

One of our strategic plan goals is to prepare our students to be college and career ready. To that end, Superintendent of Public Instruction, Stan Heffner, along with University Systems of Ohio (formerly Ohio Board of Regents) Chancellor, Jim Petro, released information regarding the need to reduce developmental (remedial) course enrollment rates. For many years the Ohio Board of Regents has provided districts with Public College Enrollment and Remedial Course Enrollment rates. The fall of 2009 College Freshman information was just released this week.

In the fall of 2009, 52,782 Ohio high school graduates enrolled in Ohio public colleges and universities as first time freshman. Seventy two percent of these freshmen enrolled in public university main or regional campuses and 28% enrolled in public community colleges. Forty one percent of these college freshmen enrolled in at least one developmental (remedial) course in their first year of college. Thirty four percent enrolled in developmental (remedial) math courses and 19% enrolled in developmental (remedial) English courses. The statewide remediation rate of 41 percent, results in a cost of \$130 million in non-credit courses. Minster Local School's remediation data for the past five years is listed below:

Year	% Taking Remedial Math	% Taking Remedial Reading	% Taking Remedial Math or Reading
2009	7	9	12
2008	13	8	18
2007	10	10	18
2006	13	8	16
2005	14	17	24

As you can see, our remediation rate is far below the state average but still warrants our attention. This data is shared with our Math and English departments who, during PLC time, discuss ways to better prepare our students for college. Interpretation and use of this data requires an understanding of its sources and limitations. First, the Ohio Board of Regents maintains student-level enrollment and course enrollment data only on those students who attend PUBLIC colleges and universities in Ohio. Detailed college enrollment and developmental course enrollment data are not available for students who attend private or out-of-state institutions. The fall of 2009 data indicates 63% of Minster's graduating students attended public colleges. For comparison in 2011 Minster had 88% of its students attend public colleges.

Also attached to this report are the "Buckeye Top Fifty." Ohio's high wage occupations in demand by employers and projected to stay in demand. This information was shared with Kim Seaver who in turn will share it with the high school students. Along those same lines, Kim Seaver and Peggy Kelly, our current Family and Consumer Science teacher, have been in discussion about ways to change our careers class. We plan on meeting after the first of the year to continue those conversations. One opportunity taken advantage of by a few of our students was offered by Emerson Technologies of Sidney last week. Emerson held a Career Day last week where interested students could observe engineering project activities and tools that demonstrate the role of engineering in such areas as mechanical, electrical, sound and vibration, materials/ chemical and manufacturing. Rick Thien and Jim Dues of Minster took the five interested students on a tour of the Product Evaluation lab where they were able to see testing in process for capacity, life test along with being able to see the build-up and tear down area. Emerson currently employs many past Minster graduates and currently hosts three past graduates as co-op engineers. These are the kinds of activities I hope to increase and to mandate for students in the future.

We continue to monitor college and career related data for trends and information that will help us in meeting our goal of preparing our students to be college and career ready.