

# THE WETUMPKA HERALD

## Study shows remedial needs

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High schools with the Elmore County School System seem to be following the trend as much as the rest of the state when it comes to the number of graduating seniors who are forced to take remedial courses when they first enter college.

Data recently released by the Alabama Commission on Higher Education shows that 34 percent of the 2010 graduating class that entered a two-year or four-year Alabama public college or university had to take at least one remedial course.

Within Elmore County, the numbers were about average or in some cases much higher.

Holtville High School had the highest percentage of all of the Elmore County schools within the system.

According to the data, there were 49 students from the Class of '10 who enrolled in a state public institution and 47 percent of those students had to take a remediation class in math or English and some had to take both.

"To see Holtville have the highest numbers is very puzzling," said Elmore County Schools Superintendent Jeff Langham. "This is data we will certainly discuss with our principals, and we will do that once we sit down and really analyze the data ourselves".

Wetumpka High's number of students needing remedial work jumped 20 points from a year ago.

There were 91 reported graduates who entered a state public institution in the fall of 2010 and 45 percent of those students require remedial work.

Stanhope Elmore had 35 percent of its college-bound graduates enroll in remedial courses, while, Elmore County High School had the lowest percentage (25) of graduates who required remedial classwork.

Outside of the Elmore County School System, some schools fared as well or not as well.

In the Tallassee City School System, 40 percent of the 2010 graduates who enrolled in college in the state had to take a remedial course.

Reeltown, a member of the Tallapoosa County School System, had 33 percent of its college-bound graduates enroll for a remedial course.

Notasulga, which is part of the Macon County School System, had 69 percent of its college-bound students enroll in remedial courses.

The data also showed a common trend in remedial work needed.

In most cases there were double the amount of students requiring remedial math compared to English.

Langham admitted there may have been some focus lost in math over the years in the state.

“There has been the emphasis in the Alabama Reading Initiative, but math is also a critical issue,” he said. “The state has made great strides through (ARI) and shown consistent improvement, and some focus has been lost in math.

Assistant Superintendent Andre Harrison, who specializes in curriculum, said the school system is committed to finding the funds for the initiatives to ensure those students who do go to college are ready academically.

“We know it’s our responsibility that if John or Jane goes to college then he or she is prepared”.