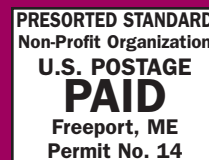




Durham • Freeport • Pownal

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

(207) 865-0928 • www.rsu5.org



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, nor are they comprehensive. However, they include measures from various assessment methods, both qualitative and quantitative, that give the community, the administration, the teachers and students a sense of how RSU5 is proceeding toward our mission, vision and goals. We will repeat and refine this process for years to come and seek to perfect our set of indicators over time.

This year's report contains information about RSU5's academic performance, our use of resources and the aspirations and post-secondary plans of students. 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.

Please join us for our annual Education Forum scheduled for April 2, 2012, at 6:30 p.m. in the Freeport Performing Arts Center.

Commissioner Stephen Bowen has agreed to kick-off our community discussion with a keynote address. The commissioner recently said: "we can't test our way to a better school system; we need transformation in our schools." RSU5 does not support basing critical decisions on any single test or measure, but on a thoughtful review of a broad collection of evidence. The objective of this meeting is to provide an opportunity for our citizens to engage in conversations about the report and to address the key issues in the upcoming budget. We hope you'll be able to attend.

Nelson Larkins, Chair, RSU5 Board of Directors
Shannon L. Welsh, RSU5 Superintendent of Schools



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 to 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 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 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 the programs, learning opportunities, physical buildings, and the professional development requirements of our system.

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RSU5's Academic Performance



The New England Common Assessment (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. 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.” The NECAP replaced the Maine Educational Assessment (MEA) in 2009.

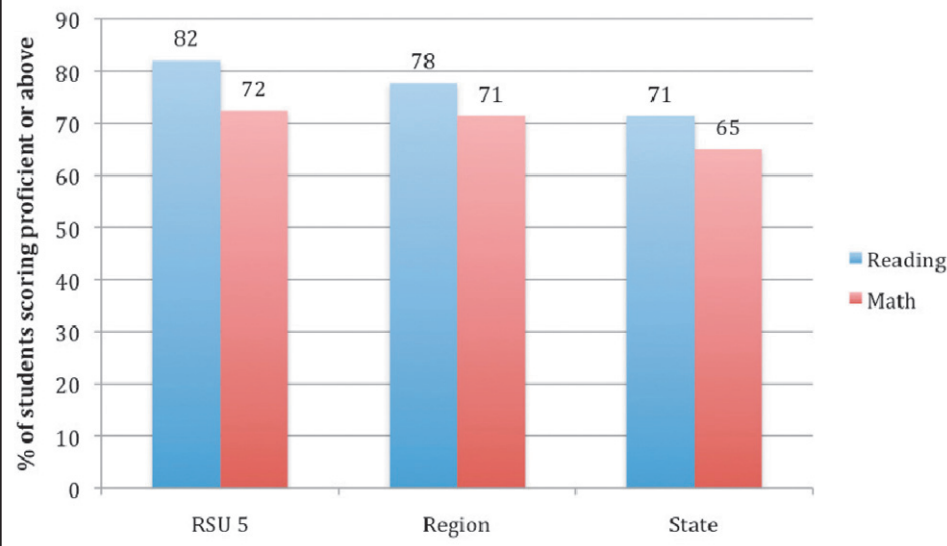
These charts show the performance of RSU5 students against the state average and the region in grades 3, 5, and 8. It is normal for scores to fluctuate year to year, so an average of the last three years is used for comparison. The region includes seven area school districts: Brunswick, Cape Elizabeth, Falmouth, RSU15 (Gray-New Gloucester,) RSU51 (Cumberland, N. Yarmouth,) RSU75 (Bowdoin, Bowdoinham, Harpswell and Topsham,) and Yarmouth. This group has five of the state’s top scoring districts, so it sets a very high bar.

and Math at all grade levels. Grade 3 students outperformed the region as well, and grade 5 was on par in Math. Grades 5 and 8 trail the region in Reading. For more detailed information, please visit the RSU5 Strategic Plan website: <http://www.rsu5.org>. Also see the NECAP page at the Maine Department of Education web site.

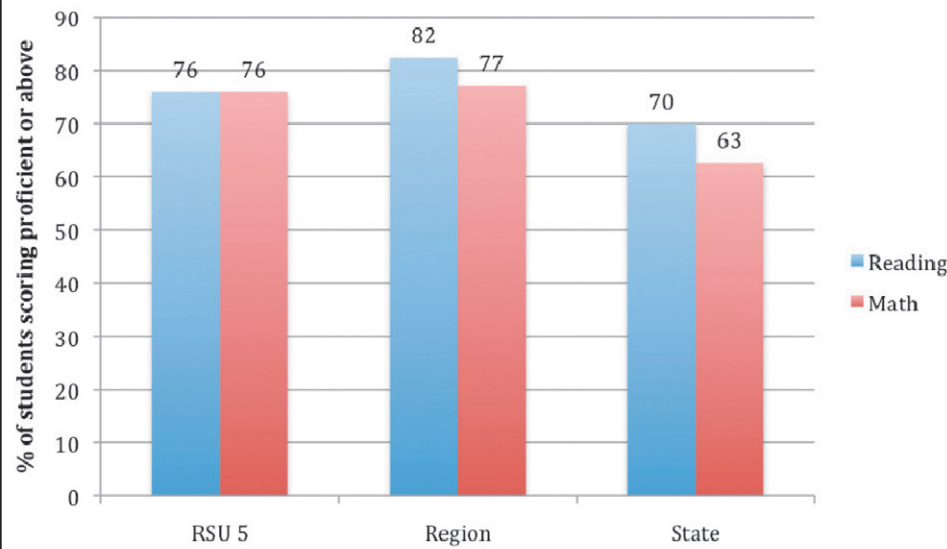
Comparison Set

Brunswick, Cape Elizabeth, Falmouth, RSU15 (Gray-New Gloucester), RSU51 (Cumberland/No. Yarmouth), RSU75 (Bowdoin, Bowdoinham, Harpswell and Topsham), Yarmouth

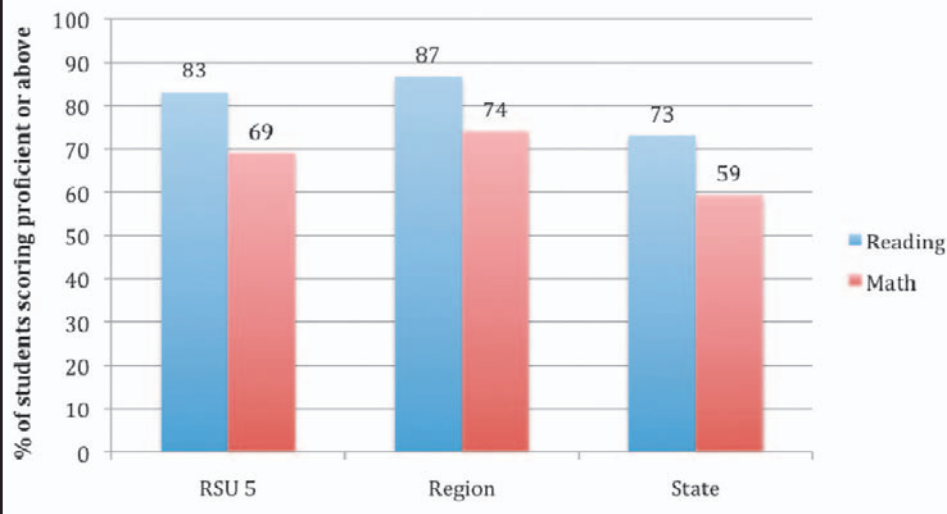
Grade 3 NECAP 2009-2011



Grade 5 NECAP 2009-2011



Grade 8 NECAP 2009-2011



Fountas & Pinnel Reading Assessment

The district has chosen to replace the Developmental Reading Assessment (DRA) with the Fountas and Pinnel Reading Assessment. This will provide more and better diagnostic information to support the Reading Curriculum in grades K-8. Comparative data is not available in the first year. In early 2013, we will have baseline and early growth data on this more detailed reading assessment. As they become available, reports will be posted to the RSU5 web site.



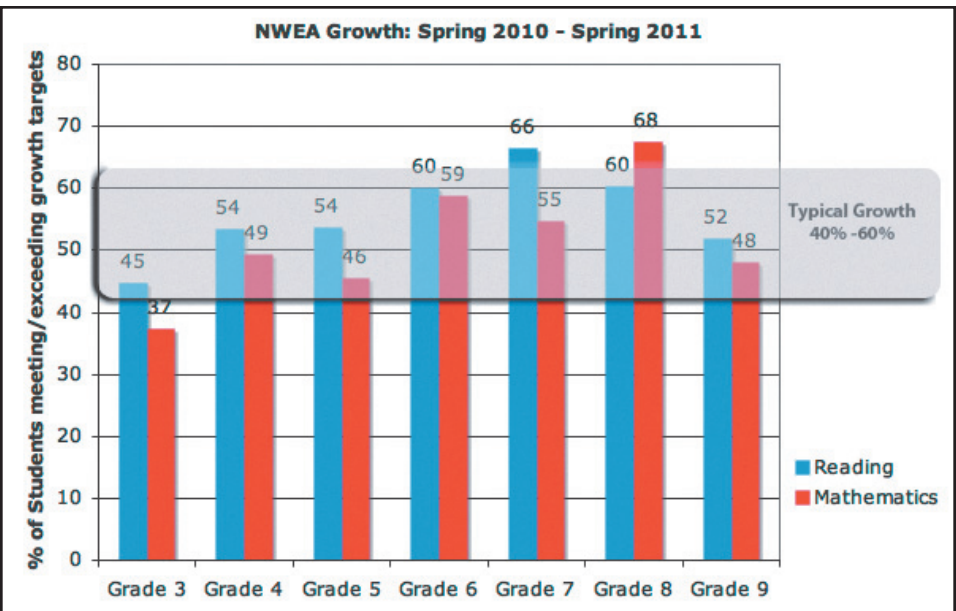
The Northwestern Evaluation Association (NWEA) Test

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. Over 1,200 school districts across the country use NWEA assessments to inform instruction.

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

dents' meeting/exceeding growth targets are achieving typical growth for the school as a whole. The adjacent graph shows the percent of students that met or exceeded these targets. The RSU5 average was 56.4% of students in reading and 51.4% of students in math.

It is important to understand that these data do *not* represent the percentage of students who are proficient, but rather the percentage of students—regardless of proficiency—who are improving knowledge and skills in reading and mathematics at an *above typical* rate. About 25% of students score at the proficient level, but do not show above typical growth from the prior year.



This additional potential for learning is being addressed in several ways, including adoption of Reading and Writing workshops

(which encourage students to advance individually) and improvements to the Gifted and Talented program.



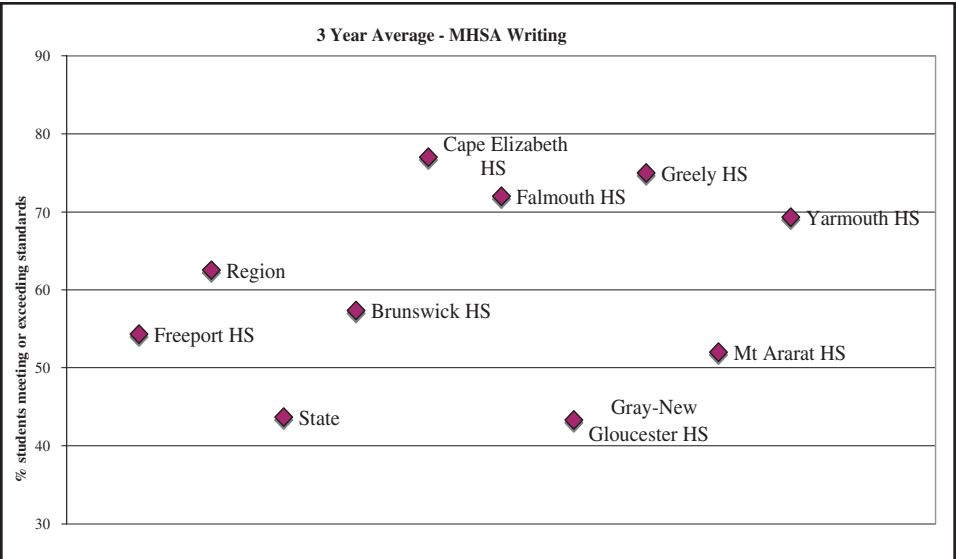
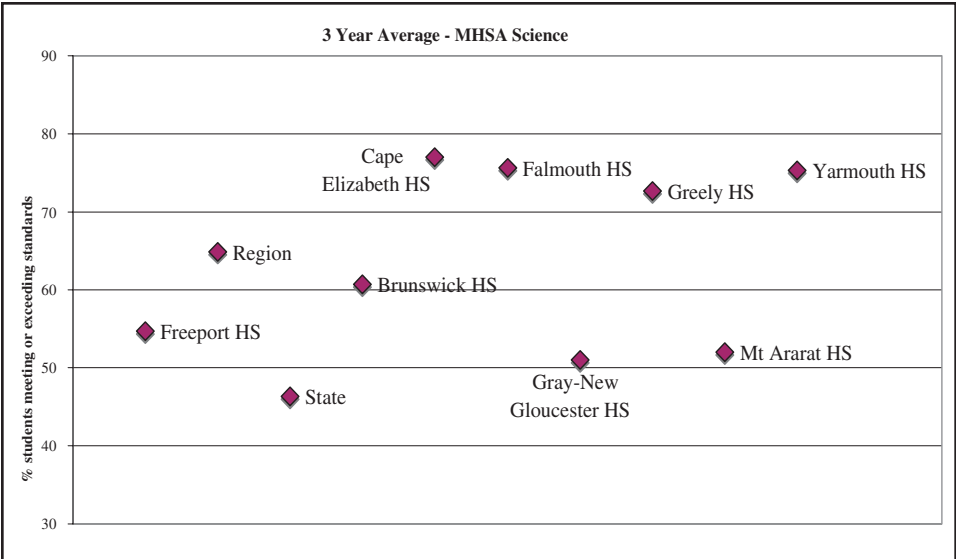
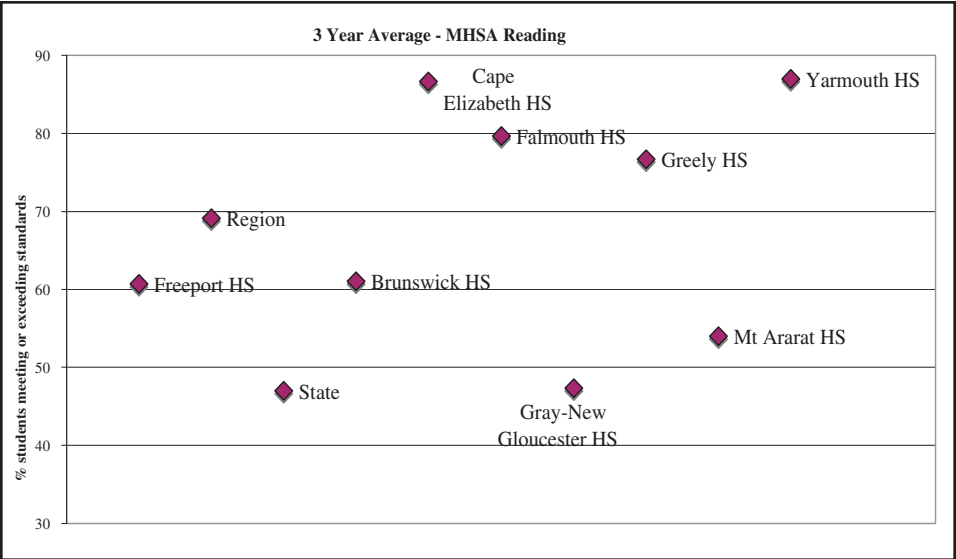
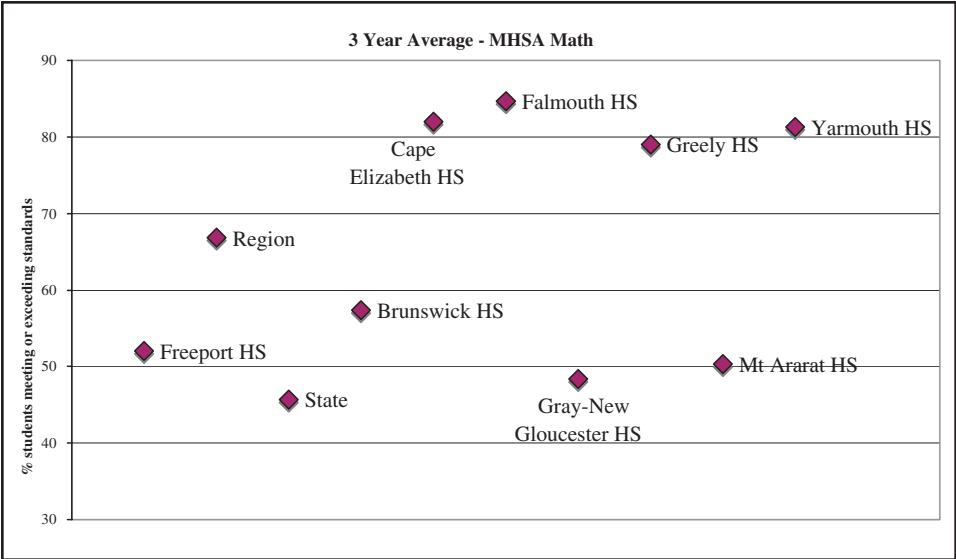
The Maine High School Assessment (MHSA)

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 (2009-2011). In all areas of MHSA assessment, RSU5 students outperform the state average, but trail the region. To address

the need for improvement, the district is taking a number of steps, including revising courses to align with the rigorous new Common Core state standards, and redesigning programs that provide assistance

and intervention for students who struggle in Reading and Mathematics. New teaching practices are being put in place with the help of Literacy and Mathematics support/coaching positions.



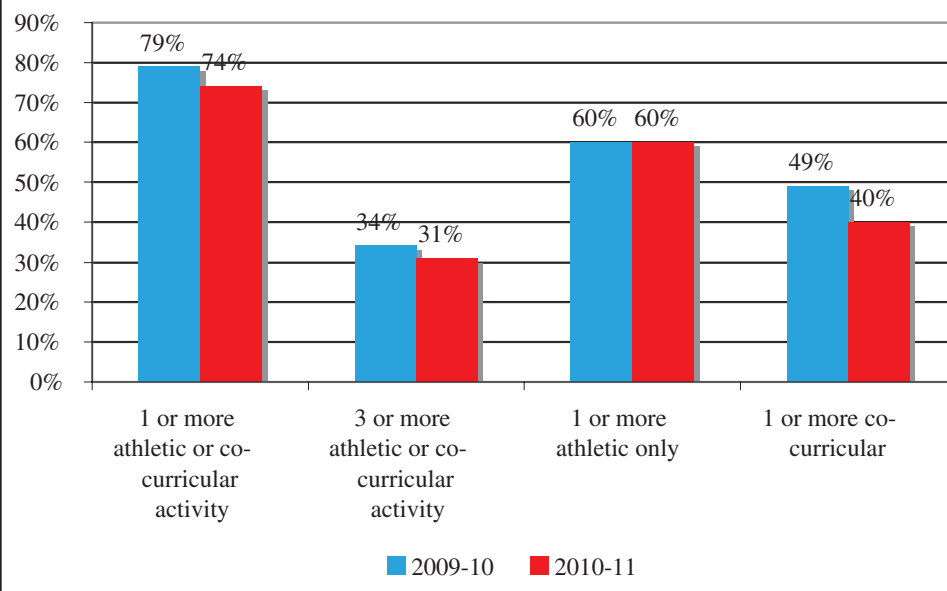


Co-Curricular Participation

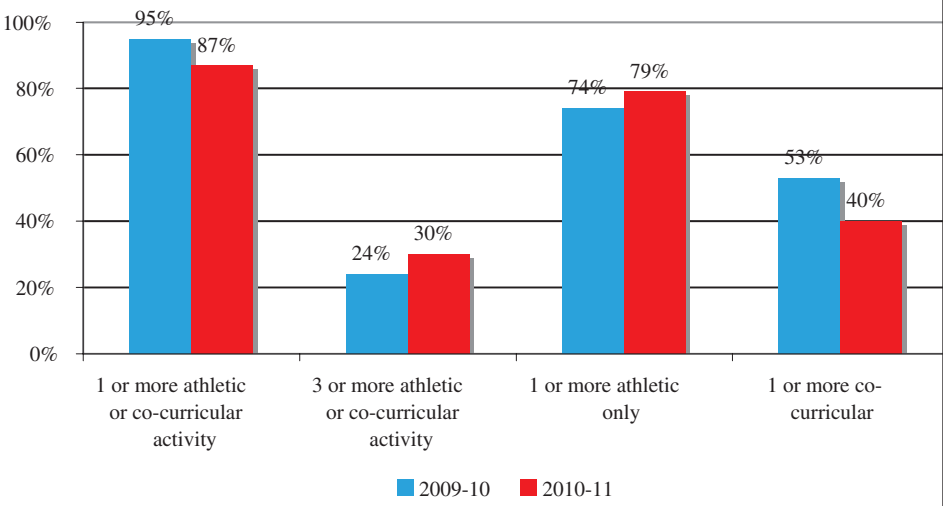
Co-Curricular activities include school-sponsored clubs (ie: drama or debate) and school-sponsored athletics. Co-curricular activities take place before school, after school, or during school when classes are not in session. This number is important because there is a strong correlation between involvement in these activities and academic success.

Totals will fluctuate year-year, because programs change to support student interest and demand. In 2010-2011, 87% of all 6th-8th graders participated in at least one co-curricular activity and 32% participated in three or more activities. 74% of high school students participated in at least one activity; 31% participated in three or more.

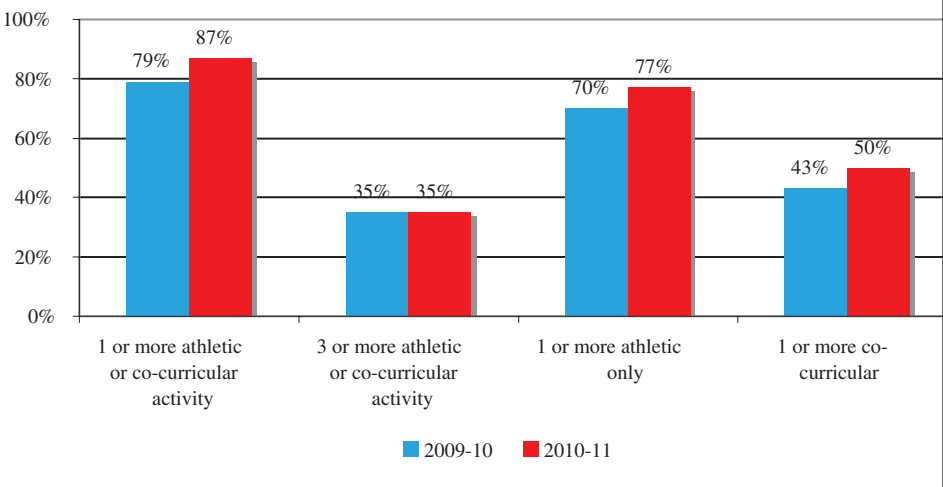
Freeport High School: Co-curricular Participation



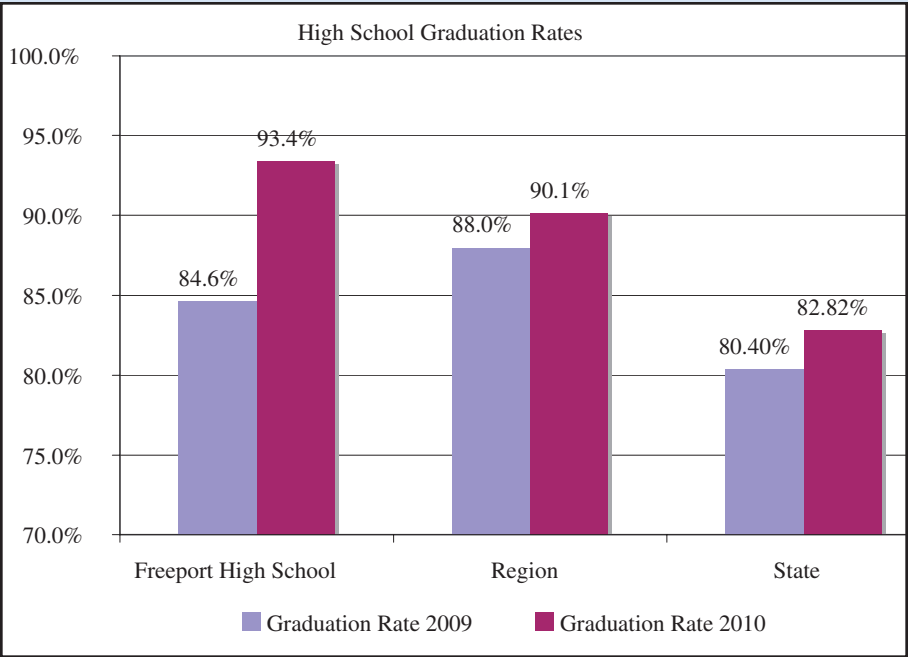
Durham Community School: Co-curricular Participation



Freeport Middle School: Co-curricular Participation



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.”

Data is only available for 2009 and 2010.

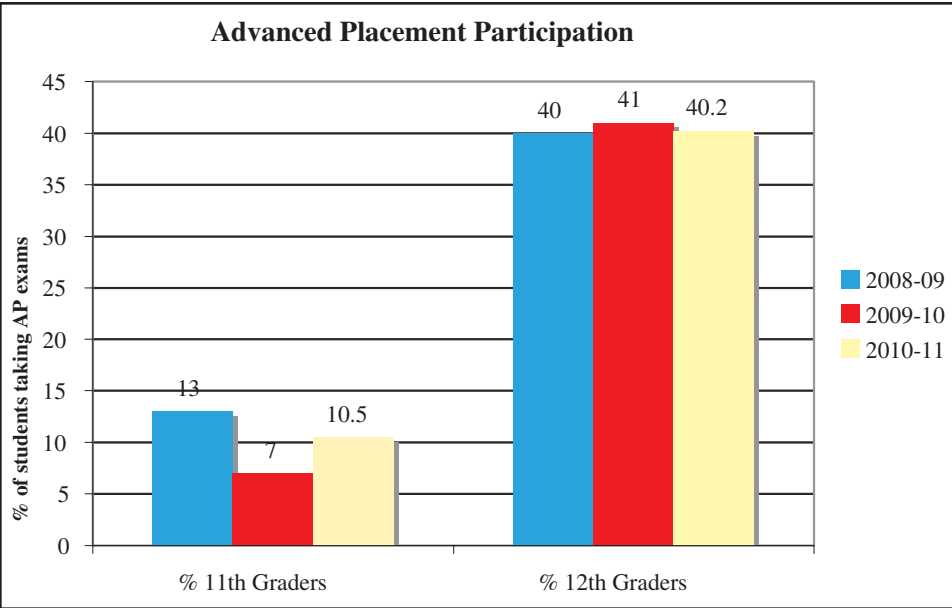
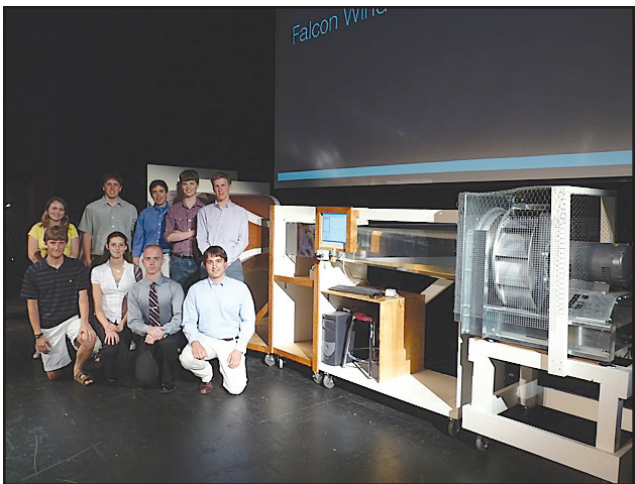
Freeport High School has shown an increase over the two years to well above the state and regional averages at 93.4%.

College Matriculation within Two Years of High School Graduation



College Matriculation

The National Student Clearinghouse (NSC) is a national database that 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. 92% of higher education institutions participate in the NSC. The data for 2011 was not available for this report, but will be posted on the RSU5 web site as soon as it is released. 2010 only shows the first year after graduation, and should improve with the second year data.



Advanced Placement (AP) Participation

The College Board certifies AP courses; the exams are administered in the spring. AP courses often 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 above shows the percent of students at 11th and 12th grade that took AP examinations in 2008-2009, 2009-2010 and 2010-2011.

Work and College Readiness Indicators

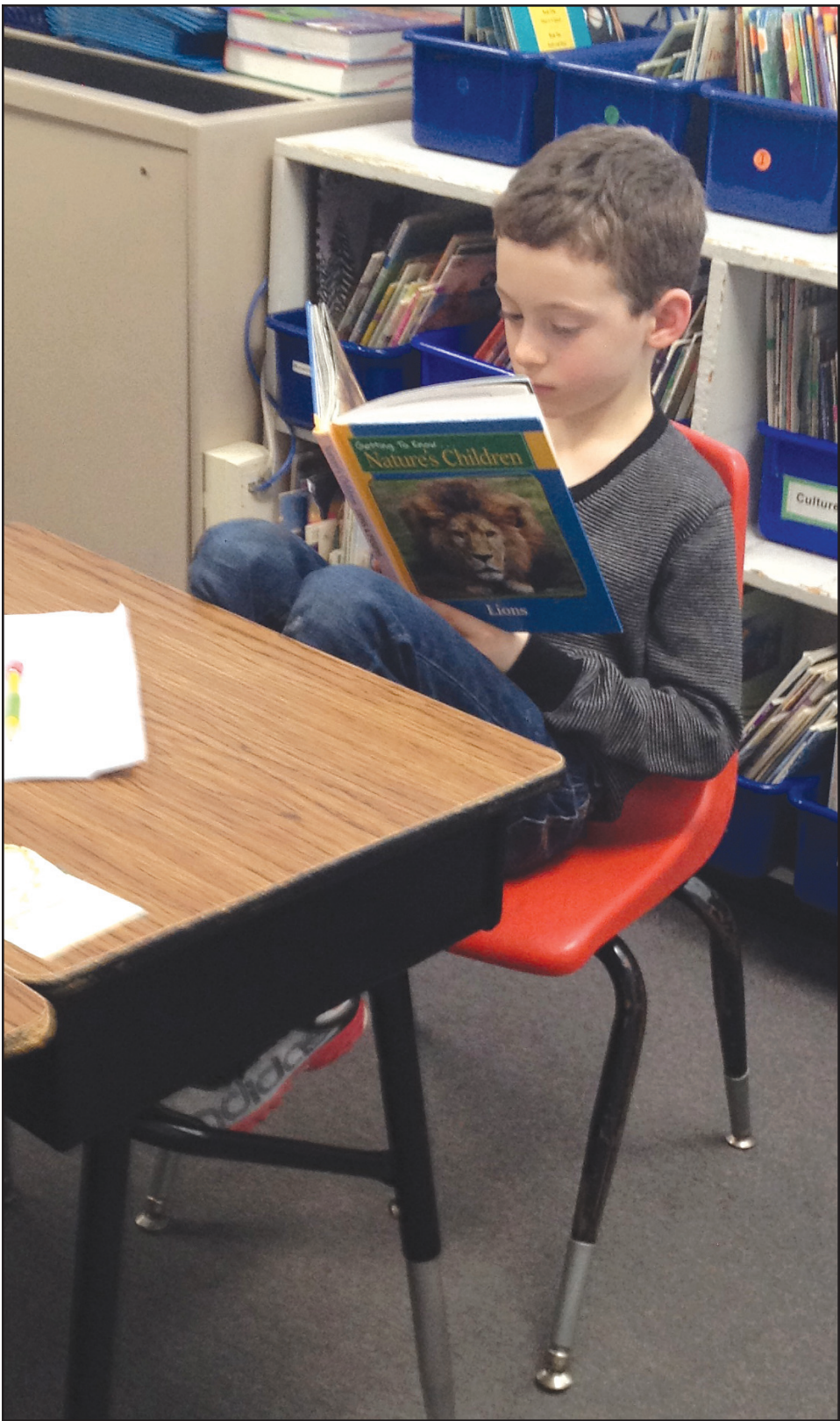
Work and College Readiness Indicators are a set of qualitative and quantitative measures that will be added to the Strategic Framework to gauge how well our students are prepared for the world after they leave RSU5. With the help of members of the business community, teachers, and consultant, Heidi McGinley, these indicators have been drafted and will become core components in the RSU5 K-12 curriculum.

Upon adoption, scoring guides and rubrics will be developed, and a system used to score and track progress. These standards will help to clarify a set of vital skills that cross all subjects. For more information about the Work and College Readiness effort, please see Joe Makley, RSU5 curriculum director.



RSU5's Financial Performance

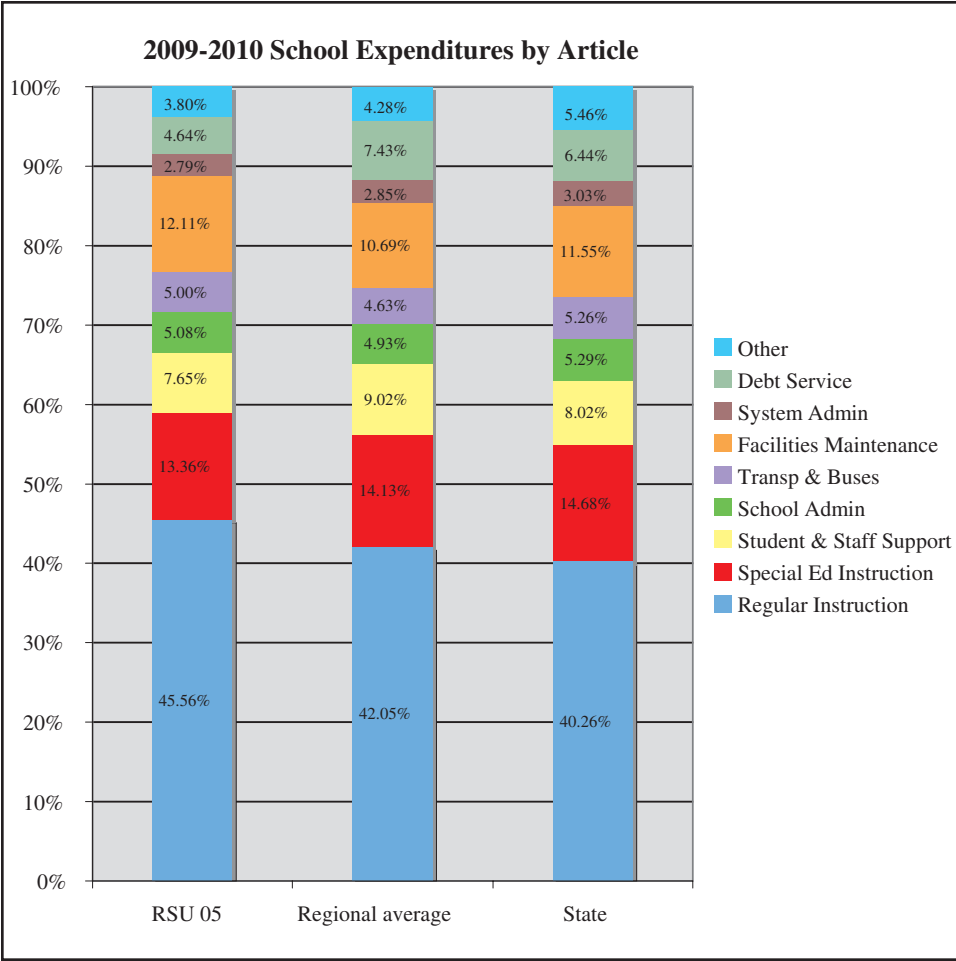
The RSU5 Board of Directors endorses the notion that effective use of financial resources is vital to the development of a high performing school system. The Board also recognizes that financial resources are – and will continue to be – scarce and often less than optimally desired. Knowing this, all 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.



Expenditures by Article

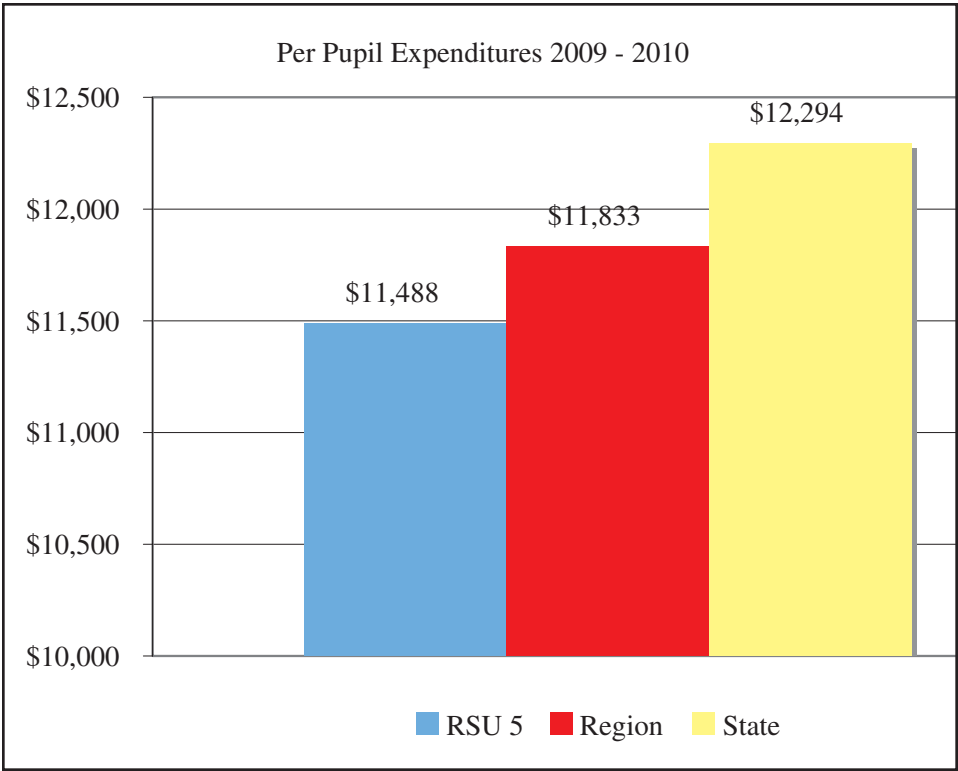
The RSU established comparative measures to demonstrate our financial focus on students and programming. This graph shows the percent of our total budget spent within each area of the

budget as compared to the region and state. It is a comparison of *budget priorities*, rather than dollar amounts spent. This data is from 2009-2010, which is the first year available for the RSU.



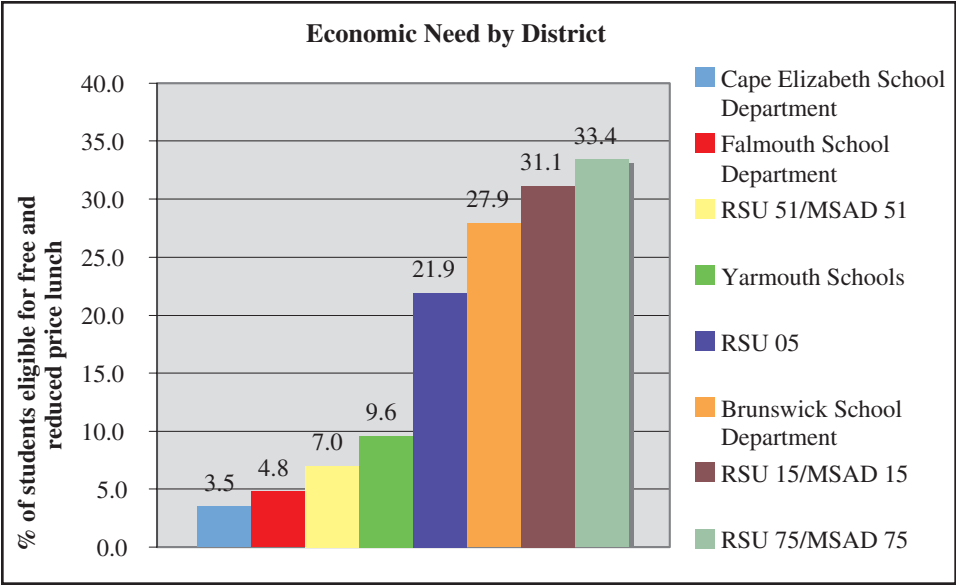
Per Pupil Expenditures

Benchmarking and communicating our per pupil expenditures against state and regional schools districts will help our community gauge our relative effectiveness and help us better plan for the future. This graph is based on data from 2009-2010, which is the first available from the state for the RSU.



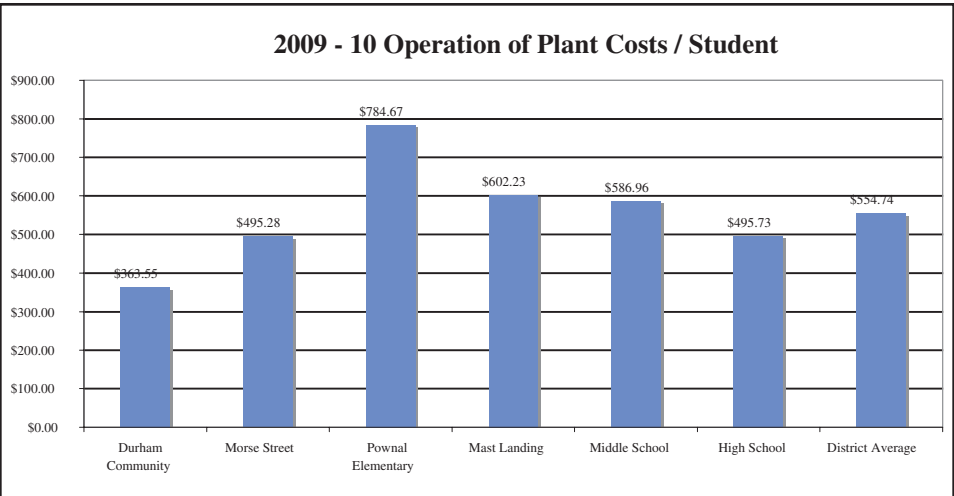
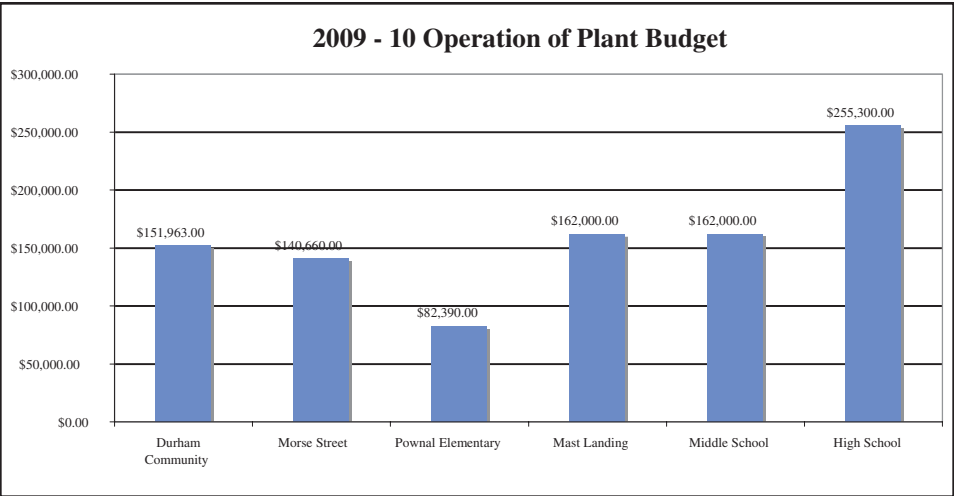
Student Need

This chart shows the percentage of students in each district who were eligible for the federal Free and Reduced Lunch program in 2010–2011. These figures are provided by the state.



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.



Energy Efficiencies

RSU5 continues to put energy management at the forefront. We are in our second heating season using natural gas at Pownal Elementary School, Freeport High School, and Morse Street School. After one heating season we realized over \$99,000 in heating cost savings at these three schools. Over this past summer and fall we completed the conversion to natural gas at Mast Landing School. By converting over to natural gas at this school we project to save nearly \$29,000 this year alone. Payback for this conversion is 1.74 years.

Moving forward, we are planning to convert the Freeport Middle School to natural gas this summer. We will replace the entire boiler plant using high efficiency boilers and controls keeping the dual fuel option as a back up to natural gas. The change to natural gas at the Middle School has a 3.95 year payback and will save over \$45,000 per year in energy costs.

The electric water heater that we replaced at Morse Street School has proven to be a great energy savings with reduced electrical energy of \$11,500 in the first year alone.

At the Pownal Elementary School the well water tested high for radon levels. We applied to the State of Maine Drinking Water Program and received a grant that gave RSU5 over \$17,000 to install radon removal equipment in the boiler room at this school. Once this equipment was installed the radon levels dropped below

detectable levels.

Another area where we worked to lower energy cost is our roofs. When we replaced the roof at the Freeport High School Gym this past summer, we increased the insulation value from R-23 to R-35 and replaced the skylights to one-piece energy efficient units.

There were three major appliances replaced in RSU5 kitchens, a dish machine at the Freeport Middle School, a reach-in refrigerator at Pownal Elementary and a warming oven at the Freeport High School. These replace older less efficient units and will lower electrical energy use for many years.

Durham Community School is continuing to enjoy the geothermal heating/cooling system; this green design has worked well throughout the past year. We continue to use items such as lighting and furniture recycled from the Durham Elementary throughout RSU5.

Switching to natural gas is truly a great way to reduce our energy costs; at today's oil prices we will realize savings of over \$170,000 once the Middle School conversion is complete, and as oil prices continue to rise our savings will continue to increase.

Each year we work to reduce energy cost at all of our schools. As with any good energy program, the teachers, custodians, and all staff are the key to its success. By making little changes, each and every step adds up to savings to be used for student learning in our schools.



Budget FY13

The Board believes we must make every effort to help our communities understand the Board's budget priorities and to hear your feedback. The budget process will formally begin on **Tuesday, March 27th and Wednesday, March 28th** with a detailed presentation of the proposed 2012-2013 budget. The following dates are also scheduled as part of this process:

- **April 11th** – Board budget review with community input 6:30 p.m. PES Cafeteria
- **April 25th** – Board budget review with community input 6:30 p.m. DCS Cafeteria
- **May 9th** – Final budget adoption 6:30 p.m. FHS Cafeteria

- **May 23rd** – Annual Budget Meeting for public budget approval 6:30 p.m. FHS Gym
- **June 12th** – Budget validation referendum in each town

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 program we are working to provide. After each meeting, we will post the budget handouts at rsu5.org/budget1213 so please log on to get more information and to follow our progress. We welcome your participation!

Education Forum

Monday, April 2, 2012
Freeport Performing Arts Center
6:30 p.m.

The district will host our annual **RSU5 Education Forum on April 2, 2012 at 6:30 pm in the FPAC. Commissioner Stephen Bowen** has agreed to kick-off our community discussion with a keynote address. Academic and financial indicators outlined in the Strategic Framework will be used to provide all of us with an accounting of our performance at this point in time. We look forward to a community discussion of what's been accomplished, areas to celebrate, and what goals we should establish as we look to the future. Please save the date for this important Forum!

