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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Prepared for the
Maine Education Policy Research Institute

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Dear Maine Citizen,

We are pleased to present you with the eleventh 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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While the information in this book was compiled by staff of the University of Southern Maine office of the Maine Education Policy Research Institute, *The Condition of K-12 Public Education in Maine 2007* could not have been completed without the assistance of many individuals from other organizations. We would like to thank many of the staff of the Maine Department of Education for their assistance: Harvey Boatman, Karen Bossie, Scott Brown, Tom Coulombe, Kathy Fellows, John Kierstead, Joyce Mazerolle, Shirley McQuarrie, Ann Pinnette, and Gilbert Whitmore. Brian Doore of the University of Maine, Grant Pennoyer of the Maine Office of Fiscal and Program Review, David Ledew of the Maine Revenue Services, and Tina Gressani of the Muskie Institute also provided important information. In particular, we would like to highlight the special efforts of Joanne Allen and Suzan Beaudoin, each of whom provided significant information that helped us in our work.

Finally, we wish to extend a special thank you to Jessica Kane, Project Assistant at the Center for Education Policy, Applied Research and Evaluation, and Jeffrey Peacock at Curry Printing and Copy Center, who provided the technical expertise necessary for the formatting and publication of this book.

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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 2007 is comprised of six categories of indicators: *1) Background Demographics, 2) Enrollment, 3) Staff, 4) Program, 5) Student Performance, and 6) Finance.* While the categories have been changed this year from previous editions, the report still contains the same indicators.

The ***Background Demographics*** section provides information on community and societal characteristics of the education environment which may have an impact on student learning. The ***Enrollment*** section highlights enrollment trends statewide and in some cases by county. The ***Staff*** section provides characteristics of Teachers and Administrators in schools statewide. The ***Program*** section provides information on the school district organizational structure and other specific programs within schools that enhance education in Maine. The ***Student Performance*** section provides a tool to assess the productivity and accomplishments of education in Maine. And finally, the ***Finance*** section provides financial information relevant to education in Maine.

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 194,038 students in 2005-06. An additional 15,654 students are enrolled in private schools and approximately 5,027 students were home schooled in 2004-05. Maine's 288 school administrative units have a total of 683 public schools in various grade span configurations. Total education expenditures in 2004-05 were approximately $1.8 billion. On a per-pupil basis, (excluding major capital outlay, transportation, and debt service), Maine's average per pupil operating expenditure was $7,760 in 2004-05. Finally, one out of every three Maine students was eligible to receive free or reduced price lunch in 2005-06.

Maine's student performance declined in the 2005 National Assessment of Educational Progress (NAEP). In Science (results just released in 2006), Maine's 4th and 8th grade students scored above the national average scores, ranking 3rd and 8th respectively.

The MEA, which measures achievement of Maine's Learning Results, was expanded and redesigned for the 2005-06 administration to measure the achievement of all students in reading and mathematics in grades 3 through 8. While the results are provided in this report, they should be viewed as baseline data and not compared to previous years. The SAT was given to all 11th grade students in Spring 2006 in place of the MEA; again these results will serve as baseline data and should not be compared to previous years grade 11 MEA data.

Maine College Bound Seniors scored below the national average in mathematics and writing, and slightly below in critical reading, on the 2006 SAT (these results do not include the SAT taken by 11th graders for the educational assessment requirement). Achievement in qualifying scores on Advanced Placement examinations slightly exceeds the national average. In 2005, approximately 73.6 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.

Background Demographics

The Background Demographics section provides information on community and societal characteristics of the education environment which may have an impact on student learning. This section provides information on the following indicators:

1. Children's Well-being and Financial Security

Financial security impacts 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 Annie E. Casey Foundation reported that 21 percent of children lived in female-headed, single-parent families in the year 2005. This compared to a national rate of 25 percent.

Further examination of children under the age of eighteen in Maine living in female-headed, single-parent households in 2005 showed that approximately 38.6 percent were living below the poverty threshold. This is over six times the rate of their counterparts in married-couple families (6.0%).

According to the Annie E. Casey Foundation's *Kids Count 2006 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 children in single-parent families. 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 "high risk" indicators as well as the 50 state ranking provided by the Annie E. Casey Foundation based on data from 2005.

Table 1: Percent of Children Living in High Risk Family Categories - 2005

Indicator	ME		NH		VT		US
	%	Rank	%	Rank	%	Rank	%
Teens who are high school dropouts	7%	16	6%	9	5%	4	7%
Teens not attending school and not working	7%	9	6%	6	7%	9	8%
Children living in families where no parent has full-time, year-round employment	35%	30	27%	4	31%	16	34%
Children in poverty	17%	23	9%	1	15%	16	19%
Families with children headed by a single parent	31%	26	24%	4	31%	26	32%

Source: Annie E. Casey Foundation, 2006.

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

Maine Children Without Health Insurance: Children who have health insurance are more likely than children without health insurance 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 17 years and under) declined from 11.1 million (15.4 percent) in 1998 to 8.3 million (11.2 percent) in 2005.

For Maine, the U.S. Bureau of the Census reported a decrease in the number of uninsured children under 18 since 1995, when 47,000, or 16.1 percent, were uninsured. According to findings from the U.S. Census Current Population Survey, 22,000, or 8.1 percent, of Maine's children lacked health insurance in 2005. This was an increase of 2.3% from 2004 as shown in Table 2.

Table 2: 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%
2005	8.1%	11.2%

Source: US Bureau of the Census, Current Population Survey, 2006.

Maine Children With MaineCare: The number of Maine children who meet eligibility levels for MaineCare (formerly Medicaid) also is an indication of children's health needs and access to health care. The *Maine Kids Count Data Book 2006* reported that in fiscal year 2005, 40.8 percent, or 124,442 Maine children, aged 0-18 years, participated in MaineCare. The participation rate among counties varied greatly from a high of 63.0 percent in Washington County to a low of 28.9 percent in Cumberland County, as seen in Figure 1.

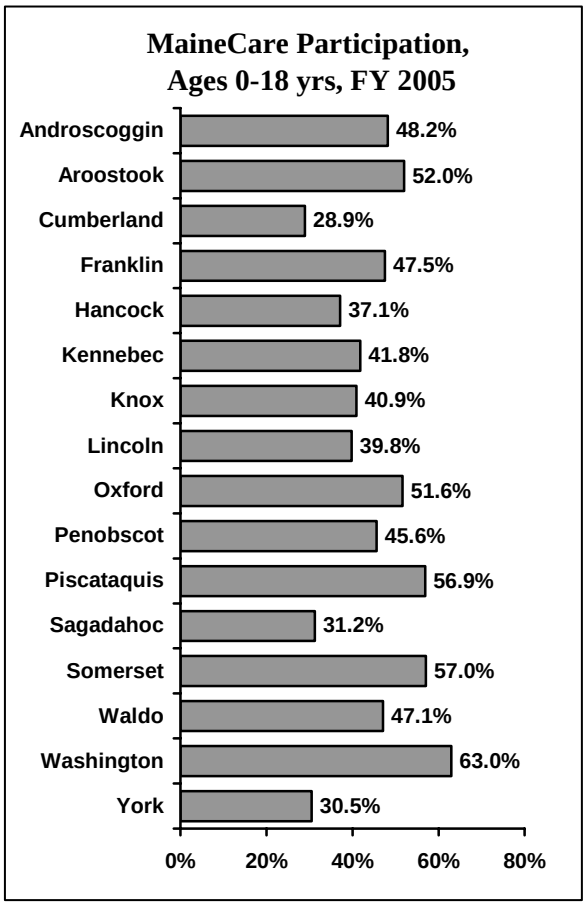

Figure 1: Source: Maine Kids Count Data Book, 2006.

Maine Children Immunizations: Another indicator of children's well-being is the level of immunizations. Maine requires that all children have a minimum of the following immunizations before entering school: 5 doses of DTP[1] or 3 doses of TD[2]; 2 doses of MMR[3]; 4 doses of OPV[4]; and effective in 2003, 1 dose of Varicella[5]. The National Immunization Program, a division of the Center for Disease Control, collects data on vaccinations yearly using the National Immunization Survey.

Figure 2 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 illustrated by the chart, Maine had been consistently above the nation in immunization of 24-month-old children until 2003 when Maine dropped below the nation by 2.2 percent. In 2005, Maine's immunizations increased by almost 8 percent over the previous year.

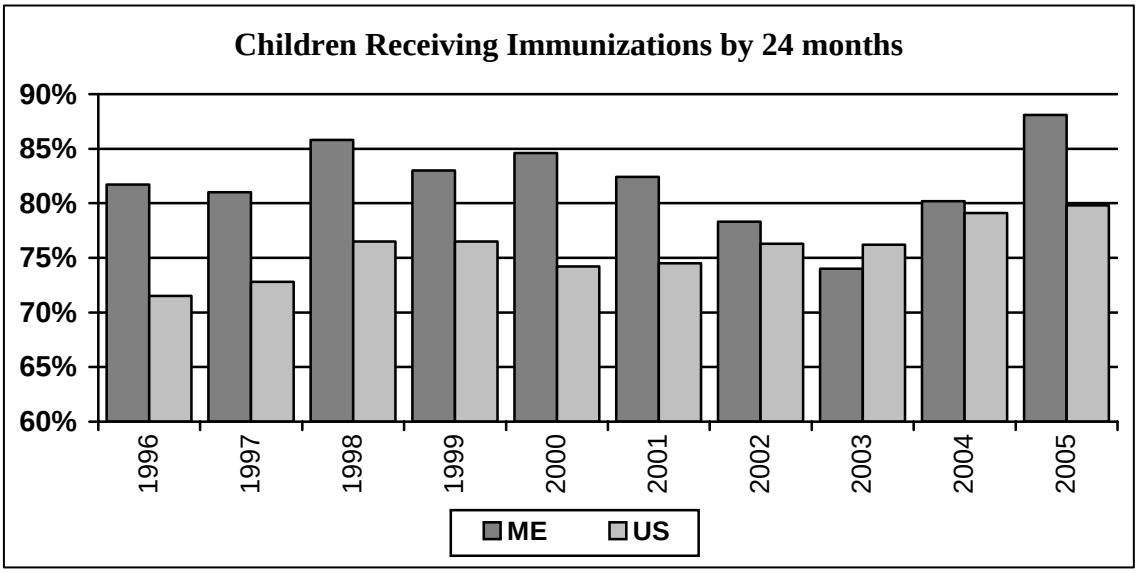

Figure 2: Source: Center for Disease Control, 2006.

[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

3. 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 may eventually 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 2005 figures from the U.S. Bureau of the Census regarding the weighted average thresholds of poverty.

Table 3: Poverty Thresholds - 2005

Number in Family	Annual Earnings
1 Person	$9,973
2 Persons	$12,755
3 Persons	$15,577
4 Persons	$19,971

Source: US Bureau of the Census, 2006.

The most recent information from the U.S. Census Bureau indicates that approximately 166,000 people in Maine were living below the poverty threshold in 2005. This was 12.6 percent of the total population, equal to the national level of 12.6 percent.

Thirty-one 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 2003-2004 and

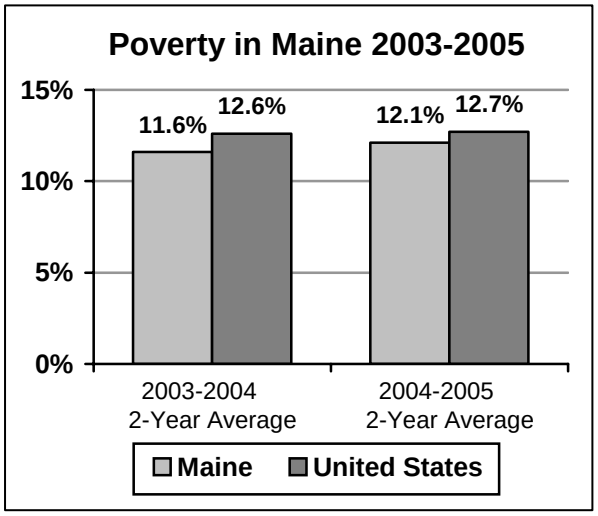

Figure 3: Source: US Bureau of the Census, 2006.

2004-2005. These numbers indicate a two-year average *increase* from 2003-2004 to 2004-2005 of 0.5 percent in Maine, compared to a 0.1 percent *increase* nationally.

According to the *2006 Poverty in Maine Report* issued by the Margaret Chase Smith Policy Center for the Maine Community Action Association, 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 and are actually eligible for some benefits. According to the 2006 Current Population Survey from the U.S. Census Bureau, nearly 422,000 (32.1%) of Maine's population had income below two times the federal poverty guideline, approximately 105,000 of whom are children.

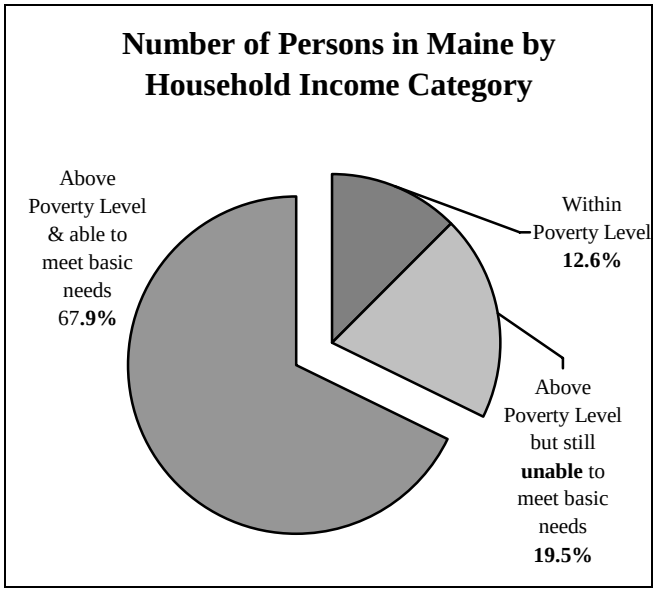

Figure 4: Source: U.S. Bureau of the Census, 2006.

Another indicator of poverty is the annual unemployment rate. According to the U.S. Bureau of Labor Statistics the number of unemployed people in Maine increased from 4.6 percent in 2004 to 4.8 percent in 2005; compared to a decrease from 5.5 percent in 2004 to 5.1 percent in 2005 nationally. Twenty-seven states had higher unemployment rates in 2005 than Maine with Mississippi being the highest at 7.9 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 2005, 82 percent of children whose parents did not have a high school degree lived in low-income families, compared with 56 percent whose parents had a high school degree, but no college education, and 24 percent whose parents had at least some college education.

4. School Lunch Program Eligibility

Subsidized school lunch programs help to meet the nutritional needs of children. In school year 2005-06, as reported by the Maine Department of Education, students who qualify for ***free*** lunches must live in a household earning no more than $25,155 annually for a family of four. To qualify for ***reduced*** lunches, students must live in a household earning no more than $35,798 annually for a family of four.

In 1996-97, 31.1 percent of the total public school population qualified for lunch subsidies. Figure 5 and Table 4 show that since 1996-97, the percentages fluctuated until they reached a ten-year high of 34.7 percent in 2005-06.

Overall, the number of students qualifying for *reduced* lunches has increased, from 6.9 to 7.5 percent since 1996-97. The percent of students eligible for *free* lunches had been decreasing slightly since 1996-97 when it was at 24.3 percent until it reached a ten-year high of 27.2 percent in 2005-06. In school year 2005-06 approximately 54,189 students were eligible for the ***free*** lunch program and 14,936 students were eligible for the ***reduced*** lunch program, for a total of 69,125 students, or 34.7 percent of the total school population of participating schools.

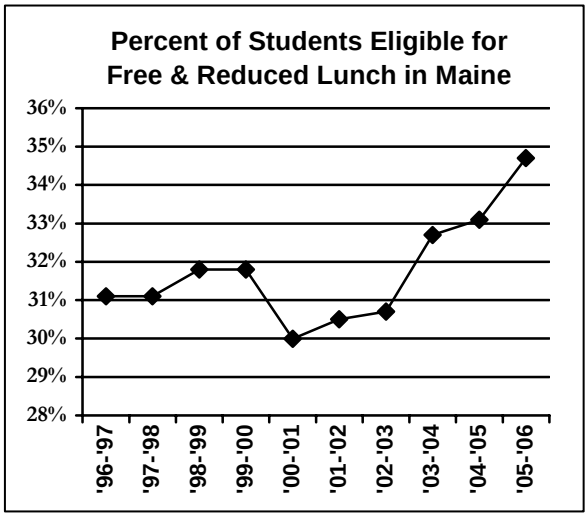

Figure 5: Source: Maine Department of Education, 2006.

Table 4: Students Eligible for Participation in Subsidized School Lunch Programs in Maine

Students Eligible	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Free Lunches	24.3%	23.8%	24.2%	23.9%	22.1%	22.9%	23.1%	25.1%	25.6%	27.2%
Reduced Lunches	6.9%	7.3%	7.7%	7.8%	7.9%	7.6%	7.6%	7.7%	7.5%	7.5%
Total Students	31.1%	31.1%	31.8%	31.8%	30.0%	30.5%	30.7%	32.7%	33.1%	34.7%

Source: Maine Department of Education, 2006.

Table 5 lists the percentages of students by county in Maine who were eligible to receive subsidized school lunches in 2005-06. Cumberland County reported the lowest percentage of school lunch eligibility (23.6 percent) while Washington County reported the highest percentage (53.4 percent).

Table 5: Children Eligible to Receive Subsidized School Lunches, by County, 2005-06

County	Students Eligible for Subsidized Lunches	Percent of Enrollees in School
Androscoggin	6,399	41.3%
Aroostook	5,368	46.8%
Cumberland	9,648	23.6%
Franklin	2,112	46.7%
Hancock	2,261	32.2%
Kennebec	6,941	35.8%
Knox	1,638	31.1%
Lincoln	1,518	34.2%
Oxford	4,537	43.2%
Penobscot	8,419	36.7%
Piscataquis	1,629	53.3%
Sagadahoc	1,589	26.9%
Somerset	4,368	49.5%
Waldo	2,492	45.5%
Washington	2,688	53.4%
York	7,518	26.0%
Maine	**69,125**	**34.7%**

Source: Maine Department of Education, 2006.

5. 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 2004, with 24.3 births per 1,000 women, Maine had the 5th lowest teen birth rate in the country, just below New Jersey (24.1), Massachusetts (22.3), Vermont (20.9), 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 6 provides a comparison of teen birth rates for Maine and the United States, according to the Centers for Disease Control and Prevention.

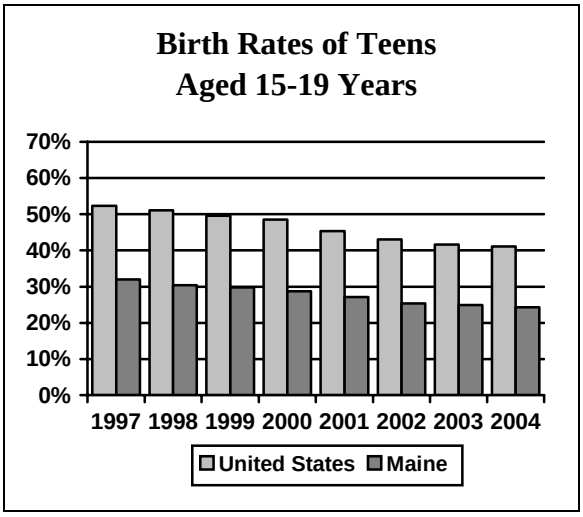

Figure 6: Source: National Vital Statistics Reports, 2006.

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 2005, 8.2 percent of Maine children aged 0-17 years were receiving TANF. Figure 7 shows percentages of children on TANF by county. Androscoggin had the highest with 14.5 percent of its children on TANF while Hancock County had the lowest at 4.3 percent.

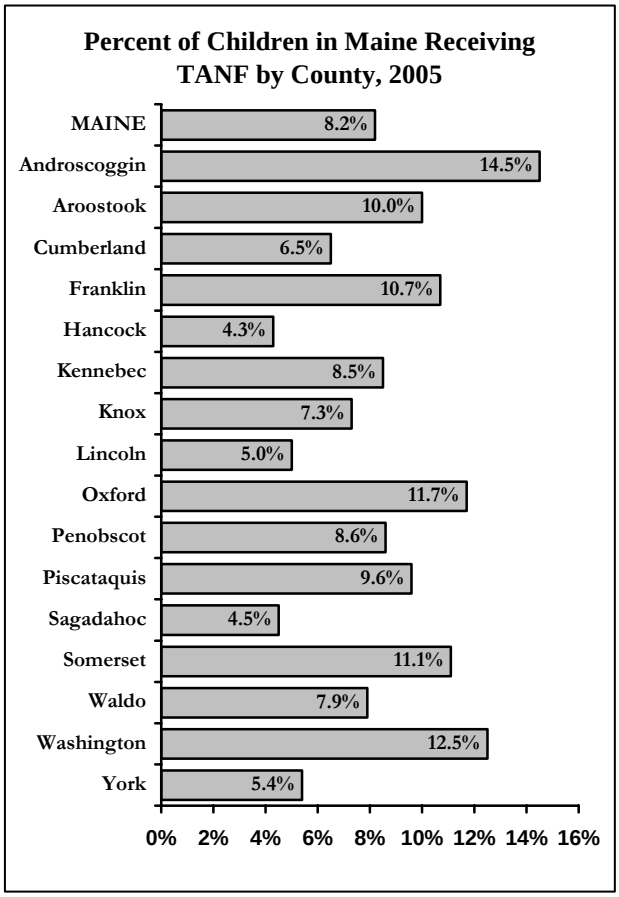

Figure 7: Source: Maine Department of Health & Human Services, Bureau of Family Independence, 2006; Maine Children's Alliance, 2006.

6. Youth Risk Behaviors

In its recent report on youth risk behaviors, the Center for Disease Control revealed that in the United States in 2005 the most prevalent causes of death in 10-24 year-olds were motor-vehicle accidents (30%), other unintentional injuries (14%), homicide (15%), and suicide (11%). 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 6 shows how Maine's youth, 10-24 years old, compared to the alcohol and drug use behaviors of youth in New Hampshire, Vermont, Massachusetts, and the United States.

Maine's youth tended to use marijuana and inhalants at a slightly higher rate than the national youth population, while use of alcohol and cocaine are equal to the national average.

A review of tobacco use, as reported in Table 7 on the next page, shows that Maine youth who smoked cigarettes during the past month were fewer (16%) than their counterparts in the United States (23%). Maine youth (8%) smoked cigarettes on 20 or more days during the past month, slightly less than youth in New Hampshire and Massachusetts (9%). Fourteen percent of Maine youth smoked cigars; this was the same as the national average and Massachusetts (14%) and slightly less than use reported in New Hampshire (18).

Table 6: Alcohol and Other Drug Use Among Youth, 2005.

	US	ME	NH	VT	MA
Drank alcohol during the past month.	43%	43%	44%	42%	48%
Reported episodic heavy drinking during the past month.	26%	25%	28%	25%	26%
Used marijuana during the past month.	20%	22%	26%	25%	26%
Ever used cocaine.	8%	8%	9%	n/a	8%
Ever used inhalants.	12%	13%	11%	n/a	n/a

Source: U.S. Center for Disease Control and Prevention, 2006. n/a = data not available

Table 7: Tobacco Use Among Youth, 2005.

	US	ME	NH	VT	MA
Smoked cigarettes during the past month.	23%	16%	20%	18%	20%
Smoked cigarettes on 20 or more days during the past month.	9%	8%	9%	8%	9%
Used smokeless tobacco during the past month.	8%	7%	6%	8%	4%
Smoked cigars during the past month.	14%	14%	18%	n/a	14%

Source: U.S. Center for Disease Control and Prevention, 2006. n/a = data not available

The risk behaviors, as shown in Table 8, are shown to contribute to some of the leading causes of death among youth. More Maine youth (14%) than national youth (10%) rarely or never used safety belts, while safety belt use by Vermont's youth (8%) was significantly lower. Twenty-five percent of Maine youth rode with a drinking driver, more than New Hampshire (22%) and Vermont (23%), but less than Massachusetts (27%) and the national average (28%).

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

Table 8: Unintentional and Intentional Injuries among Youth, 2005.

	US	ME	NH	VT	MA
Rarely or never used safety belts.	10%	14%	13%	8%	15%
Rode with a drinking driver the past month.	28%	25%	22%	23%	27%
Carried a weapon during the past month.	18%	18%	16%	n/a	15%
Were in a physical fight during the past year.	36%	28%	26%	24%	29%
Attempted suicide during the past year.	8%	6%	7%	6%	6%

Source: U.S. Center for Disease Control and Prevention, 2006. n/a = data not available

7. 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 2005, 87.2 percent of Maine's population 25 years old and older had attained a high school diploma. Maine was 2.2 percentage points higher than the national average (85.0%); however, Maine was lower than most other New England states except Rhode Island, as shown in Figure 8.

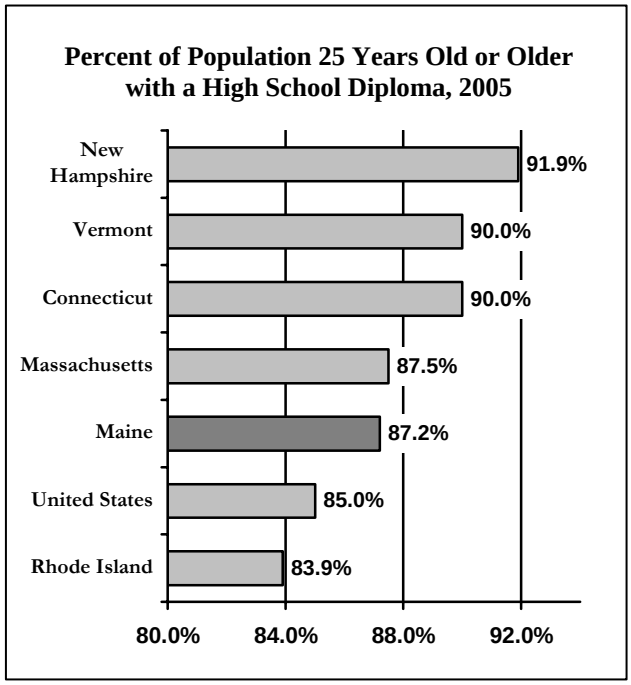

Figure 8: Source: U.S. Census Bureau, 2006.

New information from the U.S. Census Bureau reinforces the value of a college education: workers 18 and over with a bachelor's degree earned an average of $51,554 in 2004, while those with a high school diploma earned $28,645. When considering the population 25 years old or older with a bachelor's degree or higher in 2005, Maine was at 24.3 percent, 3.7 percent *lower* than the national average. All other New England states scored higher than the nation in populations of this age group who had attained bachelor's degrees or higher, as shown in Figure 9.

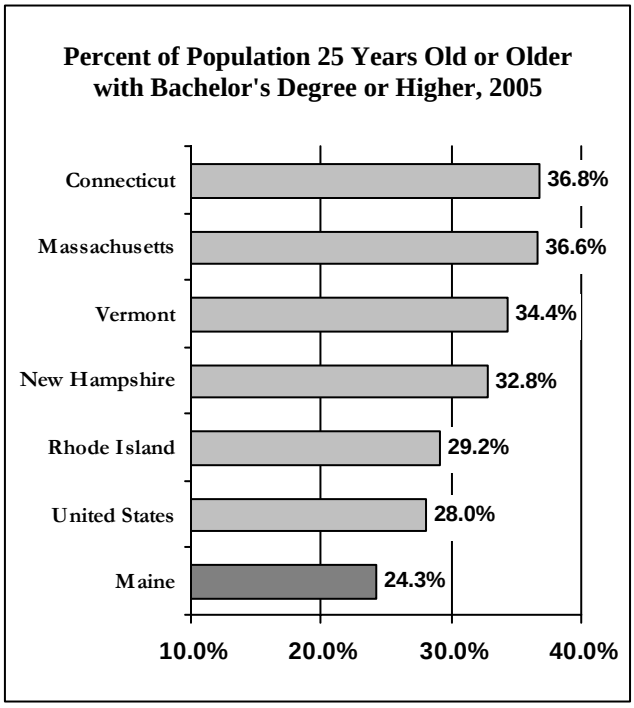

Figure 9: Source: U.S. Census Bureau, 2006.

8. 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 (2005) only 24.3 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 10 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 87.4 percent, or 15,370, of Maine's public school 9th graders are expected to graduate from high school four years later. Of these 15,370 graduates, typically just below 73 percent (11,143) 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 (9,137) actually do so. And of these 9,137 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 33.6 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 37th in the country in terms of the percent of our population having earned a bachelor's degree or higher.

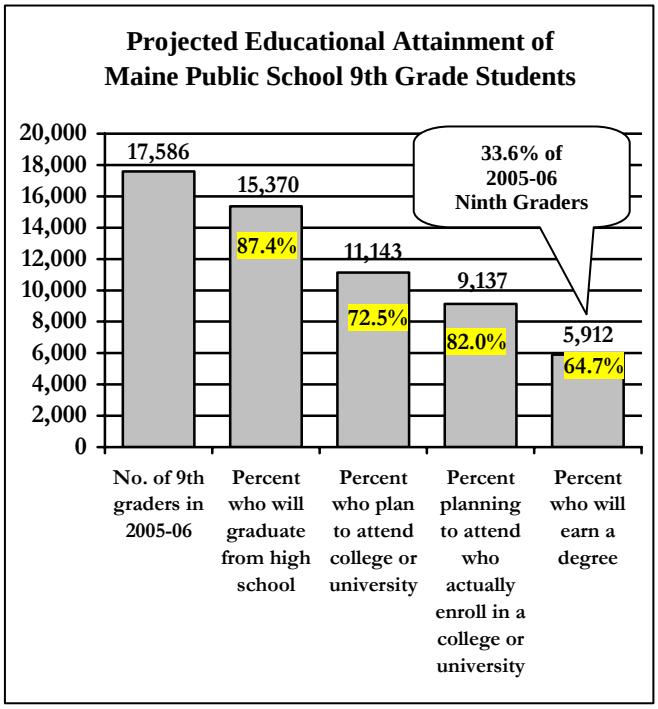

Figure 10: Source: Maine Department of Education, 2006. National Center for Education Statistics, 2006.

9. 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 2004 the national median income of males 25 years old and older with less than a high school diploma was $24,956, or 68.5 percent of the median income ($36,424) of male high school graduates. For similarly-grouped females, the median income was $19,210, or 71.4 percent of the earnings ($26,903) of female high school graduates.

Further comparisons by educational attainment and income revealed that males with "some" college earned $43,828, and females earned $31,720. Males who had attained bachelor's degrees earned $60,523, while females with the same educational attainment had earned $43,306, as shown in Table 9.

Table 9: National Median Annual Income of Workers, Aged 25 and Older, by Level of Educational Attainment, 2004

Gender	Not a High School Graduate	High School Graduate	Some College	Associate's Degree	Bachelor's Degree	Master's Degree
Male	$24,956	$36,424	$43,828	$45,996	$60,523	$75,416
Female	$19,210	$26,903	$31,720	$35,434	$43,306	$52,766

Source: U.S. Bureau of the Census, Annual Demographic Survey, 2006.

Enrollment

The Enrollment section highlights enrollment trends statewide and in some cases by county. This section provides information on the following indicators:

10. Public School Student Enrollment

The Maine Department of Education reported that in 2005-06 there were 194,038 children enrolled in Maine K-12 public schools. This represents an overall ten-year decrease of 9.2 percent, or 19,541 students, since 1995-96. However, Figure 11 does show a slight increase in student enrollment between school years 1995-96 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 2002 and 2014, Maine's enrollment is expected to ***decrease*** by approximately 12.8 percent in that same time period. In fact, 27 states will experience a decrease, while only 23 states are projected to have an increase in student enrollment.

Table 10 on the following page shows changes in Maine public school enrollment by county between the 1995-96 and 2005-06 school years. All sixteen counties have shown a steady decline in student enrollment over the last ten years.

The last column in Table 10 reports the projected changes in county student populations for the next ten years from 2006 to 2015, according to the Maine State Planning Office. As shown in the table, all sixteen counties are projected to ***decline*** in student enrollment.

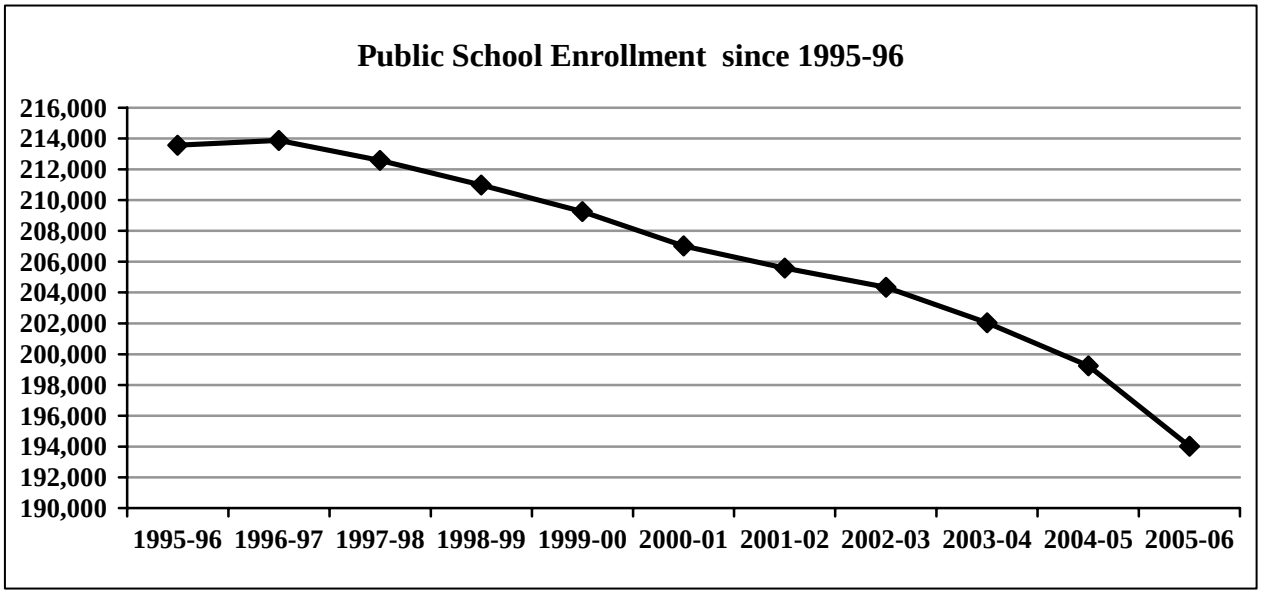

Figure 11: Source: Department of Education, 2006.

Table 10: Public School 1995-96 & 2005-06 Fall Enrollments by County

County	Enrollment 1995-96	Enrollment 2005-06	Five Year Enrollment Changes	Ten Year Enrollment Changes	Projected Change in Student Enrollment 2006-2015
Androscoggin	17,036	15,972	-3.64%	-6.25%	-5.37%
Aroostook	13,942	11,365	-7.37%	-18.48%	-15.36%
Cumberland	41,197	40,776	-1.96%	-1.02%	-1.81%
Franklin	5,457	4,490	-12.05%	-17.72%	-18.84%
Hancock	8,433	7,003	-10.82%	-16.96%	-13.10%
Kennebec	20,319	18,010	-10.23%	-11.36%	-17.90%
Knox	5,882	5,321	-5.84%	-9.54%	-7.30%
Lincoln	5,118	4,369	-13.72%	-14.63%	-16.61%
Oxford	10,172	9,513	-4.73%	-6.48%	-9.88%
Penobscot	25,201	22,246	-6.97%	-11.73%	-10.12%
Piscataquis	3,350	2,589	-7.50%	-22.72%	-19.53%
Sagadahoc	6,632	5,803	-11.11%	-12.50%	-11.15%
Somerset	9,120	8,143	-2.30%	-10.71%	-5.93%
Waldo	5,813	5,230	-8.45%	-10.03%	-17.79%
Washington	6,057	4,491	-12.91%	-25.85%	-18.37%
York	29,840	28,707	-5.68%	-3.80%	-1.89%
Totals	**213,569**	**194,028**	**-6.28%**	**-9.15%**	**-7.62%**

Source: Maine Department of Education and Maine State Planning Office, 2006.

11. Private School and Home School Student Enrollment

Note: Updating this information was not possible by the publication deadline due to a transition in data collection procedures within the Maine Department of Education.

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 12 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.

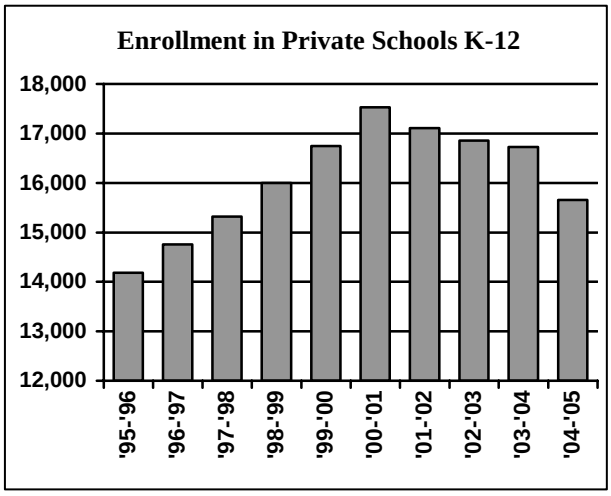

Figure 12: Source: Maine Department of Education, 2005.

Home School: In 1990 the number of students who were home schooled was approximately 1,500. Figure 13 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.

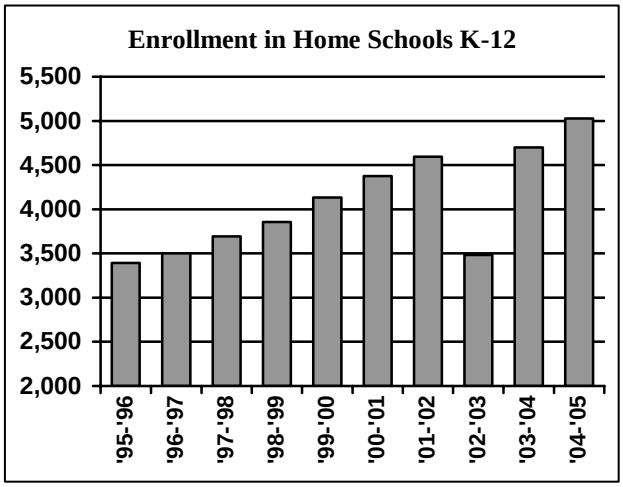

Figure 13: Source: Maine Department of Education, 2005.

Note: According to MDOE personnel, the large decline in numbers of students being home-schooled in 2002-03 was due to a stricter enforcement of the rules on the application to home-school children resulting in a decrease of applications being submitted. The numbers then increased dramatically in 2003-04 when the requirement of an application was replaced with a much simpler letter of intent.

12. Language Minority Student Enrollment

Note: Updating this information was not possible by the publication deadline due to a transition in data collection procedures within the Maine Department of Education.

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 14, 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.

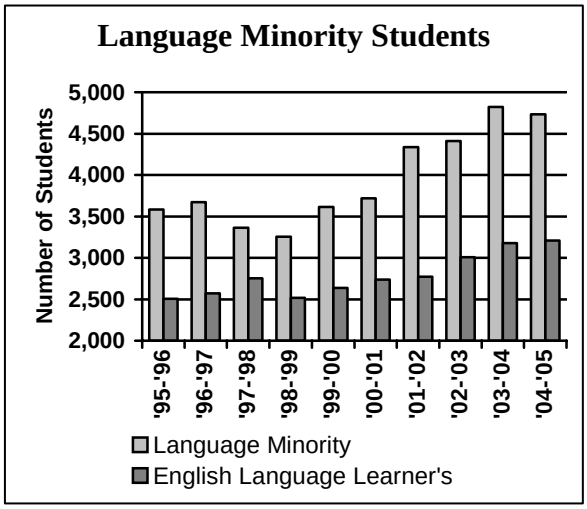

Figure 14: Source: Maine Department of Education, 2005.

13. 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 33,055 in 1996-97 to 36,522 in the 2005-06 school year, an increase of 3,467 students. This has been a 10.5 percent increase over ten years in special education student enrollment as shown in Table 11. However, special education enrollments declined by 1,051 students from last year. Although both regular education and special education enrollments have both declined, this is only the second year since 1991 that special education enrollment has declined.

In 2005-06 the percent of all Maine students receiving special education services was approximately 18.8 percent. (Note: Data reflects special education enrollment ages 3 through 21 years while regular education enrollment in Maine is for students ages 4 through 20 years old.) At the national level, 8.6 percent of students, ages three through 21, were served under the Individuals with Disabilities Education Act.

Of these students in 2005-06, approximately 57.1 percent were educated outside of the regular classroom less than 21 percent of the time in Maine, while 54.2 percent of students were educated outside the regular classroom less than 21 percent of the time nationally.

Table 11: Special Education Enrollment in Maine

Students	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Total Public School	213,867	212,579	210,981	209,254	207,051	205,586	204,337	202,025	199,253	194,028
Total Special Education	33,055	33,762	34,306	35,139	35,633	36,580	37,139	37,784	37,573	36,522
% Special Education	15.5%	15.9%	16.3%	16.8%	17.2%	17.8%	18.2%	18.7%	18.8%	18.8%

Source: Maine Department of Education, Office of Special Services, 2006.

Maine students receive special education services for one of fourteen classification categories. In 2005-06, two types of disabilities accounted for nearly 60 percent of the students served in Maine: Specific Learning Disability (31.1 percent), and Speech and Language Impairment (26.0 percent). Since last year, two categories continue to show significant growth; "Other Health Impairment" increased by 364 students (possibly due to the number of students classified with Attention Deficit Disorder), and "Autism" increased by 218 students.

Most other categories showed a decline since last year with "Specific Learning Disabilities" (-662 students), "Developmentally Delayed" (-415 students), and "Speech and Language Impairment" (-296 students) showing the most significant decreases.

Table 12 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 11.9 percent in Piscataquis County to a high of 24.6 percent in Somerset County.

Table 12: Numbers and Percents of Students with Disabilities by County, 2005-06

County	Number of Students in Special Education	Number of Students Enrolled in Public Schools	Percent of County Student Population in Special Education
Androscoggin	3,152	15,972	19.7%
Aroostook	2,043	11,365	17.9%
Cumberland	6,127	40,776	15.0%
Franklin	739	4,490	16.5%
Hancock	1,422	7,003	20.3%
Kennebec	3,253	18,010	18.1%
Knox	1,291	5,321	24.3%
Lincoln	854	4,369	19.6%
Oxford	1,759	9,513	18.5%
Penobscot	4,093	22,246	18.4%
Piscataquis	309	2,589	11.9%
Sagadahoc	1,240	5,803	21.4%
Somerset	2,006	8,143	24.6%
Waldo	1,134	5,230	21.7%
Washington	1,044	4,491	23.3%
York	6,018	28,707	21.0%
Maine Total	**36,522**	**194,028**	**18.8%**

Source: Maine Department of Education, 2006.

Staff

The Staff section provides characteristics of Teachers and Administrators in schools statewide. This section provides information on the following indicators:

14. Student - Teacher Ratios

One indication of how school resources are used is in terms of student – teacher ratios. The student – teacher ratio is calculated by dividing the total number of students 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 13 shows the recent percentage change in student – teacher ratios by grade level from 2003-04 to 2005-06 in Maine. A ratio of 15 to one, for example, means that for every 15 students there is one full-time teacher. The student – teacher ratio is decreasing in each grade level.

Student – teacher ratios vary throughout Maine from a low of 9.5 to one in Hancock and Sagadahoc Counties to a high of 12.5 to one in York County. Figure 15 shows student – teacher ratios for each county in 2005-06.

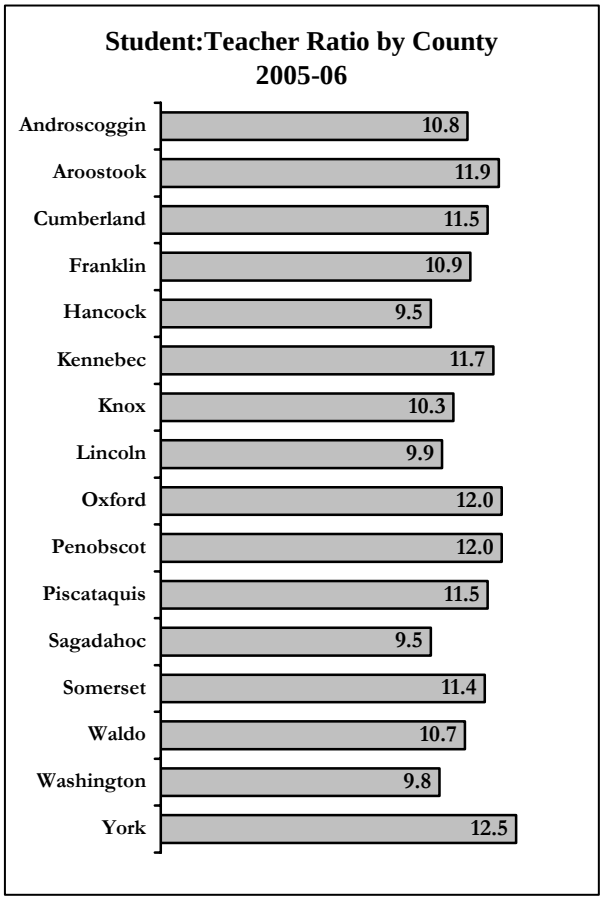

Figure 15: Source: Maine Department of Education, 2006.

Table 13: Student – Teacher Ratios in Maine Public Schools

	2003 – 2004			2005 – 2006			Percent Change		
	Pupils	FTE Teachers	S – T Ratio	Pupils	FTE Teachers	S – T Ratio	Pupils	FTE Teachers	S – T Ratio
Grade Schools (K – 5)	44,860	2,872.6	15.6:1	44,932	3,138.7	13.9:1	0.0%	+9.3%	-10.9%
Middle Schools (6 – 8)	38,549	2,429.6	15.8:1	37,638	2,627.2	14.3:1	-2.4%	+8.1%	-9.5%
High Schools (9 – 12)	61,121	3,921.2	15.6:1	61,709	4,107.1	15.0:1	+1.0%	+4.7%	-3.4%

Source: Maine Department of Education, Maine Education Policy Research Institute, 2006.

Figure 16 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 student – teacher ratios lower than the national average of 15.6 students to one teacher in 2005-06. (The reader will note slight differences in state-generated and NEA-generated ratios. This is due to differences in the calculation process.)

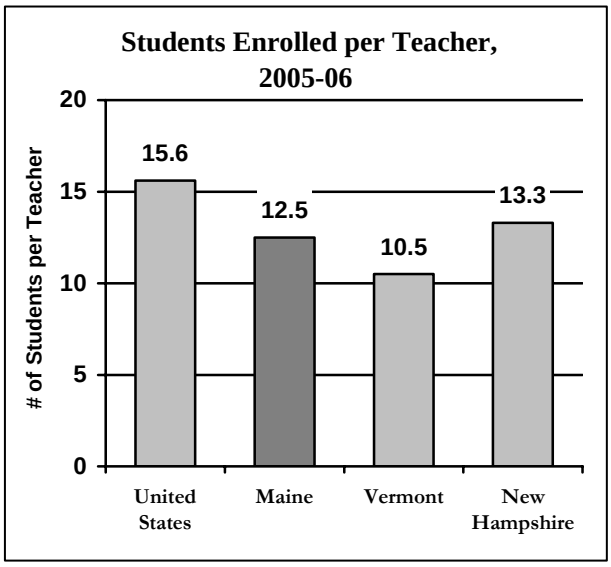

Figure 16: Source: NEA Rankings of the States, 2006.

15. Staff – Administrator Ratios and Teacher – Staff 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 2005-06 school year. Records from the Maine Department of Education show that in 2005-06 each administrator was responsible, on average, for approximately 24 staff members. Administrators include 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 and assistant directors of services for exceptional children.

Table 14: Staff to Administrator Ratios

Category	2005-06
Total Full-time Staff	36,420
Administrators (FTE)	1,521
Staff/Administrator Ratio	24.0:1

Source: Maine Department of Education, 2006.

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. For this purpose instructional staff includes teachers, principals, supervisors, and various other non-supervisory staff at the school level. The data in Figure 17 shows how Maine compared with other New England states and the United States in the proportion of total public school instructional staff who were classroom teachers in school year 2005-06. 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 87.5 percent.

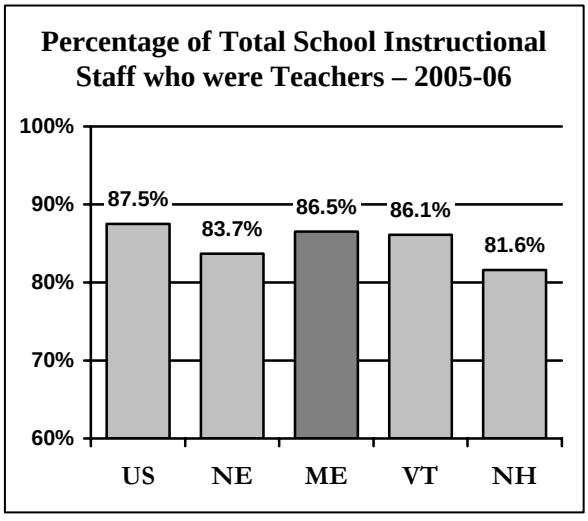

Figure 17: Source: National Education Association, 2006.

16. Salaries of Teachers and Administrators

As reported in Table 15 and Figure 18, classroom teacher salaries in Maine increased 21.3 percent (not adjusted for inflation) since 1996-97 to an average salary of $40,856 in 2005-06. According to the National Center for Education Statistics, in 2005-06 Maine ranked 40th in the nation compared to the national average of $49,109. Maine ranked last among the New England States: Connecticut ranked 1st nationally ($59,499); Massachusetts 7th ($56,587); Rhode Island 8th ($54,730); Vermont 19th ($46,622); and New Hampshire 23rd ($45,263).

In Maine, the average salary for full-time principals has increased 19.7 percent (not adjusted for inflation) since 1996-97 to $62,839 in 2005-06. The average salary for full-time superintendents in 2005-06 was $87,568, which represents an increase of 32.7 percent since 1996-97 (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 decreased by 2.5 percent and principals' decreased by 3.9 percent, while superintendents' increased by 6.6 percent from 1996-97 through 2005-06.

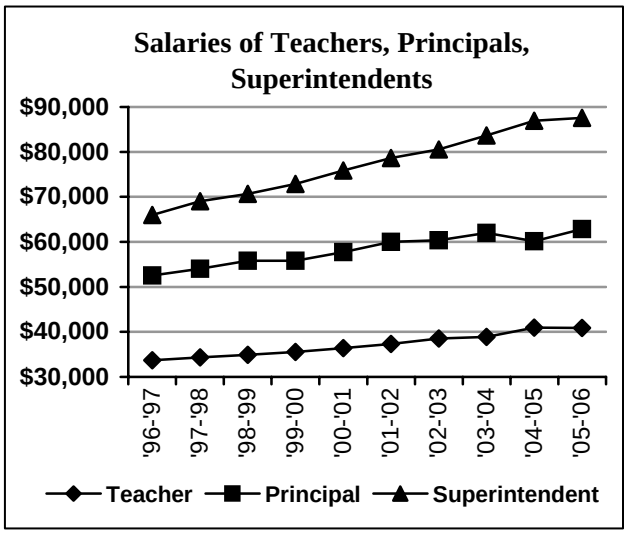

Figure 18: Source: Maine Department of Education, 2006.

Table 15: Average Salaries of Maine's Teachers, Full-Time Principals, & Superintendents

Category	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Teacher	$33,676	$34,349	$34,906	$35,561	$36,373	$37,300	$38,518	$38,864	$40,921	$40,856
Principal	$52,503	$54,054	$55,838	$55,184	$57,693	$59,975	$60,388	$61,960	$60,171	$62,839
Superintendent	$66,007	$69,058	$70,689	$72,902	$75,845	$78,595	$80,543	$83,650	$86,940	$87,568

Source: Maine Department of Education, 2006.

17. Ages of Teachers and Administrators

According to the Maine Department of Education, in 2005-06, 69.2 percent of Maine's full-time teachers were over 40 years of age, 25.1 percent were between the ages of 40 and 49, and 36.5 percent were between the ages of 50 and 59. Figure 19 shows the percent of full-time teachers by age group in 2005-06.

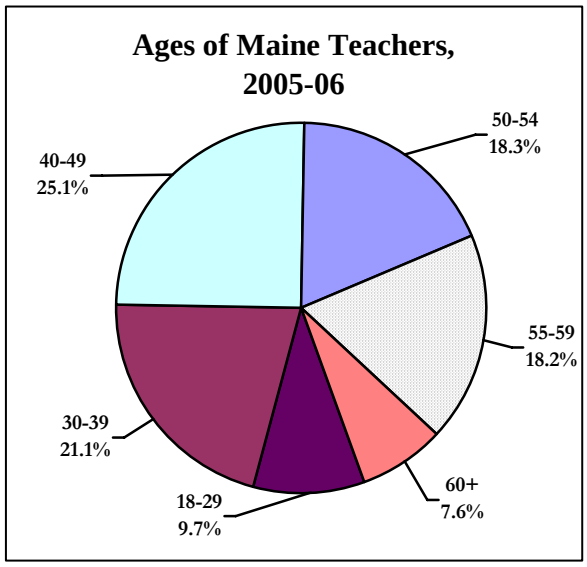

Figure 19: Source: Maine Department of Education, 2006.

In 2005-06, approximately ninety percent of Maine superintendents and principals were over 40 years of age as shown in Figure 20. A breakdown of the data shows that 21.5 percent of these full-time administrators were between the ages of 40-49, while 53.2 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.

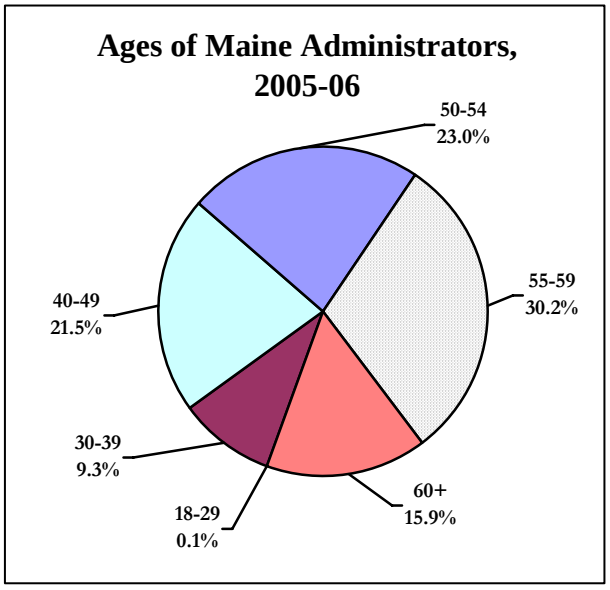

Figure 20: Source: Maine Department of Education, 2006.

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

In 2005-06, the largest portion of Maine's full-time teacher work force (41.9 percent) had 19 or more years of experience. There has been little change in this statistic since 1999-00, 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 2005-06: almost one in five, or 18.2 percent of the work force, had 0-5 years of experience, as shown in Table 16 and Figure 21.

The Maine Department of Education reported, in 2005-06, that Maine principals and superintendents also had considerable experience in education, with 76.6 percent having 19 or more years of experience in the education profession and 18.6 percent having between 11 and 18 years of experience, as shown in Figure 22.

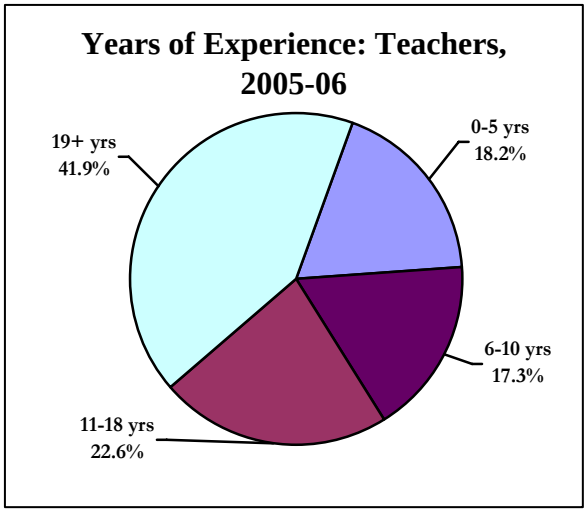

Figure 21: Source: Maine Department of Education, 2006.

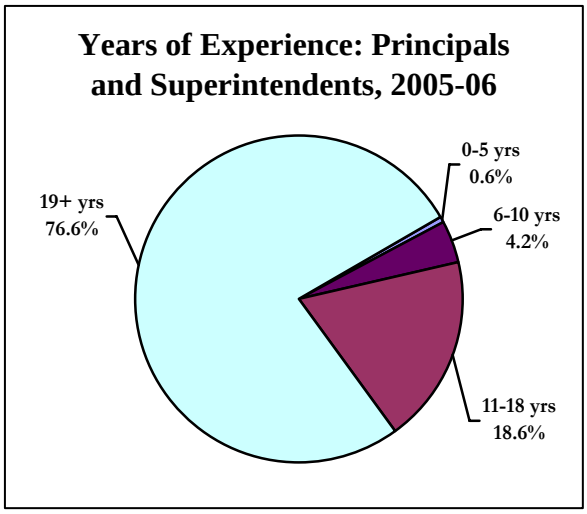

Figure 22: Source: Maine Department of Education, 2006.

Table 16: Teaching Experience in Maine 1999-00 to 2005-06

School Year	0-5 years	6-10 years	11-18 years	19+ years	Total Full-time Teachers
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
2005-06	18.2%	17.3%	22.6%	41.9%	17,779

Source: Maine Department of Education, 2006.

19. 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 2005-06, 73.2 percent of full-time teachers were female and 26.8 percent male. However, if one looks at full-time *elementary* teachers, one sees a wider discrepancy according to gender, as shown in Figure 23.

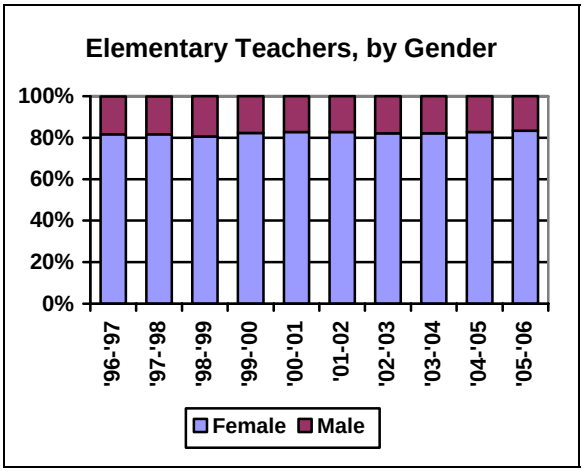

Figure 23: Source: Maine Department of Education, 2006.

In 1996-97, 81.6 percent of all *elementary* school teachers were female, while 50.1 percent of all *secondary* school teachers were male. In 2005-06, 83.3 percent of all *elementary* school teachers were female, while 47.8 percent of all *secondary* school teachers were male. Between 1996-97 and 2005-06, the proportion of full-time male elementary teachers decreased from 18.6 percent to 16.7 percent. Of more than eleven thousand elementary teachers, only 1,853 are male. Figure 24 shows a relatively even split between male and female *secondary* teachers.

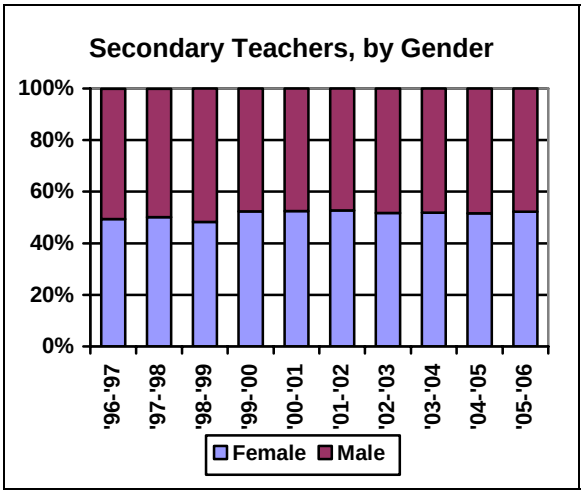

Figure 24: Source: Maine Department of Education, 2006.

In terms of administrative staff, the Maine Department of Education reported that in 2005-06, 25.7 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 51.6 percent in 2005-06, the first year that there are more female principals and assistant principals than male.

20. 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 2005-06, 40.1 percent of all full-time teachers in Maine reported that their highest level of educational attainment was a bachelor's degree, while 10.7 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 26.4 percent had attained a master's degree. Those who had attained credits beyond the master's degree equaled 9.1 percent. Finally, 1.4 percent had a certificate of advanced study and 0.6 percent had a doctorate, as shown in Table 17.

According to the Maine Department of Education, 45.7 percent of Maine's principals and superintendents held master's degrees as their highest level of study, 22.9 percent had attained either master's plus 15 or master's plus 30 credit hours, 20.3 percent had achieved the certificate of advanced study, and 6.5 percent held doctorates in 2005-06, as shown in Table 18.

Table 17: Educational Attainment of Teachers, 2005-06

Educational Attainment	Full-time Teachers
Less than bachelor's degree	1.1%
Bachelor's degree	40.1%
Bachelor's degree +15 hours	10.7%
Bachelor's degree +30 hours	10.6%
Master's degree	26.4%
Credits beyond master's	9.1%
Certificate of advanced study	1.4%
Doctorate	0.6%

Source: Maine Department of Education, 2006.

Table 18: Educational Attainment of Administrators, 2005-06

Educational Attainment	Administrators
Bachelor's degree	1.7%
Bachelor's degree +15 hours	1.3%
Bachelor's degree +30 hours	1.6%
Master's degree	45.7%
Master's degree +15, +30 hours	22.9%
Certificate of advanced study	20.3%
Doctorate	6.5%

Source: Maine Department of Education, 2006.

21. Highly Qualified Teachers

The No Child Left Behind (NCLB) Act requires that all states annually report information on teacher quality to the U.S. Department of Education. This information includes (1) the professional qualifications of teachers in the state; (2) the percentage of teachers teaching under emergency or provisional credentials; and, (3) the percentage of core academic classes statewide taught by teachers not meeting the "highly qualified" teacher requirements (both in total and broken out by high-poverty and low-poverty school status based on free and reduced lunch eligibility).

In order to be considered a "highly qualified" teacher, teachers must meet **all** of the following criteria: hold a bachelor's degree from an accredited college or university; hold a Maine provisional, professional, or master teaching certificate; hold appropriate endorsement(s) for the current teaching assignment(s); and, verify core content area competency.

NCLB defines core academic subjects as Social Studies (including civics/government, economics, history, and geography), Foreign Languages, English, Reading, or Language Arts, Mathematics, Science (including General, Life, and Physical), and Art. NCLB does not recognize Elementary Curriculum as a core academic subject. Teachers of Elementary Curriculum must verify competency across English, Reading or Language Arts, Mathematics, Science, and Social Studies.

When comparing the percentage of Highly Qualified Teachers in Maine to the National Average in 2004-05 as shown in Table 19, Maine has a higher percentage then the nation in all categories.

Table 19: Highly Qualified Teacher Data Comparison – National vs. Maine 2004-05

Category	National Average	Maine Average	% Gap
All Schools:	90.7%	93.0%	+2.3%
Elementary – High Poverty	89.6%	93.2%	+3.6%
Elementary – Low Poverty	94.9%	95.9%	+1%
All Elementary Schools	93%	94.8%	+1.8%
Secondary – High Poverty	84.1%	90.9%	+6.8%
Secondary – Low Poverty	91.9%	94.1%	+2.2%
All Secondary School	89.1%	92.5%	+3.4%
All Schools – High Poverty	86.9%	92.0%	+5.1%
All Schools – Low Poverty	93.4%	95.0%	+1.6%

Source: Maine Department of Education, 2006.

Program

The Program section provides information on the school district organizational structure and other specific programs within schools that enhance education in Maine. This section provides information on the following indicators:

22. School District Governance Structures

Maine has a rather complex educational system consisting of 288 school administrative units (SAUs) with a variety of governance structures. The five major governance structures are SAUs under Individual Supervision, Community School Districts (CSDs), School Administrative Districts (SADs), and Unions.

To clarify the differences of each of these governance structures, a ***SAU under 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.

During the 2005-06 school year, the governance structures consisted of 78 SAUs under individual supervision, 15 community school districts (CSDs), 73 school administrative districts (SADs), and 122 unions. The following table further illustrates the number of units as well as the number of municipalities included in each type of unit.

Table 20: Distribution of School Administrative Unit Structures in Maine (2005-06)

School Administrative Unit (SAU)	Number of SAUs	Number of Municipalities
SAUs under Individual Supervision	78	78
Community School Districts (CSD)	15	49
School Administrative Districts (SAD)	73	269
Unions (including Maine Indian Education)	122	122
TOTALS *	**288**	**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 a SAU under individual supervision for K-8 and a member of a CSD for 9-12; the remaining 20 are SADs in Unions and members of a CSD.

Source: Maine Department of Education, 2006.

23. 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 21 shows the number of public schools in Maine by type for 2005-06.

Table 21: Public Schools by Type, 2005-06

School Type	Number
Elementary Schools	556
Secondary Schools	161
Combined	15
Totals	683

Source: Maine Department of Education, 2006.

Included in these school categories are some other types of schools, including 19 Technology Centers, 8 Technology Regions, 9 Alternative/Special Education schools, and 4 State funded 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 142 public schools and 30 private schools. Those schools that provide Early Kindergarten/4-Year Old Programs number 124 public and 13 private.

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 22: 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.

For the 2005-06 school year, there were a total of 683 public schools with 49 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 68. 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 23: Public School Grade Configurations and Average Student Enrollment, 2005-06

Grade Span	Number of Schools	Average Number Students Enrolled		Grade Span	Number of Schools	Average Number Students Enrolled
4YO	1	64		1-3	3	346
4YO-K	2	102		1-4	2	185
4YO-1	1	107		1-5	2	172
4YO-2	3	268		1-6	1	668
4YO-3	11	300		2-3	1	108
4YO-4	11	191		2-4	3	281
4YO-5	26	211		2-5	3	206
4YO-6	18	202		2-6	1	86
4YO-7	1	21		3	1	179
4YO-8	34	143		3-4	3	232
4YO-12	5	232		3-5	14	333
EK-2	2	300		3-6	1	210
EK-3	2	375		3-8	2	303
EK-4	2	237		4-5	11	282
EK-5	5	245		4-6	7	246
K	3	108		4-8	4	298
K-1	6	134		5-6	2	293
K-2	24	218		5-8	27	325
K-3	11	314		6-8	49	414
K-4	15	286		6-12	4	259
K-5	61	216		7-8	15	391
K-6	58	245		7-12	9	247
K-7	1	402		8-12	1	500
K-8	**68**	**168**		**9-12**	**95**	**593**
K-12	4	174				

Source: Maine Department of Education, 2006

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

24. 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 elementary schools offering prekindergarten programs in Maine has increased to 22.8 percent and the number of students enrolled in these programs has increased by 105.6 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 24 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. The most recent national information available indicated that 63.0 percent of kindergarteners nationwide attended a full-day program in 2001-02.

Table 24: 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%
2005-06	124	22.8%	2,173	330	n/a	n/a

Source: Maine Department of Education, 2006.

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, 3,955 infants, toddlers and preschoolers benefited from Maine's Head Start programs in 2004-05. Programs received funding from both federal and state governments. Maine received $27.5 million in federal funding for its Head Start programs in 2004-05.

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.

25. 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 $100 million in 2007-08. Figure 25 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 443 necessary repairs and renovations of school facilities have been funded through this program at an estimated total cost of $129.4 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.

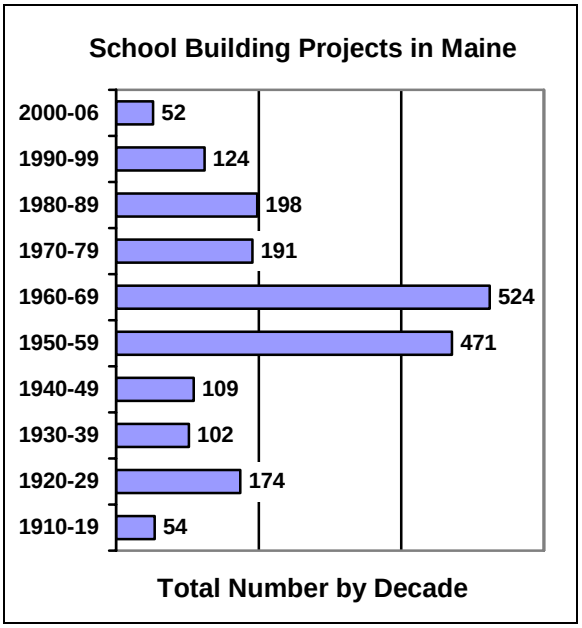

Figure 25: Source: Maine Department of Education, 2006.

26. 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 25 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 25: 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.

27. 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 26 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 26: 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.

28. 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 to Maine's high school students.

Table 27 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 27: 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 28. 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 28: 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.

29. 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 29 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 29: 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.

30. 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, 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 30 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 30: 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.

31. 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 71 school districts and 143 schools in 2005-06.

Figure 26 reports the number of children served by the program between 1992-93 and 2005-06. In 2005-06, the program served 1,575 children, or 11.1 percent of Maine first graders. This decline in students served may be influenced by changes in funding to support the Reading Recovery program. Of the 1,575 students served, 845 students, or 53.7 percent, met the stringent criteria for discontinued service within 20 weeks. Twenty-five percent were recommended for further support. Of the 1,575 children who benefited from a full series of Reading Recovery lessons, 68.3 percent discontinued.

Reading Recovery also provides professional development for teachers. In 1992-93, there were 75 Reading Recovery teachers in Maine. By school year 2005-06 there were over 325 teachers qualified to provide instruction in the program.

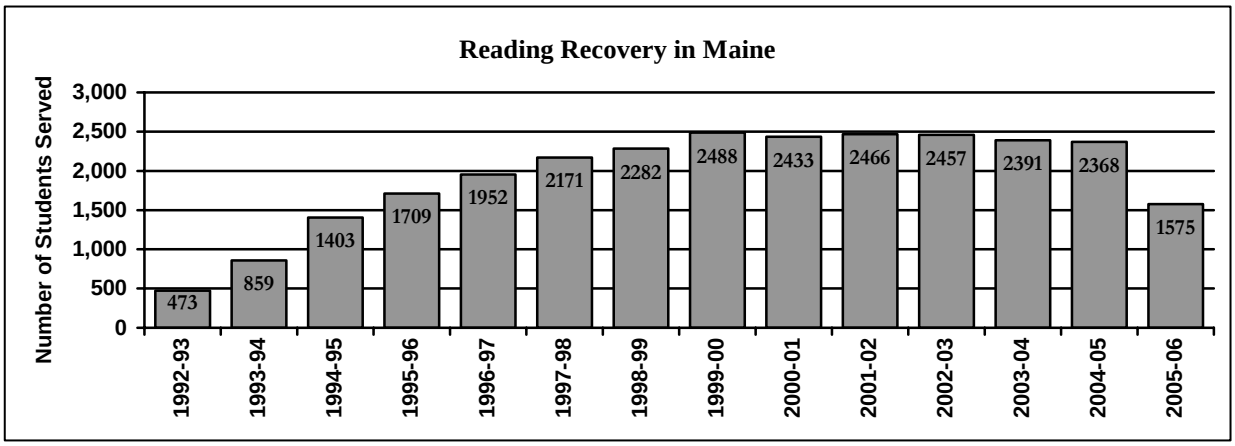

Figure 26: Source: College of Education and Human Development, University of Maine, 2006.

32. 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 2005, 7.9 percent of U.S. high school students reported that they had been threatened or injured with a weapon on school property within the past year. Other findings were the following: 13.6 percent had been in a physical fight on school property within the past 12 months, 6.5 percent said they had carried a weapon to school on one or more of the past 30 days, and 6.0 percent said they had not gone to school on one or more of the past 30 days because they felt unsafe.

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 2004-05 school year from 651 (100 percent) of the schools required to submit a report to the state, revealed that there were 12,379 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 8,830 offenders were responsible for 12,143 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 4.0 incidents per 100 Maine students. Some incidents resulted in the removal of student(s) from school. A total of 967 (8%) incidents, including assault and battery, fighting, threatening and harassing resulted in student(s) removal from school, according to data collected for school year 2004-05.

In its 2005 Maine Youth Drug and Alcohol Use Survey of 77,206 students, grades 6 through 12, the Maine Office of Substance Abuse found that a majority of students felt safe at school, with only 16.8 percent reporting they felt *unsafe*. Related to this, 12.7 percent of students reported that they had attacked someone with intention to harm.

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, 2.8 percent reported they had done so.

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 2004-05, 95 percent of schools offered a total of 3,193 prevention-related programs, services, and activities (PSAs) serving an average of 156 students per program.

The most prevalent PSA provided by schools was Drug Prevention Instruction, reported by 504 Maine schools (77%). Table 31 lists the specific types of activities and the percentage of schools providing them in 2004-05.

Table 31: Type of PSAs Offered in Schools

Type of Program Offered in 2004-05	% of Schools Offering
Drug prevention instruction	77%
Counseling & Referrals	64%
Violence prevention instruction	63%
Special, one-time events	58%
Conflict Resolution/Peer Mediation	56%
Student Support Services	48%
Before/After School Programs	39%
Community Service Projects	34%
Curriculum Development	32%
Alternative Education Programs	15%
Services for out-of-school youth	4%

Source: Maine Safe & Drug-Free Schools Data Collection Project, 2006.

Schools in Maine also provided a total of 1,099 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 37 percent of all staff development programs emphasizing violence prevention, and 48 percent emphasizing both drug and violence prevention. Table 32 shows the top twelve staff development activities offered and the percentage of schools providing those activities.

Table 32: Staff Development Activities

Type of Activity in 2004-05	% of Schools Providing
Student Assistance Team training	27%
Conflict Resolution & Mediation	23%
Civil Rights/Diversity training	23%
Crisis Mgmt./Emergency Planning	19%
Violence prevention training	18%
Life Skills training	12%
Wellness	11%
Substance Abuse Awareness	8%
DARE	7%
Peer Helpers/Peer Mediation	7%
Bullying Prevention	5%
Mentoring	1%

Source: Maine Safe & Drug-Free Schools Data Collection Project, 2006.

33. 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.

Student Performance

The Student Performance section provides a tool to assess the productivity and accomplishments of education in Maine. This section provides information on the following indicators:

34. 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*. The *Learning Results* articulate what students should know and be able to do in each subject. The MEA was expanded and redesigned for the 2005-06 administration to measure the achievement of all students in reading and mathematics in grades 3 though 8, as required by the federal *No Child Left Behind Act*. Historically, at the elementary school level, only students in grades 4 and 8 were assessed; for these students the assessment will continue to measure science and technology as well. This year's results will serve as baseline data for this new comprehensive testing system, and should not be compared to previous years.

MEA scores are reported by the percent of students in each of four achievement levels: Exceeds, Meets, Partially Meets, and Does Not Meet the Standards, as well as on a standards-based scale score. The MEA now consists of test items focused on Grade Level Expectations based on Maine's *Learning Results*. To accommodate this new design, achievement standards had to be set at all grade levels as shown in Table 33 below.

Table 33: MEA 2005-06 Scaled Score Achievement Level Ranges by Grade

READING	Does Not Meet	Partially Meets	Meets	Exceeds
Grade 3	300 – 330	331 – 340	341 – 360	361 – 380
Grade 4	400 – 430	431 – 440	441 – 460	461 – 480
Grade 5	500 – 530	531 – 540	541 – 560	561 – 580
Grade 6	600 – 628	629 – 640	641 – 660	661 – 680
Grade 7	700 – 728	729 – 740	741 – 760	761 – 780
Grade 8	800 – 828	829 – 840	841 – 860	861 – 880
MATHEMATICS	**Does Not Meet**	**Partially Meets**	**Meets**	**Exceeds**
Grade 3	300 – 324	325 – 340	341 – 360	361 – 380
Grade 4	400 – 428	429 – 440	441 – 460	461 – 480
Grade 5	500 – 528	529 – 540	541 – 560	561 – 580
Grade 6	600 – 626	627 – 640	641 – 660	661 – 680
Grade 7	700 – 726	727 – 740	741 – 760	761 – 780
Grade 8	800 – 828	829 – 840	841 – 860	861 – 880
SCIENCE & TECH.	**Does Not Meet**	**Partially Meets**	**Meets**	**Exceeds**
Grade 4	400 – 428	429 – 440	441 – 460	461 – 480
Grade 8	800 – 830	831 – 840	841 – 860	861 – 880

Source: Maine Department of Education, 2006.

Table 34, provides the results of the 2005-06 MEA for grades three through eight in Reading, Mathematics, and Science & Technology. The table shows the percentages of students who achieved at each of four performance levels as well as the average number of points earned (average scaled score) by each grade.

The Maine Department of Education reported several observations regarding the 2005-06 MEA results: (1) It is important to remember that 2006 MEA scores at grades 4 and 8 represent different content standards and different achievement standards, and therefore should not be compared with prior results; (2) Across all grades, a greater percentage of females than males met proficiency in reading, which is consistent with past performance and national trends; (3) There continues to be a dip in mathematics performance at the middle school level, which is consistent with national measures and indicates the need for future research; (4) There is a strong correlation at all grade levels that a moderate amount of homework is associated with stronger performance; and (5) Those students who report reading more than 20 minutes at home each day perform considerably better on the assessment.

Table 34: 2005-06 Maine Educational Assessment Statewide Summary Results

Standards Category	2005-2006 MEA					
Reading	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**	**Grade 7**	**Grade 8**
Exceeds	3%	4%	5%	8%	11%	17%
Meets	62%	57%	53%	51%	49%	42%
Partially Meets	27%	29%	30%	27%	24%	23%
Does Not Meet	8%	10%	11%	13%	16%	18%
Average Scaled Score*	345	444	544	644	745	845
Mathematics	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**	**Grade 7**	**Grade 8**
Exceeds	9%	9%	10%	10%	11%	11%
Meets	49%	50%	45%	40%	36%	34%
Partially Meets	29%	27%	28%	30%	29%	29%
Does Not Meet	12%	14%	17%	20%	25%	26%
Average Scaled Score*	344	444	543	641	740	840
Science		**Grade 4**				**Grade 8**
Exceeds		5%				12%
Meets		52%				53%
Partially Meets		32%				22%
Does Not Meet		10%				13%
Average Scaled Score*		444				846

Source: Maine Department of Education, 2006. * See Scaled Score Ranges in Table 33

35. SAT – Maine 11th Grade Student Assessment

Beginning with the Spring 2006 administration, all Maine high school juniors, including all students in their 3rd year of high school, were required to take SAT tests in critical reading, mathematics, and writing. The new testing policy is expected comply with the *No Child Left Behind Act* and also encourage all Maine students to pursue post-secondary education.

Historically, eleventh grade students were assessed using the Maine Educational Assessment (MEA) along with fourth and eighth graders. This year's 11th grade SAT results will serve as baseline data, and are based on new 2006 achievement standards, and therefore are not comparable to previous years grade 11 MEA data.

These scores are reported by the percent of students in each of four achievement levels: Exceeds, Meets, Partially Meets, and Does Not Meet the Standards, as well as on a standards-based scale score. The achievement standards for the 11th grade SAT are shown in Table 35 and the state summary results for 2005-06 are shown in Table 36.

Table 35: SAT Eleventh Grade 2005-06 Scaled Score Achievement Level Ranges

SAT Test	Does Not Meet	Partially Meets	Meets	Exceeds
Critical Reading	200 – 360	370 – 450	460 – 610	620 – 800
Mathematics	200 – 370	380 – 450	460 – 640	650 – 800
Writing	200 – 340	350 – 440	450 – 610	620 - 800

Source: Maine Department of Education, 2006.

Table 36: SAT Eleventh Grade 2005-06 Results – State Summary

SAT Test	Does Not Meet	Partially Meets	Meets	Exceeds	Average Scale Score
Critical Reading	24%	32%	38%	7%	443
Mathematics	28%	25%	42%	5%	444
Writing	21%	32%	40%	6%	435

Source: Maine Department of Education, 2006.

Note: The SAT results of Maine High School Graduates (or College Bound Seniors) are reported in the following indicator.

36. SAT – College Bound Seniors

The SAT is a widely used achievement test required for admission by many colleges and universities. The SAT assesses critical reading, mathematical, and writing abilities and is taken by high school juniors and seniors. Maine's participation rate exceeded the national rate in 2006. Students in Maine who took the SAT equaled 73 percent of high school graduates. Nationally, only 48 percent of graduates took the SAT in 2006, according to The College Board, the national organization that sponsors the SAT. (Note: The data presented here are for 2006 high school graduates who took the SAT. These results do not include the SAT testing done by all Maine 11th graders in spring 2006 to comply with the *No Child Left Behind Act*. These results are provided in a separate indicator.)

The average critical reading score of Maine graduates in the year 2006 was 501 (out of a possible 800 points). The average mathematics score in Maine was 501, and the average score in writing was 491. This compared with national averages of 503 (critical reading), 518 (mathematics), and 497 (writing). Table 37 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, 785,019 females took the SAT in 2006, compared to 680,725 males. Males scored slightly higher than females in critical reading and significantly higher in mathematics, while females scored higher in writing.

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 except in writing, similar to the national trends. Figures 27, 28, and 29 on the following page, show the scores by gender.

Table 37: Comparison of SAT Results, 2006.

	Critical Reading	Mathematics	Writing	Participation Rate
Maine	**501**	**501**	**491**	**73%**
New Hampshire	520	524	509	82%
Vermont	513	519	502	67%
United States	503	518	497	48%

Source: The College Board, 2006.

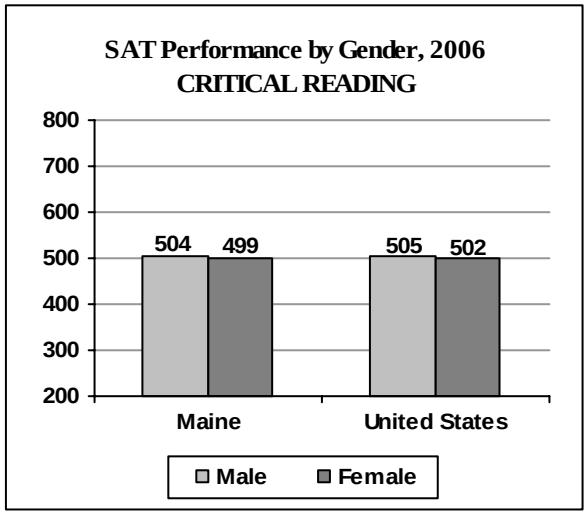

Figure 27: Source: The College Board, 2006.

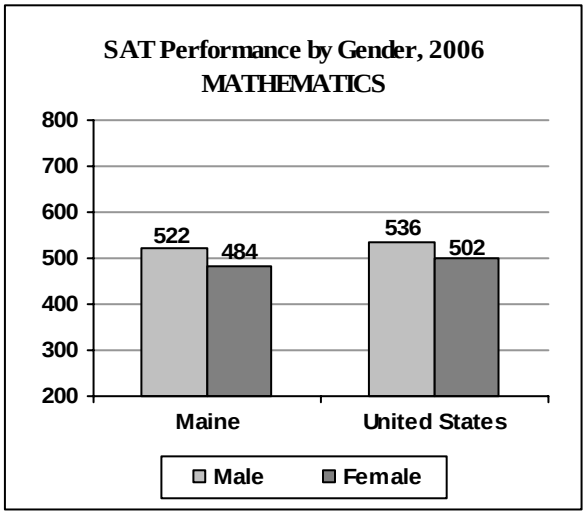

Figure 28: Source: The College Board, 2006.

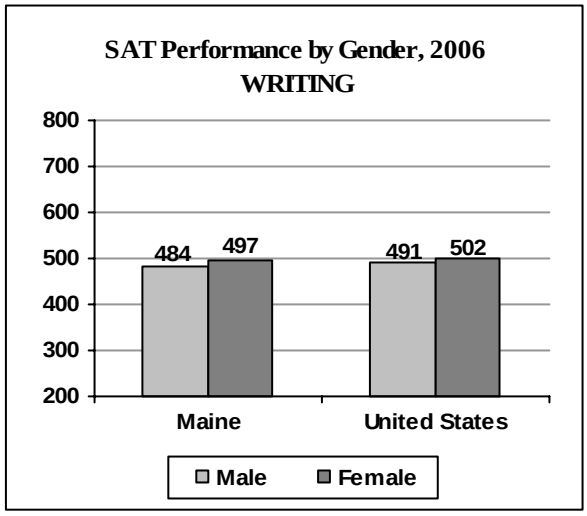

Figure 29: Source: The College Board, 2006.

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 150 points higher than those with parents who had earned only a high school diploma, as shown in Table 38.

Table 38: Highest Level of Parental Education and SAT Achievement in Maine, 2006.

	Critical Reading	Mathematics	Writing
No High School Diploma	421	430	407
High School Diploma	471	473	461
Associate's Degree	481	482	473
Bachelor's Degree	521	522	512
Graduate Degree	554	551	544

Source: The College Board, 2006.

37. 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 decreased from 109 in 2005 to 105 in 2006, which is equal to 86.8 percent of all public high schools. In New Hampshire, 97.5 percent offered AP, and in Vermont, 91.8 percent. The national average was 70.8 percent of public schools, as shown in Figure 30.

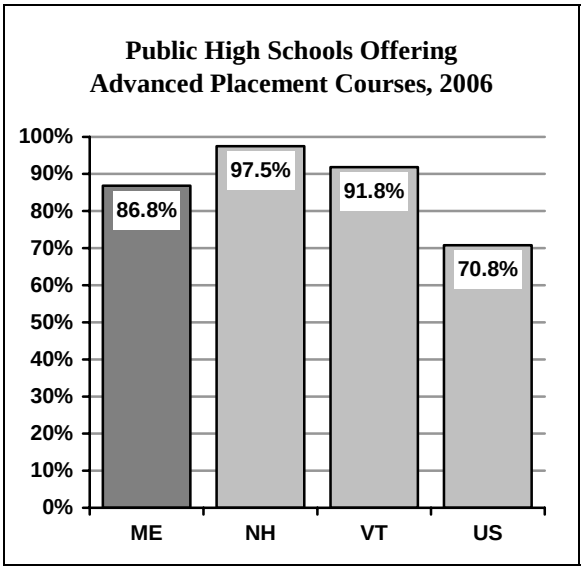

Figure 30: Source: The College Board, 2006.

In 2006, the number of students in Maine's public and private schools who took an AP exam equaled 5,855 students, or 16.3 percent of eligible 11th and 12th grade students. The national average was 19.1 percent, while New Hampshire had 11.1 percent of its eligible students taking AP exams and Vermont, 16.6 percent.

A score of three or above qualifies a student for possible college credit. Maine's qualifying scores, while exceeding the national average by 0.3 percent in 2006, were lower than both Vermont's and New Hampshire's scores, as shown in Table 39.

Table 39: Exam Scores that Qualify for possible College Credit, 2006

State	Percent of Exam Scores Three and Above
Maine	**59.7%**
New Hampshire	70.8%
Vermont	65.2%
United States	59.4%

Source: The College Board, 2006.

A more detailed analysis of scores from Maine public and private schools in 2006 shows that those exams that were graded "five", the highest grade possible, numbered 1,029, or 11.8 percent of all exams taken by Maine students. This was lower than the national average of 13.6 percent, and those of New Hampshire (17.7 percent), and Vermont (16.8 percent).

38. 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, reading, and science. While the 2005 NAEP reading and mathematics results were available and reported last year, the 2005 NAEP science results were not released until 2006. The following table shows the performance in science assessments of Maine fourth and eighth graders in 2005. Both grade levels scored above the national average scores, ranking 3rd and 8th in the nation respectively.

The NAEP has established three levels of performance standards: Basic, Proficient, and Advanced. In 2005, 36 percent of Maine fourth graders who took the test performed at or above the Proficient level in science. Nationally, approximately 27 percent of students performed at or above the Proficient level. Maine eighth graders achieving at or above proficiency equaled 34 percent, exceeding the national average for eighth graders of 27 percent, as shown in Table 40.

Table 40: 2005 NAEP Science 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	**160**	**36%**	**158**	**34%**
Connecticut	155	33%	152	33%
Massachusetts	160	38%	161	41%
New Hampshire	161	37%	162	41%
Rhode Island	146	23%	148	26%
Vermont	160	38%	162	41%
United States	149	27%	147	27%

Source: National Assessment of Educational Progress, 2006.

39. 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 41 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 41 shows that the overall high school graduation rate for Maine in 2005 was 87.36 percent. Table 42, on the following page, shows the graduation rates by county for 2005.

Table 41: Graduation Rate, 1998-2005

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%
2005	14,275	1,887 (since 2001-02)	87.36%

Source: Maine Department of Education, 2006.

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

As can be seen in the table, graduation rates by county in Maine for 2005 ranged from a high of 93.36 percent in Aroostook County to a low of 76.56 percent in Hancock County. Seven of the sixteen counties showed an increase in graduation rates since the previous year, with the highest increase in Washington County (+4.85%) and the biggest decrease in Hancock County (-4.96%).

Table 42: Public School Graduation Rates by County for 2005

County	Number of Graduates (Includes Special Education Graduates)	Number of Dropouts since 2000-01	Graduation Rate	One Year Change
Androscoggin	1,024	204	82.17%	-2.64%
Aroostook	803	55	93.36%	-0.13%
Cumberland	2,673	337	88.77%	+0.97%
Franklin	377	37	88.41%	+1.39%
Hancock	443	133	76.56%	-4.96%
Kennebec	1,142	94	92.07%	+2.32%
Knox	502	51	89.15%	+1.65%
Lincoln	155	23	87.08%	+2.93%
Oxford	625	114	84.57%	-0.64%
Penobscot	1,560	223	86.60%	-1.56%
Piscataquis	141	36	76.84%	-0.80%
Sagadahoc	432	68	86.40%	+3.32%
Somerset	564	70	85.17%	-1.29%
Waldo	303	62	83.01%	-2.51%
Washington	290	31	87.85%	+4.85%
York	1,985	215	88.50%	-0.91%
Statewide Total – Public Only	**13,019**	**1,753**	**87.22%**	**-0.16%**

Source: Maine Department of Education, 2006.

40. 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 43 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 43: Yearly Public High School Dropout Rates

Year	Secondary Student Enrollment	Number of Dropouts	Dropout Rate
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%
2004-05	62,270	1,721	2.76%

Source: Maine Department of Education, 2006.

A wide range in dropout rates exists among Maine's counties. Table 44 presents the difference in yearly dropout rates by county from 1999-00 to 2004-05. The dropout rates for 2004-05 range from a low in Kennebec County of 1.51 percent to a high of 4.70 percent in Piscataquis County. There was a decrease in dropout rates in 2004-05 in ten of the 16 counties in Maine, however there was a slight increase in the overall yearly dropout rate from 2.67 percent to 2.76 percent of Maine public high school students. The largest decrease occurred in Sagadahoc County, while the largest increase was in Piscataquis County.

Table 44: Six-year Comparison of County Public School Yearly Dropout Rates

County	Dropout Rate						
	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	One year % change
Androscoggin	3.33%	4.49%	3.27%	2.94%	3.82%	3.66%	-0.16%
Aroostook	2.65%	1.66%	1.16%	1.18%	1.02%	2.25%	+1.23%
Cumberland	3.84%	2.62%	2.98%	2.80%	2.67%	3.15%	+0.48%
Franklin	3.05%	1.50%	4.01%	3.47%	1.99%	3.10%	+1.11%
Hancock	4.73%	4.02%	6.02%	4.03%	4.34%	4.06%	-0.28%
Kennebec	2.64%	1.94%	2.60%	2.44%	2.79%	1.51%	-1.28%
Knox	2.53%	3.54%	1.80%	2.46%	2.09%	2.83%	+0.74%
Lincoln	2.69%	3.91%	4.32%	2.51%	2.41%	1.71%	-0.70%
Oxford	3.24%	3.89%	3.45%	2.73%	2.96%	2.65%	-0.31%
Penobscot	3.76%	3.35%	2.79%	2.68%	2.57%	2.96%	-0.39%
Piscataquis	3.17%	4.72%	4.66%	4.52%	2.24%	4.70%	+2.46%
Sagadahoc	4.49%	4.34%	3.17%	3.90%	4.15%	2.79%	-1.36%
Somerset	3.13%	3.41%	1.71%	3.45%	2.49%	2.26%	-0.23%
Waldo	2.32%	3.17%	3.47%	3.69%	4.37%	3.10%	-1.27%
Washington	3.26%	3.63%	3.57%	2.36%	2.64%	2.60%	-0.04%
York	2.73%	3.31%	2.59%	2.79%	2.07%	2.20%	+0.13%
State of Maine	**3.29%**	**3.14%**	**2.89%**	**2.79%**	**2.67%**	**2.76%**	**+0.09%**

Source: Maine Department of Education, 2006.

41. 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 2005, a total of 11,094, or 73.6 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 1995-96, 8,377 students, or 62.0 percent of seniors graduating from *public* schools, intended to enroll in post-secondary education, while in 2004-05, 10,381 students, or 72.5 percent of public school graduating seniors said they intended to study at the post-secondary level, an increase of just ten percent over ten years.

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 1995-96, 93.4 percent of seniors attending private school indicated they intended to enroll in post-secondary schools; in 2004-05, 93.3 percent of graduates intended to do so. Figure 31 shows the recent history of both public and private school graduating seniors in Maine who reported that they intended to pursue post-secondary education. The following page shows public and private school information for the last two years by county.

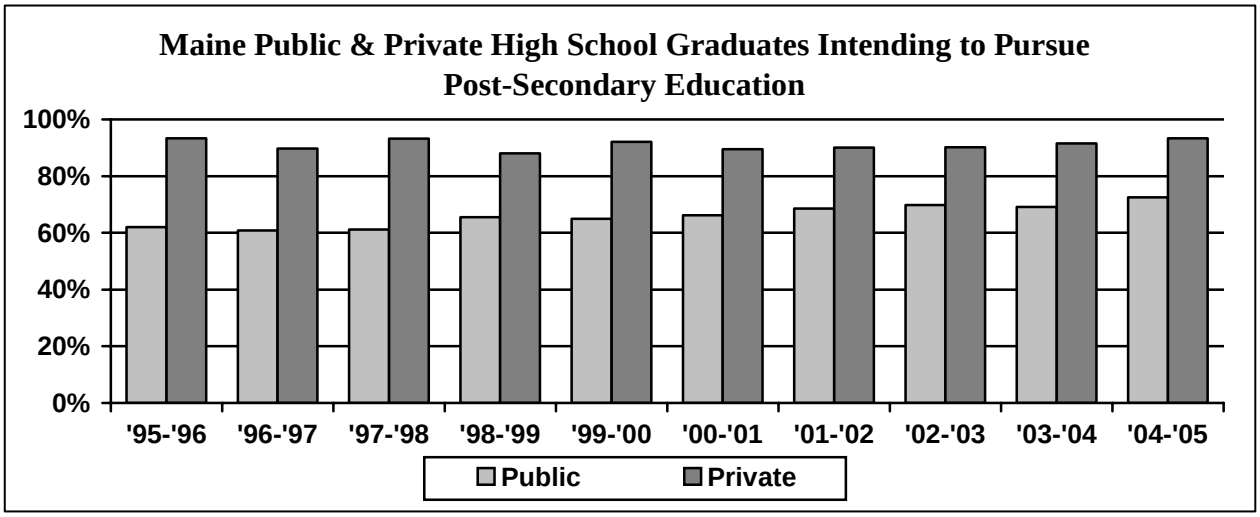

Figure 31: Source: Maine Department of Education, 2006.

Rates of *intended* enrollment in education beyond high school by *public* school students varied among Maine's counties in 2004-05. For instance, Waldo County had the lowest rate (62.7%) while Aroostook County had the highest rate (80.0%) in 2004-05. Between 2003-04 and 2004-05, twelve of the sixteen counties experienced an increase in the rates of graduates intending to go on to post-secondary institutions, as shown in the following table.

Rates of *intended* enrollment in education beyond high school by *private* school students were less varied by county possibly due to the lower number of private schools throughout the state and historically higher rate of intended post-secondary enrollment of private school students.

Table 45: Rates of Public & Private High School Graduates Intending to Pursue Post-Secondary Education by County

County	*Intended* Post-Secondary Enrollment					
	Public Schools			Private Schools		
	2003-04	2004-05	One Year Change	2003-04	2004-05	One Year Change
Androscoggin	65.1%	73.6%	+8.5%	90.5%	90.7%	+0.2%
Aroostook	75.2%	80.0%	+4.8%	n/a	n/a	n/a
Cumberland	76.8%	77.5%	+0.7%	90.4%	93.6%	+3.2%
Franklin	57.9%	76.4%	+18.5%	100%	87.1%	-12.9%
Hancock	68.9%	70.0%	+1.1%	n/a	n/a	n/a
Kennebec	77.0%	75.7%	-1.3%	95.1%	100%	+4.9%
Knox	60.8%	63.8%	+3.0%	n/a	n/a	n/a
Lincoln	62.3%	63.2%	+0.9%	n/a	n/a	n/a
Oxford	58.7%	72.3%	+13.6%	100%	99.1%	+0.9%
Penobscot	69.7%	71.2%	+1.5%	78.6%	89.5%	+10.9%
Piscataquis	71.3%	69.5%	-1.8%	n/a	n/a	n/a
Sagadahoc	64.0%	65.1%	+1.1%	95.1%	95.5%	+0.4%
Somerset	62.9%	65.6%	+2.7%	62.5%	53.9%	-8.6%
Waldo	65.9%	62.7%	-3.2%	n/a	n/a	n/a
Washington	63.1%	65.5%	+2.4%	n/a	n/a	n/a
York	66.7%	66.2%	-0.5%	95.2%	100%	+4.8%
Total	**69.2%**	**72.5%**	**+3.3%**	**91.5%**	**93.3%**	**+1.8%**

Source: Maine Department of Education, 2006.

42. 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 2006 indicated a range of degree-level goals. As shown in Table 46, 34 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.

A slightly higher percentage of Maine test-takers planned on a bachelor's degree (34%) than students in Vermont (33%), 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 30 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.

Table 46: Comparison of SAT Test-Taker's Post-Secondary Plans
Maine, New Hampshire, Vermont, and the United States - 2006

State	Certificate	Associate's	Bachelor's	Master's	Doctoral
Maine	**1%**	**3%**	**34%**	**23%**	**13%**
New Hampshire	1%	2%	32%	26%	12%
Vermont	1%	3%	33%	23%	10%
United States	1%	1%	25%	30%	20%

Source: The College Board, 2006.

43. Maine's College Graduates: *Where They Go and Why: Revisited*

What factors influence where Maine's high school graduates choose to attend college? Table 47 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 48 and 49 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 47: 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 it 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 48: 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 49: Top Three & Bottom Three Reasons for Living and Working O*utside* 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.

Finance

The Finance section provides financial information relevant to education in Maine. This section provides information on the following indicators:

44. 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 50 and Figure 32 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 2006. According to the Bureau, the estimated per capita personal income for Maine in 2005 is $30,808, ranking Maine 37th in the nation, or approximately $3,687 lower than the national per capita personal income, $34,495. New Hampshire is ranked 6th in the nation, while Vermont is ranked 25th.

The final column of the table shows the percentage increase of per capita personal income from 2001 to 2005 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 51, on the next page, shows 2000 to 2004 per capita personal income for all Maine counties. In 2004 (the most recently available county data) the average county

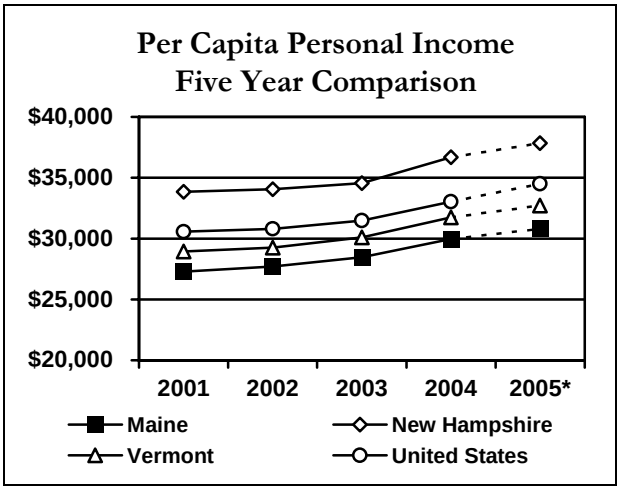

Figure 32: Source: U.S. Bureau of Economic Analysis, 2006.

Table 50: Regional and National Per Capita Personal Income, 2000-2004*

State	2001	2002	2003	2004	2005*	% Increase after adjusting for Inflation 2000-2005
Maine	**$27,286**	**$27,713**	**$28,453**	**$29,973**	**$30,808**	**2.4%**
New Hampshire	$33,850	$34,055	$34,547	$36,676	$37,835	1.4%
Vermont	$28,944	$29,245	$30,103	$31,737	$32,731	2.5%
United States	$30,575	$30,814	$31,487	$33,041	$34,495	2.3%

Source: U.S. Bureau of Economic Analysis, 2006. *** PCPI *estimated* figures for 2005**

per capita personal income ranged from a low of $23,921 for Somerset County to a high of $37,847 for Cumberland County. Cumberland County ranked 1st in Maine in PCPI, and it also ranked 140th of all 3,111 counties in the entire United States.

Five counties in Maine had incomes below $25,000 and eleven had incomes above $25,000. The average income in Maine's poorest county was only 63.2 percent of the average per capita personal income in Maine's wealthiest county in 2004.

Since 2000, Maine's per capita personal income grew by 5.5 percent (after adjusting for inflation) compared to a national increase of 1.1 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, and Hancock County actually showed a decline.

Table 51: Maine Per Capita Personal Income by County, 2000-2004

Area	2000	2001	2002	2003	2004	% change after adjusting for Inflation 2000-2004
Androscoggin	$24,377	$25,776	$26,831	$27,770	$28,791	7.7%
Aroostook	$20,837	$22,266	$23,256	$23,946	$25,130	9.9%
Cumberland	$31,861	$33,730	$34,071	$35,455	$37,847	8.3%
Franklin	$21,321	$22,327	$22,672	$23,287	$24,592	5.1%
Hancock	$27,503	$28,792	$28,271	$28,057	$29,451	-2.4%
Kennebec	$25,430	$26,338	$27,280	$27,742	$28,976	3.9%
Knox	$26,264	$28,504	$29,394	$30,066	$31,748	10.2%
Lincoln	$26,810	$28,328	$28,347	$28,602	$30,158	2.5%
Oxford	$21,427	$22,337	$22,861	$23,658	$24,661	4.9%
Penobscot	$23,622	$25,046	$25,741	$26,193	$27,733	7.0%
Piscataquis	$20,700	$22,261	$22,796	$23,200	$24,442	7.6%
Sagadahoc	$26,044	$27,311	$27,893	$28,491	$30,140	5.5%
Somerset	$21,403	$21,800	$22,274	$23,143	$23,921	1.9%
Waldo	$21,974	$23,328	$23,583	$24,280	$25,306	5.0%
Washington	$20,536	$21,607	$22,063	$22,706	$23,991	6.5%
York	$27,556	$28,346	$28,230	$28,753	$30,283	0.2%
Maine	**$25,969**	**$27,292**	**$27,756**	**$28,497**	**$30,046**	**5.5%**
United States	$29,845	$30,575	$30,810	$31,463	$33,090	2.0%

Source: U.S. Bureau of Economic Analysis, 2006.

45. 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 52 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 7th, and Connecticut ranked 1st.

Table 52: 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
2002	4.86%	7.43%	12.29%	31.3%
2003	5.01%	7.47%	12.48%	30.2%
2004	5.03%	7.76%	12.79%	30.1%
2005	5.03%	8.06%	13.09%	32.4%
2006	4.94%*	8.53%*	13.47%*	33.1%

Source: Maine Office of Fiscal and Program Review, 2006 and Tax Foundation, 2006.

* Preliminary Figures

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 10.6 percent. In fact, Maine's tax burden is a full 2.9 percentage points above the national average.

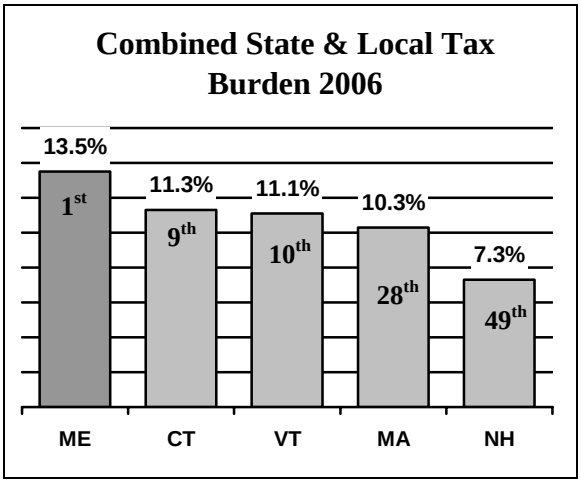

Figure 33: Source: Tax Foundation, 2006.

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 4.3 percentage points above the national average of 31.6 percent, Maine's tax burden is now just 1.5 percent over the national average, and New Hampshire has suddenly jumped from being the second lowest in tax burden to 39th in the nation.

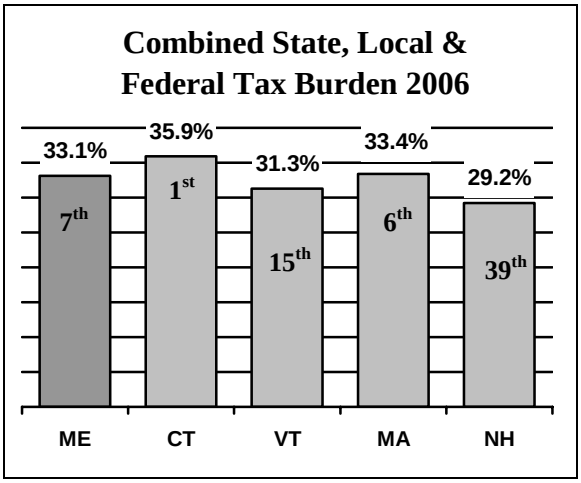

Figure 34: Source: Tax Foundation, 2006.

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.

46. Education Funding 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 $2.2 billion on K-12 education during the 2005-06 school year. As reported in Table 53, this was a total increase of $733 million, or 54.2 percent, since 1996-97. For the same period the state share increased by $313.0 million (46.0%), the local share by $368.8 million (53.7%), and the federal share by $90.2 million (155.3%). However, when adjusting for inflation, the total education funding increased by $368 million (20.1%), the state share by $120 million (13.7%), the local share by $174 million (19.7%), and the federal share by $73.7 million (98.7%).

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 53: Maine Education Funding by Source (in Millions)

Revenue Source	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Local	$687.2	$722.4	$752.9	$788.9	$840.9	$909.3	$962.3	$1,006	$1,062	$1,056
State*	$680.4	$712.9	$781.2	$810.9	$864.3	$886.6	$901.5	$907.2	$930.3	$993.4
Federal	$58.1	$67.2	$82.9	$96.2	$103.5	$115.4	$136.7	$162.1	$142.5	$148.3
Total Dollars	$1,425	$1,502	$1,616	$1,696	$1,808	$1,907	$1,996	$2,076	$2,135	$2,198

Source: Maine Department of Education, *Statewide School Finance Data*, 2006.
* includes retirement, subsidy and other state grants.

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 funding by source for the last ten years.

Table 54: Percentage of Education Funding by Source

Revenue Sources	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Local	48.2%	48.1%	46.6%	46.5%	46.5%	47.6%	48.1%	48.5%	49.8%	48.1%
State	47.7%	47.5%	48.3%	47.8%	47.8%	46.4%	45.1%	43.7%	43.6%	45.2%
Federal	4.1%	4.4%	5.1%	5.7%	5.7%	6.0%	6.8%	7.8%	6.6%	6.7%

Source: Maine Department of Education, *Statewide School Finance Data*, 2006.

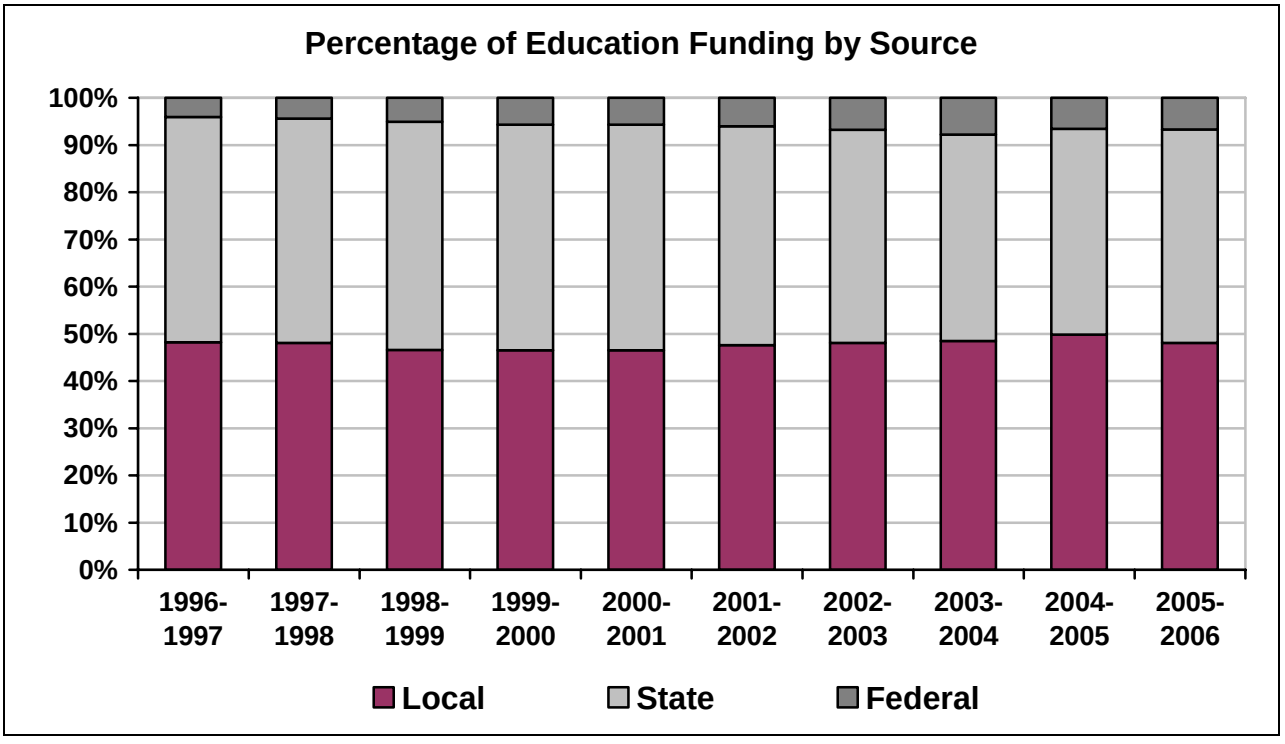

Figure 35: Source: Maine Department of Education, 2006.

47. 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 55, is the major factor in establishing the community's ability to raise local funds for education.

The data in Figure 36 indicate that the per pupil valuation has been steadily rising over the past ten years, with an overall increase of over 100 percent from 1996-97 to 2005-06 (not adjusted for inflation).

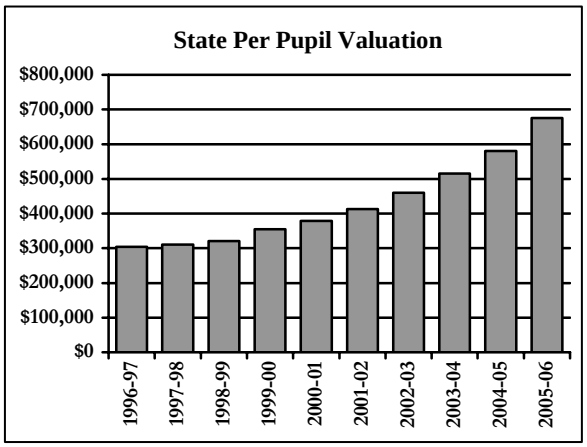

Figure 36: Source: Maine Department of Education, Maine State Revenue Service, 2006.

Table 55: Per Pupil Valuation by County, 2005-06

County	Property Valuation	Public School Enrollment	Per Pupil Valuation
Androscoggin	$6,574,800,000	15,972	$411,645
Aroostook	$3,180,250,000	11,365	$279,828
Cumberland	$34,366,000,000	40,776	$842,800
Franklin	$3,125,150,000	4,490	$696,024
Hancock	$10,183,900,000	7,003	$1,454,220
Kennebec	$7,484,300,000	18,010	$415,564
Knox	$6,062,650,000	5,321	$1,139,382
Lincoln	$6,256,900,000	4,369	$1,432,113
Oxford	$5,140,650,000	9,513	$540,382
Penobscot	$8,507,650,000	22,246	$382,435
Piscataquis	$1,242,100,000	2,589	$479,761
Sagadahoc	$3,608,800,000	5,803	$621,885
Somerset	$3,454,800,000	8,143	$424,266
Waldo	$3,605,050,000	5,230	$689,302
Washington	$2,425,000,000	4,491	$539,969
York	$25,789,750,000	28,707	$898,378
State Totals	**$131,007,750,000**	**194,028**	**$675,200***

Source: Maine Department of Education, Maine State Revenue Service, 2006.

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

48. Local Revenues

Education in Maine is primarily funded through local property taxes and state aid to local school districts. In 2005-06, 46.1 percent of education funds came directly from local property taxes, while 53.9 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 56 on this page, and Figure 37 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 56: 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
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%
2005-06	11.77*	9.12	77.5%

Source: Maine Department of Education, Maine Revenue Services, 2006. *preliminary figure

During 1995-96, the average number of mills raised for education was 10.05, compared to 9.12 mills in 2005-06. The range of mills raised for education by individual communities and municipalities is large, varying in 2005-06 from a low of 0.17 mills to a high of 23.45 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 61.1 percent in 1995-96 to 77.5 percent in 2005-06, which is actually a decrease of 2.67% from the previous year, as shown in Figure 37.

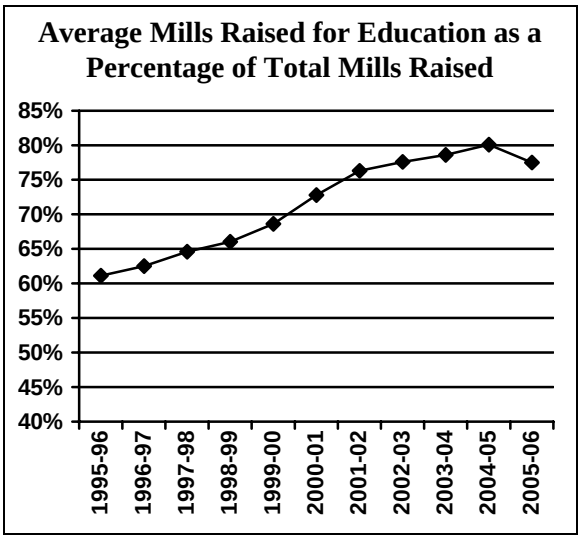

Figure 37: Source: Maine Department of Education, Maine Revenue Service, 2006.

49. 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 $4,738 in 1995-96 to $7,760 in 2004-05 (not accounting for inflation). This was an overall increase, since 1995-96, of 63.8 percent (31.6 percent when accounting for inflation) and an average annual increase of 5.9 percent. In 2004-05, per-pupil operating costs for individual school administrative units in Maine ranged from a low of $5,454 to a high of $21,245. Yearly average increases for the last ten years appear in Table 57.

Table 57: Statewide Average Per-Pupil Operating Expenditures

Fiscal Year	1995-1996	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004 - 2005
Per-Pupil Operating Costs	$4,738	$4,938	$5,146	$5,474	$5,818	$6,233	$6,640	$7,019	$7,331	$7,760
Annual Percent Increase	3.0%	4.2%	4.2%	6.4%	6.3%	7.1%	6.5%	5.7%	4.4%	5.9%

Source: Maine Department of Education, 2006.

50. Education Expenditures by Category

Maine's total education expenditures for school year 2004-05 were $1,781,822,683, an increase of $67.1 million or 3.9 percent from the previous year. Figure 38 shows how the expenditures break down by category statewide. Regular education received nearly half (43.9 percent), or $782.7 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 $240.4 million (13.5 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 11.6 percent of all costs, or $205.7 million. This reflected all the costs of operating the buildings but excluded debt service.

In 2004-05, administration costs totaled approximately 9.2 percent of education costs, with 3.9 percent, or $69.5 million, spent on superintendents' offices, and 5.3 percent, or $94.4 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.

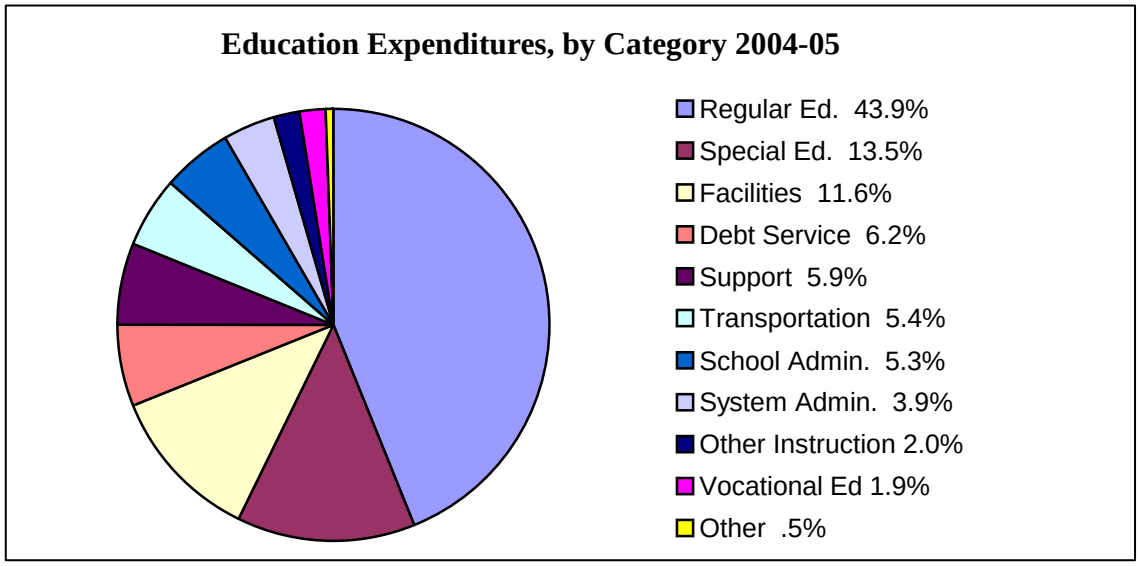

Figure 38: Source: Maine Department of Education, 2006.

51. Special Education Expenditures

Maine special education costs have risen since 1995-96, when more than $148 million was spent, to approximately $272.9 million in 2004-05, as shown in Table 58 and Figure 39. This was a 47.3 percent increase when accounting for inflation. These figures include expenditures for state wards and state agency clients. The top three expenditures for locally operated special education programs in 2004-05 were for special education teachers (41.3%), Ed. Tech's. (29.5%), and speech and hearing therapists (7.9%). An additional 10.6 percent of these expenditures were spent on related services such as psychological services, speech and language therapy, physical and occupational therapy, social work services, and services for the deaf and hearing impaired.

Most recent available figures revealed that between school year 2003-04 and 2004-05, special education costs have increased by 4.7 percent while total school expenditures increased by 3.9 percent. As a share of total education expenditures, special education costs had reached 11.3 percent in 1991-92. In 2004-05, the special education share had increased to 13.5, according to the Maine Department of Education.

From the perspective of enrollments, the total number of public school students decreased by 2.7 percent between 2004-05 and 2005-06, and special education enrollments decreased by 2.9 percent. Furthermore, while Maine public school total enrollments have declined in the last ten years by 9.3 percent, special education enrollments have increased by 10.5 percent.

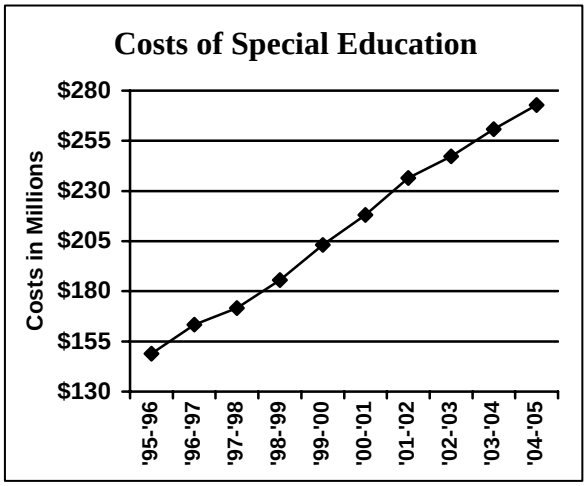

Figure 39: Source: Maine Department of Education, 2006.

Table 58: Special Education Expenditures, 1995-96 through 2004-05

	1995-1996	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Special Education Expenditures (Millions)	$148.9	$163.4	$171.6	$185.6	$203.1	$218.1	$236.5	$247.2	$260.8	$272.9

Source: Maine Department of Education, 2006.

52. Student Transportation Expenditures

According to the Maine Department of Education, expenditures for school bus transportation of students in the public schools has increased since 1995-96 by approximately $23.4 million ($9.8 million, or 14.3%, when adjusting for inflation) from $57.4 million to $80.9 million in 2004-05, a 40.8 percent increase, or an average of 3.9 percent per year, while total miles traveled per year has remained relatively flat decreasing an average of 0.2 percent per year, as shown in Table 59. 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 $1.26 and a high of $5.22, and the statewide average cost per mile was $2.33 in 2004-05. This was an increase of $0.72 since 1995-96, as shown in Figure 40. The average expenditure per student transported was $502.21 in school year 2004-05. This was an increase of 12.9 percent from the

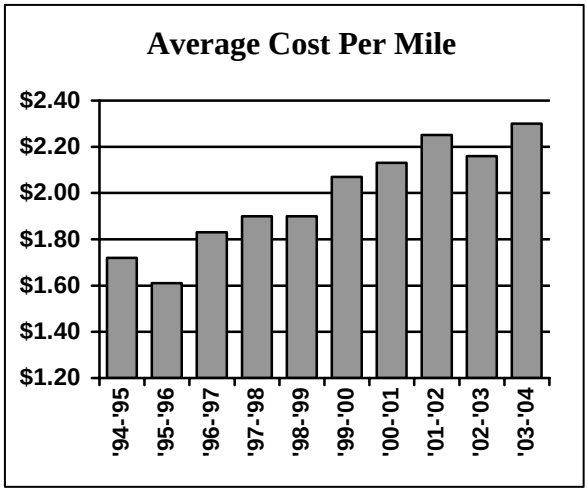

Figure 40: Source: Maine Department of Education, 2005.

Table 59: 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 $506 per student. The total cost for transporting students to and from school in fiscal year 2005 decreased by 3.0 percent from the previous year while total miles and number of students transported both dropped by 1.6 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 2004-05 was 142. 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. The ten-year average replacement rate was 12.9 years with the annual replacement rate for 2004-05 at 14.7 years. This improved turnover has resulted in a reversal of the average total mileage trend, as shown in Figure 41.

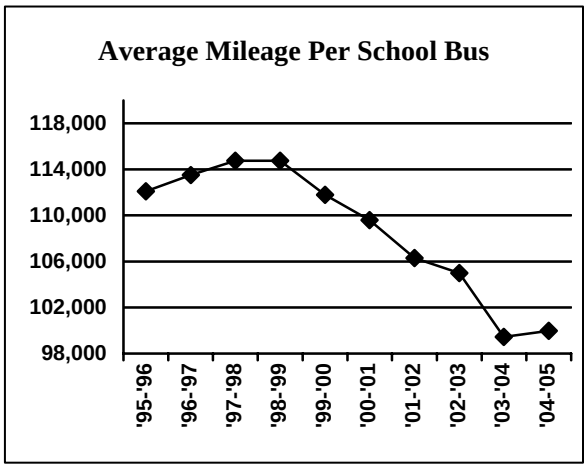

Figure 41: Source: Maine Department of Education, 2006.

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 with 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:

A Decade of Progress and Some Lessons Learned. David L. Silvernail, Center for Education Policy, Applied Research and Evaluation, University of Southern Maine.

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.

Average Four-Year Cost Per Graduate for Maine Public High Schools: Class of 2004 – Preliminary Analysis. Aaron K. Gritter & David L. Silvernail, 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.

Great Schools: Identifying Higher-Performing Schools. Aaron Gritter, Center for Education Policy, Applied Research and Evaluation, 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.

Improving the Academic Performance of Elementary At-Risk Students: Characteristics of high Performing Schools. Dawn M. McCarthy, Center for Education Policy, Applied Research and Evaluation, 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 Teachers with Advanced Degrees by School Administrative Unit 2004-05: Preliminary Analysis. Jim Sloan & David L. Silvernail, Center for Education Policy, Applied Research and Evaluation, University of Southern 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.

Special Education in Maine: Attaining Equity Through Program and Finance Reform. W. J. Harris & P. Jain. Maine Education Policy Research Institute, University of 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.

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):

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.

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.

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