

Districts and schools

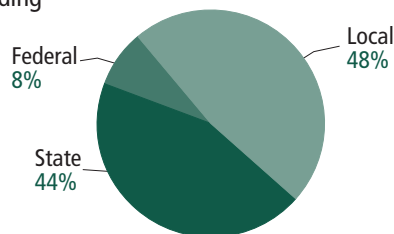
	1993-94	2002-03
Number of districts (CCD)	226	282
Number of public schools (CCD)		
Elementary	455	418
Middle	125	126
High	106	111
Combined	14	16
Other	2	1
Total	702	672
Number of charter schools (CCD)		
		n/a

Finances

Total current expenditures (CCD, adjusted for inflation to 2001-02, in thousands)	1993-94	2001-02
Instructional	\$1,035,170	\$1,208,176
Noninstructional	56,523	60,634
Support	455,300	543,988
Total	1,546,993	1,812,798
Per-pupil expenditures (CCD, adjusted for inflation to 2001-02)		
	\$7,129	\$8,818

Sources of funding

(CCD, 2001-02)



Title I allocation 2001-02

(ED; Includes Title I, Part A)

\$37,942,178

Students

Public school enrollment (CCD)	1993-94	2002-03
Pre-K	1,036	1,503
K-8	152,981	138,124
9-12	59,632	61,873
Total (K-12)	212,613	199,997

Race/ethnicity (CCD)

American Indian/Alaskan Native	n/a	1%
Asian/Pacific Islander	n/a	1
Black, non-Hispanic	n/a	2
Hispanic	n/a	1
White, non-Hispanic	n/a	96

Students with disabilities (OSEP) 12% 16%

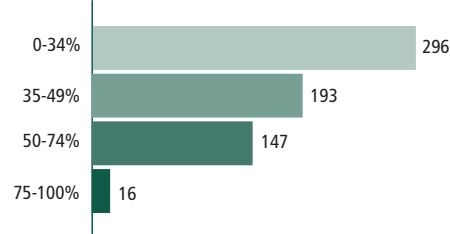
Students with limited English proficiency (NCELA) 1% 1%

Migrant students (OME) 4% 5%

Eighth-grade students enrolled in Algebra I for high school credit (NAEP) 1996 2003
25% 21%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03 (CCD) 62,047

Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03[†] (CCD)



[†]20 schools did not report.

Staff

Number of FTE teachers (CCD)	1993-94	2002-03
Elementary	6,658	6,964
Middle	2,835	3,462
High	3,822	4,475
Combined	329	364
Other	1,700	1,572
Total	15,344	16,837

Number of FTE non-teacher staff (CCD)

Instructional aides	3,452	5,903
Instructional coordinators	118	218
Administrators	1,287	1,493
Other	8,664	10,127
Total	13,521	17,741

Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS) 1994 2000

English	81%	71%
Mathematics	68	64
Science	67	63
Social studies	72	56

Percentage of core courses taught by highly qualified teachers, 2002-03 (As defined and reported by states, collected by ED)

Not Available

Outcomes

	1993-94	2000-01
High school dropout rate (NCES)	3%	3%
Avg. freshman graduation rate (NCES)	75	76
College-going rate (IPEDS/NCES)	50	54

NAEP state results (NCES)

	1994	2003
Reading, Grade 4		
Proficient level or above	41%	36%
Basic level or above	75	71
Math, Grade 8		
Proficient level or above	31%	29%
Basic level or above	77	74

KEY: * = Less than 0.5 percent
 — = Not applicable
 n/a = Not available
 # = Sample size too small to calculate
 FTE = Full Time Equivalent

Statewide Accountability Information

See Appendix B for Maine's definitions of proficient for reading and mathematics for grades 4, 8, and high school.

See <http://www.state.me.us/education/profiles/getprofiles.htm> for more details on the statewide accountability system.

State assessment for NCLB accountability: Maine Educational Assessment (MEA)

State student achievement levels: Does Not Meet the Standard, Partially Meets the Standard, Meets the Standard, Exceeds the Standard

NCLB Accountability Goals

2001-02 Annual measurable objective starting point			Target (2002-03)
Grade 4	Reading	34%	34%
	Mathematics	12	12
Grade 8	Reading	35	35
	Mathematics	13	13
High school	Reading	44	44
	Mathematics	11	11

2002-03 NCLB accountability results, applied to 2003-04 school year

AYP outcomes and consequences*	Title I schools	All schools	All districts
Made AYP	n/a	n/a	n/a
Identified for improvement:			
Year 1	6 (*)	10 (1%)	0
Year 2	0	0	0
Corrective action	0	0	0
Restructuring	0	0	0
Exited improvement status (made AYP twice after missing twice or more, includes total "made" above)	0	0	0

Other indicator, 2002-03	State target	State outcome
Elementary indicator: Average daily attendance	Meet or progress toward 96%.	Met
Middle indicator: Average daily attendance	Meet or progress toward 96%.	Met
High school indicator: Graduation rate	n/a	n/a

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	0	—
Supplemental educational services:	0	—

*Some AYP outcomes for this state are not available due to issues with data collection, measurement, or other reasons. For more information please visit the state's Web site, above.

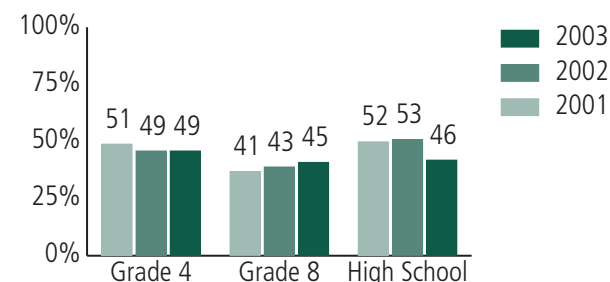
Student Achievement 2002-03

Maine Educational Assessment, used for NCLB accountability

Reading

Proficient level or above for:	Grade 4	Grade 8	High school
All students	49%	45%	46%
Economically disadvantaged students	39	27	25
Migrant students	n/a	25	16
Students with disabilities	10	7	5
Students with limited English proficiency	29	18	12
Black, non-Hispanic students	30	26	22
Hispanic students	40	41	29
White, non-Hispanic students	50	45	47

Student achievement trend: Reading percent proficient level or above



Mathematics

Proficient level or above for:	Grade 4	Grade 8	High school
All students	28%	18%	20%
Economically disadvantaged students	20	9	8
Migrant students	20	7	<5
Students with disabilities	8	<5	<5
Students with limited English proficiency	18	12	<5
Black, non-Hispanic students	7	6	65
Hispanic students	22	10	10
White, non-Hispanic students	29	18	20

Student achievement trend: Mathematics percent proficient level or above

