

RUHS Senior/School Profile

EH, DB, 5.12.14



THE GALLOPING GHOSTS

The Class of 2013

- Exceeding State Graduation Requirements
- Exceeding National Avg SAT Scores
- Ambitious AP Course Enrollment
- Maintaining RTCC Enrollment Trends
- Other Data: Grad Rate, IEPs, FRL, GPA
- Post Secondary Pursuits
- Identifying and Overcoming Barriers

Credits Earned

20 Credits are required by the State of VT to graduate from high school.

RUHS students average 26 Credits upon Graduation, from 2009 – 2013.

Senior Project

RUHS Students also exceed state expectations by completing a rigorous **Senior Project**. In 2013, 100% of Seniors met this expectation.

The five Ends-aligned components of senior project are : a proposal, a research paper, a final product, oral defense, and display.

The SAT

The SAT is an assessment of foundational knowledge and critical thinking, important OSSU Ends.

	National Avg.	RU Class of 2013 Avg.
Overall	1498	1523
Reading	496	505
Math	514	512
Writing	488	506

The SAT

Over the past 6 years, we have averaged 64% of Seniors taking the SAT. In 3 of the past 6 years, including the class of 2013, our seniors have scored above the overall national average score.

On the ACT, another national exam, the average score of the 7 seniors who took it was slightly higher than the national average.

Advanced Placement

In 2013, 21 students took AP classes, some taking more than one class. 46 exams were taken:

- 20 % scored 4 or 5
- 30 % scored 3
- 50 % 2 or 1

Advanced Placement

- **Strength:** All 7 students who took AP Physics B scored 3 or higher.
- **Struggle:** Of the 7 exams taken in mathematics (AP Calc A/B, and Statistics) only one student scored 3 or higher.
- **Struggle:** Of the 18 students who took English Lit and Comp, only 8 students scored 3 or higher.

RTCC Enrollment

In 2013, about **half of the class** enrolled in RTCC, including about **50% of seniors on IEPs**. This is consistent with a five year trend.

However, we are seeing potential changes in this trend, with **fewer seniors on IEPs (22%) enrolling in RTCC** this current year. This potentially speaks to both institutions better meeting the needs of a diverse student body.

Other Data & Trends

- **2013 4 yr Grad. Rate:** 83%, which is below the state average. The last 5 years, the state average has been 87%, while RU has averaged 82%. (Our 6 yr grad. rate is in the 90s.)
- **% on an IEP:** 23% of seniors, 10 points lower than past years, and closer to state avg of 14%.

Other Data & Trends

- **Free/Reduced Lunch:** 25% of Seniors applied and qualified, which is low outlier in a generally rising trend at RU. (This year's senior class is at 42%.)
- **GPA:** 2.74 average, which is higher than previous two years.

Multiple Pathways

What pathways students took toward graduation in 2013:

- RTCC: 29 Seniors enrolled
- VTVLC: 14 Students, 10 Courses
- VTC or CCV (Dual Enrollment): 4 students
- VAST (VTC Early College): 4 seniors

Post-Secondary

In-house analysis: For the class of 2013, our exit data tells us that 62% are pursuing additional educational opportunities.

National clearinghouse data: From 2009-12, the national post-secondary enrollment rate averages 59%. RU averages about 52% by their tally.

Neither of these measures is 100% accurate.

School-wide Data

There are some school-wide data that we should mention, as well:

- Participation in Athletics
- Youth Risk Behavior Survey Data

Extra-Curriculars

Last year's seniors were part of a student body that widely participated in athletics. Across grades 7-12, 329 students participated in at least one sport. This represents 70.2% of our population, up significantly from the 2010-2011 rate of 57.4%.

2013 YRBS Data

Here are some RUHS student responses that contrast with VT averages:

Mother's Education: 36% of RUHS students report their mother's level of education at "high school or less", compared to a state average of 27%. (There are strong links between a mother's level of education and social/health risk factors.)

YRBS Data, cont

Self-Harm: RUHS students in 2013 reported a higher level of experience with self-harm in the past 12 months: 27%, compared to 16% VT average.

Sadness: 39% of RUHS females reported feeling prolonged sadness or hopelessness, compared to 29% VT average.

YRBS Data, Cont

Responses in other areas are consistent with generally positive state-wide trends:

- 77% of students speak w/ parents regularly about school.
- 78% of students report the intention to complete a post-high school program.
- 61% - slightly higher than state average – report that teachers care and encourage.

What The Data Tell Us...

We have presented a **complex portrait** of the graduating class of 2013.

- What generalizations can we make?
- Are we successfully preparing our Seniors for the next phase of their lives?

Our report reveal areas of strength and areas where we are challenged.

Strengths

Faced with the significant challenges of a generally rising FRL/poverty rate, and the risk factors and behaviors revealed in YRBS survey, RUHS faculty are doing a commendable job of supporting the vast majority of students to graduate high school prepared for the next stage of their lives.

Addressing Our Challenges

- Improving Differentiation of Instruction
- Building Stronger Relationships
- Increasing Relevance & Engagement
- Allocating Resources Where Needed Most
- Data Monitoring to Inform Interventions
- Deepening Cohesion & Commonality

Improving Differentiation of Instruction

- **Special Education:** We are reforming our Special Education service delivery model, so that better differentiation of instruction happens across all levels, increasing engagement and success for all students. Special Educator collaboration in classes, rather than resource room pull-out, is our increasing emphasis.

Building Stronger Relationships

Advisory: We are in our second year of a more personalized Advisory system, distributing the work of student/family support and conferencing throughout the teaching corps. Every child/family will have the same Advisor from grade 7 – 9, and 10 – 12.

Increasing Relevance & Engagement

PBL: Through an increased emphasis on community partnerships and **project-based learning (PBL)**, we are driving down to lower grades the kind of curriculum relevance and engagement that Senior Project inspires. Through the PBL Lab/Director, RU teachers will be given extensive on-the-job training and support in this kind of instruction.

Allocating Resources Where Most Needed

Early HS Grades: Humanities in grades 9 and 10 will remain thematically linked, but happen in separate social studies and English classes. This will allow for class sizes at half their current levels, which will foster better **personalization of instruction** at HS grades where it's most needed to prevent falling behind on path to graduation.

Allocating Resources Where Most Needed, Cont.

Consistency & Coordination: 9th Grade is a key year for cementing a student's commitment to graduation. To better foster “wrap-around” supports, we are creating smaller class sizes in the mainstream 9th grade Math class, and assigning **one consistent teacher**, who will meet weekly with other 9th grade faculty to address student needs as they arise.

Allocating Resources

Where Most Needed, Cont.

Freshman Academy (FA): FA has been in place now for 4 years, supporting students during the difficult transition from middle school to high school. Next year, instead of a separate multi-day institute, teachers will “push” key elements of FA into courses, after an initial one day academy on the first day of school. This will allow for **deeper integration of the targeted skills** into the classes themselves.

Data, Monitoring & Intervention

Data Walls: Next year, we will bring the “data wall” concept at use in the elementary school to the 7 – 10th grade teams. Classroom level student achievement data will be **cohesively gathered and reviewed** at every quarter to permit real-time interventions - before students fall so far behind that they give up efforts or hope.

Deepening Cohesion & Commonality

Common Expectations: Aligned with the OSSU Ends, we are increasing commonality across all classes in terms of daily learning goals and rubrics to evaluate student work. From discussion norms, to science lab rubrics, to writing/research expectations: we are working more and more with shared expectations, which makes it easier for students to set and meet ambitious goals.

Conclusion

We are already seeing the positive results of the kind of strategies we're adopting. For instance, increased support for this year's 9th graders, led to a marked increase in mid-year passing grades compared to last. These strategies are proven to work. Our faculty is on-board and striving. We look forward to building upon our strengths. And we are grateful to the board for vision and guidance.