

I. IMPLEMENTATION OF SCHOOL LEVEL PLANS [N.J.A.C. 6:8-2.2(a)3]

A.

SCHOOL LEVEL PLANNING

SCHOOL LEVEL OBJECTIVES

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| 2006 – 2007 SCHOOL-LEVEL OBJECTIVE #1 |
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PREPARATION FOR OPEN-ENDED SCIENCE HSPA

By June 30, 2007, the Science Enrichment class will have had at least 6 opportunities to practice open ended questions that replicate the type of assessment the student would encounter in the open ended portion of the Science HSPA. Teachers in the Language Arts and Science Department will collaborate to design, implement and evaluate these open ended questions and their rubrics. The students will be given a pre-test in the fall and a post test in the spring to provide results and feedback to teachers and students regarding their performance on the sample open ended questions.

- Grade eleven science enrichment teachers will participate in professional development workshops to gain information about designing, implementing, and evaluating open-ended questions. The training will be extended to include all science teachers in collaboration with the Language Arts teachers and their supervisor.
- Sample materials and workbooks will be purchased to assist teachers in structuring the questions and their rubrics.
- Science teachers will determine where in their curricula it is appropriate to include monthly open ended practice questions. The teachers will give the open ended question, score the questions, and then provide feedback to the students regarding their progress.

The results of the fall pre-test will be compared to the spring post test to determine strengths and opportunities for improvement. A 5% increase in achievement in the spring local assessment is expected. The results of the first time Science HSPA (Individual Student Reports) will serve as one of our data points the first year. The third measure will be to document the 6 opportunities the students had to practice open ended questions and to share the results with teachers and students.

The second year of this objective will be to continue the activities of year one and to compare Science HSPA results of June of 2007 to June of 2008.

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| 2006 - 2007 SCHOOL-LEVEL OBJECTIVE #2 |
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SPECIAL EDUCATION ADEQUATE YEARLY PROGRESS

By June 30, 2007, the Special Education subgroup that did not achieve proficiency or advanced proficiency on the March 2006 HSPA in Mathematics or Language Arts Literacy will achieve proficiency or advanced proficiency, or at a minimum, attain the Safe Harbor percentage as a result of the following activities:

- Articulation meetings between High Point special education teachers and sending district special education teachers will continue to be held during the 2006-2007 school year to review Language Arts and Mathematics content to prepare grade eleven students for the HSPA.
- Through the regular education classes in grades nine, ten, and eleven special education teachers and regular education teachers will work with special education students and will coordinate remedial efforts to assist students at risk of not achieving proficiency on the HSPA.
- Special education teachers in Math and in Language Arts and regular education teachers who are working with this subgroup will continue to receive professional development in teaching strategies to prepare students for the HSPA.
- Special education students in grades nine, ten, and eleven will be given a local assessment based on HSPA of previous years to be used to indicate their potential level of HSPA preparedness in Math and in Language Arts. Results will be compared to actual HSPA scores.
- A Language Arts research based Pilot Program for the resource center replacement students involving assistive technology will be implemented. Professional development for teachers will be given.

March '06 Cycle II HSPA data at or above proficiency scores
Mathematics: 62.5% Special Education
Language Arts Literacy: 67.4% Special Education

I. IMPLEMENTATION OF SCHOOL LEVEL PLANS [N.J.A.C. 6:8-2.2(a)3]

B. THE APPROVAL DATE OF THE SCHOOL LEVEL PLANS BY THE BOARD WAS OCTOBER 16, 2006.

C. SUMMARY OF PROGRESS IN IMPLEMENTING SCHOOL LEVEL PLANS

The school level plans to be implemented in 2006-2007 will provide support for our special education sub group in the attainment of proficiency in Math and in Language Arts as measured by the HSPA. Several new and existing programs will be implement and refined and will link regular and special education teacher skills to enhance student achievement. Also, our eleventh grade students and teachers will become familiar with the skills measured on the new Science portion of the HSPA which includes open-ended questions.

II. ACHIEVEMENT OF PERFORMANCE OBJECTIVES -- [N.J.A.C. 6:8-2.2(A)3],

A. OBJECTIVE #1: EXPANDING THE ATHLETIC MONITORING PROGRAM TO IMPROVE ACADEMIC PERFORMANCE OF STUDENT ATHLETES

The Athletic Monitoring Program was originally held in the 2003-2004 school year for 850 regular and special education student athletes in grades nine through twelve. In that baseline school year, 5% of our student athletes (43 students) were not permitted to participate in their team's next competition because they were doing less than "C" work in class.

In 2004-2005 with over 900 students participating in sports during the school year, 5% of our student athletes (46 students) were not permitted to participate in their team's next competition because they were doing less than "C" work in their class.

Because of the success of the first program, parents, teachers and students requested that the Athletic Director expand Athletic Monitoring from providing academic assistance to students twice during the fall winter and spring sports seasons to providing assistance for students throughout the entire season.

Students who are not performing in class (doing less than "C" level work) will be required to improve their grades or they will not be allowed to participate in their team's next competition. The Athletic Director and the school administration met and developed a plan to identify and academically support student athletes throughout the season. Support will be provided by regular and special education teachers after school and/or during study periods.

High Point has over 925 students participating in sports. By identifying student athletes who are not performing at a grade of "C" level or better and by requiring that the students throughout the season make a good effort to seek extra help to improve their academic performance, by June of 2006 the percentage of students not participating in their team's next event during the 2005-2006 school year will be 5% (or less) of the total number of student athletes. A projected 50 to 100 student athletes are expected to be identified as not performing at a grade of "C" level or better for the first marking period of 2005 and as the number of students participating in sports increases, it is expected that through an expanded Athletic Monitoring Process the number of students not permitted to participate in their team's next competitive events will remain at 5% (or less).

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| RESULTS ACHIEVED |
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During the 2005-2006 school year, 271 student athletes were placed on Athletic Monitoring. Of these students, 11 needed to be "benched" because they were not improving in their classroom performance and not achieving a "C" or better in their grades.

B. Achievement of Benchmark: This equates to 4% of the students who were not permitted to participate in their team's next competitive event. Therefore, this objective was achieved.

II. ACHIEVEMENT OF PERFORMANCE OBJECTIVES -- [N.J.A.C. 6:8-2.2(A)3],

A. OBJECTIVE #2: SPECIAL EDUCATION ADEQUATE YEARLY PROGRESS

By June 30, 2006, the Special Education subgroup that did not achieve proficiency or advanced proficiency on the March 2005 HSPA in Mathematics or Language Arts Literacy will achieve proficiency or advanced proficiency, or, at a minimum, attain the Safe Harbor percentage as a result of the following activities:

- Articulation meetings between High Point special education teachers and sending district special education teachers will be held during the 2005-2006 school year to review Language Arts and Mathematics content to prepare grade eleven students for the HSPA.
- Through the regular education classes in grades nine, ten, and eleven special education teachers and regular education teachers will work with special education students and will coordinate remedial efforts to assist students at risk of not achieving proficiency on the HSPA.
- Special education teachers in Math and in Language Arts and regular education teachers who are working with this subgroup will receive professional development in teaching strategies to prepare students for the HSPA.
- Special education students in grade eleven will be given a local assessment based on previous years HSPA to be used to indicate their level of HSPA preparedness in Math and in Language Arts.

March '05 Cycle II HSPA data at or above proficiency scores

Mathematics: 42.3% Special Education*

Language Arts Literacy: 51.9% Special Education*

Baseline will be adjusted based on final 2005 AYP data when available from the Title I Office.

RESULTS ACHIEVED

Eight articulation meetings were held involving High Point special education teachers and sending district special education teachers. The Language Arts and Mathematics content was reviewed and revised to prepare 11th grade students for the HSPA.

B. Achievement of Benchmark: Regular Education and Special Education teachers in grades nine, ten, and eleven worked with special education students and coordinated remedial efforts to assist students at risk of not achieving proficiency on the HSPA.

**III. NEW JERSEY SCHOOL REPORT CARD [N.J.S.A. 18A:7E-1 ET SEQ.
AND N.J.A.C. 6:8-2.2(A)1]**

SCHOOL REPORT CARD

The 2004-2005 School Report Card (**Exhibit A**) published for each New Jersey school district by the New Jersey Department of Education speaks well of High Point Regional. Data is available regarding student performance, staff information, district finances, class size, and other areas that provide a complete picture of the makeup of the High Point Regional School District. This document is published as an attachment to the Quality Assurance Annual Report and is available at both the high school and the Board of Educational office. In addition, access may be obtained through our school's web site, www.hpregional.org.

IV. PROFESSIONAL DEVELOPMENT ACTIVITIES [N.J.A.C. 6A:9]

PROFESSIONAL DEVELOPMENT

- A. Professional development programs are an essential component for improving the quality of instruction offered to our students and sustaining the professional culture in our district. During the 2005-2006 school year, High Point provided eighteen hours of professional inservice activities, supported numerous out-of-district conferences, and conducted in-house summer workshops based on the needs of our staff. Needs were identified in a faculty survey
- B. Over \$126,000 was budgeted professional improvement activities during the year. Each teacher has specific professional development activities included in his or her professional improvement plan. These activities are considered when professional development is offered through inservice programs or is requested by staff. Our teaching staff continues to make satisfactory progress toward attainment of the 100-hour professional development requirement. Several workshops were also conducted for non-certificated and support staff to improve their job skills.

Budget Expended for Professional Development:

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| Course Reimbursement: | \$109,893 |
| Staff Training Workshops | <u>\$ 16,654</u> |
| TOTAL | \$126,547 |

- C. The Sussex County Professional Development Board approved High Point's Professional Development Plan for 2006-2007 on March 14, 2006.

Our professional development activities focus on:

- Preparing teachers to assist students to meet the challenges of sustaining high student performance as measured by the New Jersey High School Proficiency Assessment;
 - Attaining competency in the Core Curriculum Content Standards;
 - Expanding learning opportunities to integrate technology into the curriculum;
 - Providing instructional strategies for teachers that prepare our students to succeed and for success in their own professional improvement plans;
 - Providing feedback via a survey to the Local Professional Development Committee.
- D. Our local mentor plan was fully implemented in 2006 according to the New Jersey Professional Standards for Teachers. This included the new requirements that resulted from the NCLB legislation and reflected the standards for highly qualified teachers. Our district provides a trained mentor for each teacher new to High Point Regional High School.

V. CONDITION OF EDUCATIONAL FACILITIES [N.J.A.C. 6A:26]

A. Temporary School Facilities

The High Point Regional District is proud of the condition of the high school building and grounds. This is the result of a comprehensive maintenance plan, a long range facilities plan, and care by our custodial, maintenance, and grounds personnel. Whenever possible, our school staff is used to complete construction projects and repair facilities and equipment, at a cost savings to the district. Our district continues to have no substandard classrooms and no temporary facilities.

B. Cost of Major Building Projects/Renovations

The following project costs were either expended or encumbered during the 2004-2005 school year:

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| Maintenance Building Upgrade, to be completed by Sept. 2006 | \$180,518.00 |
| Site Work for Maintenance Building Completed in Spring, 2006 | \$ 71,524.00 |
| Ceiling Tile replacement in 300 wing,Lobby and Maintenance Hallway | \$ 1,646.00 |
| Lighting Upgrade in 100 wing and Front Hallway | \$ 1,880.00 |
| Replaced Carpeting in Main office | \$ 9,203.00 |
| Boiler Upgrades and Repairs | \$ 14,732.00 |

C. Comprehensive Maintenance Plan

1. The Comprehensive Maintenance Plan for FY '06, '07, and '08 was reviewed and approved by the Board of Education at the September 18, 2006 meeting. **(Exhibit B).**

V. CONDITION OF EDUCATIONAL FACILITIES [N.J.A.C. 6A:26] (CONT'D)

D. Status of Long Range Facilities Plan

1. The initial revised Long Range Facilities Plan was approved by the Board of Education on December 18, 2000, and the New Jersey Department of Education approved the plan in a letter dated October 9, 2002. The Board of Education approved the updated long range facility plan for the next five years on September 19, 2005.
2. All information has been submitted and we are waiting for the state to finalize the process.

Updates on the status of capital projects listed in the plan are as follows:

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| 2005-2006 | The Maintenance Facility project will be completed by September, 2006 |
| 2006 | Paving of the parking lot took place during the summer of 2006 |
| 2006 | Lighting upgrade and Ceiling tile replacement took place during the summer of 2006 |

E. Annual Maintenance Budget Amount

A Detailed Actual Expenditures by Year by Building Worksheet has been submitted and is attached (**Exhibit C**).

F. Maximum Capital Reserve Amount

The total local share required to implement the district's Long Range Facility Plan is \$1,314,600.00.

G. Status of Required Annual Health and Safety Review

1. The required annual check of the school building using the checklist for the Evaluation of School Buildings was completed. A copy of the checklist is attached. There were no violations found. All required health and safety certificates are on file in each building or in the district office (**Exhibit D**).
2. Facilities Checklist is attached.

VI. STATUS OF MANDATED PROGRAM REVIEWS [N.J.A.C. 6:8-4]

A. Comprehensive Equity Plan

The Board of Education accepted the Comprehensive Equity Plan on April 26, 2004. This plan covers the academic years of 2004-2007. All requirements of this plan have been met for the 2005-06 school year.

B. Bilingual Education, English as a Second Language, English Language Services [N.J.A.C. 6A:15]

ENGLISH LANGUAGE SERVICES PLAN

The English Language Services Plan for 2005-2008 was approved by the New Jersey State Department of Education on September 15, 2005.

C. Early Childhood Program Aid Plans [N.J.A.C. 6A:24-3.4]

N/A

D. Demonstrably Effective Program Aid Plans [N.J.A.C. 6A:24]

N/A

E. Special Education [N.J.A.C. 6A:14]

1. The date of the most recent program monitoring was March 30, 2006 from the Superintendent of Schools. Program monitoring is complete until further notice. This represents the culmination of a three year cycle.

2. Progress toward implementation of the plan:

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| 2003-2004 | Self-Assessment Process |
| 2004-2005 | On-site monitoring and development of an approved corrective action plan |
| 2005-2006 | Implementation of corrective action plan |

F. District Technology Plan [N.J.S.A. 18A-7F-22]

We continue the implementation of our technology plan with the addition of six computers in the Science Department Classrooms. Room 315 was retrofitted with six new workstations.

A batch of 35 new computers were added to the following locations:

- 17 in Room 426 for Cyber Classroom – new course
- 4 projectors on rolling carts for department use
- 8 department offices
- 6 mentioned above (Science Room 315)

Ten new projectors were purchased for use throughout the building, allowing us to departmentalize usage and provide individualized programs. Thirty-two printer replacement/additions were installed throughout the building. Some desktop and others networked to multiple stations.

Sixteen PDAs were purchased and provided to Administrators and Supervisors.

G. Discretionary and Entitlement Grant Programs [P.L. 107-10]

The following grants were received and implemented for the 2005-2006 school year.

| | | | |
|---------------------------------|----------|-------------------------------|-----------|
| Title I – Basic Skills | \$40,664 | Title V – Innovative Programs | \$2,750 |
| Title II-A | \$26,577 | IDEA – Basic | \$230,339 |
| Title II-D | \$754.00 | Perkins Vocation Education | \$70,128 |
| Title IV – Drug Free Activities | \$3,558 | | |

No Child Left Behind:

The allocations received from the No Child Left Behind Consolidated Formula Subgrant supported several initiatives. Basic Skills and HSPA prep instruction for students identified as at-risk of failing were provided. Teachers received training in 4Mat and instructional technology to enhance teaching and learning strategies. The mentor program provided positive socialization experiences and increased self-esteem for students who were potentially at-risk for abusing alcohol, tobacco, or other drugs. Finally, the integration of technology into the curriculum continues to be implemented with the purchase of online services, professional development in technology, and membership in technology organizations.

The IDEA

Basic Grant implementation included the following expenses:

- Partial salary and benefits for teachers of Multiply Disabled class;
- Partial salary and benefits for Computer teacher for disabled students;
- Partial salary and benefits for World Language teacher for disabled students;
- Partial salary and benefits for after school computer skills tutors and counseling services for disabled students;
- Summer salaries for providing inservice training to teachers;
- Partial salaries and benefits for instructional aides for disabled students;
- Summer salaries for Special Education Supervisor, Learning Consultant, Psychologist, Social Worker, Administrative Assistant;
- Classroom supplies, including computer work stations, printers, and miscellaneous supplies;
- Occupational, physical, and speech therapy services and psychological evaluation services for disabled students;
- Field trip buses for disabled students.

Carl D. Perkins

In conjunction with our five district consortium, High Point Regional High School utilized Perkins funds for the purchase of computer hardware to assist with the Business Education Department Curriculum.

VII. COMMUNITY SUPPORT [N.J.A.C. 6:8-2.1(e)]

A. Demographic Data

1. On February 25, 2005, an updated demographic study was prepared by Whitehall Associates, Inc. The original study was completed in June of 2003. The study included population and housing demographic data for the districts of Branchville, Frankford, Lafayette, Sussex, and Wantage. The study provides student population projections through the 2014-2015 school year. Updated demographic data will be included in the revisions to the 2000-2005 Long-Range Facility Plan. High Point's study was completed in coordination with the Frankford and Lafayette Township Schools. As projected by the study and verified by enrollment records, trends indicate a continued increase in the number of students over the next several years.
2. The Board is considering moving forward with a new demographic study. Cost for the study is a concern.

B. Community Survey

On Saturday, January 29, 2005, a Strategic Plan workshop was held. This workshop involved a large number of community representatives and High Point stakeholders. Participants provided input to assist in the development of the five year Strategic Plan

C. Resources and Links to Social Service Agencies

In February, 2006, Guidance Counselors and Child Study Team members attended an information seminar sponsored by Sussex county School Censor's Association which featured a combination of local community service aganeices and private therapists. Communication is on a need basis with agencies by phone or email. Referrals to Pass It Along Communication service organization and Project Self Sufficiency for women who are at risk.

D. Community Environmental Conditions

Efforts continue to provide programs that expose students at High Point to the diverse cultural and ethnic backgrounds that exist in society. To that end, the following programs were presented during the school year:

- International Club multi-cultural holiday celebration;
- Veteran's Day classroom presentations by Armed Services veterans;
- Celebration of World Languages Month, including decorations, costumes, foods, and ethnic t-shirt day;
- Community/Service Learning project.

E. Barriers to Community Participation (N/A)

F. Community Involvement:

In 2005-2006 High Point Regional High School District involved the community through the following programs, events, and offerings:

- Adult Education Programs;
- Senior Citizen Prom;
- Use of fields and gyms by local recreation organizations;
- Senior Citizens' Luncheon and Musical'
- Donations of food baskets to community residents for Thanksgiving;
- Nursing Home visitations;
- Valentines for Vets;
- Wantage Township road clean-ups;
- National Honor Society Blood Drive;
- Turkey Trot and East Bunny 5K Races;
- FBLA March of Dimes Campaign;
- Monthly Sussex County Task Force Meetings;
- Key Communicator Meetings;
- School-wide Objective Committee Meetings;
- Project Graduation.

We also take pride in the excellent participation of our students in the following community service projects which were performed in the 2005-2006 school year, and which are also planned activities for 2006-2007:

- Rotary Clubs at Sussex County Fair;
- Canned food drive for needy families;
- Serving lunch at Manna House;
- March of Dimes – Walk America;
- Visitations to Ginny's House;
- Visits to the Homestead and Methodist Manor;
- American Cancer Society – Relay for Life;
- Barn Hill Nursing Home;
- Dover Train clean-up with Guardian Angels;
- Project Self-Sufficiency;
- Youth in Government Day;
- Harvest Home;
- NJASC – State Charity.

G. Parental Involvement:

During the 2005-2006 school year, parents were actively involved in a wide variety of programs including the following:

- Malcolm Baldrige Process for Quality and Continuous Improvement (Strategic Plan);
- Basic Skills Information Session for Parents;
- Senior Parent College Night;
- Back-to-School Night;
- Parent Orientation for Freshman Students;
- Awards Dinner for Seniors and Parents;
- Financial Aid seminar for Parents;
- Sports Awards Assemblies for Parents and Athletes;
- Academic Awards Program;
- Music Awards Program and Dinner;
- Advisory Committee Meetings;
- Principal's Parent Advisory Programs;
- Pathways to Your Future

VIII. ASSIGNMENT PLAN FOR CERTIFIED AND NONCERTIFIED NURSES
[N.J.A.C. 6A:16-2.1(f)3 AND N.J.A.C. 6:-2.1(a)10]

Two certified school nurses, Valerie Broderick and Karen Jackson, are assigned to High Point Regional High School during those hours that school is in session. They complete duties outlined in NJAC #6A:16-2, 1(e)1. A School Nursing Services Plan for 2006-2007 has been completed. No other Nursing personnel are employed; however, we do maintain a list of EMT, CPR, and AED certified staff.

- A. Copy of School Nursing Services Plan is attached (**Exhibit E**).

- B. The date of the last Board approval of the Nursing Services Plan was October 16, 2006.

- C. The Principal discussed the Plan at the October 16, 2006 Board of Education meeting.

IX. SUBSTANCE ABUSE PREVENTION PROGRAM [N.J.A.C. 6A:16-3]

A. HPRHS Policy and Regulation 5530 Revision occurred and was approved at the June 26, 2006 Board of Education meeting.

B. Evidence of annual review of program effectiveness:

- Grade 9 - Substance Awareness Coordinator prevention message and activities with all English classes in the fall.
- Grade 9 - Substance Awareness Coordinator and adolescent recovery patients from residential treatment facility spoke to all Health classes;
- Grade 9 and 10 – Prevention Multi-Media Presentation, through coordination with local EMS and law enforcement.
- Grades 11 and 12 – DWI simulation assembly, in coordination with local EMS and law enforcement.
- Parent and Community Outreach Programs –

Helping Our Kids Survive Their Most At Risk Years

Cross Age Peer Pressure and Refusal skills activities, high school students with grade 4 at Sussex Wantage and grade 8 in all three sending district schools.

Safe Homes Program – Listing of district parents who have signed pledges to monitor at home parties and not allow underage drinking or illegal drug use.

High Point Representation on the following Community Boards:

Sussex County Youth Services Commission

Sussex County Task Force on Underage Drinking

Sussex County Substance Awareness Coordinators

Municipal Alliance Committee – Sussex Wantage and Central Alliance.

- Professional Development in the area of substance awareness provided to new faculty, student intervention CORE team and full staff.
- Coordination of programs with the following agencies:
 - Center for Prevention and Counseling
 - Probation Office
 - Narcotics Task Force
 - DYFS
 - Youth Service Commission (SAC attends monthly meetings)
 - Project Self-Sufficiency
 - Pass It Along

X. VIOLENCE AND VANDALISM REPORTING [N.J.A.C. 6A:16-5.3]

- A. The Electronic Violence and Vandalism Reporting System (EVVRS) was utilized to submit our Annual District report for 2005-2006 in July of 2006 (**Exhibit F**).
- B. A Public Hearing on Violence and Vandalism was held on October 16, 2006.
- C. The date of Board approval for the program was October 16, 2006.

XI. SCHOOL SAFETY PLANS

- A. On September 18, 2006 the Board of Education approved the High Point Regional School Safety Plan/Crisis Response Plan for the 2006-2007 school year.
- B. Prior to the Board meeting, the plan was reviewed administratively on September 13, 2006.

XI. STATEMENT OF ASSURANCE

APPENDIX D-1

STATEMENT OF ASSURANCES

School Year 2005-06

DISTRICT: High Point Regional

COUNTY: Sussex

The High Point Regional High School District verifies that the following plans and actions are in compliance pursuant to N.J.A.C. 6A:8-3, 16A:8-4.4(a), N.J.A.C. 6A:16-4, 6 and N.J.A.C. 6A:32-12.2:

- School-level plans that are based on pupil performance and behavior data and which include pupil performance objectives were developed and implemented for each school in the district as verified by the building principal (N.J.A.C. 6A:8-4.4(a) and 6A:32-12.2).
- Written curricula for all students including mandated programs specified in N.J.A.C. 6A:8-3.1 were approved by the Board of Education on December 19, 2005.
- A curriculum evaluation schedule was developed and implemented for all content areas at all grade levels.
- Curriculum articulation involving teaching staff was implemented in accordance with N.J.A.C. 6A:8-3.1 between and among grades, schools and districts.
- The district developed and implemented a board-approved Substance Abuse Prevention Program for all grades in accordance with N.J.A.C. 6A:16-4 and 6.

CERTIFICATION: I certify that the preceding programs and activities were implemented for the 2005-2006 school year.

John W. Hannum, Ed. D.

Typed Name of Administrator

Signature of Chief School Administrator

Date

(Due 11/15/2006)

**APPENDIX D-2
STATEMENT OF ASSURANCES**

SCHOOL-LEVEL PLAN

School Year 2005-06

DISTRICT: High Point Regional

COUNTY: Sussex

In accordance with the provisions of N.J.A.C. 6A:8-4.4(b) and N.J.A.C. 6A:32-12.2, I certify that the following plans and actions were implemented for the 2005-06 school year in the High Point Regional High School.

- A school-based planning team comprised of parents, teachers and the principal was established.
- A school-level plan based on pupil performance and behavior data was developed and implemented.
- The plan included pupil performance objectives approved by the county superintendent.
- Parents have been involved in the plan development.
- A review of progress of the 2005-2006 plan was conducted with teaching and administrative staff on November 15, 2005 and May 18, 2006.
- Documentation that fire drills were held, pursuant to N.J.S.A. 18A:41-1.

CERTIFICATION: I certify that the preceding activities were implemented for the 2005-06 school year.

Greg Youngman

Typed Name of Principal

Signature of Principal

Date
(Due 11/15/2006)