

RED BANK REGIONAL HIGH SCHOOL

Smaller Learning Communities Grant
2010-11
Interim Report



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SMALL LEARNING COMMUNITIES

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Introduction:

The Red Bank Regional High School district is in the fourth year of a grant-funded program designed to facilitate the introduction of career-themed smaller learning communities. Under the plan, eventually all of the school's students will be members of one of the academies designed by the faculty to accommodate varied student interest and future plans.

Under the locally devised organizational template, ninth graders begin their high school careers as members of a freshman academy. During the initial secondary school year, those students learn about the program choices offered through the school. The plan calls for the freshmen to select a career-themed academy during the latter part of the spring semester. Students become members of that academy effective with the start of grade 10.

While year one (2007-08) was primarily a year of planning, academies or "houses" for freshmen were put in place giving the class of 2011 some immediate benefits of the SLC plan and offering faculty a chance to assess and adjust the house concept. That year also saw a monumental informational effort designed to fully acquaint students, parents, faculty and staff with the SLC plan and its accompanying rationale. In addition, during year one the administration formed working advisory committees that developed mission statements and course sequences for each of the proposed three-year academies. This paved the way for freshmen (2008-09) to make informed decisions in selecting career-themed academies for the sophomore year. In 2009-10, members of that cohort (then sophomores) were fully integrated into the various academies.

Consulting Services Associates (CSA) was retained in the fall of 2007 to conduct an external evaluation of the SLC program. CSA is an LLC licensed to provide consulting services in New Jersey since 1998. The company's associates, all retired New Jersey school administrators, (4 of 5 associates served as superintendents of schools) use a variety of methodologies to gauge the effectiveness of school and community-based programs. Some of the techniques employed include the following:

- Observations of program activities
- Results of interviews and focus groups
- Analysis of data collected
- Assessment of progress toward goals and objective
- Commendations and recommendations

CSA prepares and issues both formative and summative evaluative reports. Throughout the evaluative process, the company's associates strive to assist project leaders and other

key personnel to satisfactorily complete all grant-related requirements and to achieve the results set forth in the grant application.

During the first three years of the grant, CSA completed and issued both formative interim and summative final reports. Those reports carefully examined the processes associated with getting the new program “up to speed.” CSA also collected and analyzed relevant data in order to begin the process of assessing the impact of the proposed changes on the students of Red Bank Regional High School.

This interim report focuses on the continuing effort to inform parents and prospective students about program choices and options. It also highlights the reactions of the first cohort (current juniors) to the various changes and modifications to the school culture as the institution fully transitions to a smaller learning communities organizational template.

Orientation for Eighth Grade Parents

Red Bank Regional High School (RBRHS) held its annual *Eighth Grade Parents Open House* on October 28, 2010. As in past years, the external evaluators attended the event to observe and to record comments and perceptions of students, teachers, administrators and parents. The program, which began at 7:00 P.M. was, if anything, even more elaborate and comprehensive than former versions as residents of the constituent school districts as well as many from outlying communities attended in great numbers to hear what the administration had to say and to learn more about the smaller learning communities (SLC) approach to teaching and learning that underpins this high school’s curriculum.

By prior arrangement, the principal and her key building-based administrators were interviewed before the start of the public program. Risa Clay is in her second year as the school’s leader. She was joined in the session by Will Smith, assistant principal and Rob Donohoe, the supervisor who oversees SLC under the principal’s direction.

RBRHS is currently in the fourth year of a five-year grant designed to gradually facilitate transition to a smaller learning communities organizational pattern that is designed to create groups within the school based on common student interests and aspirations. Each academic year, as the concept progresses, one class is added to the SLC plan. This year (2010-11) all juniors are assigned to one of the communities or academies as a prelude to the fifth grant year (2011-12) when **all** of the school’s enrollees will be affected by the plan. Successful completion of the federal grant application was followed by what was essentially a planning year (2007-08) for the administration and faculty with the inception of freshman academies or houses as one of the first phases that directly affected youngsters at the school. Since the award of the grant the school’s administration has moved aggressively, yet tactfully in enlisting the full support of the school community for this departure from past practice with the gradual implementation of SLC’s for all across the high school grades.

As noted in earlier reports RBRHS has a longstanding tradition of offering three four-year academies for resident and tuition students alike. Those academies, Visual And

Performing Arts (VPA), Information Technology (AOIT) and Finance have been open to all applicants and have facilitated the attendance here of significant numbers of out-of-district tuition students at RBRHS. These offerings have helped increase enrollment making student numbers more commensurate with the size of the school and campus. The funds garnered in the form of tuition come mainly from the home school districts of the students, but in some cases come directly from families wishing to take advantage of the school's strong reputation. In addition, the tuition funds have allowed the regional school's board and administration to better support its programs.

Meeting in the principal's office while awaiting the start of the program for parents, the three high school administrators enthusiastically responded to questions relating to the start-up of the academic year paying particular attention to the continuing phase-in of the learning communities. Principal Clay said she saw the academy concept becoming ingrained as a key element of the school's culture. While the formal informational effort continues to reach out to enrollees and their families, Mr. Donohoe said that positive comments from older students to younger peers had helped to fuel a positive perception of SLC's across the grades. "Our current juniors are talking to the younger generation and giving them positive feedback about the various academies," said Mr. Donohoe. Will Smith agreed noting that the administration hasn't had to "hammer home" the message about SLC as in the past.

One new component of the informational stream is a principal's blog on the school district's website. Recent topics have included homecoming, anti-bullying messages and a general call for students to join one or more of the various clubs and activities made available throughout the school year. Ms. Clay described the tone of the blog as "chatty" adding that her blog is designed to keep the school community informed about what's happening at the school.

Asked about the *International Baccalaureate (IB)* referenced in the grant application as one component of an overall quest for academic excellence, the assistant principal pointed to a senior cohort of 23, a junior cohort of 22, and 5 or 6 students taking certification courses in IB as an indicator of solid interest in this option. He added that tuition students are not eligible to join IB, although they may pursue advanced placement (AP) courses.

The administrators (and faculty) said they are also wrestling with the whole concept of class rank and the weighting of various classes based on academic rigor. Will Smith noted that participation in the ranking scheme is optional and some students (and their parents) opt not to be included in the rank order for each class.

According to these administrators, the school's guidance department has "matured" and is doing a more effective job than in the past in counseling youngsters about their SLC choices. Rob Donohoe noted that counselors are now assigned to specific academies and are becoming more conversant with what those academies "are all about." The principal also pointed to a recent personnel change that she viewed as a "positive." She said that counselor Dawn Kaszuba, an experienced staff member had recently been promoted to serve as director of the guidance department. Later in the evening Ms. Kaszuba was

briefly interviewed and she confirmed that having counselors “stay with” a particular SLC has been quite helpful in providing accurate and realistic information to students and parents alike.

The three administrators volunteered that the various course offerings have been updated and that the descriptions available to students and parents are more reflective (than in the past) of the actual content that students will encounter in the classroom. The principal and her immediate subordinates continue to address lingering concerns. Efforts are underway to make a clearer distinction between sports medicine and sports management and there is still a concern on the part of administrators and teachers regarding the seriousness of purpose of some of the students who elect to concentrate on one of the sports options. In addition, Principal Clay pointed to some low numbers for some of the electives. Nonetheless, the building leaders are quite satisfied with the overall progress of the SLC initiative and remain committed to addressing and remedying any issues that might arise.

Following the meeting with principal and supervisors, the evaluator observed the various facets of the orientation program designed for eighth grade students and their parents. This event appeared to be more elaborate and comprehensive than in the recent past. Before the start of the formal program set-up in the school’s auditorium, visitors were invited to the large field house where students and faculty members served as hosts at booths and displays that featured the many activities and clubs available to enrollees at this institution. John, an eighth grader who resides in the regional district, said that he came to the event because he really wanted to learn more about the high school. His friend chimed in that he had heard that “kids are really challenged” here and that there are “a lot of good things” for students to choose. Another eighth grader said he learned that he could enlist in a program at RBRHS that was compatible with his strong interest in engineering. That opportunity, coupled with a chance to compete in tennis for RBRHS seemed to make the school the “perfect option” for this young man.

The list of groups represented in the field house was quite thorough and included about 50 organizations, some of which, like the robotics club, demonstrated their skills and projects for the visitors as current members enthusiastically promoted their organizations. Many of the clubs and activities represented in the field house had handouts available so that prospective members could take away some tangible information about their upcoming potential choices.

In advance of the formal start of the auditorium program, an ensemble made up of string players performed in the atrium adjacent to the auditorium’s entrance. Under the baton of their teacher and conductor these young players showed a high degree of musicianship. One cello player was featured in a solo performance that was truly extraordinary. Clearly, the performing arts strand is attracting youngsters who have the requisite interest and talent to pursue concentrations in instrumental music as well as in the other aspects of the Visual And Performing Arts (VPA) cluster.

Before the start of the formal auditorium schedule there was an opportunity to informally interview some of the attendees. Chris, a parent of an eighth grader and a resident of

Shrewsbury said he came to “learn more about the school” adding that he had heard a “lot of good things” about RBRHS. Although Chris had attended Red Bank Catholic High School as an adolescent, he said he was “an advocate for public education” and expected to send his son, Connor to this institution in part because he believed that the students here are challenged by the faculty to perform and to excel. His son, who expressed interest in this school’s athletic offerings including soccer, baseball and basketball, said he felt that RBRHS would be a good ‘fit’ for him.

Ms. Clay opened the public session with remarks about “the very ambitious program” that the school had undertaken to reorganize under a smaller learning communities (SLC) format. She reflected that she had been a member of this audience four years ago when her own child was preparing for entrance into high school. The principal expressed that she was very excited about many of the programs and offerings that were being introduced at the school. The audience, listening intently seemed to almost fill the large hall, a clear indicator of community interest and support for the efforts of the administration and faculty to make this school even better. She then introduced the supervisors and other key personnel who would be on hand to answer questions and assist parents and students throughout the evening. Later Assistant Principal Will Smith estimated the audience numbered between 600 and 700 with a typical freshman class totaling about 300.

Superintendent Howard Lucks advised audience members of the importance of making an informed decision when “shopping for a school.” He urged parents to contact school staff via phone or e-mail to learn more while not ignoring input from the students themselves. He said that “you can learn about a school” via a Google search as well as other means to gather current facts and figures about various secondary schools.

Returning to the podium, Ms. Clay reminded those in the gathering that Red Bank regional High School was ranked at number 61 among all high schools in *New Jersey Monthly’s* issue featuring the “top 100 high schools.” She also mentioned that the school was listed as among the top 6% of schools nationwide as assess by *Newsweek*. Noting the school’s emphasis on excellence, the principal told eighth graders that, “we want you to be successful; that’s why we started freshman academies” referencing the support system that the school staff put into place four years ago to help the new entrants make a smooth transition to their high school years. She highlighted the administration’s focus by mentioning the “new” 3 R’s: rigor, relevance and relationships.

Regarding the learning communities, popularly call “academies” here, Ms. Clay said they served to break a larger school down into smaller, more manageable and personal segments. She advised parents that each academy has a keystone course that all in the community pursue as sophomores. Other initiatives, such as partnerships with colleges, make the academies more rounded and comprehensive. The principal informed the audience that guidance counselors are now linked to specific academies so that they will be more conversant with programs they are recommending to their counselees.

Following this phase of the proceedings parents and students were invited to remain in the auditorium for additional information or to travel to various locations within the building where they could learn more about the individual academies.

Promotional Materials:

This school's leadership team excels at producing attractive, informative materials to be used by students and their parents in making academic and other decisions related to the high school career.

All attendees received the following:

- A laminated RBRHS folder
- A summary document about the open house
- A CD containing academy applications, academy programs, curriculum guide and a school profile
- A timetable for the evening's activities
- A threefold brochure that featured school accomplishments and the small learning communities
- An eighth grade orientation brochure listing (among other items) contact information, clubs and activities, potential AP and IB courses and a summary of colleges and universities that accepted recent graduates.

Visit of December 13, 2010

This visit occurred during the morning while school was in regular session. By prior arrangement with Principal Risa Clay the following were scheduled:

- Interview of the principal
- Interview of the director of student services
- Focus group of selected students

Principal Clay responded to questions about the current status of the SLC initiative. She said that there has been some staff turnover and recruitment of individuals who are new to the faculty and who are "getting up to speed" on the implementation of smaller learning communities (SLC) and teaching in the block schedule. Nonetheless, she expressed strong satisfaction with the progress of the initiative and the support it has garnered from all constituent groups.

Ms. Clay noted that she and Supervisor Rob Donohoe recently visited Monmouth University, a four-year private university located in West Long Branch, NJ. Accompanied by two members of the RBRHS faculty, the representatives of the high school are working to facilitate the delivery of college credit courses that would be open to juniors and seniors at the regional. Ms. Clay has said that the administration is dealing

with challenges posed by the credential requirements for instructors who may teach courses for college credit.

The principal also discussed the status of plans for the *Global Nomads* approach to be associated with some of the courses in the International and Cultural Studies SLC. According to the school leader, once fully implemented *Global Nomads* will, “allow students to utilize video conferencing and technology to speak, interact and learn from classrooms around the world.” Some examples of “topics” for this program include global development, sustainable communities and “byproducts of the Rwandan genocide.”

Ms. Clay said that the *Polycom* video conferencing system is “not yet up and running,” but she expressed confidence that it would soon be in place. According to summaries prepared by the principal, the system would support three cameras or video sources and two displays. She envisioned interactive communications between classes at RBRHS designed to help local youngsters develop a “world vision” based on an understanding of “our ever changing society.”

Although the faculty here is quite stable and includes a good mix of veterans and newer teachers, Ms. Clay said that some vacancies occurred and the positions were filled. Teachers new to the school are provided with training and support to make them better able to be active players in the SLC initiative, now the key component of this school’s culture. She credited Rob Donohoe, the lead supervisor for SLC’s with ensuring continuity of the agenda with all teachers participating. Ms. Clay also noted that new (to the school) teachers are supported by the administration (as well as by colleagues) on techniques and methodologies for teaching in a block schedule with its instructional periods that are about twice as long as those found in the “traditional” schedule found at many high schools and which was previously in place at RBRHS.

The principal, when asked, indicated that the *IB (International Baccalaureate)* program was well subscribed with some of the students pursuing the *IB* diploma and others choosing selected courses to qualify for an *IB* certificate. She said that the Latin teacher who had been a key player in that initiative had left the district for another position, but that a replacement instructor had been secured and all was in order. She also said that the advanced placement (AP) classes were popular and that more students were choosing “rigorous” courses consistent with the administration and faculty’s efforts to foster academic intensity at all levels.

Summary:

Ms. Clay has just reached her first anniversary as school principal. She made a very smooth transition from her former position as vice-principal; in addition she has been a professional staff member here for about 18 years. This is a case where the promotion of an “internal” candidate appears to have worked out very well for the school community. Ms. Clay’s thorough familiarity with the school and community (she is also a local resident and high school parent) has stood her in good stead in garnering the support of employees and parents alike. She is seen as a leader by her subordinate administrators, teachers and support personnel. She is also extremely knowledgeable about the SLC

template and she works assiduously to ensure that all facets of the initial plan are fully adopted and all goals and objectives are eventually realized despite the inevitable challenges.

Effective with the start of the current academic year RBRHS has a new Director of Student Services. Former counselor Dawn Kaszuba who now occupies that post was interviewed by the evaluators to gain some insights into how the counseling system has been modified to keep pace with the integration of the SLC template.

Ms. Kaszuba, who was promoted when her predecessor left to accept a promotional position in another school system, said that the school has five counselors enabling these professionals to manage their assignments and provide regular services to students and parents. She added that she retained 67 senior students as her personal counselees so that those youngsters would not have to undergo a change of counselor in the final high school year. Ordinarily, the director at RBRHS does not oversee a pool of students.

To further the goals of the SLC initiative the department has a single counselor for all freshmen. The new approach is to have counselors for upperclassmen assigned by SLC. This organizational pattern, said Ms. Kaszuba has allowed the guidance staff to become more knowledgeable about the targeted academies and better able to guide students who have chosen those academies.

The director said that the counselors had an opportunity to select the SLC's with which they felt most comfortable. She cited as an example a former technology teacher who became a counselor and now guides students in the Academy of Information and Technology (AOIT). She said there are instances where a counselor might work with enrollees from two academies.

Ms. Kaszuba also discussed plans to initiate a study period for students that could serve as an "advisory" opportunity for them to get help from counselors and other professional personnel including classroom teachers and guidance staff. She also mentioned the services of *The Source*, a grant-funded "school-based youth services program." The director of student services said that the resources provided by *The Source* are valuable and relevant and that no jurisdictional issues exist between the two departments. *The Source* has been providing services at RBRHS for about ten years emphasizing issues such as substance abuse, conflict resolution and academic support among other matters. From all indications both the *Source* and the guidance department are working together to advance the SLC effort.

Summary:

Dawn Kaszuba is an articulate professional who is dedicated to the welfare of this school's students. From all indications she has made a strong transition from a staff level position (counselor) to administrator (director of student services). She is well acquainted with SLC and its goals and objectives and she is fully aware of the importance of counseling services in assisting students and their families in making informed decisions about the choice of an academy as it relates to personal as well as career interests. Organizational changes in the guidance department, especially identifying one

counselor for freshmen and having the others associated with specific SLC's, are consistent with the overall plan found in the request for grant funding.

Junior Focus Group

This visit also afforded the opportunity for the evaluators to conduct a student focus group designed to elicit feedback on the SLC initiative from those most directly affected by the organizational and programmatic changes that have occurred at this institution over the past four years.

The evaluators requested in advance that the school's administration "put together" a group of juniors to participate in the session during a scheduled "study" period. Questions for the students were prepared in advance and appear in the appendix of this report. A private conference room adjacent to the principal's office was employed for the task and only the students and the two evaluators participated in the event.

The group was made up about equally of boys and girls. All confirmed that they were in the eleventh grade and were residents of the three constituent communities that make up the regional high school district. Those include: Red Bank Borough, Little Silver, and Shrewsbury. These youngsters acknowledged that some of the school's enrollees attend here from outlying communities on a tuition basis but no one in this group fell into that category. All (there were 8-9 in the group) said they were currently enrolled in an SLC. When asked about which SLC, the first respondents mentioned "IB." When the students were told that this is not an SLC *per se* the youngsters mentioned that they had chosen International Studies but added that the heavy course requirements associated with earning the IB diploma precluded continuing in an "official" SLC. One student said she thought that IB was part of the Humanities and Social Science SLC. Other participants then volunteered that they were part of either sports medicine (or management) or "math and science."

Student comments confirmed that all had received ample information about the pending SLC choice as freshmen (and even earlier). One boy mentioned a "packet" of material he had received in the ninth grade about the "academies" they could choose to join effective with the start of the sophomore year.

One of the girls referenced a "quiz" she took that was clearly designed to "get at her interests" so she could narrow her possible choices of an SLC so she could select one that was compatible with her wishes. Others mentioned the *Naviance* online interest inventory telling the evaluators that "they agreed" with the conclusions gleaned from that survey. Some of the group members credited their "ninth grade counselors" with guiding them in the academy related decision.

All of these current juniors had been part of a freshman academy, but some viewed the concept negatively. One said, "We got stuck with the same people all day in the same environment the same corner of the school. It was not useful." Others disagreed saying that the freshman academy offered a "good transition" to high school for students who had previously been enrolled in different middle schools in three different communities.

Picking up on the criticism of the freshman academy for causing them to “be stuck with the same people all year,” the students were asked if that isn’t now true of their SLC’s, i.e. are they with the same people all day? Replies to this line of questioning revealed that members of an SLC are **not** clustered together throughout the school day, but rather only find themselves with fellow SLC members for a single “key” course and perhaps for a study hall. Students agreed that electives and other classes were populated with representatives from across the academy spectrum. One girl, for example, clearly indicated that while she is enrolled in sports medicine she is “with kids from other academies” for most of her classes except the one that specifically relates to her “major.” All seemed to agree that their English classes had members from “all SLC’s.” Group members said they shared guidance counselors by SLC but some cited instances where students had their counselor changed, apparently because some members of the guidance department had “too many” counselees.

These juniors all remembered taking some sort of inventory that was used to guide them in making a choice of academy. Asked if all got their “first choice” of SLC all agreed they had; there was no one in the group who was denied his/her first choice.

The students were also queried about their parents’ involvement in the decision relating to choice of SLC and the degree to which their parents had been informed. Most of the respondents said their parents had attended programs about SLC options and/or received literature describing the SLC plan and choices for students.

Regarding the feelings of their parents about the student’s SLC choice most said their parents were happy. Several indicated that parents like the idea of the SLC concept, but some said their parents thought “high school was too early” to begin concentrating on a subject discipline or a specific theme-based academy.

Asked about parental influence on the student’s individual choice of SLC, most said they and their parents agreed, but if not, said one young man, “I would opt for my choice anyway.” Consensus seemed to be that the ultimate decision maker on picking the SLC was the student himself, not the parent.

When it comes to the realization that the final years of high school will be spent “concentrating on a specific academy” rather than pursuing general studies most said they were “OK with that.” Group participants acknowledged that the SLC approach would help them make them segue to college where they would continue and expand on their pursuit of an “area of interest.”

A question was posed concerning how easy it would be to effect a change of SLC if a student became disenchanted with a choice of academy. Youngsters noted that a change “was allowed” at least up until the end of the sophomore year. Some thought it could happen later if there was “a good reason.” They said that would **not** include “not liking a teacher” or any similar rationale. Some of the members volunteered that, “it’s impossible to get a class assignment changed” after the first month of school.

Next followed a discussion of what factors influenced the SLC decision. Most said it was compatible with personal interests and plans. One said that a career of a family member influenced her while another said, "I chose what I was best in." Some cited the packets of materials they had received from the schools as being a factor in the choice of SLC. Returning to their experiences as ninth graders there was some acknowledgement that being in a freshman academy helped them "make the transition." One said he liked being in a "smaller" group environment, while another said he was looking forward to being in a "big" high school after middle school and he saw the division by academy as somewhat confining. Most, however, liked the competition among frosh academies as a positive. They cited vying for better grades and wearing one of three school colors denoting their academy allegiance.

Discussions shifted to the recent shift from a "traditional" nine period day to the current practice of block scheduling. Some said that the longer periods enabled teachers to "cover more" material and do more hands-on activities during the extended periods. The positive feelings about the block were not universal, however, with one boy saying, "I can't stand it." Others appeared to echo his sentiments. The consensus was that teachers knew how to manage the extended class time although they thought there were some "new teachers" who were unsure of teaching in the block system. About two-thirds of this student group spoke favorably about the switch to the block schedule.

Returning to a discussion of *IB* and *AP (Advanced Placement)* courses, some expressed that it had to be "one or the other." Those who were enrolled in *IB*, either seeking the diploma or a certificate expressed that there was little time for any other academic pursuits. Some respondents said that they saw *AP classes* as "strictly" preparing for the exam while they viewed *IB* as more in tune with the "pursuit of knowledge." One expressed that other students had told her, "I wish I knew more about *IB*." Those enrolled in *IB* said they also had to do community service and special projects to maintain their status in the program. They added that, "It's hard but it's worth it" noting that some of the courses like psychology are "college level."

There was almost universal agreement that the SLC or academy class work was helping these students (and by extension their peers) in preparing to eventually enter their chosen careers.

Finally, the students were asked about projects related to their keystone courses taken as sophomores.

Some respondents concluded by saying that the SLC program at RBRHS is "changing for the better" as teachers and other professional become more experienced and knowledgeable about the concept.

Summary:

This was an articulate and cooperative cross section of the junior class and by extension of the student body at large. Their comments and observations confirmed that the administration and faculty are keeping students and parents exceptionally well informed

about the workings of new approaches to teaching and learning including smaller learning communities (SLC), *International Baccalaureate* and block scheduling. These participants seemed happy with the choices they made and how those choices fit with their life and career plans. Their comments also tended to confirm that SLC choices were not made casually but rather forged through interest inventories and surveys and through guidance and counseling at the school and in the home.

The freshman academy, which serves as the precursor to the SLC, got mixed reviews with some extolling its virtues as a means of identifying with a small group rather than a large school. Others, however, saw it as limiting and would have preferred seeing more students during the course of the day.

One key item should be assessed: For the most part, it appears that members of an SLC are **not** together throughout the day, but are only scheduled to share a single SLC unique course. This may negate some of the anticipated mutual support advantages that are supposed to accrue from institutionalizing smaller learning communities within a large school.

Goals and Objectives

Red Bank Regional High School District applied for and was awarded a Smaller Learning Communities Grant (SLC). The focus of the application was the Performance Objectives and Timelines in which the district listed the objectives and intended activities for the project. During each visit, the evaluators interviewed the project director Ms. Risa Clay and high school principal and a number of other individuals associated with the grant. A focus groups was held with 11th grade students. The evaluators also reviewed and collected documentation to verify the level of completion, as of the date of the interim evaluation, of those activities listed. This is the fourth year of the grant, the third full year for the Freshman Academy and the first year that juniors are in SLC's. Teachers had received staff development in interdisciplinary teaching, differentiated instruction and teaching in the block from IDE. A voluntary paid weeklong summer workshop was held. Most of the other planned activities in the grant are underway in the school's current organization. By the end of the grant, it is anticipated that all sophomores, juniors and seniors will be in a career themed academy. Following is the schedule for implementation:

2008-09 All freshmen will be in the Freshman Academy, which actually began in 2007-08

2009-10 All sophomores will be in a themed academy

2010-11 All juniors will be in a themed academy

2011-12 All seniors will be in a themed academy

So far the district is right on target. The following section reviews proposed activities for each objective and provides baseline data that will be used for comparison of district results during the grant.

Objective I: To improve the percentage of students in all subgroups who score proficient on the HSPA for both Language Arts and Math by 10 % each year.

The district listed the following activities to reach this objective:

- Schedule students for "catch up" classes
- Distribute GEPA data to 9th grade teachers and provide professional development
- Provide lunch time and after school tutoring
- Monitor individual student progress
- Implement Study Island and Kaplan curricula
- Improve rigor of coursework

Schedule students for "catch up" classes

Study halls are provided daily for 35 minutes opposite lunch. Students can attend for both language arts and math.

Distribute GEPA data to 9th grade teachers and provide professional development

This is being done, however, the GEPA has been replaced by the NJASK 8. Professional development which was previously provided in the past by IDE is now being done in-house.

Provide lunch time and after school tutoring

Lunchtime and after school tutoring and homework help are available in the library 4 days per week. Currently, due to labor issues, instructors are not from the RBRHS staff.

Monitor individual student progress

Student progress is continually monitored by guidance and administration.

Implement Study Island and Kaplan curricula

Study Island is available in all disciplines. It is utilized in classrooms, for homework and in after school tutoring. Criterion, a web-based writing program is also being utilized.

Improve rigor of coursework

The principal reports that the program rigor is being increased through the International Baccalaureate (IB) and the keystone courses.

HSPA

The High School Proficiency Assessment (HSPA) is a state test initially given in the junior year. Students who are not exempted must pass the test in order to graduate. Re-tests are administered in the senior year. The Special Review Assessment (SRA) was an alternative process through which students demonstrated their proficiency. That process has been replaced by the Alternative High School Assessment (AHSA).

The district administers S-TESTS as practice assessments for the HSPA to sophomores at the same time that juniors take the HSPA. This year is the first time that data is available for students that have been in the SLC's. The tables below contain historical and baseline data for comparison purposes. The tables below contain baseline data that will be compared to the same cohort's HSPA results and current sophomores in the final report.

LANGUAGE ARTS LITERACY

RBRHS 10th Grade S-TESTS 2009-10 Language Arts Literacy by Subgroup

YEAR	N	% PARTIALLY PROFICIENT	% PROFICIENT	% ADVANCED PROFICIENT
All Students	272	15.8	53.7	30.5
General Education	225	2.7	60.4	36.9
Special Education	47	78.7	21.3	0.0

The pass rate for general students on the LAL portion of the 2009-10 S-Tests was significantly higher for general students than all students at the .001 level. This is due to the high rate of failures for the special education population.

RBRHS 10th Grade S-TEST Language Arts Literacy – All Students

YEAR	N	% PARTIALLY PROFICIENT	% PROFICIENT	% ADVANCED PROFICIENT
2007-08	250	9.2	48.4	42.4
2008-09	281	14.2	59.1	26.7
2009-10	272	15.8	53.7	30.5

The pass rate for all 10th grade students taking the LAL portion of the 2009-10 S-Tests declined 6.6 percentage points from the base year of 2007-08. The difference is statistically significant at the .05 level.

RBRHS S-TEST Language Arts Literacy – General Education

YEAR	N	% PARTIALLY PROFICIENT	% PROFICIENT	% ADVANCED PROFICIENT
2007-08	202	4.5	46.0	49.5
2008-09	234	4.7	63.7	31.6
2009-10	225	2.7	60.4	36.9

The pass rate for general 10th grade students taking the LAL portion of the 2009-10 S-Tests increased 1.8 percentage points from the base year of 2007-08. The difference is not statistically significant.

RBRHS 10th Grade S-TEST Language Arts Literacy – Special Education

YEAR	N	% PARTIALLY PROFICIENT	% PROFICIENT	% ADVANCED PROFICIENT
2007-08	48	29.2	58.3	12.5
2008-09	47	61.7	36.2	2.1
2009-10	47	78.7	21.3	0.0

The pass rate for special education 10th grade students taking the LAL portion of the 2009-10 S-Tests decreased 49.5 percentage points from the base year of 2007-08. The difference is statistically significant at the .001 level.

The general students who went through the 9th grade academy and the first year of the SLC program did better on the LAL portion of the S-Tests than those of the base year. However the total population did significantly worse due to the high number of failures in the special education population.

Math

RBRHS 10th Grade S-TESTS 2009-10 Math by Subgroup

YEAR	N	% PARTIALLY PROFICIENT	% PROFICIENT	% ADVANCED PROFICIENT
All Students	272	30.5	41.9	27.6
General Education	225	18.7	48.0	33.3
Special Education	47	87.2	12.8	0.0

The pass rate for general students on the Math portion of the 2009-10 S-Tests was significantly higher for general students than all students at the .01 level. This is due to the high rate of failures for the special education population.

RBRHS 10th Grade S-TEST Math – All Students

YEAR	N	% PARTIALLY PROFICIENT	% PROFICIENT	% ADVANCED PROFICIENT
2007-08	250	29.6	42.0	28.4
2008-09	281	34.5	42.3	23.1
2009-10	272	30.5	41.9	27.6

The pass rate for all 10th grade students taking the Math portion of the 2009-10 S-Tests declined 0.9 percentage points from the base year of 2007-08. The difference is not statistically significant.

RBRHS 10th Grade S-TEST Math – General Education

YEAR	N	% PARTIALLY PROFICIENT	% PROFICIENT	% ADVANCED PROFICIENT
2007-08	202	21.8	46.0	32.2
2008-09	234	26.5	47.0	26.5
2009-10	225	18.7	48.0	33.3

The pass rate for general 10th grade students taking the LAL portion of the 2009-10 S-Tests increased 3.1 percentage points from the base year of 2007-08. The difference is not statistically significant.

RBRHS 10th Grade S-TEST Math – Special Education

YEAR	N	% PARTIALLY PROFICIENT	% PROFICIENT	% ADVANCED PROFICIENT
2007-08	48	62.5	25.0	12.5
2008-09	47	74.5	19.1	6.4
2009-10	47	87.2	12.8	0.0

The pass rate for special education 10th grade students taking the Math portion of the 2009-10 S-Tests decreased 24.7 percentage points from the base year of 2007-08. The difference is statistically significant at the .01 level.

The general students who went through the 9th grade academy and the first year of the SLC program did better on the Math portion of the S-Tests than those of the base year. However the total population did worse due to the high number of failures in the special education population.

The following data are for first-time 11th graders and were taken from NJDOE reports to the district. Those tables are followed by data on students graduating through the SRA/AHSA process. The historical data were added as part of the baseline for comparison purposes as the grant activities progress. The 2009-10 data were added, however, few if any of the changes indicated below can as yet be attributed to grant activities because the 2009-10 juniors were not yet included in either the Freshman Academy or the SLC's. This analysis will appear in the final report when HSPA data will be available for the 2010-11 juniors. This cohort will be the first to have completed the Freshman Academy and been in an SLC since their sophomore year,

LANGUAGE ARTS LITERACY

RBRHS HSPA 2009-10 Language Arts Literacy by Subgroup

YEAR	N	% PARTIALLY PROFICIENT	% PROFICIENT	% ADVANCED PROFICIENT	MEAN SCALE SCORE
All Students	271	8.1	68.6	23.2	233.4
General Education	234	1.3	72.6	26.1	238.6
Special Education	29	41.4	51.7	6.9	206.7
English Language Learners	11	63.6	36.4	0.0	184.5

In 2009-10, the pass rate and mean scale score for general education students in Language Arts Literacy exceeded the others sub-groups.

RBRHS HSPA Language Arts Literacy – All Students

YEAR	N	% PARTIALLY PROFICIENT	% PROFICIENT	% ADVANCED PROFICIENT	MEAN SCALE SCORE
2005-06	265	12.1	58.1	29.8	232.4
2006-07	266	9.0	64.3	26.7	233.4
2007-08	296	15.9	73.3	10.8	223.7
2008-09	260	9.6	70.8	19.6	230.9
2009-10	273	8.1	68.6	23.2	233.4

In 2009-10, the pass rate and mean scale score for all students in Language Arts Literacy increased over the previous year.

RBRHS HSPA Language Arts Literacy – General Education

YEAR	N	% PARTIALLY PROFICIENT	% PROFICIENT	% ADVANCED PROFICIENT	MEAN SCALE SCORE
2005-06	212	1.4	61.3	37.3	242.4
2006-07	220	1.4	66.8	31.8	241.0
2007-08	232	1.7	84.8	13.8	234.9
2008-09	206	3.4	72.3	24.3	237.8
2009-10	234	1.3	72.6	26.1	238.6

In 2009-10, the pass rate for General Education students in Language Arts Literacy increased from the previous year as did the percentage of students scoring in the advanced proficient range and the mean scale score increased.

RBRHS HSPA Language Arts Literacy – Special Education

YEAR	N	% PARTIALLY PROFICIENT	% PROFICIENT	% ADVANCED PROFICIENT	MEAN SCALE SCORE
2005-06	35	40.0	60.0	0	205.9
2006-07	35	34.3	62.9	2.9	206.8
2007-08	42	59.5	40.5	0	186.5
2008-09	42	26.2	71.4	2.4	210.5
2009-10	30	41.4	51.7	6.9	206.7

In 2009-10, the pass rate and mean scale score for special education students in Language Arts Literacy decreased over the previous year.

RBRHS HSPA Language Arts Literacy – Limited English Proficient

YEAR	N	% PARTIALLY PROFICIENT	% PROFICIENT	% ADVANCED PROFICIENT	MEAN SCALE SCORE
2005-06	18	83.3	16.7	0	167.1
2006-07	11	81.8	18.2	0	164.9
2007-08	24	83.3	16.7	0	173.1
2008-09	12	58.3	41.7	0	183.6
2009-10	11	63.6	36.4	0	184.5

In 2009-10, the pass rate and mean scale score for English language learners in Language Arts Literacy decreased from the previous year, however, there was a small increase in the mean scale score.

A much higher proportion of students scoring partially proficient for Language Arts Literacy is found in the special population categories of special education and limited English proficiency.

2009-10 RBRHS HSPA Language Arts Literacy by Gender

YEAR	N	% PARTIALLY PROFICIENT	% PROFICIENT	% ADVANCED PROFICIENT	MEAN SCALE SCORE
Female	140	5	63.6	31.4	238.0
Male	131	11.5	74.0	14.5	228.5

In 2009-10, the pass rate and mean scale score for girls in Language Arts Literacy exceeded the boys.

RBRHS HSPA Language Arts Literacy – Female

YEAR	N	% PARTIALLY PROFICIENT	% PROFICIENT	% ADVANCED PROFICIENT	MEAN SCALE SCORE
2005-06	143	5.6	56.6	37.8	240.3
2006-07	126	7.9	50.0	42.1	239.1
2007-08	158	13.9	72.2	13.9	227.6
2008-09	128	7.0	65.6	27.3	234.3
2009-10	140	5.0	63.6	31.4	238

In 2009-10, the pass rate and mean scale score for girls in Language Arts Literacy increased over the previous year.

RBRHS HSPA Language Arts Literacy – Male

YEAR	N	% PARTIALLY PROFICIENT	% PROFICIENT	% ADVANCED PROFICIENT	MEAN SCALE SCORE
2005-06	122	19.7	59.8	20.5	223.2
2006-07	140	10.0	77.1	12.9	228.2
2007-08	138	18.1	74.6	7.2	219.3
2008-09	132	12.1	75.8	12.1	227.5
2009-10	131	11.5	74	14.5	228.5

In 2009-10, the pass rate and mean scale score for boys in Language Arts Literacy increased over the previous year.

2009-10 RBRHS HSPA Language Arts Literacy by Ethnicity

YEAR	N	% PARTIALLY PROFICIENT	% PROFICIENT	% ADVANCED PROFICIENT	MEAN SCALE SCORE
White	183	1.6	68.1	30.2	240.4
Black	37	16.2	75.7	8.1	222.4
Asian	2	50.0	50.0	0	196.0
Hispanic	48	22.9	66.7	10.4	217.2
Other	2	50.0	50.0	0	202.5

A much higher proportion of students scoring partially proficient in Language Arts was found in the minority population categories.

RBRHS HSPA Language Arts Literacy – White

YEAR	N	% PARTIALLY PROFICIENT	% PROFICIENT	% ADVANCED PROFICIENT	MEAN SCALE SCORE
2005-06	198	2.0	61.1	36.9	242.7
2006-07	205	3.4	65.9	30.7	238.7
2007-08	207	3.4	81.2	15.5	234.4
2008-09	186	2.7	72.3	25.0	238.4
2009-10	183	1.6	68.1	30.2	240.4

In 2009-10, the pass rate and mean scale score for White students in Language Arts Literacy increased over the previous year.

RBRHS HSPA Language Arts Literacy – Black or African American

YEAR	N	% PARTIALLY PROFICIENT	% PROFICIENT	% ADVANCED PROFICIENT	MEAN SCALE SCORE
2005-06	32	28.1	62.5	9.4	210.4
2006-07	23	21.7	69.6	8.7	222.6
2007-08	30	26.7	73.3	0	210.0
2008-09	27	25.9	70.4	3.7	209.5
2009-10	37	16.2	75.7	8.1	222.4

In 2009-10, the pass rate for Black or African American students in Language Arts Literacy increased over the previous year, as did the mean scale score.

RBRHS HSPA Language Arts Literacy – Asian

YEAR	N	% PARTIALLY PROFICIENT	% PROFICIENT	% ADVANCED PROFICIENT	MEAN SCALE SCORE
2005-06	3	0	33.3	66.7	250.3
2006-07	5	0	60.0	40.0	251.0
2007-08	3	0	100	0	229.3
2008-09	0	0	0	0	0
2009-10	2	50	50	0	196.0

There were no Asian students tested in 2008-09 and only 2 in 2009-10.

RBRHS HSPA Language Arts Literacy – Hispanic or Latino

YEAR	N	% PARTIALLY PROFICIENT	% PROFICIENT	% ADVANCED PROFICIENT	MEAN SCALE SCORE
2005-06	32	59.4	37.5	3.1	189.4
2006-07	31	38.7	51.6	9.7	202.6
2007-08	55	58.2	41.8	0	190.5
2008-09	45	28.9	64.4	6.7	212.2
2009-10	48	22.9	66.7	10.4	217.2

In 2009-10, the pass rate and mean scale score for Hispanic or Latino students in Language Arts Literacy increased over the previous year.

RBRHS HSPA Language Arts Literacy – American Indian or Alaska Native

YEAR	N	% PARTIALLY PROFICIENT	% PROFICIENT	% ADVANCED PROFICIENT	MEAN SCALE SCORE
2005-06	0	-	-	-	-
2006-07	2	0	50.0	50.0	246.0
2007-08	1	0	100	0	232.0
2008-09	0	0	0	0	0
2009-10	1	0	100	0	238.0

There were no American Indian or Alaska Native students tested in 2008-09.

2009-10 RBRHS HSPA Language Arts Literacy by Economics

YEAR	N	% PARTIALLY PROFICIENT	% PROFICIENT	% ADVANCED PROFICIENT	MEAN SCALE SCORE
Economically Disadvantaged	39	28.2	64.1	7.7	212.2
NON-Economically Disadvantaged	232	4.7	69.4	25.9	237

Economically advantaged students scored better on Language Arts subtest than economically disadvantaged students in 2009-10.

RBRHS HSPA Language Arts Literacy – Economically Disadvantaged

YEAR	N	% PARTIALLY PROFICIENT	% PROFICIENT	% ADVANCED PROFICIENT	MEAN SCALE SCORE
2005-06	32	43.8	43.8	12.5	202.4
2006-07	15	40	53.3	6.7	207.9
2007-08	27	48.1	51.9	0	200.2
2008-09	38	31.6	68.4	0	207.2
2009-10	39	28.2	64.1	7.7	212.2

In 2009-10, the pass rate and mean scale score for economically disadvantaged students in Language Arts Literacy increased over the previous year.

RBRHS HSPA Language Arts Literacy – Non-Economically Disadvantaged

YEAR	N	% PARTIALLY PROFICIENT	% PROFICIENT	% ADVANCED PROFICIENT	MEAN SCALE SCORE
2005-06	233	7.7	60.1	32.2	236.6
2006-07	251	7.2	64.9	27.9	234.9
2007-08	269	12.6	75.5	11.9	226.1
2008-09	222	5.9	71.2	23.0	234.9
2009-10	232	4.7	69.4	25.9	237.0

In 2009-10, the pass rate and mean scale score for Non-Economically Disadvantaged students in Language Arts Literacy increased over the previous year.

RBRHS HSPA Language Arts Literacy Passing Rate –All Students

YEAR	N	N NOT PASSING	% NOT PASSING	N PASSING	% PASSING	MEAN SCALE SCORE
2005-06	265	32	12.1	233	87.9	232.4
2006-07	266	24	9.0	242	91.0	233.4
2007-08	296	47	15.9	249	84.1	223.7
2008-09	260	25	9.6	235	90.4	230.9
2009-10	271	22	8.1	249	91.8	233.4

The percentage of juniors passing the Language Arts Literacy part of the HSPA increased 7.7 percentage points from the base year of 2007-08. That increase is statistically significant at the .01 level. This year’s pass rate also increased 1.4 points from the previous year, however that change is not statistically significant. The mean scale score also increased over both last year and the base year.

Mathematics:

RBRHS HSPA 2009-10 Math Literacy by Subgroup

YEAR	N	% PARTIALLY PROFICIENT	% PROFICIENT	% ADVANCED PROFICIENT	MEAN SCALE SCORE
All Students	271	18.5	60.5	21.0	225.9
General Education	234	10.7	65.4	23.9	231.7
Special Education	29	58.6	37.9	3.4	194.3
English Language Learners	11	100	0	0	173.7

In 2009-10, the pass rate and mean scale score for general education students in math exceeded the others sub-groups.

RBRHS HSPA Mathematics – All Students

YEAR	N	% PARTIALLY PROFICIENT	% PROFICIENT	% ADVANCED PROFICIENT	MEAN SCALE SCORE
2005-06	266	22.6	52.6	24.8	224.0
2006-07	263	14.8	58.6	26.6	228.3
2007-08	295	20.3	58.6	21.0	223.9
2008-09	260	17.3	60.0	22.7	225.9
2009-10	271	18.5	60.5	21.0	225.9

In 2009-10, the pass rate and mean scale score for all students in Math decreased from the previous year, however, the mean scale score remained the same.

RBRHS HSPA Mathematics – General Education

YEAR	N	% PARTIALLY PROFICIENT	% PROFICIENT	% ADVANCED PROFICIENT	MEAN SCALE SCORE
2005-06	212	9.5	59.7	30.8	233.9
2006-07	219	3.7	64.4	32.0	236.9
2007-08	231	7.8	65.4	26.8	233.4
2008-09	206	7.8	64.1	28.2	233.9
2009-10	234	10.7	65.4	23.9	231.7

In 2009-10, the pass rate for General Education decreased previous year, as did the mean scale score.

RBRHS HSPA Mathematics – Special Education

YEAR	N	% PARTIALLY PROFICIENT	% PROFICIENT	% ADVANCED PROFICIENT	MEAN SCALE SCORE
2005-06	37	62.2	35.1	2.7	190.9
2006-07	34	67.6	32.4	0	189.7
2007-08	42	59.5	40.5	0	190.6
2008-09	42	50.0	47.6	2.4	197.3
2009-10	30	58.6	37.9	3.4	194.3

In 2009-10, the pass rate and mean scale score for special education students in Math decreased over the previous year.

RBRHS HSPA Mathematics – Limited English Proficient

YEAR	N	% PARTIALLY PROFICIENT	% PROFICIENT	% ADVANCED PROFICIENT	MEAN SCALE SCORE
2005-06	18	94.4	5.6	0	176.0
2006-07	11	81.8	18.2	0	175.3
2007-08	24	79.2	20.8	0	185.4
2008-09	12	66.7	33.3	0	188.3
2009-10	11	100	0	0	173.7

In 2009-10, the pass rate and mean scale score for English Language Learners in Math decreased over the previous year.

A much higher proportion of students scoring partially proficient in Math was found in the special population categories of special education and limited English proficiency.

2009-10 RBRHS HSPA Math by Gender

YEAR	N	% PARTIALLY PROFICIENT	% PROFICIENT	% ADVANCED PROFICIENT	MEAN SCALE SCORE
Female	140	16.4	62.9	20.7	226.3
Male	131	20.6	58	21.4	225.5

In 2009-10, the pass rate and mean scale score for girls in math exceeded the boys.

RBRHS HSPA Mathematics – Female

YEAR	N	% PARTIALLY PROFICIENT	% PROFICIENT	% ADVANCED PROFICIENT	MEAN SCALE SCORE
2005-06	144	15.3	58.3	26.4	228.6
2006-07	126	11.9	56.3	31.7	229.9
2007-08	158	22.8	62.0	15.2	220.4
2008-09	128	16.4	64.8	18.8	226.7
2009-10	142	16.4	62.9	20.7	226.3

In 2009-10, the pass rate and for girls in math remained the same, however the mean scale score decreased slightly from the previous year.

RBRHS HSPA Mathematics – Male

YEAR	N	% PARTIALLY PROFICIENT	% PROFICIENT	% ADVANCED PROFICIENT	MEAN SCALE SCORE
2005-06	122	31.1	45.9	23.0	218.7
2006-07	138	18.1	60.1	21.7	226.7
2007-08	137	17.5	54.7	27.7	227.9
2008-09	132	18.2	55.3	26.5	225.1
2009-10	131	20.6	58	21.4	225.5

In 2009-10, the pass rate for boys in math decreased from the previous year, however, the mean scale score increased slightly.

2009-10 RBRHS HSPA Math by Ethnicity

YEAR	N	% PARTIALLY PROFICIENT	% PROFICIENT	% ADVANCED PROFICIENT	MEAN SCALE SCORE
White	183	9.9	62.1	28	234.1
Black	37	27.0	70.3	2.7	210.6
Asian	2	0	50	50	237.0
Hispanic	48	43.8	47.9	8.3	207.3
Other	2	50.0	50	0	199.5

A much higher proportion of students scoring partially proficient in math was found in the minority population categories of Black or African American and Hispanic or Latino.

RRHS HSPA Mathematics – White

YEAR	N	% PARTIALLY PROFICIENT	% PROFICIENT	% ADVANCED PROFICIENT	MEAN SCALE SCORE
2005-06	198	9.1	60.1	30.8	233.9
2006-07	203	8.9	59.6	31.5	234.3
2007-08	206	4.9	66.0	29.1	236.0
2008-09	188	6.9	64.4	28.7	233.7
2009-10	183	9.9	62.1	28	234.1

In 2009-10, the pass rate for white students in math decreased from the previous year, however, the mean scale score increased slightly.

RRHS HSPA Mathematics – Black or African American

YEAR	N	% PARTIALLY PROFICIENT	% PROFICIENT	% ADVANCED PROFICIENT	MEAN SCALE SCORE
2005-06	33	60.6	33.3	6.1	196.8
2006-07	23	34.8	56.5	8.7	208.6
2007-08	30	56.7	40.0	3.3	195.3
2008-09	28	46.4	53.6	0.0	199.4
2009-10	37	27	70.3	2.7	210.6

In 2008-09, the pass rate and mean scale score for Black or African American in math increased over the previous year.

RRHS HSPA Mathematics – Asian

YEAR	N	% PARTIALLY PROFICIENT	% PROFICIENT	% ADVANCED PROFICIENT	MEAN SCALE SCORE
2005-06	3	0	33.3	66.7	247.7
2006-07	5	0	80.0	20.0	238.8
2007-08	3	33.3	66.7	0	210.7
2008-09	0	0	0	0	0
2009-10	2	0	50	50	237.0

There were no Asian test takers in 2008-09.

RBRHS HSPA Mathematics – Hispanic or Latino

YEAR	N	% PARTIALLY PROFICIENT	% PROFICIENT	% ADVANCED PROFICIENT	MEAN SCALE SCORE
2005-06	32	68.8	28.1	3.1	188.7
2006-07	31	45.2	48.4	6.5	199.7
2007-08	55	58.2	40.0	1.8	194.9
2008-09	44	43.2	45.5	11.4	209.3
2009-10	48	43.8	47.9	8.3	207.3

In 2009-10, the pass rate and mean scale score for Hispanic or Latino in math decreased from the previous year.

RBRHS HSPA Mathematics – American Indian or Alaska Native

YEAR	N	% PARTIALLY PROFICIENT	% PROFICIENT	% ADVANCED PROFICIENT	MEAN SCALE SCORE
2005-06	0	-	-	-	-
2006-07	2	0	50.0	50.0	254.5
2007-08	1	0	100	1	210.0
2008-09	0	0	0	0	0
2009-10	1	100	0	0	231

There were no American Indian or Alaska Native test takers in 2008-09.

2009-10 RBRHS HSPA Math by Economics

YEAR	N	% PARTIALLY PROFICIENT	% PROFICIENT	% ADVANCED PROFICIENT	MEAN SCALE SCORE
Economically Disadvantaged	39	48.7	48.7	2.6	202.4
NON-Economically Disadvantaged	232	13.4	62.5	24.1	229.9

Economically advantaged students scored better on the math subtest than economically disadvantaged students in 2009-10.

RBRHS HSPA Mathematics – Economically Disadvantaged

YEAR	N	% PARTIALLY PROFICIENT	% PROFICIENT	% ADVANCED PROFICIENT	MEAN SCALE SCORE
2005-06	32	53.1	34.4	12.5	200.4
2006-07	15	60.0	33.3	6.7	195.2
2007-08	27	48.1	51.9	0	196.1
2008-09	38	44.7	50.0	5.3	198.3
2009-10	39	48.7	48.7	2.6	202.4

In 2009-10, the pass rate for Economically Disadvantaged students in math decreased from the previous year, however, the mean scale score increased.

RBRHS HSPA Mathematics – Non-Economically Disadvantaged

YEAR	N	% PARTIALLY PROFICIENT	% PROFICIENT	% ADVANCED PROFICIENT	MEAN SCALE SCORE
2005-06	234	18.4	55.1	26.5	227.3
2006-07	249	12.4	59.8	27.7	230.2
2007-08	268	17.5	59.3	23.1	226.7
2008-09	222	12.6	61.7	25.7	230.6
2009-10	232	13.4	62.5	24.1	229.9

In 2009-10 the pass rate and mean scale score for Non-Economically Disadvantaged students in Math decreased from the previous year.

RBRHS HSPA Mathematics Passing Rate –All Students

YEAR	N	N NOT PASSING	% NOT PASSING	N PASSING	% PASSING	MEAN SCALE SCORE
2005-06	266	60	22.6	206	77.4	224.0
2006-07	263	39	14.8	224	85.2	228.3
2007-08	295	60	20.3	235	79.6	223.9
2008-09	260	45	17.3	215	82.7	225.9
2009-10	27	50	18.5	221	81.5	225.9

The percentage of juniors passing the math part of the HSPA increased 1.9 percentage points from the base year of 2007-08, however that change was not statistically significant. This year's pass rate increased 1.2 points from the previous year

and was not statistically significant. The mean scale score also increased when compared to the base and equaled that of the previous year.

Graduation Type RBRHS (%)

	2006-07	2007-08	2008-09	2009-10
Passed HSPA	85.7	85.1	81.7	86.1
SRA/AHSA	11.3	4.9	7.6	5.2
APA	0	0	0	0.4
Exempt	2.9	10.1	9.7	8.3

The percentage of students being graduated having passed the HSPA is the highest it has been in the past 4 years. This table will be updated when the 2010-11 data become available.

Objective II: To improve the graduation rate of all student by 0.5% each year

The district is carrying out the following activities to reach this objective:

- Schedule students for "catch up" classes
- Provide lunch time and after school tutoring
- Monitor individual student progress
- Implement Study Island and Kaplan curricula
- Improve rigor of coursework
- Institute dual credit program with community colleges

The districts progress with these activities with the exception of “Institute dual credit program with community colleges” is reported under Objective I above. A dual credit arrangement has been completed with Syracuse University for forensics. The district is looking to increase the number of partners.

The district’s graduation rates for the past 5 years are reported below. The grant activities began this year and would not account for any changes.

RBRHS Graduation Rate

YEAR	PER CENT
2005-06	96.9
2006-07	96.5
2007-08	98.5
2008-09	98.3
2009-10	99.6

The district's graduation rate is already quite high at 99.6%. The state average in 2008-09 was 93.3%. Plans are appropriate and should result in the maintenance of the high graduation rates. This table will be updated when the 2010-11 data become available.

RBRHS Dropout Rate

YEAR	PER CENT
2005-06	0.7
2006-07	0.3
2007-08	0.4
2008-09	0.2
2009-10	0.0

Only 2 students dropped out in 2008-09 and there was none in 2009-10. The state rate for 2008-09 was 1.7%. This table will be updated when the 2010-11 data become available.

Objective III: To increase the number of graduates who enroll in postsecondary education by 1% each year

The district is carrying out the following activities to reach this objective:

- Provide lunch time and after school tutoring
- Monitor individual student progress
- Improve rigor of coursework
- Institute dual credit program with community colleges
- Increase number of students enrolled in AP coursework
- Increase number of students enrolled in IB program
- All juniors will take PSATs
- All students will attend college fairs, college workshops
- Parent outreach programs targeting students at grade 8 for college initiatives

RBRHS SAT Results

	% TAKING THE TEST	MATH	VERBAL	ESSAY
2005-06	75	516	494	492
2006-07	80	498	500	504
2007-08	79	529	528	523
2008-09	69	523	515	508
2009-10	62	544	561	555

The percentage of students taking the SAT’s dropped somewhat, however all of the average subtest scores were highest of the 5-year period. This table will be updated when the 2010-11 data become available.

Post-Graduation Plans RBRHS (%)

	2005-06	2006-07	2007-08	2008-09	2009-10
4-year College/University	54.0	62.9	58.6	58.6	65.6
2-year College	33.3	28.2	36.2	31.7	27.0
Other College	0	0.4	0	0.7	0
Other Post-secondary School	4.2	0	0	1.0	1.2
Military	0.7	0.4	0.7	0.7	1.6
Apprenticeship Program	0	0	0	0.3	0
Employment	3.9	1.9	0.4	2.1	2
Undecided	3.9	6.4	4.1	4.5	0
Other	0	0	0	0.3	2.4

Most of the district’s graduates already continue their education after high school. That percentage increased from 92% to 93.8% this past year. This table will be updated when the 2010-11 data become available.

Objective IV: To improve the attendance rate for all students by 0.5% each year

The district is doing the following activities to reach this objective:

- Monitor individual student attendance
- Attendance review committee to intervene with individual cases
- Home visits for students needing intervention
- Freshman academy monitors attendance of 9th grade attendance "offenders"
- Mentoring and support provided through advisory period

RBRHS Attendance

	PER CENT
2005-06	93.0
2006-07	94.2
2007-08	94.2
2008-09	94.5
2009-10	94.7

The average attendance rate for the state in 2009-10 was 94.7%. The district's attendance rate remained the same between 2006-07 and 2007-08, increased 0.3 percentage points between 2007-08 and 2008-09, and increased another 0.2 percentage points from 2008-09 to 2009-10. This is short of the target, but it must be emphasized that full impact of the program hasn't been experienced yet. This table will be updated when the 2010-11 data become available.

Objective V: To reduce the discipline statistics, specifically, the out of school suspension rates for all students, by 1% each year

The district is carrying out the following activities to reach this objective:

- Monitor individual student behavior
- Expand community service component as alternative for discipline infractions
- Family meetings for students in need of interventions (repeat offenders)
- Freshman academy monitors behavior of 8th grade discipline offenders
- Mentoring and support provided through advisory period

Evidence indicates that all of the above activities are all underway.

RBRHS Suspension Rate

	PER CENT
2005-06	11.2%
2006-07	5.3%
2007-08	3.5%
2008-09	5.9%
2009-10	4.8%

Red Bank Regional students are already pretty good citizens. The state average suspension rate in 2008-09 was 14%. The 2009-10 out of school suspension rate decreased to 4.8%. This table will be updated when the 2010-11 data become available. This objective is already being met.

Objective VI: To increase the number of students enrolled in IB and AP courses by 10% each year

The district is carrying out the following activities to reach this objective:

- Summer enrichment programs for students
- Implementation of AVID program
- Provide lunch time and after school tutoring
- Monitor individual student and subgroup progress
- Improve rigor of coursework
- Parent outreach programs getting students at grade 8 for college Initiatives
- Mentoring and support provided through advisory period

Evidence indicates that all of the above activities are all underway.

Another measure of student achievement is the Advanced Placement program. Classes follow rigorous prescribed curricula leading up to spring exams. Colleges may then accept the test results for credits or placement purposes. It appears that all of the students enrolled in AP courses take the tests. Students may also take the tests if they haven't taken the course. This table will be updated when the 2010-11 data become available.

RBRHS AP Exam Participation

Test	2005-06	2006-07	2007-08	2008-09	2009-10
Art History	17	27	16	24	26
Biology	5	16	17	30	28
Chemistry	7	3	4	0	5
Computer Science A	5	8	4	6	8
Computer Science AB	1	4	4	4	0
Economics-Micro	0	7	0	0	0
Eng. Lang. & Comp.	39	61	26	27	26
Eng. Lit. & Comp.	27	44	51	42	40
European History	7	15	20	24	17
French Language	9	8	13	11	8
Human Geography	0	0	0	0	23
Latin- Lit	3	2	8	7	0
Latin - Virgil	0	0	0	0	2
Calculus AB	7	26	14	29	22
Calculus BC	0	0	9	6	6
Music Theory	9	10	9	5	6
Physics B	0	23	18	20	13
Physics C- E & M	4	4	8	13	10
Physics C -Mechanics	4	4	8	13	10
Spanish Language	24	23	22	26	42
Statistics	0	0	28	9	26
Studio Art 2D Design	1	0	1	1	0
Studio Art -Drawing	6	4	5	7	8
US History	17	22	19	17	16
Total	194	310	304	322	342

The numbers of AP tests taken by RBRHS students has increased. This table will be updated when the 2010-11 data become available.

RBRHS Advanced Placement Participation for grades 11 & 12

SCHOOL YEAR	PER CENT
2005-06	20.4
2006-07	29.6
2007-08	25.5
2008-09	29.0
2009-10	36.1

RBRHS's Advanced Placement participation rate has increased to 36.1% and compares favorably with the state average, which was 19% in 2008-09. Pursuant to current policy, all students in AP classes take AP exams. This table will be updated when the 2010-11 data become available.

RBRHS Advanced Placement Scores 3 or Higher

SCHOOL YEAR	NUMBER	%
2005-06	127	65.5
2006-07	217	70.0
2007-08	224	73.7
2008-09	197	61.2
2009-10	177	51.8

The percentage of RBRHS students likely to receive college credit for AP classes decreased this passed year. This table will be updated when the 2010-11 data become available.

The following was taken from the IB website: "The International Baccalaureate (IB) offers high quality programs of international education to a worldwide community of schools. The International Baccalaureate Diploma Program is a challenging two-year curriculum, primarily aimed at students aged 16 to 19. It leads to a qualification that is widely recognized by the world's leading universities."

The district is offering IB courses to a senior cohort of 23, a junior cohort of 22, and 5 or 6 students taking certification courses. Funding for the coordinator comes out of the SLC Grant. However, the remainder comes from the district budget, and there is a question if funding will continue. Professional development has been provided for all teachers connected with the program.

The district's plans are appropriate and should result in the desired outcome for this objective.

Objective VII: To increase the number of minority students who participate in sports and extra/co-curricular activities by 10% each year

The district is implementing the following activities to meet this objective.

- Monitor individual student participation
- "Summer Slam" and summer leadership programs
- Diversity training for coaches and activity advisors
- Activity fairs in the community and middle schools
- Coaching clinics at middle schools

Evidence indicates that all of the above activities with the exception of “Diversity training for coaches and activity advisors are all underway. The minority population at RBRHS as recorded on the NJDOE Website is presented below. This table will be updated when the 2010-11 data become available.

RBRHS Percent of Minority Students

	Total Enrollment	Number of Minority Students	Percent
2006-07	1110.0	298	26.8%
2007-08	1116.0	313	28.0%
2008-09	1113.5	340	30.5%
2009-10	1093.5	331	30.3%

In the tables below, students are counted for each activity in which they participate. That number is then divided by the official enrollments posted on the NJDOE Website. Therefore, it is possible for the percentage to be above 100.

RBRHS Percent of School Population Participating in Athletics

YEAR	N	WHITE		BLACK		HISPANIC/ LATINO		ASIAN		TOTAL MINORITY	
		N	%	N	%	N	%	N	%	N	%
2006-07	873	738	66.5%	60	5.4%	66	5.9%	9	0.8%	135	12.1%
2007-08	880	754.5	67.6%	60.5	5.4%	59	5.3%	5	0.4%	124.5	11.2%
2008-09	842	725	65.1%	67	6.0%	43	3.9%	7	0.6%	117	10.5%
2009-10	781	662	60.5%	55	5.0%	54	4.9%	9	0.8%	118	10.8%

Minority participation in athletics has increased this year, but not by 10%. This table will be updated when the 2010-11 data become available.

RBRHS Percent of School Population Participating in Activities

YEAR	N	WHITE		BLACK		HISPANIC/ LATINO		ASIAN		TOTAL MINORITY	
		N	%	N	%	N	%	N	%	N	%
2006-07	1110	906	81.6%	75	6.8%	76	6.8%	17	1.5%	168	15.1%
2007-08	1116	1200	81.5%	109	7.9%	146	9.2%	19	1.3%	227	18.5%
2008-09	1113.5	899	80.7%	63	5.7%	80	7.2%	21	1.9%	164	14.7%
2009-10	1240	999	91.4%	116	10.6%	89	8.1%	8	0.7%	213	19.5%

Minority participation in student activities increased this year by 4.8 percentage points. The increase from 164 to 213 minority participants equals a 29.8% in the number of minorities participating. This table will be updated when the 2010-11 data become available.

Commendations and Recommendations

Commendations:

1. The principal/project director is overseeing full implementation of the SLC plan in a logical, coherent fashion. Principal, Risa Clay, continues to effectively manage a smooth transition for the SLC plan as both principal and project director.
2. The administration is working as a cohesive unit has done an excellent job of keeping all constituent groups informed about planned changes.
3. The input of faculty and staff is genuinely sought and respected.
4. Programs for parents are thoroughly planned and delivered in a spirit that encourages interaction and participation in the process.
5. The *International Baccalaureate (IB)* curriculum appears to be compatible with the administration's desire for increased academic rigor at RBRHS.is functioning well as envisioned in the original project application.
6. Teachers and other professional staff are supportive of and involved in plans for the transition to a block schedule for 2009-2010. The recently introduced block schedule appears to be highly regarded by staff, students and parents.
7. Current ninth graders are knowledgeable about their options and choices for the sophomore year. Freshmen students are fully informed about their SLC choices for the sophomore year.
8. The freshman academy organization is serving to support the academic, social and emotional needs of ninth graders.
9. The principal is cognizant of the importance of including all of the student sub-groups (i.e. special education and ELL) in the academy organization.
10. Students must now write an essay explaining their choice of SLC. This will, no doubt, serve to make the selection process better.
11. The school's supervisors are knowledgeable about and supportive of the SLC initiative and are working with the principal and superintendent to insure the program's success. Supervisor Rob Donohoe has become an effective key player in managing positive change.
12. The administration and faculty have quickly implemented corrective measures to improve the student academy selection process.

13. Assignment of guidance counselors by SLC will facilitate more informed decisions by students and parents.
14. The new director of guidance is demonstrating leadership in ensuring that her department's personnel provide the full array of services associated with critical decision-making by students and their parents.

Recommendations:

1. At some point tuition students may have to be given consideration in choosing from any and all of the offered smaller learning communities.
2. The faculty and administration should continue to work to “win over” the few parents who may be resisting the organizational changes at the school.
3. Curriculum development and revision to accommodate academy courses should be ongoing.
4. Continued attention is needed to developing strategies to helping minority students improve their performance on the High School Proficiency Assessment (HSPA).
5. Parents should be asked to be part of the advisory boards and the administration should consider having senior students serve in some capacity. This year fully formed advisory boards should be operational.
6. Project leaders are urged to accelerate outreach to the local business community to enlist their involvement in the SLC initiative.
7. Provide diversity training for coaches and activity advisors and increase recruitment of minorities into activities.
8. Identification with the SLC's should go beyond keystone courses and common study halls. Faculty of core courses should be assigned as exclusively as possible to single SLC's
9. Consider the addition of capstone as well as keystone courses for each SLC.
10. Take measures to be certain that students are fully aware of the pros and cons of IB and AP classes so that they make carefully considered decisions regarding both.
11. Students in a given SLC should to be scheduled together for more classes each day if the concept is to fully function.

APPENDIX A

RBRHS Smaller Learning Communities

Focus Group: Junior Students-December 2010

1. Are you all juniors? Do you all live in Red Bank, Little Silver or Shrewsbury or are there some here from other communities?
2. Is everyone enrolled in a smaller learning community (academy) this year? What are some of the academies you belong to? If you're not in an academy, why not? Does your class schedule include a concentration in any subject or discipline if you're not in an academy?
3. What type of information did you get about your academy choices before you made your decision? Did your guidance counselor help you in making a decision? If so, how? Did you get into your first choice academy?
4. Did you take any kind of inventory to determine your possible career interests? If so, when?
5. Were you parents informed about your options? Do they approve of the idea of concentrating on an academy while you're in high school?
6. Did your **parents** endorse your choice of program?
7. What do **you** think about concentrating on a specific academy over the next two high school years?
8. What options do you have if you later find out you want to change your area of study? Is there anyone here who is unhappy with your academy choice? If so, what steps have you taken to make a change? How many of you have changed academies since the start of the sophomore year?
9. What factors influenced you in making your academy choice? i.e. clear idea of what you want to do after high school; parent or close relative is in this occupational field; my friends are in this academy; I like the teachers in this department; other (please specify).
10. Did you find being in a freshman academy helpful in making the transition to high school?
11. During the school day do you only have classes with fellow academy members?

12. Do you like the idea of being with mostly the same students during the in-school day?
13. What do you think of the block schedule now in place at RBRHS? How have your classes changed now that the instructional periods are longer than in the past?
14. What do you know about *International Baccalaureate (IB)* program? Is this something you aspire to join? How many of you are enrolled in the *IB* program? In *IB* courses?
15. What changes would you recommend in the academy selection process for younger students coming “up the ranks” after you?
16. Do you feel that the coursework in your academy is helping to prepare you for the future in pursuing your desired career?
17. Did you complete a keystone project? Tell us about it. Do you think that it should be done in your senior year?