

**2003-2004 No Child Left Behind—Blue Ribbon Schools Program
Cover Sheet**

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

Official School Name : Union County Magnet High School for Math, Science, and Technology
(As it should appear in the official records)

School Mailing Address: 1776 Raritan Road
(If address is P.O. Box, also include street address)

Scotch Plains NJ 07076-2928
City State Zip Code+4 (9 digits total)

Tel. (908) 889-3800 Fax (908) 889-3196

Website/URL http://www.ucvts.tec.nj.us/magnet/about_us.htm E-mail jstefankiewicz@ucvts.tec.nj.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date 1/29/04

Name of Superintendent* Dr. Thomas J. Bistocchi
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name: Union County Vocational-Technical Schools Tel.(908)889-2900

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date 1/29/04

Name of School Board President/Chairperson Mr. Charles Mancuso
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date 1/29/04

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 of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or 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 2003-2004 school year.
3. If the school includes grades 7 or higher, it has 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 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The 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 the 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.

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

1. Number of schools in the district: _____ Elementary schools
 _____ Middle schools
 _____ Junior high schools
3 High schools
 _____ Other (Briefly explain)

- 3 TOTAL

2. District Per Pupil Expenditure: \$14,337
 Average State Per Pupil Expenditure: \$10,138 (This number represents all operating types)

- **Note that the average per pupil expenditure for vocational school districts in New Jersey is \$13,114.**

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 area
 Suburban
 Small city or town in a rural area
 Rural

4. 1 Number of years the principal has been in her/his position at this school.
5 If fewer than three years, how long was the previous principal at this school?
5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K				7			
1				8			
2				9	42	33	75
3				10	40	37	77
4				11	23	36	59
5				12	37	36	73
6				Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL →							284

6. Racial/ethnic composition of the students in the school: 56.4 % White
13.0 % Black or African American
7.0 % Hispanic or Latino
23.6 % Asian/Pacific Islander
0 % American Indian/Alaskan Native
100% Total

7. Student turnover, or mobility rate, during the past year: 0%

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	0
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	0
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	0
(4)	Total number of students in the school as of October 1	284
(5)	Subtotal in row (3) divided by total in row (4)	0
(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: n/a

Specify languages:

9. Students eligible for free/reduced-priced meals: 5.3 %
15 Total Number Students Who Qualify

If this method does not produce a reasonably 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: 0.4 %
1 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

- | | |
|-----------------------------------|---|
| <u> </u> Autism | <u> </u> Orthopedic Impairment |
| <u> </u> Deafness | <u> </u> Other Health Impaired |
| <u> </u> Deaf-Blindness | <u> </u> Specific Learning Disability |
| <u> 1</u> Hearing Impairment | <u> </u> Speech or Language Impairment |
| <u> </u> Mental Retardation | <u> </u> Traumatic Brain Injury |
| <u> </u> Multiple Disabilities | <u> </u> Visual Impairment Including Blindness |

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

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u> 1 </u>	<u> </u>
Classroom teachers	<u> 25 </u>	<u> </u>
Special resource teachers/specialists*	<u> 3 </u>	<u> </u>
Paraprofessionals	<u> 0 </u>	<u> </u>
Support staff	<u> 5 </u>	<u> </u>
Total number	<u> 34 </u>	<u> </u>

*Includes 2 Guidance Counselors and a School Nurse

12. Average school student-“classroom teacher” ratio: 11.4 : 1

13. Show the attendance patterns of teachers and students as a percentage. 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 between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	96.8	96.2	96.7	96.5	96.9
Daily teacher attendance	97.9	98.5	97.0	98.0	97.8
Teacher turnover rate*	16	16	8	32	16
Student dropout rate	0	0	0	0	0
Student drop-off rate**	0	4.9	.4	4.3	.8

* Note that with a total of 25 classroom teachers, 2-4 teachers leaving per year results in an 8-16% teacher turnover rate. After the 1999-2000 school year, a higher percentage of teachers left primarily due to maternity leaves and relocations out of state.

** Due to the fact that we are a school of choice, some students have decided to return to their home districts.

14. **(High Schools Only)** Show what the students who graduated in Spring 2003 are doing as of September 2003.

Graduating class size	<u>60</u>
Enrolled in a 4-year college or university	<u>97</u> %
Enrolled in a community college	<u>2</u> %
Enrolled in vocational training	<u>0</u> %
Found employment	<u>0</u> %
Military service	<u>0</u> %
Other (travel, staying home, etc.)	<u>1</u> %
Unknown	<u>0</u> %
Total	100 %

PART III – SUMMARY

Brief Narrative

The Union County Magnet High School for Math, Science and Technology (UCMHS), part of the Union County Vocational Technical Schools located in Scotch Plains, New Jersey, is a four-year specialized high school emphasizing “the utilization and responsible application of technology through problem-solving, project-based learning, and interdisciplinary education.” Furthermore, our mission is to prepare students “to become self-directed, responsible, and productive individuals within the changing landscape of society.”

To realize this mission, our school of approximately 280 students offers a specialized curriculum in Computer Aided Drafting and Design (CADD) with concentrations in Engineering and/or Architecture. All students will, through the American Design and Drafting Association (ADDA), earn their certification as a drafter. In their senior year, students have the option to enroll in a comprehensive internship program. This program allows students to spend half of their school day working directly with engineers and architects in local firms. By the end of their senior year, our students will earn a minimum of 22 college credits in Engineering and Architecture through an articulation with Union County College.

Paramount to the success of our specialization is the marriage of advanced study of science and mathematics coupled with a school-wide commitment to writing across the curriculum. A strong emphasis is placed on research, cooperative learning, and presentation skills. Extensive course offerings in mathematics and the sciences enable students to complete up to five courses in math and eight courses in science. Our honors-level humanities requirements and interdisciplinary electives support the school’s specialization by integrating technology throughout the curriculum.

The goals of our program are designed to prepare academically motivated students for post-secondary education and ultimately the workplace. This is accomplished by fostering critical analysis and problem-solving skills. Discovery learning and presentation skills are also critical elements in realizing our goals. Students have worked directly in “real world” situations by competing and/or placing in a variety of state-wide and national competitions, including Bridge Building, Med-Biotics and FIRST Robotics. Another component to meeting our students’ educational needs is our project-based, collaborative approach to learning. Our culturally diverse and gender equal population provides crucial added value to this approach in that it assists students in excelling in a global and multi-cultural environment.

Our school has a strong association with the National Consortium of Specialized Secondary Schools of Math, Science, and Technology (NCSSSMST). This association enables our students, through conferences, to work closely with schools of similar specialization. This allows our students to gauge their progress against students of similar abilities from around the country.

The success of our specialized program may be measured through honors and achievements that our school community has earned. UCMHS was recently named a 2003-2004 Governor’s School of Excellence. In 2000-2001, we were awarded two New Jersey Department of Education Best Practices in Mathematics and Social Studies. The average SAT score for the class of 2003 is 1282, ranking among the top 3 high schools in the state. Additionally, our students annually achieve a 100% passing rate on the High School Proficiency Assessment (HSPA). In 2002, our school ranked first in the state in students who achieved advanced proficiency in both Math and Language Arts on the HSPA. After graduation, over 99% of our graduates have continued on to four-year college programs, with many enrolling in engineering programs.

PART IV – INDICATORS OF ACADEMIC SUCCESS

School's Assessment Results

Union County Magnet High School first administered the Grade 11 High School Proficiency Test (HSPT) during the 1999-2000 school year. The HSPT was a rigorous test of essential skills in Reading, Mathematics, and Writing. The test measured students strictly on a pass/fail basis. The scoring range for each section was from 100 to 500, with a score of 300 or better on each section qualifying as Proficient. Students would take the test in October of their junior year with an opportunity to repeat the test in April of that same year if they did not reach the Proficient level after the first administration of the test. A third administration of the test would be given to students in October of their senior year if they were still not deemed Proficient in one of the given areas. If a student did not achieve the Proficient level after the third administration of the exam, they could then take a Special Review Assessment (SRA). This assessment was necessary for any student who was not able to meet the requirement in any or all three subject areas tested after all three attempts. UCMHS' first two classes, class of 2001 and class of 2002, were administered the HSPT, and both classes scored 100% passing in each of the three subject areas.

In March 2002, the High School Proficiency Assessment (HSPA) replaced the HSPT as New Jersey's graduation test. The HSPA, now aligned to the 1996 Core Curriculum Content Standards, measured proficiency in two areas, Mathematics and Language Arts. The HSPA also is now more closely aligned with the New Jersey Assessment of Skills and Knowledge (NJ ASK 4) and the Grade Eight Proficiency Assessment (GEPA). Our third and fourth classes were administered the HSPA during the 2001-2002 and the 2002-2003 school years respectively. Three proficiency levels have been determined for each of the sections of the HSPA within the 100 to 300 scoring levels: Partially Proficient, Proficient, and Advanced Proficient. Students scoring in the lowest level, Partially Proficient (fewer than 200 points), are considered to be below the state minimum level of proficiency. These students may only need instructional intervention. Instructional decisions for all students are to be determined only after additional information is considered, e.g., classroom tests, teacher observations. Students who score between 200-250 are considered Proficient, and students scoring between 250-300 are considered Advanced Proficient.

For the 2002 HSPA administration, 100% of our students achieved at the Proficient or Advanced Proficient level. In that year, 85.4% achieved Advanced Proficiency in Math. 62.9% attained Advanced Proficiency in Language Arts, with 56.5% scoring Advanced Proficient in both the Mathematics and Language Arts sections. This was the highest percentage achieved by any high school in New Jersey. For the 2003 administration, 100% of our students once again achieved at the Proficient or Advanced Proficient level. For that year's test, 72.6% scored Advanced Proficient in Math and 58.9% reached the Advanced Proficient level in Language Arts. 45.2% of our students achieved the Advanced Proficient level in both the Mathematics and Language Arts sections.

Assessment Data

UCMHS believes that assessment is as critical an element to our educational program as instruction. It is through sound assessment techniques that students truly get an opportunity to demonstrate their skills.

We maintain a database of student performance on various assessments throughout each student's relationship with our school. We begin with the UCMHS admission examination which assesses students in Mathematics and Language Arts. We then log PSAT results for students for their first three years at UCMHS. All students in grades 9 through 11 take the PSAT each year. Next, we catalog SAT results for each student. This data enables us to evaluate how our curricula prepare our students for standardized tests. Perhaps more importantly, the data allows us to cater instruction on an individual basis so that students who need extra help in a particular area can be identified and instruction designed to address their individual needs.

To ensure that what we are measuring is aligned with the state Core Curriculum Content Standards and changes in the PSAT and SAT, our teachers complete "curriculum crosswalks" throughout the school year. These crosswalks examine our curriculum objectives and document where each of the standards is addressed. Furthermore, teachers are required to cite the standards addressed for each objective in their lesson plans.

Assessment data collected through our SAT Prep classes is used to identify areas where modifications in the Mathematics and Language Arts curricula might be necessary. Teachers from these disciplines meet monthly to discuss strategies to implement curricular modifications.

Student Performance

Student performance data is communicated to parents primarily through the mailing of interim and end of term grade reports and through direct home contact. Interim and grade reports are sent to parents every four to five weeks. Also, teachers frequently make home contacts, through email and phone calls, to update parents on their child's progress. Teachers often conduct parent/teacher conferences beyond the regularly scheduled conference held each year in November. Parents are also kept abreast of student accomplishments through the Principal's contribution to the monthly parent newsletter.

Individual teachers share performance data with students in their classes through the evaluation of rubrics. Teachers, through rubrics, provide students with meaningful feedback to enhance future performance.

UCMHS communicates performance data to the community through the development of a school profile. This profile is primarily sent to college counselors. The district also reports data via the New Jersey School Report Card. This report card publishes student performance on HPSA, SAT and AP results in local newspapers and on the Department of Education website.

Furthermore, four information sessions are conducted each year for prospective students and parents. Similarly, the school's Principal visits local community organizations to inform the public on the school's mission and accomplishments.

Finally, students, parents, and the community can access the school's website to learn about student achievements and general information on our school and district. Our public relations consultant works consistently with media to publish student and school accomplishments in local newspapers.

School Sharing Successes

UCMHS has been fortunate enough to be named a Governor's School of Excellence and awarded two New Jersey Department of Education Best Practices. School of Excellence and Best Practice applications are published on the state's Department of Education website. Schools from all over the state are invited to access this website to replicate Best Practices in their own schools.

Administrators and teachers from our school have made numerous presentations at various professional conferences held around the state. These presentations have been in the areas of instructional technology and curriculum development. Our school also houses the Union County Educational Technology Training Center. Teachers from all over Union County come to our school to learn how to better utilize technology in the classroom.

Other schools from around Union County and the state have visited our school to tour our facilities and observe our classroom techniques. Other districts have requested our input in implementing such innovations as block scheduling and interdisciplinary curricula.

Administrators from UCMHS instruct our district's new teacher training program. This four week summer workshop familiarizes new teachers to the district with the mission and educational philosophy of the Magnet High School. The majority of the teachers who complete the program are placed in the district's new high school which opened two years ago.

UCMHS also works with local universities to place student teachers in our classrooms. It is our hope that these future classroom teachers will take things learned in our school to their new placements.

PART V – CURRICULUM AND INSTRUCTION

School's Curriculum

The Union County Magnet High School has designed its curriculum around several key educational concepts. Since our school's specialization is technology-based pre-engineering, technology integration is a vital element of each curriculum in the school. Another element that drives our curriculum is a commitment to writing in each subject area. Thirdly, we place a significant emphasis on authentic assessment. This includes project-based assessments that require students to solve problems and think critically.

All the courses offered at the Magnet High School are taught minimally at the honors level. All students take courses in Technology, Science, Mathematics, Language Arts, History, World Language, and Fitness. There are a number of Advanced Placement courses to challenge students further.

In the area of Technology, our students are required to take courses in each of their four years. Students take courses in Computer Aided Drafting and Design, Introduction to Engineering, and Architecture. Starting in the sophomore year, through an articulation with Union County College, students earn college credit for the Technology courses they take. They will earn a minimum of 22 college credits prior to graduation. The Technology curricula will be discussed in greater detail in question 3 in Part V.

Students are required to take four years of Science. Starting in the freshmen year with Biology and Foundations of Science, students then move on to Chemistry and Physics. AP Biology, AP Chemistry, and AP Physics C are available for students in the junior and senior year. We offer several Science electives, including Anatomy and Physiology, Ecology, and Research Methods in Science. By the time they graduate, students have the opportunity to take up to eight Science courses.

In the area of Mathematics, students are once again required to take courses for each of their four years. The traditional sequence starts with a combined Algebra I/II course. The sophomore offering is Geometry/Trigonometry. Juniors take Math Analysis (Pre-Calculus). All seniors will then take AP Calculus. For students who advance beyond the regular sequence, courses are offered in AP Calculus II, Calculus III, Linear Algebra, Multivariable Calculus, and Probability and Statistics.

Social Studies and Language Arts are taught through integrated curricula. Freshmen take World History and World Literature. Sophomores take U.S. History I coupled with Early American Literature, while juniors take U.S. History II and 20th Century American Literature. There is no senior year Social Studies requirement; however, there are several AP electives, including European History and U.S. Government. Seniors take British Literature or AP Literature and Composition. Language Arts will be discussed in greater detail in question 2 in Part V.

UCMHS offers two World Languages: Spanish and French. Students are required to take three years of a World Language. Our World Language offerings extend up to level five. An elective in Linguistics is offered to seniors.

All students take Fitness/Health for each of the years they attend the Magnet High School. Our Fitness program emphasizes personal growth and nutrition, as well as mental well being.

The Visual and Performing Arts are integrated into each curriculum area. This is done primarily through performance assessments and technology integration.

Curriculum crosswalks are completed in each Core Content area to ensure that all state standards are met by all of our students.

English Language Curriculum

Union County Magnet High School students take Language Arts each of the four years they attend the school. In each of these four years, students are offered within each curriculum a blend of literature, grammar, vocabulary, reading comprehension, and literary research. For the first three years, each Language Arts curriculum is integrated with a Social Studies curriculum. Freshmen take World Literature in conjunction with World History. Sophomores enroll in Early American Literature coupled with U.S. History I. Eleventh grade students take 20th Century American Literature along with U.S. History II. Seniors are offered a choice of classes. If they meet a rigorous pre-requisite, students can elect to take Advanced Placement Literature and Composition. Other students take British Literature. Each of these classes focuses on the various elements of Language Arts listed above. This provides for a well balanced student and satisfies the state's core curriculum content standards. This approach also enables our instructors to identify students who may need remediation in a particular area. For those students who require remediation, a Language Arts instructor is scheduled every day during the lunch periods to serve in a writing help room. Students may go to writing help to address a particular need or just find a quiet place to read.

Each student is required to complete a literary research paper each of the four years. This activity is perhaps the most meaningful because it incorporates all the elements of the class into a culminating experience.

Curriculum Area of the School's Choice

UCMHS' Technology Curricula provides students with the essential skills and knowledge they need to achieve in all areas of academic life. Students of the 21st century will be at a disadvantage if they are not well schooled in cutting edge technology. Our school offers students the latest technologies to succeed.

As important as the physical technology are the curricular offerings that act as the mechanism for students to demonstrate their knowledge and skills. Our mission is to foster "the utilization and responsible application of technology through problem-solving, project-based learning, and interdisciplinary education." To realize this mission, our school offers a specialized technology curriculum in Computer Aided Drafting and Design (CADD) with concentrations in Engineering and/or Architecture. All students will, through the American Design and Drafting Association (ADDA), earn their certification as a drafter. In their senior year, students have the option to enroll in a comprehensive internship program. This program allows students to spend half of their school day working directly with engineers and architects in local firms. By the end of their senior year, our students will earn a minimum of 22 college credits in Engineering and Architecture through an articulation with Union County College.

In addition to our Internship program, the high school and college courses taken over the four years include: Introduction to Design Technology, Introduction to Engineering, Computer Aided Drafting and Design, 3-D Studio Max, and Architecture I and II.

Our Technology program is also special because it is integrated into each curriculum in the school. We set high expectations for the integration of technology into the classroom and provide our instructors and students the technology tools necessary to achieve in all areas.

Instructional Methods

Our instructional philosophy places a heavy emphasis on nurturing students' preferred learning styles and multiple intelligences. However, we also strive to foster the development of students' secondary learning preferences. This philosophy is realized through project-based learning and by giving students choices on their assessments. Our traditional tests and essays, coupled with our alternative projects, promote students' critical-thinking and decision-making skills while at the same time prepares them for the reality of standardized tests. Students are always asked to complete tasks or answer questions that require higher level thinking, as per Bloom's Taxonomy, including analysis, synthesis, and evaluation. To ensure that different learning styles are addressed, each student takes the Gregoric Learning Style assessment at the beginning of each school year. Each student's preferred learning style is then provided to the student and to each instructor. Teachers use this information to develop individualized lessons, assessments, and form cooperative groups for students who possess different strengths.

Our instruction and assessment methods are aligned to our specialization through the infusion of technology throughout each of the disciplines. Instructors use cooperative learning, discovery learning as well as lecture/discussion. Students are often assessed through oral presentations that include supporting technology. In many classes, students are required to maintain digital portfolios.

Professional Development Program

Our school is deeply committed to professional development and life-long learning. Every summer, new faculty members attend a four-week training workshop taught by school administrators and teachers who serve as curriculum coordinators. This training focuses on curriculum development and instructional strategies. Educational philosophies, Bloom's Taxonomy, designing lessons to satisfy learning styles, and authentic assessment are several of the topics reviewed. The program facilitators spiral topics and model sound teaching practice throughout the training.

Additionally, in the summer, teachers from two academic disciplines come together on our campus to participate in vertical and horizontal articulations of their discipline's curricula. These sessions focus on the evaluation of the scope and sequence of each curriculum. This curriculum articulation continues throughout the school year at grade level meetings held during faculty meetings and scheduled monthly department meetings. We view faculty meetings as excellent opportunities for professional development. Each monthly meeting is "hosted" by the faculty of a particular discipline. These teachers begin each meeting by making presentations to the entire faculty on the curricular developments in that discipline.

Once a month during the school year, our school offers professional development mini-classes. These classes, which are taught by our teachers, focus on a particular area of educational research and correspond to our technology specialization. The participants are shown how to implement innovative strategies into their classrooms immediately. Topics of these classes include project-based learning and instructional technologies, including Starboard Technology and utilizing Digital Video Editing in the classroom. Other classes addressed writing across the curriculum and using brain-based research to maximize the impact of block scheduling. These classes also enable us to identify areas of need and address them in a timely fashion.

RESULTS FOR STATE CRITERION-REFERENCED TEST

Grade 11

Test High School Proficiency Assessment (HSPA)

Edition/publication year Annual Publisher New Jersey Department of Education

What groups were excluded from testing? Why, and how were they assessed?

No students were excluded from testing in any of the reporting years.

Number excluded 0 Percent excluded 0

Explain the standards for basic, proficient, and advanced (or the relevant state categories), and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

The HSPT was a rigorous test of essential skills in Reading, Mathematics, and Writing. The test measured students strictly on a pass/fail basis. The scoring range for each section was from 100 to 500, with a score of 300 or better on each section qualifying as Proficient. Students would take the test in October of their junior year with an opportunity to repeat the test in April of that same year if they did not reach the Proficient level after the first administration of the test. A third administration of the test would be given to students in October of their senior year if they were still not deemed Proficient in one of the given areas. If a student did not achieve the Proficient level after the third administration of the exam, they could then take a Special Review Assessment (SRA). This assessment was necessary for any student who was not able to meet the requirement in any or all three subject areas tested after all three attempts.

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RESULTS FOR STATE CRITERION-REFERENCED TESTS

Reading Scores

	2002-2003**	2001-2002**	2000-2001*	1999-2000*
Testing month	March	March	October	October
SCHOOL SCORES				
% At or Above Basic	100%	100%	N/A	N/A
% At or Above Proficient	100%	100%	100%	100%
% At Advanced	58.9%	62.9%	N/A	N/A
Number of students tested	73	62	57	53
Percent of total students tested	100%	100%	100%	100%
Number of students excluded	0	0	0	0
Percent of students excluded	0%	0%	0%	0%
School Mean Score	252.4	251.4	437.8	433.8
STATE SCORES				
% At or Above Basic	100%	100%	N/A	N/A
State Mean Score	N/A	N/A	N/A	N/A
% At or Above Proficient	80.2%	81.1%	74.1%	84%
State Mean Score	N/A	220.7	N/A	371.9
% At Advanced	15.1%	14.8%	N/A	N/A
State Mean Score	N/A	N/A	N/A	N/A

*High School Proficiency Test (HSPT)

**High School Proficiency Assessment (HSPA)

(Language Arts Literacy score combines Reading and Writing)

Writing Scores

	2002-2003**	2001-2002**	2000-2001*	1999-2000*
Testing month	March	March	October	October
SCHOOL SCORES				
% At or Above Basic	100%	100%	N/A	N/A
% At or Above Proficient	100%	100%	100%	100%
% At Advanced	58.9%	62.9%	N/A	N/A
Number of students tested	73	62	57	53
Percent of total students tested	100%	100%	100%	100%
Number of students excluded	0	0	0	0
Percent of students excluded	0%	0%	0%	0%
School Mean Score	252.4	251.4	408.6	384.4
STATE SCORES				
% At or Above Basic	100%	100%	N/A	N/A
State Mean Score	N/A	N/A	N/A	N/A
% At or Above Proficient	80.2%	81.1%	83.7%	85.8%
State Mean Score	N/A	220.7	N/A	352.3
% At Advanced	15.1%	14.8%	N/A	N/A
State Mean Score	N/A	N/A	N/A	N/A

*High School Proficiency Test (HSPT)

**High School Proficiency Assessment (HSPA)

(Language Arts Literacy score combines Reading and Writing)

RESULTS FOR STATE CRITERION-REFERENCED TESTS

Mathematics Scores

	2002-2003**	2001-2002**	2000-2001*	1999-2000*
Testing month	March	March	October	October
SCHOOL SCORES				
% At or Above Basic	100%	100%	N/A	N/A
% At or Above Proficient	100%	100%	100%	100%
% At Advanced	72.6%	85.4%	N/A	N/A
Number of students tested	73	62	57	53
Percent of total students tested	100%	100%	100%	100%
Number of students excluded	0	0	0	0
Percent of students excluded	0%	0%	0%	0%
School Mean Score	256.9	259	466	463.4
STATE SCORES				
% At or Above Basic	100%	100%	N/A	N/A
State Mean Score	N/A	N/A	N/A	N/A
% At or Above Proficient	65.8%	68.6%	79%	88.4%
State Mean Score	N/A	216.4	N/A	395
% At Advanced	19.5%	19.1%	N/A	N/A
State Mean Score	N/A	N/A	N/A	N/A

*High School Proficiency Test (HSPT)

**High School Proficiency Assessment (HSPA)

RESULTS FOR ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Grade 11 Test Scholastic Aptitude Test (SAT)

Edition/publication year Annual Publisher Educational Testing Service (ETS)

What groups were excluded from testing? Why, and how were they assessed?

No students were excluded from testing.

Scores are reported here as (check one): NCEs Scaled scores Percentiles

	2002-2003	2001-2002	2000-2001
Testing month	Varied	Varied	Varied
SCHOOL SCORES			
Total Score	1282	1244.6	1194.4
Number of students tested	60	55	51
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%
SUBJECT SCORES			
Mathematics	647.2	627.5	597.2
Verbal	634.8	617.1	597.2
NATIONAL MEAN SCORE	1020	1020	1019
NATIONAL STANDARD DEVIATION	209	N/A	207
SUBJECT SCORES			
Mathematics	516	514	514
Verbal	504	506	505
STANDARD DEVIATION			
Mathematics	114	113	113
Verbal	111	111	111