

**REGULAR MEETING OF RSU NO. 5 BOARD OF DIRECTORS**  
**WEDNESDAY– JANUARY 10, 2024**  
**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      | ___ Kara Kaikini                              |
| ___ Candace deCsipkes | ___ Elisabeth Munsen                          |
| ___ Malik Farlow      | ___ Maura Pillsbury                           |
| ___ Cheyenne Farrell  | ___ Michelle Ritcheson                        |
| ___ Danielle George   | ___ Kelly Sink                                |
| ___ Carolyn Jensen    | ___ Phoebe Williamson, Student Representative |
|                       | ___ Lily West, Student Representative         |

3. Pledge of Allegiance:

4. Consideration of Minutes:

A. Consideration and approval of the Minutes of December 13, 2023 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:

A. Items for Information

1. Resignations:

Brenda Anderson - Bus Driver/Custodian

John Rundin - Mechanic

Lindsey Laverriere - MSS Ed Tech

2. Retirements (effective at the end of the school year):

Melinda Carr - Instructional Strategist

Melissa Cousins - Speech and Language Pathologist

9. Administrator Reports:

A. 2024-2025 Freeport High School Program of Studies – Jen Gulko (20 Minutes)

B. Update on 2023-2024 District Goals - Jean Skorapa (20 Minutes)

C. District Scorecard - Cynthia Alexander & Principals (20 Minutes)

- 10. Board Comments and Committee Reports:
  - A. Finance Committee Cost Sharing Presentation (60 Minutes)
- 11. Policy Review:  
None
- 12. Unfinished Business:  
None
- 13. New Business:  
None
- 14. Personnel:  
None
- 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:

- 18. Adjournment:

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

Item # 4.A.

**RSU No. 5 Board of Directors Meeting  
Wednesday, December 13, 2023 – 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 10, 2024 meeting).

**1. CALLED TO ORDER:**

Vice-Chair Beth Munsen called the meeting to order at 6:30 p.m.

- 2. MEMBERS PRESENT:** Colin Cheney, Candace deCsipkes, Malik Farlow, Cheyenne Farrell, Danielle George, Carolyn Jensen, Kara Kaikini, Elisabeth Munsen, Maura Pillsbury (arrived at 6:50 p.m.), Kelly Sink and Phoebe Williamson, Student Representative  
**MEMBERS ABSENT:** Michelle Ritcheson

**3. PLEDGE OF ALLEGIANCE:**

**4. CONSIDERATION OF MINUTES:**

**VOTED:** To approve the Minutes of November 29, 2023. (Kaikini – Farlow) (9 – 0) The student representative voted with the majority.

**5. ADJUSTMENTS TO THE AGENDA:**

Item #8.C. Resignation

Item #8.D. Substitute Wages

Item #14.A. Employ a 2<sup>nd</sup> Grade Teacher

**6. GOOD NEWS AND RECOGNITION:**

A. Report from Board's Student Representative - Phoebe Williamson

**7. PUBLIC COMMENT:**

None

**8. REPORTS FROM SUPERINTENDENT:**

A. Presentation of a FHS Diploma to a Veteran

B. Region 10 Technical High School Feasibility Study - Shawn Chabot & John Stivers

C. Resignations: Katie Goodell, DCS Nutrition Assistant

Daniel Henton, FHS Custodian

Stephanie Dyhrberg, MSS Educational Technician

D. Substitute Personnel Pay Rates Changes

**9. ADMINISTRATOR REPORTS:**

A. Finance - Kelly Wentworth

B. Update from Technology Department and Goal Review - Sam Rigby

C. Update from Instructional Support Department, including Multilingual services, and Goal Review - June Sellers

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

A. Board Information Exchange and Agenda Requests  
None

B. Finance Committee

C. Policy Committee

D. Strategic Communications Committee

**11. POLICY REVIEW:**

A. **VOTED:** To approve 1<sup>st</sup> Read of the following Policies:

(Sink – Jensen) (10 – 0) The student representative voted with the majority.

1. EFE - Competitive Food Sales - Sales of Foods in Competition with the School Food Service Program
2. JKAA - Use of Physical Restraint and Seclusion
3. JKAA-R - Procedures on Physical Restraint and Seclusion

**12. UNFINISHED BUSINESS:**

None

**13. NEW BUSINESS:**

None

**14. PERSONNEL:**

A. **VOTED:** To employ Ann Truman as a 2<sup>nd</sup> Grade Teacher at Morse Street School for the 2023-2024 school year (one year only).


(George – Farrell) (10 – 0) The student representative voted with the majority.

**15. PUBLIC COMMENT:**

None

**16. ADJOURNMENT:**

**VOTED:** To adjourn at 9:25 p.m. (Pillsbury – Sink) (10 – 0) The student representative voted with the majority.

  
Jean M. Skorapa, Superintendent of Schools

# FREEPORT HIGH SCHOOL

30 Holbrook Street, Freeport, Maine 04032  
Ph: (207) 865-4706 Fax: (207) 865-2900

Item #9.A.

Jennifer Gulko  
Principal

Dana Clark  
Guidance Counselor

Charlie Mellon  
Assistant Principal

Liz Peirce  
Guidance Counselor

Eric Hall  
Director of Athletics


Mandy Andreson  
Guidance Counselor

RSU5 School Board Members:

We have been working as a staff to revise and enhance the Freeport High School Program of Studies for the 2024-2025 school year. The Department Chairs, the Guidance team, and administration have been working to make updates and any revisions necessary. In addition to our Program of Studies, we will continue to publish a separate Student Handbook as well as a Family Guide for FHS Instructional Practices, which outlines our school processes tied to grading, reporting and instructional feedback practices. All four grades are operating under the same grading, reporting and instructional processes, which is reflected in the Program of Studies. We have made some changes to our course offerings as well as updates to some basic information about our academic programs and these changes are outlined below:

|            |  |
|------------|--|
| Page 5     | Updated school Director of Athletics   |
| Page 7     | Updated school profile with current information  |
| Page 22    | Revised scoring information for Habits of Work scores<br>Removed information about Habits of Work 0-100 scores and honor roll  |
| Page 24    | Added link to request support for scholarships for fees for AP tests   |
| Page 30    | Added information (to all AP courses) about cost of AP exams and scholarship support   |
| Page 32    | Revised Sports Media description<br>Replaced Media and Social Media with Intro to Multimedia elective<br>Added Advanced Multimedia elective  |
| Page 34    | Added new PE course (Advanced Sports Training)   |
| Page 40    | Removed Linear Algebra and Differential Equations and replaced with Post AP Calculus BC - Online Options   |
| Page 45    | Removed Environmental Science (no longer offered due to lack of student sign ups)  |
| Page 58    | Removed Advanced Videography (no longer offered due to lack of student sign ups)   |
| Page 64    | Updated SMCC Dual Enrollment information (now offering ELA 12, Quantitative Reasoning and Statistics... Calculus is pending)<br>Added description of Teachers Aide (TA) position<br>Removed "correspondence study" as no longer offered<br>Removed Virtual High School description (no longer using that program...replaced) |
| Page 65    | Information about May Term for Seniors added   |
| Page 70    | Added new Region 10 course Electrical Technology   |
| Page 71    | Revision to Foundations of Technology description; removed ELA, Social Studies only<br>Added new Region 10 course Information Technology/Cybersecurity<br>Removed HCAV course (no longer offered at Region 10)   |
| Page 74    | Removed ELA 9 and 10 at Region 10 (no longer offered at Region 10)   |
| Page 75    | Updated Clubs & Activities   |
| Page 77-84 | All "At a glance" information updated per changes listed above   |

We look forward to the Class of 2028 joining our FHS community and to continuing to offer our students a wide range of meaningful learning opportunities.

Respectfully,  


Jen Gulko, Principal

Accredited Member New England Association of Schools and Colleges

# Program of Studies Overview

## *Introduction*

The Freeport High School Program of Studies presents information about the courses offered at the school. Students should use this book as they plan an appropriate academic program. Please recognize that these courses are possible offerings for the coming year. A variety of factors, including the number of students enrolled in a given course, will determine whether it is offered or not.

The Freeport High School Program of Studies also provides information about our Student Services Department, its role in your student's education, and the department's processes associated with course registration. Other support services are described as well. Graduation requirements for current and future Freeport High School students are fully explained.

**DISCLAIMER: Subsequent to publication of this catalog, Freeport High School reserves the right to make changes in courses, program requirements, policy and regulations as circumstances, funding, and enrollment dictate. There is no guarantee that any course listed in this catalog will be offered in any given semester. The ongoing work of aligning the curriculum with the Maine Standards will, of necessity, result in changes in course content. Students and parents will be informed if changes in course content create a significant difference between the course descriptions as it appears in this Program of Studies and the revised course content.**

# Core Values and Beliefs

## **Mission:**

Freeport High School is committed to integrity, community, perseverance, and creativity. We celebrate individuality and empower students to achieve their highest personal aspirations in the pursuit of excellence.

## **Values:**

### We value **Integrity**

- Those with integrity treat others and themselves with respect, honesty, kindness, and fairness.

### We value **Community**

- Those who value community embrace relationships, celebrate diversity, display empathy, and nurture well-being

### We value **Perseverance**

- Those who persevere take ownership of their learning, embrace challenge, and aspire to achieve their potential in the face of difficulties.

### We value **Creativity**

- Those who are creative engage their world with a spirit of curiosity, take risks, and approach problem solving in innovative ways.

## **Beliefs about learning: We are...**

### **Learner-centered**

- We believe that when we take responsibility for our learning, we are empowered to become collaborative learners who are proficient at seeking support and are self-directed.

### **Critical thinkers**

- We believe that when we examine a problem or challenge from multiple perspectives with an open mind and a questioning spirit, we are able to enrich our understanding of the world.

### **Effective communicators**

- We believe that when we articulate our thoughts and listen actively, we are able to effectively engage others, collaborate within our community, and reflect on our strengths and weaknesses.

### **Problem solvers**

- We believe that when we take initiative, use a variety of approaches and strategies, and learn from both our successes and failures, we are able to solve complex and important problems.

# Accreditation

Freeport High School is accredited by the New England Association of Schools and Colleges, Inc., a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering postgraduate instruction.

Accreditation of an institution by the NEASC indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the New England Association is not partial but applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding the status of an institution's accreditation by the New England Association should be directed to the administrative staff of Freeport High School.



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# Contact Information

## SCHOOL & DISTRICT NUMBERS

|   |                |
|---|----------------|
| Freeport High School Main Office                    | 865-4706       |
| Region 10 Technical High School                     | 729-6622       |
| Freeport High School Instructional Support Services | 865-0928 x227  |
| Mrs. Jean Skorapa, Superintendent's Office          | 865-0928, x221 |

## ADMINISTRATION - 865-4706

|   |      |
|---|------|
| Ms. Jen Gulko, Principal                | x225 |
| Mr. Charlie Mellon, Assistant Principal | x221 |
| Mr. Eric Hall, Athletic Director        | x222 |

## SCHOOL COUNSELING & SUPPORT TEAM - 865-4706

|  |      |
|--|------|
| High School Counseling Office                | x614 |
| Ms. Dana Clark, School Counselor             | x608 |
| Ms. Liz Peirce, School Counselor             | x606 |
| Ms. Mandy Andreson, School Counselor         | x610 |
| Ms. Margarete Schnauck, School Social Worker | x628 |
| Mr. Matthew Howard, School Social Worker     | x626 |
| Ms. Emily Guyer, School Nurse                | x210 |

# Principal's Letter

The Freeport Program of Studies is intended to provide both parents and students an overview of Freeport High School's academic expectations and an understanding of the various other programs and supports available to students to promote success during their high school careers.

Freeport High School is a school community that prides itself on building strong relationships with students and preparing them for high levels of success in college and/or careers after high school. We are dedicated to pushing our students to become critical thinkers, creative problem-solvers, perseverant learners and positive community members.

Our Core Values and Beliefs rest on the foundation that all students should be held to high standards for learning, should be clear about what they are expected to learn, and should be given regular feedback about their progress toward those standards as well as continuous support. We provide opportunities for students to demonstrate the skills and knowledge that will support them in reaching high levels of success in our ever-changing 21st century world and workplace. Our faculty is working diligently to continue to implement, reflect on and refine instructional practices that will support our students in reaching high levels of academic and personal success.

As we move into the 2024-2025 school year, we will continue to work to support the students of Freeport, Durham and Pownal both in and out of the classroom. We will strive to provide a challenging academic experience while encouraging our students to persevere and succeed. We look forward to welcoming new members of our Freeport High School student body and community.

Sincerely,

Jen Gulko, Principal

Charlie Mellon, Assistant Principal



# FREEPORT HIGH SCHOOL

## 2023-2024

30 Holbrook Street  
 Freeport, ME 04032  
 Main Office: 207-865-4706  
 Fax: 207-865-2900  
[www.fhs.rsu5.org](http://www.fhs.rsu5.org)  
 CEEB Code: 200385

Jean Skorapa, *Superintendent*  
 Jennifer Gulko, *Principal*  
 Charlie Mellon, *Assistant Principal*  
 Eric Hall, *Athletic Director*

*School Counselors:* Dana Clark (A-G),  
 Liz Peirce (H-O), Mandy Andreson (P-Z)

### COMMUNITY

RSU5 consists of students from the towns of Freeport, Durham and Pownal. According to the National Center For Education Statistics (NCES) the majority of our district is classified as rural fringe. Our families come from diverse socioeconomic backgrounds and our communities continue to grow in size as the cost of living increases throughout Southern Maine.

Freeport High School is focused on guiding students to explore and achieve their greatest potential across academics, athletics and the arts in an environment emphasizing social awareness and compassion. Our graduates are responsible, engaged citizens who reflect the adventurous, inclusive and challenging spirit of our community.

### CURRICULUM

Freeport High School prides itself on building strong relationships with students and preparing them for high levels of success. We provide opportunities for students to demonstrate the skills and knowledge that will support them in being successful in our ever-changing 21st century world and workplace. We believe that students should be held to high standards for learning and we are dedicated to pushing our students to become critical thinkers, creative problem-solvers, perseverant learners and positive community members.

Freeport High School offers Advanced Placement (AP), Honors (H), Dual Enrollment and College Preparatory level classes. Due to the small size of our school and the schedule conflicts that may arise, it is not possible for a student to take all the AP courses offered in any given year.

\* **Additional learning opportunities offered through:** R10 Technical High School, JMG (Jobs for Maine Graduates), Morse St. Pre-Apprenticeship, Early College, Edmentum PLATO, Virtual HS, Work Study, AP4ME, Ind. Study, Teacher Aide

### COVID

During the 2020-2021 school year we followed a hybrid model where students received a combination of in person and online instruction (both synchronous and asynchronous). Some students opted for a fully remote schedule, which was customized using online platforms including VHS Learning, BYU High School Independent Study, Edmentum PLATO, and AP4ME. Some remote students also participated in remote courses taught by RSU5 teachers and synchronous courses offered by FHS when available. In the event a student had to take a fully online course with no FHS teacher connection, the only grade option was P/F. We returned to 5 day in person instruction at the beginning of April 2021. Grading returned to the 0-100 scale.

### HONORS COURSES

|                        | ENGLISH  | MATHEMATICS   | SCIENCE   | SOCIAL STUDIES                | VISUAL+PERFORMING ARTS  |
|------------------------|--|---|---|-------------------------------|---|
| <b>AP</b>              | Language & Composition<br>Literature & Composition | Calculus AB<br>Calculus BC<br>Statistics            | Biology<br>Environ. Science<br>Physics 1: Algebra-Based | U.S. History<br>World History | Art & Design<br>Art History<br>Music Theory<br>2-D Design<br>3-D Design |
| <b>Honors</b>          | English 9<br>English 10                            | Geometry<br>Algebra I<br>Algebra II<br>Pre-Calculus | Earth System Science<br>Biology<br>Chemistry            |                               | Foundations of Art<br>Chamber Choir                                     |
| <b>Dual Enrollment</b> | English Composition                                | Quantitative Reasoning<br>Statistics                |   |                               |   |

### SCHOOL

**Accreditation:** New England Association of Schools and Colleges

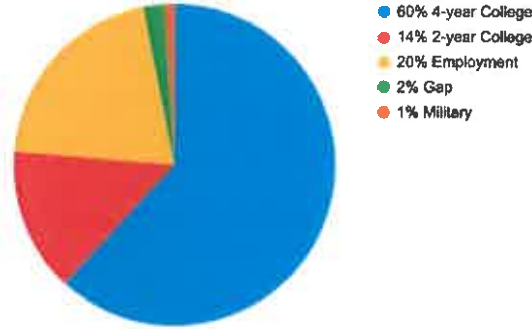
**Total Enrollment:** 644  
**Total Senior class:** 169  
**Graduation Rate:** 97.18%  
**Special Education:** 9%  
**Free and Reduced Lunch:** 19%

### GRADUATION REQUIREMENTS

**20 Credits Total**

|                            |     |
|----------------------------|-----|
| English                    | 4   |
| Math                       | 4   |
| Social Studies             | 3   |
| Science and Technology     | 3   |
| World Language             | 1   |
| Visual and Performing Arts | 1   |
| Health                     | .5  |
| Physical Education         | 1   |
| Electives                  | 2.5 |

## POST SECONDARY PLANS: CLASS OF 2023



## ASSESSMENT GRADE

Class of 2024 SAT Mean Scores: FHS 11<sup>th</sup> Grade  
April 12, 2023 Administration

|              | FHS         | State       | National   |
|--------------|-------------|-------------|------------|
| Reading      | 541         | 530         | 489        |
| Math         | 514         | 503         | 466        |
| <b>Total</b> | <b>1055</b> | <b>1033</b> | <b>955</b> |

## AP DATA

| 286 Exams<br>147 Students | SCORE 3 OR ABOVE: 71% |             |
|---------------------------|-----------------------|-------------|
|                           | 3                     | 68 Students |
| 4                         | 55 Students           |             |
| 5                         | 23 Students           |             |

## GRADING SCALE

**\*FHS GPA is UNWEIGHTED\***

| Grade | Grade Pt. Value | Grade | Value     | Habits of Work |
|-------|-----------------|-------|-----------|----------------|
| A     | 93-100          | H     | Honors    | 4 = Advanced   |
| B     | 85-92           | HP    | High Pass | 3 = Proficient |
| C     | 77-84           | P     | Pass      | 2 = Developing |
| D     | 70-76           | W     | Withdrawn | 1 = Beginning  |
| F     | 0-69            | F     | Fail      |                |
|       |                 | NC    | No Credit |                |

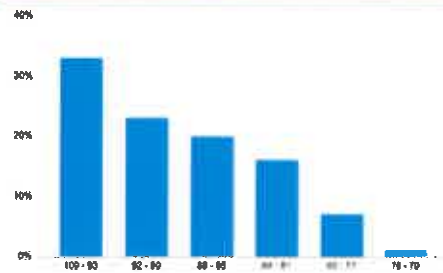
*From Fall 2020-Spring 2023 HOW Scores were scored on a scale of 0-100.*

\*Student transcripts reflect separate scores for Content Skills & Knowledge and Habits of Work, Habits of Work scores are not factored into the student cumulative GPA

Honor Roll: High Honors = All Grades 93 or above Honors = All Grades 83 or above

Freeport designates summa cum laude with distinction (96-100), summa cum laude (93-95), magna cum laude (89-92), cum laude (85-88) and rounds to the nearest whole number. Freeport High School does not report rank in class. All online and post-secondary classes are P/F.

## GRADE POINT AVERAGE



## COLLEGES

The following is a partial list of colleges at which the graduates of 2023 were accepted:

|                     |                      |                       |                       |                     |                      |
|---------------------|----------------------|-----------------------|-----------------------|---------------------|----------------------|
| Arcadia University  | Colby Sawyer College | Loyola Marymount U.   | St. Anselm College    | U. of Connecticut   | U. of San Francisco  |
| Bates College       | U of Connecticut     | Maine Maritime Acad   | St. Joseph's College  | U. of Hartford      | U. of South Carolina |
| Bennington College  | Curry College        | Mount Allison U.      | Villanova University  | U. of Hawaii        | U. of South Florida  |
| Boston College      | East Tenn. State U.  | Northeastern Univ.    | SCAD                  | U. of Kentucky      | U. of Southern Maine |
| Boston University   | Emerson College      | St. Michael's College | Skidmore College      | U. of Maine         | U. of Vermont        |
| Bowdoin College     | Emmanuel College     | Ohio State U.         | Smith College         | U. of Massachusetts | U. of Washington     |
| Brandeis University | Endicott College     | Pace University       | Stonehill College     | U. of New Hampshire | Wentworth Inst. Tech |
| Brigham Young U.    | George Washington U  | Pomona College        | Susquehanna U.        | U. of Nottingham    | Wesleyan Univ.       |
| Brown University    | Georgia State U.     | Rensselaer Poly (RPI) | Texas Christian U.    | U. of Oregon        | Wheaton College      |
| Clemson University  | Indiana University   | Syracuse University   | Texas State U.        | U. of Rhode Island  | Worcester Poly Tech  |
| Coastal Carolina    | Keene State College  | Roanoke College       | Tufts University      | U. of Richmond      | Xavier University    |
| Colby College       | Liberty University   | Sacred Heart U.       | Utah State University | U. of Rochester     | SMCC/CMCC/YCCC       |

# Graduation Requirements

Before entering high school, students need to know the standards for attaining a high school diploma in order to plan an appropriate, sequential, educational program to meet that goal.

The Superintendent, through the high school principal or other designee, shall be responsible for making accurate information concerning diploma requirements available to incoming students and their parents prior to the start of their ninth grade school year. A copy of this policy will be disseminated to all incoming ninth grade students at the time of course selection. This policy will also be included in every edition of the high school student handbook and Program of Studies.

The School Board has approved the following schedule of minimum requirements for graduation, which includes minimum requirements specified by the State of Maine. The Board is aware that current law and regulations are subject to change.

The School Board expects the Superintendent/designee to inform students and parents as soon as practicable of any additional State-imposed standards that must be met before students may be awarded a high school diploma.

## **DIPLOMA REQUIREMENTS FOR STUDENTS**

As a minimum for graduation from high school, students must have completed successfully a total of 20 one-year course equivalents (credits) at the secondary level (grades 9 through 12).

### *High School Graduation Requirements for Freeport High School*

Graduation Requirements: 20 required credits to earn diploma

1. **English Language Arts** (4 credits)
2. **Math** (4 credits)
3. **Science and Technology** (3 credits)
4. **Social Studies** (3 credits)
5. **Physical Education** (1 credit) **and Health** (.5 credit)
6. **Visual and Performing Arts** (1 credit)
7. **World Languages** (1 credit)\*
8. **Electives** (2.5 credits)

**\*May apply for a waiver to substitute with an elective credit. Must have sound rationale and administrative approval as part of the waiver process.**

Twelve and one-half (12 1/2) required credits are specified by the State of Maine. They are:

- A. English - 4 credits;
- B. Social Studies and History, including one year of American History and Government - 2 credits;
- C. Mathematics - 2 credits;
- D. Science, including at least one year of laboratory science- 2 credits
- E. Visual & Performing Arts, which may include art, music, or drama - 1 credit;
- F. Health - 1/2 credit; and
- G. Physical Education - 1 credit.

In addition, the Board requires the following eleven and one-half (7 1/2) credits:

- A. Two and one half elective credits – 2.5 credits
- B. An additional one year of social studies – 1 credit;
- C. Two additional years of math – 2 credits;
- D. One additional years of science – 1 credits;
- E. Level 1 & Level 2 PE Class
- F. One year of a world language – 1 credit;

Elective credits may be selected by the student based upon the student's interests, abilities, and the requirements of the field that the student plans to enter upon graduation.

In order for a student to participate in graduation, the student must have successfully completed all of the above-listed requirements.

#### **Minimum Enrollment for All Students**

Each Freeport High School student is required to enroll in an academic program which totals a minimum of 6 credits each year. However, it is recommended that each student enrolls in 7 credits per year.

#### **Alternative Means of Earning Credits**

A student who is deficient in these requirements or wishes to meet these requirements through alternative means may earn and apply credits toward graduation in accordance with the provisions of this section.

A student who wishes to meet a credit requirement through an alternative method must have prior written approval as specified through this section. A student may earn credits with prior written approval from his/her guidance counselor and the high school principal as follows:

- Early college/dual enrollment courses
- Career and technical education programming
- Online/virtual learning for credit recovery and/or courses not offered at FHS
- Apprenticeships, internships and/or field work
- Community service
- Exchange programs
- Independent study
- Alternative education/“At Risk” programming
- Adult education
- Summer school courses

- Other academic program approved by the High School Guidance and Administration.

Each pathway must provide a quality learning experience comparable in rigor to the school unit's own course offerings.

A student who has failed a course in the above-listed requirements may, with prior approval, receive credit for that course through a successful completion of a postgraduate course, a state approved Adult Education course(s) or a state-approved summer school program. Credit for a course may also be received if approved by the High School Principal in advance of registration. The student may participate in the next regular graduation ceremony following successful completion of the requirements.

A student who is granted early admission to an accredited college or university may use college coursework for graduation and may thereby graduate with his/her class upon successful completion of the course(s) needed for graduation if he/she requests and is granted permission from the high school principal to do so. A course being used to meet high school graduation requirements must meet minimum high school contact hour requirements and the high school's course outcome requirements.

Students following a traditional pathway must be enrolled in the equivalent of at least 6 full year courses in each of their high school years unless redefined through a personal learning plan, PLP, approved by both the high school guidance department and administration.

### **STUDENTS RECEIVING SPECIAL EDUCATION SERVICES**

A student with a disability, as identified in 20-A MRSA §7001(1-B), who achieves proficiency as required in 20-A MRSA §4722-A(1), as specified by the goals and objectives of the student's individualized education plan (IEP) will be awarded a diploma.

### **INFORMING STUDENTS AND PARENTS**

The Superintendent/designee will inform students and parents as soon as practicable of any State-imposed proficiency standards/requirements that must be met before students may be awarded a high school diploma, but prior to the start of the class cohort's 9th grade school year.

### **ADDITIONAL CONSIDERATIONS APPLICABLE TO THE AWARDING OF A DIPLOMA FROM FREEPORT HIGH SCHOOL**

This section applies to all students, in all graduation classes.

#### **A. Transfer Students**

For students who transfer to Freeport High School from another state or from an educational program that is not required to be aligned with the content standards and Guiding Principles of the system of Learning Results, the Freeport High School Principal and Guidance Department shall determine the value of the student's prior educational experience towards meeting graduation requirements.



## **B. Home-schooled Students**

For previously home-schooled students wishing to receive a diploma from Freeport High School, the Freeport High School Principal and Guidance Department shall determine the value of the student's prior educational experience toward meeting graduation requirements.

## **C. Delayed Awarding of Diplomas**

A student who leaves Freeport High School to attend an accredited, degree-granting institution of higher education may upon satisfactory completion of the freshman year be awarded a high school diploma, provided that the student has notified the principal at the time of the early admission.

## **D. Early Awarding of Diplomas**

Junior students who acquire credits in all courses required by the state and the school unit may apply to the administration to receive their high school diplomas at the end of the junior year. Seniors who have accumulated 24 credits at the end of semester one of their senior year may apply to receive their high school diploma at the end of that semester.

## **E. Extended Study**

Students are eligible for extended years of study to complete the requirements of a diploma if they have not reached the age of 20 at the start of the school year. Students eligible for extended years of study may be referred to adult education or other resources suitable to young learners. Extended study for students with disabilities may be extended until they reach the age of 22 and shall be specified in the student's Individualized Education Plan.

## **F. Certificate of Completion**

The School Board may provide a certificate of completion to a student who leaves school having completed four years attendance as a full-time high school student who has earned/completed the required credits or courses/learning experiences but has not met Learning Results proficiency standards that may be mandated by the State.

## **G. Participation in Graduation Ceremony**

A student must complete all School Board requirements for a high school diploma or certificate of completion in order to participate in graduation exercises.

## **H. Honors and Awards at Graduation**

Student academic achievements will be grouped within numerical bands and utilized to identify, report and reward individual accomplishments for purposes of graduation. These bands will include three Honor Bands which will identify those graduating seniors who at the end of the 7th semester have a Grade Point Average of:

Summa Cum Laude (with highest honors): a minimum GPA of 92.5

Magna Cum Laude (with great honors): a minimum GPA of 88.5

Cum Laude (with honors): a minimum GPA of 84.5

# Guiding Principles

The Guiding Principles are a set of “cross curricular skills” that must be taught and demonstrated by all students to best ensure that *ALL* students are career and college ready. We fundamentally believe that these principles should be the foundation of our educational program and, therefore, these principles will be introduced and incorporated in various learning experiences.

The Guiding Principles state that each Maine student must leave school as:

**A. A clear and effective communicator who:**

- Demonstrates organized and purposeful communication in English and at least one other language
- Uses evidence and logic appropriately in communication
- Adjusts communication based on the audience
- Uses a variety of modes of expression (spoken, written and visual and performing including the use of technology to create and share the expressions)

**B. A self-directed and lifelong learner who:**

- Recognizes the need for information and locates and evaluates resources
- Applies knowledge to set goals and make informed decisions
- Applies knowledge in new contexts
- Demonstrates initiative and independence
- Demonstrates flexibility including the ability to learn, unlearn and relearn
- Demonstrates reliability and concern for quality
- Uses interpersonal skills to learn and work with individuals from diverse backgrounds

**C. A creative and practical problem solver who:**

- Observes and evaluates situations to define problems
- Frames questions, makes predictions and designs data/information collection and analysis strategies
- Identifies patterns, trends and relationships that apply to solutions
- Generates a variety of solutions, builds a case for a best response and critically evaluates the effectiveness of the response
- Sees opportunities, finds resources and seeks results
- Uses information and technology to solve problems
- Perseveres in challenging situations

**D. A responsible and involved citizen who:**

- Participates positively in the community and designs creative solutions to meet human needs and wants
- Accepts responsibility for personal decisions and actions
- Demonstrates ethical behavior and the moral courage to sustain it
- Understands and respects diversity
- Displays global awareness and economic and civic literacy
- Demonstrates awareness of personal and community health and wellness

**E. An integrative and informed thinker who:**

- Gains and applies knowledge across disciplines and learning contexts and to real-life situations with and without technology
- Evaluates and synthesizes information from multiple sources
- Applies ideas across disciplines
- Applies systems thinking to understand the interaction and influence of related parts on each other and on outcomes

# Guidance Department

## *Office of Student Services*

The purpose of the Student Services Program is to actively promote the academic, emotional, and social development of all students in ninth through twelfth grades. As an integral part of the total educational program, developmental student services builds on the resources of an excellent faculty, positive parent-school relationships, and a supportive community. The Office of Student Services provides direction for positive academic, extracurricular, and vocational outcomes for all students.

A developmental and preventive approach that enhances personal well-being and self-esteem has been designed with the understanding that it is both a process and a program. Learning experiences are provided which foster lifelong skills and attitudes necessary for high achievement, personal self-worth, and respect for the earth and its inhabitants.

## *Student Service Goals*

- To provide students with services responsive to their academic, social, and emotional needs
- To enable students to learn about themselves and their relationships with others
- To coordinate with the overall school program
- To develop career awareness, academic options, and life-planning skills
- To form relationships with community agencies
- To promote early intervention and continued services for identified at-risk students
- To prepare students to apply to college, technical/vocational school, or other program

## *Guidance Counselor Assignments*

Students in grades 9-12 are assigned to guidance counselors by last name:

**A-G: Ms. Dana Clark**

**H-O: Ms. Liz Peirce**

**P-Z: Ms. Mandy Andreson**

# Post-secondary planning

If post-secondary education is desired, admission recommendations should be strongly considered when planning the high school program. Since these recommendations vary greatly among post-secondary schools, the best source of information is the individual college or university website. Students should view the websites of a broad range of colleges they are considering to make sure that they are covering the requirements. Additional references are available online and at local bookstores.

Serious consideration is given by college admission representatives and by employers to character, personality, work experience, and extracurricular activities. Most colleges prefer that students pursue challenging courses when possible.

|  |   |
|--|---|
| <p><b>FOUR-YEAR SCHOOLS</b><br/>         4 years of English<br/>         3 years of Mathematics<br/>         2-3 years of Laboratory Science<br/>         2-3 years of Social Studies<br/>         2 years of World Language</p>   | <p><b>HIGHLY SELECTIVE SCHOOLS</b><br/>         4 years of English<br/>         4 years of Mathematics<br/>         3-4 years of Laboratory Science<br/>         3-4 years of Social Studies<br/>         3-4 years of World Language<br/>         *Honors and Advanced Placement Courses<br/>         are strongly encouraged for most schools</p> |
| <p><b>TWO-YEAR PUBLIC AND PRIVATE SCHOOLS</b><br/>         Associate degree program recommendations vary widely, from needing a high school diploma to satisfying recommendations similar to four-year schools.<br/>         Transfer programs usually require the same subjects as four-year schools.</p> |   |
| <p><b>VOCATIONAL SCHOOLS</b><br/>         4 years of English<br/>         2-4 years of Mathematics<br/>         1-2 years of Laboratory Science</p>  | <p><b>TECHNICAL SCHOOLS</b><br/>         Recommendations differ widely. Some may include a high school diploma and physics plus four years of mathematics.</p>  |

# Academic Support

## *Interventions*

FHS has instituted interventions designed to ensure all students can meet increasingly rigorous academic standards and feel supported in doing so. Some interventions are designed to increase the basic skills necessary to succeed in a range of courses, while others are set up to create additional time and instruction so that lessons are reinforced and extra practice moves all students toward meeting all standards. Below are descriptions of our intervention offerings.

## *Math and Writing Centers*

The Math and Writing Centers work with students at all levels of ability. Students are assisted individually in various writing and math tasks. Teachers assigned to the Writing Center work with students on assignments from all disciplines and keep copies of running assignments to maintain clarity in directives to students. Similarly, teachers assigned to the Math Center work with students on problem sets assigned by the students' classroom teachers as well as remediate skills and help students prepare for upcoming assessments. Students can schedule appointments in the Writing and Math Centers and are also able to come in on an impromptu, drop-in basis if time is available. Students may also be assigned by a classroom teacher or school counselor when it has been deemed that the student requires extra support.

## *Callback System*

The Freeport High School Callback System takes place during our advisory period on one, two or three days of the week (depending on other scheduled events during advisory). The purpose of this program is to ensure that all students have time built into their schedules to receive targeted support in all content areas as well as enrichment opportunities. We have developed a system where each teacher is able to "call back" students that they need to see during this period. A teacher may call back a student for a number of reasons, such as:

- Additional and targeted academic instruction
- Review of work with student
- Opportunity for making up missing/absent work
- Work on/complete an assignment

Teachers select students online at the start of the week and students receive an email from the teacher that states the day they are to meet with the teacher and the reason the student has been called back. Attending a callback session is not optional; students are required to meet with this teacher. In addition to working with a particular teacher, we offer enrichment opportunities for students. These may include participating in a Student Summit to discuss a school policy, working with guidance counselors to build skills in using the Naviance program, or attending a presentation about a particular program such as City

Term or the Peace Corps. Students who are not called back on a particular day remain in their advisory with their advisor and have an opportunity to work on school assignments.

### ***Guided Study Halls and Learning Lab***

**Purpose:** To create a more focused, supportive and personal environment for students during the study hall period.

### **Placement/Enrollment:**

- 9th grade students are almost always placed in guided study halls. Placement of students in grades 10-12 depends on space availability and grades.
- Students are placed in learning lab who demonstrate a need for increased support for building executive functioning skills.
- Any student (or parent of a student) in a general study hall can request to be placed in a guided study hall if there is space and the student is looking for a more structured study hall environment.
- Students are placed in the guided study hall for a minimum of one semester.
- Students are placed in a guided study hall for either a half period or a full period, depending on their schedules

### ***Response to Intervention (RTI) and SAT (Student Assistance Team)***

Utilizing a variety of strategies and approaches, FHS strives to meet the needs of all learners. It is essential that FHS has an approach that employs a system of support that provides each student an opportunity for both behavioral and academic success. The development of personalized academic plans for struggling students is pivotal. These services vary in complexity based on need. The goal is to support students in reaching academic and personal success including their grades, attendance and behavior. Students are referred to the SAT team and to administration for potential implementation of individualized interventions based on current academic and personal progress.

### ***Gifted and Talented Services***

Identified Gifted and Talented students at the High School level are on a consultation basis. Students will meet with the GT teacher to determine the level of services needed to ensure academic success. Students may opt to meet with the GT teacher to discuss college exploration, other outside opportunities, ways to advocate for their education, etc. The GT teacher is available for appointments via email. The GT teacher also consults with classroom teachers to help assist in differentiating for the GT learner's needs.

# Additional Support Services

## *Advisor/Advisee Program*

Although FHS is a small school, it has a diverse student body with a great variety of needs: intellectual, emotional, and social. The school offers a strong curriculum and many co-curricular activities. To complement these aspects of school life and to ensure all students' growth and learning, the faculty and administration want to provide a strong support network for each individual student to help develop interpersonal skills. Each student will benefit from having a contact person, an advisor, who is responsible for helping him or her manage the multiple demands on time and energy.

The FHS Advisor/Advisee Program provides communication and support among students, staff and parents through individual and group meetings. All advisors in the program are committed to helping students:

- Understand themselves and others better
- Identify their interests and abilities
- Participate effectively in academic and co-curricular offerings
- Develop skills for lifelong learning
- Accept responsibility for their academic and personal growth in order to have a positive influence on the school and community.

In addition to working to increase aspirations and build strong relationships with students, advisory will be used for academic support and enrichment with their core teachers. Students will use this time for homework, for remediation, or for extra help.

## *School Nurse/Health Services*

The primary goal of the student health service is to promote optimal health in order to maximize each student's ability to learn. Services include consultation and education regarding adolescent health concerns, health appraisal and referral, disease and injury prevention and first aid. The health office is responsible for maintaining individual student health records and often serves as a liaison between school personnel, families and community resources. The school nurse welcomes students to drop in at any time with questions or concerns. We ask that you notify us of any changes in your health status or emergency contacts in order for us to provide you with appropriate service.



### ***Social Service Worker***

Social work services are provided at Freeport High School by Licensed Clinical Social Workers, who provide confidential counseling, referral, advocacy and facilitated family mediation and support. The Social Workers serve as a liaison between teachers, students, and family or community providers. Families or students in need of mental health support can access the social workers by appointment or drop in. The School Social Workers are also involved in several initiatives to include Casco Bay Can, Natural Helpers, Psycho-education related to substance use, and crisis support.

### ***Special Education***

Special Education programming is offered in all areas leading to graduation with a Freeport High School diploma. Educational programs are specifically designed for students with appropriate support as determined by the Individual Education Plan (I.E.P.) process.

### ***Crisis Team***

It is unfortunate, but always possible, that a crisis will occur that impacts the high school community. Recognizing this, a team of school and community members has been formed and trained to respond to such emergencies. The goal of the team is to facilitate a smooth and caring response in the event of a crisis, realizing the importance of maintaining a normal school atmosphere while providing help for those students and adults who need support. A crisis response plan includes management guidelines and specific intervention strategies for responding to personal, school, or community emergencies that impact the emotional and physical well-being of our students, staff, and community.

# G Grading System

*NOTE: Freeport High School's instructional practices and policies that are implemented school-wide are outlined in detail in a separate document which can be found on the Freeport High School website.*

Students are graded using a 0-100 point system, and Freeport High School does not use an accumulated grade point average or any other method to determine a rank in class. Student academic achievements will be grouped within numerical bands and utilized to identify, report and reward individual accomplishments for purposes of graduation. These bands will include three Honor Bands, which will identify those graduating seniors who, at the end of the 7th semester, have a grade point average of **84.5 to 88.4 cum laude**, **88.5 to 92.5 magna cum laude**, and **92.5 to 100 summa cum laude**. Students may also see additional designations on a transcript if it applies:

|           |                  |
|-----------|------------------|
| <b>H</b>  | <b>Honors</b>    |
| <b>HP</b> | <b>High Pass</b> |
| <b>M</b>  | <b>Merit</b>     |
| <b>P</b>  | <b>Pass</b>      |
| <b>NC</b> | <b>No Credit</b> |
| <b>W</b>  | <b>Withdraw</b>  |

Students will earn two grades per course: one overall academic course grade based on content area standards and a separate course grade for Habits of Work. Course scores for both academic and habits of work scores will be determined by the average of all standards for that particular course. Scoring categories and point values are as follows:

Academic content scores:

|                             |                |                |                |                 |
|-----------------------------|----------------|----------------|----------------|-----------------|
| Insufficient or no evidence | Beginning      | Developing     | Proficient     | Distinguished   |
| <b>0 - 59</b>               | <b>60 - 69</b> | <b>70 - 82</b> | <b>83 - 92</b> | <b>93 - 100</b> |

Habits of Work Scores:

|           |            |            |          |
|-----------|------------|------------|----------|
| Beginning | Developing | Proficient | Advanced |
| 1         | 2          | 3          | 4        |

Overall academic course scores at the end of the year (or at the end of the semester for semester-only courses) will determine promotion to the next course and the number of FHS credits earned.

- If students demonstrate an achievement level of “Beginning” or below, they cannot move on without some kind of intervention or by repeating the course:

Below 60 (Below “Beginning”): *must repeat course (no FHS credit earned)*  
60-69 (Beginning): *eligible for summer school (no FHS credit earned)*  
70-75 (Low Developing): *move on with support, i.e. math or writing lab (earn FHS credit)*  
76 and higher (Developing & Beyond): *move on (earn FHS credit)*

**Honor Roll:**

The Freeport High School Honor Roll is published two times a year to recognize the accomplishments of students who meet high academic standards.

1. Students will be recognized for their achievements in academic standards.
2. Students qualify in one of two categories:
  - High Honors: “Distinguished” (93-100) in each and every course
  - Honors: “Proficient” (83-92) in each and every course
3. You must be enrolled in a minimum of six credits for each ranking period or 480 minutes per quarter to qualify for the Honor Roll.
4. You are not eligible for the Honor Roll if you receive an incomplete in any course.  
Once the incomplete is made up, you may receive Honor Roll distinction.

# Registration Process

The Freeport High School Program of Studies serves as a guide to all the courses that are available and states the requirements for taking each course. Students may use this guide to plan an appropriate academic program.

## ***Course Registration Requirements and Information***

All students must be scheduled into a minimum of six classes each semester, earning six credits per year, that will include classes required for graduation as well as elective courses. Study halls do not earn credit.

Students registering for classes must meet the requirements specified in the subject description outlined in the Program of Studies or receive permission from the department chairperson in consultation with the teacher.

## ***Pre-registration Procedure for Next Year's Courses***

The development of a student's educational program is accomplished through close teamwork with parents, teachers, and counselors. Course requests help the high school to meet the educational needs of the entire student body by determining which classes are offered and how many sections are needed. It is important to take the pre-registration process very seriously. Failure to do so may hinder students from getting the courses needed for graduation or for future career and educational goals.

Students will register for courses they would like to take next year in February and March. Students will receive their Course Registration Form and will talk to their current teachers for their recommendations. Teachers and Parents will need to sign off on the student's Course Registration Form requests. Students will be able to register online in PowerSchool, and are encouraged to meet with their school counselor during their registration week for support with course selection.

Please note that as you request elective courses, you are asked to identify "alternative choices." FHS may not run some electives due to a low number of requests/student interest.

After the Master Schedule is developed, students will be given a copy of their schedule over the summer. In instances where a course was requested but will not be offered, or a conflict exists, the counselor will assist the student in making an alternative selection before the student's schedule is finalized.

### ***Planning for College or Technical School***

If you intend to continue your education in college or vocational-technical school, you must plan your program accordingly. Most colleges and technical schools require at least Algebra 1 and Geometry (Algebra 2 and Advanced Math are needed for many programs). Many colleges require at least 2 years of the same World Language. Two (preferably three) years of lab science are required for most colleges and vocational programs. Refer to the recommended sequence of courses for post-secondary education in the next section.

### ***9th Grade Placement***

The following criteria is considered when recommending students for high school courses:

- Recommendations from a students 8th grade teachers
- NWEA and MEA scores
- End-of-year grades in each 8th grade course
- Habits of Work scores in each 8th grade course

We believe this process gives the most accurate information and will result in a smooth and successful transition to high school.

### ***Honors and/or AP Course Placement Policy***

A student seeking placement in an honors level or AP course should have a solid academic standing and demonstrate a high level of consistent effort and motivation. Prerequisites are utilized in the recommendation process to ensure that students have acquired sufficient mastery of material that will be needed in the next level course. Students who do not receive the grade necessary to meet the prerequisite may still be recommended for the next level course if the teacher, in consultation with the department chair, feels that, regardless of the grade, the student has the skills and commitment to be successful in the next course.

The following criteria is considered when recommending students for an honors or AP course:

- High scores in academic standards
- High scores in Habits of Work
- NWEA and/or MEA scores if applicable
- An agreement by the student to complete additional work (if needed) to get caught up to the honors curriculum.
- Teacher recommendation

Enrollment in Honors or Advanced Placement (AP) courses will be limited to students who meet the specified department criteria. The expectations in these courses are high in terms of quality of work, time and participation. Some Honors or Advanced Placement courses may also require summer work. Taking the AP Exam is mandatory for any student taking an AP course. Students taking an AP course will be expected to pay the AP Exam registration fee. There is a registration fee per AP course, so students taking multiple exams must register and pay for multiple exams. Scholarships are available for those with financial need for a reduced exam fee or a full scholarship for all fees. If for some reason a student does not take the AP Exam, the AP designation will be removed from the course title. You can use [THIS LINK](#) to request a meeting with a school counselor to discuss fee waivers and scholarships for AP tests or contact your school counselor or an administrator directly.

# Course Planning & Sequencing

We suggest that each family, working closely with their child and their child's guidance counselor, develop a tentative four year program that will meet the graduation requirements, challenge the student, and accommodate his/her interests. This program should be reviewed prior to preliminary course registration for the following year, in order to determine if it is still appropriate. Beginning with the 9th grade, progress toward graduation depends upon the accumulation of credits. Students' programs are reviewed to make certain that each student will have adequate credits to progress with his/her class. **Meeting Requirements is the Responsibility of Each Student and His/Her Parent(s)/Guardian(s).** Students should know their credit total to date and be certain that they have sufficient credits for graduation. A student may request to graduate early if he/she has met the graduation requirements.

**Below is a guideline for the general sequencing of a four-year plan in most core academic areas. Your customized four-year plan may vary from the examples below, as there are many potential course sequence pathways. These are just some examples of typical pathways.**

| English - 4 minimum credits for graduation |             |              |  |   |
|--|-------------|--------------|--|---|
| Grade                                      | 9th         | 10th         | 11th   | 12th  |
| Option 1                                   | English - 9 | English - 10 | English-11 OR<br>AP Language OR AP<br>Literature | 2 English 12 semester courses OR<br>AP Language OR<br>AP Literature |

| Mathematics - 4 minimum credits for graduation                              |              |                |  |  |
|---|--------------|----------------|--|--|
| *Students may only use 2 math electives toward their graduation requirement |              |                |  |  |
| Grade   | 9th          | 10th           | 11th   | 12th   |
| Option 1  | Pre-Algebra  | Algebra        | Geometry   | Algebra 2 OR Quantitative Reasoning OR CP<br>Statistics OR 2 Math Electives*                                     |
| Option 2  | Algebra 1    | Geometry       | Algebra 2  | Pre-Calculus OR Quantitative Reasoning OR<br>CP Statistics OR 2 Math Electives*                                  |
| Option 3  | H. Geometry  | H.Algebra 2    | H. Pre-Calculus OR<br>CP Statistics OR<br>Quantitative Reasoning | Calculus OR AP Calculus OR AP Statistics<br>OR Quantitative Reasoning OR CP Statistics<br>OR 2 Math Electives*   |
| Option 4  | H. Algebra 2 | H.Pre-Calculus | Calculus OR<br>AP Calculus OR<br>AP Statistics                   | Advanced, college-level math course such as<br>Differential Equations, Linear Algebra,<br>Multivariable Calculus |

| <b>Science - 4 minimum credits for graduation</b> |                                      |                        |   |   |
|---|--------------------------------------|------------------------|---|---|
| Grade   | 9th                                  | 10th                   | 11th  | 12th  |
| Option 1  | Earth Systems Science (CP or honors) | Biology (CP or honors) | Chemistry (CP or Honors) OR Physics OR AP Biology OR AP Physics OR Chemistry in the Community | Chemistry (CP or Honors) OR Physics OR AP Biology OR AP Physics OR Chemistry in the Community OR Environmental Science OR Anatomy and Physiology OR Forensics I/ II OR AP Environmental Science |

\*Courses in 11th and 12th grade will depend on teacher recommendation, course prerequisite completion and fulfillment of graduation requirements.

\*STEM electives available for grades 9-12

| <b>Social Studies - 3 minimum credits for graduation</b> |                |   |                  |   |
|--|----------------|---|------------------|---|
| Grade  | 9th            | 10th  | 11th             | 12th  |
| Option 1   | Global Studies | Modern World Conflict AND American Government and Economics | American History | Elective OR AP US History OR AP World History |
| Option 2   | Global Studies | Modern World Conflict AND American Government and Economics | AP US History    | Elective OR AP World History                  |

# Course Add/Drop Process

## ***Request for Schedule Change/Course Changes & the ADD/DROP Period***

Students will be issued schedules based on their selections as reflected on their course registration sheets. Every effort will be made to satisfy student requests, student needs, and parent and teacher recommendations. Students will be encouraged and given every opportunity to discuss their choices with teachers, advisors, parents, and school counselors before they leave for the summer.

There are two add/drop periods per school year; one at the beginning of the first semester, and one at the beginning of the second semester. Students will be required to obtain an add/drop form in the Guidance Office in order to request a course change. Students must then conference with the current course teacher, the new course teacher, and a parent/guardian, and receive signatures of approval from all parties. Then the Guidance Office will issue final approval and make the course change in PowerSchool.

The conclusion of the first two (2) weeks at the beginning of semester one and the conclusion of the first (1) week of semester two will mark the end of the add-drop period. After these dates, each schedule change request initiated by students or parents will require discussion among all parties and will be judged on its own merits with the best interest of the student in mind. In some cases, a student, teacher, parent and counselor conference may be required. If all parties make a concerted effort to choose appropriate classes at the recommended level, most schedule changes, which can be disruptive, will be avoided.

### **Appropriate Reasons for a Schedule Change:**

- To strengthen the student's academic pathway by adding a subject or moving to a different program
- Failure of a preceding course in a sequence
- Successful completion of a course during summer school
- Recommendation from either the IEP Team or Administration
- Teacher recommendation
- Student request with approval of teacher, counselor, and parent

### **Inappropriate Reasons for a Schedule Change:**

- To change from one teacher to another in the same subject
- To be with friends
- To free up either the afternoon or the morning



# Course Catalog

# English Department

|  |                         |                  |   |
|--|-------------------------|------------------|---|
| <b>English 9 (CP)</b><br><ul style="list-style-type: none"> <li>• <b>Fulfills a Graduation Requirement</b></li> </ul>  | <b>Year</b>             | <b>1 credit</b>  | <i>Prerequisite: None</i>   |
| <p>The ninth grade English course provides an introduction to high school reading, writing, speaking, listening, and language usage. The course focuses on composition, vocabulary, and study skills through the study of world literature. Frequent writing assignments include prompts, , discussion questions, short and long essays, creative pieces, and responses to reading. Students extend their understanding of poetry, short stories, novels, graphic novels, and dramatic texts to learn and refine skills for their high school career and beyond.</p>   |                         |                  |   |
| <b>English 9 (Honors)</b><br><ul style="list-style-type: none"> <li>• <b>Fulfills a Graduation Requirement</b></li> </ul>  | <b>Year</b>             | <b>1 credit</b>  | <i>Prerequisite: Determined from Spring Grade 8 NWEA, academic achievement, and teacher recommendation</i>                        |
| <p>Honors English 9 offers students enrichment and challenge in the study of English language arts. Participants will demonstrate a commitment to go beyond the English 9 curriculum, reach a higher level of achievement in all work, and prepare for future courses of study. Honors English 9 will cover the regular course assignments in more depth and breadth. Students will read additional literary works, write more extensively developed essays, engage in extended vocabulary study, and complete supplemental individual and/or group projects.</p>  |                         |                  |   |
| <b>Literacy 9 &amp; 10</b><br><ul style="list-style-type: none"> <li>• <b>Elective credit</b></li> </ul>   | <b>Year or Semester</b> | <b>.5 credit</b> | <i>Prerequisite: Grade 8 and/or Grade 9 test data and academic achievement identifies a student as qualifying for this class.</i> |
| <p>Students take this course in addition to their regular English 9 and 10 courses. Students will receive direct instruction in reading strategies and writing skills. Multiple opportunities to write and analyze texts will allow students to explore topics of interest while building literacy skills for success across the high school curriculum.</p>   |                         |                  |   |
| <b>English 10 (CP)</b><br><ul style="list-style-type: none"> <li>• <b>Fulfills a Graduation Requirement</b></li> </ul>   | <b>Year</b>             | <b>1 credit</b>  | <i>Prerequisite: English 9</i>  |
| <p>Tenth grade English provides an integrated balance of traditional and standards-based content, instruction, and assessment. Classes promote the practice and demonstration of skills and knowledge found in the Common Core English/Language Arts standards as well as additional instruction in general reading, writing, research, listening, and speaking skills. When appropriate, students have choices related to content and assessment while retaining full academic rigor. Units are designed based on essential questions that connect learning with larger societal issues: deviation from social norms, the relationship between knowledge and happiness, and if our choices define who we are.</p> |                         |                  |   |

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| <b>English 10 (Honors)</b><br><ul style="list-style-type: none"> <li>• <b>Fulfills a Graduation Requirement</b></li> </ul>  | <b>Year</b> | <b>1 credit</b> | <i>Prerequisite: Determined from Spring Grade 8 NWEA, academic achievement, and teacher recommendation</i> |
| <p>This course focuses on developing the skills of literary and rhetorical analysis through close readings of literary fiction and informational texts. Students regularly produce pieces of analytical, persuasive, narrative, and expository writing, while also developing skills of oral expression through performance, debate and discussion. Works studied may include <i>The Catcher in the Rye</i>, <i>Macbeth</i>, and <i>Fahrenheit 451</i>, as well as various pieces of contemporary short fiction and poetry.</p>   |             |                 |  |
| <b>English 11: American Literature</b><br><ul style="list-style-type: none"> <li>• <b>Fulfills a Graduation Requirement</b></li> </ul>  | <b>Year</b> | <b>1 credit</b> | <i>Prerequisite: English 10</i>  |
| <p>In this year-long, one credit course, students will read a variety of texts (novels, non-fiction, poetry, and journalism) that define or shed light on the "American experience." These texts will illuminate America's achievements, its controversies, and its contradictions, and may include works (in whole or in part) such as Tim O'Brien's <i>The Things They Carried</i>, Byian Stevenson's <i>Just Mercy</i>, choice novels, and various short stories, essays and poems.. Students will write in a variety of genres in response to literature and to events in American society. The year's major writing emphasis will feature argumentation supported by research, but students will also write expository essays, narratives, and a variety of pieces in different genres.</p>  |             |                 |  |
| <b>AP English Language &amp; Composition</b><br><ul style="list-style-type: none"> <li>• <b>Fulfills a Graduation Requirement</b></li> </ul>  | <b>Year</b> | <b>1 credit</b> | <i>Prerequisite: English 10 or English 11</i>  |
| <p>The AP English Language and Composition course is designed to help students become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and to become skilled writers who can compose arguments for a number of purposes. Through their reading and writing in this course, students become aware of the interactions among a writer's purposes, audience expectations, and subjects that contribute to effective composition. Writing assignments will include informal writing such as journal entries and creative pieces, but will focus more fully on students' critical and interpretive responses to, and composition of, rhetoric. The course reading list includes non-fiction (such as memoirs, speeches, essays, and editorials), Summer work is required for entry into the class in September.</p> <p><i>Students taking this course are required to take the AP exam in the spring and students must pay a fee for the exam. Fee assistance is available by contacting a school counselor or administration.</i></p> |             |                 |  |
| <b>AP English Literature &amp; Composition</b><br><ul style="list-style-type: none"> <li>• <b>Fulfills a Graduation Requirement</b></li> </ul>  | <b>Year</b> | <b>1 credit</b> | <i>Prerequisite: English 10 or English 11</i>  |
| <p>This course is devoted to in-depth analysis and interpretation of complex literary works. Students produce analytical writing of various sorts including close reading, poetry explications, and character analyses. Personal narratives and creative responses are also a component of the written expression required in this class. Works studied may include <i>1984</i>, <i>Hamlet</i>, <i>Beloved</i>, <i>The Handmaid's Tale</i>, <i>Extremely Loud and Incredibly Close</i>, <i>A Streetcar Named Desire</i>, <i>The Awakening</i>, and more. Summer work is required for entry into the class in September.</p> <p><i>Students taking this course are required to take the AP exam in the spring and students must pay a fee for the exam. Fee assistance is available by contacting a school counselor or administration.</i></p>  |             |                 |  |

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| <b>English 12: Composition</b><br><ul style="list-style-type: none"> <li>• <b>Fulfills a Graduation Requirement</b></li> </ul>  | <b>Fall Semester</b>   | <b>.5 credit</b> | <i>Prerequisite: English 11 or an AP Class</i><br><ul style="list-style-type: none"> <li>• <b>Can be taken for college credit if student meets acceptance criteria</b></li> <li>• <b>Must take both semesters of Eng 12 for college credit</b></li> </ul> |
| <p>In this semester-long course, students will learn about and apply writing related to a wide variety of genres and purposes. Students will improve their argumentative writing in preparation for post-secondary education, but students will also focus on self-reflection and their participation in the wider world through personal narrative. Students who are applying to college will have the opportunity to workshop and polish their personal narratives for the Common App. Students will also read and respond to a variety of texts such as editorials, reviews, memoirs, and essays to learn genre elements, consider style elements, and explore literary themes and trends in culture. <i>This course is Part I of SMCC's English Composition course and taken with Eng 12: Literature earns 3 college credits for qualifying students.</i></p> |                        |                  |   |
| <b>English 12: Literature</b><br><ul style="list-style-type: none"> <li>• <b>Fulfills a Graduation Requirement</b></li> </ul>   | <b>Spring Semester</b> | <b>.5 credit</b> | <i>Prerequisite: English 11 or an AP Class</i><br><ul style="list-style-type: none"> <li>• <b>Can be taken for college credit if student meets acceptance criteria</b></li> <li>• <b>Must take both semesters of Eng 12 for college credit</b></li> </ul> |
| <p>This semester-long comprehensive English class combines traditional content with standards-based teaching practices. The class places a special emphasis on literary analysis by applying analysis skills to novels, short stories, and a wide variety of poems including Cormac McCarthy's <i>The Road</i> and Lawrence Sargent Hall's <i>The Ledge</i>. Students will write narrative and analysis essays, and will be exposed to a variety of 20th and 21st century literary voices. <i>This course is Part II of SMCC's English Composition course and taken with Eng 12: Composition earns 3 college credits for qualifying students.</i></p>   |                        |                  |   |
| <b>English 12: Creative Writing</b><br><ul style="list-style-type: none"> <li>• <b>Fulfills a Graduation Requirement</b></li> </ul>   | <b>Fall Semester</b>   | <b>.5 credit</b> | <i>Prerequisite: English 11 or an AP Class</i>  |
| <p>This semester-long course is designed for students who wish to expand upon writing already done in the regular English classroom. Students will produce works of fiction and nonfiction. The process of writing will be a focus with students working through a series of drafts to produce polished, publishable pieces. Techniques in topic generation, revision, editing and responding to the works of others will be covered. As a community of writers, students will be expected to share work and contribute to <i>The Clarion</i>.</p>  |                        |                  |   |
| <b>English 12: Public Speaking</b><br><ul style="list-style-type: none"> <li>• <b>Fulfills a Graduation Requirement</b></li> </ul>  | <b>Spring Semester</b> | <b>.5 credit</b> | <i>Prerequisite: English 11 or an AP Class</i>  |
| <p>This course provides instruction and practice in the preparation and delivery of speeches within a welcoming and lively classroom setting. Students will learn how to research, outline, and deliver short, informal presentations, as well as longer speeches. Students will also sharpen their skills in critical listening. Upon completion, students will be able to prepare and deliver well-organized speeches and demonstrate the speaking skills necessary to be effective communicators in academic settings, in the workplace, and in the community. Although some (many) might find the thought of public speaking terrifying, the rewards for acquiring these skills are enormous.</p>   |                        |                  |   |

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| <b>Literature of Society and Self</b><br><ul style="list-style-type: none"> <li>• <b>Elective Credit</b></li> </ul>  | <b>Semester</b> | <b>.5 credit</b> | <i>Prerequisite: None</i>   |
| <p>What can literature tell us about the ways our minds and society do—and (more interestingly!) do <i>not</i>—work? How can we use this knowledge to inform, transform, and initiate action in our own lives, community, and world? Since the beginning of time, authors and audiences have been interested in how and why human beings behave as they do, and many of the world’s literary texts are actually personal journeys of self-exploration and social commentary, as authors used narrative as a means of exposing their true selves and the world around them. This course helps students understand how a wide variety of texts—including (but NOT limited to) poetry, speeches, podcasts, essays, novels, and more—help us look at and explore our ideas of what it is to be human, how we can address and understand the experiences of individuals and humanity, and how we can use this knowledge to effect change in our own lives and society. All types of media will serve as inspiration for analysis, creative writing, art, and discussion, as we will consider why the mind thinks what it thinks, examine what this means in the context of being socially conscious and active, and explore ways in which authors and artists depict (ab)normality, mental illness, social structures, (in)justice, and human nature.</p> |                 |                  |   |
| <b>Intro to Multimedia</b><br><ul style="list-style-type: none"> <li>• <b>Elective Credit</b></li> </ul>   | <b>Semester</b> | <b>.5 credit</b> | <i>Prerequisite: None</i>   |
| <p>In this class, students will be introduced to different mediums of journalism. Students will learn about the 5 Ws of journalism (Who, What, Where, When, Why) as they explore topics that will be interesting to students, staff, and the general public. We will learn about podcast development, newspaper/magazine writing, photojournalism, and broadcast journalism. The work students create will be featured on Freeport High School’s multimedia platform, Falcon Media. If you have an interest in journalism or are thinking about a career in journalism, this is the class for you!</p>   |                 |                  |   |
| <b>Advanced Multimedia</b><br><ul style="list-style-type: none"> <li>• <b>Elective Credit</b></li> </ul>   | <b>Semester</b> | <b>.5 credit</b> | <i>Prerequisite: Media and Social Media Studies, Sports Media, or Intro to Multimedia</i> |
| <p>In this class, students will move beyond the 5 Ws of journalism as they develop more sophisticated projects learned about in Intro to Multimedia. Students will be required to regularly produce content for Freeport High School’s multimedia platform, Falcon Media. Students in this class will also hold editorial positions on Falcon Media. They will work with other students to help ensure content is available on a routine basis. In addition, students will be introduced to opinion writing featured in newspapers and magazines and be required to submit work to Falcon Media.</p>   |                 |                  |   |
| <b>Sports Media</b><br><ul style="list-style-type: none"> <li>• <b>Elective Credit</b></li> </ul>  | <b>Semester</b> | <b>.5 credit</b> | <i>Prerequisite: None</i>   |
| <p>In this class, students will examine the medium of sports journalism. We will analyze sportswriting seen in magazines and newspapers, including the analysis of game-story writing, feature writing, and opinion writing. The second portion of the class will be devoted to the analysis of sports documentary filmmaking. We will examine current sports documentaries as we discuss how these films are made, covering the initial planning of the film to the final product. Students will also be tasked with creating their own media related to what we are examining in class. In addition, we will also explore sports broadcasting and how the medium of TV and radio differ. If you are interested in sports or sports journalism, this is the class for you!</p>  |                 |                  |   |

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| <b>Desktop Publishing/Yearbook</b><br><ul style="list-style-type: none"> <li>• <b>Elective Credit</b></li> </ul>  | <b>Year</b> | <b>1 credit</b> | <i>Prerequisite: Open to 10th - 12th graders</i>                          |
| <p>This course is designed to give motivated and deadline-oriented students an opportunity to work on the publication of the yearbook. They will be involved in every aspect of the page layout, editing, advertising, sales, and distribution of the school's yearbook. Students will take photos of and interview the student body, as well as attend photographic opportunities during and after school. This course allows students to work independently and in small groups. It gives students a chance to use their creative and organizational skills to produce a record of their school life that will be seen by their community. Students will develop a strong working knowledge of a web-based design and publishing program.</p> |             |                 |   |
| <b>Endeavor English</b><br><ul style="list-style-type: none"> <li>• <b>Fulfills a Graduation Requirement</b></li> </ul>   | <b>Year</b> | <b>1 credit</b> | <i>Prerequisite: Teacher Recommendation &amp; Counselor Approval only</i> |
| <p>The NDVR program serves 10th, 11th, &amp; 12th graders who struggle with or object to traditional schooling, or who might be at risk of dropping out. It is a nurturing yet demanding environment that values a real-world-based education. Students earn their core credits in English, Science, and Social Studies through project-based learning and experiences delivered in a holistic manner. Additionally, the program offers credit recovery options. Individuals are required to apply for the program and are selected based on their interest in and need for the program.</p>  |             |                 |   |

# Health & Physical Education Department

## Physical Education Courses

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| <b>Team and Lifetime Sports</b><br><ul style="list-style-type: none"> <li>• <b>Fulfills a Graduation Requirement</b></li> </ul>   | <b>Semester</b> | <b>.5 credit</b> | <i>Prerequisite: None</i>                               |
| <p>This introductory course provides supportive opportunities for a variety of competitive physical activities that enhance the physical, mental, social, and emotional health of the student. Curriculum addresses motor skill development, physical fitness concepts and responsible and social interactions. The activity component includes lifelong recreational activities as well as competitive activities. Examples of offerings are: tennis, archery, Frisbee, badminton, basketball, volleyball, soccer, and pickleball.</p> |                 |                  |   |
| <b>EXCITE - Level 1</b><br><ul style="list-style-type: none"> <li>• <b>Fulfills a Graduation Requirement</b></li> </ul>   | <b>Semester</b> | <b>.5 credit</b> | <i>Prerequisite: None</i>                               |
| <p>This introductory course provides supportive opportunities for a variety of non-competitive physical activities that enhance the physical, mental, social, and emotional health of the student. Curriculum addresses motor skill development, physical fitness concepts and responsible and social interactions. Activity components may include yoga, circuit training, weight training, cooperative and team building games and a variety of outdoor activities.</p>   |                 |                  |   |
| <b>Advanced Sports Training-Level 2</b><br><ul style="list-style-type: none"> <li>• <b>Fulfills a Graduation Requirement</b></li> </ul>   | <b>Semester</b> | <b>.5 credit</b> | <i>Prerequisite: Successful completion of a Level 1</i> |
| <p>This course is designed for students to enhance their skills, knowledge and fitness levels in a variety of sports and fitness activities. Such areas of advanced study may include biomechanics, practice planning, sport specific strength and conditioning.</p>  |                 |                  |   |

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| <b>Weight Training - Level 2</b><br><ul style="list-style-type: none"> <li>• <b>Fulfills a Graduation Requirement</b></li> </ul>  | <b>Semester</b> | <b>.5 credit</b> | <i>Prerequisite: Successful completion of a Level 1</i>                  |
| <p>This course is designed for individuals who are interested in improving their own level of fitness. Students will acquire the knowledge needed to design and implement a personal weight training program. Cardiovascular exercise, plyometrics and other fitness enhancing activities are incorporated. This course is recommended for students who are self-motivated and eager to improve their level of fitness. Students will self-assess throughout the semester and exercise programs will be adjusted for optimal success.</p>   |                 |                  |  |
| <b>Basic Strength Training - Level 2</b><br><ul style="list-style-type: none"> <li>• <b>Fulfills a Graduation Requirement</b></li> </ul>  | <b>Semester</b> | <b>.5 credit</b> | <i>Prerequisite: Successful completion of a Level 1</i>                  |
| <p>This course is designed for students who are interested in improving their own level of fitness in a supportive environment. Students in this course may not be familiar or comfortable with the weight room equipment. Students will acquire the basic knowledge needed to design and implement a personal weight training program. Cardiovascular exercise, plyometrics and other fitness enhancing activities are incorporated. This course is recommended for students who are looking to improve their level of fitness in a supportive environment. Students will self- assess throughout the semester and exercise programs will be adjusted for optimal success.</p> |                 |                  |  |
| <b>Women's Fitness &amp; Self Defense - Level 2</b><br><ul style="list-style-type: none"> <li>• <b>Fulfills a Graduation Requirement</b></li> </ul>   | <b>Semester</b> | <b>.5 credit</b> | <i>Prerequisite: Successful completion of a Level 1 and Grades 11-12</i> |
| <p>This course will include self-defense technique training important to the safety of those who identify as female. Students will actualize their own physical power and dependence on themselves for protection. This will be accompanied with the ability to recognize and reduce risk in everyday situations. This class will also include a component targeted to improve fitness in a challenging and supportive environment. Students will participate in a variety of fitness-based activities and gain knowledge of the impact on their health.</p>  |                 |                  |  |
| <b>Outdoor Fitness - Level 2</b><br><ul style="list-style-type: none"> <li>• <b>Fulfills a Graduation Requirement</b></li> </ul>  | <b>Semester</b> | <b>.5 credit</b> | <i>Prerequisite: Successful completion of a Level 1</i>                  |
| <p>This course will introduce students to the advanced skills needed to ensure that outdoor adventures remain fun, challenging and safe. Outdoor activities include hiking, snowshoeing, camping, orienteering, and basic first aid. The course will also stress environmental awareness. This course requires 2 full day field trips, which include a winter and a fall/spring hike. *Hiking and winter boots are required. *If this is a hardship, boots can be supplied by the school (student or parent can contact the guidance department for more information).</p>  |                 |                  |  |



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| <b>Adaptive PE</b><br>● <b>Fulfills a Graduation Requirement</b>  | <b>Semester</b> | <b>.5 credit</b> | <b>Prerequisite: By recommendation ONLY</b> |
| <p>This class supports students with specific learning needs and/or physical challenges. This course will include a variety of physical activities including sports and games and non-competitive activities. The focus will be to have a positive and enjoyable experience being physically active. Students will also develop cooperative team building skills.</p>   |                 |                  |   |
| <b>After School Fitness Lab</b><br>● <b>Elective Credit</b>   | <b>Semester</b> | <b>.5 credit</b> | <b>Prerequisite: None</b>                   |
| <p>Students will earn elective credit for attending 45 hours (approximately 2-3 days per week) of the Fitness Lab after school. Students will sign in each day to track hours. The fitness lab is an opportunity for students to advance their personal health and fitness. The Fitness Lab will help students develop individualized personal training programs to meet health and fitness goals. Students will work with the Lab Instructor to select daily and weekly cardiovascular and muscular activities to meet these goals. The Fitness Lab has cardio and weight training equipment for all levels and abilities, including treadmill, elliptical machines, spin bikes, free weights and weight machines.</p> |                 |                  |   |

## Health Courses

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| <b>Health</b><br>● <b>Fulfills a Graduation Requirement</b>   | <b>Semester</b> | <b>.5 credit</b> | <b>Prerequisite: Grade 10 or above</b> |
| <p>Students are provided with current, accurate information on health topics. Students assess their lifestyles and develop strategies to help them cope with contemporary health issues. Topics include stress management, mental health, suicide intervention, sexuality, global health and chemical dependency.</p> |                 |                  |  |
| <b>Advanced Health</b><br>● <b>Elective Credit</b>  | <b>Semester</b> | <b>.5 credit</b> | <b>Prerequisite: Health</b>            |
| <p>The purpose of this course is to explore in greater depth current health issues surrounding nutrition, public and global health, epidemiology, and disease prevention. The course will also involve investigating health related career choices and health education.</p>  |                 |                  |  |

# Mathematics Department

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| <b>Pre-Algebra</b><br><ul style="list-style-type: none"> <li>• <b>Fulfills a Graduation Requirement</b></li> </ul>   | <b>Year</b>             | <b>1 credit</b>           | <i>Prerequisite: Student placed based on 8th grade spring NWEA score and teacher recommendation</i>   |
| <p>This course is designed to develop those skills and concepts necessary to the transition from basic math to Algebra. Pre-Algebra includes the study of whole numbers, decimals, fractions, percents, integers, variable expressions and equations. Followed by Applied Algebra or Algebra 1.</p>  |                         |                           |   |
| <b>Math Support</b><br><ul style="list-style-type: none"> <li>• <b>Elective Credit</b></li> </ul>  | <b>Year or Semester</b> | <b>.5 credit per year</b> | <i>Prerequisite: Student placed based on grade 8 or grade 9 test data, academic achievement, teacher recommendation based on student need</i> |
| <p>Students take this course in addition to their regular FHS mathematics course. Students will receive executive functioning support tied directly to mathematics as well as additional practice and support for their current math course.</p>   |                         |                           |   |
| <b>Algebra 1 (CP)</b><br><ul style="list-style-type: none"> <li>• <b>Fulfills a Graduation Requirement</b></li> </ul>  | <b>Year</b>             | <b>1 credit</b>           | <i>Prerequisite: Student placed based on 8th grade spring NWEA score and teacher recommendation</i>   |
| <p>This course is the foundation for Freeport High School mathematics courses. It is the bridge from the concrete to the abstract study of mathematics. This course emphasizes algebraic language, structure, concepts and skills. Major topics include algebraic properties and the real number system, functions and their graphs, linear equations and inequalities, systems of linear equations and inequalities, polynomials and factoring, algebraic fractions and real world applications. This course should be followed by a full-year Geometry course.</p> |                         |                           |   |
| <b>Algebra 1 (Honors)</b><br><ul style="list-style-type: none"> <li>• <b>Fulfills a Graduation Requirement</b></li> </ul>  | <b>Year</b>             | <b>1 credit</b>           | <i>Prerequisite: Student placed based on 8th grade spring NWEA score and teacher recommendation</i>   |
| <p>This rigorous course covers all Algebra 1 CP topics in greater depth and with more problem solving. Includes the study of quadratic functions and rational expressions and equations. This course should be followed by a full-year Geometry course.</p>  |                         |                           |   |

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| <b>Geometry (CP)</b> <ul style="list-style-type: none"> <li>• <b>Fulfills a Graduation Requirement</b></li> <li>• <b>May be taken concurrently with Algebra 2 or Honors Algebra 2</b></li> </ul>   | <b>Year</b> | <b>1 credit</b> | <i>Prerequisite: Algebra 1</i>   |
| <p>This is a course examining two- and three-dimensional geometric figures and their properties. Students explore concepts that develop logical thinking through deductive as well as inductive reasoning. Topics include the geometry of points, lines, planes, angles, polygons, circles, as well as coordinate geometry, properties of congruence, area, volume, and trigonometry. This course should be followed by an Algebra 2 course, or, if being taken concurrently with an Algebra 2 course, by Pre-Calculus and/or AP Statistics.</p> |             |                 |  |
| <b>Geometry (Honors)</b> <ul style="list-style-type: none"> <li>• <b>Fulfills a Graduation Requirement</b></li> <li>• <b>May be taken concurrently with Algebra 2 Or Honors Algebra 2</b></li> </ul>   | <b>Year</b> | <b>1 credit</b> | <i>Prerequisite: Student placed based on 8th grade spring NWEA score and teacher recommendation OR Algebra 1 Test score and teacher recommendation</i> |
| <p>This course covers the same topics as the Geometry course, with the addition of: formal logic and proof, an emphasis on developing problem solving and communication skills, and this course requires a strong Algebra 1 background. This course should be followed by an Algebra 2 course, or, if taken concurrently with an Algebra 2 course, by a Pre-Calculus course or AP Statistics.</p>  |             |                 |  |
| <b>Algebra 2 (CP)</b> <ul style="list-style-type: none"> <li>• <b>Fulfills a Graduation Requirement</b></li> <li>• <b>May be taken concurrently with Geometry or Honors Geometry</b></li> </ul>  | <b>Year</b> | <b>1 credit</b> | <i>Prerequisite: Algebra 1</i>   |
| <p>This course reviews the properties and operations of the real number system and extends them to the complex system. Students learn concepts and skills to enable them to find relationships among sets of data and represent those relationships graphically and algebraically. They examine a variety of functions including linear, quadratic, and absolute value. Problem solving and critical thinking skills are emphasized. Should be followed by Pre-Calculus and/or AP Statistics.</p>  |             |                 |  |
| <b>Algebra 2 (Honors)</b> <ul style="list-style-type: none"> <li>• <b>Fulfills a Graduation Requirement</b></li> <li>• <b>May be taken concurrently with Geometry or Honors Geometry</b></li> </ul>  | <b>Year</b> | <b>1 credit</b> | <i>Prerequisite: Student placed based on 8th grade spring NWEA score and teacher recommendation OR Algebra 1 &amp; Teacher Recommendation</i>          |
| <p>This course stresses problem solving techniques, critical thinking skills, and an in-depth study of functions and their graphs, matrices and determinants, sequences and series including the Binomial Theorem. Exposure to advanced topics and applications is emphasized. Computer applications and scientific graphing calculators are used extensively. Should be followed by either Honors Precalculus and/or AP Statistics.</p>   |             |                 |  |

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| <b>Pre-Calculus (CP)</b><br><ul style="list-style-type: none"> <li>• <b>Fulfills a Graduation Requirement</b></li> </ul>   | <b>Year</b> | <b>1 credit</b> | <i>Prerequisite: Algebra II</i>   |
| <p>This course studies the functions introduced in Algebra 1 and Algebra 2 in greater depth and scope. It emphasizes real world applications, connections to college courses and majors, with particular emphasis on Trigonometry and Logarithmic &amp; Exponential functions. There is an emphasis on a variety of note taking, problem-solving, and critical thinking strategies relevant to continuing on to higher education. It is an excellent preparation for higher-level mathematics. Should be followed by a Calculus course and/or AP Statistics.</p>   |             |                 |   |
| <b>Pre-Calculus (Honors)</b><br><ul style="list-style-type: none"> <li>• <b>Fulfills a Graduation Requirement</b></li> </ul>   | <b>Year</b> | <b>1 credit</b> | <i>Prerequisite: Algebra II and Teacher Recommendation</i>  |
| <p>This course provides a strong background for further studies in Math and related areas. The function is the underlying and unifying concept of most of the topics in this course. First semester is devoted to the study of Trigonometry. The second semester offers a review of functions covered in Algebra 2, including polynomials, rational functions, exponential functions and logarithms. A study of analytic geometry is also covered. First semester is devoted to the study of Trigonometry. Should be followed by a Calculus course and/or AP Statistics.</p>   |             |                 |   |
| <b>Quantitative Reasoning</b><br><ul style="list-style-type: none"> <li>• <b>Fulfills a Graduation Requirement</b></li> </ul>  | <b>Year</b> | <b>1 credit</b> | <i>Prerequisite: Algebra I</i><br><ul style="list-style-type: none"> <li>• <b>Can be taken for college credit if student meets acceptance criteria</b></li> </ul> |
| <p>This course explores connections between mathematics and various facets of modern life. Quantitative reasoning enables both understanding and decision-making about aspects of work, money management, civic participation, and recreation. Topics in this course include unit analysis, percentages, personal finance, statistics, probability, linear and exponential growth, mathematical modeling, and geometry. Dual-enrollment credit is offered through SMCC to students who qualify.</p>  |             |                 |   |
| <b>Calculus (CP)</b><br><ul style="list-style-type: none"> <li>• <b>Fulfills a Graduation Requirement</b></li> </ul>   | <b>Year</b> | <b>1 credit</b> | <i>Prerequisite: Pre-Calculus</i>   |
| <p>This course offers students the option to take a rigorous course of calculus with a more flexible breadth and depth of coverage than the advanced placement curriculum. It will prepare students for taking calculus in college as well as any calculus-based science classes they may take in college. Topics covered include: Functions, Graphs and Limits, Derivatives, and Integrals.</p>   |             |                 |   |
| <b>Statistics (CP)</b><br><ul style="list-style-type: none"> <li>• <b>Fulfills a Graduation Requirement</b></li> </ul>   | <b>Year</b> | <b>1 credit</b> | <i>Prerequisite: Algebra 1 and Geometry</i>   |
| <p>This course is recommended for students who want to learn about real-world data analysis and/or will need to take statistics in college, but may not be interested in the AP-level course. Students will develop skills in collecting, examining, and interpreting data using statistical techniques. Topics of study include sampling theory, descriptive statistics, probability theory, normal distribution, confidence intervals, hypothesis testing, inference, regression, and correlation. Dual-enrollment credit is offered through SMCC to students who qualify. For two years of dual-enrollment mathematics, Quantitative Reasoning is recommended before this course.</p> |             |                 |   |

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| <b>AP Calculus AB</b><br><ul style="list-style-type: none"> <li>• <b>Fulfills a Graduation Requirement</b></li> </ul>   | <b>Year</b>     | <b>1 credit</b> | <i>Prerequisite: Pre-Calculus and Teacher Recommendation</i>                                   |
| <p>This course follows the Advanced Placement Calculus AB curriculum put out by the College Board in conjunction with the advanced placement examination. It prepares students for all topics on the AP test including: functions, graphs and limits, derivatives, and integrals.</p> <p><i>Students taking this course are required to take the AP exam in the spring and students must pay a fee for the exam. Fee assistance is available by contacting a school counselor or administration.</i></p>  |                 |                 |  |
| <b>AP Calculus BC</b><br><ul style="list-style-type: none"> <li>• <b>Fulfills a Graduation Requirement</b></li> </ul>   | <b>Year</b>     | <b>1 credit</b> | <i>Prerequisite: AP Calculus AB and Teacher Recommendation</i>                                 |
| <p>This course follows the Advanced Placement Calculus BC curriculum put out by the College Board in conjunction with the advanced placement examination. The outline for Calculus BC includes all Calculus AB topics, with additional study of limits involving infinity, sequences and series and vectors. All students will be required to take AP exams.</p> <p><i>Students taking this course are required to take the AP exam in the spring and students must pay a fee for the exam. Fee assistance is available by contacting a school counselor or administration.</i></p> |                 |                 |  |
| <b>AP Statistics</b><br><ul style="list-style-type: none"> <li>• <b>Fulfills a Graduation Requirement</b></li> </ul>  | <b>Year</b>     | <b>1 credit</b> | <i>Prerequisite: Algebra II AND Pre-Calculus (can be taken concurrently with Pre-Calculus)</i> |
| <p>This course follows the Advanced Placement Statistics curriculum put out by the College Board in conjunction with the advanced placement examination. It prepares students for all topics on the AP test including: exploratory analysis, planning a study, probability, and statistical inferences. All students will be required to take the AP exam.</p> <p><i>Students taking this course are required to take the AP exam in the spring and students must pay a fee for the exam. Fee assistance is available by contacting a school counselor or administration.</i></p>   |                 |                 |  |
| <b>Post AP Calculus BC - Online Options (Linear Algebra, Differential Equations, etc.)</b><br><ul style="list-style-type: none"> <li>• <b>Fulfills a Graduation Requirement</b></li> </ul>  | <b>Semester</b> | <b>Varies</b>   | <i>Prerequisite: Taken after completing AP Calculus BC, teacher recommendation only</i>        |
| <p>Advanced math courses are available online after the successful completion of AP Calculus BC such as Linear Algebra, Differential Equations, Multivariable Calculus and more. Students must be recommended by their math teacher and school counselor.</p>   |                 |                 |  |

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| <b>Foundations in Entrepreneurship</b> <ul style="list-style-type: none"> <li>● <b>Math Elective</b></li> <li>● <i>Students may only use 2 math electives toward their graduation requirement</i></li> </ul>   | <b>Semester</b> | <b>.5 credit</b> | <i>Prerequisite: Algebra I</i> |
| <p>Learn the ins and outs of creating and building any business. This class introduces the topic of entrepreneurship and innovation through examples of leaders and models of companies. Students will study business finances, macroeconomics, marketing, branding, and growing a business. Other elements of the course include: managing a company and employees, keeping business records, leadership, funding, government, research, cash flow, and technology.</p> |                 |                  |                                |
| <b>Personal Finance</b> <ul style="list-style-type: none"> <li>● <b>Math Elective</b></li> <li>● <i>Students may only use 2 math electives toward their graduation requirement</i></li> </ul>  | <b>Semester</b> | <b>.5 credit</b> | <i>Prerequisite: Algebra I</i> |
| <p>This course helps students understand the world of money management in the modern world. It will emphasize knowledge and skills necessary for successfully negotiating our American financial system: forms of pay; banking; investing; credit cards and other credit issues; budgets; federal, state, and city taxes; and home and apartment ownership and rental.</p>   |                 |                  |                                |

# Science and Technology Department

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| <b>Earth Systems Science (CP)</b><br><ul style="list-style-type: none"> <li>• <b>Fulfills a Graduation Requirement</b></li> </ul>  | <b>Year</b> | <b>1 credit</b>    | <i>Prerequisite: None</i>   |
| <p>In this course students will explore topics in astronomy, earth science, and ecology with an emphasis on human interaction with our Earth's systems. This course(CP or Honors) is required for all 9th grade students.</p>  |             |                    |   |
| <b>Earth Systems Science (Honors)</b><br><ul style="list-style-type: none"> <li>• <b>Fulfills a Graduation Requirement</b></li> </ul>  | <b>Year</b> | <b>1 credit</b>    | <i>Prerequisite: Algebra I or higher, teacher/counselor recommendation</i>            |
| <p>In this course students will explore topics in astronomy, earth science, and ecology with an emphasis on human interaction with our Earth's systems. Students should be prepared for a demanding course at an accelerated pace. This course (CP or Honors) is required for all 9th grade students and goes deeper into concepts related to earth systems.</p>   |             |                    |   |
| <b>Biology (CP)</b><br><ul style="list-style-type: none"> <li>• <b>Fulfills a Graduation Requirement</b></li> </ul>  | <b>Year</b> | <b>1 credit</b>    | <i>Prerequisite: Earth Systems Science</i>  |
| <p>This required course provides a foundation in biological concepts. Topics of study include cell structure and physiology, biochemistry, DNA structure, protein synthesis, cell division, genetics and evolution.</p>  |             |                    |   |
| <b>Biology (Honors)</b><br><ul style="list-style-type: none"> <li>• <b>Fulfills a Graduation Requirement</b></li> </ul>  | <b>Year</b> | <b>1.5 credits</b> | <i>Prerequisite: Earth Systems Science (CP or honors) and teacher recommendation.</i> |
| <p>Honors Biology aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. This is a rigorous course that provides a strong foundation in fundamental biological concepts. The course uses a college level AP Biology text and moves at an accelerated pace with greater depth and coverage of material. Topics of study include cell structure and physiology, biochemistry, DNA structure, protein synthesis, cell division, genetics and evolution.</p> <p>This is the first course of a two year sequence that includes AP Biology. Students are not required to take both courses and may choose to end their biology studies with Honors Biology. Students who wish to sit for the College Board AP Biology exam must take AP Biology after completion of Honors Biology.</p> |             |                    |   |
| <b>Chemistry in the Community</b><br><ul style="list-style-type: none"> <li>• <b>Fulfills a Graduation Requirement</b></li> </ul>  | <b>Year</b> | <b>1 credit</b>    | <i>Prerequisite: Earth Systems Science, Biology, and by recommendation only.</i>      |
| <p>This course teaches chemistry concepts through the lens of societal issues and is designed to teach basic chemistry concepts and their application to everyday life. Basic concepts and applications of physical science are surveyed with an emphasis on the role of chemistry in the real world. Topics include measurement skills, atomic theory, periodic laws, chemical equations and reactions, nuclear chemistry, and organic chemistry.</p>   |             |                    |   |

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| <b>Chemistry (CP)</b><br><ul style="list-style-type: none"> <li>• <b>Fulfills a Graduation Requirement</b></li> </ul>   | Year | 1 credit    | <i>Prerequisite: Biology (or taken concurrently)</i>                    |
| <p>This course is designed to build upon the concepts learned in Science and Sustainability or Earth Systems Science, and Biology (CP or Honors). The course emphasizes the conceptual study of chemistry. Topics include measurement skills, atomic theory, periodic laws, chemical equations and reactions, nuclear chemistry, and organic chemistry. Good calculator and laboratory skills are important.</p>  |      |             |   |
| <b>Chemistry (Honors)</b><br><ul style="list-style-type: none"> <li>• <b>Fulfills a Graduation Requirement</b></li> </ul>   | Year | 1 credit    | <i>Prerequisite: Biology (or taken concurrently)</i>                    |
| <p>This advanced course is designed to build upon the concepts covered in Science and Sustainability or Earth Systems Science, and Biology (CP or Honors). Students should be prepared for a demanding laboratory course at an accelerated pace. Topics include measurement skills, atomic theory, periodic laws, chemical equations, reactions and stoichiometry, gas laws, acid and base theory, oxidation-reduction, nuclear chemistry and organic chemistry. Good calculator and math skills are essential.</p>   |      |             |   |
| <b>Physics (CP)</b><br><ul style="list-style-type: none"> <li>• <b>Fulfills a Graduation Requirement</b></li> </ul>   | Year | 1 credit    | <i>Prerequisite: Biology &amp; Algebra I</i>                            |
| <p>This course covers Newtonian mechanics emphasizing the conceptual study of physical phenomena such as force, motion, momentum and energy and their application to everyday life. There is a strong emphasis on laboratory-based activities with an emphasis on mathematical relationships.</p>   |      |             |   |
| <b>AP Physics 1</b><br><ul style="list-style-type: none"> <li>• <b>Fulfills a Graduation Requirement</b></li> </ul>   | Year | 1.5 credits | <i>Prerequisite: Biology &amp; Calculus (may be taken concurrently)</i> |
| <p>AP Physics 1 is an <b>algebra-based, introductory college-level physics course</b>. This course covers Newtonian mechanics in-depth and provides instruction in each of the following content areas: kinematics, dynamics, circular motion and gravitation, energy, momentum, simple harmonic motion, torque, and rotational motion, as dictated by the College Board. The course utilizes guided inquiry and student-centered learning to foster the development of critical thinking skills. There is significant emphasis on experimental design, predicting outcomes of experiments, application of mathematical routines, data analysis and interpretation, and communication of results. <b><u>This course meets every day.</u></b></p> <p>AP Physics 1 includes topics typically taught in a first-semester introductory college course in algebra-based physics. Students taking this course should expect a rigorous, fast-paced course of study that will prepare them for the College Board's "AP Physics 1" exam in the spring.</p> <p><i>Students taking this course are required to take the AP exam in the spring and students must pay a fee for the exam. Fee assistance is available by contacting a school counselor or administration.</i></p> |      |             |   |



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| <b>AP Environmental Science</b><br>• <b>Fulfills a Graduation Requirement</b>   | <b>Year</b> | <b>1.5 credits</b> | <i>Prerequisite: Earth Systems Science, Biology. Chemistry is also recommended.</i> |
| <p>AP Environmental Science is the equivalent of an introductory college course in environmental science. The goal of the course is to provide students with the conceptual foundation necessary to understand complex relationships in the natural world, to develop the skills required to identify and analyze environmental problems, and to examine alternate solutions for resolving and/or preventing them. <b><u>This course meets every day.</u></b></p> <p>Environmental science is an interdisciplinary study that draws from the biological, physical, chemical and earth sciences, as well as social sciences such as economics, politics and sociology. Critical thinking and problem solving applications are emphasized.</p> <p><i>Students taking this course are required to take the AP exam in the spring and students must pay a fee for the exam. Fee assistance is available by contacting a school counselor or administration.</i></p> |             |                    |   |
| <b>AP Biology</b><br>• <b>Fulfills a Graduation Requirement</b>   | <b>Year</b> | <b>1.5 credits</b> | <i>Prerequisite: Honors Biology, CP Biology with Teacher Permission.</i>            |
| <p>AP Biology is the second course in a two year sequence that includes Honors Biology. <b><u>This course meets every day.</u></b></p> <p>AP Biology includes those topics regularly covered in a college biology course for majors. The college course in biology differs significantly from the usual first high school course in biology with respect to the kind of textbook used, the range and depth of topics covered, the type of laboratory work done by students, and the time and effort required of students. The course is organized around the four “big ideas” of biology that include evolution, cellular processes, genetics and information transfer, and the interactions of biological systems.</p> <p><i>Students taking this course are required to take the AP exam in the spring and students must pay a fee for the exam. Fee assistance is available by contacting a school counselor or administration.</i></p>                      |             |                    |   |
| <b>Anatomy &amp; Physiology</b><br>• <b>Fulfills a Graduation Requirement</b>   | <b>Year</b> | <b>1 credit</b>    | <i>Prerequisite: Earth Systems Science &amp; Biology</i>                            |
| <p>The course is designed to build on the concepts learned in Earth Systems Science and Biology or Honors Biology classes. This full year course covers all the main systems of the human body with units on stem cell research and an investigation of smallpox eradication at the end of the year. This is a laboratory course with a required extensive fetal pig dissection and lab practicum....</p>   |             |                    |   |

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| <b>Forensic Science</b><br><ul style="list-style-type: none"> <li>• Divided into Semester 1 and 2 course</li> <li>• Fulfills a Graduation Requirement</li> </ul>   | <b>Semester</b><br><b>(can be taken Full Year)</b> | <b>.5 credit</b> | <i>Prerequisite: Earth Systems Science &amp; Biology</i>                  |
| <p>This two semester elective course has been divided into two separate parts with the requirement that semester 1 is taken prior to taking semester 2. Students will be introduced to the basic principles and processes of crime scene analysis and forensic science. Building on many of the concepts learned in the first two years of the FHS science sequence, this course will apply skills and techniques to investigate difference examples of evidence. Topics include crime scene analysis, evidence collection, fingerprints, hair and fiber analysis, blood and blood spatter evidence and forensic anthropology. Course work will include laboratory exploration, case studies of real crimes and individual projects.</p> |  |                  |   |
| <b>Endeavor Science</b><br><ul style="list-style-type: none"> <li>• Fulfills a Graduation Requirement</li> </ul>   | <b>Year</b>  | <b>1 credit</b>  | <i>Prerequisite: Teacher Recommendation &amp; Counselor Approval only</i> |
| <p>The NDVR program serves 10th, 11th, &amp; 12th graders who struggle with or object to traditional schooling, or who might be at risk of dropping out. It is a nurturing yet demanding environment that values a real-world-based education. Students earn their core credits in English, science, and social studies through project-based learning and experiences delivered in a holistic manner. Additionally, the program offers credit recovery options. Individuals are required to apply for the program and are selected based on their interest in and need for the program.</p>   |  |                  |   |

## Pre-Engineering Courses

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| <b>Introduction to Engineering &amp; Design</b><br><ul style="list-style-type: none"> <li>• Fulfills a Graduation Requirement</li> </ul>  | <b>Year</b> | <b>1 credit</b> | <i>Prerequisite: None</i> |
| <p>The goal of this course is to familiarize students with a variety of hands-on projects, assignments and experiences that show the interconnectedness of science, technology, engineering and mathematics (STEM). Students will complete quarterly projects that incorporate both creativity, scientific principles and formal design processes in order to meet specific criteria. Additionally, students will explore the various fields within the engineering profession as well as postsecondary and career planning. Projects will be drawn from the fields of biochemical, civil, environmental, electrical and aerospace engineering.</p> |             |                 |                           |

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| <b>Computer Programming</b> <ul style="list-style-type: none"> <li>• <b>Fulfills a Graduation Requirement</b></li> <li>• <b>May be taken more than once</b></li> </ul>  | <b>Semester</b> | <b>.5 credit</b> | <i>Prerequisite: None</i>  |
| <p>This course provides both beginners and experienced coders an opportunity to increase their knowledge and understanding of computer science topics such as programming, hardware architecture, graphics, game design, and logic systems at any level of complexity. The course provides a chance to learn a new computer language, write computer programs and apps, and investigate the inner workings of computers, tablets and mobile phones. Possible languages include industry standards such as JavaScript, C, XCode, Codea, Java, HTML, and Python. Programming may be done on any combination of laptop, desktop, or tablet computers or on dedicated microprocessor boards such as Arduino, Raspberry-Pi, or BeagleBone. <b>No programming experience is required! This course may be taken more than once for credit.</b></p> |                 |                  |  |
| <b>Engineering &amp; Design Lab</b> <ul style="list-style-type: none"> <li>• <b>Fulfills a Graduation Requirement</b></li> <li>• <b>May be taken more than once</b></li> </ul>  | <b>Semester</b> | <b>.5 credit</b> | <i>Prerequisite: Introduction to Engineering &amp; Design</i>                        |
| <p>This project-based class is designed to inspire students to embrace the “Maker” mentality and work independently or in small groups to complete projects following quarterly themes with the guidance and instruction of the teacher. Students work through the engineering design process to research, develop, construct and evaluate their projects. Emphasis is placed on digital design (CAD), digital fabrication (3-D printing and CNC), and manufacturing. Many of the projects will have an entrepreneurial or competition aspect. This class may be taken more than once for credit as projects and themes vary throughout the year. Examples of past projects are sign making, adirondack chairs, garden gnomes, robots, catapults, and audio systems.</p>  |                 |                  |  |
| <b>Advanced Engineering &amp; Design</b> <ul style="list-style-type: none"> <li>• <b>Fulfills a Graduation Requirement</b></li> </ul>   | <b>Year</b>     | <b>1 credit</b>  | <i>Prerequisite: 1.5 STEM Credits, Project Proposal &amp; Teacher recommendation</i> |
| <p>This is a project-based class where students work independently or in teams and are responsible for large-scale design projects. Students work through the engineering design process to research, develop, construct and evaluate their projects. Students will be expected to participate in one or more state or national competitions such as VEX Robotics, Maine Windblade Challenge, or Science Olympiad. Past student projects have included a wind tunnel, high-temperature kiln, wind turbine blades, robots, and a quadcopter. Final projects may be tied to a Senior Project or community service project.</p>  |                 |                  |  |
| <p><b><i>NOTE: Students must prepare and present at least one project proposal prior to being admitted to this class. Proposal forms are available from FHS STEM teachers.</i></b></p>  |                 |                  |  |

# Social Studies Department

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| <b>Global Studies</b><br><ul style="list-style-type: none"> <li>• <b>Fulfills a Graduation Requirement</b></li> </ul>  | <b>Year</b>     | <b>1 credit</b>  | <i>Prerequisite: None</i>  |
| <p>This course provides students with global awareness that is the foundation for their future work in Social Studies. Students expand their geography skills, gaining a deeper understanding of physical and political geography while exploring the cultures and history of several major world areas. The course begins with an introduction to the concept of culture and an analysis of several specific culture groups. Students then review and reinforce their basic geography skills. The bulk of the course will be spent on in-depth studies of the Middle East, Africa, India, and China. Students use a variety of study and presentation methods. An understanding of current events will be a major focus. Ultimately, Global Studies is a course in which a student can gain a foundation in world issues and become active observers of, and potential participants in the events of our evolving global environment.</p> |                 |                  |  |
| <b>Modern World Conflict</b><br><ul style="list-style-type: none"> <li>• <b>Fulfills a Graduation Requirement</b></li> </ul>   | <b>Semester</b> | <b>.5 credit</b> | <i>Prerequisite: Global Studies</i>  |
| <p>This course will examine significant global conflicts of the 20th Century, including the First World War, World War II and the Holocaust, the Cold War, and other conflicts related to political, geopolitical, or religious ideologies. This course will provide students with a wider lens through which they can examine contemporary politics and world events. This course will emphasize the use of primary sources in historical analysis.</p>   |                 |                  |  |
| <b>American Government &amp; Economics</b><br><ul style="list-style-type: none"> <li>• <b>Fulfills a Graduation Requirement</b></li> </ul>   | <b>Semester</b> | <b>.5 credit</b> | <i>Prerequisite: Global Studies</i>  |
| <p>This course will examine the roots, framework and purposes of American government. Students will analyze the United States Constitution and the role of a citizen within a democracy, as well as the essential elements of each branch of government. Students will be expected to keep up with current events throughout the semester. Additionally, the curriculum will ask students to identify and explore a variety of topics connected to personal finance. This course will help to prepare students in processing and understanding the dynamic nature of the American political and economic spectrum.</p>   |                 |                  |  |
| <b>American History</b><br><ul style="list-style-type: none"> <li>• <b>Fulfills a Graduation Requirement</b></li> </ul>  | <b>Year</b>     | <b>1 credit</b>  | <i>Prerequisite: Modern World Conflict &amp; American Government &amp; Economics</i> |
| <p>This course is a survey of American History from the Pre-Columbian era to the present. Students will learn some of the key people, places, concepts and issues that have contributed to the development of America's story. Particular emphasis will be placed on developing content knowledge and understanding, document analysis and historical reasoning skills, application of research skills, and using evidence to support claims. Students will have the opportunity to demonstrate their knowledge and understanding in a variety of ways.</p>  |                 |                  |  |

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| <b>Economics/Finance</b><br>• Elective  | <b>Spring Semester</b> | <b>.5 credit</b> | <i>Prerequisite: Open to 11th-12th grade</i>  |
| <p>In this course, students learn about the challenges of having limited resources and unlimited wants and needs. Students develop an understanding of macroeconomic and microeconomic concepts such as supply and demand, opportunity cost, risk management, competition, market structures, production and consumption, fiscal and monetary policy, inflation, unemployment, and international trade. Upon successful completion of the course, students will understand the ways in which economic decisions affect individuals, groups, market systems, and countries. Students will also learn about money management, financial planning, credit, and other personal finance topics.</p>  |                        |                  |   |
| <b>20th Century U.S. History Through Film</b><br>• Elective Credit - This cannot be used as a U.S. History requirement  | <b>Spring Semester</b> | <b>.5 credit</b> | <i>Prerequisite: Open to 11th-12th grade</i>  |
| <p>This course is intended to give students an in-depth understanding of 20th Century American History from the Progressive Era through the end of the century. While the framework of the course will be chronological and will require students to master a timeline of the century, the methodology used for understanding will be a series of historical films and documentaries. Students will do the background research necessary to prepare for these films, and then will analyze them based upon how each presented the major issues of the time period/event.</p>  |                        |                  |   |
| <b>Mock Trial and Social Science</b><br>• Elective Credit   | <b>Fall Semester</b>   | <b>.5 credit</b> | <i>Prerequisite: Open to 9th-12th grades</i>  |
| <p>The first quarter will be devoted to participation in the interscholastic Mock Trial competition. Participating high schools from around the state create prosecution and defense teams which try a fictional case before active Maine judges and lawyers in Portland, Maine. This is a very intensive simulation activity that requires out of class commitments, including practice sessions outside of regular school hours, scrimmages with local teams, and two or more graded trials. It is recommended that if you want to enroll in this course that you take into consideration your Fall schedule. This course may be taken more than once as Mock Trial topics and course units change.</p>   |                        |                  |   |
| <b>Psychology</b><br>• Elective Credit  | <b>Semester</b>        | <b>.5 credit</b> | <i>Prerequisite: Open to 11th-12th grades</i> |
| <p>Psychology is the study of the relationship between the mind and behavior. As a result, acquiring an understanding of human psychology is useful in a variety of career fields. This course focuses on:</p> <ul style="list-style-type: none"> <li>- The Brain &amp; Behavior</li> <li>- Conditioning, Learning, and Memory</li> <li>- Psychological Disorders</li> <li>- Human Development</li> <li>- Social Behavior and Interaction</li> <li>- And more</li> </ul> <p>The course runs as a balance between traditional academic study &amp; lecture, hands-on learning, case study analysis, practical application, and project-based learning. It will be important to keep an open mind, and be willing to look into your own perceptions of yourself in order to fully grasp the material.</p> |                        |                  |   |

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| <b>Sociology</b><br><ul style="list-style-type: none"> <li>• <b>Elective Credit</b></li> </ul>   | <b>Semester</b> | <b>.5 credit</b> | <i>Prerequisite: Open 10th-12th grades</i>                                |
| <p>Sociology is a research and activity based course which introduces students to the study of Sociology. Sociology focuses upon group behavior and its effect upon individuals, as well as the effect that individuals have upon groups. Students will study how we are socialized into the various groups that we are all a part of, as well as the basic structure of our main socializing agencies: family, peer groups, schools, communities, etc... Students will also be introduced to the basic elements of sociological research, and explore such topics as: race, gender, class, deviance, and significant sociological theories.</p>   |                 |                  |   |
| <b>Endeavor Social Studies</b><br><ul style="list-style-type: none"> <li>• <b>Fulfills a Graduation Requirement</b></li> </ul>   | <b>Year</b>     | <b>Variable</b>  | <i>Prerequisite: Teacher Recommendation &amp; Counselor Approval only</i> |
| <p>The NDVR program serves 10th, 11th, &amp; 12th graders who struggle with or object to traditional schooling, or who might be at risk of dropping out. It is a nurturing yet demanding environment that values a real-world-based education. Students earn their core credits in English, science, and social studies through project-based learning and experiences delivered in a holistic manner. Additionally, the program offers credit recovery options. Individuals are required to apply for the program and are selected based on their interest in and need for the program.</p>   |                 |                  |   |
| <b>AP World History: Modern</b><br><ul style="list-style-type: none"> <li>• <b>Fulfills a Graduation Requirement</b></li> </ul>  | <b>Year</b>     | <b>1 credit</b>  | <i>Prerequisite: Open to 11th &amp; 12th grade</i>                        |
| <p>This is a college level history course designed to meet the needs of students who have a strong interest in history. The student is expected to read and analyze both primary and secondary source materials and to demonstrate ability to interpret and evaluate these sources in essay form. Students will take the Advanced Placement World History: Modern exam in May, as preparation for this exam is a major goal of this course. Therefore, the course is content-driven with heavy emphasis on written critical analysis. Extensive reading, writing, and class discussions are integral components of the program. The AP program in World History is designed to develop a greater understanding of human societies. The course covers world history from circa 1200 CE to the present.</p> <p><i>Students taking this course are required to take the AP exam in the spring and students must pay a fee for the exam. Fee assistance is available by contacting a school counselor or administration.</i></p> |                 |                  |   |

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| <b>AP U.S. History</b><br><ul style="list-style-type: none"> <li>• <b>Fulfills a Graduation Requirement</b></li> </ul>   | <b>Year</b> | <b>1 credit</b> | <i>Prerequisite: Open to 11th &amp; 12th grade, completion of American History strongly recommended.</i> |
| <p>This is a college level history course designed to meet the needs of students who have a strong interest in American history. The course covers American history from the pre-Columbian era to the present. Extensive reading, writing, and class discussions are integral components of the program and students are expected to read and analyze both primary and secondary source materials and to demonstrate ability to interpret and evaluate these sources.</p> <p><i>As preparation for this exam is a major goal of this course. Therefore, the course is content-driven with heavy emphasis on written critical analysis. AP U.S. History is recommended for seniors who have completed the American History course, but is open to juniors upon teacher recommendation and with the understanding that the difficulty of the course increases for those without a working knowledge of American history. <b>Completion of summer work prior to the beginning of the course is a critical component to success in this course.</b></i></p> <p><i>Students taking this course are required to take the AP exam in the spring and students must pay a fee for the exam. Fee assistance is available by contacting a school counselor or administration.</i></p> |             |                 |  |

# V isual and Performing Arts Department

## Musical Arts Course Offerings

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|---|-----------------|------------------|---------------------------|
| <b>Concert Band</b><br><ul style="list-style-type: none"> <li>• <b>Fulfills Graduation Requirement</b></li> </ul>   | <b>Year</b>     | <b>1 credit</b>  | <i>Prerequisite: None</i> |
| <p>Concert Band is open to any student at Freeport High School, regardless of prior experience in music. This course requires a combination of scheduled class time and after-school rehearsals and/or performances. Attendance at all concerts and scheduled performances is mandatory. Students are highly encouraged to take this course for more than one year.</p> <p>Public performances include (but may not be limited to): the fall homecoming football game, a winter concert, a spring concert, a concert band festival performance, and the Memorial Day Parade.</p>  |                 |                  |                           |
| <b>Introduction to Drums</b><br><ul style="list-style-type: none"> <li>• <b>Fulfills half of the VPA Graduation Requirement</b></li> </ul>  | <b>Semester</b> | <b>.5 credit</b> | <i>Prerequisite: None</i> |
| <p>This course is designed for students with no previous drumming experience. Students will receive guidance and direction in solving problems related to playing the drums at a beginning level and will learn many of the different styles, skills and techniques required to become a successful drummer. Areas of concentration include: correct posture, note reading, rhythmic patterns, improvisation and performing experiences. A brief history of the drums along with a study of its respective musical styles will also be covered in this course. This course will explore the fundamentals of percussion performance. Exploration into the performance techniques and literature for all instruments of the percussion family will be the focus of the course, including snare drum, timpani, mallet percussion, drum set, and African and Latin percussion instruments. Drums will be provided for the students enrolled in this course. There is no requirement to purchase your own drums or drumsticks.</p> |                 |                  |                           |
| <b>Concert Choir</b><br><ul style="list-style-type: none"> <li>• <b>Fulfills Graduation Requirement</b></li> </ul>  | <b>Year</b>     | <b>1 credit</b>  | <i>Prerequisite: None</i> |
| <p>Concert Choir is open to anyone who likes to sing, grades 9-12. Members will participate in two major performances during the year which include our winter and spring concerts. This class meets every other day for 80 minutes, and rehearsals include sight singing, music theory, and the study of proper vocal technique as well as contemporary literature. Attendance at all concerts and scheduled performances is compulsory. Many of our students audition successfully for our District III Honors Chorus, in addition to All-State. This course may be taken for more than one year.</p>   |                 |                  |                           |



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| <b>Introduction to Guitar</b><br><ul style="list-style-type: none"> <li>• <b>Fulfills half of the VPA Graduation Requirement</b></li> </ul>   | <b>Semester</b>               | <b>.5 credit</b> | <i>Prerequisite: None</i>  |
| <p>This course is designed for students with no previous guitar experience. Students will receive guidance and direction in solving problems related to playing the guitar at a beginning level and will learn many of the different styles, skills and techniques required to become a successful guitarist. Areas of concentration include: correct posture, note reading, aural skills, rhythmic patterns, chord study, finger-picking styles, musical forms, improvisation and performing experiences. A brief history of the guitar along with a study of its respective musical styles will also be covered in this course. <i>Guitars will be provided by the school.</i></p>  |                               |                  |  |
| <b>Intermediate Guitar</b><br><ul style="list-style-type: none"> <li>• <b>Fulfills half of the VPA Graduation Requirement</b></li> </ul>  | <b>Semester</b>               | <b>.5 credit</b> | <i>Prerequisite: Introduction to Guitar</i>  |
| <p>This course is designed for students who have successfully passed Introduction to Guitar. Students will receive guidance and direction in solving problems related to playing the guitar at an intermediate level and will learn many of the different styles, skills and techniques required to become a successful guitarist. Areas of concentration include: more advanced note reading, aural skills, rhythmic patterns, intermediate and advanced chord study, finger-picking styles, musical forms, improvisation and performing experiences. Guitars will once again be provided by the school (the student is not required to purchase a guitar).</p>  |                               |                  |  |
| <b>Music Technology (Level 1 &amp; 2)</b><br><ul style="list-style-type: none"> <li>• <b>Fulfills half of the VPA Graduation Requirement</b></li> </ul>   | <b>Semester</b>               | <b>.5 credit</b> | <i>Prerequisite: None</i><br><ul style="list-style-type: none"> <li>• Must complete Level 1 to enroll in Level 2.</li> </ul> |
| <p>Music Technology is open to any student at Freeport High School, regardless of prior experience in music. In this class, students will discover their own creative process and how to overcome musical challenges that come with creating music. Students work on an individual basis, which will allow for frequent personal feedback by the course instructor. Students will learn how to write music using traditional music notation in 'Flat.io,' and will also learn how to record music and MIDI tracks using 'GarageBand.' Students will learn to do things such as work with pre-recorded audio samples, write music for drum set, bass, and other various instruments, create a cover song and create an original song.</p> <p>Music Technology 2 will teach you how to create a podcast, create a soundtrack to a film/movie, create and/or use samples within GarageBand and more. Students MUST pass Music Technology 1 to be eligible to enroll in Music Technology 2.</p> |                               |                  |  |
| <b>Introduction to Piano</b><br><ul style="list-style-type: none"> <li>• <b>Fulfills half of the VPA Graduation Requirement</b></li> </ul>  | <b>Semester( half period)</b> | <b>.5 credit</b> | <i>Prerequisite: None</i>  |
| <p>Introduction to Piano is open to any 9th-12th grade student with no prior piano experience. This course is designed specifically for beginners where they will be taught basic music theory skills, hand position and fingerings, and proper practicing techniques. We will use the "Alfred's Basic Adult All-in-One Course" methods book along with other resources in order to teach and refine these skills. This course is designed to meet the needs of a high school student who wants to experience music through self-directed learning and have fun with the instruments.</p>   |                               |                  |  |

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| <b>Intermediate Piano</b><br><ul style="list-style-type: none"> <li>• <b>Fulfills half of the VPA Graduation Requirement</b></li> </ul>   | <b>Semester</b> | <b>.5 credit</b> | <i>Prerequisite: Introduction to Piano</i> |
| <p>Intermediate Piano provides continuing instruction for students who have completed Introduction to Piano. This class allows for placement of other students who have had some previous piano experience. Content includes basic keyboard theory (scales, chords, etc.), solo repertoire, and performance skills. Assessment of content knowledge and mastery of piano skills will take the form of benchmark pieces, music theory and scale assessments, and other special projects as assigned.</p>   |                 |                  |  |
| <b>Honors Chamber Choir</b><br><ul style="list-style-type: none"> <li>• <b>Fulfills Graduation Requirement</b></li> </ul>   | <b>Year</b>     | <b>1 credit</b>  | <i>Prerequisite: Audition</i>              |
| <p>Chamber Choir is open to students grades 9-12. Skilled singers will be auditioned for this ensemble. This class allows students to demonstrate a growing understanding of musical concepts that include tone, rhythm, harmony, tonality, texture, form, melody, and music in a historical and contemporary context. It provides students with the opportunity to experience varied ensemble groupings and to develop and understand relationships between music, the other arts, and disciplines outside of the arts. Attendance at all concerts and scheduled performances is mandatory. All Chamber Choir students are required to audition for either District III Honors Chorus or All-State, or if they choose to do so they can audition for both. Chamber Choir may be taken for more than one year, and students must complete an annual progress check at the end of each year.</p> |                 |                  |  |
| <i>Sounds through Time: Intro to Music History &amp; Listening</i><br><ul style="list-style-type: none"> <li>• <b>Fulfills half of the VPA Graduation Requirement</b></li> </ul>  | <b>Semester</b> | <b>.5 Credit</b> | <i>Prerequisite: None</i>                  |
| <p>This course is open to any 9th-12th grade student, regardless of prior musical experience. Students will engage with music from around the world to expand their musical vocabulary and hone their analytical listening skills. To gain a deeper understanding of musical style, students will explore the development of music throughout the major Western historical periods, as well as the musical traditions of select non-Western cultures. Through the study of history and listening analysis, students will also examine the close relationship between music and society via regular class discussions and debates. This course is designed to meet the needs of the student interested in engaging with music in a varied, but non-performance-based, setting.</p>   |                 |                  |  |
| <p>In this course, students will:</p> <ul style="list-style-type: none"> <li>• Listen to and analyze a wide variety of music, using appropriate musical vocabulary and concepts.</li> <li>• Explore the development of Western musical history and traditions, with a focus on how cultural context shapes art.</li> <li>• Engage with non-Western methods of music-making and notation.</li> <li>• Discuss and debate current topics in music using Socratic Seminars and other methods of discourse.</li> </ul>   |                 |                  |  |

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| <b>AP Music Theory</b><br><ul style="list-style-type: none"> <li>• <b>Fulfills Graduation Requirement</b></li> </ul>   | <b>Year</b> | <b>1 credit</b> | <i>Prerequisites: Teacher recommendation required and/or prior music performance ensemble performance</i> |
| <p>AP Music Theory is an advanced level course designed to engage students in learning activities that will help them to achieve the outcomes assessed by the College Board's Advanced Placement Music Theory Examination. It is equivalent to a first-year college-level theory class.</p> <p>The AP Music Theory course is designed to develop a student's ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score, as well as further student's study of musicianship. These abilities will be developed through various aural, performance, written, creative, and analytical exercises. The curriculum aims to enrich students' musical experiences both in and out of their performance ensemble classes. It integrates aspects of melody, harmony, texture, rhythm, form, musical analysis, elementary composition and, to some extent, history and style. Musicianship skills such as dictation and other listening skills, sight-singing and keyboard harmony are considered an important part of the theory course. Although this course focuses on music of the Common Practice Period (1600-1900), materials and processes found in other styles and genres are also studied. This course is designed to provide students with the skills necessary to create and analyze music using an AP/college level approved text. The content will focus on the. It is essential that a student have performance skills on any instrument. This course is strongly recommended for the student considering music as a college major, minor or career.</p> <p><i>Students taking this course are required to take the AP exam in the spring and students must pay a fee for the exam. Fee assistance is available by contacting a school counselor or administration.</i></p> |             |                 |   |

## Theatre Arts Course Offerings

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| <b>Theatre I</b><br><ul style="list-style-type: none"> <li>• <b>Fulfills half of the VPA Graduation Requirement</b></li> </ul>   | <b>Semester</b> | <b>.5 credit</b> | <i>Prerequisite: None</i>      |
| <p>Theatre I is designed to give students a deeper understanding, and appreciation for the fine art of theatre through exploration of its basic elements. Theatre I students engage in ensemble building, vocabulary, acting skills, playwriting, introduction to technical theatre and creative processes. These activities facilitate artistic growth through storytelling, character development, improvisation, creative movement and scripted scenes.</p>           |                 |                  |                                |
| <b>Theatre II</b><br><ul style="list-style-type: none"> <li>• <b>Fulfills half of the VPA Graduation Requirement</b></li> </ul>  | <b>Semester</b> | <b>.5 credit</b> | <i>Prerequisite: Theatre I</i> |
| <p>Theatre II students will take their knowledge of performance and build upon it. The focus of this course is acting and directing. Students will be required to direct short scenes and perform in both their classmates' scenes and alone. Students will study a wide variety of acting and directing styles to apply to specific projects. All students are required to perform in a public final performance of 10-minute plays as either an actor or director.</p> |                 |                  |                                |

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| <b>Production Design</b><br><ul style="list-style-type: none"> <li>• <b>Fulfills half of the VPA Graduation Requirement</b></li> </ul>  | <b>Semester</b> | <b>.5 credit</b> | <i>Prerequisite: None, May be repeated for credit with teacher permission</i>                              |
| <p>A project-based class that focuses on understanding the design process, especially as it relates to the theater, and works on tackling the tasks set before the students in a particular play. This class is run in tandem to the extra-curricular drama program because the students will use creative-thinking and problem-solving skills in the classroom to assist the play being staged. Students will develop a basic understanding of set construction, lighting design, sound design, hair and make-up design, costume design and prop design.</p> |                 |                  |  |
| <b>Advanced Theatre</b><br><ul style="list-style-type: none"> <li>• <b>Elective Credit</b></li> </ul>   | <b>Semester</b> | <b>.5 credit</b> | <i>Prerequisite: Prerequisite Theatre I, Theatre II, or Teacher Permission, may be repeated for credit</i> |
| <p>Students will participate in all elements of a full theatrical production. From acting to technical design, students will facilitate all aspects of the Spring Play (TBD year to year based on enrollment). Students will be required to meet outside of class during the week prior to performance dates for technical rehearsals. This course may be taken more than once.</p>   |                 |                  |  |
| <b>Dance</b><br><ul style="list-style-type: none"> <li>• <b>Elective Credit</b></li> </ul>  | <b>Semester</b> | <b>.5 credit</b> | <i>Prerequisite: None</i>  |
| <p>Dance I is a course for students with any degree of dance experience or anyone new to dance. The principles, elements and protocol of dance will be introduced. Students will learn proper body alignment, flexibility, various techniques and vocabulary of basic movements. Combinations and across the floor work may include, but are not limited to, ballet, modern, jazz, african, folk, salsa, tap, and musical theatre.</p>  |                 |                  |  |

## V Visual Arts Course Offerings

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| <b>Foundations of Art</b><br><ul style="list-style-type: none"> <li>• <b>Fulfills Graduation Requirement</b></li> </ul>  | <b>Year</b> | <b>1 credit</b> | <i>Prerequisite: None</i> |
| <p>This course explores the basic elements of visual design through introductory exercises in drawing, painting, sculpture, and printmaking. Art is presented as a visual language mastered through the development of the student's perceptual skills and creative problem-solving techniques. Artistic production, art history, and aesthetics will be essential components throughout. Reading, critiquing, presenting, and writing about art and artists are an essential course component. All lessons are defined by technical and formal parameters, however, choice of subject matter is almost always left entirely to the students. This course requires students to create a digital portfolio including images of their projects, written reflections, and process reflections. The National Visual Art Standards are used for all assessments. Foundations of Art has an honors option.</p> |             |                 |                           |

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| <b>Ceramics I</b><br><ul style="list-style-type: none"> <li>• <b>Elective Credit</b></li> </ul>   | <b>Semester</b> | <b>.5 credit</b> | <i>Prerequisite: Foundations of Art</i>                  |
| <p>In this class, students may make both functional and sculptural clay work using basic hand-building techniques. Through focusing on the integration of form and surface, as well as the study of both historical and contemporary clay work, students understand the importance of good design and quality craftsmanship. Individual and group critiques help students continuously improve their work and make informed artistic decisions.</p>   |                 |                  |  |
| <b>Ceramics II</b><br><ul style="list-style-type: none"> <li>• <b>Elective Credit</b></li> </ul>  | <b>Semester</b> | <b>.5 credit</b> | <i>Prerequisite: Foundations of Art &amp; Ceramics I</i> |
| <p>This class builds on the skills and techniques acquired in Ceramics I. Students are challenged towards greater personal expression in ceramic media. Students broaden their knowledge of construction and finishing techniques through consideration of both historic and contemporary ceramic artists and an increased understanding of the elements of art as they pertain to three-dimensional art.</p>   |                 |                  |  |
| <b>3D Design</b><br><ul style="list-style-type: none"> <li>• <b>Elective Credit</b></li> </ul>  | <b>Semester</b> | <b>.5 credit</b> | <i>Prerequisite: Foundations of Art</i>                  |
| <p>This course focuses on developing fluency, understanding, and personal expression in sculpture. Reading and writing about art and artists are essential course components. All lessons are defined by technical and formal parameters, however, choice of subject matter is almost always left entirely to the students. Students get to choose from a variety of materials including: clay, plaster, alginate, wire, paper, trash, etc.. This course requires students to create a digital portfolio including images of their projects, written reflections, and process reflections. The National Visual Art Standards are used for all assessments.</p>  |                 |                  |  |
| <b>2D Design</b><br><ul style="list-style-type: none"> <li>• <b>Elective Credit</b></li> </ul>  | <b>Semester</b> | <b>.5 credit</b> | <i>Prerequisite: Foundations of Art</i>                  |
| <p>This course focuses on the two-dimensional techniques of drawing and painting. Students are challenged to develop their visual thinking skills and visual expression through a variety of assignments and media. All lessons are defined by technical and formal parameters, however, choice of subject matter is almost always left entirely to the students. Students are required to enter specific art competitions throughout the semester. Towards the end of the semester, students design a sustained investigation (in the model of AP Art &amp; Design). This course requires students to create a digital portfolio including images of their projects, written reflections, and process reflections. The National Visual Art Standards are used for all assessments.</p> |                 |                  |  |

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| <b>Advanced Art &amp; Design</b><br><ul style="list-style-type: none"> <li>• <b>Elective Credit</b></li> </ul>  | <b>Year</b> | <b>1 credit</b> | <i>Prerequisites: Foundations of Art &amp; A Design Course</i>                     |
| <p>This is a course for the student who has strong visual skills and a passion for creating. The students survey art through a series of themes. This class section is usually combined with the students taking their fourth year of art (AP Studio Art). All lessons are defined by technical and formal parameters, however, choice of subject matter is almost always left entirely to the students. Students develop an inquiry question and create a sustained investigation while developing their own style. Students are required to enter specific art competitions throughout the year. All students create a digital portfolio including images of their projects, written reflections, and process reflections. In May, all advanced/AP students exhibit their art portfolio in a large group show. The National Visual Art Standards are used for all assessments.</p>  |             |                 |  |
| <b>AP Art History</b><br><ul style="list-style-type: none"> <li>• <b>Elective Credit</b></li> </ul>   | <b>Year</b> | <b>1 credit</b> | <i>Prerequisites: None</i>   |
| <p>AP Art History is designed to provide the same benefits to secondary school students as those provided by an introductory college course in art history: an understanding and enjoyment of architecture, sculpture, painting and other art forms within historical and cultural contexts. We learn about the cultures of our world through analyzing objects. In the course, students examine major forms of artistic expression from the past and present and from a variety of cultures. This class is lecture and discussion based (not studio art based).</p> <p><i>Students taking this course are required to take the AP exam in the spring and students must pay a fee for the exam. Fee assistance is available by contacting a school counselor or administration.</i></p>   |             |                 |  |
| <b>AP Art &amp; Design</b><br><ul style="list-style-type: none"> <li>• <b>Elective Credit</b></li> </ul>  | <b>Year</b> | <b>1 credit</b> | <i>Prerequisite: Foundations of Art, A Design Course &amp; Advanced Studio Art</i> |
| <p>AP Art and Design portfolios are designed for students who are seriously interested in the practical experience of art. Students develop an inquiry question and create a sustained investigation of 15 works while exploring their own artistic style. AP Art and Design is not based on a written exam; instead, students submit digital portfolios of their art for evaluation by the AP College Board in May. The AP Art and Design Curriculum consists of three portfolio-exam options — 2-D Design, 3-D Design, and Drawing — corresponding to the most common college foundation courses. Students are required to enter specific art competitions throughout the semester. This class section is usually combined with the students taking their third year of art (Advanced Studio Art). The National Visual Art Standards are used for all assessments.</p> <p><i>Students taking this course are required to take the AP exam in the spring and students must pay a fee for the exam. Fee assistance is available by contacting a school counselor or administration.</i></p> |             |                 |  |

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| <b>Photography I</b><br><ul style="list-style-type: none"> <li>• <b>Fulfills half of the VPA Graduation Requirement</b></li> </ul>  | Semester | .5 credit | <i>Prerequisites: None</i>    |
| <p>This semester-long course introduces students to photography as an art form. Students learn compositional skills through the study of the elements of art. Students explore the history of traditional photography as well as techniques and methods used by contemporary digital photographers. This course includes lessons in photo editing/manipulation using Photoshop software (first half) as well as traditional black and white film photography and basic darkroom techniques (second half). Researching and writing about photographers is an essential course component. This course requires students to create a digital portfolio including images of their projects, written reflections, and process reflections. The National Visual Art Standards are used for all assessments. <i>Digital and 35mm film camera recommended (either point or shoot or DSLR/SLR). Some cameras are also available from the school.</i></p> |          |           |                               |
| <b>Photography II</b><br><ul style="list-style-type: none"> <li>• <b>Fulfills half of the VPA Graduation Requirement</b></li> </ul>   | Semester | .5 credit | <i>Prerequisites: Photo 1</i> |
| <p>This course introduces the creative manipulation of alternative photographic materials and processes such as toning, hand coloring, and multiple exposures using both darkroom and digital technology (Photoshop). Emphasis is placed on personal vision and modes of seeing. Upon completion, students should be able to create properly exposed images using a variety of photographic materials and processes. This course requires students to create a digital portfolio including images of their projects, written reflections, and process reflections. The National Visual Art Standards are used for all assessments. <i>Digital and 35mm film camera recommended (either point or shoot or DSLR/SLR). Some cameras are also available from the school.</i></p>  |          |           |                               |

## Media Arts Course Offerings

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| <b>Video Production I</b><br><ul style="list-style-type: none"> <li>• <b>Elective Credit</b></li> </ul>  | Semester | .5 credit | <i>Prerequisite: none</i>               |
| <p>This course is a hands-on approach to video technology with the use of the digital video camera and using basic field production techniques. Students train on equipment and learn non-linear editing techniques using iMovie editing software. Students are required to film two outside events (i.e. sports contest, concert or school musical). The class will get an introduction to Channel 14 and its operation. Students will do a variety of projects to gain experience in basic video skills.</p> |          |           |   |
| <b>Video Production II</b><br><ul style="list-style-type: none"> <li>• <b>Elective Credit</b></li> </ul>   | Semester | .5 credit | <i>Prerequisite: Video Production I</i> |
| <p>This class expands on the principles taught in Video One. Students continue to develop their camera and editing techniques and delve deeper into various video projects to produce longer and more complex videos. Students are required to film two outside events (i.e. sports contest, concert or school musical). Students work with voice over techniques in video storytelling as well as learn basic principles used in live on-location news stories.</p>   |          |           |   |

# World Languages Department

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| <b>French I</b><br><ul style="list-style-type: none"> <li>• <b>Fulfills a Graduation Requirement</b></li> </ul>   | <b>Year</b> | <b>1 credit</b> | <i>Prerequisite: None</i>       |
| <p>This course teaches the four language skills: speaking, listening, reading, and writing, with an emphasis on dialogue. Role-playing and skits are used as tools to increase oral competency. Writing practice includes short-answer responses and short descriptive pieces. Students will work from a compilation of literary sources, as well as a variety of online resources.</p>   |             |                 |                                 |
| <b>French II</b><br><ul style="list-style-type: none"> <li>• <b>Fulfills a Graduation Requirement</b></li> </ul>  | <b>Year</b> | <b>1 credit</b> | <i>Prerequisite: French I</i>   |
| <p>Students build on the foundations of French I and enhance their corpus of vocabulary and grammatical form while developing the four primary linguistic skills. Written work includes students' original narratives. Students work from a compilation of sources, as well as a variety of online resources.</p>   |             |                 |                                 |
| <b>French III</b><br><ul style="list-style-type: none"> <li>• <b>Elective Credit</b></li> </ul>   | <b>Year</b> | <b>1 credit</b> | <i>Prerequisite: French II</i>  |
| <p>In this course, students continue to develop and hone their four primary linguistic skills through in-depth grammar study, vocabulary acquisition, and extensive speaking and writing practice. Students will work on further development of their reading comprehension, writing, speaking and listening skills in French.</p>  |             |                 |                                 |
| <b>French IV</b><br><ul style="list-style-type: none"> <li>• <b>Elective Credit</b></li> </ul>  | <b>Year</b> | <b>1 credit</b> | <i>Prerequisite: French III</i> |
| <p>This full-year course offers an approach to fluency through all four of the linguistic skill areas: listening, speaking, reading, and writing. Students broaden and deepen their current understanding of grammatical structures while learning new structures that allow them to add complexity and abstract thought to their verbal and written expression. Each unit introduces an aspect of cultural life along with thematic vocabulary, giving students the opportunity to practice and play. They read and analyze literature, write and edit short compositions, participate in debates and roundtable discussions, and engage in various forms of creative expression. Through online and in-class collaboration, students are exposed to authentic contemporary language and culture in context.</p> |             |                 |                                 |



|  |             |                 |                                |
|--|-------------|-----------------|--------------------------------|
| <b>French V</b><br><ul style="list-style-type: none"> <li>• Elective Credit</li> </ul>   | <b>Year</b> | <b>1 credit</b> | <i>Prerequisite: French IV</i> |
| <p>In this course, students explore a selection of French and francophone literature through readings, discussions, and films. Students expand their French skills through analysis, critique, and discussion. Films are used to reinforce and support each piece of literature, to develop students' listening comprehension, and to foster and heighten in-class discussion. Grammar and structure work are also emphasized throughout the year to help students review, refine, and develop their writing and speaking skills. Oral activities emphasize proficiency in spontaneous speech and thought.</p> |             |                 |                                |
| <b>Latin I</b><br><ul style="list-style-type: none"> <li>• Fulfills a Graduation Requirement</li> </ul>  | <b>Year</b> | <b>1 credit</b> | <i>Prerequisite: None</i>      |
| <p>In this course, students acquire basic Latin vocabulary and grammar. Students read and interpret short stories in Latin while learning about the culture and history of the Romans.</p>   |             |                 |                                |
| <b>Latin II</b><br><ul style="list-style-type: none"> <li>• Elective Credit</li> </ul>   | <b>Year</b> | <b>1 credit</b> | <i>Prerequisite: Latin I</i>   |
| <p>This course continues the vocabulary and grammar acquisition from Latin I, but at a higher level of complexity. Students will read text that features a deeper sophistication in plot and storyline, while confronting the bigger questions of what it meant to be Roman.</p>   |             |                 |                                |
| <b>Latin III</b><br><ul style="list-style-type: none"> <li>• Elective Credit</li> </ul>  | <b>Year</b> | <b>1 credit</b> | <i>Prerequisite: Latin II</i>  |
| <p>Students continue to develop their study of Latin grammar, vocabulary, and syntax at a more advanced level while deepening their understanding of Roman history and cultural topics.</p>  |             |                 |                                |
| <b>Latin IV</b><br><ul style="list-style-type: none"> <li>• Elective Credit</li> </ul>   | <b>Year</b> | <b>1 credit</b> | <i>Prerequisite: Latin III</i> |
| <p>This course continues and expands upon the work begun in Latin III, stressing the development of fluency and depth in translation skills and literary analysis. Students are encouraged to hone their skills in translation, paying close attention to structure and meaning. Students will transition to longer continuous text using novellas and then authentic texts.</p>   |             |                 |                                |
| <b>Spanish I</b><br><ul style="list-style-type: none"> <li>• Fulfills a Graduation Requirement</li> </ul>  | <b>Year</b> | <b>1 credit</b> | <i>Prerequisite: None</i>      |
| <p>This course provides an introduction to the language, culture, and geography of the Hispanic world. Students acquire language skills sufficient to describe themselves and their world and to inquire about others through listening, speaking, reading, and writing activities.</p>  |             |                 |                                |

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| <b>Spanish II</b><br><ul style="list-style-type: none"> <li>• <b>Fulfills a Graduation Requirement</b></li> </ul>   | <b>Year</b> | <b>1 credit</b> | <i>Prerequisite: Spanish I</i>   |
| <p>Spanish II builds on the grammar introduced in Spanish I, but greatly expands knowledge of vocabulary. Cultural knowledge continues to develop through readings, pictures (videos), and projects. Listening comprehension is further enhanced. Students are expected to make every effort to communicate in Spanish in class. Role-playing and skits are used as tools to increase oral competency.</p>  |             |                 |                                  |
| <b>Spanish III</b><br><ul style="list-style-type: none"> <li>• <b>Elective Credit</b></li> </ul>  | <b>Year</b> | <b>1 credit</b> | <i>Prerequisite: Spanish II</i>  |
| <p>This course focuses on oral and written proficiency in the language. Exercises include vocabulary development. Topics from Spain and Latin America are used to develop not only a linguistic, but also a cultural fluency. A review of basic and advanced grammar is included, especially verb mastery. New tenses this year include the progressives, the perfects, and the subjunctive. Oral presentations are integral to the course to evaluate the student's growing ability in the language.</p>   |             |                 |                                  |
| <b>Spanish IV</b><br><ul style="list-style-type: none"> <li>• <b>Elective Credit</b></li> </ul>   | <b>Year</b> | <b>1 credit</b> | <i>Prerequisite: Spanish III</i> |
| <p>Spanish IV focuses more intensely on the four skill areas of reading, writing, listening, and speaking, and on developing proficiency in each area. Student activities center on reading short stories and abridged novels, writing short essays, and speaking in both formal and informal situations. Class discussions of current events/news stories take place each quarter. Students continue to explore, in more depth, the many facets of Spanish culture.</p>  |             |                 |                                  |
| <b>Spanish V</b><br><ul style="list-style-type: none"> <li>• <b>Elective Credit</b></li> </ul>  | <b>Year</b> | <b>1 credit</b> | <i>Prerequisite: Spanish IV</i>  |
| <p>Spanish V is intended to help students prepare for a college level class. Work is more independent, so student motivation is key to success. The history, literature, and art of Spain are covered simultaneously in three or four major units. Texts include, "El Cid", "Fuenteovejuna", and "El burlador de Sevilla". Class discussions on current events occur every other week throughout the year. Movies in Spanish may be shown, including "Volver", and "Casi Casi". The rest of the verb tenses (future perfect, conditional perfect, present perfect subjunctive, and the past perfect of subjunctive) are covered, as are the sequence of tenses, idiomatic expressions, and a more challenging verb list. Sometimes this class is simultaneously taught with Spanish IV.</p> |             |                 |                                  |

**\*\*Additional language courses are available online through online courses. School counselors can provide more information about online language offerings.\*\***

# Additional Academic Opportunities

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| <b>Early College Credit Opportunities</b>   | <b>Semester</b> | <b>1 credit</b> | <i>Prerequisite: 9th-12th grades; Application</i>    |
| <p>Through partnerships with Maine colleges, it is possible for high school students to take university courses both in the classroom and online for credit. Students are eligible to take up to 4 college courses (12 credits) per year. Click this link to register for an account and to search for classes. Once you have an account you can register for courses: <a href="https://explorec.maine.edu/">https://explorec.maine.edu/</a></p> <p>More information is available from the Guidance Office. Students may only use this program for courses we do not offer at FHS. Students are responsible for cost of materials. Scholarships are available.</p>  |                 |                 |  |
| <b>Edmentum PLATO</b>   | <b>Semester</b> | <b>Variable</b> | <i>Prerequisite: Counselor Rec.</i>                  |
| <p>PLATO (<i>Programmed Learning Automated Teaching Operations</i>) is a computer-based curriculum that can be used for academic remediation or for credit recovery. The PLATO program is aligned to the Common Core State Standards and uses research-based techniques for program delivery and assessments. Students are placed into the PLATO lab through the student services department based on prerequisite fulfillment and individual circumstances. PLATO is a non-graded curriculum at FHS, which will not influence a student's GPA, but will serve as a means for students to gain credit for graduation by demonstrating proficiency of FHS standards and indicators on a Pass/Fail basis. PLATO courses are not to be used instead of taking the course at FHS.</p>   |                 |                 |  |
| <b>AP4ME</b>  | <b>Year</b>     | <b>1 credit</b> | <i>Prerequisite: Counselor &amp; Parent Approval</i> |
| <p>AP4ME offers over 20 online Advanced Placement courses to any student residing in a Maine school administrative unit who is educated at the public expense. Students who participate in AP4ME are taught by Maine certified teachers who receive extensive training. AP4ME classes are year-long online courses that run from the day after Labor Day through one week after the scheduled date of the AP Exam for the course. All AP4ME courses follow the same calendar, regardless of a student's own school calendar, and each course satisfies all College Board Advanced Placement course requirements. Students may only use this program for courses we do not offer at FHS. <i>Students taking this course are required to take the AP exam in the spring and students must pay a fee for the exam. Fee assistance is available by contacting a school counselor or administration.</i></p> |                 |                 |  |

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| <b>Endeavor</b>   | <b>Year</b>             | <b>Variable</b> | <b><i>Prerequisite: Teacher Recommendation &amp; Counselor Approval only</i></b> |
| <p>This program provides an alternative pathway to support students in getting to high school graduation. Students participated in science, ELA and social studies courses as well as courses for credit recovery. NDVR creates and implements individual learning plans for 10th, 11th and 12th grade students in the program. Students are also provided social-emotional support and engage in project-based learning and community building experiences. Students must apply to this program and are selected based on previous academic, attendance, and behavior records.</p>   |                         |                 |  |
| <b>Work Study Opportunities</b>   | <b>Semester Or Year</b> | <b>Variable</b> | <b><i>Prerequisite: None</i></b>   |
| <p>Several options are available for students to have community-based work experiences in conjunction with their academic classroom work. All student programs are designed according to individual student needs (academic requirements and career and personal goals). Please speak to your counselor for more details.</p>   |                         |                 |  |
| <b>Service Learning and Community Service</b>   | <b>Semester Or Year</b> | <b>Variable</b> | <b><i>Prerequisite: None</i></b>   |
| <p>Service learning provides an opportunity for students to be actively involved in the learning process and is a way to develop personal and leadership skills through service to others. As students participate in meeting community needs, they can explore educational and career choices. Service learning creates the opportunity for students to build positive community connections and integrates academic objectives with service experience to facilitate student learning, personal and social growth, and civic responsibility. The Service Learning Coordinator encourages and supports student participation in community service and acts as a clearinghouse for information about community service opportunities.</p> |                         |                 |  |
| <b>Embark</b>   | <b>Year</b>             | <b>None</b>     | <b><i>Prerequisite: Application</i></b>  |
| <p>Embark is a college transition program offered in 74 Maine high schools. It is designed for students who are undecided about college, yet have the potential to succeed in college. Embark offers a combination of support, advising, college courses, and scholarships to help students prepare for and be successful in college. Students are selected by their high school during their junior year. All participating students receive support services during high school, and many receive an Embark scholarship to continue their education at a community college after graduating from high school. If you are interested, check with the Guidance Office.</p>  |                         |                 |  |

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| <b>Dual Enrollment</b>   | <b>Year</b>     | <b>Variable</b>  | <b><i>Prerequisite: Application</i></b>                              |
| <p>Through a partnership with Southern Maine Community College, FHS students can apply to earn college credits for select FHS courses, such as Quantitative Reasoning, English 12 &amp; Statistics, while simultaneously earning FHS credit. Courses are taught at FHS by FHS teachers who have been endorsed by SMCC to teach a college-level course. More information is available from the Guidance Office.</p>   |                 |                  |  |
| <b>Morse Street Pre-Apprenticeship</b>   | <b>Semester</b> | <b>.5 credit</b> | <b><i>Prerequisite: School Counselor</i></b>                         |
| <p>This program works in conjunction with the Morse Street School and students are paired up with a teacher to work with students in grades K-2 and provide instructional support. These students will apply to the program through their guidance counselor and will be supporting in the program by our service learning coordinator.</p>  |                 |                  |  |
| <b>Teacher's Aide</b>  | <b>Semester</b> | <b>Variable</b>  | <b><i>Prerequisite: Teacher recommendation</i></b>                   |
| <p>Students can receive approval from a course teacher to serve as a teacher's aide for a semester or a year-long course. The teacher's aide role can consist of supporting peers in the classroom with academic work and/or study skills and may also entail supporting the teacher with logistical tasks. A teacher recommendation is required to sign up to be a TA.</p>  |                 |                  |  |
| <b>Independent Study</b>   | <b>Semester</b> | <b>Variable</b>  | <b><i>Prerequisite: Teacher, Parent &amp; Counselor Approval</i></b> |
| <p>Independent study is designed to offer an opportunity for self-motivated students to research or study a selected topic on an independent basis. The topic and its study must be approved, supervised, and coordinated by a teacher on the staff of Freeport High School. The purpose of this course is to allow students greater flexibility and freedom in pursuing individual educational goals. Independent study also fosters the student's self-reliance as s/he assumes personal responsibility for an area of study. This course allows application of creative effort in areas <b>not presently available in the curriculum</b>. The teacher must verify the completion of the work. A parent, the appropriate curriculum teacher, and the Guidance Office must approve the formal proposal.</p> |                 |                  |  |
| <b>Abroad Programs</b>   | <b>Variable</b> | <b>Variable</b>  | <b><i>Prerequisite: Application for Credit</i></b>                   |
| <p>Offered to any Freeport High School student who wants to master another language and/or enjoy the benefits of living and studying abroad without sacrificing high school graduation credits or preparation for top U. S. colleges. Students and their families are responsible for researching and funding the cost of these programs. Please see the Guidance Office for credit approval prior to going abroad.</p>  |                 |                  |  |

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| <b>Jobs for Maine's Graduates (JMG)</b>  | <b>Year</b>    | <b>1 credit</b> | <i>Prerequisite: JMG Teacher Recommendation</i> |
| <p>The school-to-work program is a 9-12 class that will focus on having a concrete plan for the student upon graduation. In-class activities focus on work-related preparation: job applications, cover letters, resumé's, job interviewing, public speaking, and telephone/personal communication skills. Students will be members of a career association that helps to plan classroom activities and will require some time spent outside of school hours. Student, parent, and teacher will sign a contract at the start of the year that sets expectations for all parties. Instructor will be in contact with seniors on a monthly basis following graduation to provide assistance and guidance as needed.</p>  |                |                 |   |
| <b>Senior Projects</b>   | <b>4 weeks</b> | <b>None</b>     | <i>Prerequisite: Application &amp; Approval</i> |
| <p>Through Senior Projects, students at Freeport High School have the opportunity to create and realize a learning experience during four weeks of the last quarter of their senior year. The culmination of this learning experience is a presentation of the project given before students, faculty, administration, parents, and community. While the presentation is the most visible record of the student's accomplishment, it is also supported by a solid foundation of documented planning and progress. Freeport High School believes a successful final product can only be achieved through careful planning, time management, reflection, analysis, and active professional guidance. All Seniors participate either in a Senior Project or in May Term beginning the first week in May.</p>  |                |                 |   |
| <b>May Term</b>  | <b>4 weeks</b> | <b>None</b>     | <i>Prerequisite: Seniors Only</i>               |
| <p>Seniors who do not participate in Senior Projects will participate in May Term. Students are required to be in school for 4 weeks and follow the specific May Term maroon/white schedule. Students engage in coursework centered around life skills, real-life application of content knowledge, and community service. A full-time course load, May Term spans multiple disciplines (humanities, maths, and sciences) and is focused on real-world application of what is learned in these disciplines in the field on weekly service trips. Guest speakers in areas related to the course of study are brought in frequently to encourage understanding of how the skills students are learning can be applied to the professional world. By the end of the month, students will have been assessed in multiple areas and multiple disciplines, involving but not limited to engagement, content knowledge, and work completion, ultimately receiving a holistic pass or fail grade for the course.</p> |                |                 |   |

# Region 10 Technical High School

[www.r10tech.org](http://www.r10tech.org)

## *General Information*

Technical Education offers hands-on learning designed to prepare students for college and the working world. A unique combination of classroom instruction, laboratory work, community-based volunteer and live work programs, and on-the-job-training becomes the springboard for future success. Strong attendance, self-discipline, and a desire to work in technical education are important for a successful experience at Region Ten. We offer knowledge and skills for a lifetime.

**Rising Ninth graders are only eligible to apply for the Foundations program** (although Creative Digital Media might accept 9<sup>th</sup> graders by special permission). 10<sup>th</sup> graders are also eligible for Foundations. **All other programs require students to be at least rising 10<sup>th</sup> graders**

## *Articulation Agreements/Dual Enrollment*

Region Ten Technical High School has developed dual enrollment and articulation agreements with Maine post-secondary community colleges. These colleges will award credit for work completed at Region Ten Technical High School. For example, students in Culinary Arts have training in Sanitation. This certified course is required for ServSafe Manager certification and qualifies for community college credit. Similar opportunities are available for students in Metal Fabrication and Welding, Automotive Technology, Early Childhood Development, Health Occupations/CNA, Auto Collision Repair, EMT-Basic, Outdoor Powersports, Creative Digital Media, and Building Trades.

## *Region Ten Credit Options*

Region Ten students earn 3 credits for each successful year completing a program. A Freeport student has the option to earn core academic credits at Region Ten. The core credit varies by program.

# Region 10 Courses

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| <b>Auto Collision Repair</b>   | <b>2 Years</b> | <b>3 credits</b> | <i>Prerequisite: None</i>  |
| <p>Students enrolled in this two-year course will receive instruction on how to safely and productively perform all phases of non-structural collision repair and refinishing. This program is divided in two courses consisting of: auto refinishing and non-structural analysis and damage repair. Automotive refinishing is a major component of this program. Color mixing, matching, tinting and blending techniques are explored emphasizing hands-on experience. Upon completion of this course, the student should be able to enter the workforce at an entry level position or move on to a technical college to further advance their skills. Students are encouraged to participate in SkillsUSA (student organization) to enhance their leadership opportunities and compete at both state and national levels. <i>Integrated Credit: Math &amp; Science</i></p> <p><i>Concurrent enrollment agreements are currently in place for the second year of the program with a total of 3 NMCC credits available.</i></p>  |                |                  |  |
| <b>Automotive Technology I</b>   | <b>1 Year</b>  | <b>3 credits</b> | <i>Prerequisites: None</i><br><br><i>Preference given to rising 11th graders; 10th and 12th graders accepted if room. Mechanical experience helpful. Desire to work on vehicles is a must. Valid driver's license, learner's permit, or enrollment in Drivers' Ed class highly encouraged.</i> |
| <p>The one-year Automotive Technology I program introduces students to the world of automotive maintenance and repair through a combination of classroom training and shop work on customer vehicles. Students will gain the knowledge, skills and attitudes necessary to safely work in a shop setting using the tools and equipment to perform professional repairs on modern vehicles. Utilizing national, state, and local resources including standards set by NATEF (National Automotive Technicians Education Foundation) and the Maine Department of Education, students will have the opportunity to earn professional certifications from ASE (Automotive Service Excellence) and a Maine State Inspection License. Units covered during this first-year program include comprehensive safety training, Brake Systems, Electrical and Electronic Systems, Engine Performance, and Steering and Suspension Systems. Students are encouraged to participate in SkillsUSA (student organization) to enhance their leadership opportunities and compete at both state and national levels. <i>Integrated Credit: Math &amp; Science</i></p> <p><i>Concurrent enrollment agreements are currently in place for the both years of the program with a total of 15 SMCC credits available.</i></p> |                |                  |  |



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| <b>Automotive Technology II</b>   | <b>1 Year</b>   | <b>3 credits</b>          | <i>Prerequisite: Successful completion of Automotive Technology I.</i> |
| <p>The one-year Automotive Technology II program is designed for students who have successfully completed the Automotive Technology I program. Auto Tech II continues to build a student's portfolio of skills and knowledge in the automotive field through work in the shop that strengthens and augments previously covered units of instruction. Newly covered units include Automatic Transmission and Transaxle, Manual Drive Train and Axles, Engine Repair, and Heating and Air Conditioning Systems. All students completing the course will leave with a professional resume and a letter of introduction to enable the student to seek immediate employment in the automotive field or to enhance the admission process into a post-secondary school. ASE certification and State Inspection licensing are encouraged. Professional development through Skills USA continue to provide growth opportunity as well as potential scholarship sources. Students are encouraged to participate in SkillsUSA to enhance their leadership opportunities and compete at both state and national levels. <i>Integrated Credit: Math &amp; Science</i></p> <p><i>Concurrent enrollment agreements are currently in place for the both years of the program with a total of 15 SMCC credits available. Articulation agreements are also available for CMCC and EMCC.</i></p> |   |                           |  |
| <b>Building Trades</b>  | <b>2 Years</b>  | <b>3 credits per year</b> | <i>Prerequisite: None</i>  |
| <p>This two-year course of study provides a combination of masonry and carpentry. Together, they offer a wide range of classroom and hands-on work experiences in the construction trades with a strong emphasis on safety. Carpentry areas of concentration include rough and finish carpentry; floor, wall, and roof framing; exterior trim; insulation; drywall installation; construction planning; and, drafting.. Working offsite on community project functions is an important component of building trades. Students are encouraged to participate in SkillsUSA (student organization) to enhance their leadership opportunities and compete at both state and national levels. <i>Integrated Credit: Math</i></p> <p><i>One college credit is available through Concurrent Enrollment with Central Maine Community College.</i></p>   |   |                           |  |
| <b>Creative Digital Media</b>   | <b>2 Years</b><br><br>(3rd Year possible per instructor approval) | <b>3 credits per year</b> | <i>Prerequisites: None</i>   |
| <p>With Graphic Design and Illustration as a foundation for the program, Creative Digital Media is designed to introduce students to careers associated with digital design including but not limited to graphic design, illustration, animation, and video game design. Students will be introduced to the basic principles and elements of design and gain software experience required to solve visual communication problems. Using industry standard Adobe software and related programs, students develop the ability and confidence to create</p>  |   |                           |  |

appropriate and successful designs for a variety of applications. Additionally, upon completion of the course, students will have the opportunity to become Adobe Certified Associates upon successful completion of the Adobe exam. The main area of focus are these: Understanding and utilizing principles and elements of design effectively; Learning industry standard Adobe software (Photoshop, Illustrator, InDesign, and AfterEffects); Developing analytical thinking and problem solving skills for the digital design industry, Preparing portfolios for professional presentation, evaluation, and college entry. *Integrated Credit: Visual & Performing Art*

*Six Southern Maine Community College credits are available through concurrent enrollment for each of the two years of the program, for a total of 12 possible credits. Third year of the program, which offers an additional 6 college credits, is available for students who have maintained a strong GPA and demonstrated strong interest.*

|                      |                |                  |                             |
|----------------------|----------------|------------------|-----------------------------|
| <b>Culinary Arts</b> | <b>2 Years</b> | <b>3 credits</b> | <i>Prerequisites: None.</i> |
|----------------------|----------------|------------------|-----------------------------|

Culinary Arts prepares students for careers that support Maine’s Hospitality Industry. Students learn concepts in food preparation and restaurant management. In this two year program, emphasis is placed on maintaining a healthy environment through sanitation training and workplace wellness. Knowledge is applied through catering school and public functions. Participation in our public restaurant continues to develop competencies. Students earn ServeSafe Manager Certification upon successful completion of the National Restaurant Association Exam. Students are encouraged to participate in SkillsUSA (student organization) to enhance their leadership opportunities and compete at both state and national levels. *Integrated Credit: Science & VPA*

*Articulation agreements are available with Culinary Institute of America and all Maine Community College culinary programs.*

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| <b>Early Childhood Development I</b> | <b>1 Year</b> | <b>3 credits</b> | <i>Prerequisites: None</i> |
|--------------------------------------|---------------|------------------|----------------------------|

The one-year Early Childhood I Program prepares individuals to provide care and guidance of young children under the supervision of professional personnel. Students study the introductory ideas and concepts of Early Childhood Education from birth to grade 3 in an academic classroom. Students plan, organize and conduct activities for children to promote physical, interpersonal, motor, mental, and social growth and development. Supervised students operate a preschool program three sessions per week, and complete an in depth case study using the Maine Early Learning and Developmental Standards of a preschool child. Students have the opportunity to obtain CPR, First Aid, and Servsafe Food Handler Certifications and Mandated Reporter Training. *Integrated Credit: Science*

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| <b>Early Childhood Development II</b> | <b>1 Year</b> | <b>3 credits</b> | <i>Prerequisite: Successful completion of Early Childhood Education I</i> |
|---------------------------------------|---------------|------------------|---|

Year two of the program builds on content and skills learned in Early Childhood Education I. When not in the academic classroom, students will continue supervised teaching in the preschool program or may choose to practice teaching skills more independently in an internship position. Students will also have the ability to become Maine Certified Early Childhood Care Assistants. *Integrated Credit: Science*

*Three college credits are available through this dual enrollment course, Introduction to Early Childhood Education, through Southern Maine Community College.*

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|------------------------------|----------------|------------------|---|
| <b>Electrical Technology</b> | <b>2 Years</b> | <b>3 credits</b> | <i>Prerequisites: None<br/>Candidates are advised that the program asks students to apply a wide range of math and physical science skills and knowledge.</i> |
|------------------------------|----------------|------------------|---|

New to Region 10 this coming school year, Electrical Technology is an excellent pathway to one of the most in-demand and highest paying trades there are in Maine. The first year of the program is designed to provide entry-level skills into the electrical field. Students learn to install wiring systems from blueprints and according to the National Electrical Code. Participants will learn to wire residential and commercial projects. Students will learn how to splice wires, install and wire receptacles, switches, light fixtures, low voltage systems, nonmetallic and metallic cables, and conduit systems.

Year Two of the program is designed to provide the second year student with additional skills in the electrical field. Students will install wiring systems from blueprints and according to the National Electrical Code. Students will install and wire receptacles, switches, light fixtures, low voltage systems, nonmetallic and metallic cables, and conduit systems on projects throughout the school district. Students are exposed to real world situations every day. Moral business practices and finances are discussed frequently. Graduates of the two year program receive credit for all 576 classroom hours required for their Journeyman license. ***Integrated Credit: Science & Math***

*Articulation agreements and concurrent enrollment credits are currently in the planning stages at Maine Community Colleges.*

|                       |               |                  |  |
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| <b>E.M.T. – Basic</b> | <b>1 Year</b> | <b>3 credits</b> | <i>Prerequisites: Must be at least 16 years old by October 1 of the applied-for program year.<br/>Must have minimum ninth grade reading comprehension level.</i> |
|-----------------------|---------------|------------------|--|

The EMT Basic one-year course of study includes trauma emergencies, pediatrics, special patient populations, and spinal assessment. Training includes clinical time in a hospital emergency facility and “ride along” training with a licensed Emergency Medical Service. Training will include vital signs, CPR/AED, oxygen administration, diabetic emergency treatment, spinal immobilization, and use of airway devices, along with other important life support training, including bleeding control. Students will learn the technical terms for life saving medicines and emergency application. Students must be prepared for a serious, rigorous course of study, and must possess a maturity commensurate with treating life-threatening incidents. The program features a state-of-the-art computerized manikin, “Deloris Perkins,” on which students can practice critical response skills before working on real people. After their year of EMT study, students may opt for the Health Occupations/CNA curriculum to interface with and enhance their medical studies. Students successfully completing the dual enrollment are eligible to sit for the national EMT Basic certification exam. ***Integrated Credit: Science***

*Seven concurrent enrollment credits with SMCC are available.*

|  |                  |                           |   |
|--|------------------|---------------------------|---|
| <b>Foundations of Technology</b>   | <b>1 Year</b>    | <b>3 credit per year</b>  | <i>Prerequisite:None</i>  |
| <p>Foundations of Technology (Foundations) is a new one-year program providing instruction to 9th or 10th grade students in Career and Technical Education to prepare them for future enrollment in one of the Region 10 programs, most of which result in national or state certifications or licenses. Many of the skill standards included in the Foundations curriculum are the same introductory skills taught in our specialized CTE program areas, creating a sequential curriculum to enhance student success. Students will understand the technological process and related theory, and be able to operate a wide variety of tools and technology to get exposure to an impressive range of technical programs and disciplines.</p> <p>Over the course of the school year, all Foundations students will rotate through and experience three weeks in every technical program at Region 10. This rotation allows students to make an informed decision about which Region 10 program will best suit them the following year should they elect to attend Region 10. Foundations students also enjoy the variety of learning and activities in the rotation, and can apply their learning in their personal lives. All Foundations students take their Social Studies while at Region 10 so that students can fit Foundations into their busy ninth-grade schedules. See “Region 10 Academics” below for more information.</p> |                  |                           |   |
| <b>General Trades</b>  | <b>1-2 Years</b> | <b>3 credits per year</b> | <i>Prerequisites: None</i>  |
| <p>The General Trades program is a one-to-two year vocational training program designed to prepare students for employment or future placement in another Region 10 program. Emphasis is placed on the development of attitudes, behaviors, and basic skills common to all trades. The Cooperative Learning approach is utilized in both the classroom and the workshop areas. The student must be able to work at a community job experience independently, be self-motivated, understand the concept of work, and be able to follow directions.</p>  |                  |                           |   |
| <b>Health Occupations - Certified Nursing Assistant</b>  | <b>1 Year</b>    | <b>3 credits</b>          | <i>Prerequisites: Be at least 16 years of age as of September 1 of the current school year; Be a high school junior or senior; Must have minimum ninth grade reading comprehension level. Have no record of criminal convictions or suspensions for violence.</i> |
| <p>Health Occupations is a one-year course for juniors and seniors and prepares students to sit for the Maine State Certification Exam to earn CNA certification. The class includes academic study, skills lab, and clinical time in long term and hospital settings. The CNA certification allows graduates to work in a wide variety of health care settings offering comprehensive and compassionate daily care to elderly or ill patients. The academic study includes anatomy and physiology, medical terminology, ethics, pathophysiology (the disease process), infection control, patient care skills, and portfolio development. Students will need to purchase uniforms and white sneakers or shoes (these articles cost approximately \$100; scholarship money may be available to help defray this cost if needed). After their year of CNA study, students may opt to take the EMT program to interface with and enhance their medical studies. <i>Integrated Credit: Science</i></p> <p><i>Four Southern Maine Community College credits are available through concurrent enrollment.</i></p>   |                  |                           |   |

|  |                |                                     |                            |
|--|----------------|-------------------------------------|----------------------------|
| <b>Information</b><br><b>Technology/Cybersecurity</b>  | <b>2 Years</b> | <b>3 credits</b><br><b>per year</b> | <i>Prerequisites: none</i> |
| <p>A new program at Region 10 next year, this course will provide students with foundational knowledge of the general fields of Information Technology including: Personal Computer Support, Network Administration, Systems Administration, Software Development, Database Administration, and Information Security. The goal of the course is to prepare students for the CompTIA A+ certification test and a career in Information Technology.</p> <p>In Year One, emphasized study and application will begin with foundations of computing; an understanding of hardware and computer architecture, building, and maintenance; and data storage/networking basics, and other units of study with an expanding menu of topics and complexity throughout the year.</p> <p>In Year Two, students will continue to build on and add to the year one foundation with more advanced study of topics, skills, and knowledge related to information security (“Cyber security”), networking, computer support, software development, and other related study. <i>Integrated Credit: Science</i></p> <p><i>Articulation agreements and concurrent enrollment credits are currently in the planning stages at Maine Community Colleges.</i></p> |                |                                     |                            |
| <b>Metal Fabrication and Welding</b>   | <b>2 Years</b> | <b>3 credits</b>                    | <i>Prerequisites: None</i> |
| <p>The Metal Fabrication and Welding program combines several trades. Topics covered include safety, measurement, general metallurgy, bench work, layout, and blueprint reading. Welding processes covered are shielded metal arc welding, metal inert gas (MIG) welding, tungsten inert gas (TIG) welding, flame cutting, along with electrode use and selection. Technical college credits may be awarded for blueprint reading and basic welding courses while preparing the student for qualifications towards the American Welding Society structural plate certification. <i>Integrated Credit: Math &amp; Science</i></p> <p><i>Articulation agreement credits are available at Maine Community Colleges.</i></p>   |                |                                     |                            |
| <b>Outdoor Powersports I</b>   | <b>1 Year</b>  | <b>3 credits</b>                    | <i>Prerequisites: None</i> |
| <p>Outdoor Powersports technicians inspect, service, and repair small engines, recreational vehicles, and motorcycles. Students in this one-year, first-year course learn to use hand and power tools and various precision measuring instruments, basic engine theory, two and four cycle engine overhaul, lubrication, cooling systems, electrical systems, carburetor and fuel systems. Types of equipment worked on include but are not limited to motorcycles, snowmobiles and ATVs. Students are encouraged to participate in SkillsUSA (student organization) to enhance their leadership opportunities and compete at both state and national levels. <i>Integrated Credit: Math &amp; Science</i></p> <p><i>Articulation credits are available for students choosing to attend Universal Technical Institute after completion of Outdoor PowerSports II.</i></p>  |                |                                     |                            |

|   |               |                  |  |
|---|---------------|------------------|--|
| <b>Outdoor Powersports II</b>   | <b>1 Year</b> | <b>3 credits</b> | <i>Prerequisites: Successful completion of Outdoor Powersports I</i>   |
| <p>Second year Outdoor Powersports students will continue working primarily on snowmobiles, ATVs, and motorcycles. Class and shop work in this one-year, second-year course will focus on theory and application of basic and advanced electrical systems, fuel injection systems, ignition systems, transmissions and clutches, and suspension systems. More advanced measuring tools will be used. <i>Integrated Credit: Math &amp; Science</i></p> <p><i>Articulation credits are available for students choosing to attend Universal Technical Institute.</i></p>   |               |                  |  |
| <b>Pre-Apprenticeship Program</b>   | <b>1 Year</b> | <b>3 credits</b> | <i>Prerequisites: Instructor permission, as these are state-registered work/study opportunities. Seniors Only. Must meet minimum physical requirements as determined by work placement requirements.</i> |
| <p>To be eligible for this one-year, seniors-only program, students must be employed or willing to be employed. Pre-Apprenticeship involves planned on-the-job training in areas related to the occupation. The class discussions focus on diverse skills and knowledge as well as maturity and independence of judgment. All the practical and theoretical aspects of the work required in a skilled occupation are covered in detail. Pre-Apprenticeships can lead to a full Maine State apprenticeship, post-secondary education, and/or permanent employment with the participating employer. Through Pre-Apprenticeship, students in many cases will have access to professional skill-level positions with area employers. An opportunity to participate in a skill area not currently offered at Region 10 exists through this program. Pre-Apprenticeship requires the recommendation of your instructor if you are in a Region 10 program your junior year or your school counselor if you are not already enrolled at Region 10.</p> <p><i>No dual enrollment credit or articulation agreements are currently in place for this program, although students may qualify for employer or state apprenticeship programs.</i></p> |               |                  |  |

# Region 10 Academics

|   |               |                 |  |
|---|---------------|-----------------|--|
| <b>Social Studies 9</b>   | <b>1 Year</b> | <b>1 credit</b> | <i>Prerequisite: Enrollment in Foundations of Technology; see Foundations prerequisites</i>                      |
| <p>For 9th and 10th graders taking Foundations of Technology only. These courses are under development and are being designed to fulfill academic requirements at your sending school.</p> <p>As with all of our programs, students will attend Region 10 for a full AM or PM session every day. However, so that students can fit Region 10 into their schedules <i>and</i> fulfill their academic requirements at their sending school, their Region 10 schedule will alternate between the Foundations of Technology class one day and both English and Social Studies (taught at Region 10) the next.</p> |               |                 |  |
| <b>Technical English Program</b>  | <b>1 Year</b> | <b>1 credit</b> | <i>Prerequisite: Recommendation of school counselor; Approval by Region 10 and Technical English instructor.</i> |
| <p>For juniors and seniors taking a technical program at Region 10 who otherwise could not fit Region 10 into their schedules. This course integrates Maine Learning Results and Common Core English standards with personally relevant reading and writing units. The primary focus of Technical English is technical writing in which students develop the ability to recognize, understand, and write for a specific audience in various modes of professional writing, learning how to match style and voice to those particular audiences.</p>   |               |                 |  |

# **E**xtracurricular Clubs and Activities

| <b>Clubs/Activities</b>   |   |
|---|---|
| <p>Model United Nations<br/>           Drama Club<br/>           Math Team<br/>           One Act Play<br/>           Musical<br/>           National Honor Society<br/>           Tri-M Music Honors Society<br/>           9th Grade Mentors<br/>           Earth Club<br/>           Jazz Band<br/>           Tabletop Gaming<br/>           Outdoor Club<br/>           Civil Rights Team<br/>           Student Leadership Committee<br/>           Student Advisory Leaders<br/>           Debate Club<br/>           Stock Market Club</p> | <p>Student Council<br/>           GSA<br/>           RSVP<br/>           STEM Club<br/>           Art Club<br/>           Latin Club<br/>           Falcon Outlet<br/>           Clarion<br/>           Yearbook<br/>           Class Officers<br/>           Concert Band Officers<br/>           Chorus Officers<br/>           Chess Club<br/>           Dungeons and Dragons Club<br/>           Active Minds (Mental Health Awareness)<br/>           Book Bites<br/>           Interact</p> |



# Athletics

| <b>Boys' Sports</b>      | <b>Girls' Sports</b>      | <b>Season</b> |
|--------------------------|---------------------------|---------------|
| Boys' Soccer             | Girls' Soccer             | Fall          |
| Boys' Cross Country      | Girls' Cross Country      | Fall          |
| Football                 | Girls' Field Hockey       | Fall          |
| Golf                     | Golf                      | Fall          |
| Cheering                 | Cheering                  | Fall/Winter   |
| Boys' Basketball         | Girls' Basketball         | Winter        |
| Boys' Unified Basketball | Girls' Unified Basketball | Winter        |
| Alpine Skiing            | Alpine Skiing             | Winter        |
| Nordic Skiing            | Nordic Skiing             | Winter        |
| Indoor Track             | Indoor Track              | Winter        |
| Swimming                 | Swimming                  | Winter        |
| Ice Hockey (cooperative) | Ice Hockey (cooperative)  | Winter        |
| Baseball                 | Softball                  | Spring        |
| Boys' Lacrosse           | Girls' Lacrosse           | Spring        |
| Outdoor Track            | Outdoor Track             | Spring        |
| Tennis                   | Tennis                    | Spring        |

# At-A-Glance Course Offerings Index

## ENGLISH COURSES

| Class                             | Credits | Sem/<br>Year | Prereq? | AP or<br>Honors | Grades<br>Offered | Elective Only |
|-----------------------------------|---------|--------------|---------|-----------------|-------------------|---------------|
| English-9 (CP)                    | 1       | Y            |         |                 | 9                 |               |
| English-9 Honors                  | 1       | Y            | Y       | H               | 9                 |               |
| Literacy                          | .5      | Y            | Y       |                 | 9-10              | Y             |
| English-10 (CP)                   | 1       | Y            | Y       |                 | 10                |               |
| English-10 Honors                 | 1       | Y            | Y       | H               | 10                |               |
| English-11: American Literature   | 1       | Y            | Y       |                 | 11                |               |
| AP English Language & Composition | 1       | Y            | Y       | AP              | 11-12             |               |
| AP Literature & Composition       | 1       | Y            | Y       | AP              | 11-12             |               |
| English 12: Literature            | 1       | S            | Y       |                 | 12                |               |
| English 12: Composition           | .5      | S            | Y       |                 | 12                |               |
| English 12: Creative Writing      | .5      | S            | Y       |                 | 12                |               |
| English 12: Public Speaking       | .5      | S            | Y       |                 | 12                |               |
| Intro to Multimedia               | .5      | S            |         |                 | 9-12              | Y             |
| Adv. Multimedia                   | .5      | Y            | Y       |                 | 9-12              | Y             |
| Literature of Society & Self      | .5      | S            | Y       |                 | 9-12              | Y             |
| Sports Media                      | .5      | S            |         |                 | 9-12              | Y             |
| Endeavor English                  | 1       | Y            | Y       |                 | 10-12             |               |
| Desktop Publishing                | 1       | Y            | N       |                 | 10-12             | Y             |

## HEALTH & PHYSICAL EDUCATION

| Class                               | Credits | Sem/<br>Year | Prereq? | AP or<br>Honors | Grades<br>Offered | Elective Only |
|-------------------------------------|---------|--------------|---------|-----------------|-------------------|---------------|
| Excite - L1                         | .5      | S            |         |                 | 9-12              |               |
| Team & Lifetime Sports - L1         | .5      | S            |         |                 | 9-12              |               |
| Adv. Sports Training - L2           | .5      | S            |         |                 | 9-12              |               |
| Basic Strength Training - L2        | .5      | S            | Y       |                 | 9-12              |               |
| Weight Training - L2                | .5      | S            | Y       |                 | 9-12              |               |
| Women's Fitness & Self Defense - L2 | .5      | S            | Y       |                 | 11-12             |               |
| Outdoor Fitness - L2                | .5      | S            | Y       |                 | 10-12             |               |
| Physical Education Leadership       | .5      | S            | Y       |                 | 11-12             | Y             |
| Adaptive PE                         | .5      | S            | Y       |                 | 9-12              |               |
| Health                              | .5      | S            |         |                 | 10-12             |               |
| Advanced Health                     | .5      | S            | Y       |                 | 10-12             | Y             |
| Fitness Lab                         | .5      | S            |         |                 | 9-12              | Y             |

## MATHEMATICS DEPARTMENT

| Class              | Credits | Sem/<br>Year | Prereq? | AP or<br>Honors | Grades<br>Offered | Elective Only |
|--------------------|---------|--------------|---------|-----------------|-------------------|---------------|
| Math Support       | .5      | Y            | Y       |                 | 9-12              | Y             |
| Pre-Algebra        | 1       | Y            |         |                 | 9-12              |               |
| Algebra 1 (CP)     | 1       | Y            |         |                 | 9-12              |               |
| Algebra 1 - Honors | 1       | Y            | Y       | H               | 9-12              |               |
| Geometry (CP)      | 1       | Y            | Y       |                 | 9-12              |               |
| Geometry - Honors  | 1       | Y            | Y       | H               | 9-12              |               |
| Algebra 2          | 1       | Y            | Y       |                 | 9-12              |               |

| <b>Class</b>                    | <b>Credits</b> | <b>Sem/<br/>Year</b> | <b>Prereq?</b> | <b>AP or<br/>Honors</b> | <b>Grades<br/>Offered</b> | <b>Elective Only</b> |
|---------------------------------|----------------|----------------------|----------------|-------------------------|---------------------------|----------------------|
| Algebra 2 - Honors              | 1              | Y                    | Y              | H                       | 9-12                      |                      |
| Pre-Calculus (CP)               | 1              | Y                    | Y              |                         | 10-12                     |                      |
| Pre-Calculus - Honors           | 1              | Y                    | Y              | H                       | 10-12                     |                      |
| Calculus (CP)                   | 1              | Y                    | Y              |                         | 11-12                     |                      |
| AP Calculus AB                  | 1              | Y                    | Y              | AP                      | 11-12                     |                      |
| AP Calculus BC                  | 1              | Y                    | Y              | AP                      | 11-12                     |                      |
| Online Differential Equations   | .5             | S                    | Y              |                         | 11-12                     |                      |
| Online Linear Algebra           | .5             | S                    | Y              |                         | 11-12                     |                      |
| AP Statistics                   | 1              | Y                    | Y              | AP                      | 10-12                     |                      |
| Quantitative Reasoning          | 1              | Y                    | Y              |                         | 11-12                     |                      |
| Personal Finance                | .5             | S                    | Y              |                         | 11-12                     |                      |
| Statistics (CP)                 | 1              | Y                    | Y              |                         | 11-12                     |                      |
| Foundations in Entrepreneurship | .5             | S                    | Y              |                         | 11-12                     |                      |

### SCIENCE & TECHNOLOGY DEPARTMENT

| <b>Class</b>           | <b>Credits</b> | <b>Sem/<br/>Year</b> | <b>Prereq?</b> | <b>AP or<br/>Honors</b> | <b>Grades<br/>Offered</b> | <b>Elective Only</b> |
|------------------------|----------------|----------------------|----------------|-------------------------|---------------------------|----------------------|
| Earth Systems (CP)     | 1              | Y                    | Y              |                         | 9-12                      |                      |
| Earth Systems - Honors | 1              | Y                    | Y              | H                       | 9-12                      |                      |
| Biology (CP)           | 1              | Y                    | Y              |                         | 10-12                     |                      |
| Biology - Honors       | 1.5            | Y                    | Y              | H                       | 10-12                     |                      |
| Chemistry (CP)         | 1              | Y                    | Y              |                         | 10-12                     |                      |
| Chemistry - Honors     | 1              | Y                    | Y              | H                       | 10-12                     |                      |

| <b>Class</b>                         | <b>Credits</b> | <b>Sem/<br/>Year</b> | <b>Prereq?</b> | <b>AP or<br/>Honors</b> | <b>Grades<br/>Offered</b> | <b>Elective Only</b> |
|--------------------------------------|----------------|----------------------|----------------|-------------------------|---------------------------|----------------------|
| Chemistry In The Community           | 1              | Y                    | Y              |                         | 11-12                     |                      |
| Physics (CP)                         | 1              | Y                    | Y              |                         | 11-12                     |                      |
| AP Physics 1: Algebra Based          | 1.5            | Y                    | Y              | AP                      | 11-12                     |                      |
| AP Environmental Science             | 1.5            | Y                    | Y              | AP                      | 11-12                     |                      |
| AP Biology                           | 1.5            | Y                    | Y              | AP                      | 11-12                     |                      |
| Anatomy & Physiology                 | 1              | Y                    | Y              |                         | 11-12                     |                      |
| Forensic Science - Parts I/II        | .5             | S                    | Y              |                         | 11-12                     |                      |
| Computer Programming                 | .5             | S                    |                |                         | 9-12                      |                      |
| Introduction to Engineering & Design | 1              | Y                    |                |                         | 9-12                      |                      |
| Engineering & Design                 | .5             | S                    | Y              |                         | 10-12                     |                      |
| Advanced Engineering & Design        | 1              | Y                    | Y              |                         | 11-12                     |                      |
| Endeavor Science                     | 1              | Y                    | Y              |                         | 10-12                     |                      |

### SOCIAL STUDIES DEPARTMENT

| <b>Class</b>               | <b>Credits</b> | <b>Sem/<br/>Year</b> | <b>Prereq?</b> | <b>AP or<br/>Honors</b> | <b>Grades<br/>Offered</b> | <b>Elective Only</b> |
|----------------------------|----------------|----------------------|----------------|-------------------------|---------------------------|----------------------|
| Global Studies             | 1              | Y                    | Y              |                         | 9                         |                      |
| American Gov't & Economics | .5             | S                    | Y              |                         | 10                        |                      |
| Modern World Conflict      | .5             | S                    | Y              |                         | 10                        |                      |
| American History           | 1              | Y                    |                |                         | 11                        |                      |
| Economics/Finance          | .5             | S                    |                |                         | 11-12                     | Y                    |
| AP World History           | 1              | Y                    | Y              | AP                      | 11-12                     |                      |
| AP US History              | 1              | Y                    | Y              | AP                      | 11-12                     |                      |

| <b>Class</b>                | <b>Credits</b> | <b>Sem/<br/>Year</b> | <b>Prereq?</b> | <b>AP or<br/>Honors</b> | <b>Grades<br/>Offered</b> | <b>Elective Only</b> |
|-----------------------------|----------------|----------------------|----------------|-------------------------|---------------------------|----------------------|
| Balance of Power            | .5             | S                    |                |                         | 11-12                     | Y                    |
| Mock Trial & Social Science | .5             | S                    |                |                         | 9-12                      | Y                    |
| Psychology                  | .5             | S                    |                |                         | 11-12                     | Y                    |
| Sociology                   | .5             | S                    |                |                         | 10-12                     | Y                    |
| 20th Century US History     | .5             | S                    |                |                         | 11-12                     | Y                    |
| Endeavor Social Studies     | 1              | Y                    | Y              |                         | 10-12                     |                      |

### VISUAL & PERFORMING ARTS DEPARTMENT

| <b>Class</b>           | <b>Credits</b> | <b>Sem/<br/>Year</b> | <b>Prereq?</b> | <b>AP or<br/>Honors</b> | <b>Grades<br/>Offered</b> | <b>Elective Only</b> |
|------------------------|----------------|----------------------|----------------|-------------------------|---------------------------|----------------------|
| Concert Band           | 1              | Y                    |                |                         | 9-12                      |                      |
| Concert Choir          | 1              | Y                    |                |                         | 9-12                      |                      |
| Introduction to Piano  | .5             | S                    |                |                         | 9-12                      |                      |
| Intermediate Piano     | .5             | S                    | Y              |                         | 10-12                     |                      |
| Introduction to Guitar | .5             | S                    |                |                         | 9-12                      |                      |
| Intermediate Guitar    | .5             | S                    | Y              |                         | 9-12                      |                      |
| AP Music Theory        | 1              | Y                    | Y              | AP                      | 10-12                     |                      |
| Introduction to Drums  | .5             | S                    |                |                         | 9-12                      |                      |
| Honors Chamber Choir   | 1              | Y                    | Y              | H                       | 10-12                     |                      |
| Theatre I              | .5             | S                    |                |                         | 9-12                      |                      |
| Theatre II             | .5             | S                    | Y              |                         | 9-12                      |                      |
| Unified Theatre Arts   | .5             | S                    |                |                         | 9-12                      |                      |
| Production Design      | .5             | S                    |                |                         | 9-12                      |                      |
| Advanced Theatre       | .5             | S                    | Y              |                         | 10-12                     |                      |

| <b>Class</b>            | <b>Credits</b> | <b>Sem/<br/>Year</b> | <b>Prereq?</b> | <b>AP or<br/>Honors</b> | <b>Grades<br/>Offered</b> | <b>Elective Only</b> |
|-------------------------|----------------|----------------------|----------------|-------------------------|---------------------------|----------------------|
| Music Technology I & II | .5             | S                    |                |                         | 9-12                      |                      |
| Dance                   | .5             | S                    | N              |                         | 9-12                      |                      |
| Foundations of Art      | 1              | Y                    |                |                         | 9-12                      |                      |
| Ceramics I              | .5             | S                    | Y              |                         | 10-12                     |                      |
| Ceramics II             | .5             | S                    | Y              |                         | 10-12                     |                      |
| 3D Design               | .5             | S                    | Y              |                         | 10-12                     |                      |
| 2D Design               | .5             | S                    | Y              |                         | 10-12                     |                      |
| Advanced Studio Art     | 1              | Y                    | Y              |                         | 11-12                     |                      |
| AP Art History          | 1              | Y                    |                | AP                      | 10-12                     |                      |
| AP Studio Art           | 1              | Y                    | Y              | AP                      | 11-12                     |                      |
| Photography I           | .5             | S                    |                |                         | 9-12                      |                      |
| Photography II          | .5             | S                    | Y              |                         | 9-12                      |                      |
| Video Production I      | .5             | S                    |                |                         | 9-12                      | Y                    |
| Video Production II     | .5             | S                    | Y              |                         | 9-12                      | Y                    |
| Sounds Through Time     | .5             | S                    | Y              |                         | 10-12                     | Y                    |

### WORLD LANGUAGES DEPARTMENT

| <b>Class</b> | <b>Credits</b> | <b>Sem/<br/>Year</b> | <b>Prereq?</b> | <b>AP or<br/>Honors</b> | <b>Grades<br/>Offered</b> | <b>Elective Only</b> |
|--------------|----------------|----------------------|----------------|-------------------------|---------------------------|----------------------|
| French I     | 1              | Y                    |                |                         | 9-12                      |                      |
| French II    | 1              | Y                    | Y              |                         | 9-12                      |                      |
| French III   | 1              | Y                    | Y              |                         | 10-12                     |                      |
| French IV    | 1              | Y                    | Y              |                         | 11-12                     |                      |
| French V     | 1              | Y                    | Y              |                         | 12                        |                      |
| Latin I      | 1              | Y                    |                |                         | 9-12                      |                      |

| <b>Class</b> | <b>Credits</b> | <b>Sem/<br/>Year</b> | <b>Prereq?</b> | <b>AP or<br/>Honors</b> | <b>Grades<br/>Offered</b> | <b>Elective Only</b> |
|--------------|----------------|----------------------|----------------|-------------------------|---------------------------|----------------------|
| Latin II     | 1              | Y                    | Y              |                         | 10-12                     |                      |
| Latin III    | 1              | Y                    | Y              |                         | 11-12                     |                      |
| Latin IV     | 1              | Y                    | Y              |                         | 12                        |                      |
| Spanish I    | 1              | Y                    |                |                         | 9-12                      |                      |
| Spanish II   | 1              | Y                    | Y              |                         | 9-12                      |                      |
| Spanish III  | 1              | Y                    | Y              |                         | 10-12                     |                      |
| Spanish IV   | 1              | Y                    | Y              |                         | 11-12                     |                      |
| Spanish V    | 1              | Y                    | Y              |                         | 12                        |                      |

#### ADDITIONAL OFFERINGS

| <b>Class</b>                    | <b>Credits</b> | <b>Sem/<br/>Year</b> | <b>Prereq?</b> | <b>AP or<br/>Honors</b> | <b>Grades<br/>Offered</b> | <b>Elective Only</b> |
|---------------------------------|----------------|----------------------|----------------|-------------------------|---------------------------|----------------------|
| Jobs for Maine Graduates (JMG)  | 1              | Y                    | Y              |                         | 9-12                      | Y                    |
| Virtual High School             | 1              | S                    | Y              |                         | 9-12                      |                      |
| PLATO                           | 1              | S/Y                  | Y              |                         | 9-12                      |                      |
| AP4ME                           | 1              | Y                    | Y              | AP                      | 11-12                     |                      |
| Endeavor                        | 3              | Y                    | Y              |                         | 10-12                     |                      |
| Work Study                      | .5/1           | S/Y                  | Y              |                         | 11-12                     | Y                    |
| Service Learning                | .5/1           | S/Y                  |                |                         | 9-12                      |                      |
| ExplorEC - Early College        | 1              | S                    | Y              |                         | 9-12                      |                      |
| Independent Study               | .5/1           | S/Y                  | Y              |                         | 9-12                      | Y                    |
| Embark                          | 0              | Y                    | Y              |                         | 11-12                     |                      |
| Morse Street Pre Apprenticeship | .5             | S                    |                |                         | 9-12                      | Y                    |



## REGION 10 COURSE OFFERINGS

| <b>Class</b>                   | <b>Credits</b> | <b>Sem/<br/>Year</b> | <b>Prereq?</b> | <b>AP or<br/>Honors</b> | <b>Grades<br/>Offered</b> | <b>Elective Only</b> |
|--------------------------------|----------------|----------------------|----------------|-------------------------|---------------------------|----------------------|
| Auto Collision & Repair        | 3              | 1-2Y                 | Y              |                         | 11-12                     |                      |
| Automotive Technology I        | 3              | 1Y                   | Y              |                         | 11-12                     |                      |
| Automotive Technology II       | 3              | 1Y                   | Y              |                         | 12                        |                      |
| Creative Digital Media         | 3              | 1-2Y                 | Y              |                         | 11-12                     |                      |
| Early Childhood Development I  | 3              | 1Y                   | Y              |                         | 11-12                     |                      |
| Early Childhood Development II | 3              | 1Y                   | Y              |                         | 12                        |                      |
| Culinary Arts                  | 3              | 1-2Y                 | Y              |                         | 11-12                     |                      |
| General Trades                 | 3              | 1-2Y                 | Y              |                         | 10-12                     |                      |
| Health Occupations - CNA       | 3              | 1-2Y                 | Y              |                         | 11-12                     |                      |
| Metal Fabrication & Welding    | 3              | 1-2Y                 | Y              |                         | 11-12                     |                      |
| Outdoor Powersports I          | 3              | 1Y                   | Y              |                         | 11-12                     |                      |
| Outdoor Powersports II         | 3              | 1Y                   | Y              |                         | 12                        |                      |
| Technical English              | 1              | 1 Y                  | Y              |                         | 11-12                     |                      |
| Building Trades                | 2              | 1-2Y                 | Y              |                         | 11-12                     |                      |
| E.M.T. Basic                   | 3              | 1Y                   | Y              |                         | 11-12                     |                      |
| Pre-Apprenticeship Program     | 3              | 1Y                   | Y              |                         | 12                        | Y                    |
| Foundations of Technology      | 3              | 1-2Y                 | Y              |                         | 9-10                      | Y                    |
| Electrical Technology          | 3              | 1-2Y                 | Y              |                         | 9-10                      |                      |
| Info Technology/Cybersecurity  | 3              | 1-2Y                 | Y              |                         | 9-10                      |                      |
| Social Studies 9               | 1              | 1Y                   | Y              |                         | 11-12                     |                      |



**RSU 5 Board of Directors  
Strategic Plan Goals  
2023-2024  
Interim Update  
January 10, 2024**

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

Progress Indicators: Targeted Completion Date: May 2024

1. Durham Community School
  - a. Summer professional development offered for PK-5 staff in Responsive Classroom. This has been followed up with ongoing coaching and consultation from the trainer.
  - b. Summer professional development and professional learning time dedicated to 6-8 staff in Responsive Classroom and Responsive Advisory planning. This has been supported with ongoing Professional Learning Community (PLC) time and staff meeting time to refine practices.
  - c. Establishment of a dedicated Social Emotional Learning (SEL) committee and this team is reviewing curriculum options and intervention structures while establishing implementation plans for Fall of 2024.
2. Freeport Middle School
  - a. Ten teachers attended Responsive Classroom training in June. A "train the trainer model" for professional development was held at Freeport Middle School in August and during the school year in order for all teachers to receive training in the Responsive Classroom philosophy.
  - b. All advisory teachers do weekly responsive classroom or "responsive classroom like" lessons.
  - c. Education regarding mean, unkind, and/or bullying behaviors are proactively addressed through advisory lessons, wellness classes, and whole school/grade assemblies.
  - d. Increased opportunity for use of the ropes course for all 8th graders is continuing this year.
  - e. Educational opportunities for families to learn about challenges of early adolescence and ways to support their children at the middle school level will continue. During the 2022-2023 school year participation was low, so the school will increase advertising of these opportunities.
3. Freeport High School
  - a. Partnered with VALO to provide social emotional workshops for all 9th and 10th graders as well as student leader training for all 9th and 10th grade student

advisory leaders. First workshop was in September for all 9th and 10th graders. Student leader training conducted in November and December 2023. Second activity during advisory for all 9th and 10th occurred on December 13, 2023.

- b. All students participated in annual alcohol awareness learning during advisory in December 2023. A guest speaker from "Choices Matter" will present an assembly to students on January 24, 2024.
- c. Completed two virtual meetings and one in person meeting on December 11, 2023 with the JED Foundation representatives to review survey data from students and staff. Created action steps with the Freeport High School JED leadership team.
- d. Continuing to utilize anxiety-reducing strategies in all classrooms. Some students work individually with school counselors and/or social workers.
- e. Library, open track, open gym (as well as the Zen room on select days) open four days a week during advisory for all students.

#### 4. Mast Landing School

- a. Both additional proactive (daily mile, weekly Social Emotional Learning (SEL) lessons, Bounce program, mentoring) and responsive strategies (streamlined daily process for monitoring attendance resulting in day-of calls home from principal, increased communication to families who have met chronic absenteeism threshold) aimed at improving daily student attendance are gradually contributing to decreases in chronic absenteeism (which was 21.7% last December and is 16.3% as of this December).
- b. Universally, all students and staff participate in the Daily Mile, a 15-minute block during which all students and staff walk or run the perimeter of the school. While implemented to provide increased movement and physical activity, it has also created more opportunities for cross-school connections. We have continued pairing identified students with adult mentors. Similarly, identified students (approximately 24 per year) are invited to participate in Bounce, a program that fosters opportunities to build and practice Social Emotional Learning (SEL) skills as well as strengthen school connections.

#### 5. Morse Street School

- a. A new model of training for the Responsive Classroom was provided this year: three days of training in the summer, followed by three additional days of in class coaching from Responsive Classroom trainer, as well as additional learning at staff meetings on those days. Teachers reported the value of this model with the addition of in-class coaching and individualized follow-up.
- b. Board Certified Behavior Analyst (BCBA) Betsey Davies provided training regarding understanding different behavior to classroom teachers at three staff meetings. This led to an increased understanding on function of behavior and behavior planning for individual students whose behavior might be challenging. As a result, fewer students are on the Response to Intervention-Behavior (RTI-B) caseload, as teachers are better equipped to start plans that can be successful at Tier 1.
- c. The School Counselor is constantly shifting and planning units based on what is identified as a need by grade level. Morse Street School has moved from a one size fits all schedule for guidance lessons and instead has created a fluid schedule to allow for more time to be given to those students who need more.

#### 6. Pownal Elementary School

- a. Responsive Classroom practices continue to grow with all staff. Five teachers participated in district-based Responsive Classroom training and coaching. Responsive Classroom practices are discussed regularly at staff meetings and

- during supervision meetings with teachers.
- b. Expectations are established and supported by all staff using common language.
- c. Assemblies continue with topics such as Growth Mindset and Habits of Work, as well as celebrations of learning by classrooms.
- d. Protocols and procedures have been refined and updated based on staff input.
- e. Practical tips to support parents included in the *Panther Press News*.

7. Instructional Support

- a. Needs assessment for Special Education programs completed. Bright spots and strengths identified as well as opportunities for growth. A professional learning plan was established.
- b. Staff can readily obtain, review, gain training in and have support for implementing student IEP-related plans, including access to support from a Board Certified Behavior Analyst to assist with complex behaviors and plans.
- c. Schools designated key staff to serve as their School Threat Assessment Team (STAT). Teams received Behavioral Threat Assessment Training and training to use the Comprehensive School Threat Assessment Guidelines risk assessment tool. Key staff were subsequently trained in and have access to grant funded threat assessment case management software.

- 8. Budget requests for the 2024-2025 school year will reflect the need for continued social/emotional support for students.

Strategic Objective 1.3: Maximize student opportunities for physical movement and adequate breaks to allow students to refresh and recharge for learning.

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

Progress Indicators: Targeted Completion Date: May 2024

- 1. Not yet started.

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

Progress Indicators: Targeted Completion Date: May 2024

- 1. Not yet started.

Action Strategy 1.3D: Make recommendations with stakeholder input to the Superintendent for improvement in local practice that reflect research and suit the needs of the local school. Share ideas w/colleagues at similar grade level schools in the District.

Progress Indicators: Targeted Completion Date: May 2024

- 1. Not yet started.

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

Strategic Objective 2.1: Review, research, and explore options for the implementation of student centered instructional practices.

Action Strategy 2.1C: Explore student centered practices in schools in Maine and beyond.

Progress Indicators: Targeted Completion Date: May 2024

1. Not yet started.

Actions Strategy 2.1D: Evaluate options, make recommendations, and create a plan.

Progress Indicators: Targeted Completion Date: May 2024

1. Not yet started.

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 3.1E: Evaluate effectiveness and adjust as necessary.

Progress Indicators: Targeted Completion Date: May 2024

1. Schools use a variety of methods to communicate with families including social media, newsletters, etc.
2. Budget Brochure format has been revised by the Strategic Communications Committee and the Finance Committee
3. Recommendation: Engage in a Strategic Planning Process with our communities. Financial implications for 2024-2025 budget

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

Action Strategy 3.3D: Implement recommendations

Progress Indicators: Targeted Completion Date: September 2023

1. Durham Community School
  - a. More targeted information shared by staff with families, especially in grades 6-8 with upcoming curriculum updates. This is in addition to the access available through Google Classroom.
  - b. Leadership team exploring ways to make "Curriculum night" more accessible in the Fall. Examples: offer child care, consider times etc.
  - c. Range of curriculum support / "how to's" offered. Offering family reading

meetings both as an evening option and a before school option. Math nights offered.

2. Freeport Middle School
  - a. Weekly announcements will continue to be sent and separate emails from the office as needed with important information
  - b. Use of the parent/teacher conference model parents selected via surveys in 2022-2023. Teachers continue to reach out to parents each trimester.
  - c. More phone calls, letters and meetings with parents and students who are chronically absent
  - d. Guidance will look to increase communication this spring with offerings for parents as last year parent response was low.
3. Freeport High School
  - a. Hosted a parent workshop in Winter 2023 sponsored by Kyle Cares about suicide prevention.
  - b. Frequent parent workshops advertised and hosted for parents through the guidance department for college selection process and financial aid information. Assembly hosted for Seniors in spring of 2023 about mental health and the transition to work or college was recorded and sent to all Freeport High School families. Student leadership committee members are expanding mental health resources available on the Freeport High School website. All new resources will be shared with all students and families.
  - c. Weekly Freeport High School announcements shared with families about timely FHS events as well as links to resources for Freeport High School information.
4. Mast Landing School
  - a. Included communication regarding chronic absenteeism and the importance of regular school attendance in school-wide family newsletters.
  - b. Created a list of students at risk of chronic absenteeism that cues a principal phone call to the family when the student is absent
  - c. Created a formal process for notifying families of students meeting chronic absenteeism criteria or at risk of doing so, in part by including this information at trimester report cards.
  - d. Used refined attendance monitoring systems to invite families in to collaborate on attendance action plans.
5. Morse Street School
  - a. Teachers communicate with families frequently with tips and ideas for supporting students at home.
6. Pownal Elementary School
  - a. Parent training to support students in reading called "Partner Readers" received positive feedback and will be offered again this school year.
  - b. Virtual parent small group talks with the school counselor - "Topics about Parenting" received positive feedback and will be offered again this year.
7. Instructional Support
  - a. Parent professional learning series moved to Winter/Spring 2024 in collaboration w/Maine Parent Federation.
  - b. Partnership forming with Disability Rights of Maine - grant project to inform youth and families about self-advocacy to empower youth as they transition to adulthood so they will be able to speak out for themselves and receive the services they need.

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 4.5: Strengthen community engagement and support in short and long term financial planning.

Action Strategy 4.5B: Explore and evaluate options for improving communication regarding financial planning for the district.

Progress Indicators: Targeted Completion Date: May 2024

1. Meeting held with leadership from Durham, Freeport and Pownal - December 6, 2023
2. Budget Brochure reviewed and revised by the Board's Strategic Communications Committee (10/31/23 and 11/29/23) and Finance Committee (11/29/23)
3. Strategic Communications Committee discussed methods for how to disperse information to the public in addition to the budget brochure
4. Capital Improvement Plan is being revised and will reflect findings from the energy audit
5. Technology Replacement Plan is being revised to reflect needs

Action Strategy 4.5C: Make recommendations to the Finance Committee to improve financial planning and communication practices.

Progress Indicators: Targeted Completion Date: May 2024

1. Budget Brochure revisions recommended by the Strategic Communications Committee forwarded to the Finance Committee

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 2024

1. Request for Proposal Process completed and Energy Consultants of Maine selected to complete an energy audit for the district.
2. Kick-Off meeting with Superintendent, Facilities Director and Director of Finance and Human Resources held 12/18/23
3. Lighting portion of the audit began the week of December 26, 2023

Action Strategy 4.6B: Develop and present recommendations for implementing needed improvements to the Board.

Progress Indicators: Targeted Completion Date: May 2024

1. Not yet started



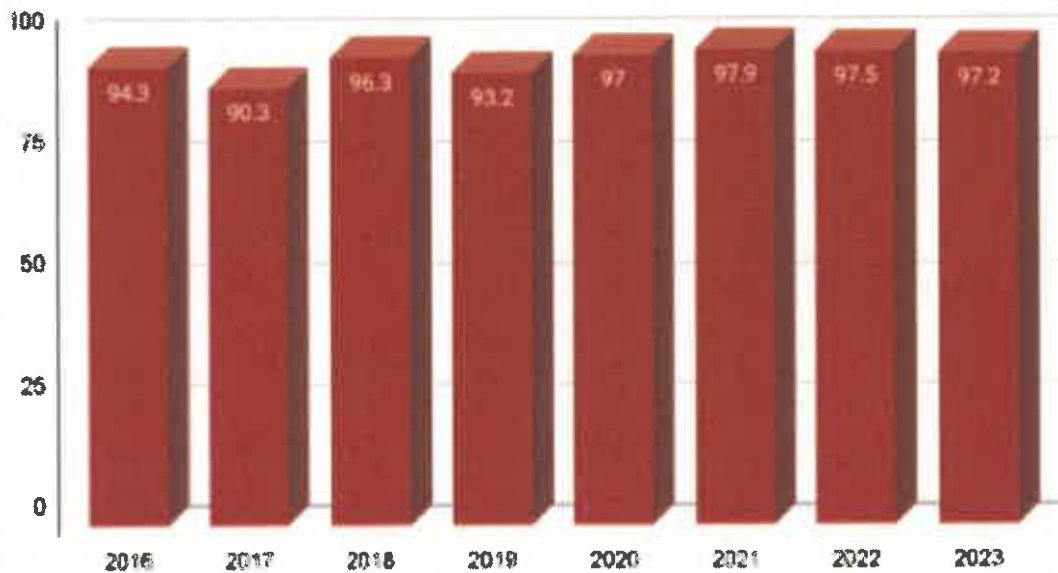
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# RSU5 DISTRICT SCORECARD

*January 10, 2024*

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**Graduation Percentage Rate**



**"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>               | 2019 | 2020 | 2021 | 2022 | 2023 |
|----------------------------|------|------|------|------|------|
| District Total             | 109  | 92   | 99   | 104  | 96   |
| Economically Disadvantaged | 20   | 16   | 11   | 19   | 15   |

*Source: October 1 EPS Certification*

*Report: Enrollment Report*

# Academic Achievement

## ACADEMIC ACHIEVEMENT - F&P

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

| GRADE K                    | Spring 2018<br>Percentage | Spring 2019<br>Percentage | Spring 2020<br>Cancelled | Spring 2021<br>Percentage | Spring 2022<br>Percentage | Spring 2023<br>Count | Spring 2023<br>Percentage |
|----------------------------|---------------------------|---------------------------|--------------------------|---------------------------|---------------------------|----------------------|---------------------------|
| <b>Reading</b>             |                           |                           |                          |                           |                           |                      |                           |
| District Total             | 53.0%                     | 46.1%                     | Covid-19                 | 62.0%                     | 58.3%                     | 94 / 139             | 67.6%                     |
| Economically Disadvantaged | 32.0%                     | 32.3%                     |                          | 38.5%                     | 39.5%                     | 3 / 19               | 15.8%                     |
| Identified Disability      | 39.3%                     |                           |                          | 47.8%                     | 28.0%                     | 14 / 28              | 50.0%                     |

## ACADEMIC ACHIEVEMENT - F&P

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

| GRADE 1                    | Spring 2018<br>Percentage | Spring 2019<br>Percentage | Spring 2020<br>Cancelled | Spring 2021<br>Percentage | Spring 2022<br>Percentage | Spring 2023<br>Count | Spring 2023<br>Percentage |
|----------------------------|---------------------------|---------------------------|--------------------------|---------------------------|---------------------------|----------------------|---------------------------|
| <b>Reading</b>             |                           |                           |                          |                           |                           |                      |                           |
| District Total             | 47.1%                     | 50.4%                     | Covid-19                 | 49.7%                     | 63.3%                     | 96 / 155             | 61.9%                     |
| Economically Disadvantaged | 29.2%                     | 36.8%                     |                          | 28.6%                     | 33.3%                     | 19 / 38              | 50.0%                     |
| Identified Disability      | 11.1%                     | 25.0%                     |                          | 26.7%                     | 50.0%                     | 10 / 26              | 38.5%                     |

## ACADEMIC ACHIEVEMENT - F&P

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

| GRADE 2                    | Spring 2018<br>Percentage | Spring 2019<br>Percentage | Spring 2020<br>Cancelled | Spring 2021<br>Percentage | Spring 2022<br>Percentage | Spring 2023<br>Count | Spring 2023<br>Percentage |
|----------------------------|---------------------------|---------------------------|--------------------------|---------------------------|---------------------------|----------------------|---------------------------|
| <b>Reading</b>             |                           |                           |                          |                           |                           |                      |                           |
| District Total             | 47.1%                     | 46.3%                     | Covid-19                 | 30.9%                     | 33.6%                     | 71 / 148             | 48.0%                     |
| Economically Disadvantaged | 34.5%                     | 20.8%                     |                          | 15.8%                     | 15.6%                     | 5 / 30               | 16.7%                     |
| Identified Disability      | 18.5%                     | 20.0%                     |                          | 4.2%                      | 0.0%                      | 4 / 20               | 20.0%                     |

## Academic Achievement Continued

### ACADEMIC ACHIEVEMENT - F&P

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

| GRADE 3                    | Spring 2018<br>Percentage | Spring 2019<br>Percentage | Spring 2020<br>Cancelled | Spring 2021<br>Percentage | Spring 2022<br>Percentage | Spring 2023<br>Count | Spring 2023<br>Percentage |
|----------------------------|---------------------------|---------------------------|--------------------------|---------------------------|---------------------------|----------------------|---------------------------|
| <b>Reading</b>             |                           |                           |                          |                           |                           |                      |                           |
| District Total             | 54.6%                     | 41.5%                     | Covid-19                 | 51.5%                     | 44.8%                     | 61 / 149             | 40.9%                     |
| Economically Disadvantaged | 33.3%                     | 27.6%                     |                          | 37.5%                     | 23.5%                     | 4 / 27               | 14.8%                     |
| Identified Disability      | 17.4%                     | 29.4%                     |                          | 30.0%                     | 19.0%                     | 1 / 31               | 3.2%                      |

### ACADEMIC ACHIEVEMENT - F&P

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

| GRADE 4                    | Spring 2018<br>Percentage | Spring 2019<br>Percentage | Spring 2020<br>Cancelled | Spring 2021<br>Percentage | Spring 2022<br>Percentage | Spring 2023<br>Count | Spring 2023<br>Percentage |
|----------------------------|---------------------------|---------------------------|--------------------------|---------------------------|---------------------------|----------------------|---------------------------|
| <b>Reading</b>             |                           |                           |                          |                           |                           |                      |                           |
| District Total             | 56.4%                     | 52.4%                     | Covid-19                 | 47.9%                     | 52.9%                     | 70 / 149             | 47.0%                     |
| Economically Disadvantaged | 43.2%                     | 33.3%                     |                          | 16.7%                     | 40.0%                     | 7 / 36               | 19.4%                     |
| Identified Disability      | 17.9%                     |                           |                          | 7.1%                      | 17.6%                     | 2 / 26               | 7.7%                      |

### ACADEMIC ACHIEVEMENT - F&P

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

| GRADE 5                    | Spring 2018<br>Percentage | Spring 2019<br>Percentage | Spring 2020<br>Cancelled | Spring 2021<br>Percentage | Spring 2022<br>Percentage | Spring 2023<br>Count | Spring 2023<br>Percentage |
|----------------------------|---------------------------|---------------------------|--------------------------|---------------------------|---------------------------|----------------------|---------------------------|
| <b>Reading</b>             |                           |                           |                          |                           |                           |                      |                           |
| District Total             | 50.3%                     | 41.3%                     | Covid-19                 | 63.0%                     | 63.5%                     | 86 / 135             | 63.7%                     |
| Economically Disadvantaged | 38.5%                     | 32.4%                     |                          | 36.7%                     | 19.0%                     | 10 / 17              | 58.8%                     |
| Identified Disability      | 9.5%                      |                           |                          | 29.2%                     | 23.1%                     | 4 / 13               | 30.8%                     |

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-MAINE THROUGH YEAR (MTY)

Percent at or above State Expectations

| <b>Grade 3</b>             | 2022-2023<br>Spring Count | 2022-2023<br>Spring Percent | 2022-2023<br>State |
|----------------------------|---------------------------|-----------------------------|--------------------|
| <b>Reading</b>             |                           |                             |                    |
| District Total             | 111 / 148                 | 75.0%                       |                    |
| Economically Disadvantaged | 12 / 28                   | 42.9%                       |                    |
| Identified Disability      | 16 / 30                   | 53.3%                       |                    |
| <b>Math</b>                |                           |                             |                    |
| District Total             | 105 / 148                 | 70.9%                       |                    |
| Economically Disadvantaged | 12 / 28                   | 42.9%                       |                    |
| Identified Disability      | 13 / 30                   | 43.3%                       |                    |

## ACADEMIC ACHIEVEMENT-MAINE THROUGH YEAR (MTY)

Percent at or above State Expectations

| <b>Grade 4</b>             | 2022-2023<br>Count | 2022-2023<br>Spring Percent | 2022-2023<br>State |
|----------------------------|--------------------|-----------------------------|--------------------|
| <b>Reading</b>             |                    |                             |                    |
| District Total             | 106 / 152          | 69.7%                       |                    |
| Economically Disadvantaged | 15 / 38            | 39.5%                       |                    |
| Identified Disability      | 8 / 31             | 25.8%                       |                    |
| <b>Math</b>                |                    |                             |                    |
| District Total             | 110 / 152          | 72.4%                       |                    |
| Economically Disadvantaged | 21 / 38            | 55.3%                       |                    |
| Identified Disability      | 12 / 30            | 40.0%                       |                    |

## ACADEMIC ACHIEVEMENT-MAINE THROUGH YEAR (MTY)

Percent at or above State Expectations

| <b>Grade 5</b>             | 2022-2023<br>Count | 2022-2023<br>Spring Percent | 2022-2023<br>State |
|----------------------------|--------------------|-----------------------------|--------------------|
| <b>Reading</b>             |                    |                             |                    |
| District Total             | 110 / 134          | 82.1%                       |                    |
| Economically Disadvantaged | 12 / 19            | 63.2%                       |                    |
| Identified Disability      | 4 / 13             | 30.8%                       |                    |
| <b>Math</b>                |                    |                             |                    |
| District Total             | 98 / 134           | 73.1%                       |                    |
| Economically Disadvantaged | 11 / 18            | 61.1%                       |                    |
| Identified Disability      | 4 / 13             | 30.8%                       |                    |

## Academic Achievement Continued

### ACADEMIC ACHIEVEMENT-MAINE THROUGH YEAR (MTY)

*Percent at or above State Expectations*

| <b>Grade 6</b>             | 2022-2023<br>Count | 2022-2023<br>Spring Percent | 2022-2023<br>State |
|----------------------------|--------------------|-----------------------------|--------------------|
| <b>Reading</b>             |                    |                             |                    |
| District Total             | 107 / 131          | 81.7%                       |                    |
| Economically Disadvantaged | 10 / 21            | 47.6%                       |                    |
| Identified Disability      | 5 / 13             | 38.5%                       |                    |
| <b>Math</b>                |                    |                             |                    |
| District Total             | 99 / 132           | 75.0%                       |                    |
| Economically Disadvantaged | 11 / 22            | 50.0%                       |                    |
| Identified Disability      | 1 / 14             | 7.1%                        |                    |

### ACADEMIC ACHIEVEMENT-MAINE THROUGH YEAR (MTY)

*Percent at or above State Expectations*

| <b>Grade 7</b>             | 2022-2023<br>Count | 2022-2023<br>Spring Percent | 2022-2023<br>State |
|----------------------------|--------------------|-----------------------------|--------------------|
| <b>Reading</b>             |                    |                             |                    |
| District Total             | 101 / 138          | 73.2%                       |                    |
| Economically Disadvantaged | 19 / 36            | 52.8%                       |                    |
| Identified Disability      | 7 / 22             | 31.8%                       |                    |
| <b>Math</b>                |                    |                             |                    |
| District Total             | 97 / 138           | 70.3%                       |                    |
| Economically Disadvantaged | 19 / 36            | 52.8%                       |                    |
| Identified Disability      | 6 / 22             | 27.3%                       |                    |

### ACADEMIC ACHIEVEMENT-MAINE THROUGH YEAR (MTY)

*Percent at or above State Expectations*

| <b>Grade 8</b>             | 2022-2023<br>Count | 2022-2023<br>Spring Percent | 2022-2023<br>State |
|----------------------------|--------------------|-----------------------------|--------------------|
| <b>Reading</b>             |                    |                             |                    |
| District Total             | 115 / 154          | 74.7%                       |                    |
| Economically Disadvantaged | 12 / 27            | 44.4%                       |                    |
| Identified Disability      | 2 / 17             | 11.8%                       |                    |
| <b>Math</b>                |                    |                             |                    |
| District Total             | 89 / 154           | 57.8%                       |                    |
| Economically Disadvantaged | 5 / 27             | 18.5%                       |                    |
| Identified Disability      | 3 / 17             | 17.6%                       |                    |

## Academic Achievement Continued

### ACADEMIC ACHIEVEMENT-MAINE THROUGH YEAR (MTY)

*Percent at or above State Expectations*

#### Second Year HS

| 2022-2023<br>Spring Count | 2022-2023<br>Spring Percent | 2022-2023<br>State |
|---------------------------|-----------------------------|--------------------|
|---------------------------|-----------------------------|--------------------|

#### Reading

|                            |           |       |  |
|----------------------------|-----------|-------|--|
| District Total             | 106 / 140 | 75.7% |  |
| Economically Disadvantaged | 17 / 26   | 65.4% |  |
| Identified Disability      | 3 / 15    | 20.0% |  |

#### Math

|                            |          |       |  |
|----------------------------|----------|-------|--|
| District Total             | 72 / 132 | 54.5% |  |
| Economically Disadvantaged | 7 / 23   | 30.4% |  |
| Identified Disability      | 1 / 13   | 7.7%  |  |

# Academic Achievement Continued

## ACADEMIC ACHIEVEMENT-MEA SCIENCE

*Percent at or above State Expectations*

| <b>Grade 5</b>             | 2021-2022 | 2022-2023 | 2022-2023 | 2022-2023 |
|----------------------------|-----------|-----------|-----------|-----------|
|                            | Percent   | Count     | Percent   | State     |
| District Total             | 34.9%     | 40 / 133  | 30.1%     | 23.2%     |
| Economically Disadvantaged | 15.8%     | 2 / 18    | 11.1%     |           |
| Identified Disability      | 7.1%      | 2 / 13    | 15.4%     |           |

## ACADEMIC ACHIEVEMENT-MEA SCIENCE

*Percent at or above State Expectations*

| <b>Grade 8</b>             | 2021-2022 | 2022-2023 | 2022-2023 | 2022-2023 |
|----------------------------|-----------|-----------|-----------|-----------|
|                            | Percent   | Count     | Percent   | State     |
| District Total             | 66.2%     | 115 / 154 | 74.7%     | 46.8%     |
| Economically Disadvantaged | 58.3%     | 11 / 27   | 40.7%     |           |
| Identified Disability      | 29.4%     | 4 / 17    | 23.5%     |           |

## ACADEMIC ACHIEVEMENT-MEA SCIENCE

*Percent at or above State Expectations*

| <b>Grade 11</b>            | 2021-2022 | 2022-2023 | 2022-2023 | 2022-2023 |
|----------------------------|-----------|-----------|-----------|-----------|
|                            | Percent   | Count     | Percent   | State     |
| District Total             | 61.7%     | 72 / 149  | 48.3%     | 38.7%     |
| Economically Disadvantaged | 43.8%     | 10 / 14   | 71.4%     |           |
| Identified Disability      | 25.0%     | 5 / 7     | 71.4%     |           |

## 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                    | Spring 2017<br>Percentage | Spring 2018<br>Percentage | Spring 2019<br>Percentage | Fall 2020<br>Percentage | Spring 2021<br>Percentage | Spring 2022<br>Percentage | N/A | N/A |
|----------------------------|---------------------------|---------------------------|---------------------------|-------------------------|---------------------------|---------------------------|-----|-----|
| <b>Reading</b>             |                           |                           |                           |                         |                           |                           |     |     |
| District Total             | 74.6%                     | 74.1%                     | 74.4%                     | 74.1%                   | 80.5%                     | 71.9%                     |     |     |
| Economically Disadvantaged |                           | <del>36.0%</del>          | <del>58.6%</del>          | 56.5%                   | 68.0%                     | 35.1%                     |     |     |
| Identified Disability      |                           | 52.0%                     | 36.7%                     | 36.8%                   | 50.0%                     | 43.5%                     |     |     |
| <b>Math</b>                |                           |                           |                           |                         |                           |                           |     |     |
| District Total             | 71.8%                     | 73.3%                     | 67.2%                     | 60.9%                   | 67.4%                     | 68.7%                     |     |     |
| Economically Disadvantaged |                           | 76.0%                     | 51.7%                     | 57.1%                   | <del>60.0%</del>          | 51.4%                     |     |     |
| Identified Disability      |                           | 60.0%                     | 33.3%                     | 30.0%                   | 28.6%                     | 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                    | Spring 2017<br>Percentage | Spring 2018<br>Percentage | Spring 2019<br>Percentage | Fall 2020<br>Percentage | Spring 2021<br>Percentage | Spring 2022<br>Percentage | N/A | N/A |
|----------------------------|---------------------------|---------------------------|---------------------------|-------------------------|---------------------------|---------------------------|-----|-----|
| <b>Reading</b>             |                           |                           |                           |                         |                           |                           |     |     |
| District Total             | 79.6%                     | 76.0%                     | 75.2%                     | 74.5%                   | 76.5%                     | 75.6%                     |     |     |
| Economically Disadvantaged |                           | 80.6%                     | 53.3%                     | <del>43.8%</del>        | 42.1%                     | 50.0%                     |     |     |
| Identified Disability      |                           | 57.9%                     | 30.8%                     | 25.0%                   | 30.8%                     | 50.0%                     |     |     |
| <b>Math</b>                |                           |                           |                           |                         |                           |                           |     |     |
| District Total             | 73.2%                     | 77.4%                     |                           | 64.5%                   | 73.6%                     | 77.0%                     |     |     |
| Economically Disadvantaged |                           | 87.1%                     | 40.0%                     | 38.9%                   | 47.4%                     | 65.0%                     |     |     |
| Identified Disability      |                           | 86.4%                     | 42.3%                     | 33.3%                   | 20.0%                     | 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                    | Spring 2017<br>Percentage | Spring 2018<br>Percentage | Spring 2019<br>Percentage | Fall 2020<br>Percentage | Spring 2021<br>Percentage | Spring 2022<br>Percentage | N/A | N/A |
|----------------------------|---------------------------|---------------------------|---------------------------|-------------------------|---------------------------|---------------------------|-----|-----|
| <b>Reading</b>             |                           |                           |                           |                         |                           |                           |     |     |
| District Total             | 83.3%                     | 80.4%                     | 77.3%                     | 79.2%                   | 72.3%                     | 75.4%                     |     |     |
| Economically Disadvantaged |                           | 72.7%                     | 65.8%                     | 60.0%                   | 46.7%                     | 47.6%                     |     |     |
| Identified Disability      |                           | 47.6%                     | 33.3%                     | 50.0%                   | 42.1%                     | 15.4%                     |     |     |
| <b>Math</b>                |                           |                           |                           |                         |                           |                           |     |     |
| District Total             | 74.4%                     | 78.2%                     |                           | 77.0%                   | 75.6%                     | 73.6%                     |     |     |
| Economically Disadvantaged |                           | 81.8%                     | <del>55.3%</del>          | 61.5%                   | <del>54.8%</del>          | 38.1%                     |     |     |
| Identified Disability      |                           | 42.9%                     | 34.8%                     | 48.0%                   | 40.0%                     | 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                    | Spring 2017<br>Percentage | Spring 2018<br>Percentage | Spring 2019<br>Percentage | Fall 2020<br>Percentage | Spring 2021<br>Percentage | Spring 2022<br>Percentage | N/A | N/A |
|----------------------------|---------------------------|---------------------------|---------------------------|-------------------------|---------------------------|---------------------------|-----|-----|
| <b>Reading</b>             |                           |                           |                           |                         |                           |                           |     |     |
| District Total             | 81.3%                     | 82.0%                     |                           | 79.5%                   | 78.5%                     | 75.7%                     |     |     |
| Economically Disadvantaged |                           | 69.2%                     | 73.1%                     | <del>69.6%</del>        | 69.2%                     | 53.1%                     |     |     |
| Identified Disability      |                           | 47.1%                     | 34.8%                     | 45.5%                   | 30.0%                     | 31.8%                     |     |     |
| <b>Math</b>                |                           |                           |                           |                         |                           |                           |     |     |
| District Total             | 70.1%                     | 78.6%                     | 82.8%                     | 74.2%                   | 71.7%                     | 75.0%                     |     |     |
| Economically Disadvantaged |                           | 48.1%                     | <del>69.2%</del>          | <del>39.1%</del>        | 48.1%                     | <del>50.0%</del>          |     |     |
| Identified Disability      |                           | 38.9%                     | 34.8%                     | 18.2%                   | 19.0%                     | 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                    | Spring 2017<br>Percentage | Spring 2018<br>Percentage | Spring 2019<br>Percentage | Fall 2020<br>Percentage | Spring 2021<br>Percentage | Spring 2022<br>Percentage | N/A | N/A |
|----------------------------|---------------------------|---------------------------|---------------------------|-------------------------|---------------------------|---------------------------|-----|-----|
| <b>Reading</b>             |                           |                           |                           |                         |                           |                           |     |     |
| District Total             | 78.6%                     | 84.2%                     | 90.9%                     | 80.8%                   | 83.3%                     | 86.1%                     |     |     |
| Economically Disadvantaged |                           | 75.0%                     | 71.0%                     | 66.7%                   | 75.7%                     | 61.9%                     |     |     |
| Identified Disability      |                           | 47.6%                     | 58.8%                     | 44.0%                   | 42.1%                     | 33.3%                     |     |     |
| <b>Math</b>                |                           |                           |                           |                         |                           |                           |     |     |
| District Total             | 78.9%                     | 74.8%                     | 85.8%                     | 73.7%                   | 75.0%                     | 77.6%                     |     |     |
| Economically Disadvantaged |                           | 75.8%                     | 63.3%                     | 50.0%                   | 59.5%                     | 50.0%                     |     |     |
| Identified Disability      |                           | 47.6%                     | 31.3%                     | 40.0%                   | 26.3%                     | 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                    | Spring 2017<br>Percentage | Spring 2018<br>Percentage | Spring 2019<br>Percentage | Fall 2020<br>Percentage | Spring 2021<br>Percentage | Spring 2022<br>Percentage | N/A | N/A |
|----------------------------|---------------------------|---------------------------|---------------------------|-------------------------|---------------------------|---------------------------|-----|-----|
| <b>Reading</b>             |                           |                           |                           |                         |                           |                           |     |     |
| District Total             | 87.1%                     | 85.1%                     | 84.1%                     | 87.1%                   | 83.0%                     | 80.1%                     |     |     |
| Economically Disadvantaged |                           | 71.4%                     | 66.7%                     | <del>74.3%</del>        | <del>84.5%</del>          | 70.4%                     |     |     |
| Identified Disability      |                           | 46.2%                     | 37.5%                     | 45.5%                   | 28.6%                     | 23.5%                     |     |     |
| <b>Math</b>                |                           |                           |                           |                         |                           |                           |     |     |
| District Total             | 77.0%                     | 80.4%                     | 77.3%                     | 83.8%                   | 79.4%                     | 75.2%                     |     |     |
| Economically Disadvantaged |                           | <del>55.6%</del>          | <del>67.5%</del>          | 71.4%                   | <del>85.6%</del>          | 58.6%                     |     |     |
| Identified Disability      |                           | 33.3%                     | 35.0%                     | 42.9%                   | 13.3%                     | 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                    | Spring 2017<br>Percentage | Spring 2018<br>Percentage | Spring 2019<br>Percentage | Fall 2020<br>Percentage | Spring 2021<br>Percentage | Spring 2022<br>Percentage | Spring 2023<br>Count | Spring 2023<br>Percentage |
|----------------------------|---------------------------|---------------------------|---------------------------|-------------------------|---------------------------|---------------------------|----------------------|---------------------------|
| <b>Reading</b>             |                           |                           |                           |                         |                           |                           |                      |                           |
| District Total             | 84.7%                     | 89.1%                     | 88.0%                     | 93.2%                   | 94.5%                     | 84.4%                     | 133 / 158            | 84.2%                     |
| Economically Disadvantaged |                           | 53.6%                     | 65.5%                     | 66.7%                   | 77.8%                     | 85.7%                     | 17 / 24              | 70.8%                     |
| Identified Disability      |                           | 10.0%                     | 40.9%                     | 50.0%                   |                           | 28.6%                     | 4 / 14               | 28.6%                     |
| <b>Math</b>                |                           |                           |                           |                         |                           |                           |                      |                           |
| District Total             | 72.8%                     | 74.1%                     | 78.1%                     | 93.3%                   | 89.7%                     | 82.9%                     | 133 / 158            | 84.2%                     |
| Economically Disadvantaged |                           | 28.1%                     | 48.3%                     | 69.6%                   | 68.4%                     | 81.8%                     | 17 / 24              | 70.8%                     |
| Identified Disability      |                           | 8.3%                      |                           |                         |                           | 26.7%                     | 4 / 14               | 28.6%                     |

### 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                   | Spring 2017<br>Percentage | Spring 2018<br>Percentage | Spring 2019<br>Percentage | Fall 2020<br>Percentage | Spring 2021<br>Percentage | Spring 2022<br>Percentage | N/A | N/A |
|----------------------------|---------------------------|---------------------------|---------------------------|-------------------------|---------------------------|---------------------------|-----|-----|
| <b>Reading</b>             |                           |                           |                           |                         |                           |                           |     |     |
| District Total             | 72.4%                     | 81.0%                     | 92.5%                     | 89.2%                   | 87.8%                     | 85.0%                     |     |     |
| Economically Disadvantaged |                           | 6.7%                      |                           | 80.8%                   | 77.8%                     | 60.0%                     |     |     |
| Identified Disability      |                           |                           | 16.7%                     |                         |                           | 30.0%                     |     |     |
| <b>Math</b>                |                           |                           |                           |                         |                           |                           |     |     |
| District Total             | 72.4%                     | 83.2%                     | 80.3%                     | 88.5%                   | 85.8%                     | 85.2%                     |     |     |
| Economically Disadvantaged |                           | 13.3%                     |                           | 81.5%                   | 72.4%                     | 76.2%                     |     |     |
| Identified Disability      |                           |                           |                           |                         |                           | 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 | 2018<br>Percent | 2019<br>Percentage | 2020<br>Cancelled | 2021<br>Percentage | 2022<br>Percentage | 2023<br>Count | 2023<br>Percentage |
|----------|-----------------|--------------------|-------------------|--------------------|--------------------|---------------|--------------------|
|----------|-----------------|--------------------|-------------------|--------------------|--------------------|---------------|--------------------|

#### Evidence-Based Reading and Writing

|              |       |       |          |       |       |           |       |
|--------------|-------|-------|----------|-------|-------|-----------|-------|
| School Total | 70.9% | 71.9% | Covid-19 | 75.7% | 68.1% | 103 / 143 | 72.0% |
|--------------|-------|-------|----------|-------|-------|-----------|-------|

#### Math

|              |       |       |          |       |       |          |       |
|--------------|-------|-------|----------|-------|-------|----------|-------|
| School Total | 51.5% | 44.5% | Covid-19 | 47.3% | 44.8% | 60 / 143 | 42.0% |
|--------------|-------|-------|----------|-------|-------|----------|-------|

\*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 | 2018<br>Percent | 2019<br>Percent | 2020<br>Cancelled | 2021<br>Percent | 2022<br>Percentage | 2023<br>Count | 2023<br>Percentage |
|----------|-----------------|-----------------|-------------------|-----------------|--------------------|---------------|--------------------|
|----------|-----------------|-----------------|-------------------|-----------------|--------------------|---------------|--------------------|

#### Evidence-Based Reading and Writing

|              |       |       |          |       |       |          |       |
|--------------|-------|-------|----------|-------|-------|----------|-------|
| School Total | 71.4% | 80.7% | Covid-19 | 76.7% | 70.8% | 79 / 112 | 70.5% |
|--------------|-------|-------|----------|-------|-------|----------|-------|

#### Math

|              |       |       |          |       |       |          |       |
|--------------|-------|-------|----------|-------|-------|----------|-------|
| School Total | 37.8% | 41.2% | Covid-19 | 39.7% | 36.1% | 37 / 112 | 33.0% |
|--------------|-------|-------|----------|-------|-------|----------|-------|

\*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<br>Cancelled | 2020-2021<br>Percentage | 2021-2022<br>Count | 2021-2022<br>Percentage | 2022-2023<br>Count | 2022-2023<br>Percentage |
|------------------------------|------------------------|-------------------------|--------------------|-------------------------|--------------------|-------------------------|
| <b>English Language Arts</b> |                        |                         |                    |                         |                    |                         |
| District Total               | Covid-19               | 73.4%                   | 83 / 120           | 69.2%                   | 115 / 153          | 75.2%                   |
| Economically Disadvantaged   |                        | 53.3%                   | 7 / 15             | 46.7%                   | 9 / 13             | 69.2%                   |
| Identified Disability        |                        |                         |                    |                         |                    |                         |
| <b>Math</b>                  |                        |                         |                    |                         |                    |                         |
| District Total               |                        | 41.4%                   | 49 / 120           | 40.8%                   | 59 / 153           | 38.6%                   |
| Economically Disadvantaged   |                        | 20.0%                   | 3 / 15             | 20.0%                   | 8 / 13             | 61.5%                   |
| 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

|   | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|---|---------|---------|---------|---------|---------|---------|
| <u>Total Number of Students Enrolled in Advanced Placement (AP) Courses</u> |         |         |         |         |         |         |
| District Total  | 102     | 133     | 130     | 134     | 134     | 147     |
| <u>Percent of Students Scoring 3 or Higher on at Least One AP Exam</u>      |         |         |         |         |         |         |
| District Total  | 71.6%   | 61.7%   | 79.2%   | 69.4%   | 81.3%   | 74.2%   |
| <u>Percent of US AP Students Scoring 3 or Higher on at Least One Exam</u>   |         |         |         |         |         |         |
| US Total  | 61.3%   | 60.0%   | 59.3%   | 55.8%   | 60.2%   |         |
| <u>Percent of AP EXAMS That Result in a Score of 3 or Higher</u>            |         |         |         |         |         |         |
| District Total  | 67.7%   | 62.4%   | 69.9%   | 63.2%   | 74.9%   | 70.9%   |

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

| <b>GRADE 3</b>             | Spring 2017 to<br>Spring 2018<br>Percent | Spring 2018 to<br>Spring 2019<br>Percent | Fall 2020 to<br>Spring 2021<br>Percent | Spring 2021 to<br>Spring 2022<br>Count | Spring 2021 to<br>Spring 2022<br>Percent | N/A | N/A |
|----------------------------|--|--|--|--|--|-----|-----|
| <b>Reading</b>             |  |  |  |  |  |     |     |
| District Total             | 53.6%                                    | 53.7%                                    | 52.2%                                  | 59 / 114                               | 51.8%                                    |     |     |
| Economically Disadvantaged | 47.6%                                    | 53.6%                                    | 59.1%                                  | 12 / 27                                | 44.4%                                    |     |     |
| Identified Disability      | 35.0%                                    | 50.0%                                    | 57.9%                                  | 11 / 17                                | 64.7%                                    |     |     |
| <b>Math</b>                |  |  |  |  |  |     |     |
| District Total             | 55.6%                                    | 50.8%                                    | 63.2%                                  | 87 / 115                               | 75.7%                                    |     |     |
| Economically Disadvantaged | 50.0%                                    | 50.0%                                    | 50.0%                                  | 20 / 27                                | 74.1%                                    |     |     |
| Identified Disability      | 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

| <b>GRADE 4</b>             | Spring 2017 to<br>Spring 2018<br>Percent | Spring 2018 to<br>Spring 2019<br>Percent | Fall 2020 to<br>Spring 2021<br>Percent | Spring 2021 to<br>Spring 2022<br>Count | Spring 2021 to<br>Spring 2022<br>Percent | N/A | N/A |
|----------------------------|--|--|--|--|--|-----|-----|
| <b>Reading</b>             |  |  |  |  |  |     |     |
| District Total             | 65.7%                                    | 53.3%                                    | 55.8%                                  | 67 / 125                               | 53.6%                                    |     |     |
| Economically Disadvantaged | 69.6%                                    | 46.4%                                    | 46.2%                                  | 9 / 20                                 | 45.0%                                    |     |     |
| Identified Disability      | 50.0%                                    | 50.0%                                    | 50.0%                                  | 12 / 17                                | 70.6%                                    |     |     |
| <b>Math</b>                |  |  |  |  |  |     |     |
| District Total             | 68.9%                                    | 55.1%                                    | 60.4%                                  | 84 / 126                               | 66.7%                                    |     |     |
| Economically Disadvantaged | 56.5%                                    | 35.7%                                    | 33.3%                                  | 14 / 20                                | 70.0%                                    |     |     |
| Identified Disability      | 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

| <b>GRADE 5</b>             | Spring 2017 to<br>Spring 2018<br>Percent | Spring 2018 to<br>Spring 2019<br>Percent | Fall 2020 to<br>Spring 2021<br>Percent | Spring 2021 to<br>Spring 2022<br>Count | Spring 2021 to<br>Spring 2022<br>Percent | N/A | N/A |
|----------------------------|--|--|--|--|--|-----|-----|
| <b>Reading</b>             |  |  |  |  |  |     |     |
| District Total             | 64.1%                                    | 58.9%                                    | 48.4%                                  | 54 / 108                               | 50.0%                                    |     |     |
| Economically Disadvantaged | 66.7%                                    | 68.6%                                    | 40.7%                                  | 5 / 16                                 | 31.3%                                    |     |     |
| Identified Disability      | 38.9%                                    | 63.6%                                    | 47.4%                                  | 3 / 13                                 | 23.1%                                    |     |     |
| <b>Math</b>                |  |  |  |  |  |     |     |
| District Total             | 72.3%                                    | 51.8%                                    | 66.4%                                  | 82 / 108                               | 75.9%                                    |     |     |
| Economically Disadvantaged | 60.0%                                    | 45.7%                                    | 51.6%                                  | 10 / 16                                | 62.5%                                    |     |     |
| Identified Disability      | 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

| <b>GRADE 6</b>             | Spring 2017 to<br>Spring 2018<br>Percent | Spring 2018 to<br>Spring 2019<br>Percent | Fall 2020 to<br>Spring 2021<br>Percent | Spring 2021 to<br>Spring 2022<br>Count | Spring 2021 to<br>Spring 2022<br>Percent | N/A | N/A |
|----------------------------|--|--|--|--|--|-----|-----|
| <b>Reading</b>             |  |  |  |  |  |     |     |
| District Total             | 59.1%                                    | 60.7%                                    | 50.4%                                  | 68 / 124                               | 54.8%                                    |     |     |
| Economically Disadvantaged | 52.2%                                    | 64.0%                                    | 68.2%                                  | 12 / 27                                | 44.4%                                    |     |     |
| Identified Disability      | 47.1%                                    | 57.1%                                    | 44.4%                                  | 5 / 19                                 | 26.3%                                    |     |     |
| <b>Math</b>                |  |  |  |  |  |     |     |
| District Total             | 67.3%                                    | 62.7%                                    | 73.2%                                  | 86 / 125                               | 68.8%                                    |     |     |
| Economically Disadvantaged | 39.1%                                    | 54.2%                                    | 72.0%                                  | 18 / 28                                | 64.3%                                    |     |     |
| Identified Disability      | 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

| <b>GRADE 7</b>             | Spring 2017 to<br>Spring 2018<br>Percent | Spring 2018 to<br>Spring 2019<br>Percent | Fall 2020 to<br>Spring 2021<br>Percent | Spring 2021 to<br>Spring 2022<br>Count | Spring 2021 to<br>Spring 2022<br>Percent | N/A | N/A |
|----------------------------|--|--|--|--|--|-----|-----|
| <b>Reading</b>             |  |  |  |  |  |     |     |
| District Total             | 63.9%                                    | 65.4%                                    | 65.1%                                  | 84 / 135                               | 62.2%                                    |     |     |
| Economically Disadvantaged | 44.8%                                    | 79.3%                                    | 70.6%                                  | 9 / 18                                 | 50.0%                                    |     |     |
| Identified Disability      | 35.3%                                    | 81.3%                                    | 58.8%                                  | 6 / 14                                 | 42.9%                                    |     |     |
| <b>Math</b>                |  |  |  |  |  |     |     |
| District Total             | 56.3%                                    | 66.9%                                    | 70.9%                                  | 86 / 136                               | 63.2%                                    |     |     |
| Economically Disadvantaged | 60.0%                                    | 71.4%                                    | 70.6%                                  | 16 / 19                                | 84.2%                                    |     |     |
| Identified Disability      | 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

| <b>GRADE 8</b>             | Spring 2017 to<br>Spring 2018<br>Percent | Spring 2018 to<br>Spring 2019<br>Percent | Fall 2020 to<br>Spring 2021<br>Percent | Spring 2021 to<br>Spring 2022<br>Count | Spring 2021 to<br>Spring 2022<br>Percent | N/A | N/A |
|----------------------------|--|--|--|--|--|-----|-----|
| <b>Reading</b>             |  |  |  |  |  |     |     |
| District Total             | 62.0%                                    | 60.5%                                    | 56.7%                                  | 74 / 144                               | 51.4%                                    |     |     |
| Economically Disadvantaged | 57.1%                                    | 66.7%                                    | 41.9%                                  | 12 / 25                                | 48.0%                                    |     |     |
| Identified Disability      | 37.5%                                    | 91.7%                                    | 46.2%                                  | 6 / 17                                 | 35.3%                                    |     |     |
| <b>Math</b>                |  |  |  |  |  |     |     |
| District Total             | 61.7%                                    | 58.6%                                    | 54.1%                                  | 94 / 144                               | 65.3%                                    |     |     |
| Economically Disadvantaged | 50.0%                                    | 26.7%                                    | 43.8%                                  | 15 / 25                                | 60.0%                                    |     |     |
| Identified Disability      | 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

| <b>GRADE 9</b>             | Spring 2017 to<br>Spring 2018<br>Percent | Spring 2018 to<br>Spring 2019<br>Percent | Fall 2020 to<br>Spring 2021<br>Percent | Spring 2021 to<br>Spring 2022<br>Count | Spring 2021 to<br>Spring 2022<br>Percent | Spring 2022 to<br>Spring 2023<br>Count | Spring 2022 to<br>Spring 2023<br>Percent |
|----------------------------|--|--|--|--|--|--|--|
| <b>Reading</b>             |  |  |  |  |  |  |  |
| District Total             | 52.7%                                    | 59.3%                                    | 40.8%                                  | 47 / 113                               | 41.6%                                    | 71 / 139                               | 51.1%                                    |
| Economically Disadvantaged | 58.3%                                    | 55.6%                                    | 29.4%                                  | 9 / 19                                 | 47.4%                                    | 11 / 21                                | 52.4%                                    |
| Identified Disability      | 37.5%                                    | 47.6%                                    |  | 1 / 10                                 | 10.0%                                    | 6 / 13                                 | 46.2%                                    |
| <b>Math</b>                |  |  |  |  |  |  |  |
| District Total             | 50.8%                                    | 51.0%                                    | 58.0%                                  | 62 / 115                               | 53.9%                                    | 54 / 137                               | 39.4%                                    |
| Economically Disadvantaged | 60.7%                                    | 37.0%                                    | 66.7%                                  | 11 / 21                                | 52.4%                                    | 8 / 21                                 | 38.1%                                    |
| Identified Disability      | 40.0%                                    |  |  | 5 / 12                                 | 41.7%                                    | 6 / 13                                 | 46.2%                                    |

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

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

| <b>GRADE 10</b>            | Spring 2017 to<br>Spring 2018<br>Percent | Spring 2018 to<br>Spring 2019<br>Percent | Fall 2020 to<br>Spring 2021<br>Percent | Spring 2021 to<br>Spring 2022<br>Count | Spring 2021 to<br>Spring 2022<br>Percent | N/A | N/A |
|----------------------------|--|--|--|--|--|-----|-----|
| <b>Reading</b>             |  |  |  |  |  |     |     |
| District Total             | 44.9%                                    | 51.2%                                    | 32.2%                                  | 62 / 140                               | 44.3%                                    |     |     |
| Economically Disadvantaged | 30.8%                                    |  | 34.6%                                  | 9 / 14                                 | 64.3%                                    |     |     |
| Identified Disability      | 42.9%                                    |  |  |  |  |     |     |
| <b>Math</b>                |  |  |  |  |  |     |     |
| District Total             | 66.3%                                    | 46.4%                                    | 61.8%                                  | 73 / 143                               | 51.0%                                    |     |     |
| Economically Disadvantaged | 53.8%                                    |  |  | 8 / 16                                 | 50.0%                                    |     |     |
| Identified Disability      | 57.1%                                    |  |  |  |  |     |     |

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

Report: Student Growth Summary



# Post Secondary Readiness & Success

## GRADUATION COHORT

### FREEPORT HIGH SCHOOL

|                | 2018 Cohort | 2019 Cohort | 2020 Cohort | 2021 Cohort | 2022 Cohort | 2023 Cohort |
|----------------|-------------|-------------|-------------|-------------|-------------|-------------|
| District Total | 96.3%       | 93.2%       | 97.0%       | 97.9%       | 97.5%       | 97.2%       |

Source: Data Warehouse, DOE-NEC

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 2018 | Class of 2019 | Class of 2020 | Class of 2021 | Class of 2022 | Class of 2023 |
|-----------------------------|---------------|---------------|---------------|---------------|---------------|---------------|
| District Total in Class     | 75/110        | 96/139        | 94/128        | 92/140        | 107/154       |               |
| District Percent Enrolled   | 68.2%         | 69.1%         | 73.4%         | 65.7%         | 69.5%         |               |
| Total Enrolled in Public    | 49            | 50            | 55            | 51            | 61            |               |
| Total Enrolled in Private   | 26            | 46            | 39            | 41            | 46            |               |
| Total Enrolled in 4-Year    | 58            | 85            | 74            | 73            | 85            |               |
| Total Enrolled in 2-Year    | 17            | 11            | 20            | 19            | 22            |               |
| Total Enrolled in State     | 44            | 58            | 58            | 43            | 57            |               |
| Total Enrolled Out of State | 31            | 38            | 36            | 49            | 50            |               |

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 2016 | Class of 2017 | Class of 2018 | Class of 2019 | Class of 2020 | Class of 2021 |
|-----------------------------|---------------|---------------|---------------|---------------|---------------|---------------|
| District Total in Class     | 66/116        | 72/114        | 64/110        | 86/139        | 80/128        |               |
| District Percent Enrolled   | 56.9%         | 63.2%         | 58.2%         | 61.9%         | 62.5%         |               |
| Total Enrolled in Public    | 35            | 36            | 37            | 45            | 44            |               |
| Total Enrolled in Private   | 31            | 36            | 27            | 41            | 36            |               |
| Total Enrolled in 4-Year    | 56            | 64            | 54            | 79            | 67            |               |
| Total Enrolled in 2-Year    | 10            | 8             | 10            | 7             | 13            |               |
| Total Enrolled in State     | 32            | 37            | 33            | 50            | 47            |               |
| Total Enrolled Out of State | 34            | 35            | 31            | 36            | 33            |               |

Source: National Clearinghouse, p21

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

## RSU 5 Board of Directors Cost Sharing Discussion

Date: January 10, 2024

To: RSU No.5 Board of Directors

From: Finance Committee

RE: Cost Sharing

Attached please find background information from previous cost sharing discussions to help provide common information across all the board members, as well as potential scenarios for consideration.

1. Cost Sharing 101 - Finance Committee Presentation  
5/10/2023
2. RSU #5 Cost Sharing - Suzan Beaudoin Presentation  
2/8/2023
3. 2023 - 2024 RSU 5 Board Budget Impact - Summary
4. ED 279 2023-2024 Dated 3/28/2023
5. Scenarios 2023-2024 and 2022-2023

# Cost Sharing 101: From the 5/10/23 Board Meeting

## An explanation of the RSU 5 cost sharing method

**RSU 5 Annual Budget consists of:**

$$\begin{aligned} & \textbf{Required Local Contribution} \\ & \quad + \\ & \quad \textbf{Local Cost Sharing} \\ & \quad + \\ & \textbf{Total Outside Contribution to the RSU} \\ & \quad = \\ & \textbf{Total RSU 5 Budget}^1 \end{aligned}$$

- **Required Local Contribution (RLC)**, the amount required to be raised locally to qualify for state subsidy. Each town's **RLC** is communicated in the ED 279 Section 4.C.
- **Local Cost Sharing** includes:
  - **Additional Local Money (ALM)** is locally determined education spending beyond the minimum required by the state.
  - Any additional amount raised to meet the **Mil Expectation** beyond the **RLC** (currently only applicable for Freeport). In the Reorganization Plan, the committee agreed that the **Total RLC** for each town was set by the ED 279 Section 4.B to achieve an equalized mil
- **Total Outside Contribution to the RSU (TOC)** includes all revenue from the state (except state funded debt service) and all other revenues received by the RSU from sources other than municipal tax revenues.<sup>2</sup>
  - **State subsidy** - amounts determined annually by the state
  - **Minimum Special Education Adjustment** - amount determined annually by the state
  - Any **Other adjustments from ED 279**

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<sup>1</sup> RSU Cost Sharing Method Presentation 10/23/19, p.7

<sup>2</sup> Glossary of RSU Cost Sharing Method Presentation 10/23/19, p.17

## Current Cost Sharing Formula

The RSU 5 cost sharing formula only applies to the **Additional Local Money (ALM)** portion of the budget.

**Additional Local Money (ALM)** is locally determined education spending beyond the minimum required by the state. This amount is the Total RSU Spending Budget minus **Total Outside Contribution to the RSU** minus Total **Required Local Contribution**.

Example: FY 22-23 the total **ALM** was \$10,969,455 (about 29%) of the total operating budget of \$37,223,151.

$$\begin{array}{r} \text{Total RSU Spending Budget : } \$37,223,151 \\ - \\ \text{Total Outside Contribution: } \$7,919,366 \\ - \\ \text{Total Required Local Contribution: } \$18,334,330 \\ = \\ \text{Additional Local Money: } \$10,969,455 \end{array}$$

Current breakdown of how the **ALM** is funded pursuant to the cost sharing formula:

- Durham: 21.42%
- Freeport: 65.98%
- Pownal: 12.60%

These are NOT the percentages of each town's total contribution to the budget - the above are only applied to **ALM**.

Example: FY 22-23 **ALM** total is \$10,969,455, then Pownal's **ALM** is calculated like this.

$$\begin{array}{r} \$10,969,455 \\ \times \\ .1260 \\ = \\ \$1,382,151 \end{array}$$

The Reorganization Planning Committee (RPC) used the percentages of **ALM** each town contributed to their school budget prior to consolidation, in the base year

(2007-2008). In other words, each town pays the same percentage of **ALM** costs that it incurred the year before the RSU was formed.<sup>3</sup>

## Mil rates

**Mil rate:** tax rate per \$1,000 of valuation

**Applicable Mil Rate:** The state uses a standard **Mil Expectation** to calculate **RLC** for each town, based upon a 3 year average of the town's determined valuation according to the State. This State valuation differs from the valuations the towns calculate individually.

- On the ED 279 from FY 22-23, the state uses the 3 year average to determine each town's valuation then multiplies it by the mil rate of 7.10 to equal the town's annual **RLC**.<sup>4</sup>

Example: FY 22-23 State valued Durham at \$442,083,333 and applied the mil rate of 7.10 to equal Durham's **RLC** of \$3,138,791.66.

$$\begin{array}{r} \$442,083,333 \\ \times \\ .0071 \\ \hline = \\ \$3,138,791.66 \end{array}$$

**Mil expectation:** is the full value education mil rate listed in Section 4.B of the ED 279.

**Town mil rate:** Each town determines its own mil rate annually based on its own Town valuation, in order to raise the funds needed for municipal, county, and school expenditures. These rates are listed on individual property tax bills.

- As of April 1, 2022 the rates are as follows:
  - Durham **Town mil rate** \$20.70
  - Freeport **Town mil rate** \$13.35
  - Pownal **Town mil rate** \$18.00

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<sup>3</sup> Reorganization Planning Committee FAQ's 9/28/08, p.1-2

<sup>4</sup> Section 4, State of Maine DOE ED 279, 10/22/22

Keep in mind, the cost sharing method *may* be changed, but is *not* required to be changed. If the Board decides to change the existing formula, the Reorganization Plan dictates specific criteria that must be considered<sup>5</sup>.

**Required criteria:**

The RSU5 Board shall consider *all factors* it deems relevant, but is required to consider the following:

- **Fairness** of the cost sharing method in light of at least the following factors
  - Relative state valuations (representing each municipality's ability to raise revenue)
  - Relative populations (representing each municipality's board representation in the budgeting process)
  - Student headcounts (representing each municipality's student usage of RSU facilities and programs)
- **Effect** of the cost sharing method on the RSU's ability to raise sufficient funds to sustain educational programs deemed to be in the best interest of students
- **Clarity** of the method, including easily understood by the public, easily understood and implemented by administration; avoiding uncertainty over the method's application
- **Consistency** of the method, with RSU5 operating as a single, cohesive entity
- **Effect** of the method on stability of RSU revenue streams and local taxpayer obligations

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<sup>5</sup> Reorganization Plan Section 13.D. p.21 9/16/08

## RSU 5 Total Contribution by Municipality, FY 2023

| FY 2023  | RLC <sup>6</sup> | ALM         | TOC         | Total Contribution (RLC+ALM+TOC) | % Total Contribution <sup>7</sup> | %Pupil Count <sup>8</sup> |
|----------|------------------|-------------|-------------|----------------------------------|-----------------------------------|---------------------------|
| Durham   | \$3,138,792      | \$2,474,751 | \$4,997,167 | \$10,610,710                     | 29.64%                            | 30.92%                    |
| Freeport | \$13,275,698     | \$7,237,647 | \$938,654   | \$21,451,999                     | 59.91%                            | 58.59%                    |
| Pownal   | \$1,919,840      | \$1,382,151 | \$438,504   | \$3,740,495                      | 10.45%                            | 10.49%                    |

### Additional terms and definitions

**ED 279:** Maine Department of Education form that shows the school funding needed to support Essential Programs and Services (the programs and resources that are essential for students to have an equitable opportunity to achieve Maine's Learning Results).

**Minimum Special Education adjustment:** Currently applicable to Freeport only. For minimum receivers the state still provides funds to support special education. The additional amount above state subsidy necessary to meet the guaranteed minimum state share for special education.<sup>9</sup>

**State Subsidy:** is the amount of state funding that will be provided to the RSU if the RLC is approved locally in order to meet the Essential Programs and Services. If a municipality is able to raise the full amount for EPS based on its valuation, it receives no state subsidy.

**Total Outside Contribution to the RSU:** includes all revenues received by the RSU from sources *other* than municipal tax revenues for a given year (minus an amount equal to principal and interest payments on state-participating debt).

**Other adjustments from ED 279:** such as Regionalization and Efficiency Assistance<sup>10</sup>

<sup>6</sup> RLC and ALM numbers from RSU5 Board FY23 Budget Impact Summary

<sup>7</sup> Total Contribution divided by Operating Budget less Shared Revenue/Aid, RSU5 Board FY23 Budget Impact Summary (\$35,803,204)

<sup>8</sup> Percentages based on pupil count per RSU5 data as of 10/1/22 (Durham: 637, Freeport: 1207, Pownal: 216 for Total of 2060)

<sup>9</sup> ED 279 Section 5.A.

<sup>10</sup> ED 279 Section 5.B.

# RSU 5 Superintendent's Recommended Budget Impact - Summary

|  | Assessed<br>2021-2022 | Adopted<br>2022-2023 | Difference          |   |
|--|-----------------------|----------------------|---------------------|---|
| Total Operating Budget   | \$ 35,602,864         | \$ 37,111,151        | \$ 1,508,287        |   |
| Adult Education Budget   | 112,000               | 112,000              | -                   |   |
| <b>Total Operating Budget w/Adult Ed</b>   | <b>\$ 35,714,864</b>  | <b>\$ 37,223,151</b> | <b>\$ 1,508,287</b> | Total RSU 5 Spending Budget   |
| <b>Less: Shared Revenues*</b>  | <b>\$ 909,856</b>     | <b>\$ 1,363,829</b>  | <b>\$ 453,973</b>   |   |
| <b>Less: Shared State Aid (Educ. Service Cntr. Member Alloc.)</b>                    | <b>\$ 54,905</b>      | <b>\$ 56,118</b>     | <b>\$ 1,213</b>     |   |
| <b>A - Operating Budget less Shared Revenue/Aid</b>                                  | <b>\$ 34,750,103</b>  | <b>\$ 35,803,204</b> | <b>\$ 1,053,101</b> |   |
| <b>Less: State Aid Allocation by Town</b>  |                       |                      |                     | State Subsidy (ED279 4.C. Durham & Pownal) and Min. Special Education Adj. (Freeport ED279 5A.4.) |
| Durham   | \$ 4,785,401          | \$ 4,997,167         | \$ 211,766          |   |
| Freeport (incl. Min Spec. Ed. Adj)   | 1,073,800             | 938,654              | (135,146)           |   |
| Pownal   | 285,749               | 438,504              | 152,755             |   |
| <b>B - Total State Aid Allocation</b>  | <b>\$ 6,144,950</b>   | <b>\$ 6,374,325</b>  | <b>\$ 229,375</b>   |   |
| <b>Less: Non-Shared Debt</b>   |                       |                      |                     |   |
| Durham Non-Shared Debt Assessment  | \$ 126,381            | \$ 125,094           | \$ (1,287)          |   |
| Freeport Non-Shared Debt Assessment  | -                     | -                    | -                   |   |
| <b>C - Total Non-Shared Debt</b>   | <b>\$ 126,381</b>     | <b>\$ 125,094</b>    | <b>\$ (1,287)</b>   |   |
| <b>Less: Required Local Contribution (RLC)</b>                                       |                       |                      |                     | Required Local Contribution (RLC) per Reorganization Plan (ED279 4.B.)                            |
| Durham   | \$ 3,313,918          | \$ 3,138,792         | \$ (175,126)        |   |
| Freeport   | 13,691,358            | 13,275,698           | (415,660)           |   |
| Pownal   | 2,033,328             | 1,919,840            | (113,488)           |   |
| <b>D - Total Required Local Contribution</b>   | <b>\$ 19,038,605</b>  | <b>\$ 18,334,330</b> | <b>\$ (704,275)</b> |   |
| <b>E - Additional Local Monies Required (A - B - C - D)</b>                          | <b>\$ 9,440,166</b>   | <b>\$ 10,969,455</b> | <b>\$ 1,529,289</b> |   |
| <b>Net Impact to Taxation Districtwide (C+D + E)</b>                                 | <b>\$ 28,605,152</b>  | <b>\$ 29,428,879</b> | <b>\$ 823,727</b>   | <b>2.88%</b>  |
| <b>Additional Local Monies (ALM) Required Distribution per RSU Cost Sharing Plan</b> |                       |                      |                     | Add'l Local Monies (ALM) per Cost Sharing Formula   |
| Durham (21.42% x E)  | \$ 2,022,084          | \$ 2,349,657         | \$ 327,573          |   |
| Freeport (65.98% x E)  | 6,228,622             | 7,237,646            | 1,009,024           |   |
| Pownal (12.60% x E)  | 1,189,461             | 1,382,151            | 192,690             |   |
|  | <b>\$ 9,440,166</b>   | <b>\$ 10,969,455</b> | <b>\$ 1,529,289</b> |   |

| *Shared Revenue                                   | 2021-2022         | 2022-2023           |
|---|-------------------|---------------------|
| Town of Freeport Hunter Road Field Maintenance    | \$ 98,838         | \$ 100,811          |
| Town of Freeport Contribution for Shared Employee | 25,518            | 25,518              |
| State Agency / Medicaid                           | 50,000            | 30,000              |
| Additional 2021-2022 State Subsidy Received       | -                 | 388,329             |
| Misc / Interest                                   | 30,000            | 25,000              |
| Laugh & Learn                                     | 5,500             | 5,500               |
| Undesignated Fund Balance                         | 700,000           | 788,671             |
| <b>Total Shared Revenue</b>                       | <b>\$ 909,856</b> | <b>\$ 1,363,829</b> |



## Summary of Total Contribution by Town:

|   | Assessed<br>2021-2022 | Adopted<br>2022-2023 | \$ Difference     |              |
|---|-----------------------|----------------------|-------------------|--------------|
| <b><u>DURHAM</u></b>  |                       |                      |                   |              |
| Durham 2020 taxable valuation (per 1.25.21 ED279)   | \$ 419,483,333        | \$ 442,083,333       |                   |              |
| State mil rate  | 7.90                  | 7.10                 |                   |              |
| Durham RLC  | 3,313,918             | 3,138,792            |                   |              |
| Durham ALM  | 2,022,084             | 2,349,657            |                   |              |
| Durham Non-Shared Debt  | 126,381               | 125,094              |                   |              |
| Durham State Aid  | 4,785,401             | 4,997,167            |                   |              |
| <b>Durham Total Contribution</b>  | <b>\$ 10,247,784</b>  | <b>\$ 10,610,710</b> |                   |              |
| <b>Durham Net Tax Impact<br/>(Total Contribution less State Aid)</b>                      | <b>\$ 5,462,383</b>   | <b>\$ 5,613,543</b>  | <b>\$ 151,160</b> |              |
| Estimated Impact based on 2021 Mil of \$20.70 and a taxable valuation of \$363,029,800*   |                       |                      | <b>\$0.47</b>     | <b>2.01%</b> |
| <b><u>FREEPORT</u></b>  |                       |                      |                   |              |
| Freeport 2020 taxable valuation (per 1.25.21 ED279)                                       | \$ 1,733,083,333      | \$ 1,869,816,667     |                   |              |
| State mil rate  | 7.90                  | 7.10                 |                   |              |
| Freeport RLC  | 13,691,358            | 13,275,698           |                   |              |
| Freeport ALM  | 6,228,622             | 7,237,646            |                   |              |
| Freeport Non-Shared Debt  | -                     | -                    |                   |              |
| Freeport State Aid (or Min. Spec. Ed. Adj.)   | 1,073,800             | 938,654              |                   |              |
| <b>Freeport Total Contribution</b>  | <b>\$ 20,993,780</b>  | <b>\$ 21,451,999</b> |                   |              |
| <b>Freeport Net Tax Impact<br/>(Total Contribution less State Aid)</b>                    | <b>\$ 19,919,980</b>  | <b>\$ 20,513,345</b> | <b>\$ 593,365</b> |              |
| Estimated Impact based on 2021 Mil of \$13.35 and a taxable valuation of \$2,067,067,634* |                       |                      | <b>\$0.29</b>     | <b>2.15%</b> |
| <b><u>POWNAL</u></b>  |                       |                      |                   |              |
| Pownal 2020 taxable valuation (per 1.25.21 ED279)   | \$ 257,383,333        | \$ 270,400,000       |                   |              |
| State mil rate  | 7.90                  | 7.10                 |                   |              |
| Pownal RLC  | 2,033,328             | 1,919,840            |                   |              |
| Pownal ALM  | 1,189,461             | 1,382,151            |                   |              |
| Pownal Non-Shared Debt  | -                     | -                    |                   |              |
| Pownal State Aid  | 285,749               | 438,504              |                   |              |
| <b>Pownal Total Contribution</b>  | <b>\$ 3,508,538</b>   | <b>\$ 3,740,495</b>  |                   |              |
| <b>Pownal Net Tax Impact<br/>(Total Contribution less State Aid)</b>                      | <b>\$ 3,222,789</b>   | <b>\$ 3,301,991</b>  | <b>\$ 79,202</b>  |              |
| Estimated Impact based on 2021 Mil of \$18.00 and a taxable valuation of \$252,769,660*   |                       |                      | <b>\$0.31</b>     | <b>1.74%</b> |

Mil Expectation  
(ED279 4.B.)

\* April 1, 2022 valuations and mil rates are not known at this time. Actual impact will be determined when taxes are committed in each town.

STATE CALCULATION FOR FUNDING PUBLIC EDUCATION (PreK-12) REPORT

ORG ID : 1449

RSU 05

2022 - 2023

Section 4 : Calculation of Required Local Contribution - Mill Expectation

Section : 4

A) Subsidizable Pupils (Excludes Superintendent Transfers for SADs, RSUs & CSDs) by Member Municipality

| Member Municipality | Average Subsidizable Pupils | Percentage of Total Pupils | Oper., Othr Sub, & Tchr. Ret. Allocation Distribution | Municipal Debt Allocation Distribution | Total Municipal Allocation Distribution as a Percentage of Pupils |
|---------------------|-----------------------------|----------------------------|---|--|---|
| Durham              | 626.0                       | 32.06%                     | 7,079,449.50 +  | 1,056,510.14 =                         | 8,135,959.64  |
| Freeport            | 1118.0                      | 57.26%                     | 12,644,082.29 +                                       | 0.00 =                                 | 12,644,082.29   |
| Pownal              | 208.5                       | 10.68%                     | 2,358,344.38 +  | 0.00 =                                 | 2,358,344.38  |
| <b>Total</b>        | <b>1,952.5</b>              | <b>100.00%</b>             | <b>22,081,876.17</b>                                  | <b>1,056,510.14</b>                    | <b>23,138,386.31</b>  |

B) State Valuation by Member Municipality

| Member Municipality | 3-Yr Average or Previous Yr State Valuation |
|---------------------|---|
| Durham              | 442,083,333                                 |
| Freeport            | 1,869,816,667                               |
| Pownal              | 270,400,000                                 |
| <b>Total</b>        | <b>2,582,300,000</b>                        |

**Mill Expectation**  
7.10

Mill Expectation

Total Municipal Allocation Distribution per Valuation x Mill Expectation

Required Local Contribution (RLC) per Reorg Plan.

3,138,791.66  
13,275,698.34  
1,919,840.00  
**18,334,330.00**

C) Required Local Contribution = the lesser of the previous two calculations :

| Member Municipality | Total Allocation by Municipality | Required Local Contribution by Municipality | Calculated Mill Rate | State Contribution by Municipality (Prior to adjustments) |
|---------------------|----------------------------------|---|----------------------|---|
| Durham              | 8,135,959.64 -                   | 3,138,791.66                                | 7.10                 | 4,997,167.98  |
| Freeport            | 12,644,082.29 -                  | 12,644,082.29                               | 6.76                 | 0.00  |
| Pownal              | 2,358,344.38 -                   | 1,919,840.00                                | 7.10                 | 438,504.38  |
| <b>Total</b>        | <b>23,138,386.31</b>             | <b>17,702,713.95</b>                        |                      | <b>5,435,672.36</b>                                       |

State Subsidy

Preliminary FY 2022-2023 Governor's Supplemental Budget - Adjustments may be made to these printouts throughout FY 23

STATE OF MAINE DEPARTMENT OF EDUCATION  
AUGUSTA 04333

ED 279

1/18/2022

STATE CALCULATION FOR FUNDING PUBLIC EDUCATION (PreK-12) REPORT

ORG ID : 1449

RSU 05

2022 - 2023

Section 5: Totals and Adjustments

Section : 5

|  | Total Allocation        | Local Contribution      | State Contribution  |
|--|-------------------------|-------------------------|---------------------|
| <b>A) Total Allocation, Local Contribution, and State Contribution Prior to Adjustment</b> | 23,138,386.31           | 17,702,713.95           | 5,435,672.36        |
| 4) Minimum Special Education Adj. for Towns in a RSU                                       |                         | -938,654.00             | 938,654.00          |
| <b>Totals after adjustment to Local and State Contributions</b>                            | <b>23,138,386.31</b>    | <b>16,764,059.95</b>    |                     |
| <b>B) Other Adjustments to State Contribution Only</b>                                     |                         |                         |                     |
| 1) Plus Audit Adjustments  |                         |                         | 0.00                |
| 2) Less Audit Adjustments  |                         |                         | 0.00                |
| 3) Less Adjustment for Unappropriated Local Contribution                                   |                         |                         | 0.00                |
| 4) Less Adjustment for Unallocated Balance in Excess of 3%                                 |                         |                         | 0.00                |
| 5) Special Education Budgetary Hardship Adjustment   |                         |                         | 0.00                |
| 6) Career & Technical Education Center Allocation  |                         |                         | 0.00                |
| 7) Plus Long-Term Drug Treatment Centers Adjustment  |                         |                         | 0.00                |
| 8) Education Service Center Member Allocation  |                         |                         | 56,118.00           |
| 9) Minimum Teacher's Salary Adjustment   |                         |                         | 0.00                |
| 10) Less MaineCare Seed - Private  |                         |                         | 0.00                |
| 11) Less MaineCare Seed - Public   |                         |                         | 0.00                |
| <b>C) Adjusted State Contribution</b>  |                         |                         | <b>6,430,444.36</b> |
| Local and State Percentages Prior to Adjustments :   | Local Share % = 76.51 % | State Share % = 23.49 % |                     |
| Local and State Percentages After Adjustments :  | Local Share % = 72.45 % | State Share % = 27.55 % |                     |
| FY: 100% EPS Allocation  | 23,138,386.31           |                         |                     |

Min. Special Education Adjustment

Section F: Adjusted Local Contribution by Town

\*\*\*\*\* WARRANT ARTICLE \*\*\*\*\*

| Member Municipality | Min. Spec. Ed. RSU Towns Adj. Sec. 5 Line A4 | Total Allocation     | Adjusted Local Contribution | Adjusted Percentage | Adjusted Mill Rate |
|---------------------|--|----------------------|-----------------------------|---------------------|--------------------|
| Durham              | 0.00   | 8,135,959.64         | 3,138,791.66                | 18.72%              | 7.10               |
| Freeport            | 938,654.00                                   | 12,644,082.29        | 11,705,428.29               | 69.82%              | 6.26               |
| Powmil              | 0.00   | 2,358,344.38         | 1,919,840.00                | 11.46%              | 7.10               |
| <b>Totals</b>       | <b>938,654.00</b>                            | <b>23,138,386.31</b> | <b>16,764,059.95</b>        | <b>100.00%</b>      |                    |

Preliminary FY 2022-2023 Governor's Supplemental Budget - Adjustments may be made to these printouts throughout FY 23

**RSU #05 COST SHARING**

Prepared by Suzan Beaudoin Consulting LLC  
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2/8/2023

1

State School Funding  
EPS Formula

- School funding in Maine is based on **Essential Programs and Services (EPS)**, which are defined as the programs and resources that are essential for students to have an equitable opportunity to achieve Maine's Learning Results.
- The **EPS formula** determines both the State and local share of funding needed for each School Administrative Unit (SAU) to have Essential Programs and Services. The funding formula is designed to respond to student needs and is based on years of research and information gleaned from high performing, cost-effective school units.
- Each year, every district in the State receives a document known as the "**ED 279**". This is the annual State Calculation for Funding Education (PreK-12) Report which shows the various components that go into the funding formula.

2

## Determining EPS

**Key Operating Cost Components to Determine EPS:**

- Student Demographics (School Administrative Unit (SAU) Pupil Counts for PreK-K, 1-5, 6-8, 9-12 and Specialized Student Populations)
- EPS Per Pupil Rate for Each SAU (Per Pupil Amounts Tailored for Each Unit Which Reflect Costs for Personnel, Administration, & Instructional Support)
- Weighted Amounts (Additional Per Pupil Amounts for English Learners and Economically Disadvantaged Pupils)
- Targeted Amounts (Additional Per Pupil Amounts for 4YO/PreK Pupils, 4YO/ K-2 Pupils, Student Assessment, and Technology Resources)
- Other Adjustments (Isolated Small Schools, Adult Education, and Equivalent Instruction)

**Other Cost Components to Determine EPS:**

- Other Subsidizable Costs (Gifted & Talented, Special Education, Transportation and Buses)
- Teacher Retirement Costs (Normalized Costs)
- Debt Service (State Board approved bond payments and approved lease payments)

3

## Determining State and Local Shares

- **State and Local Share:**  
 EPS calculates the share of the costs between State and Local:  

$$\text{EPS Costs} - \text{Local Share}^* = \text{State Share.}$$
*\*Many local units raise above and beyond what the State requires for local share.*
- **Key Factors in Determining Required Local Share:**  
 Percentage of students by town within a combined district, used to determine distribution of Total Allocation by Town  
 Valuation by town as provided by the Maine Revenue Service each year, which determines ability to pay  
 Mil Expectation set by calculated recommended funding level each year

4

REQUIRED LOCAL

- The Required Local contribution is established by the EPS school funding formula.
- There are two calculations the State makes to determine the State and local shares for the Required Local
  1. They determine shares based on pupil count
  2. They determine based on valuation, the ability of the towns to afford the required cost
- If a town's ability to pay exceeds the required shares based on pupil count, then those towns do not get State subsidy; they are considered **Minimum Receivers**. Freeport falls into this category.
- The Required Local share is then based on **Pupil Count**.

5

Minimum Special Education Adjustment

RSU #05's the Freeport member town is also eligible for the Minimum Special Education Adjustment (20-A MRSA Section 15689, sub-section 1-B)

This adjustment guarantees that Freeport's State share must equal at least 50% of Freeport's share (based on Freeport's percentage of pupils) of the Special Education Cost as calculated by Essential Programs & Services

For 2022-2023 Freeport's EPS Special Education Allocation (ED 279 Section 3 A, lines 2 plus 3) equals \$3,278,567.62 times 57.26% (Freeport's percentage of pupils) equals \$1,877,308 time 50% equals \$938,654 for the minimum special education adjustment.

This adjustment increases the amount of State subsidy and lowers the Required Local Contribution for Freeport and the school administrative unit as a whole.

6

Additional Local Share

School units often have additional costs beyond EPS.

- Durham has **DEBT** service from New PreK-8 Elementary School and this non-shared debt is solely the responsibility of Durham.
- RSU #05 also has an **ADDITIONAL LOCAL** amount to raise since the cost of education is greater than the EPS formula. (Over 80% of school administrative units raise additional local funds.)
- RSU #05 shares the additional local amount based on the percentages established in their approved 2008 RSU reorganization plan.
  - Durham            21.42%
  - Freeport        65.68%
  - Pownal           12.60%

7

### RSU #05 Historical Review of Additional Local Raised

| Town      | 2010-2011 to<br>2013-2014<br>Average<br>Percentage<br>Increase | 2015-2016 to<br>2018-2019<br>Average<br>Percentage<br>Increase | 2019-2020 to<br>2021-2023<br>Average<br>Percentage<br>Increase | 2021-2022 to<br>2022-2023<br>Percentage<br>Increase |
|-----------|--|--|--|---|
| Durham    | 2.37%  | 10.93%   | 8.45%  | 16.20%  |
| Freeport  | 2.37%  | 10.93%   | 8.45%  | 16.20%  |
| Pownal    | 2.37%  | 10.93%   | 8.45%  | 16.20%  |
| RSU Total | 2.37%  | 10.93%   | 8.45%  | 16.20%  |

*Note: Due to the set percentages of cost sharing in RSU #05, the percentage increase for the individual municipalities will be the same as the RSU Total.*

8

Factors that can impact Additional Local Share

Factors that can impact the additional local raised amounts:

- Increase or decrease in the unit's total budget.
- Increase or decrease in the amount of State subsidy. Revisions in the State school funding law can significantly impact the amount of subsidy a school unit may receive.
- Increase or decrease of the **required local contribution**. This can shift funds from the required local contribution category into the additional local raise category.
- Increase or decrease of debt service obligations.
- Increase or decrease in other revenues that support the annual budget – such as tuition revenue and balance forward.

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Factors that can impact additional local raised

| Town                            | 2010-2011 to 2013-2014<br>Average Percentage Increase | 2015-2016 to 2018-2019<br>Average Percentage Increase | 2019-2020 to 2022-2023<br>Average Percentage Increase | 2021-2022 to 2022-2023<br>Percentage Increase |
|---------------------------------|---|---|---|---|
| Total Budget                    | 3.32%   | 4.85%   | 3.02%   | 4.24%   |
| Adjusted State Subsidy          | 2.52%   | 4.85%   | 2.21%   | -2.79%  |
| Required Local Contribution     | 5.32%   | 3.35%   | 0.83%   | -3.70%  |
| Additional Local Contribution   | 2.37%   | 10.93%  | 8.45%   | 16.20%  |
| <b>Total Local Contribution</b> | <b>3.14%</b>  | <b>5.21%</b>  | <b>3.27%</b>  | <b>2.90%</b>                                  |

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### Common Cost Sharing Components

**Common Cost Sharing Components**

- The 55% of RSUs based their cost sharing on percentage of valuations (fiscal capacity).
- However, 48 of the 75 RSUs were formerly School Administrative Districts (SADs) that reformulated into RSUs and kept their existing cost share formulas. Many of these SADs established their cost sharing at a time that the law required it to be based solely on valuation.
- Of the 27 remaining RSUs:
  - Ten RSUs are based on some combination of percentage of valuation (fiscal capacity) and percentage of resident students.
  - Five RSUs are based on percentage of valuation (fiscal capacity).
  - 10 RSUs are based on some other formula that may include percentage of valuation (fiscal capacity) and percentage of resident students, per-pupil costs or are the same percentage as the EPS formula
  - The remaining two RSUs' cost sharing formulas were unavailable.

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### RSU #05 Percentage of Pupils\*

| Town     | Current Cost Sharing Percentages | 2010-2011 to 2013-2014<br>Average Percentage of Pupils | 2015-2016 to 2018-2019<br>Average Percentage of Pupils | 2019-2020 to 2022-2023<br>Average Percentage of Pupils | 2022-2023 Percentage of Pupils |
|----------|----------------------------------|--|--|--|--------------------------------|
| Durham   | 21.42%                           | 30.02%   | 31.12%   | 31.42%   | 32.06%                         |
| Freeport | 65.98%                           | 59.94%   | 58.60%   | 57.94%   | 57.26%                         |
| Pownal   | 12.60%                           | 10.04%   | 10.28%   | 10.63%   | 10.68%                         |

\*ED279 Average Subsidizable Pupils from Section 4

12

**RSU #05 Percentage of Valuation\***

| Town     | Current Cost Sharing Percentages | 2010-2011 to 2013-2014 Average Percentage of Fiscal Capacity | 2015-2016 to 2018-2019 Average Percentage of Fiscal Capacity | 2019-2020 to 2022-2023 Average Percentage of Fiscal Capacity | 2022-2023 Percentage of Fiscal Capacity |
|----------|----------------------------------|--|--|--|---|
| Durham   | 21.42%                           | 17.12%   | 18.05%   | 17.39%   | 17.12%                                  |
| Freeport | 65.98%                           | 73.71%   | 71.49%   | 71.84%   | 72.41%                                  |
| Pownal   | 12.60%                           | 9.17%  | 10.46%   | 10.78%   | 10.47%                                  |

*\*ED279 Fiscal Capacity from Section 4 – valuations as defined by law*

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**RSU #05 Comparison of Percentage of Valuation and Percentage of Pupils to Current Formula – utilizing 2022-2023 data**

| Town     | Current Cost Sharing Percentages | 2022-2023 Percentage of Pupils | Percentage Difference from Current | 2022-2023 Percentage of Fiscal Capacity | Percentage Difference from Current |
|----------|----------------------------------|--------------------------------|------------------------------------|---|------------------------------------|
| Durham   | 21.42%                           | 32.06%                         | 10.64%                             | 17.12%                                  | -4.30%                             |
| Freeport | 65.98%                           | 57.26%                         | -8.72%                             | 72.41%                                  | 6.43%                              |
| Pownal   | 12.60%                           | 10.68%                         | -1.92%                             | 10.47%                                  | -2.13%                             |

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**RSU #05 Comparison of Percentage of Valuation and Percentage of Pupils to Current Formula – updated to preliminary 2023-2024 data**

| Town     | Current Cost Sharing Percentages | 2023-2024 Percentage of Pupils | Percentage Difference from Current | 2023-2024 Percentage of Fiscal Capacity | Percentage Difference from Current |
|----------|----------------------------------|--------------------------------|------------------------------------|---|------------------------------------|
| Durham   | 21.42%                           | 31.63%                         | 10.21%                             | 17.18%                                  | -4.24%                             |
| Freeport | 65.98%                           | 57.60%                         | -8.38%                             | 72.31%                                  | 6.33%                              |
| Pownal   | 12.60%                           | 10.77%                         | -1.83%                             | 10.51%                                  | -2.09%                             |

15

**Recommendations**

Recommendations:

- The RSU should consider establishing a cost sharing formula that adjusts for changes in fiscal capacity and pupils for each municipality from year to year.
- Utilizing a combination of percentage of resident pupils and percentage of fiscal capacity (valuations) would provide an equitable method of sharing the additional local costs.
  - Resident pupil data, it is best to utilize the pupils indicated on the ED279 Section 4 for consistency.
  - Fiscal capacity data, the RSU should use that same calculation that is used under current EPS School Funding law (below) presented on the ED279 Section 4. This method buffers any large increases from year to year and recognizes the loss of taxable valuation resulting from recent declines.
    - **Property fiscal capacity.** "Property fiscal capacity" means the average of the certified state valuations for the 3 most recent years prior to the most recently certified state valuation or the certified state valuation for the most recent prior year, whichever is lower.
- Should the RSU choose to move forward in changing the cost sharing formula, it would be prudent to phase this change over a three-to-five-year period.

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**RSU #05 Possible Formulas for Cost Sharing –  
utilizing 2022-2023 data**

| Town     | Current Cost Sharing Percentages | 25% Pupils<br>75% Fiscal Capacity | 30% Pupils<br>70% Fiscal Capacity | 35% Pupils<br>65% Fiscal Capacity | Percentage Based on EPS 2022-2023* |
|----------|----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|------------------------------------|
| Durham   | 21.42%                           | 20.86%                            | 21.60%                            | 22.35%                            | 18.72%                             |
| Freeport | 65.98%                           | 69.62%                            | 67.86%                            | 67.11%                            | 69.82%                             |
| Pownal   | 12.60%                           | 10.52%                            | 10.53%                            | 10.54%                            | 11.46%                             |

*\*ED279 Adjusted Local Contribution from Section F*

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**RSU #05 Possible Formulas for Cost Sharing  
Formula – updated to preliminary 2023-2024 data**

| Town     | Current Cost Sharing Percentages | 25% Pupils<br>75% Fiscal Capacity | 30% Pupils<br>70% Fiscal Capacity | 35% Pupils<br>65% Fiscal Capacity | Percentage Based on EPS 2023-2024* |
|----------|----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|------------------------------------|
| Durham   | 21.42%                           | 20.79%                            | 21.52%                            | 22.24%                            | 18.49%                             |
| Freeport | 65.98%                           | 68.63%                            | 67.89%                            | 67.16%                            | 70.21%                             |
| Pownal   | 12.60%                           | 10.58%                            | 10.59%                            | 10.60%                            | 11.30%                             |

*\*ED279 Adjusted Local Contribution from Section F*

18

RSU #05 Historical Comparison of Percentage of Valuation and Percentage of Pupils to Current Formula – 2009-2010 and preliminary 2023-2024 data

| Town     | Current Cost Sharing Percentages | 2009-2010 Percentage of Pupils | Percentage Difference from Current | 2009-2010 Percentage of Fiscal Capacity | Percentage Difference from Current |
|----------|----------------------------------|--------------------------------|------------------------------------|---|------------------------------------|
| Durham   | 21.42%                           | 29.37%                         | 7.95%                              | 16.31%                                  | -5.11%                             |
| Freeport | 65.98%                           | 59.82%                         | -6.16%                             | 74.39%                                  | 8.41%                              |
| Pownal   | 12.60%                           | 10.81%                         | -1.79%                             | 9.30%                                   | -3.30%                             |

| Town     | Current Cost Sharing Percentages | 2023-2024 Percentage of Pupils | Percentage Difference from Current | 2023-2024 Percentage of Fiscal Capacity | Percentage Difference from Current |
|----------|----------------------------------|--------------------------------|------------------------------------|---|------------------------------------|
| Durham   | 21.42%                           | 31.63%                         | 10.21%                             | 17.18%                                  | -4.24%                             |
| Freeport | 65.98%                           | 57.60%                         | -8.38%                             | 72.31%                                  | 6.33%                              |
| Pownal   | 12.60%                           | 10.77%                         | -1.83%                             | 10.51%                                  | -2.09                              |

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RSU #05 Historical Comparison of Valuation/Fiscal Capacity and Pupils from 2018-2019 and preliminary 2023-2024 data

|  | 2018-2019            | 2019-2020            | 2020-2021            | 2021-2022            | 2022-2023            | 2023-2024            | 2018-2019 to 2023-2024 | 2018-2019 to 2023-2024 |
|--|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|------------------------|------------------------|
| <b>ED279 Pupil Counts</b>                  |                      |                      |                      |                      |                      |                      |                        |                        |
| Durham                                     | 584.0                | 595.5                | 619.0                | 622.0                | 656.0                | 680.0                | 45.0                   | 7.7%                   |
| Freeport                                   | 1,118.0              | 1,140.0              | 1,164.0              | 1,125.5              | 1,138.0              | 1,165.5              | 47.5                   | 4.2%                   |
| Pownal                                     | 203.0                | 211.5                | 209.0                | 205.5                | 208.5                | 218.0                | 15.0                   | 7.4%                   |
| <b>Total</b>                               | <b>1,915.0</b>       | <b>1,957.0</b>       | <b>1,992.0</b>       | <b>1,954.0</b>       | <b>1,992.5</b>       | <b>2,023.5</b>       | <b>108.5</b>           | <b>5.7%</b>            |
| <b>Increase/(Decrease) over Prior Year</b> |                      |                      |                      |                      |                      |                      |                        |                        |
| Durham                                     |                      | 0.9%                 | 3.2%                 | 0.4%                 | 0.6%                 | 2.3%                 |                        |                        |
| Freeport                                   |                      | 1.9%                 | 2.1%                 | -3.2%                | -0.7%                | 4.2%                 |                        |                        |
| Pownal                                     |                      | 4.1%                 | -1.3%                | -1.6%                | 1.4%                 | 4.5%                 |                        |                        |
| <b>Total</b>                               |                      | <b>1.6%</b>          | <b>2.0%</b>          | <b>-1.9%</b>         | <b>-0.8%</b>         | <b>3.6%</b>          |                        |                        |
|  |                      |                      |                      |                      |                      |                      | 2018-2019 to 2023-2024 | 2018-2019 to 2023-2024 |
| <b>ED279 Valuations (Fiscal Capacity)</b>  |                      |                      |                      |                      |                      |                      |                        |                        |
| Durham                                     | 305,000,000          | 376,000,000          | 393,800,000          | 429,483,333          | 442,083,333          | 469,766,667          | 164,766,667            | 28.7%                  |
| Freeport                                   | 1,491,750,000        | 1,536,466,667        | 1,616,700,000        | 1,733,083,333        | 1,809,316,667        | 1,976,683,333        | 484,933,333            | 32.5%                  |
| Pownal                                     | 231,575,000          | 236,100,000          | 246,500,000          | 257,383,333          | 270,400,000          | 287,316,667          | 55,741,667             | 24.1%                  |
| <b>Total</b>                               | <b>2,028,325,000</b> | <b>2,148,566,667</b> | <b>2,257,000,000</b> | <b>2,420,946,667</b> | <b>2,521,800,000</b> | <b>2,733,766,667</b> | <b>705,441,667</b>     | <b>30.9%</b>           |
| <b>Increase/(Decrease) over Prior Year</b> |                      |                      |                      |                      |                      |                      |                        |                        |
| Durham                                     |                      | 3.0%                 | 4.7%                 | 6.4%                 | 5.3%                 | 6.2%                 |                        |                        |
| Freeport                                   |                      | 2.3%                 | 6.0%                 | 7.0%                 | 7.8%                 | 5.7%                 |                        |                        |
| Pownal                                     |                      | 1.9%                 | 4.4%                 | 4.4%                 | 5.0%                 | 6.2%                 |                        |                        |
| <b>Total</b>                               |                      | <b>2.4%</b>          | <b>5.6%</b>          | <b>6.8%</b>          | <b>7.1%</b>          | <b>5.8%</b>          |                        |                        |

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## RSU 5 Board Budget Impact - Summary

|  | Assessed<br>2022-2023 | Board Adopted<br>2023-2024 | Difference             |              |
|--|-----------------------|----------------------------|------------------------|--------------|
| Total Operating Budget   | \$ 37,111,151         | \$ 38,968,569.00           | \$ 1,857,418.00        |              |
| Adult Education Budget   | 112,000               | \$ 112,000.00              | \$ -                   |              |
| <b>Total Operating Budget w/Adult Ed</b>   | <b>\$ 37,223,151</b>  | <b>\$ 39,080,569.00</b>    | <b>\$ 1,857,418.00</b> | <b>4.99%</b> |
| <b>Less: Shared Revenues*</b>  | \$ 1,363,829          | \$ 1,234,911.00            | \$ (128,918.00)        |              |
| <b>Less: Shared State Aid (Educ. Service Center. Member)</b>                         | 56,118                | \$ 58,458.60               | \$ 2,340.60            |              |
| <b>A - Operating Budget less Shared Revenue/Aid</b>                                  | <b>\$ 35,803,204</b>  | <b>\$ 37,787,199.40</b>    | <b>\$ 1,983,995.40</b> |              |
| <b><u>Less: State Aid Allocation by Town</u></b>                                     |                       |                            |                        |              |
| Durham   | \$ 4,997,167          | \$ 5,512,804.94            | \$ 515,637.94          |              |
| Freeport (incl. Min Spec. Ed. Adj)   | 938,654               | \$ 1,144,954.03            | \$ 206,300.03          |              |
| Pownal   | 438,504               | \$ 643,104.72              | \$ 204,600.72          |              |
| <b>B - Total State Allocation @ Time of Budget Ado</b>                               | <b>\$ 6,374,325</b>   | <b>\$ 7,300,863.69</b>     | <b>\$ 926,538.69</b>   |              |
| <b><u>Less: Non-Shared Debt</u></b>  |                       |                            |                        |              |
| Durham Non-Shared Debt Assessment  | \$ 125,094            | \$ 122,377.00              | \$ (2,717.00)          |              |
| <b>C - Total Non-Shared Debt</b>   | <b>\$ 125,094</b>     | <b>\$ 122,377.00</b>       | <b>\$ (2,717.00)</b>   |              |
| <b><u>Less: Required Local Contribution (RLC)</u></b>                                |                       |                            |                        |              |
| Durham   | \$ 3,138,792          | \$ 3,274,273.67            | \$ 135,481.67          |              |
| Freeport   | 13,275,698            | \$ 13,777,482.83           | \$ 501,784.83          |              |
| Pownal   | 1,919,840             | \$ 2,002,597.17            | \$ 82,757.17           |              |
| <b>D - Total Required Local Contribution</b>   | <b>\$ 18,334,330</b>  | <b>\$ 19,054,353.67</b>    | <b>\$ 720,023.67</b>   |              |
| <b>E - Additional Local Monies Required (A - B - C - D)</b>                          | <b>\$ 10,969,455</b>  | <b>\$ 11,309,605.04</b>    | <b>\$ 340,150.04</b>   |              |
| <b>Net Impact to Taxation Districtwide (C+D + E)</b>                                 | <b>\$ 29,428,879</b>  | <b>\$ 30,486,335.71</b>    | <b>\$ 1,057,456.71</b> | <b>3.59%</b> |
| <b>Additional Local Monies (ALM) Required Distribution per RSU Cost Sharing Plan</b> |                       |                            |                        |              |
| Durham (21.42% x E)  | \$ 2,349,657          | \$ 2,422,517.40            | \$ 72,860.14           |              |
| Freeport (65.98% x E)  | \$ 7,237,646          | 7,462,077.41               | \$ 224,431.00          |              |
| Pownal (12.60% x E)  | \$ 1,382,151          | 1,425,010.24               | \$ 42,858.91           |              |
|  | <b>\$ 10,969,455</b>  | <b>\$ 11,309,605.04</b>    | <b>\$ 340,150.04</b>   |              |
| <b>Shared Revenue</b>  |                       |                            |                        |              |
|  | <b>2022-2023</b>      | <b>2023-2024</b>           |                        |              |
| Town of Freeport Hunter Road Field Maintenance                                       | \$ 100,811            | \$ 100,811.00              |                        |              |
| Town of Freeport Contribution for Shared Employee                                    | 25,518                | \$ 35,000.00               |                        |              |
| State Agency Client / Medicaid   | 30,000                | \$ 35,000.00               |                        |              |
| Additional 2021-2022 State Subsidy Received  | 388,329               | \$ -                       |                        |              |
| Misc. / Interest   | 25,000                | \$ 100,000.00              |                        |              |
| To RSU 5 from Laugh & Learn  | 5,500                 | \$ 5,500.00                |                        |              |
| Child Development Services   | -                     | \$ 50,000.00               |                        |              |
| Aspirations Account  | \$ -                  | \$ 8,600.00                |                        |              |
| Undesignated Fund Balance  | 788,671               | \$ 900,000.00              |                        |              |
| <b>Total Shared Revenue</b>  | <b>\$ 1,363,829</b>   | <b>\$ 1,234,911.00</b>     |                        |              |

## Summary of Total Contribution by Town:

|   | Assessed             | Board Adopted        | \$ Difference        |
|---|----------------------|----------------------|----------------------|
| <b><u>DURHAM</u></b>  |                      |                      |                      |
| Durham State Valuation from ED 279  | \$ 442,083,333       | \$ 469,766,667.00    |                      |
| State mil rate  | x 0.71%              | x 0.697%             |                      |
| Durham RLC  | 3,138,792            | 3,274,273.67         |                      |
| Durham ALM  | 2,349,657            | 2,422,517.40         |                      |
| Durham Non-Shared Debt  | 125,094              | 122,377.00           |                      |
| Durham State Aid  | 4,997,167            | 5,512,804.94         |                      |
| <b>Durham Total Contribution</b>  | <b>\$ 10,610,710</b> | <b>11,331,973.01</b> |                      |
| <b>Durham Net Tax Impact<br/>(Total Contribution less State Aid)</b>                            | <b>\$ 5,613,543</b>  | <b>5,819,168.07</b>  | <b>\$ 205,625.40</b> |
| <b>Estimated Impact based on 2022 Mil of \$20.70 and a taxable valuation of \$373,440,400</b>   |                      |                      | <b>\$0.55 2.66%</b>  |
| <b><u>FREEPORT</u></b>  |                      |                      |                      |
| Freeport State Valuation from ED 279  | \$ 1,869,816,667     | \$ 1,976,683,333     |                      |
| State mil rate  | x 0.71%              | x 0.697%             |                      |
| Freeport RLC  | 13,275,698           | 13,777,482.83        |                      |
| Freeport ALM  | 7,237,646            | 7,462,077.41         |                      |
| Freeport State Aid (or Min. Spec. Ed. Adj.)   | 938,654              | 1,144,954.03         |                      |
| <b>Freeport Total Contribution</b>  | <b>\$ 21,451,999</b> | <b>22,384,514.27</b> |                      |
| <b>Freeport Net Tax Impact<br/>(Total Contribution less State Aid)</b>                          | <b>\$ 20,513,345</b> | <b>21,239,560.24</b> | <b>\$ 726,215.49</b> |
| <b>Estimated Impact based on 2022 Mil of \$13.65 and a taxable valuation of \$2,170,880,702</b> |                      |                      | <b>\$0.33 2.45%</b>  |
| <b><u>POWNA</u></b>   |                      |                      |                      |
| Pownal State Valuation from ED 279  | \$ 270,400,000       | \$ 287,316,667.00    |                      |
| State mil rate  | x 0.71%              | x 0.697%             |                      |
| Pownal RLC  | 1,919,840            | 2,002,597.17         |                      |
| Pownal ALM  | 1,382,151            | 1,425,010.24         |                      |
| Pownal Non-Shared Debt  | -                    | - .00                |                      |
| Pownal State Aid  | 438,504              | 643,104.72           |                      |
| <b>Pownal Total Contribution</b>  | <b>\$ 3,740,495</b>  | <b>4,070,712.12</b>  |                      |
| <b>Pownal Net Tax Impact<br/>(Total Contribution less State Aid)</b>                            | <b>\$ 3,301,991</b>  | <b>3,427,607.40</b>  | <b>\$ 125,616.07</b> |
| <b>Estimated Impact based on 2023 Mil of \$18.00 and a taxable valuation of \$255,435,750</b>   |                      |                      | <b>\$0.49 2.73%</b>  |

**Note: Actual impact will be determined when taxes are committed in each town.**

STATE CALCULATION FOR FUNDING PUBLIC EDUCATION (PreK-12) REPORT

ORG ID : 1449

RSU 05

2023 - 2024

Section 4 : Calculation of Required Local Contribution - Mil Expectation

Section : 4

A) Subsidizable Pupils (Excludes Superintendent Transfers for SADs, RSUs & CSDs) by Member Municipality

| Member Municipality | Average Subsidizable Pupils | Percentage of Total Pupils | Oper., Othr Sub, & Tchr. Ret. Allocation Distribution | Municipal Debt Allocation Distribution | Total Municipal Allocation Distribution as a Percentage of Pupils |
|---------------------|-----------------------------|----------------------------|---|--|---|
| Durham              | 640.0                       | 31.63%                     | 7,770,060.43 +  | 1,017,018.18 =                         | 8,787,078.61  |
| Freeport            | 1165.5                      | 57.60%                     | 14,149,714.86 +                                       | 0.00 =                                 | 14,149,714.86   |
| Pownal              | 218.0                       | 10.77%                     | 2,645,701.89 +  | 0.00 =                                 | 2,645,701.89  |
| <b>Total</b>        | <b>2,023.5</b>              | <b>100.00%</b>             | <b>24,565,477.18</b>                                  | <b>1,017,018.18</b>                    | <b>25,582,495.36</b>  |

B) State Valuation by Member Municipality

| Member Municipality | 3-Yr Average or Previous Yr State Valuation | Mil Expectation | Total Municipal Allocation Distribution per Valuation x Mil Expectation |
|---------------------|---|-----------------|---|
| Durham              | 469,766,667                                 | 6.97            | 3,274,273.67  |
| Freeport            | 1,976,683,333                               | 6.97            | 13,777,482.83   |
| Pownal              | 287,316,667                                 | 6.97            | 2,002,597.17  |
| <b>Total</b>        | <b>2,733,766,667</b>                        |                 | <b>19,054,353.67</b>  |

C) Required Local Contribution = the lesser of the previous two calculations :

| Member Municipality | Total Allocation by Municipality | Required Local Contribution by Municipality | Calculated Mil Rate | State Contribution by Municipality (Prior to adjustments) |
|---------------------|----------------------------------|---|---------------------|---|
| Durham              | 8,787,078.61 -                   | 3,274,273.67                                | 6.97                | 5,512,804.94  |
| Freeport            | 14,149,714.86 -                  | 13,777,482.83                               | 6.97                | 372,232.03  |
| Pownal              | 2,645,701.89 -                   | 2,002,597.17                                | 6.97                | 643,104.72  |
| <b>Total</b>        | <b>25,582,495.36 -</b>           | <b>19,054,353.67</b>                        |                     | <b>6,528,141.69</b>                                       |

Preliminary FY 2023-2024 Governor's Recommended Funding Level Budget – Adjustments may be made to these printouts throughout FY 24



STATE CALCULATION FOR FUNDING PUBLIC EDUCATION (PreK-12) REPORT

ORG ID : 1449

RSU 05

2023 - 2024

Section 5: Totals and Adjustments

Section : 5

|  | Total Allocation        | Local Contribution      | State Contribution  |
|--|-------------------------|-------------------------|---------------------|
| <b>A) Total Allocation, Local Contribution, and State Contribution Prior to Adjustment</b> | 25,582,495.36           | 19,054,353.67           | 6,528,141.69        |
| 4) Minimum Special Education Adj. for Towns in a RSU                                       |                         | -772,722.00             | 772,722.00          |
| <b>Totals after adjustment to Local and State Contributions</b>                            | <b>25,582,495.36</b>    | <b>18,281,631.67</b>    | <b>7,300,863.69</b> |
| <b>B) Other Adjustments to State Contribution Only</b>                                     |                         |                         |                     |
| 1) Plus Audit Adjustments  |                         |                         | 0.00                |
| 2) Less Audit Adjustments  |                         |                         | 0.00                |
| 3) Less Adjustment for Unappropriated Local Contribution                                   |                         |                         | 0.00                |
| 4) Less Adjustment for Unallocated Balance in Excess of 3%                                 |                         |                         | 0.00                |
| 5) Special Education Budgetary Hardship Adjustment   |                         |                         | 0.00                |
| 6) Career & Technical Education Center Allocation  |                         |                         | 0.00                |
| 7) Plus Long-Term Drug Treatment Centers Adjustment  |                         |                         | 0.00                |
| 8) Education Service Center Member Allocation  |                         |                         | 58,458.60           |
| 9) Minimum Teacher's Salary Adjustment   |                         |                         | 0.00                |
| 10) Less MaineCare Seed - Private  |                         |                         | 0.00                |
| 11) Less MaineCare Seed - Public   |                         |                         | 0.00                |
| <b>C) Adjusted State Contribution</b>  |                         |                         | <b>7,359,322.29</b> |
| Local and State Percentages Prior to Adjustments :   | Local Share % = 74.48 % | State Share % = 25.52 % |                     |
| Local and State Percentages After Adjustments :  | Local Share % = 71.46 % | State Share % = 28.54 % |                     |
| FYI : 100% EPS Allocation  | 25,582,495.36           |                         |                     |

Section F: Adjusted Local Contribution by Town

\*\*\*\*\* WARRANT ARTICLE \*\*\*\*\*

| Member Municipality | Min. Spec. Ed. RSU<br>Towns Adj. Sec.5 Line<br>A4 | Total Allocation     | Adjusted Local<br>Contribution | Adjusted<br>Percentage | Adjusted<br>Mil Rate |
|---------------------|---|----------------------|--------------------------------|------------------------|----------------------|
| Durham              | 0.00  | 8,787,078.61         | 3,274,273.67                   | 17.91%                 | 6.97                 |
| Freeport            | 772,722.00  | 14,149,714.86        | 13,004,760.83                  | 71.14%                 | 6.58                 |
| Pownal              | 0.00  | 2,645,701.89         | 2,002,597.17                   | 10.95%                 | 6.97                 |
| <b>Totals</b>       | <b>772,722.00</b>                                 | <b>25,582,495.36</b> | <b>18,281,631.67</b>           | <b>100.00%</b>         |                      |

Preliminary FY 2023-2024 Governor's Recommended Funding Level Budget – Adjustments may be made to these printouts throughout FY 24

# FY 2023 / 2024 Scenarios

1 RLC, ALM and non-shared debt numbers from RSU5 Board FY23 Board Budget Impact Summary

2 Revenues received from Maine DOE per ED279 4C and 5A(4)

3 Total Contribution totals the Operating Budget less Shared Revenue/Aid found on RSU5 Board Budget Impact Summary

|  | RLC 1              | ALM 1               | Non-shared debt 1 | TOC 2            | Total Contribution 3 (RLC+ALM+ TOC) | % Total Contribution | % Pupil Count | ALM Sharing %'s         | Cost Current Plan       |
|--|--------------------|---------------------|-------------------|------------------|-------------------------------------|----------------------|---------------|-------------------------|-------------------------|
| <b>Current Plan</b>                    |                    |                     |                   |                  |                                     |                      |               |                         |                         |
| Durham                                 | \$3,274,277        | \$2,422,517         | \$122,377         | \$5,512,805      | \$11,331,976                        | 29.99%               | 31.63%        |                         | 21.42%                  |
| Freeport                               | \$13,777,483       | \$7,462,077         | \$0               | \$1,144,954      | \$22,384,514                        | 59.24%               | 57.60%        |                         | 65.98%                  |
| Pownal                                 | <u>\$2,002,597</u> | <u>\$1,425,010</u>  | <u>\$0</u>        | <u>\$643,105</u> | <u>\$4,070,712</u>                  | 10.77%               | 10.77%        |                         | 12.60%                  |
|  | \$19,054,357       | <b>\$11,309,605</b> | \$122,377         | \$7,300,864      | \$37,787,202                        |                      |               |                         |                         |
| <b>100% Valuation / 0% Pupil Count</b> |                    |                     |                   |                  |                                     |                      |               |                         |                         |
| Durham                                 | \$3,274,277        | \$1,943,427         | \$122,377         | \$5,512,805      | \$10,852,885                        | 28.72%               | 31.63%        | 100% / 0% Difference \$ | Difference % of RLC+ALM |
| Freeport                               | \$13,777,483       | \$8,177,548         | \$0               | \$1,144,954      | \$23,099,985                        | 61.13%               | 57.60%        | <b>17.18%</b>           | <b>(\$479,091)</b>      |
| Pownal                                 | <u>\$2,002,597</u> | <u>\$1,188,630</u>  | <u>\$0</u>        | <u>\$643,105</u> | <u>\$3,834,332</u>                  | 10.15%               | 10.77%        | <b>72.31%</b>           | <b>\$715,470</b>        |
|  | \$19,054,357       | \$11,309,605        | \$122,377         | \$7,300,864      | \$37,787,202                        |                      |               | <b>10.51%</b>           | <b>(\$236,380)</b>      |
| <b>75% Valuation / 25% Pupil Count</b> |                    |                     |                   |                  |                                     |                      |               |                         |                         |
| Durham                                 | \$3,274,277        | \$2,351,831         | \$122,377         | \$5,512,805      | \$11,261,290                        | 29.80%               | 31.63%        | 75% / 25% Difference    | Difference % of RLC+ALM |
| Freeport                               | \$13,777,483       | \$7,761,694         | \$0               | \$1,144,954      | \$22,684,131                        | 60.03%               | 57.60%        | <b>20.79%</b>           | <b>(\$70,686)</b>       |
| Pownal                                 | <u>\$2,002,597</u> | <u>\$1,196,080</u>  | <u>\$0</u>        | <u>\$643,105</u> | <u>\$3,841,782</u>                  | 10.17%               | 10.77%        | <b>68.63%</b>           | <b>\$299,616</b>        |
|  | \$19,054,357       | \$11,309,605        | \$122,377         | \$7,300,864      | \$37,787,202                        |                      |               | <b>10.58%</b>           | <b>(\$228,930)</b>      |
| <b>70% Valuation / 30% Pupil Count</b> |                    |                     |                   |                  |                                     |                      |               |                         |                         |
| Durham                                 | \$3,274,277        | \$2,433,512         | \$122,377         | \$5,512,805      | \$11,342,970                        | 30.02%               | 31.63%        | 70% / 30% Difference    | Difference % of RLC+ALM |
| Freeport                               | \$13,777,483       | \$7,678,523         | \$0               | \$1,144,954      | \$22,600,960                        | 59.81%               | 57.60%        | <b>21.52%</b>           | <b>\$10,994</b>         |
| Pownal                                 | <u>\$2,002,597</u> | <u>\$1,197,570</u>  | <u>\$0</u>        | <u>\$643,105</u> | <u>\$3,843,272</u>                  | 10.17%               | 10.77%        | <b>67.89%</b>           | <b>\$216,445</b>        |
|  | \$19,054,357       | \$11,309,605        | \$122,377         | \$7,300,864      | \$37,787,202                        |                      |               | <b>10.59%</b>           | <b>(\$227,440)</b>      |
| <b>65% Valuation / 35% Pupil Count</b> |                    |                     |                   |                  |                                     |                      |               |                         |                         |
| Durham                                 | \$3,274,277        | \$2,515,193         | \$122,377         | \$5,512,805      | \$11,424,651                        | 30.23%               | 31.63%        | 65% / 35% Difference    | Difference % of RLC+ALM |
| Freeport                               | \$13,777,483       | \$7,595,352         | \$0               | \$1,144,954      | \$22,517,789                        | 59.59%               | 57.60%        | <b>22.24%</b>           | <b>\$92,675</b>         |
| Pownal                                 | <u>\$2,002,597</u> | <u>\$1,199,060</u>  | <u>\$0</u>        | <u>\$643,105</u> | <u>\$3,844,762</u>                  | 10.17%               | 10.77%        | <b>67.16%</b>           | <b>\$133,275</b>        |
|  | \$19,054,357       | \$11,309,605        | \$122,377         | \$7,300,864      | \$37,787,202                        |                      |               | <b>10.60%</b>           | <b>(\$225,950)</b>      |

| <b>60% Valuation / 40% Pupil Count</b> |                    |                    |            |                  |                    |        |        | <b>60% / 40% Difference</b> |             | <b>Difference % of RLC+ALM</b> |
|--|--------------------|--------------------|------------|------------------|--------------------|--------|--------|-----------------------------|-------------|--------------------------------|
| Durham                                 | \$3,274,277        | \$2,596,873        | \$122,377  | \$5,512,805      | \$11,506,332       | 30.45% | 31.63% | <b>22.96%</b>               | \$174,356   | 2.97%                          |
| Freeport                               | \$13,777,483       | \$7,512,181        | \$0        | \$1,144,954      | \$22,434,618       | 59.37% | 57.60% | <b>66.42%</b>               | \$50,104    | 0.24%                          |
| Pownal                                 | <u>\$2,002,597</u> | <u>\$1,200,550</u> | <u>\$0</u> | <u>\$643,105</u> | <u>\$3,846,252</u> | 10.18% | 10.77% | <b>10.62%</b>               | (\$224,460) | -7.01%                         |
|  | \$19,054,357       | \$11,309,605       | \$122,377  | \$7,300,864      | \$37,787,202       |        |        |                             |             |                                |
| <b>50% Valuation / 50% Pupil Count</b> |                    |                    |            |                  |                    |        |        | <b>50% / 50% Difference</b> |             | <b>Difference % of RLC+ALM</b> |
| Durham                                 | \$3,274,277        | \$2,760,235        | \$122,377  | \$5,512,805      | \$11,669,694       | 30.88% | 31.63% | <b>24.41%</b>               | \$337,718   | 5.60%                          |
| Freeport                               | \$13,777,483       | \$7,345,840        | \$0        | \$1,144,954      | \$22,268,276       | 58.93% | 57.60% | <b>64.95%</b>               | (\$116,238) | -0.55%                         |
| Pownal                                 | <u>\$2,002,597</u> | <u>\$1,203,530</u> | <u>\$0</u> | <u>\$643,105</u> | <u>\$3,849,232</u> | 10.19% | 10.77% | <b>10.64%</b>               | (\$221,480) | -6.91%                         |
|  | \$19,054,357       | \$11,309,605       | \$122,377  | \$7,300,864      | \$37,787,202       |        |        |                             |             |                                |
| <b>0% Valuation / 100% Pupil Count</b> |                    |                    |            |                  |                    |        |        | <b>0% / 100% Difference</b> |             | <b>Difference % of RLC+ALM</b> |
| Durham                                 | \$3,274,277        | \$3,577,043        | \$122,377  | \$5,512,805      | \$12,486,502       | 33.04% | 31.63% | <b>31.63%</b>               | \$1,154,526 | 16.85%                         |
| Freeport                               | \$13,777,483       | \$6,514,131        | \$0        | \$1,144,954      | \$21,436,568       | 56.73% | 57.60% | <b>57.60%</b>               | (\$947,946) | -4.67%                         |
| Pownal                                 | <u>\$2,002,597</u> | <u>\$1,218,430</u> | <u>\$0</u> | <u>\$643,105</u> | <u>\$3,864,132</u> | 10.23% | 10.77% | <b>10.77%</b>               | (\$206,580) | -6.41%                         |
|  | \$19,054,357       | \$11,309,605       | \$122,377  | \$7,300,864      | \$37,787,202       |        |        |                             |             |                                |

# FY 2022 / 2023 Scenarios

1 RLC, ALM and non-shared debt numbers from RSU5 Board FY23 Budget Impact Summary

2 Revenues received from Maine DOE per ED279 4C and 5A(4)

3 Total Contribution totals the Operating Budget less Shared Revenue/Aid found on RSU5 Board Budget Impact Summary

|                     | RLC 1              | ALM 1               | Non-shared debt 1 | TOC 2            | Total Contribution 3 (RLC+ALM+ TOC) | % Total Contribution | % Pupil Count | ALM Cost Sharing %'s    | Current Plan            |
|---------------------|--------------------|---------------------|-------------------|------------------|-------------------------------------|----------------------|---------------|-------------------------|-------------------------|
| <b>Current Plan</b> |                    |                     |                   |                  |                                     |                      |               |                         |                         |
| Durham              | \$3,138,792        | \$2,349,657         | \$125,094         | \$4,997,167      | \$10,610,710                        | 29.64%               | 32.06%        |                         | 21.42%                  |
| Freeport            | \$13,275,698       | \$7,237,646         | \$0               | \$938,654        | \$21,451,998                        | 59.92%               | 57.26%        |                         | 65.98%                  |
| Pownal              | <u>\$1,919,840</u> | <u>\$1,382,151</u>  | <u>\$0</u>        | <u>\$438,504</u> | <u>\$3,740,495</u>                  | 10.45%               | 10.68%        |                         | 12.60%                  |
|                     | \$18,334,330       | <b>\$10,969,455</b> | \$125,094         | \$6,374,325      | \$35,803,204                        |                      |               |                         |                         |
|                     |                    |                     |                   |                  |                                     |                      |               | 100% / 0% Difference \$ | Difference % of RLC+ALM |
| Durham              | \$3,138,792        | \$1,877,943         | \$125,094         | \$4,997,167      | \$10,138,996                        | 28.32%               | 32.06%        | <b>17.12%</b>           | (\$471,714) -9.40%      |
| Freeport            | \$13,275,698       | \$7,942,869         | \$0               | \$938,654        | \$22,157,221                        | 61.89%               | 57.26%        | <b>72.41%</b>           | \$705,222 3.32%         |
| Pownal              | <u>\$1,919,840</u> | <u>\$1,148,643</u>  | <u>\$0</u>        | <u>\$438,504</u> | <u>\$3,506,987</u>                  | 9.80%                | 10.68%        | <b>10.47%</b>           | (\$233,508) -7.61%      |
|                     | \$18,334,330       | \$10,969,455        | \$125,094         | \$6,374,325      | \$35,803,204                        |                      |               |                         |                         |
|                     |                    |                     |                   |                  |                                     |                      |               | 75% / 25% Difference    | Difference % of RLC+ALM |
| Durham              | \$3,138,792        | \$2,287,699         | \$125,094         | \$4,997,167      | \$10,548,752                        | 29.46%               | 32.06%        | <b>20.86%</b>           | (\$61,958) -1.14%       |
| Freeport            | \$13,275,698       | \$7,527,427         | \$0               | \$938,654        | \$21,741,779                        | 60.73%               | 57.26%        | <b>68.62%</b>           | \$289,780 1.39%         |
| Pownal              | <u>\$1,919,840</u> | <u>\$1,154,329</u>  | <u>\$0</u>        | <u>\$438,504</u> | <u>\$3,512,673</u>                  | 9.81%                | 10.68%        | <b>10.52%</b>           | (\$227,823) -7.41%      |
|                     | \$18,334,330       | \$10,969,455        | \$125,094         | \$6,374,325      | \$35,803,204                        |                      |               |                         |                         |
|                     |                    |                     |                   |                  |                                     |                      |               | 70% / 30% Difference    | Difference % of RLC+ALM |
| Durham              | \$3,138,792        | \$2,369,651         | \$125,094         | \$4,997,167      | \$10,630,704                        | 29.69%               | 32.06%        | <b>21.60%</b>           | \$19,993 0.36%          |
| Freeport            | \$13,275,698       | \$7,444,339         | \$0               | \$938,654        | \$21,658,691                        | 60.49%               | 57.26%        | <b>67.86%</b>           | \$206,692 1.00%         |
| Pownal              | <u>\$1,919,840</u> | <u>\$1,155,466</u>  | <u>\$0</u>        | <u>\$438,504</u> | <u>\$3,513,810</u>                  | 9.81%                | 10.68%        | <b>10.53%</b>           | (\$226,685) -7.37%      |
|                     | \$18,334,330       | \$10,969,455        | \$125,094         | \$6,374,325      | \$35,803,204                        |                      |               |                         |                         |
|                     |                    |                     |                   |                  |                                     |                      |               | 65% / 35% Difference    | Difference % of RLC+ALM |
| Durham              | \$3,138,792        | \$2,451,602         | \$125,094         | \$4,997,167      | \$10,712,655                        | 29.92%               | 32.06%        | <b>22.35%</b>           | \$101,945 1.82%         |
| Freeport            | \$13,275,698       | \$7,361,250         | \$0               | \$938,654        | \$21,575,602                        | 60.26%               | 57.26%        | <b>67.11%</b>           | \$123,604 0.60%         |
| Pownal              | <u>\$1,919,840</u> | <u>\$1,156,603</u>  | <u>\$0</u>        | <u>\$438,504</u> | <u>\$3,514,947</u>                  | 9.82%                | 10.68%        | <b>10.54%</b>           | (\$225,548) -7.33%      |
|                     | \$18,334,330       | \$10,969,455        | \$125,094         | \$6,374,325      | \$35,803,204                        |                      |               |                         |                         |

| <b>60% Valuation / 40% Pupil Count</b> |                    |                    |            |                  |                    |        |        | <b>60% / 40% Difference</b> |             | <b>Difference % of RLC+ALM</b> |
|--|--------------------|--------------------|------------|------------------|--------------------|--------|--------|-----------------------------|-------------|--------------------------------|
| Durham                                 | \$3,138,792        | \$2,533,553        | \$125,094  | \$4,997,167      | \$10,794,606       | 30.15% | 32.06% | <b>23.10%</b>               | \$183,896   | 3.24%                          |
| Freeport                               | \$13,275,698       | \$7,278,162        | \$0        | \$938,654        | \$21,492,514       | 60.03% | 57.26% | <b>66.35%</b>               | \$40,515    | 0.20%                          |
| Pownal                                 | <u>\$1,919,840</u> | <u>\$1,157,740</u> | <u>\$0</u> | <u>\$438,504</u> | <u>\$3,516,084</u> | 9.82%  | 10.68% | <b>10.55%</b>               | (\$224,411) | -7.29%                         |
|  | \$18,334,330       | \$10,969,455       | \$125,094  | \$6,374,325      | \$35,803,204       |        |        |                             |             |                                |
| <b>50% Valuation / 50% Pupil Count</b> |                    |                    |            |                  |                    |        |        | <b>50% / 50% Difference</b> |             | <b>Difference % of RLC+ALM</b> |
| Durham                                 | \$3,138,792        | \$2,697,455        | \$125,094  | \$4,997,167      | \$10,958,508       | 30.61% | 32.06% | <b>24.59%</b>               | \$347,798   | 5.96%                          |
| Freeport                               | \$13,275,698       | \$7,111,985        | \$0        | \$938,654        | \$21,326,337       | 59.57% | 57.26% | <b>64.83%</b>               | (\$125,661) | -0.62%                         |
| Pownal                                 | <u>\$1,919,840</u> | <u>\$1,160,015</u> | <u>\$0</u> | <u>\$438,504</u> | <u>\$3,518,359</u> | 9.83%  | 10.68% | <b>10.57%</b>               | (\$222,137) | -7.21%                         |
|  | \$18,334,330       | \$10,969,455       | \$125,094  | \$6,374,325      | \$35,803,204       |        |        |                             |             |                                |
| <b>0% Valuation / 100% Pupil Count</b> |                    |                    |            |                  |                    |        |        | <b>0% / 100% Difference</b> |             | <b>Difference % of RLC+ALM</b> |
| Durham                                 | \$3,138,792        | \$3,516,967        | \$125,094  | \$4,997,167      | \$11,778,020       | 32.90% | 32.06% | <b>32.06%</b>               | \$1,167,310 | 17.54%                         |
| Freeport                               | \$13,275,698       | \$6,281,102        | \$0        | \$938,654        | \$20,495,454       | 57.24% | 57.26% | <b>57.26%</b>               | (\$956,545) | -4.89%                         |
| Pownal                                 | <u>\$1,919,840</u> | <u>\$1,171,386</u> | <u>\$0</u> | <u>\$438,504</u> | <u>\$3,529,730</u> | 9.86%  | 10.68% | <b>10.68%</b>               | (\$210,765) | -6.82%                         |
|  | \$18,334,330       | \$10,969,455       | \$125,094  | \$6,374,325      | \$35,803,204       |        |        |                             |             |                                |