2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

[X] Public [ ] Private

Cover Sheet

Type of School (Check all that apply)

[ ] Elementary [ ] MIddle [X] High [X] K-12
[ ] Charter [ ] Title I [ ] Magnet [X] Choice

Name of Principal: Mr. Thomas Curtis Bunting Jr.
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name: Sussex Technical High School
(As it should appear in the official records)

School Mailing Address: 17099 County Seat Highway PO Box 351
(If address is P.O. Box, also include street address.)

Georgetown	Delaware	19947-0351
City	State	Zip Code+4(9 digits total)

County: Sussex County State School Code Number*: 0770

Telephone: (302) 856-0961 Fax: (302) 856-7882

Web site/URL: http://www.sussexvt.k12.de.us/web/ E-mail: cbunting@sussexvt.k12.de.us

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date

Principal's Signature

Name of Superintendent: Dr. Patrick E. SaviniEd.D.
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name: Sussex Technical School District Tel.: (302) 856-2541

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date

(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Richard I. Lewis
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date

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

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

Include this page in the school's application as page 2.

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 has some configuration that includes 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 each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.

3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind–Blue Ribbon Schools award in the past five years.

5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.

6. 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.

7. 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.

8. 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. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

DISTRICT (Question 1-2 not applicable to private schools)

1. Number of schools in the district:

_____	Elementary schools
_____	Middle schools
_____	Junior High Schools
1	High schools
1	Other
2	TOTAL

2. District Per Pupil Expenditure: 13120

   Average State Per Pupil Expenditure: 11303

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

[ ] Urban or large central city
[ ] Suburban school with characteristics typical of an urban are
[ ] Suburban
[ ] Small city or town in a rural area
[X] Rural

4. 3 Number of years the principal has been in her/his position at this school.

   _____ If fewer than three years, how long was the previous principal at this school?

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

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
Pre K			0		**7**			0
K			0		**8**	0	1	1
1			0		**9**	162	178	340
2			0		**10**	166	188	354
3			0		**11**	137	144	281
4			0		**12**	122	151	273
5			0		**Other**			0
6			0					
TOTAL STUDENTS IN THE APPLYING SCHOOL								1249

6. Racial/ethnic composition of the school:

2	%	American Indian or Alaska Native
1	%	Asian or Pacific Islander
17	%	Black or African American
4	%	Hispanic or Latino
76	%	White
100	**%**	**TOTAL**

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year 2 %

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

(1)	Number of students who transferred to the school after October 1 until the end of the year	2
(2)	Number of students who transferred from the school after October 1 until the end of the year	26
(3)	Total of all transferred students [sum of rows (1) and (2)]	28
(4)	Total number of students in the school as of October 1	1249
(5)	Total transferred students in row (3) divided by total students in row	0.02
(6)	Amount in row (5) multiplied by 100	2

8. Limited English Proficient students in the school: 1 %

4 Total Number Limited English Proficient

Number of languages represented: 1

Specify languages: Spanish

9. Students eligible for free/reduced-priced meals: 23 %

Total number students who qualify: 281

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 federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 11 %

131 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.

1	Autism	1	Orthopedic Impairment
	Deafness	18	Other Health Impairment
	Deaf-Blindness	96	Specific Learning Disability
9	Emotional Disturbance	1	Speech or Language Impairment
	Hearing Impairment		Traumatic Brain Injury
4	Mental Retardation	1	Visual Impairment Including Blindness
	Multiple Disabilities		

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

	Number of Staff	
	Full-time	**Part-time**
Administrator(s)	5	0
Classroom teachers	93	0
Special resource teachers/specialists	5	0
Paraprofessionals	8	0
Support Staff	42	11
Total number	153	11

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 — 14 **: 1**

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates.

	2006-2007		2005-2006		2004-2005		2003-2004		2002-2003	
Daily student attendance	97	%	96	%	95	%	95	%	95	%
Daily teacher attendance	93	%	92	%	94	%	93	%	92	%
Teacher turnover rate	1	%	5	%	2	%	5	%	3	%
Student drop out rate (middle/high	2	%	4	%	3	%	7	%	5	%
Student drop-off rate (high school)	4	%	19	%	19	%	13	%		%

Please provide all explanations below

Sussex Technical High School draws students from throughout Sussex County, Delaware. Students from nine public middle schools as well as county private and charter schools apply for admission into Sussex Tech. Sussex Tech receives an average of 600 to 700 eighth grade applications per year for approximately 300 ninth grade openings. Applying

students are then chosen through a lottery system for admission into the school. Students at Sussex Tech must earn 28 credits for graduation. All academic classes are college preparatory in nature. The graduation requirements are considerably higher than the state requirement and the requirement of other area high schools. This combined with the Sussex Tech requirement for a STEM (Sussex Tech Exhibition of Mastery) Project as a culminating activity for their individual technical experience and the fact that there are no study halls; some students do leave the cohort early on to attend the high school in their home district. Many of our students who transfer to another high school after their ninth grade year are well on their way to meeting the graduation requirements of other high schools earlier than at Sussex Tech.

14. ***(High Schools Only. Delete if not used.)***

Show what the students who graduated in Spring 2007 are doing as of the Fall 2007.

Graduating class size	254	
Enrolled in a 4-year college or university	19	%
Enrolled in a community college	17	%
Enrolled in vocational training	4	%
Found employment	16	%
Military service	0	%
Other (travel, staying home, etc.)	2	%
Unknown	42	%
Total	100	%

PART III - SUMMARY

Sussex Technical High School, a United States Department of Education National School of Excellence, provides a unique, focused, and rigorous educational program for students who attend. At Sussex Tech, new and exciting educational experiences are happening. Sussex Tech's curriculum is integrated as all academic and technical courses are related and taught in a real-life and meaningful way. The unique and rigorous curriculum prepares graduates of Sussex Tech for immediate employment, lifelong learning, and entry into apprenticeship programs and two-year and four-year colleges. The mission of Sussex Technical High School is to provide an individually oriented techademic education, which builds a sense of pride, success, and self-esteem through excellence, enabling each high school student to become a responsible and productive member of society. The school's vision and goals focus on utilizing educational programs, state-of-the-art technology, school facilities, and shared decision-making to provide opportunities for all students to meet challenging techademic standards that prepare them for responsible citizenship, lifelong learning, and productive careers.

All ninth grade students explore six technical programs. The core technical program that is chosen by students at the end of their exploratory experience provides the framework for technical and academic coursework in grades ten through twelve. All students complete a project referred to as STEM (Sussex Tech Exhibition of Mastery) during their twelfth grade year. The project includes a research paper, a product in a technical field, and an oral presentation evaluated by a committee. This capstone project demonstrates advanced technical and academic skills.

Sussex Tech believes in supporting students in their efforts to achieve high academic standards. Techademic Coaching, an after-school enrichment program, enables students to receive individual tutorials; make up tests and labs; complete projects and homework assignments; use computerized integrated learning systems; and prepare for SAT and PSAT exams.

Sussex Tech is proud of the following awards and citations: recognized by the U.S. Department of Education as a National School of Excellence; recipient of the Gold Performance Award by the Southern Regional Education Board (SREB) for significant improvement of student test scores on national assessments; presented the National School Change Award by Fordham University for significant improvement in school test scores and quality of student programs; named as one of the original ten New American High Schools by the U.S. Department of Education and the National Center for Research in Vocational Education; selected by the State Board of Education as a State of Delaware Blue Ribbon High School;selected as a LoTi Project School by the Delaware Center for Educational Technology; named Delaware's Model Instructional Technology High School by the State Board of Education; selected by the High Schools That Work (HSTW) network as one of three school districts in the nation to be a model district for schools engaging in comprehensive school reform; designated as a 2007 HSTW Pacesetter School based on HSTW assessment results and most recent state assessment data; chosen by the Association of Secondary School Principals as a National Showcase Site for School-to-Work Opportunities; selected by Dr. Gene Bottoms as one of SREB's nine model sites nationwide; named by SREB as an Advanced Integration Model site for implementing and presenting models of integrated curriculum; was one of ten high schools in the United States to receive the National Business Week Award for instructional innovation; selected by the Office of the Lieutenant Governor of the State of Delaware as a Model of Excellence in Education; chosen by the Corporation for Work and Learning and School-to-Career Partnership as one of seven model schools nationwide for the design and implementation of career pathways; recognized by the State of Delaware as a Superior Performing High School in 2004-2005 and 2006-2007; recognized by the State of Delaware with the Superstars in Education award for the Techademic Coaching program; and named by the Library of Congress as a Library of the Future school. Sussex Tech has been visited by educational delegations from 33 states, 11 foreign countries, and Washington, D.C. Sussex Tech's website can be found at http://www.sussexvt.k12.de.us/web/.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

The Delaware Student Testing Program (DSTP) is used as the state assessment in the State of Delaware. The DSTP serves as a measure of progress toward the Delaware Content Standards and as the primary indicator of the statewide accountability system. Grades 9 and 10 students participate in the Reading and Math portions of the DSTP during each March. Students achieve at one of five performance levels. The performance levels include Well Below the Standard (1), Below the Standard (2), Meets the Standard (3), Exceeds the Standard (4), and Distinguished (5). Grade 10 Reading and Math data relative to performance levels is available since 1998. Grade 9 Reading and Math data relative to performance levels began being generated by the state in 2006.

In 2007, Sussex Technical High School and Sussex Technical School District met all AYP performance targets in Reading and Math. Grade 10 Sussex Technical School District students ranked first out of 19 districts statewide in the percent of students meeting/exceeding the Reading standard (90.2%) and percent of students meeting/exceeding the Math standard (75.7%). The Grade 10 students were 17.7% above the state average in Reading and 18.8% above the state average in Math. Grade 9 students ranked first in the state in percent of students meeting/exceeding the Reading standard (94%) and ranked second in the percent of students meeting/exceeding the Math standard (74.6%). The Grade 9 students were 23.7% above the state average in Reading and 19.6 % above the state average in Math.

Review of longitudinal Reading and Math data demonstrate impressive gains made by Grades 9 and 10 Sussex Tech students. The 2007 percent of Grade 10 students meeting/exceeding the Reading standard (90.2%) document that high levels of achievement in Reading have been sustained. African American students demonstrated continuous improvement in the percent of students meeting/exceeding the Reading standard through 2007. The percent of Grade 10 African American students meeting/exceeding the standard on the 2007 Reading DSTP exceeded that of White students (95% compared to 88.9%). Low-Income students demonstrated continuous improvement in Reading over the last eight years and posted their highest scale score average (530.5) in 2007 and highest percent of students meeting/exceeding the standard (87.69%) in 2006. In 2007, only 4.5% fewer Low-Income students met/exceeded the Reading standard than Not Low-Income students. The Special Education subpopulation earned its highest Reading DSTP scale score average (509.74) in 2007 as 51.6% of these students met/exceeded the Reading standard. Grade 9 Reading data demonstrate that the number of students meeting/exceeding the Reading standard increased from 90% in 2006 to 94% in 2007. Grade 9 Low-Income students (94.2%) had a .3% higher percent of students meeting/exceeding the Reading standard than Not Low-Income students. Grade 9 African American students (92.1%) had just a 2.1% lower percent of students meeting/exceeding the Reading standard than White students.

Grade 10 Math data continued to improve during the past five years with the 2007 cohort demonstrating the highest percent of students meeting/exceeding the Math standard (75.8%) in the school's history. All Grade 10 subpopulations demonstrated an increase in the percent of students meeting/exceeding the Math standard from 2003 through 2007. In 2007, African American students (67.5%) increased by 15.33% in students meeting/exceeding the Math standard from 2006. Only 9.7% fewer African American students met/exceeded the Math standard than White students. Low-Income students had its highest percent of students meeting/exceeding the Math standard (63.8%) in 2007. The Math achievement gap between Low-Income and Not Low-Income Grade 10 students decreased to 14.3%. In 2007, the Special Education cohort demonstrated its highest percent of students meeting/exceeding the Math standard (38.5%). Grade 9 data remained relatively the same in the percent of students meeting/exceeding the Math standard in 2006 (75.2%) and 2007 (74.7%). 2007 Math data show increases in the percent of Low-Income students (+15.7%) and Special Education students (+.5%) meeting/exceeding the standard. African American students had a slight Math achievement decline with 4.22% fewer students meeting/exceeding the standard. In 2007, the Math achievement gap narrowed between Low-Income and Not Low-Income Grade 9 students (3.4%). The 2007 Math achievement gap between African American students and White students was 11.9%.

Information regarding the State of Delaware state assessment system can be found at http://www.doe.k12.de.us/programs/aab/.

2. **Using Assessment Results:**

Sussex Technical High School has used multiple year DSTP results as one element in making data-based curriculum decisions since 1997. With guidance and support provided by the District Director of Instructional Services, English and math teachers began a critical review and analysis of the curriculum and instructional strategies starting in 1998. This process began with a gap analysis in which teachers determined areas of omission in the English Language Arts (ELA) and math curriculum based upon review of state Content Standards and Performance Indicators. The gap analysis was repeated with the release of Grade Level Expectations (GLEs) in 2005-2006.

Based upon results of the gap analysis, teachers worked together to initiate a standards-based curriculum. Teachers met during daily common planning periods, during monthly content periods, after-school, and during the summer to review best practices in secondary English and math education within the context of the required state content standards. Equally important in these discussions was the examination of the unique characteristics of Sussex Tech's student population and subpopulations. Regular, ongoing meetings with these focused agenda items assured that English and Math teachers were actively involved in the design of a curriculum that drew data from multiple sources and clearly identified grade level expectations for all students in grades nine through twelve.

As a result of these meetings, teachers unanimously agreed that all students would be held accountable to achieve the same high-level ELA and math competencies in a sequential curriculum that began at grade nine and continued through graduation. One English teacher/specialist and one math teacher assumed additional responsibility for collection, analysis, and distribution of student performance data to all teachers within their content department and high school administrators. These data included disaggregated DSTP scores, instructional needs related to GLEs and standards, and the results of locally administered common assessments. Data analysis and discussion were included in all English and Math content meetings with particular focus on subpopulation data. Using these data to determine gaps in performance of subpopulations, teachers and administrators worked to identify and address curricular and other issues that appeared to be associated with unequal levels of performance. Based on these data, teachers designed high-level English and Math curriculum that is offered to all students. Administration assures that all students have access to this English and Math curriculum as a means for meeting and exceeding reading and math performance expectations.

3. **Communicating Assessment Results:**

Sussex Technical High School's Public Relations Coordinator reports student performance, student recognition, and school assessment data to local and state media outlets. This information is then publicized in local and state newspapers, radio broadcasts, and television broadcasts for the entire school-community and others. The school has a comprehensive, updated website available for families, students, and the community. Student performance and student recognition are routinely posted, as are released state assessment data. The school periodically publishes and mails home a newsletter, EXPRESSIONS, to families during the school year. EXPRESSIONS recognizes student performance and communicates assessment data to families and the community. Each school year, Sussex Tech sends its school profile to families. The school profile details student performance on state assessments, communicates state accountability status, and compares school data with state data. DSTP results are published statewide in Delaware's two largest newspapers, Wilmington News Journal and Delaware State News. Individual student DSTP results are mailed home to each student's family. Sussex Tech counselors and teachers discuss individual results with students and their families. Low performing students and their families are extended personalized invitations for Techademic Coaching and other student support programs relating to student academic performance. The highest performing students have their picture taken for the school website and surrounding local newspapers within Sussex County, Delaware. State assessment data are communicated in school public forums such as Open House, Career-Technical Advisory Dinner and Meeting, School Board meetings, and STAR (PTO) Team meetings. STAR Team is the school's family-school-community partnership. Recognition of student performance is also communicated through numerous banners and award citations located throughout the school. These banners and award citations demonstrate the high levels of performance that Sussex

Tech students have continued to achieve.

4. **Sharing Success:**

Sussex Technical High School has been visited by educational delegations from 33 states, 11 foreign countries, and Washington, D.C. Several times each school year, educational delegations visit Sussex Tech for collaboration and to examine the school's instructional practices and programs. Sussex Tech is recognized as one of nine model sites nationwide by the Southern Educational Regional Board (SREB). Sussex Tech is also recognized as a model site by the State of Delaware for instructional technology and nationally by the Secondary School Principals for school-to-work opportunities, SREB for implementing and presenting models of integrated curriculum, the Corporation for Work and Learning and School-to-Career Partnership for the design and implementation of career pathways, and High Schools That Work for engaging in comprehensive school reform. Sussex Tech instructional staff and administrators present to hundreds of teachers, support staff, and administrators each summer at SREB's National Summer Conference. Sussex Tech instructional staff and administration communicate regarding best practices with others throughout the state as numerous staff and administration members serve on educational committees throughout the state. School reform efforts and exemplary instructional practices are communicated nationwide through several SREB case studies involving Susex Tech. The school's Superintendent, Dr. Pat Savini, speaks nationally at school reform conferences and showcases. During the Fall of 2007, Dr. Savini spoke at the 'American Youth Policy Forum' at Capitol Hill in Washington, DC.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

Sussex Technical High School provides a unique, focused, and rigorous educational program for each student. Sussex Tech uses an integrated curriculum which provides students with the academic and technical preparation needed to succeed whether they pursue post-secondary education or take their place in business and industry. Programs of study are designed to assure that students not only meet content-specific state-level expectations of performance, but that they also acquire the 21st century skills needed to function in an increasing technological global society and workplace. Academic and technical teachers work together to assure that rigor, relevance, and relationships are on-going fundamental themes in all courses.

Sussex Tech's curricula incorporate all state standards in English, math, social studies, and science. Technical courses offered in career pathways exceed state requirements in depth of content and number of courses required for graduation. Student mastery of state content standards is supported through the use of challenging integrated learning units, investigative learning, and state-of-the-art technology. Student attainment of state standards is monitored closely by teachers. Continued high student achievement and progress on state assessments, the DSTP, in each core academic area demonstrate that students are engaged with significant content based on high standards. Sussex Tech has participated in the Survey of Enacted Curriculum for ELA and math. In both content areas, the school's Alignment Index exceeded the Alignment Index required for proof of alignment to Delaware's Grade Level Expectations.

All students participate in challenging courses as academic courses are college preparatory and there is no tracking system. While teachers and administrators believe that all students can aspire to the same high-level of expectations, some students need additional time and instruction to be successful. Students are supported in their learning of the curriculum with extended learning opportunities. Under the direction of the reading teacher/specialist, three courses were implemented to address the instructional needs of students entering grades nine and ten who are unable to meet the ELA standards set for the preceding grade. The Algebra 1 PLUS course is an extension of the Algebra 1 curriculum to address the instructional needs of students entering grade nine who have not met the standards set for grade eight mathematics as measured on the DSTP. Techademic Coaching is an ongoing support provided for all students in each academic area. Additional after-school extra-help classes provide an opportunity for 're-teaching' of course content for students who require additional time and teacher attention to master ELA and math concepts.

Three levels of challenging Spanish courses are offered for students. Spanish courses are developed under the principle that foreign language instruction should be meaningful, practical, and authentic. Spanish curriculum focuses on students acquiring vocabulary and grammar that allow them to engage in authentic communication in Spanish and understanding the Spanish culture. As students progress through the curriculum, most instruction is in Spanish and students are expected to speak primarily Spanish in class. Students engage in thematic units relating to completing errands, medical care, leisure activities, professions, traveling, cooking food, and enjoying outdoor activities.

Visual and Performing Arts curriculum is an integral part of the school's curriculum. Students enrolled in band courses participate in all phases of the instrumental program including marching band, parades, competitions, community activities, assemblies, and concerts. Students enrolled in chorus courses sing daily in class and perform for the school and community. Students are required to demonstrate the ability to perform music and choral literature at a proficient level in solo and small ensembles. In music appreciation, an overview of the multicultural history of music is discussed, written, performed, and/or listened to from the Renaissance Period to current music trends.

In design art, students explore visual components of art that impact the form, function, and design of products developed by today's technology-based industries. In graphic productions, students participate as members of the yearbook staff to learn the numerous skills necessary for production. Included are layout and design, photography, journalism,

composition, and business management. Production art students analyze various types of visual art media, techniques, and processes.

Sussex Tech's Program of Studies can be found at http://www.sussexvt.k12.de.us/files/docs/POS.pdf.

2b. **(Secondary Schools) English:**

The English language curriculum contains nine courses: English 9, English 10, English 11, English 12, Advanced Placement (AP) English Language and Composition, Creative Writing/Literary Analysis, Techademic Reading and Writing 1, Techademic Reading and Writing 2, and Technical Reading. English courses assist students in developing, improving, and refining writing, speaking, listening, reading, and critical thinking skills. Each English course provides reinforcement of state and national ELA standards according to appropriate grade level. The AP course is offered for grade 12 students. During the summer and school year, AP students read and carefully analyze a broad and challenging range of fiction and nonfiction prose selections, deepening their awareness of rhetoric and how language works. Students may earn college credit through their performance on the AP end-of-the year exam. Creative Writing/Literary Analysis involves students completing creative writing that focuses on the short story, the drama, and the poem and students developing a greater understanding of literary texts.

While teachers and administrators believe that all students can aspire to the same high-level expectations set forth in English courses, some students need additional time and instruction to be successful. Under the direction of the reading teacher/specialist, three courses are implemented to address the instructional needs of students entering grades nine and ten who were unable to meet the reading standards set for the preceding grade. Techademic Reading and Writing 1 and Techademic Reading and Writing 2 are required courses identified in the Individual Instructional Plan (IIP) for these ninth and tenth grade students respectively. A third course, Technical Reading, is implemented for grade nine students who exhibit numerous ELA instructional needs coupled with low scale scores that barely meet the requirements for Performance Level 3 on the Reading DSTP. These semester-long half-credit courses address students' instructional needs while they are simultaneously enrolled in their required sequence of English courses. Class size is kept low with a teacher-to-student ratio average of one to eight. These courses are taught by a certified reading teacher with Special Education teachers assigned as additional support for sections that contain Special Education students.

3. **Additional Curriculum Area:**

The cluster is the primary unit of organization at Sussex Tech. Similar career programs are grouped into technical clusters. The four career clusters are as follows: Automotive Technologies, Communications and Information Technologies, Health/Human Services Technologies, and Industrial/Engineering Technologies.

Each technical program has a specific three-year program of study that outlines all academic and technical coursework required for students enrolled in that particular cluster. In clusters, teams of teachers work together as a single unit to motivate and educate their students. Cluster members include English, math, science, social studies, special education, and technical teachers; a counselor; an assistant principal; and other support staff.

The career programs taught within each cluster are as follows: the Automotive Technologies Cluster includes Auto/Diesel and Collision Repair; the Communications and Information Technologies Cluster includes Computer Information & Business Systems Technologies, Digital Publishing and Print Design Technologies, Electronics/Computer Information Systems Technologies, and Media Broadcasting Communications Technologies; the Health/Human Services Technologies Cluster includes Athletic Health Care, Children's Education & Services, Cosmetology, Criminal Justice, and Health Professions; and the Industrial/Engineering Technologies Cluster includes Carpentry/Mill & Cabinet, Electrical, and Environmental.

During the senior year, students demonstrate advanced academic and technical skills through developing and presenting a STEM (Sussex Tech Exhibition of Mastery) Project. Students refer to this activity as a senior project. The STEM Project is an integrated exhibition of mastery in which senior students design a significant product in their technology using the advanced technical skills learned during their four years at Sussex Tech. In addition, the exhibition of mastery includes a related research paper and an oral presentation evaluated by a diverse committee of administrators, teachers, advisory council members, and representatives from the business community.

4. **Instructional Methods:**

Sussex Technical High School was one of the ten original United States high schools selected by the U.S. Department of Education and National Center for Research in Vocational Education as a New American High School. Sussex Tech was recognized for having students who: (1) achieve high levels of academic and technical skills; (2) upon graduation are prepared for college and careers; (3) learn in the context of a career major or other career interest; (4) learn by doing - in the classroom, workplace, or community service; (5) work with teachers in small schools-within-schools; (6) receive extra support from adult mentors; (7) access a wide range of information on careers and post secondary education and training; (8) use technology to enhance learning; and (9) benefit from strong links between high schools and post secondary institutions. These instructional methods and educational philosophies have been the core foundation of the school's continuing success.

Sussex Tech is committed to the continuation of instructional practices and strategies that have been used successfully to date. Each content area's DSTP achievement data are disaggregated by subpopulation (gender, race, regular/special education, and socioeconomic level) and shared with all teachers. All teachers continue to collaborate regarding how identified high-needs concepts can be integrated into their classes, particularly by career-technical teachers. Sussex Tech continues to identify promising educational technology targeted at improving student achievement and is committed to supporting teachers in their completion of professional development in this area. Lastly, Sussex Tech continues to support the use of Tomlinson's research on differentiated instruction and Marzano's research on effective instructional strategies that have been the basis for focused professional development for all teachers over the last three years. The use of graphic organizers, reading strategies, differentiated instructional strategies, and the school's instructional technology have been recent instructional focuses for fostering student understanding and application of content in all career-technical, academic, and related courses.

5. **Professional Development:**

Professional development has been provided to assist teachers in gaining expertise in several areas including the impact of differences in individual learning styles of students, the design and use of differentiated instruction, and the identification and use of state-of-the-art educational technology. These areas aligned most directly with the identified barriers to learning found in Sussex Tech's subpopulations. Changes were made based on exploration of promising instructional strategies and pedagogy. Customized professional development was also provided by our Librarian and reading teacher/specialist. These sessions included a variety of ELA-related topics such as guided practice using selected CRISS strategies, the incorporation of graphic organizers across the entire curriculum, identification of resources to promote understanding of diversity, modeling of reading strategies in Career-Technical courses, identification of online and school-based resources to assist Special Education students in using print media, and one-on-one conferencing with teachers to address specific concerns related to curriculum. While a direct causal relationship cannot be proven, initiation of these changes appears to have had a positive influence on achievement as measured by DSTP results linked to Delaware content standards in each academic area, Grade Level Expectations, and instructional needs reports as well as teacher designed common formative/summative assessment results.

Teachers also invested time and energy in exploring how school climate and other environmental factors were impacting the learning and achievement of diverse student populations within Sussex Technical High School. Teachers took the lead in the

investigation of student and staff perceptions related to the learning environment and culture in the high school. Based on this information, a series of professional development activities, which spanned three years, was planned and implemented to assist all teachers in developing sensitivity and understanding of the uniqueness of our many diverse subpopulations with special emphasis on African American, Hispanic, and Special Education students. Teachers worked together to learn how diverse students could be supported in their classrooms through their implementation of a variety of instructional strategies and their careful selection of instructional materials.

PART VII - ASSESSMENT RESULTS

Subject Reading (E) Grade 9 Test Delaware Student Testing Program (DSTP)

Edition/Publication Year 2007 Publisher Harcourt

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards % Meets plus % Exceeds plus % Distinguished	94	90			
% "Exceeding" State Standards % Exceeds plus % Distinguished	34	39			
Number of students tested	333	301			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. African American					
% "Meeting" plus % "Exceeding" State Standard % Meets plus % Exceeds plus % Distinguished	92	87			
% "Exceeding" State Standards % Exceeds plus % Distinguished	22	32			
Number of students tested	63	53			
2. Low-income					
% "Meeting" plus % "Exceeding" State Standard % Meets plus % Exceeds plus % Distinguished	94	82			
% "Exceeding" State Standards % Exceeds plus % Distinguished	32	28			
Number of students tested	69	65			
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading (E) Grade 10 Test Delaware Student Testing Program (DSTP)

Edition/Publication Year 2007 Publisher Harcourt

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards % Meets plus % Exceeds plus % Distinguished	90	89	91	84	82
% "Exceeding" State Standards % Exceeds plus % Distinguished	19	21	13	8	8
Number of students tested	276	298	282	277	292
Percent of total students tested	99	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. African American					
% "Meeting" plus % "Exceeding" State Standard % Meeting plus % Exceeds plus % Distinguished	95	83	88	77	64
% "Exceeding" State Standards % Exceeds plus % Distinguished	15	12	6	2	1
Number of students tested	40	42	34	44	69
2. Low-income					
% "Meeting" plus % "Exceeding" State Standard % Meeting plus % Exceeds plus % Distinguished	86	88	85	80	67
% "Exceeding" State Standards % Exceeds plus % Distinguished	10	12	8	5	4
Number of students tested	44	65	53	55	69
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math Grade 9 Test Delaware Student Testing Program (DSTP)

Edition/Publication Year 2007 Publisher Harcourt

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards % Meets plus % Exceeds plus % Distinguished	75	75			
% "Exceeding" State Standards % Exceeds plus % Distinguished	30	28			
Number of students tested	347	310			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. African American					
% "Meeting" plus % "Exceeding" State Standard % Meeting plus % Exceeds plus % Distinguished	64	69			
% "Exceeding" State Standards % Exceeds plus % Distinguished	17	11			
Number of students tested	67	54			
2. Low-income					
% "Meeting" plus % "Exceeding" State Standard % Meeting plus % Exceeds plus % Distinguished	72	56			
% "Exceeding" State Standards % Exceeds plus % Distinguished	16	13			
Number of students tested	75	71			
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math Grade 10 Test Delaware Student Testing Program (DSTP)

Edition/Publication Year 2007 Publisher Harcourt

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards % Meets plus % Exceeds plus % Distinguished	76	73	72	70	49
% "Exceeding" State Standards % Exceeds plus % Distinguished	34	30	23	24	16
Number of students tested	284	310	288	280	299
Percent of total students tested	99	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. African American					
% "Meeting" plus % "Exceeding" State Standard % Meeting plus % Exceeds plus % Distinguished	68	52	56	57	30
% "Exceeding" State Standards % Exceeds plus % Distinguished	15	9	8	9	3
Number of students tested	40	46	36	44	70
2. Low-income					
% "Meeting" plus % "Exceeding" State Standard % Meeting plus % Exceeds plus % Distinguished	64	60	62	66	43
% "Exceeding" State Standards % Exceeds plus % Distinguished	21	19	11	20	10
Number of students tested	47	72	55	56	69
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					