

RSU 63 High School Students 2015-2016

- In the fall of 2015, RSU 63 paid tuition for **295** high school students.
- **75** of the 295 students did not attend Holbrook School (Grade 8).
- We had **48** students who attended Holbrook in Grade 8 and would be in high school this year for whom we were not billed high school tuition.
- **220** of the 295 students attended Grade 8 at the Holbrook School.

Of those 220 students...

- **202 (92%) are doing well in high school** (GPA above 2.5 or 76).
18 (8%) are struggling academically (GPA at or below 2.5 or 75).
 - 12 students who were struggling at Holbrook are doing better in high school.
 - 4 students were doing well at Holbrook and are struggling at high school.
 - The 204 remaining students are performing in high school about the same as they did at Holbrook.
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- 8 students who went to Holbrook are attending Bangor High School.
 - 12 students are attending Hampden Academy.
 - 85 students who went to Holbrook are attending John Bapst
 - 112 students are attending Brewer High School.
 - 3 students are attending Old Town and Orono High Schools.

Feedback from Freshmen and the Parents of Freshmen

Surveys and self-addressed stamped envelopes were mailed to 51 freshmen who attended Holbrook last year. An additional 51 surveys were mailed to their parents. 16 parents and 13 students completed the survey.

- All the responses said they were doing well in English, Math, Science, Social Studies, and Other Subjects.
- 13 of the 16 parents stated their child was participating in extra curricular activities.
- All of the respondents “Agreed” or “Strongly Agreed” with the statement, “I/My child was ready for high school and its academic expectations.”

When asked to “tell us something we could have done to better prepare you/your child for high school;”

- 4 respondents said “nothing” or that they were “well prepared.”
- 5 stated that organizational skills, time management tips, and/or increased homework expectations would have been beneficial.
- 2 mentioned writing (essays and narrative) and 2 mentioned math/more access to advanced math classes.
- One parent suggested having a “high expectation week/month. Have kids treated like a high school student.”
- One parent suggested requiring 8th grade students to participate in “at least one school activity (yearbook, show, etc.) other than a sport; it may help them want to participate in high school.”
- One student said, “I would have liked to have had the experience of more group activities and discussions. When I went off to high school I find that many of our topic discussions require much input and often, being in a group, sharing thoughts does not pay off in terms of my understanding of the topic.”

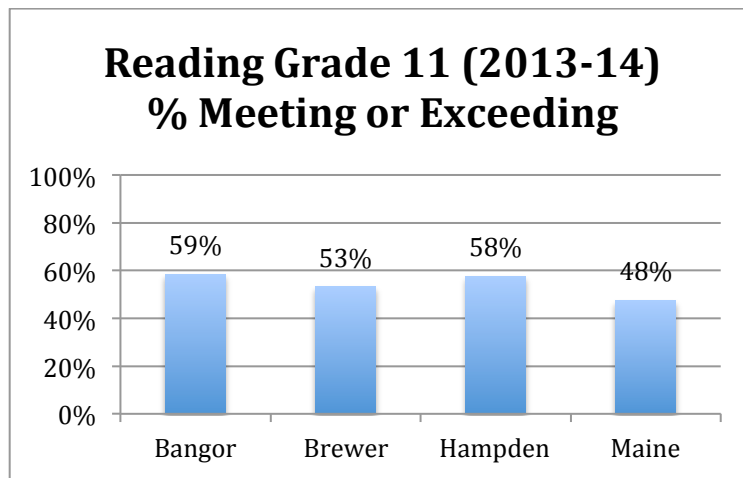
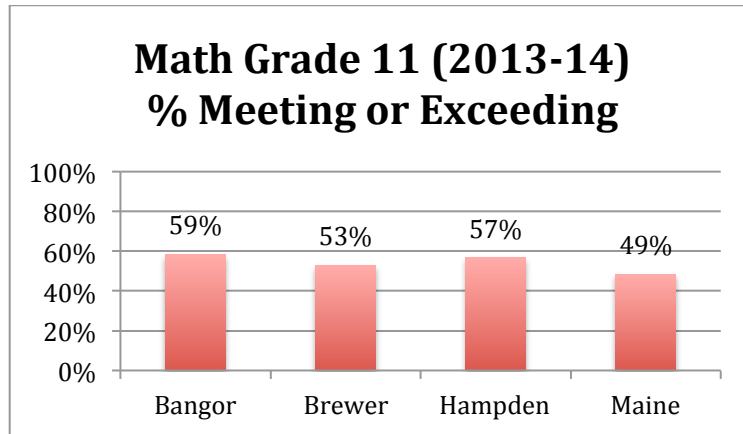
When asked to “please tell us something we did well, ” parents answered;

- You pushed our son to reach his fullest potential in each subject.
- Offered advance math - should have more options for gifted/talented classes for individuals.
- My child has a good understanding and base for science. Seventh and eighth grade years were exceptionally strong for science.
- His teachers prepared him well for the academic expectations of all of his classes.
- The curriculum plans were very good.
- Pushing forward the child who was ready to progress to the next level in each subject.
- Gave our child confidence to do well at the next level of schooling.
- Education about choice and feedback along the way.
- I think Math Counts and Math Team were great for kids that excelled at Math.
- Great job taking care of the kids - they were well loved in middle school.
- Holbrook challenges students to higher levels to prepare for high school.

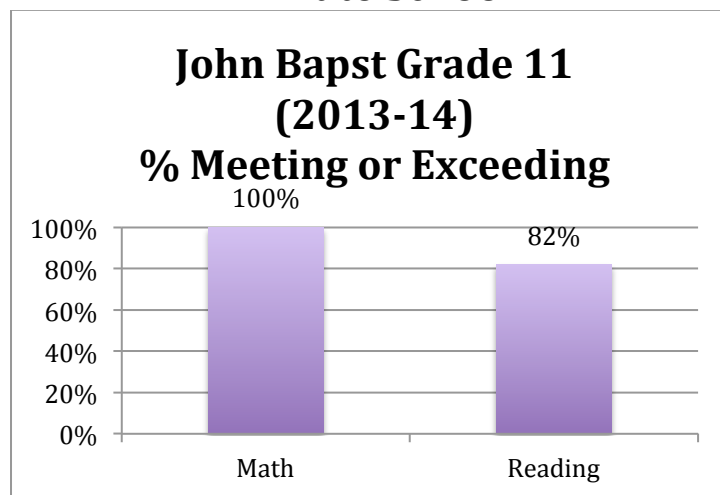
Students answered;

- I was prepared to take in all the content that I am learning this year.
- You have the right plan with the teachers.
- English
- Everything
- I was well prepared in all of my core classes (English, Math, Social Studies, Science) my 8th grade year. The teachers really helped me understand the material.
- Seeing that we do many hands-on activities, I feel that middle school prepared me well by not only doing activities like these in many subjects but also taking the time to analyze and make a conclusion about data.
- I was well prepared in Math and Science.

General Academic Achievement at Area High Schools
(Grade 11 State Assessments)
Public Schools



Our Clifton, Eddington, & Holden Grade 11 Students at John Bapst Private School



Summary of Conversations with High School Administrators

The five questions below were discussed during meetings with educators from Bangor, Brewer, John Bapst, and Hampden.

1. Do you notice anything in particular our students from Holbrook have a hard time with? (Academics? Behavior? Attendance? Social Interactions?)

Overall, high school administrators felt that our students were well prepared for high school and are the same as typical freshman groups. No negative trends or weaknesses specific to students from Holbrook were identified. All four high schools mentioned that freshmen tend to struggle with time management, organizational skills, homework and semester/end of year exams. Algebra, analytical writing, and data analysis were each mentioned once as areas where some freshmen have difficulties.

2. Do you notice strengths our students bring with them to high school?

“Math has been a strong suit.”

3. Could you please tell me some about your homework expectations.

The high schools and individual high school teachers have different specific homework practices and expectations. Practices seem to be changing. The high schools are working towards having homework and grading practices become more consistent across their school. Homework is assigned at the level of about 1 – 1½ hours per night. High schools are working on ways to provide additional time and support to students who struggle with homework completion, organizational skills, and attendance.

4. Could you please tell me some about your grading practices. Do you have teachers who use rubrics?

All teachers at Bangor, Brewer, and Hampden use rubrics for the content areas and Maine's Guiding Principals. Some teachers at John Bapst use rubrics, particularly for English. Grading practices at John Bapst are very traditional. John Bapst, Brewer, and Hampden calculate GPA using a hundred-point scale. Bangor calculates GPA using a four-point scale.

5. What are your graduation requirements? How are you approaching Proficiency Based requirements?

As a private school, John Bapst is not required to follow the laws and rules around Proficiency-Based Graduation. They have not made any changes and do not plan to do so.

The other high schools have been and will continue to work towards awarding high school diplomas based on evidence of proficiency. At the time of these conversations, the high schools were waiting to learn of the changes in the law. LD 1627: An Act to Implement Certain Recommendations of the Maine Proficiency Education Council went through revisions in the most recent (April 2016) legislative session. Bangor, Brewer and Hampden plan on using (or continuing to use) a dual reporting system for graduation and graduation requirements, combining the traditional credit system with a standards-based system.

During our discussions, it was also asked if there was anything else the high schools would like to share or bring to our attention. All the high schools stated they were very glad transportation was provided. John Bapst mentioned they wished the afternoon bus home could run a bit later (at least on some days of the week). Teachers at Bapst are required to stay after school every day to help students. Many of our students don't/can't take advantage of this because of transportation issues.

Overall I was very impressed with the programs offered by the area high schools. Our students really have some wonderful options!