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 Mr. Robert V. Cancro
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Monmouth County Academy of Allied Health and Science
(As it should appear in the official records)

School Mailing Address 2325 Heck Avenue
(If address is P.O. Box, also include street address.)

Neptune New Jersey 07753-4475
City State Zip Code+4 (9 digits total)

County Monmouth State School Code Number* 310870

Telephone (732) 775-0058 Fax (732) 775-6646

Web site/URL www.aahs.mcvsd.org E-mail cancro@aahs.mcvsd.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.

_____ Date_____
(Principal's Signature)

Name of Superintendent* Dr. Brian McAndrew
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Monmouth County Vocational School District Tel. (732) 431-7946

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.

_____ Date_____
(Superintendent's Signature)

Name of School Board President/Chairperson Mr. Clement V. Sommers
(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.

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

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

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 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:
   _____ Elementary schools
   _____ Middle schools
   _____ Junior high schools
   __9__ High schools
   _____ Other

   __9__ TOTAL

2. District Per Pupil Expenditure: __$14,347___

   Average State Per Pupil Expenditure: __$13,662_____

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
   [X] 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.

   __3___ 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**	22	47	69
2				**10**	32	38	70
3				**11**	28	45	73
4				**12**	26	38	64
5				**Other**			
6							
		TOTAL STUDENTS IN THE APPLYING SCHOOL →					**276**

6. Racial/ethnic composition of the school:

63 % White
7 % Black or African American
5 % Hispanic or Latino
25 % Asian/Pacific Islander
0 % 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: 0 %

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

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year	- 0 -
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year	- 0 -
(3)	Total of all transferred students [sum of rows (1) and (2)]	- 0 -
(4)	Total number of students in the school as of October 1	276
(5)	Total transferred students in row (3) divided by total students 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 %

Total number students who qualify: 14

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.

____Autism	____Orthopedic Impairment
____Deafness	____Other Health Impaired
____Deaf-Blindness	____Specific Learning Disability
____Emotional Disturbance	____Speech or Language Impairment
____Hearing Impairment	____Traumatic Brain Injury
____Mental Retardation	____Visual Impairment Including Blindness
____Multiple Disabilities	

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

	Number of Staff	
	Full-time	**Part-Time**
Administrator(s)	1	0
Classroom teachers	27	2
Special resource teachers/specialists *	2	0
Paraprofessionals	0	0
Support staff	5	1
Total number	35	3

* includes 2 full time counselors

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 10:1

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	97 %	97 %	97 %	97 %	97 %
Daily teacher attendance	97 %	96 %	97 %	97 %	97 %
Teacher turnover rate	0 %	7 %	13 %	10 %	13 %
Student dropout rate (middle/high)	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school) [1]	5 %	3 %	1 %	6 %	1 %

[1]-Allied Health and Science is a school of choice and therefore affords students the opportunity to return to their home high school if they choose to do so. As well, students generally are not accepted after the 9th grade year.

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

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

Graduating class size	64	
Enrolled in a 4-year college or university	98	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	2	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	100	%

PART III - SUMMARY

The Monmouth County Academy of Allied Health and Science is a modern public high school administered by the Monmouth County Vocational School District and is located in Neptune, New Jersey.

A member of the National Consortium of Specialized Secondary Schools of Mathematics, Science and Technology (NCSSSMST), the Academy of Allied Health and Science offers a college preparatory program with an emphasis on mathematics, science and technology, especially as these subjects apply to medicine. The Academy of Allied Health and Science (AAHS) is one of five career academies operated through the Monmouth County Vocational School District. The school has nineteen classrooms, three computer labs, a media center, and a well-outfitted fitness laboratory. The building integrates a local area network with a wide area network that grants Internet access to every parent, student, and faculty member in the community.

As presented in our mission statement, the school prepares and motivates students to pursue further education towards a career in the medical sciences through a rigorous specialized curriculum and community based partnerships, inspiring students to serve society with compassion, skill and vision. The school community believes students' creative and critical thinking skills should and can be fostered by enriching classroom experiences through the established community partnerships. The culture of AAHS is reflected in the Code of Conduct. The Code encourages students to be compassionate, caring, honest, trustworthy, fair, responsible, and respectful of self and others, and a productive citizen. The comfortable learning environment promotes interactions on many different levels.

A feeling of collegiality exists between staff members and among students and staff as all work toward a successful learning experience for the students. A student learns to be a responsible part of the school community, a productive citizen, and a member of a global society. The school utilizes an eighty-five minute block schedule to implement an interdisciplinary curriculum. The longer blocks of instructional time allow teachers the flexibility to design real-life activities during which students are able to apply immediately what has been learned. The block schedule allows teachers to employ innovative instructional strategies and multidiscipline integration projects that enhance learning. Students work as members of teams to assimilate information and to design multimedia presentations.

Within the school, a dedicated staff and motivated student body, supported by the parents, have created a nurturing environment. The school has a very active student body. A sixty-minute lunch/activity period is built into the schedule to foster student participation in official student organizations and numerous clubs. The Parent Student Faculty Association has played a key role in the success of the school, providing after-school programs, mobilizing people to support the various activities in the school, and raising money to provide grants to teachers for special projects and scholarships for college. The school is guided, in part, by the Strategic Planning Committee, a parent, student, teacher, community stakeholders, and administrator led committee. This group meets throughout the year to discuss school matters and specifically assesses the status of the three Accreditation for Growth objectives, facilitated by the Commission on Secondary Schools of the Middle States Association. Allied Health has succeeded in integrating the theme and mission of the school in unique and challenging formats in a seamless transition threaded throughout all grade levels and subject areas.

PART IV – INDICATORS OF ACADEMIC SUCCESS

The New Jersey Department of Education administered the High School Proficiency Test (HSPT 11) from 1993 to 2001 to all New Jersey eleventh grade students. Subsequently, the department replaced the HSPT 11 with the High School Proficiency Assessment (HSPA) for students who entered the eleventh grade on or after September 1, 2001. The HSPA is used to determine student achievement in reading, writing, and mathematics as specified in the New Jersey Core Curriculum Content Standards. For both Language Arts and Mathematics, achievement of the *proficient* level is required to demonstrate their attainment of the New Jersey Core Curriculum Content Standards. Since state testing was first administered at the school, students at AAHS have had outstanding passing rates on all portions of the test. The most recent results showed 100% of students tested passing in both mathematics and language arts. As well, 92% exceeded the state's passing rate in mathematics and 86% exceeded it in language arts.

In Language Arts, students performing at the proficient level demonstrate:

- an understanding of purpose and audience as they examine text
- an overall comprehension of the text at literal and inferential levels
- use of prior knowledge, reflection, and/or personal experience to generate original text
- an ability to distinguish and identify the purpose, main idea, supporting details, and basic patterns of text organization
- consistent and effective writing to address the intended audience and task. They are able to communicate clearly by organizing, developing, and presenting a coherent progression of ideas generated by themselves and by others

In Mathematics, students performing at the proficient level demonstrate:

- evidence of knowledge in all four content clusters -- Number Sense, Concepts, and Applications; Spatial Sense and Geometry; Data Analysis, Probability, Statistics, and Discrete Mathematics; Patterns, Functions, and Algebra
- the ability to compute and/or estimate an answer to problems involving integers, rational numbers, etc.
- assess, identify, and apply the appropriate formula for a variety of computational, algebraic, and geometric models
- ability to collect, organize, represent/display, and interpret data
- ability to understand and apply geometric principles in relationship to real world applications
- solid math performance in practical applications

Information on the New Jersey assessment, the High School Proficiency Assessment, can be obtained at http://www.state.nj.us/njded/assessment/hs/. Specific information about the Academy's test results and other data can be found on the state Department of Education website at http://education.state.nj.us/rc/rc05/menu/A/A.html.

As a school of choice, Allied Health and Science admits students from all communities in the county. They are motivated to learn and committed to academic excellence. AAHS, along with the other four district career academies, assesses students in a consistent fashion with the emphasis on the students' ability to demonstrate proficiency of the state Core Curriculum Content Standards, the basis for the state graduation test, the HSPA. Our test results have been consistent, in part because of the dedication of our students and staff. In mathematics, our scores have been consistently strong with a 100% passing rate on

the state test over the past three years. Rising scores at the "Advanced Proficient" level (showing greatest proficiency) are the result of reviews of test results and revision of curriculum to better address state proficiencies. During the five years reported, math scores at the "Advanced Proficient" level increased from 35 to 65 percentage points better than statewide scores at that level. As previously stated, the overall passing rate on the test increased from 97% to 100% for the last three reporting years. During the same period, Language Arts scores in the "Advanced Proficient" range rose from 51 to 64 percentage points better than statewide scores. During the reporting period, there was a 100% passing rate in Language Arts. The one downtrend in "Advanced Proficient" scores in 2003-04 reflected statewide results, that being the year that the new test reached students who entered high school in 2001; that year Language Arts scores still exceeded state scores at the "Advanced Proficient" level by 36 percentage points while maintaining a 100% passing rate. Using feedback and our students' writing samples from the HSPA, the English staff addressed reading and writing skills in our 9th and 10th grade classes to develop students' skills in those areas; the HSPA results in following years showed clear improvement and growth. The one test subgroup reported (Asian/Pacific Islander) shows consistent strength in academic areas. In like fashion, our SAT scores have maintained a consistent level of achievement, supported by strong classroom work and adherence to state curriculum standards. In addition, all tenth and eleventh graders take the PSAT at district expense; besides serving as an early predictor of SAT success, it provides teachers with another baseline by which to assess student progress.

1. **Using Assessment Results:** Maintaining consistency with its sister schools in the district, Allied Health and Science believes in providing authentic and worthwhile assessment of student work. The five district career academies assess students in a consistent fashion with the emphasis on the students' ability to demonstrate proficiency of the state Core Curriculum Content Standards. The district admissions test is similar in nature to the state's eighth grade test (GEPA), providing a first assessment of student ability and needs. Prior to entering AAHS as ninth graders, all accepted students take a district placement test in both math and world language, thus allowing the school to properly place students in those two academic areas and better serve their needs. In the fall of each year a written assessment is administered on summer reading work, including the incoming ninth grade. Through that activity teachers accumulate data to better address individual student needs and refocus curriculum. The reading assessment is also a part of the school's Accreditation for Growth goals as monitored by the Middle States Commission. As students advance through the school, their teachers, counselors, and the administration carefully and regularly monitor their academic progress. Students who fall below a 77 in grading are placed on a Pupil Improvement Plan in order to return them to a level of proficiency in the subject. All tenth and eleventh graders take the PSAT at district expense; besides serving as an early predictor of SAT success, it provides teachers with another baseline by which to assess student progress. District teachers are observed at least once each year (at least three times for non-tenured staff), which is followed by a post-conference during which teacher strengths as well as areas for growth and improvement are discussed. The summative evaluation of each teacher includes creating professional development goals, a mutually agreed upon plan of action between the principal and the teacher. This professional development plan provides teachers with an opportunity for personal growth and creation of a means for student success. Exit surveys are given to graduating seniors as well as follow up surveys of alumni providing the Academy with feedback on the preparation students receive while at AAHS.

2. **Communicating Assessment Results:** Communication with our stakeholders is a prime concern of AAHS. Teachers are involved in establishing partnerships with community stakeholders, meeting regularly to discuss issues and developing the program. The District publishes an annual report highlighting the accomplishments of all the divisions within the system. The report includes summary information on state testing as well as SAT information. The New Jersey School Report Card is published annually, documenting a myriad of data on AAHS, including test results. That information is also extensively reported in statewide and regional newspapers, allowing analysis and comparison with other schools. The school profile, principally distributed to colleges, notes AAHS's program of studies as well as test results.

It also includes accomplishments and the impressive list of colleges to which AAHS students have been accepted over the past five years. Individual student report cards are issued four times per year and a mid-marking period progress report is sent home as well, noting both positive points as well as skills/behaviors needing improvement. Parent-teacher conferences are scheduled twice each year, allowing parents and teachers time to discuss student needs and highlight successes. With available technology, it becomes commonplace for frequent communication with parents and teachers through phone and e-mail contacts. A number of teachers have established personal websites and blogs with class/course information. A quarterly principal's newsletter along with a monthly parents association newsletter provide extensive information on school events and successes. Utilizing rubrics as well as course proficiencies, teachers provide students with clear expectations and appropriate feedback to improve understanding and performance. Our counselors meet with juniors and their parents to review the course selection and college application process, updating parents on grades, testing, and other opportunities for their child. Prospective students and their parents must attend at least one of four information sessions at AAHS, an opportunity for them to hear details of our program.

3. Sharing Success: Allied Health and Science was honored last year in receiving the Intel/Scholastic School of Distinction Award. There have been many schools that have used AAHS as a model in developing their own similar programs; the publicity from the Intel recognition generated numerous new inquiries about our school as well as a visit from a district in Delaware. Course information and other program achievements are highlighted on our website. We partner with local colleges and universities and through our affiliation with the University of Medicine and Dentistry of New Jersey, we have regular contact with other public schools in the state that offer health science programs. Our Allied Health teachers communicate with the University and the other schools, sharing ideas and information. Georgian Court University is also a partner, providing college credit for our students' senior biology and offering network resources to our staff. Our school profile is sent to colleges and their admissions representatives visit our school on a regular basis, offering information to our students and hearing of our accomplishments in return. Our counselors have made a special effort to reach out to colleges to expand the circle of colleges to which our students apply and who visit us. The district operates five career academies and there are numerous opportunities when subject area teachers gather in collegial settings to share work and information; this includes the eight staff development days that are embedded in the school calendar. This year we have opened our doors to education students from Monmouth University, expanding our network of educational contacts. Our principal is a member of the state Principals and Supervisors Association's Secondary Committee, involving other high school leaders actively participating in the sharing and exchange of ideas. AAHS has hosted meetings of the county chemistry teachers, another opportunity to share material and techniques. Allied Health and Science has been named a Governor's School of Excellence and been honored with a New Jersey Department of Education Best Practice Award. School of Excellence and Best Practice applications are published on the Department of Education website.

PART V – CURRICULUM AND INSTRUCTION

1. **Curriculum:** The Allied Health courses build on the school's theme, emphasizing community service and partnerships. The curriculum is a stepladder, beginning in freshman year with the field-based experiences in *Allied Health and Medical Careers*, learning about diverse people and careers in health/medicine, including involvement with our university hospital partner. Sophomore year (*Anatomy and Physiology I*) focuses on field-based partnerships with the hospital staff in a seven- week, one day per week rotation through various departments in the hospital. The junior year focuses on the community through service learning projects in *Community Health*, with experiences that may include visits to a senior citizen home, local food bank or The Center for Aids. The course culminates in identifying a need in the community, writing a grant and implementing a service project to meet that need. Senior year's capstone course is an eight-week mentorship experience, translating their previously learned knowledge into a meaningful experience with a mentor at an off-campus site.

Fine Arts is infused throughout all subject areas, from designing brochures for health care to performing dramatic scenes. Cultural topics arise in language classes in art and architecture. Our formal state arts requirement is met through "Option 2", an independent program in which students create and study art in a true hands on, personal approach to the subject.

Our Mathematics curriculum is about relationships and the thinking it takes to see relationships among varied topics, and by programs that devote a greater percentage of instructional time to problem-solving and active learning. The subject matter allows the language of mathematics to be understood as a continuous endeavor to link our outlook on every day lives. Our curriculum includes courses of *Algebra I, Geometry*, *Algebra II/Trigonometry*, *Precalculus*, *Calculus*, *Advanced Placement Calculus AB,* and *Computer Programming/Statistics*.

Science courses focus on biology, physics, chemistry, and their application to health and medicine. In the senior year students take *Advanced Chemistry* and *Advanced Biology*. The *Advanced Chemistry* course is designed to prepare students for their first year of college chemistry with references to the practical application of chemistry in medical science. The *Advanced Biology* course is a college cell and molecular biology class, which is part of Georgian Court University's *Course Ahead* program; students receive 4 college credits for successful completion.

Through the three required Social Studies classes, *World History* and *American History I and II*, the Academy prepares students for their role as intelligent and active citizens including economic, cultural, sociological and global perspectives. Civic competency is fostered through assessments that encourage critical thinking and problem solving. An elective is also offered to seniors, *Ethics and Public Policy*, that is designed to provide students with a process to identify and begin to solve ethical problems that may ultimately be resolved by legislation or public policy.

In World Language, AAHS offers a continuing program in Latin and Spanish, with a sequential program in levels 1-5 in both languages. Using videos, computer technology, cultural and literary selections, students develop an understanding and appreciation of other cultures as compared to their own. Students compare and contrast literary works to other literature they have read, examining those authentic works, transferring the student's linguistic success to other disciplines of study. World language study promotes awareness of cultural diversity and fosters understanding of different cultures through school-wide activities such as Saturnalia and International Fair.

Technology includes *Computer Applications I and II*. The *CA I* course is an activity oriented, hands on program, involving discussions, cooperative learning teams, laboratory explorations and field studies. Students generate reports, conduct research, design products, write programs, and do individual and group projects. The *CA II* class presents major concepts of computers and communications, including principles of hardware and operating systems, the Internet, static and dynamic web pages, and fundamentals of computer programming in Python.

2b. **(Secondary Schools) English:** The indispensable English skills of reading, writing, speaking, and vocabulary are addressed on an everyday basis through specific course objectives. Ninth grade students immerse themselves into the study of World Literature through various writing and research activities. Tenth grade students follow a program of literature and composition designed to acquaint them with the major writers and themes in American literature through 1900. Eleventh grade students address a sampling of American literature and film designed to capture the momentous conflict and change from 1900 to the present. The twelfth grade program revolves around literature and composition designed to expose students to a selection of classic and modern literary and artistic works drawn from cultures throughout the world.

English classes go well "outside the box" in fostering creative thought. It would not be at all unusual to find English classes rehearsing plays in different locales in the building. Both original works by students as well as plays ranging from Shakespeare to Edward Albee are read, analyzed and performed – in costume - by classes. From understanding the *Tao of Poo* to analyzing Sylvia Plath's writings, teachers encourage creative and analytical thinking. As well, participation by students in the English Speaking Union's Shakespearean competition has resulted in regional winners from AAHS over the last three years.

One of the special aspects of the English Department is the writing lab. During the first few months of the school year, seniors in particular take the opportunity to reach out to members of the English staff to help them with their college essays. The rest of the year, students in all grades seek out their teachers for a variety of purposes: proofreading of work, writing reinforcement activities, and summer program essay help. Teachers are available to help the students year round with their writing skills via the writing lab as well as during the daily activity period.

Our 100% passing rate on the New Jersey High School Proficiency Assessment (HSPA) in both reading and writing validates the efforts put forth by the staff in this area. As in all of the district's career academies, there is a four-year progressive program in vocabulary that includes significant practice in SAT-related terms.

3. **Additional Curriculum Area:** The construction of the Allied Health curriculum is based on the school's Mission Statement---preparing and motivating students to pursue further education towards a career in the medical sciences through a rigorous specialized curriculum and community based partnerships, inspiring students to serve society with compassion, skill and vision.

Each theme related Allied Health course has forged partnerships with the community. Every adventure into the community provides the student with a multifold learning experience to develop an understanding of different types of communities and recognize their needs. Through these courses and their related activities, students learn empathy; set goals; gain independence through self-management skills; increase community cohesiveness; enhance communication skills by adapting to the real world environment; hone work-place readiness skills through time management, dependability, professionalism and the ability to work with others.

The Academy's block scheduling allows teachers to be creative with classroom instruction. Methods may include Socratic Seminar, group projects, integration with other subject areas, presentations, and similar activities. The block of time permits field trips – both in and out of the building – without interfering with other classes and students' learning. Since the Allied Health curriculum builds on the over-riding theme, with an emphasis on community service and partnerships, bringing our students out into the public sector brings reality to classroom learning whether it be a distance learning with a hospital, observing a live surgery, or listening to a forensics detective that ties in autopsies with study in an anatomy class.

4. **Instructional Methods:** Allied Health and Science is fortunate to have a talented group of students. But even with the high achieving nature of the student body, teachers still strive to address individual

needs and learning styles of our students. Through a vibrant professional development program, teachers are provided instruction in, and are encouraged to utilize, varied techniques and strategies. From the more traditional approaches, such as discussion, role-playing, cooperative learning activities, and debate through peer editing and revision, public reading of written work, and journal responses, teachers endeavor to draw students into the learning process. In mathematics, for example, the curriculum is about relationships and the thinking it takes to see relationships between various topics. The use of manipulatives, measuring devices, computers and graphing calculators help students enhance problem-solving skills, and to develop critical and logical thinking. Through integration projects, students see each subject area as a valued component in an intricately woven curriculum tapestry. Distance learning utilizes cutting edge technology to bring the outside world into the classroom. It is actively used by all areas, and particularly in the world languages where interactive conversations with students in Spain are commonplace. In another example of distance learning, the Holiday Lectures from the Howard Hughes Medical Institute present four days of current, leading-edge research activities in the biomedical arena. Our community partnerships provide real world experiences throughout the curriculum but most emphatically with our theme courses in Allied Health. Students are involved in projects throughout all the science disciplines and are expected to make presentations using various formats (e.g. PowerPoint). The senior *Advanced Biology* class has students writing NIH-style research grants. The grants require students to design and propose independent research projects, thus introducing students to the funding process of biomedical research.

5. **Professional Development**: Day-to-day activities take a great deal of a teacher's time. For that reason the district has built into the school calendar eight professional development days. These include days scheduled throughout the year and take into account district, building, and individual teacher needs, including curriculum writing and data collection activities. The opportunity to work in collegial settings is enhanced at Allied Health with subject area workstations that allow colleagues to share ideas and information. Teachers are encouraged to be presenters on workshop days thus utilizing the internal talents to support and share with colleagues. Through the district's Curriculum Focus Group (CFG), subject area coordinators at the career academies can take leadership roles in the development of curriculum and have significant input into staff development activities.

As the state pilots professional learning communities, the Monmouth County Vocational School District (MCVSD) is poised to incorporate such activities into its formal professional development plan. The vision for professional development at MCVSD is one that promotes ongoing standards based learning opportunities for its staff, focusing on a goal of developing their full potential through continuous improvement linked to improved student learning of the NJ Core Curriculum Content Standards. The plan incorporates a data driven needs assessment and is aligned to NCLB and the Eight Key Elements as well as New Jersey's Professional Standards for Teachers and the Professional Development Standards. The vision promotes learning that is meaningful and includes the acquisition of new content knowledge or pedagogical knowledge and techniques, time to practice, time for reflection, time for implementation, and evaluation. The vision is for this learning to be job-embedded and to occur in a collaborative and collegial manner. The MCVSD's Professional Development Plan promotes and provides a variety of ongoing opportunities, which focus on content knowledge and broadening pedagogy that reflect individual, building and district goals while enhancing student outcomes.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

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

Edition/Publication Year: Annual Publisher: New Jersey Department of Education

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	Mar '06	Mar '05	Mar '04	Mar '03	Mar '02
AAHS SCHOOL SCORES					
% "Proficient" plus "Advanced Proficient" on State Standards	100	100	100	99	97
% "Advanced Proficient" on State Standards	92	88	85	63	54
Number of students tested	73	67	66	71	61
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
AAHS Mean Score	**262.3**	**260.4**	**258.1**	**250.9**	**246.7**
AAHS SUBGROUP SCORES					
Asian/Pacific Islander					
% "Proficient" plus "Advanced Proficient" on State Standards	100	100	*	100	100
% "Advanced Proficient" on State Standards	94	100	*	57	62
Number of students tested	18	14	(n<10)	14	13
Subgroup Mean Score	265	264	*	*	*

Source: New Jersey Department of Education, Office of Evaluation and Assessment http://www.state.nj.us/njded/schools/achievement/index.html

** Data suppressed in compliance with NJ Dept. of Education reporting rules protecting confidentiality*

STATE CRITERION-REFERENCED TESTS

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

Edition/Publication Year: Annual Publisher: New Jersey Department of Education

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	Mar '06	Mar '05	Mar '04	Mar '03	Mar '02
AAHS SCHOOL SCORES					
% "Proficient" plus "Advanced Proficient" on State Standards	100	100	100	100	100%
% "Advanced Proficient" on State Standards	86	72	53	72	66
Number of students tested	73	67	66	71	61
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
AAHS Mean Score	**256.3**	**254.7**	**249.2**	**255**	**252.8**
SUBGROUP SCORES					
Asian/Pacific Islander					
% "Proficient" plus "Advanced Proficient" on State Standards	100	100	*	100	100
% "Advanced Proficient" on State Standards	78	100	*	71	62
Number of students tested	18	14	(n<10)	14	13
Subgroup Mean Score	255.7	260.6	*	*	*

Source: New Jersey Department of Education, Office of Evaluation and Assessment http://www.state.nj.us/njded/schools/achievement/index.html

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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 in any of the reporting years.

Scores are reported here as (check one): NCEs____ Scaled scores _X_ Percentiles____

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing Month	Varied	Varied	Varied	Varied	Varied
AAHS SCHOOL SCORES:					
TOTAL AAHS POPULATION (Verbal + Math mean score)	1241	1261	1239	1209	1223
Number of Students Tested	65	70	73	61	64
Percent of Total Students Tested	100	106	104	102	102%
Number of Students Excluded	0	0	0	0	0
Percent of Students Excluded	0	0	0	0	0
SUBJECT SCORES (means)					
Verbal Score	613	615	618	606	605
Mathematics Score	628	646	621	603	618
Writing Score	615	***	***	***	***
TOTAL NJ POPULATION (Verbal + Math mean score only)	1011	1020	1015	1016	1011
Percent of Students Tested	82	86	83	85	76
SUBJECT SCORES (means)					
Verbal Score	496	503	501	501	498
Mathematics Score	515	517	514	515	513
Writing Score	496	***	***	***	***
STANDARD DEVIATIONS					
Verbal Standard Deviation	114	115	115	114	114
Mathematics Standard Deviation	119	120	119	118	118
Writing Standard Deviation	113	***	***	***	***

NATIONAL SCORES	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
TOTAL POPULATION GROUP (Verbal + Math mean score only)	1021	1028	1026	1026	1020
SUBJECT SCORES (means)					
Verbal Score	503	508	508	507	504
Mathematics Score	518	520	518	519	516
Writing Score	497	***	***	***	***
STANDARD DEVIATIONS					
Verbal Standard Deviation	113	113	112	111	111
Mathematics Deviation	115	115	114	115	114
Writing Standard Deviation	109	***	***	***	***