

Rancocas Valley Regional High School School Profile 2016-2017



**VISION
2020**

Improve the future ... Respect the past

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School District Background and History

Rancocas Valley Regional High School District

The Rancocas Valley Regional High School District, located in historic Mount Holly, New Jersey, serves approximately 40 square miles of the five townships of Eastampton, Hainesport, Lumberton, Mount Holly, and Westampton. The nine-member RV Board of Education includes representatives from each of the five sending township districts.

Each of the communities served by the Rancocas Valley Regional High School District has its own elementary school district, governed by its own nine-member school board which oversees the school budget and educational needs of students in kindergarten through eighth grade. When the public school students in each of these districts graduate from eighth grade, they attend Rancocas Valley Regional High School (RVRHS).

HISTORY

Mount Holly

Settled in 1677 by Walter Reeves from land acquired from local Native Americans, Mount Holly serves as the county seat, occupying an area of 2.9-squaremiles. Mount Holly Township was incorporated in 1798 as one of New Jersey's initial 104 townships and operates under the Council-Manager form of municipal government. Mount Holly is part of the Third Congressional District, currently represented by Tom MacArthur (R), and the Seventh District of the New Jersey Legislature. The county is currently governed by a Republican-majority Board of Chosen Freeholders.

In the late 1950s, Mount Holly experienced the start of an economic decline as the result of a loss of several local industries. Initially, this loss of blue collar jobs was mitigated by increased employment at the nearby Fort Dix and McGuire Air Force bases. However, by 1980, the vacancy rate of Mount Holly climbed to 8.7% as a result of the downsizing of the military installations and commercial growth in the Philadelphia area. In 1995, Mount Holly received Urban Enterprise Zone status, providing tax incentives and assistance to local businesses.

RVRHS

In about 1845, the renowned Presbyterian minister, Samuel Miller, established the West Jersey Collegiate Institute, a school for boys on the corner of Ridgeway Street and Jacksonville Road, which remained operational until shortly before the Civil War. Although the building was destroyed by fire, the foundation was unearthed during the construction of Rancocas Valley Regional High School almost 100 years later.

In 1860, the old "Academy" erected in 1810 on the corner of Brainerd and Buttonwood Streets became known as the Public School. Miss Janie Jamison started a private school in the building

erected by the Reverend John Brainerd, followed several years later by the construction of a three-room school on Buttonwood Street. After the Civil War, Charles Aaron, the son of the great Baptist minister and abolitionist, operated the "Boys' Military Academy," an outstanding institution on Mount Holly Avenue between Ridgeway and Broad Streets.

Prior to the incorporation of the Mount Holly High School in 1895, the high school was a simple, country affair consisting of the highest two or three grades of the small public grammar school. Initially located in the public "Academy," the high school was moved to the "Four Room Building" with the improvement of the educational standards. With increasing enrollment, a new school housing elementary and high school grades was constructed in 1893 on Brainerd Street to replace the old "Academy". In 1908, the Samuel Aaron School was erected on Chestnut Street to educate the African-American children of the community. In 1912, the Mount Holly High School building was constructed on Brainerd Street.

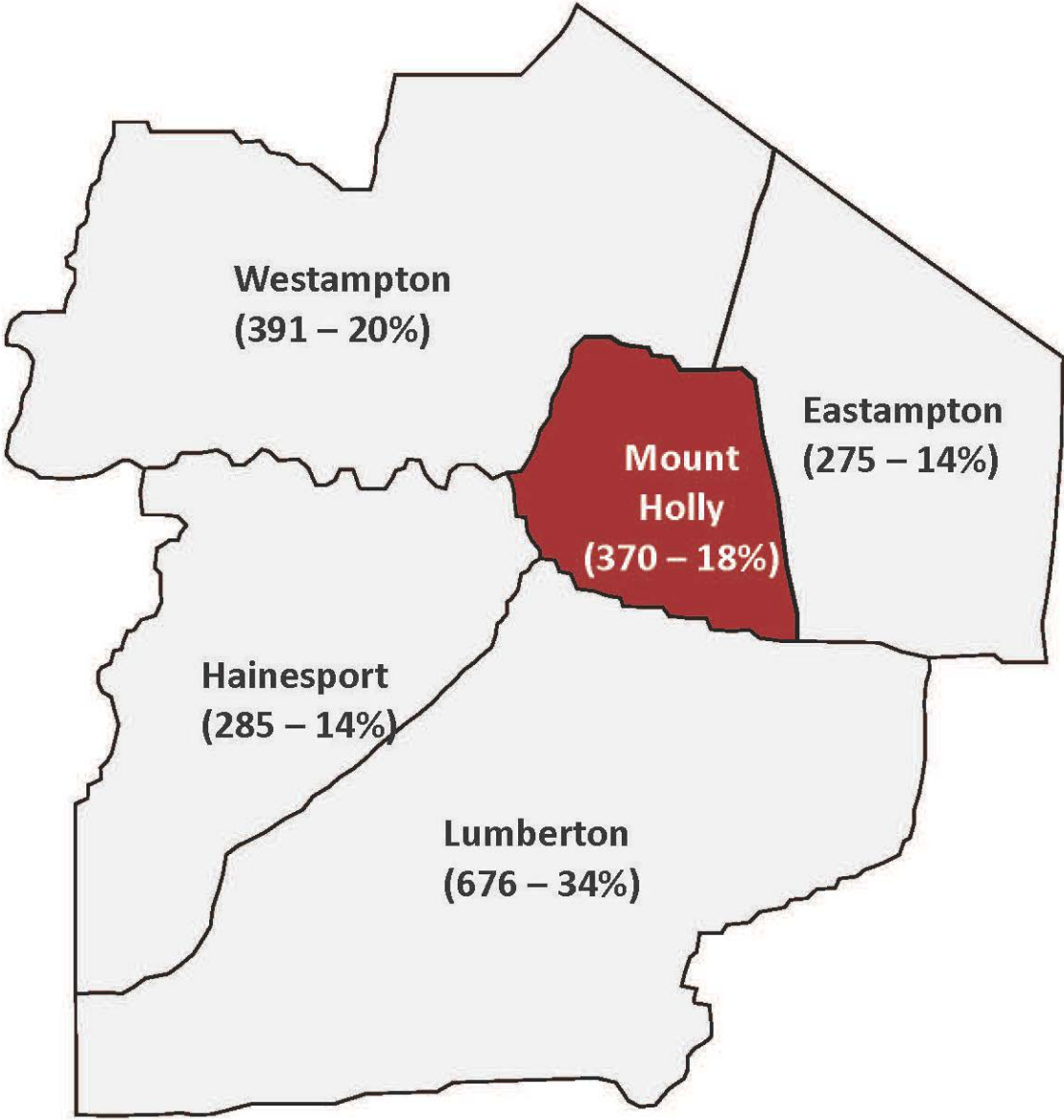
In 1937, a new high school, Rancocas Valley Regional, was approved by the voters at a cost of \$307,000 at a 3.5% interest rate. The colonial-style building, with a black slate roof surrounded by a tower and faced with a portico, was designed to accommodate 750 students in twenty-two classrooms.

The first addition to Rancocas Valley High School was an agriculture building in 1950, followed four years later by four new classrooms and a home economics and wood shop facility. Construction of twenty-two more classrooms, cafeteria, music wing, and new gymnasium began in 1957. The present-day "C" wing was completed in 1966, with the addition of classrooms and a new library. A five-million-dollar renovation project started in 1985, resulting in upgrades to the existing physical plant, including the "Old Auditorium" and courtyard. Subsequent additions to the main campus have included the "D" wing classrooms, the Performing Arts Center (PAC), and the conversion of the old girls' gymnasium into the new Media Center.

More recently, in 2003, land was acquired off of Powell Road in Eastampton for the construction of the RV Athletic Complex. In 2009, the district acquired the vacant Eastampton Middle School building, which was renovated to house business offices and the FLIP Program. In 2014, RVRHS proudly unveiled its new multipurpose turf field and lighted stadium on the main campus.

The current superintendent of the Rancocas Valley Regional High School District, Dr. Christopher Heilig, is the ninth superintendent in school history. As of September 2016, the enrollment for the Rancocas Valley Regional High School District is 2,101 students.

The Rancocas Valley Regional High School District Encompasses 40 Square Miles:



Governance and Organization

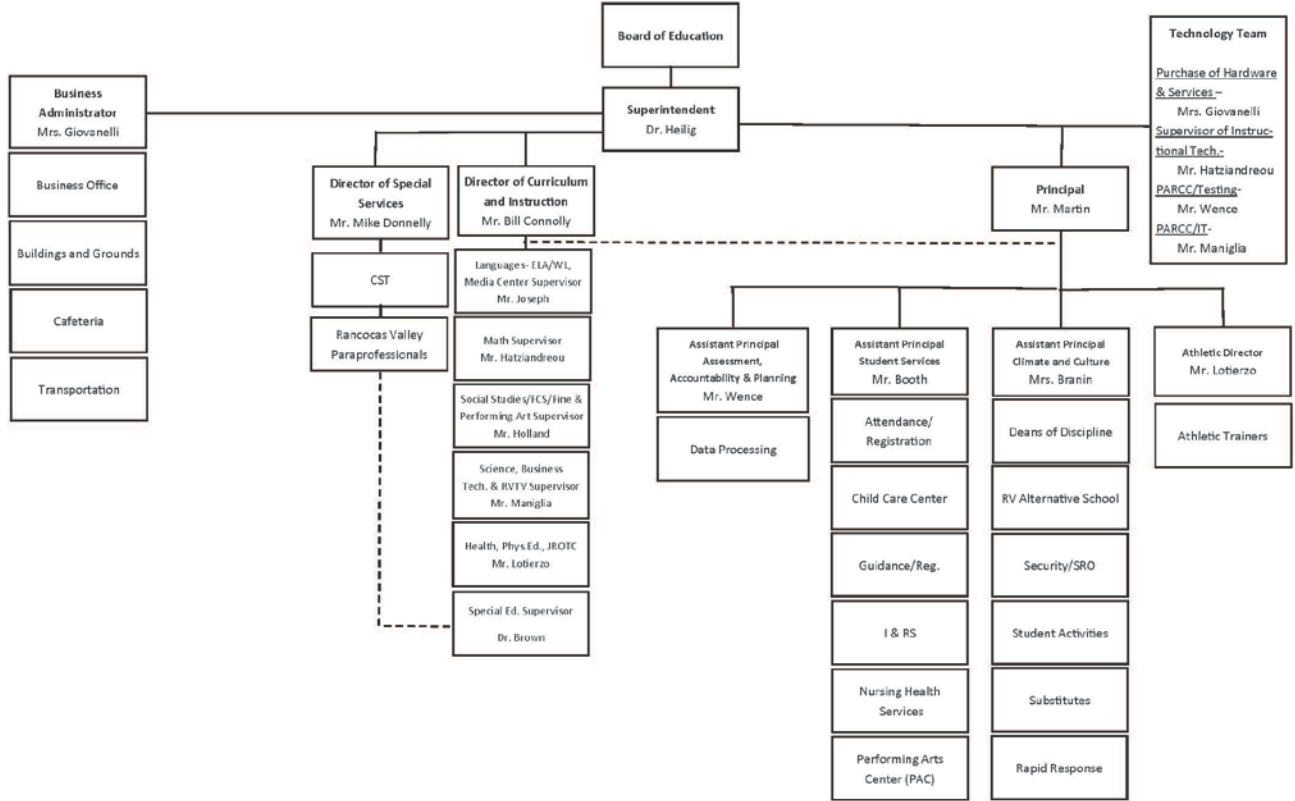
The Board of Education

RVRHS is governed by nine Board members, comprising two representatives each from Mount Holly and Westampton, three from Lumberton, and one each from Eastampton and Hainesport. Board members are elected each November for three-year terms. The president and vice president are elected from among board members during the annual reorganization meeting, for a one-year term.

Members of the 2015-2016 Board of Education, experience, and the date that their term expires:

Mount Holly	Lumberton	Eastampton	Hainesport	Westampton
Richard Alaimo 36 years exp. Term expires: 12/31/17	Diane Solan (Vice-President) 7 years exp. Term expires: 12/31/18	John LaPierre 6 years exp. Term expires: 12/31/17	Eric Fueger 2 years exp. Term expires: 12/31/16	Charles Miller (President) 19 years exp. Term expires: 12/31/18
Allan Hollowell 2 years exp. Term expires: 12/31/17	Robert Sapp 2 years exp. Term expires: 12/31/16			Robert Mungo 4 years exp. Term expires: 12/31/18
	Luis Don 6 months exp. Term expires: 12/31/16			

RVRHS Organization Chart 2016-2017



Revised: 8-23-16

Personnel

Profile Criteria	Criteria Outcome
Advanced Degrees:	90
Administration, Average Years of Experience in District:	12
Administration, Average Years of Experience in State:	12
Teacher, Average Years of Experience in District:	13
Teacher Average Years of Experience in State:	13
Average Teacher Salary:	\$73,067.92
Average Administration Salary:	\$116,439.43
Number of Certificated Staff:	170
Number of Non-Certificated Staff:	66

Certificated Personnel Job Titles:

Superintendent
Business Administrator
Principal
Assistant Principals-3
 Assess. Acct. & Planning
 Student Services
 Climate and Culture
Directors-2:
 Curriculum & Instruction
 Special Services

Supervisors-7:
 ELA/World Languages/Media
 Mathematics
 Social Studies/Family & Consumer Science/Fine & Performing Arts
 Science/Business/Technology
 Health & Physical Education/JROTC
 Special Education
Deans: 3
Counselors: 7
Student Assistance Counselor 2
Student Activities Coordinator 1
Teachers: 170
Accountant: 1
Treasurer: 1
Sign Language Interp.: 1
School Nurse 3

Non-Certificated Personnel:

Paraprofessionals: 8
Confidential Secretaries: 3
 Superintendent
 BA/BS
 Principal
Secretaries (12-month): 18
Secretaries (10-month): 3
HR Coordinator: 1
Maintenance: 7
 Maintenance Foreman: 1
 Custodians: 13
Custodial Foreman: 1
Data Processing Coordinator: 1

STUDENTS

Enrollment: 2101

Ethnic Subgroups:

White	1172	55.90%
Black	561	26.80%
Hispanic	209	10%
Asian	143	6.80%
American Indian	10	0.50%
Pacific Islander	6	0.30%

Graduation Rates:

Graduation Rate	4-year	5-year
2014-15	89.80%	93.40%
2015-16	90.50%	N/A

Test Scores:

PSAT/SAT

PSAT Fall 2015	Total	ERW	Math	Participation
Grade 10	Avg. score 922 44% met both benchmarks	Avg. score 465 92% met ERW benchmark	Avg. score 458 45% met math benchmark	464 test takers/475 enrolled = 98% participation
Grade 11	Avg. score 983 45% met both benchmarks	Avg. score 487 85% met ERW benchmark	Avg. score 496 46% met math benchmark	441 test takers/497 enrolled = 89% participation
SAT 2016	Total	ERW	Math	Participation
Grade 11: March	Avg. score 1129 68% met both benchmarks	Avg. score 565 85% met ERW benchmark	Avg. score 564 69% met math benchmark	62 test takers/497 enrolled = 12% participation
Grade 11: May	Avg. score 1120 68% met both benchmarks	Avg. score 555 80% met ERW benchmark	Avg. score 565 71% met math benchmark	87 test takers/497 enrolled = 18% participation

PARCC English Language Arts

ELA9 - Average Score			
	Spring 2015	Fall 2015	Spring 2016
PARCC	739	742	738
State	738	742	746
RV	726	752	750

ELA10 - Average Score			
	Spring 2015	Fall 2015	Spring 2016
PARCC	735	735	737
State	733	732	740
RV	721	738	746

ELA11 - Average Score			
	Spring 2015	Fall 2015	Spring 2016
PARCC	739	729	737
State	740	736	737
RV	712	751	730

PARCC Mathematics

Algebra I - Average Score			
	Spring 2015	Fall 2015	Spring 2016
PARCC	734	735	734
State	737	735	741
RV	726	759	742

Algebra II - Average Score			
	Spring 2015	Fall 2015	Spring 2016
PARCC	719	710	720
State	721	720	721
RV	714	737	725

Geometry - Average Score			
	Spring 2015	Fall 2015	Spring 2016
PARCC	732	724	732
State	729	728	732
RV	725	729	732

PARCC Attendance

	2014-2015	2015-2016 Fall	2015-2016 Spring
Math: absent	102/837 = 12.2%	24/627 = 3.8%	3/893 = 0.3%
Math: refusals	85/837 = 10.2%	4/627 = 0.6%	10/893 = 1.1%
LAL: absent	142/723 = 19.6%	37/829 = 4.5%	8/802 = 1.0%
LAL: refusals	247/723 = 34.2%	7/829 = 0.8%	10/802 = 1.2%

Class Sizes

Average Class Size: (2015-2016) = 24

Average Class Size by Content:

Content	Total	Average
Arts		24.8
Business		22.9
English		24.1
FACS		19.8
Health		25
History		26.5
Math		19.2
Phys. Ed		26.4
PLTW		19.1
ROTC		21.1
Science		24.6
Special Education		8.1
Technology		20.2
World Language		23.6

Achievement

13 Commended Students in the 2017
National Merit Program

Post High School Plans

Class of 2016 entering:				
4-Year College	2-Year College	Post-Secondary Institution	Employment	Military
54%	36%	3%	3%	4%

Curriculum and Instruction

V. Curriculum and Instruction

Rancocas Valley Regional High School offers a broad array of courses to suit the needs and fulfill the aspirations of its diverse student body. Each student is guided by counselors and other staff members to design a four-year program that is aligned with his/her interests, abilities, and future goals.

- **Levels of Instruction**

The overall program includes courses available on three distinct levels of instruction: AP, Honors, and College Prep — although all levels are not available for all courses. The depth and breadth of content, the cognitive demand of activities and assessments, a student’s degree of mastery of prerequisite skills and knowledge, and a student’s willingness and ability to work independently outside of the classroom are among the distinctions across the three levels. In addition, a special education student whose Individualized Education Plan (IEP) requires additional support and curricular modifications may be enrolled in other levels of instruction appropriate to his/her needs.

Advanced Placement (AP): The College Board must approve these course curricula, and students will be prepared to take optional AP assessments for possible college credit. Students enrolled in these classes often apply to highly competitive colleges, and they should possess a strong work ethic, have extensive interest in the course content, and be prepared for college-level work expectations — including possible summer work.

Honors: These local courses also require extensive prerequisite knowledge and sincere interest in the content area, and may include summer work and/or significant outside-of-classroom expectations. Students who are planning to apply to competitive colleges should consider these courses as preparation for post-secondary success.

College Prep: These local courses will prepare students for a two- or four-year college experience or for a career path. College prep classes are our most homogeneous, as they may include students who still may be developing certain skills, alongside peers who have strong experiences to draw upon.

- **Requirements for Graduation**

To receive a Rancocas Valley Regional High School diploma, students must meet the state graduation requirements in the following areas:

- **State-mandated testing:** With recent changes in the test New Jersey requires for graduation (the PARCC assessment) and the addition of alternative assessments (which will be accepted through 2019), this is a requirement that has seen dramatic change in the past two years. All students, with the exception of those

who are specifically exempted due to a specific disability or English proficiency level, must fulfill the testing requirement in order to receive a diploma.

- **Credit and course requirements:** Rancocas Valley requires students to earn 130 credits, with specific course requirements as follows:
 - 20 credits in English Language Arts
 - 15 credits in Mathematics, including Algebra I, Geometry, and a third year of mathematics that builds on the concepts and skills of algebra and geometry and that prepares students for college and 21st Century careers. For most students, that course is Algebra II.
 - 15 credits in Science, including laboratory Biology, laboratory Chemistry, Physics, or Environmental Science, AND a third inquiry-based course
 - 15 credits in Social Studies, including 10 credits in US History (I and II) and 5 credits in World History
 - 5 credits each year in Physical Education, Health/Fitness, and Safety
 - 5 credits in World Language
 - 5 credits in Visual or Performing Arts
 - 5 credits in Career Education, Family and Consumer Sciences, Life Skills, or Vocational Technical Education
 - 2.5 credits in Financial, Economic Business, and Entrepreneurial Literacy

- **Electives**

The credit requirements mentioned above — which some students may exceed in different departments based on future plans (ex. A student pursuing engineering would likely take 20 credits in mathematics) —also can be supplemented with our numerous elective offerings. Electives provide opportunities for students to pursue personal interests, enrich existing knowledge and skills, or even pursue a skill or knowledge previously not considered. In fact, any course taken over and above the required credit requirements above will result in elective credit. Many of our electives are nine-week courses, which provide additional opportunities for students with diverse interests.

As students advance and accrue more credits, our scheduling process provides more and more opportunities for electives; this is natural, because by their junior year, many students are devoting attention to plans for after graduation. Concentrating elective credit in an area(s) of interest and enjoyment should be balanced with pursuing electives that will enrich and prepare the student for those future goals.

- **Advanced Placement**

Advanced Placement (AP) classes are, by design, the most challenging courses we offer at Rancocas Valley. Because these courses are designed to be akin to introductory level college courses, the expectations for both background knowledge/skill and work ethic are high. AP is overseen by the College Board, to the degree that it audits our course curricula and provides the summative testing program, which is an option for students who wish to demonstrate their knowledge in order to earn college credit.

Rancocas Valley offers more than 15 AP courses in a variety of content areas, and we encourage students to challenge themselves. Although we strive for an inclusive program, we also want to counsel students and parents wisely. Some believe the road to AP is paved long before considering AP classes during the scheduling process: specifically, a student who has succeeded in challenging courses in middle school and has done well in our honors classes likely would be successful in AP. The cognitive and work demands of these courses require serious preparation and firm commitment.

- **Unique/Innovative Programs**

A school of our size benefits students by providing a broad array of unique programs to meet the needs, interests, and aspirations of RV's students and their families.

- **Family Connection:** all RV students and their families can use this life-planning program for career and college searches, as well as for the college application process.
- **College Accelerated Program (CAP):** Through agreements between RV and both Rowan College at Burlington County (RCBC) and Seton Hall University, students who earn at least a "C" in certain honors and AP classes can pay a modest fee and receive a college transcript grade for those courses. This program is another option for students, particularly those who may find AP testing to be challenging. All public New Jersey Higher Education Institutions must accept these credits.
- **Project Lead the Way (PLTW) Pathway to Engineering:** This four-year course of study combines our current math and science Honors/AP courses with PLTW electives. This dynamic curriculum offers real-world, hands-on learning for prospective engineering students. College credit through Rochester Institute of Technology is available to students who receive a passing grade on an extensive examination, who earn an 85% for the course, and who have completed a portfolio.
- **Child Development and Teaching Children in Their World:** These courses in our Family and Consumer Science department offer unique opportunities to participate in the "Baby Think It Over" project — which requires students to have

24/7 responsibility for an infant simulator — and in our RVRHS Playschool, an onsite playschool in which students research, plan, and prepare activities for the children.

- **Physical Education/Health Electives:** While offering four years of traditional health, driver’s education, and fitness classes, RV’s Health and PE department provides additional options enabling students to meet or exceed the H&PE requirement. These include classes in officiating, yoga, personal life design, strength and conditioning, dance, and more.
 - **Naval Junior Reserve Officers Training Corps (NJROTC):** This jointly sponsored U.S. Navy and secondary school citizenship and leadership program offers four levels of Naval Science, numerous opportunities for leadership and competition (including drill team, color guard, and fitness teams), and active involvement in many local and state ceremonies and activities; uniforms for all cadets are free.
 - **RVTV:** A fully operational television studio — staffed by students and supported by video, audio, and broadcasting curricula — is a vibrant part of the RV community. Filming most RV events and providing a student-run, daily morning news show, RVTV records RV history as it occurs but also provides rich experiences for students considering careers in the television/communication industries.
 - **Technology classes with STEM focus:** All of RV’s technology classes — which decades ago may have been termed “shop” classes — are enriched by principles of STEM (Science, Technology, Engineering, and Math). Problem solving and applications of math and science are rich components of these classes, which emphasize real-world and hands-on learning.
 - **Social Studies electives:** In addition to providing four AP courses, the social studies department also offers a diverse array of nine-week electives. An online Sociology class, Genocide Studies, Sports and History, and Introduction to Leadership are among the courses that exemplify the breadth of humanities topics these courses include.
- **Special Education**

Demographics

The Department of Special Services currently provides programs, related services, and supportive services to a range of students in the Rancocas Valley community. There presently are 458 students in the district classified as needing special education programming. Among these students are those who attend Rancocas Valley Regional High School, as well as Out-Of-District (OOD) placements. (This count does not include students attending BCIT or BCAHS). The current breakdown of students is:

Special Education Classification Demographics (2016-2017)

Code	Classification	Number
AI	Auditory Impairment	3
Aut	Autistic	31
CI	Communication Impaired	24
ESLS	Eligible for Speech/Language Services	4
ED	Emotionally Disturbed	30
Mild	Mild Cognitive Impairment	6
Moderate	Moderate Cognitive Impairment	2
MD	Multiply Disabled	94
OHI	Other Health Impaired	84
SLD	Specific Learning Disability	182
TBI	Traumatic Brain Injury	1

Special Education Students by Grade and Location (2016-2017)

Grade	RVRHS	(FLIP)	OOD
9	119	(7)	18
10	102	(11)	22
11	76	(5)	21
12	64	(7)	36
Total	361	(30)	97

Special Education Population by Year

Year	RVRHS	(FLIP)	OOD	Total
2016-2017	361	(30)	97	458
2015-2016	309	(29)	89	398
2014-2015	310	(24)	82	392
2013-2014	303	(16)	67	370

Evaluations/Child Find

Rancocas Valley maintains its responsibility to locate and identify those students who may require specialized services through state and federally mandated Child Find requirements. The Child Study Team responds to requests for evaluations initiated by students, parents, teachers, and/or administrators. The District considers all relevant factors delineated by the guidelines when responding to parent/guardian/staff concerns regarding student achievement and the presence of an educationally handicapping condition. When it appears as though an educationally relevant handicapping condition may exist, the team will proceed to multi-disciplinary evaluations.

The majority of students receiving special education services at the high school level have been identified prior to enrolling in high school. Any classifications received from the sending districts are accepted, and programs consistent with student IEPs are enacted without delay.

Referral, Evaluation, and Classification Rate

Year	Referred	Evaluated	Classified
2015-2016	20	10	9
2014-2015	14	6	6
2013-2014	24	10	8

Special Education Narrative

The Department of Special Services offers a range of special education class programs, placement, and related services on behalf of the diverse needs of our students. The programs include the following:

- A. **General Education Support:** Special Education Teachers and CST members acting as consultants provide support to students through reinforcement of accommodations, modifications, and goals during tutorials and student preps.
- B. **Consultation:** A formalized program whereby a special education teacher is assigned to a mainstream class to support the general education teacher and students. This may take the form of co-teaching.
- C. **In-Class Resource:** Special education teachers provide support to their students in a general education classroom via specialized instructional techniques, accommodations, and modifications.
- D. **Pullout Resource:** Special education teachers provide primary instruction to special education students who require highly specialized instruction and reinforcement of learning goals.
- E. **FLIP (Functional Life-skills Integrated Program):** Special Education teachers deliver academic and life-skills instructions to students focusing on post-school transitional activities (such as structured learning experiences).

- F. Out-Of-District: This is for those students requiring more intensive services than those offered in the school-based programs. Students may be placed in public or private school settings based on their need.
- G. Related Services: These include, but are not limited to: Speech/Language therapy, counseling, audiological support (e.g. signing and Teachers of the Deaf), Occupational Therapy, Physical Therapy, job coaching, Crisis Team referrals and support.

Least Restrictive Environment

Rancocas Valley Regional High School is committed to providing a free, appropriate public education (FAPE) within the least restrictive environment (LRE). The District's procedures are fully compliant with state and Federal laws and regulations. The District's Special Services Department provides support and technical assistance to IEP teams that have questions with regard to the provision of services to children with disabilities. Each IEP team first reviews the general education setting prior to considering more restrictive learning environments that will provide the student with the opportunity to gain meaningful educational benefit. IEP teams utilize classroom and assessment data to drive instruction, to determine the need for additional academic support, and to monitor student progress. District teachers and CST staff are provided with ongoing professional development on progress reporting and using data to adjust programming to meet students' needs within the least restrictive environment. The re-evaluation cycle also presents additional opportunities to re-examine a student's needs, which are highly individualized.

Rancocas Valley works with the five sending districts to help students make the transition to high school. This includes informing them of District programming as well as collaborating on the upcoming educational program recommendations. The District seeks to provide programming within the least restrictive environment, along with transitional supports to advance each student's adjustment to the high school setting.

Once at Rancocas Valley, the collaborative teams work with the student on a range of goals and objectives designed to build the skill sets needed for them to make meaningful educational progress and to move to greater levels of independence. IEPs are designed with the intent of promulgating each student's ability to progress to greater levels of independence. Programming is available to support each student's movement to successful educational achievement (including academic, social-emotional, organizational, and communication functioning) in increasingly less restrictive settings.

Non-Resident Student Oversight

In addition to those students who are registered as residing within the five sending communities, Rancocas Valley Regional High School serves as the host district for high school students residing in any of the nine group homes located within district boundaries. Although some of these students do not have special education needs, many do. The District consults with the Local Educational Authorities (LEAs) for each student and assumes either full-oversight or case management-oversight of these students. If the student is a child with a disability, the District seeks to provide the student with the appropriate program and placement based on the existing IEP (when available). The District ensures programming in the Least Restrictive Environment (LRE) for students residing in the group homes or foster care. When existing records are not available, the District may recommend Home Instruction as an interim educational program until such a time that a valid IEP can be located or created by the District Team. The District complies with all state and federal laws with regard to students so placed. As of October 1, 2016, there are 43 students residing in group homes who are registered at Rancocas Valley Regional High School.

In addition to those students residing in group homes, the District also maintains responsibility for those students who are designated as homeless. The District Child Study Team continues to act as case manager for such students, who may be placed at Rancocas Valley Regional High School or OOD placements. The District complies with all state and federal obligations for these students as well.

- Staff Development

RV's foundational principles of professional development of staff:

- Aiming for a clearer connection between educator learning and student learning, we are determined to create a culture of educators engaged in professional learning — as opposed to educators “receiving” professional development.
- Professional learning goals must be closely aligned to educator and school goals, and they must be derived from results and relevant data.
- Research and best practices have shown that some of the most effective professional learning is job-embedded, ongoing, and provides opportunities for choice by participants.
- We will go beyond fulfilling our required obligations for educator training and aim for innovative ways to offer professional learning opportunities that include both the aspirational and inspirational.

- Our SCIP team, administrative team, instructional coaches, and staff will be actively engaged in reviewing and helping refine this plan not just annually, but throughout the school year.

The Rancocas Valley Regional High School Board of Education generously provides at least five full days for professional development for staff each year. In addition, twice-per-month, department and staff meetings are held — which sometimes will include elements of staff development. Our New Teacher Orientation program, held in August, is a four-day experience for our new staff members and includes training on teacher/staff evaluation, a tour of the school and community, an overview of the mentoring program, and numerous workshops on many facets of our entire program. All new staff members receive a mentor, are supported by instructional coaches, are invited to a variety of support and information sessions, and participate in visits to other teachers' classrooms to observe instructional strategies and learning behaviors.

- Curricular Development

Rancocas Valley Regional High School is in the process of revising and refining its approach to curricular development. Historically, a variety of approaches to curricular development — including Understanding by Design (UBD) — were instituted. The district will be returning to a format that incorporates elements of UBD, but that also honors some recent, successful work by teachers on curriculum revision. In addition, there are processes already in place to add courses to our program of studies, which have led to the creation of some successful curricular programs. A more formal curriculum writing protocol was piloted in the spring/summer 2016, and the full phase of the new curricular development process will include the following elements:

- A five- or six-year curriculum revision process
- Formation of curriculum writing teams, supported by professional development
- Formal proposal processes and meetings to decide the addition and deletion of courses, and configuration changes
- In-person and online collaboration to involve input from all members of departments for final products
- Formal process for approval of instructional materials (books, programs, online services, et al)
- Ongoing revision of the Program of Studies to reflect career paths and complementary courses across disciplines, and a formal process for independent study opportunities

Extracurricular Activities

RVRHS Student Activities

Club

Advisor(s)

Action for Africa

Ms. S. Shelley, Mrs. L. Chadwick

African American Club

Ms. D. Aromando, Mr. S. Jenkins

Anime Club

Mrs. D. Holzschuh

Art Society

Mrs. S. Pulla

Asian Student Association

Mrs. J. Mohammed

Athletic Trainers

Mr. J. McHugh

Autism Awareness Club

Mrs. C. Bruchanksy, Ms. S. McDonald

Band (marching, front)

Mr. D. Britton

Beautiful Bodies

Mrs. K. Papenberg, Mrs. K. Svensen

Book Club

Mrs. D. Venuto, Mrs. D. Vizzacco

Burlington Co. Youth & Govt.

Mrs. J. Mohammed

Card-Board Club

Mr. K. Dziuba

Chamber Choir/Ensembles

Mr. G. Mech

Cheerleading

Ms. L. Maira/Ms. A. White

Class Activities

Seniors – Chief D. Aupperle, Mrs. A. Trump,
Mrs. C. Gray
Juniors – Mrs. J. Welde, Ms. A. White
Sophomores- Ms. J. Twomey,
Ms. Hunt
Freshman- Ms. Maira, Mrs. Redfield

Concert Percussion Ensemble

Mr. D. Britton

Connection Club

Mrs. K. Carlson

Creative Writing Club

Mrs. A. Morey

Crochet for Cancer	Mrs. C. Alspach, Mrs. I. Toomey
Dance Team	Mrs. A. Wagner, Ms. S. Loyer
Diabetic Warriors	Ms. J. Becker & Mrs. M. Bacon
Environmental Club	Ms. R. Perkins
Fellowship of Christian Athletes	Mr. D. Haussman, Ms. D. Aromando, Mr. Collura
The Food Group	Mr. J. Freitag, Mrs. B. Heiba
French Club	Mrs. K. Pope
French Honor Society	Mrs. K. Pope
Future Business Leaders of America	Mrs. C. Gray, Mr. R. Rowan
GSA (Gay Straight Alliance)	Mrs. L. Cvetnich, Mr. S. Joseph
Guitar Club	Mr. P. Schwenger
Hip Hop Club	Mrs. K. Papenberg
History Club	Mr. T. Snyder
Holly Spirit (school newspaper)	Mrs. M. Panter
Horses	Mrs. C. Ashcroft
Humanitarian Club	Mrs. C. Gonzalez, Ms. M. Thornton
Indoor Guard/Percussion Ensemble	Mr. D. Britton
Interact (Rotary)	Cmdr. DeJong, Chief D. Aupperle, Ms. J. Becker, Mrs. K. Evans
International Cultures Club	Mrs. N. Beck
International Thespian Society	Mr. M. Pliskin
Italian Club	Mrs. T. Nale
Italian Honor Society	Mrs. T. Nale
Jazz Ensemble	Mr. D. Britton
Key Club	Mrs. B. Bunting, Mrs. S. Redfield

Law Club	Mr. T. Pietrofitta
Literary Magazine	Ms. E. Reilly, Mrs. A. Morey
L.O.U.D. Club (Ladies of Unique Distinction)	Mrs. J. White
Lumos (Harry Potter Club)	Mrs. C. Chait
Math Honor Society	Mr. Hatziandreou
Math League	Mr. TJ Colling
Model UN	Mrs. J. Mohammed, Mrs. C. Alspach
National Art Honor Society	Mrs. S. Pulla
National Honor Society	Mrs. C. Alspach, Mrs. J. Welde
NJROTC/Drill Team	Cmdr. B. DeJong, Chief D. Aupperle
O.O.P.S. Club (Opinions on Professional Sports)	Mr. J. Dzurainin
Payton's Pals	Mrs. C. Payton
Peer Leaders	Ms. E. Bratty, Mr. G. Corcoran
Ping Pong	Mr. C. Gaskill
R.A.D.D. (Red Devils Against Distracted Decisions)	Mrs. A. Hemphill, Ms. B. Marquess, Ms. R. Perkins
Rancocas Valley Animal Alliance	Mr. M. Ciociola, Mrs. A. Littleford
Red and White Night	Mr. G. Corcoran, Ms. E. Bratty, Mr. M. Heiser
Red Oak (yearbook)	Mrs. C. Pugliese
Relay for Life	Mr. S. Rose
Robotics Team	Mr. H. Hans
RV Academic Cards	Mrs. J. Rosenthal
RV Devil Dash	Ms. D. Aromando

RV Fitness Program	Ms. D. Aromando, Mrs. A. Rennie, Ms. B. Marquess, Chief Aupperle
RVTV Media Club	Mr. N. Marmarou, Mr. Jason Sapp
Sign Language Club	Ms. B. Wig
Ski Club	Mr. J. Adamiak, Mrs. A. Littleford
Smash Club (Classic Video Games)	Mr. M. Pliskin
Spanish Club	Mrs. L. Chiavuzzo, Ms. I. Costa
Spanish Honor Society	Mrs. N. Beck, Mrs. V. Soares
Stand Up 2 Cancer	Mrs. M. Panter
Step Team	Mrs. M. Addison, Mrs. D. Poteat
String Ensemble	Mr. D. Britton
Student Council	Mrs. J. Rosenthal, Ms. E. Bratty, Mrs. Gerry, Ms. Burke
Students Helping India	Mrs. C. Gonzalez
SJFOOD (Student Journalist Focused on Outstanding Dining Society)	Mr. N. Marmarou, Mrs. M. Panter
S.U.B. (Stand Up to Bullying)	Mrs. A. Littleford
Team M.E.G.A.	Mr. K. Higgins
The Art 21 Club	Mr. D. Wright
Thespian Society	Mr. M. Pliskin
Varsity Club	Ms. D. Aromando, Ms. L. Hoyer, Mr. T. Lotierzo, Mr. A. Cooney, Ms. P. Enos, Ms. B. Marquess

RVRHS Athletics

FALL	WINTER	SPRING
Cheerleading	Basketball B - Varsity	Baseball - Varsity
Cross Country - B	Basketball B - JV	Baseball- JV
Cross Country - G	Basketball B - Freshman	Baseball - Freshman
Field Hockey - Varsity	Basketball G - Varsity	Golf
Field Hockey - JV	Basketball G - JV	Lacrosse B - Varsity
Field Hockey - Frosh	Basketball G - Frosh	Lacrosse B - JV
Football Varsity	Swimming - G	Lacrosse B - Frosh
Football - JV	Swimming - B	Lacrosse G - Varsity
Football - Freshman	Winter Track - B	Lacrosse G - JV
Soccer B - Varsity	Winter Track - G	Lacrosse G - Frosh
Soccer B- JV	Winter Cheerleading	Softball - Varsity
Soccer B - Frosh	Wrestling - V	Softball - JV
Soccer G - Varsity	Wrestling - JV	Softball - Frosh
Soccer G - JV		Tennis B - Varsity
Soccer G - Freshman		Track - G
Tennis G - Varsity		Track - B
Volleyball G - Varsity		Volleyball B - Varsity
Volleyball G - JV		Volleyball B - JV
Volleyball G - Freshman		Volleyball - B - Frosh
Total = 25		

FACILITIES

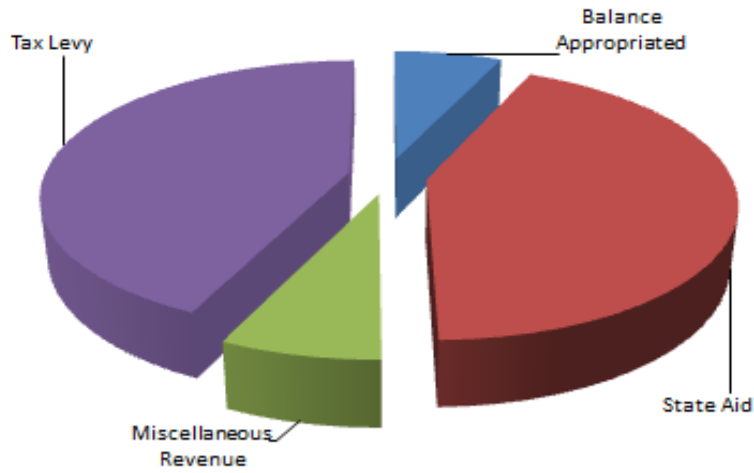
Rancocas Valley Regional High School District, located in historic Mount Holly, serves approximately 40 square miles of the suburban townships: Eastampton, Hainesport, Lumberton, Mount Holly and Westampton. The five municipalities comprise 39.66 square miles in Burlington County. Rancocas Valley Regional High School is the second largest regional high school in Burlington County and comprises a high school and the annex.

The Rancocas Valley Regional High School was built on the ruins of the West Jersey Collegiate Institute, a private school for boys abandoned at the time of the Civil War. Mount Holly High School was founded in 1895 and, after a vote to establish a regional high school, opened its doors in 1937. As student occupancy increased, additions to the original structure were made in 1947, 1953, 1957, 1962, and 1965. In early the 2000s, an addition was completed which included more classroom space, the Performing Arts Center, a gym, locker rooms and a weight room. The most recent renovation was in 2014, for the Bill Gordon Field and sports stadium.

The Rancocas Valley Regional High School Annex on Smithville Road in Eastampton Township is home to the district's business offices and the Functional Life Skills Integrated Program (FLIP), a special education program run by the district. The building formerly housed the Eastampton Middle School.

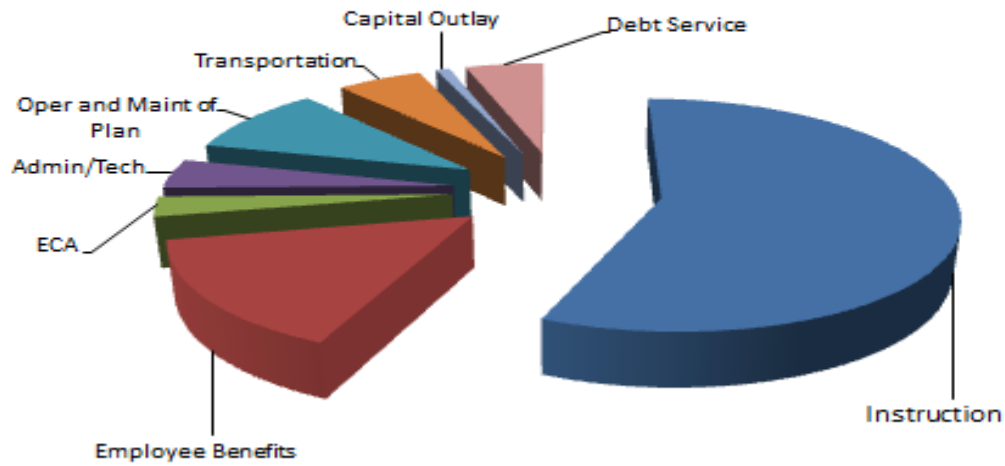
FINANCES

Where the money comes from...Revenues 2011-2012



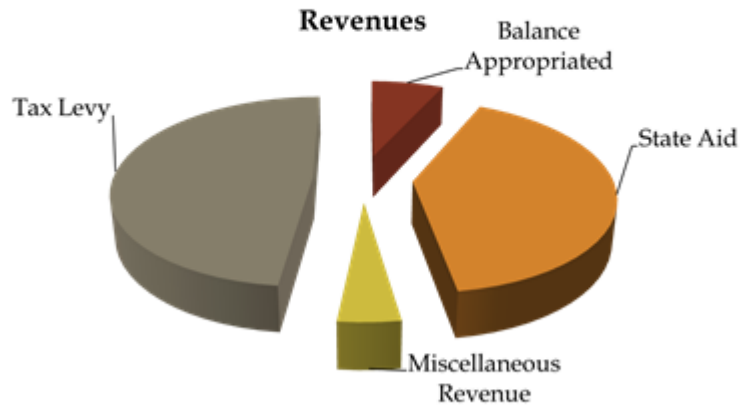
Tax Levy	\$16,189,072	43.11%
State Aid	\$16,184,122	43.09%
Miscellaneous Revenue	\$ 2,657,580	7.08%
Balance appropriated	<u>\$ 2,523,986</u>	<u>6.72%</u>
	<u>\$37,554,760</u>	<u>100.0%</u>

Where the money goes...Expenditures 2011-2012



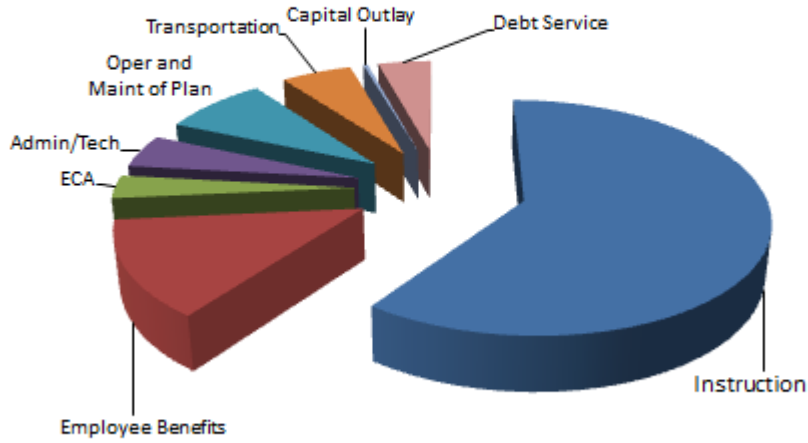
Instruction	\$21,230,837	56.53%
Employee Benefits	\$ 5,775,500	15.38%
Operations and Maintenance of Plan	\$ 3,598,750	9.58%
Transportation	\$ 2,086,900	5.56%
Debt Service	\$ 1,916,009	5.10%
Administration/Technology	\$ 1,557,799	4.15%
Extracurricular Activities	\$ 1,050,965	2.80%
Capital Outlay	<u>\$ 338,000</u>	<u>.90%</u>
	<u>\$37,554,760</u>	<u>100.0%</u>

Where the money comes from...Revenues 2016-2017



Tax Levy	\$17,968,240	45.51%
State Aid	\$16,782,916	42.51%
Balance appropriated	\$ 2,706,017	6.85%
Miscellaneous Revenue	<u>\$ 2,025,081</u>	<u>5.13%</u>
	<u>\$39,482,254</u>	<u>100.0%</u>

Where the money goes...Expenditures 2016-2017



Instruction	\$23,728,256	60.09%
Employee Benefits	\$ 5,298,590	13.42%
Operations and Maintenance of Plan	\$ 3,282,657	8.31%
Transportation	\$ 2,220,501	5.62%
Administration/Technology	\$ 1,856,221	4.70%
Debt Service	\$ 1,665,155	4.23%
Extracurricular Activities	\$ 1,285,980	3.26%
Capital Outlay	\$ 144,894	.37%
	<u>\$39,482,254</u>	<u>100.0%</u>

DEMOGRAPHICS

The US Census Bureau Reports for 1980, 1990, 2000, and 2010 indicates growth in three communities: Hainesport, Lumberton and Westampton, while Eastampton and Mount Holly reported declining populations.

Municipality	1980	1990	2000	2010
Eastampton	3,814	4,962	6,202	6,069
Hainesport	3,236	3,249	4,126	6,110
Lumberton	5,236	6,705	10,461	12,559
Mount Holly	10,818	10,639	10,728	9,536
Westampton	3,383	6,004	7,217	8,813

The following information is from Fall Enrollment Reports (ASSA) for the five constituent elementary districts. The five-year-average is 1,993 students per year.

Municipality	2011	2012	2013	2014	2015
Eastampton	311	308	280	297	272
Hainesport	207	238	235	275	277
Lumberton	660	685	675	666	678
Mount Holly	395	388	367	378	361
Westampton	411	393	404	408	398
Total	1984	2012	1961	2024	1986

Concerns

a. Levels of Instruction

Like many high schools, Rancocas Valley has traveled a winding path over the past three decades with regard to levels of instruction. Our current staff includes those who recall when we offered at least five instructional levels (from “AP” to “general”), resulting in what was a tracking system. In the 1990s, heterogeneous grouping replaced homogeneously grouped classes, and subsequent changes in the years that followed have led to the current system — which primarily is a two-level system (honors and college prep). [AP and our special education groupings serve smaller populations of students.]

Numerous forums and discussions with stakeholders over the past year have included persistent questions about the future of levels at RV. Questions we are challenged to ask, as part of our process of addressing the issue, include:

- What effects does the two-level system have on curriculum and instruction? What data and evidence do we have to support those claims?
- How does the two-level system serve the needs of students with disabilities? Of gifted students? Students who, perhaps, fall in the middle of those two groups? Does the system have a negative effect on any of those groups?
- What would be the effects of adding another level between honors and CP?
- Can scheduled intervention periods be used to support students who are struggling in an honors- or CP-level class?

We will need to use relevant data and wide discussion of the impact of our decisions — along with full consideration of our vision and mission — to take our next step in what is NOT an isolated, programmatic decision, but rather a crucial one, central to our mission as a school.

b. Professional time

Rancocas Valley has been running a block schedule for twenty years, and although the schedule has been tweaked slightly for different reasons, instructional time always has been our primary focus. By now, we all are aware of the relevant factors when a class is 9 weeks vs. 18 weeks, when there is a

longer gap between certain courses, and so forth. Over the years, we have struggled to build – or even maintain – time for teacher collaboration. With the increasing demand of state mandates — including the burgeoning PARCC assessment — a large percentage of available professional time is dedicated to what could be termed “compliance.”

Rancocas Valley wants to encourage “innovation” and “progress, we are challenging ourselves to find more professional time for staff to engage in best practices and the reflection that is necessary for success. For example, RV is refining its approach to instructional coaching in the hopes of growing a peer coaching program. The potential outcomes of such an investment could be enormous, but the effort will fail if opportunities to coach and reflect are canceled or simply unable to take place. “There’s just no time...” is a frequent lament we no longer can accept.

This year, a Technology Academy is starting, where trained staff members will share their technology skill and knowledge with colleagues. The challenge is in covering student prep periods so staff can attend those sessions. It is becoming increasingly difficult to do so. Other Professional Development opportunities historically have been held during the lunch/student prep blocks — many for our newest teachers — but they are becoming more difficult to schedule. As a school, we need to determine how to meet the professional learning needs of our staff; their growth directly impacts our school’s and our students’ growth.

Rancocas Valley Regional High School School Profile 2016-2017



VISION
2020

Improve the future ... Respect the past