



Durham • Freeport • Pownal

Providing our students with a world-class education that will challenge minds, engage creativity, develop self-discipline, and advance inherent strengths.

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March 2015

RSU5 Board of Directors 2014-2015

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March 10, 2015

Dear Citizens,

This report on the state of our schools is based on the RSU5 Strategic Framework, created in 2010 as the result of nine months of joint effort between the community, district educators, and the Board of Directors. The Framework contains our mission and vision along with a set of performance indicators to gauge our success.

These indicators are by no means perfect, and no single measurement or test should ever be used to judge the quality of RSU5 programs. These results are from various assessment methods, both qualitative and quantitative, and can help to give the community, the administration, the teachers and students a sense of how RSU5 is proceeding toward our mission, vision and goals.

This year's report contains information about the academic performance of RSU5 students, their aspirations, activities and post-secondary plans, and our use of resources. Its purpose is to keep the community informed about our schools' performance and to help frame vital discussions about what you want for your schools.

Nelson Larkins, Chair, RSU5 Board of Directors
William J. Michaud & Michael L. Lafortune, RSU5 Superintendents



RSU5 Roles for a Quality Education

There are many pivotal roles required to provide quality education for the students in our district.

- **Students'** engagement and full participation are fundamental for learning and fulfilling their personal aspirations.
- **Parents** provide direct involvement and support in learning, and are critical to the success of our children.
- **Educators** bring commitment and innovation to the crucial process of finding new ways to meet the learning needs of our students.
- **Board members** provide leadership that upholds the Vision and Mission of RSU5, dedication to the school/community collaborations, and communication that is fundamental to continuous improvement.
- **Community members** support adequate funding for programs, learning opportunities, physical buildings, and professional development requirements of our system.



District Vision and Mission Statement

OUR MISSION:

To provide our students with a world-class education that will challenge minds, engage creativity, develop self-discipline, and advance inherent strengths.

OUR VISION:

Our schools provide a safe, engaging environment that fosters a passion for life-long learning.

Our educators are mentors dedicated to providing our students with the knowledge and skills that will help them adapt to our changing world.

Our community supports the concept that each individual – be they student, educator, parent, or community member – bears responsibility for the success of our mission.

All stakeholders understand that financial responsibility is a facet of each decision that is made and tirelessly seek the resources to support our mission and vision.



RSU5's Academic Performance

The New England Common Assessment Program (NECAP)

The NECAP is used by Connecticut, Maine, New Hampshire, Rhode Island, and Vermont, "to meet No Child Left Behind Act requirements for testing Reading and Mathematics once each year from grade 3 through grade 8. The NECAP is designed to assess learning from the prior year (teaching year) at the beginning of the next school year (testing year). Therefore, grades 2-7 Reading and Mathematics are assessed at the beginning of grades 3-8."

In this report, "2014" refers to the test that was given in the fall of 2013 (school year 2014). These charts show the performance of RSU5 students against the state average and the region average in grades 3, 5, and 8. It is normal for scores to fluctuate year to year, so an average of the last three years is used for comparison. This year there is also a chart showing a progression of the same group of students (this year's 9th graders) through grades 4, 5, 6, 7 and 8.

The region includes seven area school districts: Brunswick, Cape Elizabeth, Falmouth, MSAD15 (Gray-New Gloucester), MSAD51



(Cumberland and N. Yarmouth), MSAD75 (Bowdoin, Bowdoinham, Harpswell and Topsham), and Yarmouth. This comparison group was chosen to include several of the state's top scoring districts, so it sets a very high competitive bar, with RSU5 starting in the middle of the pack.

This report concludes the period of NECAP assessment. Beginning this year, the students will take the new computer-based Maine Educational Assessment (MEA) test developed by the Smarter Balanced

Assessment Consortium (SBAC.)
NECAP summary:

It is easy to misconstrue or over-interpret the results; they must be combined with other data points for an informed picture. Over the last three years, RSU5 students continued to outperform state averages, landing in the top third of the state in reading and math.

Grade 3 students exceeded the regional average over 3 years in math and reading. This achievement affirms the extensive professional development undertaken by RSU5 teachers in

Comparison Set:

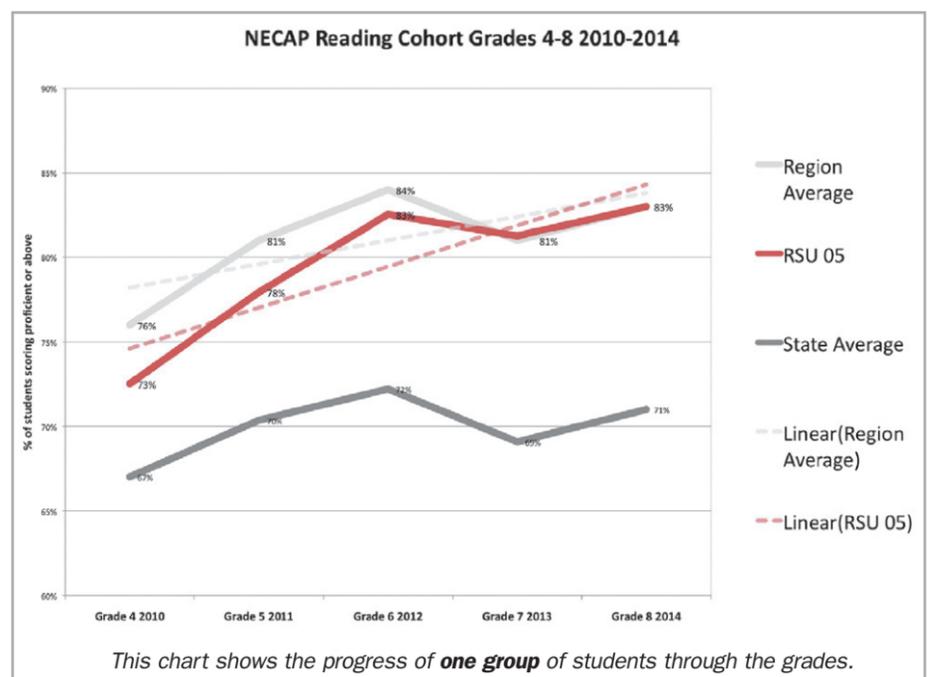
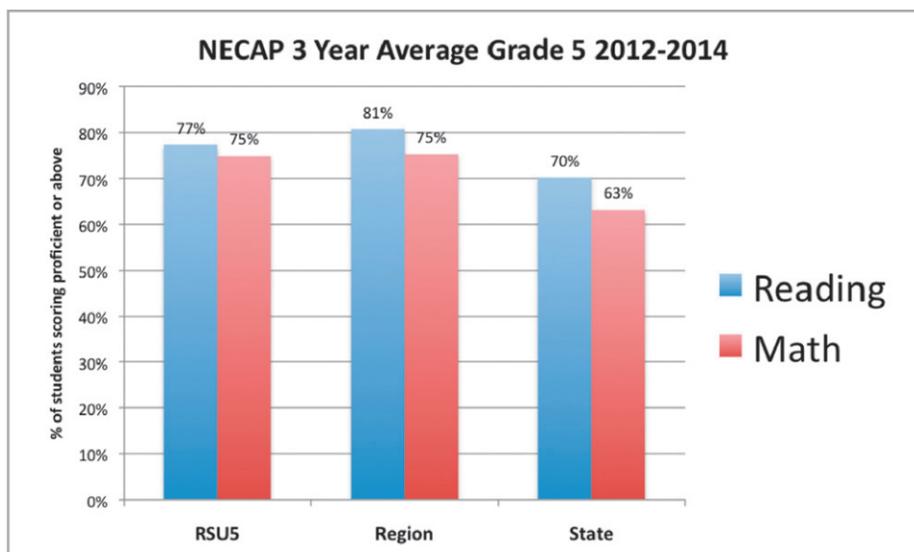
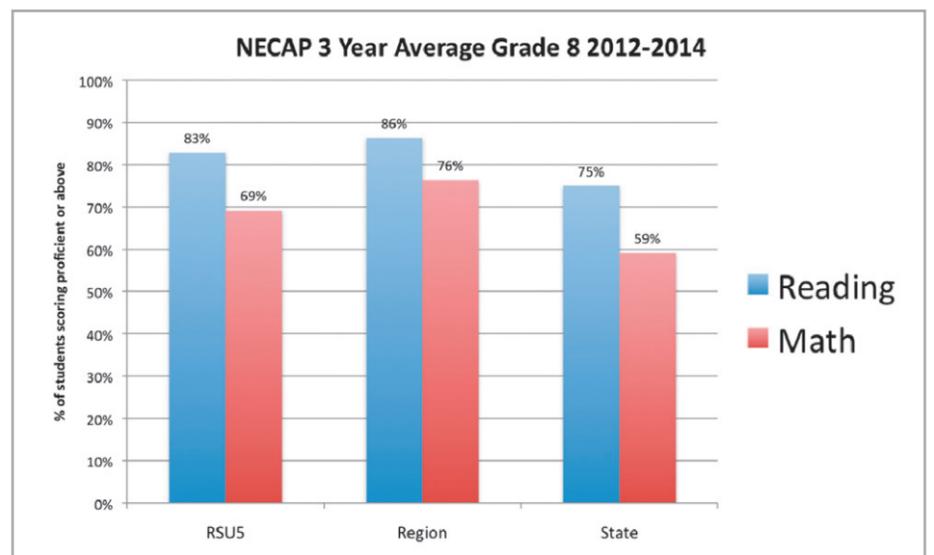
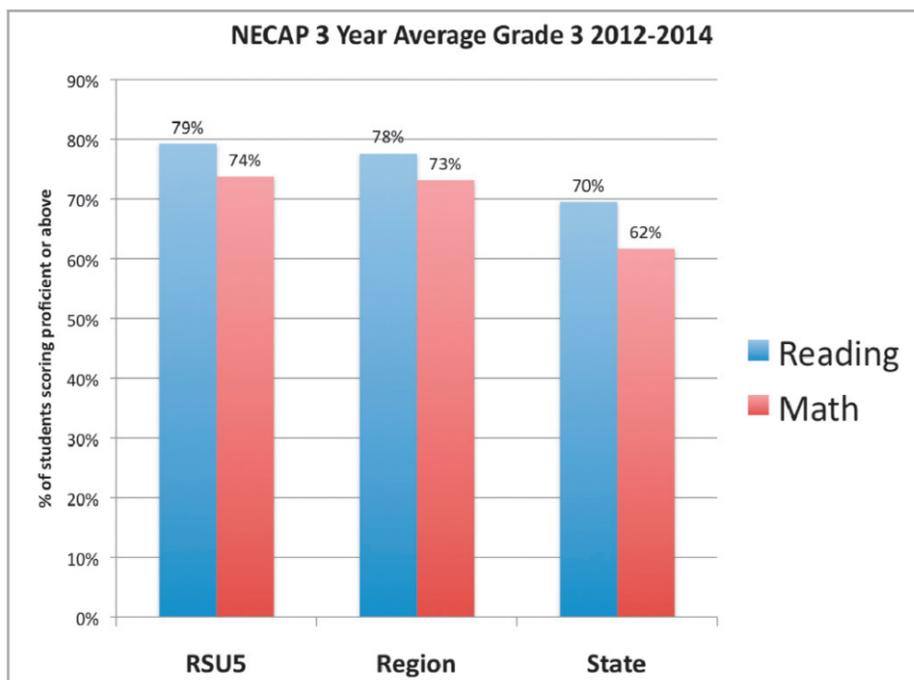
Brunswick, Cape Elizabeth, Falmouth, RSU15 (Gray-New Gloucester), RSU51 (Cumberland & North Yarmouth), RSU75 (Bowdoin, Bowdoinham, Harpswell & Topsham) and Yarmouth

literacy and math in the early grades.

Grade 5 classes have improved 1%-2% against the regional average over the last 5 years. They are now at the regional average in math and somewhat below the regional average in reading.

While the 3-year average for Grade 8 shows little change, last year's reading cohort (current 9th graders) showed steady growth throughout the 5 years, and matched the regional average by Grade 8. Math performance in Grade 8 continues to show opportunity for growth.

The efforts to achieve this growth include a significant increase in professional development, a curriculum review/revision for grades 6-8, and new connections between math and other departments, for a coordinated approach.



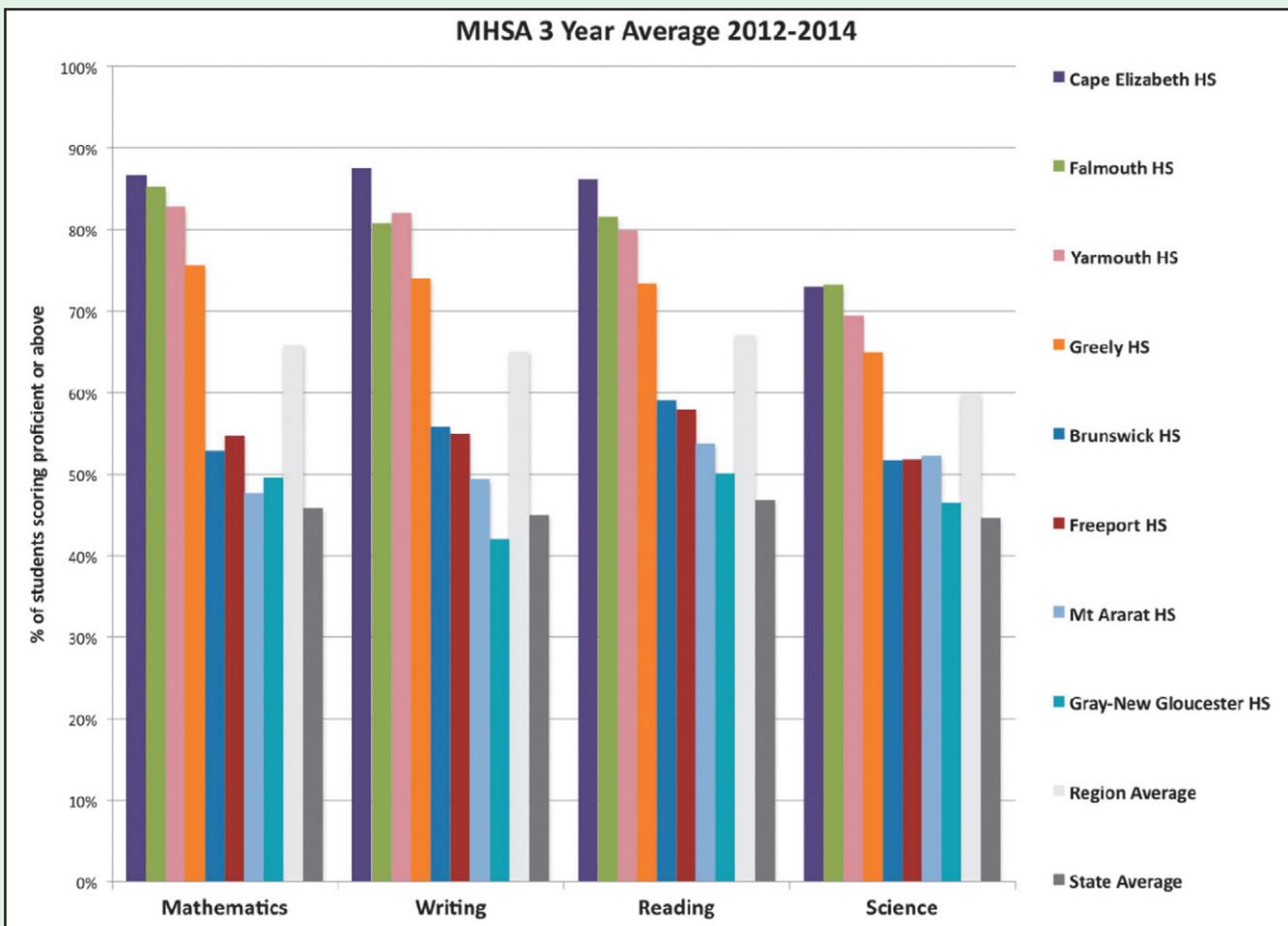
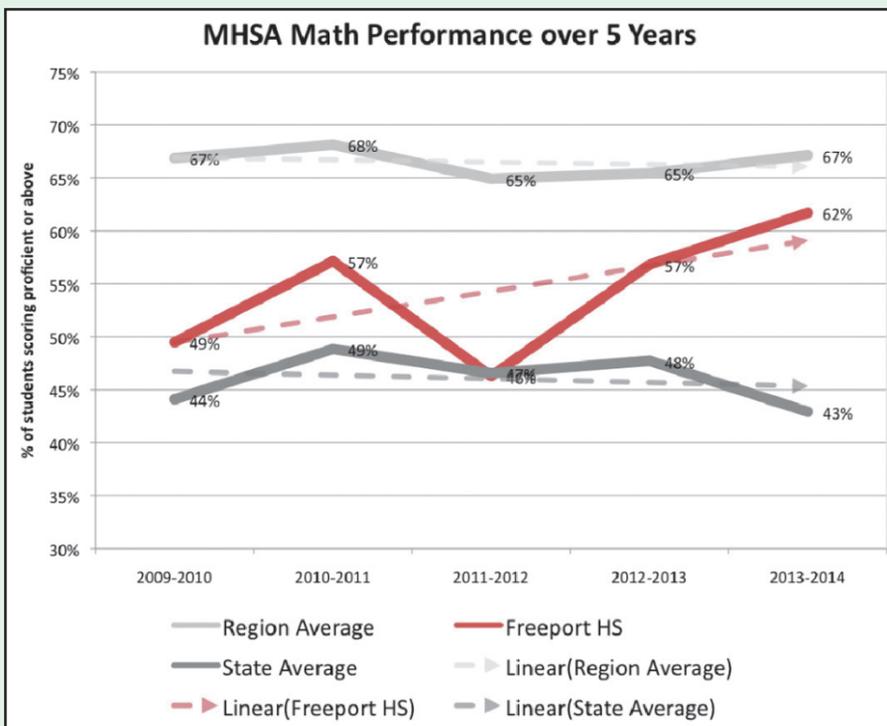
The Maine High School Assessment (MHSA)

All 11th grade high school students in Maine take the MHSA in the spring. The MHSA uses the Scholastic Aptitude Test (SAT) to measure student proficiency in Critical Reading, Mathematics, Writing, and Science.

We are reporting the 3-year cumulative average (2012-2014). This will be the final report on the MHSA, as students will now be taking the new computer-based MEA, designed by SBAC.

MHSA summary:

Over the last three years, Freeport High School students performed very well when compared to the state as a whole, and continued to show opportunities to improve against the regional average. Over all five years, the difference between FHS and the regional average has fluctuated between 5% and 12%. Math has been a focus area for improvement, with changes to courses, new interventions and increased access to the Math Center. The second chart shows significant and commendable growth in math performance during this time. The faculty is working to increase this further through continuing professional development, designing tasks with greater cognitive rigor, and incorporating mathematical practices aligned with the new state assessments (SBAC.)



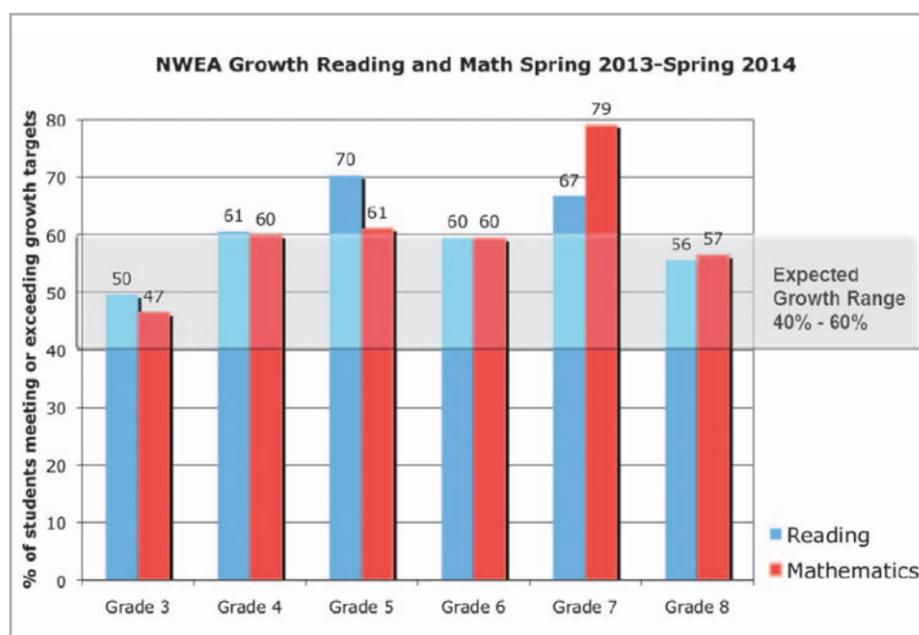
NWEA Growth: The Northwest Evaluation Association (NWEA) Test

The NWEA tests are computer-based assessments of Reading and Mathematics. These tests adjust to the student. When a student answers a question correctly, the program offers a slightly more challenging question or problem; when a student answers incorrectly, the program reduces the level of difficulty. The NWEA is not required by the state, and is not an "accountability" measure. Its primary use is to inform and improve instruction.

Each test is tailored to the individual student; therefore, it is possible to measure individual student growth on these assessments. The NWEA provides students with targets for performance. Schools with 40%-60% of students meeting or exceeding

growth targets are achieving typical growth for the school as a whole. The graph below shows the percent of students that showed above-typical growth. It is important to understand what you are seeing in this chart. It does not show all the students with high performance or low performance; it only shows the percentage of students that grew a lot from the prior year.

RSU5 is committed to meeting the needs of all students by providing a challenging curriculum that provides diverse learning opportunities. We continue to develop our Gifted and Talented Program to meet the needs of this population. Teachers are continuing to refine their lessons in terms of differentiation. We continue to develop RTI

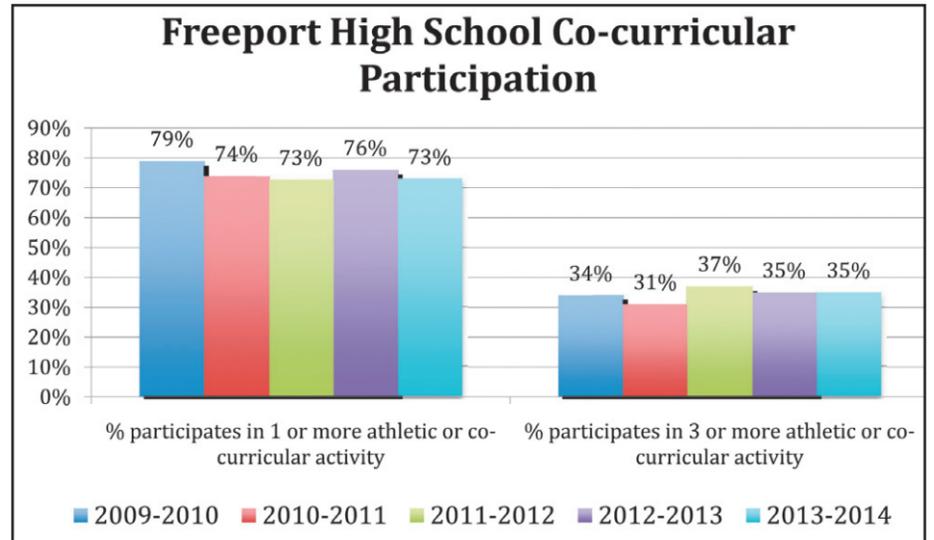
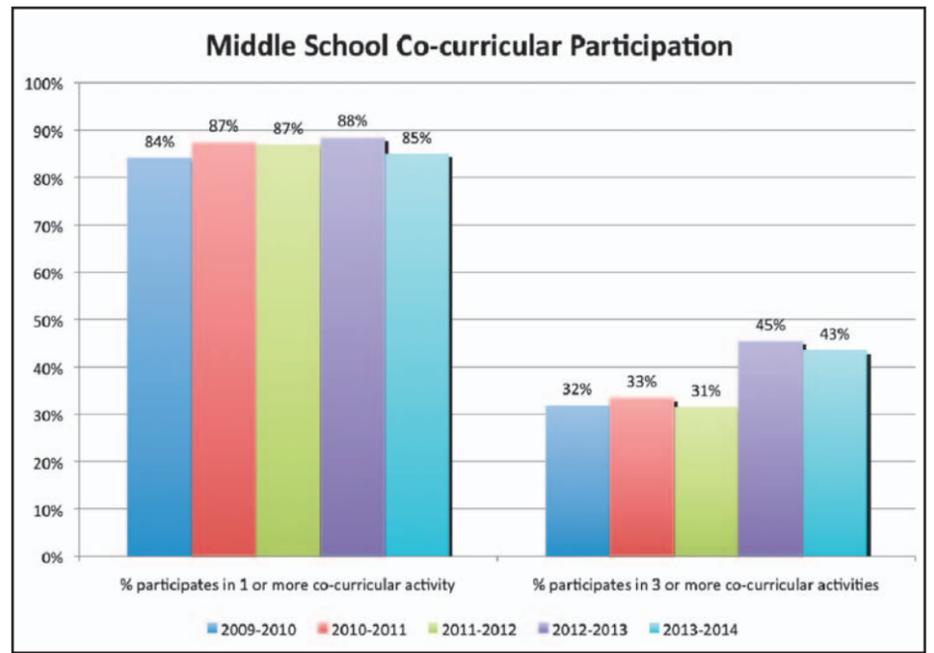


(Response to Intervention) programs to support students striving to meet proficiency. Lastly, we are moving toward a proficiency-based model throughout

our K-12 system. It is our hope that proficiency based education will provide equity, personalization, transparency, and increase vigor for all students.

Co-curricular Participation

Co-Curricular activities include school-sponsored clubs (e.g., drama or debate) and school-sponsored athletics. Co-curricular activities take place before school, after school, or during school when classes are not in session. This number is important because there is a strong correlation between involvement in these activities and academic success. The charts should be interpreted as estimates; enrollments fluctuate during the year, and from year-to-year as programs change to support student interest and demand. This year we have aligned our co-curricular participation charts with our academic charts and are tracking Middle School participation across the RSU. Just as in academics, the individual schools continue to monitor their respective students.



- Student Transfers -

This chart shows the number of situations where a student transferred to a private or religious school, charter school, or to another public school while living in the district, between April 1 and October 1. This report was initiated in 2013-2014, in part to provide insight on the impact of charter schools. RSU5 schools are actively planning for the increasing environment of school choice, through a focused improvement process,

Student Transfers in 2013-2014 and 2014-2015														
Grade Level	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Transfers to Maine Charter Schools 2013-2014	0	1	0	0	0	0	1	0	0	6	4	0	0	12
Transfers to Private or Religious Schools 2013-2014	0	1	2	0	3	1	3	0	0	8	5	1	0	24
Total Transfers 2013-2014	0	2	2	0	3	1	4	0	0	14	9	1	0	36
Transfers to Maine Charter Schools 2014-2015	0	0	0	0	0	0	0	0	0	4	3	1	0	8
Transfers to private or religious schools 2014-2015	0	0	2	3	2	4	3	0	1	3	2	2	0	22
Total Transfers 2014-2015	0	0	2	3	2	4	3	0	1	7	5	3	0	30
New category 2014-2015														
Students transferred to other public schools by paying tuition or with superintendents' agreements 2014-2015	4	0	2	0	2	0	4	1	0	9	0	1	0	23

unique new programs, and a re-articulation of the unique strengths and offerings of each

school. There are many examples of public schools that thrive in choice communities,

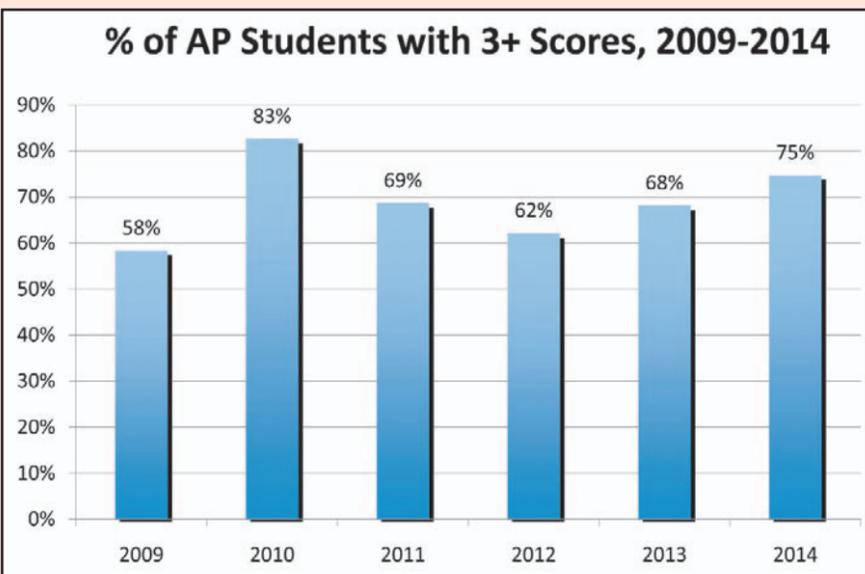
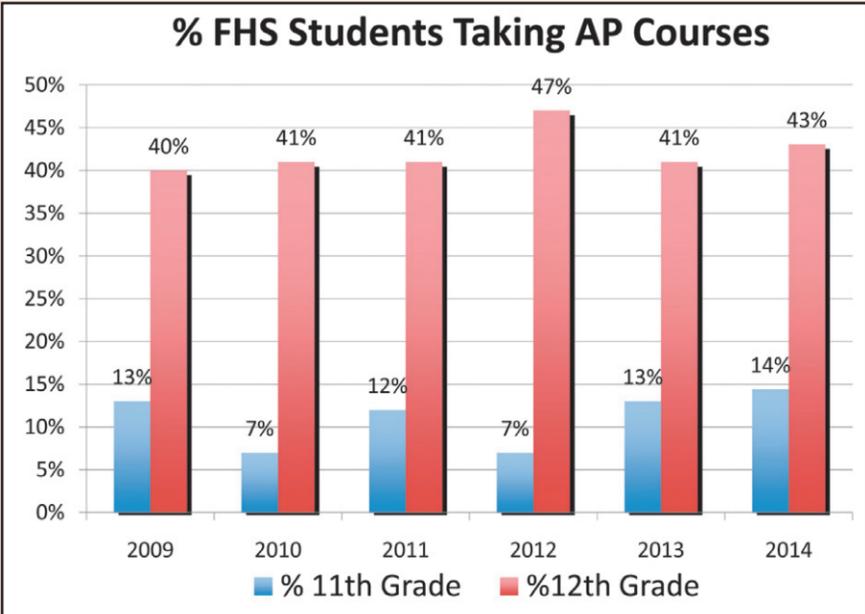
and RSU5 schools are well positioned to continue to attract students.



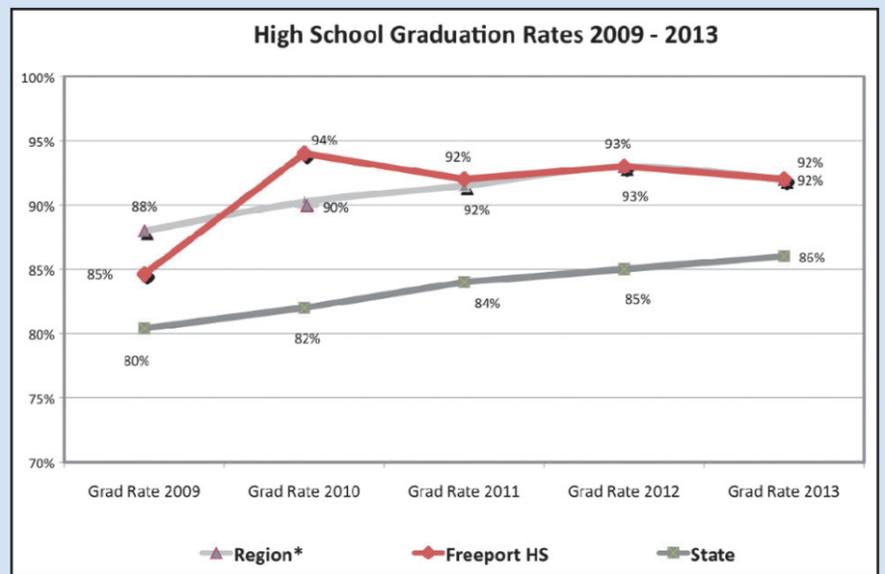
The Maine Department of Education makes available a wealth of school comparison data. To find out more, go to the following URL: <http://dw.education.maine.gov/education/medw> or search for the Maine Education Data Warehouse.

AP Course Participation

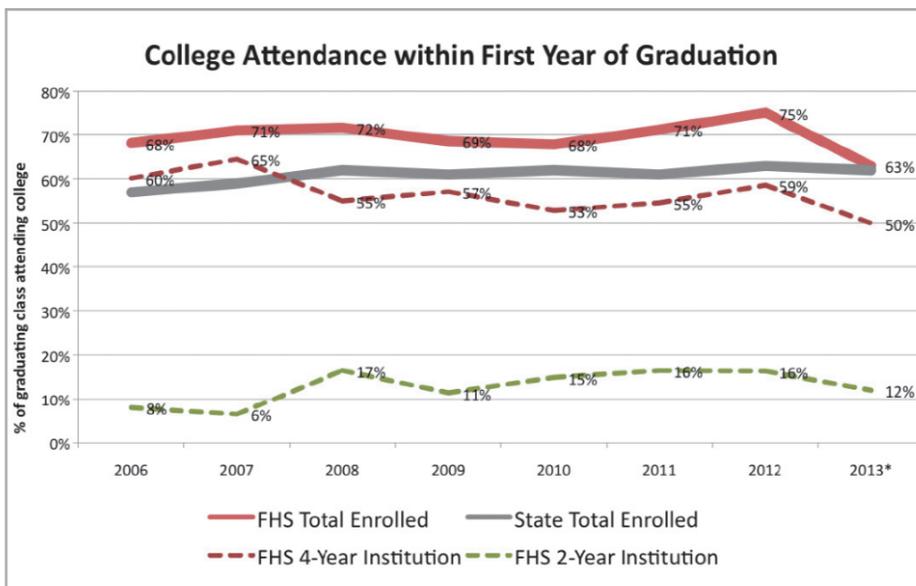
The College Board certifies Advanced Placement courses. Exams are administered in the spring. AP courses can earn students college credits and therefore can reduce the cost of a college education. At Freeport High School, 11th and 12th graders are eligible to take AP courses. The graph below shows the number of FHS students who took AP courses, and the number of students who passed the AP test with a score of “3” or better.



High School Graduation Rate



This calculation is now provided by the state, based on the following question: “...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 [or] out...over four years.”



College Matriculation

The *National Student Clearinghouse* (NSC) tracks postsecondary matriculation, retention, and graduation. The NSC uses student name, date of birth, and high school to identify the percentage of students enrolled in college, those who persist, and those who graduate. This chart shows college matriculation from Freeport High School in the first year after graduation, from the class of 2006 onward. It also shows college attendance figures for the state. To see a copy of the full NSC report, including degree awards, college persistence, in state vs. out of state, etc., please contact the RSU5 Central Office.



RSU5's Financial Performance

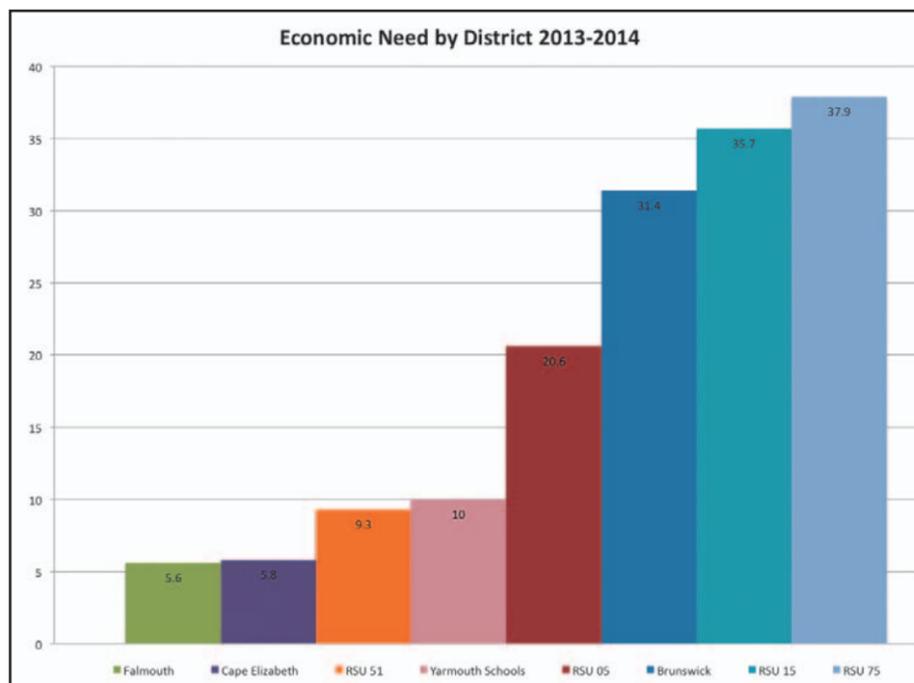
The RSU5 Board of Directors endorses the notion that effective use of financial resources is vital to the development of a high performing school system. The Board also recognizes that financial resources are – and will continue to be – scarce and often less than optimally desired. Knowing this, all members of RSU5 need to be vigilant in ensuring that our resources are best spent in ways that will continue to promote our mission and vision.

*The state has not yet released financial data for 2013-2014. These charts are for 2012-2013 (the same data as in last year's State of the Schools report.) As soon as the financial reports for 2013-2014 are released, new charts will be made available on the RSU5 web site.



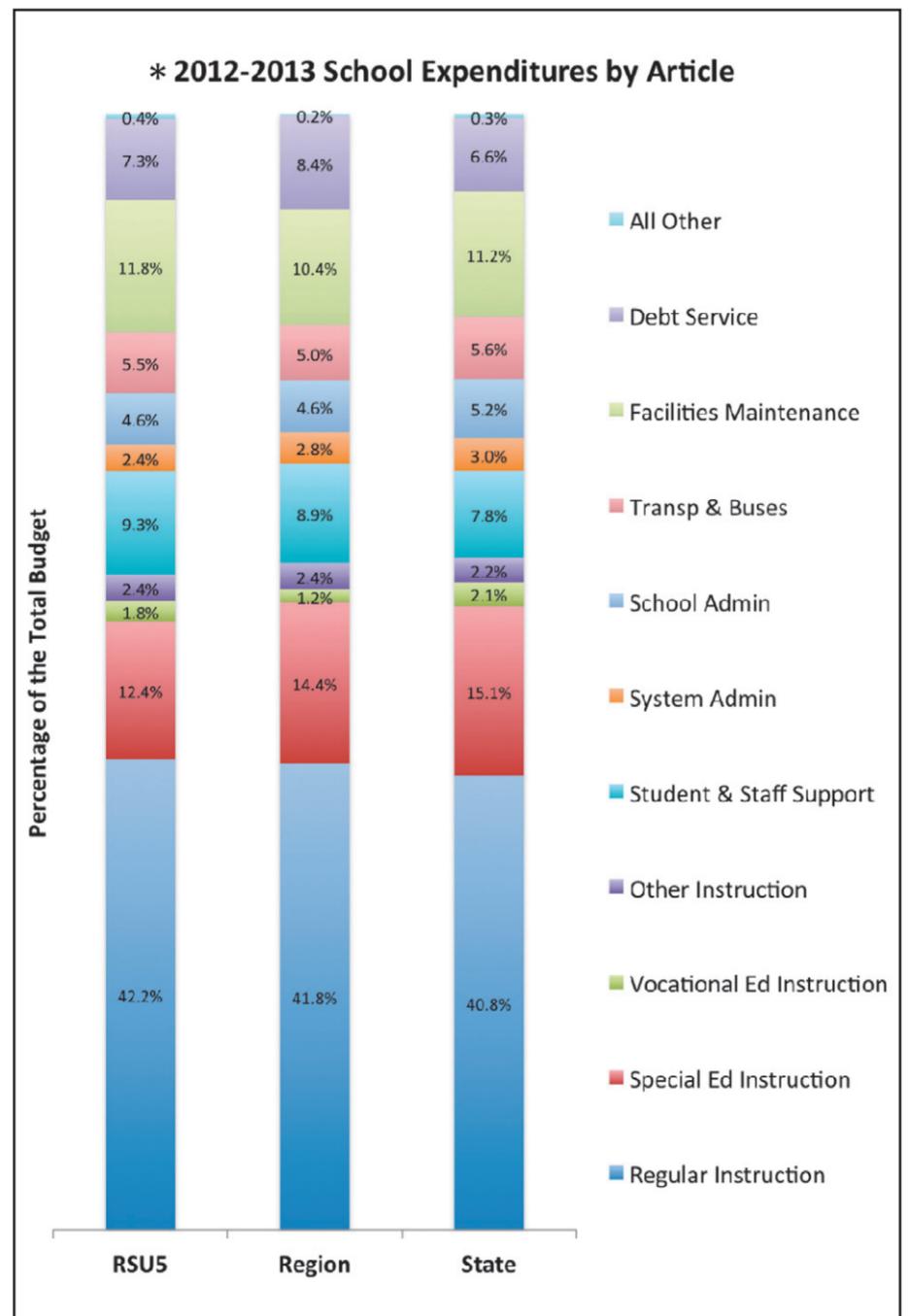
Economic Need

This chart represents the percentage of students who qualify for reduced price lunch based on income. While lower family incomes often correlate with lower academic performance, this is not inevitable. RSU5 is committed to joining a limited group of “good to great” districts in which all students can succeed at high levels. This requires a professional culture in each school, where evidence-based practices (the very best teaching practices) are used regularly and with fidelity, and every student is challenged and expected to succeed at high levels. These improvement efforts will continue with the community's support, in the form of professional development time, access to demonstration classrooms and experts, and on-site coaching.



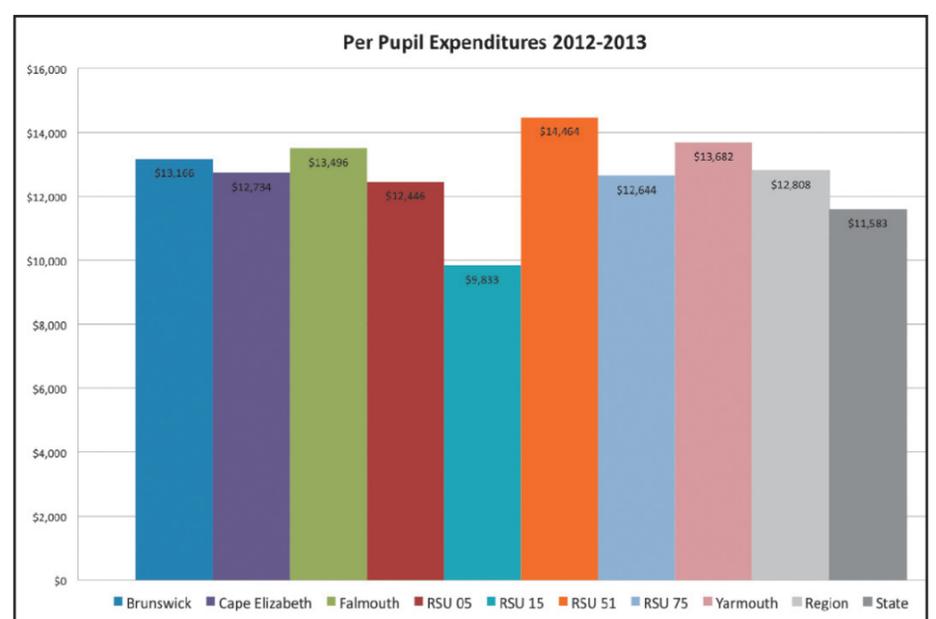
Expenditures by Article 2012-2013

The RSU established comparative measures to demonstrate our financial focus on students and programming. This graph shows the percent of our total budget spent within each area of the budget as compared to the region and state. It is a comparison of *budget priorities* rather than dollar amounts spent.



Per Pupil Expenditures

Benchmarking and communicating our per pupil expenditures against state and regional school districts helps our community gauge our relative effectiveness and help us better plan for the future. This graph is based on data from 2012-2013.





Operation of Plant Costs and Efficiencies

The RSU strives to provide a safe and effective environment in which to achieve our mission. Proper maintenance and timely improvements are a high priority to ensure that learning is optimized in all our facilities. These graphs show the budget and cost per student of each of our buildings.

Operation of Plant Energy Efficiencies and Building Improvements

Energy planning and management is always a focus at RSU5, and we are continually looking for ways to save on energy costs. Recently we replaced the thirty-one 250 watt recessed lights in the Freeport Performing Arts Center to 26 watt LED bulbs. Cost for these LED bulbs was \$1,156, but with incentives from Efficiency Maine of \$1085 the net cost of this project was \$71. Plus, we saved over \$1,000.00 per year in energy costs.

Moving forward we are looking into replacing the outside lighting at each school, also with LED fixtures for more savings throughout the district. Electrical costs have increased this year from a rate of 0.0587 to 0.0875, so we will all have to continue to take an active role in energy management by shutting down computers and lights when not in use.

At the Freeport Middle School we replaced the reach-in cooler this past summer with an "energy star rated" model. The older unit was no longer working and repairs did not make sense from an energy management standpoint.

Natural Gas pricing has also increased from \$1.23 per therm to \$1.59 per therm. We are constantly adjusting our energy management system to minimize the impact of this increase; this winter is not cooperating so far.

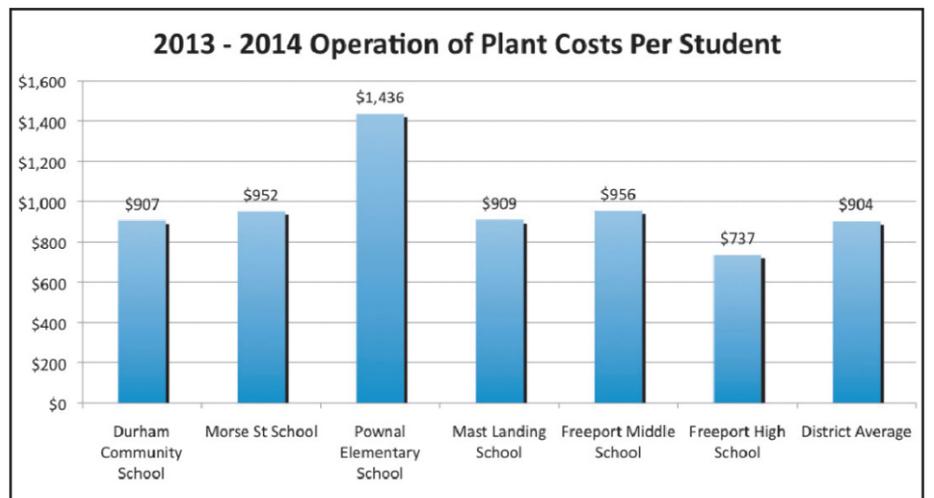
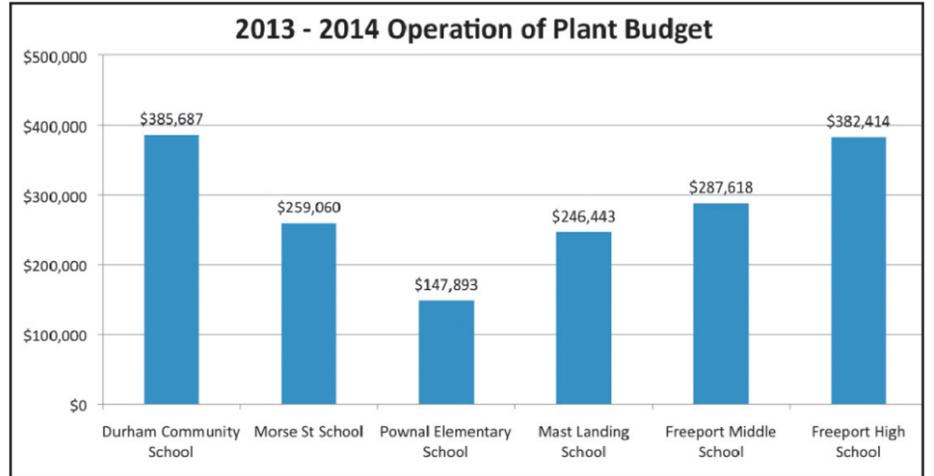
Capital Budget projects include a new dishwasher for Mast Landing School, also a more energy efficient model. At Morse Street school we

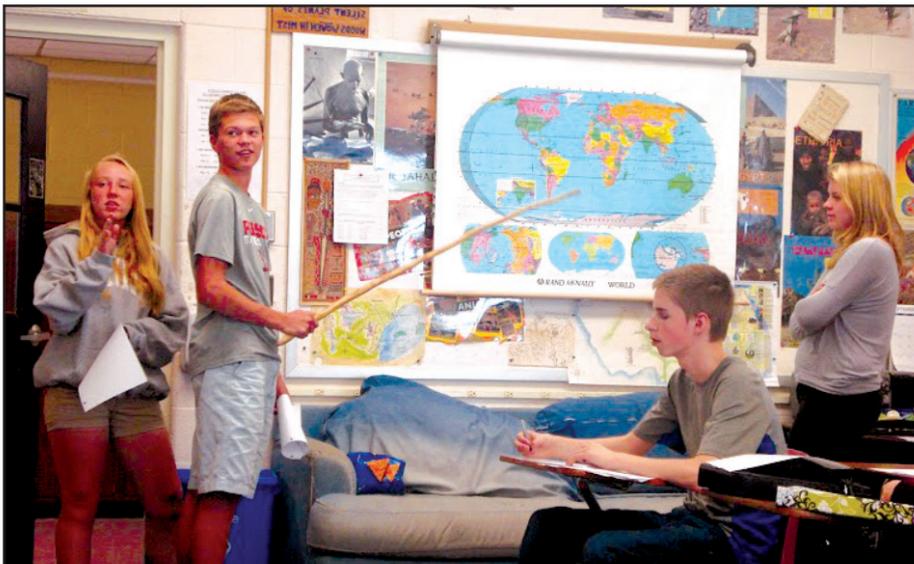
are replacing the steamer, which lost the boiler section and cannot be repaired. The carpet at the Freeport Middle School was replaced over the summer; this carpet is the Tandus brand with an increase life span of up to fifteen years.

In Pownal and at Mast Landing playground upgrades are underway, with Mast Landing finishing their project with the help of many dedicated parents. Pownal also had a great parent work force available to get this playground project well underway this past fall, with more play pieces to be installed in the spring. In Pownal the gym roof was replaced using a shingle system with a prorated life span of up to forty-five years. This spring we plan to resurface the tennis courts at the high school to make them smooth and safe for our tennis players. In Durham we have been working on the heat pumps to make sure they are working as designed. There have been some issues with these pumps due to vibration and refrigerant leaks but we continue to work with the manufacturer and system installer to make sure our system is in good working order.

As we move towards the renovation and addition at the High school I am sure that with the help of the dedicated staff and caring public we will complete a great project that will last for many years.

Dennis R. Ouellette
Director of Facilities & Transportation





Budget Process Calendar 2015-2016

March 25, 2015

Board Meeting for Budget Review with public Comment
6:30 p.m. FHS Cafeteria

April 8, 2015

Board Meeting for Budget Review with public Comment
6:30 p.m. Pownal Cafeteria

April 29, 2015

Board Meeting for Budget Review with public Comment
6:30 p.m. Durham Cafeteria

- Final opportunity for the public to comment
- Board will deliberate on the budget

May 13, 2015

Board Meeting for Final Budget Adoption,
6:30 p.m., FHS Cafeteria

- Board will take final action on the budget

May 27, 2015

Annual Budget Meeting for budget approval,
6:30 p.m., FHS Gym

- Durham, Freeport and Pownal residents will vote on the budget Article by Article in large "Town Meeting" style gathering

June 9, 2015

Budget Validation Referendum in each town

- Citizens from Durham, Freeport and Pownal go to their voting locations to vote on the budget by secret ballot

The Board encourages our citizens' involvement in this process. Please join us for these important meetings to learn more about our budget and the quality educational programs we are working to provide. After each meeting we will post the budget handouts at rsu5.org/budget1516 so please log on to get more information and to follow our progress. We welcome your participation!

