

South Hunterdon Regional High School
Accreditation for Growth
Self Study Report
April 2011



South Hunterdon Regional High School

AFG – Self-Study Report

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South Hunterdon Regional High School

301 Mt. Airy – Harbourton Road
Lambertville, New Jersey 08530

School Office

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• • •
Nancy H. Gartenberg, *Superintendent*
Kerry Sevilis, *Business Administrator/Board Secretary*
Mark Collins, *Interim Principal*
Mary Robinson Cohen, *Assistant Principal/Supervisor of Curriculum and Instruction*

Dear Middle States Visitation Team,

It is our distinct honor and privilege to welcome you to South Hunterdon Regional High School!

We are pleased that you have taken the opportunity to visit one of the finest schools in the State of New Jersey.

Our faculty is comprised of outstanding teachers, many with advanced degrees and staff who take great pride in our school. We take our greatest joy in the bright and energetic students for whom we dedicate our time and energy.

At South we boast a challenging curriculum that emphasizes preparation for college and 21st Century Skills. Our 10:1 student to teacher ratio ensures individual attention that is student centered and rigorous. We have received “Top 100 Best High Schools” status for the past four years by New Jersey Monthly Magazine, as well as continually attaining Annual Yearly Progress (AYP) on statewide assessments.

At SHR, we feel that the learning is as important as the service. Students contribute locally and globally for causes and needs through service learning. Our school motto, “Work Hard – Be Kind”, is modeled in our hallways on a daily basis.

Close to 85% of our students are highly engaged beyond our classrooms in a sports program or our many co-curricular programs. Our performing arts program has gained regional recognition as our students showcase their talents in drama, song, and dance.

While visiting our school, please get to know our faculty and students who welcome you today. It is our hope that you find your visit professionally enlightening and comfortable. Please do not hesitate to approach any staff member if you require any assistance,

Sincerely,

Mark Collins M.Ed.

Principal

South Hunterdon Regional High School

AFG
FINAL LIST OF VALIDATION TEAM MEMBERS

NAME OF SCHOOL: **South Hunterdon Regional High School**
301 Mt. Airy-Harbourton Road
Lambertville, NJ 08530

HEAD OF SCHOOL: **Mr. Mark Collins, Interim Principal**
609-397-2060 Fax: 609-397-2366
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DATES OF VISIT: **04-05-2011 (½ day) to 04-08-2011**

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“Our Team”



Dave Beaumont	Community Member
Kim Bogden	Special Education
Debbie Clausen	Community Member
Marie Collins	School Board Member
Mark Collins	Principal
Mary Cohen	Assistant Principal
Robin Deal	Community Member
Joanne Fenimore	Guidance Counselor
Will Ferry	Community Member
Marianne Fimbol	Community Member
Nancy Gartenberg	Superintendent of Schools
Marty Sharon Kilmer	Special Education
Kathe Losch	Math
Dr. Judy Marino	Director of Child Study Team
Jen McKnight	Spanish
Maureen Smyth	Library Media
Greg Rackin	Community Member
Dan Ruvolo	Special Education/Athletic Director
Laurie Weinstein	School Board Member

South Hunterdon Regional School District Mission Statement

The South Hunterdon Regional School District, a small close-knit school working in partnership with our community, provides dynamic and innovative educational experiences that challenge and empower each student to strive for personal excellence and responsible global citizenship.

Belief Statements

At South Hunterdon Regional High School we believe:

- A safe and secure school environment is the right and responsibility of the entire South Hunterdon Community.
- Each child deserves support in his/her academic, emotional and social development.
- Our school is an essential resource in our community.
- The manner in which something is taught is as valuable as what is learned.
- The purpose of education is to connect students to ideas, people and the world.
- All children can learn, they learn in different ways and at different rates.
- Education is a civic responsibility and a public good.
- School staff, parents and community working together enable our students to succeed.
- The desire to learn is a framework for lifelong success.
- The development of self-discipline helps students assume responsibility for and take an active role in their own learning.
- Students who learn to accept themselves will be more open to accepting others.
- A nurturing learning environment empowers all students to reach their goals.
- Every student has inherent worth and unique talents and deserves to be treated with respect and fairness.
- Providing students with a variety of extra-curricular and service learning activities creates opportunities for personal growth and excellence

South Hunterdon Regional High School

Profile of Graduates

South Hunterdon will have high expectations for the academic and social development of our students.

South Hunterdon will continue to improve student to student relationships and stress respect for others and tolerance.

South Hunterdon students will be proud to attend South Hunterdon Regional High School.

Graduates of South Hunterdon Regional High School will be:

Inquirers They develop their natural curiosity and encounter the world and embrace the future with sense of imagination and wonder. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable They explore concepts, ideas and issues that have local and global significance. In so doing, they continue to acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines. They have an understanding of how technology shapes their lives.

Thinkers They apply thinking skills independently, critically and creatively to recognize and approach complex problems,

Communicators They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They are capable of listening to and receiving ideas from others, both from within and outside of their own cultures.

Principled They act in accordance with fundamental principles of integrity, honesty, and humility, with a strong sense of fairness, justice and respect for the dignity of the individual, groups

and communities, among other values. They take responsibility for their own actions and the consequences that accompany them.

Open-minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and to making a positive difference in the lives of others and to protecting the environment.
Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.
Decision-Makers	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs. They use their knowledge to set goals and develop plans and deadlines for meeting them; as well as to make informed, ethical, moral, aesthetic and political choices.
Participants	They got involved and are active. They are not content to watch, but get involved and transform their diverse and dynamic world.

**This document integrates the IB learner profile with traits and qualities that our community has identified as necessary adjuncts to the learner profile to create the most complete portrait of the person that we want to graduate from our school.*

A Brief History of South Hunterdon Regional

South Hunterdon Regional High School is a regional public high school serving three communities in Hunterdon County. It is the smallest public high school in the state of New Jersey serving 359 students in grades seven through 12. The school boasts a small close-knit academic environment and solid community support.

South Hunterdon opened its doors in 1959 serving the communities of Lambertville, Stockton, and West Amwell. The district is a comprehensive school including students in grades seven through twelve. The district is located in the southern section of picturesque Hunterdon County, approximately 17 miles north of Trenton. The area traditionally has been rural with most of the businesses located in the city of Lambertville. Prior to the recent economic downturn, the community did experience a mild housing spurt brought on by many longtime farms being sold to housing developers.

Over the past several years there has been a subtle demographic shift in the socio-economic structure of the community. The housing development has brought an influx of “professional” families who have found an acceptable commute to the regions’ large markets of New York, Philadelphia and Trenton.

The economic downturn as well as recent legislative developments statewide has placed a keen focus on per-pupil spending. The school board and administration has faced the significant challenge of reducing costs to acceptable levels.

At one point, during the 1970’s, the school operated on a split schedule and served 800+ students. The school currently operates a modified block schedule with a strong special education inclusionary program. South Hunterdon has always been a source of pride in the community and has continually yielded strong academics and athletic teams. There is a high degree of student co-curricular involvement with many students participating in multiple teams, clubs and performance groups.

Up until three years ago, the building as a facility was relatively unchanged. SHR has just finished an ambitious construction project that entailed a \$22 million dollar renovation and additions. Additionally, South Hunterdon has ranked among the 75 top high schools in New Jersey since 2008 according to NJ Monthly.

Since the last Middle States accreditation, South Hunterdon Regional School District has undertaken an ambitious agenda to become a premier school district in the state of New Jersey. Through a community and school commitment, SHR has made steady gains in

student test scores, attendance, graduation rates and other achievement indicators including:

- A school wide in-class support (co-teaching) and inclusionary practices in all academic disciplines.
- On-going development in technology infrastructure.
- Middle level restructuring in consultation with Lehigh University
- Comprehensive Special Education Program Audit
- Comprehensive Guidance Department Audit

All faculty members have participated in workshops that included the following topics:

- Professional Learning Communities
- Differentiated Instruction
- 21st Century Skills (Problem Based Learning)
- Teaching Reading in the Content Area
- Legal I Training
- Harassment, Intimidation, and Bullying

Our school's recent awards and Points of Pride include:

- Named as one of New Jersey's Top 100 Schools 2008 through 2011 (New Jersey Monthly)
- Comprehensive Tobacco Free School of Excellence (2010)
- New Jersey School Boards Association Student of the Month (2010)
- New Jersey High School Science Olympiad – 5 events placed in top 6
- English Department affiliation with Princeton's McCarter Theater
- N.J. Robotics Club award for highest team place-winner for "new" teams
- SHRHS hosted two senior citizen functions:
 - Winter holiday luncheon and concert
 - Dinner & musical hosted by students
- "Technology Tapas" – SHRHS hosted after school technology classes for senior citizens
- 2nd Annual "Festival of the Arts" – Community Arts Open House
- Quarterly High School Honor Roll Breakfast
- Middle School Quarterly Honor Roll Ice Cream Social
- "Night-at-the-Nest" School-Wide student collaborative team performance

THE SOUTH HUNTERDON COMMUNITY

South Hunterdon Regional School District (SHRS) is a public primary and secondary school district serving the educational needs of students, grades seven through twelve, living in the City of Lambertville, Stockton Borough and West Amwell Township. Lambertville, Stockton and West Amwell collectively make up a portion of the southernmost portion of Hunterdon County, NJ, each having a border with the Delaware River. SHRS is located at 301 Mount Airy-Harbourton Road, Lambertville, NJ.

History

Lambertville

Settled in 1705, Lambertville is one of the oldest communities in Hunterdon County, New Jersey. This village grew into an industrial center with the development of the Delaware and Raritan Canal. Physically Lambertville has changed little over the past one hundred years. Victorian houses and Federal row homes grace the streets. Factories have become artist studios, galleries, shops and restaurants. New Jersey's longest park the Delaware and Raritan Canal State runs through Lambertville.

Stockton

The Borough was incorporated in 1898, having been separated at that time from Delaware Township. In Stockton you will find the oldest (established in 1872) three-room schoolhouse in New Jersey that is still in operation today. The school has been educating students in Stockton in grades kindergarten through the sixth grade for the past 165 plus years.

West Amwell

West Amwell Township was incorporated as a township by an Act of the New Jersey Legislature on April 6, 1846, when Amwell Township was split, also creating East Amwell Township at the same time. Portions of the township were taken to form Lambertville town on March 1, 1849. Many farms and open spaces have been preserved, maintaining the township's rural, agricultural atmosphere.

Major Characteristics

Lambertville

As of the Census of 2000, there were 3,868 people, 1,860 households, and 939 families residing in the city. Population density was 3,408.6 people per square mile. There were 1,961 housing units at an average density of 1,728.1/square miles. The racial makeup of the city was 94.65% white, 1.94% African American, 0.34% Native American, 1.06% Asian, 0.05% Pacific Islander, 0.09% from other races, and 1.06% from two or more races. Hispanics or Latinos of any race are 3.10% of the population.

There were 1,860 households out of which 18.3% had children under the age of 18 living with them, 40.3% were married couples living together, 7.8% had a female head of household, and 49.5% were non-families. 38.8% of all households were made up of individuals and 10.8% had someone living alone who was 65 years of age or older. 3.7% have unmarried partners. The average household size was 2.06 and the average family size was 2.82.

In the city the population was spread out with 15.4% under the age of 18, 6.1% from 18 to 24, 32.4% from 25 to 44, 30.9% from 45 to 64, and 15.2% who were 65 years of age or older. The median age was 43 years. For every 100 females there were 94.8 males. For every 100 females age 18 and over, there were 93.2 males.

The median income for a household in the city was \$52,647, and the median income for a family was \$80,669. Males had a median income of \$47,313 versus \$40,369 for females. The per capita income for the city was \$36,267. About 4.5% of families and 5.9% of the population were below the poverty line, including 2.5% of those under age 18 and 12.3% of those 65 or over.

Stockton

As of the 2000 Census, there were 560 people, 246 households, and 148 families residing in the borough. The population density was 1,026.5 people per square mile. There were 258 housing units at an average density of 472.9/square miles. The racial makeup of the borough was 98.57% white, 0.89% Asian, and 0.54% from two or more races. Hispanics or Latinos of any race are 0.54% of the population.

There were 246 households out of which 28.5% had children under the age of 18 living with them, 50.4% were married couples living together, 6.5% had a female householder with no husband present, and 39.8% were non-families. 30.5% of all households were made up of individuals and 11.0% had someone living alone who was 65 years of age or older. The average household size was 2.28 and the average family size was 2.94.

In the borough the population was spread out with 21.3% under the age of 18, 4.3% from 18 to 24, 34.5% from 25 to 44, 25.2% from 45 to 64, and 14.8% who were 65 years of age or older. The median age was 41 years. For every 100 females there were 87.9 males. For every 100 females age 18 and over, there were 85.3 males.

The median income for a household in the borough was \$51,406, and the median income for a family was \$65,000. The per capita income for the borough was \$25,712. About 1.3% of families and 2.0% of the population were below the poverty line, including 1.7% of those under age 18 and 1.0% of those 65 or over.

West Amwell

As of the 2000 Census, there were 2,383 people, 949 households, and 696 families residing in the township. Population density at that time was 109.7 people per square mile. There were 984 housing units at an average density of 45.3/sq.mi. The racial makeup of the township was 98.07% white, 0.63% African American, 0.08% Native American, 0.71% Asian, 0.04% from other races, and 0.46% from two or more races. Hispanics or Latinos of any race are 0.71% of the population,

There were 949 households out of which 29.1% had children under the age of 18 living with them, 65.3% were married couples living together, 5.1% had a female householder with no husband present, and 26.6% were non-families. 21.3% of all households were made up of individuals and 8.7% had someone living along who was 65 years of age or *older*. The average household size was 2.51 and the average family was 2.93.

In the township the population was spread out with 21.1% under the age 18, 4.5% from 18 to 24, 28.3% from 25 to 44, 32.1% from 45 to 64, and 13.8% were 65 years of age or older. The median age was 43 years. For every 100 females there were 100.3 males. For every 100 females age 18 and over, there were 101.2 males.

The median income for a household in the township was \$73,380, and the median income for a family was \$79,605. The per capita income for the township was \$33,877. About 0.6% of families and 1.6% of the population were below the poverty line, including none of those under age 18 and 1.2% of those 65 or over.

Area Cultural and Educational Opportunities and Facilities

The Lambertville, Stockton, and West Amwell area abounds in cultural and educational events and opportunities. Several parks are located in different locals in the area. Ely Memorial Park is located at the northern end of Lambertville next to the Lambertville Public School. Cavallo Park is located at the southern end of Lambertville and Hewitt Park is located 1.5 miles away in West Amwell.

Groups such as the Chamber of Commerce and Lambertville Area Education Foundation sponsor many cultural and educational events held throughout the year. There is a Winterfest in January, the Shadfest in April (to celebrate the return of the shad to the area), art gallery openings and church events, and fireworks throughout the summer sponsored by local businesses. The Prallsville Mill in Stockton has art openings and craft shows and can be rented for weddings and private events. Just across the river from Lambertville is the Bucks County Playhouse, which has classic theater for children and adults.

The area is home of the Riverside Symphonia that is entering its 21st season. The Symphonia is a “professional and community orchestra in the best sense of the word with a reputation for artistic excellence that rivals some metropolitan orchestras”. The Symphonia has partnered with several local education foundations to provide supplemental music instruction and activities for school music programs. South’s chorus has performed with the Symphonia for their Christmas Holiday concert. They have offered discount ticket programs for students to attend their performances.

The performing arts are also supported by several ballet schools and by the Downtown Performing Arts Players. The DPAC provides classes in theatre, dance, and vocal music for children and adults. It also now produces the full summer season of the Open Air Theatre in Washington Crossing Park.

The Lambertville Public Library offers many programs and activities for young and old alike. The Hunterdon County Public Library resides in Flemington and has an extensive collection geared toward school-age residents.

Historical resources include the Holcombe-Jimison Museum located on Route 29 just north of Lambertville. The museum contains exhibits such as tools and farm equipment for crop production, domestic tools for food preparation and preservation, equipment for cloth and clothing production. The property has several outbuildings such as a post office, blacksmith shop, carriage house, and print shop. The museum also hosts the Lambertville Civil War re-enactors. The Marshall House, located on Bridge Street in Lambertville, was the boyhood home of James Wilson Marshall who discovered gold in California in 1848. It houses the local Historical Society. The house is on both the National and New Jersey Register of Historical Places. Both Stockton and West Amwell are home to numerous historical buildings such as churches, old taverns and way stations.

Major Challenges Faced By Our Community

The South Hunterdon Regional High School is located in Hunterdon County, NJ, a county that includes four other high schools (North Hunterdon, Delaware Valley, Hunterdon Central, Voorhees), the smallest of which has nearly three times the number of students as has our school. The school's small size presents advantages and disadvantages to its students and its sending communities.

Hunterdon County statistics reflect a series of contradictions as far as the economic climate is concerned. The median household income for Hunterdon (estimated for 2007) is the highest in New Jersey. County statistics show unemployment, as of Q2 2010, to be 7.2%, slightly less than the national average. In 2009 there were 2.65 bankruptcies per 1000, far less than many areas of the country.

This would seem to present a fairly stable economic environment for South Hunterdon. Yet, the economic reality is not so optimistic. The three sending communities, Lambertville, West Amwell, and Stockton, are home to the lowest median housing value of all high school districts in Hunterdon County, representing fewer available ratable properties and therefore fewer available tax dollars to support the area's schools.

Monthly mortgage costs are the second highest in NJ and the 13th highest in the country. In each of the past two years the annual county budget has decreased due to lower than expected tax revenues and cuts in state aid. Hunterdon Medical Center, the only hospital in the county, has seen annual increases in charity care expenses for county residents while receiving decreasing annual subsidies from the state. The challenges that face the county are akin to those facing communities nationwide.

At the same time, the composition of the population is shifting. The 2000 Census calculated the Hispanic population in Hunterdon to be 2.8 %. In a 2007 estimate for Hunterdon, the Hispanic population is estimated to have grown to nearly 7%. Family living arrangements are becoming increasingly diverse. In 2000, 37.1% of population was greater than 45 years old. The percentage of the population greater than 45 years old was estimated in 2007 to be nearly 44%. The median age in Hunterdon County in 2000 was 36.97 and it is increases each year.

South Hunterdon's funding from state and federal sources has decreased each year, with no promise of restoration of funds in sight. The sending districts' municipal governments are also experiencing reduction of funds and subsidies and consequently are charging constituent municipalities more for basic services, and in some cases are eliminating them altogether. Any movement at the state level toward the tax reform essential to restructuring school funding seems to be at a standstill.

As a school district, South Hunterdon is faced with the economic realities of an aging population, an uncertain economic climate (national and state), shifting population demographics with the associated resources required to address the inevitable expansion of services, and an uncertain path for future school funding reform all present challenges to the district in the next five to ten years.

S.H.R.H.S Program of Studies 2010-2011

	9 th	10 th	11 th	12 th
LANGUAGE ARTS	<ul style="list-style-type: none"> - English 9 - English 9 CP - English 9 Honors 	<ul style="list-style-type: none"> - English 10 - English 10 CP - English 10 Honors - Journalism I 	<ul style="list-style-type: none"> - English 11 - English 11 CP - English 11 Honors - Journalism I - Journalism II - Creative Writing - Film as Literature 	<ul style="list-style-type: none"> - English 12 - English 12 CP - English 12 AP - Journalism I - Journalism II - Journalism III - Creative Writing - Film as Literature
MATHEMATICS	<ul style="list-style-type: none"> - Algebra Elements - Algebra I - Geometry Honors 	<ul style="list-style-type: none"> - Alg. Applications - Geometry - Geometry Honors - Algebra II - Algebra II Honors 	<ul style="list-style-type: none"> - Geom. Elements - Algebra II - Algebra II Honors - Precalculus - Precalc. Honors - College Algebra 	<ul style="list-style-type: none"> - Algebra II - Algebra II Honors - Alg. II Elements - Precalculus - Precalc. Honors - Calculus - AP Calculus AB - College Algebra
	9 th	10 th	11 th	12 th

<p>SCIENCE</p>	<ul style="list-style-type: none"> - Integrated Science - Biology Honors 	<ul style="list-style-type: none"> - Biology - Chemistry - Chemistry Honors 	<ul style="list-style-type: none"> - Chemistry - Chemistry Honors - Physics - Environmental Sci. - Anat. & Physio. - Chemistry AP - Biology AP 	<ul style="list-style-type: none"> - Physics - Environmental Sci. - Anat. & Physio. - Marine Biology - Forensics - Science in Culture, Literature & Cinema - Chemistry AP - Biology AP
<p>SOCIAL STUDIES</p>	<ul style="list-style-type: none"> - World History & Cultures 	<ul style="list-style-type: none"> - U.S. History I - U.S. History Honors 	<ul style="list-style-type: none"> - U.S. History II - U.S. History II AP - Economics - Contemporary Issues - American Legal Procedure - Law & Consumer - Sociology 	<ul style="list-style-type: none"> - Economics - Contemporary Issues - American Legal Procedure - Law & Consumer - Sociology
<p>WORLD LANGUAGES</p>	<ul style="list-style-type: none"> - French I - French II - Spanish Elem. - Spanish I - Spanish II 	<ul style="list-style-type: none"> - French I - French II - French III - Spanish Elem. - Spanish I - Spanish II - Spanish III 	<ul style="list-style-type: none"> - French I - French II - French III - French IV Honors - Conversational French - Spanish Elem. 	<ul style="list-style-type: none"> - French I - French II - French III - French IV Honors - Conversational French - French V AP

			<ul style="list-style-type: none"> - Spanish I - Spanish II - Spanish III - Spanish IV Honors - Conversational Spanish 	<ul style="list-style-type: none"> - Spanish Elem. - Spanish I - Spanish II - Spanish III - Spanish IV Honors - Conversational Spanish - Spanish V AP
PHYSICAL EDUCATION	- Physical Education & Health 9	- Physical Education & Driver Ed.	- Physical Education & Health 11	- Physical Education & Health 12
BUSINESS	<ul style="list-style-type: none"> - Web Design - Sports Marketing 	<ul style="list-style-type: none"> - Web Design - Advanced Web Design - Sports Marketing 	<ul style="list-style-type: none"> - Web Design - Advanced Web Design - Sports Marketing - Yearbook I 	<ul style="list-style-type: none"> - Web Design - Advanced Web Design - Sports Marketing - Yearbook I - Yearbook II

<p>INDUSTIRAL ARTS</p>	<ul style="list-style-type: none"> - Culinary Arts - Technical Drawing I - Woodworking I 	<ul style="list-style-type: none"> - Culinary Arts - Advanced Culinary - Technical Drawing I - Tech Drawing II - Woodworking I - Woodworking II 	<ul style="list-style-type: none"> - Culinary Arts - Advanced Culinary - Tech Drawing I - Tech Drawing II - Tech Drawing III - Woodworking I - Woodworking II - Woodworking III 	<ul style="list-style-type: none"> - Culinary Arts - Advanced Culinary - Tech Drawing I - Tech Drawing II - Tech Drawing III - Tech Drawing IV - Woodworking I - Woodworking II - Woodworking III - Woodworking IV
<p>CONSUMER EDUCATION</p>	<ul style="list-style-type: none"> - Financial Lit. 	<ul style="list-style-type: none"> - Financial Lit. - Economics & Contemporary Issues 	<ul style="list-style-type: none"> - Financial Lit. - Economics & Contemporary Issues 	<ul style="list-style-type: none"> - Financial Lit. - Economics & Contemporary Issues

2009-10 SCHOOL REPORT CARD

South Hunterdon Regional High School

<u>Length of School Day</u>	
Amount of time school is in session on a normal school day.	
School	6 hours: 46 minutes
State Average	6 hours: 53 minutes

<u>Average Class Size</u>	2009-2010	
	School	State
Grade 7	19.3	19.7
Grade 8	17.5	19.5
Grade 9	17.3	19.5
Grade 10	12.8	19.8
Grade 11	17.0	19.6
Grade 12	13.4	19.7
SE students in specialized classes	0.3	5.0
Total School	13.4	18.2

<u>Instructional Time</u>		
Amount of time per day students are engaged in instructional activities.		
School	Full-time Students	6 hours:16 minutes
	Shared-time Students	3 hours:20 minutes
State Average	Full-time Students	5 hours:56 minutes
	Shared-time Students	1 hours:55 minutes

<u>Student/Computer Ratio</u>		
Numbers of students per instructional, multi-media-capable computers, manufactured after July 1, 2006, available for use in supervised instruction.		
	School	State Average
2009-10	1.7	3.1

<u>Internet Connectivity</u>		
Numbers of instructional, multimedia-capable computers with a manufacture date after July 1, 2006 available for instruction at various locations and how many of those computers have a connection to the Internet.		
	2009-2010	
Locations	Computers	Computers Connected to the Internet
Classroom/Instructional	95	95
Library/Media Centers	13	13
Computer Labs	86	86
All Locations	194	194

Student Information

<u>Enrollment by Grade</u>				
Counts of students "on-roll" by grade in October of each school year.				
Grade	2009-2010	2008-2009	2007-2008	2006-2007
Grade 7	58.0	55.0	52.0	49.0
Grade 8	52.5	52.0	52.0	65.5
Grade 9	52.0	54.0	68.0	65.5
Grade 10	51.0	68.0	71.0	52.5
Grade 11	68.0	56.5	54.0	50.0
Grade 12	53.5	52.5	48.0	58.5
SE students in specialized classes	1.0			
Total School	336.0	338.0	345.0	341.0

<u>Students with Disabilities</u>	
Percentage of students with IEPs (Individualized Education Program) regardless of placement/programs	18.2%

<u>Language Diversity</u>	
First language spoken at home in order of frequency.	
Language	Percent
English	99.4%
Others	0.6%

<u>Student Mobility Rate</u>		
Percentage of students who entered and left during the school year.		
	School	State Average
2009-10	3.6%	9.7%
2008-09	0.3%	9.6%
2007-08	3.2%	9.9%

New Jersey Assessment of Skills and Knowledge (NJASK7) LANGUAGE ARTS LITERACY		Year	Number Tested	Proficiency Percentages		
				Partial	Proficient	Advanced
All Students »details for subgroups for Language Arts Literacy	School	2009-10	57	14%	57.9%	28.1%
		2008-09	53	26.4%	45.3%	28.3%
	District	2009-10	57	14%	57.9%	28.1%
		2008-09	53	26.4%	45.3%	28.3%
	DFG	2009-10	13444	20.8%	55.5%	23.7%
		2008-09	13704	17.7%	57.9%	24.4%
	State	2009-10	102516	30.5%	51.9%	17.6%
		2008-09	102020	27.6%	54.1%	18.3%

*To protect the privacy of students, the Department of Education suppresses sufficient information to eliminate the possibility that personally identifiable information will be disclosed.

New Jersey Assessment of Skills and Knowledge (NJASK7) MATHEMATICS		Year	Number Tested	Proficiency Percentages		
				Partial	Proficient	Advanced
All Students »details for subgroups for Mathematics	School	2009-10	57	19.3%	29.8%	50.9%
		2008-09	51	29.4%	33.3%	37.3%
	District	2009-10	57	19.3%	29.8%	50.9%
		2008-09	51	29.4%	33.3%	37.3%
	DFG	2009-10	13476	27%	41.3%	31.7%
		2008-09	13738	24.2%	45.2%	30.6%
	State	2009-10	102752	35.4%	40.1%	24.5%
		2008-09	102286	33.3%	42.9%	23.9%

*To protect the privacy of students, the Department of Education suppresses sufficient information to eliminate the possibility that personally identifiable information will be disclosed.

New Jersey Assessment of Skills and Knowledge (NJASK8) LANGUAGE ARTS LITERACY		Year	Number Tested	Proficiency Percentages		
				Partial	Proficient	Advanced

All Students »details for subgroups for Language Arts Literacy	School	2009-10	52	9.6%	55.8%	34.6%
		2008-09	51	19.6%	74.5%	5.9%
	District	2009-10	52	9.6%	55.8%	34.6%
		2008-09	51	19.6%	74.5%	5.9%
	DFG	2009-10	13686	9.5%	65.1%	25.4%
		2008-09	13654	9.5%	75.4%	15.1%
	State	2009-10	102168	17.1%	64.4%	18.5%
		2008-09	103391	17.5%	71.3%	11.2%

*To protect the privacy of students, the Department of Education suppresses sufficient information to eliminate the possibility that personally identifiable information will be disclosed.

National Assessment Educational Progress (NAEP) GRADE 8 READING		Year	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
All Students »details for subgroups	State (NJ)	2009	16.6%	41.8%	37.0%	4.6%
	Nation	2009	26.3%	43.3%	28.0%	2.5%

New Jersey Assessment of Skills and Knowledge (NJASK8) MATHEMATICS		Year	Number Tested	Proficiency Percentages		
				Partial	Proficient	Advanced
All Students »details for subgroups for Mathematics	School	2009-10	52	28.8%	38.5%	32.7%
		2008-09	50	24%	44%	32%
	District	2009-10	52	28.8%	38.5%	32.7%
		2008-09	50	24%	44%	32%
	DFG	2009-10	13709	21.8%	41.3%	37%
		2008-09	13684	18.9%	42.8%	38.3%
	State	2009-10	102161	31%	39.7%	29.3%
		2008-09	103429	28.2%	42%	29.8%

*To protect the privacy of students, the Department of Education suppresses sufficient information to eliminate the possibility that personally identifiable information will be disclosed.

National Assessment Educational Progress (NAEP) GRADE 8 MATHEMATICS		Year	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
All Students »details for subgroups	State (NJ)	2009	19.8%	35.8%	30.2%	14.1%
	Nation	2009	28.6%	38.9%	25.1%	7.5%

New Jersey Assessment of Skills and Knowledge (NJASK8) SCIENCE		Year	Number Tested	Proficiency Percentages		
				Partial	Proficient	Advanced
All Students »details for subgroups for Science	School	2009-10	52	11.5%	44.2%	44.2%
		2008-09	50	6%	46%	48%
	District	2009-10	52	11.5%	44.2%	44.2%
		2008-09	50	6%	46%	48%
	DFG	2009-10	13716	9.4%	50.4%	40.1%
		2008-09	13672	8.6%	52.8%	38.6%
	State	2009-10	102161	16.6%	51.7%	31.6%
		2008-09	103275	15.4%	54%	30.6%

*To protect the privacy of students, the Department of Education suppresses sufficient information to eliminate the possibility that personally identifiable information will be disclosed.

High School Proficiency Assessment (HSPA) LANGUAGE ARTS LITERACY		Year	Number Tested	Proficiency Percentages		
				Partial	Proficient	Advanced
All Students »details for subgroups for Language Arts Literacy	School	2009-10	73	6.8%	71.2%	21.9%
		2008-09	61	16.4%	73.8%	9.8%
	District	2009-10	73	6.8%	71.2%	21.9%
		2008-09	61	16.4%	73.8%	9.8%
	DFG	2009-10	18132	5.9%	70.7%	23.4%
		2008-09	17931	7.9%	75.3%	16.8%
	State	2009-10	96852	12%	69.3%	18.7%
		2008-09	95942	15.5%	70.9%	13.6%

*To protect the privacy of students, the Department of Education suppresses sufficient information to eliminate the possibility that personally identifiable information will be disclosed.

High School Proficiency Assessment (HSPA) MATHEMATICS		Year	Number Tested	Proficiency Percentages		
				Partial	Proficient	Advanced
All Students »details for subgroups for Mathematics	School	2009-10	73	23.3%	47.9%	28.8%
		2008-09	61	26.2%	60.7%	13.1%
	District	2009-10	73	23.3%	47.9%	28.8%
		2008-09	61	26.2%	60.7%	13.1%
	DFG	2009-10	18121	16.2%	52.9%	31%
		2008-09	17906	16.2%	53%	30.8%
	State	2009-10	96761	25%	50.7%	24.3%
		2008-09	95691	26.4%	50.3%	23.4%
*To protect the privacy of students, the Department of Education suppresses sufficient information to eliminate the possibility that personally identifiable information will be disclosed.						

<u>Graduation Type</u>		
Percentage of students satisfying the state testing requirements through different means.		
	School	State Average
Regular students graduated by passing HSPA	97.6%	90.6%
All who graduated by passing HSPA	97.2%	82.5%
All who graduated via AHSA process	1.9%	9.4%
All who graduated exempt from passing HSPA	0.9%	7.7%
The percents appearing in the last three rows sum to 100%.		

Scholastic Assessment Test (SAT) Results

	Students Taking Test		Mathematics				Verbal				Essay			
	#	%	Average Score	Percentile Scores			Average Score	Percentile Scores			Average Score	Percentile Scores		
				25th	50th	75th		25th	50th	75th		25th	50th	75th
2009-10														
School	34	64%	514	460	520	550	480	420	485	540	472	420	450	510
DFG	13712	78%	540	460	540	610	512	440	510	580	516	440	510	590
State	65673	66%	520	440	510	600	496	420	490	570	499	420	490	580
2008-09														
School	32	61%	513	425	500	610	532	470	510	600	534	435	540	620
DFG	13020	74%	539	460	540	620	514	440	510	580	515	440	510	590
State	63618	63%	515	430	510	600	494	410	490	570	494	410	490	570
2007-08														
School	34	71%	526	450	530	610	525	470	510	600	504	440	490	560
DFG	14486	82%	537	460	540	610	511	440	510	580	513	440	510	580
State	69478	73%	514	430	510	600	492	420	490	570	494	410	490	570

<u>Advanced Placement Results</u>		
Test Name	# of Students in Class	# of Students Taking Test
Biology	4	2
Calculus AB	8	8
Chemistry	5	5
English Literature & Composition	4	4
Spanish Language	3	2
Us History	11	9
Total*	35	30
*The total number of students in class is a duplicated count as the same student may take multiple AP classes. The total number of test-takers may exceed the number of enrollees as students may take the test without taking the class.		
<u>Advanced Placement Results Summary</u>		
Number of test scores 3 or higher: 25		
<u>Advanced Placement Participation for Grades 11 and 12</u>		
	School	State Average
2009-10	16.5%	19.9%

<u>Attendance Rates</u>	2009-2010		2008-2009	
	School	State	School	State
Percentage of students present on average each day.				
Grade 7	99.5%	95.2%	98.6%	95.1%
Grade 8	99.2%	94.9%	98.4%	94.9%
Grade 9	98.8%	94.1%	98.7%	94.0%
Grade 10	99.4%	94.0%	98.3%	94.0%
Grade 11	99.3%	93.8%	97.8%	93.6%
Grade 12	99.0%	92.4%	98.7%	92.3%
Total School	99.2%	94.6%	98.4%	94.6%

<u>Dropout Rates*</u>	2009-2010			2008-2009	
	School	District	State	School	District
Percentage of students in grades 9-12 who dropped out during the school year.					
White	0.5%	0.5%	0.9%	0.0%	0.0%
Black or African American	0.0%	0.0%	3.7%	0.0%	0.0%
Hispanic	0.0%	0.0%	2.9%	0.0%	0.0%
American Indian or Alaska Native			1.0%		
Asian	0.0%	0.0%	0.4%	0.0%	0.0%
Native Hawaiian or other Pacific Islander			1.3%		
Two or More Races			1.2%		
Male	0.8%	0.8%	1.9%	0.0%	0.0%
Female	0.0%	0.0%	1.5%	0.0%	0.0%
With Disabilities	2.4%	2.4%	2.7%	0.0%	0.0%
Limited English Proficiency			4.0%		
Economically Disadvantaged	0.0%	0.0%	2.5%	0.0%	0.0%
Total	0.4%	0.4%	1.7%	0.0%	0.0%

*NOTE: These dropout rates are based on self-reported data from school districts.

<u>Graduation Rates*</u>			
	School	District	State
Class of 2010 (2009-10)	98.1%	98.1%	94.7%
Class of 2009 (2008-09)	100.0%	100.0%	93.3%
Class of 2008 (2007-08)	92.3%	92.3%	92.8%
<u>*NOTE: These graduation rates are based on self-reported data from school districts.</u>			
<u>Post-Graduation Plans</u>			
Percentage of graduating seniors pursuing various self-reported post-high school plans.			
Intended Pursuits		Class of 2010	
Four-year College/University		48.1%	
Two-year College		39.6%	
Other College			
Other Post-secondary School			
Military		1.9%	
Apprenticeship Program		2.8%	
Employment		5.7%	
Undecided			
Other		1.9%	

Student Suspensions

Percentage of students who were suspended from the school during the school year.

	School	District Average	State Average
2009-10	8%	8%	14%
2008-09	6%	6%	14%
2007-08	4%	4%	14%

Student Expulsions

The number of students who were expelled during the school year.

	School	District	State Total
2009-10	0	0	90
2008-09	0	0	35
2007-08	0	0	66

Staff Information

Student/Administrator Ratio

Numbers of students per administrator.

	School	State Average
2009-10	105.0	178.5
2008-09	169.0	176.4
2007-08	132.7	178.8

Faculty Attendance Rate

Percentage of faculty present on average each day.

	School	State Average
2009-10	97.6%	96.0%
2008-09	96.9%	95.6%
2007-08	97.4%	95.9%

Student/Faculty Ratio

Numbers of students per faculty member.

	School	State Average
2009-10	7.0	10.8
2008-09	6.8	11.1
2007-08	6.8	11.1

Faculty Mobility Rate

Percentage of faculty who entered and left the school during the school year.

	School	State Average
2009-10	8.3%	
2008-09	0.0%	4.0%
2007-08	0.0%	5.7%

Faculty and Administrator Credentials

Percentage of faculty and administrators possessing a bachelor's, master's, or doctoral degree.

	BA/BS	MA/MS	PhD/EdD
2009-10	62.7%	35.3%	2.0%
2008-09	67.3%	32.7%	0.0%
2007-08	63.0%	35.2%	1.9%

National Board Certification

Number of teachers who have been certified by the National Board for Professional Teaching Standards.

	School	District	State
2009-10	0	0	
2008-09	0	0	93
2007-08	0	0	93

District Financial Data

Administrative and Faculty Personnel

In FTE (Full-time Equivalents).

	# of Administrators		# of Schools		# of Students per Administrator		# of Faculty per Administrator	
	District	State Average	District	State Average	District	State Average	District	State Average
2009-10	5.0	12.6	1.0	1.7	67.2	127.2	10.2	12.1
2008-09	5.0	12.6	1.0	1.7	67.6	127.8	10.4	12.1
2007-08	4.4	12.3		1.3	0.0	0.0	11.9	12.4

<u>Median Salary and Years of Experience of Administrative and Faculty Personnel</u>			
	2009-10	2008-09	2007-08
Administrators			
Salary - District	\$90,000	\$91,752	\$93,600
Salary - State	\$109,551	\$107,017	\$103,217
Years of Experience - District	1	11	11
Years of Experience - State	19	19	19
Faculty			
Salary - District	\$61,268	\$56,503	\$58,253
Salary - State	\$60,557	\$58,925	\$56,285
Years of Experience - District	8	8	9
Years of Experience - State	10	9	9

<u>Teacher Salaries and Benefits</u>				
Percents of teacher salaries and benefits of the total comparative expenditures. The percent increase or decrease represents the expenditure change in teacher salaries/benefits from one year to the next.				
	% for Teachers Salaries/Benefits		% Change - Increase/Decrease (+/-)	
	District	State Average	District	State Average
2009-10	53%	53%	0%	4%
2008-09	53%	53%	0%	4%
2007-08	51%	54%	2%	5%

Administrative Salaries and Benefits

Percents of administrative salaries and benefits of the total comparative expenditures. The percent increase or decrease represents the expenditure change in administrative salaries/benefits from one year to the next.

	% for Administrative Salaries/Benefits		% Change - Increase/Decrease (+/-)	
	District	State Average	District	State Average
2009-10	6%	9%	-12%	1%
2008-09	6%	9%	-12%	1%
2007-08	7%	9%	24%	6%

Revenues

Percents of total revenues from various sources.

	2009-2010		2008-2009		2007-2008	
	District	State Average	District	State Average	District	State Average
Local	83%	63%	74%	61%	84%	65%
State	11%	26%	15%	26%	7%	27%
Federal	1%	2%	1%	2%	1%	2%
Other	5%	9%	10%	11%	8%	6%

Per Pupil Expenditures

Two calculations of the average cost per pupil in the district.
(See #1 and #2 below).

	2009-2010		2008-2009		2007-2008	
	District Budget	State Average	District Actual	State Average	District Actual	State Average
Classroom - Salaries and Benefits	\$11,530	\$7,247	\$11,243	\$7,074	\$10,775	\$6,703
Classroom - General Supplies/Textbooks	\$222	\$268	\$384	\$293	\$330	\$302
Classroom - Purchased Services and Other	\$404	\$181	\$222	\$148	\$433	\$125
Total Classroom Instruction	\$12,156	\$7,696	\$11,850	\$7,511	\$11,538	\$7,130
Support Services - Salaries and Benefits	\$2,748	\$1,714	\$2,612	\$1,589	\$2,344	\$1,469
Support Services - other	\$1,339	\$224	\$1,216	\$201	\$1,013	\$179
Total Support Services	\$4,087	\$1,938	\$3,828	\$1,790	\$3,357	\$1,648
Administration - Salaries and Benefits	\$1,311	\$1,232	\$1,455	\$1,247	\$1,141	\$1,167
Administration - other	\$408	\$293	\$505	\$277	\$439	\$284
Total Administration Costs	\$1,719	\$1,525	\$1,960	\$1,524	\$1,580	\$1,451
Op./Maint. of Plant - Salaries and Benefits	\$1,219	\$861	\$1,091	\$834	\$1,119	\$771
Op./Maint. of Plant - other	\$1,293	\$938	\$1,423	\$900	\$1,260	\$899
Total Operations and Maintenance of Plant	\$2,512	\$1,799	\$2,514	\$1,734	\$2,379	\$1,670
Total Food Services Costs	\$0	\$5	\$0	\$6	\$0	\$12
Total Extracurricular Costs	\$1,221	\$631	\$1,498	\$607	\$1,691	\$582
(1)TOTAL COMPARATIVE COST PER PUPIL	\$21,789	\$13,686	\$21,886	\$13,222	\$20,737	\$12,554
(2)TOTAL COST PER PUPIL	\$24,825	\$15,941	\$27,109	\$15,411	\$25,246	\$14,679

South Hunterdon Regional High School

AFG/Middle States

Survey Summary

Parent Survey

97 Total Responses

Demographic Info:

-Current parent	67.7
-Former	9.4
-Future	15.6
-No Children Attending	7.3

Teacher Survey

40 Total Responses

Student Survey

314 total responses

Listed below are the 12 Standards for Accreditation. Tallies from the 3 constituent groups are listed as numerical averages. The rubric is 1-4:

- **1 – Does not meet standard**
- **2 – Partially meets standard – needs improvement**
- **3 – Meets standard**
- **4 – Exceeds standard**

Beneath the tallies are listed general comments and standards in need of growth

I. Philosophy & Mission

Parents - 2.63

Teachers – 2.63

Students – 2.64

1.1/1.5

1.1/1.5/1.4

-Not well known or utilized

-Needs to be communicated with more visibility

1.1 The school takes steps to ensure that students and their families understand and support the school’s philosophy/mission.

1.4 The school implements a system to assess its effectiveness in fulfilling its philosophy/mission.

1.5 The school’s philosophy/mission is clearly communicated in its brochures, promotional materials, policy and procedural handbooks, web site, and similar resources.

II. Governance & Leadership

Parents - 2.64

Teachers – 2.88

Students – 3.1

2.16/2.31

-Need improvement with relationship with parents and community in general

2.7 The governance systematically evaluates its own effectiveness in performing its duties.

The governing body (Board of Trustees, School Board) and the district’s and school’s leadership (Superintendent, Principal, Assistant Principal, Head of School, Director) provide effective leadership to the school. (2.5, 2.21)

The governing body and the district’s and school’s leaders maintain positive relationships with parents, students, and the community. (2.16, 2.31)

Information about the school's improvement goals and plans for improvement are communicated to the public. (3.2)

III. School Improvement Planning

Parents - 2.61

Teachers – 3.01

Students – 3.01

3.1/3.2

-Needs communication with community

The school has improvement plans and school community members are given a role in their development. (3.1)

Information about the school's improvement goals and plans for improvement are communicated to the public. (3.2)

IV. Finances

Parents - 2.45

Teachers – 3.06

Students – 2.09

4.2/4.5

2.46/2.32

-Much concern expressed for recent failed budgets

The school's financial resources are used appropriately. (4.2)

Adequate financial resources are available to support the school's educational program, services, and activities. (4.5)

Families and community members have opportunities to provide input into the school's financial planning. (4.6)

4.4 Finances are currently stable and projections indicate continuing stability

Adequate financial resources are available to support the educational program

V. Facilities

Parents - 3.12 Teachers – 3.0 Students – 2.78

-Concern with roof leaks and tiles

The school's facilities are healthy, safe, and well maintained. (5.1)

The school has adequate space and equipment for high quality student programs. (5.3)

VI. School Climate and Organization

Parents - 3.06 Teachers – 3.05 Students – 3.15

-Majority of the faculty is highly competent

VII. Health & Safety

Parents - 3.12 Teachers – 3.0 Students – 3.14

-Emergency Procedures

VIII. Educational Program

Parents - 2.86 Teachers – 3.11 Students – 3.14

-Concerns with: Lack of technology

Competitiveness for college

The school provides instruction in effective use of technology. (8.5)The school's educational program is designed to meet students' needs. (8.14)

IX. Assessment and Evidence of Student Learning

Parents - 2.70 Teachers – 3.11 Students – 2.72

9.15

-Communicate assessment results to parents

-College placements

-Raise expectations

In general, the school's students are achieving at levels expected by the community. (9.15) P2.43

The school provides me with regular communication about how well I am learning. (9.14) S-2.60

X. Student Services

Parents - 2.87 Teachers – 3.12 Students – 2.75

10.5/2.46

-Over classify Special Education

-More career awareness

10.15 Meals provided by the school meet generally accepted nutritional standards. Information about nutritional values of the foods is available.

XI. Student Life & Student Activities

Parents - 3.11 Teachers – 3.39 Students – 2.97

XII. Info/Technology

Parents - 2.84

Teachers – 3.25

Students – 2.97

8.5/2.67

-Technology outdated – not used well

Student Outlier Scores

(Based on 4.0 scale)

2.09 Adequate financial resources
2.55 Lack of space and equipment
2.66 Ed. Program meeting personal needs
2.60 No regular communication
2.51 Lack of career awareness
2.05 Adequate food

Teacher Outlier Scores

(Based on 4.0 scale)

2.3 Lack of clear mission
2.67 Administration self-evaluation
2.59 Stable finances
2.65 Promotes collegiality
2.41 General morale
2.47 Adequate food

2.48

CONTEXT OF THE SCHOOL:

PROFILE OF STUDENT PERFORMANCE

The Profile of Student Performance includes the following information and data that describe the levels of student performance on assessments that are required by the state or federal governments, are most respected by the members of the school's community of stakeholders, and/or are valued by the school's professional staff. The Profile includes:

- Data for state academic assessments, if applicable.
- Data for standardized academic assessments.
- Data for school-based academic assessments.
- Data for achievement indicators such as graduation rate, college rigorous courses, college acceptance, etc.
- Data for citizenship measures such as attendance, promptness, discipline, etc.

A. ACADEMIC PERFORMANCE DATA – PUBLIC SCHOOLS

Sections A.1- A.2 are for all public schools that are subject to the provisions of the No Child Left Behind Act and their states' implementations of that Act. Submit the results for all components of the state assessment system that are required for NCLB (e.g., reading, mathematics, etc.). Provide disaggregated data that are available for sub-groups of students appropriate for the school. The sub-groups listed are those required by NCLB, but other sub-groups appropriate for the school may be used.

A.1. RESULTS OF STATE ACADEMIC ASSESSMENTS:

FOR THE ACADEMIC YEAR: 2009-2010

Name of Assessment	Sub-Group of Students	Grade Level(s)	Percentage of Student Performance ¹

¹ Insert the names of the appropriate terms used to designate levels of performance on this assessment.

Name of Assessment	Sub-Group of Students	Grade Level(s)	Percentage of Student Performance ¹	
HSPA (Math)	All (73)	11	28.8	Above Standard
			47.9	At Standard
			23.3	Below Standard
	Caucasian (69)	11	30.4	Advanced
			49.3	Proficient
			20.3	Below Basic
	African-American (1)	11		Advanced
				Proficient
			100	Below Basic
	Hispanic (3)	11		Advanced
			33.3	Proficient
			66.6	Below Basic
	Male (37)	11	27	Advanced
			51.4	Proficient
			21.6	Below Basic
	Female (36)	11	30.6	Advanced
			44.4	Proficient
			25	Below Basic
	IEP (12)	11		Advanced
			33.3	Proficient
			66.7	Below Basic
	Economically Disadvantaged (10)	11	10	Advanced
			50	Proficient
			40	Below Basic

A.1.a. School's Performance on This Assessment:

<input checked="" type="checkbox"/>	Made AYP
<input type="checkbox"/>	Did not make AYP
<input type="checkbox"/>	Made Safe Harbor

A.1.b. If the school did not make AYP or Safe Harbor on this assessment, provide a description of what the school perceives to be the reasons.

N/A

FOR THE ACADEMIC YEAR: 2009-2010

Name of Assessment	Sub-Group of Students	Grade Level(s)	Percentage of Student Performance ²	
HSPA (Language Arts)	All (73)	11	21.9	Above Standard
			71.2	At Standard
			6.8	Below Standard
	Caucasian (69)	11	23.2	Advanced
			69.6	Proficient
			7.2	Below Basic
	African-American (1)	11		Advanced
			100	Proficient
				Below Basic
	Hispanic (3)	11		Advanced
			100	Proficient
				Below Basic

² Insert the names of the appropriate standards for each assessment (e.g., percentile, etc.)

Name of Assessment	Sub-Group of Students	Grade Level(s)	Percentage of Student Performance ²	
	Male (37)	11	10.8	Advanced
			81.1	Proficient
			8.1	Below Basic
	Female (36)	11	33.3	Advanced
			61.1	Proficient
			5.6	Below Basic
	IEP (12)	11		Advanced
			66.7	Proficient
			33.3	Below Basic
	Economically Disadvantaged (10)	11		Advanced
			90	Proficient
			10	Below Basic

A.1.a. School's Performance on This Assessment:

<input checked="" type="checkbox"/>	Made AYP
<input type="checkbox"/>	Did not make AYP
<input type="checkbox"/>	Made Safe Harbor

A.1.b. If the school did not make AYP or Safe Harbor on this assessment, provide a description of what the school perceives to be the reasons.

N/A

FOR THE ACADEMIC YEAR: 2009-2010

Name of Assessment	Sub-Group of Students	Grade Level(s)	Percentage of Student Performance ³	
NJ ASK (Math)	All (52)	8	32.7	Above Standard
			38.5	At Standard
			28.8	Below Standard
	Caucasian (49)	8	32.7	Advanced
			38.8	Proficient
			28.6	Below Basic
	African-American (2)	8	50	Advanced
				Proficient
			50	Below Basic
	Asian (1)	8		Advanced
			100	Proficient
				Below Basic
	Male (27)	8	29.6	Advanced
			33.3	Proficient
			37	Below Basic
	Female (25)	8	36	Advanced
			44	Proficient
			20	Below Basic
	IEP (12)	8		Advanced
			16.7	Proficient
			83.3	Below Basic

³ Insert the names of the appropriate standards for each assessment (e.g., percentile, etc.)

Name of Assessment	Sub-Group of Students	Grade Level(s)	Percentage of Student Performance ³	
	Economically Disadvantaged (4)	8		Advanced
			50	Proficient
			50	Below Basic

A.1.a. School's Performance on This Assessment:

<input checked="" type="checkbox"/>	Made AYP
<input type="checkbox"/>	Did not make AYP
<input type="checkbox"/>	Made Safe Harbor

A.1.b. If the school did not make AYP or Safe Harbor on this assessment, provide a description of what the school perceives to be the reasons.

N/A

FOR THE ACADEMIC YEAR: 2009-2010

Name of Assessment	Sub-Group of Students	Grade Level(s)	Percentage of Student Performance ⁴	
NJ ASK (Language Arts)	All (53)	8	34.6	Above Standard
			55.8	At Standard
			9.6	Below Standard
	Caucasian (49)	8	36.7	Advanced
			53.1	Proficient
			10.2	Below Basic
	African-American (2)	8		Advanced

⁴ Insert the names of the appropriate standards for each assessment (e.g., percentile, etc.)

Name of Assessment	Sub-Group of Students	Grade Level(s)	Percentage of Student Performance ⁴	
			100	Proficient
				Below Basic
	Asian (1)	8		Advanced
			100	Proficient
				Below Basic
	Male (27)	8	25.9	Advanced
			59.3	Proficient
			14.8	Below Basic
	Female (25)	8	44	Advanced
			52	Proficient
			4	Below Basic
	IEP (12)	8		Advanced
			66.7	Proficient
			33.3	Below Basic
	Economically Disadvantaged (4)	8		Advanced
			75	Proficient
			25	Below Basic

A.1.a. School's Performance on This Assessment:

<input checked="" type="checkbox"/>	Made AYP
<input type="checkbox"/>	Did not make AYP
<input type="checkbox"/>	Made Safe Harbor

A.1.b. If the school did not make AYP or Safe Harbor on this assessment, provide a description of what the school perceives to be the reasons.

N/A

FOR THE ACADEMIC YEAR: 2009-2010

Name of Assessment	Sub-Group of Students	Grade Level(s)	Percentage of Student Performance ⁵	
NJ ASK (Science)	All (52)	8	44.2	Above Standard
			44.2	At Standard
			11.5	Below Standard
	Caucasian (49)	8	46.9	Advanced
			42.9	Proficient
			10.2	Below Basic
	African-American (2)	8		Advanced
			50	Proficient
			50	Below Basic
	Asian (1)	8		Advanced
			100	Proficient
				Below Basic
	Male (27)	8	40.7	Advanced
			44.4	Proficient

⁵ Insert the names of the appropriate standards for each assessment (e.g., percentile, etc.)

Name of Assessment	Sub-Group of Students	Grade Level(s)	Percentage of Student Performance ⁵		
	Female (25)	8	14.8	Below Basic	
			48	Advanced	
			44	Proficient	
	IEP (12)	8	8	Below Basic	
				Advanced	
			58.3	Proficient	
	Economically Disadvantaged (4)	8	41.7	Below Basic	
				Advanced	
			50	Proficient	
				50	Below Basic

A.1.a. School's Performance on This Assessment:

<input checked="" type="checkbox"/>	Made AYP
<input type="checkbox"/>	Did not make AYP
<input type="checkbox"/>	Made Safe Harbor

A.1.b. If the school did not make AYP or Safe Harbor on this assessment, provide a description of what the school perceives to be the reasons.

N/A

FOR THE ACADEMIC YEAR: 2009-2010

Name of Assessment	Sub-Group of Students	Grade Level(s)	Percentage of Student Performance ⁶	
NJ ASK (Math)	All (58)	7	50.9	Above Standard
			29.8	At Standard
			19.3	Below Standard
	Caucasian (49)	7	54.2	Advanced
			27.1	Proficient
			18.8	Below Basic
	African-American (4)	7	25	Advanced
			50	Proficient
			25	Below Basic
	Hispanic (2)	7		Advanced
			50	Proficient
			50	Below Basic
	Male (32)	7	41.9	Advanced
			32.3	Proficient
			25.8	Below Basic
	Female (26)	7	61.5	Advanced
			26.9	Proficient
			11.5	Below Basic
	IEP (8)	7		Advanced
			12.5	Proficient
			87.5	Below Basic
	Asian (3)	7	66.7	Advanced

⁶ Insert the names of the appropriate standards for each assessment (e.g., percentile, etc.)

Name of Assessment	Sub-Group of Students	Grade Level(s)	Percentage of Student Performance ⁶	
			33.3	Proficient
				Below Basic
	Economically Disadvantaged (5)	7	20	Advanced
			20	Proficient
			60	Below Basic

A.1.a. School's Performance on This Assessment:

<input checked="" type="checkbox"/>	Made AYP
<input type="checkbox"/>	Did not make AYP
<input type="checkbox"/>	Made Safe Harbor

A.1.b. If the school did not make AYP or Safe Harbor on this assessment, provide a description of what the school perceives to be the reasons.

N/A

FOR THE ACADEMIC YEAR: 2009-2010

Name of Assessment	Sub-Group of Students	Grade Level(s)	Percentage of Student Performance ⁷	
NJ ASK (Language Arts)	All (58)	7	28.1	Above Standard
			56.1	At Standard
			15.8	Below Standard
	Caucasian (49)	7	27.1	Advanced
			56.3	Proficient

⁷ Insert the names of the appropriate standards for each assessment (e.g., percentile, etc.)

Name of Assessment	Sub-Group of Students	Grade Level(s)	Percentage of Student Performance ⁷	
	African-American (4)	7	16.7	Below Basic
				Advanced
			75	Proficient
	Hispanic (2)	7	25	Below Basic
			50	Advanced
			50	Proficient
	Male (32)	7		Below Basic
			16.1	Advanced
			58.1	Proficient
	Female (26)	7	25.8	Below Basic
			42.3	Advanced
			53.8	Proficient
	IEP (8)	7	3.8	Below Basic
				Advanced
			25	Proficient
	Asian (3)	7	75	Below Basic
			67.7	Advanced
			33.3	Proficient
	Economically Disadvantaged (5)	7		Below Basic
			20	Advanced
			60	Proficient
		20	Below Basic	

A.1.a. School's Performance on This Assessment:

<u>X</u>	Made AYP
	Did not make AYP
	Made Safe Harbor

A.1.b. If the school did not make AYP or Safe Harbor on this assessment, provide a description of what the school perceives to be the reasons.

N/A

A.2. STATUS OF SCHOOL RE: MEETING NCLB REQUIREMENTS

FOR THE ACADEMIC YEAR: 2009-2010

Made AYP	X
Making Progress	
Warning	
School Improvement I	
School Improvement II	
Corrective Action I	
Corrective Action II	
Other (Specify):	

A.2.a. If the school did not make AYP, provide a description of the actions the school is required to take in response to its status.

N/A

A.2.b. Describe the next action that will be taken if the school does not meet AYP in the next academic year.

N/A

IMPORTANT NOTE: If the school did not make AYP in any of the areas tested in the state assessments in the most recent testing year, the school should focus a required student performance objective on growing and improving student performance in each area not met.

B. ACADEMIC PERFORMANCE DATA – ALL SCHOOLS

B.1. RESULTS OF STANDARDIZED ACADEMIC ASSESSMENTS:

FOR THE ACADEMIC YEAR: **2010-2011** (Test administered October 16th, 2010)

NOTE: The "Percentage of Student Performance" was calculated based on percentiles according to the PSAT results nationwide; where the 75th percentile included 67% to 99%, the 50th percentile included 34% to 66%, and the 25th percentile included those who fell between 0% and 33%.

Name of Assessment	Sub-Group of Students	Grade Level(s)	Percentage of Student Performance ⁸	
			Score	Percentile
PSAT	All (34)	11	32.3	75 th Percentile
			35.3	50 th Percentile
			32.3	25 th Percentile
	Caucasian (30)	11	37	75 th Percentile
			37	50 th Percentile
			26	25 th Percentile
	African-American (3)	11		75 th Percentile

⁸ Insert the names of the appropriate standards for each assessment (e.g., percentile, etc.)

Name of Assessment	Sub-Group of Students	Grade Level(s)	Percentage of Student Performance ⁸	
			33.3	50 th Percentile
			66.6	25 th Percentile
	Hispanic (1)	11		75 th Percentile
				50 th Percentile
			100	25 th Percentile
	Male (10)	11	30	75 th Percentile
			20	50 th Percentile
			50	25 th Percentile
	Female (24)	11	33.3	75 th Percentile
			41.6	50 th Percentile
			25	25 th Percentile
	IEP (5)	11		75 th Percentile
			20	50 th Percentile
			80	25 th Percentile
	Socially-Economically Deprived (3)	11		75 th Percentile
				50 th Percentile
			100	25 th Percentile

B.1.a. Provide a description of proposed improvements and/or corrective actions that need to be taken for students performing below standard. Include a description of actions that have been initiated or are formally planned.

- SHRHS has begun working with outside agencies to offer on-site PSAT and SAT test preparation workshops.
- Vocabulary building and reading/writing skill improvement will be reinforced within the Language Arts curriculum.
- Math education continues to address areas of content specific to the PSAT and SAT assessments.

FOR THE ACADEMIC YEAR: **2010-2011** (Test administered October 16th, 2010)

NOTE: *The "Percentage of Student Performance" was calculated based on percentiles according to the PSAT results nationwide; where the 75th percentile included 67% to 99%, the 50th percentile included 34% to 66%, and the 25th percentile included those who fell between 0% and 33%.*

Name of Assessment	Sub-Group of Students	Grade Level(s)	Percentage of Student Performance ⁹	
			Score	Percentile
PSAT	All (33)	10	30.3	75 th Percentile
			42.4	50 th Percentile
			27.3	25 th Percentile
	Caucasian (30)	10	32.3	75 th Percentile
			38.7	50 th Percentile
			26.6	25 th Percentile
	African- American (1)	10		75 th Percentile

⁹ Insert the names of the appropriate standards for each assessment (e.g., percentile, etc.)

Name of Assessment	Sub-Group of Students	Grade Level(s)	Percentage of Student Performance ⁹	
			100	50 th Percentile
				25 th Percentile
				75 th Percentile
	Asian (2)	10	50	50 th Percentile
			50	25 th Percentile
			36.8	75 th Percentile
	Male (19)	10	42.1	50 th Percentile
			21.1	25 th Percentile
			21.4	75 th Percentile
	Female (14)	10	42.9	50 th Percentile
			35.7	25 th Percentile
				75 th Percentile
	IEP (4)	10		50 th Percentile
			100	25 th Percentile
				75 th Percentile

B.1.b. Provide a description of proposed improvements and/or corrective actions that need to be taken for students performing below standard. Include a description of actions that have been initiated or are formally planned.

- SHRHS has begun working with outside agencies to offer on-site PSAT and SAT test preparation workshops.
- Vocabulary building and reading/writing skill improvement will be reinforced within the Language Arts curriculum.
- Math education continues to address areas of content specific to the PSAT and SAT assessments.

NOTE: The "Average Scores" for students in grades 11 and 12 provide a comparison of our school's average score, and those for the State and District Factor Group (DFG).

Name of Assessment	Sub-Group of Students	Grade Level(s)	Average Scores	
Scholastic Assessment Test (SAT) MATH	All (34)	12	514	School
			540	DFG
			520	State
Scholastic Assessment Test (SAT) Cr Reading	(34)	12	480	School
			512	DFG
			496	State
Scholastic Assessment Test (SAT) ESSAY	(34)	12	472	School
			516	DFG
			499	State
Scholastic Assessment Test (SAT) MATH	All (35)	11	519	School
			540	DFG
			520	State
Scholastic Assessment Test (SAT) Cr Reading	(35)	11	519	School
			512	DFG
			496	State
Scholastic Assessment Test (SAT) ESSAY	(34)	11	509	School
			516	DFG
			499	State

B.1.c. Provide a description of proposed improvements and/or corrective actions that need to be taken for students performing below standard. Include a description of actions that have been initiated or are formally planned.

- SHRHS has begun working with outside agencies to offer on-site PSAT and SAT test preparation workshops.
- Vocabulary building and reading/writing skill improvement will be reinforced within the Language Arts curriculum.
- Math education continues to address areas of content specific to the PSAT and SAT assessments.
- Examine curriculum to ensure that we are aligned to the standards.
- Continue to seek best practices.

B.2. RETENTION IN GRADE: *In the table below, record the percentage of students at each grade level who were retained in grade in the most recent academic year.*

THERE ARE NO RETENTIONS TO REPORT FOR THE 2009-2010 ACADEMIC YEAR

B.3. HONOR ROLL: *In the table below, record the percentage of students at each grade level who earned honor roll status for the entire year in the most recent academic year.*

FOR ACADEMIC YEAR: 2009-2010

Grade Level	Sub-Group of Students	Percentage Earned Honor Roll
12	All (62)	27%

Grade Level	Sub-Group of Students	Percentage Earned Honor Roll
11	All (72)	38%

Grade Level	Sub-Group of Students	Percentage Earned Honor Roll
10	All (52)	30%

Grade Level	Sub-Group of Students	Percentage Earned Honor Roll
9	All (48)	61%

B.4. GRADE POINT AVERAGE: *In the table below, record the average grade point average (GPA) for students at each grade level in the most recent academic year.*

FOR ACADEMIC YEAR: 2009-2010

Grade Level	Sub-Group of Students	Average GPA
12	All (62)	2.78

Grade Level	Sub-Group of Students	Average GPA
11	All (72)	3.07

Grade Level	Sub-Group of Students	Average GPA
10	All (52)	2.966

Grade Level	Sub-Group of Students	Average GPA
9	All (48)	3.26

C. ACADEMIC PERFORMANCE DATA—FOR ALL DIPLOMA GRANTING HIGH SCHOOLS

Direction: *The following data reports are for diploma granting high schools only.*

C.1. HONORS AND ADVANCED PLACEMENT COURSE ENROLLMENT AND PERFORMANCE: *In the table below, record the percentage of students at each grade level who enrolled in and passed one or more Honors and/or Advanced Placement courses in the most recent academic year.*

FOR ACADEMIC YEAR: 2009-2010

Grade Level	Sub-Group of Students	Percentage Enrolling in and Passing Honors/AP Courses
12	All (62)	30.7%

Grade Level	Sub-Group of Students	Percentage Enrolling in and Passing Honors/AP Courses
11	All (72)	34.7%

Grade Level	Sub-Group of Students	Percentage Enrolling in and Passing Honors/AP Courses
10	All (52)	38.5%

Grade Level	Sub-Group of Students	Percentage Enrolling in and Passing Honors/AP Courses

Grade Level	Sub-Group of Students	Percentage Enrolling in and Passing Honors/AP Courses
9	All (48)	48%

C.2. **ADVANCED PLACEMENT EXAMINATION PERFORMANCE:** *In the table below, record the percentage of students at each grade level who enrolled in one or more Advanced Placement courses who scored a three or above on the Advanced Placement examination in the most recent academic year.*

FOR ACADEMIC YEAR: 2009-2010

Grade Level	Sub-Group of Students	Percentage Scoring Three or Above
11/12 (BIOLOGY)	All (2)	100%

Grade Level	Sub-Group of Students	Percentage Scoring Three or Above
12 (ENGLISH)	All (4)	25%

Grade Level	Sub-Group of Students	Percentage Scoring Three or Above
11/12 (SPANISH)	All (2)	50%

Grade Level	Sub-Group of Students	Percentage Scoring Three or Above
11/12 (US HISTORY)	All (9)	56%

Grade Level	Sub-Group of Students	Percentage Scoring Three or Above
11/12 (CALCULUS)	All (8)	100%

Grade Level	Sub-Group of Students	Percentage Scoring Three or Above
11/12 (CHEMISTRY)	All (5)	100%

C.3. GRADUATION RATE: *In the table below, record the percentage of students who graduated within four years of entering grade nine in the most recent academic year.*

FOR THE CLASS OF: 2010 (2009-2010)

Sub-Group of Students	Percentage Graduating Within Four Years
All	98.1%

C.4. GRADUATE INTENTIONS: *Complete the table below to indicate the post-graduation intentions of the most recent senior class of the school. Count each graduate in only one category.*

FOR THE CLASS OF: 2010 (2009-2010)

Intentions	Percent of Total Senior Class
Attend 4 year college or university	48%
Attend junior or community college	39.6%
Attend another post-secondary, technical school or business college	2.8%

Intentions	Percent of Total Senior Class
Continue education but unsure of what type of school	2%
Enter military service	1.9%
Enter the workforce	5.7%
Other:	0%
Undecided	0%
TOTAL	100%

C.4.a. List the colleges, universities, and/or post-secondary schools where graduates of the last two graduating classes were accepted for matriculation most frequently.

College/University	Number	Post-Secondary School	Number
Raritan Valley Community	32	Hunterdon Cty Tech	6
Albright	12		
Delaware Valley	7		
The College of New Jersey	6		
Ryder	6		
Temple	6		
Penn State University	4		
East Stroudsburg	3		
Drexel	3		

D. CITIZENSHIP PERFORMANCE DATA – ALL SCHOOLS

D.1. **ATTENDANCE:** *In the table below, record the percentage of students at each grade level who were absent from school 10 or more days in the most recent academic year.*

FOR ACADEMIC YEAR: 2009-2010

Grade Level	Sub-Group of Students	Percentage of Students Present on Average Each Day
12	All (62)	99%

Grade Level	Sub-Group of Students	Percentage of Students Present on Average Each Day
11	All (72)	99.3%

Grade Level	Sub-Group of Students	Percentage of Students Present on Average Each Day
10	All (52)	99.4%

Grade Level	Sub-Group of Students	Percentage of Students Present on Average Each Day
9	All (48)	98.8%

Grade Level	Sub-Group of Students	Percentage of Students Present on Average Each Day
8	All (54)	99.2%

Grade Level	Sub-Group of Students	Percentage of Students Present on Average Each Day
7	All (60)	99.5%

D.2. **TARDINESS:** *In the table below, record the percentage of students at each grade level who were late to school 10 or more days in the most recent academic year.*

FOR ACADEMIC YEAR: 2009-2010

Grade Level	Sub-Group of Students	Percentage Late to School 10 ¹⁰ or More Days
12	All (62)	1.6%

Grade Level	Sub-Group of Students	Percentage Late to School 10 ¹¹ or More Days
11	All (72)	0%

Grade Level	Sub-Group of Students	Percentage Late to School 10 ¹² or More Days
10	All (52)	0%

Grade Level	Sub-Group of Students	Percentage Late to School 10 ¹³ or More Days

¹⁰ The school may change this standard to meet the generally accepted standard for the school.

¹¹ The school may change this standard to meet the generally accepted standard for the school.

¹² The school may change this standard to meet the generally accepted standard for the school.

¹³ The school may change this standard to meet the generally accepted standard for the school.

Grade Level	Sub-Group of Students	Percentage Late to School 10 ¹³ or More Days
9	All (48)	0%

Grade Level	Sub-Group of Students	Percentage Late to School 10 ¹⁴ or More Days
8	All (54)	1.8%

Grade Level	Sub-Group of Students	Percentage Late to School 10 ¹⁵ or More Days
7	All	0%

D.3. SUSPENSIONS FROM SCHOOL: *In the table below, record the percentage of students at each grade level who were suspended from school one or more times in the most recent academic year.*

FOR ACADEMIC YEAR: 2009-2010

¹⁴ The school may change this standard to meet the generally accepted standard for the school.

¹⁵ The school may change this standard to meet the generally accepted standard for the school.

Grade Level	Sub-Group of Students	Percentage Suspended One or More Times
12	All (62)	11.3%

Grade Level	Sub-Group of Students	Percentage Suspended One or More Times
11	All (72)	2.8%

Grade Level	Sub-Group of Students	Percentage Suspended One or More Times
10	All (52)	11.5%

Grade Level	Sub-Group of Students	Percentage Suspended One or More Times
9	All (48)	8.3%

Grade Level	Sub-Group of Students	Percentage Suspended One or More Times
8	All (54)	14.8%

Grade Level	Sub-Group of Students	Percentage Suspended One or More Times
7	All (60)	5%

D.4. EXPULSIONS: *In the table below, record the percentage of students at each grade level who were expelled from school in the most recent academic year.*

FOR ACADEMIC YEAR: 2009-2010

- **SOUTH HUNTERDON HAS NOT ASSESSED AN EXPULSION FOR THE PAST FOUR SCHOOL YEARS.**

To be completed by the Validation Team:

The Validation Team's Observations—Profile of Student Performance

A. Observations

In this section provide any general observations by the Team regarding the Profile of the Student Performance.

B.2. ENROLLMENT TRENDS. *Complete the following table to show past, present, and projected student enrollment of the school.*

FOR THE ACADEMIC YEAR: 2010

Grades Included in This School	PAST	PRESENT	PROJECTED
---	-------------	----------------	------------------

	BOYS/GIRLS Two Years Ago		BOYS/GIRLS One Year Ago		BOYS/GIRLS This Year		BOYS/GIRLS Next Year	
Infant	X	X	X	X	X	X	X	X
Grade PK	X	X	X	X	X	X	X	X
Kindergarten	X	X	X	X	X	X	X	X
Grade 1	X	X	X	X	X	X	X	X
Grade 2	X	X	X	X	X	X	X	X
Grade 3	X	X	X	X	X	X	X	X
Grade 4	X	X	X	X	X	X	X	X
Grade 5	X	X	X	X	X	X	X	X
Grade 6	X	X	X	X	X	X	X	X
Grade 7					34	34		
Grade 8					33	27	34	34
Grade 9					29	25	33	27
Grade 10					28	21	29	25
Grade 11					21	31	28	21
Grade 12					39	37	21	31
Grade 13	X	X	X	X	X	X	X	x
Ungraded	X	X	X	X	X	X	X	x
Postsecondary	x	X	X	X	X	X	X	x
TOTALS					175	184		

B.2.a. Explain any significant or unusual enrollment trends for this school.

SHRHS will project to increase in overall student population by 3.5% over the next 4 years.

B.3. STUDENT DEMOGRAPHIC TRENDS: Complete the following tables to show changes in student demographics.
 Select the student characteristics most pertinent to your school (e.g. ethnic group, socioeconomic background, nationality, special needs populations, day/boarding, etc.)

FOR THE ACADEMIC YEAR: 2010

Student Characteristic: Special Needs	Percent of Student Body Now	Percent of Student Body Two Years Ago
7-8-9	7.5%	%
10	2.7%	%
11	2.0%	%
12	2.5%	%
TOTAL	14.7%	100%

Student Characteristic: Racial/Ethnicity	Percent of Student Body Now	Percent of Student Body Two Years Ago
	%	%
Asian/Pacific	2.5%	%
Black/Not Hispanic	3.0%	%
White/Not Hispanic	88%	%
Hispanic	5.5%	%

Student Characteristic: Racial/Ethnicity	Percent of Student Body Now	Percent of Student Body Two Years Ago
TOTAL	100%	100%

Student Characteristic: Socio-Economic Hardship – Free & Reduced lunch	Percent of Student Body Now	Percent of Student Body Two Years Ago
7th & 8th	3.3%	%
9th	2.2%	%
10th	.8%	%
11th	1.1%	%
12th	2.2%	%
TOTAL	9.6%	100%

B.3. a. Explain any significant or unusual demographic trends for this school.

The racial/ethnic mix has been consistent for the past several years and projected to continue.



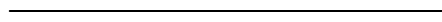
B.4. NUMBER ON THE STAFF: *In the table below, indicate the current number of full- and part-time members of the faculty and staff in each of the positions indicated below. Count each person only one time.*

FOR THE ACADEMIC YEAR: 2010

	Full-Time	Part-time	Total Full-Time Equivalent
ADMINISTRATIVE STAFF:			
Administrators	5		5
INSTRUCTIONAL STAFF:			
Classroom teachers- elementary/lower school	0	0	0
Classroom teachers- middle school	8		8
Classroom teachers- high school/upper school	24		24
Special needs teachers	8		7
STUDENT SERVICES STAFF:			
Guidance/college/ career counselors	3		3
Specialists and consultants	3		3
Technology services personnel	1		1
Information resources/ library personnel	1		1
Health services personnel	1		1
SUPPORT STAFF:			
Paraprofessionals and aides	5		
Secretaries and clerks	6	1	5.5
Custodial personnel	2	4	4
Maintenance personnel	1		1

	Full-Time	Part-time	Total Full-Time Equivalent
Food services personnel	4		4
Security personnel	0	0	0
Other: Athletic Trainer	1		1
Other: Transportation Office	1		
Other: Facilities Mgr	1		1

B.4.a. Describe significant trends in size of the staff that have had or may have an impact on the education program, provision of student services, personnel, facilities or finances.



B.5. EXPERIENCE OF THE STAFF: *In the table below, indicate the total years of experience members of the staff have in the job role in which they currently serve. Include years of service in the same role at other schools. Count each person only one time.*

FOR THE ACADEMIC YEAR: 2010

Years	0-1	2-5	6-10	11-20	over 20
Administrative Staff					
• Women	3				
• Men					1
Instructional Staff					
• Women		6	8	7	4
• Men		2	4	3	1
Student Services Staff					
• Women			2	3	1
• Men		1			
Support Staff					

Years	0-1	2-5	6-10	11-20	over 20
• Women	1	2	3	2	1
• Men					

B.5.a. Describe significant trends in experience of the staff that have had or may have an impact on the education program, provision of student services, personnel, facilities or finances.



B.6. ACADEMIC PREPARATION OF PROFESSIONAL STAFF: *In the table below, indicate the level of professional preparation in each category. Count each person only one time, indicating the highest level of professional preparation.*

FOR THE ACADEMIC YEAR: 2010

	Associate's or No Degree	Bachelor's Degree	Bachelor's Degree plus hours	Master's Degree	Master's Degree plus hours	Doctorate
Administrative Staff						
• Women						
• Men						
Instructional Staff						
• Women		6	3	8	7	
• Men		2	4	4	3	
Student Services Staff						
• Women				1	4	1
• Men					1	

B.6.a. Describe significant trends in the academic preparation of the staff that have had or may have an impact on the education program, provision of student services, personnel, facilities or finances.

B.7. PROFESSIONAL CERTIFICATION OF THE ADMINISTRATIVE AND INSTRUCTIONAL STAFF: *In the table below, indicate the number of persons on the staff with each type of professional certification.*

FOR THE ACADEMIC YEAR: 2010

	No Certificate	Emergency Certificate	Elementary Level Certificate	Middle Level Certificate	Secondary Level Certificate	Administrative Certificate
Administrative Staff						
• Women			2		1	3
• Men					1	1
Instructional Staff						
• Women			10	11	23	
• Men			5	7	12	1
Student Services Staff						
• Women						
• Men						

B.7.a. Describe significant trends in the professional certification of the staff that have had or may have an impact on the education program, provision of student services, personnel, facilities or finances.

B.8. STAFF DEMOGRAPHIC TRENDS: *In the table below, indicate the changes in staff demographics.*

FOR THE ACADEMIC YEAR: 2010

Race/Ethnicity	Percent of Staff in Current Year	Percent of Staff Two Years Ago
African-American	1.5%	%
Asian	3%	%
Caucasian/White	92.5%	96%
Hispanic	2%	4%
Native American Indian	%	%
Other:	%	%
Other:	%	%
TOTAL	100%	100%

B.8.a. Describe significant trends in the demographics of the staff that have had or may have an impact on the education program, provision of student services, personnel, facilities or finances.

B.9. STAFF TURNOVER:

B.9.a. Indicate the percentage of each category below that were new hires (or assumed a new position) in the year indicated.

FOR THE ACADEMIC YEAR: 2010

	Percent New Hires Three Years Ago	Percent New Hires Two Years Ago	Percent New Hires One Year Ago
Administrative Staff	14%	25%	25%
Instructional Staff	28%	33%	58%
Student Services Staff	42%	0%	8%
Support Staff	14%	40%	8%
TOTAL	100%	100%	100%

B.9.b. Indicate the percentage of each category below that left the staff or moved to a new position) in the year indicated.

	Percent Changeover Three Years Ago	Percent Changeover Two Years Ago	Percent Changeover One Year Ago
Administrative Staff	14%	25%	25%
Instructional Staff	28%	33%	58%
Student Services Staff	14%	40%	8%
Support Staff	14%	40%	8%
TOTAL	100%	100	100%

B.9.c. Describe significant trends in staff turnover that have had or may have an impact on the education program, provision of student services, personnel, facilities or finances.

B.10. Evaluate the level and quality of participation in and support for the work and life of the school by the stakeholder groups listed.

- **Parents**

x	Exceeds Expectations
	Satisfactory
	Needs Improvement
	Unsatisfactory

- **Community members and organizations**

	Exceeds Expectations
x	Satisfactory
	Needs Improvement
	Unsatisfactory

- **The business community**

	Exceeds Expectations
	Satisfactory
x	Needs Improvement
	Unsatisfactory

B.11. Evaluate the quality of the school's relationships with local authorities and government agencies.

x	Exceeds Expectations
	Satisfactory
	Needs Improvement
	Unsatisfactory

COMMUNITY RELATIONS OBJECTIVE & ACTION PLAN

Introduction

Since its last Middle States accreditation, South Hunterdon Regional School District has undertaken an ambitious agenda to become a premier school district in the State of New Jersey. A common goal has been the attainment of educational excellence for all of its students.

Through a community and school commitment, SHR has made steady gains in student test scores, attendance, graduation rates, and other achievement indicators, while also improving the infrastructure with respect to renovation of the facility and continued investment in technology. The district has been ranked among New Jersey's "Top 100 Public High Schools" by New Jersey Monthly magazine for the past two rating periods (2008, 2010), and has attained annual yearly progress on statewide assessments.

In many ways, however, our district's reputation remains outdated, with too few stakeholders having a keen awareness about the gains and transformations of South Hunterdon.

Community demographic shifts and administrative turnover have muted a sustained effort to report to families and the community about South Hunterdon's approval and outcomes.

Our recent AFG survey has communicated clearly that parents, teachers, students, and community members seek consistent, proactive, and strategic engagement.

This Action Plan is designed to **celebrate and accelerate our progress** through improved communication with our community. *When families and community are more informed and engaged, they are better prepared to support schools in improving school performance.*

Strategic Partners and Audiences

Current and Future Students

Families of Current and Future Students

Teachers and Staff

General Public (community leaders, citizens, businesses)

Boards of Education (ours and those of our sending districts)

Potential Employees

PTSO, LAEF, West Amwell Golf Day Committee, & Booster Organizations

Community Relations Objective

By the year 2017, SHR will increase awareness of, as well as engagement and confidence in, its educational program.

Indicators of Success

- A. By 2017, students and families will demonstrate understanding and support the SHRHS philosophy and mission, as measured on the rubric for Middle States Standards, by increasing the mean rating by 20% by 2017.

Baseline - 2009-2010 2.63 (on 4 point scale)

Target - 2016-2017 3.15 (on 4 point scale)

- B. By 2017, the SHRHS philosophy will be clearly communicated throughout all district communications, as measured on the rubric for Middle States Standards, by increasing the mean rating by 20% by 2017.

Baseline – 2009-2010 2.6 (on 4 point scale)

Target – 2016-2017 3.12 (on 4 point scale)

- C. By 2017, SHRHS will demonstrate growth in maintaining appropriate and constructive relations with families, students, staff, and the community in the interest of serving the needs of the students, as measured on the rubric for Middle States Standards, by increasing the mean rating by 20%.

Baseline - 2009-2010	2.64 (on 4 point scale)
Target - 2016-2017	3.16 (on 4 point scale)

- D. By 2017, SHRHS will demonstrate growth in providing information regarding the school's educational program, policy and procedure, as measured on the rubric for Middle States Standards, by increasing the mean rating by 20% by 2017.

Baseline - 2009-2010	2.8 (on 4 point scale)
Target - 2016-2017	3.36 (on 4 point scale)

- E. By 2017, SHRHS faculty will demonstrate growth in collaboration with colleagues and families to review data about learner's progress and develop appropriate strategies for continued progress, as measured on the rubric for Middle States Standards, by 20% by 2017.

Baseline - 2009-2010	2.7 (on 4 point scale)
Target - 2016-2017	3.24 (on 4 point scale)

- F. By 2017, SHRHS will demonstrate growth in communication with families regarding student's progress in learning and performance in a regular, productive, and meaningful manner, as measured on the rubric for Middle States Standards by increasing the mean rating by 20%.

Baseline - 2009-2010	2.7 (on 4 point scale)
Target - 2016-2017	3.24 (on 4 point scale)

Strategies

The district will follow four strategies to achieve the objective:

1. Enhance delivery of news and positive messages to families, staff, and community.
2. Create positive, firsthand experiences that invite diverse community groups into the school, including families without school-age children.
3. Partner with community groups to become a more integral member of the community.
4. Build capacity among professional and office staff to improve communication.

The Community Relations Action Plan follows, with a separate plan for each strategy.

Objective: By the year 2017, SHR will increase awareness of, as well as engagement and confidence in, its educational program.

Strategy: Enhance delivery of news and positive message to families, staff, and community.

Action	Responsible Party	Timeline	Resources Needed
A. Develop a South “brand” or “identity.”	Communications Committee	September-2011 Ongoing	Staff Development Student Meetings Advisor/coach Communication
<ul style="list-style-type: none"> Enlist students in development (e.g., contest). 	Student Class Advisors	September-2011 Ongoing	Staff Development Student Meetings Advisor/coach Communication
<ul style="list-style-type: none"> Elicit a community volunteer with professional skills to digitize the winning entries into separate but compatible electronic files. 	Administration/Systems Manager	September-2011 Ongoing	Staff Development Student Meetings Advisor/coach Communication
<ul style="list-style-type: none"> When appropriate, use the logo and slogan together on school media (e.g., student handbook, website, press release forms, banner), and use the slogan orally at public appearances (e.g., student assemblies, parent events, pep rallies). 	<ul style="list-style-type: none"> Administration Class Advisors Coaches 	September-2011 Ongoing	Staff Development Student Meetings Advisor/coach Communication
<ul style="list-style-type: none"> Create and sell tee-shirts that bear logo and slogan (e.g., offer through the school store, at school events, and through other venues). 	<ul style="list-style-type: none"> Class Advisors Coaches 	September-2011 Ongoing	Staff Development Student Meetings Advisor/coach Communication
<ul style="list-style-type: none"> <input type="checkbox"/> Enlist the PTSO and other school support organizations to help with the creation and sales 	Administration	September-2011	Staff Development Student Meetings

steps.		Ongoing	Advisor/coach Communication
<input type="checkbox"/> Use as giveaways at school events.	Class Advisors Booster Clubs	September-2011 Ongoing	Staff Development Student Meetings Advisor/coach Communication
B. Create and publicize an annual “welcome” event for new School Choice students.	Guidance Counselors	August/Sept 2011 Ongoing	Organizational Meeting in August School Photographer
• Devise a photo opportunity in front entry (outside) on first day of school.	Guidance counselors	August/Sept 2011 Ongoing	Organizational Meeting in August School Photographer
<input type="checkbox"/> Student-made “welcome” banner in front entry.	Art Teachers Students	August/Sept 2011 Ongoing	Organizational Meeting in August School Photographer
<input type="checkbox"/> School Choice students in front, full student body behind them.	Administration	August/Sept 2011 Ongoing	Organizational Meeting in August School Photographer
• Develop a press release that stresses steps being taken to ease the transition of new School Choice students.	Southern Eagle Staff	August/Sept 2011 Ongoing	Organizational Meeting in August School Photographer
<input type="checkbox"/> Distribute photo/release to media, post on website.	Administration	August/Sept 2011 Ongoing	Organizational Meeting in August School Photographer
• Repeat each year to celebrate growth.	Administration	August/Sept 2011	Organizational Meeting in August

		Ongoing	School Photographer
<p>C. Create and publicize several annual student awards and an annual Student Awards Assembly. Some existing awards could be refined for this purpose. Awards could include:</p> <ul style="list-style-type: none"> • SHR Community Service Award • SHR Student to Watch (academic) • SHR Student Artist of the Year • SHR Student Athlete of the Year • SHR “Kind Soul” Award (exemplifies values of South Hunterdon) 	<p>Guidance Department SHRHS Faculty Administration</p>	<p>Winter/Spring 2011</p> <p>Ongoing</p>	Funding for Awards
<ul style="list-style-type: none"> • For each award: <ul style="list-style-type: none"> <input type="checkbox"/> Assign a committee to develop criteria and a nomination/selection process for each award. 	Award Committee	<p>Winter/Spring 2011</p> <p>Ongoing</p>	Funding for Awards
<ul style="list-style-type: none"> <input type="checkbox"/> Determine prizes, if any. 	Award Committee	<p>Winter/Spring 2011</p> <p>Ongoing</p>	Funding for Awards
<ul style="list-style-type: none"> • Present awards at annual Student Awards Assembly, held during the school day, and distribute a photo and press release about them 	Administration Faculty	<p>Winter/Spring 2011</p> <p>Ongoing</p>	Funding for Awards
<ul style="list-style-type: none"> <input type="checkbox"/> Take pictures. 	Southern Eagle	<p>Winter/Spring 2011</p> <p>Ongoing</p>	Funding for Awards
<ul style="list-style-type: none"> • Develop a press release about students who earned the awards. 	Southern Eagle	<p>Winter/Spring 2011</p> <p>Ongoing</p>	Funding for Awards
<ul style="list-style-type: none"> <input type="checkbox"/> Distribute photo/release to media, post on website. 	Administration	<p>Winter/Spring 2011</p>	Funding for Awards

		Ongoing	
D. Update the school website in terms of both (1) look/feel, and (2) organizational structure.	Volunteer Webmaster	October 2011	Office Space and Computer Access Software
<ul style="list-style-type: none"> Enlist a community volunteer with professional skills to help. 	Administration	October 2011	Office Space and Computer Access Software
<ul style="list-style-type: none"> Incorporate mission statement, logo, and slogan. 	Webmaster	October 2011	Office Space and Computer Access Software
<ul style="list-style-type: none"> Improve intuitive navigation and add new pages/areas, such as: <ul style="list-style-type: none"> <input type="checkbox"/> A School News page (a central location for self-publishing our press releases and photos as well as posting links to new official documents posted elsewhere on the site (e.g., “See the latest draft of the 2011-12 school budget!”). 	Webmaster	October 2011	Office Space and Computer Access Software
<ul style="list-style-type: none"> <input type="checkbox"/> A College Bound page that outlines the college process with a timeline, includes scholarship links, information about upcoming SAT prep courses, etc. 	Webmaster Guidance	October 2011	Office Space and Computer Access Software
<ul style="list-style-type: none"> <input type="checkbox"/> A Parent Help page that serves as an outlet for helpful tips and posts links to community sports, camp information, community service opportunities, etc. 	Webmaster Guidance	October 2011	Office Space and Computer Access Software
<ul style="list-style-type: none"> <input type="checkbox"/> A Community Programs page that provides information about our adult ed. and enrichment programs (see next strategy). 	Webmaster Guidance	October 2011	Office Space and Computer Access Software
<ul style="list-style-type: none"> <input type="checkbox"/> A Calendar page so the calendar can be more inclusive. 	Support Staff Webmaster	October 2011	Office Space and Computer Access Software
<ul style="list-style-type: none"> <input type="checkbox"/> A Virtual Backpack page that is well organized, such as in a table with multiple rows (one for “all 	Webmaster Support Staff	October 2011	Office Space and Computer Access

students” as well as one each for individual grade levels, sports, and activities), plus columns that provide (1) a downloadable form, (2) who the form should be returned to, and (3) a deadline for return of the completed form.	Administration		Software
<ul style="list-style-type: none"> Explore ways to provide webcast performances of concerts, plays, and other student activities as alternatives to live performances, and/or to publish videos of student performances on the website, while still respecting copyright laws (e.g., perhaps limit to a sign in page, charge a small fee, etc.). 	Student Video Club Video Class	October 2011	Office Space and Computer Access Software
<ul style="list-style-type: none"> Once accomplished, provide school community members with a way to make the performance times and “how to view” information known to nonlocal friends and family members (e.g., a “please forward” email, a Tweet, a Facebook wall post). 	Webmaster	October 2011	Office Space and Computer Access Software
E. Makeover the school’s two main entryways to better communicate a sense of “who we are.”	Administration	November 2011	Funds for Materials
<ul style="list-style-type: none"> Create an entryway redesign committee. 	Communications Committee	November 2011	Funds for Materials
F. Explore ways to use existing technologies, such as in-house videoconferencing, to transform the morning announcements into a live newscast.	Video Club	November 2011	Funds for Tech Equipment & Supplies
<ul style="list-style-type: none"> Until this can be achieved, troubleshoot P.A. sound levels to ensure messages are audible in every classroom. 	Facilities Manager Systems Manager	November 2011	Funds for Tech Equipment & Supplies
G. Explore a way to electronically display the school’s upcoming events and other reminders in the High School Commons (e.g., flat screen TV, electronic tickertape).	Administration Systems Manager	August 2011	Funds for Tech Equipment & Supplies

Objective: By the year 2017, SHR will increase awareness of, as well as engagement and confidence in, its educational program.

Strategy: Create positive, firsthand experiences that invite diverse community groups into the school, including families without school-age children.

Action	Responsible Party	Timeline	Resources Needed	Indicators
<p>A. Develop an adult education program that allows community members to enjoy South’s facilities while learning new skills or hobbies.</p>	<p>Administration Counselors</p>	<p>Winter 2011-12</p>	<p>Classrooms Funds for Supplies and Materials</p>	<p>Course E Parti Feedba</p>
<ul style="list-style-type: none"> Study other programs as models as well as to determine popular/ appropriate offerings (e.g., Hunterdon Central, ESC, New Hope Community School, and any programs being offered by sending districts). 	<p>Communication Committee Administration</p>	<p>Winter 2011-12</p>	<p>Classrooms Funds for Supplies and Materials</p>	<p>Course E Parti Feedba</p>
<ul style="list-style-type: none"> If any programs are currently being offered by the sending districts, consider partnering to prevent duplicating each other’s efforts. 	<p>High School and Elementary Administrations</p>	<p>Winter 2011-12</p>	<p>Classrooms Funds for Supplies and Materials</p>	<p>Course E Parti Feedba</p>
<ul style="list-style-type: none"> Select a time-frame for a modest launch (e.g., a four-week spring program). 	<p>Administration Counselors</p>	<p>Winter 2011-12</p>	<p>Classrooms Funds for Supplies and Materials</p>	<p>Course E Parti Feedba</p>
<ul style="list-style-type: none"> Create specific opportunities for senior citizens. 	<p>Administration Counselors</p>	<p>Winter 2011-12</p>	<p>Classrooms Funds for Supplies and Materials</p>	<p>Course E Parti Feedba</p>
<ul style="list-style-type: none"> Reach out for volunteers who would be willing to teach a skill one night a week for four-weeks (e.g., rug-hooking, building birdhouses) OR develop a fee-and-salary structure. 	<p>Administration Counselors</p>	<p>Winter 2011-12</p>	<p>Classrooms Funds for Supplies and Materials</p>	<p>Course E Parti Feedba</p>
<p>B. Bring the YMCA camp back to South Hunterdon.</p>	<p>Administration Facilities Manager Business Manager</p>	<p>May 2011 Yearly</p>	<p>Access to Facility</p>	<p>Camp er</p>

<p>C. Partner with the Friends of the Lambertville Library, which now offers Nickelodeon Nights at the ACME Screening Room, to offer a theme-based film series at South Hunterdon aimed at adults.</p>	<p>Administration PTSO</p>	<p>Spring 2011</p>	<p>Access to Facility</p>	<p>Event En</p>
<ul style="list-style-type: none"> • Make a contact at the organization and present the idea. 	<p>Administration PTSO</p>	<p>Spring 2011</p>	<p>Access to Facility</p>	<p>Event En</p>
<ul style="list-style-type: none"> • If there is interest, ensure that the target audience of at least this annual series is adults. (Depending on the success of the series, it may be possible to expand it to other groups in later years.) 	<p>Administration PTSO</p>	<p>Spring 2011</p>	<p>Access to Facility</p>	<p>Event En</p>
<ul style="list-style-type: none"> • Choose a theme with broad appeal (e.g., foreign films of a single director/country, keys films featuring the same actor, films focused on a historic event, retrospective based on cinema history, etc.). 	<p>Administration PTSO</p>	<p>Spring 2011</p>	<p>Access to Facility</p>	<p>Event En</p>
<ul style="list-style-type: none"> • Determine how much revenue the series must generate to pay for all costs, then develop a fee structure that covers all costs and generates revenue for the library. 	<p>Administration PTSO</p>	<p>Spring 2011</p>	<p>Access to Facility</p>	<p>Event En</p>
<ul style="list-style-type: none"> • Determine whether the library, school, or other group will operate a concession during the series. 	<p>Administration PTSO</p>	<p>Spring 2011</p>	<p>Access to Facility</p>	<p>Event En</p>
<ul style="list-style-type: none"> • Schedule the series to maximize attendance (e.g., in winter, when it is difficult to take advantage of other options, or on a weeknight). 	<p>Administration PTSO</p>	<p>Spring 2011</p>	<p>Access to Facility</p>	<p>Event En</p>
<p>D. Develop a fee-based summer enrichment program that invites young people from the local vicinity (not just the four districts) to enjoy South’s facilities while learning new skills or hobbies.</p>	<p>Administration Guidance Faculty</p>	<p>Summer 2012</p>	<p>Access to Facility Instructors</p>	<p>Program En Range of O</p>
<ul style="list-style-type: none"> • Explore the Princeton Day School summer program, Bucks County Community College’s “Kids on 	<p>Administration Guidance</p>	<p>February-March 2012</p>	<p>Access to Facility</p>	<p>Program En</p>

<p>Campus” program, and the West Amwell “After the Bell” program as possible models as well as to determine popular/appropriate offerings.</p>	<p>Faculty</p>		<p>Instructors</p>	<p>Range of O</p>
<ul style="list-style-type: none"> Select a time-frame for a modest launch in the summer of 2012 (e.g., a two-week period in July that offers a choice of morning session and afternoon session “courses” students can take), and schedule it so that students enrolled in the YMCA camp program can participate on a “pull-out” basis. 	<p>Administration Guidance Faculty</p>	<p>Summer 2012</p>	<p>Access to Facility Instructors</p>	<p>Program Er Range of O</p>
<ul style="list-style-type: none"> Using area programs (such as PDS) as a model, determine instructor salaries. 	<p>Administration Guidance Faculty</p>	<p>Summer 2012</p>	<p>Access to Facility Instructors</p>	<p>Program Er Range of O</p>
<ul style="list-style-type: none"> Develop a fee and minimum/maximum enrollment structure to support all costs and generate modest revenue. 	<p>Administration Guidance Faculty</p>	<p>Summer 2012</p>	<p>Access to Facility Instructors</p>	<p>Program Er Range of O</p>
<ul style="list-style-type: none"> Determine appropriate criteria for program offerings (e.g., fun and challenging; single concrete focus like “knit a pair of mittens in two weeks;” no expensive materials needed; etc.). 	<p>Administration Guidance Faculty</p>	<p>Summer 2012</p>	<p>Access to Facility Instructors</p>	<p>Program Er Range of O</p>
<ul style="list-style-type: none"> Invite SHR teachers/club advisors to develop program offerings targeted to specific age groups. 	<p>Administration Guidance Faculty</p>	<p>Summer 2012</p>	<p>Access to Facility Instructors</p>	<p>Program Er Range of O</p>
<ul style="list-style-type: none"> Invite elementary school teachers to develop program offerings targeted to specific age groups. 	<p>Administration Guidance Faculty</p>	<p>Spring 2012</p>	<p>Access to Facility Instructors</p>	<p>Program Er Range of O</p>
<ul style="list-style-type: none"> Create a program roster and schedule that can be advertized by March of the launch year. 	<p>Administration Guidance Faculty</p>	<p>Spring 2012</p>	<p>Access to Facility Instructors</p>	<p>Program Er Range of O</p>
<ul style="list-style-type: none"> Develop a registration process. 	<p>Administration Guidance</p>	<p>Spring 2012</p>	<p>Access to Facility</p>	<p>Program Er</p>

	Faculty		Instructors	Range of O
<ul style="list-style-type: none"> Publish course and registration info (with at least a printable form) on the website, advertise in the school newsletter, send backpack notices to area elementary schools, listserv, etc. 	Administration Guidance Faculty	Spring 2012	Access to Facility Instructors	Program Er Range of O
<ul style="list-style-type: none"> Consider funding a remedial program for SHR students with the revenue of this program, and possibly run the two at the same time. 	Administration Guidance Faculty	Spring 2012	Access to Facility Instructors	Program Er Range of O
E. Review a listing of community groups that use the school for meetings and other events, and consider ways to bring a broader mix of groups into the facility by invitation or recruitment.	Administration Business manager Communications Committee	Fall 2011	Clerical Support	Facility Use
F. Invite school support organizations to host fundraising dinners around student performances to make attendance easier for families and other community members.	Administration PTSO	Fall 2011	Clerical Support	Facility Use

Objective: By the year 2017, SHR will increase awareness of, as well as engagement and confidence in, its educational program.

Strategy: Partner with community groups to become a more integral member of the community.

Action	Responsible Party	Timeline	Resources Needed	Indicators of Success
A. Partner with the Winter Festival committee to include South as a location during the festival.	Administration Business Manager	Fall 2011	Facility Use	South as a Location Festival
<ul style="list-style-type: none"> Make contact: www.winterfestival.net 	Administration Business Manager	Fall 2011	Facility Use	South as a Location Festival
<ul style="list-style-type: none"> Discuss options. (This could be as simple initially as scheduling a play, concert, or art show during the festival weekend; later creating a novel kid-focused event; and/or providing a venue for a larger festival event [e.g., New Hope-Solebury High School is site of big-ticket festival concert]). 	Administration Business Manager	Fall 2011	Facility Use	South as a Location Festival
B. “Adopt” all local fire and rescue organizations as the beneficiary of an annual school-wide service project, to be held on MLK’s birthday, which invites the community to help raise funds and support for fire/rescue operations.	Guidance Counselors Students	MLK Birthday 2001	SHRHS Campus	Fundraising
<ul style="list-style-type: none"> Decide a focus for the event, such as a carnival (with events like fire/rescue themed games for kids and a 5-alarm chili cook-off for adults). 	Guidance Counselors Students	Fall 2011	SHRHS Campus	Fundraising
<ul style="list-style-type: none"> Deliver through class senates; each class, working with its advisor, should determine how they will contribute to the event. 	Guidance Counselors Students	Fall 2011	SHRHS Campus	Fundraising
<ul style="list-style-type: none"> Engage parent community (e.g., PTSO, booster clubs) in creating an adults-only component. 	Guidance Counselors Students	Fall 2011	SHRHS Campus	Fundraising
<ul style="list-style-type: none"> Allow student members of fire/rescue organizations to play a special role in the event. 	Guidance Counselors Students	Fall 2011	SHRHS Campus	Fundraising
<ul style="list-style-type: none"> Determine whether it might be appropriate (perhaps in later years) to 	Guidance	Fall 2011	SHRHS	Fundraising

engage local service organizations (e.g., Elks and others) in helping grow the event into a community-wide service project in support of fire and rescue organizations.	Counselors Students		Campus	
<ul style="list-style-type: none"> Depending on the success of the event from a student perspective, consider scheduling a Fall community service day or program on Sept. 11, which may or may not be related to the above, as this is another national day of service. 	Guidance Counselors Students	Fall 2011	SHRHS Campus	Fundra
<p>C. Partner with local environmental organizations to engage speakers for an Earth Day assembly and to create a school-wide (perhaps K-12?) Earth Day event, such as a cleanup of a prime local resource.</p> <ul style="list-style-type: none"> Make a contact (e.g., Delaware River Mill Society [397-3586], Delaware Riverkeeper [delawareriverkeeper.org], Mercer County Wildlife Center [883-6606], the Lambertville, West Amwell, and Stockton Environmental Commissions, etc.) Discuss options. Determine opportunities for involving K-6 schools and initiate appropriate contacts. 	Science Department Administration Guidance Department			Earth Even
D. Partner with local service organizations to learn more about their service missions and to showcase students' service projects.	Guidance Department			
<p>Possible partners include:</p> <ul style="list-style-type: none"> Free and Accepted Masons, Amwell Lodge #12 (21 Bridge Street, Lambertville, 397-3230, www.amwell12.org) 	Guidance Department			
<input type="checkbox"/> Make a contact to learn whether the organization would be open to this kind of partnering.	Guidance Department			
<input type="checkbox"/> Send a representative of the SHR administration to a meeting, possibly with students.	Administration			

<ul style="list-style-type: none"> • Kalmia Women’s Club (39 York Street, Lambertville, 397-2537, www.kalmiaclub.org/) 	Guidance Department			
<ul style="list-style-type: none"> <input type="checkbox"/> Make a contact to learn whether the organization would be open to this kind of partnering. 	Administration			
<ul style="list-style-type: none"> <input type="checkbox"/> Send a representative of the SHR administration to a meeting, possibly with students. 	Administration			
<ul style="list-style-type: none"> • Lambertville Elks Lodge #1070 (66 Wilson St., Lambertville, 397-4210, www.elks.org [click Local Lodges and enter 1070 to get current info]) 	Administration			
<ul style="list-style-type: none"> <input type="checkbox"/> Make a contact to learn whether the organization would be open to this kind of partnering. 	Administration			
<ul style="list-style-type: none"> <input type="checkbox"/> Send a representative of the SHR administration to a meeting, possibly with students. 	Administration			
<ul style="list-style-type: none"> • Lambertville-New Hope Rotary 5642 (meet at Lambertville Station, www.rotarynj.org/ [click Lambertville-New Hope in left-hand menu, then again in the meeting schedule, to get current info]) 	Administration Guidance			
<ul style="list-style-type: none"> <input type="checkbox"/> Make a contact to learn whether the organization would be open to this kind of partnering. 	Administration			
<ul style="list-style-type: none"> <input type="checkbox"/> Send a representative of the SHR administration to a meeting, possibly with students. 	Administration			
<ul style="list-style-type: none"> • Lambertville-New Hope Kiwanis (meets at Triumph Brewery, Matt Panyko, 609-397-1483 www.LambertvilleNewHopeKiwanis.org) 	Administration Guidance			
<ul style="list-style-type: none"> <input type="checkbox"/> Make a contact to learn whether the organization would be open to this kind of partnering. 	Administration			
<ul style="list-style-type: none"> <input type="checkbox"/> Send a representative of the SHR administration to a meeting, possibly with students. 	Administration			
<p>E. Partner with American Legion Post 120 to create an annual student Veterans Day celebration (in the spirit of the 2010 event); find out if this organization would benefit from students doing</p>	Administration Guidance			

service.				
<ul style="list-style-type: none"> • Make a contact to learn whether the organization would be open to this kind of partnering. 	Administration			
<ul style="list-style-type: none"> • Discuss options. 	Administration Guidance			

Objective: By the year 2017, SHR will increase awareness of, as well as engagement and confidence in, its educational program.

Strategy: Build capacity among professional and office staff to improve communication.

Action	Responsible Party	Timeline	Resources Needed	
A. Revise and update our crisis communications plan.	Building Emergency Team	August 2011	Staff Development Funds Clerical Time	Re Te
B. Develop a training strategy for internal communications.	Administration Faculty Committee	June 2011	Staff Development Funds Clerical Time	Fa Co Ha
<ul style="list-style-type: none"> Provide an annual 1.5-hour “Parent Communication Workshop” for all school staff. 	Administration Faculty Committee	September 2011 November 2011	Faculty Meeting	Sta
<ul style="list-style-type: none"> Develop a district-wide communications manual. 	Administration Faculty Committee	June 2011	Staff Development Funds Clerical Time	Fa Co Ha
C. Create a network-based “filing cabinet” of all school forms by posting them on the school network in an intuitively organized manner so that they can be accessed by the people who need them, when they need them.	Administration Support Staff Faculty	August 2011 Ongoing	Clerical Support Tech Support	Fo
D. Develop a system to annually review and, as needed, “refresh” all internal communications tools (e.g., the student handbook, the course guide, the guidance newsletter, parent letters, forms, and handouts, etc.).	Administration Support Staff Faculty	August 2011 Ongoing	Clerical Support Tech Support	Fo
E. Develop a system to annually review and, as needed, “refresh” all school media, such as the school website and the school newsletter, to ensure that formats meet current needs and to determine how well they serve the three key school areas: Academic achievement, guidance, and athletics.	Administration Support Staff Faculty PTSO Media Specialist	September 2011 Ongoing	Clerical Support Tech Support	Fo
F. Develop in-house capacity for photographing school events.	Faculty Assigned Duty period	August 2011 Ongoing	Digital Photography Equipment	Pu

G. Develop a year-long communications calendar.	Administration Guidance Faculty	August 2011 Ongoing	Clerical	Pa
• Create an in-house communications committee.	Administration	June 2011 Ongoing	Clerical	Co
• Enlist parent volunteers to help execute activities on the calendar.	PTSO Administration	September 2011 Ongoing	Clerical	Pa

LANGUAGE ARTS ACTION PLAN

Introduction

South Hunterdon is proud of the academic achievement of its graduates and current students. However, our staff is not content to rest on these accomplishments. When we disaggregate our data, we find that there are students who are underserved and students who are complacent and thus not reaching their potential. Our Language Arts goals are intended to address these issues.

In an effort to help students to reach their potential, we have turned out attention towards educating students about the importance of attending college and broadening their perspectives on the choices that are available to them. We are encouraging them to prepare themselves academically to apply to and be accepted by more selective colleges.

We are cognizant of the fact that not all students will attend an institution of higher learning. We do, however, want our students to leave our school with a post secondary goal and plan in mind. To that end, our action plan includes a variety of strategies that enlist school

staff in presenting opportunities and preparing our students for their future endeavors.

In order for our students to achieve their post secondary goals, our staff is committed to helping students take ownership for their academic achievement. We plan to increase the emphasis on attaining the benchmarks that are the gateway to their potential.

Objective: *By the year 2018, students at SHRHS will demonstrate improved language arts performance and increase academic ownership.*

* Indicators – bold

* Actions - bulleted

AFG LANGUAGE ARTS

Action	Responsible Party	Timeline	Resources Needed
A. Increase the number of students taking the SAT to 60%			
<ul style="list-style-type: none"> Students will be able to register at school with the help of guidance counselors 	Guidance		
<ul style="list-style-type: none"> Host a panel discussion with SAT teachers to allow students opportunities to ask questions 	Guidance		
<ul style="list-style-type: none"> Create a SAT link on the webpage with test taking tips and helpful review sites 	Vince	Begin in 2012	

<ul style="list-style-type: none"> Utilize SAT writing rubrics for assignments when applicable 	All teachers	Begin in 2014	
<ul style="list-style-type: none"> Use Study Island 	Guidance Study Island liaison	Began in 2011	
<ul style="list-style-type: none"> Offer SAT review class 	Specified teachers		
B. Increase the number of students accepted to a 4 year college by 10%			
<ul style="list-style-type: none"> College Day – March Madness (Cake and College) – informal teacher panel on college experience 	Teacher volunteers Guidance	Began in 2011	
<ul style="list-style-type: none"> Junior year college interest survey – mandatory 	Guidance	Began in 2011	
<ul style="list-style-type: none"> Increase focus on college fair days (a list of 5 schools that have individual students' interests in mind) 	Guidance		
<ul style="list-style-type: none"> Class wide visit to college library for research assignment 	Sophomore or Junior class	Begin 2012	
<ul style="list-style-type: none"> Invite previous college graduates (former students) to host a discussion with students 	Guidance		
<ul style="list-style-type: none"> Summer college planning session 	Per diem specialized staff	Begin summer of 2012	
C. Increase the number of students choosing postsecondary placement to 100%			
<ul style="list-style-type: none"> Students take on a career role for a day (shadow a teacher, doctor, etc) 	Guidance Administration Community members Teachers		
<ul style="list-style-type: none"> Host a career day at least once a year 	Guidance Administration Community members Teachers		

D. Remain at 1% above DFG percentiles on HSPA			
<ul style="list-style-type: none"> Increased emphasis on writing in all curriculums 	Teachers	Completed new curricula by 2013	
<ul style="list-style-type: none"> Provide professional development opportunities for teachers to learn best practices for the teaching of language arts in content and pedagogy 	Teachers Administration	Continual	
<ul style="list-style-type: none"> Articulation meetings once per year with the sending districts in all departments 	Teachers Administration Sending districts' teachers	Continual	
<ul style="list-style-type: none"> Set testing climate by alerting all teachers and providing breakfast the morning of testing 	Administration	2012	
<ul style="list-style-type: none"> Inform teachers of testing format types of questions and prompts 	Administration Guidance	2015	

Strategic Partners and Audiences

Current and Future Students

Families of Current and Future Students

General Public

Teachers and Staff

General Public (Community Members – Career Professionals)

Boards of Education

Objective: *By the year 2018, students at SHRHS will demonstrate improved language arts performance and increase academic ownership.*

Indicators of Success

- A. By the year 2017 the guidance department will increase the number of students taking the SAT to 60%.**

Baseline – 50% (2010)

Target – 60%

- B. By the year 2017 the guidance department and teachers will increase the number of students accepted to a 4 year college by 10%.**

Baseline – begin data collection in 2011

Target – 10% increase

- C. By the year 2017 the Guidance department, administration, and teachers/staff will increase the number of students choosing postsecondary placement to 100%.**

Baseline – 88 % (2010)

Target – 100 %

- D. Each year the students will remain at 1% above DFG percentiles on HSPA.**

Mathematics Action Plan

By 2018, the percentage of Grade 11 students achieving Total Advanced Proficient in the Mathematics Section of the New Jersey High School Proficiency Assessment (HSPA) will increase 1.0% -1.5% every year for the next seven years

Objective	Action	Task	Responsibility of:	Timeline	Deliverables
A. The percentage of Grade 11 students achieving Total Advanced Proficient in the Mathematics Section of the New Jersey High School Proficiency Assessment	Enhance Curriculum	Align Mathematics Curriculum 7-12 to the new National Common Core Standards	Admin/ Math Teachers	2011-2013	Board Approved Curriculums 7-12
		Analyze NJ State testing data 4, 5, 6, 7, 8, &11	Admin/ Math Teachers	2011-ongoing	Student data (value-added) on file in guidance office/recorded in student information management system

<p>(HSPA) will increase 1.0% -1.5% every year for the next seven years</p>		Evaluate textbooks	Admin/ Math Teachers	2011-2013	New text book(s) selected
		Design/implementation problem based mathematics experiences	Math Teachers	2012-ongoing	Lesson plans, workshop attendance
		Align curriculum with new State graduation requirements	Admin/Fac/Guidance	2011-13	Program of Study, Lesson Plans, Teacher Obs., Walk-throughs
		Investigate "Algebra for All"	Math	2011-2013	School site visits (2-3 per teacher) presentation to curriculum committee
		Evaluate PSAT/SAT Summary of Skills report for Number and Operations/Algebra & Functions	Math Teachers/Guidance	2012	Guidance to meet with PSAT/SAT students/utilization of SI for review
	Enhance Instruction	In-service training mathematics content i.e. Algebra, Geometry, Discrete Math workshops	Math/Special Ed	2011 ongoing	Staff attendance at content workshops
		Incorporate graphing calculator/calculator requirement/t	Principal/Math Science/Design Tech	2011	Staff trained use of tech/calculators, online guideline (b)10

		each use in all math/science classes			grade/course) for all math/science classes
		Increase instruction across all the content areas in the Number and Numerical Operations	Faculty	Ongoing	Twice annual list of school-wide use of N & NO math opportunities
		Utilize Study Island math program for all students 7-11	Math/Special Ed	2011-ongoing	Full implementation of SI program in all classes 7 th -AP Calc.
		Administer teacher made diagnostic exams to students in grades 9&10	Math Teachers	2012 Fall ongoing	Diagnostic exams administered and analyzed/Dept meetings
		Conduct quarterly articulation meetings/parent outreach	Math Teachers/Guidance	2011 Ongoing	Minutes of meetings, guidance