

PART I - ELIGIBILITY CERTIFICATION

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

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 3 Elementary schools (includes K-8)
1 Middle/Junior high schools
1 High schools
0 K-12 schools
5 Total schools in district
2. District per-pupil expenditure: 11791

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban with characteristics typical of an urban area
4. Number of years the principal has been in her/his position at this school: 3

5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	121	114	235
10	122	99	221
11	91	84	175
12	84	95	179
Total in Applying School:			810

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
2 % Asian
7 % Black or African American
74 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
17 % White
0 % Two or more races
100 % Total

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

7. Student turnover, or mobility rate, during the 2011-2012 school year: 9%

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

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	25
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	52
(3)	Total of all transferred students [sum of rows (1) and (2)].	77
(4)	Total number of students in the school as of October 1, 2011	849
(5)	Total transferred students in row (3) divided by total students in row (4).	0.09
(6)	Amount in row (5) multiplied by 100.	9

8. Percent of English Language Learners in the school: 6%

Total number of ELL students in the school: 47

Number of non-English languages represented: 4

Specify non-English languages:

Spanish, Portuguese, Italian, Mandarin

9. Percent of students eligible for free/reduced-priced meals: 65%

Total number of students who qualify: 535

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

10. Percent of students receiving special education services: 13%

Total number of students served: 109

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

<u>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>26</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>48</u> Specific Learning Disability
<u>16</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>3</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>12</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>3</u>	<u>0</u>
Classroom teachers	<u>35</u>	<u>4</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>43</u>	<u>3</u>
Paraprofessionals	<u>4</u>	<u>1</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>12</u>	<u>2</u>
Total number	<u>97</u>	<u>10</u>

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

22:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	95%	95%	92%	94%	94%
High school graduation rate	79%	77%	93%	90%	91%

14. **For schools ending in grade 12 (high schools):**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size:	<u>202</u>
Enrolled in a 4-year college or university	<u>28%</u>
Enrolled in a community college	<u>41%</u>
Enrolled in vocational training	<u>6%</u>
Found employment	<u>20%</u>
Military service	<u>5%</u>
Other	<u>0%</u>
Total	<u>100%</u>

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

No

Yes

If yes, what was the year of the award?

PART III - SUMMARY

The first graduating class at Dover High School was in 1885, only twenty years after the end of the Civil War. Since that time, we have proudly welcomed countless students into our district from a variety of countries, all of whom have contributed toward a rich and vibrant environment. Our demographics reflect a population composed of 73% Latino, 17% White and 7% Black, with 65% of our students eligible for economic assistance.

What the numbers do not represent is how the threads of drive, determination and enthusiasm are woven into a fabric of academic success, a paradigm in which enhanced academic expectations have resulted not only in Dover High School being awarded a *US News & World Report* Silver Award in each of three times the award was given (2009, 2010 and 2012), but as one of the Best New Jersey High Schools by the New Jersey *Star-Ledger*.

Dover High School is the embodiment of a spirit of compassion, care and community service. The school has been recognized for its statewide leadership in areas such as the Special Olympics and Key Club. In our recent past, Dover High School students embarked on a multi-year project in which the students single handedly raised the funds for a well in Lulyambuzi, Uganda, providing sanitary water for the first time in history to the Village.

We actively prepare our students for the 21st Century by continually enhancing the rigor and variety of our programming. Dover High School's goal is to focus on the aspirational needs of the individual, transforming the traditional High School experience into a career pathway, forming a seamless transition into post-graduate study. Bold initiatives are underway, such as our Health and Science Academy, emphasizing interdepartmental learning while expanding our partnerships with Colleges and Universities. Over 53 transcripted credits are available at no charge to our students from the New Jersey College of Medicine and Dentistry, Fairleigh Dickinson University, New Jersey Institute of Technology and the County College of Morris, representing our desire to enhance academic outcomes through the melding of high school and collegiate opportunities.

The strategic planning and achievements noted above demonstrate that our Mission Statement is a living testament to the organizational identity of Dover High School. "Dover High School, a community rich in diversity, talent and history, challenges and instructs all students to identify and develop their unique abilities. Students achieve academic excellence and demonstrate responsible citizenship through participation in a comprehensive offering of academic and extra-curricular activities."

Dover High School aggressively evaluates every organizational element of the school to insure that the programming is dynamic in nature, constantly striving in an effort to offer and enhance every aspect of the educational community. The staff has consistently employed data driven instruction to evaluate, refine and enhance our programs of study. As a result, Dover High School has epitomized the No Child Left Behind philosophy, as there are no achievement gaps within NCLB subgroups, and the school has consistently outperformed the District Factor Grouping Averages in all areas.

Dover High School possesses superior technology, placing 400+ iPads in hands of students and incorporating Interactive Boards in every classroom. In fact, Dover High School teachers were the initial trainers for interactive boards and lesson planning throughout district, and have trained other districts in these technologies as well. The school has developed innovative programs designed to motivate students and prepare them for college and careers. In 2013-14, 50% of the Dover High School 9th grade class will be enrolled in a 4-year Health and Science Academy or the Honors Learning Community. Students are also offered a Final Cut Pro certification in a state of the art computer lab. Dover High School incorporates a wide array of Parental Involvement activities, including offering night classes in English

for parents, numerous Guidance Evenings, and Guiding Good Choices meetings, which address contemporary issues of concern to both parents and students. Dover High School graduates have attended the most prestigious colleges in the country including Cornell, Brown, Wesleyan, Drexel, UPenn, Harvard and Columbia.

Dover High School has not only met but exceeded the eligibility criteria in the Blue Ribbon Category of “Improving School.” The State of New Jersey has documented that Dover is among the top 10 percent of schools demonstrating the greatest academic improvement during the last five years. As an example, Dover has exhibited a 14%+ percentage point increase in Math over the last 5 year period, making Dover High School achievement rates competitive in Morris County, one of the more affluent counties in the country. This demonstrates that student achievement does not have to be a function of economic background or dollars per student, but how dedication and determination, when coupled with high aspirations and innovative programming, can result in an environment wherein all can succeed.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Dover High School has met or exceeded No Child Left Behind Adequate Yearly Progress and ESEA Waiver Performance Targets on the High School Proficiency Assessment for the last six school years in both language arts and mathematics.

New Jersey places each school district in a District Factor Group (DFG), labeled A-J. The State then compares each school's test results with the schools in its DFG. DFGs are determined primarily by socioeconomics. Dover High School is in the DFG of A, the lowest in the State. Our goals for student achievement will not be found here as we continually outperform DFG A school averages on all aspects of testing by wide margins.

Our goals are to exceed the State averages and, ultimately, to be among the top scoring schools in Morris County. Over 86% of the 22 high schools in Morris County have DFGs of GH, I, or J. Dover is the only DFG A district. As the DFG letters ascend, so do the average test scores. We have made significant progress in achieving these goals.

The 2012 State Assessment Report was released in December. The High School Proficiency Assessment (HSPA) in language arts and mathematics was administered to all juniors attending Dover High School. Scores for both assessments ranged from 100 to 300. Students scoring below 200 were deemed partially proficient. Scores between 200 and 249 were within the proficient range and scores of 250 or above were considered advanced proficient. We compared our HSPA results to the schools in Morris County, to each DFG average and to the State average. In the area of language arts, 96.2% of Dover High School students attained scores of proficient or advanced proficient compared with the DFG A average of 74.8% and State average of 91.5%. In mathematics, 89.2% of Dover High School students achieved proficient or advanced proficient scores compared with 54.8% for DFG A and 79.3% State average. Our scores for language arts and mathematics are higher than the averages for all DFGs with the exceptions of I and J. Dover High School's scores surpass 9 high schools in the county in language arts and 8 in mathematics.

Dover High School (DHS) has shown tremendous growth in the area of mathematics as denoted in the table. School scores increased 15-percentage points from 78% to 93%. Advanced proficient rates increased 7-percentage points. The growth in scores is attributable to the increased academic rigor demanded by the realigned curriculum and increased class time for at-risk students. The advanced proficiency increase results from examining individual strengths and identifying more students for participation in advanced courses.

Scores for NCLB subgroups (n>29) have realized growth and are achieving at levels comparable to the school score. The Hispanic subgroup increased 15-percentage points from 77% to 92%. The Hispanic subgroup advanced proficiency rate increased 6-percentage points. Scores for Free/Reduced Meals students increased 15-percentage points from 75% to 90%. The advanced proficiency rate increased 9-percentage points.

The data charts report all subgroup results regardless of size. When examining the 2011-2012 results there is an achievement gap found between the test scores of all students and the test scores of English Language Learner (ELL) students. The ELL subgroup consisted of only 11 students. Their attainment of 63.6% proficiency is well above the DFG A and State averages and demonstrates a growth of over 50-percentage points since 2007-2008. It is difficult to compare a subgroup this small due to the statistical skewing created by the effect of a propensity of students new to the country on the small "n" number. If a 95% confidence interval is applied, as is done with all NCLB scores in New Jersey, the ELL subgroup upper limit exceeds 90% and the subgroup does not demonstrate the 10-point gap. This is not to say that

we do not address the lack of student achievement in this category. As individual scores are examined, concomitant initiatives have been developed to increase student achievement. ELL students determined to be at-risk are now taking an additional mathematics course with a small class size that is differentiated to address the needs of bilingual learners.

DHS realized significant gains in language arts. The table shows the school maintaining high levels of academic achievement for the total school and all subgroups. DHS scores exceed the DFG A in all areas. The total school scores are near or above the State averages. The scores for the Hispanic and Free/Reduced Lunch subgroups exceed the State averages.

Systemic initiatives in language arts began prior to 2006, have been refined over the last five years, and have recently come to fruition. Expanding the table to include results from 2006 to 2012 denotes an increase in percentage of students attaining proficiency from 79% to 94%, a growth of 15-percentage points. Our continual attainment of superior language arts scores can be attributed to a number of factors. Among the most significant is the school's climate of shared responsibility for increasing student achievement in language arts. The revised curriculum requires all subject areas to integrate language arts skills, thereby raising the academic rigor of the courses.

The results show a gap between all students and ELL students. This small subgroup attained scores of 63.6%, exceeding the DFG A and State averages. Applying a 95% confidence interval eliminates the gap. Our ELL students consistently exceed AMAOs as measured via the Access for ELLs assessment, which represents ELL growth in LAL. The Special Education subgroup shows a gap when including students who do not attend DHS. The needs of the students are addressed and the expectations for student achievement remain. ELL students are enrolled in Reading/Writing Workshop for ELLs in addition to grade level language arts courses. All teachers are engaged in sustained professional development aimed at increasing student achievement.

2. Using Assessment Results:

Dover High School completes a comprehensive analysis of its assessment results annually. Once the NJDOE releases the State Assessment Report containing the results for the most recent administrations of the HSPA, our school combines the results of several different analyses and assessments into a single electronic document that is shared with a variety of stakeholders. The data is used to drive instruction and professional development as the principal uses the information to establish building goals and actions plans concomitant with assessment results. Each teacher receives a report from the principal with the results of their prior year's students. Teachers also receive the results for their current students. Meeting as a department, the teachers review the data and look for strengths and weaknesses. Time is devoted at the District Professional Development Day for this endeavor. All of the data is used to determine and implement numerous strategies. These strategies are linked through the school's Schoolwide Plan, building objectives, professional development and department level plans. The commonality inherent in every plan developed is to increase student achievement.

The growth in our HSPA test scores has pushed the school's results over the 90% mark in both language arts and mathematics. We continue to analyze and refine the sweeping systemic changes that were previously instituted and focus on developing new initiatives that reflect the individual needs of students as we realize moving from 90% to 100% proficiency requires targeting individual students and their unique needs.

The results of the NJ ASK 8, NJ PASS 9/10 and HSPA are used, along with teacher recommendations and report card grades to identify students at-risk. This multiple measure form is completed for all students in grades 9-11 for both language arts and mathematics. Identified students are recommended for Title I extra services such as summer HSPA enrichment, or before and after school tutoring. Students are also placed in supplemental language arts and mathematics classes during the school day based on the multiple measure form. The parents of eligible students are contacted by the principal regarding their

child's participation in these programs. The guidance department provides individual assistance and follow-up.

Throughout the course of the year teachers examine data as it becomes available and works with their department supervisor to improve student achievement. Common MidTerm examinations for core courses are valuable for diagnosing student and/or teacher weaknesses. ACCESS for ELL scores are used by teachers and the building administration to determine the efficacy of the Bilingual/ELL program. All students and teachers at Dover High School have access to Study Island, an online test prep program available for use in a large variety of subject areas and courses including language arts, mathematics, science, social studies, SAT and Advanced Placement courses. Individual student progress can be measured and prescriptive measures instituted to improve student performance.

Dover High School has increased the quality and quantity of programs for students demonstrating an academic penchant for learning in a variety of areas. Fifty-three transcribed college credits can be earned through dual enrollment courses. Articulation agreements have been established with the New Jersey Institute of Technology, Fairleigh Dickinson University, the County College of Morris and the University of Medicine and Dentistry of New Jersey. Students can also participate in 7 Advanced Placement courses. Numerous evening and summer events give students and parents the opportunity to learn about these outstanding offerings. Dover High School has increased efforts to identify students for these expanding programs. PSAT, SAT and/or AccuPlacer scores, along with teacher recommendation and expressed student interest are analyzed to determine participation.

One example of how data is used to drive instruction can be found in the honors program. Existing data indicated that scores for AP Calculus were consistently high even when enrollment was opened to a larger pool of students. Compiled data from a variety of sources indicated, however, that AP Calculus was not aligned with the Calculus courses taught at college. After analyzing the situation, Dover High School entered into an articulation agreement with NJIT whereby students earn 8 college credits for Calculus I and Calculus II. This course, which now meets for 8 periods a week instead of the traditional 5, has not only increased the academic rigor of the mathematics program at Dover High School, but has increased student preparedness for college as well.

Academic achievement is communicated in a variety of ways. Traditional report cards and mid-marking period reports are sent to parents. Newsletters, videos and the school website are used to convey academic progress. The principal reports on the school's progress at public Board of Education meetings. Quarterly Celebration of Achievement assemblies are held to reward outstanding progress.

3. Sharing Lessons Learned:

Dover High School has played a significant role in improving student performance across the district. One of Dover High School's most successful strategies has been the effective implementation of technology into all aspects of the school's culture. As our staff shares their knowledge with other teachers throughout the district on a variety of technology infused initiatives, our test scores continue to increase district-wide.

Dover High School served as the pilot for an online lesson-planning program that is now employed district-wide. The program enables administrators to review and comment on weekly lesson plans in a timely and effective manner. Teachers have the ability to share plans within and amongst departments. Teachers also have access to plans created in previous years, providing them with the opportunity to reuse and share "best practices." A train-the-trainer model was employed and after the pilot year, Dover High School teachers facilitated workshops for all staff in other district buildings.

A similar model was used when interactive boards were introduced to the district. The Dover High School science department took the lead in piloting boards and becoming district trainers. The combined

ability to share lesson plans and interactive board flipcharts has revolutionized what teachers do and how they do it. Teachers communicate with each other and administrators much more effectively than in the past. This increased communication, along with the effective use of the aforementioned technology, has allowed the district to move forward and meet the challenges presented by the revised standards. Dover High School took the lead role in this by sharing their successes with other staff throughout the district.

In the mathematics department, successful strategies are discussed during district vertical articulation meetings. For several days each summer and continuing into the school year, teachers in grades 6-8 meet with Dover High School mathematics teachers to discuss identified areas of weakness in the elementary math curriculum. A thorough review of test performance at all levels is conducted. As content specialists, the high school teachers are able to share best practices and ideas for hands-on strategies aimed to increase student motivation and performance in identified areas of concern.

Over the years Dover High School has developed specialized programs utilizing block scheduling during a traditional 42-minute, 8 period day. Teachers and administrators in these programs have shared their experiences at peer meetings outside of the district.

4. Engaging Families and Communities:

Dover High School understands the significance family and community members have in ensuring the academic success of students; therefore, we strive to develop a strong school, family, and community partnership. We plan parental involvement programs focused on actively engaging parents in the academic success of their children and designed to increase students' levels of proficiency on standardized assessments, raise the graduation rate, and lead to a substantial percentage of students enrolling in college upon graduation.

We employ several measures to garner input from parents and community members. For example, parents are involved in the development of the school's Title I School-wide Plan through their participation on the NCLB and Parent Advisory Council committees. Additionally, feedback forms are collected following school events and countless conversations are held between building administrators and stakeholders.

Student achievement is communicated to our stakeholders in a number of ways. Our principal makes presentations regarding student achievement at Board of Education meetings (e.g., state assessment results, SAT averages, Advanced Placement data, and graduation rate). In addition, student achievement is published in district newsletters and available on the district website. We also utilize traditional methods of informing families about student performance (e.g., report cards, interim progress reports, and weekly progress reports). Parent-teacher conferences are encouraged and scheduled at the request of teachers and/or parents.

To facilitate students and their parents with their transition into Dover High School, we conduct an orientation program. The program is designed to provide students and parents with a familiarity of the building and an overview of the vast array of programs available to our students. Additionally, students applying for our "specialized" programs (Learning Community, Health and Science Academy) are invited to a "Year in Review" session, so they can experience what the programs entail.

An exemplary parent program we hosted was an ELL Program. The program was designed for parents who are non-native speakers of English, which represents approximately 75% of our families. The curriculum taught during the program was developed by the National Center for Family Literacy. In addition to the curriculum component, participants were given access to Rosetta Stone on which they worked both as a group during the evening sessions held at the school and independently.

We are very proud of our partnership with the Special Olympics. In addition to hosting several events each year, many of our students and staff members serve as volunteers for this wonderful community organization.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The Common Core State Standards and New Jersey Core Curriculum Content Standards form the foundation for all curricular areas at Dover High School (DHS). Incorporating a comprehensive program addressing the multifarious needs of our students, every effort is made to ensure they are prepared for college or a career upon graduation. Our Health and Science Academy (HSA) and Dual Enrollment Program are two examples of how we support our students' college and career readiness. The HSA is an innovative four-year program designed for students with an interest in pursuing careers in a variety of health-related fields; and our Dual Enrollment Program, in which our teachers serve as adjunct professors for local colleges and universities, enables students to earn transcribed college credits, at no cost to their families.

In addition to the traditional regular education courses, our school offers seven Advanced Placement courses, 24 honors levels courses, and has an honors Learning Community for freshmen. The academic program of DHS also includes a Bilingual Education component and a number of supplemental courses in the areas of language arts literacy and mathematics.

DHS recognizes the use of technology and technological resources as an integral component of every student's education. Every classroom in our school is equipped with an interactive board. We do not teach technology skills in isolation, but infuse technology into the curriculum of all disciplines, providing students with authentic inter-disciplinary learning experiences.

Students have tremendous access to technology via the use of laptop computer carts, a computer lab, and interactive Promethean boards. We have also deployed over 400 iPads to students in various classes and programs (i.e., English Language Learning, German, HSA, Book Club and Learning Community).

The mission of our English department is to challenge students to think critically and communicate effectively. A sequence of courses has been designed to provide all students with a comprehensive four-year study of literature and writing. Our English program provides intensive preparation for the New Jersey High School Proficiency Assessment (HSPA), the SAT, and Advanced Placement exams.

The DHS math program consists of a variety of differentiated tracks. At a minimum, students take three courses: Algebra I, Geometry, and Algebra II. However, most students take a full compliment of math courses, many of which are at the honors, Advanced Placement, and/or college levels.

Our science program reflects the ever-changing nature of science education and prepares students for post-secondary education. Teachers guide learning through the use of student-centered activities and labs. Students can choose from a host of science courses, including two college level general biology courses in addition to courses in environmental science, high school biology, chemistry and physics.

The social studies program at DHS consists of a combination of required and elective courses. We offer elective courses in the areas of psychology, sociology, government, law, geography, and international relations. Advanced Placement courses in US History, Government and Politics: US, and Psychology are also available.

Discovering a host of hidden talent, the fine and performing arts program has been greatly embraced. Students may enroll in courses such as: ceramics, digital photography, studio art, band, chorus, electronic piano, guitar ensemble, percussion, and music theory. Many students are active members of the marching band and drama club.

Students can study a variety of world languages: Spanish, French, German, and Italian. Advanced placement and honors level sections of these classes are available for students who thrive in one or more of these languages.

Dover High School has a state-of-the-art wellness center that includes cardiovascular and strength training equipment. Our program is designed to address all aspects of health and includes areas of study such as: physical education, family life, driver education, health emergencies, and first aid.

2. Reading/English:

The Language Arts department has developed sequences of courses aligned with the CCSS that provide challenging four-year programs of studies that enable all students to build and master critical thinking and communication skills through an immersion in the study of literature and writing. Using NJ ASK scores along with report card grades and teacher recommendations, incoming freshmen are placed in academically rigorous tracks that, when completed, will ensure student preparedness for post-high school life. A state-of-the-art media center and a proliferation of technology (interactive boards, MacBooks, iPads) are employed on a regular basis to assist students.

Three levels of English are offered to students. Each is tailored to meet the needs of the variety of learners walking the halls of Dover High School. Those students in need of the most assistance begin their high school careers with English SAIL, a double period thematic course that emphasizes writing. English IIB, English IIIB and English IVB provide individualized instruction and prepare students for the State assessments. In addition, a two-year Reading/Writing Workshop program works to further develop the critical reading and writing skills needed for success on the HSPA. A dedicated cart of MacBook Pros assist the students in research and in the development and refinement of writing portfolios documenting their engagement in authentic reading and writing activities encompassing a broad range of genres.

At the other end of the spectrum, students in the honors track have the ability to earn 12 college credits in English Composition, Advanced Composition and Public Speaking through dual enrollment programs offered junior and senior years. Honors sophomores complete AP English Literature & Composition. These programs require extensive summer reading. All students are issued iPads. During the summer months students utilize discussion boards that are developed and facilitated by the classroom teacher to examine readings and complete assignments.

Elective courses in SAT Critical Reading/Writing Prep provides all students the opportunity to develop essential skills necessary to gain admission to top-rated colleges and universities.

The needs of all ELL students are met through courses in Basic, Intermediate and Advanced ESL, and Basic, Intermediate and Advanced Foundations of English. A separate section of Reading/Writing Workshop, team taught by English and ESL instructors is offered to students needing additional assistance.

At Dover High School, the development of Language Arts skills is a responsibility shared by all departments. Recently revised curricula integrate the CCSS for Language Arts in all subject areas.

3. Mathematics:

The mathematics department is dedicated to providing sequences of courses that will prepare all students for colleges and careers. Using NJ ASK scores along with report card grades and teacher recommendations, incoming freshmen are placed in tracks that will provide, at minimum, the opportunity to master the skills contained in the CCSS aligned courses of Algebra I, Geometry and Algebra II. With

the exception of honors, concomitant bilingual tracks are offered for courses of studies described below. The bilingual tracks are aligned with the curricula of the monolingual program.

Students with an academic penchant for learning have the opportunity to earn 8 transcribed college credits through dual enrollment college Calculus I and II courses offered in conjunction with NJIT. All students are encouraged to take an additional year of mathematics beyond the 3-year State requirement. Elective courses in SAT Math Prep provide students the opportunity to develop essential skills necessary to gain admission to top-rated colleges and universities.

Students not demonstrating proficiency on NJ ASK 8 are placed in PreAlgebra freshman year. Concomitant with this course, they are also enrolled in Math Foundations I. Math Foundations is similar to a tutorial. Class sizes are small. The needs of the individual students are constantly monitored and instruction is differentiated to address identified areas of weakness. Students in this track then take Algebra I along with Math Foundations II, Geometry with Math Foundations III and Algebra II. Math Foundations II & III also work to prepare students for the HSPA.

Students proficient on the NJ ASK 8 enter a track consisting of Algebra I, Geometry, Algebra II and PreCalculus. PreCalculus is an elective that is strongly encouraged. Students identified as needing some support take Algebra Lab along with Algebra I.

Students demonstrating advanced proficiency on the NJ ASK and achieving prerequisite grades follow an honors track of either Geometry, Algebra II, PreCalculus, NJIT Calculus I & II or Algebra I, Geometry, Algebra II, PreCalculus. Students in the later track can opt to complete two math courses in a year in order to reach NJIT Calculus their senior year. Dover High School has realized exceptional growth in the honors track. The number of honors math courses has doubled. The effects of this transformation are reflected in the school's notable increase in the percentage of students attaining advanced proficiency on the HSPA. Bilingual students are eligible for, and have demonstrated mastery in this program.

4. Additional Curriculum Area:

On October 16, 2012, Secretary of Education Mr. Arne Duncan spoke at the TIME Higher Education Summit, at which time he stated: "We need more graduates with high-quality degrees and 21st century knowledge and skills---not more graduates with meaningless paper credentials. I'm talking about tough-minded partnerships that drive transformational change and deliver a "first-in-the-world" system of higher education opportunities."

Dover is proud to embrace that philosophy with the establishment of the Dover High School Health and Science Academy. The Academy is housed in a specifically designed facility boasting over 2,800 square feet of classroom, lab and clinical space. This is the newest addition to our nationally recognized program of study, aligned with the New Jersey Core Content Standards for 21st Century Life and Careers. This innovative program provides a structured learning experience coupled with specialized courses. This program prepares students for their future endeavors within the health sciences in a variety of fields, ranging from paramedic to physical therapist. A four year track of courses has been designed utilizing interdisciplinary strategies, integrating the foundational elements of health sciences within the standard curriculum. As an example, the curriculum incorporates examples and problems relating to the health sciences within existing Algebra coursework, providing both an incentive and focus for learning. During the four year course of academic studies, students are prepared with specific skills needed for post graduate study. Through a partnership with the New Jersey College of Medicine and Dentistry, students are provided with the opportunity to earn 25 transcribed credits prior to graduation.

Personal health is also featured, as students focus on all areas of wellness, utilizing cardiovascular classes such as spinning, yoga and Zumba and strength training in our Wellness Center. In addition, students work closely with their teachers to develop and implement personalized health and fitness goals,

incorporating both exercise science and nutrition, which are monitored using the latest health technologies. All students are issued an iPad, which not only offers unique learning and research opportunities, but contains all textbooks. Students use iPod Touches to connect with our new LifeFitness treadmills. This allows a transfer of information to the iPods and iPads about the workouts, allowing students to chart and monitor their progress.

This innovative program aligns with the Mission Statement of Dover High School, as we “challenge and instruct all students to identify and develop their unique abilities” preparing the students today for their endeavors of tomorrow.

5. Instructional Methods:

Technology and technological resources are utilized to support and enhance instruction. For example, teachers have individual laptops used to create lesson plans and flipcharts. The laptops connect with the interactive boards, which are in every classroom, providing a seamless transition to lessons. Study Island and Rosetta Stone are two examples of technological resources used to support instruction.

Data is the driving force for teachers in determining the most effective pedagogical practices to employ in their classrooms. By using multiple data sources, teachers implement a multitude of instructional strategies, resources, and assessments to differentiate student learning. In addition to teachers using data to drive instruction, data is used to identify struggling students and those who are excelling. There are several specialized programs and courses in place to address the various needs of our students. Supplemental courses are offered in mathematics and English. These courses are intended for students who have been identified as needing additional instruction in one or both content areas. Students enrolled in supplemental courses receive an additional period of instruction in math and/or English on a daily basis. Additional assistance is also provided for students during the extended-day program conducted before and after school.

The Learning Community is offered for students in grade 9. The purpose is to provide an interdisciplinary thematic approach to promote student learning. Emphasis is placed on creating a collaborative culture between students and teachers. This program is more rigorous than our regular grade 9 academic program.

Our Advanced Placement, honors, and dual enrollment programs are in place for our advanced and highest achieving students. We offer seven Advanced Placement courses and have increased the number of students enrolling in these courses by 50% over the past four years. Through participation in our dual enrollment program, students can earn up to 28 transcribed college credits. We currently have partnerships with Fairleigh Dickinson University, New Jersey Institute of Technology, and County College of Morris.

Dover High School’s Health and Science Academy is another specialized program. This program is a comprehensive four-year program for students with an interest in pursuing careers in a variety of health-related fields (i.e., paramedic, personal trainer, nurse, medical technician, health & physical education instructor, physical therapist, and pharmacist). We also have a college partnership for this program through the New Jersey College of Medicine and Dentistry, affording students the ability to graduate with 25 transcribed college credits and personal trainer certification.

6. Professional Development:

Dover High School encourages teachers to participate in sustained, meaningful professional development programs that directly impact student learning. Our professional development experiences aid teachers in adjusting instructional practices, strengthen content area knowledge, and ensure teachers are able to effectively integrate instructional technology and technological resources into their classrooms. Our

professional development program was enhanced three years ago, when we changed the structure and focus of faculty and department meetings in order to promote school-level professional learning community initiatives. All professional development opportunities are aligned to support the most current New Jersey Core Curriculum Content Standards and Common Core State Standards, reflect the Professional Standards for New Jersey Educators, and meet the ever-changing needs of our student population.

Dover High School continually offers a plethora of on-site professional development activities led by district staff members who are experts in their content areas. Based on the school's comprehensive data analysis, it was determined that professional development in the area of language arts literacy, specifically reading, was a priority. As a result, Dover High School teachers were afforded the opportunity to participate in a Scholastic U professional development program. The Scholastic U program is designed to improve student reading and comprehension skills. Over the past two years, numerous Dover High School teachers have taken two courses: *Strategies for Teaching Striving Readers: A Course for All Secondary Teachers* and *Teaching Content Area Literacy With the Common Core*. A Dover High School teacher facilitated these courses. The trained teacher facilitator led the study groups, which met several times throughout the course. The study group sessions provided time for teachers to share classroom strategies and assessments implemented as a result of their participation in the course. In addition, the study group sessions fostered collegial collaboration and discussion about the major topics addressed through the on-line coursework.

A few examples of other on-site professional development topics covered at Dover High School include: Common Core, PARCC, Interactive Promethean Board, OnCourse Lesson Planning, iPad Integration, Strategies for Teaching ELL Students, Naviance, Study Island, Data Analysis, and Differentiated Instruction. Although the school's preferred method of professional development is through participation in on-site, job-embedded activities, such as the aforementioned Scholastic U program and activities developed by the school's Professional Learning Community (PLC), teachers are encouraged to seek and attend out-of-district professional development opportunities as well. District support for these endeavors is exemplified through 100% tuition and textbook reimbursement for teachers who enroll in content-specific graduate coursework, a program enthusiastically embraced and utilized by the staff.

7. School Leadership:

Leadership at Dover High School is a true collaborative effort. The administrative team believes that, when organizational and individual needs and aspirations are merged, an opportunity for maximum growth is obtained. It is with this approach in mind that the high school administration drives instruction and creates a school culture and climate conducive toward the development of a "complete" student fully prepared to navigate life after high school.

The administration has created an environment wherein teachers, students, parents and community members feel welcome to share thoughts, ideas, and concerns, helping to shape the core foundation of what has been a successful endeavor to meet and surpass various measures of student success. Aside from the open exchange of ideas, the principal and vice-principals meet in a formal setting each week to assess short-term and long-term goals that continue to move the school in a positive direction. The principal also meets with two advisory committees on a monthly basis. One is comprised of teacher leaders and the other of student leaders. In addition, Parent Advisory meetings are held in the Fall and Spring. Each forum allows these shared stakeholders to receive and provide feedback on critical elements of curriculum and instruction, school security, facilities and maintenance, and several other areas that create a successful school.

The administration empowers the staff to help shape lesson planning and overall academic endeavors through the use of "Professional Learning Communities." These communities have proven quite successful in developing school wide strategies for improving SAT scores and implementing New Jersey Core Curriculum Content Standards and Common Core State Standards across the curriculum.

The valuable exchange of ideology is not confined to the high school agenda. The high school principal openly promotes consultation with six district supervisors and other district principals as a means to ensure vertical articulation and successful programs district wide. In sum, the administration endeavors to create an aggressive educational environment infused with elements of collaboration, care and compassion, all of which have a synergistic effect on transitioning our aspirations into accomplishments.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 11 Test: High School Proficiency Assessment (HSPA)

Edition/Publication Year: 2002 Publisher: Measurement Inc.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Total Proficiency	93	85	79	79	78
Advanced Proficient	20	7	12	6	13
Number of students tested	162	156	159	143	150
Percent of total students tested	95	95	94	98	99
Number of students alternatively assessed	9	8	10	3	2
Percent of students alternatively assessed	5	5	6	2	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Total Proficiency	90	81	81	81	75
Advanced Proficient	11	5	13	1	2
Number of students tested	97	81	97	69	63
2. African American Students					
Total Proficiency	85	82	50	Masked	55
Advanced Proficient	0	0	10	Masked	9
Number of students tested	13	17	10	7	11
3. Hispanic or Latino Students					
Total Proficiency	92	86	79	75	77
Advanced Proficient	14	3	11	2	8
Number of students tested	118	104	123	97	90
4. Special Education Students					
Total Proficiency	90	50	62	35	40
Advanced Proficient	1	0	29	0	10
Number of students tested	19	18	21	23	20
5. English Language Learner Students					
Total Proficiency	64	69	Masked	40	Masked
Advanced Proficient	0	0	Masked	0	Masked
Number of students tested	11	16	9	10	9
6. White					
Total Proficiency	100	84	90	85	85
Advanced Proficient	50	16	20	21	20
Number of students tested	26	31	20	34	46
<p>NOTES: Masked indicates data were not made public because fewer than 10 students were tested. Dover is a member of the District Factor Group of A (representing communities with the lowest socioeconomics in the NJ) and has a higher incidence of students with disabilities. Dover High School was granted waivers to test more than 2% of the student population using the APA. NCLB requires a subgroup size of 30 for performance measurement in NJ, therefore Dover High School subgroups are Free/Reduced-Price Meals/Socio-economic Disadvantaged and Hispanic. White subgroup scores were not valid in 2009-2010 and 2011-2012. African American, Special Education and English Lang Learners have not been included in AYP determination for any of the years listed above.</p>					

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 11 Test: High School Proficiency Assessment (HSPA)

Edition/Publication Year: 2002 Publisher: Measurement Inc.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Total Proficiency	90	90	88	89	89
Advanced Proficient	12	12	13	4	12
Number of students tested	162	156	160	143	150
Percent of total students tested	94	95	95	98	99
Number of students alternatively assessed	11	8	9	3	2
Percent of students alternatively assessed	6	5	5	2	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Total Proficiency	86	88	88	87	89
Advanced Proficient	6	4	12	4	11
Number of students tested	97	81	97	69	63
2. African American Students					
Total Proficiency	92	86	100	Masked	64
Advanced Proficient	0	9	0	Masked	0
Number of students tested	13	17	10	7	11
3. Hispanic or Latino Students					
Total Proficiency	86	86	86	86	91
Advanced Proficient	1	9	12	5	13
Number of students tested	118	104	124	97	90
4. Special Education Students					
Total Proficiency	37	67	68	61	45
Advanced Proficient	0	0	27	0	0
Number of students tested	19	18	22	23	20
5. English Language Learner Students					
Total Proficiency	64	44	Masked	30	Masked
Advanced Proficient	0	0	Masked	0	Masked
Number of students tested	11	16	9	10	9
6. White					
Total Proficiency	100	100	85	91	89
Advanced Proficient	39	23	20	0	13
Number of students tested	26	31	20	34	46
<p>NOTES: Masked indicates data were not made public because fewer than 10 students were tested. Dover is a member of the District Factor Group of A (representing communities with the lowest socioeconomics in the NJ) and has a higher incidence of students with disabilities. Dover High School was granted waivers to test more than 2% of the student population using the APA. NCLB requires a subgroup size of 30 for performance measurement in NJ, therefore Dover High School subgroups are Free/Reduced-Price Meals/Socio-economic Disadvantaged and Hispanic. White subgroup scores were not valid in 2009-2010 and 2011-2012. African American, Special Education and English Lang Learners have not been included in AYP determination for any of the years listed above.</p>					