

**REGULAR MEETING OF RSU NO. 5 BOARD OF DIRECTORS
WEDNESDAY- NOVEMBER 8, 2017
FREEPORT HIGH SCHOOL- LIBRARY
6:30 P.M. REGULAR SESSION
AGENDA**

1. The meeting was called to order at _____ p.m. by Chair Michelle Ritcheson

2. Attendance:

___ Kathryn Brown	___ Michelle Ritcheson
___ Jeremy Clough	___ Freeport Vacant
___ Candace deCsipkes	___ Valeria Steverlynck
___ Jennifer Galletta	___ Sarah Woodard
___ Naomi Ledbetter	___ Carter Jedrey-Irvin, Student Representative
___ John Morang	___ Benjamin Monahan-Morang, Student Representative
___ Freeport Vacant	

3. Pledge of Allegiance:

4. Adjustments to the Agenda:

5. Public Comments:

6. New Business:

A. Consideration and approval of committee members for the RSU5 Strategic Planning Advisory Committee.

Motion: _____ 2nd: _____ Vote: _____

B. Consideration of action to appoint a Vice-Chair for the RSU No. 5 Board of Directors.

Motion: _____ 2nd: _____ Vote: _____

C. Consideration and approval of committee appointments.

1. Professional Negotiations (_____, Ritcheson, Brown)
2. Support Negotiations (_____, deCsipkes)
3. Stipend Review Committee (_____, Galletta)
4. Freeport Performing Arts Center Advisory Committee (_____)
5. RSU5 Community Programs Advisory Committee (_____)

Motion: _____ 2nd: _____ Vote: _____

7. Workshop:

- A. Freeport High School Guidance Program
- B. Mast Landing School Goal Review
- C. Morse Street School Goal Review
- D. Testing/Assessments

8. Public Comments:

9. Adjournment:

Motion: _____ 2nd: _____ Vote: _____ Time: _____

ANNUAL FHS GUIDANCE RESPONSIBILITIES

The American School Counselor Association (ASCA) suggested framework for school counseling programs recommends that effective school counseling programs work with students in three primary domains: Academic, College/Career Planning, and Social-Emotional Development. The Freeport High School Guidance Department works in all three domains to support students.

ACADEMIC PLANNING & SUPPORT

INDIVIDUAL STUDENT ACADEMIC NEEDS

- Meet with Students one-on-one to create & Manage 4-year plan for student
- Working with students to develop Independent Study Plans
- Create PLPs for students as needed
- Attend IEP meetings for students
- Attend annual LAC meetings for ELL Students
- Run and case manage 504 meetings for students
- Referrals for educational support and tutoring, test prep services, as needed and on-going
- Quarterly Grade Checks - meeting with failing students, creating plans to get them on track
- Organizing student staffing meetings with teachers, students, parents
- Creation of student contracts & plans for credit recovery
- Attendance at Student Assistance Team meetings - helping to create and implement a Response to Intervention program

ACADEMIC PLANNING - SCHOOLWIDE PLANNING

SCHEDULING

- Develop Master Schedule and enter all sections in powerschool
- Schedule all students each year and maintain schedule changes for all students
- Create and manage new sections for all teachers, most routinely for special ed teachers
- Create and manage new sections for study hall, guided study hall, etc
- Oversee Independent Study plans, Correspondence & college courses, Work Study plans
- Coordinate planning for PLATO programming for students
- Coordinate support in Learning Lab for students

PROGRAMMING & COURSE OFFERING SUPPORT

- Total revision of the 2017-2018 Program of Studies
- Meet to review new possible programs - Odysseyware
- Communicate to students and parents about our programming/resources

STUDENT REGISTRATION

- Organize, Manage and Run Course Registration for students in 9, 10, 11
- Exchange student registrations
- On-going new student tours & registrations

8TH GRADE TRANSITION

- 8th grade Welcome, Orientation and Building Tours
- 8th grade Course Registration Presentation at DCS & FMS
- 8th grade One-on-One Course Registration Meetings at DCS & FMS
- Communicate & Coordinate plans with DCS & FMS Administrators and Counselors

REGION 10 COORDINATION

- Liaison with Region 10 administration regarding Freeport High School students enrolled in Region 10 programs
- Oversee Region 10 spring presentations & applications
- Attend Student of the Quarter celebrations at Region 10

SOCIAL-EMOTIONAL DEVELOPMENT & SUPPORT

INDIVIDUAL STUDENT SOCIAL-EMOTIONAL NEEDS

- Weekly meetings with social services team to discuss at-risk students
- Attend re-entry meetings for students who have been suspended or hospitalized
- Counseling support to many students, as needed and on-going
- Crisis intervention support to students, as needed and on-going
- Referrals for outside support services to students, as needed and on-going
- Host mediations between students, as needed and on-going

OTHER SOCIAL-EMOTIONAL PROGRAMMING

- Challenge Day Participation
- Challenge Day Follow up Presentation
- SEEDS of Independence/Navigate student coordination & selection. Liaison with program leaders & provide on-site support
- Civil Rights Team - creation & mentorship
- Interact Club mentor
- Attend Natural Helpers Training and provide support as needed for helpers

COMMUNICATION WITH STUDENTS/PARENTS

- Update Website with Guidance forms and documents
- Write Guidance Newsletter

COLLEGE/CAREER PLANNING & SUPPORT

GENERAL COLLEGE PLANNING (See attached chart)

- Schedule and Host College Admissions rep visits for students
- Work with students applying to college and writing recommendations / evaluations
- Sending transcripts and corresponding with various college admission inquiries
- Write and update College Student Timelines
- Create Information packets & checklists
- Same Day Admit programs for SMCC, CMCC
- Senior Meetings in Fall Semester
- Junior Meetings in Spring Semester
- Serve as test proctor for students taking Accuplacer and BYU correspondence exams

GENERAL CAREER PLANNING

- Naviance Lessons to 9th, 10th, 11th grades - "Strengths Explorer," "Do What You Are," "Career Interest Profiler"
- Naviance Resume Building Lesson
- Meeting one-on-one with students to discuss post-secondary career plans
- Assisting students going directly into the workforce with specific individual needs
- Assisting individual students as needed with Naviance career planning tools - "Career Interest Profiler," "Do What You Are," and "Strengths Explorer"

SCHOLARSHIPS

- Manage local scholarships that go through Freeport High School and process application
- Meet with local residents to establish new scholarships or revise existing scholarships
- Advertise and instruct students how and why to apply for scholarships
- Run Candlelight Ceremony awarding of scholarships to seniors at graduation

ASSESSMENT COORDINATION

- PSAT Testing - 210 students, scheduling proctors, etc.
- SAT Testing - 7 Saturdays during the school year
- MEA Science Testing - grades & proctor scheduling
- AP Exam Testing - 128 exams, scheduling on and off-site testing rooms, proctors
- Assist administration with data reporting

NAVIANCE IMPLEMENTATION

- First year implementation of Naviance - learned program, attended online trainings, created curriculum to implement at all grade levels
- Trained teachers in edoc letters of recommendation process
- Presented Naviance lessons to students

EVENING COLLEGE PRESENTATIONS

- Senior Parent College Application Planning event (Fall)
- Junior Parent College Admissions Planning event (Winter)
- Financial Aid Information event (Spring)
- FAFSA event w. FAME (Fall)
- 8th grade Parent Transition Information event (Winter)
- Enrichment Opportunities event (Fall)

COLLEGE FIELD TRIPS

- Field Trip to USM for Campus Tours at Gorham and Portland (10th grade)
- Field Trip to USM for College Fair (11th grade)
- 2018 Field Trips to USM, UNE, UMF

COLLEGE FAIR

- In the works for Spring 2018

EARLY COLLEGE FOR ME COORDINATION

- Coordinate quarterly meetings
- Liaison with SMCC Representative & provide on-site support
- Student recruitment for program

COLLEGE PLANNING BY GRADE LEVEL

Overview for the Freshmen Class: College Planning:

The theme for the 9th grade class: *Laying the Groundwork for College - Who Am I? Getting Involved - Being Connected - Goal Setting - 4-Year Planning*

*Our freshmen students participate in Challenge Day, and then our guidance counselors are available to debrief and meet with students after the event, on-going as needed.

*Our freshmen students open up their school-issued Naviance accounts that they will use all throughout high school. We show students the many different options and resources available to them in Naviance, and we assign them the task of creating a goal (academic or personal) and logging it in their account.

*School Counselors meet in advisory groups with freshmen as a way to start building relationships with all students.

*Freshmen are given a 4-year planner and start learning the importance of creating a 4-year high school plan.

*Freshmen will complete a Strengths Explorer assessment, to gain a deeper understanding of what their academic, personal and career strengths are. This assessment will identify their strongest emerging talents.

Overview for the Sophomore Class: College Planning

The theme for the 10th grade class: *Continuing to Lay the Groundwork, Staying on track with my 4-year plan*

*Our sophomore students complete a personality type survey in Naviance called "Do What You Are." Personality type is the innate way people naturally see the world and make decisions. Do What You Are helps students make more informed decisions about their future. After all, people are happiest and most successful in work that allows them to use their greatest gifts, and personality type is the best way to determine what those gifts are.

*Sophomores complete a "Career Interest Profiler" and begin researching careers that match their personality style, as previously defined in the Do What You Are assessment.

*They will also complete a Multiple Intelligence assessment, to gain a deeper understanding of their personal strengths and talents.

*Counselors are available to meet one-on-one to review 4-year plan and discuss early college planning with students.

*Students are given the opportunity to attend college tours of USM's Portland and Gorham Campuses.

Overview for the Junior Class: College Planning

The Theme for the 11th grade class: *Ramping up College Planning*

*Juniors are given the opportunity to take the PSAT's. Counselors give a PSAT follow up presentation where students are instructed how to set up a College Board account and how to link their PSAT scores to Khan Academy for individualized SAT college prep.

*Our junior students complete a personality type survey in Naviance called "Do What You Are." Personality type is the innate way people naturally see the world and make decisions. Do What You Are helps students make more informed decisions about their future. After all, people are happiest and most successful in work that allows them to use their greatest gifts, and personality type is the best way to determine what those gifts are.

*Juniors and their parents are invited to the GAP Year, Enrichment program Night.

*Juniors attend a class meeting presentation on the college planning process. They are introduced to the SuperMatch college search tool in Naviance. It is a really useful tool as students begin building their list of schools to consider applying to next year. Additionally, juniors will begin working on their resume, using a Resume Builder program in Naviance.

*Guidance counselors hold junior meetings for all juniors in the spring, meeting one-on-one and discussing their individualized post-secondary plans. Students receive a college planning timeline, learn about how to create a balanced list of schools, have a transcript review, are given information about upcoming assessments, and finalize classes for senior year.

*Parents of junior students are invited to a College Planning & Financial Aid information night in the spring.

*All juniors invited to apply to "Early College for ME" program

*All Juniors take the SAT in April.

*Juniors are given the opportunity to attend a college fair on the USM Portland campus in May.

Overview for the Senior Class: College Planning

Theme for the 12th grade class: *It's time to apply to college*

*Our senior students have their senior meetings with their counselor, to assist with their post-secondary planning. Seniors are introduced to using Naviance, with Common Application, to request transcripts, letters of recommendation, and submitting college applications.

*Parents of seniors are invited to a parent night filled with information regarding the college process and timeline.

*Seniors are invited to attend College Rep Visits in the Guidance Office.

*Seniors are invited to attend Common App & Naviance edoc workshops to get support from School Counselors on completing their applications.

*Students and parents are invited to the FAFSA informational event.

***Students and parents are invited to the GAP Year Night.**

***Students are invited to the same day admit program for UMF, CMCC & SMCC**

***Seniors students attend a scholarship presentation and then are invited to attend scholarship workshops with our guidance counselors to discover the many, many generous offers of scholarship opportunity, and decide which they'd like to apply for.**

***One-on-one meetings available to assist students with understanding college acceptance & financial aid packages - also assistance in college selection and acceptance checklists.**

***Assistance in Candlelight Scholarship Ceremony**

2017-2018 Goals

School: Mast Landing School

District Goal: Focus on Student Achievement through Improved Student-Centered Teaching and Learning

SMART Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<p>Increase the percentage of students in the top 50th percentile meeting their NWEA growth target in math by 5 percentage points through responsive strategy group instruction in grades 3-5 and implementation of targeted instruction in a Lift Block in grades 3 and 4</p> <p>Baseline (Spring '17) Math: 38%</p>	<p>Strengthen Tier I instruction through monthly grade-level team collaborative analysis of qualitative student data to identify specific student learning needs and develop responsive strategy group instruction</p> <ul style="list-style-type: none"> Allocate time for monthly opportunities for grade-level teams to engage in collaboration analysis of student work (Emily Grimm, grade-level team leaders) Provide protocols for focused data analysis (Emily Grimm) Engage in monthly opportunities for collaborative data analysis and design of responsive instruction (grade-level teachers) 		<p>October 2017</p> <p>October 2017</p> <p>October 2017- June 2018</p>	<p>Percent of students in the top 50th percentile meeting growth target in math (as measured by the NWEA) by 5 percentage points</p>
	<p>Implement 3x/weekly Lift Block in grades 3 and 4 that provides a 30-minute block of targeted, goal-driven instruction based on student need</p> <ul style="list-style-type: none"> Engage in weekly collaborative planning sessions (grades 3 and 4) to identify student learning needs, design 6-8 week instructional intervention cycles, and plan for instruction (teachers, Amy Wheeler, Cheryl Sleeper, Emily Grimm) 		<p>September 2017- June 2018</p>	<p>Lift Block student grouping, instructional plans, and student pre- and post-data per Lift Block cycle</p>
	<p>Deepen understanding of strong mathematical practices and opportunities for differentiation within Everyday Math curriculum</p> <ul style="list-style-type: none"> Utilize Everyday Math audit to inform professional learning plan (Emily Grimm, Amy Wheeler) Engage in math-focused professional learning opportunities throughout the school year (grade-level teachers, Amy Wheeler) 		<p>October 2017</p> <p>November 2017- June 2018</p>	<p>Professional learning plan</p> <p>Increased differentiation of content and task in math classes, as seen through classroom observations</p>

SMART Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<p>Increase the percentage of students responding affirmatively to the following items by 5 percentage points:</p> <p>"I like school."</p> <p>"I feel like I belong at my school."</p> <p>"My school has clear rules for behavior."</p> <p>Baseline (Nov. 2017) <i>To be collected</i></p>	<p>Utilize reinforcing, reminding, and redirecting language and interactive modeling to establish clear expectations, build a positive school community, and help students develop responsibility and independence [CONTINUED]</p> <ul style="list-style-type: none"> • Attendance at RC "Responding to Misbehavior" conference (Emily Grimm, Sasha Levasseur, Jona Chase) and follow-up training for staff (March 16 PLD) • Attendance at RC "Responsive Classroom for Specialists" training (Robin O'Connor) and follow-up training for specialist team (January 2 PLD) • <i>The Power of Our Words</i> book study (all staff) • <i>Teasing, Tattling, Defiance and More: Positive Approaches to 10 Common Classroom Behaviors</i> book study (specials teachers) • Conduct audit (March 14) of MLS practices and provide feedback for refinement (RC consultant) • Utilize peer observations as an avenue for examining and strengthening these practices (all teachers) • Create and teach more explicit behavior expectations for school spaces (lunchroom, lockers, hallways, etc.) (MLS leadership team creates, all staff implement) 		<p>March 2, 2018</p> <p>November 30, 2017</p> <p>Sept.-Dec. 2017 Sept.-Dec. 2017</p> <p>March 14, 2018</p> <p>September 2017- June 2018 Oct.-Nov. 2017</p>	<p>Student self-reported data in response to the following statements:</p> <p>"I like school."</p> <p>"I feel like I belong at my school."</p> <p>"My school has clear rules for behavior."</p> <p>Responsive Classroom audit of MLS practices</p> <p>Document detailing behavior expectations</p>
	<p>Deepen implementation of daily morning meeting</p> <ul style="list-style-type: none"> • Explore opportunities to weave academics into morning meeting through the use of <i>Doing Math in Morning Meeting</i> and <i>Doing Language Arts in Morning Meeting</i> and through cross-school collaboration with MSS to share practices (grade-level teachers) 		<p>November 2017- June 2018</p>	<p>Integration of academics into morning meeting, as evidenced in classroom observations</p>
	<p>Create more systematic Tier I and Tier II processes for supporting students who engage in misbehavior</p> <ul style="list-style-type: none"> • Utilize resources from area schools to inform creation of a resource to support teachers with classroom-based behavior interventions and supports (Student Assistance Team) 		<p>September 2017- June 2018</p>	<p>Resource for teachers documenting menu of interventions and supports at the Tier I and II levels in response to student misbehavior</p>

Morse Street School Goals 2017-2018

SMART Goal Worksheet				
School: Morse Street School				
District Goal: Focus on Student Achievement through Improved Student-Centered Teaching and Learning.				
School SMART Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<p>Goal 1:By May/June 2017 100% of teachers will report that they are regularly using 5 or more <i>Responsive Classroom</i> practices to increase student engagement and academic achievement.</p> <p>Baseline: 50% of teachers report using 5 or more RC practices regularly to increase student engagement and academic achievement.</p>	<ul style="list-style-type: none"> ● Morse Street Staff engage in a book study of <u>The Joyful Classroom</u>. (All Staff) ● Provide Professional Development series through staff meetings, to continue growth and awareness of interactive learning structures that increase student engagement. (Julie Nickerson/Paul White) ● Provide support and feedback through observations of classrooms. (Julie Nickerson) ● PLC teams collaborate on structures used in classrooms and success they have with students. (Grade Level and Specialist Teams) ● Continue to use reinforcing, reminding and redirecting language consistently to build a positive community and more effectively manage behavior to help students develop skills, confidence and independence. (All staff) 		<p>On-going 2017-2018</p> <p>On-going 2017-2018</p> <p>On-going 2017-2018</p> <p>Weekly meetings</p>	<p>Classroom observations and walkthroughs</p> <p>Teacher survey results</p> <p>Parent survey results</p>
<p>Goal 2:By May/June 2017 At least 75% of students K-2 will make expected growth as measured by the F & P Reading assessment.</p> <p>At least 90% of students K-2 will make expected growth as measured by the Math SLO assessment.</p>	<ul style="list-style-type: none"> ● Provide professional development on Goal Setting and Providing Effective Feedback (Julie Nickerson) ● Goal set with students and provide effective feedback directly related to the goal, as a fluid process in all settings. (All Teachers) ● Literacy Strategist provide targeted professional development in comprehension. (Matt Halpern) ● Math Strategist provide targeted professional development in targeted mathematical practices.(Amy Wheeler) ● Literacy and Math Strategists continue to support 		<p>On-going 2017-2018</p> <p>On-going 2017-2018</p> <p>October 2017</p> <p>November 2017</p> <p>On-going 2017-2018</p>	<p>F & P assessment for reading</p> <p>Math SLO</p>

<p>Baseline: Reading F & P Spring 2017 47% (96/205) students met or exceeded expected growth targets.</p> <p>Math SLO Spring 2017 93% (190/205) students met or exceeded expected growth targets.</p>	<p>goal setting with embedded PD in their content area. (Matt Halpern and Amy Wheeler)</p> <ul style="list-style-type: none"> ● Teachers identify 3 students to track throughout the year to monitor effectiveness of goal setting on student progress. (All Teachers) ● Use goal setting to focus differentiated small group instruction and individual conferences. (Classroom Teachers) ● Grade level teams collaborate and analyze student work using protocols focused around goals and next steps for learning. (Grade Level Teams) ● Conduct peer observations with a focus on goal setting to provide support and insight to improve instruction. (All Teachers) 	<p>embedded in coaching cycles Initiated November 2017 and then tracked January 2018 and March 2018 On-going 2017-2018</p> <p>Weekly meetings</p> <p>2-3 times during 2017-2018 school year</p>	
<p>Goal 3:By May/June 2017 At least 75% of students identified for RTI Tier 1 or 2 intervention will meet expected growth in both reading and math.</p> <p>Baseline: Spring 2017 60% (12/20) students identified for RTI Tier 1 or 2 met expected growth target as measured by F & P reading assessment.</p> <p><i>Math data not collected for Spring 2017</i></p>	<ul style="list-style-type: none"> ● Support SAT process with full staff and provide exemplar plans, suggested tier 1 interventions and targeted goals (Julie Nickerson, Melissa Shaw and Kelley Ryder-Herzog) ● Grade level teams use PLC to collaborate over student learning needs and suggested intervention plans (Grade Level Teams) ● Grade level teams, together with SAT members, collaborate and analyze student data to ensure students are being identified for intervention (Grade Level Teams) ● Grade level teams collaborate and analyze student work using protocols (Grade Level Teams) ● Implement Tier 1 intervention plans and progress monitor to determine next steps for each student (Classroom Teachers) ● Designate 30 minutes each day at each grade level for Flex time. Students will receive Tier 1 targeted intervention. (Teachers, Julie Nickerson, Matt Halpern, Amy Wheeler) ● Literacy and Math Interventionists will support 		<p>F & P assessment for reading</p> <p>Math SLO</p>

	classroom teachers in providing Tier 1 interventions for identified students. (Melissa Shaw and Aja Darak)		
--	--	--	--

ASSESSMENT IN RSU5

MORE THAN ONE MEASURE

Just as a pediatrician uses **multiple measures** to monitor your child's health, educators use **multiple measures** to monitor student progress.



A standardized test is just **one of many** such measures.

RSU5 Assessments

	Fountas & Pinnell Reading	MAP: Math/ELA (NWEA)	MEA: Math/ELA	MEA: Science	PSAT Math/ELA	SAT/MEA Math/ELA
K	◆					
1	◆					
2	◆	◆				
3	◆	◆	◆			
4	◆	◆	◆			
5	◆	◆	◆	◆		
6	◆	◆	◆			
7	◆	◆	◆			
8	◆	◆	◆	◆		
9		◆				
10		◆			◆	
11				◆		◆
12						

Formative Assessments

Formative Assessments: Inform instruction which necessitates specific feedback from the educator, peers and self reflections:

- Aligned to daily or weekly learning intentions
- Many types:
 - teacher observation (listening, body language),
 - student self-assessment ,
 - student work (exit ticket, graphic organizers),
 - collaborative work (think/pair/share, jigsaw groups)
- May or may not be graded

Summative Assessments

- Evaluates a student's learning at the end of an instructional unit by comparing results against a standard or benchmark
 - Aligned to course or grade-level performance indicators
 - Many types: essay, test, project, poster, speech, debate, lab, discussion, report, skit

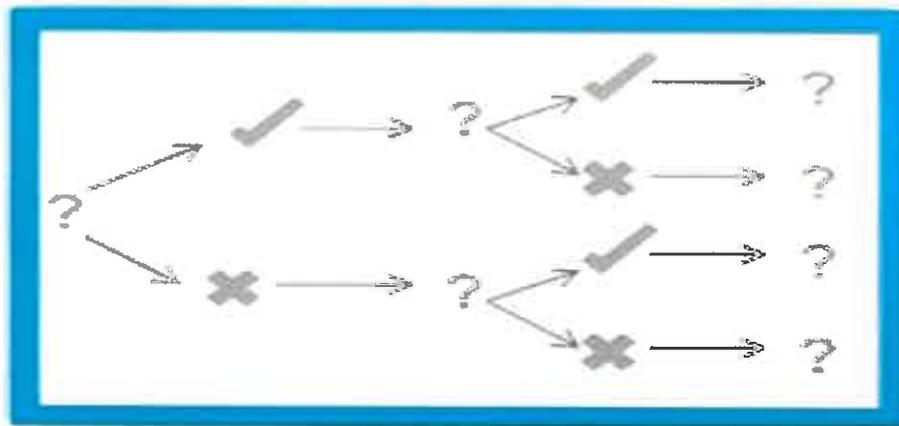
Recorded for reporting grades or proficiency levels
- Can be a common grade level assessment: test given to all students within a given grade level in a specific subject area. Typically developed by a team of teachers, who align the assessment with the standards presented through a given unit of study.

Fountas and Pinnell Benchmark Assessment System (BAS) (Reading)

- Used as an end of grade summative assessment in grades K-8.
- Identifies the student's independent reading level as determined by:
 - Accuracy (decoding)
 - Fluency
 - Comprehension
- Shows the growth of a student.
- Provides a starting place for instruction.

MAP Assessment- NWEA (Measure of Academic Progress)

Computer Adaptive Test (CAT)



- Accurate
- Individualized
- Secure
- Efficient
- Fast Results

MAP - NWEA

- Administered in reading and math in grades 2-10.
- Provides growth (average projected growth) and achievement data.
 - Approximately 50%-60% of students nationwide meet or exceed their growth projections.
- Provides information for differentiation of instruction.
- Administered annually each spring.

Example of MAP Item

Math: Numbers and Operation 2-5

211-220

Which set contains all the factors of 20?

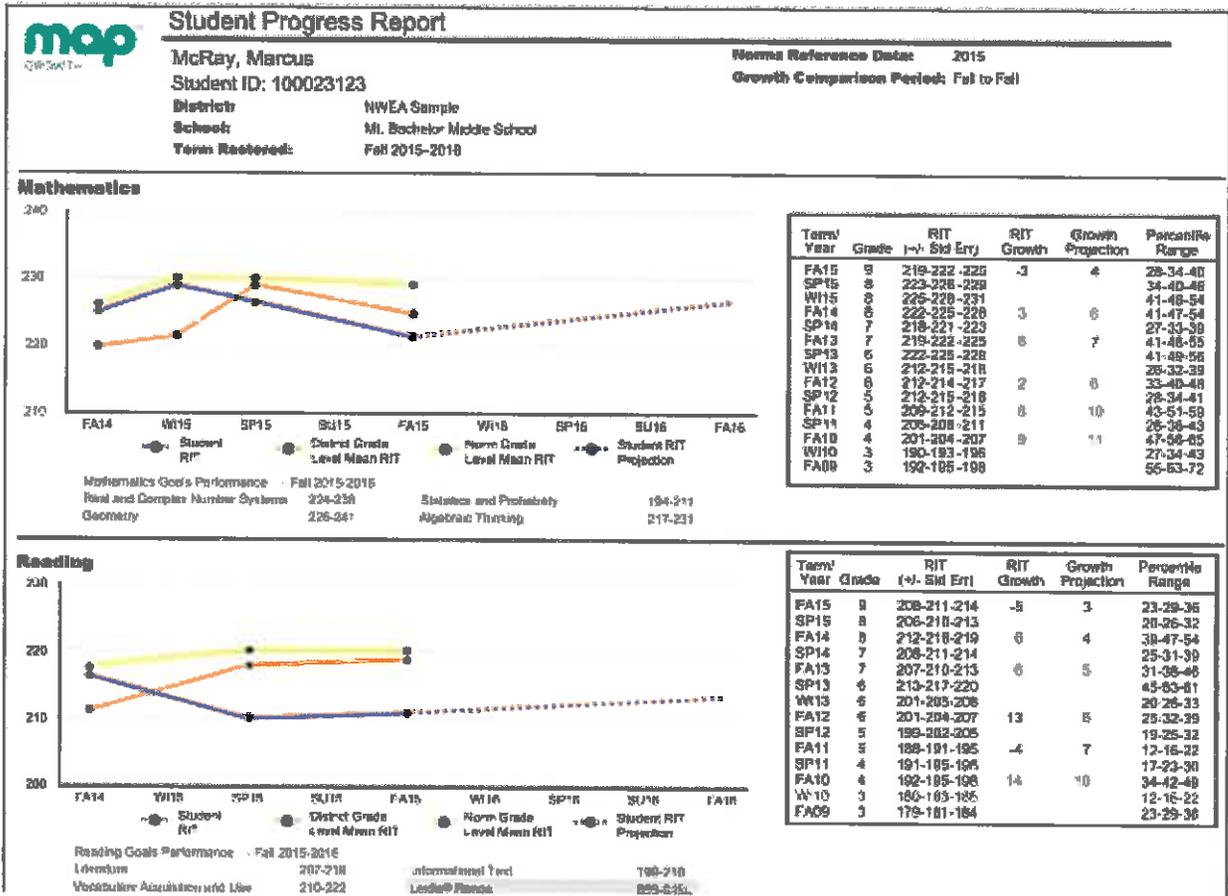
- A. {5, 10, 15, 20}
- B. {2, 4, 5, 10}
- C. {1, 2, 4, 5, 10, 20}
- D. {1, 2, 4, 5, 8, 10, 15, 20}

221-230

What is the Greatest Common Factor of 54 and 72?

- A. 1
- B. 6
- C. 9
- D. 18
- E. 27

Example of Student Progress Report



MEA (Maine Educational Assessment)

- Measure the progress of Maine's College Career and Readiness Standards.
- Provides information about the academic progress of students, schools, and the state.
- Assesses mathematics, English language arts, and science.
- Requires participation rate of 95%.
- Multiple choice and extended response questions
- Administered online.

MEA Sample Question Grade 7

- 5.** The length of a rectangle is 4 units more than 3 times its width.
- Write an equation in terms of the width, w , that represents the perimeter, P , of the rectangle. Write your equation in its simplest form.
 - If the width of the rectangle is 10 units, what is the perimeter, in units? Show your work or explain how you know.

A second rectangle has a length of 15 units and a perimeter of 64 units.

- What is the width, w , in units, of the second rectangle? Use an equation to show your work or explain how you know.

PSAT (Preliminary SAT)

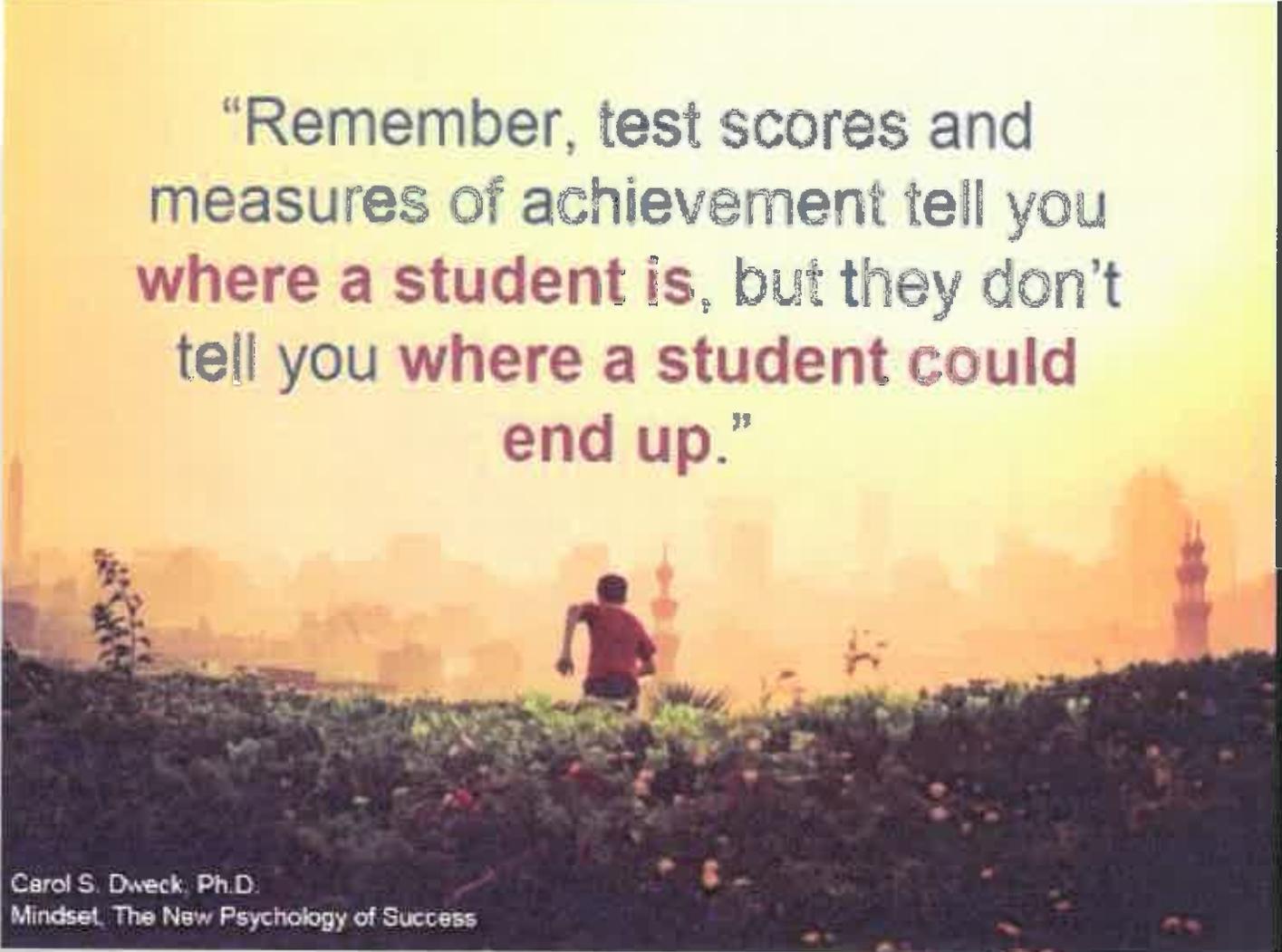
- Given to all 10th grade high school students (in 2017).
 - Optional in grade 11
- Administered annually in October.
- Provides achievement data.
- Multiple choice

SAT

- Administered paper/pencil to 3rd year high school students in April.
- Used to determine achievement levels in: Evidenced-Based Reading and Writing, Math, and Essay.
- Multiple choice
- Contains essay component.

Which statement is supported by data represented in the table?

- A) Earth shows greater variation in density than Ceres does.
- B) Juno's average distance from the Sun is less than that of Ceres.
- C) Some objects in the asteroid belt are greater in mass than Ceres is.
- D) No other dwarf planet has a radius as large as that of Ceres.

A person in a red shirt stands on a grassy hill, looking out over a city skyline at sunset. The sky is a warm orange and yellow, and the city buildings are silhouetted against the light. The overall mood is contemplative and hopeful.

“Remember, test scores and measures of achievement tell you **where a student is**, but they don’t tell you **where a student could end up.**”

Carol S. Dweck, Ph.D.
Mindset, The New Psychology of Success