



## Black Horse Pike Regional High School District

When Brian Repici transitioned into the role of Superintendent, he knew how important it was to listen to his community and their needs. The administration takes multiple opportunities throughout the year to meet with students and teachers to create opportunities to highlight staff and student voice. Supervisor of Planning, Research, Evaluation, Assessment, and Special Projects, Mary-Alice Baratta, notes, “Superintendent Repici has built a community with a lot of buy-in because he really listens to students and teachers and then responds.”

People matter at Black Horse Pike—and in addition to getting to know each student personally, the data points for attendance, grades, and performance on assessments are used to tell each student’s story. To further understand student needs, Baratta continually asks “what’s behind the data?” Data from sending schools, as well as qualitative analysis, allows the administration at Black Horse Pike to place students in targeted classes. Further, Black Horse educators spend time examining the reasons students perform the way they do on assessments, taking out-of-school factors into account, and the administration creates focused action plans for specific students based on their needs. Superintendent Repici adds, “we’ve implemented restorative disciplinary practices with students and improved our professional development efforts so our staff are the primary force delivering professional development.”

District Profile	
▪	Schools: 3
▪	Grades Served: 9-12
▪	Total Enrollment: 3672
▪	Economically Disadvantaged: 29.7%

Individualized instruction is another hallmark of Black Horse Pike’s success. Teachers provide interventions during Common Lunch Enrichment Period, called ‘Lunch and Learn.’ Math Teacher Kim Loring also recognizes the presence of math tutors in the building. The district employs retired math teachers to tutor students, creating even more opportunities for math interventions with struggling students. These focused math sessions foster the growth that Loring sees on common benchmark assessments throughout the year.

Repici knows the importance of the building a strong team to achieve results for all students. The district has committed cross-school curricular supervisors of instruction in each major department and ELA and Math coaches to analyze data and help teachers determine instructional direction. Full-day Professional Learning Community (PLCs) meetings throughout the year have helped the three high schools of Black Horse Pike achieve vertical and horizontal alignment.

Superintendent Brian Repici also said that people ask why their graduation rate continues to rise every single year for the last five years. “We just look at every single kid.”

### Ask Black Horse Pike to tell its story:

- Common benchmarks
- Instructional supervisors
- Full-day PLCs
- Data analysis and systems
- AP preparation and testing
- ELA and Math Coaches
- “Listening sessions” with students and faculty



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