

2006-2007 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) [] Elementary [] Middle [X] High [] K-12 [] Charter

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

Official School Name Millburn High School
(As it should appear in the official records)

School Mailing Address 462 Millburn Avenue
(If address is P.O. Box, also include street address.)

Millburn NJ 07041-1368
City State Zip Code+4 (9 digits total)

County Essex State School Code Number 13-3190-050

Telephone (973) 564-7130 Fax (973) 912-8633

Web site/URL www.millburn.org E-mail neigel@millburn.org

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 _____

Name of Superintendent* Dr. Richard L. Brodow
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Millburn Township Public Schools Tel: (973) 376-3600

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 _____

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

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.

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

PART I - ELIGIBILITY CERTIFICATION

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 2006-2007 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 2001 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.

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

1. Number of schools in the district: 5 Elementary schools
 1 Middle schools
 _____ Junior high schools
 1 High schools
 _____ Other
 _____ TOTAL
2. District Per Pupil Expenditure: \$12908
 Average State Per Pupil Expenditure: \$12567

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. 24 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
PreK				7			
K				8			
1				9	175	170	345
2				10	168	166	334
3				11	149	155	304
4				12	156	144	300
5				Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							1283

6. Racial/ethnic composition of the school: 83 % White
1 % Black or African American
2 % Hispanic or Latino
14 % Asian/Pacific Islander
 % American Indian/Alaskan Native
100% Total

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

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

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	11
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	9
(3)	Total of all transferred students [sum of rows (1) and (2)]	20
(4)	Total number of students in the school as of October 1	1283
(5)	Total transferred students in row (3) divided by total students in row (4)	0
(6)	Amount in row (5) multiplied by 100	2

8. Limited English Proficient students in the school: 2%
22 Total Number Limited English Proficient
Number of languages represented: 9
Specify languages: French, Spanish, Russian, Chinese, Korean, Hebrew, Mandarin, Polish, Persian

9. Students eligible for free/reduced-priced meals: 0%

Total number students who qualify: 5

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: 12%
151 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.

<u>7</u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>25</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>102</u> Specific Learning Disability
<u>6</u> Emotional Disturbance	<u>3</u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> </u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u>8</u> Multiple Disabilities	

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>13</u>	_____
Classroom teachers	<u>96</u>	_____
Special resource teachers/specialists	<u>27</u>	_____
Paraprofessionals	<u>6</u>	_____
Support staff	<u>11</u>	_____
Total number	<u>153</u>	_____

12. Average school student-classroom teacher ratio, that is, the number of 1283:96 students in the school divided by the FTE of classroom teachers, e.g., 22:1 13:1

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. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	94%	94%	94%	97%	95%
Daily teacher attendance	97%	97%	98%	97%	99%
Teacher turnover rate	6%	10%	10%	10%	10%
Student dropout rate (middle/high)	0%	0%	.1%	.1%	0%
Student drop-off rate (high school)	0%	0%	.1%	.1%	0%

13. (High Schools Only. Delete if not used.)

Show what the students who graduated in Spring 2006 are doing as of September 2007.

Graduating class size	<u>302</u>
Enrolled in a 4-year college or university	<u>95%</u>
Enrolled in a community college	<u>3%</u>
Enrolled in vocational training	____%
Found employment	____%
Military service	____%
Other (travel, staying home, etc.)	<u>2%</u>
Unknown	____%
Total	100 %

PART III - SUMMARY

Provide a brief, coherent narrative snapshot of the school in one page (approximately 600 words). Include at least a summary of the school's mission or vision in the statement.

Millburn High School is a highly recognized secondary institution, which offers students a rigorous, stimulating, and diverse academic program delivered by an experienced and dedicated faculty. It is comprised of grades 9-12, with a student enrollment of 1296. There are 153 teaching faculty and support staff.

The philosophical foundation of our school is deeply rooted in the premise that all students, given the appropriate challenge and motivation, can excel in school. We believe in providing an environment that builds a foundation for life-long learning and responsible citizenship. Faculty and staff are dedicated to academic excellence, inspiring creativity and the realization of each student's full potential. We strive to make our school a place where students are treated with mutual respect and empathy. A key component of our success is the creation of an environment in which students, faculty and parents work together to provide learners with a myriad of outstanding educational opportunities both in the classroom and in extracurricular activities. Our many successes can be directly attributed to the collaboration of many groups who help foster and maintain an atmosphere which emphasizes the collective achievement of common goals. Open-mindedness, shared decision-making, collegiality, honest communication, empowerment, continuous improvement, student advocacy and a strong desire to achieve consensus are all critical aspects of our operation.

Over the years, we have built a demanding, sophisticated, and diversified academic program, highlighted by twenty-seven advanced placement courses, many interesting elective offerings, and an elaborate in-class support system for students who experience difficulty with their studies or who have learning disabilities. We are also most fortunate to have extremely talented, well-trained and caring faculty who enjoy working with students. They effectively motivate students to higher levels of achievement and play an integral role in strengthening the overall instructional and extracurricular programs at Millburn High School. Recently, we have invested a significant amount of time and effort in staff development programs, emphasizing training in such areas as differentiating instruction, the writing process, and the use of alternate forms of assessment and teaching for students with special needs.

Equally important, and most gratifying for me, has been our ability to create and maintain an elaborate interscholastic athletic program, which includes twenty-six sports and over forty teams for young men and women, as well as an extensive extracurricular club/activity program, which includes over sixty activities. In recent years, we have added such sports as ice hockey, swimming, volleyball and boys and girls lacrosse. Our student participation rate in athletics during any given season is consistently over fifty percent. In addition, we have involved most of our student body in an activity program which offers clubs such as Women's Issues, Poetry, Science and Technology, Quiz Bowl, Helping Hands, Amnesty International, Princeton Model Congress, Interact, protection of Wildlife, and Creative Writing. Each year, students work on community service projects and raise thousands of dollars, which is subsequently donated to local charities and social agencies. Our students are also active in academic competitions in all disciplines and have received national recognition for their achievement. Involving students in athletics and extracurricular activities provides them an opportunity to explore interests, to refine their talents, to grow and mature outside the classroom, to compete with their peers, and to develop valuable social and leadership skills necessary for success in life. Most importantly, athletics and extracurricular activities afford students and opportunity to gain a better understanding of themselves and a greater appreciation for their peers.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results: The New Jersey High School Proficiency Assessment (HSPA) is aligned with New Jersey's CORE Curriculum Content Standards and was first administered in March 2002 to all first-time eleventh graders including limited English proficient and special education students (unless exempted by their Individualized Education Programs). The HSPA replaced the Grade 11 High School Proficiency Test (HSPT) that had been administered to eleventh graders since October 1993. Passing the NJ HSPA is a graduation requirement.

The Mathematics Section of the HSPA is administered in one day and consists of multiple-choice and open-ended questions. This section of the test utilizes calculators and a Mathematics Reference Sheet.

The Language Arts Literacy Section of the HSPA has several parts consisting of writing tasks and reading passages with multiple-choice and open-ended questions. The Reading and Writing parts of Language Arts Literacy are administered over a two-day period.

Assessment results for our students have been consistently outstanding since the inception of state testing in New Jersey in the 1980's. Each year, our students' scores are among the highest in the state. In general, our language arts scores range from the mid to high 90% range at the proficient level and in the 50% range at the advanced proficient level. Similarly, our mathematics scores are at mid to high 90% range, with 70% of students scoring advanced proficient.

We believe our success begins in our elementary schools and middle school where we offer a rigorous curriculum, delivered with creative teaching strategies. It continues with a very traditional, liberal arts curriculum (required of all students) at the high school, that provides a solid program in reading, writing and mathematics. Teacher and parent expectation for student performance are extremely high and student motivation is strong. All students enroll in 4.5 years of English and three years of Mathematics. Most students far exceed this minimum requirement. Student performance is carefully and frequently measured through a variety of assessments including oral tests, portfolios, debates, projects, essays, and final examinations. Lastly, there is a structured program to assist students in need of remediation. It includes individualized and small group instruction focused on specific skills.

2. Using Assessment Results: HSPA Tests results are shared with administration, teachers, parents, and students. Guidance counselors schedule students who "scored" "Partially Proficient" into a Student Review Assessment (SRA) class in order to master the required skills in Language Arts Literacy and Mathematics. In their senior year, these students have the opportunity to take the HSPA Test two more times in an effort to achieve a "Proficient" grade.

During their senior year, students in the SRA process must successfully master the required skills, which are the equivalent of a passing score on the HSPA Test. A team of educators determines whether or not mastery has been demonstrated by March of senior year that would support a student's graduation at the end of the school year.

English and Mathematics supervisors review and analyze the data with teachers in their respective departments. The outcome has primarily been to focus on curriculum alignment rather than student learning outcomes since the state tests are not as rigorous as teacher-prepared tests and other standardized tests (SAT I & II, AP Tests).

For example, upon reviewing the results in the Language Arts Literacy portion of the HSPA, supervisors distribute the results of the student writing section to faculty and students for their review. Students may use these results to seek ways to enhance their writing skills over the course of the year. The

faculty makes necessary adjustments in writing instruction in their classes based on their analysis of the overall trends and patterns of these results. In response to these results and in an effort to strengthen our literacy program, we now require a semester writing course in addition to our four-year English requirement. Our goal is to increase the number of students scoring at the Advanced Proficient level.

Similarly in mathematics, our supervisor and faculty conduct an analysis to ascertain general weaknesses in student performance. These areas are addressed through greater depth of instruction, increased practice and the purchase of supplementary resource materials.

3. Communicating Assessment Results: Millburn High School, like most high schools in the metropolitan area, uses a variety of media to communicate student performance to the public. Some of these include quarterly newsletters from the superintendent which is mailed to the homes of all school parents, monthly PTO newsletters that include articles by the building principal, director of guidance, individual guidance counselors, periodic letters to parents from the administration, our webpage, our school report card, our college profile which contains sections dedicated to testing such as the PSAT, SAT I, SAT II, ACT, AP etc., parent education meetings held periodically during the year, grade level meetings and orientation sessions for the transition of the middle school students to the high school. In addition, the local newspapers (The Item and The Independent) regularly report assessment results on their coverage of Board of Education Meetings and school activities. Test results are also fortunate to have a public information officer who disseminates information to our community.

Over the years, the high school has received significant recognition in Newsweek, New Jersey Monthly, The Wall Street Journal and Worth Magazine. Each publication has highlighted our assessment results.

4. Sharing Successes: Our assessment results are shared in ways similar to those described in the preceding paragraph. All schools are able to access our assessment results through our school report card which is posted on the New Jersey Department of Education website (www.njdoe.com). Most districts use this website to compare their results with other districts from the same district factor grouping. The usual consequence of this comparison is a series of telephone calls and/or visitations to other districts to discuss and share possible program improvements. As a district with consistently high test scores on all state assessments, and the SAT I, SAT II, ACT and AP, we receive frequent inquiries regarding our programs. On many occasions during the year, administrators and teachers from other schools visit Millburn High School to observe specific programs. As previously noted, local papers also publish assessment results for all districts. Over the years, we have maintained a very positive relationship with all local newspapers that have covered the accomplishments of our students in great detail.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum: Millburn High School is a college-preparatory institution with a rigorous academic program highlighted by four instructional levels (advanced placement, accelerated, college preparatory A and the college preparatory B). Students are required to take a minimum load of five major courses and 30 credits each semester. The school requires 120 credit hours for graduation, including four years of English, three years of mathematics, four years of social studies, two years of world languages, three years of science, two years of related arts, one year of career education and four years physical education/health. Most students go far beyond these minimum requirements by enrolling in six or seven major subjects a year and accumulate over 150 credits upon graduation.

To fulfill English requirements for graduation, all students must complete a full year of English 9, a full year of American Literature, a full year of British Literature and two semester electives or an advanced placement course in the senior year. Recently, we have added an additional course in writing as a graduation requirement. In fact, most students far exceed these requirements by adding electives to their schedule each year. Some of these include: Shakespeare, Russian Literature, Asian Literature, Humanities, Art of Biography, World Literature, AP English Language and AP English Literature.

Similarly, in Social Studies students are required to take a full year of World History, American History, Twentieth Century History and a semester course in Global Studies, together with another elective. Electives include courses such as American Government, Law & Society, Ages & Ideas, Economics and European History. The department offers six advanced placement courses.

Our Mathematics sequence is Algebra I, Geometry, Algebra II, Precalculus, Math Analysis, Calculus, AP Calculus AB and AP Calculus BC. Most students enroll in mathematics for all four years. We also offer extensive electives in Computer Science.

Our Science offerings include Introduction to Chemistry & Physics, Biology, Chemistry, Physics, Environment Science, Oceanography, Human Anatomy, Meteorology, Science & Technology and Authentic Science Research. Almost all students take the core requirement of Introduction To Chemistry & Physics, Biology, and Chemistry. The department offers four advanced placement courses.

Milburn High School has an extensive World Languages program that offers Chinese, French, Spanish, German, Italian, and Latin. Each language is offered from Level I through advanced placement and at all instructional levels. The advanced placement program includes Chinese, French Language, French Literature, Spanish Language, Spanish Literature, Italian, Latin Virgil, and Latin Literature. Although the requirement is two years of study, almost all students enroll in a language for four years and many students study a sixth and seventh language. Our program begins in our elementary schools and becomes full-time in the middle school and the high school.

In the Arts, students may chose from a variety of courses to fulfill their requirements. Offerings include Studio Art, Crafts, Fine Arts, Architecture, Architectural Viewpoints, Art of the Picture Book, Sculpture, Ceramics, Dance, Computer Graphics and Design and Millburn High School at Fairleigh Dickinson University, a college program taught at our school. Enrollments in the Arts are very high and many students are choosing to pursue careers in the Arts. In addition, over 60% of our student body is enrolled in our various music programs.

Outside the classroom, Millburn High School offers over 80 clubs and activities and 26 varsity sports for both girls and boys. Students have the opportunity for independent study, senior projects,

internships and community service. Our student government Association and Student Liaison Committee meet regularly to study critical issues at Millburn High School and suggest possible solutions.

2b. English: The English Language program curriculum consists of the four courses noted in the previous paragraph together with a very rich elective structure. After experiencing the genre-based course in grade nine, American Literature in grade ten and British Literature in grade eleven, students are able to select their courses based on their interests and aptitude. Most electives are offered at various academic levels and are open to all students. In most years, our writing electives such as Techniques of Writing, Expository Writing, Advanced Expository Writing and Fiction Writing are popular choices for students. Except for these writing electives, all required courses and electives have a strong literature base and require substantial reading. Our faculty places heavy emphasis on reading, critical thinking skills and writing skills in each course. For those students who have not yet fully developed their reading skills, we offer a basic skills program in addition to their regular English classes. Offered two or three times a week, these classes are run in very small groups (three to five students) who receive intensive assistance to improve their reading skills. Special materials and technology are used to support their efforts. We have been extremely successful in raising reading levels and test scores for these students. In addition, we run an ESL program for several students. While this is a very small number of students each year, the program provides for direct instruction in English and a support system as these students transition into our school. These classes meet every day and the instructor works closely with the faculty to assist students in their regular classes. Lastly, we have recently established an afternoon program for special education students to improve their language arts and mathematical skills.

3. Additional Curriculum Area: Approximately twelve years ago, we created a program to provide students with a structured continuum of coordinated services and activities. The Millburn High School Transition Services Program was specifically structured to address the needs of a population of students that had traditionally “fallen through the cracks”. The program is designed to increase student awareness of who they are, their specific challenges, the accommodations necessary for them to meet their expressed goals, the strategies to be effective self-advocates, the ways to provide others with the information to help them understand more about disabilities and the knowledge to make informed choices about post-secondary options. The three components of self-awareness, self-advocacy and career awareness have become an integral part of our curriculum at Millburn High School.

Designed as a four-module continuum of services, the program begins as students leave the middle school to enter the high school. Each student and his/her family complete a Positive Student Profile, which is integrated into the student’s IEP and used to facilitate the transition. At the high school, through organized classes, individual meetings and grade-level roundtables, the students begin the experience with various activities and program objectives. They discuss different types of disabilities and the purpose of the CST, the IEP process, and specific laws regarding disabilities. In the next module, students develop a personal framework and many join our Student Advocacy Speakers’ Bureau. The Bureau holds self-advocacy workshops and provides training for other students. The third module involves an introduction to career awareness and participation in career shadowing, information interviews, school-based business fairs, employment readiness, assembly programs and a guest speaker program. The final portion of the program engages students in our career exploration and internship program. Students are immersed in a host of school-to-career and community-based activities that incorporate many of the skills they have learned. As interns, they are placed and supervised in participating businesses in a recently developed Chamber of Commerce partnership. The internship component has now evolved into an integrated program for both special and regular education students. Needless to say, it speaks directly to our mission of developing lifelong learners and responsible citizens who will successfully transition into and make valuable contributions to our society.

4. Instructional Methods: Millburn High School has a tradition of providing teachers with a great deal of academic freedom and choice in the classroom. Although trained in the ITIP model of instruction, teachers are free to select the appropriate instructional pedagogy for each of their classes. In considering instructional methods, teachers consider course requirements, the instructional level, class size, class composition and, most importantly, the individual learning styles of their students. The only four overarching principles that must be addressed are the concepts of active participation, relevance, critical thinking skills, and the use of a variety of strategies in the classroom. All teachers must plan lessons that maximize student involvement in all classroom activities. Consequently, instructional methods run the gamut from the Socratic method and question/answer sessions to role-playing, debates, experiments and student led seminars. It is our belief that students learn more and learn more rapidly when engaged in the learning process. Further, all teachers make a concerted attempt to make the content of their lessons relevant and meaningful for young learners. References are made to contemporary issues and students are engaged in a great deal of problem solving. By emphasizing relevance, teachers can help students make real-life applications of the information they learn in school. Every academic discipline seeks to develop critical thinking skills in all students by devising lesson activities that require cognitive skills such as application, synthesis and evaluation. Regardless of the instructional level of the class, students are pushed to develop critical thinking skills as well as the ability to clearly articulate their thoughts verbally and in writing. By seeking variety in the presentation of curricula, we hope to motivate students in the learning process and develop independent learning skills.

5. Professional Development: The professional development program at Millburn High School has several components including summer workshops on instructional methods and uses of technology on the classroom, mentoring of all new teachers, afternoon workshops for all new teachers, a focused observation/evaluation process, an alternative evaluation process, a goal-setting procedure and the option of self-directed growth plans. All teachers hired in the school district are required to participate in an induction program that is offered over two summers. In this program, they learn and practice the district instructional model, receive training in technology and are introduced to many of the basic principles governing classroom practice in our schools. This professional work is reinforced by our mentors who are assigned both to teachers new to the profession and to teachers new to the district, regardless of their level of experience. Mentors work closely with teachers in observing lessons, critiquing performance, suggesting improvements, and generally smoothing the teacher's transition into our school and the community. In many departments, new teachers observe the mentor's classes. All new teachers at the high school receive professional development in a series of meetings run on thirteen afternoons during the first semester. These meetings cover critical topics such as coordinating with the CST, assessment, student behavior, lesson planning and other survival skills. New teachers are observed three to four times during the first semester by their supervisor and principal. Observations are conducted in a supportive, collegial manner with the teacher actively engaged in the process. All teachers set yearly goals based on their observations, evaluations, assignments for the year and individual plans for growth. Many of our experienced staff are self-directed in the professional development, establishing their own plans for improvement and melding these plans with their yearly evaluation. As a result of these programs, the school is focused on continuous improvement of the teaching/learning process.

All professional development initiatives are focused on improving student achievement on all levels. Whether it is a district initiative such as differentiating instruction or a school goal such as revising assessment techniques, student learning serves as the motivation for the program. At the high school level, academic departments, based on the needs of their students, arrange professional development. It may take the form of curriculum reviews, adding new courses to the curriculum, fostering successful teaching methods for different student learning styles, technology applications or new sources of information. Periodically, experts are brought in to present on timely, relevant topics. At other times, teachers present information from professional workshops. It is also very common for our faculty to work in teams during professional days to reflect upon current curricula and instructional issues and offer solutions.

PART VII - ASSESSMENT RESULTS

FORMAT FOR STATE CRITERION-REFERENCED TESTS

[Data Display Table for Reading (language arts or English) and Mathematics]

Subject Language Arts Literacy Grade 11 Test NJ High School Proficiency Assessment (HSPA)

Edition/Publication Year 2002 Publisher N.J. State Department of Education

	2005-2006	2004-2005	2003-2004
Testing month	March	March	March
SCHOOL SCORES*			
Proficient	98	97	99
Advanced proficient	51	54	48
Number of students tested	304	306	219
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. <u>Special Education</u> (specify subgroup)	91	90	99
Proficient	9	23	13
Advanced proficient	3	3	3
Number of students tested	33	31	32
* 2. _____ (specify subgroup)			
Proficient			
Advanced proficient			
Number of students tested			

*State of New Jersey does not provide data based on ethnicity.

FORMAT FOR STATE CRITERION-REFERENCED TESTS

[Data Display Table for Reading (language arts or English) and Mathematics]

Subject Mathematics Grade 11 Test NJ High School Proficiency Assessment (HSPA)

Edition/Publication Year 2002 Publisher N.J. State Department of Education

	2005-2006	2004-2005	2003-2004
Testing month	March	March	March
SCHOOL SCORES*			
Proficient	97	94	96
Advanced proficient	70	70	62
Number of students tested	304	306	219
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. <u>Special Education</u> (specify subgroup)			
Proficient	75	88	81
Advanced proficient	16	42	43
Number of students tested	33	31	32
*2. _____ (specify subgroup)			
Proficient			
Advanced proficient			
Number of students tested			

*State of New Jersey does not provide data based on ethnicity.