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 [X] Magnet [ ] Choice

Name of Principal Mr. Edward William Slattery
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Dr. Ronald E. McNair Academic High School
(As it should appear in the official records)

School Mailing Address 123 Coles Street
(If address is P.O. Box, also include street address.)

Jersey City	New Jersey	07302-1917
City	State	Zip Code+4(9 digits total)

County Hudson State School Code Number* 075

Telephone (201) 418-7617 Fax (201) 792-3013

Web site/URL www.jcboe.org\mcnhs E-mail eslattery@jcboe.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. Charles T. EppsJr.
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Jersey City Tel. (201) 915-6201

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. William DeRosa
(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:

27	Elementary schools
5	Middle schools
0	Junior High Schools
6	High schools
0	Other
38	TOTAL

2. District Per Pupil Expenditure: 15393

   Average State Per Pupil Expenditure: 13169

SCHOOL (To be completed by all schools)

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

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

4. 2 Number of years the principal has been in her/his position at this school.

   15 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**	64	109	173
2			0	**10**	57	105	162
3			0	**11**	47	91	138
4			0	**12**	61	82	143
5			0	**Other**			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							616

6. Racial/ethnic composition of the school:

0 %	American Indian or Alaska Native
26 %	Asian or Pacific Islander
24 %	Black or African American
24 %	Hispanic or Latino
26 %	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 1 %

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	0
(2)	Number of students who transferred from the school after October 1 until the end of the year	9
(3)	Total of all transferred students [sum of rows (1) and (2)]	9
(4)	Total number of students in the school as of October 1	611
(5)	Total transferred students in row (3) divided by total students in row	0.01
(6)	Amount in row (5) multiplied by 100	1

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: 44 %

Total number students who qualify: 271

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: 0 %

0 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.

0	Autism	0	Orthopedic Impairment
0	Deafness	0	Other Health Impairment
0	Deaf-Blindness	0	Specific Learning Disability
0	Emotional Disturbance	0	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	0	Visual Impairment Including Blindness
0	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)	2	0
Classroom teachers	38	0
Special resource teachers/specialists	1	1
Paraprofessionals	3	0
Support Staff	6	0
Total number	50	1

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 — 16 **: 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	98	%	97	%	97	%	97	%	97	%
Daily teacher attendance	98	%	95	%	83	%	99	%	99	%
Teacher turnover rate	2	%	2	%	8	%	6	%	8	%
Student drop out rate (middle/high	0	%	0	%	0	%	0	%	0	%
Student drop-off rate (high school)	0	%	2	%	2	%	2	%	2	%

Please provide all explanations below

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	129	
Enrolled in a 4-year college or university	98	%
Enrolled in a community college	2	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	100	%

PART III - SUMMARY

In 1976, the Jersey City Board of Education created a new school that would '...provide a college prep curriculum that inspires life-long learning by maximizing intellectual excellence, personal development and civic responsibility within an ethnically and racially diverse environment.' Thirty-one years later Newsweek, U.S. News & World Report and New Jersey Monthly have recognized McNair Academic as one of the best high schools in America. It was an experiment, a good intention that became a reality, and given the inner-city odds against such excellence, the accomplishment is remarkable.

No one aspect is responsible for McNair, but some are more important than others. In 1998, after years of renting different spaces, a renovated, wired-and-equipped-for-the-future, permanent home was established. The qualified and hardworking administration and faculty have created a climate of high expectations. But the greatest, most consistent reason for success was and is the students.

McNair students come from every corner of the city and represent every corner of the globe. Thirty-seven nationalities that speak twenty-six different languages pass through the school's front door every morning. They bring with them all the problematic experiences of modern, urban life, but they refuse to use these obstacles as reasons to fail, and there is a tacit agreement to leave the city's violence at the entrance. No group is large enough to dominate, so the hierarchy is not determined by majority rule but by individual excellence, and gradually potential fault-lines of 'difference' blur.

There is no such thing as a typical McNair student, but for every type of freshman there is a similar, successful senior to emulate. Working in an environment that celebrates diverse forms of intelligence, amidst visible examples of the school's success, the students exude a tangible sense of hope and learn to trust where they are. They unconsciously embrace the continuum, the precedent of accomplishment. This allows the students the courage to risk change. They leave the limits of what they know to explore the limitless possibilities of what they can imagine.

Each McNair classroom frames a collection of bright, young faces that look like a United Nations Christmas card. The diversity is so apparent, it becomes invisible; ethnic and racial differences fade into intelligent similarities. Look anywhere and learning is happening. Students concentrate on a computerized smart board in Calculus, interact with a Rutgers professor via satellite in Psychology, perform Shakespeare's King Richard III in costume, analyze hair samples in Forensics, speak Mandarin.

At 3:05 classes end, but the learning continues. The undefeated Scholastic Bowl team practices, the perennial champion Mock Trial and Model U.N. clubs prepare, the Philosophy Club debates, the Science Research Club experiments, the basketball teams compete, and the Honor Society tutors peers.

McNair is the reality that seems too good to be true, but ninety-eight percent of the graduates go to four-year colleges (including Harvard, Yale, Princeton, M.I.T. and Johns Hopkins). Once there, they continue to excel, to become Fulbright Scholars, authors, pharmacists, lawyers, designers, artists, engineers and teachers. In June an exceptional class leaves, and in September the experiment begins all over again. In the three decades of its existence, the buildings, faculty, administration, curriculum, students and city have changed; but the one constant is a level of educational success that is impossible to ignore.

It is not uncommon for students to come to school at 7:00 a.m. for zero block and stay until 6:00 p.m. to complete a project. They work alone or collaboratively. They compete for grades but help one another. They complain about the workload, then take on more. They are self-motivated but like to be pushed. Their school is a safe haven, an oasis of thought, a place for serious conversations and somewhere to be as smart as they can be, to like learning, to smile at new ideas, to succeed.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

The HSPA (High School Proficiency Assessment) is an assessment given to first-time eleventh graders in March of each school year. The HSPA measures achievement in math and Language Arts Literacy to demonstrate mastery in the Core Curriculum Standards. The HSPA is a New Jersey graduation requirement for public high schools. A performance level of 200 or above in each discipline designates Proficiency in that area. A performance level of over 250 in each discipline designates Advanced Proficiency. The sub- group charted represents socio-economically disadvantaged pupils within the school. There is no disparity between groups when indicating Proficiency and Advanced Proficiency as noted on the chart. There are minimal disparities noted when comparing Advanced Proficient scores in the total group and the socio-economic sub group. The only significant disparity exists in year 2006 math and Language Arts administration.

The Terra Nova is an achievement test given to grades nine and ten to diagnose student strengths and weaknesses in reading, language arts and mathematics. The results help teachers tailor classes to improve HSPA scores, to individualize instruction and to assist with scheduling. On the 2006-2007 Terra- Nova, McNair students in grade nine scored 27% higher in reading, 14% higher in language and 16% higher in mathematics than the national norm. The students in grade ten scored 16% higher in reading, 25% higher in language and 36% higher in mathematics than the national norm. The 2007-2008 administration of the Terra Nova was conducted as a diagnostic tool for teachers of language arts and mathematics to address student weaknesses.
Mc Nair administers the PSAT to all ninth, tenth and eleventh graders annually. The results of these tests are used as indicators for predicted achievement in Advanced Placement classes, SAT performance and college success. By using the date provided by the College Board summary reports, the following trends were noted for juniors from the October 2003-October 2006 administrations: each year there was a mean score consistently higher than the national figure; the average critical reading score was 6.82 points; math 7.9 points; and writing 6.8 points above the national average. Statistics on the October 2007 administration will not be available on the College Board website until February, 2008. Similarly the October 2003-2006 administrations show the mean scores in every subject area to be above the national score for sophomores. The average critical reading was 7.15, math 6.2 and writing 7.3 above the national average. Both juniors and sophomores consistently scored above the national average mean score in all administrations from 2003-2006.

MAHS has been frequently scoring above the national mean score in all areas of the SAT I Reasoning test, as charted, from 2002-2003 through 2006-2007. The critical reading portion of the test shows an increase in the yearly score every year except 2004-2005; the mathematics results have been consistently above the mean score; the writing scores have been 80+ points above average for the last two years.

In addition to the above tests, the school has a very extensive AP testing program with 662 tests administered in 2007. For the last four years the AP Program has provided subgroups data by grade, listing the percentages in Equity and Excellence identifying the percent of seniors who received at least a 3 on AP tests. The percentage for 2006-2007 was 72.3%, 2005-2006 was 78.3%, 2004-2005 was 60.2% and for 2003-2004 the percentage was 53.5%. Scores may be accessed through http://education.state.nj.us/rc06/index.html.

2. **Using Assessment Results**

MAHS uses students' assessment data to improve the student achievement. When the assessment indicates difficulties and weaknesses in the learning process, we review and modify our teaching methods, curriculum and procedure in order to achieve our goals. Our priority is to create a safe, challenging and competitive ambiance that leads our students to higher levels of knowledge. Teachers are encouraged to analyze and utilize the results from HSPA, PSAT and other assessment tools, and to adapt their material and remediate using various teaching techniques. By doing so, the level of student performance increases, and thereby is reflected in the school's overall achievement. Teachers are expected to account for student performance,

and to connect it accurately to what is taking place in each classroom. Assessment data help teachers understand student performance and provide critical information for instruction. In addition to classroom instruction, individual and small group instruction is offered through tutoring whenever a weakness is identified. Advanced Placement scores are used as a guide for ordering new materials to enhance the program. The HSPA, Terra Nova and PSAT exams provide further insight into the progress of students' learning. MAHS takes into serious consideration the results of all assessments given, and uses the data to improve student and school performance.

3. **Communicating Assessment Results**

Each marking period teachers mail home mid-marking period progress reports to inform parents of student performance. Report cards are distributed to parents at open houses held each marking period. A meeting is held in the evening for parents and interested community members to review student assessment and budget data. Comcast One records the Board of Education meetings and they are broadcast on television. Student accomplishments are frequently highlighted at these meetings. A parent newsletter is mailed home quarterly which contains information regarding student achievement. The guidance department meets individually with students regarding their academic performances. They also mail HSPA results to each junior parent with an explanation of student scores. All students in grades nine, ten and eleven are administered the PSAT and the results are reviewed with students by their counselors and given to students to share with their parents. Many teachers use email to communicate with parents regarding students' progress. They also post grades daily or weekly on schoolnotes.com and teachease.com. Bulletin boards display honor, credit and merit achievement as well as AP individual scholars. Classwork and projects are displayed in classrooms and hallways to showcase student work. The school newspaper also lists achievements of students. Each student who earns honor, credit or merit status receives a certificate, and honor roll students also receive an award. The school website highlights student achievement as well as the school brochure issued to all eighth graders which indicates the school's achievements.

4. **Sharing Success:**

On the local level, McNair Academic is part of a school district that conducts pro-active media outreach to the community. The district publishes a glossy, bi-monthly newsletter in color, 'Liberty Lines,' mailed to every Jersey City household, which features news about McNair's awards and achievements in every issue. Our students serve as student representatives to the JCBOE, in addition to regularly speaking at Board meetings, and participating in city-wide student council. The Board distributes its minutes to all staff district-wide, and broadcasts its meetings as well as district events such as concerts, performances or awards ceremonies via public access channel JC1 TV. McNair also receives regular coverage in The Jersey Journal, The Hudson Reporter and The Star-Ledger for athletic achievements, science fair participation, and feature coverage. McNair's in-house publications, such at The Cougar News and school newsletter, are posted on the school's website, www.jcboe.org/mcnhs.

Beyond the local level, McNair Academic is frequently approached by tri-state and national print and broadcast media for coverage of school successes. McNair has appeared annually on school rankings compiled by U.S. News and World Report (#26 in 2008), Newsweek (#27 in 2007), New Jersey Monthly Magazine (#1 in 2006). McNair was featured in the Newsweek article accompanying its Challenge Index, a Time article How Smart is AP?, earned a cover story for NJ Monthly Magazine, and has been profiled by ABC Eyewitness News and Cablevision News 12. Our NJ Best Practice awards have been covered by media outlets and posted on the NJ DOE website. Media coverage prompts requests for site visits from other schools wishing to implement our school model. The JCBOE itself has created mini-McNair programs within the comprehensive high schools to extend the reach of the McNair college preparatory curriculum.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

The school's curriculum has been designed to prepare students for post secondary education. All students are required to complete 160 credits to graduate with a minimum of 40 credits completed each year. All students are required to take core courses and select electives, which include twenty-three Advanced Placement courses, to complete the minimum 160 credits. The English Department requires thirty credits or six courses to complete its requirement. Core classes include required English 1 Honors, English 2 Honors, English 3 Honors and English 4 Honors. Elective AP courses in language and literature are available. Other electives include Shakespeare, History of Film, Afro-American Literature, Literature and Music, World Literature, Communication Arts, Journalism and Mythology. The Mathematics Department requires 22.5 credits to complete its minimum requirement. Core courses include Algebra 1 Honors, Geometry Honors, Algebra 2 Honors, Computer Application and Programming and Precalculus. Electives include AP Calculus AB, AP Calculus BC, AP Computer Science, AP Statistics and Statistics Honors. The Science Department also requires a minimum of 22.5 credits with core courses including Biology Honors, Chemistry Honors, Physics Honors and Geoscience. Electives include AP Biology, AP Chemistry, AP Physics B, AP Physics C, AP Environmental Science, Science Research, Anatomy and Physiology and Forensic Science. The Social Studies Department requires a minimum of twenty credits including core courses in World History Honors, United States History 1 Honors, United States History 2 Honors with electives selected from AP United States History, AP Government and Politics, AP Psychology, AP European History, AP Microeconomics, AP Macroeconomics, Hispanic Studies, African American Studies and Life Studies. Some of these courses are implemented by using the ITV room in partnership with Rutgers University. The Foreign Language Department requires fifteen minimum credits in either Spanish 1 Honors, Spanish 2 Honors, Spanish 3 Honors or French 1 Honors, French 2 Honors, French 3 Honors or Chinese 1 Honors, Chinese 2 Honors and Chinese 3 Honors. Electives include AP Spanish Language, AP French Language with projected AP Spanish Literature and AP Chinese. The Visual and Performing Arts Department requires a minimum of ten credits. Courses include Introduction to Art, Fine Art, Ceramics, Mini Art, AP Art History, Instrumental Music, Vocal Music, Choir, Band, AP Music Theory and Keyboard. Advanced students are bused to New Jersey City University and matriculate in artistic, drama and musically talented classes. All students must participate in Physical Education and Health classes in each year of matriculation with a minimum of twenty credits required for graduation. Additional elective courses are provided in the JROTC program which has achieved the status as a unit of distinction. Courses include leadership training courses, military history and citizenship.

The curriculum has been designed to meet national (No Child Left Behind), state (N.J. Core Curriculum Content Standards, HSPA, etc.), local, and college requirements. As a plan for achieving the intended outcomes, the curriculum is the primary vehicle through which the school's goals are met. Through advanced placement, honors and elective course offerings, students have the opportunity to pursue areas of particular interests. Each student's emotional, social, physical and intellectual development is of paramount concern.

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

McNair's English language curriculum consists of four core courses (English 9-12) and eight electives. Each student must complete thirty credits of English to graduate. All courses are either honors or AP level (AP English 4 Literature and an AP Language and Composition elective). The classes are designed to immerse students in the traditional literary canon and modern works of literary quality. The courses are reading-and-writing intensive to to help students to master skills, succeed on standardized assessments and prepare for the

rigors of college. Most students are on grade level as evidence by the HSPA, SAT and PSAT scores. The Terra Nova, a newly instituted test, will help identify those that may fall below their grade level. Three of the electives (Shakespeare, Music and Literature, and Mythology) were created by McNair teachers to expand choices and meet student needs and interests. The fundamentals of writing are reinforced in all courses, but the expectation is that each student will learn that editing and rewriting are essential to the process of clear thinking. The literature invites students to understand concepts as diverse as Milton's mission, Wright's flaws and Orwell's fears. The analytical process of reading and writing begins with classroom discussion and debate, moves to a rough draft attempt to grasp the concept and ends with researched, organized, supported demonstrations of understanding. Recently small learning communities with cross-curricula readings were initiated in grades nine and ten and will expand to grades eleven and twelve next year. This approach will add to the reading and writing opportunities available to the students while providing common planning time among different departments. With the implementation of the Terra Nova tests and the incorporation of the Clarity software, individual student weaknesses in reading skills have been identified. All English teachers receive a report of their students' deficiencies which are addressed in the recitation class and in the after school tutoring program. Each year every student will be retested to track the developmental gains and examine the progress of each pupil.

3. **Additional Curriculum Area:**

Science is an integral part of the school's mission in that it provides a quality, integrated educational experience for students preparing for post-secondary school. Our requirement of 22.5 science credits which must include Biology H, Chemistry H, Physics H and Geoscience with electives which may include Forensics Anatomy and Physiology, AP Biology, AP Chemistry, AP Physics B & C or AP Environmental Science. These courses provide a strong background for the numerous students preparing for a science or medical career. A unique component is our science research program that is held during block 9. Freshmen may enroll in Introduction to Science Research and continue on with Research I, II, and III. During the summer many students work collaboratively with researchers from Stevens Institute, NYU, the SEED Program, Stony Brook, NJCU and the Museum of Natural History. As a result of their rigorous endeavors students qualify to compete in competitions which require them to use skills developed in their other classes ie., persuasive writing, critical and analytical thinking, oration, research writing, statistical development, organizational methods, and other skills necessary for the development of projects honed in their other core classes and electives. Their experience in research enhance their education with a hands-on-approach to learning, allowing them to develop their emotional, social, physical and intellectual development and to maximize each student s potential.

Our rigorous approach to Biology Honors and our teacher training assist students in their preparation for the state-mandated biology test. Completion of the AP Chemistry, AP Physics B & C, AP Environment and AP Biology courses enables students to achieve high scores on the SAT II subject tests. Science teachers use questioning techniques to encourage higher-order critical thinking. Laboratory activities encourage and require hypothesizing, predicting, estimating and drawing conclusions to the development of the important higher-order thinking skills which better prepares them for college work.

4. **Instructional Methods:**

Walking the halls of McNair Academic, a visitor will see different instructional methods in use. Students work in small groups in their classroom. Lecturing, performing experiments, giving live demonstrations, hosting guest lecturers, and searching the Internet are just some methods employed. Teachers construct activities for guided discovery such as dropping eggs in safety cages out of our second floor window to the sidewalk below, and fingerprinting possible murderers for staged crimes in forensics. There are debates and oral student presentations both in English and other languages. Visual presentations are prepared on paper and electronically using PowerPoint. Our students are instructed in the use of graphing calculators in mathematics classes and the same calculators are used in science class with probes to measure temperature and movement. While students sit in a third floor classroom in Jersey City, a Rutgers University professor in Newark--using an interactive television--instructs them in economics and psychology. Students create portfolios of artwork on paper and canvas, and with wire and other mixed media. They create pinch pot, masks, and tea pots in clay; they learn how to fire and glaze ceramics

pieces. They perform vocally and instrumentally. Students design license plates for drivers education when they are not on driver simulators. Students change into costume--wherever they can find a spot-- to put on a performance in an English or world language class, or to attend a mock wedding in health class. The calculus class uses the Smart Board to deepen their understanding of mathematics. Our library media center allows our students to access databases in many areas such as chemistry and poetry. In the computer laboratories, you will see word processing, Excel spreadsheets, and database programs in use. JROTC instructors give cadets opportunities to prove their leadership skills in various activities such as the following: running staff meetings, publishing the cadet yearbook, organizing and presenting the Veteran's Day assembly. Our dedicated faculty is always striving to give our students the best possible foundation for their futures.

5. **Professional Development:**

The MAHS Professional Development program has been created to achieve our school's mission and goals. Every teacher is offered the opportunity to attend workshops, offered at strategic times during the school year, that reinforce his or her professional qualifications. Some topics included are Cutting Edge Strategies for Differentiated Instruction, Strategies to Strengthen Student Learning in Block Schedule Classes, Abbott Secondary Education Initiative Network Rigor Training, Roger Taylors Differentiated Curriculum, NJ Science Teacher s Convention, Middle States Self Study, Performance Assessment Essentials, TI-Nspire Training and Small Learning Communities Training. These workshops offer insight on specific topics, as well as on general teaching themes. As a result, teachers are able to improve performance by updating skills and techniques, and therefore are better prepared to face the demands of the curriculum, guaranteeing a highly qualified education for students. Promoting the use of technology in the classroom is a priority in these workshops. For these reasons, MAHS students are better prepared to face the challenges of their future academic lives.

These workshops are both in-district and out-of-district. Professional training is also offered to reinforce a teacher's personal strengths and needs as listed on his/her annual Professional Improvement Plan.

As an Abbott district (thirty low socioeconomic districts in the state that are under special supervision and receive funding by the New Jersey Department of Education), we are provided with a continuous agenda of programs, seminars, conferences and meetings designed to enhance skills and performance. The programs vary from an orientation for new teachers to workshops in Advanced Placement disciplines. Professional learning also aims at providing training in the areas of mandated testing all subject/content areas in the New Jersey State Core Curriculum.

FORMAT FOR DISPLAYING ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Applying schools must use the format of this data display table for Reading (language arts or English) and Mathematics.

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject Reading (LA) Grade 11 Test SAT

Edition/Publication Year _____ Publisher College Board

Scores are reported here as _____

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	Various	Various	Various	Various	Various
SCHOOL SCORES*					
Total Score	577	564	559	561	560
Number of students tested	132	120	124	111	129
Percent of total students tested					
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE	502	503	508	508	507
NATIONAL STANDARD DEVIATIO	113	113	113	112	111

Subject Reading (E) Grade 11 Test PSAT

Edition/Publication Year Publisher College Board

Scores are reported here as

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	October	October	October	October	October
SCHOOL SCORES*					
Total Score	100	100	100	100	99
Number of students tested	136	144	132	133	130
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE		48	48	47	47
NATIONAL STANDARD DEVIATIO					

Subject Reading (E) Grade 11 Test PSAT

Edition/Publication Year Publisher College Board

Scores are reported here as

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	October	October	October	October	October
SCHOOL SCORES*					
Total Score	52	56	54	54	52
Number of students tested	136	144	132	133	130
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE		48	48	47	47
NATIONAL STANDARD DEVIATIO					

Subject Math Grade 11 Test PSAT

Edition/Publication Year Publisher College

Scores are reported here as

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	October	October	October	October	October
SCHOOL SCORES*					
Total Score	56	57	57	58	56
Number of students tested	136	144	132	133	130
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE		49	49	49	48
NATIONAL STANDARD DEVIATIO					

Subject Math Grade 11 Test PSAT

Edition/Publication Year Publisher College

Scores are reported here as

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	October	October	October	October	October
SCHOOL SCORES*					
Total Score	56	57	57	58	56
Number of students tested	136	144	132	133	130
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE		49	49	49	48
NATIONAL STANDARD DEVIATIO					

Subject Reading (E) Grade 10 Test PSAT

Edition/Publication Year Publisher College Board

Scores are reported here as

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	October	October	October	October	October
SCHOOL SCORES*					
Total Score	51	49	51	51	49
Number of students tested	157	153	154	147	143
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE	43	43	43	43	
NATIONAL STANDARD DEVIATIO					

Subject Math Grade 10 Test PSAT

Edition/Publication Year Publisher College Board

Scores are reported here as

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	October	October	October	October	October
SCHOOL SCORES*					
Total Score	51	51	52	52	52
Number of students tested	157	153	154	147	143
Percent of total students tested		100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE		44	44	44	44
NATIONAL STANDARD DEVIATIO					

Subject Math Grade 10 Test PSAT

Edition/Publication Year Publisher College Board

Scores are reported here as

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	October	October	October	October	October
SCHOOL SCORES*					
Total Score	51	51	52	52	52
Number of students tested	157	153	154	147	143
Percent of total students tested		100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE		44	44	44	44
NATIONAL STANDARD DEVIATIO					

Subject Math Grade 10 Test PSAT

Edition/Publication Year Publisher College Board

Scores are reported here as

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	October	October	October	October	October
SCHOOL SCORES*					
Total Score	51	51	52	52	52
Number of students tested	157	153	154	147	143
Percent of total students tested		100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE		44	44	44	44
NATIONAL STANDARD DEVIATIO					

Subject Math Grade 12 Test SAT

Edition/Publication Year Publisher College Board

Scores are reported here as

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	Various	Various	Various	Various	Various
SCHOOL SCORES*					
Total Score	591	597	574	574	602
Number of students tested	132	120	124	111	129
Percent of total students tested					
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE	515	518	520	518	519
NATIONAL STANDARD DEVIATIO		115	115	114	115

Subject Math Grade 12 Test SAT

Edition/Publication Year Publisher College Board

Scores are reported here as

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	Various	Various	Various	Various	Various
SCHOOL SCORES*					
Total Score	591	597	574	574	602
Number of students tested	132	120	124	111	129
Percent of total students tested					
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE	515	518	520	518	519
NATIONAL STANDARD DEVIATIO		115	115	114	115

Subject Math(other) Grade 11 Test HSPA

Edition/Publication Year Publisher State of New Jersey

Scores are reported here as

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
Total Score	100	100	100	100	95
Number of students tested	146	134	133	131	117
Percent of total students tested	100	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.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATIO					

Subject Reading (ELA) Grade 11 Test HSPA

Edition/Publication Year Publisher State of New Jersey

Scores are reported here as

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
Total Score	100	100	100	100	99
Number of students tested	146	134	133	131	117
Percent of total students tested	100	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.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATIO					