They Go and Why: Revisited*, 2005.

Table 56: Top Three & Bottom Three Reasons for Living and Working *In* Maine
(Percentage that rated reason to be Important or Very Important)

Top Three Reasons	Very Important/ Important
1. I wanted to live closer to family and/or friends.	92.2%
2. I prefer the recreational activities in Maine.	77.7%
3. I prefer the cultural opportunities and social life in Maine.	72.3%
Bottom Three Reasons	Very Important/ Important
1. I wanted to work for a specific employer located in Maine.	37.1%
2. The pay/benefits are better in positions in Maine	22.9%
3. Career opportunities seem better in Maine.	22.8%

Source: *Maine's College Graduates: Where They Go and Why: Revisited*, 2005.

Table 57: Top Three & Bottom Three Reasons for Living and Working *Outside* Maine
(Percentage that rated reason to be Important or Very Important)

Top Three Reasons	Very Important/ Important
1. Career Opportunities seem better outside Maine.	84.8%
2. I found a job I wanted outside of Maine.	78.5%
3. The pay/benefits are better in positions outside Maine.	75.4%
Bottom Three Reasons	Very Important/ Important
1. I prefer the weather outside of Maine.	32.6%
2. I prefer the recreational activities outside of Maine.	24.5%
3. I prefer the cost of living outside of Maine.	15.7%

Source: *Maine's College Graduates: Where They Go and Why: Revisited*, 2005.

End Note

The preceding pages have presented information on K-12 public education in Maine. The information has been obtained from a variety of sources, and encompasses historical data and regional and national

comparisons wherever possible. We hope this information is helpful and that it provides you a statewide perspective on Maine education.

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Appendices

Appendix A: Statutory Language for the Maine Education Policy Research Institute.

Appendix B: Related publications.

**APPENDIX A: Statutory Language for the
Maine Education Policy Research Institute**

Title 20-A Chapter 1 § 10, MRSA.

The Education Research Institute, referred to in this section as the "institute," is established to collect and analyze education information and perform targeted education research for the Legislature. The institute shall create and maintain an education information system that tracks important education data for kindergarten and grades one to 12. The institute shall also conduct exploratory, long-term research on education issues.

1. Legislature to direct institute. The Legislature, through the joint standing committee of the Legislature having jurisdiction over education matters, shall contract with the University of Maine System to establish and maintain the institute. Personnel coordinating the work of the institute must be appointed by the University of Maine System in consultation with the Legislature and those personnel shall consult with and act on behalf of the Legislature, performing such data collection, analysis and research as the Legislature may require.

2. Steering committee. The Education Research Institute Steering Committee, referred to in this section as the "steering committee," is established to advise the Legislature and the University of Maine System on all matters related to the institute. Steering committee members must be appointed by the joint standing committee of the Legislature having jurisdiction over education matters for a term of two years. The steering committee shall meet at least four times each year and must include one member of each of the following:

- A. The joint standing committee of the Legislature having jurisdiction over education matters;
- B. the Department of Education;
- C. the State Board of Education;
- D. the University of Maine System;
- E. the Maine School Management Association;
- F. the Maine Education Association;
- G. the Maine Municipal Association; and
- H. the Maine Principals Association.

The steering committee shall elect a chair from among its members to serve a term of 2 years.

3. Location and access. The education information system and research results gathered pursuant to this section must be maintained by the institute at the University of Maine System. The education information system and research results must be available for use by any interested group or individual in the form available from the institute.

APPENDIX B: Related Publications

The following is a list of some recent publications describing various aspects of Maine education.

Reports:

An Analysis of State Funding and Program Needs For Limited English Proficiency Students. Mark Kellis & Scott Brezovsky, Center for Education Policy, Applied Research and Evaluation, University of Southern Maine.

Assessing the Performance of Public Education in Maine: A National Comparison. Jaekyung Lee, College of Education and Human Development, University of Maine.

Assessing the Performance of Public Education in Maine: Factors Influencing School Differences. Jaekyung Lee, College of Education and Human Development, University of Maine.

Assessing the Performance of Public Education in Maine: Factors Influencing Student Performance. Jaekyung Lee, College of Education and Human Development, University of Maine.

Characteristics of High and Low Performing High Schools in Maine. A. Mavourneen Thompson, Maine Education Policy Research Institute, University of Southern Maine.

Characteristics of High and Low Performing Middle Schools in Maine. Patricia A. Tiernan, Center for Education Policy, Applied Research and Evaluation, University of Southern Maine.

Characteristics of High and Low Performing Schools in a Predominantly Rural State: Evidence from Elementary Schools. Rhonda Poliquin & Karen Johnson, Center for Education Policy, Applied Research and Evaluation, University of Southern Maine.

Co-curricular and Extracurricular Opportunities and Participation in Maine Secondary Schools. David L. Silvernail, Maine Education Policy Research Institute, University of Southern Maine.

Cost of Education Adjustments in States' School Funding Formulas. A. Mavourneen Thompson & David L. Silvernail, Maine Education Policy Research Institute, University of Southern Maine.

Does Maine's Middle School Laptop Program Improve Learning? – Evidence to Date. David L. Silvernail, Center for Education Policy, Applied Research and Evaluation, University of Southern Maine.

Essential Programs and Services: Equity and Adequacy in Funding to Improve Learning for All Children. Maine State Board of Education.

Essential programs and services: The basis for a new approach for funding Maine's public schools. Silvernail, D.L. & Bonney, W.L. (2001). Maine Policy Review, Vol 10 (1), 38-46.

- Financial Characteristics of High and Low Performing Schools in a Predominantly Rural State.* David L. Silvernail, Center for Education Policy, Applied Research and Evaluation, University of Southern Maine.
- Financing Public K-12 Education: Examples of Taxation Options in Selected States, A.* Mavourneen Thompson, Maine Education Policy Research Institute, University of Southern Maine.
- Home and Rent Affordability by State of Maine Market Area for Teachers, Non-Teaching School Staff and School Administrators.* David L. Silvernail, Maine Education Policy Research Institute, University of Southern Maine.
- Increasing Postsecondary Enrollments in Maine.* David L. Silvernail, Center for Education Policy, Applied Research and Evaluation, University of Southern Maine.
- Impacts of Michigan's School Finance Reforms of 1994: Evidence to Date.* A. Mavourneen Thompson, Maine Education Policy Research Institute, University of Southern Maine.
- K-12 Education in Maine: Steering from a Distance.* David L. Silvernail, Center for Education Policy, Applied Research and Evaluation, University of Southern Maine.
- Laptop Use by Seventh Grade Students with Disabilities: Perceptions of Special Education Teachers.* Walter J. Harris and Lori Smith, Maine Education Policy Research Institute, University of Maine Office.
- Maine's College Graduates: Where They Go and Why.* David L. Silvernail, CEPARE, University of Southern Maine and Greg Gollihur, Finance Authority of Maine.
- Maine's College Graduates: Where They Go and Why: Revisited.* David L. Silvernail & Brianne Woodard, CEPARE, University of Southern Maine and Finance Authority of Maine.
- Maine Middle School Co-curricular Opportunities by Size.* Constance M. Perry, Maine Education Policy Research Institute, University of Southern Maine.
- Opportunities to Participate: Availability of Extracurricular and Cultural Opportunities for Middle Level Gifted Students in Rural Areas.* Jay A. McIntire, Dale Doughty, & David W. Brown, College of Education and Human Development, University of Maine.
- Regional Cooperative Relationships Report.* Gail C. Downs & Lori Smith, College of Education and Human Development, University of Maine.
- School District Consolidation in Maine: Finance and Staffing Models for Selected, Hypothetical Consolidated Districts.* Jonathan A. Plucker, Walter G. McIntire, David W. Brown, & Dale Doughty, College of Education and Human Development, University of Maine.
- Selected School District Factors and Grade Eight Pupil Achievement in Maine.* Richard A. Moreau, & Walter G. McIntire, College of Education and Human Development, University of Maine.
- Special Education in Maine: Attaining Equity Through Program and Finance Reform.* W. J. Harris & P. Jain. Maine Education Policy Research Institute, University of Maine.

States' Provisions of Extra Funding For Economically-Disadvantaged Students. A. Mavourneen Thompson & David L. Silvernail, Maine Education Policy Research Institute, University of Southern Maine.

Success by 6: Report of the 2002 School Readiness Survey. Scott Brezovsky and David L. Silvernail, CEPARE, University of Southern Maine.

The Impact of Maine's One-to-One Laptop Program on Middle School Teachers and Students. David L. Silvernail and Dawn M.M. Lane, MEPRI, University of Southern Maine Office.

The Impact of Repeating a Grade: A Review of Research in the 90's. Susan K. Woodward & Tonya M. Kimmey, College of Education and Human Development, University of Maine.

The Maine Learning Technology Initiative: Impact on Students and Learning. Dawn M.M. Lane, Maine Education Policy Research Institute, University of Southern Maine Office.

The Maine Learning Technology Initiative: Impact on the Digital Divide. Paula Gravelle, Maine Education Policy Research Institute, University of Southern Maine Office.

The Maine Learning Technology Initiative: Teacher, Student, and School Perspectives. Mid-Year Evaluation Report. David L. Silvernail, Walter J. Harris, Dawn M.M. Lane, Janet Fairman, Paula Gravelle, Lori Smith, Kathy Sargent, and Walter McIntire, Maine Education Policy Research Institute.

The Maine Learning Technology Initiative: What is the Impact on Teacher Beliefs and Instructional Practices? Katherine Sargent, Maine Education Policy Research Institute, University of Southern Maine Office.

Trading Roles: Teachers and Students Learn with Technology. Janet Fairman, Maine Education Policy Research Institute, University of Maine Office.

Two Teachers Implement One-to-One Computing: A Case Study. Abigail Garthwait and Herman Weller, Maine Education Policy Research Institute, University of Maine Office.

Use of Laptop Computers and Classroom Assessment: Are Teachers Making the Connections. Jeffrey S. Beaudry, Maine Education Policy Research Institute, University of Southern Maine Office.

Using Multiple Measures to Evaluate the Performance of Students and Schools: Learning from the Cases of Kentucky and Maine. J. Lee & T. Coladarci, Maine Education Policy Research Institute, University of Maine.

Using National and State Assessments to Evaluate the Performance of State Education Systems: Learning From the Cases of Kentucky and Maine. J. Lee & W. McIntire, Maine Education Policy Research Institute, University of Maine.

Using School Level Achievement Data in Determining Core Education Costs: The Impact on Perceptions and Policymaking. David L. Silvernail, Center for Education Policy, Applied Research and Evaluation, University of Southern Maine.

Maine Education at a Glance (Brief Research Summaries):

Academic Opportunity to Learn Visual and Performing Arts: Results of the Secondary School Survey in the State of Maine. Jeffrey S. Beaudry, Maine Education Policy Research Institute, University of Southern Maine.

Are Multigrade Schools Effective? Katherine Sargent and David L. Silvernail, Maine Education Policy Research Institute, University of Southern Maine.

Considering the Place of Teacher Judgment in Maine's Local Assessment Systems. Mark Kellis & David L. Silvernail, Center for Education Policy, Applied Research, and Evaluation, University of Southern Maine.

Does the Use of Holistic Rubrics Affect Student Performance in Reading and Writing? Jeffrey S. Beaudry, Maine Education Policy Research Institute, University of Southern Maine.

Educator Shortages in Maine's Public Schools. Veronica Gardner and David L. Silvernail, Maine Education Policy Research Institute, University of Southern Maine.

Enrollments and Degrees Earned in Higher Education Institutions by Maine Citizens. Jeffrey S. Beaudry, Maine Education Policy Research Institute, University of Southern Maine.

For the Love of the Profession: Teacher Salaries in Maine. Kathleen Bauman Grebrer, College of Education and Human Development, University of Maine.

How Teachers View Their Schools as Able to Achieve Mastery of Learning Results. A. Mavourneen Thompson and David L. Silvernail, MEPRI, University of Southern Maine.

Maine's Ranking in the Percentage of High School Seniors Enrolling in Universities and Colleges. David L. Silvernail, Maine Education Policy Research Institute, University of Southern Maine.

Some Issues Perceived as Problems in Public High Schools. A. Mavourneen Thompson & Veronica Gardner, Maine Education Policy Research Institute, University of Southern Maine.

Teachers and Principals Report on the Perceived Impact of MEA Tests. A. Mavourneen Thompson, CEPARE, University of Southern Maine.

Technical Report from the Work Group on Early Literacy. Holly J.P. Kopp, Center for Education Policy, Applied Research and Evaluation, University of Southern Maine.

Use of MEA Resources (Rubrics and Scoring Guides) for Reading and Writing by 11th Grade Teachers. Jeffrey S. Beaudry, MEPRI, University of Southern Maine.