

MAINE STATE LEGISLATURE

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December 31, 2014

The Honorable Brian D. Langley, Chair
The Honorable Victoria P. Kornfield, Chair
Joint Standing Committee on Education and Cultural Affairs
127th Maine Legislature
Augusta, Maine 04333

The University of Maine

University of Maine
at Augusta

University of Maine
at Farmington

University of Maine
at Fort Kent

University of Maine
at Machias

University of Maine
at Presque Isle

University of
Southern Maine

Dear Senator Langley, Representative Kornfield and the Members of the Joint Standing Committee on Education and Cultural Affairs,

In accordance with Public Law 2011, Chapter 615, attached you will find the annual report of the University of Maine System on the number of Maine high school students who matriculated at one of our institutions directly out of high school and who required enrollment in one or more remedial/developmental courses. The law requires that we submit this data on January 1 of each year along with recommendations which may be of use when working collaboratively to ensure the success of Maine's students.

The report includes the following:

- A summary of the number of students enrolled in remedial courses disaggregated by the subject areas of English language arts and mathematics – this data is presented by campus;
- A summary, by Maine high school, of students who graduated June 2014, matriculated into one of our institutions, and who required one or more remedial/developmental classes. Of the 2,324 Maine high school students who matriculated in Fall 2014, 269 (11.6%) required one or more remedial/developmental classes;
- A summary of the retention rates of those students in the 2013 cohort; retention rates nationally are tracked fall-to-fall semester. Note that graduation rates for this cohort will not be available until 2017 assuming a four-year graduation rate. We also have included additional information on students who may have left the institution originally attended but who subsequently enrolled at another;
- Recommendations for strategies that may result in fewer students enrolling in remedial courses. These recommendations include work already in process with our colleagues within the Maine Department of Education, the schools themselves and the Maine Community College System and Maine Maritime Academy (through the work of the Education Coordinating Committee).

There is much work underway already and certainly more to be done. The University of Maine System looks forward to being part of this important dialogue and will do everything it can to assure that all of Maine's students are academically prepared for college and have every chance of success in college and in their lives.

If you should have any questions or concerns related to the attached report, please do not hesitate to contact me.

Sincerely,


James H. Page
Chancellor

cc: Acting Commissioner Desjardin, MDOE

**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
01/01/2015**

Table of Contents

Special Notes related to the Remediation Report	1
Remediation within the University of Maine System	2-3
Initiatives Already Underway and Recommendations	4-6
Attachment 1: Public Law 2011, Chapter 615 Legislation	7-8
Attachment 2: UMS Total Remediation Data for Fall 2014	9
Attachment 3: Fall 2013 Cohort Returning in Fall 2014	10
Attachment 4: Secondary Schools Sending to UMS for Fall 2014	11-14

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, 2015, the student would have received the high school diploma in June 2014;
- “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:

- 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 2013 and track its retention from Fall 2013 to Fall 2014.
- 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 shows, each university in the University of Maine System offers remediation/developmental course work 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 MRS §10012, sub-§ 1(a)

Fall 2014 Cohort – Summary of Traditional¹ First-Time Students² from Maine Secondary Schools

Students from Secondary School in Remedial Courses by UMS Institution

	UMA	UMF	UMFK	UMM	UMaine	USM	UMPI	UMS Total
Total Matriculated³ From Secondary School⁴	142	294	102	75	1,127	443	141	2,324
Total Unduplicated Math & English Remedial⁵	56	37	30	37	3	92	14	269
Percentage Remedial⁶	39.4%	12.6%	29.4%	49.3%	0.3%	20.8%	9.9%	11.6%

Note: A change from last year is the addition of a college experience course at UMFK that counts as both remedial math and English.

¹ 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].

² 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).

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

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

⁵ 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."

⁶ 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
Total Matriculated in Remedial Math	43	37	15	33	2	91	14	235
Total Matriculated in Remedial English	28	0	27	18	3	1	0	77
Number of Students Enrolled in Both Remedial Math and English	15	0	12	14	2	0	0	43

It is important to note that while the data above are reflective of students who enter our universities directly from high school, there are significant numbers of non-traditional students who also require developmental course work.

Student Retention

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 2013, graduation rates will not be available until 2017, assuming a four-year graduation rate. The first class for whom retention was reported (for the purpose of this report) was the class that entered September 2012 – the graduation rates for that class will not be available until 2016.

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

Fall 2013 Cohort Returning in Fall 2014 (Student Retention)⁷

Campus	Remedial Cohort Fall 2013		Returned to the Same University in Fall 2014		Transfers to Another UMS Institution		Transfers to Any Other University		Total Retained and Transferred		Not Enrolled at Any Institution ⁸	
	#	%	#	%	#	%	#	%	#	%	#	%
UM	3		2	66.7%		0.0%		0.0%	2	66.7%	1	33.3%
UMA	68		31	45.6%		0.0%	3	4.4%	34	50.0%	34	50.0%
UMF	37		25	67.6%	1	2.7%	1	2.7%	27	73.0%	10	27.0%
UMFK	35		15	42.9%	2	5.7%	2	5.7%	19	54.3%	16	45.7%
UMM	27		15	55.6%		0.0%	1	3.7%	16	59.3%	11	40.7%
UMPI	40		21	52.5%		0.0%	6	15.0%	27	67.5%	13	32.5%
USM	84		56	66.7%		0.0%	8	9.5%	64	76.2%	20	23.8%
Total	294		165	56.1%	3	1.0%	21	7.1%	189	64.3%	105	35.7%

⁷ 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 the same UMS campus in the following Fall.

⁸ Not enrolled at any institution means that the student was not found in the UMS PeopleSoft Database or the National Student Clearinghouse as enrolled in a college or university after the Fall 2013 semester.

Student retention 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.

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 and supplemental instruction to help prepare them (this is the case at UMF, UMPI and USM). It is important to note that while these courses are 100-level, college credit bearing courses, they are expensive to maintain over time and, because they exist to help students who enter with academic deficiencies in math or English, actually mean that the numbers of students needing additional “developmental” support is higher than that represented within the data required for this report.
- Further supports are provided in the form of summer bridge (UMFK, UMM) or “brush-up” (UMA) programs offered specifically to students who are deemed in need of additional academic support and preparation. UM has a cooperative agreement with UMA to direct appropriate applicants who need developmental courses to UMA for math and English.
- USM has implemented an online version of its developmental math course which allows students to access a mode of instruction which matches their learning style and needs.
- Most of our universities accept the ACUPLACER as a placement test and the scores are becoming more standardized. New students at USM are offered the opportunity to better prepare for the math portion of the ACUPLACER exam through free tutoring and

online access to educational materials.

- Many of our faculty have worked 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, MCCS, 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 2015.
- A Joint College Transitions Workgroup comprised of representatives from Maine DOE, UMS, MCCS 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 MCCS, 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. UMFK 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 and UMA]). UM offers Academ-E, an online aspirations program for high school students. UMA, UMFK, UM and UMPI have cooperative agreements with a number of high schools related to teaching college courses at the high school in a dual enrollment model;
- 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. UMA and USM, as examples, embed tutors within development courses to ensure access to tutoring assistance; UMM has incorporated supplemental instruction across its developmental mathematics curriculum. Once the deficiency is corrected and a student can move forward with all of the required college level work, the student typically progresses as a student without these deficiencies. 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, and especially as the common core state standards (CCSS) and smarter balanced assessment are implemented;
- 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;
- 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 2014
Tables pursuant to Sec. 1. 20-A MRSA §10012, sub-§ 1(a)

University of Maine System

Fall 2014 Cohort – Summary of Traditional⁹ First-Time Students¹⁰ from Maine Secondary Schools
Students from Secondary School in Remedial Courses by UMS Institution

	UMA	UMF	UMFK	UMM	UMaine	USM	UMPI	UMS Total
Total Matriculated¹¹ From Secondary School¹²	142	294	102	75	1,127	443	141	2,324
Total Unduplicated Math & English Remedial¹³	56	37	30	37	3	92	14	269
Percentage Remedial¹⁴	39.4%	12.6%	29.4%	49.3%	0.3%	20.8%	9.9%	11.6%

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

	UMA	UMF	UMFK	UMM	UMaine	USM	UMPI	UMS Total
Total Matriculated in Remedial Math	43	37	15	33	2	91	14	235
Total Matriculated in Remedial English	28	0	27	18	3	1	0	77
Number of Students Enrolled in Both Remedial Math and English	15	0	12	14	2	0	0	43

⁹ 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].

¹⁰ 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

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

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

¹³ 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."

¹⁴ 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 2013 Cohort Returning in Fall 2014
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 2013 Cohort Returning in Fall 2014¹⁵

Campus	Remedial Cohort Fall 2013	Returned to the Same University in Fall 2014		Transfers to Another UMS Institution		Transfers to Any Other University		Total Retained and Transferred		Not Enrolled at Any Institution ¹⁶	
	#	#	%	#	%	#	%	#	%	#	%
UM	3	2	66.7%		0.0%		0.0%	2	66.7%	1	33.3%
UMA	68	31	45.6%		0.0%	3	4.4%	34	50.0%	34	50.0%
UMF	37	25	67.6%	1	2.7%	1	2.7%	27	73.0%	10	27.0%
UMFK	35	15	42.9%	2	5.7%	2	5.7%	19	54.3%	16	45.7%
UMM	27	15	55.6%		0.0%	1	3.7%	16	59.3%	11	40.7%
UMPI	40	21	52.5%		0.0%	6	15.0%	27	67.5%	13	32.5%
USM	84	56	66.7%		0.0%	8	9.5%	64	76.2%	20	23.8%
Total	294	165	56.1%	3	1.0%	21	7.1%	189	64.3%	105	35.7%

¹⁵ 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 the same UMS campus in the following Fall.

¹⁶ Not enrolled at any institution means that the student was not found in the UMS PeopleSoft Database or the National Student Clearinghouse as enrolled in a college or university after the Fall 2013 semester.

Attachment 4 – Secondary Schools Sending to UMS for Fall2014

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

UMS Institution	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
UMS Total	Ashland Community High School	112645	6	*	*	*	*
	Bangor Adult & Com Edu Program	611427	*	*	*	*	*
	Bangor Christian Schools	112650	*	*	*	*	*
	Bangor High School	112655	84	6	*	*	8
	Belfast Area High School	112661	16	*	*	*	*
	Biddeford High School	112665	25	*	*	*	*
	Bonny Eagle High School	112840	31	8	8	*	8
	Boothbay Region High School	112669	6	*	*	*	*
	Brewer High School	112670	36	*	*	*	*
	Brunswick High School	112672	19	*	*	*	*
	Buckfield Jr-Sr High School	112675	14	*	*	*	*
	Bucksport High School	112676	16	*	*	*	*
	Calais High School	112679	13	*	*	*	*
	Camden Hills Regional HS	112680	28	*	*	*	*
	Cape Elizabeth High School	112814	10	*	*	*	*
	Caribou High School	112682	30	*	*	*	*
	Carleton Project	112790	*	*	*	*	*
	Carrabassett Valley Academy	112738	*	*	*	*	*
	Carrabec High School	112765	9	*	*	*	*
	Casco Bay High School	606356	11	*	*	*	*
	Catherine McAuley High School	112785	*	*	*	*	*
	Central Aroostook Jr-Sr High	112755	8	*	*	*	*
	Central High School	112695	14	*	*	*	*
	Cheverus High School	112778	19	*	*	*	*
	Community High School	112707	21	*	*	*	*
	Cony High School	112649	32	*	*	*	*
	Deer Isle-Stonington HS	112817	7	*	*	*	*
	Deering High School	112780	47	8	7	*	8
	Dexter Regional High School	112691	10	*	*	*	*
	Dirigo High School	112692	19	*	*	*	8
	East Grand High School	112689	*	*	*	*	*
	Easton Junior-Senior High Sch	112698	7	*	*	*	*
	Edward Little High School	112647	9	*	*	*	*
	Ellsworth High School	112702	10	*	*	*	*
	Erskine Academy	112809	45	*	*	*	*
	Falmouth High School	112687	15	*	*	*	*
	Forest Hills Consolidated Sch	112732	*	*	*	*	*
	Fort Fairfield Middle HS	112706	12	*	*	*	*
	Foxcroft Academy	112693	11	*	*	*	*
	Freeport High School	112708	25	*	*	*	*
	Fryeburg Academy	112710	*	*	*	*	*
	Gardiner Area High School	112713	21	*	*	*	*
	George Stevens Academy	112667	12	*	*	*	*
	Gorham High School	112715	30	*	*	*	*
	Gould Academy	112663	*	*	*	*	*
	Gray-New Gloucester HS	112716	19	*	*	*	*
	Greater Portland Christian Sch	112781	*	*	*	*	*

Attachment 4 – Secondary Schools Sending to UMS for Fall2014

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

UMS Institution	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
	Greely High School	112688	20	*	*	*	*
	Greenville High School	112718	*	*	*	*	*
	Hall-Dale High School	112721	23	*	*	*	6
	Hampden Academy	112722	45	*	*	*	*
	Hermon High School	112651	26	*	*	*	*
	Highview Christian Academy	112684	*	*	*	*	*
	Hodgdon High School	112726	10	*	*	*	*
	Houlton High School	112728	19	*	*	*	*
	Islesboro Central School	112731	*	*	*	*	*
	John Bapst Memorial HS	112654	35	*	*	*	*
	Jonesport-Beals High School	112734	*	*	*	*	*
	Katahdin High School	112804	*	*	*	*	*
	Kennebunk High School	112735	15	*	*	*	*
	Lake Region High School	112671	19	*	*	*	*
	Lawrence High School	112704	27	*	*	*	6
	Leavitt Area High School	112823	31	*	*	*	*
	Lee Academy	112741	12	*	*	*	*
	Lewiston High School	112743	35	6	*	*	7
	Limestone Community School	112745	8	*	*	*	*
	Lincoln Academy	112762	12	*	*	*	*
	Lisbon High School	112749	*	*	*	*	*
	Machias Memorial High School	112752	9	*	*	*	9
	Madawaska High School	112753	19	*	*	*	*
	Madison Area Memorial HS	112754	8	*	*	*	*
	Maine Central Institute	112775	12	*	*	*	*
	Maranacook Community High Sch	112792	31	*	*	*	7
	Marshwood High School	112701	29	*	*	*	*
	Massabesic High School	112833	18	*	*	*	*
	Mattawancook Academy	112747	11	*	*	*	*
	Medomak Valley High School	112829	18	6	6	*	7
	Messalonskee High School	112770	42	6	*	*	7
	Miscellaneous High School	606409	7	*	*	*	*
	Monmouth Academy	112760	16	*	*	*	*
	Morse High School	112659	20	*	*	*	*
	Mount Abram Regional High Sch	112739	19	*	*	*	*
	Mount Ararat School	112822	31	*	*	*	*
	Mount Blue High School	112705	44	6	6	*	7
	Mount Desert Island HS	112761	22	*	*	*	*
	Mount View High School	112821	18	*	*	*	*
	Mountain Valley High School	112795	10	*	*	*	*
	Narraguagus High School	112757	13	*	*	*	6
	Noble High School	112662	18	*	*	*	*
	Nokomis Regional High School	112764	12	*	*	*	*
	North Yarmouth Academy	112850	*	*	*	*	*
	Oak Hill High School	112796	10	*	*	*	*
	Oceanside High School - East	112794	24	6	*	*	6
	Old Orchard Beach High School	112771	9	*	*	*	*

Attachment 4 – Secondary Schools Sending to UMS for Fall2014

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

UMS Institution	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
	Old Town High School	112772	30	*	*	*	*
	Orono High School	112773	24	*	*	*	*
	Oxford Hills High School	112811	46	6	6	*	7
	Penobscot Valley High School	112729	6	*	*	*	*
	Penquis Valley High School	112759	*	*	*	*	*
	Pine Tree Academy	112709	*	*	*	*	*
	Piscataquis Comm Secondary Sch	112719	10	*	*	*	*
	Poland Regional High School	112776	22	*	*	*	*
	Portland High School	112784	22	*	*	*	*
	Presque Isle High School	112789	50	*	*	*	*
	Richmond Middle/High School	112793	8	*	*	*	*
	Robert W Traip Academy	112740	14	*	*	*	*
	Sacopee Valley High School	112810	17	*	*	*	*
	Saint Dominic Academy	112744	*	*	*	*	*
	Sanford High School	112799	30	*	*	*	*
	Scarborough High School	112802	43	*	*	*	*
	Schenck High School	112697	7	*	*	*	*
	Seacoast Christian School	112808	*	*	*	*	*
	Searsport District High School	112803	7	*	*	*	*
	Shead High School	112699	8	*	*	*	*
	Skowhegan Area High School	112805	24	6	*	*	9
	South Portland High School	112815	40	*	*	*	*
	Southern Aroostook Cmty School	112730	8	*	*	*	*
	Spruce Mountain HS-North Close	112733	*	*	*	*	*
	Spruce Mountain High School	895061	14	*	*	*	*
	Stearns High School	112758	11	*	*	*	*
	Sumner Memorial High School	112700	10	*	*	*	*
	Telstar Regional High School	112664	8	*	*	*	*
	Temple Academy	138279	*	*	*	*	*
	Thornton Academy	112797	45	*	*	*	*
	Upper Kennebec Valley Mem HS	112666	6	*	*	*	*
	Van Buren Dist Secondary Sch	112827	10	*	*	*	*
	Washburn District High School	112832	*	*	*	*	*
	Washington Academy	112696	21	*	*	*	6
	Watershed School	112820	*	*	*	*	*
	Waterville Senior High School	112835	13	*	*	*	*
	Wayfinder Schools	112681	*	*	*	*	*
	Waynflete School	112786	*	*	*	*	*
	Wells High School	112837	20	*	*	*	*
	Westbrook High School	112839	27	*	*	*	*
	Windham High School	112816	40	*	*	*	*
	Winslow High School	112836	23	*	*	*	*
	Winthrop High School	112842	8	*	*	*	*
	Wiscasset High School	112846	*	*	*	*	*
	Wisdom Middle/High School	112798	*	*	*	*	*
	Woodland High School	112848	*	*	*	*	*
	Yarmouth High School	112851	6	*	*	*	*

Attachment 4 – Secondary Schools Sending to UMS for Fall2014

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

UMS Institution	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
	York High School	112852	19	*	*	*	*
UMS Total			2,324	269	235	77	312
Percentage Remedial			11.6%				