

# MAINE STATE LEGISLATURE

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December 31, 2015

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Joint Standing Committee on Education and Cultural Affairs  
127<sup>th</sup> Maine Legislature  
Augusta, Maine 04333

Dear 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 2015, matriculated into one of our institutions, and who required one of more remedial/developmental classes. Of the 2,298 Maine high school students who matriculated in Fall 2015, 239 (10.4%) required one or more remedial/developmental classes;
- A summary of the retention rates of those students in the 2014 cohort; retention rates nationally are tracked fall-to-fall semester. Note that graduation rates for this cohort will not be available until 2018 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

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

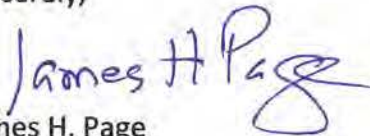
University of  
Southern Maine

Education, the schools themselves and the Maine Community College System and Maine Maritime Academy (through the work of the Education Coordinating Committee, and coming out of the "Statewide Education and Workforce Development Strategic Plan").

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 Beardsley, 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  
1/1/16**

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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 2016, the student would have received the high school diploma in June 2015;
- “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 2014 and track its retention from Fall 2014 to Fall 2015.
- 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.

### **Fall 2015 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>	153	303	82	88	1,131	406	135	<b>2,298</b>
<b>Total Unduplicated Math &amp; English Remedial<sup>5</sup></b>	35	49	25	48	0	82	0	<b>239</b>
<b>Percentage Remedial<sup>6</sup></b>	22.9%	16.2%	30.5%	54.5%	0.0%	20.2%	0.0%	<b>10.4%</b>

**Notes:** A change from last year is the addition of a college experience course at UMFK that counts as both remedial math and English. The University of Maine and University of Maine at Presque Isle are moving away from offering remedial coursework and did not offer remedial coursework in Fall 2015.

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<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**

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

	UMA	UMF	UMFK	UMM	UMaine	USM	UMPI	UMS Total
<b>Total Matriculated in Remedial Math</b>	29	49	12	38	0	81	0	<b>209</b>
<b>Total Matriculated in Remedial English</b>	15	0	22	20	0	4	0	<b>61</b>
<b>Number of Students Enrolled in Both Remedial Math and English</b>	9	0	9	10	0	3	0	<b>31</b>

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 2014, graduation rates will not be available until 2018, 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 2014 Cohort Returning in Fall 2015 (Student Retention)<sup>7</sup>**

Campus	Remedial Cohort Fall 2014		Returned to the Same University in Fall 2015		Transfers to Another UMS Institution		Transfers to Any Other University		Total Retained and Transferred		Not Enrolled at Any Institution <sup>8</sup>	
	#	%	#	%	#	%	#	%	#	%	#	%
UM	3	66.7%	2	66.7%	0	0.0%	0	0.0%	2	66.7%	1	33.3%
UMA	58	34.5%	20	34.5%	3	5.2%	5	8.6%	28	48.3%	30	51.7%
UMF	37	83.8%	31	83.8%	1	2.7%	0	0.0%	32	86.5%	5	13.5%
UMFK	30	53.3%	16	53.3%	1	3.3%	1	3.3%	18	60.0%	12	40.0%
UMM	37	40.5%	15	40.5%	4	10.8%	2	5.4%	21	56.8%	16	43.2%
UMPI	14	35.7%	5	35.7%	1	7.1%	0	0.0%	6	42.9%	8	57.1%
USM	92	68.5%	63	68.5%	0	0.0%	11	12.0%	74	80.4%	18	19.6%
<b>Total</b>	<b>271</b>	<b>56.1%</b>	<b>152</b>	<b>56.1%</b>	<b>10</b>	<b>3.7%</b>	<b>19</b>	<b>7.0%</b>	<b>181</b>	<b>66.8%</b>	<b>90</b>	<b>33.2%</b>

<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 the same UMS campus in the following Fall.

<sup>8</sup> 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 2014 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 reviewed on a regular basis 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). UMPI piloted a similar approach to College Algebra during Fall 2015. 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. The TRIO programs offered through UM also actively refer students who need developmental coursework to UMA or EMCC.
- 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.

- UMA and USM have hired a developmental math specialist whose research and mission focuses on helping students approach college-level math in a way that leads to better outcomes in mathematics, and better retention and completion of the student. UMF through its Johnson Scholars program (a TRIO Student Support program) is studying new approaches to accelerate developmental coursework in mathematics, by tailoring the curriculum to the interests and goals of the students and their intended majors.
- Many of our universities accept the ACUPLACER as a placement test and the scores are becoming more standardized; some also have instituted a placement policy which utilizes a system based upon a student's high school transcript. 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 are focused on English language arts and mathematics. Through the work of the Education Coordinating Committee related to the development of a "Statewide Education and Workforce Development Strategic Plan," a joint Common Core Summit offered by UMS, MCCS and Maine DOE was held in November 2016 to prepare faculty and staff within Maine's public higher education institutions (UMS, MCCS, MMA) for the many initiatives being worked on by the K-12 community (CCSS, assessment practices, Standard Based Learning/Diploma). This is a follow up to a kick-off summit which occurred in April 2012. Another session is being planned for 2016.
- 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 on line aspirations program for high school students. UMA, UMFK , UM, UMPI and USM have cooperative agreements with a number of high schools related to teaching college courses at the high school in a dual/concurrent 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, 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, 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;
- 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.

**Attachment 1 – University of Maine System Total for Fall 2015**  
*Tables pursuant to Sec. 1. 20-A MRSA §10012, sub-§ 1(a)*

## University of Maine System

**Fall 2015 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>	153	303	82	88	1,131	406	135	<b>2,298</b>
<b>Total Unduplicated Math &amp; English Remedial<sup>13</sup></b>	35	49	25	48	0	82	0	<b>239</b>
<b>Percentage Remedial<sup>14</sup></b>	22.9%	16.2%	30.5%	54.5%	0.0%	20.2%	0.0%	<b>10.4%</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>	29	49	12	38	0	81	0	<b>209</b>
<b>Total Matriculated in Remedial English</b>	15	0	22	20	0	4	0	<b>61</b>
<b>Number of Students Enrolled in Both Remedial Math and English</b>	9	0	9	10	0	3	0	<b>31</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 2 – University of Maine System Fall 2014 Cohort Returning in Fall 2015**  
**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 2014 Cohort Returning in Fall 2015<sup>15</sup>**

Campus	Remedial Cohort Fall 2014	Returned to the Same University in Fall 2015		Transfers to Another UMS Institution		Transfers to Any Other University		Total Retained and Transferred		Not Enrolled at Any Institution <sup>16</sup>	
	#	#	%	#	%	#	%	#	%	#	%
UM	3	2	66.7%	0	0.0%	0	0.0%	2	66.7%	1	33.3%
UMA	58	20	34.5%	3	5.2%	5	8.6%	28	48.3%	30	51.7%
UMF	37	31	83.8%	1	2.7%	0	0.0%	32	86.5%	5	13.5%
UMFK	30	16	53.3%	1	3.3%	1	3.3%	18	60.0%	12	40.0%
UMM	37	15	40.5%	4	10.8%	2	5.4%	21	56.8%	16	43.2%
UMPI	14	5	35.7%	1	7.1%	0	0.0%	6	42.9%	8	57.1%
USM	92	63	68.5%	0	0.0%	11	12.0%	74	80.4%	18	19.6%
<b>Total</b>	<b>271</b>	<b>152</b>	<b>56.1%</b>	<b>10</b>	<b>3.7%</b>	<b>19</b>	<b>7.0%</b>	<b>181</b>	<b>66.8%</b>	<b>90</b>	<b>33.2%</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 the same UMS campus in the following Fall.

<sup>16</sup> 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 2014 semester.

### Attachment 3 – Secondary Schools Sending to UMS for Fall 2015

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
<b>UMS Total</b>	Ashland Community High School	112645	8	*	*	*	*
	Augusta Adult Education	605350	*	*	*	*	*
	Bangor Christian Schools	112650	*	*	*	*	*
	Bangor High School	112655	67	*	*	*	*
	Belfast Area High School	112661	22	*	*	*	*
	Berwick Academy	112807	*	*	*	*	*
	Biddeford High School	112665	16	*	*	*	*
	Bonny Eagle High School	112840	30	6	6	*	6
	Boothbay Region High School	112669	*	*	*	*	*
	Brewer High School	112670	40	*	*	*	*
	Brunswick High School	112672	43	*	*	*	*
	Buckfield Jr-Sr High School	112675	6	*	*	*	*
	Bucksport High School	112676	14	*	*	*	*
	Calais High School	112679	7	*	*	*	*
	Camden Hills Regional HS	112680	16	*	*	*	*
	Cape Elizabeth High School	112814	11	*	*	*	*
	Caribou High School	112682	24	*	*	*	*
	Carrabassett Valley Academy	112738	*	*	*	*	*
	Carrabec High School	112765	*	*	*	*	*
	Casco Bay High School	606356	6	*	*	*	*
	Central Aroostook Jr-Sr High	112755	17	*	*	*	*
	Central High School	112695	13	*	*	*	*
	Cheverus High School	112778	18	*	*	*	*
	Chop Point School	112849	*	*	*	*	*
	Community High School	112707	26	8	*	6	11
	Cony High School	112649	40	8	*	*	8
	Deer Isle-Stonington HS	112817	*	*	*	*	*
	Deering High School	112780	31	8	7	*	11
	Dexter Regional High School	112691	13	*	*	*	*
	Dirigo High School	112692	18	*	*	*	*
	East Grand High School	112689	*	*	*	*	*
	Easton Junior-Senior High Sch	112698	8	*	*	*	*
	Edward Little High School	112647	*	*	*	*	*
	Ellsworth High School	112702	17	*	*	*	*
	Erskine Academy	112809	33	*	*	*	*
	Falmouth High School	112687	21	*	*	*	*
	Fort Fairfield Middle HS	112706	11	*	*	*	*
	Foxcroft Academy	112693	28	*	*	*	*
	Freeport High School	112708	13	*	*	*	*
	Gardiner Area High School	112713	38	7	6	*	7

### Attachment 3 – Secondary Schools Sending to UMS for Fall 2015

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
	George Stevens Academy	112667	9	*	*	*	*
	Gorham High School	112715	41	*	*	*	*
	Gould Academy	112663	*	*	*	*	*
	Gray-New Gloucester HS	112716	17	*	*	*	*
	Greely High School	112688	25	*	*	*	*
	Greenville High School	112718	*	*	*	*	*
	Hall-Dale High School	112721	15	*	*	*	*
	Hampden Academy	112722	35	*	*	*	*
	Hebron Academy	112724	*	*	*	*	*
	Hermon High School	112651	24	*	*	*	*
	Hodgdon High School	112726	9	*	*	*	*
	Home Schooled	137965	16	*	*	*	*
	Houlton High School	112728	17	*	*	*	*
	Islesboro Central School	112731	*	*	*	*	*
	John Bapst Memorial HS	112654	21	*	*	*	*
	Jonesport-Beals High School	112734	8	*	*	*	*
	Katahdin High School	112804	*	*	*	*	*
	Kennebunk High School	112735	21	*	*	*	*
	Lake Region High School	112671	13	*	*	*	*
	Lawrence High School	112704	24	*	*	*	*
	Leavitt Area High School	112823	22	*	*	*	*
	Lee Academy	112741	13	*	*	*	*
	Lewiston High School	112743	33	*	*	*	*
	Limestone Community School	112745	*	*	*	*	*
	Lincoln Academy	112762	12	*	*	*	*
	Lisbon Falls Christian Academy	112748	*	*	*	*	*
	Lisbon High School	112749	*	*	*	*	*
	Machias Memorial High School	112752	10	*	*	*	*
	Madawaska High School	112753	7	*	*	*	*
	Madison Area Memorial HS	112754	7	*	*	*	*
	Maine Central Institute	112775	*	*	*	*	*
	Maine Connections Academy	946202	*	*	*	*	*
	Maine School of Science & Math	112746	7	*	*	*	*
	Maranacook Community HS	112792	23	*	*	*	6
	Marshwood High School	112701	34	*	*	*	*
	Massabesic High School	112833	31	*	*	*	*
	Mattawancook Academy	112747	19	*	*	*	*
	Medomak Valley High School	112829	21	*	*	*	*
	Messalonskee High School	112770	33	*	*	*	*
	Miscellaneous High School-ME	606409	11	*	*	*	*

### Attachment 3 – Secondary Schools Sending to UMS for Fall 2015

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
	Monmouth Academy	112760	10	*	*	*	*
	Morse High School	112659	21	*	*	*	*
	Mount Abram Regional HS	112739	15	*	*	*	*
	Mount Ararat School	112822	25	*	*	*	*
	Mount Blue High School	112705	36	7	7	*	7
	Mount Desert Island HS	112761	21	*	*	*	*
	Mount View High School	112821	21	*	*	*	*
	Mountain Valley High School	112795	20	*	*	*	*
	Narraguagus High School	112757	13	*	*	*	*
	Noble High School	112662	35	*	*	*	*
	Nokomis Regional High School	112764	17	*	*	*	*
	Oak Hill High School	112796	8	*	*	*	*
	Oceanside High School - East	112794	33	*	*	*	*
	Old Orchard Beach High School	112771	6	*	*	*	*
	Old Town High School	112772	28	*	*	*	*
	Orono High School	112773	16	*	*	*	*
	Oxford Hills Christian Academy	112812	*	*	*	*	*
	Oxford Hills High School	112811	34	*	*	*	*
	Penobscot Valley High School	112729	*	*	*	*	*
	Penquis Valley High School	112759	*	*	*	*	*
	Pine Tree Academy	112709	*	*	*	*	*
	Piscataquis Comm Secondary Sch	112719	16	*	*	*	*
	Poland Regional High School	112776	21	*	*	*	*
	Portland High School	112784	31	9	8	*	9
	Presque Isle High School	112789	46	*	*	*	*
	Rangeley Lakes Regional School	112791	*	*	*	*	*
	Region 9 Sch Of Applied Tech	112756	*	*	*	*	*
	Richmond Middle/High School	112793	6	*	*	*	*
	Robert W Traip Academy	112740	8	*	*	*	*
	Sacopee Valley High School	112810	7	*	*	*	*
	Saint Dominic Academy	112744	*	*	*	*	*
	Sanford High School	112799	21	*	*	*	*
	Scarborough High School	112802	53	*	*	*	*
	Schenck High School	112697	*	*	*	*	*
	Searsport District High School	112803	*	*	*	*	*
	Shed High School	112699	9	6	*	*	7
	Skowhegan Area High School	112805	26	*	*	*	*
	South Portland High School	112815	34	*	*	*	*
	Southern Aroostook Cmty School	112730	6	*	*	*	*
	Spruce Mountain High School	895061	28	*	*	*	*



### Attachment 3 – Secondary Schools Sending to UMS for Fall 2015

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
	Stearns High School	112758	7	*	*	*	*
	Sumner Memorial High School	112700	11	*	*	*	*
	Telstar Regional High School	112664	11	*	*	*	*
	Temple Academy	138279	*	*	*	*	*
	Thornton Academy	112797	52	*	*	*	*
	Upper Kennebec Valley Mem HS	112666	*	*	*	*	*
	Van Buren Dist Secondary Sch	112827	9	*	*	*	*
	Vinalhaven High School	112828	*	*	*	*	*
	Washburn District High School	112832	9	*	*	*	*
	Washington Academy	112696	38	12	12	*	15
	Watershed School	112820	*	*	*	*	*
	Waterville Senior High School	112835	23	*	*	*	*
	Waynflete School	112786	*	*	*	*	*
	Wells High School	112837	20	*	*	*	*
	Westbrook High School	112839	21	*	*	*	*
	Windham Christian Academy	112769	*	*	*	*	*
	Windham High School	112816	43	*	*	*	*
	Winslow High School	112836	10	*	*	*	*
	Winthrop High School	112842	6	*	*	*	*
	Wiscasset High School	112846	6	*	*	*	*
	Wisdom Middle/High School	112798	8	*	*	*	*
	Woodland High School	112848	6	*	*	*	*
	Yarmouth High School	112851	14	*	*	*	*
	York High School	112852	21	*	*	*	*
<b>UMS Total</b>			<b>2,298</b>	<b>239</b>	<b>209</b>	<b>61</b>	<b>270</b>
<b>Percentage Remedial</b>			<b>10.4%</b>				