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and Evaluation

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, Dan Hupp, and Richard Soules, 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.

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Introduction

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

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

The Condition of K-12 Public Education in Maine 2008 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 193,335 students in 2006-07. 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 670 public schools in various grade span configurations. Total education expenditures in 2006-07 were approximately $1.9 billion. On a per-pupil basis, (excluding major capital outlay, transportation, and debt service), Maine's average per pupil operating expenditure was $8,230 in 2005-06. Finally, one out of every three Maine students was eligible to receive free or reduced price lunch in 2006-07.

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.

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. While the results for both years 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 two 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 2007 SAT (these results do *not* include the SAT taken by 11th graders for the educational assessment requirement). However, Maine did have a 100% participation rate compared to 48% nationally. Achievement in qualifying scores on Advanced Placement examinations slightly exceeds the national average. More information about these and other facts are provided in the following pages.

Background Demographics

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

1. Children's Well-being and Financial Security

Financial security impacts children's psychological and emotional health, access to health care, and overall well-being. The likelihood of financial security increases for children who live with both parents, and decreases for children who live with only one parent. In Maine, the Annie E. Casey Foundation reported that 21 percent of children lived in female-headed, single-parent families in the year 2005. This compared to a national rate of 25 percent.

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

According to the Annie E. Casey Foundation's *Kids Count 2006 Data Book*, other key indicators of children's well-being and financial security include teens who are high school dropouts; teens not attending school and not working; children living in families where no parent has full-time, year-round employment; children in poverty; and children in single-parent families. Each of these indicators may contribute to a child living in what might be considered a "high risk" family.

The following table shows how Maine compared nationally and in other New England states for each of these "high risk" indicators as well as the 50 state ranking provided by the Annie E. Casey Foundation based on data from 2005.

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

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

Source: Annie E. Casey Foundation, 2006.

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

Maine Children Without Health Insurance: Children who have health insurance are more likely than children without health insurance to receive necessary and preventative medical and dental care. A recent survey conducted by the U.S. Bureau of the Census revealed that the number of uninsured children (those 17 years and under) declined from 11.1 million (15.4 percent) in 1998 to 8.7 million (11.7 percent) in 2006.

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, 18,000, or 6.4 percent, of Maine's children lacked health insurance in 2006.

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%

Source: US Bureau of the Census, Current Population Survey, 2007.

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 2007* reported that in fiscal year 2006, 47.0 percent, or 132,187 Maine children, aged 0-18 years, participated in MaineCare. The participation rate among counties varied greatly from a high of 73.3 percent in Washington County to a low of 32.2 percent in Cumberland County, as seen in Figure 1.

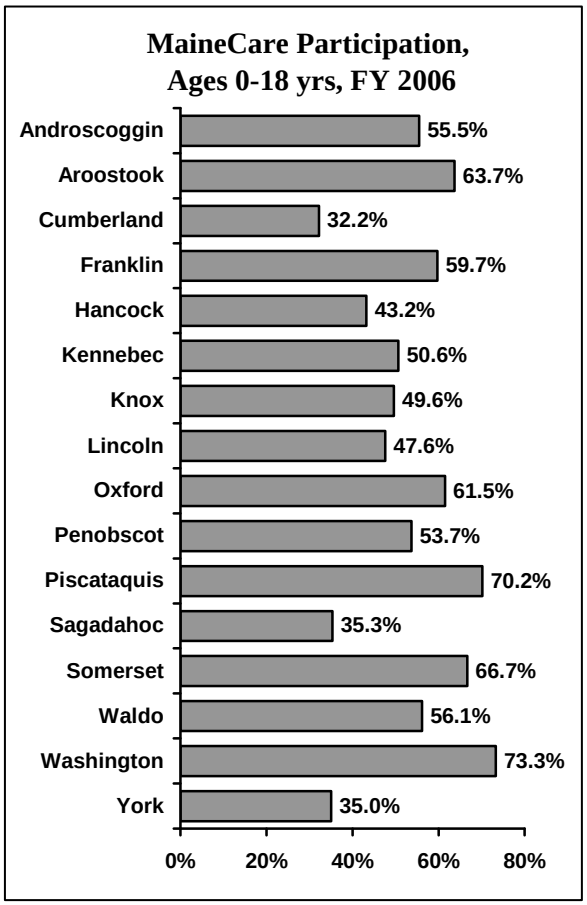

Figure 1: Source: Maine Kids Count Data Book, 2007.

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

Figure 2 indicates the percentage of children 24 months old in Maine and the United States who have been immunized with the 4:3:1:3 combination, which includes all those listed above except the Varicella vaccine. As illustrated by the chart, Maine had been consistently above the nation in immunization of 24-month-old children until 2003 when Maine dropped below the nation by 2.2 percent. In 2006, Maine's immunizations decreased by almost 8 percent from the previous year.

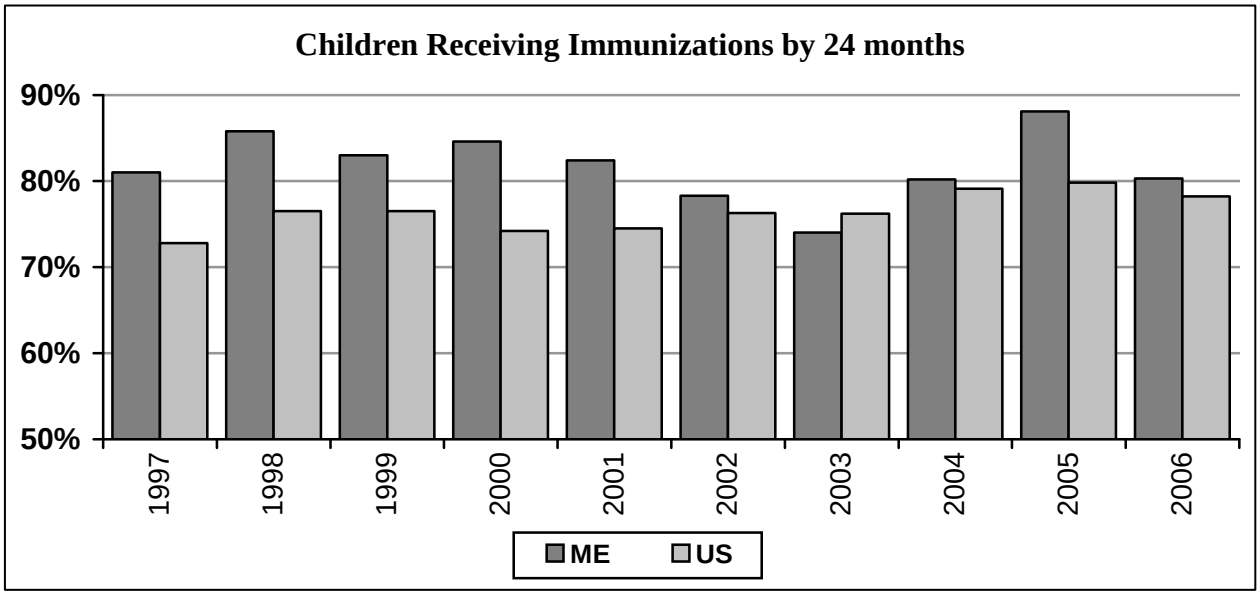

Figure 2: Source: Center for Disease Control, 2007.

[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 2006 figures from the U.S. Bureau of the Census regarding the weighted average thresholds of poverty.

Table 3: Poverty Thresholds - 2006

Number in Family	Annual Earnings
1 Person	$10,294
2 Persons	$13,569
3 Persons	$16,079
4 Persons	$20,614

Source: US Bureau of the Census, 2007.

The most recent information from the U.S. Census Bureau indicates that approximately 379,000 people in Maine were living below the poverty threshold in 2006. This was 10.6 percent of the total population, lower than the national level of 12.1 percent.

Twenty-six 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 2004-2005 and

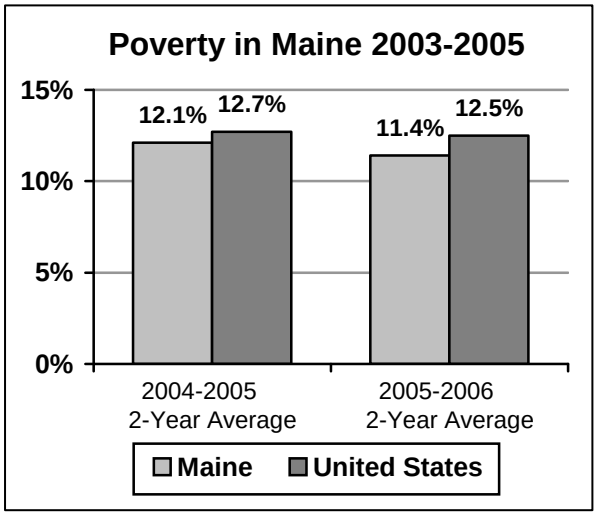

Figure 3: Source: US Bureau of the Census, 2007.

2005-2006. These numbers indicate a two-year average *decrease* from 2004-2005 to 2005-2006 of 0.7 percent in Maine, compared to a 0.2 percent *decrease* nationally.

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 381,000 (29.0%) of Maine's population had income below two times the federal poverty guideline, approximately 97,000 of whom are children.

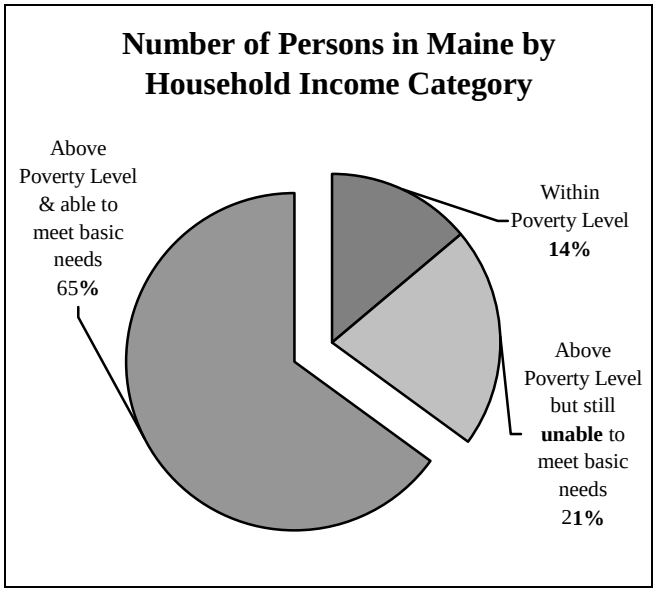

Figure 4: Source: National Center for Children in Poverty, 2007.

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 decreased from 4.8 percent in 2005 to 4.6 percent in 2006; compared to a decrease from 5.1 percent in 2005 to 4.6 percent in 2006 nationally. Twenty-three states had higher unemployment rates in 2006 than Maine with Michigan being the highest at 6.9 percent.

The educational attainment of parents has also been linked to the poverty rate of children. As an example, the National Center for Children in Poverty reported that in 2006, 82 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 22 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 2006-07, as reported by the Maine Department of Education, students who qualify for ***free*** lunches must live in a household earning no more than $26,000 annually for a family of four. To qualify for ***reduced*** lunches, students must live in a household earning no more than $37,000 annually for a family of four.

In 1997-98, 31.1 percent of the total public school population qualified for lunch subsidies. Figure 5 and Table 4 show that since 1997-98, the percentages fluctuated until they reached a ten-year high of 36.4 percent in 2006-07.

Overall, the number of students qualifying for *reduced* lunches has increased, from 7.3 to 7.8 percent since 1997-98. While, during the same period, the percent of students eligible for *free* lunches has been fluctuating since 1997-98 when it was at 23.8 percent until it reached a ten-year high of 28.6 percent in 2006-07. Those percentages equal approximately 54,189 students who were eligible for the ***free*** lunch program and 14,936 students who were eligible for the ***reduced*** lunch program, for a total of 69,125 students, or 36.4 percent of the total school population of participating schools in 2006-07.

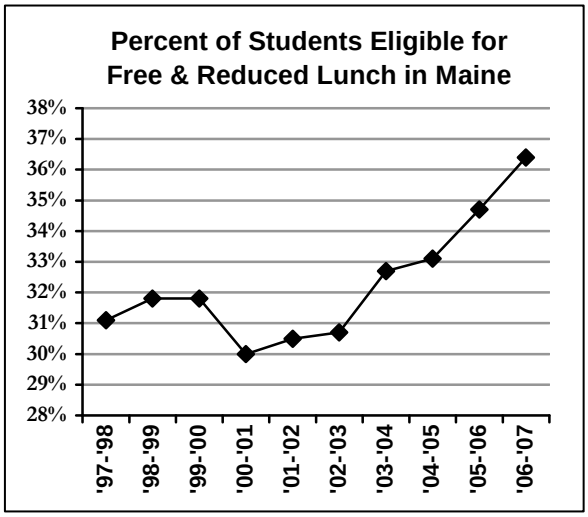

Figure 5: Source: Maine Department of Education, 2007.

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

Students Eligible	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Free Lunches	23.8%	24.2%	23.9%	22.1%	22.9%	23.1%	25.1%	25.6%	27.2%	28.6%
Reduced Lunches	7.3%	7.7%	7.8%	7.9%	7.6%	7.6%	7.7%	7.5%	7.5%	7.8%
Total Students	31.1%	31.8%	31.8%	30.0%	30.5%	30.7%	32.7%	33.1%	34.7%	36.4%

Source: Maine Department of Education, 2007.

Table 5 lists the percentages of students by county in Maine who were eligible to receive subsidized school lunches in 2006-07. Cumberland County reported the lowest percentage of school lunch eligibility (25.8 percent) while Washington County reported the highest percentage (55.5 percent).

Table 5: Children Eligible to Receive Subsidized School Lunches, by County, 2006-07

County	Students Eligible for Subsidized Lunches	Percent of Enrollees in School
Androscoggin	6,608	44.8%
Aroostook	5,551	47.7%
Cumberland	10,483	25.8%
Franklin	2,062	46.7%
Hancock	2,267	32.3%
Kennebec	7,159	37.0%
Knox	1,702	32.4%
Lincoln	1,601	36.7%
Oxford	4,796	46.9%
Penobscot	8,485	37.3%
Piscataquis	1,583	52.6%
Sagadahoc	1,601	28.0%
Somerset	4,454	49.8%
Waldo	2,567	46.8%
Washington	2,772	55.5%
York	7,845	28.1%
Maine	**71,536**	**36.4%**

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 2005, with 24.4 births per 1,000 teenaged women, Maine had the 6th lowest teen birth rate in the country, just below New Jersey (23.4), Massachusetts (21.8), Connecticut (23.3), Vermont (18.6), and New Hampshire (17.9). This reflected a significant decline in birth rates for Maine teenagers aged 15-19 years since 1991 when the rate was 43.5. Figure 6 provides a comparison of teen birth rates for Maine and the United States, according to the Centers for Disease Control and Prevention.

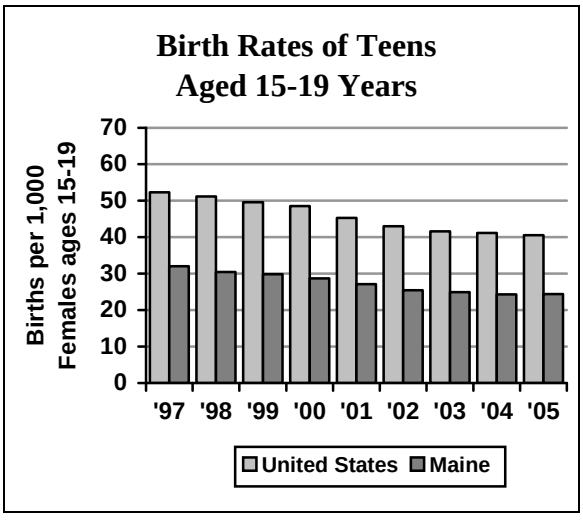

Figure 6: Source: National Vital Statistics Reports, 2007.

The level of public assistance provided through the program of Temporary Aid to Needy Families (TANF) is also important in discussions of children's well-being. According to the Maine Department of Health and Human Services, Bureau of Family Independence, in October 2006, 8.1 percent of Maine children aged 0-17 years were receiving TANF. Figure 7 shows percentages of children on TANF by county. Androscoggin had the highest with 14.8 percent of its children on TANF while Hancock County had the lowest at 4.3 percent.

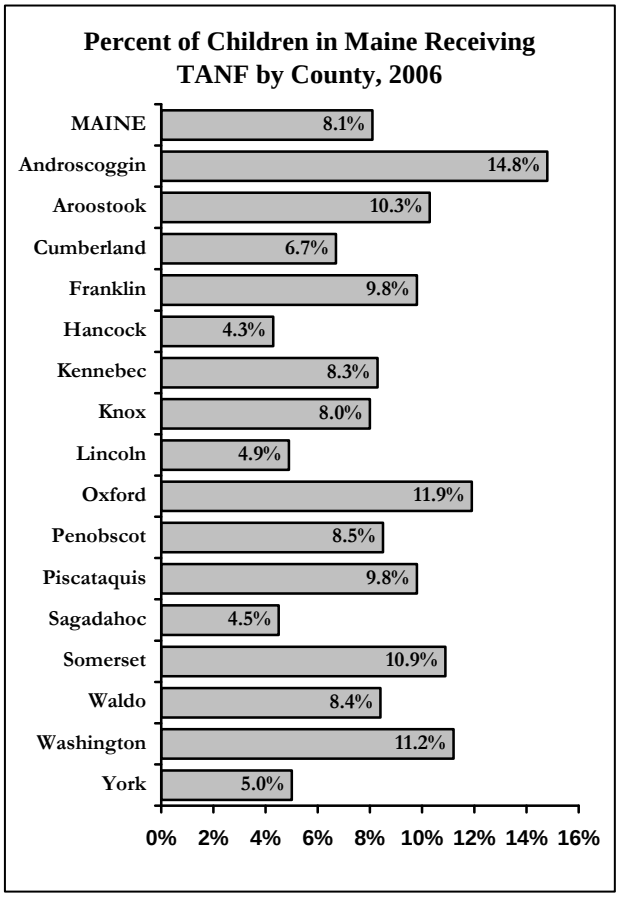

Figure 7: Source: Maine Department of Health & Human Services, Bureau of Family Independence, 2007; Maine Children's Alliance, 2007.

6. Youth Risk Behaviors

In its recent report on youth risk behaviors, the Center for Disease Control revealed that in the United States in 2005 the most prevalent causes of death in 10-24 year-olds were motor-vehicle accidents (30%), other unintentional injuries (14%), homicide (15%), and suicide (11%). Health-risk behaviors, such as tobacco, alcohol, and other illicit drug use, also contribute to the leading causes of mortality and morbidity among youth and adults, and are often established during youth.

In terms of alcohol and other drug use, Table 6 shows how Maine's youth, 10-24 years old, compared to the alcohol and drug use behaviors of youth in New Hampshire, Vermont, Massachusetts, and the United States.

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

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

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

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

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

Table 7: Tobacco Use Among Youth, 2005.

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

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

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

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

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

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

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

7. Educational Attainment of Maine's Adults

The completion of high school and education beyond high school is an indicator of economic and social, national, and state well-being. The U.S. Census Bureau reported that in the year 2006, 88.7 percent of Maine's population 25 years old and older had attained a high school diploma. Maine was 4.7 percentage points higher than the national average (84.1%); and Maine was higher than most other New England states except New Hampshire and Vermont, as shown in Figure 8.

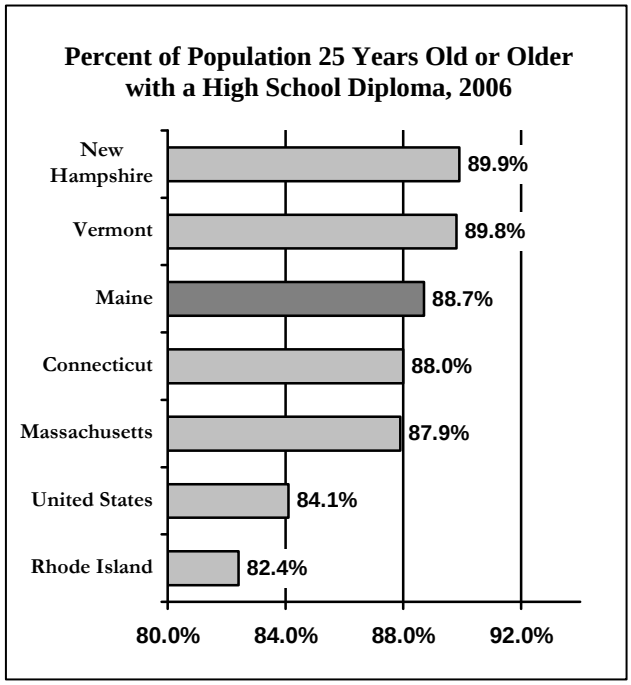

Figure 8: Source: U.S. Census Bureau, 2007.

New information from the U.S. Census Bureau reinforces the value of a college education: workers 18 and over with a bachelor's degree earned an average of $54,689 in 2005, while those with a high school diploma earned $29,448. When considering the population 25 years old or older with a bachelor's degree or higher in 2006, Maine was at 25.8 percent, 1.2 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.

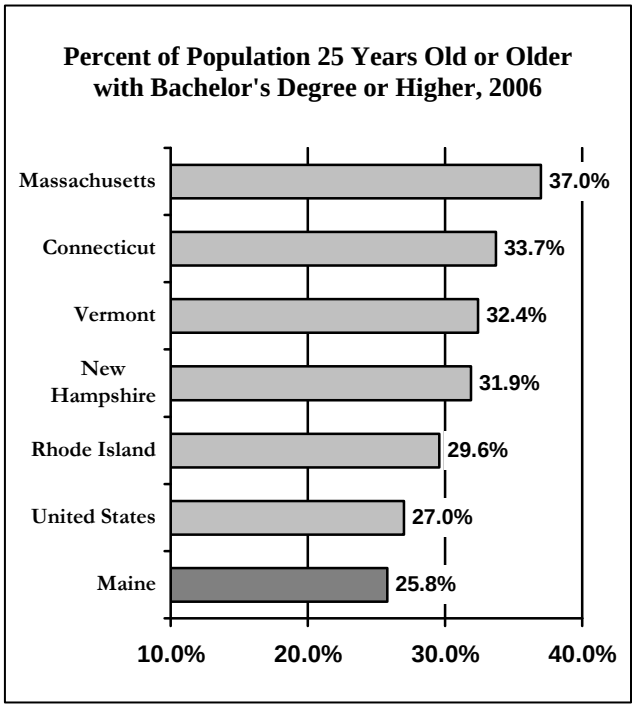

Figure 9: Source: U.S. Census Bureau, 2007.

8. Projected Educational Attainment of Public School Ninth Graders

As reported in the previous indicator, Maine ranks high in the nation in terms of the percent of those people 25 years old and older who have earned a high school diploma. However, in the same year (2005) only 24.3 percent of the same population had earned at least a bachelor's degree, according to the National Center for Education Statistics.

Why this large gap between the percent of high school graduates and bachelor's degree graduates? There are a myriad of reasons for the gap, some of which become more apparent if one examines available national and Maine trends. Figure 10 provides a projection of the educational attainment of Maine's 9th graders, given what we know about graduation and persistence rates.

As shown in the figure, approximately 87.4 percent, or 15,370, of Maine's public school 9th graders are expected to graduate from high school four years later. Of these 15,370 graduates, typically just below 73 percent (11,143) report they plan on enrolling in some type of college or university. Breaking this down further, of those who report they plan to enroll, approximately 82 percent (9,137) actually do so. And of these 9,137 college freshmen, approximately 65 percent will earn a 2- or 4-year college degree by their mid to late 20's.

Thus, currently only about 33.6 percent of Maine's public school 9th graders are expected to complete a college or university degree program early in their lifetime. More may earn degrees later in life, but this information provides some insight as to why Maine ranks 37th in the country in terms of the percent of our population having earned a bachelor's degree or higher.

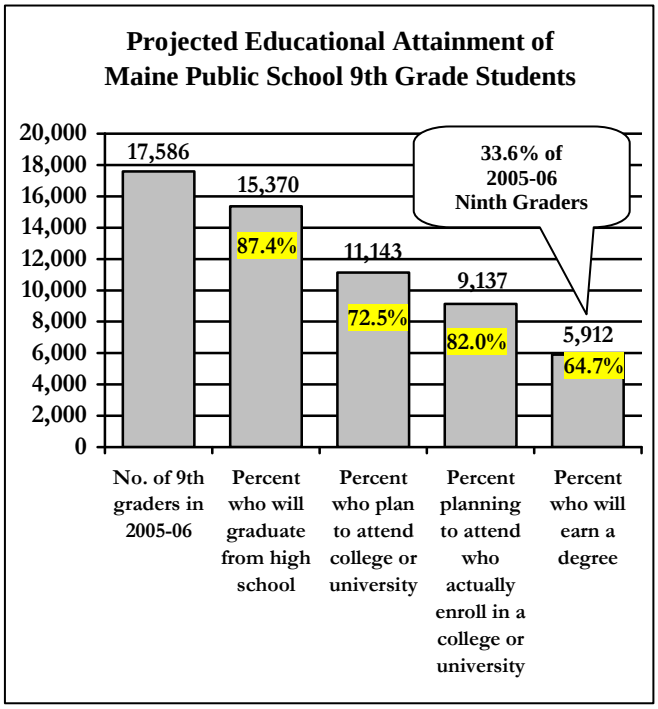

Figure 10: Source: Maine Department of Education, 2006. National Center for Education Statistics, 2006.

9. Rewards of High School Completion and Higher Education Degree

Although the rewards of attaining higher and higher levels of education are often intrinsic (personal satisfaction, social position, etc.), the extrinsic rewards are measurable. According to the U.S. Bureau of the Census, in 2005 the national median income of males 25 years old and older with less than a high school diploma was $25,811, or 69.9 percent of the median income ($36,935) of male high school graduates. For similarly-grouped females, the median income was $19,543, or 72.1 percent of the earnings ($27,097) of female high school graduates.

Further comparisons by educational attainment and income revealed that males with "some" college earned $45,098, and females earned $32,815. Males who had attained bachelor's degrees earned $61,368, while females with the same educational attainment had earned $44,750, as shown in Table 9.

Table 9: National Median Annual Income of Workers, Aged 25 and Older, by Level of Educational Attainment, 2005

Gender	Not a High School Graduate	High School Graduate	Some College	Associate's Degree	Bachelor's Degree	Master's Degree
Male	$25,811	$36,935	$45,098	$48,809	$61,368	$78,643
Female	$19,543	$27,097	$32,815	$35,683	$44,750	$54,511

Source: U.S. Bureau of the Census, Annual Demographic Survey, 2007.

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 2006-07 there were 193,335 children enrolled in Maine K-12 public schools. This represents an overall ten-year decrease of 9.6 percent, or 20,532 students, since 1996-97.

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 1996-97 and 2006-07 school years. All but two of the sixteen counties have shown a steady decline in student enrollment over the last ten years. York county showed a slight increase, while Knox county had a 10.4 percent increase in the last ten 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.

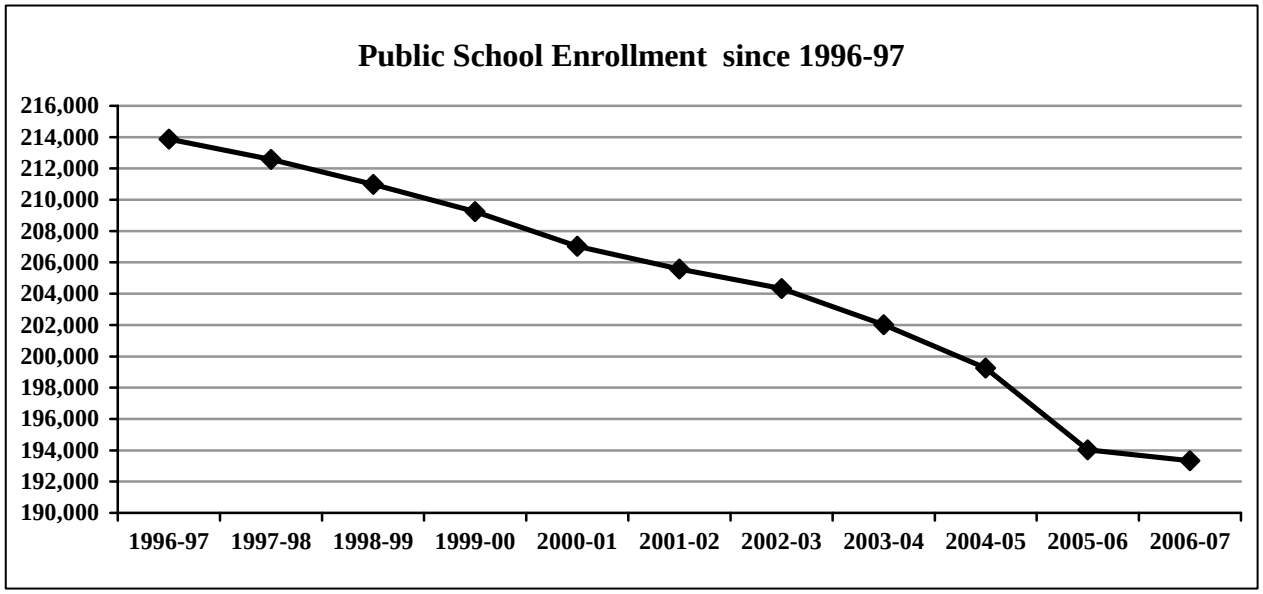

Figure 11: Source: Department of Education, 2007.

Table 10: Public School 1996-97 & 2006-07 Fall Enrollments by County

County	Enrollment 1996-97	Enrollment 2006-07	Five Year Enrollment Changes	Ten Year Enrollment Changes	Projected Change in Student Enrollment 2004-2016
Androscoggin	16,926	16,065	-3.23%	-5.09%	-7.50%
Aroostook	13,898	11,176	-7.72%	-19.59%	-20.70%
Cumberland	41,785	38,533	-9.19%	-7.78%	-2.79%
Franklin	5,419	4,475	-9.71%	-17.42%	-24.76%
Hancock	8,387	6,954	-9.93%	-17.09%	-17.41%
Kennebec	20,192	16,882	-11.56%	-16.39%	-20.57%
Knox	5,819	6,425	+13.32%	+10.41%	-9.61%
Lincoln	5,375	3,116	-37.34%	-42.03%	-21.49%
Oxford	10,265	10,001	+1.67%	-2.57%	-13.04%
Penobscot	25,076	23,105	-1.667%	-7.86%	-13.56%
Piscataquis	3,268	2,611	-2.61%	-20.10%	-25.83%
Sagadahoc	6,604	5,942	-9.89%	-10.02%	-14.86%
Somerset	8,979	8,780	+4.86%	-2.22%	-8.36%
Waldo	5,827	4,622	-16.92%	-20.68%	-20.82%
Washington	5,892	4,488	-10.24%	-23.83%	-25.01%
York	30,155	30,160	-1.18%	+0.02%	-2.70%
Totals	**213,867**	**193,335**	**-5.96%**	**-9.60%**	**-10.42%***

Source: Maine Department of Education and Maine State Planning Office, 2007.

*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.

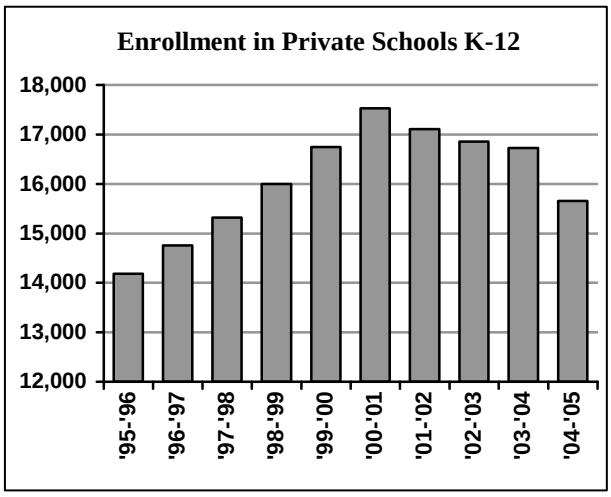

Figure 12: Source: Maine Department of Education, 2005.

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.

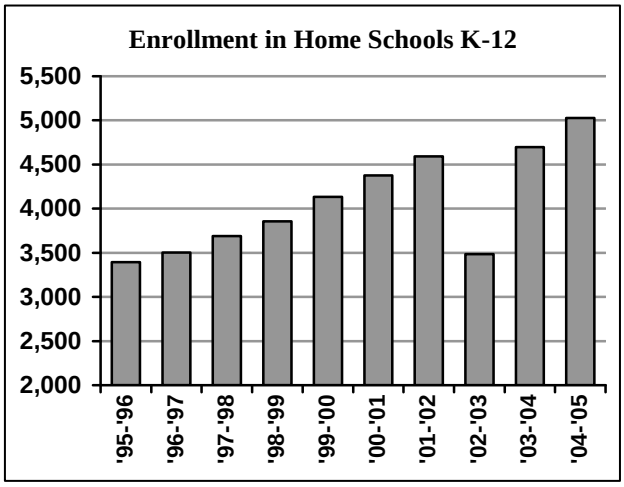

Figure 13: Source: Maine Department of Education, 2005.

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 2006-07, the public school population in Maine included 3,899 students who spoke a total of 85 different heritage languages. There were 108 school districts that reported enrollments of language minority students at various levels of concentration, according to 2006-07 data. For instance, Portland had the highest number, 1,055 students. The next highest numbers were in Lewiston (410) and Indian Township (133).

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.

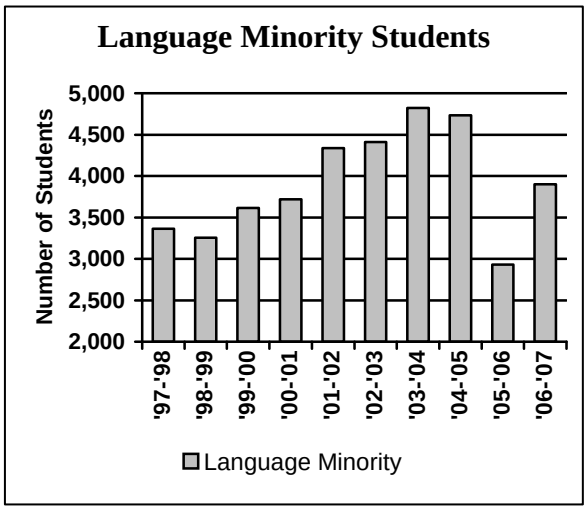

Figure 14: Source: Maine Department of Education, 2007.

13. Special Education Student Enrollment

Passed in 1975, revised in 1997, and reauthorized in December 2004, PL105-17 [the Individuals with Disabilities Education Act (IDEA-97)] directed public schools to enroll and educate all students with special needs and to meet these needs in the least restrictive environments. In Maine, students enrolled in special education range in age from 3 to 21 years. The numbers of students qualifying for special education services has increased from 33,762 in 1997-98 to 35,564 in the 2006-07 school year, an increase of 1,802 students. This has been a 5.3 percent increase over ten years in special education student enrollment as shown in Table 11. However, special education enrollments declined by 930 students from last year. Although both regular education and special education enrollments have both declined, this is only the third year since 1991 that special education enrollment has declined.

In 2006-07 the percent of all Maine students receiving special education services was approximately 18.4 percent. (Note: Data reflects special education enrollment ages 3 through 21 years while regular education enrollment in Maine is for students ages 4 through 20 years old.) At the national level, 8.6 percent of students, ages three through 21, were served under the Individuals with Disabilities Education Act.

Of these students in 2006-07, approximately 43.4 percent were educated outside of the regular classroom less than 21 percent of the time in Maine, while 46.3 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	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Total Public School	212,579	210,981	209,254	207,051	205,586	204,337	202,025	199,253	194,028	193,335
Total Special Education	33,762	34,306	35,139	35,633	36,580	37,139	37,784	37,573	36,494	35,564
% Special Education	15.9%	16.3%	16.8%	17.2%	17.8%	18.2%	18.7%	18.8%	18.8%	18.4%

Source: Maine Department of Education, Office of Special Services, 2007.

Maine students receive special education services for one of fourteen classification categories. In 2006-07, two types of disabilities accounted for nearly 60 percent of the students served in Maine: Specific Learning Disability (29.9 percent), and Speech and Language Impairment (25.6 percent). Since last year, two categories continue to show significant growth; "Other Health Impairment" increased by 358 students (possibly due to the number of students classified with Attention Deficit Disorder), and "Autism" increased by 287 students.

Most other categories showed a decline since last year with "Specific Learning Disabilities" (-710 students), "Developmentally Delayed" (-298 students), and "Speech and Language Impairment" (-383 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 12.7 percent in Piscataquis County to a high of 25.3 percent in Lincoln County.

Table 12: Numbers and Percents of Students with Disabilities by County, 2006-07

County	Number of Students in Special Education	Number of Students Enrolled in Public Schools	Percent of County Student Population in Special Education
Androscoggin	3,094	16,065	19.3%
Aroostook	2,081	11,176	18.6%
Cumberland	5,996	38,533	15.6%
Franklin	698	4,475	15.6%
Hancock	1,362	6,954	19.6%
Kennebec	3,104	16,882	18.4%
Knox	1,315	6,425	20.5%
Lincoln	789	3,116	25.3%
Oxford	1,735	10,001	17.4%
Penobscot	4,166	23,105	18.0%
Piscataquis	332	2,611	12.7%
Sagadahoc	1,193	5,942	20.0%
Somerset	1,751	8,780	19.9%
Waldo	1,117	4,622	24.2%
Washington	1,070	4,488	23.8%
York	5,761	30,160	19.1%
Maine Total	**35,564**	**193,335**	**18.4%**

Source: Maine Department of Education, 2007.

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.

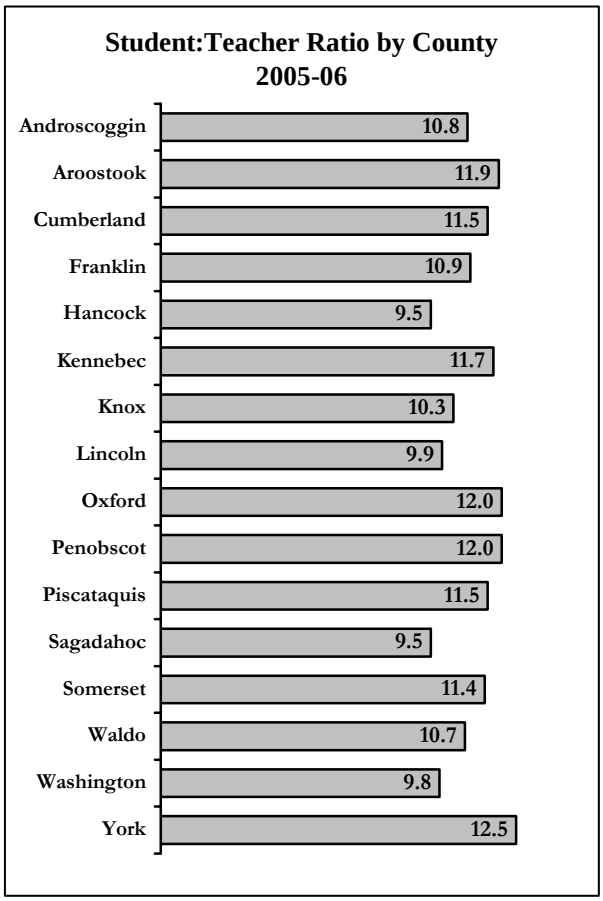

Figure 15: Source: Maine Department of Education, 2006.

15. Staff – Administrator Ratios and Teacher – Staff Ratios

Staff to administrator ratios are also an indication of how school resources are used. The following table shows numbers of staff and the ratio for the 2006-07 school year. Records from the Maine Department of Education show that in 2006-07 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	2006-07
Total Full-time Staff	35,093
Administrators (FTE)	1,409
Staff/Administrator Ratio	24.9:1

Source: Maine Department of Education, 2006.

The proportion of total instructional school staff that is comprised of teachers is a measure of how school budgets break down in direct education services to students. For this purpose instructional staff includes teachers, principals, supervisors, and various other non-supervisory staff at the school level. The data in Figure 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.

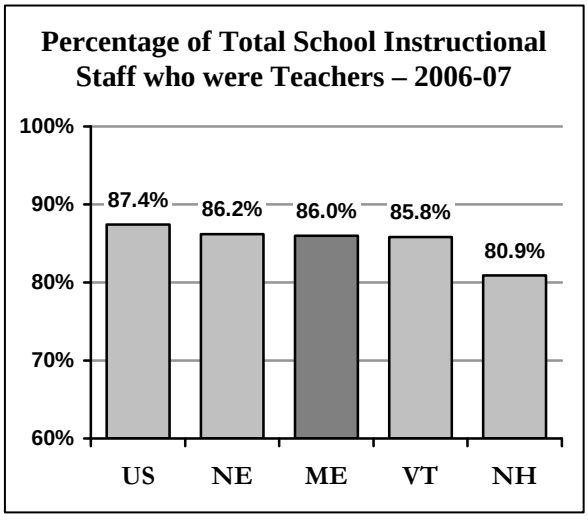

Figure 16: Source: National Education Association, 2007.

16. Salaries of Teachers and Administrators

As reported in Table 14 and Figure 17, classroom teacher salaries in Maine increased 22.6 percent (not adjusted for inflation) since 1997-98 to an average salary of $42,103 in 2006-07. 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 ($48,370); and New Hampshire 23rd ($46,527).

In Maine, the average salary for full-time principals has increased 20.8 percent (not adjusted for inflation) since 1997-98 to $65,299 in 2006-07. The average salary for full-time superintendents in 2006-07 was $94,142, which represents an increase of 36.3 percent since 1997-98 (not adjusted for inflation).

However, when adjusted for inflation, average salaries of Maine teachers and principals remained relatively flat in the last decade. Teachers' average inflation adjusted salaries decreased by 2.4 percent and principals' decreased by 3.8 percent, while superintendents' increased by 8.5 percent from 1997-98 through 2006-07.

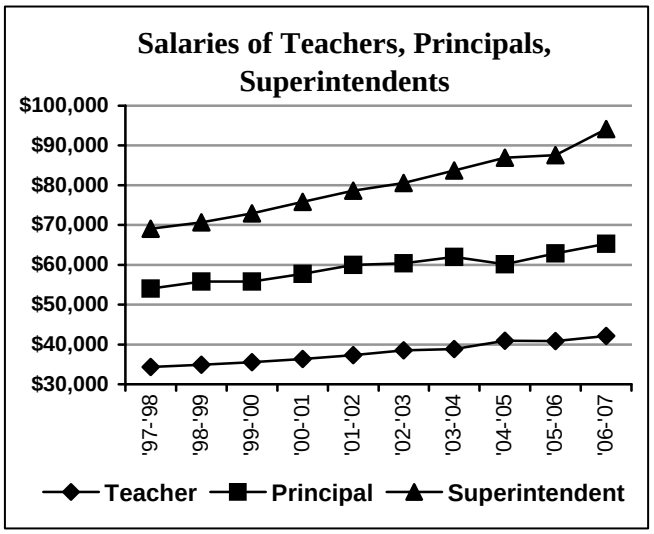

Figure 17: Source: Maine Department of Education, 2007.

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

Category	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Teacher	$34,349	$34,906	$35,561	$36,373	$37,300	$38,518	$38,864	$40,921	$40,856	$42,103
Principal	$54,054	$55,838	$55,184	$57,693	$59,975	$60,388	$61,960	$60,171	$62,839	$65,299
Superintendent	$69,058	$70,689	$72,902	$75,845	$78,595	$80,543	$83,650	$86,940	$87,568	$94,142

Source: Maine Department of Education, 2007.

17. Ages of Teachers and Administrators

According to the Maine Department of Education, in 2007-08, 66.4 percent of Maine's teachers were over 40 years of age, 25.4 percent were between the ages of 40 and 49, and 34.3 percent were between the ages of 50 and 59. Figure 18 shows the percent of teachers by age group in 2007-08.

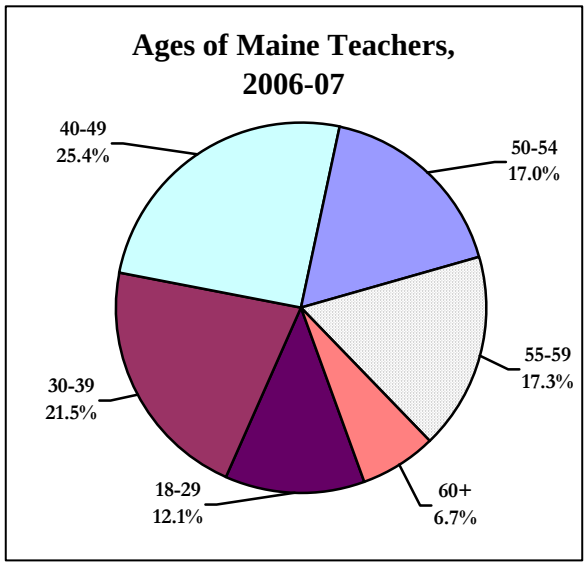

Figure 18: Source: Maine Department of Education, 2007.

In 2007-08, over ninety percent of Maine superintendents and principals were over 40 years of age as shown in Figure 19. A breakdown of the data shows that 24.0 percent of these administrators were between the ages of 40-49, while 51.7 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.

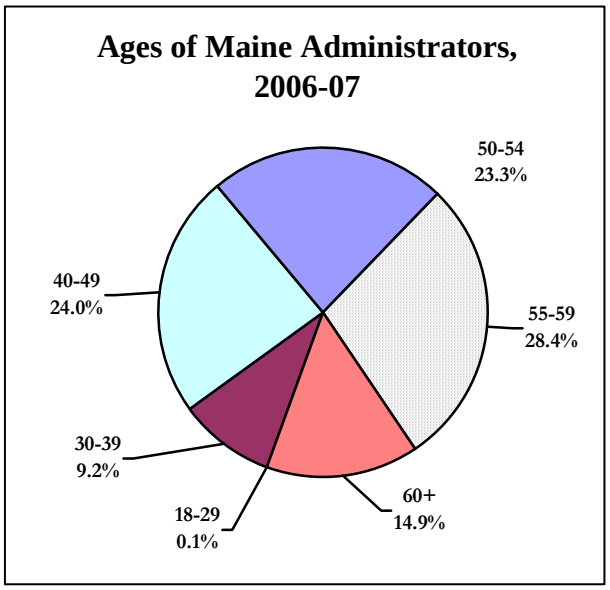

Figure 19: Source: Maine Department of Education, 2007.

18. Years of Experience of Teachers and Administrators

In 2007-08, the largest portion of Maine's full-time teacher work force (43.0 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 2007-08: almost one in five, or 17.3 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 2007-08, that Maine principals and superintendents also had considerable experience in education, with 77.6 percent having 19 or more years of experience in the education profession and 19.0 percent having between 11 and 18 years of experience, as shown in Figure 21.

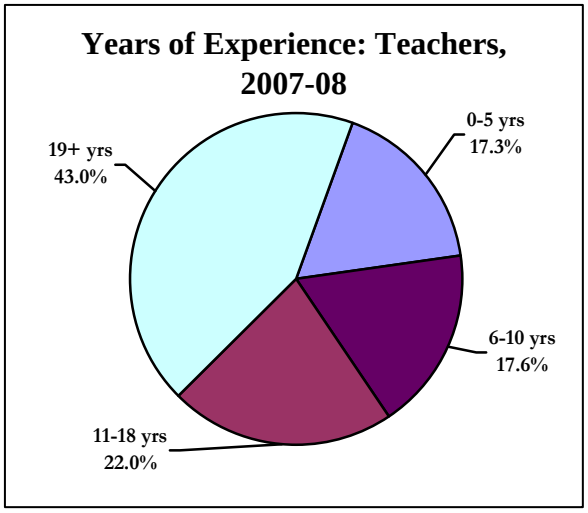

Figure 20: Source: Maine Department of Education, 2007.

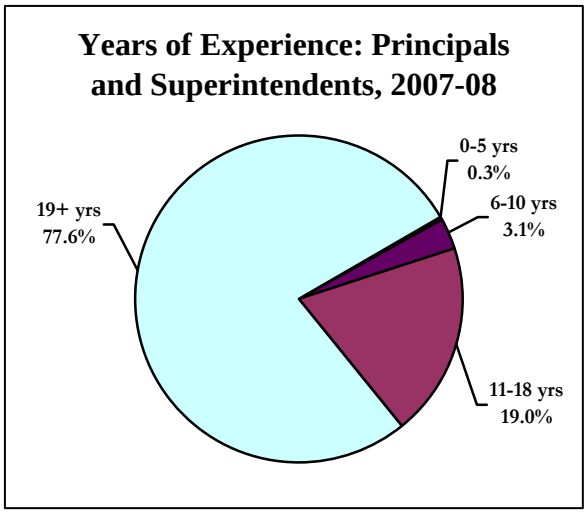

Figure 21: Source: Maine Department of Education, 2007.

Table 15: Teaching Experience in Maine 2001-02 to 2007-08

School Year	0-5 years	6-10 years	11-18 years	19+ years	Total Full-time Teachers
2001-02	20.2%	14.7%	23.7%	41.4%	16,182
2002-03	20.1%	15.0%	23.0%	41.9%	16,270
2003-04	19.6%	15.4%	23.1%	41.8%	17,153
2004-05	18.1%	16.4%	22.6%	42.9%	15,996
2005-06	18.2%	17.3%	22.6%	41.9%	17,779
2006-07	n/a	n/a	n/a	n/a	n/a
2007-08	17.3%	17.6%	22.0%	43.0%	16,971

Source: Maine Department of Education, 2007.

19. Gender of Teachers and Administrators

The proportion of female to male teachers in Maine has shifted only slightly since 1997-98 when 70 percent were female and 30 percent were male. In 2007-08, 74.7 percent of teachers were female and 25.3 percent male. However, if one looks at *elementary* teachers, one sees a wider discrepancy according to gender, as shown in Figure 22.

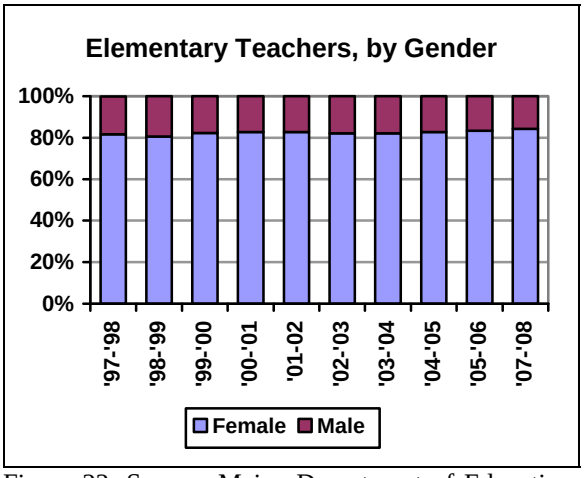

Figure 22: Source: Maine Department of Education, 2007.

In 1997-98, 81.6 percent of all *elementary* school teachers were female, while 50.1 percent of all *secondary* school teachers were male. In 2007-08, 84.3 percent of all *elementary* school teachers were female, while 46.6 percent of all *secondary* school teachers were male. Between 1997-98 and 2007-08, the proportion of male elementary teachers decreased from 18.3 percent to 15.7 percent. Of more than eleven thousand elementary teachers, only 1,786 are male. Figure 23 shows a relatively even split between male and female *secondary* teachers.

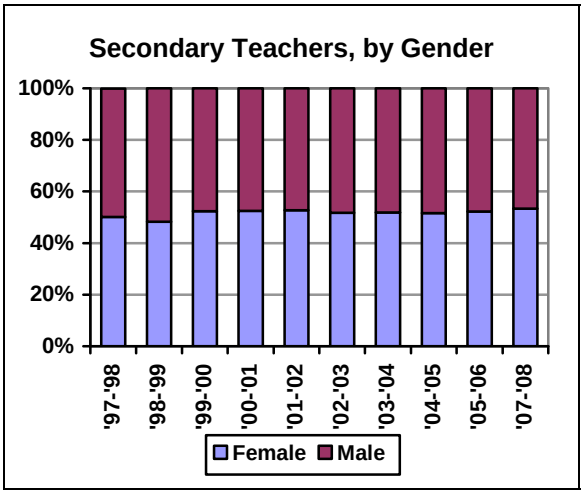

Figure 23: Source: Maine Department of Education, 2007.

In terms of administrative staff, the Maine Department of Education reported that in 2007-08, 45.3 percent of superintendents and 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 2007-08, 40 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 9.7 percent had attained 30 hours of credit beyond the bachelor's, and an additional 27.8 percent had attained a master's degree. Those who had attained credits beyond the master's degree equaled 9.2 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, 44.7 percent of Maine's principals and superintendents held master's degrees as their highest level of study, 22.0 percent had attained either master's plus 15 or master's plus 30 credit hours, 21.5 percent had achieved the certificate of advanced study, and 6.8 percent held doctorates in 2007-08, as shown in Table 17.

Table 16: Educational Attainment of Teachers, 2007-08

Educational Attainment	Full-time Teachers
Less than bachelor's degree	1.1%
Bachelor's degree	40.0%
Bachelor's degree +15 hours	10.1%
Bachelor's degree +30 hours	9.7%
Master's degree	27.8%
Credits beyond master's	9.2%
Certificate of advanced study	1.5%
Doctorate	0.5%

Source: Maine Department of Education, 2007.

Table 17: Educational Attainment of Administrators, 2007-08

Educational Attainment	Administrators
Bachelor's degree	2.4%
Bachelor's degree +15 hours	1.6%
Bachelor's degree +30 hours	1.0%
Master's degree	44.7%
Master's degree +15, +30 hours	22.0%
Certificate of advanced study	21.5%
Doctorate	6.8%

Source: Maine Department of Education, 2007.

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 2006-07 school year, the governance structures consisted of 78 SAUs under individual supervision, 15 community school districts (CSDs), 72 school administrative districts (SADs), and 125 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 (2006-07)

School Administrative Unit (SAU)	Number of SAUs	Number of Municipalities
SAUs under Individual Supervision	78	78
Community School Districts (CSD)	15	49
School Administrative Districts (SAD)	72	266
Unions (including Maine Indian Education)	125	125
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 SADs in Unions and members of a CSD.

Source: Maine Department of Education, 2007.

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 2006-07.

Table 19: Public Schools by Type, 2006-07

School Type	Number
Elementary Schools	545
Secondary Schools	151
Totals	670

Source: Maine Department of Education, 2007.

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. Eleven of the private schools listed are also non-sectarian with 60% or more publicly funded students. Those schools that provide Early Kindergarten/4-Year Old Programs number 110 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 2005-06, Maine's primary and middle schools had an average enrollment of 217 and 375 students respectively; the national average was 445 primary and 603 middle. Forty-three states had, on average, more students in each of their primary and middle schools. Maine's average enrollment for secondary schools in 2005-06 was 554, compared to the national average of 887 students. Forty states had, on average, more students in each of their secondary schools than Maine had.

Table 20: Sizes of Maine Schools, 2006-07

Enrollment Size	Public Schools
1000 or more	2.2%
800 to 999	2.1%
500 to 799	10.0%
200 to 499	48.1%
100 to 199	22.2%
Under 100	14.7%

Source: Maine Department of Education, 2007.

For the 2006-07 school year, there were a total of 670 public schools with 49 different grade configurations. The most common type of public school in Maine is the grade 9-12 secondary school with a total of 97, followed by the K-8 elementary school at 68. However, as shown in the following table, there are a wider variety of grade configurations throughout the state, due to the differing needs and available space within each district and the geographic size of districts.

Table 21: Public School Grade Configurations and Average Student Enrollment, 2006-07

Grade Span	Number of Schools	Average Number Students Enrolled		Grade Span	Number of Schools	Average Number Students Enrolled
4YO-K	3	105		1-3	2	208
4YO-1	3	121		1-4	2	188
4YO-2	4	258		1-5	2	170
4YO-3	11	299		1-6	1	675
4YO-4	11	216		2-3	1	113
4YO-5	25	219		2-4	3	283
4YO-6	13	275		2-5	3	208
4YO-8	32	145		2-6	1	88
4YO-12	5	231		3	1	177
EK	1	192		3-4	3	232
EK-2	1	362		3-5	14	333
EK-3	2	369		3-6	1	210
EK-4	2	237		3-8	2	300
EK-5	4	292		4-5	11	284
EK-8	1	159		4-6	7	245
K	2	67		4-8	4	300
K-1	5	135		5-6	2	290
K-2	24	219		5-8	27	328
K-3	12	344		6-8	49	415
K-4	15	286		6-12	4	262
K-5	62	221		7-8	15	394
K-6	57	243		7-12	10	223
K-7	1	397		8-12	1	506
K-8	**68**	**168**		**9-12**	**97**	**600**
K-12	4	178				

Source: Maine Department of Education, 2007

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 25.3 percent and the number of students enrolled in these programs has increased by 112.0 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 14.4 percent in 1998-99 to 82.0 percent in 2006-07. The most recent national information available indicated that 63.0 percent of kindergarteners nationwide attended a full-day program in 2001-02.

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
1998-99	54	n/a	1,078	n/a	2,290	14.4%
1999-00	57	10.0%	1,101	93	2,457	17.2%
2000-01	60	10.7%	1,062	153	4,463	32.4%
2001-02	75	12.8%	1,333	201	5,515	40.2%
2002-03	78	13.5%	1,525	220	6,729	49.0%
2003-04	91	20.3%	1,659	225	7,125	50.8%
2004-05	91	20.2%	1,872	259	8,511	62.0%
2005-06	124	22.8%	2,173	n/a	n/a	n/a
2006-07	110	25.3	2,250	178	11,428	82.0%

Source: Maine Department of Education, 2007.

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, 3,913 infants, toddlers and preschoolers benefited from Maine's Head Start programs in 2005-06. Programs received funding from both federal and state governments. Maine received $27.3 million in federal funding for its Head Start programs in 2005-06.

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 2004-05 the limit was $84 million; this is expected to be $100 million in 2007-08. 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 443 necessary repairs and renovations of school facilities have been funded through this program at an estimated total cost of $130.4 million.

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

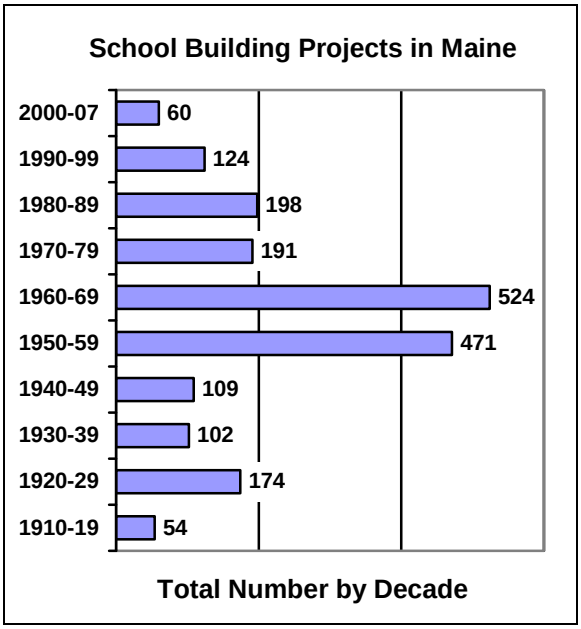

Figure 24: Source: Maine Department of Education, 2007.

25. Instructional Time in Maine Schools

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).

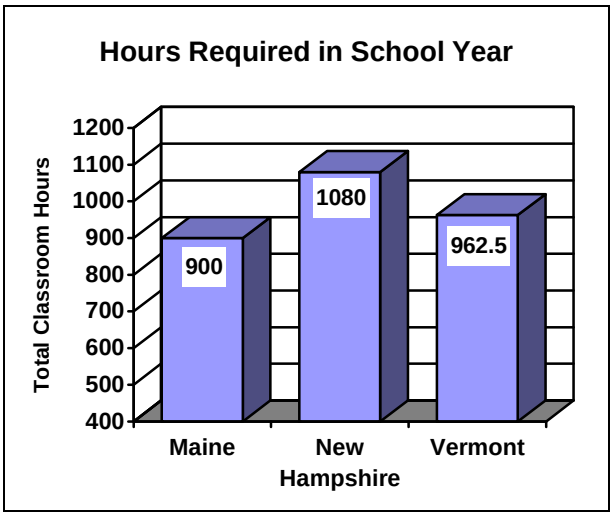

Figure 25: Source: Council of Chief State School Officers, 2006.

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

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

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 selected mathematics courses by 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

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

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

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

A partnership of Maine state and other agencies sponsored the Maine Safe and Drug-free Schools Data Collection Project in conjunction with the U.S. Department of Education. Data collected for the 2004-05 school year from 651 (100 percent) of the schools required to submit a report to the state, revealed that there were 12,379 reported incidents of prohibited behavior (personal offenses, criminal acts, policy violations, weapons-related incidents, and alcohol, tobacco, and other drug related incidents). A total of 8,830 offenders were responsible for 12,143 of the reported incidents, or an average of 1.4 incidents per student, indicating a number of repeat offenders. The project further reported that there was an average of 4.0 incidents per 100 Maine students. Some incidents resulted in the removal of student(s) from school. A total of 967 (8%) incidents, including assault and battery, fighting, threatening and harassing resulted in student(s) removal from school, according to data collected for school year 2004-05.

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

According to the Maine Office of Substance Abuse, when 6-12th graders were asked if they had carried a handgun without permission during they past year, 2.8 percent reported they had done so.

The State of Maine has made efforts toward prevention of drug and alcohol abuse and other prohibited behaviors among school-age children. More specifically, the Maine Safe and Drug-Free Schools and Communities Act Program (SDFSCA)

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

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

Table 31: Type of PSAs Offered in Schools

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

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

Schools in Maine also provided a total of 1,099 drug and violence prevention-related professional development programs to faculty and staff. A major focus of school prevention training for staff and faculty was on violence prevention, with 37 percent of all staff development programs emphasizing violence prevention, and 48 percent emphasizing both drug and violence prevention. Table 32 shows the top twelve staff development activities offered and the percentage of schools providing those activities.

Table 32: Staff Development Activities

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

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

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

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

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

Student Performance

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

33. Maine Educational Assessment

The Maine Educational Assessment (MEA) is the state's measure of student progress in achieving the challenging academic expectations, known as the *Learning Results*. The *Learning Results* articulate what students should know and be able to do in each subject. The MEA was expanded and redesigned for the 2005-06 administration to measure the achievement of all students in reading and mathematics in grades 3 though 8, as required by the federal *No Child Left Behind Act (NCLB)*. The assessment continues to measure science and technology at grades 4 and 8 and writing at grades 5 and 8. Last year's results serve as baseline data for the new comprehensive testing system, and should not be compared to previous years.

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

The tables on the following page show the results of the 2005-06 and 2006-07 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 2006-07 MEA results: (1) Average scaled scores for all grades in all subject areas have remained the same or increased since last year. (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 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. (5) There is a strong correlation at all grades that a moderate amount of homework is associated with stronger performance. (6) Those students who reported reading more than 20 minutes at home each day performed considerably better on the MEA.

Table 33: 2005-06 & 2006-07 Maine Educational Assessment Statewide Summary Results

Standards Category	2005-2006 MEA											
Reading	**Grade 3**		**Grade 4**		**Grade 5**		**Grade 6**		**Grade 7**		**Grade 8**	
	05/06	**06/07**	05/06	**06/07**	05/06	**06/07**	05/06	**06/07**	05/06	**06/07**	05/06	**06/07**
Exceeds	3%	**2%**	4%	**4%**	5%	**5%**	8%	**8%**	11%	**18%**	17%	**16%**
Meets	62%	**63%**	57%	**63%**	53%	**55%**	51%	**57%**	49%	**51%**	42%	**49%**
Partially Meets	27%	**27%**	29%	**25%**	30%	**30%**	27%	**25%**	24%	**20%**	23%	**24%**
Does Not Meet	8%	**7%**	10%	**8%**	11%	**10%**	13%	**10%**	16%	**11%**	18%	**12%**
Average Scaled Score	345	**345**	444	**445**	544	**544**	644	**646**	745	**748**	845	**847**
Mathematics	**Grade 3**		**Grade 4**		**Grade 5**		**Grade 6**		**Grade 7**		**Grade 8**	
	05/06	**06/07**	05/06	**06/07**	05/06	**06/07**	05/06	**06/07**	05/06	**06/07**	05/06	**06/07**
Exceeds	9%	**14%**	9%	**8%**	10%	**12%**	10%	**15%**	11%	**14%**	11%	**13%**
Meets	49%	**51%**	50%	**53%**	45%	**48%**	40%	**40%**	36%	**38%**	34%	**38%**
Partially Meets	29%	**27%**	27%	**27%**	28%	**28%**	30%	**29%**	29%	**27%**	29%	**26%**
Does Not Meet	12%	**9%**	14%	**12%**	17%	**12%**	20%	**16%**	25%	**20%**	26%	**23%**
Average Scaled Score	344	**347**	444	**445**	543	**546**	641	**643**	740	**742**	840	**842**

Source: Maine Department of Education, 2007.

Table 34: 2005-06 & 2006-07 Maine Educational Assessment Statewide Summary Results

Science	Grade 4		Grade 8			Writing	Grade 5		Grade 8	
	05/06	**06/07**	05/06	**06/07**			05/06	**06/07**	05/06	**06/07**
Exceeds	5%	**7%**	12%	**14%**		**Exceeds**	*	**2%**	*	**2%**
Meets	52%	**49%**	53%	**52%**		**Meets**	*	**56%**	*	**46%**
Partially Meets	32%	**32%**	22%	**22%**		**Partially Meets**	*	**38%**	*	**45%**
Does Not Meet	10%	**12%**	13%	**12%**		**Does Not Meet**	*	**4%**	*	**7%**
Average Scaled Score	444	**444**	846	**847**		**Average Scaled Score**	*	**541**	*	**836**

Source: Maine Department of Education, 2007. * Writing was not assessed in 2005-06.

34. 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. Last year's 11th grade SAT results will serve as baseline data, and are based on new 2006 achievement standards, and therefore are not comparable to previous years grade 11 MEA data.

These scores are reported by the percent of students in each of four achievement levels: Exceeds, Meets, Partially Meets, and Does Not Meet the Standards, as well as on a standards-based scale score. *Beginning with the spring 2007 administration of the Maine High School Assessment (MHSA), all reports will be issued using 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 2005-06 and 2006-07 Maine High School Assessment.

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

Standards Category	Mathematics		Reading		Writing	
	05/06	**06/07**	05/06	**06/07**	05/06	**06/07**
Exceeds	5%	**4%**	7%	**8%**	6%	**6%**
Meets	42%	**36%**	38%	**38%**	40%	**41%**
Partially Meets	25%	**31%**	32%	**31%**	32%	**31%**
Does Not Meet	28%	**30%**	24%	**23%**	21%	**21%**
Average Scaled Score	435	**1140***	443	**1141***	435	**1141***

Source: Maine Department of Education, 2007. * See note in text above.

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

35. 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 2007. Students in Maine who took the SAT equaled 100 percent of high school graduates. Nationally, only 48 percent of graduates took the SAT in 2007, according to The College Board, the national organization that sponsors the SAT. (Note: The data presented here are for 2007 high school graduates who took the SAT. These results do not include the SAT testing done by all Maine 11th graders in spring 2007 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 2007 was 466 (out of a possible 800 points). The average mathematics score in Maine was 465, and the average score in writing was 457. 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, 798,030 females took the SAT in 2007, compared to 690,500 males. Males scored slightly higher than females in critical reading and significantly higher in mathematics, while females scored higher in writing.

When Maine scores were analyzed according to gender, the results showed more female students taking the SAT than males, and male students achieving higher test scores than females in mathematics. Figures 26, 27, and 28 on the following page, show the scores by gender.

Table 36: Comparison of SAT Results, 2007.

	Critical Reading	Mathematics	Writing	Participation Rate
Maine	**466**	**465**	**457**	**100%**
New Hampshire	521	521	512	83%
Vermont	516	518	508	67%
United States	**502**	**515**	**494**	**48%**

Source: The College Board, 2007.

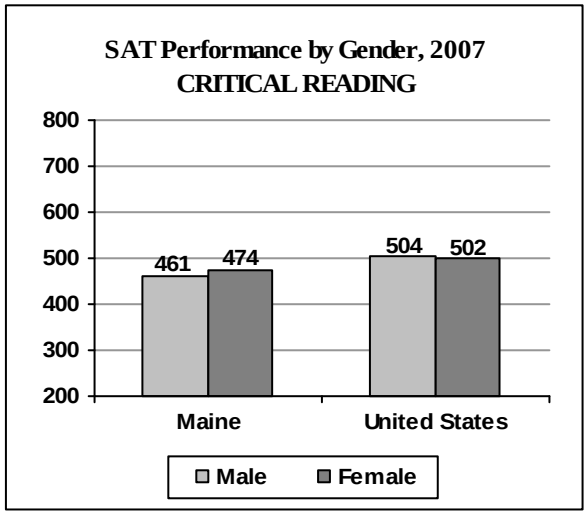

Figure 26: Source: The College Board, 2007.

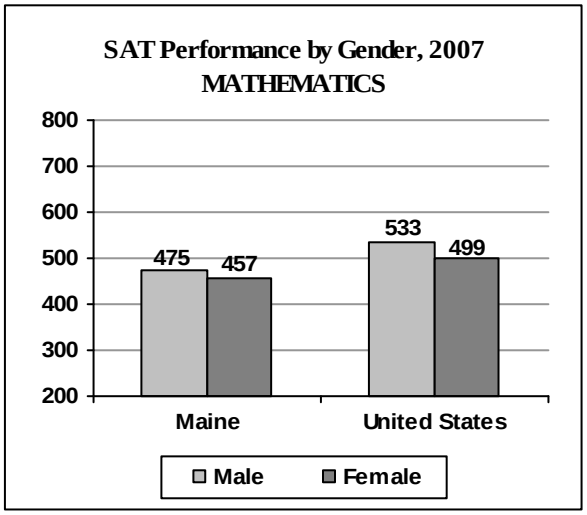

Figure 27: Source: The College Board, 2007.

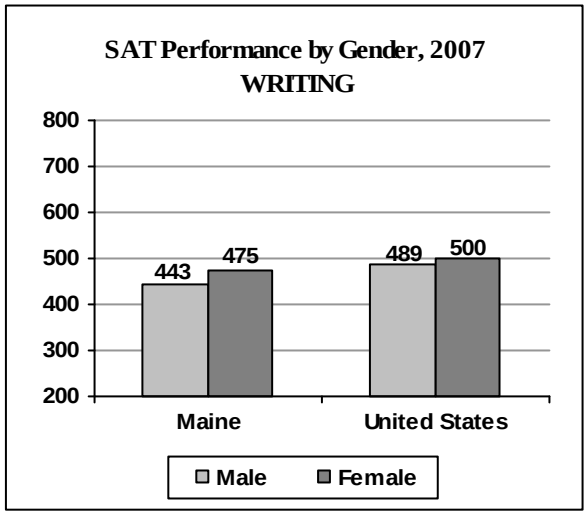

Figure 28: Source: The College Board, 2007.

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, 2007.

	Critical Reading	Mathematics	Writing
No High School Diploma	391	403	385
High School Diploma	452	453	445
Associate's Degree	477	473	468
Bachelor's Degree	520	518	513
Graduate Degree	560	555	555

Source: The College Board, 2007.

36. 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.

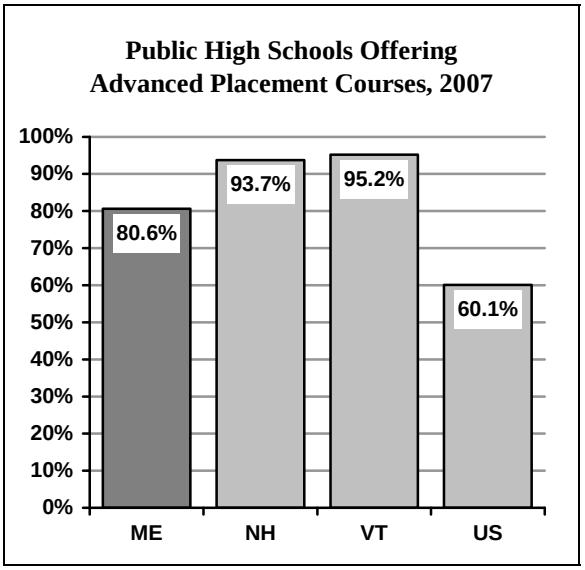

Figure 29: Source: The College Board, 2007.

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).

37. National Assessment of Educational Progress

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 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 science. 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.

38. Graduation Rate for Maine's High School Seniors

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

Table 41 shows high school graduation rates for Maine between 1998 and 2006. 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 2006 was 85.27 percent. Table 42, on the following page, shows the graduation rates by county for 2006.

Table 41: Graduation Rate, 1998-2006

Graduation Year	Number of Graduates* (Includes Special Education Graduates)	Number of Dropouts*	Graduation Rate*
1998	12,522	1,870 (since 1994-95)	87.01%
1999	13,275	2,316 (since 1995-96)	85.15%
2000	13,419	2,041 (since 1996-97)	86.80%
2001	13,722	1,973 (since 1997-98)	87.43%
2002	13,653	2,093 (since 1998-99)	86.71%
2003	14,325	1,927 (since 1999-00)	87.57%
2004	14,556	1,931 (since 2000-01)	87.61%
2005	14,275	1,887 (since 2001-02)	87.36%
2006	14,367	2,481 (since 2002-03)	85.27%

Source: Maine Department of Education, 2007.

***** 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 2006 ranged from a high of 90.50 percent in Knox County to a low of 79.77 percent in Sagadahoc County. Only four of the sixteen counties showed an increase in graduation rates since the previous year, with the highest increase in Piscataquis County (+6.39%) and the biggest decrease in Kennebec County (-7.80%).

Table 42: Public School Graduation Rates by County for 2006

County	Number of Graduates (Includes Special Education Graduates)	Number of Dropouts since 2002-03	Graduation Rate	One Year Change
Androscoggin	1,132	253	81.73%	-0.87%
Aroostook	799	98	89.07%	-4.29%
Cumberland	2,879	491	85.43%	-3.34%
Franklin	361	72	83.37%	-3.34%
Hancock	486	116	80.73%	+4.17%
Kennebec	1,152	215	84.27%	-7.80%
Knox	362	38	90.50%	+1.35%
Lincoln	284	69	80.45%	-6.63%
Oxford	624	132	82.54%	-2.03%
Penobscot	1,655	311	84.18%	-2.42%
Piscataquis	139	28	83.23%	+6.39%
Sagadahoc	410	104	79.77%	-6.63%
Somerset	554	106	83.94%	-1.23%
Waldo	303	61	83.24%	+0.23%
Washington	253	41	86.05%	-1.80%
York	1,669	307	84.46%	-4.04%
Statewide Total – Public Only	**13,062**	**2,442**	**84.25%**	**-2.97%**

Source: Maine Department of Education, 2007.

39. 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 School Dropout Rates

Year	Secondary Student Enrollment	Number of Dropouts	Dropout Rate
1996-97	61,412	1,874	3.05%
1997-98	62,291	1,926	3.09%
1998-99	59,744	1,991	3.33%
1999-00	60,685	1,999	3.29%
2000-01	61,512	1,929	3.14%
2001-02	62,295	1,802	2.89%
2002-03	62,340	1,740	2.79%
2003-04	62,778	1,678	2.67%
2004-05	62,653	1,739	2.78%
2005-06*	61,569	3,462	5.42%

Source: Maine Department of Education, 2006.

* 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 2000-01 to 2005-06. The dropout rates for 2005-06 range from a low in Franklin County of 4.17 percent to a high of 6.75 percent in Sagadahoc 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						
	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06*	One year % change
Androscoggin	4.49%	3.27%	2.94%	3.82%	3.66%	6.62%	+2.96%
Aroostook	1.66%	1.16%	1.18%	1.02%	2.03%	4.76%	+2.73%
Cumberland	2.62%	2.98%	2.80%	2.67%	3.15%	4.88%	+1.73%
Franklin	1.50%	4.01%	3.47%	1.99%	3.10%	4.17%	+1.07%
Hancock	4.02%	6.02%	4.03%	4.34%	4.06%	6.37%	+2.31%
Kennebec	1.94%	2.60%	2.44%	2.79%	1.51%	5.75%	+4.24%
Knox	3.54%	1.80%	2.46%	2.09%	2.83%	5.43%	+2.60%
Lincoln	3.91%	4.32%	2.51%	2.41%	1.71%	5.25%	+3.54%
Oxford	3.89%	3.45%	2.73%	2.96%	2.65%	5.34%	+2.69%
Penobscot	3.35%	2.79%	2.68%	2.57%	2.96%	5.66%	+2.70%
Piscataquis	4.72%	4.66%	4.52%	2.24%	4.70%	5.59%	+1.59%
Sagadahoc	4.34%	3.17%	3.90%	4.15%	2.79%	6.75%	+3.96%
Somerset	3.41%	1.71%	3.45%	2.49%	2.26%	5.69%	+3.43%
Waldo	3.17%	3.47%	3.69%	4.37%	3.10%	5.50%	+2.40%
Washington	3.63%	3.57%	2.36%	2.64%	2.60%	5.41%	+2.81%
York	3.31%	2.59%	2.79%	2.07%	2.39%	5.01%	+2.62%
State of Maine	**3.14%**	**2.89%**	**2.79%**	**2.67%**	**2.78%**	**5.42%**	**+2.64%**

Source: Maine Department of Education, 2007.

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

40. Post-Secondary Education

Note: Updating this information was not possible as the data is no longer being collected by the Maine Department of Education.

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

In 2005, a total of 11,094, or 73.6 percent of seniors (including those receiving diplomas from various alternative secondary programs) graduating from public and private Maine schools reported that they *intended* to pursue higher education. (Those who actually enroll are fewer. See indicator "Projected Educational Attainment of Maine Public School Ninth Grade Students".)

A review of *public* school data alone showed that in 1995-96, 8,377 students, or 62.0 percent of seniors graduating from *public* schools, intended to enroll in post-secondary education, while in 2004-05, 10,381 students, or 72.5 percent of public school graduating seniors said they intended to study at the post-secondary level, an increase of just ten percent over ten years.

Maine *private* school data showed that the rate of seniors who intended to enroll in post-secondary schools exceeded that of public school students. For instance, in 1995-96, 93.4 percent of seniors attending private school indicated they intended to enroll in post-secondary schools; in 2004-05, 93.3 percent of graduates intended to do so. Figure 30 shows the recent history of both public and private school graduating seniors in Maine who reported that they intended to pursue post-secondary education. The following page shows public and private school information for the last two years by county.

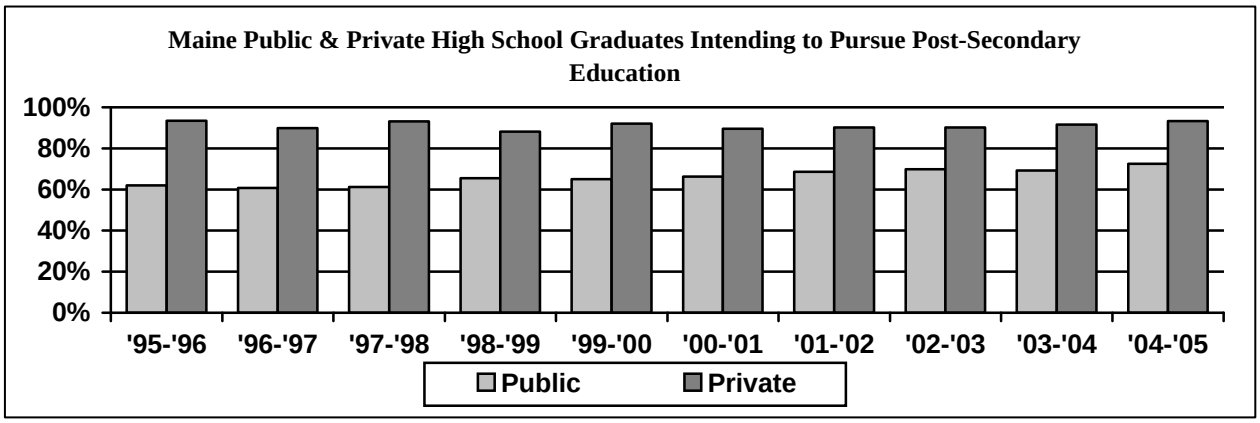

Figure 30: Source: Maine Department of Education, 2006.

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

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

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

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

Source: Maine Department of Education, 2006.

41. 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 2007 indicated a range of degree-level goals. As shown in Table 46, 26 percent of Maine test-takers said they planned to attain a bachelor's degree. Twenty-two 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 31 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 (33%), and New Hampshire (33%). However, slightly higher percentages of students in New Hampshire planned on studying for a master's degree than test-takers in Maine and Vermont. The national average percent of students intending to study for a master's degree, at 30 percent, exceeded that of each of the three states. The percentages of students in Maine who intended to earn a doctorate were slightly above their counterparts in New Hampshire and Vermont. Once again, the national average of 20 percent exceeded those of Maine, New Hampshire, and Vermont.

Table 46: Comparison of SAT Test-Taker's Post-Secondary Plans
Maine, New Hampshire, Vermont, and the United States - 2007

State	Certificate	Associate's	Bachelor's	Master's	Doctoral
Maine	**3%**	**4%**	**26%**	**22%**	**14%**
New Hampshire	1%	2%	33%	26%	12%
Vermont	1%	2%	33%	23%	10%
United States	**1%**	**1%**	**26%**	**30%**	**20%**

Source: The College Board, 2007.

Finance

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

42. 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 47 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 2007. According to the Bureau, the estimated per capita personal income for Maine in 2006 is $31,931, ranking Maine 39th in the nation, or approximately $4,698 lower than the national per capita personal income, $36,629. New Hampshire is ranked 7th in the nation, while Vermont is ranked 23rd.

The final column of the table shows the percentage increase of per capita personal income from 2002 to 2006 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 48, on the next page, shows 2001 to 2005 per capita personal income for all Maine counties. In 2005 (the most recently available county data) the average county

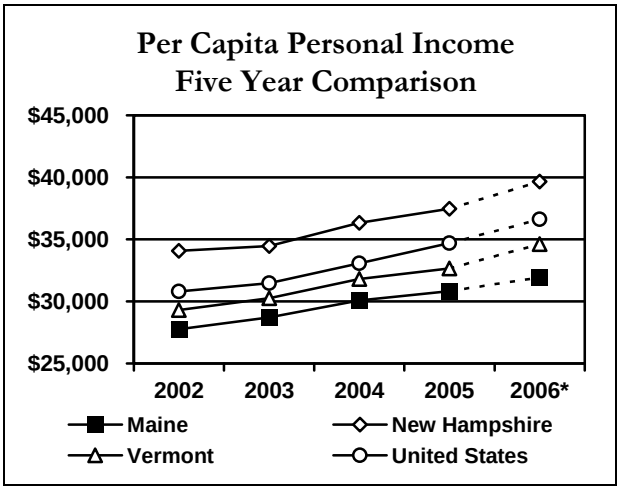

Figure 31: Source: U.S. Bureau of Economic Analysis, 2007.

Table 47: Regional and National Per Capita Personal Income, 2002-2006*

State	2002	2003	2004	2005	2006*	% Increase after adjusting for Inflation 2002-2006
Maine	**$27,759**	**$28,713**	**$30,071**	**$30,825**	**$31,931**	**2.6**
New Hampshire	$34,061	$34,471	$36,342	$37,480	$39,655	3.9
Vermont	$29,292	$30,247	$31,814	$32,654	$34,623	5.5
United States	$30,795	$31,466	$33,072	$34,685	$36,629	6.1

Source: U.S. Bureau of Economic Analysis, 2007. *** PCPI *estimated* figures for 2006**

per capita personal income ranged from a low of $25,089 for Oxford County to a high of $38,122 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.

Five counties in Maine had incomes below $26,000 and eleven had incomes above $26,000. The average income in Maine's poorest county was only 65.8 percent of the average per capita personal income in Maine's wealthiest county in 2005.

Since 2001, Maine's per capita personal income grew by 2.4 percent (after adjusting for inflation) compared to a national increase of 2.3 percent. During the same time, Piscataquis County showed the highest per capita personal income growth rate within the state while York County showed the lowest growth rate, and Hancock and Lincoln Counties showed a decline.

Table 48: Maine Per Capita Personal Income by County, 2001-2005

Area	2001	2002	2003	2004	2005	% change after adjusting for Inflation 2001-2005
Androscoggin	$25,775	$26,835	$27,905	$28,521	$29,542	3.9%
Aroostook	$22,265	$23,258	$24,199	$24,732	$25,923	5.6%
Cumberland	$33,726	$34,073	$35,658	$37,145	$38,122	2.5%
Franklin	$22,328	$22,680	$23,739	$24,675	$25,517	3.6%
Hancock	$28,789	$28,274	$28,425	$29,639	$30,422	-4.2%
Kennebec	$26,337	$27,284	$28,003	$28,552	$29,442	1.4%
Knox	$28,504	$29,401	$30,246	$31,006	$31,624	0.6%
Lincoln	$28,331	$28,355	$28,850	$30,167	$30,891	-1.1%
Oxford	$22,338	$22,866	$23,984	$24,099	$25,089	1.8%
Penobscot	$25,044	$25,742	$26,340	$27,522	$28,711	4.0%
Piscataquis	$22,263	$22,803	$23,262	$24,984	$26,090	6.3%
Sagadahoc	$27,312	$27,900	$28,522	$30,238	$31,163	3.5%
Somerset	$21,798	$22,276	$23,646	$24,632	$25,369	5.5%
Waldo	$23,328	$23,588	$24,414	$25,865	$26,717	3.9%
Washington	$21,608	$22,068	$22,903	$24,075	$25,094	5.3%
York	$28,345	$28,232	$28,930	$30,601	$31,426	0.5%
Maine	**$27,291**	**$27,759**	**$28,713**	**$29,861**	**$30,808**	**2.4%**
United States	$30,562	$30,795	$31,463	$33,090	$34,471	2.3%

Source: U.S. Bureau of Economic Analysis, 2007.

43. 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 49 shows the state and local taxes as a percentage of income in Maine over the last five years based on information from the Maine Office of Fiscal and Program Review. The last column indicates the combined total tax burden including federal taxes according to Tax Foundation calculations.

When comparing the tax burden in Maine with the tax burden in other states, the rank depends on whether or not federal taxes are included in that percentage of income. Maine is ranked 2nd in the nation in tax burden as a percentage of income when comparing just the state and local taxes; however, when adding in the federal tax burden, Maine ranked 10th, and Connecticut ranked 1st.

Table 49: 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
2003	5.01%	7.48%	12.49%	30.3%
2004	5.04%	7.77%	12.81%	30.5%
2005	5.04%	8.04%	13.09%	32.5%
2006	4.93%	8.61%	13.54%	33.6%
2007	4.94%	8.57%	13.51%	33.9%

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

As can be seen by the following figures, tax burden based on income can be viewed in a variety of ways. For the people of Maine and New England, with the exception of Massachusetts and New Hampshire which has the second lowest tax burden in the country next to Alaska, the state and local tax burden is above the national average of 11.0 percent. In fact, Maine's tax burden is a full 3.0 percentage points above the national average. However, in 2007 Vermont passed Maine to take the highest in the nation state and local tax burden spot above the national average by 3.1 percent.

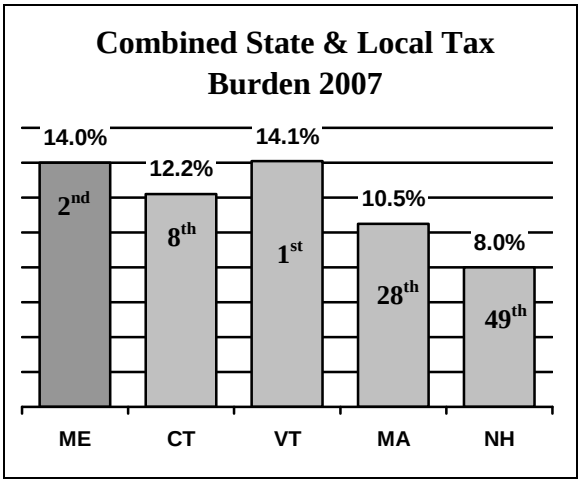

Figure 32: Source: Tax Foundation, 2007.

When factoring in federal taxes, the tax burden among New England states changes dramatically. With Connecticut's tax burden now ranked 1st in the nation and 6.1 percentage points above the national average of 32.7 percent, Maine's tax burden is now just 1.2 percent over the national average, and New Hampshire has suddenly jumped from being the second lowest in tax burden to 29th in the nation.

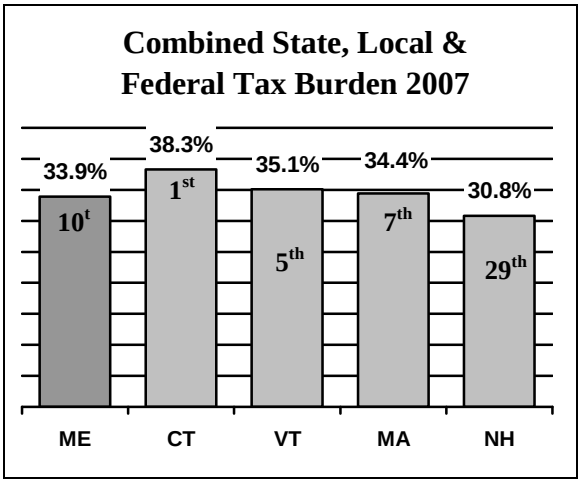

Figure 33: Source: Tax Foundation, 2007.

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.

44. Education Funding by Source

Funding of education in Maine is primarily a shared responsibility among the state and local governments. According to the Maine Department of Education, Maine spent over $2.3 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.

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

Table 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.

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.

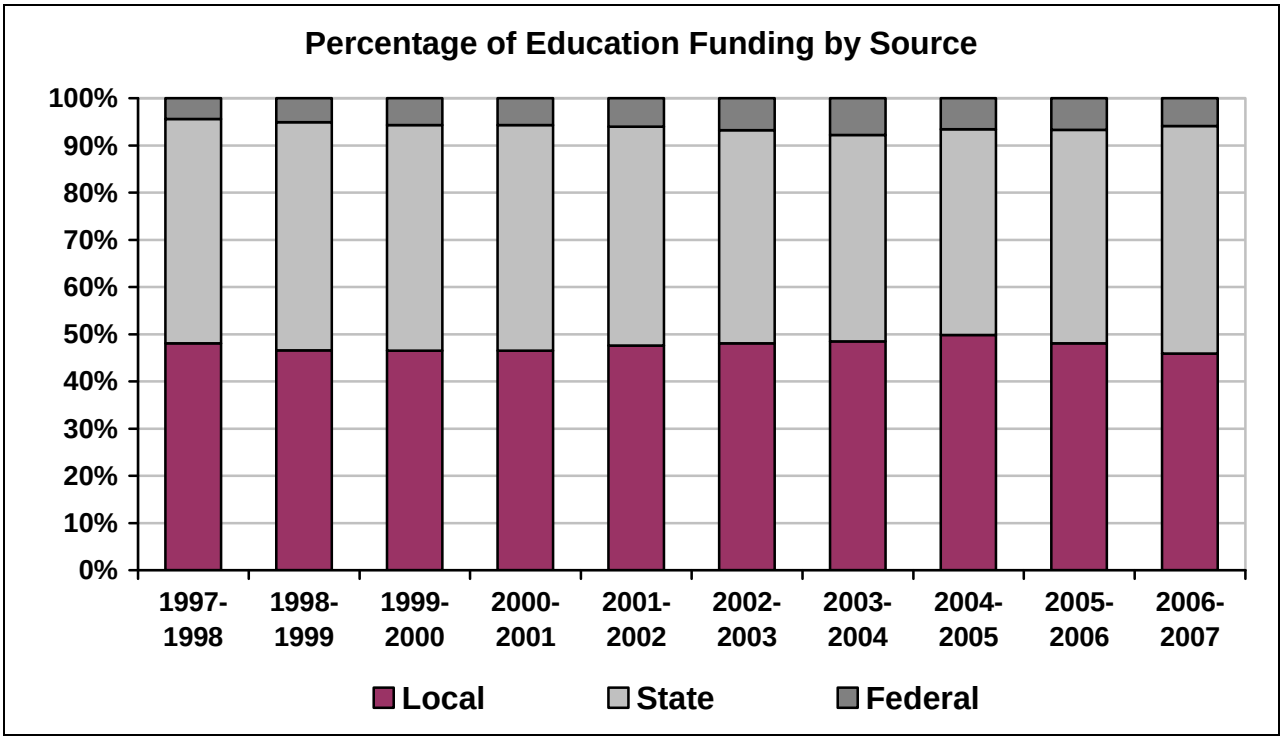

Figure 34: Source: Maine Department of Education, 2007.

45. 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 1997-98 to 2006-07 (not adjusted for inflation).

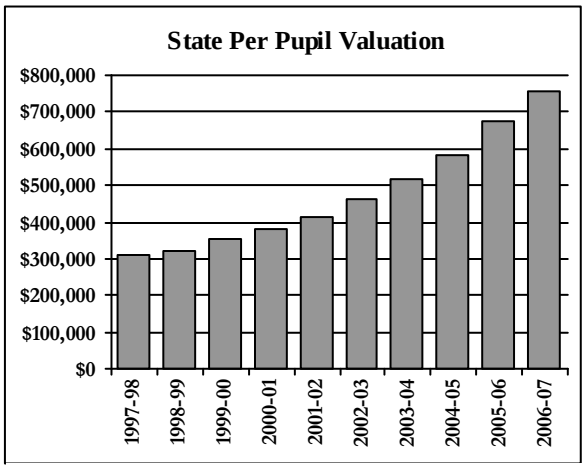

Figure 35: Source: Maine Department of Education, Maine State Revenue Service, 2007.

Table 52: Per Pupil Valuation by County, 2006-07

County	Property Valuation	Public School Enrollment	Per Pupil Valuation
Androscoggin	$7,465,650,000	16,065	$464,715
Aroostook	$3,347,150,000	11,176	$299,494
Cumberland	$38,041,800,000	38,533	$987,252
Franklin	$3,450,650,000	4,475	$771,095
Hancock	$11,721,500,000	6,954	$1,685,577
Kennebec	$8,515,400,000	16,882	$504,407
Knox	$6,607,900,000	6,425	$1,028,467
Lincoln	$7,235,600,000	3,116	$2,322,080
Oxford	$5,713,000,000	1,001	$5,707,293
Penobscot	$9,040,950,000	23,105	$391,298
Piscataquis	$1,363,400,000	2,611	$522,175
Sagadahoc	$4,161,650,000	5,942	$700,379
Somerset	$3,719,900,000	8,780	$423,679
Waldo	$4,067,050,000	4,622	$879,933
Washington	$2,697,600,000	4,488	$601,070
York	$28,845,750,000	30,160	$956,424
State Totals	**$145,994,950,000**	**193,335**	**$755,140***

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

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

46. Per Pupil Operating Expenditures

As reported by the Maine Department of Education, Maine's per pupil operating expenditures have increased steadily over the past ten years. Per pupil operating expenditures are calculated by dividing the total school expenditures (including special education and vocational education, but excluding major capital outlay, transportation, and debt service) by the total number of students. In the last ten years the average per pupil operating costs increased from $4,938 in 1996-97 to $8,230 in 2005-06 (not accounting for inflation). This was an overall increase, since 1996-97, of 66.7 percent (32.7 percent when accounting for inflation) and an average annual increase of 6.0 percent. In 2005-06, per-pupil operating costs for individual school administrative units in Maine ranged from a low of $5,565 to a high of $18,819. Yearly average increases for the last ten years appear in Table 53.

Table 53: Statewide Average Per-Pupil Operating Expenditures

Fiscal Year	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004 - 2005	2005 - 2006
Per-Pupil Operating Costs	$4,938	$5,146	$5,474	$5,818	$6,233	$6,640	$7,019	$7,331	$7,760	$8,230
Annual Percent Increase	4.2%	4.2%	6.4%	6.3%	7.1%	6.5%	5.7%	4.4%	5.9%	6.0%

Source: Maine Department of Education, 2007.

47. Education Expenditures by Category

Maine's total education expenditures for school year 2006-07 were $1,954,333,940, an increase of $83.1 million or 4.4 percent from the previous year. Figure 36 shows how the expenditures break down by category statewide. Regular education received nearly half (42.1 percent), or $822.1 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 $272.8 million (14.0 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 12.1 percent of all costs, or $236.5 million. This reflected all the costs of operating the buildings but excluded debt service.

In 2006-07, administration costs totaled approximately 8.9 percent of education costs, with 3.7 percent, or $72.6 million, spent on superintendents' offices, and 5.2 percent, or $101.6 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.

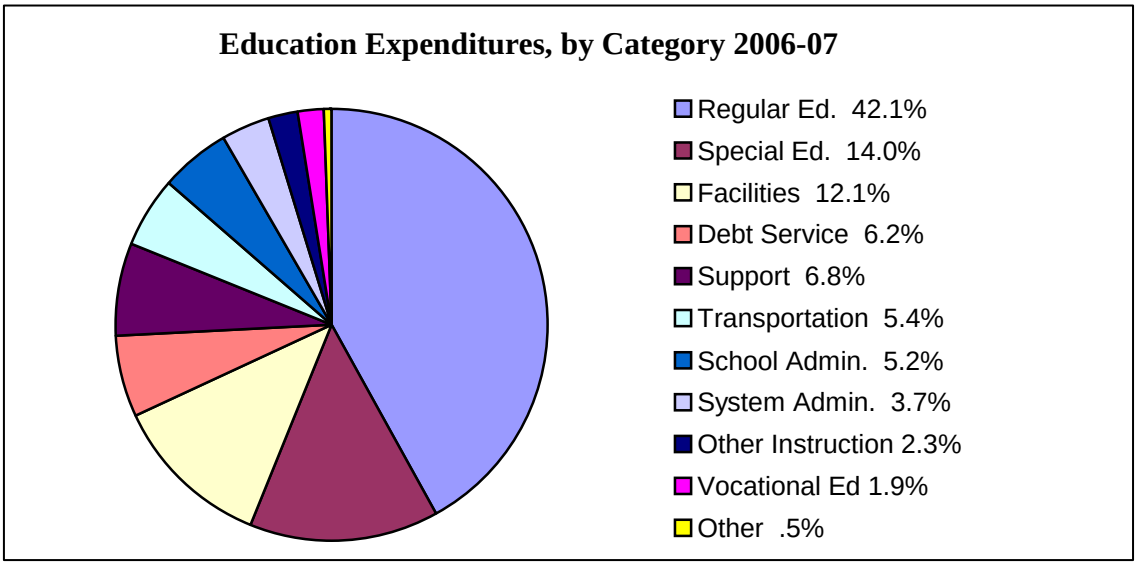

Figure 36: Source: Maine Department of Education, 2007.

48. 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.

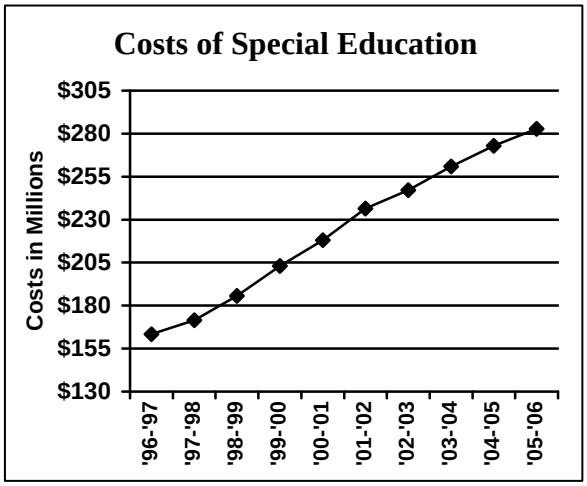

Figure 37: Source: Maine Department of Education, 2007.

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.

49. 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

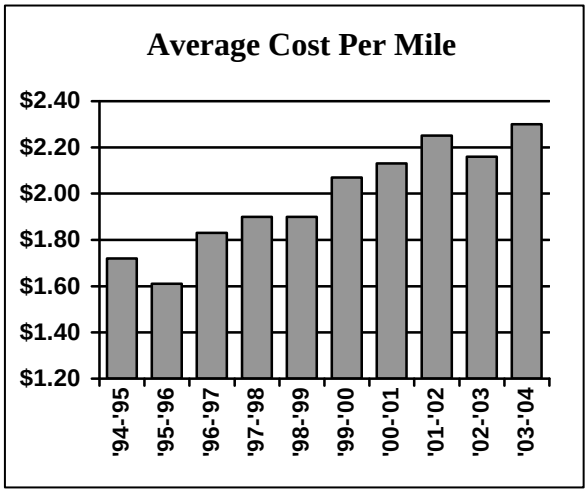

Figure 38: Source: Maine Department of Education, 2005.

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.

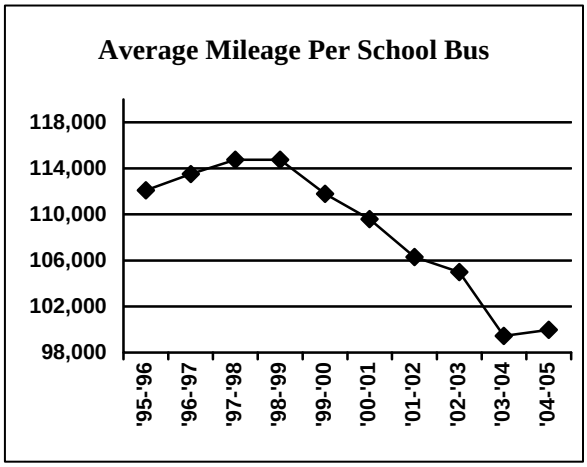

Figure 39: Source: Maine Department of Education, 2006.

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 some recent publications describing various aspects of Maine education.

Reports:

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

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.

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

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

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

Financial Characteristics of High and Low Performing Schools in a Predominantly Rural State. David L. Silvernail, Center for Education Policy, Applied Research and Evaluation, University of Southern Maine.

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

Home and Rent Affordability by State of Maine Market Area for Teachers, Non-Teaching School Staff and School Administrators. David L. Silvernail, Maine Education Policy Research Institute, University of Southern Maine.

Increasing Postsecondary Enrollments in Maine. David L. Silvernail, Center for Education Policy, Applied Research and Evaluation, University of Southern Maine.

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. David L. Silvernail, CEPARE, University of Southern Maine and Greg Gollihur, Finance Authority of Maine.

Maine's College Graduates: Where They Go and Why: Revisited. David L. Silvernail & Brianne Woodard, CEPARE, University of Southern Maine and Finance Authority of Maine.

Maine'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.

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.

Review of Costs to Provide Service to Limited English Proficiency Students. David L. Silvernail, Center for Education Policy, Applied Research and Evaluation, University of Southern Maine.

Review of Transportation Cost Component in the Essential Programs and Services Model. James E. Sloan and David L. Silvernail, Maine Education Policy Research Institute, University of Southern Maine.

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

Teacher Workload and Stressors: Perceived Changes in Teachers' Responsibilities, Time Allocation, and Levels of Stress in Maine Public Schools. Maine Education Policy Research Institute, University of Maine, Orono.

The Cost and Characteristics of Maine's Higher Performing Public Schools – Preliminary Analysis Report. David L. Silvernail, Maine Education Policy Research Institute, University of Southern Maine.

The Development and Implementation of Local Assessment Systems in Maine Schools: A Progress Report. Maine Education Policy Research Institute, University of Maine, Orono.

The Identification of Higher and Lower Performing Maine Schools. David L. Silvernail, Maine Education Policy Research Institute, University of Southern Maine.

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