

**REGULAR MEETING OF RSU NO. 5 BOARD OF DIRECTORS**  
**WEDNESDAY– JANUARY 11, 2023**  
**FREEPORT HIGH SCHOOL - LIBRARY**  
**6:30 P.M. REGULAR SESSION**  
**AGENDA**

1. Call to Order:

The meeting was called to order at \_\_\_\_\_ p.m. by Chair Michelle Ritcheson

2. Attendance:

\_\_\_\_ Colin Cheney  
\_\_\_\_ Candace deCsipkes  
\_\_\_\_ Jennifer Galletta  
\_\_\_\_ Susana Hancock  
\_\_\_\_ Kara Kaikini  
\_\_\_\_ Elisabeth Munsen

\_\_\_\_ Jill Piker  
\_\_\_\_ Maura Pillsbury  
\_\_\_\_ Michelle Ritcheson  
\_\_\_\_ Kelly Sink  
\_\_\_\_ Madelyn Vertenten  
\_\_\_\_ Piper Williams – Student Representative  
\_\_\_\_ Teagan Davenport – Student Representative

3. Pledge of Allegiance:

4. Consideration of Minutes:

A. Consideration and approval of the Minutes of December 14, 2022 and December 19, 2022 as presented barring any errors or omissions.

Motion: \_\_\_\_\_ 2<sup>nd</sup>: \_\_\_\_\_ Vote: \_\_\_\_\_

5. Adjustments to the Agenda:

6. Good News & Recognition:

A. Report from Board's Student Representative (10 Minutes)

7. Public Comments: (10 Minutes)

8. Reports from Superintendent: (10 Minutes)

A. Items for Information

1. Resignations: Victoria Cousino, DCS Classroom Teacher
2. Retirements (effective at the end of the school year unless noted otherwise):
  - a. Meg Albright - MSS 2nd Grade Teacher
  - b. Lynn Meader - PES Special Education Teacher
  - c. Deanna Coro - MLS Kitchen Manager (February 17, 2023)

9. Administrator Reports:

- A. Update on 2022-2023 District Goals - Jean Skorapa (20 Minutes)
- B. District Scorecard - Cynthia Alexander & Principals (20 Minutes)

10. Board Comments and Committee Reports:

None

11. Policy Review:  
NA

12. Unfinished Business:  
NA

13. New Business:  
NA

14. Personnel: (10 Minutes)

A. Consideration and approval to employ a 1<sup>st</sup> Grade Teacher at Durham Community School for the 2022-2023 school year.

Motion: \_\_\_\_\_ 2<sup>nd</sup> \_\_\_\_\_ Vote: \_\_\_\_\_

B. Consideration and approval to employ a Social Studies Teacher at Durham Community School for the 2022-2023 school year (one year only).

Motion: \_\_\_\_\_ 2<sup>nd</sup> \_\_\_\_\_ Vote: \_\_\_\_\_

15. Public Comments: (10 Minutes)

16. Executive Session:

A. Consideration and approval to enter into Executive Session as outlined in 1 M.R.S.A § 405(6)(A) for the purpose of discussing the Superintendent's Evaluation Performance Goals.

Motion: \_\_\_\_\_ 2<sup>nd</sup> \_\_\_\_\_ Vote: \_\_\_\_\_

Time In \_\_\_\_\_ Time Out \_\_\_\_\_

17. Action as a Result of Executive Session:

Motion: \_\_\_\_\_ 2<sup>nd</sup> \_\_\_\_\_ Vote: \_\_\_\_\_

18. Adjournment:

Motion: \_\_\_\_\_ 2<sup>nd</sup> \_\_\_\_\_ Vote: \_\_\_\_\_ Time: \_\_\_\_\_

Item #4.A.

**RSU No. 5 Board of Directors Meeting  
Wednesday, December 14, 2022 – 6:30 p.m.  
Freeport High School - Library  
Meeting Minutes**

(NOTE: These Minutes are not official until approved by the Board of Directors. Such action, either to approve or amend and approve, is anticipated at the January 11, 2023 meeting).

**1. CALLED TO ORDER:**

Chair Michelle Ritcheson called the meeting to order at 6:35 p.m.

- 2. MEMBERS PRESENT:** Colin Cheney, Candace deCsipkes, Jennifer Galletta, Susana Hancock, Kara Kaikini, Elisabeth Munsen, Maura Pillsbury, Michelle Ritcheson, Kelly Sink, Madelyn Vertenten, and Teagan Davenport, Student Representative (arrived at 6:58 p.m., left at 10:14 p.m.)

**MEMBERS ABSENT:** Jill Piker

**3. PLEDGE OF ALLEGIANCE:**

**4. CONSIDERATION OF MINUTES:**

**A. VOTED:** To approve the minutes of November 30, 2022  
(Hancock – Vertenten) (9 – 0 – 1 Pillsbury abstained)

**5. ADJUSTMENTS TO THE AGENDA:**

Item #8.1. JoAnn Bourgoin rescinded her resignation.

**6. GOOD NEWS AND RECOGNITION:**

**A.** Report from Board's Student Representative – Teagan Davenport

**7. PUBLIC COMMENT:**

None

**8. REPORTS FROM SUPERINTENDENT:**

**A.** Items for Information

1. Resignation: Janet Daigle, Facilities and Transportation Administrative Assistant

**9. ADMINISTRATOR REPORTS:**

- A.** Finance - Peggy Brown
- B.** Technology Goal Review - Gayle Wolotsky
- C.** Instructional Support Goal Review - June Sellers
- D.** MIYHS Report - Jen Gulko, Ray Grogan, Will Pidden

**10. BOARD COMMENTS AND COMMITTEE REPORTS:**

**A.** Board Information Exchange and Agenda Requests

- Maura Pillsbury suggested the Board consider being involved in legislative advocacy.
- Beth Munsen read a letter received from Representative Daughtry.
- Michelle Ritcheson reported on the positive meeting with leadership from the three towns on December 8<sup>th</sup>.

- Colin mentioned the importance of the Board receiving regular student wellness updates.

**B. Policy Committee**

**11. POLICY REVIEW:**

- A. VOTED:** To approve 1<sup>st</sup> Read of the following policies:  
(Vertenten – deCsipkes) (10 – 0) The Student Representative voted with the majority.  
IHBEA - Program for English Language Learners  
IHBEA-R - LAU Plan
- B. VOTED:** To approve 2<sup>nd</sup> Read of the following policies:  
(Hancock – Sink) (10 – 0) The Student Representative voted with the majority.  
GBN - Family and Medical Leave  
ACAB - Harassment and Sexual Harassment of School Employees  
ACAB-R-Employee Discrimination/Harassment and Title IX Sexual Harassment Complaint Procedures.
- C. VOTED:** To reconsider and revise Policy JLCD - Administration of Medication to Students. (Galletta – Hancock) (10 – 0) The Student Representative voted with the majority.

**12. UNFINISHED BUSINESS:**

None

**13. NEW BUSINESS:**

- A. School Finance/Cost Sharing 101

**14. PERSONNEL:**


None

**15. PUBLIC COMMENT:**

None

**16. ADJOURNMENT:**

**VOTED:** To adjourn at 10:22 p.m. (Piker – deCsipkes) (10 – 0)

  
Jean M. Skorapa, Superintendent of Schools

**RSU No. 5 Board of Directors Meeting  
Monday, December 19, 2022 – 5:00 p.m.  
Freeport High School - Library  
Meeting Minutes**

(NOTE: These Minutes are not official until approved by the Board of Directors. Such action, either to approve or amend and approve, is anticipated at the January 11, 2023 meeting).

**1. CALLED TO ORDER:**

Chair Michelle Ritcheson called the meeting to order at 5:02 p.m.

- 2. MEMBERS PRESENT:** Colin Cheney, Candace deCsipkes, Jennifer Galletta, Susana Hancock, Kara Kaikini, Elisabeth Munsen, Jill Piker (arrived at 5:05 p.m.), Maura Pillsbury, Michelle Ritcheson, Kelly Sink, and Madelyn Vertenten  
**MEMBERS ABSENT:** None

**3. PLEDGE OF ALLEGIANCE:**

**4. EXECUTIVE SESSION:**

- A. VOTED:** To enter into Executive Session for advice from legal counsel pursuant to 1 M.R.S.A § 405(6)(E). (Kaikini – Hancock) (10 – 0)

Time In: 5:03 p.m.

Time Out: 5:37 p.m.

- B. VOTED:** To enter into Executive Session to consider a student disciplinary matter pursuant to 1 M.R.S.A § 405(6)(B). (Hancock – Munsen) (11 – 0)

Time In: 5:45 p.m.

Time Out: 6:53 p.m.

**ACTION AS A RESULT OF EXECUTIVE SESSION:**

To expel a student from school pursuant to 20-A M.R.S.A. Section 1001(9) on the grounds that such expulsion is necessary for the peace and usefulness of the schools, and to direct the Superintendent to provide the student's parents written notice of this action and develop a reentry plan for the student as required by law. (Hancock – Sink) (11 – 0)

- C. VOTED:** To enter into Executive Session to consider a student disciplinary matter pursuant to 1 M.R.S.A § 405(6)(B). (Piker – Vertenten) (11 – 0)

Time In: 7:04 p.m.

Time Out: 8:08 p.m.

**ACTION AS A RESULT OF EXECUTIVE SESSION:**

To expel a student from school pursuant to 20-A M.R.S.A. Section 1001(9) on the grounds that such expulsion is necessary for the peace and usefulness of the schools, and to direct the Superintendent to provide the student's parents written notice of this action and develop a reentry plan for the student as required by law. (Vertenten – Hancock) (9 – 2 Munsen, Piker)

**D. VOTED:** To enter into Executive Session to consider a student disciplinary matter pursuant to 1 M.R.S.A § 405(6)(B). (Pillsbury – Vertenten) (11 – 0)

Time In: 8:22 p.m.

Time Out: 9:21 p.m.

**VOTED:** To enter into Executive Session for advice from legal counsel pursuant to 1 M.R.S.A § 405(6)(E). (Hancock – Munsen) (11 – 0)

Time In: 9:24 p.m.

Time Out: 9:41 p.m.

**VOTED:** To enter into Executive Session to consider a student disciplinary matter pursuant to 1 M.R.S.A § 405(6)(B). (Vertenten – Pillsbury) (11 – 0)

Time In: 9:43 p.m.

Time Out: 9:56 p.m.


**ACTION AS A RESULT OF EXECUTIVE SESSION:**

To expel a student from school pursuant to 20-A M.R.S.A. Section 1001(9) on the grounds that such expulsion is necessary for the peace and usefulness of the schools, and to direct the Superintendent to provide the student's parents written notice of this action and develop a reentry plan for the student as required by law. (Hancock – deCsipkes) (8 – 3 Munsen, Piker, Vertenten)

**5. ADJOURNMENT:**

**VOTED:** To adjourn at 9:58 p.m. (Pillsbury – Piker) (11 – 0)

  
Jean M. Skorapa, Superintendent of Schools

	<p style="text-align: center;"><b>RSU 5 Board of Directors Strategic Plan Goals 2022 - 2023 Interim Update January 11, 2023</b></p>
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Strategic Goal 1: All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.

Strategic Objective 1.1: Strengthen and align all social/emotional supports and systems to meet the needs of learners.

Action Strategy 1.1E: Implement recommendations per details in the plan: Middle School Responsive Classroom Training

Progress Indicators: Targeted Completion Date: June 2023

1. Responsive Classroom Training for Middle School is slated for June 20 - 23, 2023
2. Other components of this action Strategy were completed in January of 2022

Action Strategy 1.1F: Evaluate the effectiveness of improved new practices/structures and adjust as necessary.

Progress Indicators: Targeted Completion Date: May 2024

1. Durham Community School
  - a. Increased opportunities for children to build social problem solving skills and develop a sense of value and belonging by reinstating after school activities, connections across grade levels, Fun Friday, etc.
  - b. Continued proactive address of mean, unkind, and/or bullying behavior.
  - c. Educational opportunities for families to learn about challenges of early adolescence and ways to support their children at the middle school level.
2. Freeport Middle School
  - a. Increased opportunity for use of the ropes course.
  - b. Continued proactive address of mean, unkind, and/or bullying behavior.
  - c. Middle school level advisory program continues to be built upon.
  - d. Educational opportunities for families to learn about challenges of early adolescence and ways to support their children at the middle school level.
3. Freeport High School
  - a. Continued education regarding drug and alcohol use at Freeport High School via emails, pamphlets, posters, guest speakers, parent workshops, individual

- meetings, connections with counseling.
  - b. Working with JED Foundation to analyze existing resources and support for mental health to develop suggestions for enhancements and improvements.
  - c. Continued implementation of strategies to proactively support students with anxiety including “reset” posters in the school and “anxiety” posters in each classroom and explicit conversations with classes prior to assessments
  - d. Expanded availability of spaces for students to use during advisory (i.e., library, open track, open gym)
4. Mast Landing School
    - a. Developing responsive strategies to support regular school attendance for students at risk of chronic absenteeism.
    - b. Providing sustained opportunities for students to build connections to peers and adults in the school community.
  5. Morse Street School
    - a. Continued strengthening of Tier 1 Responsive Classroom practices
    - b. Professional development on understanding and supporting behavior
    - c. Targeted guidance lessons responsive to identified needs
  6. Pownal Elementary School
    - a. Implemented and refined Responsive Classroom practices.
    - b. Established school-wide expectations
    - c. Monthly student-centered all school assemblies to celebrate achievements, share learning, and build school community.
    - d. Restructuring of Response to Intervention programming to support teachers in growing stronger relationships with students as they support students with classroom-based behavior plans using a variety of strategies.
  7. Instructional Support
    - a. Special Education programs being observed and assessed to determine strengths, opportunities, and next steps.
    - b. Consistent use of positive behavior support plans for students for students with special needs
  8. Comprehensive Threat Assessment Assessment (CSTAG) training to support the development of a multidisciplinary team to build, strengthen, and maintain knowledge and skills in behavioral threat and suicide prevention completed by district team in Fall 2022.
  9. Budget requests for 2023-2024 school year will reflect the need for continued social/emotional support for students.

Strategic Objective 1.2: Create multiple opportunities to ensure student voice is encouraged and strengthened at the classroom, school and district level.

Action Strategy 1.2E: Continuously evaluate and adjust as needed.

Progress Indicators: Targeted Completion Date: May 2023

1. Durham Community School



- a. Student voice regarding the school is evidenced in school letters to the school administration with follow up meetings and potential action.
2. Freeport High School
  - a. Student leaders participate in and/or lead discussions about school culture, policies and practices to support efforts to promote an inclusive school community.
  - b. Equity Team and faculty working to define and clarify terms used as a school community and areas of focus in regard to DEI in order to support common language, identity and goals.
3. Pownal Elementary School
  - a. Established Student Advisory Committee to increase student voice.
  - b. The Civil Rights Team provided input and feedback for action steps for the school goal, "to increase awareness and establish more practices that create a pathway for sustainable diversity, equity, and inclusion practices."
4. Student voice solicited by Nutrition Program
5. Student representatives on district Diversity, Equity and Inclusion Committee provide input on all agenda items

Strategic Objective 1.3: Maximize student opportunities for physical movement and adequate breaks to allow students to refresh and recharge for learning.
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Action Strategy 1.3A: Identify and assess the effectiveness of all opportunities for physical movement/breaks at the classroom and school level.

Progress Indicators: Targeted Completion Date: May 2023

1. Not yet started.

Action Strategy 1.3B: Explore/research effective practices in use in other schools with similar grade spans.

Progress Indicators: Targeted Completion Date: May 2023

1. Not yet started.

Action Strategy 1.3C: Identify areas in need of improvements and/or additional breaks.

Progress Indicators: Targeted Completion Date: May 2023

1. Not yet started.

Strategic Objective 1.4: Strengthen diversity, equity, and inclusion practices.

Action Strategy 1.4E: Evaluate the effectiveness of implementation from recommendations.

Progress Indicators: Targeted Completion Date: May 2024

1. Freeport Middle School
  - a. Professional development which focused on instruction for multilingual learners.
  - b. Acquired computer-based translation for content and communication.
2. Freeport High School
  - a. Staff members are using department time to learn about and/or reflect on inclusionary practices and review the curriculum with a lens of equity.
  - b. Student Equity Team and faculty working to define and clarify terms used as a school community and areas of focus in regard to DEI in order to support common language, identity and goals.
  - c. Professional development regarding grading practices with a lens of equity.
  - d. Focus on increasing equity of instruction for all students through differentiation strategies to enhance access to curriculum.
  - e. Professional development which focused on instruction for multilingual learners.
3. Mast Landing School
  - a. Civil Rights Team sponsored "Day of Welcome"
4. Morse Street School
  - a. Staff participated in *The First Six Weeks of School: Including All Learners* workshop.
  - b. Classroom teachers and special education teachers collaborate to plan for differentiated instruction for students with special needs.
  - c. Speech and Language Pathologist supporting classroom teachers to use augmentative and alternative communication devices to support student communication.
  - d. Focus on unit planning in core content areas with a lens for differentiating instruction to meet the needs of diverse learners.
  - e. Teachers of multilingual learners meeting regularly with grade level teams to discuss strategies to support success in the classroom
5. Pownal Elementary School
  - a. Civil Rights Team established and sponsored a "Day of Welcome"
  - b. Focus on awareness and inclusion of individuals with disabilities
6. Technology Department continued to ensure all students have access to a device for learning
7. Instructional Support
  - a. *Communication Bill of Rights* being distributed as a social justice imperative - "All students, including students with a disability or any extent or severity, have a basic right to affect through communication the conditions of their existence."

8. The District Social Studies curriculum is being reviewed with a lens for equity.
9. Student representatives on district Diversity, Equity and Inclusion Committee provide input on all agenda items.
10. BrightArrow notification system for parents launched which includes a translation component.

Strategic Goal 2: All RSU 5 students regularly engage in meaningful student centered learning.

Strategic Objective 2.2: Expand curricular and extra-curricular choices that respond to students' interests and needs.

Action Strategy 2.2B: Survey staff and students to identify their area of interests as the system considers additional courses, mini-courses, activities, clubs, and extracurricular choices.

Progress Indicators: Targeted Completion Date: May 2023

1. Golf participation has expanded to warrant JV Golf team (will be discussed as part of the 2023-2024 budget)
2. Baseball participation as expanded to warrant First Team Baseball (will be discussed as part of the 2023-2024 budget)

Actions Strategy 2.2C: Explore and evaluate possible new options for additional program components.

Progress Indicators: Targeted Completion Date: May 2023

1. Not yet started.

Strategic Objective 2.4: Ensure that student growth is measured and communicated in meaningful ways and responds to stakeholder feedback.

Action Strategy 2.4C: Ensure comprehensive communication to all stakeholders.

Progress Indicators: Targeted Completion Date: May 2023

1. Standards being assessed in the curriculum are updated as appropriate during the curriculum review process.
2. Program manual for Special Education Choices Program being updated to include trauma-informed philosophy, instructional model and support plan.
3. Freeport Middle School reviewing parent/teacher conference structure to best meet the needs of families.

Strategic Goal 3: All RSU 5 school-parent-community partnerships are based on strong communication and active involvement to support student success.

Strategic Objective 3.1: Expand avenues to proactively distribute information about RSU 5 schools and seek feedback from stakeholders.

Action Strategy 3.1D: Develop and implement a plan to improve parent and community communication, including feedback from all stakeholders.

Progress Indicators: Targeted Completion Date: December 2022

1. Strategic Communications Committee revising Budget Brochure to be more clear
2. RSU 5 Website updated
3. BrightArrow notification system for parents launched which includes a translation component.

Strategic Objective 3.2: Engage all RSU 5 learners in community based learning both in the classroom and out in the community.

Action Strategy 3.2B: Survey students and staff to identify additional school based learning opportunities that would align with curriculum and spark student interest.

Progress Indicators: Targeted Completion Date: May 2023

1. Not yet started

Action Strategy 3.2C: Research community-based learning opportunities that enhance the curriculum.

Progress Indicators: Targeted Completion Date: December 2024

1. Not yet started

Strategic Objective 3.3: Encourage and support strong staff-parent partnerships to enhance student success.

Action Strategy 3.3B: Explore/research strategies for improving/expanding/strengthening school-parent partnerships.

Progress Indicators: Targeted Completion Date: December 2022

1. Durham Community School
  - a. Active participation events for families (i.e., Engineering Night, Coding Night, Math Night, Reading Night)

- b. Guest speakers on a variety of topics (i.e., academics, mental health, substance abuse, etc.)
  - c. Communication to families from the school level weekly - Tiger Tales
  - d. Incorporation of tips and ideas for supporting students at home in family communication from teachers
- 2. Freeport High School
  - a. Exploration of options to bring back (or replace) Casco Bay CAN parent “Table Talk” meetings that were hosted at FHS prior to the pandemic (topics were about substance use prevention & support for parents).
  - b. Exploration of options for family social events in addition to Boosters and Senior Class events (i.e. family dinner events)
- 3. Freeport Middle School
  - a. Guest speaker events on a variety of topics (i.e., academic, mental health, substance abuse, etc.)
  - b. Weekly communication to parents from the Freeport Middle School
  - c. Increases expectations for teachers to communicate with families more frequently, with tips and ideas for supporting students at home
  - d. Expanded communication with families to proactively prevent and responsively address increases in chronic absenteeism
- 4. Mast Landing School
  - a. Resume Freeport Elementary PTC’s annual speaker series
  - b. Increased contact between school counselor and parents in response to parent questions (a reflection of higher calls and requests for this partnership)
  - c. Weekly emails to families of students in Mighty Minds and Executive Functioning groups
- 5. Morse Street School
  - a. Resume Freeport Elementary PTC’s annual speaker series
  - b. Increased expectation for teachers to communicate with families more frequently, with tips and ideas for supporting students at home
- 6. Pownal Elementary School
  - a. Pilot of parent training to support students in reading called “Partner Readers”
  - b. Pilot of virtual parent small group talks with our school counselor - “Topics about Parenting”
- 7. Instructional Support
  - a. Parent professional learning series in Winter/Spring 2023:
    - a. Federal and State Mandates Regarding Parent Rights In the Education Process
    - b. Transition Planning Training for Parents

Action Strategy 3.3C: Develop and recommend a plan of action to encourage more and stronger school-parent partnerships.

Progress Indicators: Targeted Completion Date: December 2022

1. Durham Community School
  - a. Review of teacher communication with families and creation of uniform expectations across grade levels for frequency and ways to support student learning.
2. Freeport High School
  - a. Connection with organization Kyle Cares to create a plan for parent involvement in supporting student mental health at FHS
  - b. Expanded communication with parents about student offerings at FHS for both academic and social/emotional programs and support (i.e. expand communication about support offered for the college process; communicate about workshops/offerings/guest speakers tied to student mental health)
3. Freeport Middle School
  - a. Communication to families from the Freeport Middle School office weekly
  - b. Increased expectation for teachers to communicate with families more frequently, with tips and ideas for supporting students at home
  - c. Expanded communication with families to proactively prevent and responsively address increases in chronic absenteeism
  - d. Expanded communication with parents about academic and social/emotional programs and support (i.e. communicate about workshops/offerings/guest speakers tied to student mental health)
4. Mast Landing School
  - a. Expanded communication with families to proactively prevent and responsively address increases in chronic absenteeism
5. Morse Street School
  - a. Increased expectation for teachers to communicate with families more frequently, with tips and ideas for supporting students at home
6. Pownal Elementary School
  - a. Pilot of parent training to support students in reading called "Partner Readers"
  - b. Pilot of virtual parent small group talks with our school counselor - "Topics about Parenting"
7. Instructional Support
  - b. Parent professional learning series in Winter/Spring 2023:
    - a. Federal and State Mandates Regarding Parent Rights In the Education Process
    - b. Transition Planning Training for Parents

Strategic Goal 4: RSU 5 has well developed and refined finance, facilities, transportation, and food service systems to support the learning of all students.

Strategic Objective 4.2: Attract and retain highly effective staff.

Action Strategy 4.2G: Evaluate attrition rate, and other relevant data.

Progress Indicators: Targeted Completion Date: May 2023

1. Completion of exit interviews upon request.
2. Data being collected currently.

Strategic Objective 4.3: Improve and assure student access to the highest quality nutrition program.

Action Strategy 4.3D: Inventory and evaluate major equipment and facilities in all schools, prioritizing repairs and replacement, resulting in an annual maintenance schedule.

Progress Indicators: Targeted Completion Date: May 2023

1. Vendors consulted regarding annual maintenance agreements.
2. Resource management tracking procedures continue to be developed with IT and Facilities Departments.

Action Strategy 4.3E: Make recommendations to the Superintendent.

Progress Indicators: Targeted Completion Date: May 2023

1. Not yet started.

Strategic Objective 4.6: Ensure that all facilities are operating efficiently and effectively.

Action Strategy 4.6A: Conduct an energy audit (i.e., lighting) to identify needed improvements in RSU 5 facilities.

Progress Indicators: Targeted Completion Date: May 2023

1. Not yet started.

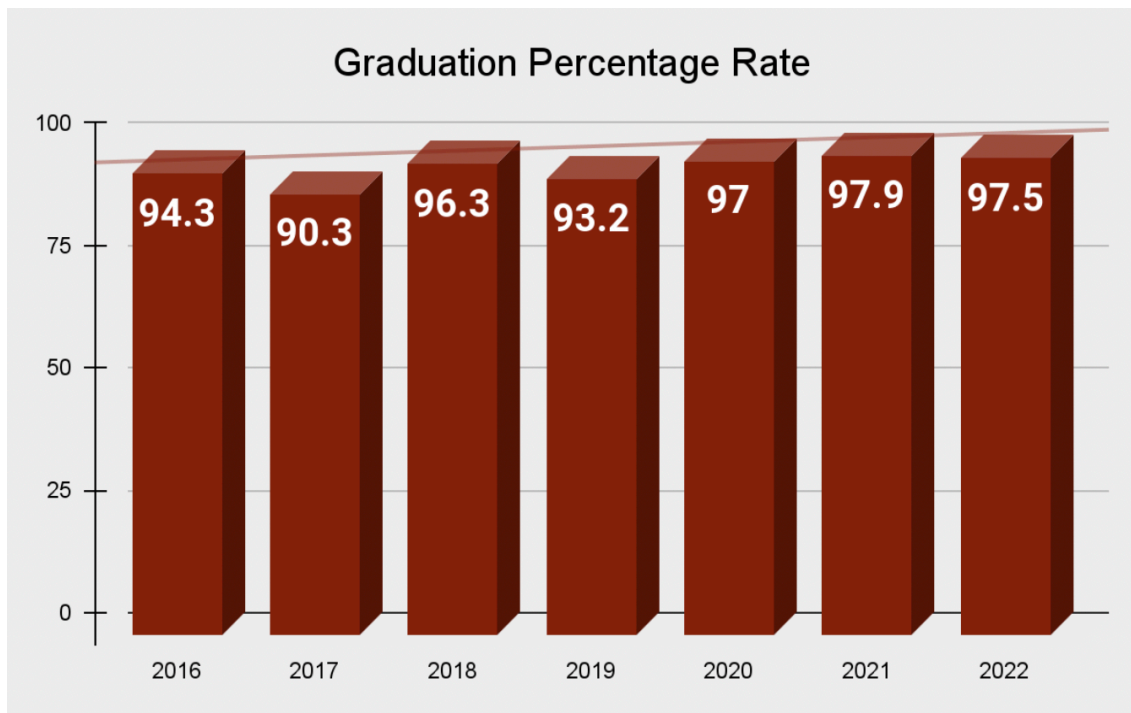


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# RSU5 DISTRICT SCORECARD

*January 11, 2023*

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**"Students graduate as compassionate, honest, and respectful citizens  
who earn and contribute to their communities for life."**



## Academic Indicators

### RSU5 Pre-K Programs as of October 1st Enrollment Numbers

*Number of Students Enrolled in RSU5 Sponsored Pre-K Programs*

<b>Pre-K</b>	2016	2017	2018	2019	2020	2021	2022
District Total	66	95	95	109	92	99	104
Economically Disadvantaged	8	12	20	20	16	11	19

*Source: October 1 EPS Certification*

*Report: Enrollment Report*

# Academic Achievement Continued

## ACADEMIC ACHIEVEMENT - F&P

*Achievement: % of Grade K Students at or above the benchmark for Fountas & Pinnell (May=C/D)*

GRADE K	Spring 2018 Percentage	Spring 2019 Percentage	Spring 2020 Cancelled	Spring 2021 Percentage	Spring 2022 Count	Spring 2022 Percentage
<b>Reading</b>						
District Total	53.0%	46.1%	Covid-19	62.0%	88 / 151	58.3%
Economically Disadvantaged	32.0%	32.3%		38.5%	15 / 38	39.5%
Identified Disability	39.3%			47.8%	7 / 25	28.0%

## ACADEMIC ACHIEVEMENT - F&P

*Achievement: % of Grade 1 Students at or above the benchmark for Fountas & Pinnell (May=I/J)*

GRADE 1	Spring 2018 Percentage	Spring 2019 Percentage	Spring 2020 Cancelled	Spring 2021 Percentage	Spring 2022 Count	Spring 2022 Percentage
<b>Reading</b>						
District Total	47.1%	50.4%	Covid-19	49.7%	93 / 147	63.3%
Economically Disadvantaged	29.2%	36.8%		28.6%	10 / 30	33.3%
Identified Disability	11.1%	25.0%		26.7%	9 / 18	50.0%

## ACADEMIC ACHIEVEMENT - F&P

*Achievement: % of Grade 2 Students at or above the benchmark for Fountas & Pinnell (May=M/N)*

GRADE 2	Spring 2018 Percentage	Spring 2019 Percentage	Spring 2020 Cancelled	Spring 2021 Percentage	Spring 2022 Count	Spring 2022 Percentage
<b>Reading</b>						
District Total	47.1%	46.3%	Covid-19	30.9%	50 / 149	33.6%
Economically Disadvantaged	34.5%	20.8%		15.8%	5 / 32	15.6%
Identified Disability	18.5%	20.0%		4.2%	0 / 26	0.0%

# Academic Achievement

## ACADEMIC ACHIEVEMENT - F&P

*Achievement: % of Grade 3 Students at or above the benchmark for Fountas & Pinnell (May=P/Q)*

GRADE 3	Spring 2018 Percentage	Spring 2019 Percentage	Spring 2020 Cancelled	Spring 2021 Percentage	Spring 2022 Count	Spring 2022 Percentage
<b>Reading</b>						
District Total	54.6%	41.5%	Covid-19	51.5%	65 / 145	44.8%
Economically Disadvantaged	33.3%	27.6%		37.5%	8 / 34	23.5%
Identified Disability	17.4%	29.4%		30.0%	4 / 21	19.0%

## ACADEMIC ACHIEVEMENT - F&P

*Achievement: % of Grade 4 Students at or above the benchmark for Fountas & Pinnell (May=S/T)*

GRADE 4	Spring 2018 Percentage	Spring 2019 Percentage	Spring 2020 Cancelled	Spring 2021 Percentage	Spring 2022 Count	Spring 2022 Percentage
<b>Reading</b>						
District Total	56.4%	52.4%	Covid-19	47.9%	72 / 136	52.9%
Economically Disadvantaged	43.2%	33.3%		16.7%	8 / 20	40.0%
Identified Disability	17.9%			7.1%	3 / 17	17.6%

## ACADEMIC ACHIEVEMENT - F&P

*Achievement: % of Grade 5 Students at or above the benchmark for Fountas & Pinnell (May=V)*

GRADE 5	Spring 2018 Percentage	Spring 2019 Percentage	Spring 2020 Cancelled	Spring 2021 Percentage	Spring 2022 Count	Spring 2022 Percentage
<b>Reading</b>						
District Total	50.3%	41.3%	Covid-19	63.0%	80 / 126	63.5%
Economically Disadvantaged	38.5%	32.4%		36.7%	4 / 21	19.0%
Identified Disability	9.5%			29.2%	3 / 13	23.1%

Source: District EOY Scores (Literacy Strategists)

Report: DCS Data Wall , MLS 3-5 Data Wall , PES 3-5 Data Wall:  
Spring 2021 Reads Grade Level Text

## Academic Achievement Continued

### ACADEMIC ACHIEVEMENT - NWEA - Measures of Academic Progress (MAP)

Achievement: % of Grade 3 Students Scoring in the average percentile or above on NWEA (41% - 99%)

GRADE 3	Fall 2016 Percentage	Spring 2017 Percentage	Spring 2018 Percentage	Spring 2019 Percentage	Fall 2020 Percentage	Spring 2021 Percentage	Spring 2022 Count	Spring 2022 Percentage
<b>Reading</b>								
District Total	78.0%	74.6%	74.1%	74.4%	74.1%	80.5%	105 / 146	71.9%
Economically Disadvantaged			36.0%	58.6%	56.5%	68.0%	13 / 37	35.1%
Identified Disability			52.0%	36.7%	36.8%	50.0%	10 / 23	43.5%
<b>Math</b>								
District Total	80.1%	71.8%	73.3%	67.2%	60.9%	67.4%	101 / 147	68.7%
Economically Disadvantaged			76.0%	51.7%	57.1%	60.0%	19 / 37	51.4%
Identified Disability			60.0%	33.3%	30.0%	28.6%	9 / 23	39.1%

### ACADEMIC ACHIEVEMENT - NWEA - Measures of Academic Progress (MAP)

Achievement: % of Grade 4 Students Scoring in the average percentile or above on NWEA (41% - 99%)

GRADE 4	Fall 2016 Percentage	Spring 2017 Percentage	Spring 2018 Percentage	Spring 2019 Percentage	Fall 2020 Percentage	Spring 2021 Percentage	Spring 2022 Count	Spring 2022 Percentage
<b>Reading</b>								
District Total	83.2%	79.6%	76.0%	75.2%	74.5%	76.5%	102 / 135	75.6%
Economically Disadvantaged			80.6%	53.3%	43.8%	42.1%	10 / 20	50.0%
Identified Disability			57.9%	30.8%	23.5%	26.7%	8 / 17	47.1%
<b>Math</b>								
District Total	83.1%	73.2%	77.4%		64.5%	73.6%	104 / 135	77.0%
Economically Disadvantaged			87.1%		38.9%	47.4%	13 / 20	65.0%
Identified Disability			86.4%	42.3%	33.3%	20.0%	7 / 17	41.2%

### ACADEMIC ACHIEVEMENT - NWEA - Measures of Academic Progress (MAP)

Achievement: % of Grade 5 Students Scoring in the average percentile or above on NWEA (41% - 99%)

GRADE 5	Fall 2016 Percentage	Spring 2017 Percentage	Spring 2018 Percentage	Spring 2019 Percentage	Fall 2020 Percentage	Spring 2021 Percentage	Spring 2022 Count	Spring 2022 Percentage
<b>Reading</b>								
District Total	84.0%	83.3%	80.4%	77.3%	78.5%	72.3%	95 / 126	75.4%
Economically Disadvantaged			72.7%	65.8%	61.5%	46.7%	10 / 21	47.6%
Identified Disability			47.6%	33.3%	50.0%	38.1%	3 / 14	21.4%
<b>Math</b>								
District Total	84.7%	74.4%	78.2%		77.0%	75.6%	92 / 125	73.6%
Economically Disadvantaged			81.8%	55.3%	61.5%	54.8%	8 / 21	38.1%
Identified Disability			42.9%	34.8%	48.0%	40.9%	0 / 13	0.0%

## Academic Achievement Continued

### ACADEMIC ACHIEVEMENT - NWEA - Measures of Academic Progress (MAP)

Achievement: % of Grade 6 Students Scoring in the average percentile or above on NWEA (41% - 99%)

GRADE 6	Fall 2016 Percentage	Spring 2017 Percentage	Spring 2018 Percentage	Spring 2019 Percentage	Fall 2020 Percentage	Spring 2021 Percentage	Spring 2022 Count	Spring 2022 Percentage
<b>Reading</b>								
District Total	79.3%	81.3%	82.0%		79.5%	78.5%	103 / 136	75.7%
Economically Disadvantaged			69.2%	73.1%	69.6%	69.2%	17 / 32	53.1%
Identified Disability			47.1%	34.8%	45.5%	30.0%	7 / 22	31.8%
<b>Math</b>								
District Total	70.1%	70.1%	78.6%	82.8%	74.2%	71.7%	105 / 140	75.0%
Economically Disadvantaged			48.1%	69.2%	39.1%	48.1%	18 / 36	50.0%
Identified Disability			38.9%	34.8%	18.2%	19.0%	9 / 22	40.9%

### ACADEMIC ACHIEVEMENT - NWEA - Measures of Academic Progress (MAP)

Achievement: % of Grade 7 Students Scoring in the average percentile or above on NWEA (41% - 99%)

GRADE 7	Fall 2016 Percentage	Spring 2017 Percentage	Spring 2018 Percentage	Spring 2019 Percentage	Fall 2020 Percentage	Spring 2021 Percentage	Spring 2022 Count	Spring 2022 Percentage
<b>Reading</b>								
District Total	82.8%	78.6%	84.2%	90.9%	80.8%	83.3%	124 / 144	86.1%
Economically Disadvantaged			75.0%	71.0%	66.7%	75.7%	13 / 21	61.9%
Identified Disability			47.6%	58.8%	44.0%	42.1%	5 / 15	33.3%
<b>Math</b>								
District Total	75.3%	78.9%	74.8%	85.8%	73.7%	75.0%	114 / 147	77.6%
Economically Disadvantaged			75.8%	63.3%	50.0%	59.5%	12 / 24	50.0%
Identified Disability			47.6%	31.3%	40.0%	26.3%	3 / 15	20.0%

### ACADEMIC ACHIEVEMENT - NWEA - Measures of Academic Progress (MAP)

Achievement: % of Grade 8 Students Scoring in the average percentile or above on NWEA (41% - 99%)

GRADE 8	Fall 2016 Percentage	Spring 2017 Percentage	Spring 2018 Percentage	Spring 2019 Percentage	Fall 2020 Percentage	Spring 2021 Percentage	Spring 2022 Count	Spring 2022 Percentage
<b>Reading</b>								
District Total	86.4%	87.1%	85.1%	84.1%	87.1%	83.0%	121 / 151	80.1%
Economically Disadvantaged			71.4%	66.7%	74.3%	64.5%	19 / 27	70.4%
Identified Disability			46.2%	37.5%	45.5%	28.6%	4 / 17	23.5%
<b>Math</b>								
District Total	80.6%	77.0%	80.4%	77.3%	83.8%	79.4%	115 / 153	75.2%
Economically Disadvantaged			55.6%	67.6%	71.4%	65.6%	17 / 29	58.6%
Identified Disability			33.3%	35.0%	42.9%	13.3%	5 / 17	29.4%

## Academic Achievement Continued

### ACADEMIC ACHIEVEMENT - NWEA - Measures of Academic Progress (MAP)

Achievement: % of Grade 9 Students Scoring in the average percentile or above on NWEA (41% - 99%)

GRADE 9	Fall 2016 Percentage	Spring 2017 Percentage	Spring 2018 Percentage	Spring 2019 Percentage	Fall 2020 Percentage	Spring 2021 Percentage	Spring 2022 Count	Spring 2022 Percentage
<b>Reading</b>								
District Total	84.9%	84.7%	89.1%	88.0%	93.2%	94.5%	108 / 128	84.4%
Economically Disadvantaged			53.6%	65.5%	66.7%	77.8%	18 / 21	85.7%
Identified Disability			10.0%	40.9%	50.0%		4 / 14	28.6%
<b>Math</b>								
District Total	80.6%	72.8%	74.1%	78.1%	93.3%	89.7%	107 / 129	82.9%
Economically Disadvantaged			28.1%	48.3%	69.6%	68.4%	18 / 22	81.8%
Identified Disability			8.3%				4 / 15	26.7%

### ACADEMIC ACHIEVEMENT - NWEA - Measures of Academic Progress (MAP)

Achievement: % of Grade 10 Students Scoring in the average percentile or above on NWEA (41% - 99%)

GRADE 10	Fall 2016 Percentage	Spring 2017 Percentage	Spring 2018 Percentage	Spring 2019 Percentage	Fall 2020 Percentage	Spring 2021 Percentage	Spring 2022 Count	Spring 2022 Percentage
<b>Reading</b>								
District Total	82.9%	72.4%	81.0%	92.5%	89.2%	87.8%	136 / 160	85.0%
Economically Disadvantaged			6.7%	81.8%	80.8%	77.8%	12 / 20	60.0%
Identified Disability				16.7%			3 / 10	30.0%
<b>Math</b>								
District Total	80.7%	72.4%	83.2%	80.3%	88.5%	85.8%	138 / 162	85.2%
Economically Disadvantaged			13.3%	58.8%	81.5%	72.4%	16 / 21	76.2%
Identified Disability							5 / 10	50.0%

Source: NWEA: <https://sso.nwea.org>

Report: Grade Report

## Academic Achievement Continued

### ACADEMIC ACHIEVEMENT - PSAT

Achievement: % of Grade 10 Students Meets or Exceeds Benchmarks

GRADE 10	2016 Percent	2017 Percent	2018 Percent	2019 Percentage	2020 Cancelled	2021 Count	2021 Percentage
<b>Evidence-Based Reading and Writing</b>							
School Total	85.5%	76.7%	70.9%	71.9%	Covid-19	112 / 148	75.7%
<b>Math</b>							
School Total	69.9%	45.7%	51.5%	44.5%		70 / 148	47.3%
*2017 First year of full grade level Source: College Board							
Report: PSAT/NMSQT Instructional Planning Report							

### ACADEMIC ACHIEVEMENT - PSAT

Achievement: % of Grade 11 Students Meets or Exceeds Benchmarks

GRADE 11	2016 Percent	2017 Percent	2018 Percent	2019 Percent	2020 Cancelled	2021 Count	2021 Percent
<b>Evidence-Based Reading and Writing</b>							
School Total	75.0%	89.7%	71.4%	80.7%	Covid-19	89 / 116	76.7%
<b>Math</b>							
School Total	55.9%	64.4%	37.8%	41.2%		46 / 116	39.7%
*2017 First year of full grade level Source: College Board							
Report: PSAT/NMSQT Instructional Planning Report							

## Academic Achievement Continued

### ACADEMIC ACHIEVEMENT - SAT

*Meets or Exceeds Benchmark, National Norms Used*

GRADE 11	2019-2020 Cancelled	2020-2021 Percentage	2021-2022 Count	2021-2022 Percentage
<b>English Language Arts</b>				
District Total	Covid-19	73.4%	83 / 120	69.2%
Economically Disadvantaged		53.3%	7 / 15	46.7%
Identified Disability				
<b>Math</b>				
District Total		41.4%	49 / 120	40.8%
Economically Disadvantaged		20.0%	3 / 15	20.0%
Identified Disability				
Source: CollegeBoard Raw Data File			Report: PowerSchool Data Query	



# Academic Achievement Continued

## ACADEMIC ACHIEVEMENT - ADVANCED COURSEWORK

*Advanced Coursework while enrolled at Freeport High School*

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
<u>Total Number of Students Enrolled in Advanced Placement (AP) Courses</u>								
District Total	79	70	71	102	133	130	134	134
<u>Percent of Students Scoring 3 or Higher on at Least One AP Exam</u>								
District Total	78.5%	74.3%	71.8%	71.6%	61.7%	79.2%	69.4%	81.3%
<u>Percent of US AP Students Scoring 3 or Higher on at Least One Exam</u>								
US Total			57.0%	61.3%	60.0%	59.3%	55.8%	
<u>Percent of AP EXAMS That Result in a Score of 3 or Higher</u>								
District Total	68.6%	63.1%	61.1%	67.7%	62.4%	69.9%	63.2%	74.9%

Source: College Board

Report: 5-Yr AP School Score Summary - \*Percent of AP Exams 3+: AP Current Year Score Summary

# Academic Growth

## ACADEMIC GROWTH - NWEA - Measures of Academic Progress (MAP)

Growth: % of Grade 3 Students Meeting or Exceeding Projected Growth NWEA

GRADE 3	Fall 2016 to Spring 2017 Percent	Spring 2017 to Spring 2018 Percent	Spring 2018 to Spring 2019 Percent	Fall 2020 to Spring 2021 Percent	Spring 2021 to Spring 2022 Count	Spring 2021 to Spring 2022 Percent
<b>Reading</b>						
District Total	53.2%	53.6%	53.7%	52.2%	59 / 114	51.8%
Economically Disadvantaged	46.4%	47.6%	53.6%	59.1%	12 / 27	44.4%
Identified Disability	50.0%	35.0%	50.0%	57.9%	11 / 17	64.7%
<b>Math</b>						
District Total	33.1%	55.6%	50.8%	63.2%	87 / 115	75.7%
Economically Disadvantaged	32.1%	50.0%	50.0%	50.0%	20 / 27	74.1%
Identified Disability	36.4%	52.4%	32.1%	42.1%	11 / 18	61.1%

## ACADEMIC GROWTH - NWEA - Measures of Academic Progress (MAP)

Growth: % of Grade 4 Students Meeting or Exceeding Projected Growth NWEA

GRADE 4	Fall 2016 to Spring 2017 Percent	Spring 2017 to Spring 2018 Percent	Spring 2018 to Spring 2019 Percent	Fall 2020 to Spring 2021 Percent	Spring 2021 to Spring 2022 Count	Spring 2021 to Spring 2022 Percent
<b>Reading</b>						
District Total	54.5%	65.7%	53.3%	55.8%	67 / 125	53.6%
Economically Disadvantaged	42.3%	69.6%	46.4%	46.2%	9 / 20	45.0%
Identified Disability	50.0%	50.0%	50.0%	50.0%	12 / 17	70.6%
<b>Math</b>						
District Total	39.6%	68.9%	55.1%	60.4%	84 / 126	66.7%
Economically Disadvantaged	30.8%	56.5%	35.7%	33.3%	14 / 20	70.0%
Identified Disability	31.3%	60.0%	45.8%	36.4%	12 / 17	70.6%

## ACADEMIC GROWTH - NWEA - Measures of Academic Progress (MAP)

Growth: % of Grade 5 Students Meeting or Exceeding Projected Growth NWEA

GRADE 5	Fall 2016 to Spring 2017 Percent	Spring 2017 to Spring 2018 Percent	Spring 2018 to Spring 2019 Percent	Fall 2020 to Spring 2021 Percent	Spring 2021 to Spring 2022 Count	Spring 2021 to Spring 2022 Percent
<b>Reading</b>						
District Total	55.3%	64.1%	58.9%	48.4%	54 / 108	50.0%
Economically Disadvantaged	57.7%	66.7%	68.6%	40.7%	5 / 16	31.3%
Identified Disability	50.0%	38.9%	63.6%	47.4%	3 / 13	23.1%
<b>Math</b>						
District Total	35.8%	72.3%	51.8%	66.4%	82 / 108	75.9%
Economically Disadvantaged	38.5%	60.0%	#N/A	51.6%	10 / 16	62.5%
Identified Disability	11.8%	33.3%	33.3%	65.0%	8 / 12	66.7%

## Academic Growth Continued

### ACADEMIC GROWTH - NWEA - Measures of Academic Progress (MAP)

Growth: % of Grade 6 Students Meeting or Exceeding Projected Growth NWEA

GRADE 6	Fall 2016 to Spring 2017 Percent	Spring 2017 to Spring 2018 Percent	Spring 2018 to Spring 2019 Percent	Fall 2020 to Spring 2021 Percent	Spring 2021 to Spring 2022 Count	Spring 2021 to Spring 2022 Percent
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#### Reading

District Total	60.3%	59.1%	60.7%	50.4%	68 / 124	54.8%
Economically Disadvantaged	60.0%	52.2%	64.0%	68.2%	12 / 27	44.4%
Identified Disability	47.1%	47.1%	57.1%	44.4%	5 / 19	26.3%

#### Math

District Total	58.3%	67.3%	62.7%	73.2%	86 / 125	68.8%
Economically Disadvantaged	36.4%	39.1%	54.2%	72.0%	18 / 28	64.3%
Identified Disability	53.3%	35.3%	61.9%	57.9%	12 / 20	60.0%

### ACADEMIC GROWTH - NWEA - Measures of Academic Progress (MAP)

Growth: % of Grade 7 Students Meeting or Exceeding Projected Growth NWEA

GRADE 7	Fall 2016 to Spring 2017 Percent	Spring 2017 to Spring 2018 Percent	Spring 2018 to Spring 2019 Percent	Fall 2020 to Spring 2021 Percent	Spring 2021 to Spring 2022 Count	Spring 2021 to Spring 2022 Percent
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#### Reading

District Total	58.9%	63.9%	65.4%	65.1%	84 / 135	62.2%
Economically Disadvantaged	48.3%	44.8%	79.3%	70.6%	9 / 18	50.0%
Identified Disability	52.2%	35.3%	81.3%	58.8%	6 / 14	42.9%

#### Math

District Total	57.1%	56.3%	66.9%	70.9%	86 / 136	63.2%
Economically Disadvantaged	48.3%	60.0%	71.4%	70.6%	16 / 19	84.2%
Identified Disability	50.0%	66.7%	66.7%	58.8%	8 / 15	53.3%

### ACADEMIC GROWTH - NWEA - Measures of Academic Progress (MAP)

Growth: % of Grade 8 Students Meeting or Exceeding Projected Growth NWEA

GRADE 8	Fall 2016 to Spring 2017 Percent	Spring 2017 to Spring 2018 Percent	Spring 2018 to Spring 2019 Percent	Fall 2020 to Spring 2021 Percent	Spring 2021 to Spring 2022 Count	Spring 2021 to Spring 2022 Percent
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#### Reading

District Total	65.4%	62.0%	60.5%	56.7%	74 / 144	51.4%
Economically Disadvantaged	48.7%	57.1%	66.7%	41.9%	12 / 25	48.0%
Identified Disability	38.5%	37.5%	91.7%	46.2%	6 / 17	35.3%

#### Math

District Total	54.5%	61.7%	58.6%	54.1%	94 / 144	65.3%
Economically Disadvantaged	36.1%	50.0%	26.7%	43.8%	15 / 25	60.0%
Identified Disability	41.7%	47.8%	53.3%	38.5%	10 / 17	58.8%

## Academic Growth Continued

### ACADEMIC GROWTH - NWEA - Measures of Academic Progress (MAP)

Growth: % of Grade 9 Students Meeting or Exceeding Projected Growth NWEA

GRADE 9	Fall 2016 to Spring 2017 Percent	Spring 2017 to Spring 2018 Percent	Spring 2018 to Spring 2019 Percent	Fall 2020 to Spring 2021 Percent	Spring 2021 to Spring 2022 Count	Spring 2021 to Spring 2022 Percent
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#### Reading

District Total	48.3%	52.7%	59.3%	40.8%	47 / 113	41.6%
Economically Disadvantaged	36.4%	58.3%	55.6%	29.4%	9 / 19	47.4%
Identified Disability	33.3%	37.5%	47.6%		1 / 10	10.0%

#### Math

District Total	36.0%	50.8%	51.0%	58.0%	62 / 115	53.9%
Economically Disadvantaged	30.0%	60.7%	37.0%	66.7%	11 / 21	52.4%
Identified Disability	33.3%	40.0%			5 / 12	41.7%

### ACADEMIC GROWTH - NWEA - Measures of Academic Progress (MAP)

Growth: % of Grade 10 Students Meeting or Exceeding Projected Growth NWEA

GRADE 10	Fall 2016 to Spring 2017 Percent	Spring 2017 to Spring 2018 Percent	Spring 2018 to Spring 2019 Percent	Fall 2020 to Spring 2021 Percent	Spring 2021 to Spring 2022 Count	Spring 2021 to Spring 2022 Percent
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#### Reading

District Total	39.5%	44.9%	51.2%	32.2%	62 / 140	44.3%
Economically Disadvantaged	31.3%	30.8%	42.9%	34.6%	9 / 14	64.3%
Identified Disability	23.1%	42.9%				

#### Math

District Total	44.2%	66.3%	46.4%	61.8%	73 / 143	51.0%
Economically Disadvantaged	50.0%	53.8%	34.4%	51.9%	8 / 16	50.0%
Identified Disability	20.0%	57.1%				

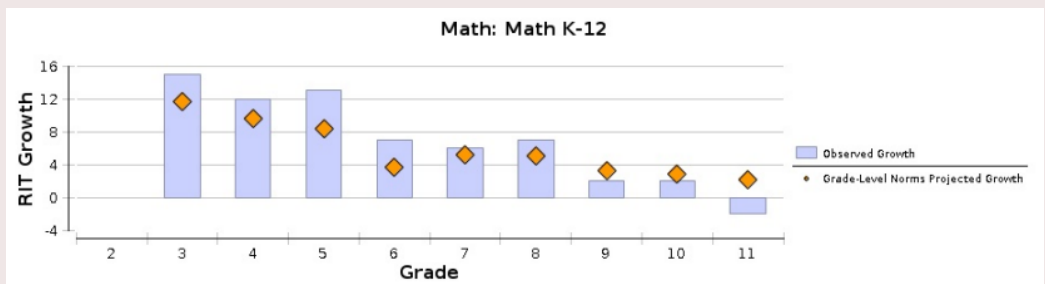
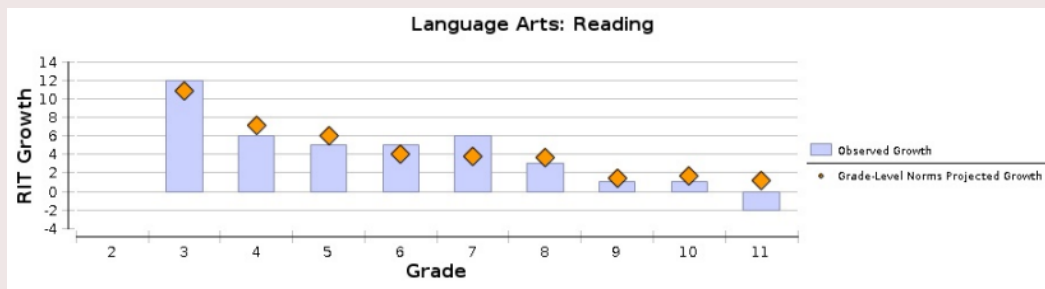
Source: NWEA: <https://sso.nwea.org>

Report: Student Growth Summary

## Academic Growth Continued

### ACADEMIC GROWTH - NWEA - Measures of Academic Progress (MAP)

NWEA Student Growth Spring 2021 to Spring 2022



Source: NWEA: <https://sso.nwea.org>

Report: District Growth Summary

# Post Secondary Readiness & Success

## GRADUATION COHORT

### FREEPORT HIGH SCHOOL

	2017 Cohort	2018 Cohort	2019 Cohort	2020 Cohort	2021 Cohort	2022 Cohort
District Total	90.3%	96.3%	93.2%	97.0%	97.9%	97.5%

Source: Data Warehouse, DOE-NEO

Report: Graduation Rates (NEO 4YR Graduation Rate)

## Post Secondary Enrollment and Persistence

### Number of Students Enrolled in College or Program in the First Year After Graduation

	Class of 2017	Class of 2018	Class of 2019	Class of 2020	Class of 2021	Class of 2022
District Total in Class	80/114	75/110	96/139	94/128	92/140	
District Percent Enrolled	70.2%	68.2%	69.1%	73.4%	65.7%	
Total Enrolled in Public	41	49	50	55	51	
Total Enrolled in Private	39	26	46	39	41	
Total Enrolled in 4-Year	67	58	85	74	73	
Total Enrolled in 2-Year	13	17	11	20	19	
Total Enrolled in State	42	44	58	58	43	
Total Enrolled Out of State	38	31	38	36	49	

Source: National Clearinghouse, p 11

Report: Count of Students Enrolled in College During the First Year After High School

## Second Year Students Enrolled in Postsecondary Experiences

### Number of Students Continuing College or Programming for a Second Year

	Class of 2015	Class of 2016	Class of 2017	Class of 2018	Class of 2019	Class of 2020
District Total in Class	73/125	66/116	72/114	64/110	86/139	
District Percent Enrolled	58.4%	56.9%	63.2%	58.2%	61.9%	
Total Enrolled in Public	30	35	36	37	45	
Total Enrolled in Private	43	31	36	27	41	
Total Enrolled in 4-Year	64	56	64	54	79	
Total Enrolled in 2-Year	9	10	8	10	7	
Total Enrolled in State	24	32	37	33	50	
Total Enrolled Out of State	49	34	35	31	36	

Source: National Clearinghouse, p21

Report: Count of Students Enrolled in College Freshman to Sophomore Persistence