

# MAINE STATE LEGISLATURE

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**Report to the Joint Standing Committee on  
Education and Cultural Affairs**

**Response to Public Law 2011, Chapter 615  
“An Act to Require the Maine Community College System, the  
University of Maine System and the Maine Maritime Academy to  
Report the Number of Students Enrolled in Remedial Courses”**

**Submitted by: University of Maine System  
1/1/2014**

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## Special Notes related to the Remediation Report

For the purpose of this report, we have employed the following guidelines:

For the report related to 1A and 1B [Enrollment in Remedial Coursework] of the legislation:

- “Traditional student” is defined as a student who has attended any accredited public school or private school in the State or who participated in a home instruction program and has received a high school diploma in the June proceeding the fall in which the student matriculates. For the purpose of the report submitted January 1, 2014, the student would have received the high school diploma in June 2013;
- “Remedial courses” are those within English language arts (including ESL) and mathematics, and defined as courses below the 100-level. There are multiple offerings in each subject and they will be disaggregated by subject area but not by the individual course;
- Students may be enrolled in more than one course in a semester; the “duplicated” number includes all courses;
- “Unduplicated” students are those enrolled in any remedial course. For those schools for whom five or fewer students were enrolled in a remedial course, an asterisk (\*) will appear;
- A new report will be issued each year specific to that year’s graduating class in Maine’s high schools.

For the report related to 1C – Retention and Graduation:

- This report is being produced for the first time and a full year (fall to fall) since matriculation needed to pass for the first cohort of students. Typically, retention rates nationally are calculated utilizing a fall-to-fall picture of the data. So, this would take the class which received its high school diploma in June 2012 and track its retention from Fall 2012 to Fall 2013.
- The report includes only aggregate reporting by university of those traditional students who were enrolled in remedial classes and will not include data disaggregated by English/math or secondary school.

**Remediation in the University of Maine System: Overview and Recommendations**

**Background**

As the data below and attached shows, each university in the University of Maine System offers remediation of some kind. Overall, the System is below the national average in the percentage of students who are required to take these courses. The varying numbers by institution reflect the different student populations each serves and can change from year to year depending on factors such as the economy, changes in admission criteria, development of alternative approaches to remediation, or a number of other factors. Institutions with higher rates tend to admit a profile of students who are academically at risk due to any number of factors, ranging from geography to socio-economic factors.

**Tables pursuant to Sec. 1. 20-A MRSA §10012, sub-§ 1(a)**

**Fall 2013 Cohort – Summary of Traditional<sup>1</sup> First-Time Students<sup>2</sup> from Maine Secondary Schools  
Students from Secondary School in Remedial Courses by UMS Institution**

	UMA	UMF	UMFK	UMM	UMaine	USM	UMPI	UMS Total
<b>Total Matriculated<sup>3</sup> From Secondary School<sup>4</sup></b>	167	287	120	61	1278	508	129	<b>2549</b>
<b>Total Unduplicated Math &amp; English Remedial<sup>5</sup></b>	68	37	31	27	3	84	40	<b>290</b>
<b>Percentage Remedial<sup>6</sup></b>	40.7%	12.9%	25.8%	44.3%	0.2%	16.5%	31.0%	<b>11.4%</b>

<sup>1</sup> Traditional Student is defined in LD1645 as a student who has attended any accredited public school or private school in the State, or who has participated in a home instruction program pursuant to section 5001-A, subsection 3, paragraph A and has received a high school diploma, GED or adult diploma in the June preceding the fall in which the student matriculates in the [Maine Community College System][University of Maine System].

<sup>2</sup> First-time students are students with no prior postsecondary experience attending any institution at the undergraduate level, including students enrolled in academic or occupational programs. It also includes students enrolled in the fall term who attended college for the first time in the prior summer term, and students who entered with advanced standing (college credits earned before graduation from high school).

<sup>3</sup> Matriculated indicates students who have been accepted into and have enrolled in a degree-granting program.

<sup>4</sup> Students may be enrolled in more than one course in more than one subject in a semester, and this total includes all courses.

<sup>5</sup> The total unduplicated number of students enrolled in any remedial course. In accordance with the language in the Act, and to protect student identity, the colleges "may not report disaggregated information compiled under subsection 1 if the total number of traditional students who received high school diplomas from the same secondary school and enrolled in the same remedial course at the same campus is five or fewer". In this case, an asterisk (\*) appears in the cells on the following pages and indicates: "Five or fewer students."

<sup>6</sup> Remedial courses in English and math are defined as courses below the 100-level offered by the colleges. There are multiple course offerings in each subject, and they are aggregated by subject area.

**Students from Secondary School in Remedial Math and English by UMS Institution**

	UMA	UMF	UMFK	UMM	UMaine	USM	UMPI	UMS Total
<b>Total Matriculated in Remedial Math</b>	50	37	11	24	2	84	40	<b>248</b>
<b>Total Matriculated in Remedial English</b>	36	0	26	7	3	0	0	<b>72</b>
<b>Number of Students Enrolled in Both Remedial Math and English</b>	18	0	6	4	2	0	0	<b>30</b>

As called for within the legislation, the chart below provides the retention rates for traditional students who were enrolled in remedial courses in English language arts and mathematics, disaggregated by campus. Typical reporting of retention involves a one year scan, fall semester to fall semester. Since these are rates for the class that entered in September 2012, graduation rates will not be available until 2016, assuming a four-year graduation rate.

**Table pursuant to Sec. 1. 20-A MRSA §10012, sub-§ 1(c)**

**Fall 2012 Cohort Returning in Fall 2013 (Student Retention/Persistence)<sup>7</sup>**

<b>Campus</b>	Total Enrolled Fall 2012	Total Returned Fall 2013	Total Cohort Retention	Undup. Remed. M+E <sup>8</sup> Enrolled Fall 2012	Undup. Remed. M+E Returned Fall 2013	Undup. Remed. M+E Retention
UM	1,290	1,098	85.1%	2	2	100.0%
UMA	181	95	52.5%	67	38	56.7%
UMF	292	225	77.1%	39	30	76.9%
UMFK	126	84	66.7%	31	17	54.8%
UMM	82	52	63.4%	40	25	62.5%
UMPI	139	90	64.7%	49	27	55.1%
USM	601	415	69.1%	97	64	66.0%
<b>UMS Total</b>	<b>2,711</b>	<b>2,059</b>	<b>75.9%</b>	<b>325</b>	<b>203</b>	<b>62.5%</b>

Student persistence at any institution is reliant on several factors: academic preparedness, social/emotional preparedness, “fit” with the institution, level of engagement with faculty, staff and students while at the institution, ability to finance education while in college, etc. Of these, academic preparedness is especially critical and most specifically in the first year as students make the transition from high school to college. Students who require remediation of any kind face the additional challenge of needing to take additional coursework which can be prerequisite to many of the other courses they will need to take in their first year.

<sup>7</sup> Retention for all campuses and UMS for the purposes of the report is defined as any student enrolled in the previous Fall semester returning to any UMS campus in the following Fall.

<sup>8</sup> Unduplicated Remedial Math and English: counts any student enrolled in either remedial math or English/language arts courses, or a combination of both.

### ***Initiatives Already Underway and Recommendations***

When one looks at the rates of remediation nationally, there is a tendency to automatically ask why students didn't learn what they need to learn in high school. While it is undeniable that this preparation forms the underpinning for later success in college, it is also clear that the need to support student success across K-16 is a joint responsibility shared by K-12 and higher education. In light of this, the University of Maine System through its universities has implemented a number of changes and collaborations geared toward improving college readiness and student success:

- Current placement and remediation policies are being examined at our universities. In recent years, courses within English, for example, have been reformatted such that students who might need additional assistance enroll directly in a credit granting, 100-level course with an added credit component to help prepare them (this is the case at UMPI and USM).
- Most of our universities accept the ACUPLACER as a placement test and the scores are becoming more standardized.
- Many of our faculty are working with colleagues within K-12 on the implementation of the common core state standards (CCSS) which right now are focused on English language arts and mathematics. A joint Common Core Summit sponsored by Maine DOE and the UMS was held in April 2012 to prepare faculty and staff within Maine's public higher education institutions (UMS, MCCA, MMA) for the new initiatives being worked on by the K-12 community (CCSS, Smarter Balanced Assessment, Standard Based Learning/Diploma). Through the work of the Education Coordinating Committee related to the development of a "*Statewide Education and Workforce Development Strategic Plan*," a similar summit will be planned for 2014.
- A Joint College Transitions Workgroup comprised of representatives from Maine DOE, UMS, MCCA and MMA issued a report ("College Readiness in Maine") with recommendations related to college readiness and success in April 2012. This report was delivered to the Education Coordinating Committee which is comprised of the Chancellor of the UMS, President of MCCA, President of MMA and the Commissioner of Education. That committee is recommending that this report be utilized as a template for college readiness work within Maine.
- All of our campuses participate in the Aspirations program which encourages early college participation for high school students. UMS offers the Pleasant Street Academy which is a K-12-Higher Education early college program which is in essence the "fifth year high school" concept explored within the state (the Bridge Program in Hermon is another example). UM offers Academ-E, an on line aspirations program for high school

students. UMA, UMFK and UM have cooperative agreements with a number of high schools related to teaching college courses at the high school;

- When an academic deficiency in mathematics or English language arts is identified in an incoming student (through placement testing and/or low SAT scores), students are advised into the appropriate coursework and are provided academic support such as tutoring as additional assistance in successfully completing the course. Once the deficiency is corrected and a student can move forward with all of the required college level work, students typically progress as a student without these deficiencies progresses. However, the challenge is working with the student to stay enrolled through this period as the specter of having to enroll in and pay for additional course work due to the need for remediation can impede a students' ability, and desire, to stay in school.

In light of all of this, the following recommendations are important aspects of our collective work to ensure the ultimate success of Maine's students:

- Promote faculty-to-faculty dialogue across K-12 and higher education related to issues of college readiness;
- Use research and data to inform changes in policy and remediation/developmental programs ;
- Provide opportunities for high school students to take placement tests in mathematics and English language arts in, minimally, their junior year so that senior year course selection can focus on those areas that need improvement. The UMS, through a grant with the MELMAC Education Foundation, worked with a number of schools to explore this approach specifically in mathematics, utilizing the ACUPLACER as the placement test. We believe that the state DOE has a contract with ACUPLACER to enable this to continue.
- Continue to ensure that the critical dialogues related to CCSS and other Maine DOE initiatives are occurring between policy makers, faculty and others across all of our Systems;
- Continue to support participation in early college experiences, including funding;
- Continue to advocate for transparency in the reporting of data related to remediation (similar to what this legislation is seeking);
- Continue to strive for a reduction in the number of students coming to our institutions needing remediation as this is the most important component of student success, retention and ultimately graduation: ensuring academic preparedness. Support the recommendations embedded within the "Statewide Education and Workforce Development Strategic Plan" which address college and career readiness.



**STATE OF MAINE**  
—  
**IN THE YEAR OF OUR LORD**  
**TWO THOUSAND AND TWELVE**  
—

**S.P. 544 - L.D. 1645**

**An Act to Require the Maine Community College System, the University of Maine System and the Maine Maritime Academy to Report the Number of Students Enrolled in Remedial Courses**

**Be it enacted by the People of the State of Maine as follows:**

**Sec. 1. 20-A MRSA §10012** is enacted to read:

**§10012. High school graduates data; remedial courses**

1. Remedial courses. Using information that is already collected by the Maine Community College System, the University of Maine System and the Maine Maritime Academy as part of the admissions and academic placement process, the President of the Maine Community College System, the Chancellor of the University of Maine System and the President of the Maine Maritime Academy shall annually compile the data so as to demonstrate:

- A. The total number of traditional students who are enrolled in remedial courses in English language arts and mathematics, which must be disaggregated by campus and by subject area;
- B. The name of each secondary school in the State from which a traditional student enrolled in a remedial course received a high school diploma and the number of those students from each of those schools; and
- C. The retention and graduation rates for traditional students who were enrolled in remedial courses in English language arts and mathematics, which must be disaggregated by campus.

For the purposes of this subsection and subsection 2, "traditional student" means a student who has attended any accredited public school or private school in the State and received a high school diploma from a secondary school in the State or who has participated in a home instruction program pursuant to section 5001-A, subsection 3, paragraph A and who in the following academic year matriculates in the Maine Community College System, in the University of Maine System or at the Maine Maritime Academy.

2. Personally identifiable information. In reporting pursuant to subsection 3 the information compiled under subsection 1, the Maine Community College System, the University of Maine System and the Maine Maritime Academy shall manage education records in compliance with the federal Family Educational Rights and Privacy Act of 1974, 20 United States Code, Section 1232g. Those public institutions of higher education may not make public any information that could identify an individual student and shall ensure that the purpose of reporting disaggregated data for students enrolled in remedial courses is to conduct research for the purpose of evaluating and improving education programs. To ensure

**Attachment 1 – S.P. 544./L.D. 1645 Legislation / Public Law Sec. 1. 20-A MRSA §10012**

that personally identifiable information that would make a student's identity easily traceable is not disclosed, the public institutions of higher education may not report disaggregated information compiled under subsection 1 if the total number of traditional students who received high school diplomas from the same secondary school and enrolled in the same remedial course at the same campus is 5 or fewer.

3. Report. Beginning with the 2012-2013 academic year, the President of the Maine Community College System, the Chancellor of the University of Maine System and the President of the Maine Maritime Academy shall each report the information compiled under subsection 1, including recommendations for strategies that may result in fewer students enrolling in remedial courses at postsecondary educational institutions and strategies for improving the retention and graduation rates for students who were enrolled in remedial courses. The reports must be submitted by January 1st of each year to the Commissioner of Education and to the joint standing committee of the Legislature having jurisdiction over education and cultural affairs. The Maine Community College System, the University of Maine System and the Maine Maritime Academy shall publish the annual reports on their publicly accessible websites.

4. Contingent repeal. This section is repealed July 1, 2016 unless the Commissioner of Education certifies to the Secretary of State, the Secretary of the Senate, the Clerk of the House of Representatives and the Revisor of Statutes before that date that the United States Congress has enacted legislation requiring public institutions of higher education to compile and report substantially the same data.

**Attachment 2 – University of Maine System Total for Fall 2013**  
**Tables pursuant to Sec. 1. 20-A MRSA §10012, sub-§ 1(a)**

**University of Maine System**

**Fall 2013 Cohort – Summary of Traditional<sup>9</sup> First-Time Students<sup>10</sup> from Maine Secondary Schools**  
**Students from Secondary School in Remedial Courses by UMS Institution**

	UMA	UMF	UMFK	UMM	UMaine	USM	UMPI	UMS Total
<b>Total Matriculated<sup>11</sup> From Secondary School<sup>12</sup></b>	167	287	120	61	1278	508	129	<b>2549</b>
<b>Total Unduplicated Math &amp; English Remedial<sup>13</sup></b>	68	37	31	27	3	84	40	<b>290</b>
<b>Percentage Remedial<sup>14</sup></b>	40.7%	12.9%	25.8%	44.3%	0.2%	16.5%	31.0%	<b>11.4%</b>

**Students from Secondary School in Remedial Math and English by UMS Institution**

	UMA	UMF	UMFK	UMM	UMaine	USM	UMPI	UMS Total
<b>Total Matriculated in Remedial Math</b>	50	37	11	24	2	84	40	<b>248</b>
<b>Total Matriculated in Remedial English</b>	36	0	26	7	3	0	0	<b>72</b>
<b>Number of Students Enrolled in Both Remedial Math and English</b>	18	0	6	4	2	0	0	<b>30</b>

<sup>9</sup> Traditional Student is defined in LD1645 as a student who has attended any accredited public school or private school in the State, or who has participated in a home instruction program pursuant to section 5001-A, subsection 3, paragraph A and has received a high school diploma, GED or adult diploma in the June preceding the fall in which the student matriculates in the [Maine Community College System][University of Maine System].

<sup>10</sup> First-time students are students with no prior postsecondary experience attending any institution at the undergraduate level, including students enrolled in academic or occupational programs. It also includes students enrolled in the fall t

<sup>11</sup> Matriculated indicates students who have been accepted into and have enrolled in a degree-granting program.

<sup>12</sup> Students may be enrolled in more than one course in more than one subject in a semester, and this total includes all courses.

<sup>13</sup> The total unduplicated number of students enrolled in any remedial course. In accordance with the language in the Act, and to protect student identity, the colleges "may not report disaggregated information compiled under subsection 1 if the total number of traditional students who received high school diplomas from the same secondary school and enrolled in the same remedial course at the same campus is five or fewer". In this case, an asterisk (\*) appears in the cells on the following pages and indicates: "Five or fewer students."

<sup>14</sup> Remedial courses in English and math are defined as courses below the 100-level offered by the colleges. There are multiple course offerings in each subject, and they are aggregated by subject area.

**Attachment 3 – University of Maine System Fall 2012 Cohort Returning in Fall 2013**  
**Tables pursuant to Sec. 1. 20-A MRSA §10012, sub-§ 1(c)**

**Table pursuant to Sec. 1. 20-A MRSA §10012, sub-§ 1(c)**  
**Fall 2012 Cohort Returning in Fall 2013<sup>15</sup>**

<b>Campus</b>	<b>Total Enrolled Fall 2012</b>	<b>Total Returned Fall 2013</b>	<b>Total Cohort Retention</b>	<b>Undup. Remed. M+E<sup>16</sup> Enrolled Fall 2012</b>	<b>Undup. Remed. M+E Returned Fall 2013</b>	<b>Undup. Remed. M+E Retention</b>
UM	1,290	1,098	85.1%	2	2	100.0%
UMA	181	95	52.5%	67	38	56.7%
UMF	292	225	77.1%	39	30	76.9%
UMFK	126	84	66.7%	31	17	54.8%
UMM	82	52	63.4%	40	25	62.5%
UMPI	139	90	64.7%	49	27	55.1%
USM	601	415	69.1%	97	64	66.0%
<b>UMS Total</b>	<b>2,711</b>	<b>2,059</b>	<b>75.9%</b>	<b>325</b>	<b>203</b>	<b>62.5%</b>

<sup>15</sup> Retention for all campuses and UMS for the purposes of the report is defined as any student enrolled in the previous Fall semester returning to any UMS campus in the following Fall.

<sup>16</sup> Unduplicated Remedial Math and English: counts any student enrolled in either remedial math or English/language arts courses, or a combination of both.

## Attachment 4 – Secondary Schools Sending to UMS for Fall2013

Tables pursuant to Sec. 1. 20-A MRSA §10012, sub-§ 1(b)

Secondary School	Secondary School ID	Total Matriculated From Secondary School	Total Unduplicated Math & English Remedial	Total Enrolled in Remedial Math	Total Enrolled in Remedial English	Total Duplicated Math & English Remedial
Acadia Christian School	138373	*	0	0	0	0
Ashland Community High School	112645	*	*	*	0	*
Bangor Christian Schools	112650	*	0	0	0	0
Bangor High School	112655	83	*	*	*	6
Belfast Area High School	112661	15	*	*	*	*
Berwick Academy	112807	*	0	0	0	0
Biddeford Adult and Comm Ed	615923	*	0	0	0	0
Biddeford High School	112665	36	*	*	0	*
Bonny Eagle High School	112840	46	13	13	0	13
Boothbay Region High School	112669	16	*	*	0	*
Brewer High School	112670	50	*	*	0	*
Brunswick High School	112672	23	*	*	0	*
Buckfield Jr-Sr High School	112675	11	0	0	0	0
Bucksport High School	112676	20	*	*	*	*
Calais High School	112679	19	*	*	*	*
Calvary Chapel Christian Sch	112774	*	0	0	0	0
Calvary Christian Academy	112824	*	0	0	0	0
Camden Hills Regional HS	112680	22	*	*	0	*
Cape Elizabeth High School	112814	16	*	*	0	*
Caribou High School	112682	44	*	*	*	*
Carrabassett Valley Academy	112738	*	0	0	0	0
Carrabec High School	112765	13	*	*	0	*
Casco Bay High School	606356	10	*	*	*	*
Catherine McAuley High School	112785	*	*	*	0	*
Central Aroostook Jr-Sr High	112755	12	*	*	0	*
Central High School	112695	9	*	*	0	*
Cheverus High School	112778	27	*	*	0	*
Chop Point School	112849	*	0	0	0	0
Community High Sch	112707	24	*	*	*	*
Cony High School	112649	43	9	8	*	10
Deer Isle-Stonington HS	112817	6	0	0	0	0
Deering High School	112780	18	*	*	0	*
Dexter Regional High School	112691	11	*	*	*	*
Dirigo High School	112692	20	*	*	0	*
East Grand High School	112689	*	0	0	0	0
Easton Junior-Senior High Sch	112698	7	0	0	0	0
Edward Little High School	112647	28	0	0	0	0
Ellsworth High School	112702	24	*	*	*	6
Erskine Academy	112809	42	*	*	0	*
Falmouth High School	112687	27	*	*	0	*

## Attachment 4 – Secondary Schools Sending to UMS for Fall2013

Tables pursuant to Sec. 1. 20-A MRSA §10012, sub-§ 1(b)

Secondary School	Secondary School ID	Total Matriculated From Secondary School	Total Unduplicated Math & English Remedial	Total Enrolled in Remedial Math	Total Enrolled in Remedial English	Total Duplicated Math & English Remedial
Forest Hills Consolidated Sch	112732	*	0	0	0	0
Fort Fairfield Middle HS	112706	9	*	*	*	*
Foxcroft Academy	112693	8	0	0	0	0
Freeport High School	112708	26	*	*	*	*
Gardiner Area High School	112713	36	*	0	*	*
George Stevens Academy	112667	9	*	*	*	*
Gorham High School	112715	46	*	*	0	*
Gould Academy	112663	*	0	0	0	0
Gray-New Gloucester HS	112716	25	*	*	*	*
Greater Houlton Christian Acad	112727	*	*	*	0	*
Greater Portland Christian Sch	112781	*	0	0	0	0
Greely High School	112688	24	*	*	0	*
Greenville High School	112718	6	0	0	0	0
Hall-Dale High School	112721	16	*	*	0	*
Hampden Academy	112722	48	*	*	0	*
Hermon High School	112651	22	*	*	*	*
Hodgdon High School	112726	13	*	*	0	*
Houlton Adult Ed	620287	*	0	0	0	0
Houlton High School	112728	25	*	*	0	*
John Bapst Memorial HS	112654	40	0	0	0	0
Jonesport-Beals High School	112734	*	*	*	0	*
Katahdin High School	112804	*	0	0	0	0
Kennebunk High School	112735	22	0	0	0	0
Lake Region High School	112671	21	*	*	0	*
Lawrence High School	112704	26	*	*	*	6
Leavitt Area High School	112823	22	*	*	0	*
Lee Academy	112741	9	*	*	0	*
Lewiston High School	112743	*	0	0	0	0
Limestone Community School	112745	6	0	0	0	0
Lincoln Academy	112762	15	*	*	0	*
Lisbon High School	112749	12	*	*	*	*
Machias Memorial High School	112752	11	*	*	*	*
Madawaska High School	112753	20	*	*	*	*
Madison Area Memorial HS	112754	10	*	*	*	*
Maine Central Institute	112775	18	*	*	*	*
Maranacook Community High Sch	112792	14	*	*	0	*
Marshwood High School	112701	36	0	0	0	0
Massabesic High School	112833	39	*	*	0	*
Mattanawcook Academy	112747	13	0	0	0	0
Medomak Valley High School	112829	36	*	*	*	7
Messalonskee High School	112770	27	*	0	*	*

# Attachment 4 – Secondary Schools Sending to UMS for Fall2013

Tables pursuant to Sec. 1. 20-A MRSA §10012, sub-§ 1(b)

Secondary School	Secondary School ID	Total Matriculated From Secondary School	Total Unduplicated Math & English Remedial	Total Enrolled in Remedial Math	Total Enrolled in Remedial English	Total Duplicated Math & English Remedial
Miscellaneous High School	606409	13	*	*	0	*
Monmouth Academy	112760	14	*	*	0	*
Morse High School	112659	21	*	0	*	*
Mount Abram Regional High Sch	112739	*	0	0	0	0
Mount Ararat School	112822	28	*	*	*	*
Mount Blue High School	112705	41	*	*	0	*
Mount Desert Island HS	112761	22	*	*	*	*
Mount View High School	112821	13	*	*	*	*
Mountain Valley High School	112795	33	6	*	*	7
Narraguagus High School	112757	9	*	*	*	*
Noble High School	112662	29	*	*	0	*
Nokomis Regional High School	112764	26	*	*	*	*
North Atlantic Reg High School	112648	*	0	0	0	0
North Yarmouth Academy	112850	*	0	0	0	0
Oak Hill High School	112796	15	0	0	0	0
Oceanside High School - East	112794	24	6	*	*	8
Old Orchard Beach High School	112771	15	0	0	0	0
Old Town High School	112772	43	*	*	*	*
Orono High School	112773	20	0	0	0	0
Oxford Hills High School	112811	28	6	*	*	6
Penobscot Valley High School	112729	7	*	*	0	*
Penquis Valley High School	112759	11	*	*	*	*
Piscataquis Comm Secondary Sch	112719	12	*	*	*	*
Poland Regional High School	112776	25	*	*	0	*
Portland High School	112784	26	*	*	0	*
Presque Isle High School	112789	48	*	*	0	*
Rangeley Lakes Regional School	112791	*	*	*	0	*
Region 9 Sch Of Applied Tech	112756	*	*	*	0	*
Richmond Middle/High School	112793	11	*	0	*	*
Robert W Traip Academy	112740	9	*	*	0	*
Royal Academy	112717	*	0	0	0	0
Sacopee Valley High School	112810	12	0	0	0	0
Sanford High School	112799	30	*	*	0	*
Scarborough High School	112802	49	*	*	0	*
Schenck High School	112697	8	*	*	0	*
Seacoast Christian School	112808	*	0	0	0	0
Searsport District High School	112803	10	*	*	0	*
Shed High School	112699	*	*	*	0	*
Skowhegan Area High School	112805	25	*	*	*	*
South Portland High School	112815	32	*	*	0	*
Southern Aroostook Cmty School	112730	*	*	*	0	*

## Attachment 4 – Secondary Schools Sending to UMS for Fall2013

Tables pursuant to Sec. 1. 20-A MRSA §10012, sub-§ 1(b)

Secondary School	Secondary School ID	Total Matriculated From Secondary School	Total Unduplicated Math & English Remedial	Total Enrolled in Remedial Math	Total Enrolled in Remedial English	Total Duplicated Math & English Remedial
Spruce Mountain HS -South Clos	112750	13	*	*	0	*
Spruce Mountain HS-North Close	112733	15	*	*	*	*
Stearns High School	112758	11	*	*	0	*
Sumner Memorial High School	112700	12	*	*	0	*
Telstar Regional High School	112664	*	0	0	0	0
Temple Academy	138279	*	0	0	0	0
Thornton Academy	112797	64	6	*	*	6
Van Buren Dist Secondary Sch	112827	9	*	*	*	*
Vinalhaven High School	112828	*	0	0	0	0
Washburn District High School	112832	8	*	0	*	*
Washington Academy	112696	17	7	*	*	8
Waterville Adult Education	618546	*	*	0	*	*
Waterville Senior High School	112835	22	*	*	0	*
Waynflete School	112786	*	0	0	0	0
Wells High School	112837	17	0	0	0	0
Westbrook High School	112839	24	*	*	*	*
Windham High School	112816	35	7	6	*	7
Winslow High School	112836	18	*	*	*	*
Winthrop High School	112842	22	*	*	0	*
Wiscasset High School	112846	6	*	*	*	*
Wisdom Middle/High School	112798	9	*	*	*	*
Woodland High School	112848	*	0	0	0	0
Yarmouth High School	112851	14	0	0	0	0
York High School	112852	24	*	*	0	*
<b>UMS Total</b>		<b>2,549</b>	<b>290</b>	<b>248</b>	<b>72</b>	<b>320</b>
<b>Percentage Remedial</b>		<b>11.4%</b>				