


MASS. BOARD OF EDUC. INFO/9/92 ✓

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**Information about
Public Education in Massachusetts**

March 1992

Massachusetts Board of Education

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Introduction

This packet provides basic facts about education in Massachusetts. Information provided includes elementary and secondary public education, and state-supported early childhood and adult basic education programs. Where possible and appropriate, comparative figures are provided to show changes over time, or to contrast Massachusetts with the nation.

An appendix cites data sources, and provides notes and selected definitions where explanation of specific data elements is necessary. The information presented represents only a partial picture of education in the Commonwealth.

Categories of information summarized in this report are:

1. Public School Enrollment
2. Educational Personnel
3. School Districts and Schools
4. Educational Collaboratives
5. Early Childhood Education
6. Adult Basic Education
7. Educational Finance
8. Curriculum
9. Testing Programs
10. Selected Educational Indicators
11. Funding for School Reform Initiatives
12. Selected Comparative Data for Massachusetts and the nation

For additional information, please contact the Office of Planning, Research and Evaluation, Massachusetts Department of Education (617) 770-7308.

Education in Massachusetts

Figures in parentheses indicate percent of total public school enrollment.

1. Public School Enrollment		October 1980	October 1991
Public and Private			
Public		1,001,760	848,368
Non-Public		139,125	110,288
Non-Public as a % of Total		12%	13%
Grade			
PreKindergarten		1,942 (0.2%)	9,491 (1%)
Grades K-6		481,411 (48%)	476,946 (56%)
Grades 7-8		161,865 (16%)	120,617 (14%)
Grades 9-12		340,004 (34%)	230,165 (27%)
Grades 13-14		5,205 (0.5%)	2,213 (0.3%)
Ungraded		11,333 (1%)	8,936 (1%)
Gender			
Male		513,249 (51%)	437,127 (52%)
Female		488,511 (49%)	411,241 (48%)
Race/Ethnicity			
Asian		10,952 (1%)	29,417 (4%)
Black		60,024 (6%)	66,341 (8%)
Hispanic		35,096 (4%)	68,632 (8%)
Native American		1,211 (0.1%)	1,440 (0.2%)
White		894,477 (89%)	682,538 (80%)
Lingulstic Minority		53,395 (5%)	96,983 (11%)
Limited English Proficient		19,987 (2%)	42,598 (5%)
Low-Income		*	110,135 (13%)
Chapter 1		73,398 (7%)	70,412 (9%)*****
Special Education		135,739 (13%)	142,082 (17%)****
Voc-Tech. Education		46,680**(14%)***	36,111 (16%)***
Occupational Education		*	20,912 (9%)***
Regional, Independent or County Districts			
Kind of Community (see back for listing)	Total Districts		Enrollment
Urban Centers	58	14	354,652 (42%)
Economically Developed Suburbs	73	14	204,417 (24%)
Growth Communities	57	15	102,536 (12%)
Residential Suburbs	59	12	79,131 (9%)
Rural Centers	54	20	76,218 (9%)
Small Rural Communities	25	6	17,890 (2%)
Resort/Retirement/Artisitc	29	5	13,524 (2%)

* Comparable data not available

** October 1981

*** Percent of enrollment in grades 9-12

**** Estimated, subject to revision.

***** Data for 1989-90.

Education in Massachusetts

2. Educational Personnel:

	1980	1991-92
Teachers		
Regular Education	63,357	50,197
Special Education	9,075	10,291
TBE/ESL	1,315	2,152
Occupational Education	2,745	2,287
Total Teachers	76,492	64,927
Total Administrators	4,928	4,227
Average Teacher Salary	\$17,253	\$ 36,460 (FY 1991)

5. Early Childhood Education : FY '91

Program	Number Served	Funding (millions)
Chapter 188	12,500	\$6.9
Headstart	9,175	\$6.0
P.L. 99-457 (Federal)	9,650	\$7.8
Total	31,325	\$20.7

6. Adult Basic Education: FY '91

Number Served	35,000
Funding (millions)	
State	\$3.8
Federal	\$3.4
Federal Discretionary	\$1.3
Total State and Federal	\$8.5

GED Certificates Issued (calendar '91) 10,849

3. School Districts and Schools: 1991-92

School Districts	
City	39
Town	229
Regional Academic	56
Regional Voc-Tech	26**
Independent Vocational	3
County Agricultural	3
Non-Operating Districts	83
Total School Districts	439
Total Operating Districts	356
Schools	
Elementary	1,193
Middle/Junior High	250
High Schools	297
Other	23
Total Schools	1,763

4. Educational Collaboratives: FY '91

Number Collaboratives	36
Students Served	4,827

7. Educational Finance: FY'91

Wealth (Equalized Property Valuation Per Person)

State Average	\$ 71,066
High(Chatham)	\$281,385
Low (North Adams)	\$ 27,342

Spending Per Pupil

State Average	\$5,066
High(Lincoln)	\$9,567
Low (Douglas)	\$3,251

Wealth and Spending Disparity Ratios

	Wealth	Spending
High to Low	10.3	2.9
High to Average	4.0	1.9
Average to Low	2.6	1.6

7. Educational Finance (cont.): School Revenues FY'86-FY'91

Source	FY'86	FY'87	FY'88	FY'89	FY'90	FY'91*
Local	56.2%	53.0%	56.6%	57.6%	60.7%	58.0%
State	38.5%	42.5%	39.2%	37.9%	34.6%	37.1%
Federal	5.3%	4.6%	4.2%	4.4%	4.6%	4.9%
Total Revenues (Billions)	\$3.57	\$3.88	\$4.23	\$4.58	\$5.17	\$5.32

* Revenues for FY91 are estimated, and subject to revision. ** Farmington River Regional School formed in January 1992

Education in Massachusetts

8. Curriculum

High School Graduation Requirements: Class of 1988 (Locally Determined)

	Avg. # Yrs	# Yrs/ % of Districts
English	4.0	4/98%
Mathematics	2.2	3/31%
Science	2.0	3/16%
Social Studies	2.4	3/39%
Foreign Language	0.2	2/6%

Advanced Placement Programs (1989)

Public and Private Schools with AP

Massachusetts	59%
United States	40%

9. Testing Programs

MA Basic Skills

Percent Passing All Three Tests

	1987	1988	1989	1990
Grade 3	85.3%	87.6%	87.7%	85.3%
Grade 6	79.1%	82.8%	84.2%	83.9%
Grade 9	76.3%	78.6%	81.8%	78.9%

MA Curriculum Assessment: 1990 Results

	Medium Proficiency	High Proficiency
Grade 4	60%	17%
Grade 8	56%	22%
Grade 12	55%	24%

SAT: 1989-91 Results

	U.S.	MA
Percent Taking	42%	79%
Average Verbal	422	426
Average Math	474	470

10. Selected Educational Indicators

Dropout Rates	1989-90
Annual Rate	4.6%
Proj. 4-Year Rate	17%

Grade Retention Rates	1989-90
Elementary	2.4%
Middle	1.6%
High	4.1%
Total	2.7%

Out-of School Suspension Rates	1989-90
Elementary	0.5%
Middle	7.5%
High	11.7%
Total	5.3%

In-School Suspension Rates	1989-90
Elementary	0.3%
Middle	6.3%
High	13.2%
Total	5.4%

Attendance Rate	
State Average	
1988-89	92.6%
1989-90	93.1%

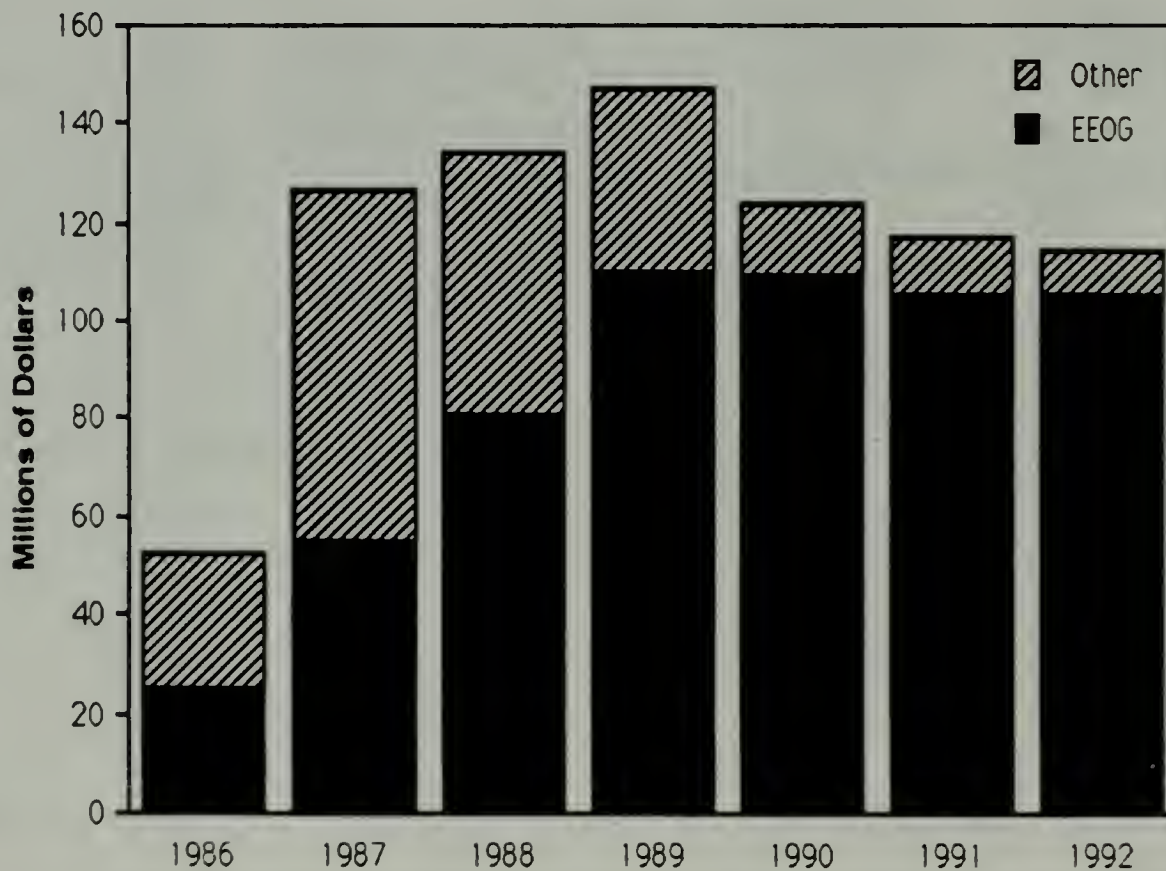
Plans of High School Graduates	1980	1990
Four-Year Colleges	38%	41%
Two-Year Colleges	14%	19%
Other Post Secondary	6%	4%
Work	31%	20%
Military	4%	3%
Other	4%	6%
Data not available	2%	7%

Education in Massachusetts

11. State Supported School Reform Initiatives: Chapters 188 and 727

	(Millions of Dollars)						
	1986	1987	1988	1989	1990	1991	1992
Chapter 188/727 Programs							
Horace Mann Teacher	-	6.8	7.2	7.4	0.9	0.5	-
Minimum Teacher Salary	3.0	4.9	1.1	1.5	-	-	-
Professional Development	19.9	31.3	11.0	-	-	-	-
School Improvement Councils	4.2	8.4	12.1	7.6	1.3	1.3	-
Carnegie Schools	-	-	-	0.25	0.23	0.17	-
Comm. Leadership Academy	-	0.25	0.25	0.23	0.20	-	-
Essential Skills	-	10.55	9.25	9.00	3.30	2.22	1.97
Education Technology	-	-	0.50	0.60	0.10	-	-
Early Childhood	-	7.09	10.53	10.00	7.50	6.92	6.88
Lucretia Crocker	-	0.60	0.50	0.50	0.50	0.47	.15
Professional Dev Schools	-	-	-	0.09	0.09	-	-
Science Kits	-	0.84	1.01	-	-	-	-
Instructional Materials	-	0.85	-	-	-	-	-
Subtotal	27.2	71.7	53.4	37.2	14.1	11.6	9.0
Equal Educ Opportunity (EEOG)	25.1	55.1	80.7	110.2	109.6	105.5	105.5
Total Chapter 188/727	52.3	126.8	134.1	147.4	123.6	117.1	114.5

Chapter 188 and Chapter 727 Funding: Fiscal Years 1986 - 1992



Education in Massachusetts

Comparative Data for Massachusetts and the Nation

Data for Year Indicated

	Massachusetts	The Nation
Percent taking the SAT, public and private school graduates - 1991	79%	42%
Average SAT verbal and math scores, public and private school graduates - 1991	V-426 M-470	V-422 M-474
Percent scoring over 600 or above on either the SAT verbal or math sections, public and private school graduates - 1991	V-8% M-17%	V-7% M-17%
Percent scoring 3 or above on advanced placement exam, public school graduates - 1989	11.7%	8.6%
Percent with advanced placement programs, public and private schools - 1989	59%	40%
Graduation rate, public schools - 1989	75.2%	71.5%
Average teacher salary, public schools - 1991	\$36,090	\$33,041
Per pupil expenditure, public schools - 1990	\$5,871	\$4,885
Federal funds as a percentage of school revenues, public schools - 1989	4.6%	6.2%
Per capita income - 1990	\$22,569	\$18,691
Minority percent of enrollment, public schools 1988	19%	29.3%
Percent of resident population of individuals ages 6-21 served in Special Education - 1991	10.9%	7.6%

Because of the sources of the data, figures for Massachusetts reported in this chart may vary slightly from figures reported in other sections of this report.

Appendix

Sources, Notes, and Selected Definitions

1. Enrollment

Sources

Individual School Report, October 1980 and 1991

School Summary Report, October 1980 and 1991

Occupational Education Report, October 1980, 1991

End of Year Pupil and Financial Report, 1980-81 and 1990-91

Notes and Selected Definitions

Public	Students enrolled in local public, independent vocational, academic regional, vocational-technical, and county agricultural schools systems.
Non-public	Students enrolled in both parochial and private schools.
Grades 13-14	Students enrolled in post-graduate programs.
Ungraded	Ungraded students are primarily in special needs or alternative programs; however, they do not constitute the total special needs population (see Special Education).
Linguistic Minority	Students whose first language is not English.
Low Income	Students ages 5-17 whose families receive AFDC (Aid to Families with Dependent Children). AFDC counts are provided by the Department of Public Welfare.
Chapter 1	A federal grant program to meet the needs of educationally disadvantaged children. School districts serving children whose families receive AFDC are eligible to receive funds.
Limited English Proficient	Counts are based on the number of students who cannot perform regular classroom work in English. Approximately 85% of these students are enrolled in TBE programs. The remainder, the majority of whom attend schools in districts with insufficient enrollments to offer TBE programs, may receive English-as-a-Second Language services.
Special Education	The provision of special education is mandated by Massachusetts' special education law, Chapter 766, and federal law, P.L. 94-142. Both laws mandate specifically designed instruction and related services for those students found in need of special education.

Voc-Tech Education	Counts are based on students enrolled in programs approved under Chapter 74 of the Massachusetts General Laws. These students are enrolled in regional or town vocational-technical high schools and comprehensive high schools.
Occupational Education	Counts are based on students enrolled in occupational education programs not approved under Chapter 74. Such programs include office occupations and technical education. Occupational education students commonly attend "comprehensive" high schools, and are enrolled in occupational programs for a minimum of 10 periods per week.

2. Educational Personnel

Sources

School Summary Report, October 1991

End of Year Pupil and Financial Report, 1990-91

Notes and Selected Definitions

Teachers	Certified teachers and other instructional staff including media specialists, guidance counselors, school psychologists, librarians and substitutes.
Administrators	Includes superintendents, assistant superintendents, school business administrators, principals, guidance directors, and other supervisors/directors.
Average Teacher Salary	Total professional teaching salaries divided by FTE teachers reported at the end of Fiscal 1991.

3. Districts and Schools

Source

School Directory, 1991

Notes and Selected Definitions

Non-Operating Districts	Districts in which there are no operating schools. Students from these districts most commonly attend school in regional school districts.
<u>Type of School</u>	<u>Common Grade Configurations</u>
Elementary Schools	K-3, K-4, K-5, K-6 (most common), K-8
Middle/Junior High	5-8, 6-8, 7-8, 7-9
High Schools	7-12, 9-12, 10-12
Other Schools	Ungraded schools, Mixed (K-12)

4. Educational Collaboratives

<u>Source</u>	<i>Collaborative Report, 1990-91</i>
Educational Collaboratives	Educational collaboratives are formed through an agreement among two or more school committees to provide educational programs or services for their member school systems. Agreements are approved by the Commissioner of Education under provisions of Chapter 40, Section 4E of the Massachusetts General Laws. The majority of students enrolled in collaborative programs have special education needs.
Students Served	The actual number of students served by educational collaboratives on a full-time basis.

5. Early Childhood Education

<u>Source:</u>	Bureau of Early Childhood Education
<u>Notes and Selected Definitions</u>	
Chapter 188 Early Childhood	Discretionary funds to plan, implement and expand early childhood programs. Types of programs eligible for funding include programs for 3- and 4-year old children, enhanced kindergarten classes, and programs combining early childhood and day care. Priority is given to sites with high number of low income families.
Headstart	A federally funded pre-school program for children in low-income families. The program also includes health and other social services for Headstart parents.
P.L. 99-457	These funds are provided to assist local school systems and other early childhood service providers in the development of integrated programs for young special needs students.

6. Adult Basic Education

<u>Source</u>	Bureau of Adult Education
Adult Basic Education	State and federally funded programs include basic education, English as a Second Language, high school preparation and prevocational training. The priority population is low income and undereducated adults.
Federal Discretionary Funding for ABE	Discretionary grant programs include Adult Education for the Homeless, State Legalization Impact Assistance Grants (SLIAG), and Workplace Education.
GED	General Educational Development

7. Educational Finance

Source: Office of School Finance

Notes and Selected Definitions

Spending Per Pupil	The total integrated cost per pupil computed by dividing a town's total integrated cost by the net average membership. A district's net average membership is the sum of pupils in local schools, other public school districts, and in special needs day and residential schools.
Equalized Property Valuation Per Person	This is the full market value of all taxable real property divided by the population. Figures provided by the Department of Revenue.
Wealth and Spending Disparity Ratios	These ratios indicate the relative disparities in wealth (in terms of real property) and spending on education between school districts in the Commonwealth. For example, the spending disparity ratio between the highest spending district and lowest spending district is $\$9,567/\$3,251 = 2.9$.
Local Revenues	Local tax levies as well as other revenues such as tuitions.
State Revenues	Chapter 70 (State Aid for Education) and all other state supported programs for public education.

8. Curriculum

Source
Chapter 188 School District Report, 1986-87

Notes and Selected Definitions

Graduation Requirements	The number of years of instruction required for graduation for the Class of 1988 as determined by local school committee policy. The National Commission on Excellence recommends the following graduation requirements: 4 years of English, and 3 years each in mathematics, science and social studies.
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9. Testing Programs

Sources:

Massachusetts Basic Skills Testing Program Results (reports for 1987, 1988 and 1989)

Massachusetts Educational Assessment Program: 1990 Statewide Summary
The College Board- 1991

Notes and Selected Definitions

Massachusetts Basic Skills Testing Program The purpose of Basic Skills Testing is to identify students who have not mastered basic skills. The test, authorized under Chapter 188, was administered to students in grades 3, 6 and 9 in reading, mathematics and writing. The passing standard for each test in 1989 was 65% correct.

Massachusetts Educational Assessment Testing Program The purpose of the assessment program, established under Chapter 188, is twofold: to furnish information to improve curriculum and instruction; and to provide reliable results for comparisons at the school, district, and state levels using scaled scores. The tests are administered in grades 4, 8 and 12 in reading, mathematics, science and social studies. In 1992 writing will also be assessed.

Proficiency Levels In addition to scaled test scores, proficiency levels are used to describe students' performance on assessment tests. There are four proficiency levels. In 1990, across all grades, nearly all students (89%) attained the first level or above, while the majority reached the second level or above (59%). The other two levels, which typically require higher order thinking skills, were attained by fewer students; 19% attained the third level or above, and 5% the fourth level.

SAT Scholastic Aptitude Test

10. Selected Educational Indicators

Sources

Chapter 188 Individual School Report, 1989-90

Notes and Selected Definitions

Dropouts Students ages 16 and older who leave school prior to graduating for reasons other than transfer to another school.

Grade Retentions Students who were not promoted in June 1989 and repeated a grade in the 1989-90 school year.

Suspensions Students who were removed from regular school activities for up to 10 consecutive days.

Attendance An attendance rate is derived by comparing average daily membership to average daily attendance.

11. School Reform Initiatives: Chapters 188 and 727

Sources:

Chapter 188 Snapshot of Program Implementation, 1987, 1988, 1989
A Snapshot of Support for Public Education, Fiscal Year 1990, 1991

Notes and Selected Definitions

Chapter 188	Chapter 188, the School Improvement Act of 1985, marked the first wave of school reform in the state. The comprehensive bill established a number of grant programs to promote educational equity and excellence and to increase the state's role in assisting local school districts.
Chapter 727	Chapter 727, An Act Enhancing the Teaching Profession and Recognizing Educational Achievement, was passed in January 1988. Considered to be the second wave of school reform legislation in the Commonwealth, Chapter 727 provided incentives for innovative changes in school governance and organization and the development of long-range individual school plans in communities where high numbers of students lack competency in basic skills.

12. Massachusetts/US Comparative Data

Sources:

US Department of Education, Office of Planning, Budget and Evaluation
National Education Association
U.S. Department of Commerce
The College Board, *1991 Profile of SAT and Achievement Test Takers*

Notes and Selected Definitions

Percent of high school graduates taking the SAT	This figure was estimated by dividing the total number of test takers by the total number of 1988 public high school graduates. Data on private school students was not available.
Percent of total scoring over 600 or above on either the SAT verbal or math sections	This was calculated as a percentage of all test takers scoring 600 or above on either component. Data showing the number of students scoring 600 or above on both sections was not available.
Graduation rate adjusted for migration and unclassified students	Graduation rates are for public schools only. The adjusted rate was calculated by dividing the number of public school graduates by the public ninth grade enrollment four years earlier. Ninth grade enrollments include a prorated portion of the secondary school students who are unclassified by grade. The rate is also corrected for interstate population migration. Information on the number of persons receiving GEDs is not available.

Percent of high school graduates scoring 3 or above on advance placement exam

This was calculated by dividing the number of 1989 public school exam takers scoring 3 or above on the AP exam by the number of 1988 high school graduates (the number of 1989 graduates was not yet available).

Percent of total schools with advanced placement programs

This was calculated by dividing the number of schools with AP programs by the total number of schools.

Average teacher salary

Average salaries are reported annually for public school teachers.

Percent of resident population age 6-21 served in Special Education - 1991

Percent of individuals served is based on resident population counts provided by the U.S. Bureau of The Census

