

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

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

**Submitted by: University of Maine System**

**1/1/2013**

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## **Overview of the Legislation**

Beginning with the 2012-2013 academic year, the University of Maine System (UMS), Maine Community College System (MCCS) and Maine Maritime Academy (MMA) are required to report annually by January 1 the following:

- The total number of traditional students who are enrolled in remedial courses in English language arts and mathematics, disaggregated by campus and subject area;
- The name of each secondary school in the State from which a traditional student enrolled in a remedial course received a high school diploma and the number of students in each of these schools;
- The retention and graduation rates for traditional students who were enrolled in remedial courses in English language arts and mathematics, which must be disaggregated by campus;
- Any recommendations of strategies that may result in fewer students enrolling in remedial courses and strategies for improving the retention and graduation rates of students who were enrolled in remedial courses.

For the purpose of the report, “traditional student” means a student who attended any accredited Maine public school or private school and received a high school diploma from a secondary school in the State or who has participated in a home instruction program.

To ensure that personally identifiable information is not disclosed, no disaggregated information compiled will be shared if the total number of traditional students who received high school diplomas from the same secondary school and enrolled in the same remedial courses at the same campus is five (5) or fewer.

The report must be submitted by January 1 of each year to the Commissioner of Education and to the Joint Standing Committee on Education and Cultural Affairs. In addition, the report must be published on each System’s publicly accessible web sites.

The legislation is included as Attachment 1.

## Special Notes related to the Remediation Report

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

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

- “Traditional student” is defined as a student who has attended any accredited public school or private school in the State or who participated in a home instruction program and has received a high school diploma in the June proceeding the fall in which the student matriculates. For the purpose of the report submitted January 1, 2013, the student would have received the high school diploma in June 2012;
- “Remedial courses” are those within English language arts (including ESL) and mathematics, and defined as courses below the 100-level. There are multiple offerings in each subject and they will be disaggregated by subject area but not by the individual course;
- Students may be enrolled in more than one course in a semester; the “duplicated” number includes all courses;
- “Unduplicated” students are those enrolled in any remedial course. For those schools for whom five or fewer students were enrolled in a remedial course, an asterisk (\*) will appear;
- A new report will be issued each year specific to that year’s graduating class in Maine’s high schools.

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

- This report can only be produced after a full academic year has been completed. It will be published for a given cohort in the second January after a student matriculated in higher education. Typically, retention rates nationally are calculated utilizing a fall-to-fall picture of the data. So, for the purposes of our reporting, the **first retention report will be available January 2014** – this would take the class which received its high school diploma in June 2012 and track its retention from Fall 2012 to Fall 2013.
- The report will include only aggregate reporting by university of those traditional students who were enrolled in remedial classes and will not include data disaggregated by English/math or secondary school.

**Schedule of Reports:**

<b>January Report Year</b>	<b>Fall Cohort</b>	<b>1A and 1B School-Based Remediation Reports</b>	<b>1C Retention/Graduation</b>
2013	2012	X	
2014	2013	X	
	2012		X
2015	2014	X	
	2013		X
	2012		X
2016*	2015	X	
	2014		X
	2013		X
	2012		X

\*The legislation calls for this section to be repealed in July 1, 2016. It is important to note that while retention statistics will be available for the years 2013-2016, graduation data will only be available in 2016 for those students who complete their degree in four years. National studies suggest that the average time to degree for a bachelor’s degree is six years.

**Remediation within the University of Maine System**

***National Perspective***

National research on K-16 education indicates that there is often a disconnect between the academic expectations of colleges and universities and the K-12 systems that prepare students for college. One indicator of this is the number of first-year college students who must take remedial courses to prepare for university level work.

In a recent study (2012) by the New England Board of Higher Education (NEBHE), 42% of first-year undergraduates at two-year public institutions in 2007-2008 reported taking at least one “remedial” (or developmental) education course. The share of students taking a remedial course at a public four-year institution varied from 24% to 39% depending on the type of four year institution. These estimates are considered conservative—percentages are much higher at some colleges, and other estimates indicate that in some states as many as 60 percent of students require remediation.

Nontraditional adults comprise a significant portion of remedial students. Adults who have been out of high school for some time and are returning to college to earn a degree or receive job training often need to take remedial courses to brush up on their math, reading or writing skills. More than 42 million Americans ages 18 to 64 do not hold a postsecondary degree and would likely need remediation if they pursue higher education.

All studies also indicate that remedial students are more likely to drop out of college without a degree. 57% of students who entered postsecondary education without taking a remedial course earned a bachelor's degree within eight years of enrolling – only 29% of those enrolled in one or two remedial courses ultimately received their degree within the same timeframe (and 19% for those who took four remedial courses). (Strong American Schools report, 2008)

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

#### ***Background***

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

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

**Students from Secondary School in Remedial Courses by UMS Institution**

Fall 2012 Cohort	UMA	UMF	UMFK	UMM	UMaine	USM	UMPI	UMS Total
<b>Total Matriculated<sup>1</sup> From Secondary School<sup>2</sup></b>	180	288	125	82	1275	597	137	<b>2684</b>
<b>Total Unduplicated Math &amp; English Remedial<sup>3</sup></b>	67	39	31	40	2	97	48	<b>324</b>
<b>Percentage Remedial</b>	37.2%	13.5%	24.8%	48.8%	0.2%	16.2%	35%	<b>12.1%</b>

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

Fall 2012 Cohort	UMA	UMF	UMFK	UMM	UMaine	USM	UMPI	UMS Total
<b>Total Enrolled in Remedial Math</b>	49	39	9	33	1	97	48	<b>276</b>
<b>Total Enrolled in Remedial English</b>	38	0	26	13	2	1	0	<b>80</b>
<b>Number of Students Enrolled in Both Remedial Math and English</b>	20	0	4	6	1	1	0	<b>32</b>

To help educate parents and improve the college readiness of Maine’s high school graduates, the University of Maine System developed a suggested list of skills and competencies that entering students need to have mastered in high school in order to be successful in postsecondary coursework. This work to create a more seamless transition from high school to college is intended to lessen the need for remediation among first-time, first-year students entering college directly from high school. Students who success in college and graduate on time usually have the following high school preparation in the core academic areas:

<sup>1</sup> Matriculated indicates students who have been accepted into and have enrolled in a degree-granting program.

<sup>2</sup> Students may be enrolled in more than one course in more than one subject in a semester, and this total includes all courses.

<sup>3</sup> The total unduplicated number of students enrolled in any remedial course. In accordance with the language in the Act, and to protect student identity, the colleges "may not report disaggregated information compiled under subsection 1 if the total number of traditional students who received high school diplomas from the same secondary school and enrolled in the same remedial course at the same campus is five or fewer". In this case, an asterisk (\*) appears in the cells on the following pages and indicates: "Five or fewer students."

- Four years of English courses that incorporate a variety of texts (fiction, non-fiction, essays, memoirs, journalism) and that emphasize expository and analytic writing skills.
- Four years of math courses that include at least Algebra 1 and 2, and Geometry, taken as separate courses or as an integrated sequence of courses, and a 12th-grade college-preparatory math course that provides a solid foundation in quantitative and algebraic reasoning. For those students planning to major in mathematics, science, or a technical or professional field that requires advanced math skills, a pre-calculus or calculus course is strongly recommended.
- At least three years of laboratory science--offered as either separate courses or as integrated core classes--that include the study of biology, chemistry, and physics. Science courses should emphasize the writing of technical reports and the quantitative representations and analyses of data.
- At least three years of history and social science in courses that emphasize the reading of primary and secondary texts, the writing of analytic and expository essays, and the use of quantitative data and research findings.
- At least two years of study in a language other than English

### *Initiatives Already Underway And Recommendations*

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

- Current placement and remediation policies are being examined at our universities. In recent years, courses within English, for example, have been reformatted such that students who might need additional assistance enroll directly in a credit granting, 100-level course with an added credit component to help prepare them.
- Most of our universities accept the ACUPLACER as a placement test and the scores are becoming more standardized.
- Many of our faculty are working with colleagues within K-12 on the implementation of the common core state standards (CCSS) which right now are focused on English language arts and mathematics.



- A joint Common Core Summit sponsored by Maine DOE and the UMS was held in April 2012 to prepare faculty and staff within Maine’s public higher education institutions (UMS, MCCS, MMA) for the new initiatives being worked on by the K-12 community (CCSS, Smarter Balanced Assessment, Standard Based Learning/Diploma).
- A Joint College Transitions Workgroup comprised of representatives from Maine DOE, UMS, MCCS and MMA issued a report with recommendations related to college readiness and success in April 2012. This report was delivered to the Education Coordinating Committee which is comprised of the Chancellor of the UMS, President of MCCS, President of MMA and the Commissioner of Education.
- All of our campuses participate in the Aspirations program which encourages early college participation for high school students. UMFK offers the Pleasant Street Academy which is a K-12-Higher Education early college program which is in essence the “fifth year high school” concept explored within the state. UM offers Academ-E, an on line aspirations program for high school students. UMA has cooperative agreements with a number of high schools related to teaching college courses at the high school.

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

- Promote faculty-to-faculty dialogue across K-12 and higher education related to issues of college readiness;
- Use research and data to inform changes in policy and remediation/developmental programs (Note: the study currently being conducted by USM’s CEPARE on behalf of DOE is an example of such research);
- Provide opportunities for high school students to take placement tests in mathematics and English language arts in, minimally, their junior year so that senior year course selection can focus on those areas that need improvement. The UMS, through a grant with the MELMAC Education Foundation, worked with a number of schools to explore this approach specifically in mathematics, utilizing the ACUPLACER as the placement test;
- Continue to ensure that the critical dialogues related to CCSS and other Maine DOE initiatives are occurring between policy makers, faculty and others across all of our Systems;
- Continue to support participation in early college experiences, including funding;
- Continue to advocate for transparency in the reporting of data related to remediation (similar to what this legislation is seeking).

Recommendations specific to retention and graduation will be presented when that report is prepared in January 2014. Minimally, all recommendations focus on student success and the need for coherent student support when an academic deficiency is identified. If we can continue to reduce the numbers of students coming to our institutions needing remediation, we will have accomplished the most important component of student success: academic preparedness.

**STATE OF MAINE**  

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**IN THE YEAR OF OUR LORD**  
**TWO THOUSAND AND TWELVE**  

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

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

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

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

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

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

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

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

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

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

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

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

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

**Attachment 2 - University of Maine System Total for Fall 2012**  
*Tables pursuant to Sec. 1. 20-A MRSA §10012, sub-§ 1(a)*

**University of Maine System**

Summary of Traditional<sup>4</sup> First-Time<sup>5</sup> Students from Maine Secondary Schools  
 Enrolled in Remedial<sup>6</sup> Courses

Fall 2012 Cohort

**Students from Secondary School in Remedial Courses by UMS Institution**

	UMA	UMF	UMFK	UMM	UMaine	USM	UMPI	UMS Total
<b>Total Matriculated<sup>7</sup> From Secondary School<sup>8</sup></b>	180	288	125	82	1275	597	137	<b>2684</b>
<b>Total Unduplicated Math &amp; English Remedial<sup>9</sup></b>	67	39	31	40	2	97	48	<b>324</b>
<b>Percentage Remedial</b>	37.2%	13.5%	24.8%	48.8%	0.2%	16.2%	35%	<b>12.1%</b>

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

	UMA	UMF	UMFK	UMM	UMaine	USM	UMPI	UMS Total
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<b>Total Enrolled in Remedial English</b>	38	0	26	13	2	1	0	<b>80</b>
<b>Number of Students Enrolled in Both Remedial Math and English</b>	20	0	4	6	1	1	0	<b>32</b>

<sup>4</sup> Traditional Student is defined in LD1645 as a student who has attended any accredited public school or private school in the State, or who has participated in a home instruction program pursuant to section 5001-A, subsection 3, paragraph A and has received a high school diploma, GED or adult diploma in the June preceding the fall in which the student matriculates in the [Maine Community College System][University of Maine System].

<sup>5</sup> First-time students are students with no prior postsecondary experience attending any institution at the undergraduate level, including students enrolled in academic or occupational programs. It also includes students enrolled in the fall term who attended college for the first time in the prior summer term, and students who entered with advanced standing (college credits earned before graduation from high school).

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

<sup>7</sup> Matriculated indicates students who have been accepted into and have enrolled in a degree-granting program.

<sup>8</sup> Students may be enrolled in more than one course in more than one subject in a semester, and this total includes all courses.

<sup>9</sup> The total unduplicated number of students enrolled in any remedial course. In accordance with the language in the Act, and to protect student identity, the colleges "may not report disaggregated information compiled under subsection 1 if the total number of traditional students who received high school diplomas from the same secondary school and enrolled in the same remedial course at the same campus is five or fewer". In this case, an asterisk (\*) appears in the cells on the following pages and indicates: "Five or fewer students."

### Attachment 3 - Secondary Schools Sending to UMS for Fall 2012

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

UMS Institution	Secondary School	Secondary School ID	Total Matriculated From Secondary School	Total Unduplicated Math & English Remedial	Total Enrolled in Remedial Math	Total Enrolled in Remedial English	Total Duplicated Math & English Remedial
<b>UMS Total</b>	Ashland Community High School	112645	*	0	0	0	0
	Bangor Christian Schools	112650	*	0	0	0	0
	Bangor High School	112655	67	*	*	*	7
	Belfast Area High School	112661	25	9	8	*	10
	Biddeford High School	112665	28	*	*	0	*
	Bonny Eagle High School	112840	51	11	11	0	11
	Boothbay Region High School	112669	8	0	0	0	0
	Brewer High School	112670	39	*	*	*	*
	Brunswick High School	112672	39	*	*	0	*
	Buckfield Jr-Sr High School	112675	8	0	0	0	0
	Bucksport High School	112676	23	*	*	0	*
	Calais High School	112679	9	0	0	0	0
	Calvary Chapel Christian Sch	112774	*	0	0	0	0
	Camden Hills Regional HS	112680	27	*	*	*	*
	Cape Elizabeth High School	112814	18	*	*	0	*
	Caribou High School	112682	43	6	*	*	6
	Carrabassett Valley Academy	112738	*	0	0	0	0
	Carrabec High School	112765	7	0	0	0	0
	Casco Bay High School	606356	*	*	*	0	*
	Catherine McAuley High School	112785	12	0	0	0	0
	Central Aroostook Jr-Sr High	112755	10	*	*	0	*
	Central High School	112695	20	*	*	0	*
	Cheverus High School	112778	15	*	*	0	*
	Community High Sch	112707	27	*	*	*	*
	Community School	112681	*	*	*	0	*
	Cony High School	112649	45	6	*	*	6

### Attachment 3 - University of Maine System Total for Fall 2012

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

UMS Institution	Secondary School	Secondary School ID	Total Matriculated From Secondary School	Total Unduplicated Math & English Remedial	Total Enrolled in Remedial Math	Total Enrolled in Remedial English	Total Duplicated Math & English Remedial
	Deer Isle-Stonington HS	112817	*	0	0	0	0
	Deering High School	112780	37	6	6	0	6
	Dexter Regional High School	112691	15	*	0	*	*
	Dirigo High School	112692	11	*	*	0	*
	East Grand High School	112689	*	*	*	0	*
	Easton Junior-Senior High Sch	112698	8	*	*	0	*
	Edward Little High School	112647	32	*	*	*	*
	Ellsworth High School	112702	21	*	*	*	*
	Erskine Academy	112809	59	*	*	*	*
	Falmouth High School	112687	32	*	*	*	6
	Fort Fairfield Middle HS	112706	13	6	*	*	6
	Foxcroft Academy	112693	21	*	*	0	*
	Freeport High School	112708	23	*	*	0	*
	Fryeburg Academy	112710	*	0	0	0	0
	Gardiner Area High School	112713	29	7	*	*	9
	George Stevens Academy	112667	9	*	*	*	*
	Gorham High School	112715	47	*	*	0	*
	Gray-New Gloucester HS	112716	26	*	*	0	*
	Greater Houlton Christian Acad	112727	*	*	0	*	*
	Greater Portland Christian Sch	112781	*	0	0	0	0
	Greely High School	112688	22	*	*	0	*
	Greenville High School	112718	9	*	0	*	*
	Hall-Dale High School	112721	16	6	*	*	6
	Hampden Academy	112722	50	*	*	0	*
	Hermon High School	112651	28	6	*	*	6
	Hodgdon High School	112726	15	*	*	0	*
	Houlton High School	112728	20	*	*	0	*

### Attachment 3 - University of Maine System Total for Fall 2012

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

UMS Institution	Secondary School	Secondary School ID	Total Matriculated From Secondary School	Total Unduplicated Math & English Remedial	Total Enrolled in Remedial Math	Total Enrolled in Remedial English	Total Duplicated Math & English Remedial
	John Bapst Memorial HS	112654	39	0	0	0	0
	Jonesport-Beals High School	112734	*	0	0	0	0
	Katahdin High School	112804	10	0	0	0	0
	Kennebunk High School	112735	34	*	*	0	*
	Lake Region High School	112671	20	*	*	*	*
	Lawrence Adult Education	686156	*	0	0	0	0
	Lawrence High School	112704	34	*	*	*	6
	Leavitt Area High School	112823	34	*	*	0	*
	Lee Academy	112741	*	*	0	*	*
	Lewiston High School	112743	50	*	*	0	*
	Limestone Community School	112745	10	*	*	*	*
	Lincoln Academy	112762	30	0	0	0	0
	Lisbon High School	112749	23	*	*	*	6
	Machias Memorial High School	112752	12	9	7	*	11
	Madawaska High School	112753	27	*	*	*	*
	Madison Area Memorial HS	112754	9	0	0	0	0
	Maine Acad of Natural Sciences	112725	*	0	0	0	0
	Maine Central Institute	112775	15	*	*	0	*
	Maine School of Science & Math	112746	*	0	0	0	0
	Maranacook Community High Sch	112792	26	*	*	0	*
	Marshwood High School	112701	26	*	*	0	*
	Massabesic High School	112833	25	*	*	0	*
	Mattanawcook Academy	112747	20	*	*	0	*
	Medomak Valley High School	112829	19	0	0	0	0
	Merrymeeting Regional Adult Ed	608753	*	0	0	0	0
	Messalonskee High School	112770	52	*	*	*	6
	Monmouth Academy	112760	7	*	*	0	*



### Attachment 3 - University of Maine System Total for Fall 2012

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

UMS Institution	Secondary School	Secondary School ID	Total Matriculated From Secondary School	Total Unduplicated Math & English Remedial	Total Enrolled in Remedial Math	Total Enrolled in Remedial English	Total Duplicated Math & English Remedial
	Morse High School	112659	30	*	*	0	*
	Mount Abram Regional High Sch	112739	13	*	*	*	*
	Mount Ararat School	112822	42	*	*	*	*
	Mount Blue High School	112705	29	*	*	*	*
	Mount Desert Island HS	112761	26	*	*	*	*
	Mount View High School	112821	19	*	*	0	*
	Mountain Valley High School	112795	20	*	*	0	*
	Narraguagus High School	112757	21	9	7	*	10
	Noble High School	112662	18	*	*	*	*
	Nokomis Regional High School	112764	23	*	*	0	*
	North Atlantic Reg High School	112648	*	0	0	0	0
	North Yarmouth Academy	112850	*	0	0	0	0
	Oak Hill High School	112796	12	0	0	0	0
	Oceanside High School - East	112794	32	8	7	*	10
	Old Orchard Beach High School	112771	9	0	0	0	0
	Old Town High School	112772	34	*	*	*	*
	Orono High School	112773	15	0	0	0	0
	Oxford Hills Christian Academy	112812	*	*	*	0	*
	Oxford Hills High School	112811	38	*	*	*	6
	Penobscot Valley High School	112729	10	0	0	0	0
	Penquis Valley High School	112759	10	*	*	*	*
	Pine Tree Academy	112709	*	0	0	0	0
	Piscataquis High School	112719	8	*	*	*	*
	Poland Regional High School	112776	21	*	*	0	*
	Portland High School	112784	32	7	6	*	9
	Presque Isle High School	112789	36	*	*	0	*
	Rangeley Lakes Regional School	112791	*	0	0	0	0

### Attachment 3 - University of Maine System Total for Fall 2012

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

UMS Institution	Secondary School	Secondary School ID	Total Matriculated From Secondary School	Total Unduplicated Math & English Remedial	Total Enrolled in Remedial Math	Total Enrolled in Remedial English	Total Duplicated Math & English Remedial
	Richmond Middle/High School	112793	6	0	0	0	0
	Robert W Traip Academy	112740	14	*	*	0	*
	Sacopee Valley High School	112810	14	*	*	0	*
	Saint Dominic Academy	112744	*	0	0	0	0
	Sanford High School	112799	34	*	*	*	*
	Scarborough High School	112802	43	*	*	0	*
	Schenck High School	112697	16	*	*	*	*
	Searsport District High School	112803	7	0	0	0	0
	Shead High School	112699	7	*	*	0	*
	Skowhegan Area High School	112805	29	*	*	*	*
	South Portland High School	112815	30	*	*	0	*
	Southern Aroostook Cmty School	112730	10	*	*	0	*
	Spruce Mountain HS -South Camp	112750	14	0	0	0	0
	Spruce Mountain HS-North Camp	112733	18	6	*	*	6
	Stearns High School	112758	10	*	*	*	*
	Sumner Memorial High School	112700	10	0	0	0	0
	Telstar Regional High School	112664	10	0	0	0	0
	Temple Christian Academy	138247	*	0	0	0	0
	The New School	112736	*	*	*	0	*
	Thornton Academy	112797	56	6	6	0	6
	Upper Kennebec Valley Mem HS	112666	*	0	0	0	0
	Van Buren Dist Secondary Sch	112827	14	*	0	*	*
	Vinalhaven High School	112828	*	0	0	0	0
	Washburn District High School	112832	7	*	*	0	*
	Washington Academy	112696	24	6	6	0	6
	Waterville Adult Education	618546	*	0	0	0	0
	Waterville Senior High School	112835	21	0	0	0	0

### Attachment 3 - University of Maine System Total for Fall 2012

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

UMS Institution	Secondary School	Secondary School ID	Total Matriculated From Secondary School	Total Unduplicated Math & English Remedial	Total Enrolled in Remedial Math	Total Enrolled in Remedial English	Total Duplicated Math & English Remedial
	Waynflete School	112786	*	0	0	0	0
	Wells High School	112837	18	*	*	0	*
	Westbrook High School	112839	23	*	*	0	*
	Windham High School	112816	31	*	*	*	*
	Winslow High School	112836	18	*	*	*	*
	Winthrop High School	112842	13	*	*	*	*
	Wiscasset High School	112846	*	0	0	0	0
	Wisdom Middle/High School	112798	9	*	*	0	*
	Woodland High School	112848	8	*	0	*	*
	Yarmouth High School	112851	16	*	*	0	*
	York High School	112852	17	0	0	0	0
<b>UMS Combined Total</b>			<b>2684</b>	<b>324</b>	<b>276</b>	<b>80</b>	<b>356</b>
<b>Percentage Remedial</b>			<b>12.1%</b>				