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Maine Department of Education
Office of Truancy, Dropout, Reintegration
And Alternative Education

**Advisory Committee Report
To the Joint Standing Committee
On
Education and Cultural Affairs
Of the 123rd Legislature
Second Regular Session
January 2008**

**Truancy, Dropout, Alternative Education
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Compiled by:
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Truancy, Dropout, Alternative Education, Homeless Youth, School
Counselors, Reintegration of Youth from Correctional Facilities

Introduction-Legislative History

The Office of Truancy, Dropout, and Alternative Education was established by the 112th Legislature in 1986. The Legislature also established a fifteen-member Advisory Committee “reflecting the range of individuals and public and private institutions which are involved or interested in the problem and its solution.” The consultant is to serve” as a liaison among the commissioner, department staff, advisory committee, and school administrative units and private schools as it pertains to truants, dropouts, reintegration, and alternative education.” The Legislature’s interest in these areas is expressed by the requirements that the Advisory Committee “report annually by February 1st to the joint Standing Committee of the Legislature having jurisdiction over education” (20-MRSA, Section 5151 and 5152).

Office and Advisory Committee Activities 2005-2007

Strategic Planning for 2005-2006 was held on October 8, 2005 with meetings set for January 14th, February 4th, March 24th, April 1st, and May 18th as the date set for the Commissioner’s Recognition Ceremony.

Strategic Planning for 2006-2007 was held on October 7, 2006 with meetings held on November 16th, December 21st, February 15th, March 22nd, April 12th, May 25th, Recognition Ceremony on May 25th as the date set for the Commissioner’s Recognition Ceremony.

The Strategic Plan consisted of the following components:

1. To explore the impact of students participating in alternatives in education services in regards to Maine’s adoption of the five goals of the *No Child Left Behind Act*, local Comprehensive Plans and the Chapter 127 Diploma Requirements.
2. To plan and conduct the two day Dropout Prevention Summer Institute at the University of Maine in collaboration with the Institute for the Study of Students at Risk, the Alternative Education Association, and the Department of Education.

3. To plan and hold the Commissioner's Recognition Ceremony honoring those Maine citizens who have helped students at risk.
4. To develop and conduct a study of alternative education programs in Maine.
5. To continue to identify adult education and alternative education issues.
6. To maintain a website and listserv addressing issues pertaining to dropout prevention, learning alternatives, statewide initiatives, and how to create change.
7. To write position papers in regards to legislation or developments which impact students in alternative education learning environments.
8. To support the production and distribution of the Dropout Prevention Guide, by the Institute for the Study of Students At-Risk which will identify best practice.
9. To provide support for the Alternative Learning Community with the Alternative Education Association.

Advisory Committee Strategic Plan

Federal and State Mandates

Implications for the at-risk community from No Child Left Behind Act, and Chapter 127 Diploma Requirements raised concerns for students who need alternatives and flexibility in the delivery of educational programming.

The Advisory Committee strongly urges small learning communities under Essential Programs and Services. Alternative Education Programs need to maintain a student-teacher ratio of no larger than 10:1. Establishing and maintaining relationships are critical to the programs and to help ensure success for students.

No Child Left Behind seeks to ensure highly qualified teachers. Currently teachers in alternative programs hold at least one certification in a subject taught in the local program. Alternative teachers may teach a subject that they are not certified in 1) as long as students in the alternative education program have access to instruction in regular classrooms taught by certified teachers and 2) when it is deemed in the student's best interest to receive instruction in that subject at the alternative program and this is stated in the student's personal learning plan.

In a report issued by the Institute for the Study of Students at Risk authored by Dr. William Davis it states that "Based upon an analysis of study sample results, students enrolled in alternative education programs in Maine obtain positive outcomes. Eighty-one percent (81%) of the students in the study sample graduated from their alternative education program with a high school diploma. Only 9% dropped out of the program... Most, if not all, of these students, before entering their alternative education programs were considered to be at "high risk" for dropping out of school."

It is recommended that the needs of each student and all types of learning be honored as policies and practices for meeting state and federal mandates evolve in Maine.

Alternative Education Summer Institute

The Department of Education, the Alternative Education Association and the Institute for the Study of Students at Risk, three years ago met in Orono at the invitation of the Institute and established the foundation of a solid collaborative providing insight and resources to the field of alternative education. With the Institute providing data and analysis on the issues for alternative education the partnership has responded to needs by providing a two-day summer institute.

The 2005 Summer Institute for Dropout Prevention held July 25-26 at the University of Maine saw the largest gathering numbering a record one hundred and two participants. Schools were encouraged to send teams to the institute which provided information and steps to help schools develop comprehensive K-12 dropout prevention plans. Schools are required in the Comprehensive Education Plan to develop Dropout Prevention Plans and Students At Risk Plans.

The Institute for the Study of Students at Risk conducted a study of Dropout Prevention Committees which identified committees in Maine and their activity level and successful strategies that are being used to reduce the rate of dropouts. The study was critical to schools being successful in meeting the requirement for a Dropout Prevention Plan. Shared knowledge will benefit all school districts in formulating successful strategies.

The collaborative efforts of the Office of Truancy, Dropout, and Alternative Education, the Institute for the Study of Students at Risk, and the Alternative Education Association has only just begun on behalf of students. The University has now established formal coursework identifying issues of at risk students and how to address those issues. It is believed that more students at the University will take advantage of courses and thereby increase their awareness of opportunities in the field of alternative education and how to differentiate instruction for all students as needed.

The 2006 Summer Institute focused on the work of the National Dropout Prevention Center at Clemson University. Participants attended sessions in the 15 identified effective strategies that have been showed to have the most positive impact on reducing the student dropout rate. Franklin Schargel author of Dropout Prevention Tools was the featured speaker. Sessions explored the 4 basic strands of the 15 strategies: Early Intervention; Basic Core Strategies; Making the most of Instruction; and Making the Most of the Wider Community.

The 2007 Summer Institute provided participants with the opportunity to go deep into six selected topics: Profile of an Alternative Learner; Navigating the System; Classroom in the Community; Post-Secondary Options; Exploring Life Beyond High School Graduation; Translating the Alternative Education Experience into Maine Learning Results, and Reviewing Alternative Education Programs.

The Recognition Awards Ceremony for 2006

Catherine Wood ~ Educator, Elm Street Elementary School

We are pleased to recognize Catherine Wood as a recipient of the 2006 Commissioner's Recognition Award. As a teacher of grades 7 & 8 at Elm Street School in Mechanic Falls, Catherine provides her students with the tools necessary for a successful experience in high school. The key success she has with her students is connection, advocacy, and personalization. After a positive, esteem building experience with her students they are ready to tackle the rewards and challenges of high school. One student who describes herself as a learning wreck believes Mrs. Wood has worked magic on her now she tries hard. She conveys a genuine sense of caring and her students know that she has a stake in their learning. She makes every attempt to connect families to student learning and parents value and appreciated all that she gives to their children.

Pamela M. Mattos ~ Educator, Waterville Public Schools

We are pleased to recognize Pamela M. Mattos as a recipient of the 2006 Commissioner's Recognition Award.

Pamela has been an Alternative Education Teacher for the past 7 years and the Director of the Waterville High School Alternative Education School for the past two years. Pamela has helped merged the Maine Children's Home Teen Parent educational program with the WPS Alternative Education School, providing 11 more at-risk students with expanded educational services. She has incorporated into classroom instruction literacy practices for improving students' reading comprehension and understanding, and aligned the academic expectations for her students with the Maine's Learning Results to ensure that all at-risk students can demonstrate the academic skills needed to succeed in college and work. She engages students in meaningful community service projects which support deserving organizations and individuals.

What makes Pam special to her students is that her commitment to them does not stop at the school door. She is a caring and dedicated professional, committed to meeting the academic, social and personal needs of her students.

Bernard McAllister ~ Community Member, Lisbon High School

We are pleased to recognize Bernard McAllister as a recipient of the 2006 Commissioner's Recognition Award.

Bernie began working with the high school groups like SADD and Dropout Prevention in 1985 and has been a volunteer ever since.

For twenty-one years Bernie has quietly served as a role model, teacher and coach in a volunteer capacity. He is also directly responsible for a new program in Lisbon entitled "Lisbon Education Employment and Delinquency Prevention Program." The goal of this program is to get students a diploma/and or a GED through regular school or adult education. This program is designed for 16-19 years and has helped several adolescents involved in the criminal justice system. This program was created with the assistance of Lisbon School Department, Maine Department of Corrections and local employers.

Lisbon has been awarded a grant to formalize this program through Weed and Seed of Androscoggin.

Stanley Keach ~ Educator, School Union #42/CSD #10

We are pleased to recognize Stanley Keach as a recipient of the 2006 Commissioner's Recognition Award. Stan has served as the Alternative Education Program teacher for more than 15 years at CSD #10. He has been instrumental in working successfully with students who are highly at risk of dropping out and has created a program that truly meets the needs of these students. He has gone above and beyond the call of duty consistently over the years in helping at-risk students deal with personal issues that are impeding their academic performance. Stan's unique personality and style has kept students engaged and flourishing when every other program and intervention has failed. Stan has designed space, separate from the High School building to be safe, inviting and stimulating. One of the unique aspects of this program is a point system where students earn points and privileges for meeting their daily academic and social goals. The entire program is individually designed and based on a positive point system. What makes this a successful program is the emphasis on relationship-building between students and staff and the development of strong peer relationships. He has more than 25 year's experience in autism education, special education and alternative education.

Richard Redwine ~ Educator, Union #52-Winslow High School

We are pleased to recognize Richard Redwine as a recipient of the 2006 Commissioner's Recognition Award. Richard is a school-based day treatment Special Education teacher. Richard is a caring teacher who goes above and beyond to save each student at Winslow High School. On several occasions he has gone to bat for students at School Committee meetings when building administrators were seeking expulsion. He also goes above and beyond to work with dysfunctional families to keep students in school even when parents haven't attended the expulsion hearings. He advocated for alternatives to suspension, teaches students appropriate replacement behaviors, and educates them in math, science, reading and writing. For many of the students he has become "the father figure" and "the mentor". He has made a significant contribution to meeting the needs of children and at risk at Winslow High School.

Tom Hyland ~ Educator, South Portland High School

We are pleased to recognize Tom Hyland as a recipient of the 2006 Commissioner's Recognition Award. Tom has been teaching since 1980. In 1990 he went to South Portland High School where he designed and implemented the Alternative Education Program currently known as Learning Alternatives. He is currently on his 23rd year of teaching. One of Tom's greatest strengths is his ability to help students see through the facades that they put up, and help them deal with their issues directly. He attempts to push students past their defenses and in the process helps them identify the issues that impede their success. Tom started the program 15 years ago and in that time he has been able to help countless students stay in school, rise above their problems, and graduate.

Many times over the last several years the Most Improved Student Award at our Senior Final Assembly has been given to one of Tom's student from the Learning Alternatives program. Year after year he has men and women routinely return to his classroom and say thank you to him and to his dedication to them when they were students at South Portland High School.

Andrea Itkin ~ Educator, The Community School-Passage Program
Janet Larkin ~ Educator, The Community School-Passage Program

Over the last three years Andrea and Janet has helped 17 former high school dropouts who are parents graduate from the Community School with a high school diploma. Andrea and Janet created a new paradigm for the profession. They listen to their students more than they talk. They encourage and facilitate student learning rather than mandate it. They both have created an individual graduation plan for each student that reflected the student's strengths, interests, and academic areas of weakness. Andrea and Janet developed an intimate and meaningful relationships with their students who reciprocated by allowing their teachers to know them. The end results is that students leave the program feeling that they have a promising future, that they can learn what they need to know to take their next steps into adulthood, that they can be good teachers and role models for their own children.

Having the opportunity to work with Andrea was such a gift. She has taught me so much more than just our core skills. The best thing about working with Andrea is that she really made me feel like I could do anything my heart desired. I am extremely fortunate to be working with someone as delightful and understanding as Andrea, who loves what she does more than most would know.

When I met Janet, I could not believe that she was my teacher. I expected someone who would be crabby and not be able to take a joke. Janet is not like that at all she can take jokes and she can also make a joke at you. She is such an awesome teacher. Janet and I could talk about anything and everything. I couldn't do that with any of the teachers in any of the schools I attended. There are sometimes when I need a swift kick in the butt and she does it.

The Recognition Awards Ceremony for 2007

Colleen Hilton ~ Community Member, Westbrook School Department

We are pleased to recognize Colleen Hilton as a recipient of the 2007 Commissioner's Recognition Award. Colleen serves as the Chair of the Westbrook School Committee, and the Alternative Learning Steering Committee which is a diverse board of professionals who help on financial issues, School Committee support, community relations and the general direction of our K-12 Alternative Learning system. Colleen's vision and support has lead to a K-12 Alternative Learning system that serves over 300 students per year. In her six years as a School Committee member, she consistently supports at-risk youth at the policy level and understands that sometimes schools need to change, not just the students. As a superintendent of schools, it is most admirable to have

such a strong advocate for students who don't always "fit the mold". Colleen is a graduate of Westbrook High School, a graduate of the University of Maine, CEO of the Visiting Nurses Association and Vice President of Home Health Care at Mercy Hospital. Colleen's married with three children in college. She is highly regarded in the community of Westbrook and the Westbrook Schools.

Ann Bouchard ~ Educator, Waterville Public Schools

We are pleased to recognize Ann Bouchard as a recipient of the 2007 Commissioner's Recognition Award. As the school nurse at Waterville High School, Ann has been a tireless advocate for at-risk students. Due to her efforts, at-risk students are provided with essential medical care, enabling them to attend school on a regular basis. Working with at-risk students at Waterville High School, WHS Alternative Education Program, and the Maine's Children's Home Teen Parent School Program, Ann carefully monitors each student's health care needs, ensuring that each student is provided with timely health care. Most notable of the services she has secured for at-risk students is a dental clinic students who are primarily enrolled in Maine Care. This clinic provides students with two dental cleanings per year, teeth sealants, and follow-up services with a dentist if needed. This dental clinic has not only benefited at-risk students at the WHS Alternative Education Program but these dental services have also been extended to the babies of students enrolled in the MCH Teen Parent program. Similar to many of the things Ann does for all her students each week, organizing this dental clinic went far beyond her regular responsibilities as a school nurse. Ann is a dedicated and unselfish individual committed to the needs of all students. She is the caring adult for those students who face obstacles and conditions in their lives which put them at-risk for not graduating from high school and leading productive lives.

Charles Ek ~ Agency Provider

We are pleased to recognize Charles Ek as a recipient of the 2007 Commissioner's Recognition Award. Charles has been a driving force in assisting York educators to engage at-risk youths and their families in educational experiences that our focused on the three principals of the Kittery Trading Post Outdoor Academy (KODA) – outdoor recreation, environmental education and service learning. Charlie has been the chief architect of KODA, and services as the Executive Director of this non-profit organization. He has worked closely with the York School Department over the past two years on a variety of projects that have been designed to motivate and educate all students, especially targeting those identified as at-risk. The School Department recognizes that dropout prevention can best be accomplished when students, parents, community members and educators are working together to promote the concept of "every student college, career and citizenship ready." Charlie's expertise, passion for his program and dedication to giving every student a chance to connect to the world through nature has given York at-risk students and families a chance to focus on healthy, active options for education and recreation while learning together.

Ann Slayton ~ Educator, School Union #96/Flanders Bay CSD

We are pleased to recognize Ann Slayton as a recipient of the 2007 Commissioner's Recognition Award. Ann is kind, and compassionate. Her commitment to meeting the needs of students at risk is evident in her every interaction with her students. I have talked with many students who have participated in the Adult Education Program. With each person, Ann's professionalism, extensive knowledge of adult learning programs, and tremendous interpersonal skills creates a very positive relationship. In what could be a very tense experience like adults trying to get their high school credential, Ann alleviates the anxiety present and recognizes the strengths of each person. As Adult Education Director, she participates in the exit interview for every student dropping out of our high school. She talks with each student in a nurturing manner to explain that there are options available to him or her. She exhibits a tremendous amount of sensitivity, recognizing the fragile state of each student. She makes the transition from high school to the adult education program seamless and stress-free.

Dr. Will Burrow ~ Educator, Union #44

We are pleased to recognize Dr. Will Burrow as a recipient of the 2007 Commissioner's Recognition Award. Students at risk have benefited from Dr. Burrow's tireless efforts to incorporate research based, field proven teaching strategies for increased learning. His focus initially has been to intervene early with students through At-Risk and Student Assistance Team meetings by involving teachers in implementing targeted teaching strategies in reading and writing. In School Union 44 we have seen a decline in the number of special education referrals and an increase in student achievement in this subgroup. In addition, Dr. Burrow has worked with special educators to incorporate strategies in the special education setting using precision teaching techniques and student generated charting resulting in significant achievement gains. Not only has Dr. Burrow worked within our district, he has consulted with other administrators to address needs in our region. He is truly an educator at all levels, in the classroom, in staff development and at the regional level.

Serena Morris ~ Educator, MSAD #22

We are pleased to recognize Serena Morris as a recipient of the 2007 Commissioner's Recognition Award. Serena is an exceptional biology teacher at Hampden Academy who has made exceptional commitment to at risk youth. For the past eleven years, she has led our student assistance team. (HART). As chairperson of the Hampden Academy Response Team, she has developed a model for at-risk factors to collective quantitative data on students. HART meets weekly and puts in place interventions and supports for students at risk. Since the inception of the student assistance team, Serena has worked through HART to build capacity to improve our school's success rate in dealing with at risk students. Under Serena's leadership, the HART team collects data on students on a weekly basis. This data is entered into a data base that prioritizes students based on their risk factors-detentions, failing grades, absences, suspensions, and visits to the nurse. Each week Hart evaluates the needs of the students based on their risk factors and puts interventions and supports in place to accommodate those needs. Data allows the team to

evaluate the intervention pre and post. This process helps Hart support two-thirds of our student body each year. For the past four years Serena has been our school wide coordinator in the Maine Youth Suicide Prevention Grant. She has performed at a high level, developing suicide prevention protocols and an interagency agreement with a local counseling agency and crisis intervention. The newest agreement she has helped negotiate involves the Back on Track Program with the Penquis Community Action Program. This program helps suspended students get back on the path to success. The data collection program has been endorsed by Sue Halloran as an effective way to manage data and thus far has been adopted by seven schools who are participating in the MYSSP this year.

Dalene Dutton ~ Civic Leader Five Town CSD

We are pleased to recognize Dalene Dutton as a recipient of 2007 Commissioner's Recognition Award. Dalene is the community coordinator for the Five Town Communities That Care. Communities That Care is a collaborative organization that seeks to promote healthy youth development through the coordinated use of research-based programs to address specific issues within a community, initiated as part of a research study conducted by the University of Washington. Through data provided by Maine Youth Drug and Alcohol Use Survey, our five town community identified "low commitment to school" as a priority to address with area youth. Dalene has used her diverse talents to build an extremely successful one-on-one tutoring program called "Math Mentors" at area middle schools. A former teacher, she has been able to form excellent working relationships with the schools, families and mentors that is extremely beneficial to all parties. Students develop meaningful relationships with a caring adult that not only allows them to succeed in math, but shows them that through effort they can be successful in school and get positive recognition for that effort. Mentors also get tremendous satisfaction in seeing the student become more successful as a result of their efforts, and the schools benefit by having a more motivated student. It is truly a win-win situation, all directly due to Dalene's efforts. It has been so successful that it has recently expanded to include a "Literacy Mentors" program, which has already been awarded a grant to support it, again because of Dalene's hard work.

Sarah Anderson ~ Agency Provider

We are pleased to recognize Sarah Anderson as a recipient of 2007 Commissioner's Recognition Award. Sarah is the Program Director for the 21st Century Learning Center, serving at risk students from Windham and Westbrook. In 2004, Sarah was charged with taking extremely idealistic and complex plans from a large grant narrative and creating a consolidated after-school and summer program for students in the two neighboring districts. Three years later, the "21st Century Community Learning Center has served hundreds of students who would otherwise have lost connection with their schools due to lengthy suspensions or expulsions, truancy, and/or transitions. Sarah's tireless commitment to these students, their families, and their schools has been key to the success of the 21st Century program! Sarah has done all of the most difficult, tangible work in developing and implementing the Restorative Learning Center (which provides

educational and counseling services to suspended and expelled students in Windham and Westbrook; the Teen Aspirations Program (which helps kids to discover their deepest purpose, and to create an action plan toward such achievement); the Summer Adventure Academy (a literacy- and- math-based summer program that also stresses coping skills, relationships building, and healthy decision- making); and a thriving parents' group (monthly parent, support groups, and PERC classes). She has inspired a highly energized group of superintendents, school committee members, school administrators, teachers, and community members to gather every month to provide feedback and guidance for the consolidated community learning center. Her compassion is always evident as she works with frustrated families and disaffected students; people leave her office feeling valued, respected, understood and loved.

Dora Lievow ~ Educator

We are pleased to recognize Dora Lievow as a recipient of 2007 Commissioner's Recognition Award. Dora is the Co-Founder of the Community School, Maine's oldest alternative school. Since 1973, she has worked with great passion to provide the model for alternative education on a state and national level. Dora's commitment and passion have served her well as the Community School continues to serve its original mission to provide high school age adolescents with different opportunities to earn a high school diploma.

This past fall, the other co founder, Emanuel Pariser left the school to pursue a doctoral program at the University of Maine. Dora chose to remain at the school in a different position. She has returned to the role of director of the Residential Program, which is truly a full circle move for her. She has come back to where she began. Her wisdom, experience and her commitment to collaborative practices allow her leadership and vision to continue to sprout at the school.

In her role as Residential Director, Dora has the opportunity to work closely with many young educators. She is a mentor and a sounding board for the staff as the school grapples with many of the issues the students bring here. Her educational philosophy has been defined and redefined over the years into "Relational education" or the practice of combining the power of human relationships with the gift of learning.

Fifteen years ago, Ms. Lievow and Mr. Pariser established a second program, the Passages program, for teenage parents. In this program, young, teenage parents are tutored, so that their education is not back burned while they are having their children and, later, caring for infants. In addition to at-home tutoring to help students reach their educational goals, teen parents learn about how to care for their children and themselves living with children and partners. This program is an enormous success. On average, 28 students fill every class and the school maintains a waiting list of teen parents who want to attend.

Emanuel Pariser ~ Educator

On behalf of Jonathan Ross, Shelley Reed and the Truancy, Dropout and Alternative Committee I would like to recognize Emanuel Pariser during one of his greatest rites of Passage. Emanuel Pariser is not only one of the best educators that I know; he is also one of the best human beings I know as well. His experience as an educator spans three decades as the cofounder of the Community School. I've always been in awe of how his energy and voice have impacted the educational landscape not only on the local level but also on the national level. Since 1974, he has been a tireless advocate for "at-risk" adolescents. His compassion, empathy and hope in the goodness of life itself are what fuel him. He has been a member of the TDAE committed since its inception. He has worked tirelessly with OSA and the Alternative Education Association to provide services for the population. He has also been a consistent voice in Augusta with policymaker to do what's best for kids. One can always count on Emanuel to listen more than he speaks, so when he does speak, we're all listening. Emanuel's off to the University to complete his doctorate. I wish him all the wonderful energy he has put out to come back to him as he continues his passion in a slightly different arena. I know that wherever Emanuel is, voice will be strong and we are all grateful for that.

Alternative Education Study

The Alternative Education Programs Committee was established in the First Regular Session of the 123rd Legislature by Resolves 2007, chapter 124.¹ The Committee was created to conduct a review of all existing alternative education programs and how they are beneficial to youth at risk in Maine. Specifically, the Committee was charged with the following duties:

1. Determine the number and types of kindergarten to grade 12 alternative education programs existing in the State;
2. Determine the number of students participating in alternative education programs;
3. Study the population served by the alternative education programs;
4. Review the practices that exist for at-risk youth and youth needing alternatives in education;
5. Determine how the alternative education programs help in raising graduation rates and lowering dropout rates;
6. Provide the percentage of youth who were identified as being at risk but completed high school through participation in an alternative education program;
7. Research local, state and federal funding sources;
8. Check how alternative education programs contribute toward helping students be college, work and citizenship ready;
9. Coordinate alternative education programs with extended learning opportunities such as 21st-century learning centers, advance placement and employment opportunities;
10. Identify the geographic regions in which students do not have access to alternative education programs;
11. Provide anecdotal data regarding the impact of alternative education on the lives of students and their parents; and
12. Seek professional development opportunities for staff and administration on meeting the needs of at-risk youth.

¹ Resolves 2007, chapter 124 is provided in Appendix A.

The 13-member Committee included three members of the Senate, four members of the House of Representatives, two representatives from the Alternative Education Advisory Committee, one representative from the University of Maine Institute for the Study of Students at Risk, one representative from the Department of Education, Office of Truancy, Dropout and Alternative Education, one representative from the Alternative Education Association, and one representative from the Interdepartmental Committee on Transition.²

The Alternative Education Programs Committee brought together educators and legislators to discuss and develop a strategy to increase public understanding of alternative learning and raise awareness of the benefits of providing alternative learning opportunities in our public schools not only to the students themselves but to our society as a whole. Towns, businesses and families all benefit from a higher number of Maine youth completing high school with the skills and confidence to move into the workforce or on to post secondary education.

The final report has been published in December of 2007 and is available through the Office of Policy and Legal Analysis. Members of the committee were: Sen. Peter B. Bowman, Chair, Rep. Emily Ann Cain, Chair, Sen. S. Peter Mills, Rep. Jacqueline R. Norton, Rep. Roberta Muse, Rep. John C. Robinson, A. James Artesani, Christopher B. Bean, A. Pender Makin, Emanuel Pariser, Shelley Reed, and Jonathan Ross. Legislative Analyst were Anna Broome and Jill Ippoliti.

Recommendations:

The following proposals are unanimous recommendations of the Alternative Education Programs Committee and are fully supported by the Truancy, Dropout, and Alternative Education Advisory Committee:

Short term recommendations:

1. **Define “alternative learning” and “at risk” in statute.** The Committee recommends enacting statutory definitions for “alternative learning” and “at risk”. Currently the statute makes several references to alternative education and at risk students but without definitions. The Committee prefers the term “alternative learning” over “alternative education” as more encompassing. The Committee recommends including alternative education within the definition of alternative learning in order to prevent disruption of current programs and statutes surrounding alternative education. The Committee is submitting suggested legislation for the two definitions for consideration by the Joint Standing Committee on Education and Cultural Affairs. *(Requires statutory changes)*
2. **Develop a team of professional educators for use by school districts.** The Committee recommends that the Department of Education develops and supports a team of professional educators well-versed in pedagogy and with experience in developing and providing alternative learning programs. Members would be available to school districts and teachers with alternative education programs as an informational and motivational resource.

² The Committee membership list is provided in Appendix B. Only two members of the Senate were appointed.

3. **Graduation standards incorporate alternative learning input.** The Committee recommends that the Department of Education develop its Chapter 127 rules on diploma requirements with the input of alternative education teachers. The Committee endorses the Department's proposals to develop syllabi with teacher input for all classes, including classes within alternative programs. Assessment in every class should reflect the teaching and learning method of that class.
4. **Extend the life of the Committee.** The Committee recommends that the Alternative Education Programs Committee be extended until December of 2008 with existing membership. The Committee believes it would be useful to continue its work after the impact of school consolidation is clearer and the Department of Education has completed its survey and analysis of alternative education programs in Maine. *(Requires legislation)*

Long Term Recommendations:

5. **Develop an approach to funding that reflects the cost of providing alternative learning opportunities and encourages regional school units to improve and expand these opportunities.** A primary focus for the study committee as it continues its work is to develop an approach to ensure equitable funding for alternative learning. A first step is to estimate per pupil costs for alternative education. The Maine Education Data Management System (MEDMS) does not receive complete data from all school administrative units and can not generate useable student numbers or cost data for alternative education programs.

The Committee proposes working with the Department of Education and the Institute for the Study of Students at Risk to collect and analyze cost data from several exemplary alternative education programs in Maine. This information would be used to estimate per pupil costs associated with providing effective alternative learning opportunities. Examining alternative education programs with demonstrated success is useful not only for developing cost information but also for describing the activities, methods and resources that comprise a bona fide alternative education program.

As pupil counts and costs estimates are refined, the Committee proposes to develop an appropriate multiplier for alternative learning students. Incorporating this multiplier into the EPS calculation is philosophically consistent with the goal of EPS. The multiplier would reward those school units that are providing for this population and be an incentive for other units to address the needs of this population. If done in concert with revisions to other EPS components, the total fiscal impact at the state level could be neutral and result in better accountability for funds reaching the intended specialized populations.

The multiplier would reward those school units that are providing for this population and act as an incentive for other units to address the need of this population. If done in concert with revisions to other EPS components, the total fiscal impact at the state level

could be neutral and result in better accountability for funds reaching the intended specialized populations.

6. **Recognize alternative learning within response-to-intervention definitions as a method of intervention for at-risk students.** The new federal and state requirements for assessment and intervention as part of the pre-referral process for entry into special education may result in fewer students being placed in special education. The Committee believes that increased documentation of response-to-interventions may illuminate the needs of students that are not eligible for special education services but are at risk for school failure. The Committee recommends that alternative learning be officially recognized as an evidence-based intervention for students who are identified through the pre-referral screening process.
7. **Require access to alternative learning opportunities within every regional school unit.** The Committee recommends that every regional school unit has alternative learning programs or access to them. The Governor's Task Force to Engage Maine's Youth stated that "the inequitable access to a broad array of educational and social service options for youth across the state puts them at significant disadvantage".³ The Committee also supports increasing opportunities for access to alternative learning programs and thus supports the Department of Education's proposed change to Chapter 127 that would require every school administrative unit to establish or participate in programs as alternatives to the regular course of study. (*Requires statutory change*)
8. **Encourage professional development opportunities for alternative education practitioners.** The Committee recommends improving access to training opportunities for alternative education practitioners. It is encouraged by the current development of a graduate concentration in alternative education at the Institute for the Study of Students at Risk, University of Maine. The Committee would like to see easy access to this type of professional development opportunities for current teachers of alternative learners. This includes both on-line and on-site courses and continuing education. In addition, the Committee believes that it is important to include alternative learning viewpoints in all current teacher education courses.
9. **Include alternative education teachers in the consideration of education policy in Maine.** The Committee believes that alternative learning programs must be fully embraced within the educational system. It recommends that the Department of Education consult with alternative education practitioners when developing relevant education policy in the state. The Committee also encourages the Department of Education to fully utilize the technical assistance within the department of the Office of Truancy, Dropout and Alternative Education.
10. **Support the Office of Truancy, Dropout and Alternative Education with appropriate resources.** The Committee recognizes the critical importance of the Office of Truancy, Dropout and Alternative Education to provide technical and other various services to schools, practitioners and the Department of Education. The Committee expressed concern that the responsibilities of the Office have expanded without any

³ Governor's Task Force To Engage Maine's Youth, Executive Summary, June 2007.

expansion of resources; the Office is essentially operated by a single professional staff person. The Committee recommends that the Office be supported with appropriate resources, including financial resources, so that it can meet its statutory mission.⁴

11. **Continue to financially support the Institute for the Study of Students at Risk.** The Committee recognizes the value of the research work done by the University of Maine's Institute for the Study of Students at Risk including research on alternative learning, truancy and dropout prevention. The Institute is critical to supporting all the recommendations of the Alternative Education Programs Committee and serves as a centralized resource for reliable information on at-risk students, technical assistance on school dropout prevention, and alternative learning in Maine and in the nation. The Committee recommends that the Institute is financially maintained and supported.⁵

⁴ Shelley Reed did not participate in the discussion of this recommendation.

⁵ Dr. James Artesani did not participate in the discussion of this recommendation.

Advisory Committee on Truancy, Dropout and Alternative Education Advisory
Jonathan Ross, Chair

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Adult Education and Alternative Education

As school districts undertake strategies to help at risk students the lines of demarcation between some Adult Education and Alternative Education programs are being blurred. Sixteen to twenty year olds eligible to attend Adult Education programs are doing so in greater numbers. Students are not only attending programs to catch up on one or two classes but in some cases are fulfilling a good portion of their credits for a diploma in the Adult Education program. This is causing concern as Adult Education programs are funded at a different level than regular day programs. The Advisory Committee recommends a study to ascertain the scope of the issue and the need for adjusting funding equitably to programs.

Website Development

The office of Truancy, Dropout, and Alternative Education now has a website which defines the work of the committee and is poised to post help to school districts looking for steps to implement a comprehensive K-12 Dropout Prevention Plan and Students At Risk Plan. Website element designs are part of the strategic plan to be developed. The website address is www.state.me.us/education/tdae/.

Position Papers

A position statement paper was prepared and sent to the Education Commissioner outlining how this concept relates to those students participating in alternatives in education programming. Sections of the letter include statements regarding the importance of post secondary planning for all aspects of life- career, training, 2 year and 4 year college possibilities, the role of relationships in the educational process, community input and partnerships, personal learning plan development and the necessity for staff development in differentiated instruction, to support the elimination of tracking, promoting school to work connections, and the need for courageous leadership on behalf of all students.

Dropout Prevention Guidebook

The office and Advisory Committee for Truancy, Dropout, Reintegration, and Alternative Education supported the work of William Davis, PhD, Leslie Forstadt, and Roxanne Lee in the development of the Maine Dropout Prevention Guide which was conducted as part of the Institute for the Study of Students At Risk's activities related to its contract with the Division of Special Services." The overall purpose of the Guide is to provide Maine public school personnel with a basic resource tool to assist them in their efforts to (1) keep currently enrolled students in school and on track toward completing their high school graduation requirements; and (2) encourage those students who have already dropped out to return to school and complete their secondary school graduation requirements. "...The Maine Dropout Prevention Guide is designed to provide Dropout Prevention Committee members and school personnel with research-based information about effective dropout prevention programs and strategies." *Maine Dropout Prevention Guide*

Support of the Alternative Learning Community

The office of truancy, dropout, and alternative education has contracted with Emanuel Pariser to help develop a survey and self assessment tool which will provide for a thorough understanding of alternative education programs in Maine. Using this tool Mr. Pariser will conduct 6 regional meetings to facilitate peer review in a continuous growth model. As programs

identify areas in which they would like help, attempts will be made to link programs with necessary resources, through mentoring with other programs, the Dropout Prevention Summer Institute and other sources.

Homeless Education

McKinney-Vento Homeless Education Assistance was reauthorized with the *No Child Left Behind Act* in 2001. This act seeks to ensure that homeless children and youth are identified, enrolled, and provided the tools for academic success by local school districts. Each district appoints a local liaison whose role it is to act on behalf of homeless children in families as well as unaccompanied youth. Several training sessions have been available to school districts to ensure that local liaisons understand the McKinney-Vento Law, to help them become sensitive and aware of the issues facing homeless children and youth, and to help liaisons understand their role in meeting the needs of enrollment, transportation, and forming links to community services.

Training sessions were conducted in Presque Isle, Machias, Portland, Augusta, Saco, Lewiston, and Bangor and provided for educators, school secretaries, administrators, outreach workers, Shelter personnel, and state and private agencies. Regional meetings were held in conjunction with Keeping Maine's Children Connected Liaisons to provide networking and information sharing opportunities for school and state agency professionals to build bridges for closer working relationships on behalf of students.

The state of Maine received \$234,495 in 2005, \$214,618 in 2006 and \$206,148 in 2007 75% of which must go to direct grants to Local Education Agencies. Three communities including Portland, Lewiston, and Bath applied for the three-year grants.

The Portland Street Academy works to ensure that homeless youth have access to educational opportunities. The staff works to engage or reengage youth into the educational system helping them to create defined goals based on the Maine Learning Results. Support services include: GED preparation, Learn to Earn Employment training program, coordination of transportation, Wilson reading Program, tutoring and supplementary instruction, reading and math assessments, helping with post secondary experiences, and make referrals for health, housing, and well being needs.

The Merrymeeting Project with Bath, Brunswick, MSAD 75, Union 47, works to establish a local network that serves homeless and at risk youth. The project works primarily with unaccompanied youth ages 16-19 to match youth needs to services that include: the identification of homeless youth; the development and implementation of appropriate educational services; maintaining a collaborative network of service providers to meet the comprehensive needs of homeless youth including housing, counseling, dental, legal, transportation and medical needs.

The Lewiston project's goal is to assist homeless adolescents build healthy and productive futures by reconnecting them to educational and employment services in a non-traditional setting. A collaborative effort among the Lewiston School system and Jobs for Maine's Graduates combine expertise in education, employment, and meeting social needs of youth.

As part of the state education agency application for McKinney-Vento funds, SEAs are required to assure that information will be forwarded to the Education Secretary. Maine sites provided the following information that was reported by the Maine Department of Education to the United States Department of Education:

The number of homeless children and youth enrolled in public school:

For the past 3 years all school districts must have forwarded information through their local homeless liaisons to the state homeless education coordinator as requested by the Secretary for the United States Department of Education which provides the following information.

		2004-2005	2005-2006	2006-2007
Primary night time residence	Shelters	343	415	321
	Doubled-up	210	415	511
	Unsheltered	9	31	52
	Hotels/motels	72	111	74
	Unknown	30	33	56
	Other (bus, camper, Trailer)	39		51
	Transitional living/ Group home			
	Total	703	1088	1065

* 83 students attended adult education/GED in 2005-2006 in various living situations

Shelter Education Meetings

The Department of Education continues to hold monthly meetings with personnel representing districts with emergency youth shelters or programs with homeless youth. Programs attending include the Lewiston School District's program, the Skowhegan School District which works with the Halcyon House, Falmouth School District with Youth Alternatives, and South Portland School District. The meetings focus on strategy sessions on transitioning youth to appropriate educational services, and to facilitate dialogue between shelter/facility staff and schools.

Keeping Maine's Children Connected Initiative, A Children's Cabinet Initiative

Keeping Maine's Children Connected is an integrated approach to help children and youth who experience school disruption due to: homelessness, foster care placement, correctional facility placement and In-patient psychiatric care. There are an increasing number of children and youth who are experiencing transitions into or out of their home, school and community resulting in disruptions in their education. The child serving agencies are working together to develop an integrated protocol among school districts, state agencies, correctional facilities, and in-patient psychiatric faculties so youth feel more supported as they live through difficult transitions. It is a collaborative effort among Department of Corrections, Department of Education, Muskie Institute and the Department of Human Services and Department of Behavioral and Developmental Services.

For systems a coordinated effort will standardize a system of communications among state agencies, facilities, and school districts through a shared database of contact people and an integrated protocol. It will increase the capacity of staff to work and support students in transition through an increased awareness of strategies, resources, and networking. This effort will increase the understanding of issues and policies affecting youth in transition.

For youth this initiative will reduce the number of transitions in a student's life, increase a student's sense of belonging to school and community, enable the youth to be involved in their own reintegration plan, and improve educational outcomes through better continuity of educational programming.

To date there are 180 Keeping Maine's Children Connected Liaisons representing regional state agency offices, juvenile correctional facilities, in-patient psychiatric hospitals and 95% of school districts actively participating in the process.

In order to increase knowledge of issues and policies affecting the target population initial trainings have been held across the state and regional meetings have been held in Presque Isle, Machias, Bangor, Waterville, Lewiston and Portland. Over 125 people attended those meetings.

Truancy

The office of Truancy, Dropout, and Alternative Education has responded to school districts, parents and law enforcement providing technical assistance to issues of truant youth. The Truancy, Dropout, and Alternative Education Advisory Committee is producing a brochure to provide information on the truancy statute. Information has been presented for principals and at the Kids Legal Aid conference.

The 123rd Legislature made changes to the truancy law as Public Law Chapter 304. **Changes to note are:**

Changes in definition of habitual truant,

Prior notification needed for 3 out of the 6 excusable absences,

Fine increased for parent in a civil violation,

Notification to both law enforcement and the Department of Health and Human Services of a violation to the truancy statute

Chapter 143 adds duties to the attendance coordinator as liaison to law enforcement

A person is habitually truant if:

Habitual truant day count is now divided into 2 age categories:

A student who has completed grade 6 is truant if they have 10 full days' unexcused absences or 7 consecutive days of school

A student who is at least 7 years of age and has not completed grade 6 is truant if they have 7 full days of unexcused absences or 5 consecutive days of school

There are 6 excused absences 3 require prior approval: This section only was placed in the unorganized territory section of Title 20-A.

Absences are excused for personal illness and a family emergency and for educational disruption. The following excused absences now require prior approval –an appointment with a health professional, observance of a recognized religious holiday, and a planned absence for a personal or educational purpose.

What are the parent /guardian responsibilities?

- The parent or guardian a child lives with is responsible for making sure that their child age 7 up to the age of 17 attends school.
- For 3 of the 5 excused absences prior notice must be sent to the school.
- The parent will receive notification that their child is truant and has the right to review records of attendance and reports written regarding their child's attendance from the attendance coordinator and principal.
- A parent may be fined in a civil violation up to \$250.00 for failure to get their child to attend school.
- A parent may be charged with abuse or neglect or found to have placed their child in jeopardy for failure to get their child to school.

What are the school responsibilities?

Person's responsible-Principal, Attendance Coordinator, Superintendent

1. The principal and attendance coordinator determined that the Student is truant.
2. The principal notifies the superintendent
3. An informal meeting is held with the Student, Parent, and Superintendent. Attempts are made to correct the problem by identifying why the student was not attending school, and a plan is developed to implement solutions.
4. If the plan does not resolve the problem the superintendent or designee implements interventions to address the problem.
5. If no resolution occurs a second meeting is held to write a new plan with others including case managers, treatment providers, and representatives of other agencies (Department of Health and Human Services, Department of Corrections, etc.)
6. If the youth is still truant a notice is sent by the Superintendent by registered mail that notifies the parent that:

The child is required to attend school,

The parent has a right to review her/his child's attendance records, and the school's attendance coordinator's and principal's reports,

The failure to get her/his child to school may be a civil violation and describes the possible penalties,

Local law enforcement could be contacted, and DHHS can be contacted

A plan was developed--including the specifics of that plan and the steps that were implemented to improve her/his child's attendance.

7. If after 3 days after receiving the notice the Student remains truant , another meeting is scheduled
8. Local law enforcement is notified of the truant student and may transport the Student to school if they see them off school grounds during school hours and isn't under the supervision of school personal.
9. Case can be referred to court and DHHS.

Reporting to Department of Health and Human Services (DHHS).

In order for a report to be filed with DHHS the Superintendent or designee will inform DHHS the number of days unexcused absences, the date the notice was served to the parent and a description of the steps taken to implement a plan, a report of the outcome of the meeting that was held prior to the referral to DHHS. DHHS requests that a copy of the notice served to the parent be faxed to Intake at the local DHHS offices.

Duties of the Attendance Coordinator as addressed in Public Law, Chapter 143

An attendance coordinator shall be a professionally certified or registered person in the mental health, social welfare or educational system that is qualified to carry out the duties. The duties of an attendance coordinator include, but are not limited to, the following with D. being the new addition:

- A. When notified by a principal that a student's attendance is irregular, interviewing the student and the parent or parents or guardian or guardians to determine the cause of the irregular attendance and file a written report with the principal;
- B. Filing an annual report with the superintendent summarizing school year activities, findings and recommendations regarding truants;
- C. Serving as a member of the dropout prevention committee in accordance with section 5103, and
- D. Serving as the liaison between the school and the local law enforcement agency

Data shows that from 1985-1995 truancy rates in Maine went from 915 students truant to 1,425 students truant. In 2000-2001 there were 2,166 habitually truant students. 2001-2002 figures of truancy total 2,396 students.

Habitual Truant Report for 2006-2007: Total of 2,319 habitual truants

Ages 7-14		Ages 15-16	
Male	584	Male	637
Female	486	Female	612
Total		Total	2,319

Total Resolved cases	771	Total Resolved cases	736
Total Unresolved cases	287	Total Unresolved cases	471
Referred to school board for action?		Ages 7-14	Ages 15-16
		Male	2
		Female	3
		Total	24

Compulsory waived by school board?	Ages 15-16	
	Male	11
	Females	5
	Total	16

Compulsory attendance waived male **11** Compulsory attendance waived 5 female ages 15-16
 Total Cases prosecuted by formal court
 Total Parent(s) referred to District Attorney Ages 15-16 **4 male 1 female**
 Were denied by District Attorney Ages 15-16 **1 male**

Total district funds spent for referral or prosecution **\$0.00**
 Excused from compulsory attendance/permission to withdraw **15**

Habitual Truant Report for 2004-2005: Total of 2,007 habitual truants

Ages 7-14		Ages 15-16	
Males	437	Males	608
Females	387	Females	575
Total	824	Total	1,183

Total Resolved cases	639	Total Resolved cases	845
Total Unresolved cases	169	Total Unresolved cases	287

Compulsory attendance waived	4 males	Compulsory attendance waived	1 female ages 15-16
Total Cases prosecuted by formal court			1
Total Parent(s) referred to District Attorney			2
Total district funds spent for referral or prosecution	\$0.00		
Excused from compulsory attendance/permission to withdraw			18

Habitual Truant Report for 2003-2004 : Total of 2,630 habitual truants

Ages 7-14		Ages 15-16	
Males	639	Males	777
Females	558	Females	656
Total	1,197	Total	1,433

Compulsory attendance waived 3 males Compulsory attendance waived 4 female ages 5-16

Excused from compulsory attendance/permission to withdraw	20
Other categories	0

Dropout Prevention Committees and District Dropout Prevention Plans

As part of the Comprehensive Education Plan each local district must have a Dropout Prevention Plan. Technical Assistance for the development of the Dropout Prevention Plan builds on Title 20-A Section 5103 Dropout Prevention Committee. The focus of the 2005 summer institute as a collaborative effort among the Office and Advisory Committee for Truancy, Dropout, Alternative Education and Reintegration the Institute for the Study of Students At Risk and the Alternative Education Association was dropout prevention. Participants were to gain the knowledge and skills necessary to develop the Dropout Plan and Students At Risk Plan for their school district. Subcommittee Work-Alternative Education Summer Institute keynote speakers presented research based foundational information to guide the thinking of participants. The second part of the summer institute was guided workshop time in K-12 plan development.

Information previously sent out to schools invited school districts to consider steps for getting started including:

1. Who will be meeting to develop the plan?
2. When will this work be done, what is the work timeline?
3. What are the critical elements of the plan? What informs the development of the plan?
4. Who or what comprise the resources to help with the development and the implementation of the plan?

Title 20-A Maine Education and School Statutes section 5103 refers to the formation of Dropout Prevention Committee established annually by the Superintendent for each individual

school unit under the Superintendent's supervision. Committee membership is to be composed of:

School administrator, teacher, school counselor, school board member, parent, school Attendance Coordinator, high school student, a dropout, and a community resident.

A district wide Dropout Prevention Planning Committee could be made up of representatives from individual school prevention committees. The Planning Committee should represent the K- Adult Education spectrum including special and alternative education programs.

Chapter 125 specifies that: "A plan for identifying students at-risk of school failure in kindergarten through grade 12 including, but not limited to, truants and dropouts, and the development of appropriate alternative programs to meet their needs."

Summer Institute participants were given templates in a logic model that walked them through Title 20-A section 5103 which identifies six components of a Dropout Prevention Committee plan.

1. Reasons why students drop out.
2. Maintenance of contact with recent dropouts
3. Education of staff about the dropout problem
4. Use of human services programs to help dropouts.
5. The school administrative unit's policies on suspension, expulsion and other disciplinary action
6. Discriminatory practices and attitudes within the school administrative unit.

Components for the Comprehensive Education Dropout Prevention Plan include but are not limited to:

- Collection of data regarding the dropout problem in the community (school records; information submitted to the Department of Education, Counselor office data, and anecdotal data from students and dropouts.)
- Develop informed statement on the dropout problem in the community
- Identify cluster of dropout reasons, formulate strategy to address primary issues.
- Identify gaps in services
- Assemble school and community resources and referrals.
- Review policies impacting students such as on discipline, SAT referrals, alternative education intake.
- Develop Professional Development regarding at-risk youth.
- Investigate, identify and implement strategies for dropout prevention
- Personal Learning Plans, mentors, tutors, learning style inventories, school climate, school structure/flexibility of the school day, harassment issues, advisor/advisee groups, small teacher-student ratios, differentiated instruction, counseling, alternatives in education, adult education, alternative programming, activities/clubs/sports programs.
- Write annual report to school board

Resources to help with the development and implementation of the dropout prevention plan and the students at risk include:

The Department of Education provides technical assistance through Shelley Reed, Consultant for Truancy, Dropout, and Alternative Education
The Alternative Education Association and
The Institute for the Study of Students At-Risk.

Students Experiencing Educational Disruption

The 123rd Legislature passed Public Law Chapter 451 An Act to Implement the Recommendations of the Task Force to Engage Maine's Youth Regarding Successful School Completion. Chapter 451 defines a process whereby students experiencing educational disruption will have the opportunity to earn an approved high school diploma. Members of the Truancy, Dropout, and Alternative Education Advisory Committee served as members on the Task Force and the Consultant served as Co-Chair of the task force. The following are the key components of the new statute:

- Definition of students experiencing education disruption
- 5 day transmittal of education records
- School Work Recognition Plan
- Academic Programming Waiver
- Statewide Review Team
- Department of Education Diploma

Definition of students experiencing education disruption:

An elementary or secondary student is recognized as experiencing educational disruption when there is an interruption in their current educational program for 10 or more consecutive school days resulting from homelessness, unplanned psychiatric hospitalization, foster care placement, youth development center placement, unplanned hospitalization for a medical emergency or some other out of district placement that is not otherwise authorized by either an individualized education plan or other education plan or a superintendents' agreement.

5 day transmittal of education records:

Once students are identified as experiencing educational disruption the sending school shall send or electronically transfer to an interim placement within 5 school days pertinent records including but not limited to academic and health information records.

School Work Recognition Plan:

Students who experience educational disruption must have a school work recognition plan developed by the sending and interim placement school personnel. Elements of the plan include that:

- this plan is developed by the student, parent or guardian, the sending and interim schools' representatives and others such as juvenile corrections officers and case managers;
- the plan is to be developed no later than 10 days after the interim placement;
- the plan may be developed through alternative meeting forms such as email, or teleconferencing;
- for high school juniors and seniors who are ages 16-20, the plan must contain how and when the decision will be made as to whether the student has met the requirements for a local high school diploma or is to be recommended for a statewide review committee meeting for the consideration of a Maine Department of Education Diploma; and
- educational materials must be made available to the interim placement as soon as possible but no later than 5 school days after the placement.

Academic Programming Waiver:

In lieu of the sending school's transmitting work, an academic program waiver may be agreed upon by which the work done in the interim placement will be recognized and documented. School staff must be assigned to ensure the complete transfer of all records.

Statewide Review Team:

If it is decided that the student does not meet local requirements for a high school diploma, a team designated by the Commissioner will review compiled evidence of a student's work and make a recommendation to the Commissioner regarding the awarding of a Maine Department of Education Diploma. A copy of the recommendation will be sent to the sending school.

Department of Education Diploma:

Students who have experienced educational disruption and have been recommended by the statewide review team to receive a Department of Education Diploma will be issued a diploma by the Commissioner upon satisfactory completion of the content standards of the *Learning Results* in addition to any other diploma requirements applicable to secondary students as set forth in their school work recognition plan.

The Governor's Task Force also produced their findings and recommendations in "The Governor's Task Force to Engage Maine's Youth.

Recommendation 1 Increase capacity to identify, track and analyze the status of youth to inform decisions making, allocate resources, and assure accountability to Maine's youth and families.

Recommendation 2 Provide equitable access to a spectrum of high quality learning and service opportunities utilizing a youth-driven, family-centered, approach to policy development, services, and supports.

Recommendation 3 Collaborate to develop a process so agencies can cross reference outcomes of policies and services for; implementation, efficiency, and reduction of cross purpose training.

Recommendation 4 to implement and evaluate" An act to implement the recommendations of the task force to engage Maine's youth regarding successful school completion" during the 2007-08 school year.

Recommendation 5 Prepare and disseminate an annual, cross-departmental report to the Governor citing the status of the action steps contained in this report and their impact on policy and program changes to better address the needs of these youth.

Dropout Data for Students in Special Education

We cannot compare the rates of regular education students to special educating students as rates are calculated differently. Regular education data is collected by grade or class the student is in, special education data is collected by age. While the dropout rates represent an attempt at comparability, they may not be the most accurate calculations possible due to the assumptions that had to be made (e.g., assigning a special education student to a specific grade based on age) in constructing the data set. With Maine now collecting data for special education students using the same method as for all students, calculations of special education dropout rates using the cohort methodology described above can begin. However, the necessary data will not become available until 2007, when the first graduating class cohort matriculates through the system.

Data indicates that dropping out begins to increase at age 15, reaches its peak at between age 17 and 18 then begins to decline after that. The key point to be gleaned from these data however is that intervention programs need to begin prior to age 14.

Historical data for students age 14 to 19 shows dropout concentration:

Year	Age 14	15	16	17	18	19
2001	0%	6%	16%	26%	22%	21%
2002	0%	5%	16%	23%	20%	10%
2003	0%	0%	14%	25%	16%	10%
2004	1%	3%	15%	24%	31%	22%
2005	0%	2%	15%	28%	32%	18%
2006	0%	2%	15%	28%	32%	18%

2005-2006 dropout numbers were 457 students.

2006-2007 dropout numbers were 455 students.

Other Initiatives around Dropouts for Special Education Students as cited in the State Performance Plan for 2005-2011 as required by the Reauthorization of IDEA is as follows:

“Maine is fortunate to have a university system that houses the “Institute for the Study of Students at Risk.” In collaboration with the Department, the Institute will develop and implement a comprehensive plan designed to assist Maine public school personnel in their efforts to improve the graduation rate for all Maine students, while simultaneously reducing dropout rates.

The Institute works closely with the Department’s Homeless Liaison (Shelley Reed) and each year offers a two day workshop on dropout prevention. They will work closely with the Department to develop and implement appropriate technical assistance strategies to increase the rate of successful school completion for all Maine students with particular emphasis on: 1) students identified as having a special education disability under current Maine special education regulations; and 2) students considered to be “at risk” for dropping out of school. The Institute disseminates research-based information to public school personnel, especially members of Dropout Prevention Committees within each Maine SAU, to assist them in their efforts to “keep Maine students on track toward graduation”.

The Institute will investigate strategies to improve the graduation rate for all Maine students identified within the ED category. Students identified within the Emotional Disability (ED) category represent the highest percentage dropout rate (of all disability categories) in Maine. But, because some Maine schools have a “high” rate of graduates who are identified within the ED category, a specific focus of this institute will be to further analyze those factors and conditions that appear to contribute to a positive school graduation rate for ED students.

Several other initiatives are also currently underway that are expected to have a positive effect on the dropout rate. GEARUP grants and activities have been implemented in selected schools. Maine’s homeless liaison is working with truancy and dropout and the Keeping Maine’s Children Connected initiative has a contact person trained in each LEA. The State Professional Development Grant is attacking State Performance Plan indicators associated with graduation rates and dropout rates. (Specifically indicators 1 and 2)

Reintegration of Youth from Long Creek and Mountain View Youth Development Centers

In 2001 LD 1306 passed by the Legislature authorized Reintegration Teams. Revisions to the Department of Education and Department of Corrections agreement were initiated in 2001 and were finalized in 2004. The agreement spells out the roles and responsibilities of the two departments to transition youth in and out of the facilities. Title 20-A Maine Education and School Statutes, Section 1055 Superintendents; powers and duties speak to the development of reintegration teams to ensure the transitioning of students from the youth development centers back to school. The section outlines that superintendents are to convene teams to carry out reintegration planning upon receipt of information from the Department of Corrections, team member participation is spelled out, and confidentiality of criminal justice information regarding juveniles is to be ensured. With this statute and the signing of the agreement between the Departments of Corrections and Education roles and responsibilities were clearly designated. Training sessions were held at the youth development centers for teams of school personnel and regional correctional personnel in the steps necessary for reintegration, and tours were given of the facilities.

Training goals included:

- Outlining the legislative mandates pertaining to reintegration
- Reviewing the updated Interagency Agreement
- Strengthening relationships between Juvenile Community Corrections officers and school Reintegration teams.
- An understanding of the role of Project Impact
- An overview of the operations of the youth development center
- The role of Juvenile Community Corrections Officers and the Superintendents in the transition process
- Participants had an opportunity for corrections and education personnel to discuss how the process is working in their districts.

The Project Impact end of the year report for July 1, 2004 to June 30, 2005 showed an increase in reintegration planning between the youth development centers and school districts after the training programs. There has been a shift in the age of committed youth from an average of 15 years of age to 17 years of age. With older youth the transition is now focused on career and college opportunities. There are 12 youth who currently attend college in this reporting year of 2008.

Schools participating in Reintegration planning 2004-2005	Long Creek 65	Mountain View 33
School Reintegration Team meetings 2004-2005	Long Creek 42	Mountain View 33
Schools participating in Reintegration planning 2005-2006	Long Creek 40	Mountain View 27
School Reintegration Team meetings 2005-2006	Long Creek 24	Mountain View 17
Schools participating in Reintegration planning 2006-	Long Creek	Mountain View 13

2007	20	
School Reintegration Team meetings 2006-2007	Long Creek 19	Mountain View 13

Definitions of High School Graduates

REGULAR DIPLOMA RECIPIENTS -- These are graduates who received a regular diploma during the previous school year and subsequent summer school.

OTHER DIPLOMA RECIPIENTS -- These are individuals who received a diploma from other than the regular school program during the previous school year and subsequent summer school.

HIGH SCHOOL EQUIVALENCY RECIPIENTS -- These are individuals from the high school, age 19 years or younger, who have received a High School Equivalency Certificate during the previous school year and subsequent summer.

OTHER HIGH SCHOOL COMPLETERS -- Individuals who have received a Certificate of Attendance or other certificate of completion in lieu of a diploma during the previous school year and subsequent summer school.

Graduation, Completion & Dropout Rate Formulas

Definition:

Yearⁿ = Current Year

Yearⁿ⁻¹ = Last Year

Yearⁿ⁻² = 2 years ago

Yearⁿ⁻³ = 3 years ago

Graduation Rate

Graduates Yearⁿ

(Graduates Yearⁿ + Other Completers Yearⁿ + Grade 12 Dropouts Yearⁿ + Grade 11 Dropouts Yearⁿ⁻¹ + Grade 10 Dropouts Yearⁿ⁻² + Grade 9 Dropouts Yearⁿ⁻³) x 100

Completion Rate

Graduates Yearⁿ + Other Completers Yearⁿ

(Graduates Yearⁿ + Other Completers Yearⁿ + Grade 12 Dropouts Yearⁿ + Grade 11 Dropouts Yearⁿ⁻¹ + Grade 10 Dropouts Yearⁿ⁻² + Grade 9 Dropouts Yearⁿ⁻³) x 100

Dropout Rate

Grade 9-12 Dropouts Yearⁿ

Grade 9-12 Enrollment Yearⁿ x 100

Tables

2005-2006 Completion Rates Statewide Totals

2005-2006 Dropout Rates by County, School, and Gender

Public Secondary School Dropouts 5 Year Trend

Note* 2005-06 starts the rate configuration based on cohort group and MEDMS student identification number

2006-2007 Figures to be released in Spring 2008

2005-06 COMPLETION RATES STATEWIDE TOTALS

PUBLIC SECONDARY SCHOOLS

SAU ID	SAU NAME	Total Regular Diploma Recipients 2005-06	Total Other Diploma Recipients 2005-06	Total Dropouts 12th Grade 2005-06	Total Dropouts 11th Grade 2004-05	Total Dropouts 10th Grade 2003-04	Total Dropouts 9th Grade 2002-03	Class of '06 Total Completion Rate
Androscoggin								
1007	Auburn School Department	296	0	35	9	14	3	82.91%
1088	Lewiston School Department	286	7	51	27	21	9	73.07%
1092	Lisbon School Department	94	0	10	3	1	3	84.68%
1133	Poland School Department	120	3	11	1	0	0	91.11%
1230	MSAD 36	62	6	4	1	6	2	83.95%
1246	MSAD 52	152	0	13	2	0	0	91.02%
1291	Oak Hill CSD	106	0	11	12	4	0	79.70%
	TOTAL	1,116	16	135	55	46	17	81.73%
Aroostook								
1030	Caribou School Department	130	1	12	6	3	2	85.06%
1053	Easton School Department	9	0	0	0	2	0	81.82%
1089	Limestone School Department	23	0	1	1	1	0	88.46%
1097	Madawaska School Department	46	0	1	0	0	0	97.87%
1196	MSAD 01	145	0	13	3	0	2	88.96%
1214	MSAD 20	37	1	4	4	0	0	82.61%
1218	MSAD 24	32	0	2	2	2	0	84.21%
1221	MSAD 27	77	0	4	5	0	0	89.53%
1223	MSAD 29	71	3	3	2	1	2	90.24%
1226	MSAD 32	29	0	2	0	0	0	93.55%
1227	MSAD 33	32	0	1	0	0	0	96.97%
1236	MSAD 42	42	0	3	0	1	1	89.36%
1239	MSAD 45	20	0	2	2	0	0	83.33%
1262	MSAD 70	41	0	1	0	2	1	91.11%
1285	Southern Aroostook CSD	33	0	1	0	1	0	94.29%
1295	ME Sch of Science & Mathematics	27	0	2	0	0	0	93.10%
	TOTAL	794	5	52	25	13	8	89.07%

Cumberland

1026	Brunswick School Department	257	8	22	7	10	1	86.89%
1029	Cape Elizabeth School Department	no data	no data	no data	no data	no data	no data	no data
1057	Falmouth School Department	141	0	1	3	0	0	97.24%
1060	Freeport School Department	113	1	4	2	0	0	95.00%
1065	Gorham School Department	182	1	6	2	3	0	94.33%
1134	Portland Public Schools	550	0	49	63	42	36	74.32%
1149	Scarborough School Department	232	0	25	2	1	0	89.23%
1155	South Portland School Department	211	0	4	12	16	11	83.07%
1175	Westbrook School Department	164	0	21	10	7	4	79.61%
1181	Windham School Department	189	0	8	7	0	2	91.75%
1190	Yarmouth Schools	121	0	2	0	0	0	98.37%
1200	MSAD 06	270	1	22	11	6	5	86.03%
1209	MSAD 15	179	0	24	2	6	2	84.04%
1245	MSAD 51	139	0	5	1	1	0	95.21%
1255	MSAD 61	120	0	16	5	2	0	83.92%
1296	Arthur R. Gould Sch--LCYDC	no data	no data	no data	no data	no data	no data	no data
	TOTAL	2,868	11	209	127	94	61	85.43%

Franklin

1080	Jay School Department	66	0	4	2	0	1	90.41%
1137	Rangeley School Department	17	0	0	2	1	0	85.00%
1203	MSAD 09	204	0	17	17	13	1	80.95%
1252	MSAD 58	71	3	8	0	1	5	84.09%
	TOTAL	358	3	29	21	15	7	83.37%

Hancock

1027	Bucksport School Department	90	0	22	2	5	2	74.38%
1056	Ellsworth School Department	130	5	15	10	7	7	77.59%
1282	Flanders Bay CSD	67	0	9	5	7	8	69.79%
1283	Mt Desert CSD	153	1	6	5	3	1	91.12%
1289	Deer Isle-Stonington CSD	40	0	0	2	0	0	95.24%
	TOTAL	480	6	52	24	22	18	80.73%

Kennebec

1008	Augusta Public Schools	170	0	38	9	11	11	71.13%
1110	Monmouth School Department	60	0	2	0	0	0	96.77%
1170	Waterville Public Schools	125	0	12	2	7	5	82.78%
1183	Winslow Schools	139	1	8	0	4	5	89.17%
1185	Winthrop Public Schools	70	5	4	0	2	2	90.36%
1205	MSAD 11	153	0	29	9	10	4	74.63%
1210	MSAD 16	81	1	11	3	3	0	82.83%
1241	MSAD 47	219	0	7	3	3	1	93.99%
1286	Maranacook CSD	126	2	10	0	0	0	92.75%
	TOTAL	1,143	9	121	26	40	28	84.27%

Knox

1199	MSAD 05	114	0	8	4	0	0	90.48%
1201	MSAD 07	5	0	0	0	0	0	100.00%
1202	MSAD 08	11	0	1	0	0	2	78.57%
1244	MSAD 50	67	4	7	1	0	0	89.87%
1294	Five Town CSD	151	10	10	3	1	1	91.48%
	TOTAL	348	14	26	8	1	3	90.50%

Lincoln

1186	Wiscasset School Department	75	0	16	1	3	4	75.76%
1234	MSAD 40	139	5	12	9	7	12	78.26%
1281	Boothbay-Boothbay Hbr CSD	65	0	2	3	0	0	92.86%
	TOTAL	279	5	30	13	10	16	80.45%

Oxford

1211	MSAD 17	221	0	37	7	7	8	78.93%
1215	MSAD 21	75	0	8	6	4	1	79.79%
1233	MSAD 39	29	0	3	1	2	0	82.86%
1237	MSAD 43	137	0	2	1	11	0	90.73%
1238	MSAD 44	71	0	7	6	1	5	78.89%
1249	MSAD 55	91	0	5	3	3	4	85.85%
	TOTAL	624	0	62	24	28	18	82.54%

Penobscot

1011	Bangor School Department	320	0	43	11	9	10	81.42%
1021	Brewer School Department	168	2	27	8	12	9	75.22%
1052	East Millinocket School Department	53	0	1	0	0	3	92.98%
1074	Hermon School Department	102	8	6	5	2	9	83.33%
1107	Millinocket School Department	66	0	5	0	0	1	91.67%
1120	Old Town School Department	152	0	29	2	8	0	79.58%
1123	Orono School Department	94	0	15	2	0	0	84.68%
1216	MSAD 22	188	3	7	3	3	1	93.17%
1219	MSAD 25	38	1	0	2	0	1	92.86%
1225	MSAD 31	38	0	0	1	0	1	95.00%
1240	MSAD 46	74	3	5	8	4	3	79.38%
1242	MSAD 48	151	0	25	6	5	2	79.89%
1258	MSAD 64	96	7	5	1	0	2	92.79%
1260	MSAD 67	90	1	7	0	2	0	91.00%
	TOTAL	1,630	25	175	49	45	42	84.18%

Piscataquis

1070	Greenville School Department	20	0	0	0	0	0	100.00%
1198	MSAD 04	54	0	2	6	1	1	84.38%
1235	MSAD 41	61	4	2	7	4	5	78.31%
	TOTAL	135	4	4	13	5	6	83.23%

Sagadahoc

1013	Bath School Department	129	1	15	3	7	13	77.38%
1142	Richmond School Department	41	0	4	1	0	2	85.42%
1266	MSAD 75	238	1	27	19	11	2	80.20%
	TOTAL	408	2	46	23	18	17	79.77%

Somerset

1206	MSAD 12	14	1	0	0	1	2	83.33%
1207	MSAD 13	24	0	4	1	0	1	80.00%
1243	MSAD 49	200	0	8	1	15	6	86.96%
1247	MSAD 53	9	1	0	0	0	0	100.00%
1248	MSAD 54	180	4	31	7	3	2	81.06%

1253	MSAD 59	66	0	2	0	1	0	95.65%
1265	MSAD 74	55	0	11	0	3	7	72.37%
	TOTAL	548	6	56	9	23	18	83.94%

Waldo

1079	Islesboro School Department	7	0	1	0	0	0	87.50%
1197	MSAD 03	106	6	9	9	7	0	81.75%
1228	MSAD 34	135	0	6	6	8	0	87.10%
1250	MSAD 56	49	0	8	4	2	1	76.56%
	TOTAL	297	6	24	19	17	1	83.24%

Washington

1009	Baileyville School Department	39	0	1	0	4	2	84.78%
1028	Calais School Department	49	0	4	0	0	0	92.45%
1054	Eastport School Department	27	0	5	7	1	2	64.29%
1095	Machias School Department	30	0	3	1	0	0	88.24%
1208	MSAD 14	14	1	2	0	0	0	88.24%
1213	MSAD 19	10	0	1	0	0	2	76.92%
1231	MSAD 37	57	0	1	0	3	0	93.44%
1292	Moosabec CSD	26	0	1	0	0	1	92.86%
	TOTAL	252	1	18	8	8	7	86.05%

York

1016	Biddeford School Department	212	0	18	5	13	11	81.85%
1085	Kittery School Department	54	0	4	3	3	2	81.82%
1119	Old Orchard Beach School Dept	67	0	3	2	2	3	87.01%
1146	Saco School Department	5	0	0	1	0	0	83.33%
1148	Sanford School Department	226	4	37	14	1	7	79.58%
1191	York School Department	143	0	9	3	0	0	92.26%
1229	MSAD 35	181	0	4	5	6	3	90.95%
1251	MSAD 57	223	0	41	10	11	17	73.84%
1254	MSAD 60	236	1	19	16	5	1	85.25%
1263	MSAD 71	204	3	6	3	1	0	95.39%
1293	Wells-Ogunquit CSD	110	0	16	1	1	0	85.94%
	TOTAL	1,661	8	157	63	43	44	84.46%

STATE TOTAL	12,941	121	1,196	507	428	311	84.25%
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PRIVATE SECONDARY SCHOOLS (60% or more Publicly-Funded Students)

1320	George Stevens Academy	74	0	7	0	0	0	91.36%
1322	Liberty School	20	0	2	0	0	0	90.91%
1332	Erskine Academy	170	2	1	0	0	0	99.42%
1364	Lincoln Academy	145	0	6	0	0	0	96.03%
1348	Fryeburg Academy	122	13	8	0	0	0	94.41%
1307	John Bapst Memorial High School	120	0	0	0	0	0	100.00%
1356	Lee Academy	54	0	1	0	0	0	98.18%
1335	Foxcroft Academy	98	2	5	0	0	0	95.24%
1369	Maine Central Institute	123	3	2	0	0	0	98.44%
1336	Washington Academy	76	0	1	0	0	0	98.70%
1395	Thornton Academy	283	0	6	0	0	0	97.92%

STATE TOTAL	1,285	20	39	0	0	0	97.10%
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2005-06 Dropout Rates by County, School, and Gender
Public Schools

County Name	SAU ID	SAU Name	School ID	School Name	ENROLLMENT			DROPOUTS			RATE		
					F	M	TOT	F	M	TOT	F	M	TOT
Androscoggin													
	1007	Auburn School Department	1142	Edward Little High School	479	562	1,041	29	20	49	6.05%	3.56%	4.71%
	1007	Auburn School Department	1136	Franklin Alternative School	30	23	53	9	10	19	30.00%	43.48%	35.85%
	1007	Auburn School Department	1139	Merrill Hill Alternative School	9	10	19	2	4	6	22.22%	40.00%	31.58%
	1007	Auburn School Department	1145	RETC/SOS	6	14	20	1	0	1	16.67%	0.00%	5.00%
	1088	Lewiston School Department	1283	Lewiston High School	687	679	1,366	51	67	118	7.42%	9.87%	8.64%
	1092	Lisbon School Department	1293	Lisbon High School	212	246	458	14	13	27	6.60%	5.28%	5.90%
	1133	Poland School Department	1341	Poland Regional H S	311	282	593	19	21	40	6.11%	7.45%	6.75%
	1230	MSAD 36	1613	Livermore Falls High School	149	161	310	9	8	17	6.04%	4.97%	5.48%
	1246	MSAD 52	1693	Leavitt Area High School	379	382	761	18	23	41	4.75%	6.02%	5.39%
	1291	Oak Hill CSD	1846	Oak Hill High School	284	275	559	19	6	25	6.69%	2.18%	4.47%
				Total	2,546	2,634	5,180	171	172	343	6.72%	6.53%	6.62%
Aroostook													
	1030	Caribou School Department	1212	Caribou High School	284	319	603	9	27	36	3.17%	8.46%	5.97%
	1053	Easton School Department	1228	Easton Junior-Senior High Sch	28	21	49	0	0	0	0.00%	0.00%	0.00%
	1089	Limestone School Department	1288	Limestone Community School	50	53	103	3	2	5	6.00%	3.77%	4.85%
	1097	Madawaska School Department	1300	Madawaska Middle/High School	110	113	223	3	2	5	2.73%	1.77%	2.24%
	1196	MSAD 01	1466	Presque Isle High School	297	349	646	10	19	29	3.37%	5.44%	4.49%

	1214	MSAD 20	1551	Fort Fairfield Middle/High School	93	89	182	3	7	10	3.23%	7.87%	5.49%
	1218	MSAD 24	1567	Van Buren District Secondary Sch	89	70	159	1	9	10	-1.12%	12.86%	6.29%
	1221	MSAD 27	1575	Fort Kent Community High School	169	187	356	7	9	16	4.14%	4.81%	4.49%
	1223	MSAD 29	1582	Houlton High School	201	204	405	10	7	17	4.98%	3.43%	4.20%
	1226	MSAD 32	1593	Ashland Community High School	60	64	124	2	4	6	3.33%	6.25%	4.84%
	1227	MSAD 33	1596	Wisdom Middle High School	44	56	100	0	2	2	0.00%	3.57%	2.00%
	1236	MSAD 42	1637	Central Aroostook Jr-Sr H S	79	74	153	3	6	9	3.80%	8.11%	5.88%
	1239	MSAD 45	1648	Washburn District High School	49	50	99	4	4	8	8.16%	8.00%	8.08%
	1262	MSAD 70	1779	Hodgdon High School	111	96	207	2	4	6	1.80%	4.17%	2.90%
	1285	Southern Aroostook CSD	1836	So Aroostook CSD School	71	68	139	3	6	9	4.23%	8.82%	6.47%
	1295	ME Sch of Science & Mathematics	1853	ME Sch of Science & Mathematics	43	62	105	3	3	6	6.98%	4.84%	5.71%
				Total	1,778	1,875	3,653	63	111	174	3.54%	5.92%	4.76%
Cumberland													
	1026	Brunswick School Department	1196	Brunswick High School	589	615	1,204	14	35	49	2.38%	5.69%	4.07%
	1029	Cape Elizabeth School Department	1207	Cape Elizabeth High School	278	320	598	71	84	155	25.54%	26.25%	25.92%
	1057	Falmouth School Department	1240	Falmouth High School	292	322	614	1	3	4	0.34%	0.93%	0.65%
	1060	Freeport School Department	1244	Freeport High School	241	237	478	4	3	7	1.66%	1.27%	1.46%
	1065	Gorham School Department	1253	Gorham High School	427	434	861	10	11	21	2.34%	2.53%	2.44%
	1134	Portland Public Schools	1357	Deering High School	611	689	1,300	26	44	70	4.26%	6.39%	5.38%
	1134	Portland Public Schools	1904	Expeditionary Learning O B HS	36	47	83	1	0	1	2.78%	0.00%	1.20%
	1134	Portland Public Schools	1356	Portland High School	530	551	1,081	22	23	45	4.15%	4.17%	4.16%

	1134	Portland Public Schools	1360	West School	3	15	18	1	5	6	33.33%	33.33%	33.33%
	1149	Scarborough School Department	1390	Scarborough High School	497	502	999	13	21	34	2.62%	4.18%	3.40%
	1155	South Portland School Department	1404	South Portland High School	484	512	996	9	20	29	1.86%	3.91%	2.91%
	1175	Westbrook School Department	1430	Westbrook High School	409	417	826	21	43	64	5.13%	10.31%	7.75%
	1181	Windham School Department	1435	Windham High School	445	469	914	17	21	38	3.82%	4.48%	4.16%
	1181	Windham School Department	1439	Windham Real School	4	10	14	4	7	11	100.00%	70.00%	78.57%
	1190	Yarmouth Schools	1454	Yarmouth High School	232	255	487	1	1	2	0.43%	0.39%	0.41%
	1200	MSAD 06	1500	Bonny Eagle High School	556	694	1,250	15	26	41	2.70%	3.75%	3.28%
	1209	MSAD 15	1529	Gray-New Gloucester High School	355	404	759	17	20	37	4.79%	4.95%	4.87%
	1245	MSAD 51	1687	Greely High School	360	359	719	2	5	7	0.56%	1.39%	0.97%
	1255	MSAD 61	1753	Lake Region High School	316	338	654	22	33	55	6.96%	9.76%	8.41%
				Total	6,665	7,190	13,855	271	405	676	4.07%	5.63%	4.88%
Franklin													
	1080	Jay School Department	1268	Jay High School	132	149	281	6	6	12	4.55%	4.03%	4.27%
	1137	Rangeley School Department	1364	Rangeley Lakes Regional School	37	42	79	1	0	1	2.70%	0.00%	1.27%
	1203	MSAD 09	1507	Mt Blue High School	415	467	882	14	24	38	3.37%	5.14%	4.31%
	1252	MSAD 58	1736	Mt Abram Regional High School	142	199	341	5	10	15	3.52%	5.03%	4.40%
				Total	726	857	1,583	26	40	66	3.58%	4.67%	4.17%
Hancock													
	1027	Bucksport School Department	1199	Bucksport High School	205	276	481	14	23	37	6.83%	8.33%	7.69%
	1056	Ellsworth School Department	1236	Ellsworth High School	308	300	608	12	26	38	3.90%	8.67%	6.25%
	1282	Flanders Bay CSD	1833	Sumner Memorial High School	147	173	320	9	26	35	6.12%	15.03%	10.94%

	1283	Mt Desert CSD	1834	Mt Desert Island High School	338	347	685	5	15	20	1.48%	4.32%	2.92%
	1289	Deer Isle-Stonington CSD	1842	Deer Isle-Stonington High Sch	89	93	182	6	9	15	6.74%	9.68%	8.24%
				Total	1,087	1,189	2,276	46	99	145	4.23%	8.33%	6.37%
Kennebec													
	1008	Augusta Public Schools	1149	Cony High School	437	449	886	30	39	69	6.86%	8.69%	7.79%
	1110	Monmouth School Department	1312	Monmouth Academy	125	149	274	2	3	5	1.60%	2.01%	1.82%
	1170	Waterville Public Schools	1419	Waterville High School	339	358	697	39	48	87	11.50%	13.41%	12.48%
	1183	Winslow Schools	1441	Winslow High School	258	307	565	7	10	17	2.71%	3.26%	3.01%
	1185	Winthrop Public Schools	1446	Winthrop High School	154	159	313	7	4	11	4.55%	2.52%	3.51%
	1205	MSAD 11	1515	Gardiner Area High School	363	406	769	24	46	70	6.61%	11.33%	9.10%
	1210	MSAD 16	1534	Hall-Dale High School	200	204	404	7	13	20	3.50%	6.37%	4.95%
	1241	MSAD 47	1660	Messalonskee High School	456	452	908	2	9	11	0.44%	1.99%	1.21%
	1286	Maranacook CSD	1837	Maranacook Community High Sch	246	273	519	7	10	17	2.85%	3.66%	3.28%
				Total	2,578	2,757	5,335	125	182	307	4.85%	6.60%	5.75%
Knox													
	1199	MSAD 05	1488	Rockland District High School	263	217	480	23	20	43	8.75%	9.22%	8.96%
	1201	MSAD 07	1503	North Haven Community School	13	10	23	0	0	0	0.00%	0.00%	0.00%
	1202	MSAD 08	1860	Vinalhaven School	35	32	67	2	1	3	5.71%	3.13%	4.48%
	1244	MSAD 50	1682	Georges Valley High School	151	165	316	4	11	15	2.65%	6.67%	4.75%
	1294	Five Town CSD	1852	Camden Hills Regional H S	338	377	715	11	15	26	3.25%	3.98%	3.64%
				Total	800	801	1,601	40	47	87	5.00%	5.87%	5.43%
Lincoln													
	1186	Wiscasset School Department	1449	Wiscasset High School	172	182	354	13	20	33	7.56%	10.99%	9.32%

	1234	MSAD 40	1628	Medomak Valley High School	340	343	683	17	14	31	5.00%	4.08%	4.54%
	1281	Boothbay-Boothbay Hbr CSD	1831	Boothbay Region High School	137	140	277	1	4	5	0.73%	2.86%	1.81%
				Total	649	665	1,314	31	38	69	4.78%	5.71%	5.25%
Oxford													
	1211	MSAD 17	1546	Oxford Hills Comprehensive H S	600	620	1,220	33	55	88	5.50%	8.87%	7.21%
	1215	MSAD 21	1555	Dirigo High School	195	186	381	9	7	16	4.62%	3.76%	4.20%
	1233	MSAD 39	1622	Buckfield Jr-Sr High School	100	104	204	6	6	12	6.00%	5.77%	5.88%
	1237	MSAD 43	1641	Mountain Valley High School	270	328	598	6	12	18	2.22%	3.66%	3.01%
	1238	MSAD 44	1645	Telstar High School	160	142	302	4	7	11	2.50%	4.93%	3.64%
	1249	MSAD 55	1714	Sacopee Valley Jr-Sr High Sch	186	219	405	6	15	21	3.23%	6.85%	5.19%
				Total	1,511	1,599	3,110	64	102	166	4.24%	6.38%	5.34%
Penobscot													
	1011	Bangor School Department	1165	Bangor High School	747	750	1,497	41	51	92	5.49%	6.80%	6.15%
	1021	Brewer School Department	1186	Brewer High School	417	527	944	22	33	55	5.28%	6.26%	5.83%
	1052	East Millinocket School Department	1227	Schenck High School	91	128	219	2	6	8	2.20%	4.69%	3.65%
	1074	Hermon School Department	1264	Hermon High School	270	267	537	16	20	36	5.93%	7.49%	6.70%
	1107	Millinocket School Department	1308	Stearns High School	126	139	265	1	11	12	0.79%	7.91%	4.53%
	1120	Old Town School Department	1326	Old Town High School	321	355	676	23	33	56	7.17%	9.30%	8.28%
	1123	Orono School Department	1329	Orono High School	170	225	395	7	22	29	4.12%	9.78%	7.34%
	1216	MSAD 22	1558	Hampden Academy	391	384	775	10	8	18	2.56%	2.08%	2.32%
	1219	MSAD 25	1571	Katahdin Middle/High School	68	86	154	0	1	1	0.00%	1.16%	0.65%
	1225	MSAD 31	1590	Penobscot Valley High School	100	115	215	4	8	12	4.00%	6.96%	5.58%
	1240	MSAD 46	1650	Dexter Regional High	175	191	366	8	10	18	4.57%	5.24%	4.92%

				School										
	1242	MSAD 48	1669	Nokomis Regional High School	368	408	776	20	31	51	5.43%	7.60%	6.57%	
	1258	MSAD 64	1764	Central High School	225	235	460	11	9	20	4.89%	3.83%	4.35%	
	1260	MSAD 67	1771	Mattawancook Academy	227	220	447	12	17	29	5.29%	7.73%	6.49%	
				Total	3,696	4,030	7,726	177	260	437	4.79%	6.45%	5.66%	
Piscataquis														
	1070	Greenville School Department	1258	Greenville Middle/High School	45	46	91	1	3	4	2.22%	6.52%	4.40%	
	1198	MSAD 04	1480	Piscataquis Community H S	153	146	299	5	14	19	3.27%	9.59%	6.35%	
	1235	MSAD 41	1634	Penquis Valley High School	145	145	290	8	7	15	5.52%	4.83%	5.17%	
				Total	343	337	680	14	24	38	4.08%	7.12%	5.59%	
Sagadahoc														
	1013	Bath School Department	1171	Morse High School	369	403	772	32	40	72	8.67%	9.93%	9.33%	
	1142	Richmond School Department	1370	Richmond High School	90	83	173	2	4	6	2.22%	4.82%	3.47%	
	1266	MSAD 75	1805	Mt Ararat High School	489	582	1,071	22	36	58	4.50%	6.19%	5.42%	
				Total	948	1,068	2,016	56	80	136	5.91%	7.49%	6.75%	
Somerset														
	1206	MSAD 12	1522	Forest Hills Consolidated School	27	42	69	0	1	1	0.00%	2.38%	1.45%	
	1207	MSAD 13	1524	Upper Kennebec Valley Jr-Sr HS	52	53	105	4	6	10	7.69%	11.32%	9.52%	
	1243	MSAD 49	1676	Lawrence High School	433	495	928	16	23	39	3.70%	4.65%	4.20%	
	1247	MSAD 53	1902	SAD #53 Alternative Education	4	2	6	0	0	0	0.00%	0.00%	0.00%	
	1248	MSAD 54	1706	Skowhegan Area High School	460	483	943	30	34	64	6.52%	7.04%	6.79%	
	1253	MSAD 59	1740	Madison Area Memorial H S	166	146	312	6	3	9	3.61%	2.05%	2.88%	
	1265	MSAD 74	1795	Carrabec High School	137	140	277	13	14	27	9.49%	10.00%	9.75%	

				Total	1,279	1,361	2,640	69	81	150	5.39%	5.95%	5.68%
Waldo													
	1079	Islesboro School Department	1267	Islesboro Central School	14	19	33	0	2	2	0.00%	10.53%	6.06%
	1197	MSAD 03	1475	Mt View High School	256	241	497	18	20	38	7.03%	8.30%	7.65%
	1228	MSAD 34	1601	Belfast Area High School	312	319	631	10	7	17	3.21%	2.19%	2.69%
	1250	MSAD 56	1720	Searsport District High School	120	136	256	4	17	21	3.33%	12.50%	8.20%
				Total	702	715	1,417	32	46	78	4.56%	6.43%	5.50%
Washington													
	1009	Baileyville School Department	1154	Woodland Jr-Sr High School	86	97	183	4	2	6	4.65%	2.06%	3.28%
	1028	Calais School Department	1203	Calais Middle/High School	125	142	267	5	6	11	4.00%	4.23%	4.12%
	1054	Eastport School Department	1231	Shead High School	68	67	135	4	4	8	5.88%	5.97%	5.93%
	1095	Machias School Department	1298	Machias Memorial High School	56	72	128	4	7	11	7.14%	9.72%	8.59%
	1208	MSAD 14	1527	East Grand School	23	40	63	1	4	5	4.35%	10.00%	7.94%
	1213	MSAD 19	1550	Lubec Consolidated School	23	27	50	3	2	5	13.04%	7.41%	10.00%
	1231	MSAD 37	1618	Narraguagus High School	143	133	276	7	7	14	4.90%	5.26%	5.07%
	1292	Moosabec CSD	1847	Jonesport-Beals High School	43	39	82	2	2	4	4.65%	5.13%	4.88%
				Total	567	617	1,184	30	34	64	5.29%	5.51%	5.41%
York													
	1016	Biddeford School Department	1174	Biddeford High School	471	459	930	23	23	46	4.88%	5.01%	4.95%
	1085	Kittery School Department	1277	Robert W Traip Academy	143	191	334	5	6	11	3.50%	3.14%	3.29%
	1119	Old Orchard Beach School Dept	1320	Old Orchard Beach High School	152	163	315	6	12	18	3.95%	7.36%	5.71%
	1146	Saco School Department	1863	Saco Transition Program	4	14	18	0	0	0	0.00%	0.00%	0.00%
	1148	Sanford School Department	1383	Sanford High School	638	656	1,294	45	52	97	7.05%	7.93%	7.50%

1191	York School Department	1459	York High School	348	320	668	9	8	17	2.59%	2.50%	2.54%
1229	MSAD 35	1611	Marshwood High School	402	428	830	5	8	13	1.24%	1.87%	1.57%
1251	MSAD 57	1728	Massabesic High School	544	606	1,150	36	54	90	6.62%	8.91%	7.83%
1254	MSAD 60	1750	Noble High School	572	531	1,103	27	38	65	4.72%	7.16%	5.89%
1263	MSAD 71	1783	Kennebunk High School	441	439	880	4	9	13	0.91%	2.05%	1.48%
1293	Wells-Ogunquit CSD	1850	Wells High School	252	249	501	12	19	31	4.76%	7.63%	6.19%
			Total	3,967	4,056	8,023	172	229	401	4.34%	5.65%	5.00%
			State Totals	29,842	31,751	61,593	1,387	1,950	3,337	4.65%	6.14%	5.42%

PUBLIC SECONDARY SCHOOL DROPOUTS
5 Year Trend

Location	School Name	2001-02 Dropout Rate	2002-03 Dropout Rate	2003-04 Dropout Rate	2004-05 Dropout Rate	2005-06 Dropout Rate
ANDROSCOGGIN COUNTY						
Auburn	Edward Little HS & Franklin Alternative	4.00%	2.75%	7.40%	3.15%	6.22%
Lewiston	Lewiston High School	3.78%	4.16%	4.38%	8.05%	8.64%
Lisbon	Lisbon High School	4.06%	2.63%	1.62%	1.29%	5.90%
Livermore Falls (SAD 36)	Livermore Falls High School	6.49%	5.84%	3.38%	0.94%	5.48%
Poland	Poland Regional High School	0.92%	1.10%	0.69%	0.53%	6.75%
Turner (SAD 52)	Leavitt Area High School	1.55%	1.81%	0.95%	1.06%	5.39%
Wales (CSD 15)	Oak Hill High School	2.63%	2.44%	3.56%	4.33%	4.47%
AVERAGE		3.27%	2.94%	3.82%	3.66%	6.62%
AROOSTOOK COUNTY						
Ashland (SAD 32)	Ashland Community High School	0.79%	0.37%	0.00%	0.39%	4.84%
Caribou	Caribou High School	1.48%	1.15%	1.34%	2.86%	5.97%
Dyer Brook (CSD 9)	Southern Aroostook CSD School	0.72%	1.45%	3.23%	1.28%	6.47%
Easton	Easton High School	0.00%	0.00%	2.67%	0.00%	0.00%
Fort Fairfield (SAD 20)	Fort Fairfield Middle/High School	1.42%	0.95%	1.72%	4.59%	5.49%
Fort Kent (SAD 27)	Fort Kent Community High School	0.47%	0.94%	1.00%	2.65%	4.49%
Hodgdon (SAD 70)	Hodgdon High School	0.43%	1.74%	1.65%	0.85%	2.90%
Houlton (SAD 29)	Houlton High School	0.80%	1.50%	1.39%	1.33%	4.20%
Limestone	Limestone Community School	0.00%	1.83%	2.13%	6.54%	4.85%
Madawaska	Madawaska Middle/High School	0.00%	0.37%	0.75%	0.84%	2.24%
Mars Hill (SAD 42)	Central Aroostook High School	3.57%	1.64%	0.62%	0.00%	5.88%
Presque Isle (SAD 1)	Presque Isle High School	2.90%	1.78%	0.00%	2.66%	4.49%

Saint Agatha (SAD 33)	Wisdom Middle/High School	0.00%	1.79%	0.00%	0.00%	2.00%
Van Buren (SAD 24)	Van Buren District Secondary High School	0.00%	1.99%	3.33%	2.04%	6.29%
Washburn (SAD 45)	Washburn District High School	0.00%	0.00%	0.00%	4.62%	8.08%
AVERAGE		1.16%	1.18%	1.02%	2.03%	4.76%
CUMBERLAND COUNTY						
Brunswick	Brunswick High School	1.84%	1.40%	2.29%	1.69%	4.07%
Cape Elizabeth	Cape Elizabeth High School	0.20%	0.79%	0.00%	0.34%	No Data
Cumberland (SAD 51)	Greely High School	1.05%	0.90%	0.60%	0.14%	0.97%
Falmouth	Falmouth High School	0.52%	0.35%	1.00%	1.01%	.065%
Freeport	Freeport High School	3.99%	2.58%	2.22%	1.72%	1.46%
Gorham	Gorham High School	1.84%	0.71%	1.34%	1.61%	2.44%
Gray (SAD 15)	Gray-New Gloucester High School	1.06%	4.70%	4.56%	2.15%	4.87%
Naples (SAD 61)	Lake Region High School	1.65%	1.24%	1.58%	3.23%	8.41%
Portland	Deering High School	8.10%	7.85%	6.69%	7.15%	5.38%
Portland	Portland High School	8.51%	6.88%	5.22%	8.29%	4.16%
Portland	Expeditionary Learning O B HS					1.20%
Scarborough	Scarborough High School	0.00%	0.00%	0.32%	1.43%	3.40%
South Portland	South Portland High School	3.02%	3.51%	3.75%	4.11%	2.91%
Westbrook	Westbrook High School	1.03%	1.15%	1.31%	3.75%	7.75%
Windham	Windham High School	2.02%	1.46%	1.43%	2.01%	4.16%
MSAD 06	Bonny Eagle High School	3.32%	2.51%	1.96%	2.03%	3.28%
Yarmouth	Yarmouth High School	0.42%	0.42%	0.42%	0.20%	0.41%
AVERAGE		2.98%	2.80%	2.67%	3.15%	4.88%
FRANKLIN COUNTY						
Farmington (SAD 9)	Mount Blue High School	5.07%	4.12%	3.19%	4.36%	4.31%
Jay	Jay High School	1.90%	1.27%	0.30%	1.58%	4.27%
Rangeley	Rangeley Lakes Regional School	2.63%	0.00%	1.23%	4.17%	1.27%
Strong (SAD 58)	Mount Abram Regional High School	3.27%	4.58%	0.32%	0.65%	4.40%
AVERAGE		4.01%	3.47%	1.99%	3.10%	4.17%
HANCOCK COUNTY						

Bar Harbor (CSD 7)	Mt. Desert Island High School	3.24%	2.65%	3.67%	4.42%	2.92%
Bucksport	Bucksport High School	5.39%	2.70%	2.59%	1.53%	7.69%
Deer Isle (CSD 13)	Deer Isle-Stonington High School	3.65%	3.13%	2.79%	4.03%	8.24%
Ellsworth	Ellsworth High School	7.95%	5.75%	5.65%	4.98%	6.25%
Sullivan (CSD 4)	Sumner Memorial High School	10.11%	6.01%	6.73%	5.28%	10.94%
AVERAGE		6.02%	4.03%	4.34%	4.06%	6.37%

KENNEBEC COUNTY

Augusta	Cony High School	2.10%	4.50%	5.92%	2.60%	7.79%
Farmingdale (SAD 16)	Hall-Dale High School	4.70%	3.40%	2.74%	2.07%	4.95%
Gardiner (SAD 11)	Gardiner Area High School	5.18%	3.33%	4.32%	3.46%	9.10%
Monmouth	Monmouth Academy	2.25%	2.25%	0.39%	0.82%	1.82%
Oakland (SAD 47)	Messalonskee High School	1.49%	1.17%	0.53%	0.77%	1.21%
Readfield (CSD 10)	Maranacook Community School	0.00%	0.20%	1.17%	0.54%	3.28%
Waterville	Waterville High School	3.61%	2.36%	2.99%	1.50%	12.48%
Winslow	Winslow High School	1.13%	2.09%	1.44%	0.17%	3.01%
Winthrop	Winthrop High School	3.26%	1.09%	3.22%	0.00%	3.51%
AVERAGE		2.60%	2.44%	2.79%	1.51%	5.75%

KNOX COUNTY

North Haven (SAD 7)	North Haven Community School	0.00%	0.00%	0.00%	0.00%	0.00%
Rockland (SAD 5)	Rockland District High School	0.00%	0.75%	0.74%	5.20%	8.96%
Rockport (CSD 19)	Camden Hills Regional H.S.	2.77%	3.35%	1.75%	1.60%	3.64%
Thomaston (SAD 50)	Georges Valley High School	1.37%	1.92%	0.29%	1.17%	4.75%
Vinalhaven (SAD 8)	Vinalhaven High School	6.90%	6.90%	3.45%	0.00%	4.48%
AVERAGE		1.80%	2.46%	2.09%	2.83%	5.43%

LINCOLN COUNTY

Boothbay Harbor (CSD 3)	Boothbay Region High School	2.85%	0.95%	0.66%	1.75%	1.81%
Wiscasset	Wiscasset High School	5.49%	3.74%	3.87%	1.68%	9.32%
MSAD 40	Medomak Valley High School	2.08%	2.86%	4.25%	3.65%	4.54%

AVERAGE		4.32%	2.51%	2.41%	1.71%	5.25%
<i>OXFORD COUNTY</i>						
Bethel (SAD 44)	Telstar High School	4.22%	5.19%	2.18%	6.15%	3.64%
Buckfield (SAD 39)	Buckfield Jr.-Sr. High School	5.09%	5.09%	3.20%	3.08%	5.88%
Dixfield (SAD 21)	Dirigo High School	1.22%	2.75%	6.43%	2.50%	4.20%
Hiram (SAD 55)	Sacopee Valley Jr.-Sr. High School	1.34%	5.63%	3.02%	3.20%	5.19%
Paris (SAD 17)	Oxford Hills Comprehensive High School	4.62%	1.73%	1.48%	2.01%	7.21%
Rumford (SAD 43)	Mountain Valley High School	2.64%	0.83%	4.47%	1.65%	3.01%
AVERAGE		3.45%	2.73%	2.96%	2.65%	5.34%
<i>PENOBSCOT COUNTY</i>						
Bangor	Bangor High School	2.04%	3.48%	1.90%	2.93%	6.15%
Brewer	Brewer High School	4.38%	5.21%	6.27%	7.00%	5.83%
Corinth (SAD 64)	Central High School	10.36%	1.96%	1.01%	0.94%	4.35%
Dexter (SAD 46)	Dexter Regional High School	5.95%	4.82%	6.78%	7.57%	4.92%
East Millinocket	Schenck High School	1.90%	2.37%	0.88%	1.41%	3.65%
Hampden (SAD 22)	Hampden Academy	2.15%	1.88%	0.89%	1.09%	2.32%
Hermon	Hermon High School	3.01%	3.82%	1.60%	4.71%	6.70%
Howland (SAD 31)	Penobscot Valley High School	0.00%	0.85%	0.00%	1.28%	5.58%
Lincoln (SAD 67)	Mattanawcook Academy	2.56%	1.02%	1.70%	0.00%	6.49%
Millinocket	Stearns High School	0.29%	0.88%	1.68%	1.08%	4.53%
Newport (SAD 48)	Nokomis Regional High School	0.52%	2.85%	2.77%	3.75%	6.57%
Old Town	Old Town High School	3.37%	1.30%	4.20%	1.51%	8.28%
Orono	Orono High School	1.61%	0.81%	0.00%	0.78%	7.34%
Stacyville (SAD 25)	Katahdin High School	1.74%	0.58%	1.91%	2.03%	0.65%
AVERAGE		2.79%	2.68%	2.57%	2.96%	5.66%
<i>PISCATAQUIS COUNTY</i>						
Greenville	Greenville High School	4.07%	0.00%	0.00%	0.93%	4.40%
Guiford (SAD 4)	Piscataquis Community High School	3.27%	2.61%	1.40%	5.35%	6.35%
Vilho (SAD 41)	Penquis Valley High School	6.45%	8.60%	3.93%	5.42%	5.17%

AVERAGE		4.66%	4.52%	2.24%	4.70%	5.59%
SAGADAHOC COUNTY						
Bath	Morse High School	4.43%	6.16%	3.02%	2.14%	9.33%
Richmond	Richmond High School	0.46%	3.51%	1.11%	0.54%	3.47%
Topsham (SAD 75)	Mount Ararat High School	2.71%	2.33%	5.42%	3.61%	5.42%
AVERAGE		3.17%	3.90%	4.15%	2.79%	6.75%
SOMERSET COUNTY						
Anson (SAD 74)	Carrabec High School	5.35%	6.69%	1.97%	2.05%	9.75%
Bingham (SAD 13)	Upper Kennebec Valley Jr.-Sr. High School	0.00%	4.13%	1.77%	2.86%	9.52%
Fairfield (SAD 49)	Lawrence High School	1.22%	2.68%	2.58%	1.40%	4.20%
Jackman (SAD 12)	Forest Hills Consolidated School	0.00%	3.03%	4.69%	0.00%	1.45%
Madison (SAD 59)	Madison Area Memorial High School	2.38%	1.36%	1.29%	2.91%	2.88%
Skowhegan (SAD 54)	Skowhegan Area High School	1.13%	3.69%	2.89%	3.04%	6.79%
AVERAGE		1.71%	3.45%	2.49%	2.26%	5.68%
WALDO COUNTY						
Belfast (SAD 34)	Belfast Area High School	1.36%	2.44%	3.74%	2.22%	2.69%
Islesboro	Islesboro Central School	0.00%	0.00%	0.00%	0.00%	6.06%
Searsport (SAD 56)	Searsport District High School	8.57%	10.61%	4.56%	2.87%	8.20%
Thorndike (SAD 3)	Mount View High School	3.94%	2.25%	5.23%	4.46%	7.65%
AVERAGE		3.47%	3.69%	4.37%	3.10%	5.50%
WASHINGTON COUNTY						
Baileyville	Woodland Jr.-Sr. High School	2.81%	2.81%	7.76%	3.02%	3.28%
Calais	Calais High School	5.72%	0.34%	1.01%	0.36%	4.12%
Danforth (SAD 14)	East Grand School	1.35%	1.35%	0.00%	1.61%	7.94%
Eastport	Shead High School	4.79%	2.99%	1.69%	7.59%	5.93%
Harrington (SAD 37)	Narraguagus High School	2.32%	3.09%	1.87%	1.18%	5.07%
Jonesport (CSD 17)	Jonesport-Beals High School	4.81%	2.88%	2.00%	2.30%	4.88%

Lubec (SAD 19)	Lubec Consolidated School	4.11%	4.11%	0.00%	6.12%	10.00%
Machias	Machias Memorial High School	1.70%	2.84%	3.73%	2.82%	8.59%
AVERAGE		3.57%	2.36%	2.64%	2.60%	5.41%
YORK COUNTY						
Biddeford	Biddeford High School	2.03%	2.37%	2.80%	1.91%	4.95%
Kennebunk (SAD 71)	Kennebunk High School	1.12%	0.62%	0.35%	0.46%	1.48%
Kittery	Robert W. Traip Academy	3.37%	2.81%	3.53%	1.87%	3.29%
North Berwick (SAD 60)	Noble High School	5.25%	2.67%	3.77%	6.12%	5.89%
Old Orchard Beach	Old Orchard Beach High School	2.14%	2.14%	2.20%	2.96%	5.71%
Sanford	Sanford High School	2.23%	6.78%	0.87%	2.13%	7.50%
South Berwick (SAD 35)	Marshwood High School	2.20%	1.97%	2.23%	2.11%	1.57%
Waterboro (SAD 57)	Massabesic High School	1.82%	2.60%	2.60%	2.33%	7.83%
Wells (CSD 18)	Wells High School	2.69%	1.62%	1.93%	1.81%	6.19%
York	York High School	1.52%	1.68%	1.01%	1.42%	2.54%
AVERAGE		2.59%	2.79%	2.07%	2.39%	5.00%
STATEWIDE AVERAGE - PUBLIC		2.89%	2.79%	2.67%	2.78%	5.42%
PRIVATE SECONDARY SCHOOLS (60% Publicly -Funded Students)						
Bangor (Penobscot)	John Bapst Memorial H.S.	0.00%	0.00%	0.20%	0.00%	0.00%
Blue Hill (Hancock)	George Stevens Academy	4.17%	1.30%	0.59%	3.67%	2.66%
Blue Hill (Hancock)	Liberty School	13.85%	23.08%	16.98%	4.84%	12.16%
China (Kennebec)	Erskine Academy	1.79%	0.55%	0.53%	0.65%	0.55%
Dover Foxcroft (Piscataquis)	Foxcroft Academy	3.90%	1.30%	3.36%	5.23%	3.89%
East Machias (Washington)	Washington Academy	4.36%	3.36%	1.45%	1.71%	1.71%
Fryeburg (Oxford)	Fryeburg Academy	1.10%	0.31%	2.16%	0.74%	5.37%
Lee (Penobscot)	Lee Academy	5.14%	1.40%	2.22%	2.28%	1.56%
Newcastle (Lincoln)	Lincoln Academy	3.29%	1.65%	1.71%	0.99%	1.29%
Saco (York)	Thornton Academy	4.47%	5.32%	4.19%	2.66%	2.04%
Pittsfield (Somerset)	Maine Central Institute	2.37%	2.10%	2.98%	3.29%	2.23%
AVERAGE PRIVATE		2.83%	1.90%	2.17%	2.09%	2.21%

STATEWIDE AVERAGE

2.88% 2.71% 2.63% 2.71% 5.12%

Notes

Dropout rates derived from:

*Secondary enrollment reported on the EF-M-35 Year End Report for School Systems/Selected Private Schools as of June 30 for 1995-96 to 1997-98.

* NOTE: The enrollment used to calculate dropout rates has been changed to Fall Enrollment for 1998-99. This moves Maine in line with the federal guidelines for reporting dropout rates.

** Dropouts reported on the EF-M-35a Year End Report for School Systems/Selected Private Schools Part II - Dropouts.

Note: Only private schools with 60% or more publicly funded students are required to file the EF-M-35 and EF-M-35a reports with the Department of Education. The state-funded schools were also not required to file these forms.

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