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 [ ] K-12
[ ] Charter [ ] Title I [ ] Magnet [ ] Choice

Name of Principal: Mr. Ronald J DeFelice
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name: Atlantic County Institute of Technology
(As it should appear in the official records)

School Mailing Address: 5080 Atlantic Avenue
(If address is P.O. Box, also include street address.)

Mays Landing	New Jersey	08330-9999
City	State	Zip Code+4(9 digits total)

County: Atlantic State School Code Number*: 01-0120-010

Telephone: (609) 624-2249 Fax: (609) 625-8622

Web site/URL: www.acitech.org E-mail: rdefelice@acitech.org

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

District Name: Atlantic County Vocational School District Tel.: (609) 625-2249

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: Mrs. Ellen Hyatt
(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
_____	Other
1	TOTAL

2. District Per Pupil Expenditure: 15375

   Average State Per Pupil Expenditure: 14020

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
[X] Small city or town in a rural area
[ ] 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			0		**9**	93	90	183
2			0		**10**	68	52	120
3			0		**11**	125	108	233
4			0		**12**	119	99	218
5			0		**Other**			0
6			0					
TOTAL STUDENTS IN THE APPLYING SCHOOL								754

6. Racial/ethnic composition of the school:

	% American Indian or Alaska Native
4	% Asian or Pacific Islander
19	% Black or African American
19	% Hispanic or Latino
58	% 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 0 %

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	3
(2)	Number of students who transferred from the school after October 1 until the end of the year	0
(3)	Total of all transferred students [sum of rows (1) and (2)]	3
(4)	Total number of students in the school as of October 1	754
(5)	Total transferred students in row (3) divided by total students in row	0.00
(6)	Amount in row (5) multiplied by 100	0

8. Limited English Proficient students in the school: 0 %

0 Total Number Limited English Proficient

Number of languages represented: 0

Specify languages: 0

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

Total number students who qualify: 174

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: 21 %

161 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
0	Deafness	10	Other Health Impairment
0	Deaf-Blindness	134	Specific Learning Disability
1	Emotional Disturbance	0	Speech or Language Impairment
0	Hearing Impairment	3	Traumatic Brain Injury
0	Mental Retardation	0	Visual Impairment Including Blindness
11	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	45	2
Special resource teachers/specialists	8	0
Paraprofessionals	0	0
Support Staff	5	0
Total number	63	2

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 — 17 **: 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	96	%	95	%	97	%	94	%	96	%
Daily teacher attendance	95	%	97	%	98	%	98	%	96	%
Teacher turnover rate	2	%	4	%	2	%	2	%	2	%
Student drop out rate (middle/high	5	%	1	%	0	%	0	%	0	%
Student drop-off rate (high school)	34	%	32	%	38	%	42	%	0	%

Please provide all explanations below

0

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	35	
Enrolled in a 4-year college or university	32	%
Enrolled in a community college	41	%
Enrolled in vocational training	5	%
Found employment	11	%
Military service	11	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	100	%

PART III - SUMMARY

The Atlantic County Vocational School District's mission is to prepare and motivate students to pursue entry into the world of work, professional programs or further education through a challenging, specialized, NJCCC Standards aligned curriculum, community based partnerships, and field based experiences inspiring students to be lifelong learners, and socially responsible adults serving society with compassion, skill and vision. Here is how we accomplish our mission.

The ACVSD's Atlantic County Institute of Technology presently offers two types of learning communities for Atlantic County students: The 'shared-time' technical program students spend a portion of their school day at their home school, and the remainder in one of sixteen career-technical programs of study, including contextual math. At the end of two years (three consecutive, coherent courses), students take industry standard examinations and may receive either industry-recognized certificates or licenses. During the second year of their program, they may engage in paid field experiences working in industry for part of their school day. Upon graduation from their home high school and, as ACIT program completers, these students are prepared to go directly into the workplace, apprenticeship programs, or other post secondary education programs.

The second learning opportunity is provided through the four-year (grade 9-12), full-time high school Academy programs which are Information Technology, Culinary Arts and Hospitality, Health Sciences and Medicine, or Math, Engineering and Science. All curricula are developed with the assistance of industry and higher education advisory boards and are aligned with the NJCCC Standards. Each academy career-focused program is taught by industry professionals who hold vocational certification and college degrees. The Academy model was adopted from the National Academy Foundation of which we have been a member since 2000. With active advisory boards composed of area industry and college representatives, these programs offer students opportunities to explore their chosen fields through job shadowing, paid summer internships, and interaction with industry experts. Students receive 180 days of their career focus in 80 minute blocks. All academic courses are divided into 90 day, 80 minute blocks. In addition to all academic college prep classes, students may take on-line courses through Atlantic Cape Community College. Eligible second semester seniors are concurrently enrolled at Atlantic Cape Community College earning an average of 12 college credits along with high school credit. They must take two courses in their career focus, and two electives. Each year approximately two thirds of the senior class finishes their high school education in this manner. Upon graduation, students attend ACCC, the Richard Stockton College of NJ, Rowan University, Rutgers University, and many other colleges. Some go directly into the casino/hospitality industry, or into the information technology industry. Our health sciences students will be graduating this June. It is anticipated that most of them will continue their education; some may go directly into the health care industry.

Though ACIT has no interscholastic sports programs at this time, students are engaged in athletic clubs such as the Ski Club. There is also the Music Club, Student Council, SADD, and service learning activities such as blood drives, fundraising for cancer cures and Darfur relief, and food drives. Many students engage in state and national competitions through Skills USA, Health Occupations Student Association (HOSA), the Technical Student Association (TSA), and REBEL, an anti-tobacco use club. Our students are well-rounded young citizens by the time they graduate.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

Over a three year period, the TerraNova tests were administered to 9th and 10th grade academy students. The results revealed that nationally, the ACIT students scored mostly in the average to above average ranges in each of the areas of math, reading, and language arts. Comparing total scores (which include math, reading, and language arts) from grade 9 scores in 2003 to their grade 10 scores in 2004, there is slight improvement in their total scores from 77.3 to 79.2 in national percentiles. Comparing total scores of grade 9 scores in 2004 with their grade 10 scores in 2005, there is an increase from 72.5 to 79 in national percentiles. This indicates that progress was made from year to year. There was no breakdown in this scoring for subgroups.

For the past two years, grade 9 and 10 students have been taking the S-Test, a practice test developed to help students prepare for the state testing. The tests were developed by examining state and national standards to determine content. The items were aligned with the Code of Fair testing Practices in Education. Since the test mimics the format of the state test including open-ended questions, we felt it is the perfect diagnostic test for ACIT student needs. The results are analyzed for each individual student's need; it is diagnostic.

All eleventh grade students must take the New Jersey High School Proficiency Assessment (HSPA) in March. The ACIT results each year show significant improvement. Each year 'adequate yearly progress' has been made, and in no year was there a danger of not meeting the state requirements. There are 41 indicators of progress that each school and subgroup must meet. If one of those indicators is not met, over three years, the school is deemed a School In Need of Improvement and subject to improvement plans. That has never been the case over the past 5 years for ACIT. This signifies that the subgroups did meet the state requirement though in some cases there were less than 20 students. (Less than 20 students in a subgroup was not enough to publish; however, that data was important to us locally) In the state of New Jersey, 'adequate yearly progress' or AYP was met in 2003 and 2004 if 73% of the 11th grade students including each subgroup in language arts scored in the proficient/advanced proficient range. In 2003, 88.6% of the ACIT students were proficient/advanced proficient. (The proficient range is from 200-250; advanced proficient is 251-300). In 2004, 96.1% of ACIT students scored proficient/advanced proficient. In 2005 through 2007, the benchmark was changed to 79% for proficient/advanced proficient to make AYP. In those three years, the ACIT language arts scores were as follows: 97.7%, 100%, and 97%. No subgroups were in danger of not making adequate yearly progress in language arts literacy.

The state required percentage needed to make 'adequate yearly progress' in mathematic for 2003 and 2004 was 55%; for 2005-2007, the AYP percentage increased to 64%. ACIT students exceeded that percentage every year beginning with 2003 through 2007 as follows: 60%, 78.5%, 97.6%, 86.8% and 92.6%.

For more information on New Jersey High School Proficiency Assessment visit the following website: http://www.nj.gov/education/assessment/

2. **Using Assessment Results**

From 2002 through 2005, all grade 9 and grade 10 academy students were given national standardized tests, (TerraNova, 2nd Ed.) to determine potential strengths and needs in language arts, reading, and math. First, the results allowed the district to compare ACIT students' performance to national performance in each of the content areas. This information helped in determining if our curriculum was competitive nation-wide. Secondly, the results provided evidence of class and individual growth in consecutive years. Third, and most importantly, the results provided data on individual student performance. This information assisted in determining if we were meeting the needs of each individual student and helped identify students who were eligible for Title I services. Title I funds remediation for students in need through a partnership with the student, his/her parents or guardians, and the school. Because the focus was on individual performance, there was no subgroup reporting. The TerraNova data for grades 9 and 10 was also the means of identifying students who were in need of preparation to pass the NJ High School Proficiency Assessment given in the junior year. In 2006 and 2007, the S-Test was

given instead of the TerraNova, because it closely imitates the format of the HSPA with open-ended questions requiring written responses. These results once again showed individual strengths and needs, and was used as a means to determine Title I students and those needing HSPA skills remediation. There were no subgroups identified in either of these test results. Since we are a small school, we are able to look at individual progress and adjust teaching strategies to meet the individual needs.

3. **Communicating Assessment Results**

Test data is distributed to the community through public presentation at the ACIT School Board June meeting. It is disseminated to the students and parents through individual student reports that are mailed home. Those students who are identified as Title I are sent a separate letter detailing the scores that determine their eligibility for Title I services. The HSPA testing successes are shared with the public during our recruitment sessions twice per year for potential students and their parents. Our advisory boards are provided with assessment results during general meetings. In addition, a looped PowerPoint presentation is shown in the entrance hallway for visitors to view. The local newspaper carries the test results of each school in the county. Finally, as part of the NJ School Report card, assessment results are submitted for publication.

4. **Sharing Success:**

We share our HSPA successes with other schools through our recruitment efforts at all county middle schools through presentation to the school counselors and with the students directly. During student/parent information sessions, the HSPA successes are shared with potential students and their parents. Also, the successes are shared at the County Superintendent's Round Table meeting, the Council of County Vocational Schools, and the Council for School Improvement meetings that are held by the Atlantic County Office of the Department of Education. In the fall, at the County In service Day, our Language Arts staff will provide a workshop on the successful instructional strategies that have helped our students be successful on the HSPA.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

The academic core curriculum includes four years of English with an elective in Media Literacy. Physical Education and Health is required each of the four years of high school. Three years of Math including Algebra I, II, and Geometry are required. Elective math credit is offered in Pre Calculus, Calculus, and Financial Literacy. Three years of Science requirement includes Biology, Chemistry, and Physics. Students my also elect to study Environmental Science, Food Chemistry, Ocean Science, or Kinesiology. In addition, Anatomy and Physiology is required for all students in the Academy of Health Science and Medicine. In the area of history, students must study World History, US History I and II. Students have also studied Local Heritage History. Students have the option of studying either Spanish or French. In this multicultural world, there is need for students to embrace and appreciate another's language. Many students choose to continue beyond the required two years taking three or four years of either language. In addition to artistic expression in their culinary arts or media classes, all students are required to take one year of Choral Music or the Elements of Music and Art throughout History inculcating knowledge and appreciation of culture and history, and skills that will enrich their lives now and in the future.

With the belief that all students must be prepared as if they are all going to go to college, academy courses are college prep. This belief stems from the understanding that students must be able to read, write, and have math skills in order to be successful in any endeavor beyond high school. The courses are aligned with the New Jersey Core Curriculum Content Standards which are the basis for the Understanding by Design curriculum model adapted for ACIT programs. The curriculum is student-centered for improving student achievement through standards-driven curriculum, instructional design, and formative and summative assessments. Evidence of student understanding is revealed when students apply knowledge and skills to real-world problems in the classroom and through job shadowing, internships, and part-time employment during their school day.

An essential component to the academy core curriculum is the career-focus curriculum in each of following four academies: The Academy of Culinary Arts/Hospitality Management, The Academy of Information Technology, the Academy of Health Sciences and medicine, and the Academy of Math, Engineering, and Science (our newest academy begun in Sept 2007). The academy programs are four-year, full-time high school programs. All curricula are developed with the assistance of industry and higher education advisory boards and are aligned with the NJCCC Standards. The academies follow the model provided by the National Academy Foundation. Some of the curriculum is adopted from the Foundation; other is specific to the needs of our local industry.

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

The English curriculum is literature-based involving students in reading, writing, listening, viewing, media literacy, and technology and information literacy as outlined in the New Jersey Core Curriculum Standards. The literature encompasses fiction, nonfiction, poetry, and everyday texts that help students to understand the complexities of the human condition and communicating in real life.

Holocaust studies including visits by Holocaust Survivors are imbedded throughout the curriculum. For those students who have reading difficulties, they are identified as Title I students and their progress is monitored closely by the teachers. Remediation is imbedded in every day lessons for each of these students, and a portfolio of their work as they progress is kept. Students are assisted in developing creative and logical thinking, and expression of ideas, in addition to learning to search for, organize, evaluate and apply information.

3. **Additional Curriculum Area:**

The Academy of Health Sciences and Medicine curriculum is designed for a full time, four-year program. The administration, instructional staff, school staff, and parents together with leaders from local businesses, industry, and colleges form an integrated community encouraging and guiding students to develop leadership skills and the desire to be life-long learners. Instructional staff assist students in acquiring communication and information access skills they need to function as productive and ethical citizens in the ever-changing technological world. Important skills such as prudent risk-taking, and creative problem solving are emphasized in preparation to meet the challenges of a global society. Achievement of these goals cultivates socially responsible adults.

While exploring the inter-connection among science, mathematics, and the humanities, students develop a broader knowledge base and appreciation of these disciplines as they relate to medical sciences including medical terminology, anatomy and physiology, biology, chemistry, physics, and kinesiology. Opportunities to explore beyond these connections afford students access to a wide range of subjects and interests resulting in a well-rounded educational experience.

The Health Sciences curriculum is consistent with and essential to our mission of preparing students for admittance to professional programs or further education in the health sciences. General content and performance standards for the courses are drawn from several areas. All academic courses are fully aligned with the New Jersey Core Curriculum Standards. Essential reading, writing, and critical thinking skills are reinforced through articulation across subject areas. The courses integrate a sequential set of health sciences skills that are taught and practiced in the classroom. Students apply these skills through their related field-based experiences where they interact with diverse populations in a caring and respectful manner. Students acquire an understanding of the history of health care and a variety of ways the community is served.

Program events and activities include regularly scheduled field trips to hospitals and medical facilities, guest speakers, industry mentors, and job shadowing opportunities.

4. **Instructional Methods:**

With relatively small class sizes, our teachers develop a very close relationship with their students; they know each one and stay attuned to any changes in their school work or behavior. Parents are contacted if a problem arises, and to praise their child when he/she is performing well. All staff members have a website that can be accessed by both students and parents. Homework, projects, class notes, study guides, project calendars, and any other learning aids can be found there to keep students and parents are well informed.

The teaching staff is familiar with Marzano's Nine Instructional Categories (Marzano, R. J., Pickering, D. J. & Pollock, J. E. (2001) Classroom instruction that works: Research-based strategies for increasing student achievement. Alexandria, VA: ASCD). These strategies are evident in their lesson plans and are observable. Instructional strategies include cooperative learning, project-based learning, differentiated instruction, and questioning techniques to help students recall what they already know about new content linking previous knowledge to the new content. Teachers engage students in projects that involve generating and testing hypotheses and hands-on experiences. They check for understanding through the use of formative as well as summative assessments. To address the different learning modalities students engage in nonlinguistic representations such as dramatization, construction of graphic organizers, and model building. Teachers involve students in note taking, analysis of issues through comparison and classification. Technology is used to assist in delivery of instruction such as the use of SmartBoard technology. In addition, students are provided instruction in the use of technology as a learning tool through internet searches, the use of search engines, PowerPoint, spread sheets, and chart development. Some teachers are now using blogs and podcasts to assist in instruction. Often teachers arrange for classroom visits from experts, and arrange for on-site field experiences to enhance learning.

5. **Professional Development:**

All professional development opportunities (1) are referenced to student learning, (2) use

data to make decisions about the content and type of activities implemented, (3) are activities based on research-validated practices, (4-5) address subject matter mastery in a long term plan that provides focused and ongoing professional development, (6)are activities that match the content being taught, (7) are activities that are fully evaluated, and (8) is professional development aligned with state standards, assessment, and the ACIT curriculum.

For the school year 2007-2008, teachers will have the opportunity to participate in five professional development days held within the district. Additionally, participation in professional development activities, which support teachers' Professional Improvement Plans, will be facilitated. The following is a list of opportunities to be provided, but not limited to:

a.Technology integration workshops
b. Promoting student success on HSPA ' how to assist students
c. Collaborative teaching strategies workshops
d. Time provided for staff collaboration
e. Workplace visitation opportunities to be abreast of current trends
f. Media center professional library selections for research and opportunity to be abreast of current trends.
g. Curriculum revision opportunities.
h. Out of district professional development opportunities on research-based programs related to their content area as found in their Professional Improvement Plans.
i. On-line professional development opportunities such as those provided by ASCD

Resources to assist in implementation professional development include but are not limited to the following resources: EIRC and Southern Regional Educational Technology Training Center to provide research-based professional development ; on-line research-based professional development opportunities provided by universities and organizations such as ASCD; video programs such as Harry Wong, the First Days Of School; industry partnerships through craft committees and the academies' advisory board counsel; intra-district collaborative sessions with the principal, curriculum coordinator, and other staff members.

PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 11 Test NJ High School Proficiency Assessment

Edition/Publication Year 2002 Publisher New Jersey Department of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	97	100	98	96	89
% "Exceeding" State Standards	9	24	16	2	3
Number of students tested	68	38	43	51	35
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	93		93		
% "Exceeding" State Standards	7				
Number of students tested	29		15		
2. Black					
% "Meeting" plus % "Exceeding" State Standard	100			92	85
% "Exceeding" State Standards					
Number of students tested	17			13	13
3. Hispanic					
% "Meeting" plus % "Exceeding" State Standard	95			92	
% "Exceeding" State Standards	6				
Number of students tested	18			13	
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math Grade 11 Test NJ High School Proficiency Assessment

Edition/Publication Year 2002 Publisher New Jersey Department of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	93	87	98	79	60
% "Exceeding" State Standards	18	29	40	12	3
Number of students tested	68	38	43	51	35
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. e					
% "Meeting" plus % "Exceeding" State Standard	76		93		
% "Exceeding" State Standards	14		13		
Number of students tested	29		15		
2. Black					
% "Meeting" plus % "Exceeding" State Standard	94			54	31
% "Exceeding" State Standards	24				
Number of students tested	17			13	13
3. Hispanic					
% "Meeting" plus % "Exceeding" State Standard	83			69	
% "Exceeding" State Standards	17			8	
Number of students tested	19			13	
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math Grade 9 Test Terra Nova

Edition/Publication Year Publisher CTB McGraw Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards			72	72	81
% "Exceeding" State Standards					
Number of students tested			88	53	50
Percent of total students tested			100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
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 (LA) Grade 9 Test Terra Nova

Edition/Publication Year Publisher CTB McGraw Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month			March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards			71	68	70
% "Exceeding" State Standards			88	53	50
Number of students tested			100	100	100
Percent of total students tested					
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
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 9 Test Terra Nova

Edition/Publication Year Publisher CTB McGraw Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month			March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards			77	73	74
% "Exceeding" State Standards			88	53	50
Number of students tested			100	100	100
Percent of total students tested					
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
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 Terra Nova

Edition/Publication Year Publisher CTB McGraw Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month			March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards			77	84	73
% "Exceeding" State Standards			46	49	65
Number of students tested			100	100	100
Percent of total students tested					
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
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 (LA) Grade 10 Test Terra Nova

Edition/Publication Year Publisher CTB McGraw Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month			March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards			75	77	68
% "Exceeding" State Standards			46	49	65
Number of students tested			100	100	100
Percent of total students tested					
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
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 Terra Nova

Edition/Publication Year Publisher CTB McGraw Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month			March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards			75	77	68
% "Exceeding" State Standards			46	49	65
Number of students tested			100	100	100
Percent of total students tested					
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
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					