

**U.S. Department of Education**  
**2015 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [X] Title I    [ ] Charter    [ ] Magnet    [X] Choice

Name of Principal Mr. Michael Cummings

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Elizabeth High School

(As it should appear in the official records)

School Mailing Address 447 Richmond Street

(If address is P.O. Box, also include street address.)

City Elizabeth                      State NJ                      Zip Code+4 (9 digits total) 07202-3624

County Union County                      State School Code Number\* 310305

Telephone 908-436-5860                      Fax 908-436-5861

Web site/URL

http://ehs.epsnj.org/pages/Elizabeth  
High School Upper an                      E-mail cumminmi@elizabeth.k12.nj.us

Twitter Handle                      Facebook Page  
https://twitter.com/epsboard                      https://www.facebook.com/epsnj?rf=135539006  
477191                      Google+ \_\_\_\_\_

YouTube/URL \_\_\_\_\_                      Blog \_\_\_\_\_                      Other Social Media Link \_\_\_\_\_

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date

(Principal's Signature)

Name of Superintendent\*Mrs. Olga Hugelmeyer                      E-mail: hugelmeol@elizabeth.k12.nj.us

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Elizabeth Public Schools                      Tel. 908-436-5000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date

(Superintendent's Signature)

Name of School Board  
President/Chairperson Ms. Ana Marie Amin

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date

(School Board President's/Chairperson's Signature)

*\*Non-public Schools: If the information requested is not applicable, write N/A in the space.*

## **PART I – ELIGIBILITY CERTIFICATION**

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**Include this page in the school’s application as page 2.**

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) 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, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any 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.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
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

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All data are the most recent year available.

**DISTRICT** (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 27 Elementary schools (includes K-8)
  - 0 Middle/Junior high schools
  - 6 High schools
  - 0 K-12 schools
- 33 TOTAL

**SCHOOL** (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
  - Suburban with characteristics typical of an urban area
  - Suburban
  - Small city or town in a rural area
  - Rural
3. 4 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 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	93	126	219
10	78	133	211
11	95	114	209
12	89	111	200
<b>Total Students</b>	355	484	839

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 4 % Asian
  - 10 % Black or African American
  - 72 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 14 % White
  - 0 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report 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.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 2%

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	4
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	10
(3) Total of all transferred students [sum of rows (1) and (2)]	14
(4) Total number of students in the school as of October 1	839
(5) Total transferred students in row (3) divided by total students in row (4)	0.017
(6) Amount in row (5) multiplied by 100	2

7. English Language Learners (ELL) in the school: 1 %  
3 Total number ELL  
 Number of non-English languages represented: 1  
 Specify non-English languages:
8. Students eligible for free/reduced-priced meals: 69 %  
 Total number students who qualify: 577

**Information for Public Schools Only - Data Provided by the State**

The state has reported that 77 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services:  $\frac{1}{6}$  %  
6 Total number of students served

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

10. Use Full-Time Equivalent (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	<b>Number of Staff</b>
Administrators	2
Classroom teachers	53
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	3
Paraprofessionals	0
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 15:1

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

<b>Required Information</b>	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	96%	96%	96%	96%	96%
High school graduation rate	95%	96%	87%	79%	75%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

<b>Post-Secondary Status</b>	
Graduating class size	182
Enrolled in a 4-year college or university	81%
Enrolled in a community college	11%
Enrolled in career/technical training program	1%
Found employment	5%
Joined the military or other public service	1%
Other	0%

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

Yes  No

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: Elizabeth High School will provide rich and highly relevant learning experiences inspiring every student to think, learn, achieve, and to care.

## **PART III – SUMMARY**

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“Education is not preparation for life. Education is life itself.” This quote by John Dewey, an American philosopher and educator, is particularly applicable to Elizabeth High School (EHS). Recognizing that seizing learning opportunities in life is essential to human growth, EHS instills this philosophy in its students. The Pledge of Ethics recited by staff and students daily contains seven basic tenets for the school the last of which states: “Be a life-long learner by taking every opportunity to learn from others.”

With a population of 125,000, Elizabeth is the fourth largest city in the state of NJ. Elizabeth is an important transportation hub and is home to an essential shipping port. Like the city in which it is located, EHS has a rich multicultural student body and faculty. Our diverse community is made up of many first and second generation students from South America, Central America, and the Caribbean. Europe, the Middle East, Asia, and North Africa are represented as well. In order to accommodate our unique community of learners, we have assumed the responsibility for the challenges that face our student population. Each student truly needs the administrators, teachers, and school counselors to provide the requisite knowledge and support that will allow them to take advantage of every opportunity that is available to them. As a school community, we notify, encourage, and guide students as they apply for summer programs, scholarships, and college admissions.

The classroom is a collaborative setting where students can be found working alongside their teachers in a number of activities, which range from solving math problems to detailing military victories on an interactive map. Our 1-1 laptop initiative allows us to increase collaboration so that students can participate in learning and personal development in a blended learning platform. EHS is utilizing Blackboard, edConnect, and Khan Academy to create a comprehensive learning experience that is intended to supplement instruction and assess struggling students while providing the appropriate level of challenges for students who excel in particular courses. Our guidance department works with all grade levels to create a Naviance account for each student, aligning his or her interests and general information so that he or she will receive notifications about scholarships, majors, and college requirements. From the moment we opened our doors, we have focused on creating a world class education for our students so that they grow to love learning while preparing for success at one of the nation’s top colleges or universities.

EHS was formerly part of one of the largest high schools in the United States. In 2009, that single high school was divided into smaller academies with each school focusing on a particular discipline. EHS is the most academically demanding of these academies and prepares all of its students for the rigors of collegiate academics including that of Ivy League Universities. Since the school’s opening in 2009 we have sent graduates to Harvard, Princeton, Columbia, Brown, Stanford, University of Pennsylvania, University of Virginia, University of Chicago and the Air Force Academy. The alumni of EHS are succeeding at the collegiate and university level in part due to its very challenging required curriculum. All students must earn 160 credits in order to graduate, which exceeds the credit requirements of most if not all high schools in New Jersey. Specifically, students must complete 20 credits each in English, math and science. In addition, two years of Latin are required as well as three years of an additional foreign language. Advanced Placement courses are offered beginning freshman year when all students take the AP World History exam. This is followed up sophomore year with all students taking the AP United States History exam.

The achievements of EHS have been recognized by various independent publications. In 2014, U.S. News and World Report awarded EHS a Gold Medal and rated it as the 11th best high school in New Jersey and 221st in the nation. The Washington Post ranked EHS number one in New Jersey in 2014 in its annual Challenge Index. Finally, in 2014 The Daily Beast placed EHS 15th in the nation as a “Changemaker School” doing the most with students from low income areas.

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum:**

College and career readiness are our top priority. We have the largest AP program in the state of New Jersey and the average student takes 8 AP classes prior to graduation. We consistently hear from students that the Advanced Placement courses were positive game changers for them in college, which is supported by our National Clearinghouse data demonstrating that 96% of our graduates return on time for their sophomore year. Classes like AP Art History, AP Biology, and AP social studies courses expand opportunities to promote literacy within the school as students continue grappling with college level texts and writing expectations.

Instructional modalities are aligned with Charlotte Danielson’s Framework for Teaching and Learning with particular focus on inquiry and student engagement. Writing, rigorous learning tasks, collaboration, and research are emphasized in all core classes. Technology accelerates the learning process providing 24 hour access to assignments and homework resources. Students collaborate online with shared documents. Teachers are providing blended learning experiences where students can view lectures at home and work with their classes on research tasks.

#### English

Our English program offers only honors and Advanced Placement classes. In 9th and 10th grades, the curriculum aligns with world and American histories creating cross content learning opportunities while building the background knowledge necessary for rich literary discourse, writing, and study. The cross content honors experiences, in 9th and 10th grades, prepare students to take AP English Language in 11th grade and AP Literature in 12th grade. A focus on Advanced Placement, relevancy, and vocabulary have increased our state standardized test scores and SAT performance all in the past five years. Technology is integrated by using the MyAccess writing program which gives students immediate computer generated feedback on their writing. Electives in Philosophy and Literature, Shakespeare, Journalism, and Public Speaking are also offered.

#### Math

Our mathematics curriculum has been heavily influenced by the district’s partnership with the Consortium for Achievement for Mathematics and Science (CAMS) providing real world problem solving opportunities in math and science. Incoming freshmen take either Honors Geometry or Honors Algebra II ultimately providing 25% of the class the opportunity to take AP Calculus in their junior year. Incoming students are enrolled in geometry or Algebra II depending on assessment data. The sequence is then Pre-calculus, and a choice between Probability and Statistics, Calculus, AP Calculus AB or AP Statistics. Students taking AP Calculus in their 11th grade year finish with AP Statistics in grade 12.

#### Science

Our science curriculum has adopted the Physics as the first course in the science sequence of courses in order to build a stronger foundation and spark student interest early on. All 9th grade students take Conceptual Physics which builds a foundation based on broad scientific principles making the science courses offered later more relevant. Honors Chemistry is taken in 10th grade and all juniors take Honors Molecular Biology. Juniors can also choose to take AP Chemistry as an elective. Seniors have a choice between AP Biology, AP Physics, AP Chemistry, Forensics, and Physiology.

#### Social Studies

The Social Studies curriculum at Elizabeth High School is both rigorous and innovative. Underclassmen all take Advanced Placement classes both in World History and U.S. History. Freshmen students have a study skills class tied to their AP World History class with the same history teacher as a 90 minute block.

Sophomores take both U.S. I History Honors and AP U.S. History II as block scheduled classes. Both freshmen and sophomores take their respective AP test at the end of the school year. Furthermore, our underclassmen receive the necessary literary support to make meaning out of original source documents and to write at an advanced level. The following are Elizabeth High School's Social Studies electives: AP Government and Politics, AP Human Geography, AP Psychology, Criminal Justice, Economics.

## **2. Other Curriculum Areas:**

Elizabeth High School has a national championship marching band, an award winning concert band, jazz band, and orchestra. We also have a rapidly expanding AP Computer Science program, and a nationally recognized physical education program. As part of our college readiness priority and in preparation for their participation in today's global economy, we have a rigorous world language program.

Eighty three percent of students are enrolled in a fine or performing arts class at Elizabeth High School twice the state average. Students in grades 9-12, participate daily in Drama, Dance, Strings, Jazz Band, Concert Band, Musical Technology, Commercial Photography, Ceramics, Chorus, AP Art History, AP Art Studio, and Drawing and Painting. The arts program expands an understanding of excellence throughout the school with numerous opportunities for students to explore art and compete with students from other schools. The nature of performance creates a sense of responsibility for students which harmonizes with the academic program in the school.

Our vision for Advanced Placement extends to the arts with offerings of AP Art Studio and AP Art History. These courses help provide a sophisticated and balanced education in both arts and academics.

Elizabeth High School is a Silver Award Winner from The Alliance for a Healthier Generation. This is an organization founded by the American Heart Association and the Clinton Foundation with the objective of creating healthier school environments through nutrition and activity.

In 2014, Elizabeth High School achieved national recognition by First Lady Michelle Obama and received the Let's Move! award. The Let's Move! campaign recognized Elizabeth High School's Physical Education program for creating an active school environment that provides students with opportunities to move throughout the school day. To earn this recognition, EHS improved its physical education and student wellness policies and programs, including the addition of physical activity options throughout the school day, the promotion of active commuting, and the implementation of policies that support physical activity. This is complemented by a Garden Club which maintains a seasonal organic garden on the school premises.

Computer science is a key component of a diverse career and technical program at Elizabeth High School which includes courses in Criminal Justice, Commercial Photography, Ceramics, Business Law, Business, and three levels of Computer Science including two sections of AP Computer Science. AP Computer Science has doubled in size due to an increase in interest from our female students. The popularity of the program is enhanced by the "Girls Who Code" club which is also popular.

The World Language Department at Elizabeth High School is a critical part of our college curriculum. The goal of world language is to expose the students to communicating in another language in a sequential format. The world language teachers strive to build the students' confidence through various methods including interpretive, interpersonal, and presentational modes, as outlined by the New Jersey Department of Education. After the students begin to speak in the target language, they move on to reading and comprehension followed by writing skills. The teachers work to elaborate on the writing and listening skills refined in preparation for the AP exams. The students are mandated to take Latin I and Latin II as requirements for graduation. They must also take three years of an additional world language. The languages that are offered are: French I, II, and III Italian I, II, and III as well as AP Italian. Also offered are Spanish I, II, and III as well as AP Spanish.

World language is not taught in isolation but feature cultural activities throughout the year exposing students to long standing histories and traditions of the original culture.

### **3. Instructional Methods and Interventions:**

Elizabeth High School aligns its instructional goals with the district to provide excellent educational experiences and services that will inspire every student to think, to learn, to achieve, and to care. At the school level, we utilize technology to expand collaboration, writing, research, and inquiry based learning tasks. Our professional learning community monitors student progress to guarantee that they are meeting the expectations of our AP academic program. During the monitoring process, the professional community assesses the needs of the students to provide them with academic support as needed and in accordance with an Individualized Performance Plan.

We provide our students with all the tools they need to meet the district's 160 credit graduation requirement. The Individual Student Performance plan utilizes a portfolio of work using performance rubrics which allows students to identify their strengths and focus on weaknesses. Individual Student Performance Plans promote excellence in class and allow students to develop and control their learning goals. In addition to the performance plan, math and science teachers utilize the Khan Academy platform. Khan Academy coaches students to meet learning goals set by the teacher using an algorithm that adapts to the individual student's academic level thus providing custom learning goals and resources.

Throughout our school we utilize white boards to promote small group collaborative learning experiences. Small groups of students often work together to solve a problem or a task. The white boards are effective in increasing engagement and learning in a social context. Teachers have also "flipped" their classes as part of our blended learning initiative. Students view didactic modalities for homework and complete writing and project based homework in class. This allows the teachers to support their students while completing assignments. Both of these strategies allow the teacher to focus on the needs of the student and promote higher level critical thinking.

In the 2013-2014 school year, EHS adopted a one to one computer initiative. It provides teachers and students with technological tools, skills and training necessary to leverage full-time access to information in order to create relevant and engaging digital learning experiences. The use of learning management systems such as edConnect and Blackboard create opportunities for students to self-monitor, which encourages ownership and reflection. The use of web-based assessments provide immediate feedback and make lessons meaningful and individualized.

## **PART V – INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results Narrative Summary:**

English/Language Arts demonstrated continued growth in advanced proficiency between 2010 and 2014 achieving 100% proficiency for each of the past four years. The most recent data shows that 45% of students have achieved advanced proficiency in ELA which is triple the number reported in 2010 and almost twice as high as the the 2013 results. This can be attributed to the expansion of literacy related skills emphasized in the Advanced Placement program which grew in size at a comparable rate. Specifically, 2014 represents the first year that significant numbers of students testing took Advanced Placement courses as freshmen and sophomores. The same kind of growth exists in all of the sub group populations. There continues to be a school wide focus on writing, inquiry, and research skills with across the board focus on vocabulary.

Performance in mathematics has been consistent over the past five years with advanced proficient peak performance occurring in years 2011 and 2012. At 96% the tables show a two point dip in proficiency between 2013 and 2014 after achieving 98% proficient in each of the three previous years. Overall advanced proficient scores are nine points higher than 2010 at 35% advanced proficient. They were, however, lower than the peak years of 2011 and 2012 where the class scored 42% and 46% proficient, respectively. The performance of the subgroups mirror this trend. We have identified professional development for new math teachers as a way to increase our advanced proficient math scores.

There are no gaps of 10 points or higher between the test scores of any subgroup over the past five years.

### **2. Assessment for Instruction and Learning and Sharing Assessment Results:**

The school regularly looks at school generated assessment data in the form of grades, district benchmarks, and student work in order to make informed decisions regarding scheduling, teacher feedback, and shared expectations in the school community. Administrators and teachers make up a school improvement panel which monitors grades, student work, and interventions. Benchmarks, which are monitored by district supervisors and school administrators, assure that the students meet the Common Core Standards uniformly throughout the district. Grades and benchmarks are reported to parents by mail eight times per year approximately every five weeks.

The school uses the student information system PowerSchool to provide parents and students continuous communication about student progress. Teachers use this information in the creation of Individual Student Performance Plans, which are kept online or in binders. Once every quarter student scholars are celebrated at a school ceremony in the school in which all students in the school receiving B's or better are awarded certificates. Other academic achievements are celebrated with articles in the district's monthly newsletter, the school's newsletter. Commencement exercises and class awards ceremonies also honor student successes. The school also utilizes standardized test data to inform teaching and learning in the classroom with emphasis on Advanced Placement, HSPA, PSAT and the SAT. This data is shared with parents at PTO meetings, back to school nights, and 8th grade parent information sessions. The district also celebrates school-wide success at board meetings throughout the year.

We regularly utilize National Student Clearinghouse data to monitor the achievements of our graduates which helps us create programs targeted towards college admissions such as workshops for parents and students focusing on the college application process. Parents and students have access to an online college and career readiness tool which matches students with schools that most nearly meet their individual strengths. Many of our graduates are the first in their family to attend college.

## **Part VI School Support**

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### **1. School Climate/Culture**

Elizabeth High School's learning community exemplifies teamwork involving instructional and support staff to create a positive environment for student growth. The school deliberately focuses on positive interactions between students and staff to promote high achievement. In order to address academic needs, data is gathered from student surveys and conferences, test scores, teacher referrals and reports from PowerSchool. We have various academic support systems in place including academic success plans, Intervention and Referral Services (IR&S), tutoring, attendance recovery, and credit recovery opportunities. We promote academic achievement and personal success by implementing a comprehensive school counseling program that encompasses areas of academic, career, personal, social and emotional development for all students. This plan is executed by utilizing the Naviance Curriculum and conducting targeted class workshops.

A wide range of extra-curricular activities are in place based on student interest and need. Students have an active voice in planning activities and clubs, and all students are highly encouraged to participate. As part of their involvement, they complete community service projects, including but not limited to, food drives, blood drives, Pennies for Patients. We are proud to have a three time state and national championship EHS Marching Band that works closely with various clubs, organizations, and music program directors to bring music into school wide pep rallies, concerts, and sporting events. Our school fosters emotional support for students on various levels. Our School Safety Team (SST) addresses Harassment, Intimidation and Bullying (HIB) concerns throughout the school. The School Culture Committee (SCC) was established in conjunction with the SST to conduct student, parent, and staff surveys to effectively assess school climate and obtain feedback to improve climate within our school. In an effort to build better peer relationships, we established a peer mentoring program that pairs upper classmen with lower classmen and is designed to provide guidance and a smooth transition for incoming students. We have additional professional support for students whose needs cannot be addressed through the above mentioned support systems.

The school also regularly participates in a variety of college visits and college fairs supporting our vision and mission.

Additionally, our school values and supports teachers through the implementation of professional learning communities (PLC), department meetings, staff meetings, staff surveys, and teacher appreciation acknowledgment. The school's administrative team also has an open door policy to support all staff members.

### **2. Engaging Families and Community**

Elizabeth Public Schools (EPS) is a system of over 20,000 students from diverse ethnic and multi-cultural backgrounds. The city of Elizabeth and the school district are home to over 20 spoken languages which could potentially limit participation between the school, families, and community.

However, EHS has excelled at bridging the gap between all members of our school and community. Essential to bridging this gap is the development and maintenance of a strong Parent Teacher Organization (PTO). The PTO is comprised of school team members and students' parents who are committed to the vision of becoming one of the top high schools in America, and who support the values outlined by the Elizabeth Public Schools. The PTO is vital to the engagement and promotion of many school events including performing arts, athletics, fundraising, and academic support.

EHS engages its families and community through a multitude of technological resources. Elizabeth is committed to the use of technology for both student success and community involvement. Parents and students have access to Naviance to further promote a successful post-secondary transition. Students and parents have constant access to their teachers through email, social media, and academic services such as Blackboard and edConnect. The EHS community is kept up-to-date with two student lead publications. The

L.A. Next Gen is a 9th grade only digital and hard copy publication highlighting the success of Lower Academy students; The Academy Times is a 10th -12th grade publication dedicated to discussing real world events.

Social media also plays a dynamic role within EHS. Twitter and Facebook have become key in keeping both students and parents informed about special events and emergency updates. Many teachers and club advisors also use social media as a way to communicate with members and highlight achievements. Our EHS Marching Band has a YouTube channel dedicated to their remarkable performances resulting in three national championships in the past four years. Our school speech and debate team also uses social media to recruit new members and share their success. The use of social media culminated in having one of the largest and most successful teams in school history.

The EHS guidance department is also committed to student and community success. Our department has numerous partnerships with institutes of higher education including Rutgers University Business Youth Program (RUBY). The RUBY program engages high school students in developing knowledge and skills important to understanding the financial landscape. The EHS guidance department also informs parents on the process of helping their children navigate a successful transition to postsecondary education. We offer a variety of workshops geared toward transitioning to college. Topics such as financial planning, networking, adjusting to college life, and college admissions are covered in detail. We also keep current by offering a yearly publication to students and parents about updates and changes to the college planning process.

### **3. Professional Development**

Professional development enhances leadership and expertise while increasing safety and security for the entire learning community. To improve teaching and learning we have focused our resources on Advanced Placement ensuring that all of our AP teachers have had the training within the past five years. Additionally, we seek structured job embedded professional learning opportunities in content specific learning communities established within the school. These communities review data, student work, and participate in structured conversations on shared readings on books like *5 Dysfunctions of a Team*, *Good to Great*, *Five Levels of Leadership*, and *Disrupting Class*. Such an approach has increased buy in from staff and expanded capacity for leadership within the building. Advanced Placement provides exceptional professional development for teachers with focus on the specific nature of a content area teacher's expertise. This kind of professional development creates dynamic conversations between faculty. Instead of one AP teacher per department we have several, creating a healthy combination of competition and collaboration.

Teachers also receive annual training on harassment intimidation and bullying, crisis drills, suicide prevention, abuse and neglect, substance abuse, and sexual harassment. Many of these are according to policy but we have had some programs like peer mentorship sprang from such training.

Job embedded professional development works in concert with administrative evaluation for teachers based on Charlotte Danielson's Framework for Teaching and Learning. Evaluation is conducted to provide rapid feedback on planning and execution of lessons with particular focus on teacher rapport, expectations, classroom behavior, learning goals, higher order questioning, student engagement, and assessment. Teachers also provide reflection on the lesson., creating a dialogue about teaching and learning in the instructional core: interaction between teacher, student, and curriculum.

Our one-to-one computer initiative has also expanded our ability to collaborate. Sharing resources such as test banks and videos is now possible with the use of BlackBoard and edConnect. Again much of this happens in a structured PLC in the school but the faculty consistently seeks other methods to share information in ways that do not necessitate an actual meeting.

#### **4. School Leadership**

Elizabeth High School is a community of leaders where teachers, parents, students, and administrators collaborate to ensure a shared vision of excellence is executed at all levels. Our school's vision - to become one of the best in the world at preparing students for success at the most competitive colleges and universities - and our mission - to provide rich and highly relevant learning experiences inspiring every student to think, learn, achieve, and to care, were revised in 2013 utilizing input from all stakeholders. It is our belief that school leadership begins with the articulation of the aspirations for the learning community, especially those of parents and students. To that end, the vision and mission are best served by empowering students to be leaders themselves. Club officers, student government, class officers, and other student leaders have real influence and preside over the majority of school functions. Leadership is further promoted as students are encouraged to advocate for themselves in the achievement of their learning goals and to even appeal disciplinary consequences. We believe that such appeals ultimately hold students more accountable and build trust throughout the entire school community.

We also believe that all teachers serve in a leadership position, and the administration promotes professional development experiences that develop teachers as leaders. Job embedded professional development with shared readings, the regular review of student data, and school walkthroughs facilitate a shared understanding of excellence and break down walls between classrooms allowing teachers to learn from one another. Committees for safety and crisis, school improvement, technology implementation, as well as content specific learning communities all occur at the school.

Both the principal and vice principal have open door policies for staff and students and are highly visible within the school. Frequent walkthroughs and formal observations facilitate conversations and provide teachers feedback on teaching and learning. Both administrators encourage literacy, inquiry, writing across the curriculum, and research tasks as teachers target their instruction to the objectives in the Common Core. Administrators ensure that school data is used effectively by reviewing it with the school improvement panel. Teachers have the ability to provide input often empowering them to make decisions regarding their professional development and materials used to develop new modalities. The school leaders measure new programs and utilize formal and informal surveys to define areas of concern.

## PART VIII - ASSESSMENT RESULTS

### STATE CRITERION--REFERENCED TESTS

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>HSPA</u>
<b>All Students Tested/Grade:</b> <u>11</u>	<b>Edition/Publication Year:</b> <u>2014</u>
<b>Publisher:</b> <u>Measurement Inc.</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES*</b>					
Proficient and above	96	98	98	98	97
Advanced Proficient	35	34	46	42	26
Number of students tested	194	183	167	161	143
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	96	99	98	98	96
Advanced Proficient	36	33	47	41	24
Number of students tested	135	144	127	133	107
<b>2. Students receiving Special Education</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>3. English Language Learner Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above	95	99	99	96	98
Advanced Proficient	35	31	44	44	21
Number of students tested	130	134	100	116	90
<b>5. African- American Students</b>					
Proficient and above	91	95	91	100	92
Advanced Proficient	32	41	44	17	17
Number of students tested	22	22	23	18	25
<b>6. Asian Students</b>					
Proficient and above	100	100	100	100	100
Advanced Proficient	0	55	43	50	17
Number of students tested	5	11	7	4	6

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>9. White Students</b>					
Proficient and above	100	100	97	100	95
Advanced Proficient	42	44	51	48	46
Number of students tested	37	16	37	23	22
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>HSPA</u>
<b>All Students Tested/Grade:</b> <u>11</u>	<b>Edition/Publication Year:</b> <u>2014</u>
<b>Publisher:</b> <u>Measurement Inc.</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES*</b>					
Proficient and above	100	100	100	100	99
Advanced Proficient	46	25	33	22	13
Number of students tested	194	183	167	161	143
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	100	100	100	100	100
Advanced Proficient	42	23	33	24	8
Number of students tested	135	144	127	133	107
<b>2. Students receiving Special Education</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>3. English Language Learner Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above	100	100	100	100	100
Advanced Proficient	44	22	34	22	11
Number of students tested	130	144	100	116	90
<b>5. African- American Students</b>					
Proficient and above	100	100	100	100	96
Advanced Proficient	36	27	26	11	12
Number of students tested	22	22	23	18	25
<b>6. Asian Students</b>					
Proficient and above	100	100	100	100	100
Advanced Proficient	0	46	43	50	0
Number of students tested	5	11	7	4	6
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
Advanced Proficient					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>9. White Students</b>					
Proficient and above	100	100	100	100	100
Advanced Proficient	65	38	35	26	23
Number of students tested	37	16	37	23	22
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					

**NOTES:**