The Condition of K-12 Public Education in Maine

2009

Maine Education Policy Research Institute

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Prepared for the
Maine Education Policy Research Institute

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UNIVERSITY OF SOUTHERN MAINE
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Dear Maine Citizen,

We are pleased to present you with the twelfth 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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Acknowledgments

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 2008* 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: Karen Bossie, Gilbert Whitmore, Tom Coulombe, Janine Blatt, Richard Bergeron, Richard Soules, and Tom Bergeron, and 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. Grant Pennoyer of the Maine Office of Fiscal and Program Review also provided important information.

Finally, we wish to extend a special thank you to Sharon Gerrish, Project Assistant, and Kim Lyons, Research 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.

Table of Contents

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 2009 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 recently 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 188,431 students in 2008-09. The most recent available data indicate that an additional 15,654 students are enrolled in private schools and approximately 5,027 students were home schooled in 2004-05. The Maine Department of Education is no longer collecting student enrollment data for private and home schooled students.

Maine's 290 school administrative units have a total of 671 public schools in various grade span configurations. Total education expenditures in 2007-08 were approximately $2 billion. On a per-pupil basis, (excluding major capital outlay, transportation, and debt service), Maine's average per pupil operating expenditure was $8797. Finally, nearly 40 precent of Maine students was eligible to receive free or reduced price lunch in 2007-08.

Maine's student performance improved in the 2007 National Assessment of Educational Progress (NAEP) given in mathematics and reading. In fact, Maine's eighth graders average scale score in the reading assessment increased significantly, ranking them 4th in the nation. This information has not changed since last year as this is a biennial test.

The Maine Educational Assessment (MEA), which measures achievement of Maine's Learning Results, was expanded and redesigned beginning with the 2005-06 administration to measure the achievement of all students in reading and mathematics in grades 3 through 8, in science in grades 4 and 8; and in writing in grades 5 and 8. Three years of 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 beginning in Spring 2006 in place of the MEA; again these three years of results are given and 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, writing, and critical reading, on the 2008 SAT (these results do *not* include the SAT taken by 11th graders for the educational assessment requirement). However, Maine did have a 87% participation rate compared to 48% nationally. 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 30 percent of children lived in single-parent households in the year 2007. This is slightly less than the national rate of 32 percent.

Further examination of children under the age of eighteen in Maine living in single-parent households in 2007 showed that approximately 31 percent were living below the poverty threshold. This is a decrease from 2006 of 3 percent and is steadily decreasing.

According to the Annie E. Casey Foundation's *Kids Count 2007 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 2007.

Table 1: Percent of Children Living in High Risk Family Categories - 2007

Indicator	ME		NH		VT		US
	%	Rank	%	Rank	%	Rank	%
Teens who are high school dropouts	5%	11	4%	3	4%	3	7%
Teens not attending school and not working	6%	7	5%	3	5%	3	8%
Children living in families where no parent has full-time, year-round employment	34%	29	26%	3	30%	14	33%
Children in poverty – below 100 % poverty	15%	16	9%	1	12%	7	18%
Families with children headed by a single parent	30%	18	25%	4	31%	22	32%

Source: Annie E. Casey Foundation, 2008.

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 (12.6 percent) in 1999 to 8.1 million (11 percent) in 2007.

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, 14,000, or 5.1 percent, of Maine's children lacked health insurance in 2007.

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%
2006	6.4%	11.7%
2007	5.1%	11%

Source: US Bureau of the Census, Current Population Survey, 2008.

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 2008* reported that in fiscal year 2007, 46.9 percent, or 139,048 Maine children, aged 0-18 years, participated in MaineCare. The participation rate among counties varied greatly from a high of 72.1 percent in Washington County to a low of 31.4 percent in Cumberland County, as seen in Figure 1.

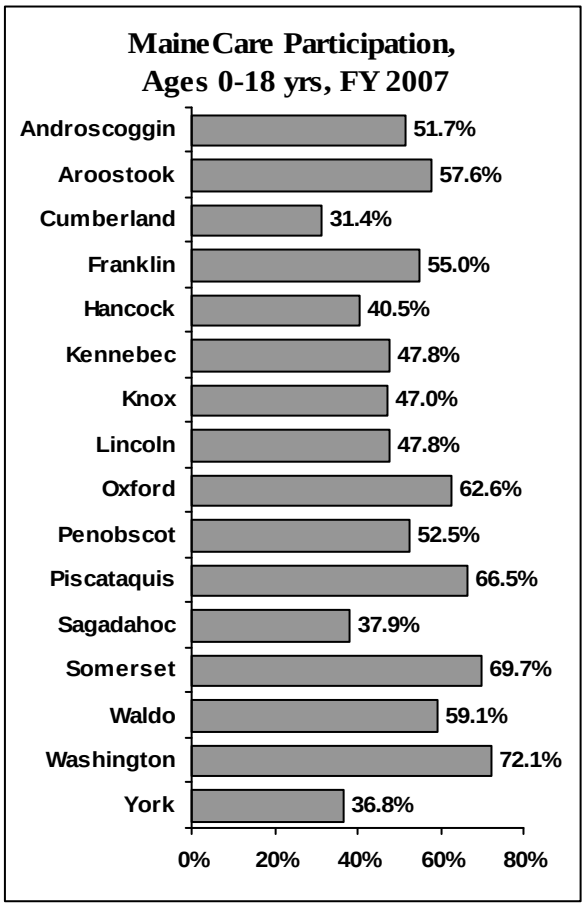


Figure 1: Source: Maine Kids Count Data Book, 2008.

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 between 19-35 months of age 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 2007, Maine's immunizations increased by almost 2 percent from the previous year.

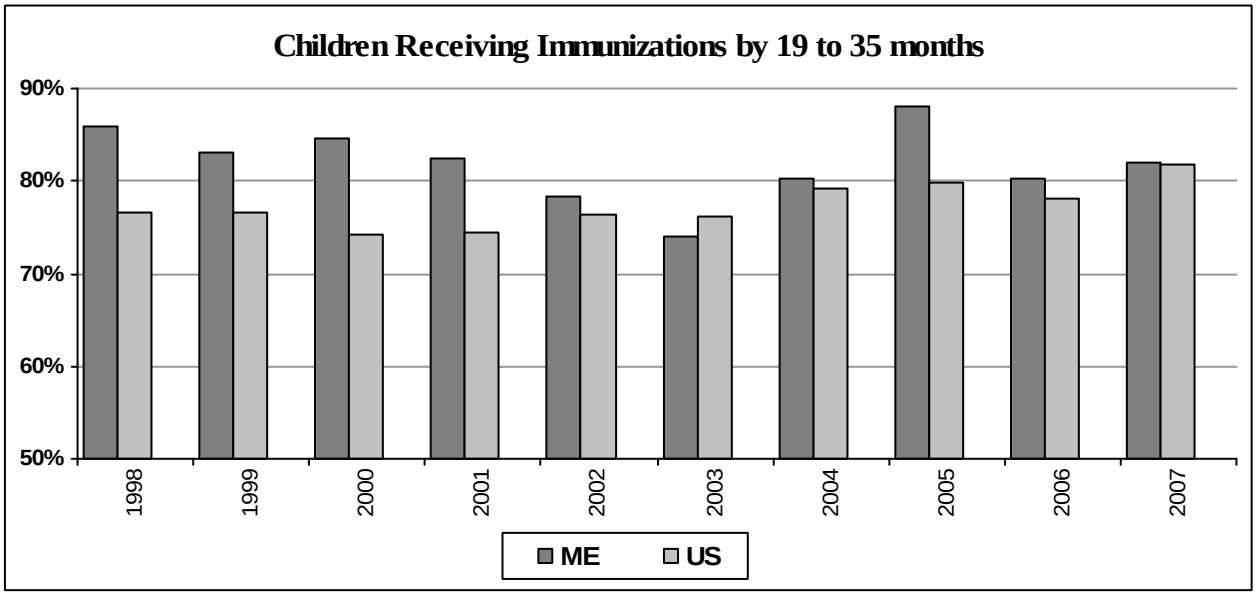


Figure 2: Source: Center for Disease Control, 2008.

[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 2007 figures from the U.S. Bureau of the Census regarding the weighted average thresholds of poverty.

Table 3: Poverty Thresholds - 2007

Number in Family	Annual Earnings
1 Person	$10,590
2 Persons	$13,540
3 Persons	$16,530
4 Persons	$21,203

Source: US Bureau of the Census, 2008.

The most recent information from the U.S. Census Bureau indicates that 10.5 percent of the Maine population were living below the poverty level in 2007. This is lower than the national level of 12.4 percent.

Twenty-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 2005-2006 and 2006-2007. These numbers indicate a two-year average *decrease* from 2005-2006 to 2006-2007 of 0.9 percent in Maine, compared to a 0.1 percent *decrease* nationally.

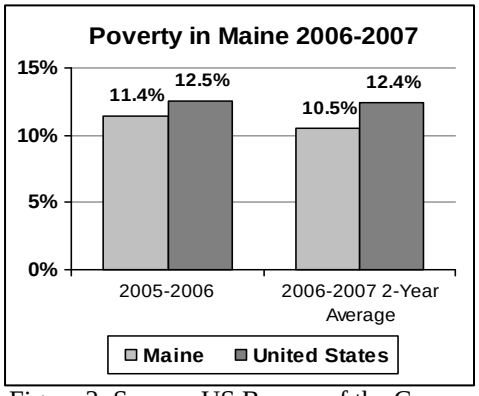


Figure 3: Source: US Bureau of the Census, 2008.

According to the *2007 Report on Poverty* prepared by the Maine State Planning Office, an ongoing issue of considerable importance is the large numbers of Maine citizens who existed close to the poverty line but who were not within the federally defined poverty threshold. In fact, most persons with income below 185-200 percent of the poverty level, or two times the poverty level, have inadequate

resources to meet basic needs and are actually eligible for *some* benefits. According to the 2007 Current Population Survey from the U.S. Census Bureau, nearly 362,000 (27.6%) of Maine's population had income below two times the federal poverty guideline, approximately 95,000 of whom are children.

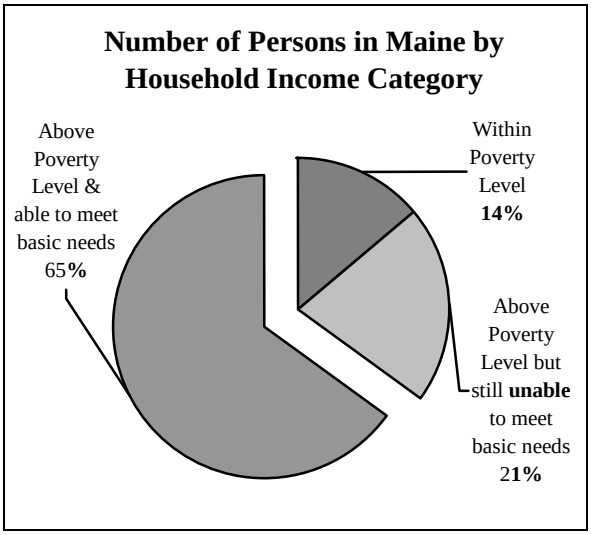


Figure 4: Source: National Center for Children in Poverty, 2008.

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 was 4.6 percent in 2006 and remained unchanged in 2007 which was the same percent in 2006 nationally. Seventeen states had higher unemployment rates in 2007 than Maine with Michigan being the highest at 7.5 percent. Preliminary numbers for October 2008 have the national average at 6.5 percent. Maine's unemployment has increased to 5.7%. States with the highest percentage are Rhode Island and Michigan, both at 9.3 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 2007, 83 percent of children whose parents did not have a high school degree lived in low-income families, compared with 58 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 2007-08, as reported by the Maine Department of Education, students who qualify for ***free*** lunches must live in a household earning no more than $26,845 annually for a family of four. To qualify for ***reduced*** lunches, students must live in a household earning no more than $38,203 annually for a family of four.

In 1998-99, 31.8 percent of the total public school population qualified for lunch subsidies. Figure 5 and Table 4 show that since 1998-99, percentages fluctuated, reaching a ten-year high of 38.9 percent in 2007-08.

The number of students qualifying for *reduced* lunches decreased from 7.8 percent in 2006-07 to 7.6 percent in 2007-08. While, during the same period, the percent of students eligible for *free* lunches has been fluctuating since 1998-99. In 2007-08 it reached a ten year high of 31.3 percent. Those percentages equal approximately 59,651 students who were eligible for the ***free*** lunch program and 14,481 students who were eligible for the ***reduced*** lunch program, for a total of 74,132 students, or 38.9 percent of the total school population of participating schools in 2007-08.

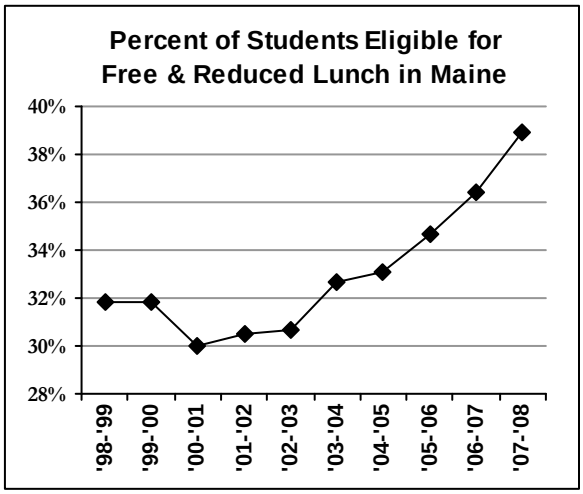


Figure 5: Source: Maine Department of Education.

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

Students Eligible	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Free Lunches	24.2%	23.9%	22.1%	22.9%	23.1%	25.1%	25.6%	27.2%	28.6%	31.3%
Reduced Lunches	7.7%	7.8%	7.9%	7.6%	7.6%	7.7%	7.5%	7.5%	7.8%	7.6%
Total Students	31.8%	31.8%	30.0%	30.5%	30.7%	32.7%	33.1%	34.7%	36.4%	38.9%

Source: Maine Department of Education, 2008.

Table 5 lists the percentages of students by county in Maine who were eligible to receive subsidized school lunches in 2007-08. Cumberland County reported the lowest percentage of school lunch eligibility (27.5 percent) while Somerset County had the highest percentage (51.9 percent).

Table 5: Children Eligible to Receive Subsidized School Lunches, by County, 2007-2008

County	Students Eligible for Subsidized Lunches	Percent of Enrollees in School
Androscoggin	6,983	46.1%
Aroostook	5,499	49.4%
Cumberland	11,238	27.5%
Franklin	2,026	47.8%
Hancock	2,323	34.9%
Kennebec	7,309	40.8%
Knox	1,855	38.9%
Lincoln	1,841	45.4%
Oxford	5,050	50.7%
Penobscot	8,978	42.4%
Piscataquis	1,021	49.5%
Sagadahoc	1,754	32.4%
Somerset	4,437	51.9%
Waldo	2,691	51.0%
Washington	2,580	51.1%
York	8,547	30.2%
Maine	**74,132**	**38.9%**

Source: Maine Department of Education, 2007.

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 2006, the birth rate was 36.1 births per 1,000 teenaged women. Rates since 2003 remain relatively stable in the U.S. and in Maine. This reflected a decline in birth rates for Maine teenagers aged 15-19 years since 1998 when the rate was 38.4. Figure 6 provides a comparison of teen birth rates for Maine and the United States, according to the Centers for Disease Control and Prevention.

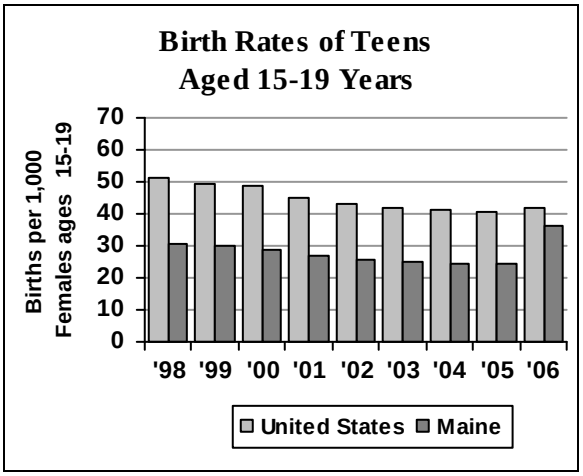


Figure 6: Source: National Vital Statistics Reports, 2007. Maine Marks , 2008.

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 Annie E. Casey foundation, 8.1 percent of Maine children aged 0-17 years were receiving TANF in 2007. Figure 7 shows percentages of children on TANF by county. Androscoggin had the highest with 14.7 percent of its children on TANF while Hancock County had the lowest at 4.4 percent.

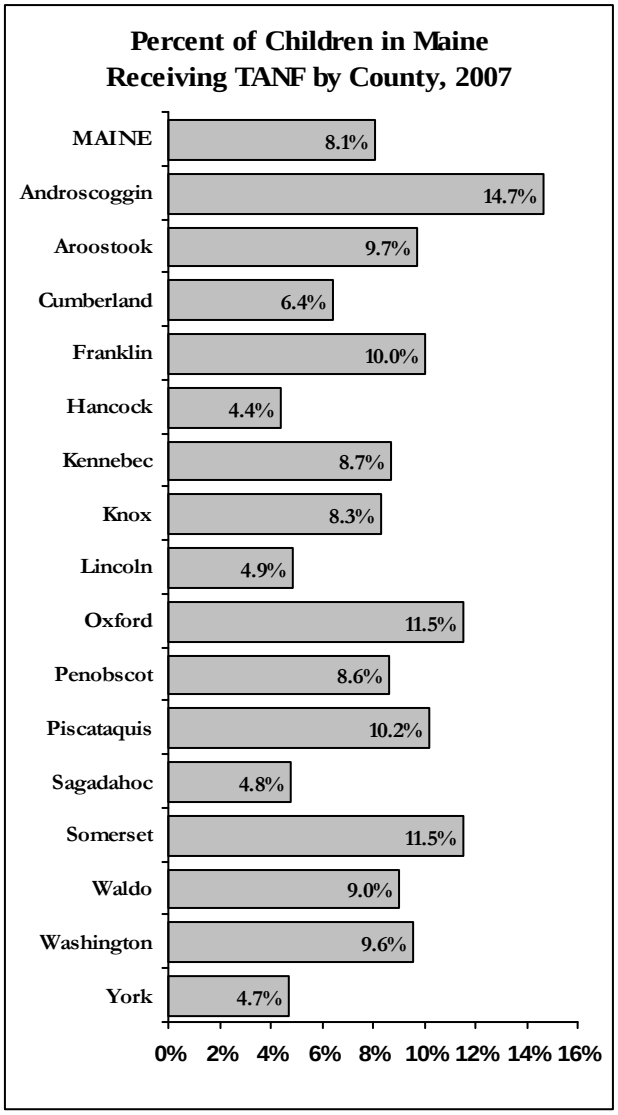


Figure 7: Source: Maine Department of Health & Human Services, Office of Integrated Access, and Support. 2008. Maine Children's Alliance, 2008.

6. Youth Risk Behaviors

In its recent report on youth risk behaviors, the Center for Disease Control revealed that in the United States in 2007 the most prevalent causes of death in 10-24 year-olds were motor-vehicle accidents (30%), other unintentional injuries (15%), homicide (15%), and suicide (12%). 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 9^{th} – 12^{th} grade students 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 at a slightly higher rate than the national youth population, while use of alcohol and cocaine is lower than 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 (14%) than their counterparts in the United States (20%). Maine youth (8%) smoked cigarettes on 20 or more days during the past month, slightly less than youth in New Hampshire and Massachusetts (9%). Fewer Maine youth (14%) smoked cigars in the month prior to the survey than those in Massachusetts (15%) and New Hampshire (17%) and lower than the national average of 15%.

Table 6: Alcohol and Other Drug Use Among Youth, 2007.

	US	ME	NH	VT	MA
Drank alcohol during the past month.	45%	39%	45%	43%	46%
Reported episodic heavy drinking during the past two weeks.	26%	23%	28%	26%	28%
Used marijuana during the past month.	20%	22%	23%	24%	25%
Ever used cocaine.	7%	n/a	9%	n/a	9%
Ever used inhalants.	13%	13%	13%	n/a	n/a

Source: U.S. Center for Disease Control and Prevention, 2008. n/a = data not available

Table 7: Tobacco Use Among Youth, 2007.

	US	ME	NH	VT	MA
Smoked cigarettes during the past month.	20%	14%	19%	18 %	18%
Smoked cigarettes on 20 or more days during the past month.	8%	6%	9%	8%	8%
Used smokeless tobacco during the past month.	8%	6%	7%	9%	7%
Smoked cigars during the past month.	15%	14%	17 %	n/a	15%

Source: U.S. Center for Disease Control and Prevention, 2008. 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, 2007.

	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, 2008. 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 3 year estimates from the American Community Survey 2005-07, put the percentage of Mainers age 25 years and over with a high school diploma at 88.8 percent. Maine was 4.8 percentage points higher than the national average (84%); and Maine was higher than most other New England states except New Hampshire and Vermont, as shown in Figure 8.

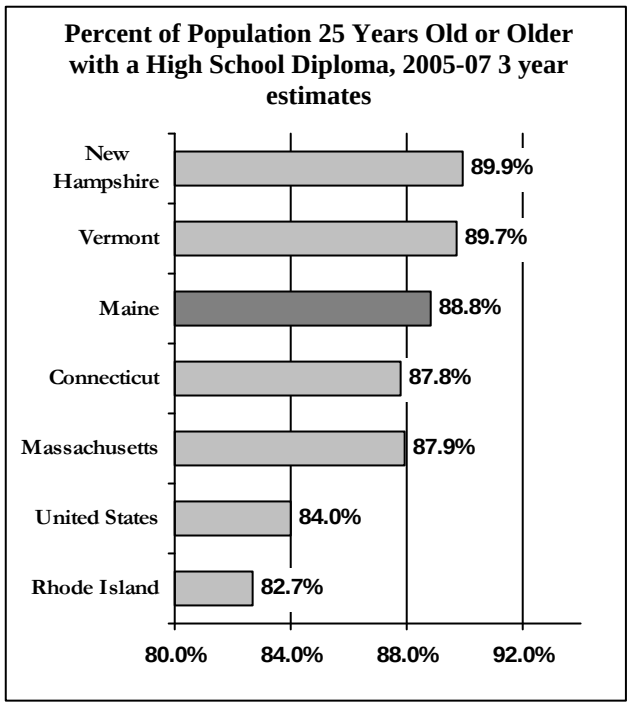


Figure 8: Source: U.S. Census Bureau, 2008.

The U.S. Census Bureau reported that workers 25 and over with a bachelor's degree had median earnings in the past 12 months (using 2007 inflation adjusted dollars) of $46,277 in 2007, while those with a high school diploma earned $26,712. When considering the population 25 years old or older with a bachelor's degree or higher in 2005-07, Maine was at 25.9 percent, 1.1 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.

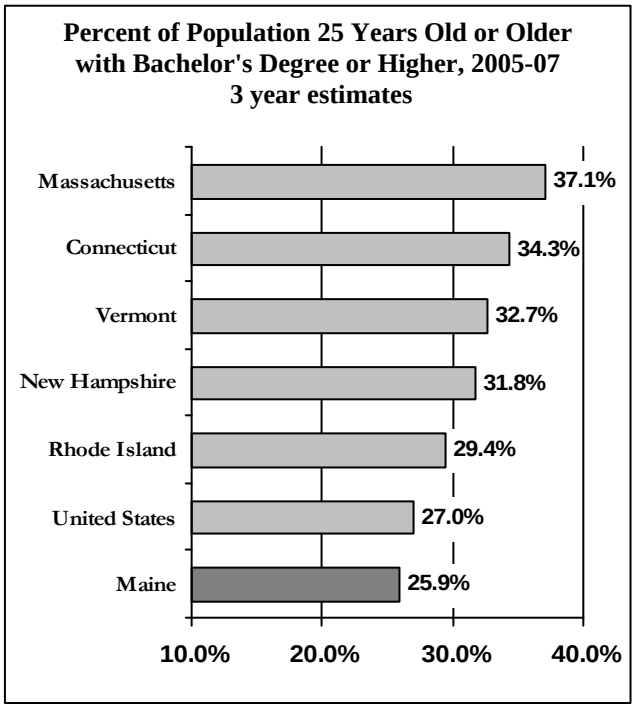


Figure 9: Source: U.S. Census Bureau, 2008.

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 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.

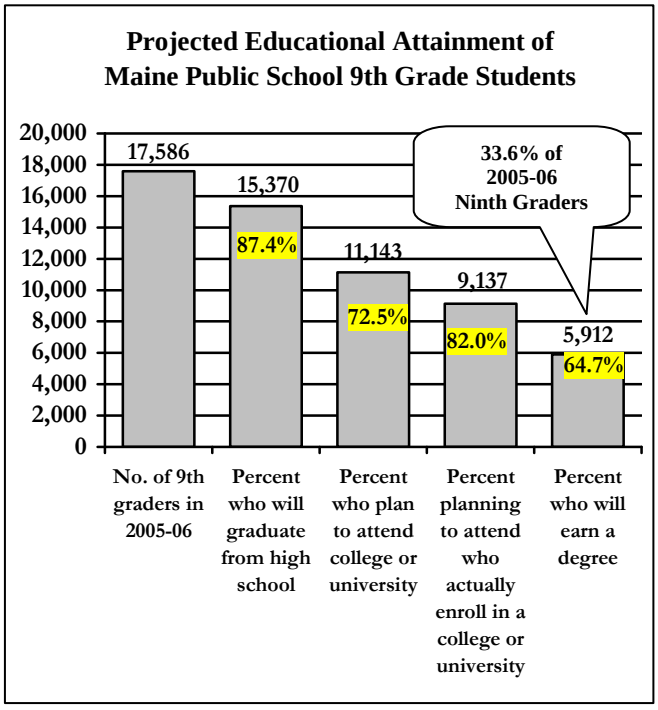


Figure 10: Source: Maine Department of Education, 2006. National Center for Education Statistics, 2006.

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 2007 the national median income of males 25 years old and older with less than a high school diploma was $29,317, or 77.4 percent of the median income ($37,855) of male high school graduates. For similarly-grouped females, the median income was $20,398, or 74.9 percent of the earnings ($27,240) of female high school graduates.

Further comparisons by educational attainment and income revealed that males with "some" college earned $44,899, and females earned $32,837. Males who had attained bachelor's degrees earned $62,087, while females with the same educational attainment had earned $45,773, as shown in Table 9.

Table 9: National Median Annual Income of Workers, Aged 25 and Older, by Level of Educational Attainment, 2007

Gender	Not a High School Graduate	High School Graduate	Some College	Associate's Degree	Bachelor's Degree	Master's Degree
Male	$29,317	$37,855	$44,899	$49,042	$62,087	$76,284
Female	$20,398	$27,240	$32,837	$36,333	$45,773	$55,426

Source: U.S. Bureau of the Census, Annual Demographic Survey, 2008.

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 2007-08 there were 188,431 children enrolled in Maine K-12 public schools. This represents an overall ten-year decrease of 11.36 percent, or 24,128 students, since 1997-98.

According to the U.S. Department of Education, while national public school enrollment is expected to increase by 9.2 percent between 2004 and 2016, Maine's enrollment is expected to ***decrease*** by approximately 2.5 percent in that same time period. In fact, 40 states are expected to experience an increase, while only 10 states are projected to have a decrease in student enrollment.

Table 10 on the following page shows changes in Maine public school enrollment by county between the 1997-98 and 2007-08 school years.

The last column in Table 10 reports the projected changes in county student populations from 2004 to 2016, according to the Maine State Planning Office. As shown in the table, all sixteen counties are projected to experience a ***decline*** in student enrollment.

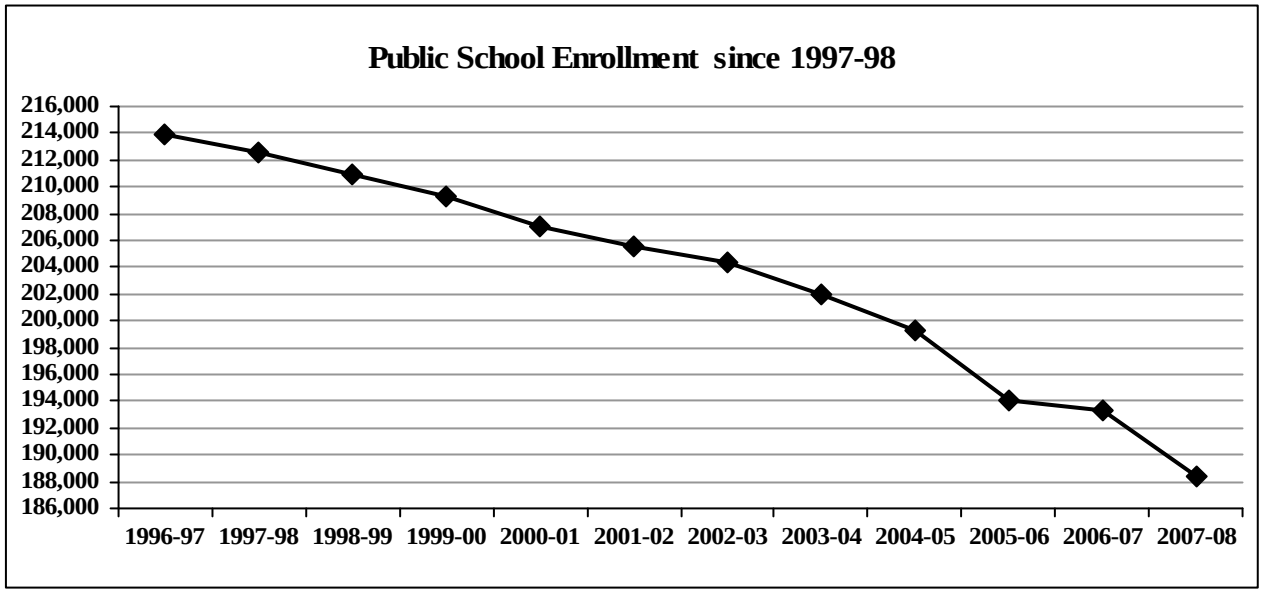


Figure 11: Source: Department of Education, 2008.

Table 10: Public School 1996-97 & 2007-08 Fall Enrollments by County

County	Enrollment 1997-98	Enrollment 2007-08	Five Year Enrollment Changes	Ten Year Enrollment Changes	Projected Change in Student Enrollment 2004-2016
Androscoggin	16,841	15,758	-5.08%	-6.43%	-7.50%
Aroostook	13,345	11,001	-9.17%	-17.56%	-20.70%
Cumberland	42,398	40,322	-4.98%	-4.9%	-2.79%
Franklin	5,393	4,298	-13.28%	-20.30%	-24.76%
Hancock	8,405	6,740	-12.71%	-19.81%	-17.41%
Kennebec	20,011	17,565	-7.98%	-12.22%	-20.57%
Knox	5,764	5,081	-10.39%	-11.84%	-9.61%
Lincoln	5,403	4,025	-19.06%	-25.5%	-21.49%
Oxford	10,155	9,163	+6.85%	-9.77%	-13.04%
Penobscot	24,611	21,633	-7.93%	-12.10%	-13.56%
Piscataquis	3,158	2,471	-7.83%	-21.75%	-25.83%
Sagadahoc	6,621	5,534	-15.69%	-16.42%	-14.86%
Somerset	8,714	7,908	-5.55%	-9.25%	-8.36%
Waldo	5,755	5,006	-10.01%	-13.01%	-20.82%
Washington	5,742	4,317	-13.66%	-24.82%	-25.01%
York	30,263	27,609	-9.54%	-8.77%	-2.70%
Totals	**212,579**	**188,431**	**-8.34%**	**-11.36%**	**-10.42%***

Source: Maine Department of Education and Maine State Planning Office, 2008, MEDMS 4-01-08.

*Note: The projected change in total Maine state public school student enrollment reported here is different from the one on the previous page by the United States Department of Education due to differences in calculation procedures.

11. Private School and Home School Student Enrollment

Note: Updating this information was not possible as the data is no longer being collected 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.

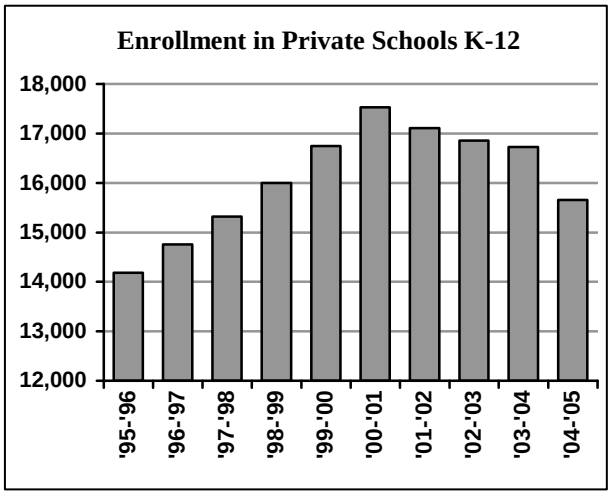


Figure 12: Source: Maine Department of Education, 2005.

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.

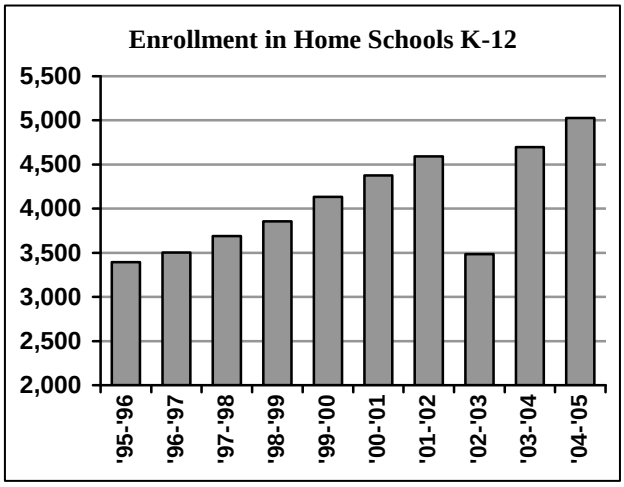


Figure 13: Source: Maine Department of Education, 2005.

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

In 2007-08, the public school population in Maine included 4,065 students who spoke a total of 93 different heritage languages. There were 125 school districts that reported enrollments of language minority students at various levels of concentration, according to 2007-08 data. For instance, Portland had the highest number, 1,490 students. The next highest numbers were in Lewiston (593) and Auburn (150).

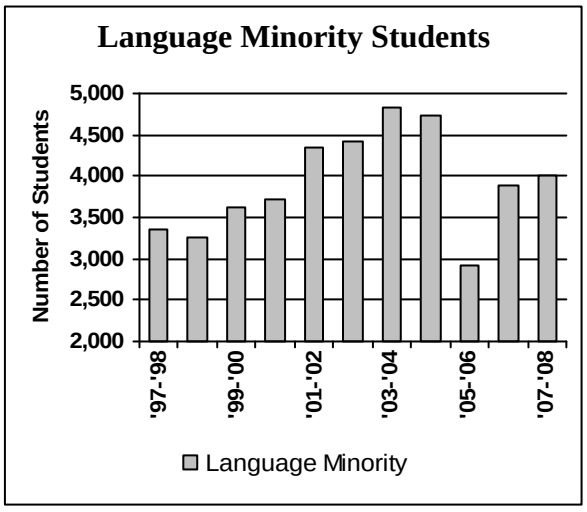


Figure 14: Source: Maine Department of Education, 2008.

Note: The data collection methods for this indicator have recently changed and is reflected in the historical chart and in the amount of information available.

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 34,306 in 1998-99 to 34,425 in the 2007-08 school year, an increase of 119 students. This is a 3.4 percent increase over ten years in special education student enrollment as shown in Table 11. Special education enrollments declined by 1139 students from last year. Although both regular education and special education enrollments have declined, this is only the fourth year since 1991 that special education enrollment has declined.

In 2007-08 the percent of all Maine students receiving special education services was approximately 18.3 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, 8.5 percent of students, ages 3 through 21, were served under the Individuals with Disabilities Education Act.

Of these students in 2007-08, approximately 50.24 percent were educated outside of the regular classroom less than 21 percent of the time in Maine, while 49.44 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	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Total Public School	210,981	209,254	207,051	205,586	204,337	202,025	199,253	194,028	193,335	188,431
Total Special Education	34,306	35,139	35,633	36,580	37,139	37,784	37,573	36,494	35,564	34,425
% Special Education	16.3%	16.8%	17.2%	17.8%	18.2%	18.7%	18.8%	18.8%	18.4%	18.3%

Source: Maine Department of Education, Office of Special Services, 2008.

Maine students receive special education services for one of fourteen classification categories. In 2007-08, two types of disabilities accounted for nearly 55 percent of the students served in Maine: Specific Learning Disability (29.2 percent), and Speech and Language Impairment (25 percent). Since last year, two categories continue to show significant growth; "Other Health Impairment" increased by 203 students (possibly due to the number of students classified with Attention Deficit Disorder), and "Autism" increased by 230 students.

Most other categories showed a decline since last year with "Specific Learning Disabilities" (-595 students), "Developmentally Delayed" (-181students), and "Speech and Language Impairment" (-506 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 12.4 percent in Piscataquis County to a high of 26.1 percent in Knox County.

Table 12: Numbers and Percents of Students with Disabilities by County, 2007-08

County	Number of Students in Special Education	Number of Students Enrolled in Public Schools	Percent of County Student Population in Special Education
Androscoggin	2,993	15,758	19.0%
Aroostook	1,987	11,001	18.1%
Cumberland	5,925	40,322	14.7%
Franklin	670	4,298	15.6%
Hancock	1,377	6,740	20.4%
Kennebec	2,961	17,565	16.8%
Knox	1,325	5,081	26.1%
Lincoln	785	4,025	19.5%
Oxford	1,673	9,163	18.2%
Penobscot	4,078	21,633	18.8%
Piscataquis	306	2,471	12.4%
Sagadahoc	1,117	5,534	20.1%
Somerset	1,680	7,908	21.2%
Waldo	1,047	5,006	20.9%
Washington	1,030	4,317	23.8%
York	5,496	27,609	19.9%
Maine Total	**34,425**	**193,335**	**18.2%**

Source: Maine Department of Education, 2008.

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. Statewide student – teacher ratios in Maine in 2006-07 is 11.6 students to one teacher.

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. **Note**: This information was unable to be updated due to a change in the data collection methods at the Maine Department of Education.

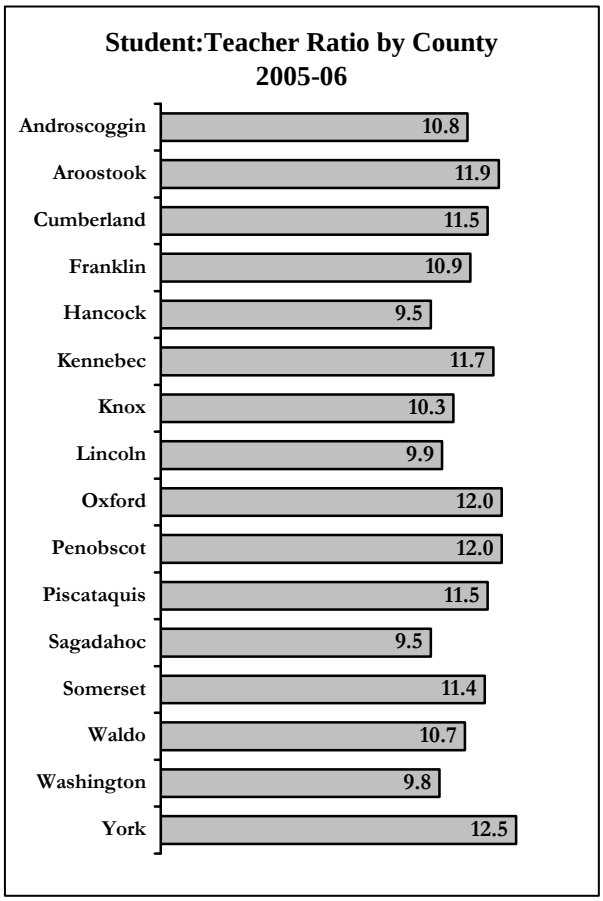


Figure 15: Source: Maine Department of Education, 2006.

15. Staff – Administrator Ratios and Teacher – Staff Ratios

Staff to administrator ratios is also an indication of how school resources are used. The following table shows numbers of staff and the ratio for the 2007-08 school year. Records from the Maine Department of Education show that in 2007-08 each administrator was responsible, on average, for approximately 25 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 13: Staff to Administrator Ratios

Category	2007-08
Total Full-time Staff	34,868
Administrators (FTE)	1,354
Staff/Administrator Ratio	25.8:1

Source: Maine Department of Education, 2008.

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 16 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 2006-07. As shown in the chart below, Maine exceeded New Hampshire and Vermont slightly, however, fell below the national and New England averages of 87.4 and 86.2 percent respectively.

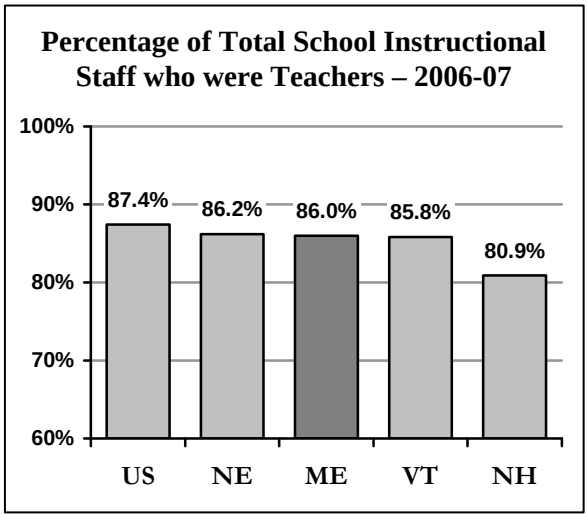


Figure 16: Source: National Education Association, 2007.

16. Salaries of Teachers and Administrators

As reported in Table 14 and Figure 17, classroom teacher salaries in Maine increased 30.6 percent (not adjusted for inflation) since 1999-00 to an average salary of $46,462 in 2008-09. According to the National Education Association in 2006-07 Maine ranked 44th in the nation compared to the national average of $50,816. Maine ranked last among the New England States: Connecticut ranked 2nd nationally ($60,822); Massachusetts 4th ($58,624); Rhode Island 8th ($55,956); Vermont 19th ($48,090); and New Hampshire 23rd ($48,310).

In Maine, the average salary for full-time principals has increased 35.2 percent (not adjusted for inflation) since 1999-00 to $74,582 in 2008-09. The average salary for full-time superintendents in 2008-09 was not available at the time of this printing but was $111,732 in 2007-08 which represents an increase of 53.3 percent since 1999-00 (not adjusted for inflation).

However, when adjusted for inflation, average salaries of Maine teachers and principals remained relatively flat in the last decade. Teachers' average inflation adjusted salaries increased by only 2.5 percent and principals' increased by 6 percent in 2008-09. Superintendent's inflation adjusted salaries have increased 23% from 1999-00 to 2007-08.

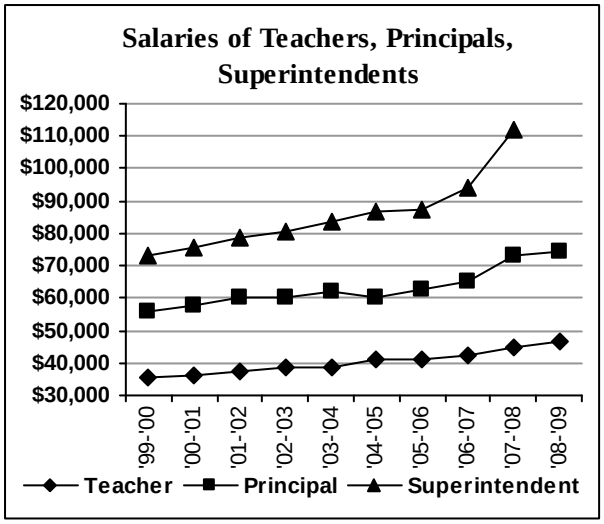


Figure 17: Source: Maine Department of Education, 2008.

Table 14: Average Salaries of Maine's Teachers, Full-Time Principals, & Superintendents

Category	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Teacher	$35,561	$36,373	$37,300	$38,518	$38,864	$40,921	$40,856	$42,103	$44,800	$46,462
Principal	$55,184	$57,693	$59,975	$60,388	$61,960	$60,171	$62,839	$65,299	$73,150	$74,582
Superintendent	$72,902	$75,845	$78,595	$80,543	$83,650	$86,940	$87,568	$94,142	$111,732	n/a

Source: Maine Department of Education, 2008.

17. Ages of Teachers and Administrators

According to the Maine Department of Education, in 2008-09, 66.4 percent of Maine's teachers were over 40 years of age, 24.9 percent were between the ages of 40 and 49, and 34.1 percent were between the ages of 50 and 59. Figure 18 shows the percent of teachers by age group in 2008-09.

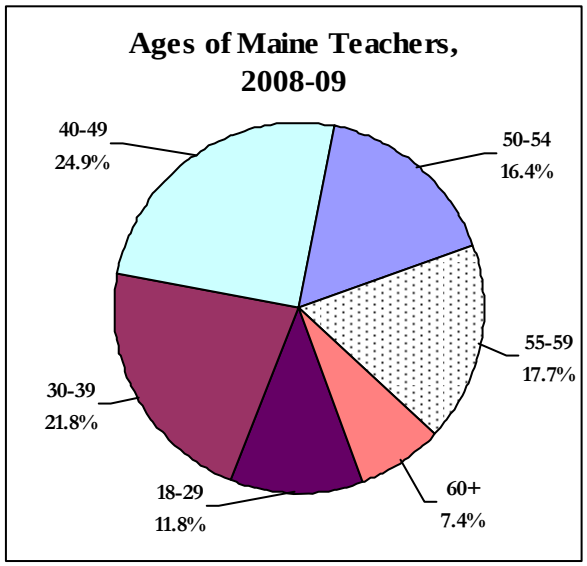


Figure 18: Source: Maine Department of Education, 2008.

In 2008-09, almost ninety percent (89.3) of Maine superintendents and principals were over 40 years of age as shown in Figure 19. A breakdown of the data shows that 29.3 percent of these administrators were between the ages of 40-49, while 49.3 percent were between the ages of 50 and 59.

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

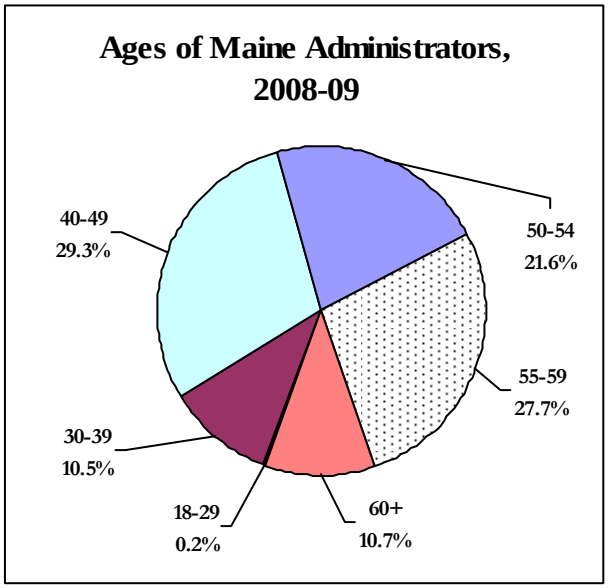


Figure 19: Source: Maine Department of Education, 2008.

18. Years of Experience of Teachers and Administrators

In 2008-09, the largest portion of Maine's full-time teacher work force (43.6 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 only 28.5 percent of teachers in 1990-91 had 19 or more years of experience. This contrasts with the number of teachers who were relatively new to teaching in 2008-09; 16.2 percent of the work force, had 0-5 years of experience, as shown in Table 15 and Figure 20.

The Maine Department of Education reported, in 2008-09, that Maine principals and superintendents also had considerable experience in education, with 77.4 percent having 19 or more years of experience in the education profession and 19.1 percent having between 11 and 18 years of experience, as shown in Figure 21.

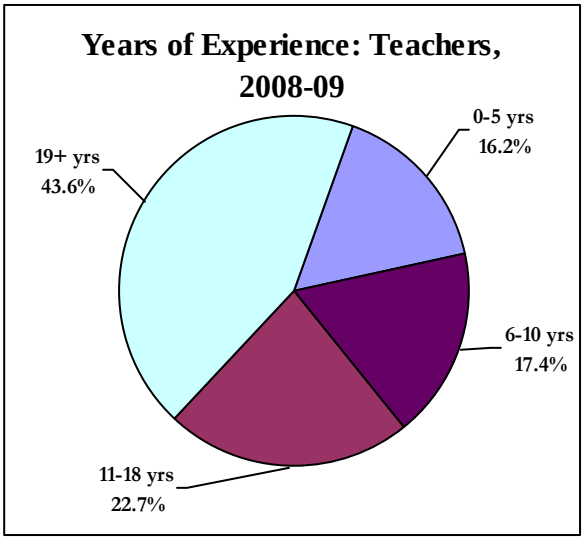


Figure 20: Source: Maine Department of Education, 2008.

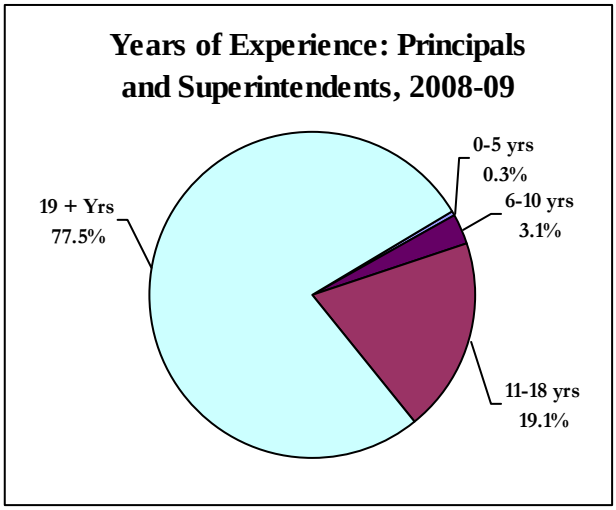


Figure 21: Source: Maine Department of Education, 2008.

Table 15: Teaching Experience in Maine 2002-03 to 2008-09

School Year	0-5 years	6-10 years	11-18 years	19+ years	Total Full-time Teachers
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
2006-07	n/a	n/a	n/a	n/a	n/a
2007-08	17.3%	17.6%	22.0%	43.0%	16,971
2008-09	16.2%	17.4%	22.7%	43.6%	15,376

Source: Maine Department of Education, 2008.

19. Gender of Teachers and Administrators

The proportion of female to male teachers in Maine has shifted only slightly since 1998-99 when 70 percent were female and 30 percent were male. In 2008-09, 74 percent of teachers were female and 26 percent male. However, if one looks at *elementary* teachers, one sees a wider discrepancy according to gender, as shown in Figure 22.

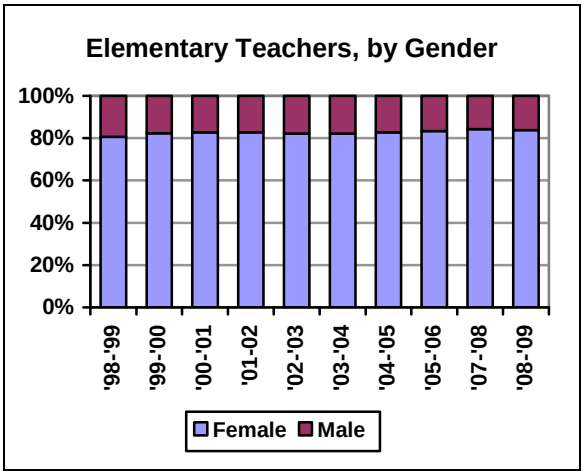


Figure 22: Source: Maine Department of Education, 2008.

In 1998-99, 80.6 percent of all *elementary* school teachers were female, while 51.7 percent of all *secondary* school teachers were male. In 2008-09, 83.8 percent of all *elementary* school teachers were female, while 47.2 percent of all *secondary* school teachers were male. Between 1998-99 and 2008-09, the proportion of male elementary teachers decreased from 19.4 percent to 16.2 percent. Of more than ten thousand elementary teachers, only 1,646 are male. Figure 23 shows a relatively even split between male and female *secondary* teachers.

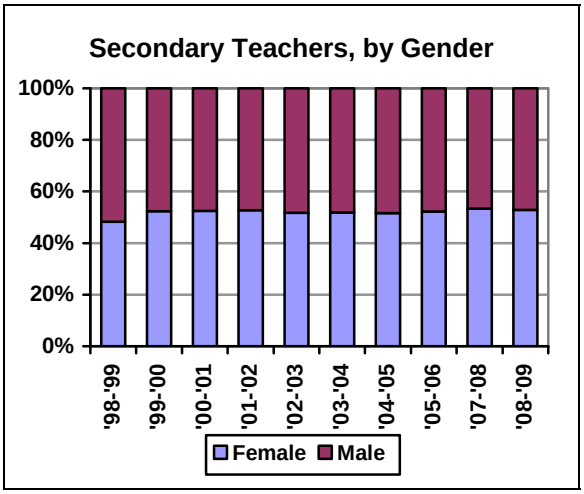


Figure 23: Source: Maine Department of Education, 2008.

In terms of administrative staff, the Maine Department of Education reported that in 2008-09, 23 percent of superintendents and 51.4 percent of principals were female, continuing the steady increase from the 6.0 percent reported in 1990-91.

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 2008-09, 40.1 percent of all teachers in Maine reported that their highest level of educational attainment was a bachelor's degree, while 10.1 percent had attained 15 credit hours beyond the bachelor's. Another 9.4 percent had attained 30 hours of credit beyond the bachelor's, and an additional 28 percent had attained a master's degree. Those who had attained credits beyond the master's degree equaled 9.1 percent. Finally, 1.5 percent had a certificate of advanced study and 0.5 percent had a doctorate, as shown in Table 16.

According to the Maine Department of Education, 43 percent of Maine's principals and superintendents held master's degrees as their highest level of study, 23 percent had attained either master's plus 15 or master's plus 30 credit hours, 21 percent had achieved the certificate of advanced study, and 7 percent held doctorates in 2008-09, as shown in Table 17.

Table 16: Educational Attainment of Teachers, 2008-09

Educational Attainment	Full-time Teachers
Less than bachelor's degree	1.1%
Bachelor's degree	40.1%
Bachelor's degree +15 hours	10.1%
Bachelor's degree +30 hours	9.4%
Master's degree	28.0%
Credits beyond master's	9.1%
Certificate of advanced study	1.5%
Doctorate	0.5%

Source: Maine Department of Education, 2008.

Table 17: Educational Attainment of Administrators, 2008-09

Educational Attainment	Administrators
Bachelor's degree	2.3%
Bachelor's degree +15 hours	2.3%
Bachelor's degree +30 hours	1.7%
Master's degree	43.0%
Master's degree +15, +30 hours	23.0%
Certificate of advanced study	21.0%
Doctorate	7.0%

Source: Maine Department of Education, 2008.

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:

21. School District Governance Structures

Maine has a rather complex educational system consisting of 290 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 2007-08 school year, the governance structures consisted of 81 SAUs under individual supervision, 15 community school districts (CSDs), 72 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 18: Distribution of School Administrative Unit Structures in Maine (2007-08)

School Administrative Unit (SAU)	Number of SAUs	Number of Municipalities
SAUs under Individual Supervision	81	81
Community School Districts (CSD)	15	49
School Administrative Districts (SAD)	72	267
Unions (including Maine Indian Education)	122	122
TOTALS *	**290**	**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 SAUs in Unions and members of a CSD.

Source: Maine Department of Education, 2008.

NOTE: The number of school districts will be changing as the School District Reorganization law is implemented.

22. 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 19 shows the number of public schools in Maine by type for 2007-08.

Table 19: Public Schools by Type, 2007-08

School Type	Number
Elementary Schools	543
Secondary Schools	152
Totals	671

Source: Maine Department of Education, 2008.

Included in these school categories are some other types of schools, including 19 Technology Centers, 8 Technology Regions, 3 Alternative/Special Education schools, and 4 State funded schools. Early Kindergarten/4-Year Old Programs are offered in 127 public schools.

According to the National Center for Education Statistics, Maine's public school average student enrollments were significantly smaller than the national average for primary, middle and secondary schools. In 2006-07, Maine's primary and middle schools had an average enrollment of 218 and 363 students respectively; the national average was 446 primary and 592 middle. Forty-three states had, on average, more students in their primary schools and forty states had, on average, more in their middle schools. Maine's average enrollment for secondary schools in 2006-07 was 565, compared to the national average of 876 students. Thirty-eight states had, on average, more students in each of their secondary schools than those in Maine.

Table 20: Sizes of Maine Schools, 2007-08

Enrollment Size	Public Schools
1000 or more	2.0%
800 to 999	2.5%
500 to 799	10.0%
200 to 499	47.2%
100 to 199	22.0%
51 to 100	10.1%
Under 50	6.2%

Source: Maine Department of Education, 2008.

For the 2007-08 school year, there were a total of 671 public schools with 54 different grade configurations. The most common type of public school in Maine is the grade 9-12 secondary school with a total of 100 followed by the K-8 elementary school at 67. However, as shown in the following table, there are a wide 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 21: Public School Grade Configurations and Average Student Enrollment, 2007-08

Grade Span	Number of Schools	Average Number Students Enrolled	Grade Span	Number of Schools	Average Number Students Enrolled
4YO	1	64	1-3	3	287
4YO-K	2	150	1-4	3	324
4YO-2	2	258	1-5	5	77
4YO-3	10	298	1-6	2	347
4YO-4	3	253	1-12	1	59
4YO-5	15	289	2-3	1	88
4YO-6	17	206	2-4	3	436
4YO-7	1	205	2-5	3	362
4YO-8	28	144	2-6	1	85
4YO-12	4	262	2-7	1	5
EK-K	1	211	3	1	157
EK-1	2	110	3-4	2	186
EK-2	2	235	3-5	16	315
EK-4	13	186	3-6	1	201
EK-5	17	203	3-8	1	331
EK-6	6	292	4-5	11	284
EK-8	3	88	4-6	6	258
K	2	54	4-8	4	280
K-1	6	107	5-6	2	277
K-2	25	242	5-8	26	336
K-3	16	309	6-8	52	389
K-4	18	243	6-12	4	249
K-5	55	218	7-8	15	398
K-6	45	250	7-12	8	247
K-7	2	11	8-12	2	119
K-8	**67**	**176**	**9-12**	**100**	**570**
K-12	4	173	**10-12**	**1**	101

Source: Maine Department of Education, 2008 Key: 4YO + 4 Year Old programs; EK = Early Kindergarten programs

23. 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 35 percent and the number of students enrolled in these programs has increased by 150.0 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 22 below. Consequently the number of children attending these all day programs has also increased from 17.2 percent in 1999-00 to 86.0 percent in 2007-08. The most recent national information available indicated that 69.7 percent of kindergarteners nationwide attended a full-day program in 2005-06.

Table 22: 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
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	n/a	n/a	n/a
2006-07	110	25.3%	2,250	178	11,428	82.0%
2007-08	129	35.0%	2,589	320	11,870	86.0%

Source: Maine Department of Education, 2008.

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, 3,871 infants, toddlers and preschoolers benefited from Maine's Head Start programs in FY 2007. Programs received funding from both federal and state governments. Maine received $27.7 million in federal funding for its Head Start programs in FY 2007.

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.

24. 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 2005-06 the limit was $90 million; this is expected to be $104 million in 2009. Figure 24 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 481 necessary repairs and renovations of school facilities have been funded through this program at an estimated total cost of $140 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.

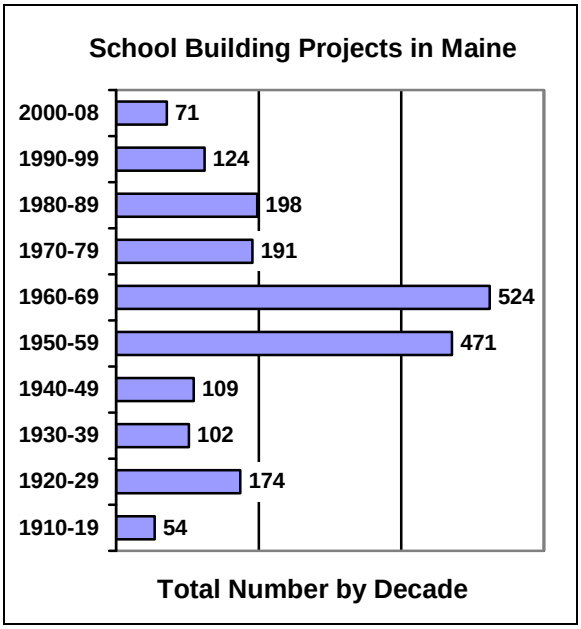


Figure 24: Source: Maine Department of Education, 2007.

25. Instructional Time in Maine Schools

Note: This indicator relies on date from the Maine Public School Census Survey. This is a biennial survey and is being administered this year; therefore, there will be no update until 2010.

Maine statute establishes a minimum number of days required during the school year and the minimum instructional time in each day. Maine schools must have 180 student days with a minimum of five hours of classroom instruction each day. Some variation exists throughout Maine where, in some districts, students attend school for more days in the year or for longer days than required. Districts have a variety of requirements for classroom instruction, and some districts vary the hours depending on the grade levels within the school. Table 23 shows the percentage of Maine elementary, middle, and secondary schools with differing lengths of school days. As shown in the table, the most common length of the school day is between five and five and three-quarter hours.

Figure 25 shows the difference in the minimum number of hours required in three New England states for classroom instruction. Maine requires 900 hours (180 days times 5 hours per day), which is less instructional time for students than the required 962.5 hours in Vermont or the 1,080 hours required in New Hampshire. In 2006, according to the Council of Chief State School Officers, 29 states required instructional days of 180 or more per year (including Maine), while 8 states required fewer than 180 days (information for the remaining states was either unavailable or the individual states do not have a policy).

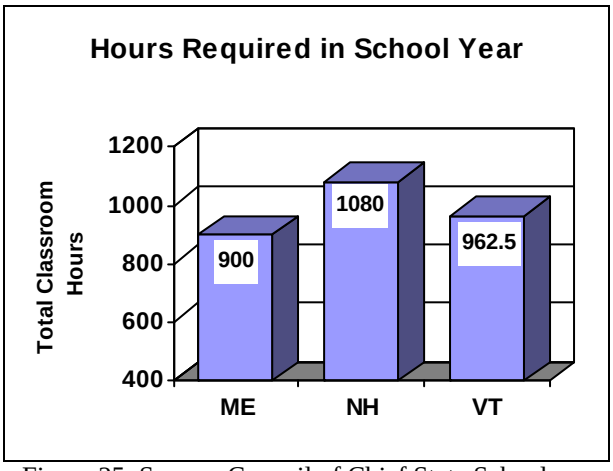


Figure 25: Source: Council of Chief State School Officers, 2006.

Table 23: 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	10.7%	6.9%	4.1%	1.3%
5.0-5.75 Hours	**72.1%**	**82.1%**	**67.3%**	**80.0%**
6.0-6.75 Hours	17.1%	11.0%	28.6%	18.7%
More than 7 hours	0%	0%	0%	0%

Source: 2006-07 Maine Public School Census Survey, Maine Educational Policy Research Institute, 2007.

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

Note: This indicator relies on data from the Maine Public School Census Survey. This is a biennial survey and is being administered this year; therefore, there will be no update until 2010.

To achieve the Learning Results, all Maine children need to receive sufficient instruction in each of the eight content areas. In the 2006-07 Maine Public School Census Survey, elementary principals were asked how many minutes per week students received instruction in these areas.

As shown in the table, approximately 38 to 42 percent of the time was spent on English/Language Arts (which includes reading). An additional 22 percent was spent on mathematics. Instructional time in the other six content areas was considerably less. Approximately 10 percent of the week was spent on each of the areas of science/technology and social studies, and five to six percent of the week was spent providing instruction in visual and performing arts, and health and physical education. Only about one percent of the instructional week was devoted to foreign language instruction and career preparation.

Table 24: Percent of Time per Week Spent on Content Areas

Content Area	K	1	2	3	4	5
Career Preparation	1%	1%	1%	1%	3%	2%
English/Language Arts	42%	41%	39%	38%	39%	38%
Foreign Languages	1%	1%	1%	1%	1%	1%
Health & Physical Education	6%	5%	5%	5%	6%	5%
Mathematics	22%	24%	22%	22%	23%	21%
Science & Technology	9%	10%	9%	10%	12%	12%
Social Studies	9%	9%	9%	9%	11%	11%
Visual & Performing Arts	6%	6%	6%	6%	6%	7%

Source: 2006-07 Maine Public School Census Survey, 2007.

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

Note: This indicator relies on data from the Maine Public School Census Survey. This is a biennial survey and is being administered this year; therefore, there will be no update until 2010.

In order to achieve the Learning Results standards, students need opportunities to learn the content and skills of each discipline. In the 2006-07 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 standard 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 25 reports the estimated percent of students statewide who will have completed high school graduation. Almost 90 percent of Maine's students will have completed Algebra I and 75 percent will have completed Algebra II. Eighty-one percent will have completed Geometry and almost a third will have completed Trigonometry/Pre-calculus.

These percentages represent an increase in the number of students taking mathematics courses by graduation at Maine's high schools since the survey was done in 2002. Algebra I completion rose 12 percentage points from 74 percent, and Algebra II completion rose 18 percentage points from 57 percent. The percentage of students taking Geometry also rose from 63 percent, and Trigonometry/Pre-Calculus increased from 21 percent. Students taking Pre-Algebra declined from 25 percent.

Table 25: Percent Completing Mathematics Courses

Mathematics Courses	Percent (%) Taking Course by Graduation	Mathematics Courses	Percent (%) Taking Course by Graduation
Review Mathematics	2%	**Trigonometry/Pre-calculus**	31%
General Mathematics	3%	**Calculus**	6%
Applied Mathematics	4%	**AP Calculus**	5%
Pre-Algebra	15%	**Statistics**	4%
Algebra I/Integrated Math I	86%	**AP Statistics**	2%
Algebra II/Integrated Math II	75%	**Computer Science**	12%
Geometry	81%	**Other Mathematics**	7%

Source: 2006-07 Maine Public School Census Survey, 2007.

Course completion patterns for science appear in Table 26. Almost 90 percent will have taken a Biology class by graduation time, approximately 60 percent will have taken a chemistry class, 45 percent a Physical Science class, and 40 percent an Earth science class.

As with the Mathematics courses, there have been changes in participation in science courses since the 2002 Census Survey. Participation rates increased in Physics and Chemistry and decreased in Physical Science. Further study is necessary to discover whether these course increases and reductions are the result of reporting ambiguities (there is considerable variation in course titles, for example) 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 26: Percent Completing Science Courses

Science Courses	Percent (%) Taking Course by Graduation	Science Courses	Percent (%) Taking Course by Graduation
General Science	19%	**Biology**	87%
Physical Science	45%	**Technology** (taught as a science course)	3%
Earth Science	40%	**AP Biology**	4%
Environmental Science	16%	**AP Chemistry**	3%
Integrated Science	11%	**AP Physics**	2%
Chemistry	63%	**Other Science**	10%
Physics	39%		

Source: 2006-07 Maine Public School Census Survey, 2007.

28. Percent of High School Students Completing Advanced Placement Courses

Note: This indicator relies on data from the Maine Public School Census Survey. This is a biennial survey and is being administered this year; therefore, there will be no update until 2010.

Maine's students need to be ensured 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 27 reports the average percent of students in Maine's high schools who will have taken Advanced Placement course(s) upon graduation, as reported by principals in the 2006-07 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 were in AP English and AP History (both 10%), followed by AP Calculus (5%) and AP Biology (4%). It does appear that the percentage of students completing AP courses is rising however, when compared with percentages recorded in the 2002 Census Survey. For example, the percentage of students completing AP English was 6.5 percent in 2002 and the percentage completing AP History was 5.6 percent. It is important to note that many factors including course availability, course schedules, and academic preparation likely influence these student participation rates.

Table 27: Percent Completing AP Courses

Advanced Placement Courses	Percent (%) Taking Course by Graduation	Advanced Placement Courses	Percent (%) Taking Course by Graduation
AP English	10%	**AP European History**	2%
AP History	10%	**AP Government**	2%
AP Calculus	5%	**AP Physics**	2%
AP Statistics	2%	**AP French**	2%
AP Biology	4%	**AP Spanish**	1%
AP Gen. Studio Art	1%	**AP German**	0.1%
AP Drawing Studio Art	1%	**AP Art History**	1%
AP Chemistry	3%	**AP Latin**	0.1%
AP Economics	1%		

Source: 2006-07 Maine Public School Census Survey, 2007.

29. Cocurricular and Extracurricular Opportunities

Note: This indicator relies on data from the Maine Public School Census Survey. This is a biennial survey and is being administered this year; therefore, there will be no update until 2010.

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

According to the 2006-07 *Maine* Public School Census Survey, Maine's middle and secondary schools provided a variety of cocurricular and extracurricular opportunities. Table 28 provides a comparison of the percentages of schools offering different activities at the middle and secondary levels. Among cocurricular activities, band, chorus, student council, yearbook and drama are offered by 86 percent or more of both middle and high schools. National honor society is also offered in most high schools (95%).

Table 28: Percentage of Schools Offering Extracurricular & Cocurricular Activities

Extracurricular Activities	Middle School	High School	Cocurricular Activities	Middle School	High School
Basketball	100%	99%	**Band**	96%	88%
Soccer	98%	95%	**Chorus**	92%	83%
Softball	98%	95%	**Student Council**	88%	89%
Baseball	94%	95%	**Yearbook**	88%	95%
Spring Track	88%	74%	**Drama**	86%	91%
Field Hockey	82%	57%	**Math League**	64%	75%
Cross Country	78%	68%	**Chess**	48%	49%
Winter Cheerleading	74%	82%	**Science Fair**	38%	14%
Wrestling	48%	53%	**Odyssey of the Mind**	36%	18%
Fall Cheerleading	44%	46%	**Computer Club**	32%	11%
Tennis	36%	67%	**Orchestra**	28%	16%
Winter Track	34%	39%	**National Honor Society**	24%	95%
Swimming/Diving	30%	39%	**Foreign Language**	16%	41%
Ice Hockey	26%	37%	**Key Club**	20%	30%
Golf	24%	74%	**Debate**	18%	17%

Source: 2006-07 Maine Public School Census Survey, 2007

The following table lists the activities that are most popular among students in middle and high school. In both middle and high schools, approximately 50 percent of students participated in cocurricular and extracurricular activities.

Table 29: Middle & Secondary School Activity Opportunities

	Mean Student Participation Rate		Most Common Cocurricular Opportunities	Most Common Extracurricular Opportunities
	Cocurricular	Extracurricular		
Middle Schools	50%	53%	Band, Chorus, Drama, Science Fair, Student Council, Yearbook	Soccer, Basketball, Spring Track, Football, Field Hockey, Softball, Baseball, Winter Track
Secondary Schools	47%	50%	Chorus, Band, Drama, National Honor Society, Student Council, Math League, Yearbook, Language	Soccer, Basketball, Spring Track, Football, Baseball, Softball, Field Hockey, Lacrosse, Tennis

Source: 2006-07 Maine Public School Census Survey, 2007.

30. Some Issues Perceived as Problems in Public Middle & High Schools

Note: This indicator relies on data from the Maine Public School Census Survey. This is a biennial survey and is being administered this year; therefore, there will be no update until 2010.

Schools face many issues that may have an impact on safety and learning. The issues range from student tardiness and absenteeism to the more serious concerns of harassment, drug and alcohol use, and violence. In an effort to discover the extent to which various problem areas impact Maine's schools, the 2006-07 Maine Public School Census Survey asked principals to rate each problem on a scale from no problem to a very serious problem. Table 30 reports these findings as reported by the principals of both middle and high schools in Maine.

The most serious problems reported by high school principals are lack of student motivation to learn (32%), funding curriculum enhancement activities (21%), student substance abuse (18%), teacher workload (16%), and lack of parental involvement (16%).

Middle school principals reported that the most serious problems in their schools are motivation to learn (27%), teacher workload (18%), lack of parental involvement (18%), and funding for curriculum enhancement activities (14%).

Table 30: Percentage of Principals Ratings for Problems in Middle & High Schools

Problems	Not a Problem or a Minor Problem		Moderate Problem		Serious or Very Serious Problem	
	Middle	High	Middle	High	Middle	High
Student Tardiness	72%	49%	28%	40%	0%	11%
Student Absenteeism	78%	51%	18%	38%	4%	11%
Cutting Classes	98%	80%	2%	16%	0%	4%
Student Bullying	42%	61%	52%	29%	6%	9%
Harassment Among Students	56%	56%	40%	36%	4%	8%
Fighting/Violence	90%	91%	8%	8%	2%	1%
Student Motivation to Learn	29%	17%	45%	51%	27%	32%
Lack of Discipline	88%	83%	8%	15%	4%	3%
Lack of Parental Involvement	54%	34%	28%	50%	18%	16%
Student/Teacher Safety	98%	97%	2%	3%	0%	0%
Teacher Absenteeism	98%	92%	2%	8%	0%	0%
Teacher Morale	92%	78%	8%	16%	0%	7%
Retaining Highly Skilled Teachers	84%	74%	12%	13%	4%	13%
Funding Curriculum Enhancement	58%	49%	28%	30%	14%	21%
Teacher Workload	44%	62%	38%	22%	18%	16%
Student Substance Abuse	80%	24%	16%	58%	4%	18%
Student Self-Abusive Behavior	86%	76%	14%	21%	0%	3%

Source: 2006-07 Maine Public School Census Survey, 2007

31. 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 2007, 7.8 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: 12.4 percent had been in a physical fight on school property within the past 12 months, 5.9 percent said they had carried a weapon to school on one or more of the past 30 days, and 5.5 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 2006-07 school year from 644 (100 percent) of the schools required to submit a report to the state, revealed that there were 9,754 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 6,015 offenders were responsible for 9,432 of the reported incidents, or an average of 1.6 incidents per student offenders, indicating a number of repeat offenders. The project further reported that there was an average of 5 incidents per 100 Maine students. Some incidents resulted in the removal of student(s) from school. A total of 1,170 (12%) incidents, including assault and battery, fighting, threatening and harassing resulted in student(s) removal from school, according to data collected for school year 2006-07.

In its 2006 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 18.3 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 2006, 2.8 percent reported they had done so. Approximately 1.2 percent reported they have taken a handgun to school.

The State of Maine has made efforts toward prevention of drug and alcohol abuse and other prohibited behaviors among

school aged children. More specifically, the Maine Safe and Drug-Free Schools and Communities Act Program (SDFSCA) reported that in 2006-07, 94 percent of schools offered a total of 3,193 prevention-related programs, services, and activities (PSAs) serving an average of 151 students per program.

The most prevalent PSA provided by schools was Drug Prevention Instruction, reported by 475 Maine schools (74%). Table 31 lists the specific types of activities and the percentage of schools providing them in 2006-07.

Table 31: Type of PSAs Offered in Schools

Type of Program Offered in 2006-07	% of Schools Offering
Drug prevention instruction	74%
Counseling & Referrals	68%
Violence prevention instruction	65%
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 and Communities Act Program, 2007-08

Schools in Maine also provided a total of 1,262 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 40 percent of all staff development programs emphasizing violence prevention, and 45 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 2006-07	% of Schools Providing
Student Assistance Team training	25%
Conflict Resolution & Mediation	22%
Civil Rights/Diversity training	27%
Crisis Mgmt./Emergency Planning	24%
Violence prevention training	19%
Life Skills training	10%
Wellness	14%
Substance Abuse Awareness	8%
DARE	7%
Peer Helpers/Peer Mediation	7%
Bullying Prevention	8%
Mentoring	2%

Source: Maine Safe & Drug-Free Schools and Communities Act Program, 2007-08

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:

32. 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 2007-08 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 (NCLB)*. Currently the assessment measures science and technology at grades 4 and 8 and writing at grades 5 and 8; however, beginning in 2009-10, science testing will be in grades 5 and 8 to align with the 2007 Maine Learning Results.

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*. Achievement standards for all grade levels can be found on the Maine Department of Education website.

The tables on the following page show the results of the 2006-07 and 2007-08 MEA for all grades and in each content area assessed. The tables report the percentage of students who achieved at each of the four performance levels as well as the average number of points earned (average scaled score) per grade.

The Maine Department of Education reported several observations regarding the 2007-08 MEA results: (1) Students in grades 3 – 8 have improved in math by 5% and reading by 4%. (2) The percentage of students who met or exceeded the standards increased in every grade and subject area (except 3rd grade reading where it remained unchanged). (3) In Maine, 99% of publicly funded students took part in the MEA at each grade and in each subject; NCLB requires 95%. (4) Across all grades a greater percentage of females than males met proficiency in reading and writing, which is consistent with past performance and national trends.

A review of the Maine Learning Results standards was completed in 2007. The Legislature adopted the "accountability standards," a portion of the MLR standards, designated for standardized statewide assessments for federal purpose, will be assessed on the MEA beginning in 2009.

Table 33: 2006-07 & 2007-08 Maine Educational Assessment Statewide Summary Results

Standards Category	2007-2008 MEA											
Reading	**Grade 3**		**Grade 4**		**Grade 5**		**Grade 6**		**Grade 7**		**Grade 8**	
	06/07	07/08	06/07	07/08	06/07	07/08	06/07	07/08	06/07	07/08	06/07	07/08
Exceeds	2%	2%	4%	4%	5%	5%	8%	13%	18%	18%	16%	23%
Meets	63%	62%	63%	59%	55%	58%	57%	57%	51%	55%	49%	48%
Partially Meets	27%	30%	25%	28%	30%	27%	25%	23%	20%	18%	24%	18%
Does Not Meet	7%	7%	8%	9%	10%	10%	10%	7%	11%	8%	12%	11%
Average Scaled Score	345	344	445	445	544	545	646	648	748	750	847	849
Mathematics	**Grade 3**		**Grade 4**		**Grade 5**		**Grade 6**		**Grade 7**		**Grade 8**	
	06/07	07/08	06/07	07/08	06/07	07/08	06/07	07/08	06/07	07/08	06/07	07/08
Exceeds	14%	17%	8%	9%	12%	12%	15%	10%	14%	14%	13%	11%
Meets	51%	50%	53%	51%	48%	52%	40%	43%	38%	39%	38%	40%
Partially Meets	27%	26%	27%	28%	28%	24%	29%	30%	27%	26%	26%	25%
Does Not Meet	9%	8%	12%	12%	12%	13%	16%	17%	20%	21%	23%	24%
Average Scaled Score	347	347	445	445	546	546	643	642	742	743	842	841

Table 34: 2006-07 & 2007-08 Maine Educational Assessment Statewide Summary Results

Science	Grade 4		Grade 8	
	06/07	07/08	06/07	07/08
Exceeds	7%	6%	14%	16%
Meets	49%	51%	52%	51%
Partially Meets	32%	32%	22%	21%
Does Not Meet	12%	11%	12%	12%
Average Scaled Score	444	444	847	847

Writing	Grade 5		Grade 8	
	06/07	07/08	06/07	07/08
Exceeds	2%	<1%	2%	*
Meets	56%	43%	46%	*
Partially Meets	38%	52%	45%	*
Does Not Meet	4%	4%	7%	*
Average Scaled Score	541	538	836	*

Source: Maine Department of Education, 2008.

* Scores withheld due to 8th grade writing results "significantly different" from pilot testing of writing prompt

33. 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 to 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. The 2006-07 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 of 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. *Since the spring of 2007 all Maine High School Assessment (MHSA) reports issued refer to a new scale which ranges from 1100 – 1180, this will replace the traditional 200 – 800 scale scoring system previously used. A more detailed explanation and scale score conversion chart can be viewed at the Maine Department of Education website. The following table reports the results from the 2007 and 2008 Maine High School Assessment.

*Science scores were not available for 2007.

Table 35: SAT Eleventh Grade 2006-07 & 2007-08 Scaled Score Achievement Level Ranges

Standards Category	Mathematics		Reading		Writing		Science	
	06/07	**07/08**	06/07	**07/08**	06/07	**07/08**	06/07	**07/08**
Exceeds	4%	**4%**	8%	**8%**	6%	**7%**		**2%**
Meets	36%	**37%**	38%	**40%**	41%	**38%**		**40%**
Partially Meets	31%	**34%**	31%	**28%**	31%	**32%**		**24%**
Does Not Meet	30%	**25%**	23%	**23%**	21%	**23%**		**34%**
Average Scaled Score	1140	**1141***	1141	**1141***	1141	**1140***		**1141***

Source: Maine Department of Education, 2008. * See note in text above.

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

34. 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 2008. Students in Maine who took the SAT equaled 87 percent of high school graduates. Nationally, only 48 percent of graduates took the SAT in 2008, according to The College Board, the National organization that sponsors the SAT. (Note: The data presented here are for 2008 high school graduates who took the SAT. These results do not include the SAT testing done by all Maine 11th graders in spring 2008 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 2008 was 469 (out of a possible 800 points). The average mathematics score in Maine was 466, and the average score in writing was 461. This compared with national averages of 502 (critical reading), 515 (mathematics), and 494 (writing). Table 36 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, 812,764 females took the SAT in 2008, compared to 704,226 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 males continue to achieve higher test scores than females in mathematics. Figures 26, 27, and 28 on the following page, show the scores by gender.

Table 36: Comparison of SAT Results, 2008.

	Critical Reading	Mathematics	Writing	Participation Rate
Maine	**469**	**466**	**461**	**87%**
New Hampshire	521	523	512	74%
Vermont	519	523	507	64%
United States	**502**	**515**	**494**	**48%**

Source: The College Board, 2008

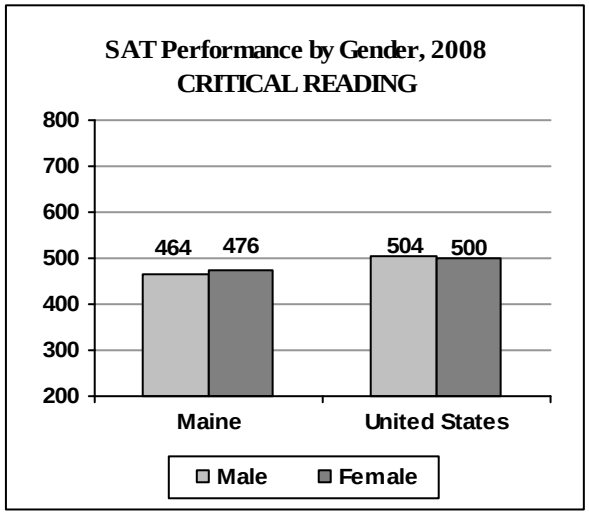


Figure 26: Source: The College Board, 2008.

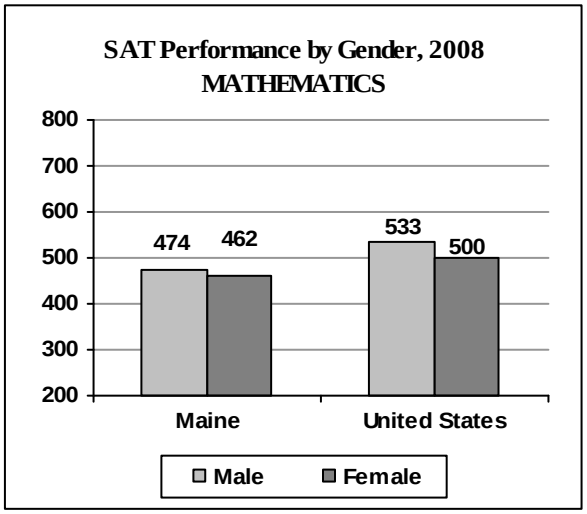


Figure 27: Source: The College Board, 2008.

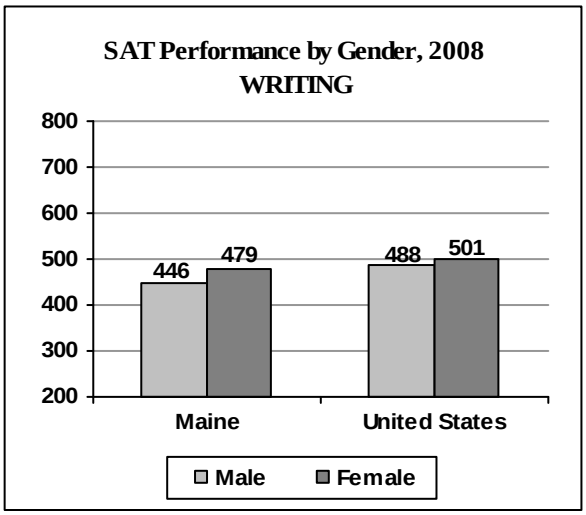


Figure 28: Source: The College Board, 2008.

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 200 points higher than those with parents who had earned only a high school diploma, as shown in Table 37.

Table 37: Highest Level of Parental Education and SAT Achievement in Maine, 2008.

	Critical Reading	Mathematics	Writing
No High School Diploma	393	404	387
High School Diploma	449	453	444
Associate's Degree	476	478	474
Bachelor's Degree	518	519	511
Graduate Degree	558	553	554

Source: The College Board, 2008.

35. Advanced Placement Test

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

The number of public high schools in Maine that offered AP courses increased from 105 in 2006 to 116 in 2007, which is equal to 80.6 percent of all public high schools. In New Hampshire, 93.7 percent offered AP, and in Vermont, 95.2 percent. The national average was 60.1 percent of public schools, as shown in Figure 29.

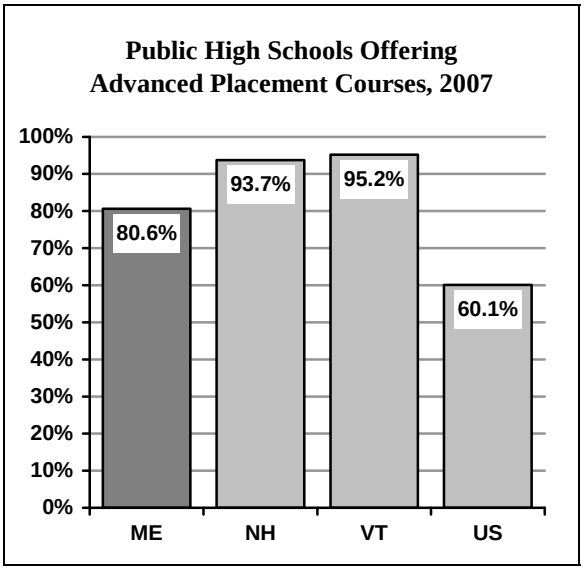


Figure 29: Source: The College Board, 2007.

In 2007, the number of students in Maine's public and private schools who took an AP exam equaled 6,604 students, or 18.4 percent of eligible 11th and 12th grade students. The national average was 18.4 percent, while New Hampshire had 12.0 percent of its eligible students taking AP exams and Vermont, 19.0 percent.

A score of three or above qualifies a student for possible college credit. Maine's qualifying scores, while exceeding the national average by 0.5 percent in 2007, were lower than both Vermont's and New Hampshire's scores, as shown in Table 38.

Table 38: Exam Scores that Qualify for possible College Credit, 2007

State	Percent of Exam Scores Three and Above
Maine	**60.5%**
New Hampshire	71.6%
Vermont	67.9%
United States	59.0%

Source: The College Board, 2007.

A more detailed analysis of scores from Maine public and private schools in 2007 shows that those exams that were graded "five", the highest grade possible, numbered 1,179, or 11.7 percent of all exams taken by Maine students. This was lower than the national average of 13.7 percent, and those of New Hampshire (19.5 percent), and Vermont (17.5 percent).

36. National Assessment of Educational Progress

Note: The NAEP Assessments are administered biennially. The next assessments are scheduled for 2009.

Maine's student performance improved on the 2007 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 2007 biennial assessments were given in mathematics and reading. The following table shows the performance in mathematics assessments of Maine fourth and eighth graders in 2007. Both grade levels scored above the national average scores, ranking 19th and 12th in the nation respectively.

The NAEP has established three levels of performance standards: Basic, Proficient, and Advanced. In 2007, 42 percent of Maine fourth graders who took the test performed at or above the Proficient level in mathematics. Nationally, approximately 39 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 31 percent, as shown in Table 39.

Table 39: 2007 NAEP Mathematics Scale Scores & Percent At or Above Proficient

State	Fourth Graders		Eighth Graders	
	Scale Score	% At or Above Proficient	Scale Score	% At or Above Proficient
Maine	**242**	**42%**	**286**	**34%**
Connecticut	243	45%	282	35%
Massachusetts	252	58%	298	51%
New Hampshire	249	52%	288	38%
Rhode Island	236	34%	275	28%
Vermont	246	49%	291	41%
United States	239	39%	280	31%

Source: National Assessment of Educational Progress, 2007.

Maine fourth graders who took the NAEP Reading Assessment in 2007 achieved an average score of 226, ranking 8th in the nation. This was higher than the national average of 220 but lower than other New England states except Rhode Island as shown in table 39.

Eighth graders in Maine achieved an average score of 270, a significant increase from the 2005 assessment ranking them 4th in the nation for reading proficiency. This was higher than the national average score of 261 and equal to most other New England States but lower than Massachusetts and Vermont.

Table 40 also shows that 36 percent of Maine fourth graders scored at or above the proficient level. This was lower than most New England States, except Rhode Island but higher than the national percentage of 32. Eighth graders in Maine scored 37 percent at or above proficient. The national achievement level for eighth graders was 29 percent.

Table 40: 2007 NAEP Reading Scale Scores & Percent At of Above Proficient

State	Fourth Graders		Eighth Graders	
	Scale Score	% At or Above Proficient	Scale Score	% At or Above Proficient
Maine	**226**	**36%**	**270**	**37%**
Connecticut	227	41%	267	37%
Massachusetts	236	49%	273	43%
New Hampshire	229	41%	270	37%
Rhode Island	219	31%	258	27%
Vermont	228	41%	273	42%
United States	220	32%	261	29%

Source: National Assessment of Educational Progress, 2007.

37. 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 1999 and 2007. 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 40 shows that the overall high school graduation rate for Maine in 2007 was 81.6 percent. Table 42, on the following page, shows the graduation rates by county for 2007.

Table 41: Graduation Rate, 1999-2007

Graduation Year	Number of Graduates* (Includes Special Education Graduates)	Number of Dropouts*	Graduation Rate*
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%
2006	14,367	2,481 (since 2002-03)	85.27%
2007	13,249	3,144 (since 2003-04)	81.64%

Source: Maine Department of Education, 2008.

***** 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 2007 ranged from a high of 88.04 percent in Franklin County to a low of 74.21 percent in Androscoggin County. Only two of the sixteen counties showed an increase in graduation rates since the previous year, with the highest increase in Franklin County (+4.67%) and the biggest decrease in Androscoggin County (-7.52%).

Table 42: Public School Graduation Rates by County for 2007

County	Number of Graduates (Includes Special Education Graduates)	Number of Dropouts since 2003-04	Graduation Rate	One Year Change
Androscoggin	1,021	336	74.21%	-7.52%
Aroostook	824	146	84.54%	-4.53%
Cumberland	3,002	539	84.50%	-.93%
Franklin	348	45	88.04%	+4.67%
Hancock	499	155	76.15%	-4.58%
Kennebec	1,081	277	79.23%	-5.04%
Knox	389	63	84.29%	-6.21%
Lincoln	262	58	81.25%	+.80%
Oxford	667	172	79.5%	-3.04%
Penobscot	1,612	438	77.56%	-6.62%
Piscataquis	135	37	76.74%	-6.49%
Sagadahoc	444	116	78.93%	-.84%
Somerset	574	133	80.91%	-3.03%
Waldo	321	83	78.96%	-4.28%
Washington	296	55	84.33%	-1.72%
York	1,774	389	81.74%	-2.72%
Statewide Total – Public Only	**13,249**	**3,042**	**80.82%**	**-6.43%**

Source: Maine Department of Education, 2008.

38. 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 in 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 5.42 percent in 2005-06*.

Table 43: Yearly Public High & Public Funded (60%) School Dropout Rates

Year	Secondary Student Enrollment	Number of Dropouts	Dropout Rate
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	62,653	1,739	2.78%
2005-06	61,569	3,462	5.42%
2006-07	61,493	3,182	5.17%

Source: Maine Department of Education, 2007.

Note: The data source for all student enrollment has changed and may account for the increase

A wide range in dropout rates exists among Maine's counties. Table 44 presents the difference in yearly dropout rates by county from 2001-02 to 2006-07. The dropout rates for 2006-07 range from a low in Piscataquis County of 3.97 percent to a high of 6.84 percent in Androscoggin County. There was an increase in dropout rates from the year before in all counties which may be a result of a change in the data source for student enrollment.

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

County	Dropout Rate						
	2001-02	2002-03	2003-04	2004-05	2005-06*	2006-2007	One year % change
Androscoggin	3.27%	2.94%	3.82%	3.66%	6.62%	6.84%	+.22%
Aroostook	1.16%	1.18%	1.02%	2.03%	4.76%	4.39%	-.37
Cumberland	2.98%	2.80%	2.67%	3.15%	4.88%	4.28%	-.6
Franklin	4.01%	3.47%	1.99%	3.10%	4.17%	4.46%	+.29%
Hancock	6.02%	4.03%	4.34%	4.06%	6.37%	5.12%	-1.25%
Kennebec	2.60%	2.44%	2.79%	1.51%	5.75%	5.83%	-.87%
Knox	1.80%	2.46%	2.09%	2.83%	5.43%	4.56%	+.08%
Lincoln	4.32%	2.51%	2.41%	1.71%	5.25%	4.46%	-.79%
Oxford	3.45%	2.73%	2.96%	2.65%	5.34%	6.51%	+1.17%
Penobscot	2.79%	2.68%	2.57%	2.96%	5.66%	5.78%	+.12%
Piscataquis	4.66%	4.52%	2.24%	4.70%	5.59%	3.97%	-1.62%
Sagadahoc	3.17%	3.90%	4.15%	2.79%	6.75%	5.08%	-1.67%
Somerset	1.71%	3.45%	2.49%	2.26%	5.69%	5.14%	-.55%
Waldo	3.47%	3.69%	4.37%	3.10%	5.50%	5.11%	-.39%
Washington	3.57%	2.36%	2.64%	2.60%	5.41%	4.86%	-.55%
York	2.59%	2.79%	2.07%	2.39%	5.01%	5.06%	+.05%
State of Maine	**2.89%**	**2.79%**	**2.67%**	**2.78%**	**5.42%**	**5.17%**	**-2.53%**

Source: Maine Department of Education, 2008.

* Note: The data source for all student enrollment has changed and may account for the increase.

39. 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 2008 indicated a range of degree-level goals. As shown in Table 45, 26 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, 14 percent said a doctoral degree, four percent said an associate's degree, and three percent said a certificate program. The remaining 30 percent were either undecided or indicated another type of degree.

A slightly lower percentage of Maine test-takers planned on a bachelor's degree (26%) than students in Vermont (34%), and New Hampshire (34%) 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 31 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 19 percent exceeded those of Maine, New Hampshire, and Vermont.

Table 45: Comparison of SAT Test-Taker's Post-Secondary Plans
Maine, New Hampshire, Vermont, and the United States - 2008

State	Certificate	Associate's	Bachelor's	Master's	Doctoral
Maine	**3%**	**4%**	**26%**	**23%**	**14%**
New Hampshire	1%	2%	34%	27%	12%
Vermont	1%	3%	34%	24%	11%
United States	**1%**	**1%**	**27%**	**31%**	**19%**

Source: The College Board, 2008.

Finance

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

40. 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 46 and Figure 31 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 2008. According to the Bureau, the estimated per capita personal income for Maine in 2007 was $33,962, ranking Maine 35th in the nation, or approximately $4,602 lower than the national per capita personal income, $38,564. New Hampshire is ranked 9th in the nation, while Vermont is ranked 21st.

The final column of the table shows the percentage increase of per capita personal income from 2003 to 2007 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 47, on the next page, shows 2002 to 2006 per capita personal income for all Maine counties. In 2006 (the most recently available county data) the average county

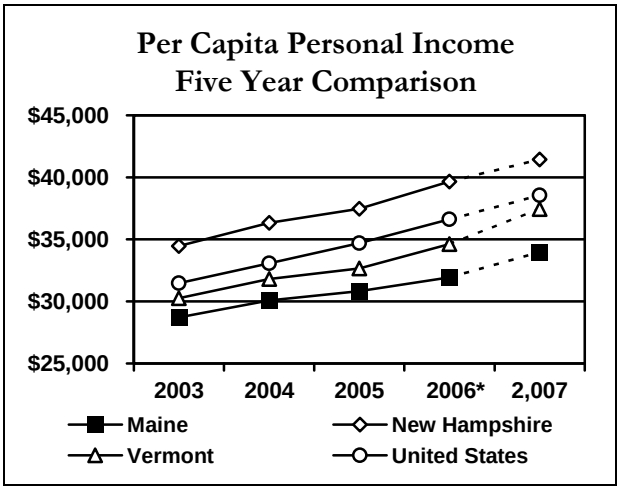


Figure 31: Source: U.S. Bureau of Economic Analysis, 2008.

Table 46: Regional and National Per Capita Personal Income, 2003-2007

State	2003	2004	2005	2006	2007*	% Increase after adjusting for Inflation 2003-2007
Maine	**$28,795**	**$30,169**	**$30,952**	**$32,095**	**$33,962**	**4.7**
New Hampshire	$34,554	$36,460	$37,352	$39,718	$41,444	6.4
Vermont	$30,321	$31,959	$32,716	$35,142	$37,446	9.6
United States	$31,504	$33,123	$34,650	$36,744	$38,564	7.9

Source: U.S. Bureau of Economic Analysis, 2008. *** PCPI *estimated* figures for 2007**

per capita personal income ranged from a low of $25,393 for Oxford County to a high of $40,423 for Cumberland County. Cumberland County ranked 1st in Maine in PCPI, and it also ranked 177th of all 3,111 counties in the entire United States.

Three counties in Maine had incomes below $26,000 and thirteen had incomes above $26,000. The average income in Maine's poorest county, Oxford, at $25,393, was only 62.8 percent of the average per capita personal income in Maine's wealthiest county in 2006. Since 2002, Maine's per capita personal income grew by 3.0 percent (after adjusting for inflation) compared to a national increase of 6.4 percent. During the same time, Piscataquis County showed the highest per capita personal income growth rate within the state while Androscoggin and Franklin Counties showed the lowest growth rate, and Kennebec and Oxford Counties showed a decline.

Table 47: Maine Per Capita Personal Income by County, 2002-2006

Area	2002	2003	2004	2005	2006	% change after adjusting for Inflation 2002-2006
Androscoggin	$26,911	$27,950	$28,607	$29,483	$30,275	0.4%
Aroostook	$23,370	$24,365	$24,761	$25,707	$26,633	1.7%
Cumberland	$34,065	$35,643	$37,716	$38,605	$40,423	5.9%
Franklin	$22,699	$23,759	$24,688	$25,118	$25,543	0.4%
Hancock	$28,356	$28,537	$30,554	$30,593	$31,771	0.0%
Kennebec	$27,328	$28,067	$28,549	$29,229	$30,350	-0.9%
Knox	$29,436	$30,304	$31,856	$32,562	$33,974	3.0%
Lincoln	$28,514	$29,043	$31,335	$30,995	$32,323	1.2%
Oxford	$22,995	$24,129	$24,131	$24,790	$25,393	-1.5%
Penobscot	$25,734	$26,335	$27,488	$28,537	$29,324	1.7%
Piscataquis	$22,941	$23,509	$25,029	$26,443	$27,373	6.5%
Sagadahoc	$28,015	$28,692	$30,962	$31,858	$33,075	5.4%
Somerset	$22,371	$23,798	$24,342	$24,892	$25,428	1.4%
Waldo	$23,691	$24,600	$26,205	$26,995	$27,556	3.8%
Washington	$22,199	$23,106	$24,195	$25,476	$26,148	5.1%
York	$28,283	$29,036	$30,957	$31,732	$33,034	4.2%
Maine	**$27,816**	**$28,795**	**$30,169**	**$30,952**	**$32,095**	**3.0 %**
United States	$30,795	$31,466	$33,090	$34,471	$36,714	6.4%

Source: U.S. Bureau of Economic Analysis, 2008.

41. 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 48 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.

Table 48: 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
2004	5.04%	7.78%	12.82%	30.5%
2005	5.06%	8.08%	13.14%	32.5%
2006	4.94%	8.61%	13.55%	33.6%
2007	4.93%	8.51%	13.44%	33.9%
2008	4.91%	8.11%	13.02%	Not Available

Source: Maine Office of Fiscal and Program Review, 2008 and Tax Foundation, 2007.

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. The following figures illustrate the national ranking of tax burden among New England states. In 2008, Maine is ranked 15th in the nation in tax burden as a percentage of income when comparing just state and local taxes. For all but New Hampshire and Massachusetts, the state and local tax burden for New England states is above the national average of 9.7%. According to the Tax Foundation, Maine's state and local tax burden has been among the highest compared to other states for the past two decades.

When factoring in federal taxes, the tax burden ranking shifts among New England states. Figure 34 illustrates this difference using comparative rankings from 2007 (the most recent year for which comparative federal tax information is available). Maine is ranked 2nd for state and local tax burden, but drops to 10th with the inclusion of federal taxes. New Hampshire jumps 20 places from having the second lowest tax burden to 29th in the nation.

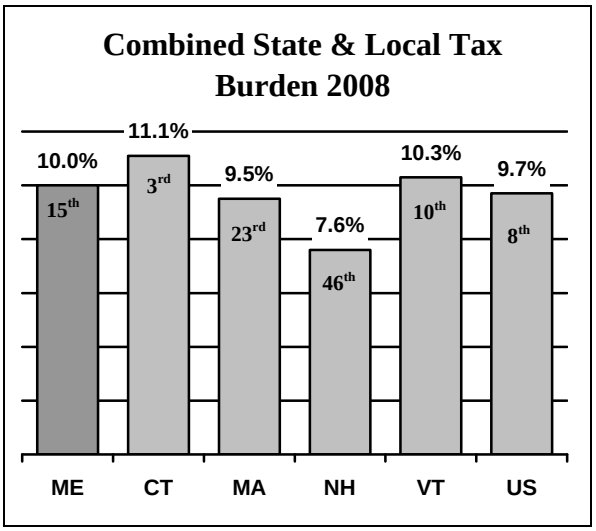
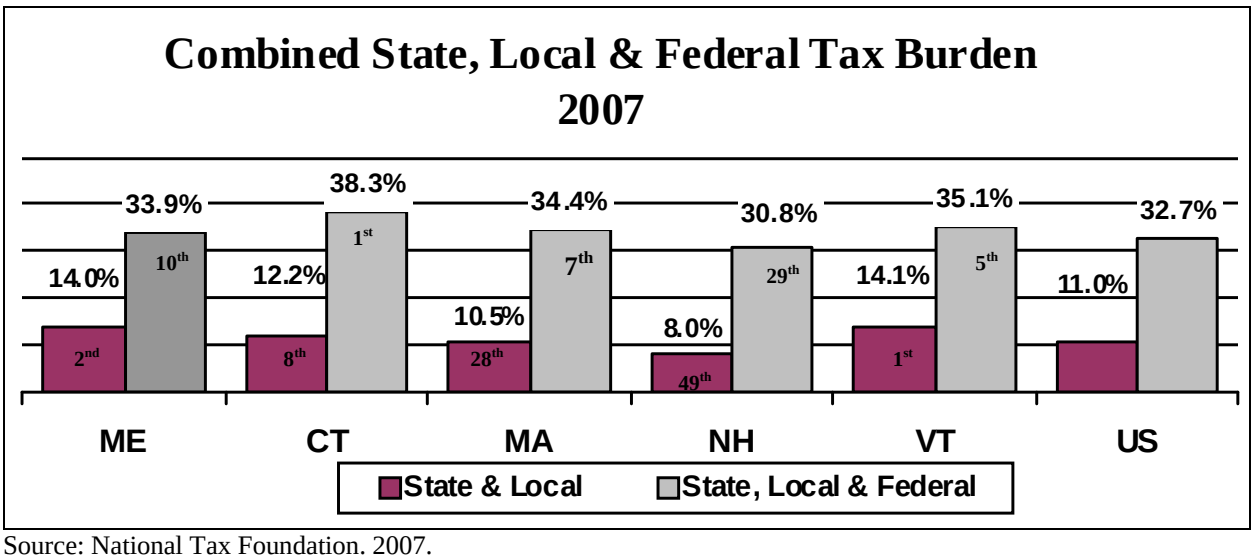


Figure 33: Source: National Tax Foundation, 2008



Source: National Tax Foundation. 2007.

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.

42. Education Funding by Source

Note: Data for 2008-09 was not available from the Department of Education at the time of printing.

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 $2.3 billion on K-12 education during the 2006-07 school year. As reported in Table 50, this was a total increase of $850 million, or 56.6 percent, since 1997-98. For the same period the state share increased by $419.8 million (58.9%), the local share by $357.9 million (49.6%), and the federal share by $71.9 million (107.1%). However, when adjusting for inflation, the total education funding increased by $411 million (21.2%), the state share by $211 million (22.9%), the local share by $147 million (15.8%), and the federal share by $52.2 million (60.2%).

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.

Table 50: Maine Education Funding by Source (in Millions)

Revenue Source	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Local	$722.4	$752.9	$788.9	$840.9	$909.3	$962.3	$1,006	$1,062	$1,056	$1,080
State*	$712.9	$781.2	$810.9	$864.3	$886.6	$901.5	$907.2	$930.3	$993.4	$1,132
Federal	$67.2	$82.9	$96.2	$103.5	$115.4	$136.7	$162.1	$142.5	$148.3	$139.1
Total Dollars	$1,502	$1,616	$1,696	$1,808	$1,907	$1,996	$2,076	$2,135	$2,198	$2,352

Source: Maine Department of Education, *Statewide School Finance Data*, 2007.
* includes retirement, subsidy and other state grants.

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; 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. Please note, the state of Maine is in the process of ramping up to 55 percent funding for education which would be more apparent if federal funding were not included in this data.

Table 51: Percentage of Education Funding by Source

Revenue Sources	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Local	48.1%	46.6%	46.5%	46.5%	47.6%	48.1%	48.5%	49.8%	48.0%	45.9%
State	47.5%	48.3%	47.8%	47.8%	46.4%	45.1%	43.7%	43.6%	45.3%	48.2%
Federal	4.4%	5.1%	5.7%	5.7%	6.0%	6.8%	7.8%	6.6%	6.7%	5.9%

Source: Maine Department of Education, *Statewide School Finance Data*, 2007.

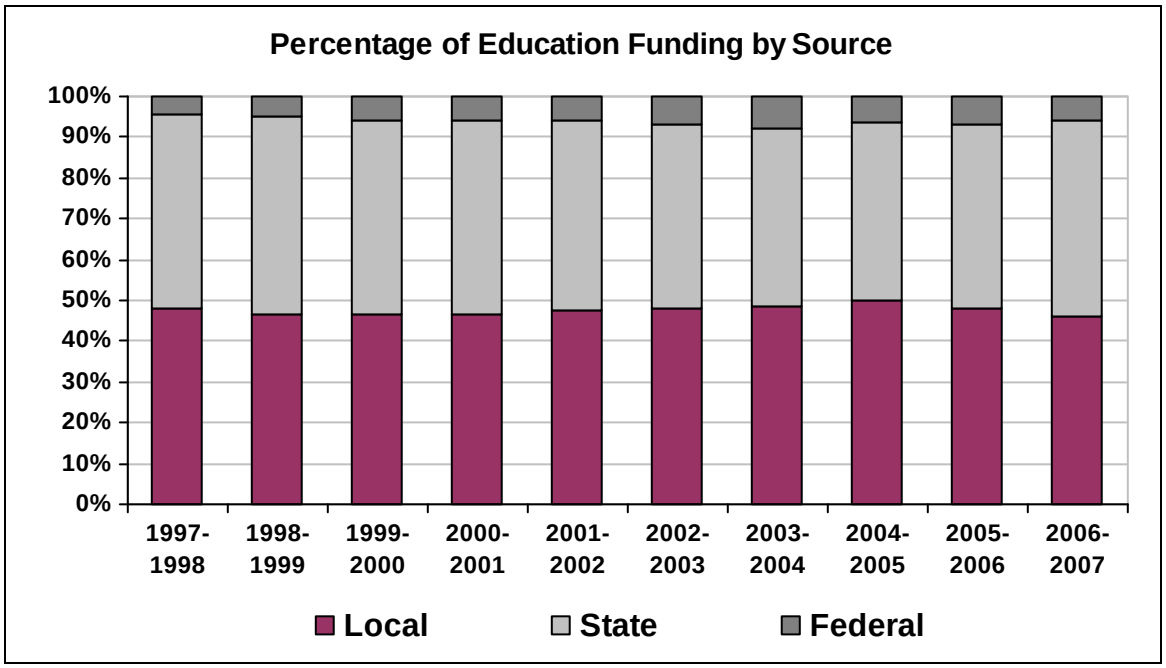


Figure 34: Source: Maine Department of Education, 2007.

43. 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 52, is the major factor in establishing the community's ability to raise local funds for education.

The data in Figure 35 indicate that the per pupil valuation has been steadily rising over the past ten years, with an overall increase of over 100 percent from 1998-99 to 2007-08 (not adjusted for inflation).

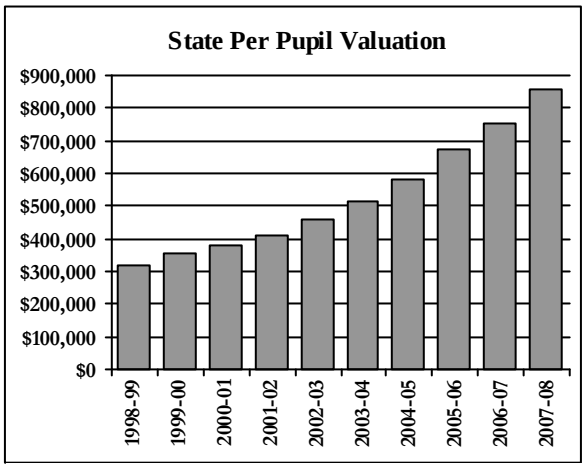


Figure 35: Source: Maine Department of Education, Maine State Revenue Service, 2007.

Table 52: Per Pupil Valuation by County, 2007-08

County	Property Valuation	Public School Enrollment	Per Pupil Valuation
Androscoggin	$8,152,900,000	16,011	$509,206
Aroostook	$4,149,400,000	11,071	$374,799
Cumberland	$41,557,850,000	40,600	$1,023,592
Franklin	$4,222,100,000	4,340	$972,834
Hancock	$12,876,450,000	6,792	$1,895,825
Kennebec	$9,493,900,000	17,707	$536,166
Knox	$7,311,200,000	5,117	$1,428,805
Lincoln	$7,981,000,000	4,122	$1,936,196
Oxford	$6,607,800,000	9,245	$714,743
Penobscot	$10,106,600,000	21,829	$462,989
Piscataquis	$2,280,550,000	2,528	$902,116
Sagadahoc	$4,544,550,000	5,594	$812,397
Somerset	$4,813,450,000	7,972	$603,794
Waldo	$4,421,100,000	5,046	$876,159
Washington	$3,275,350,000	4,326	$757,131
York	$30,950,350,000	27,731	$1,116,092
State Totals	**$162,744,550,000**	**190,031**	**$856,410***

Source: Maine Department of Education, Maine State Revenue Service, 2008.

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

44. 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 $5,146 in 1997-98 to $8,797 in 2006-07 (not accounting for inflation). This was an overall increase, since 1997-98, of 70.9 percent (34.9 percent when accounting for inflation) and an average annual increase of 5.9 percent. In 2006-07, per-pupil operating costs for individual school administrative units in Maine ranged from a low of $5,577 to a high of $20,956. Yearly average increases for the last ten years appear in Table 53.

Table 53: Statewide Average Per-Pupil Operating Expenditures

Fiscal Year	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004 - 2005	2005 - 2006	2006-2007
Per-Pupil Operating Costs	$5,146	$5,474	$5,818	$6,233	$6,640	$7,019	$7,331	$7,760	$8,230	$8,797
Annual Percent Increase	4.2%	6.4%	6.3%	7.1%	6.5%	5.7%	4.4%	5.9%	6.0%	6.9%

Source: Maine Department of Education, 2008.

45. Education Expenditures by Category

Note: Preliminary 2007-08 data was used in calculating the following. Several units had not reported and one MSAD's data was incomplete

Maine's total education expenditures for school year 2007-08 were $2,016,154,883, an increase of $61.8 million or 3.2 percent from the previous year. Figure 36 shows how the expenditures break down by category statewide. Regular education received nearly half (40.5 percent), or $816.6 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 $295.1 million (6.0 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 11.9 percent of all costs, or $239.1 million. This reflected all the costs of operating the buildings but excluded debt service.

In 2007-08, administration costs totaled approximately 8.8 percent of education costs, with 3.5 percent, or $69.9 million, spent on superintendents' offices, and 5.3 percent, or $107.4 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.

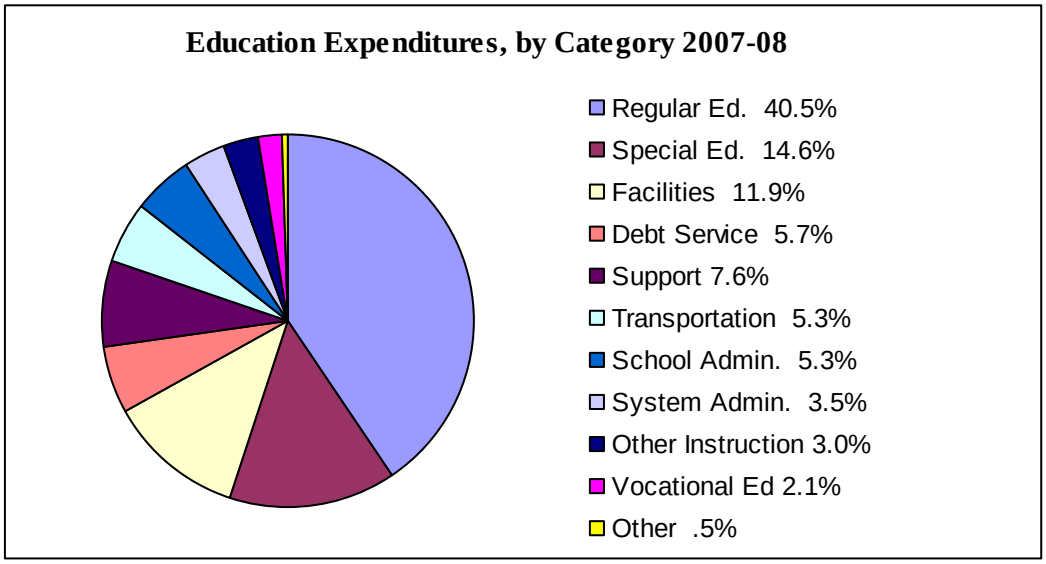


Figure 36: Source: Maine Department of Education, 2008.

46. Special Education Expenditures

Maine special education costs have risen since 1996-97, when more than $163 million was spent, to approximately $282.8 million in 2005-06, as shown in Table 54 and Figure 37. This was a 37.8 percent increase after 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 2005-06 were for special education teachers (41.3%), Ed. Tech's. (29.5%), and speech and hearing therapists (7.9%). An additional 10.9 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 2004-05 and 2005-06, special education costs have increased by 3.6 percent while total school expenditures increased by 4.4 percent. As a share of total education expenditures, special education costs had reached 11.3 percent in 1991-92. In 2005-06, the special education share had increased to 14.0 percent, 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 2005-06 and 2006-07, and special education enrollments decreased by 2.6 percent. Furthermore, while Maine public school total enrollments have declined in the last ten years by 9.6 percent, special education enrollments have increased by 5.3 percent.

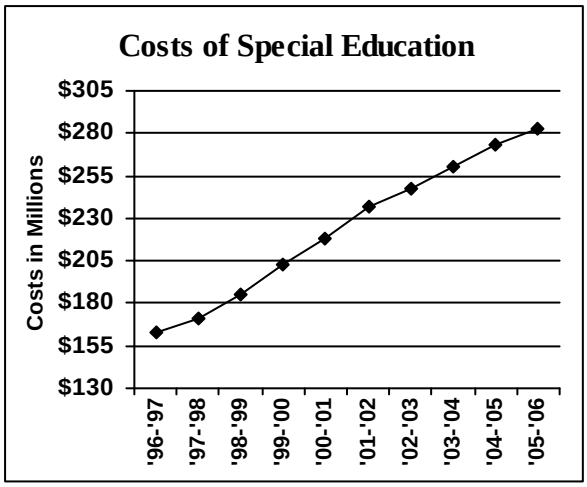


Figure 37: Source: Maine Department of Education, 2007.

Table 54: Special Education Expenditures, 1996-97 through 2005-06

	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Special Education Expenditures (Millions)	$163.4	$171.6	$185.6	$203.1	$218.1	$236.5	$247.2	$260.8	$272.9	$282.8

Source: Maine Department of Education, 2007.

47. Student Transportation Expenditures

Note: Updating this information was not possible due to a change in data collection procedures at the Maine Department of Education.

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 55. 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

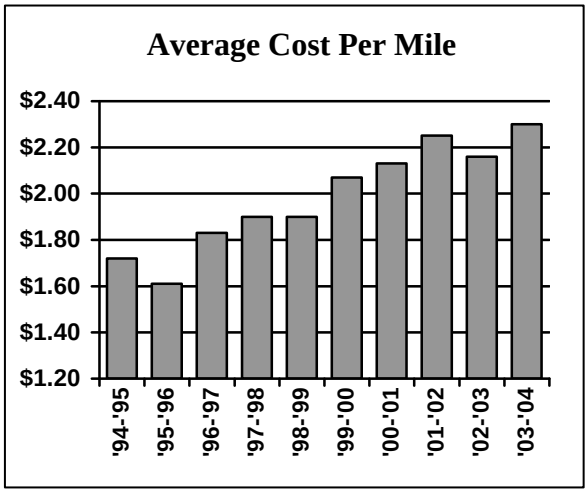


Figure 38: Source: Maine Department of Education, 2005.

Table 55: 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.

since 1995-96, as shown in Figure 38. The average expenditure per student transported was $502.21 in school year 2004-05. This was an increase of 12.9 percent from the 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 39.

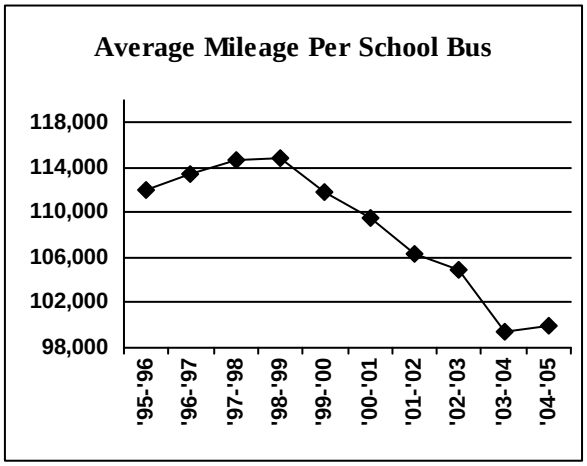


Figure 39: Source: Maine Department of Education, 2006.

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 selected publications describing various aspects of Maine education.

Reports:

Alternative Calculations of Geographic Cost Adjustment Component of the Essential Programs and Services Model. James E. Sloan & David L. Silvernail, Maine Education Policy Research Institute, University of Southern Maine.

Analysis of the Impact of School Consolidation on Student Transportation Cost: Brief. James E. Sloan, Aaron K. Gritter, and David L. Silvernail, Maine Education Policy Research Institute, University of Southern Maine.

A Report on Efforts to Stimulate Regional Programs and Services in Special Education in Maine. Maine Education Policy Research Institute, University of Maine, Orono.

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.

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.

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

Increasing Postsecondary Enrollments in Maine. David L. Silvernail, 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.

Learning Results Implementation Survey: Analysis of Teacher and Principal Ratings With Comparisons to Ratings by Learning Results Leadership Teams. Maine Education Policy Research Institute, University of Maine, Orono.

Legislative Districts Education Report. Maine Education Policy Research Institute, University of Maine, Orono.

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's Middle School Laptop Program: Creating Better Writers. Aaron K. Gritter & David L. Silvernail, Maine Education Policy Research Institute, University of Southern 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.

Maine's Middle School Laptop Program: Creating Better Writers. David L. Silvernail & Aaron K. Gritter, Center for Education Policy, Applied Research and Evaluation, University of Southern Maine.

National Board Teacher Certification in Maine: An Exploratory Study. Sarah V. Mackenzie and Walter J. Harris, Maine Education Policy Research Institute, University of Maine, Orono.

Preliminary Report on Development of a Funding Model for Career and Technical Education. Maine Education Policy Research Institute, University of Maine, Orono.

Preliminary Report on Development of a Funding Model for Gifted and Talented. Maine Education Policy Research Institute, University of Maine, Orono.

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

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