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**Report of the
Advisory Committee on Truancy,
Dropout and Alternative Education**

**To the
Joint Standing Committee on
Education and Cultural Affairs
Of the 125th Legislature**

February 2011

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COMMISSIONER

TO: Senator Brian D. Langley, Chair
Representative David E. Richardson, Chair
and Members of the Joint Standing Committee on Education and Cultural Affairs

FROM: Angela R. Faherty, Ph. D. *ARF*

DATE: February 14, 2011

SUBJECT: Truancy, Dropout and Alternative Education Committee Report

The Department is pleased to submit to your committee the required annual report of the Advisory Committee on Truancy, Dropout and Alternative Education in accordance with statute Title 20-A, Section 5152.

Should you wish to have additional copies of this report, or if you have need for further information about the work of this committee, please feel free to contact Shelley Reed, Consultant for Truancy, Dropout and Alternative Education at 624-6637 or at e-mail address shelley.reed@maine.gov.



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I. Introduction and Legislative History

The Office of Truancy, Dropout, and Alternative Education was established in the Maine Department of Education 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 law requires the Commissioner of Education to employ a consultant 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 reflected in the requirement 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). In response to that requirement, this report provides information on activities of the Advisory Committee, as well as activities of the consultant

II. Office and Advisory Committee Activities for 2010

The Advisory Committee met on February 5, April 2, October 29 (Strategic Planning), and December 3rd 2010. The Commissioner’s Recognition Ceremony was held May 25th.

In strategic planning sessions, the Committee adopted the following elements for 2010 and 2011.

Strategic Plan Elements for 2010

- A. Plan and implement the Commissioner’s Recognition Ceremony
- B. Develop an action plan around the recommendations from the Maine Dropout Prevention Summit, in conjunction with America’s Promise and the Duke University study of the summit.
- C. Plan and implement the Summer Institute to be focused on positive youth development and named R3: Relationships, Relationships, Relationships.
- D. Develop a Resources Toolkit for schools on supportive practices for at-risk youth and with a Dropout Prevention Committee Toolkit to assist school districts in establishing and maintaining an action-oriented Committee.
- E. Establish a committee to develop effectiveness criteria for alternative educators.

Strategic Plan Elements for 2011

- A. Plan and implement a special Commissioner’s Recognition Ceremony to celebrate the Truancy, Dropout and Alternative Education Advisory Committee’s 25th year 1986-2011.

- B. Develop and publish Dropout Prevention Committee support materials to help formulate dropout prevention plans. Resources-IES What Works Clearinghouse, Auburn's materials, Institute Guidebook, based in positive youth development
- C. Continue the development of the Website as a Dropout Prevention Toolkit with link to resources.
- D. Plan and implement the 2011 Summer Institute in collaboration with Maine Afterschool Network, Cooperative Extension, and other partners based on positive youth development

Strategic Plan Accomplishments for 2010

A. The Recognition Ceremony for 2010

The Commissioner's Recognition Ceremony is held each year to honor individuals who have made a significant contribution to meeting the needs of children and youth at risk in their schools and communities. On May 25, 2010, the following individuals were recognized with the 2010 Commissioner's Recognition Award.

Paul W. Austin, Jr. ~ Educator, Brunswick School Department

Paul has been the Director of Special Education in Brunswick for the past four years and excelled in a wide variety of roles within the school department. Paul's leadership and proactive involvement district wide in creating the Alternative Education Committee, starting the Alternative Education Program at the Brunswick Junior High School and taking on numerous roles throughout the district to work on reducing the dropout rate, has made him a good choice for this award. Paul has worked many hours unselfishly for at risk students, struggling students, and students in need of multiple pathways toward success. He is creative, innovative, a change agent, and an educational leader of the highest order.

Kristin Grant ~ Educator, RSU #14 Windham Primary School

Kristin cares and listens attentively and accentuates the positive in everyone she interacts with. She typifies what a servant leader is: a leader who puts students and staff first and brings out the best in an individual of a team. Her dedication and commitment to students goes unquestioned. The examples of her effect on students are numerous. Miss Grant eats pizza on Friday evenings with two former students and takes the boys to see "Big Papi" when he plays in Portland. She sets up informal mentoring and volunteering opportunities for high school students who need direction and success. Her committed work to the school community and to supporting our most at-risk learner is evident by her leadership on committees such as PBIS, RTI and Let's Go. The amount of respect that students, staff and community members have for her can not be adequately measured.

Cyndie J. Lane ~ Educator, Bonny Eagle High School

Over the past 24 years, Cyndie has worked closely with hundreds of at-risk youth at Bonny Eagle High School. She is a caring listener who develops close relationships with her students while still maintaining clear professional boundaries. Cyndie

supports students in a variety of ways that go way above and beyond the role of alcohol and drug counselor. She helps them to focus on their personal goals and education, even when outside forces are pulling them away from their education. Cyndie also connects students to other resources and supports when necessary. Cyndie knows the foundation for effective support: she does the important work of listening, without judgment, no matter how difficult. One day a week Cyndie works at the Alternative Education Program, running a "Girl's Group" as well as providing individual counseling. Graduates often say, "I would not have made it through high school without Ms. Lane."

Beverly Poissonnier ~ Educator, Lawrence High School

Beverly is an Educational Technician employed in MSAD #49 for the past twenty-three years. Her job responsibilities include supporting the education of learning disabled students at Lawrence High School. Beverly has a passion for children, particularly those in need, so she volunteers many hours to address the needs of youth in our communities. Working with the Lawrence High School's "Gang Green Group" whose mission is to encourage reducing, reusing and recycling, Beverly volunteered her time to advise four seniors who developed the Lawrence Jr. and Senior High School Bulldog Clothes Closet for students who could not afford to go out and buy good clothes. When the traveling teams prepared for away games and were required to dress up, the Bulldog Clothes Closet packaged up shirts for the whole team. Prom dresses can be too expensive and that leaves many girls out of dances so many fancy dresses and accessories were gathered so every girl could feel special on Prom day. Beverly Poissonnier serves as a true example of the group's motto Gang Green gathers great gear for giving."

Korah W. Soll ~ Educator, Camden Hills Regional High School

Korah's commitment to meeting the needs of individual students as well as developing effective programming for the At-Risk population in the district makes her an exemplary candidate for this award. As the Chair of both the Drop-Out Prevention Committee and the ChildFind Committee, she masterfully facilitates discussions that help define exactly how to meet the needs of the students who are struggling. Korah works tirelessly to understand, academically, socially, and emotionally, what causes students to have a low commitment to their education. Some words from her students: "She is always standing up for her students, and works with us so that our ideas are heard." "I have never met someone who is so devoted to making other peoples lives better." Korah has helped me straighten out my life; not only to set some life goals but has helped me figure out a way to get there." "Korah has never looked at me like a failure." Korah touches the lives of her students on a daily basis and she is the "heart and soul" of the Zenith program.

Maureen Trial ~ Educator, Nobleboro Central School

Maureen has been instrumental in the success of the AOS 93 Alternative Education program currently housed at Nobleboro Central School. Her dedication and work ethic surrounding her students is admirable. Ms. Trial has not only committed her days to these students, but has given her personal time seeing that they have every

opportunity to succeed. Maureen is dedicated to ensuring that students who are involved in sports, have transportation to and from games. Her commitment and personal devotion to seeing the best in students when others only see difficulties is an example for us all.

B. Develop action plan around the recommendations from the Maine Dropout Prevention Summit

Participants, Shared Youth Vision Council members, Truancy, Dropout and Alternative Education Committee members reviewed the summit compilation and brought recommendations appropriate to their responsibility areas into their work to support and implement those items.

One such recommendation was the development of regional structures where ideas and strategies could be shared and implemented. This idea was supported and brought to fruition with the Juvenile Justice Summit recommendation as well and became LD 1703 and the development of the Coordinated Service Councils.

Another recommendation was for the Maine Department of Education to explore grant opportunities. Maine applied for two grants, the National Governor's Association Best Practices Policy Academy and the US Department of Education's High School Graduation Initiative. Unfortunately neither was awarded to Maine but we received positive feedback on our concepts, so continued efforts will be made to look for other opportunities.

A recommendation from the Summit also included professional development focused on personalization, relational education and actively engaging students. That was carried out with the Summer Institute of 2010 and will be ongoing. It was suggested that participants commit to implementing at least one strategy learned from the Summer Institute. A survey has been sent to 2010 participants to ascertain their level of increased knowledge of positive youth development and their level of implementation.

C. Plan and Implement the Summer Institute

Over 250 educators, schools administrators, afterschool staff and youth gathered for a three-day conference to share effective methods to keep more students in school and help them graduate.

The conference at the University of Maine, entitled Relationships, Relationships, Relationships focused on positive youth development as recommended by the 2009 Dropout Prevention Summit. In panel discussions, keynote speeches, workshops and networking, participants worked to expand their understanding of the methods, theory, and research that support effect student engagement and overall youth development as the most effective and sustainable ways to reduce dropout rates. National presenters included: Peter Benson, of the Search Institute; Dr. Karen Pittman of the Forum for Youth Investment, Gil Noam of Harvard Medical School and researcher in youth resiliency; DR. Ross Greene of the

Collaborative Problem Solving Initiative and Harvard Medical School; Nate Eklund of the Search Institute and Karen Williams, writer, speaker, and founding member of the Brain Trust Alliance.

The Summer Institute was co-sponsored by the Department of Education, The Maine Governor's Children's Cabinet, Maine's 21st Century Community Learning Centers, Maine Afterschool Network, University of Maine Cooperative Extension, University of Maine College of Education and Human Development, Operation Military Kids and the Juvenile Justice Advisory Group.

D. Develop a resource toolkit for schools on supportive practices for at risk youth.

Materials prepared for the Summer Institutes are posted on the Shared Youth Vision Council Website and will be also on the Department of Education website as the site is built up to be a clearing house for ideas. Develop a Dropout Prevention Committee Toolkit to assist school districts in establishing and maintaining an action oriented Committee. Supportive materials have been gathered from active committees and will be packaged for distribution.

E. Establish a committee to develop effectiveness criteria for alternative educators.

Nine program directors of long-standing alternative education programs as well as a guidance director and a special education specialist, have gathered six times since July of 2009 to create a metric for evaluating the "effectiveness" of alternative education teachers.

The key factor that this group has determined should drive any discussion of teacher effectiveness is student outcomes. Recognizing that student scores on standardized testing is at best a thin slice of the outcomes that are important for students to achieve, the group has identified 10 domains for teacher capacity that are connected to key student outcomes. These domains include: instructional strategies, curriculum, assessment, relational, technology, group facilitation, crisis management, program development, community outreach, and teacher disposition.

Critical student outcomes identified include the following domains and identifiers:

Academic

- Interested in area
- Integrated knowledge
- Student Growth Intellectually esp. in literacy and numeracy capacity
- Student movement towards self-direction as a learner
- Student movement towards being a life-long learner
- Standardized test scores if appropriate

Motivational

- Feels hopeful about future
- Feels connected to school
- Feels engaged in learning process

- Willing to make significant effort to master material
- Willing to support vision and mission of program through role modeling and variety of activities

Behavioral

- Coming to school more often
- Takes part appropriately in group process within learning environment
- Uses technology appropriately
- Growing control over reactive/aggressive behavior
- Willing to assume responsibility for actions
- Willing to work on emotional/social/health issues that are barriers to learning and growing as a human being

Social

- Willing to accept help from peers and teacher
- Willing to elicit advice from above
- Able to help others in and out of classroom
- Concerned for welfare of others
- Participates in community activities
- Takes active role in democratic functions of culture
- Concerned for welfare of environment
- Concerned for welfare of community
- Able to develop and sustain long-term meaningful, healthy relationships

The group is looking at simple tools that can easily be used to assess these outcomes. Promising tools considered include: The Gallup Hope Survey, A Student Classroom Survey, A Parent Survey, and use of peer teacher reviews. This "super professional learning community" will be making final recommendations from its work to the Department of Education in the Spring of 2011. One potential outcome of this process could be the establishment of an alternative education endorsement.

III. 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 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

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sharing opportunities for school and state agency professionals to build bridges for closer working relationships on behalf of students. Regional meetings were held in Presque Isle, Machias, Auburn, Augusta, Biddeford, and Bangor

Federal Funding for McKinney-Vento Homeless Education Assistance

The state of Maine received \$234,495 in 2005, \$214,618 in 2006, \$206,148 in 2007, received \$240,000 in 2008, in 2009 received \$170,000 in regular funding and \$186,000 in American Recovery and Reinvestment Act funds and in 2010 received \$235,157. 25% of funds may be used for state activities and 75% must go to direct grants to Local Education Agencies. The three communities of Portland, Lewiston, and Bath applied for the three-year grants and they were in the third year of a three year grant cycle which ended June 2010. The three communities applied for and received grants for the October 2010 to June 2013 grant cycle (contingent on the availability of federal funds).

Ten communities in Maine received ARRA funded homeless assistance grants based on data showing they had over 25 identified homeless students. Funds were distributed on a per identified homeless pupil formula basis. The communities were Auburn, Augusta, Bangor, Farmington, Harrison/Oxford (RSU 17), Waldoboro, Warren (RSU 40), Waterboro, Lyman, Alfred (RSU 57), Topsham, Harpswell (RSU 75), South Portland, and Biddeford.

The funds work to-

- Support the work of the local homeless liaisons
- Defray the excess cost of transportation to enable students to attend their school of origin
- Provide transportation for the purpose of well visits in addition to sick visits for medical and mental health appointments.
- Purchase supplies, food, hygiene supplies, and clothing to provide students with what they need to be productive in the school setting
- Support On-site or neutral setting tutoring and academic enrichment
- Provide Emergency funds in conjunction with the shelter personnel to provide immediate assistance for gas, heat, food, laundry, clothing, supplies to sustain basic needs.
- Purchase books for the "We Both Read" program-a program to purchase books to be used by parents and students during shelter stays.
- Provide parent resources to give them ideas and strategies to help their student be successful.
- Purchase iPods and Audio Books for the purpose of offering students a variety of forms of media in which to learn from and to keep them engaged, acknowledging and teaching to different learning styles.
- Provide education and training for parents of homeless children and youth about rights and resources
- Supports training for a new homeless liaison, funds provide mileage to state trainings, to obtain strategies to provide professional development for other staff and building level administrators, and to facilitate communication between the district and surrounding districts, health facilities and criminal justice facilities.

- Defray the cost of liaison coursework related to social work/counseling.

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 have been required 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.

	2007-2008	2008-2009	2009-2010
Primary night time residence			
Shelters	564	373	400
Doubled-up	597	660	800
Unsheltered	47	22	31
Hotels/motels	83	65	69
Unknown	35		
Total	1326	1110	1300

IV. Habitual Truancy

The office of Truancy, Dropout and Alternative Education has responded to school administrative units, parents, case managers, law enforcement, and the Stakeholder Group formed under Public Law chapter 626 (LD 1658), providing technical assistance on the issue of truant youth. In comparison to the 2009-2010 figures the habitual truant report for 2008-09 totaled 1409 cases, 2007-08 totaled 1484, and 2006-07 totaled 2319 cases.

Truancy Report for 2010 Total Number of Incidents 1336

Truancy Level	Gender	Grades K-5	Grades 6-8	Grades 9-12	Total
Identified but not resolved	F	54	49	175	278
Identified but not resolved	M	42	52	213	307
Total Identified but not resolved		96	101	388	585
Resolved by informal administrative action	F	22	28	26	76
Resolved by informal administrative action	M	13	30	51	94
Total Resolved by informal administrative action		35	58	77	170
Official Parent Notification (MRSA 20A 5051A 2C)	F	19	27	184	230
Official Parent Notification (MRSA 20A 5051A 2C)	M	32	24	179	235
Total Official Parent Notification (MRSA 20A 5051A 2C)		51	51	363	465
Compulsory attendance waived by School Board	F	0	0	0	0
Compulsory attendance waived by School Board	M	0	0	0	0
Total Compulsory attendance waived by School Board					0
Parent has appealed to Commissioner for waiver	F	0	0	0	0
Parent has appealed to Commissioner for waiver	M	0	0	0	0
Total Parent has appealed to Commissioner for waiver					0
Waiver request granted by the Commissioner	F	0	0	0	0
Waiver request granted by the Commissioner	M	0	0	0	0
Total Waiver request granted by the Commissioner					0
Parents referred to the District Attorney	F	0	0	4	4
Parents referred to the District Attorney	M	1	0	1	2
Total Parents referred to the District Attorney		1		5	6
Denied by District Attorney	F	0	0	0	0
Denied by District Attorney	M	0	0	0	0

Total Denied by District Attorney					0
Pending District Attorney decision	F	0	0	0	0
Pending District Attorney decision	M	0	0	1	1
Total Pending District Attorney decision				1	1
Prosecuted by formal Court action	F	0	0	0	0
Prosecuted by formal Court action	M	0	1	1	2
Total Prosecuted by formal Court action			1	1	2
Pending Court action	F	2	0	0	2
Pending Court action	M	0	0	0	0
Total Pending Court action		2			2
Resolved	F	11	16	21	48
Resolved	M	7	14	36	57
Total Resolved		18	30	57	105
Total		203	241	892	1336

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

In 2001, LD 1306 passed by the Legislature authorized Reintegration Teams. To implement the law, the Department of Education and the Department of Corrections entered into an agreement spelling out the roles of each department in transitioning youth into and out of youth development facilities. The agreement was initiated in 2001, finalized in 2004, and updated in 2009-2010.

Title 20-A of the Maine Revised Statutes, section 1055, subsection 12 requires superintendents to convene teams to carry out reintegration planning upon receipt of information from the Department of Corrections. The law spells out team member participation, and requires that confidentiality of criminal justice information be maintained in accordance with law.

Project Impact Report data for 2009

	Students from Long Creek	Students from Mountain View
# of Schools participating in Reintegration Planning	10	18
# of school Reintegration Team Meetings	26	17
Youth upon release/discharge returning to Public School	17	28
Youth attending Adult Ed	4	12
Youth attending College	8	1

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Youth entering Workforce	30	23
Residents receiving Diploma/GED	25	26
SATs Taken	6	7
SAT extension	6	0
Students attending college while in residence	13	4
Residence released/discharged	71	68

VI. Adult Education

For secondary-school aged persons, adult education programs are one alternative way to earn high school completion. This alternative becomes available to persons over 17 who have withdrawn from school.

For state subsidy purposes, school-aged adult education students are counted as .1 of a student for each semester-long course taken. For example, a student taking 3 semester-long courses would be counted as .3 of a student for subsidy purposes. The school unit where the student resides receives the subsidy as part of G.P.A.

Adult High School Diploma programs are central to the mission and tradition of Maine Adult Education. Governed by state regulations, but implemented locally under local school board policy and direction, the program has two components: Adult High School Diploma and the Tests of General Educational Development (GED).

Adult High School Diploma Programs are secondary educational offerings which lead to a high school diploma awarded by the local district. Participation is governed by local school board policies. The GED option is awarded to anyone 18 years old or older plus 17 year olds who have been out of school for at least one year.

For 2009 the data shows that 2,396 students age 16 to 18 and 2,413 students age 19-24 were served by adult education across the State of Maine. The 16-18 age category represents 25% of enrollees in Adult Education. Maine youth clearly are utilizing adult education services.

2010 Data for Adult Education

GED Total 8604

Age	Number of students
16-18	1907
19-24	2204

25-44	3003
45-60	1265
60 and above	225

VII. Maine Department of Education Diploma

In 2007, legislation was enacted to define “students who experience educational disruption” and creating a Maine Department of Education diploma to ensure that a pathway was established for this specific group of students to be able to graduate from high school.

"Students who experience education disruption" means elementary school and secondary school students who experience an interruption in their current educational program for 10 or more consecutive school days by being placed in a program or school approved by the department, which may be as a result of a situation such as homelessness, unplanned psychiatric hospitalization, unplanned hospitalization for a medical emergency, foster care placement, youth development center placement or some other out-of-district placement that is not otherwise authorized by either an individualized education plan or other education plan.

"Students who experience education disruption" does not include students who are out of school for 10 or more consecutive school days as a result of planned absences for a reason such as a family event or medical absences for planned hospitalization or recovery or pursuant to a superintendent's agreement developed in accordance with section 5205, subsection 2.

"Department of Education diploma" means a standards-based diploma that meets state requirements as outlined in this chapter and chapter 222 for a student unable to obtain a local school diploma due to education disruption. To date the department has held five graduation ceremonies at the Blaine House with the Commissioner of Education presenting thirteen youth with their diplomas. For these students, graduation is held at the Blaine House in a ceremony that includes the wearing of caps and gowns, awarding of the diploma by the Commissioner of Education, remarks by the Governor or First Lady, leather bound diplomas, music and refreshments to make this an important event in the lives of these youth.

VIII. Stakeholder Study of Graduation Rates, Attendance and Discipline

Public law 2009, chapter 626 (LD 1658) directed the Commissioner of Education to establish a stakeholder group to “develop methodologies and recommendations relating to increasing publicly supported secondary school graduation rates, as well as policies related to school expulsion, suspension, zero-tolerance practices and truancy.” The Consultant for Truancy, Dropout and Alternative Education served as Co-Chair with Sara Depasquale of KIDS Legal for the Stakeholder Group.

On November 8, 2010 the group presented its report to the Joint Standing Committee on Education and Cultural Affairs of the 124th Legislature. The Executive Summary of the

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report is attached as Appendix C.

IX. Maine High School Graduation Rates

Maine has moved to a new federally-required method for calculating the graduation rate known as the Adjusted Cohort Graduation Rate, or ACGR, starting with the 2008-09 graduation rate. The purpose of the federal requirement is to use the same method across states and to provide more consistency in reporting and comparisons across states.

Calculating the federal ACGR graduation rate

The basics of the new calculation method are fairly straightforward: of the students who enter 9th grade in a given year (the “cohort”), what percentage of them received a diploma in four years or less? The formula accounts for students who transfer in and out, die, or emigrate over four years. For 2008-09 graduation data, Maine will report whole group data only; the following year Maine will report graduation data for subgroups such as low-income students, special education students, and other groups.

$$\left[\frac{\text{On-time graduates by year } x}{[(\text{first time 9}^{\text{th}} \text{ graders in year } x-4) + (\text{Transfers-In}) - (\text{Transfers-Out})]} \right] \times 100$$

How the new method differs from the old

The most significant differences from Maine’s previous calculation method are:

- The new formula only counts students who graduate within four years of entering 9th grade.
- The new formula focuses on a single “cohort” of students – the group of students who entered 9th grade at the same time. The old formula was based on all students who graduated in a particular year, regardless of when they started high school. Thus a student graduating five or six years after entering high school was counted as a graduate in the year he/she graduated, not necessarily for his/her class. As a result, the graduation rate for 2008-09 cannot be compared to the 2007-08 rate, as they were calculated differently.

Comparing the ‘08-09 rate to the ‘07-08 rate

The reported graduation rate for most high schools and for the State overall is lower using the ACGR method (2008-09) than it was using the previous calculation method (2007-08

and before). The primary reason is that now students who graduate in more than four years will not be counted in this rate whereas previously they were counted. Statewide, the reported graduation rate for 2008-09 is 80.4% - down from 83.5% reported in 2007-08 using the previous method. This does not mean the graduation rate is dropping. Rather it is a reflection of the changes in the way we now calculate the rate.

Limitations of the new method

While it is a valuable tool to allow comparisons among states and schools, the new federal ACGR method does not fully capture the graduation picture for individual schools or the State. It does not reflect school and student successes in graduating in five or six years, with an alternative diploma, or with a GED, for example.

The Maine Legislature passed a law in early 2010, sponsored by Sen. Justin Alford, D-Portland, requiring that all high schools graduate at least 90 percent of their students by 2016. Among other provisions, the law called for a group of educators and others to develop a plan for expanding the graduation rate formula to reflect those students who achieve Maine's Learning Results standards through multiple pathways and over more than the four year time frame – students who are not captured in the four-year ACGR rate. This already-convened group is considering, among other issues, whether or not to count alternative diplomas, GEDs, students who graduate in five or six years, and what to do when a student has been expelled and returns to school.

Even after completing this work, Maine will still be required to report the universal ACGR rate to the U.S. Department of Education for accountability purposes, regardless of what expanded formula Maine might use for its own purposes.

Transition and training

The U.S. Department of Education does not require using the new method until the 2010-11 federal accountability reporting (which will include 2009-10 graduation data). Maine chose to transition to the new method one year early for several reasons.

Maine now has four years of good quality data and we can produce an accurate rate. In addition, Maine Department of Education staff spent hundreds of hours with school personnel reviewing data, helping them to accurately record every student. This experience, coupled with extensive training for school personnel over the coming year will ensure that graduation rates for schools are accurately reflected in future reporting to the federal government.

Graduation rate and federal accountability

The federal government requires states to report annually on how well schools are meeting targets in reading and mathematics, as well as on graduation rates. If a school fails to meet targets in any area, including the 80 percent graduation rate target, it is considered as “not

making Adequate Yearly Progress (AYP)". Schools that do "not make AYP" are subject to corrective action and, if they are Title I schools, receive support from the Maine Department of Education in improving student achievement.

Note that there is a waiver provision that will allow schools that dip below the 80 percent graduation rate for 2008-09 only to still show "adequate yearly progress" (AYP) in federal reporting if their graduation rate under the old method would put them over 80 percent.

APPENDIX A

Members of the 2009-2010 Advisory Committee on Truancy, Dropout and Alternative Education

Mark Deblois, Chair

Member's Name	Position	Member's Mailing Address	Email Address	Appointment Date	Expiration Date
Jim Artesani	Other individuals who the commissioner feels will contribute to the development of effective policies and programs.	Institute for the Study of Students at Risk College of Education University of Maine 5766 Shibbes Hall Orono, Maine 04469-5766 (W) 581-2440 (Roxanne)	James_Artesani@umit.maine.edu	2007	2009
	Department of Labor	Department of Labor 45 Commerce Center Augusta, Maine 04333 (W) 623-7973			
Mark Deblois	Elementary Principal	467 River Road Newcastle, ME 04553 (W) 563-3437	debloismark@gmail.com	2009	2011
Geoffrey Miller	Office of Substance Abuse	Office of Substance Abuse 159 State House Station Augusta, Maine 04333 (W) 287-8907	geoff.miller@maine.gov	2009	2011
	Teacher			Vacant	
Emanuel Pariser	Administrators from private schools involved in alternative education programs.	10 Pleasantdale Avenue Waterville, Maine 04901 (C) 861-4004	emanuel@gwi.net	2009	2011
Kathryn McGloin	Department of Corrections	Juvenile Justice Advisory Group Department of Corrections 111 State House Station Augusta, Maine 04333 (W) 287-1923	kathryn.mcglain@maine.gov	2008	2010
Jean Waite	Adult Education teachers with experience in high school completion education.	Director of Adult and Community Education School Administrative District #44 284 Walkers Mills Road Bethel, Maine 04217 (W) 824-2780	waitej@sad44.org	2009	2011
Jonathan Ross	Other individuals who the commissioner feels will contribute to the development of effective policies and programs.	Director of Adult & Alternative Education Programs Westbrook School Department 125 Stroudwater Street Westbrook, Maine 04092 (W) 854-0826 (C) 749-1409	rossj@westbrookschoools.org	2009	2011
Jim Hodgkin	Superintendent	Superintendent RSU4 971 Gardiner Rd Wales, ME 04280 (W) 375-4273	James.hodgkin@rsu4.org	2009	2011
Patricia Spilecki	Local Dropout Prevention Committee	Lewiston High School 156 East Avenue Lewiston, Maine 04240 (W) 795-4190	pspilecki@lewistonpublicschool.s.org	2008	2010

Sharon Kelly	Department of Health and Human Services	Department of Health and Human Services Children's Behavioral Health Services 40 State House Station Augusta, Maine 04333 (W) 624-7912	sharon.kelly@maine.gov	2008	2010
Tracey O'Connell	School counselor	RSU #34, Old Town School District Leonard Middle School 156 Oak Steet, Suite 1 Old Town, ME 04468	tracey.oconnell@rsu34.org	2009	2011
	Business			Vacant	
Leslie Morrill	Secondary Principal	Assistant Principal Edward Little High School Auburn Heights Auburn, Maine 04210 (W) 783-8528	lmorrill@auburnschl.edu	2009	2011
Dorothy Foote, Ph.D	Administrator, Alternative, Private School	The Community School P.O.Box 555 79 Washington Street Camden, ME 04843	dorothy@midcoast.com	2010	2012

APPENDIX B

PLATFORM STATEMENTS – Adopted August 2005 COMMISSIONER’S ADVISORY COMMITTEE ON TRUANCY, DROPOUT, & ALTERNATIVE EDUCATION

Preschool programs should be made available for all children ages 3 to 5.

An orderly and safe school environment should be created by setting high standards for personal respect for all members of the school community.

Parent/school relationships should be strengthened in all schools.

Literacy programs and parenting education courses should be made available in each school district.

Vocational/technical education should be made accessible to all learners, K-adult.

Summer youth employment programs for students at risk should be expanded with support from the private sector and the state.

Programs for prevention of school dropouts should be expanded by providing special grants on a regional basis in collaboration with the private sector and other community agencies.

Student success should be enhanced by positive early intervention strategies in each school.

Teacher education and staff development programs should include courses in learning styles, child development, competency-based curricula, assessment measurement instruments, and prevention.

All students should have access to appropriate support services from counselors, social workers, and school nurses.

State planning grants should be tied to school improvement plans.

A statewide public awareness program should be developed to focus attention on dropout prevention, the importance of high school completion and the availability of post-secondary programs for adults.

Local/regional/state coalitions (partnerships) between the private sector, community agencies, schools, and post-secondary institutions should be established to assess community and state needs for developing and/or improving services for students at risk and their families.

Report of the Advisory Committee on Truancy, Dropout and Alternative Education and the Office of Truancy, Dropout and Reintegration, February 2011

Programs for teen parents to remain and succeed in school should be established in all school units.

Special long-term funding to support schools in developing and improving strategies for dropout prevention and recovery should be enacted by the legislature.

All schools should offer educational alternatives to every student, K-adult.

APPENDIX C

Report to the Joint Standing Committee on Education and Cultural Affairs By the Stakeholder Group as established by Chapter 626 S.P. 623-L.D. 1658 An Act to Increase Maine's High School Graduation Rates

The Commissioner of the Maine Department of Education established a stakeholder group to “develop methodologies and recommendations relating to increasing publicly supported secondary school graduation rates” to 90% by the end of the 2015-2016 school year, and to address “school expulsion, suspension, zero tolerance practices and truancy in the State.” A 23-member group, co-chaired by Shelley Reed (Education Specialist with the Maine Department of Education) and Sara DePasquale (Directing Attorney with KIDS LEGAL), convened June 28, 2010 and met on nine different occasions. The recommendations of this group are presented in this Executive Summary and are based on a “fist of five” model for consensus.

The Graduation Rate

Under the federal ESEA (formerly NCLB), states are now required to calculate high school graduation rates utilizing a four-year cohort for on-time completers, which are those students who earn a high school diploma four years after starting their 9th grade year. Maine started recording this data when the class of 2010 entered 9th grade (the start of the 2006-2007 school year). The first graduation rate utilizing this four-year cohort became available in Maine as of June 30, 2010. The graduation rate as currently calculated is not a complete reflection of Maine's high school graduation rate as it captures only those students who obtain a high school diploma within four years. In order to obtain an accurate recording of Maine's high school graduation rate of school-age students attending publicly supported secondary schools, the following recommendations are made:

- In addition to calculating the federally required four-year cohort graduation rate, the Maine Department of Education will also collect and record

- A five-year cohort by school district, effective at the conclusion of the 2010-2011 school year
- A six-year cohort by school district, effective at the conclusion of the 2011-2012 school year
- Other descriptors of academic success for school-age students on a state-wide aggregate, to include:
 - The State of Maine High School Diploma
 - High school diplomas obtained through Adult Education, and
 - The General Equivalency Diploma (GED).

Compulsory School Age

Currently, Maine requires students between and including the ages of 7 and 16 to attend school. Research demonstrates that early intervention and education improves overall academic success for students. The attainment of a high school diploma increases the lifetime earning potential for graduates as well as offers opportunities for students to continue their education in post-secondary educational programs. Students in Maine are eligible to attend secondary school until the age of 20. The stakeholder group felt that Maine should create an expectation that everyone remain in school until they have completed a high school diploma or its equivalent. As a result, the following recommendations are made:

- A statutory change to the existing compulsory school-age statute (20-A M.R.S.A. §5001-A) reducing the start age to 6 years old and increasing the end “date” to those students who have obtained a high school diploma or its equivalent.
- Exceptions to compulsory school age should be amended as follows:
 - a person who has reached the age of majority and has met with the Superintendent to discuss the decision to withdraw from school; or
 - a person who
 - has reached the age of 16 and completed grade 9; and
 - has obtained permission to leave school from that person’s parent or legal guardian; and
 - been approved by the principal for a suitable program of work and study or training; and
 - has met with the superintendent or designee; and
 - has obtained permission to leave school from the school board or its designee.

Truancy

Maine currently determines truancy by a student's "unexcused" absences; however, students who have multiple absences in a school year, regardless of the cause, may experience a negative impact in their educational performance. Nationally, there is a new focus on interdisciplinary coordination in identifying students at the first signs of absenteeism and in developing and implementing a truancy plan. Because truancy is often one of the first and best indicators of academic failure, school removal, and criminal behavior, prevention and intervention are crucial. The truancy law in Maine has been inconsistently applied and ineffective in correcting on-going absenteeism. As a result, the following recommendations to amend the existing statute are made:

- Truancy be determined by a student's absenteeism regardless of whether the absences are excused or unexcused, such that a student who misses five consecutive or ten cumulative full days (as defined by the local school board) of school in a school year are referred to an attendance coordinator. References to "habitual" should be stricken from the statute.
- Attendance coordinators should be appointed and/or assigned rather than elected by the school board. Qualifications should include school counselors and should also include the term "licensed" when referring to "professionally certified or registered persons in mental health, social welfare or educational system...."
- School districts should develop a process to refer students who are truant to a response to intervention (RTI) team or its equivalent in order to assess the impact, if any, of the absences on the student and create an intervention plan if one is determined to be necessary. Parents or legal guardians and the student should be invited to participate in the RTI or its equivalent team. Attendance coordinators should be participants in the RTI or its equivalent team when the issue involves absenteeism.
- Language in the existing statute regarding notifying local law enforcement of a truant student should be stricken.

Zero Tolerance, Discipline and the Code of Conduct

The term "zero tolerance" is not defined in federal or state statute. It is an ill-defined term that has not been consistently or uniformly applied throughout the various school districts in Maine. The impact of zero tolerance practices has resulted in policies and/or practices that are severe and mandate predetermined consequences for specific offences. This has resulted in the loss of discretion by school professionals who can no longer make an assessment of student and school

needs based upon individual circumstances. There is no substantive research that indicates zero tolerance policies make schools safer or lead to positive changes in student behavior. As a result, the following recommendations are made. The Maine DOE should adopt regulations that address the following:

- The term “zero tolerance” should not be used in school disciplinary policies.
- School disciplinary policies should focus on evidence-based positive and restorative interventions rather than set punishments for specific behavior.
- All disciplinary policies should allow administrators to use their discretion to fashion appropriate discipline that examines the individual circumstances.
- Suspensions and expulsions should be used as a last resort since they cause disrupted learning for students.
- Schools shall provide notice to parent/legal guardian of a student’s suspension regardless of whether it is in-school or out-of-school suspension.

The statute regarding the student code of conduct should be amended to add:

- School boards shall review the code of conduct to focus on positive intervention and expectations and avoid focusing exclusively on unacceptable student behavior

Standards for Expulsion Procedures

Students’ constitutional rights to due process in the school setting have long been established by the Supreme Court of the United States; however, Maine educational statutes and regulations are silent in defining what constitutes due process in the context of a school expulsion. There is no uniform process in Maine, and students and their parents or legal guardians may be unaware of what their rights are and what an expulsion from school means in terms of removal from educational services for an unspecified period of time. Because expulsion is a severe action, recommendations for state regulations include the following:

- Pre-hearing Procedures
 - The superintendent shall provide written notice to the parent/legal guardian and student of:
 - the date, time and location of the hearing,

- a description of the incidents, and the exhibits and testimony the administration intends to introduce at the hearing, provided with sufficient specificity to allow the student to present a defense
 - the student's and/or parent's/legal guardians' right to review the school records prior to the hearing
 - a description of the hearing process
 - an explanation of the consequences of an expulsion, and
 - the student's right to appeal the decision of the school board to the Superior Court within 30 days.
- The superintendent shall invite the parent/legal guardian and student to a meeting prior to the expulsion hearing to discuss the procedures of the hearing
- Hearing
 - The student shall have the right to present and cross-examine witness
 - The student shall have the right to an attorney or other representation
 - Witnesses should be sworn in and the chair of the meeting shall have the authority to swear witnesses in. The statute regarding who has the authority to place witnesses under oath should be amended to include a school board chair in the context of an expulsion/readmission hearing.
 - The school board shall maintain a record of the hearing
- Post-Hearing
 - The school board shall provide written notice of its decision to the parent/legal guardian and student by certified mail/return receipt or deliver in hand. The written decision shall include findings of fact, conclusions of law, and right to appeal the decision to Superior Court within 30 days

Re-Entry Plans

Currently, Maine law allows for an expulsion from school for an indefinite period of time. If students are not identified as a student with a disability under the federal IDEA, they are not entitled to educational services during the period of their expulsion. The burden currently rests on the expelled student to request readmission to school from the school board upon a showing by satisfactory evidence that the behavior resulting in the expulsion is not likely to recur. A message to

the student that he or she is expected to return to school can assist the student in his/her return to school. The following recommendations are made:

- The expulsion statute should be amended to require that all students who have been expelled be provided with a re-entry plan. That plan should be developed by the superintendent or his/her designee in consultation with the student and his/her parent or legal guardian to help the student understand and provide guidance as to what he/she must do to establish satisfactory evidence that the behavior will not likely recur. If the parent and/or student does not attend the meeting, the plan will be developed by school staff. The plan shall be provided to the parent and student in writing. The superintendent shall designate a school employee to review the student's progress with the re-entry plan at one month, three months, six months and other times as determined necessary by the designated school employee.
- The Department of Education shall collect data to record the number of student who are re-admitted to school after expulsion.

Educational Services During Expulsion

The stakeholder group agreed that there is a need for students who have been expelled to have educational services but did not reach consensus on who was responsible for the provision and/or payment of those services. Further discussion needs to occur as to who is responsible for the payment for and provision of these services. Discussion was held about the state setting aside a set amount of money for the provision of educational services to those students who have been expelled.

The group did reach consensus and recommends:

- The statute regarding expulsions pursuant to 20-A M.R.S.A. §1001(9) should be amended to include the language in the federal gun-free school zone act of 1994 [20-A M.R.S.A. §1001(9-A)] that states "nothing prevents the school board from authorizing instruction in an alternative setting" to suspension/expulsion for non-firearm offenses.

The Stakeholder Group was comprised of the following members as designated by the legislature and appointed by the Commissioner of Education.

Phyllis Shubert	Bangor School Board member	Maine School Boards' Association
Susan Pratt	Superintendent	Maine School Superintendents' Association
Michael Thurston	Teacher, Winslow High School	Maine Education Association
Beth Michalak	School Counselor, Biddeford HS	Maine School Counselor Association
Sophia Payson	Social Worker, Portland High School	School Attendance Coordinator Secondary School
James Morse	Superintendent, Portland Public Schools	Elementary School Teacher or Administrator
Brianna Twofoot	Field Director	Maine Civil Liberties Union
Blanca Santiago		Centro Latino Maine

Report of the Advisory Committee on Truancy, Dropout and Alternative Education and the Office of Truancy, Dropout and Reintegration, February 2011

Al Morris	Alternative Educator	Carlton Project
Sara DePasquale	Attorney	Pine Tree Legal-KIDS LEGAL
Jim Artesani	Professor	University of Maine
Michael Brennan	Policy Analyst	Muskie School of Public Service
Ned Chester	Juvenile Attorney	Chester and Vestal
James Hodgkin	Superintendent	RSU 4
Gus LeBlanc	Principal, Lewiston High School	Maine Principals' Association
Mary Martin	Principal, Elm Street School/Minot School	Maine Principals' Association
Melissa Hewey	Attorney	Drummond Woodsum and MacMahan
Roy Siegfriedt	Clinician	Spurwink, Jurisdictional Team Planning
Elaine Miller	Jobs for Maine's Grads	Jobs for Maine's Grads
Rae Bates	Principal Katahdin MS/HS	Principal
Shelley Reed	Education Specialist	Maine Dept. of Education
Angela Faherty	Commissioner	Maine Dept. of Education
Craig Larrabee	CEO	Jobs for Maine's Graduates
Regina Phillips	Multicultural State Director	Office of Multicultural Affairs
Beth Lorigan	Special Education Director/Supt. Union 60	MADSAC

GRADUATION & DROPOUT RATES 2008/09

SAD Name	School Name	Total Cohort Graduates	Cohort Transfer Ins	Cohort Transfer Outs	Graduation Rate 2008/09	Graduation Rate 07/08	Total Dropouts 2008/09	Dropout Rate 08/09
Auburn School Department	Edward Little High School	218	120	94	72.19%	77.85%	70	6.22%
Augusta Public Schools	Cony High School	168	106	80	71.19%	71.48%	51	5.45%
Baileyville School Department	Woodland Jr-Sr High School	38	18	19	92.68%	81.48%	5	2.49%
Bangor School Department	Bangor High School	275	135	124	71.06%	80.48%	80	5.94%
Biddeford School Department	Biddeford High School	183	48	55	76.25%	79.40%	47	5.13%
Brewer School Department	Brewer High School	182	61	67	76.47%	82.50%	30	3.82%

Brunswick School Department	Brunswick High School	248	86	109	82.12%	83.16%	38	3.41%
Bucksport School Department	Bucksport High School	104	27	21	76.47%	82.14%	18	4.21%
Calais School Department	Calais Middle/High School	61	33	28	87.14%	81.54%	10	3.68%
Cape Elizabeth School Department	Cape Elizabeth High School	147	24	21	96.08%	90.63%	0	0.00%
Caribou School Department	Caribou High School	127	33	55	81.94%	85.93%	25	4.32%
East Millinocket School Department	Schenck High School	37	16	19	80.43%	82.69%	6	3.23%
Easton School Department	Easton Junior-Senior High Sch	14	6	2	93.33%	100.00%	0	0.00%

Eastport School Department	Shead High School	28	14	11	71.79%	85.19%	8	5.76%
Ellsworth School Department	Ellsworth High School	129	68	49	82.69%	81.44%	21	3.51%
Falmouth School Department	Falmouth High School	157	25	16	89.71%	97.42%	4	0.59%
Freeport School Department	Freeport High School	99	24	35	84.62%	89.34%	8	1.90%
Gorham School Department	Gorham High School	191	29	33	90.09%	87.76%	25	2.92%
Greenville School Department	Greenville Middle/High School	18	9	8	94.74%	93.10%	0	0.00%
Hermon School Department	Hermon High School	121	54	33	70.35%	75.90%	18	3.28%
Islesboro School	Islesboro Central School	10	2	3	90.91%	100.00%	0	0.00%

Department								
Jay School Department	Jay High School	46	20	37	86.79%	70.24%	7	2.77%
Kittery School Department	Robert W Traip Academy	86	25	25	86.00%	94.12%	3	0.97%
Lewiston School Department	Lewiston High School	214	155	167	60.45%	68.32%	109	7.93%
Limestone School Department	Limestone Community School	19	13	19	76.00%	88.00%	9	8.33%
Lisbon School Department	Lisbon High School	89	31	43	76.72%	71.88%	23	5.10%
Machias School Department	Machias Memorial High School	18	19	16	66.67%	86.11%	5	3.97%
Madawaska School Department	Madawaska Middle/High School	46	7	9	97.87%	86.44%	6	2.71%
Millinocket	Stearns High	49	12	15	83.05%	88.14%	11	4.91%

School Department	School								
Monmouth School Department	Monmouth Academy	67	17	18	84.81%	94.12%	12	4.58%	
Old Orchard Beach School Dept	Old Orchard Beach High School	45	35	28	70.31%	77.63%	14	4.79%	
Old Town School Department	Old Town High School	96	66	72	64.86%	77.35%	41	7.27%	
Orono School Department	Orono High School	80	32	18	70.80%	89.11%	25	6.87%	
Poland School Department	Poland Regional H S	116	39	57	77.85%	83.09%	20	3.65%	
Portland Public Schools	Casco Bay High School	54	47	61	81.82%	0.00%	3	1.29%	
Portland Public Schools	Deering High School	274	100	68	83.28%	79.30%	38	3.28%	

Portland Public Schools	Portland High School	205	148	100	75.93%	78.82%	22	2.42%
Rangeley School Department	Rangeley Lakes Regional School	29	7	2	90.63%	88.24%	2	2.27%
Richmond School Department	Richmond High School	26	14	10	78.79%	90.20%	4	2.82%
Saco School Department	Saco Transition Program	8	17	9	66.67%	0.00%	3	15.79%
Sanford School Department	Sanford High School	266	81	93	80.61%	80.61%	57	4.36%
Scarborough School Department	Scarborough High School	219	41	35	89.39%	92.77%	14	1.33%
South Portland School Department	South Portland High School	190	88	88	77.24%	83.08%	29	3.19%
Waterville	Waterville	130	55	53	73.86%	74.07%	48	7.82%

Public Schools	Senior High School							
Westbrook School Department	Westbrook High School	136	62	79	69.04%	80.00%	40	5.17%
Windham School Department	Windham High School	210	72	61	88.24%	84.88%	21	2.00%
Winslow Schools	Winslow High School	105	38	43	79.55%	85.00%	24	4.73%
Winthrop Public Schools	Winthrop High School	63	25	21	85.14%	85.71%	5	1.87%
Wiscasset School Department	Wiscasset High School	61	17	28	78.21%	80.46%	14	5.71%
Yarmouth Schools	Yarmouth High School	127	30	23	98.45%	97.64%	1	0.21%
York School Department	York High School	128	24	30	90.14%	92.22%	7	1.14%
RSU 79/MSAD	Presque Isle High School	145	34	37	83.33%	83.55%	23	3.62%

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RSU 03/MSAD 03	Mt View High School	99	34	32	80.49%	87.31%	3	0.61%
RSU 80/MSAD 04	Piscataquis Community H S	68	22	20	78.16%	84.88%	14	5.36%
MSAD 05	Rockland District High School	94	33	30	71.21%	72.27%	28	6.35%
RSU 06/MSAD 06	Bonny Eagle High School	272	72	62	83.18%	85.11%	39	3.04%
RSU 07/MSAD 07	North Haven Community School	7	0	2	100.00%	100.00%	0	0.00%
RSU 08/MSAD 08	Vinalhaven School	23	4	5	95.83%	89.47%	4	6.15%
RSU 09/MSAD 09	Mt Blue High School	162	48	63	85.26%	85.46%	30	3.67%

RSU 11/MSAD 11	Gardiner Area High School	155	48	50	71.43%	72.19%	30	4.12%
RSU 82/MSAD 12	Forest Hills Consolidated School	12	3	5	80.00%	100.00%	0	0.00%
RSU 83/MSAD 13	Upper Kennebec Valley Senior HS	22	5	4	81.48%	86.36%	3	3.57%
RSU 84/MSAD 14	East Grand School	10	3	6	83.33%	73.91%	0	0.00%
RSU 15/MSAD 15	Gray-New Gloucester High School	145	48	77	74.74%	84.09%	15	2.54%
MSAD 16	Hall-Dale High School	89	35	34	81.65%	82.57%	22	5.84%
RSU 17/MSAD 17	Oxford Hills Comprehensive H S	209	93	93	69.21%	80.23%	34	3.15%
RSU 85/MSAD	Lubec Consolidated	11	5	8	78.57%	72.73%	3	6.82%

19	School								
RSU 86/MSAD 20	Fort Fairfield Middle/High School	37	14	12	64.91%	82.35%	16	9.58%	
MSAD 21	Dirigo High School	94	27	18	82.46%	91.86%	6	1.78%	
RSU 22/MSAD 22	Hampden Academy	168	52	46	88.89%	88.89%	12	1.62%	
RSU 88/MSAD 24	Van Buren District Secondary Sch	36	10	4	87.80%	85.71%	6	4.29%	
RSU 89/MSAD 25	Katahdin Middle/High School	40	12	12	93.02%	80.77%	8	5.30%	
MSAD 27	Fort Kent Community High School	74	16	12	82.22%	85.54%	13	3.74%	
RSU 29/MSAD 29	Houlton High School	95	31	39	89.62%	82.95%	8	2.08%	
RSU	Penobscot	46	26	15	73.02%	83.33%	6	2.88%	

31/MSAD 31	Valley High School							
RSU 32/MSAD 32	Ashland Community High School	23	6	8	92.00%	91.18%	3	3.26%
RSU 33/MSAD 33	Wisdom Middle High School	20	2	0	90.91%	93.33%	0	0.00%
MSAD 34	Belfast Area High School	129	46	51	81.65%	88.54%	15	2.35%
RSU 35/MSAD 35	Marshwood High School	182	31	33	91.92%	92.24%	13	1.65%
RSU 36/MSAD 36	Livermore Falls High School	60	35	46	82.19%	83.52%	6	1.66%
RSU 37/MSAD 37	Narraguagus High School	66	23	28	85.71%	82.61%	15	6.30%
MSAD 39	Buckfield Jr-Sr High School	45	13	13	71.43%	87.50%	11	5.64%
RSU	Medomak	127	45	49	78.40%	81.66%	9	1.45%

40/MSAD 40	Valley High School								
RSU 41/MSAD 41	Penquis Valley High School	61	26	25	79.22%	83.10%	18	7.11%	
RSU 42/MSAD 42	Central Aroostook Jr- Sr H S	24	11	16	75.00%	80.95%	5	3.62%	
MSAD 43	Mountain Valley High School	122	38	35	80.79%	78.88%	17	3.18%	
RSU 44/MSAD 44	Telstar High School	68	23	17	77.27%	87.32%	10	3.44%	
RSU 45/MSAD 45	Washburn District High School	20	8	6	83.33%	75.00%	3	2.78%	
MSAD 46	Dexter Regional High School	62	40	35	74.70%	78.72%	14	4.70%	
MSAD 47	Messalonskee High School	202	66	43	84.17%	91.18%	23	2.73%	

MSAD 48	Nokomis Regional High School	147	68	58	72.41%	77.21%	29	3.91%
RSU 49/MSAD 49	Lawrence High School	179	54	60	86.06%	85.83%	21	2.61%
MSAD 50	Georges Valley High School	54	14	18	81.82%	93.41%	6	2.12%
RSU 51/MSAD 51	Greely High School	164	26	36	93.18%	96.30%	4	0.58%
RSU 52/MSAD 52	Leavitt Area High School	157	42	52	78.89%	86.03%	27	3.87%
RSU 53/MSAD 53	SAD #53 Alternative Education	12	15	1	85.71%	75.00%	6	37.50%
RSU 54/MSAD 54	Skowhegan Area High School	182	80	82	79.13%	79.76%	56	6.07%
RSU 55/MSAD 55	Sacopee Valley High Sch	77	14	23	74.76%	82.73%	12	2.90%

MSAD 56	Searsport District High School	42	17	21	79.25%	76.12%	7	3.10%
RSU 57/MSAD 57	Massabesic High School	216	71	105	72.97%	81.10%	18	1.51%
RSU 58/MSAD 58	Mt Abram Regional High School	70	21	28	78.65%	88.89%	7	2.24%
RSU 59/MSAD 59	Madison Area Memorial H S	50	25	42	79.37%	71.76%	7	2.62%
RSU 60/MSAD 60	Noble High School	212	57	47	74.65%	80.95%	51	4.92%
RSU 61/MSAD 61	Lake Region High School	134	66	51	73.63%	83.78%	17	2.82%
RSU 64/MSAD 64	Central High School	87	36	45	79.09%	84.31%	18	4.80%
MSAD 67	Mattawancook Academy	84	20	31	81.55%	82.54%	19	4.37%

RSU 70/MSAD 70	SAD 70 Hodgdon High School	42	8	10	91.30%	85.25%	1	0.56%
MSAD 71	Kennebunk High School	198	40	68	92.09%	95.35%	3	0.37%
RSU 74/MSAD 74	Carrabec High School	50	19	29	73.53%	65.08%	23	8.46%
RSU 75/MSAD 75	Mt Ararat High School	192	42	60	84.96%	86.81%	21	2.24%
Boothbay- Boothbay Hbr CSD	Boothbay Region High School	59	12	13	83.10%	89.39%	6	2.34%
Flanders Bay CSD	Sumner Memorial High School	48	16	15	64.86%	76.40%	23	7.74%
Mt Desert CSD	Mt Desert Island High School	137	33	19	83.03%	91.08%	8	1.42%
Southern Aroostook CSD	So Aroostook CSD School	23	10	7	69.70%	75.00%	5	3.73%

Maranacook CSD	Maranacook Community High Sch	115	45	35	92.74%	87.23%	11	2.33%
Deer Isle-Stonington CSD	Deer Isle-Stonington High Sch	23	8	9	57.50%	80.39%	17	10.18%
Oak Hill CSD	Oak Hill High School	110	30	30	82.09%	79.14%	25	4.86%
Moosabec CSD	Jonesport-Beals High School	16	5	2	69.57%	94.44%	4	4.60%
Wells-Ogunquit CSD	Wells High School	115	25	18	87.12%	89.74%	16	3.36%
Five Town CSD	Camden Hills Regional H S	135	44	43	86.54%	92.43%	10	1.49%
ME Sch of Science & Mathematics	ME Sch of Science & Mathematics	37	58	19	94.87%	81.82%	2	1.72%
RSU 01	Morse High School	171	60	56	78.44%	79.00%	37	4.98%
John Bapst	John Bapst	120	27	21	96.00%	100.00%	1	0.21%

Memorial High School	Memorial High School								
George Stevens Academy	George Stevens Academy	55	40	32	78.57%	92.39%	5	1.83%	
Erskine Academy	Erskine Academy	143	33	54	92.86%	96.15%	4	0.53%	
Foxcroft Academy	Foxcroft Academy	73	24	25	81.11%	84.54%	12	3.26%	
Washington Academy	Washington Academy	89	67	43	87.25%	90.82%	7	1.59%	
Fryeburg Academy	Fryeburg Academy	141	29	20	84.94%	92.31%	7	1.30%	
Lee Academy	Lee Academy	44	32	14	83.02%	86.67%	7	3.76%	
Lincoln Academy	Lincoln Academy	132	27	29	89.19%	96.40%	9	1.56%	
Maine Central Institute	Maine Central Institute	80	39	45	80.81%	95.33%	6	1.78%	
Thornton	Thornton	290	80	61	86.83%	88.14%	21	1.68%	

Academy	Academy								
Blue Hill Harbor School	Blue Hill Harbor School	2	3	1	100.00%	0.00%	0	0.00%	

STATE TOTALS		13,588	4,845	4,779	80.40%	83.53%	63,258	2,162	3.42%
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