

PART I - ELIGIBILITY CERTIFICATION

11NJ10

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

11NJ10

All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 0 Elementary schools
 (per district designation) 0 Middle/Junior high schools
1 High schools
0 K-12 schools
1 Total schools in district
2. District per-pupil expenditure: 15030

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 4
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	0	0	0		7	0	0	0
1	0	0	0		8	0	0	0
2	0	0	0		9	127	124	251
3	0	0	0		10	113	127	240
4	0	0	0		11	122	126	248
5	0	0	0		12	106	118	224
Total in Applying School:								963

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
1 % Asian
2 % Black or African American
3 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
94 % White
0 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 2%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1, 2009 until the end of the school year.	9
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	11
(3)	Total of all transferred students [sum of rows (1) and (2)].	20
(4)	Total number of students in the school as of October 1, 2009	985
(5)	Total transferred students in row (3) divided by total students in row (4).	0.02
(6)	Amount in row (5) multiplied by 100.	2

8. Percent limited English proficient students in the school: 0%

Total number of limited English proficient students in the school: 1

Number of languages represented, not including English: 1

Specify languages:

Russian

9. Percent of students eligible for free/reduced-priced meals: 1%
 Total number of students who qualify: 11

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 15%
 Total number of students served: 145

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>5</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>23</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>109</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>7</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>11</u>	<u>1</u>
Classroom teachers	<u>59</u>	<u>2</u>
Special resource teachers/specialists	<u>37</u>	<u>1</u>
Paraprofessionals	<u>2</u>	<u>1</u>
Support staff	<u>17</u>	<u>0</u>
Total number	<u>126</u>	<u>5</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 16:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	95%	93%	92%	95%	94%
Daily teacher attendance	98%	97%	96%	98%	97%
Teacher turnover rate	3%	3%	0%	0%	5%
High school graduation rate	99%	100%	98%	99%	99%

If these data are not available, explain and provide reasonable estimates.

Student attendance rates for 2008-2009 and 2007-2008 are artificially low. During these years, in some cases, students arriving late to school were coded as full day absences. This error was discovered and rectified during a conversion to a new student database.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	<u>266</u>
Enrolled in a 4-year college or university	<u>79%</u>
Enrolled in a community college	<u>17%</u>
Enrolled in vocational training	<u>0%</u>
Found employment	<u>0%</u>
Military service	<u>0%</u>
Other	<u>4%</u>
Total	<u>100%</u>

Rumson-Fair Haven Regional High School (RFH) serves the boroughs of Rumson and Fair Haven. Approximately one thousand students currently attend the high school. Since 1936, RFH has been a symbol of community pride. Steeped in tradition, RFH maintains an ethos of achievement, valuing the all-encompassing school experience and the personal journey of self-actualization and emphasizing educational excellence.

RFH believes that a true learning community should advance the public good through educational excellence: it offers a rigorous curriculum that empowers students to move on to post-high school learning opportunities, professional life, and public citizenship. Hallmarks range from an interdisciplinary study program that supports the learning needs of transitional, at-risk students to a comprehensive honors program that includes eighteen Advanced Placement (AP) courses and two six-credit concurrent enrollment courses with Syracuse University Project Advance (SUPA). Incorporated assessment data validates RFH's commitment to educational excellence.

RFH is a growth-oriented high school—one that continually reflects upon educational practices, protocols, and professional research to ensure its evolution. This professional effort is confirmed by RFH being the first school district in New Jersey to receive a 100% rating on the recent NJ Quality Single Accountability Continuum (NJQSAC), the monitoring protocol for the State of New Jersey.

Unique to RFH is the high school's attention to 9th Grade student transition. Grounded in research, this transition effort provides every freshman with resources; resources include an intensive orientation program, research and study strategies, and personal support programs run by peer leaders. A grade-dedicated guidance counselor facilitates transition efforts through the use of learning/interest inventories and other professional resources, supporting the 9th Grade students as they address grade-level challenges. This counselor publishes a monthly newsletter to keep 9th Grade parents abreast of current issues and upcoming events, forming a sustained partnership and a foundation for parental involvement.

The self-actualization process at RFH is a continuum that guides students through 12th Grade. Career inventories and personality assessments are used to direct the post-secondary search. Complementing the formal curriculum are additional self-actualization opportunities: the Senior Project (SP) and the Structured Learning Experiences (SLE). Tailored to meet student interests and needs, the SP and the SLE provide RFH students with opportunities that extend beyond the traditional high school domain. Students enrolled in the SP program have participated in professional internships, conducted independent research, and enrolled in college courses. SLE students have participated in work-based partnerships with local businesses, exploring potential careers in regional industries.

RFH acknowledges the demands of the digital age. Recognizing the power of technology and the necessity of technological proficiency, RFH maintains wireless connectivity throughout the campus. This portability—coupled with the availability of computers (both laptop carts and dedicated labs) and LCD projectors—supports the high school's efforts. Staff members are assigned a laptop and required to use this device to support instruction, input and monitor student data, and maintain lines of communication with colleagues and parents. RFH has also invested in digital and on-line subscribed resources with remote access capabilities. RFH is equipped with multiple, classroom-based audio enhancement systems. A state-of-the-art world language laboratory supports learning in communicative contexts.

RFH is committed to modeling life-long learning. Professional development is viewed as an investment in the high school's ongoing evolution. Initiatives have included the classroom applications of brain-based research, instructional practices aligned with the development of higher-order critical thinking skills, and the design of effective formative and summative assessments. Each week, teachers collaborate with their instructional teams and analyze instructional practices and student performance data. In-district and out-

of-district opportunities enable RFH educators to hone their craft. Several RFH faculty members are invited each year to present at various workshops at the state and national levels. In addition, RFH consults regularly with such institutions as Rutgers University, Seton Hall University, and Syracuse University. Currently, the RFH faculty is working with a private educational consulting firm on the design and implementation of assessment models and complementing resources that inform classroom instruction and sustain conversations on academic achievement.

The RFH experience extends far beyond the classroom walls. RFH boasts over 90% of the total student body participating in one or more of the thirty-four extra-curricular programs and twenty-five athletic teams. Students at the high school excel in these areas, attaining personal acclaim, earning local and regional recognition, and achieving state championships.

RFH students also make a difference in the community at large. Through faculty leadership, RFH students create opportunities to give of themselves in multiple service contexts. Student-initiated events and programs have raised thousands of dollars for causes that have included material support for troops in Afghanistan and Iraq, breast cancer awareness, Rhett's Syndrome research, juvenile diabetes, and pediatric cancer. RFH students recognize the impact that one can make on this global society.

1. Assessment Results:

Each March, the State of New Jersey administers the New Jersey High School Proficiency Assessment (NJHSPA) to 11th Grade students (<http://education.state.nj.us/rc/>). The NJHSPA is comprised of a Language Arts Literacy component and a Mathematics component. There are three proficiency levels: Advanced Proficient, Proficient, and Partially Proficient. A Partially Proficient student is retested in the designated component(s) in October of 12th Grade. If the student remains unsuccessful, he/she must demonstrate proficiency through the Alternative High School Assessment (AHSA) process.

For the past five years (2005-06 to 2009-10), average student performance at the Proficient and Advanced Proficient levels on the NJHSPA LAL is 97.4%. The average Advanced Proficient rate on the NJHSPA LAL for the past five years is 37%. RFH's performance on the NJHSPA LAL has been consistently higher than the reported state averages and comparable if not better than the averages of districts in the same District Factor Group (DFG), the demographics-oriented grouping of districts (A-J) employed by the State of New Jersey. RFH is classified as a "J" district.

For the past five years (2005-06 to 2009-10), average student performance at the Proficient and Advanced Proficient levels on the NJHSPA Mathematics averaged 92.8%. The average of RFH students performing at the Advanced Proficient level on the NJHSPA Mathematics for the past five years is 47.2%. RFH's performance on the NJHSPA Mathematics has been consistently higher than the reported state averages and comparable to other districts in the same DFG ("J").

The aforementioned data is inclusive of all students, regular education students and Special Education students. Special Education students comprise 15.1% of RFH's total student population. For the past five years (2005-06 to 2009-10), average Special Education student performance at the Proficient and Advanced Proficient levels on the NJHSPA LAL averaged 82.0%. For the past five years (2005-06 to 2009-10), average Special Education student performance at the Proficient and Advanced Proficient levels on the NJHSPA Mathematics averaged 66.3%.

The number of students in the high school's remaining NCLB subgroups is below ten; therefore, data cannot be compared to the performance of the district as a whole.

As noted, RFH's performance on both facets of the NJHSPA has been consistently higher than the reported state averages and comparable to other districts in the same DFG ("J"). An action plan is ready to support any RFH student that does attain the required Proficiency rating in either content area. Every RFH student scoring at the Partially Proficient level after the March administration of the NJHSPA in Grade 11 is carefully reviewed: academic records are analyzed, enabling the high school to tailor an individualized intervention program. This process is predicated by a monitoring system that begins in Grade 9 and limits the number of non-Proficient students by the time of the March administration of the NJHSPA in Grade 11.

Upon entering Grade 9, the state eighth grade assessment scores (NJASK 8) in Language Arts Literacy and Mathematics of all 9th Graders are reviewed by the Administrative Cabinet (comprised of the Principal, Vice-Principal, Content Area Supervisors, Director of Guidance, and the Supervisor of Special Services) and other staff members as part of the 9th Grade transition effort. Included in this review are standardized testing results from the local parochial and private schools (e.g. CTB McGraw Hill Terra Nova). This review complements a component of the course scheduling process for incoming 9th Grade students in which at-risk students are identified and placed in English and Mathematics courses that provide the greatest levels of academic support. Additional 9th Grade students are then identified as candidates for potential enrollment in NJHSPA preparation courses in Grades 10 and 11. With the support of the grade-dedicated guidance counselor and the recommendations of the classroom teachers, these

students are monitored by the Administrative Cabinet during Grade 9 for potential placement in NJHSPA preparation courses in Grade 10. Teacher feedback and the review of student work support this process. Also, other factors (e.g. input from intervention and referral services) are taken into consideration. These students are again monitored by the Administrative Cabinet and other staff members during Grade 10. Data from the PSAT complements the aforesaid points to determine if a student merits placement in the NJHSPA preparation courses in Grade 11.

Supporting this effort has been the reduction of course levels in Mathematics. This reduction had already been attained in English, resulting in positive performance outcomes. Rather than spreading Algebra I over 9th and 10th Grade for students with demonstrated proficiency concerns in Mathematics, the high school now requires incoming 9th Grade students to complete Algebra I in one school year. “Rigor for all” serves as a guiding motto. Additional materials, resources, support and training experiences facilitate this effort—one that enables all RFH students to complete a minimum of Algebra II by the end of Grade 11.

2. Using Assessment Results:

In 2006-2007, an action research project was developed: its pilot was formally implemented in 2007-2008. This endeavor involved fourteen teachers, randomly selected, from five departments. Working in instructional teams, the teachers were provided with release time to collaborate and improve the quality of instruction. Specific outcomes from this action research project included: common formative and summative assessments, collaboratively-constructed lesson plans, and consensus on the findings of student performance data. This action research project yielded positive results, causing the Superintendent to request that the Board of Education implement this instructional team model school-wide. The charge and objectives of these targeted instructional teams have evolved and strengthened each year (2009-2010 and 2010-2011), yielding the structure needed to develop a true professional learning community.

Not satisfied with student performance on mid-term and final examinations, RFH studied historical examination data and compared it with historical marking period performance. Regardless of discipline, examination grades were usually a full grade lower than marking period averages.

This data launched an in-depth analysis of assessment reliability. The aforesaid instructional team model provided a vehicle to institute a quarterly assessment schedule and eliminate the mid-term and final examinations for 2009-2010. Working with a private educational consulting firm, the RFH faculty studied the language of critical thinking and effective questioning techniques and strengthened assessment instruments, utilizing assessment data to inform instruction, influence assessment and rubric design, and support student intervention efforts.

NJHSPA Mathematics data was instrumental in developing the rationale to eliminate lower-level courses in Mathematics and Science. State testing data indicated that students taking lower-level courses in Mathematics and Science were not maximally equipped to reach their potential on high stakes testing. Since the elimination of these lower-level classes, student performance elevated, supporting the findings of the state testing data. Student performance data gathered from 9th Grade courses provided the momentum to follow suit in subsequent grade levels, resulting in almost all RFH students completing Algebra I and Algebra II, Geometry, Biology, Chemistry, and Physics by graduation.

Data generated from standardized assessments (e.g. PSAT, SAT, and AP) provide individual and curricular feedback. RFH provides guided opportunities for students to examine their own performance on both the 10th Grade and 11th Grade administrations of the PSAT. Additionally, Cognitive Abilities Test (CogAT) and PSAT information assist in developing the best academic program appropriate for each child, informing the post-secondary planning process.

3. Communicating Assessment Results:

Student performance data is reported bi-annually at a public Board meeting, once at the mid-year and again at year's end. In addition, the Superintendent, along with the Administrative Cabinet, report

progress on the district's goals and objectives to the Board of Education at these times. Student achievement-based goals and objectives contain levels of measurement, including student assessment data designed to indicate the degree of progress.

District publications, such as *The Tower Chimes* and the high school's website also highlight student assessment data, informing the public on the high school's efforts to improve student achievement.

Parents and students have continuous, real-time access to teachers' grade books through the student information system portal. The parent and student portals were fully implemented during the 2009-2010 school year. This password-protected portal provides access to teacher grade books, assignments, and announcements. For those families without computer access, print copies of teacher grade books are mailed home every other week.

School-wide assessment data is a frequent agenda item during monthly Parents' Advisory Council (PAC) meetings facilitated by the Principal. All parents are welcome to attend. Additionally, the Board of Education's Education Sub-Committee receives frequent updates on student growth and progress from the Administrative Cabinet.

The high school counseling staff offers workshops for both students and parents to aid in the understanding of assessment preparation, test results, and post-test strategies. The counselors have created lessons for group presentations prior to major standardized tests to confirm question expectations and assessment protocol. A page devoted to standardized testing and test preparation is maintained on the high school website: it lists and responds to frequently asked questions related to standardized testing practices and protocol. Group e-mail is disseminated through Naviance, a web-based communication and education resource employed by counselors nation-wide that offers articles of interest and provides program updates. Additionally, guidance counselors meet bi-weekly with the high school's Child Study Team to review standardized data and current marking period data to monitor and support the academic progress of Special Education students.

Content area supervisors, using standardized score results as referents, maintain ongoing communications with students regarding test-taking strategies. Instruction in test-taking strategies has been incorporated into all core content areas.

4. Sharing Lessons Learned:

The Superintendent belongs to the Seton Hall University's Superintendents' Study Council and the Monmouth County Superintendents' Roundtable (Past-President). He also leads a local Superintendent of Study Group. The Administrative Cabinet attends tri-district, county, state, and national meetings. The Principal participates in a year-long symposium sponsored by Seton Hall University focusing on policy, procedure, and protocols.

The Chairperson of the Local Professional Development Committee communicates district information at workshops and serves as point-person regarding local initiatives. She will co-present, "Building While Flying: Supporting Reliability and Validity in Benchmark Assessment" at the NJASA/NJSBA 2011 Spring Conference.

The Director of Guidance coordinates Naviance user groups to share best practices for using Naviance resources. As New Jersey's Secondary School Representative to the New Jersey Association of College Admissions Counseling (NJACAC), she is a frequent presenter and moderator on the state and national levels regarding high school guidance counseling services.

Two Mathematics teachers presented "What PreCalculus Teachers Need to Know to Smoothly Transition Students to Calculus" at the annual PreCalculus Conference at Rutgers University. Five Mathematics teachers presented "Geometers' Sketchpad" at the same conference for the last five years. The English and

Social Studies Department Supervisor serves as a senior member of the Syracuse University Project Advance English Cabinet.

Two English teachers presented “Instructional Strategies for Textual Studies and Composition” at the Syracuse University Project Advance English/Writing Conference, “Brave New Worlds of Literacy.” A Spanish teacher presented at the American Council on the Teaching of Foreign Languages (ACTFL) Conference, “Teaching Math and Science in the Language Class.” Another Spanish teacher presented a workshop entitled, “Technology in the World Language Classroom.” The Chinese teacher was selected from a nationwide STARTALK program for a training video, "How to Do TPRS with Authentic Folk Tales" sponsored by Rutgers University as part of their teacher training program. The Chinese teacher presented the same material at the 2010 ACTFL National Conference. Annually, a Special Education teacher and a Social Studies teacher present “Inclusion Strategies in the Social Studies Classroom” at Rutgers University.

The Music teachers collaborate with sending districts to orchestrate tri-district concerts throughout the year. The World Language Department collaborates with sending districts to design and implement an Immersion Day for middle school students, sharing instructional strategies and techniques in the process. Additionally, the AP Studio Art Teacher coordinates three critiques per year with the AP Studio Art students of a neighboring high school. The Drama teacher offers an annual performance experience for regional middle school students.

1. Curriculum:

The curriculum offered by RFH is both comprehensive and rigorous, offering students an array of standards-aligned college-prep, honors college prep, AP, concurrent enrollment, and experiential courses in core content areas: English, Mathematics, Science, Social Studies, Visual and Performing Arts, Physical Education, Health and Nutrition, and World Languages. RFH's commitment to educational excellence resonates in its curriculum. RFH students are encouraged to maximize curriculum offerings during their four years at the high school.

RFH has realigned curriculum to provide multiple points of entry for progression into all honors college prep and AP courses. College prep courses have been structured to provide students with the necessary skills to "level up" during subsequent years. Recognizing that not all students are ready to transition into an honors college prep course, RFH is committed to providing every student with the opportunity to increase academic rigor when they are able to do so. Enrollment into the honors program is ultimately the decision of the students: it is not dictated by the school. A current goal at RFH is for every student attending college to take at least one AP course before graduation.

RFH regularly seeks opportunities to dialogue with post-secondary institutions for the purpose of preparing its students for success beyond high school. Each year, graduates are surveyed as a means to garner information related to student preparedness. This feedback is reviewed as part of RFH's ongoing commitment to the rigorous curriculum.

English

The English Department offers: English I, English I-Honors, English II, English II-Honors, English III, AP English III-Honors, English IV, SUPA English, Drama, Creative Writing, Film Studies, The Tower Review, and NHHSPA LAL Prep. The Language Arts component of Culture and Literacy in Grades 9-12 falls under the domain of the English Department.

Mathematics

The Mathematics Department offers: Algebra I, Algebra II, Algebra II-Honors, Geometry, Geometry-Honors, Math Analysis, Pre-Calculus, Pre-Calculus-Honors, Probability and Statistics, Calculus, AP Calculus AB, AP Calculus BC, AP Statistics, and Computer Programming.

Science

The Science Department offers: Biology, Biology-Honors, Chemistry, Chemistry-Honors, Physics, Physics-Honors, Anatomy and Physiology, Environmental Science, AP Biology, AP Chemistry, AP Environmental Science, and AP Physics.

Social Studies

The Social Studies Department offers: Global Cultures and Civilizations, Global Cultures and Civilizations-Honors, US History I, US History I-Honors, US History II, US History II-Honors, AP European History, AP Human Geography, AP Macroeconomics, AP Psychology, AP World History, SUPA History, The 1960's, Conflict Analysis, Introduction to Psychology, Law and American Society, Modern Conflicts and Contemporary Issues, and Socio-Cultural Analysis. The Social Studies component of Culture and Literacy in Grades 9-11 falls under the domain of the Social Studies Department.

Visual and Performing Arts

The Visual and Performing Arts Department offers: Art I-Art III, 2-D Studio-Honors, Portfolio and Design-Honors, Ceramics, Advanced Ceramics, Sculpture, Jewelry Design and Fabrication, Art History, AP Studio Art, Exploring Instruments, Orchestra, Percussion Ensemble Workshop, Symphonic Band, Music Theory, AP Music Theory, American Music History, Song-Writing and Recording, Tower Singers, and Solo Singers' Studio.

Physical Education, Health and Nutrition

The Physical Education Department offers a full spectrum of experiences that build knowledge and skills in the area of Physical Education, equipping students to maintain active lifestyles, identify fitness needs, and achieve well-being throughout their lives. To that end, learning experiences assist students in gaining understanding, attitudes and practices related to fitness, rhythm and cooperative activities as well as team and individual sports. RFH offers a comprehensive Health Education program promoting responsible student attitudes and behaviors in the pursuit of lifelong wellness. Students receive knowledge to enable them to make healthy lifestyle choices regarding nutrition, disease prevention, human sexuality, safety, and substance use/abuse.

World Languages

The World Languages Department offers: Chinese I-III, French I-V, French II-Honors-French IV-Honors, AP French, Spanish I-V, Spanish II-Honors-Spanish IV-Honors, and AP Spanish. Chinese IV is planned for 2011-2012. All World Language courses utilize The Sony Virtuoso™/Soloist® Language Learning Laboratory. The Laboratory's digital functionality enables a multimedia base where teachers and students can easily share course materials and work collaboratively or independently to develop language proficiency.

2. Reading/English:

The curriculum offered by the RFH English Department reflects common goals: student achievement, increased student proficiency in listening, language usage, reading, research, speaking, and writing skills, the development of higher-order critical thinking skills, and student readiness to become college and career-ready citizens. Required English courses, which include rigorous, standards-aligned college prep and honors college prep course sequences, are complemented by four full-year electives. NJHSPA Language Arts Literacy preparation classes in Grade 10 and Grade 11 are positioned for assigned students. In addition, an interdisciplinary course in English and Social Studies, the *Culture and Literacy Program*, facilitates the ongoing transition of at-risk students into the school culture, providing them with the course materials, instructional contexts, manpower, and professional resources to ensure their success in the classroom. The RFH English Department offers one AP course and one concurrent enrollment course through Syracuse University Project Advance. Student attainment of college-credit via these course options, either through assessment performance or successful course completion, has been consistently strong. Since 2005-06, the number of twelfth grade students enrolled in SUPA English has increased by 56%.

The RFH English Department believes in a true literature-based curriculum. Traditional literature textbooks are not used. Regardless of course level, students are expected to engage with challenging grade-appropriate works of literature that provide insight into a variety of human and societal issues. The literature-based curriculum is dynamic: it is constantly evolving, reflecting the RFH English Department's attention to the ever-changing world, relevant cultural foci and diverse student needs. A required Summer Reading Program complements the RFH English Department's literature-based curriculum. The value of the writing process is underscored in every course. Attention to writing praxes, instructional scaffolding and assessment sequencing ensures evolving proficiency in writing skills. Direct instruction in language-usage skills is factored into the curriculum. Student performance data from national and state assessments is used to inform and influence reading and writing instruction. Research-

based assessments provide additional opportunities for students to become more proficient readers and writers—especially in terms of their ability to advance oral and written claims through the use of evidence.

The effectiveness of the English Program at RFH has been consistently validated via student performance on national and state assessments. Reports from former students now attending college further demonstrate that their English coursework has prepared them for their undergraduate reading, research, speaking and writing requirements, as well as an established foundation for future success.

3. Mathematics:

The RFH Mathematics Department focuses on elevating every student to achieve his/her highest level, confirming the belief that all students can learn college preparatory Mathematics. Most students enter 9th Grade and take either Geometry or Geometry-Honors, having completed Algebra I in the regional middle schools. Remaining 9th Grade students re-take Algebra I.

Class-size averages 18 students in all Algebra I classes with in-class support. Two teachers (one content area and one Special Education) are present to ensure that students in Grade 9 attain a sound foundation in this cornerstone subject. Data from quarterly assessments is currently being used to establish intervention strategies for students enrolled in Algebra I. Each quarterly assessment is segmented into main ideas (3-4 per assessment). Individual student assessment results are analyzed to interpret proficiency in each main idea. A list of students not meeting proficiency in each main idea is compiled. These students are assigned to the LRC (discussed in detail in "Instructional Methods") for additional instruction to address these identified skill gaps and to ensure immediate and long-term success in college preparatory Mathematics courses and subsequent testing experiences (e.g. NJHSPA Mathematics, PSAT, and SAT).

Following Geometry or Geometry-Honors, students proceed to Algebra II or Algebra II-Honors, Pre-Calculus or Pre-Calculus-Honors (or Math Analysis), and College Prep Calculus or AP Calculus (AB or BC) or Statistics and Probability. Computer Programming is offered as a full-year elective. NJHSPA Mathematics preparation classes in Grade 10 and Grade 11 are positioned for assigned students based on NJASK8 results and mathematics course performance.

The RFH Mathematics Department maintains the ideal that every student should endeavor to complete Calculus before graduation. Overall increase in total Calculus (Calculus, AP Calculus AB, and AP Calculus BC) enrollment has risen since 2005-2006 by approximately 32%. Marked enrollment growth has been evidenced in AP Calculus AB and AP Calculus BC. Since 2005-06, the number of students enrolled in AP Calculus AB has increased 88%, and the number of students enrolled in AP Calculus BC has increased 44% since 2006-07.

Accelerated students from the regional middle schools enroll in RFH Mathematics courses before entering 9th Grade. By 12th Grade, these students have exhausted the traditional curriculum and are enrolled in concurrent enrollment Mathematics courses offered by Stanford University and Johns Hopkins University.

4. Additional Curriculum Area:

The RFH Science Department focuses on elevating every student to achieve his/her highest level, confirming the belief that all students can learn college preparatory Science. Prior to the Class of 2013, all RFH students were required to take Biology and Chemistry, as well as one elective Science from Physics (college prep and honors college prep), Anatomy and Physiology, Environmental Science, and four AP courses (Biology, Chemistry, Physics, and Environmental Science). Starting with the Class of 2013, all RFH students must minimally take Biology, Chemistry and Physics. These elevated expectations are a direct result of the analysis of compiled data from the recent elimination of lower level courses in Science. RFH students are encouraged to take a fourth year of Science, selecting course options from two

full year college prep electives and four AP courses. All Science courses at RFH require students to regularly participate in performance based assessments.

Biology, Chemistry, and Physics classes requiring in-class support are designed for more individualized attention with two teachers (one content area and one Special Education) averaging 18 students. This ideal teacher-student ratio provides students with the support structure needed for success in this rigorous curriculum. Data from quarterly assessments is currently being used to establish intervention strategies for students enrolled in Biology. Each quarterly assessment is broken down into main ideas (3 to 4 per assessment). Individual student assessment results are analyzed to interpret proficiency in each main idea. A list of students not meeting proficiency in each main idea is compiled. Intervention classes are scheduled per main idea during LRC and students are required to attend. This prescriptive approach will support immediate and long-term success in college preparatory Science courses.

Multiple entry points have been established in the Science curriculum to facilitate entry into AP courses. Students in all grades at the high school have the opportunity to enroll in AP Science courses. Specific support is provided for rising 9th Grade students to ensure appropriate placement in AP Biology. Additionally, students are strongly encouraged to enroll in a fourth year of science or “double up” (two science courses during one academic year). This initiative is evidenced by a 203% increase in AP Science enrollment since 2005-2006.

5. Instructional Methods:

In 2008, RFH launched a new school-wide schedule, providing seven academic periods, lunch, and a study period with the support of a Learning Resource Center (LRC). The LRC provides students with academic support in every content area. Half of the teachers from every department are available at locations throughout the high school to meet with students to review and re-teach content as needed, assist with homework, and provide extra time to complete assessments. This individualized approach complements in-class instructional differentiation. While most students voluntarily attend LRC on a regular basis, some students are assigned to LRC by subject area teachers for intervention and personalized support. The LRC provides all students with the resources and personalized support needed to achieve success during the course of the regular school day. Additionally, teachers at the high school provide extra help for one hour each week, before or after school, during scheduled Student Assistance Times (SAT).

The RFH Board of Education believes in providing all learners with the most appropriate learning environment. The district's commitment to smaller class sizes is evidenced by the expansion of its teaching staff to provide additional in-class resource support to Special Education students. Special Education teachers, who have expertise in learning styles, cognitive approaches, and instructional differentiation, collaborate with content area specialists to support students. Several Special Education teachers are dual-certified. During instructional team meetings and bi-weekly curriculum planning sessions, regular and Special Education teachers have the opportunity to review instructional strategies and modify lessons.

Some students, however, still need to be instructed in small classroom environments. Therefore, the high school offers several resource classes for Special Education students and the interdisciplinary Culture and Literacy Program for at-risk and transitional students. The Special Education teachers assigned to resource classes meet during provided collaboration time to refine instruction across content areas for these students. In addition, they are in close contact with the case managers and guidance counselors to support students as appropriate. This holds true for the teachers assigned to the Culture and Literacy Program. As indicated in the Mathematics and Science sections of this document, smaller class-sizes are designed with the benefit of two-teachers for students needing in-class support.

Additionally, as the need arises, students with linguistic differences meet with assigned resource teachers, content teachers, and Special Education teachers to modify instruction and assessments as per WIDA guidelines. Students requiring language services are provided with a dedicated ELL curriculum in

addition to supplemental support in Mathematics and English. Outside consultants are also used to support the instructional efforts of teachers working with these students.

6. Professional Development:

In 2008, RFH designed a multi-year professional development plan focusing on brain-based research as it applies to student learning. John Medina's *Brain Rules* was studied as a faculty to ensure common understanding of the implications of brain-based research on teaching. Teachers were also in-serviced in the language of critical thinking and effective questioning in order to rethink assessment practices. The levels of the Revised Bloom's Taxonomy were reinforced. In 2009-2010, the quarterly assessment model was instituted as the school-wide vehicle to hone assessment practices.

In 2009, the Administrative Cabinet attended a multi-day seminar presented by Richard Dufour entitled, "Building Professional Learning Communities." This training catalyzed the formal development of RFH Professional Learning Communities (PLCs). These PLCs are paramount to the district vision of systemic, data-based decision making.

In 2010, the Board of Education, the Administrative Cabinet, the RFH faculty, and the PAC focused on the definition of "student achievement." It is the belief, that in order to improve student achievement, it must first be defined. The product of this collaborative work yielded this definition:

"Student achievement is inclusive of demonstrations of merit that may be observed and/or measured. These acts include, but are not limited to the following: increased level of personal challenge and performance (academic, artistic, and athletic); increased application and transfer of knowledge to other settings (critical thinking); consistent and positive evidence of healthy decision making; heightened levels of respect and awareness of self and others; and documented ability to establish and realize educational, professional and personal goals."

Skills necessary, per high school curricula, are aligned to the 21st Century Themes for student learning. Teachers meet bi-weekly to incorporate these skills into the NJDE Curriculum Project Unit Template Design for each of the instructional teams' targeted courses. On-site workshops focus on improving the quality of instruction, assessment, lesson planning (Oncourse), and data analysis with the intent of curricula revision using 21st Century Themes to emphasize the need for "real life application" of knowledge. Additionally, instructional teams meet forty-five minutes per week to collectively refine assessments, ensure alignment between curriculum and assessment, and analyze and reflect upon assessment performance. In 2011, RFH will train teachers to utilize data analysis software to efficiently extrapolate individual and collective trends.

Members of the Administrative Cabinet have submitted applications to attend "Data Wise: Using Assessment Results to Improve Teaching and Learning," a Summer Institute sponsored by the Harvard Graduate School of Education.

7. School Leadership:

Charged with the responsibility of executing the district's vision, the Principal at RFH is an agent of change, eliciting feedback, identifying community values, asking the "right questions," and solving problems using a geodesic lens. She models the traits of a reflective practitioner while supporting the faculty's needs as they embrace change. She ensures a seamless and strategic curriculum with consistency across disciplines. The Principal monitors progress of all students and requires action plans for intervention as needed. The Principal is the unwavering advocate behind every child and faculty member, maintaining an ideal professional stance at all times.

At RFH, the Principal, Vice-Principal, and Supervisors ultimately report to the Superintendent. Both the Superintendent and Principal are committed to matters of curriculum and instruction. This collaborative,

hands-on approach includes, but is not limited to, pedagogical improvement, clinical observations, curriculum development, and school-wide analysis of student performance data.

The Superintendent meets monthly with the Administrative Cabinet to discuss school business and student performance at a macroscopic perspective. Often, the Administrative Cabinet is required to read scholarly journal articles or books (e.g. Daniel Willingham's *Why Don't Students Like School?*) prior to the meeting. These meetings serve as vehicles to support the vision for the year. Oftentimes, visions for subsequent years materialize during these conversations. Policy and budgetary needs related to student achievement are reviewed, honed, and presented to the Board of Education. All district goals and objectives are related to student achievement, per school definition, as indicated in the Professional Development subsection of this document. The Superintendent invites the Principal and Supervisors to monthly Education Sub-Committee meetings of the Board of Education and in some cases full-Board of Education meetings to provide quantitative and qualitative updates germane to the board-adopted student achievement goals and objectives.

The Principal meets weekly with the Vice-Principal and Supervisors. The major focus of these meetings is student achievement. Achievement analysis at this level includes both individual student and teacher performance in the context of their respective departments. Using quarterly assessment and grade book data, this team identifies trends, relative strengths and weaknesses, and cross-content student performance inconsistencies. Programs and curricular modifications depend upon aforementioned internal measures and specific feedback on skills received from the College Board (PSAT, SAT, and AP). Supervisors utilize assessment data to facilitate curricular and student-specific planning with collective and individual faculty.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 11 Test: NJHSPA

Edition/Publication Year: 2006/2007/2008/2009/2010 Publisher: NJDOE

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient & Advanced Proficient	96	90	94	92	93
Advanced Proficient	52	45	49	43	47
Number of students tested	223	270	225	256	247
Percent of total students tested	100	99	99	99	99
Number of students alternatively assessed	0	0	0	1	1
Percent of students alternatively assessed	0	0	0	1	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient & Advanced Proficient					
Advanced Proficient					
Number of students tested					
2. African American Students					
Proficient & Advanced Proficient					
Advanced Proficient					
Number of students tested					
3. Hispanic or Latino Students					
Proficient & Advanced Proficient		91			
Advanced Proficient		36			
Number of students tested		11			
4. Special Education Students					
Proficient & Advanced Proficient	75	63	71	59	63
Advanced Proficient	17	5	13	11	17
Number of students tested	24	38	31	37	35
5. English Language Learner Students					
Proficient & Advanced Proficient					
Advanced Proficient					
Number of students tested					
6.					
Proficient & Advanced Proficient					
Advanced Proficient					
Number of students tested					
NOTES:					

11NJ10

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 11 Test: NJHSPA

Edition/Publication Year: 2006/2007/2008/2009/2010 Publisher: NJDOE

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient & Advanced Proficient	97	98	97	97	98
Advanced Proficient	39	35	37	33	39
Number of students tested	222	270	224	254	248
Percent of total students tested	99	99	99	99	99
Number of students alternatively assessed	0	0	0	1	1
Percent of students alternatively assessed	0	0	0	1	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient & Advanced Proficient					
Advanced Proficient					
Number of students tested					
2. African American Students					
Proficient & Advanced Proficient					
Advanced Proficient					
Number of students tested					
3. Hispanic or Latino Students					
Proficient & Advanced Proficient		100			
Advanced Proficient		36			
Number of students tested		11			
4. Special Education Students					
Proficient & Advanced Proficient	79	84	77	86	83
Advanced Proficient	0	3	10	6	14
Number of students tested	24	38	31	36	35
5. English Language Learner Students					
Proficient & Advanced Proficient					
Advanced Proficient					
Number of students tested					
6.					
Proficient & Advanced Proficient					
Advanced Proficient					
Number of students tested					
NOTES:					

11NJ10

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient & Advanced Proficient	96	90	94	92	93
Advanced Proficient	52	45	49	43	47
Number of students tested	223	270	225	256	247
Percent of total students tested	100	99	99	99	99
Number of students alternatively assessed	0	0	0	1	1
Percent of students alternatively assessed	0	0	0	1	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient & Advanced Proficient					
Advanced Proficient					
Number of students tested					
2. African American Students					
Proficient & Advanced Proficient					
Advanced Proficient					
Number of students tested					
3. Hispanic or Latino Students					
Proficient & Advanced Proficient		91			
Advanced Proficient		36			
Number of students tested		11			
4. Special Education Students					
Proficient & Advanced Proficient	75	63	71	59	63
Advanced Proficient	17	5	13	11	17
Number of students tested	24	38	31	37	35
5. English Language Learner Students					
Proficient & Advanced Proficient					
Advanced Proficient					
Number of students tested					
6.					
Proficient & Advanced Proficient					
Advanced Proficient					
Number of students tested					
NOTES:					

11NJ10

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient & Advanced Proficient	97	98	97	97	98
Advanced Proficient	39	35	37	33	39
Number of students tested	222	270	224	254	248
Percent of total students tested	99	99	99	99	99
Number of students alternatively assessed	0	0	0	1	1
Percent of students alternatively assessed	0	0	0	1	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient & Advanced Proficient					
Advanced Proficient					
Number of students tested					
2. African American Students					
Proficient & Advanced Proficient					
Advanced Proficient					
Number of students tested					
3. Hispanic or Latino Students					
Proficient & Advanced Proficient		100			
Advanced Proficient		36			
Number of students tested		11			
4. Special Education Students					
Proficient & Advanced Proficient	79	84	77	86	83
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5. English Language Learner Students					
Proficient & Advanced Proficient					
Advanced Proficient					
Number of students tested					
6.					
Proficient & Advanced Proficient					
Advanced Proficient					
Number of students tested					
NOTES:					

11NJ10