

U.S. Department of Education
2014 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mrs. Karen Homiek
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Performing Arts Academy
(As it should appear in the official records)

School Mailing Address PO Box 1125, Route 547 JBMDL Hangar 1
(If address is P.O. Box, also include street address.)

City Lakehurst State NJ Zip Code+4 (9 digits total) 08733-0625

County Ocean State School Code Number* 29-3790-055

Telephone 732-286-5678 Fax 732-657-4500

Web site/URL http://www.ocvts.org E-mail khomiek@mail.ocvts.org

Facebook Page
Twitter Handle https://www.facebook.com/ocvts Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Mr. William Hoey, Jr. E-mail: WHoey@mail.ocvts.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Ocean County Vocational Technical School Tel. 732-240-6414

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

(Superintendent's Signature) Date _____

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

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

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

**Non-public 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 (cover page) 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 configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. 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 OCR has accepted a corrective action plan from the district to remedy the violation.
10. 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.
11. 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 (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 0 Elementary schools (includes K-8)
 - 0 Middle/Junior high schools
 - 6 High schools
 - 0 K-12 schools
- 6 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- ☐ Urban or large central city
 - ☐ Suburban with characteristics typical of an urban area
 - ☒ Suburban
 - ☐ Small city or town in a rural area
 - ☐ Rural
3. 0 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	8	61	69
10	11	55	66
11	14	46	60
12	5	39	44
Total Students	38	201	239

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 1 % Asian
 - 6 % Black or African American
 - 9 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 82 % White
 - 2 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 4%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	1
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	8
(3) Total of all transferred students [sum of rows (1) and (2)]	9
(4) Total number of students in the school as of October 1	219
(5) Total transferred students in row (3) divided by total students in row (4)	0.041
(6) Amount in row (5) multiplied by 100	4

7. English Language Learners (ELL) in the school: 0 %
0 Total number ELL
 Number of non-English languages represented: 0
 Specify non-English languages:
8. Students eligible for free/reduced-priced meals: 9 %
 Total number students who qualify: 21

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

9. Students receiving special education services: 7 %
15 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>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>8</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>3</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers	16
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	10
Paraprofessionals	0
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 14:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	95%	95%	92%	92%	96%
High school graduation rate	100%	100%	100%	100%	100%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

Post-Secondary Status	
Graduating class size	41
Enrolled in a 4-year college or university	68%
Enrolled in a community college	26%
Enrolled in career/technical training program	0%
Found employment	6%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes_ No X

If yes, select the year in which your school received the award.

PART III – SUMMARY

The Performing Arts Academy is a public, four year high school that serves students throughout Ocean County, as well as other communities that do not offer a similar arts program. Our academy's mission is to provide an academically challenging education for creatively gifted high school students. We believe that enhanced performing arts training will empower our graduates with the practical skills for higher education and/or a professional career in the arts. Our unique teaching philosophy strives to incorporate the arts into all educational areas by integrating curriculum and by interaction with professionals from the arts industry. In addition to preparing our students for a career in the arts, through rigorous curriculum and our requirement to complete 160 credits, students are well prepared if they elect to choose a path other than the arts after graduation.

Our academy, which is one of two full-time academies initiated by the Ocean County Vocational Technical School District, is a fairly young program, opening its doors in September 2001 at its unique location inside Historical Hangar 1, site of the infamous Hindenburg explosion, on Joint Base McGuire Dix Lakehurst. Since that time, we have grown by leaps and bounds, both academically and culturally, raising the level of expectations and challenging our students to a high degree of success.

We offer a small, caring environment for students who are gifted in the areas of dance, voice, and theatre. One of the most outstanding characteristics of being in a small school is the extraordinary relationships and bonds formed between the faculty and students. Our administration and instructors nurture an intimate setting which provides opportunities to develop these exceptional relationships. Additionally, students have the advantage of personal growth and self enhancement, which are fostered by all members of the school community. Families are encouraged to participate and become an integral part of the decision making processes on topics affecting their children's education. Mutual respect, fairness and cooperation pervade all aspects of our school.

At the Performing Arts Academy, strong emphasis is placed on academics, technology, citizenship, college and career readiness, and performance skills. We are extremely proud of the academic success of our students that has been evidenced with our students testing success, as well as their college acceptances and scholarships. The essence of our program is highlighted by our students' dedication and efforts in their majors, which culminate in winter and spring reviews, a school violence awareness week production, a drama and our musicals. During these productions students showcase their talents, as well as their collaborative efforts. To celebrate our students' performance achievements we invite community members throughout Ocean County to watch their shows.

As a school that recruits, each fall an exemplary group of students visit local middle schools publicizing the Performing Arts Academy and its offering. Generally, students are interested in our program based on their passion for dance, theatre or vocal music. To attend, the interested individuals are required to complete the following three admission components: an application that includes academic grades and standardized test scores, a pre-admissions test to evaluate students' mathematics and language arts abilities (used for course placement), and an audition demonstrating their individual talents in for the intended major. Using a formula that evaluates students overall audition, testing and previous academic performance, the top 20-25 students in each major are invited to become a Performing Arts Academy student.

In the past 13 years the Performing Arts Academy has been nominated and recognized numerous times for our students' and instructors' talents, professionalism and performances by prestigious groups such as: Montclair State University (Theatre Night Awards), Ocean Arts (organization that celebrates high school theatre), Paper Mill Playhouse (Rising Stars) and Two River Theatre (Metro Scholar program). As a school for the performing arts, these have been great accomplishments, but they do not compare to the recognitions and nominations we have experienced the past two years for academic success-these are the accolades that make us most proud. In August 2012, we were acknowledged by New Jersey Monthly Magazine as a top vocational high school. Then this September we received a plaque from Inside New Jersey for being a "NJ Top Performing High School." In addition, Jerseycan recognized us as "Top 10 School." Furthermore, five years ago our dance program received national honors when we were selected by the National Dance

Education Organization's with the distinguished "Outstanding School/Program Award." Validated by then Commissioner of Education Lucille E. Davy, the Performing Arts Academy was recognized for being a "high quality program as setting a standard for schools to emulate in New Jersey and throughout the nation."

As a young program being nominated as a contender for "Blue Ribbon" status is an honor. Our administration, instructors and staff are committed to excellence in learning for all. In our school community we believe in performance and academic success, as well as sense of community and citizenship. Ultimately, we want our children to achieve their dreams and aspirations.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

As a graduation requirement the Performing Arts Academy students are required to pass New Jersey's High School Proficiency Assessment (HSPA) with a minimum proficiency score of 200 on each of the two sections of this test, Language Arts Literacy and Mathematics. For this assessment there are three possible levels of performance: scores up to 199 are considered below proficient, scores between 200-249 achieve the proficient level, and scores of 250 and above demonstrates advanced proficiency. In the past 5 years the Performing Arts Academy has shown a steady increase on student performance for both Math and Language Arts Literacy sections of HSPA. To the credit of our English and Mathematics instructors' dedication to student skill development, for the past two years 100 % of our students have achieved a minimum score of 200 in each area or 100% proficiency. In addition, our scores have shown an increase in the percentage of students performing at the advanced proficient level, especially in mathematics. We are extremely proud of this success, but it did not come easy.

At the performing Arts Academy each year we accept 75 students from just over 17 public school districts from within Ocean County, as well as a number of students transferring from parochial schools. These students come to us with disparities in academic and testing skills and abilities, as well as content knowledge/experience. Although we use pre-entrance exam data to aid in the appropriate course placement for our heterogeneous population, it also guides us towards identifying the students who lack specific content knowledge and/or need additional support to prepare them for future high stakes testing. This test is especially helpful for those students who do not have previous state standardized tests to evaluate, which provides us with concrete evidence of previous learning. Data derived from test scores have driven and continue to influence instruction in our classrooms.

In each of the previous five years of testing, approximately 20 % of our incoming freshman have entered the Performing Arts Academy with either no standardized test scores from middle school or scores that fell below proficient. For instance, incoming standardized test results in mathematics on the New Jersey Assessment of Skills and Knowledge (NJ ASK) for the Class of 2013 were as follows: 23% of students came to the Performing Arts Academy below proficient and 7% of students had no previous state standardized test scores. All of these students performed at a minimum at the proficient level on their High School Proficiency Assessment (HSPA). Similarly, the Class of 2014 performed as follows for both mathematics and language arts literacy NJ ASK: 8% entered the Performing Arts Academy with below proficient scores and 12% had no previous state test scores. All of these students also scored at a minimum, the level of proficient in both sections of the HSPA. Each year we have gradually shown increased achievement for our students, but the past 2 years have shown the greatest growth. Our test results demonstrate that regardless of our students' education experience prior to entering our program, we are able to meet the individual student's academic learning needs, resulting in 100 % proficiency on both sections of the HSPA.

In the future, regardless of previous testing achievements, we wish to show even greater growth in Language Arts Literacy to demonstrate increased skills with regards to writing performance and understanding textual information. Our goal, at least while HSPA testing continues to be utilized, is to continue to maintain the 100 % proficiency, with a minimum score of 200 in both areas, and further increase the number of students that test at the advanced proficient level, a minimum score of 250. Based on our curriculum and the learning objectives we have in place, we feel our students have the ability to further raise their level of performance.

To reach this level of success has required a great deal of assessing our program and curriculum, as well creating an infrastructure that provides support to those individuals whom would benefit. To overcome the challenges presented by the diverse content knowledge and abilities of our incoming populations, changes in curriculum sequence, specifically in math, were made that may have influenced greater test success. Approximately 4 years ago we stopped offering Pre-Algebra and made Algebra I, at the college prep level, our lowest level math course available. Although, this change wasn't fully supported, it is now viewed as instrumental in improving our scores. In addition, we began allowing students to waive into higher level

mathematics and English courses. Collectively, these two actions played a large role in improving scores by raising academic expectation levels. To further support those pupils identified as at-risk of performing below proficient, we created HSPA prep class and offered afterschool sessions to improve their skills. For all students, each day during lunch we have math and writing labs available, as well as peer tutoring from our National Honor Society.

As new state testing requirements are implemented, we will continue to assess the new data and implement changes that serve to increase student achievement. This year we will be piloting the Partnership for Assessment of Readiness for College and Careers (PARCC) test for English. Currently, we only have available the experiences and best practices from the limited school districts' already using this test to help guide us towards preparing students for the upcoming test. We are also keeping current through updates and information disseminated directly from PARCC. Additionally, our Mathematics and English instructors have been busy modifying our curricula scopes and sequences to be in aligned with Common Core State Standards. This year, writing literacy in all content was emphasized, further supporting the PARCC.

2. Using Assessment Results:

The use of assessments to identify students' academic needs is commonplace at the Performing Arts Academy. From the time students are accepted into our program until they graduate, their performance on standardized tests, technology and writing proficiencies, as well as on activities that are accomplished in the classroom are measured and analyzed. Ultimately, it is their performance on these tests and skills that drive instruction and bring about changes that impact student learning.

Serving a population of students that have a multitude of content experience from numerous districts makes initial course selection/placement a challenging task. As such, we assess a number of data-driven criteria that assist us in placing our students in the appropriate course placement. As part of the admissions process our students take a placement test that assesses the potential students Pre-Algebra /Algebra I and Language Arts Literacy skills. Using their performance on this test, along with the previous standardized test scores and 7th and 8th grade class performance students are placed in either college prep or honors level classes. Many incoming freshmen wish to start in more advanced classes, therefore we have two additional placement methods. Math students have the option of testing out of Algebra I or Geometry by taking our final exam for these courses or for both English and Math, parents may waive their child into the higher level courses. We want our children to have the correct placement, one where they will be challenged to reach their greatest level of success.

The past two years we have achieved 100% proficiency for the High School Proficiency Assessment. Although we have experienced great achievement with our Language Arts Literacy scores, it has not been at the same level of success as math. Therefore, we continue to brainstorm and implement changes that we hope will further improve these scores. For instance, our instructional leader is a huge proponent of "writing across the curriculum" and has made writing an expectation in all courses. Whether it a science, math, or language, instructors are responsible for including writing elements into course work. In fact this year one of our building objectives was to have students complete a writing sample using an appropriate web tool where grading and comments could be made digitally in the document and returned electronically. Teacher submitted these writing samples to administration electronically, documenting and demonstrating student writing skills via the internet. In addition, teachers are responsible for creating digital assignments that evaluate students understanding of text information.

Examination of assessment results does not stop with high stakes tests skills and propensities. In conjunction with instructor and student surveys results, we monitor student performance on technology and global literacy abilities. Preparing students with 21st century skills is essential for us. Therefore we must continuously evaluate what students bring to the table when they enter our program, establish which digital and global skills are still appropriate, and determine which, if any, instruction is outdated or has been further developed in previous learning. We maintain a database of student grades for technology/global literacy activities. This database is not only evidence of learning; but we assess pupil skills performance to ensure we are proving meaningful career learning opportunities that will prepare our students for the rigor of colleges and careers beyond the Performing Arts Academy in a technological society.

As a Performing Arts Academy, all members of the school community play a role in our students' achievement. Our testing successes are shared with students, parents and our board of education.

3. Sharing Lessons Learned:

As a relatively young school, the Performing Arts Academy has evolved into a model program with a great deal of academic and performance success to share with professionals in the education community. The majority of the times that we have the opportunity to share our approaches for efficacious instruction and student learning, we are in an environment that fosters the exchange of ideas. Therefore, in this receptive community, as we share our own strategies, others reciprocate by revealing their own successes- a win-win scenario.

For example, each summer the State Council of County Vocational Schools convenes for an annual conference. Each district facilitates one or more workshop/s to share their individual organizational approaches for student learning and share best practices. More recently, the state's vocational schools have gathered to discuss strategies for implementing PARCC assessments, together brainstorming and sharing approaches for successfully implementation of these new tests. In the past, Ocean County Vocational School District administrators have hosted a roundtable with administrators from our sending district. At this event ideas are shared about our programs, student expectations and we collaborate on strategies for facilitating the smoothest transition for students who juggle home school with vocational opportunities.

As a unique school we deliver curriculum that both meets state requirements and that is also specialized to provide a learning experience that prepares our students for a career in the performing arts. As such, we have been visited by other county vocational districts, as well as higher learning institutions that wished to use our program/s as a model when piloting their own arts program. For instance, one local college that was developing a program for dance majors tapped into our established 4 year curriculum. They were so impressed with our level of learning and expectations that an articulation agreement was created and those students who enter their program from the Performing Arts Academy earn college credits from the classes taken at PAA. Many who attend this institution are also offered substantial scholarships. It's important to note that we also have a strong relationship with our local community college, Ocean County College based on shared facilities and practices.

Instructors from our building have been asked by our district director to participate on county curriculum development teams-County Curriculum Consortium. While on these teams, instructors collaborated with other instructors from all the school districts in Ocean County to develop a county curriculum for their discipline. Together, ideas and instructional practices throughout the county were used to create a document that aligned with state standards. To date county curriculum for Biology, Physical Science and Algebra have been created with representatives from our program.

As a performing arts program we are constantly showcasing our program, curriculum and strategies for success with others. Through involvement with professional associations, PLC and district workshops teachers trade ideas and learn new strategies to increase student achievement and performance. Ultimately, our instructors' openness to the ideas of their peers and other in the education community assists in bringing about instructional changes that benefit our students. We hope as we share our success other education professionals gain valuable lessons from our experiences.

4. Engaging Families and Community:

At the Performing Arts Academy (PAA), there are many distinct groups and events that encourage partnerships, communication and cooperation from our administration, students, teachers, families and other community stakeholders. Collectively the interactions among these people, during various gatherings, serve to create and deliver a platform for quality education for our creatively talented students, as well as encourage our students to show compassion and help those individuals in the community that are in need.

Our close-knit community participates in countless activities that make a difference in the lives of others, including participation in a wide variety of community services projects and fundraising events. Students

are active in multiple clubs (Interact, Vocal Club and Black Box Players) and are members of national organizations (National Honor Society, National Honor Society for Dance Arts & International Thespian Society). In conjunction with these clubs and organizations, they use their talents to bring joy and support to those around them. For instance, our Vocal Ensemble has made appearances at many events and ceremonies throughout New Jersey including: singing the National Anthem to open an NFL Game in the Meadowlands, performing locally at annual 9-11 Memorial Services and local nursing homes (with our dance club members), and for other civic organizations.

For the past 6 years our National Honor Society has promoted involvement on our school team for the Susan B. Komen Breast Cancer Race for a Cure at Great Adventure. Our schools' dedication to this charitable event has resulted in recognition as the "Top School Team-High School" for the past 3 years, earning us a spot in the VIP tent. Another fundraising event that is near and dear to our heart is the annual Multiple Sclerosis walks. In addition to walking, our Vocal Ensemble has performed at the occasion. Additionally, each year our Interact Club hosts an art and variety shows to raise money for "To Write Love on Her Arms;" a group focused on helping those individuals with mental illness. These are not our only activities, just some of the most impressive; we do many special days that promote acceptance and appreciation for diversity amongst our population.

The past three years the PAA theatre students have worked directly with American Playwright and screenwriter William Mastrosimone. First, in 2011 our senior acting majors performed a table reading of Mastrosimone's work "Bang, Bang, You're Dead." Mastrosimone wrote this piece to raise awareness of school violence. After much concern for seriousness of the piece, the playwright himself attended a table reading and sat in for a question and answer session; guests from throughout Ocean County were welcomed to attend. In 2012, he attended our production of his piece titled "Sleepwalk". This play was performed at Ocean County College and students throughout the county were invited to see the performance, sit in as he discussed his life and career, and partake in his question and answer session. It was a great success. This year the senior actors focus shifted, influenced by their instructor, they wrote, directed and performed *Waistdeep*, a one act inspired by the aftermath of Superstorm Sandy. This outstanding production was performed at Ocean County College. Students from high schools all over Ocean County were invited to attend this multi-sensory tribute to the victims of this disaster.

Communication amongst any group requires diligent information exchange. In our community teachers play a vital role in engaging students and parents for classroom success and extracurricular activities. In addition, they are constantly collaborating with their peers for student interest. The PAA Guidance department disseminates information to parents and students regarding financial aid, SAT test prep, Scholarship Newsletters and the College search process via email, automated phone call system, individual phone contact as well as the Naviance software program. The Guidance Department also collaborates with multiple business and civic organizations that provide scholarships to students.

Our Parent Teacher Student Organization (PTSO) advocates primarily for student needs. They are one of the greatest supporters' of our staff and students' endeavors by affording resources for guest artists, classroom supplies and scholarships for our graduates. Throughout each school year they are actively fundraising and holding remarkable events to raise monetary support. Their largest affairs include the annual PTSO Gift Auction and bus trips to Broadway with Broadway Ray (charter bus). In addition to supporting student functions by being visible at all events, this group gives to those who are in need. Last year, they reached out to those families afflicted by "Superstorm Sandy" offering gift cards and items of clothing.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Curriculum serves as the written standard that defines our program, identifies our courses' content and instructional delivery, and demonstrates our pedagogy philosophies. In essence, it is the formal documentation at the heart of our learning institution. First and foremost, our curriculum meets the guidelines set forth by the state of New Jersey for graduation requirements. Students that attend the Performing Arts Academy complete their high school education with a total of 160 credits. Most of these credits are earned in the general education courses: English, Mathematics, Science, Health and Physical Education, Language, Social Studies, etc., all of which are aligned with the appropriate college and career readiness skills, NJCCCS and CCS. In addition, as a specialized school, our curriculum is enriched with myriad of performance classes, including a Structured Learning Experience, which we believe will empower our graduates with practical skills for higher education and/or a professional career in the performing arts. For these classes students earn a total of 47.5 credits from us, as well as have the opportunity to earn credits from the local colleges with which we maintain articulation agreements. For our content classes, we offer college prep level to advance placement classes, thus providing an academically challenging education for our creatively gifted high school students.

Be it a performance or academic course, our curricula has been designed based on our distinctive student population. Our unique teaching philosophy strives to incorporate the arts into all educational areas by integrating curriculum and by interactions with professionals from the arts industry. Regional and local theatre performances, workshops, and master classes are an integral part of our professional-focused performing arts curriculum offered at the academy. Students participate in class trips to various entertainment venues throughout New Jersey and New York, which many times are accompanied by workshops hosted by performers from that day's show. In addition, all majors select guest artists to present master workshops at our school. Whether it is cultural or ethnic dance, combat or dialect training in acting or diet/health related to singing, our students have the opportunity learn from top-notch experts from the industry.

Heavily embedded into our curriculum is technology. We do not offer one particular class where skills are learned during a single semester. Instead, we have created a technology matrix designed to infuse technology applications from NJ CCCS for Technology into all disciplines beginning freshman year extending through senior year. While attending Performing Arts Academy, students are exposed to a variety of digital application activities, instruction from our technology teacher and they are expected to create products that display their learned skill sets. A culmination of student learning is demonstrated senior year when students create two outstanding technology products. The first is a multimedia presentation for their senior thesis. Our students' Senior Thesis Project is an interdisciplinary effort between our performance and English instructors. Together they evaluate each student's content, research and writing performance. For the final element of the project, students must produce a multi-media presentation of their research to include a performance component. The second technology project requires students to create an electronic portfolio containing artifacts from their performances, as well as academic and personal experiences throughout high school—an electronic resource for college and career readiness.

It is the mission of the Ocean County Vocational Technical School district to prepare our students to meet the requirements and expectations of potential employers, colleges, technical schools and the community. Therefore, great emphasis has been placed on fostering 21st century digital applications, global/cultural literacy and appreciation, as well as raising an awareness of one's technological responsibility. Beyond the typical digital applications taught, in our Spanish classes students are communicating with students in other countries through www.epals.com. Students' language skills are evolved through writing and the creation of learnings videos, created with the use of IPADs, which are shared with the schools that we have established learning partnerships. In our World Civilization classes students explore censorship throughout the world and create videos that illustrate research. These videos are then posted on educationally appropriate social media sites for the purpose of sharing the learning in a digital platform. Additionally, as part of the math curriculum and in line with their craft, students investigate the impact from illegal downloading of music,

videos and other copy-written materials. Using statistical data, students create a short public service announcement that demonstrates their understanding of the financial impact of piracy.

Our school culture is one that accentuates the value of attending college. Starting freshman year students meet with our guidance counselors, where through an interest inventory/personality test, they discover how their interests and strengths relate to career choices. In sophomore year students investigate occupational, professional and educational opportunities using Naviance, a career and college preparation program offered via the web. In addition to hosting a field trip to the National College Fair and Performing Arts College Fair, school guidance counselors meet with our juniors in small groups and/or as individuals to discuss the college application and admissions process; parent are also invited. It is also during junior year that students start seriously inquiring about the colleges in which they are interested. After a comprehensive investigation of the college/university they wish to pursue, all students present their research that includes demographics, tuition, housing, etc., for their top choice higher learning institution (to date). Lastly, in senior year the race is on! Our counselors work with students to facilitate the college application process. In addition they offer a college planning and financial aid night for interested parents. Our counselors send out a scholarship newsletter to parents monthly and strongly encourage seniors to complete scholarship applications.

As a public school our curriculum is impacted by national, state and district policies and endeavors. For example, changes in our curriculum have resulted because of the national policy “No Child Left Behind” and from New Jersey’s State Department of Education implementing changes to frameworks (Core Common Standards and graduation requirements), state required testing, and other performance indicators, as well as funding. At a district level, policies, financial support, maintaining high expectations, and ensuring education goals align with state goals are a top priority for curriculum development. Therefore, curriculum is generally revisited annually, but at a minimum every 5 years is comprehensively revamped. This commitment to continuous improvement to documents that drive instruction, aids in strategic planning by accurately measuring where a school is and where it needs to go.

2. Reading/English:

The Performing Arts Academy English curriculum is designed to foster an environment that cultivates critical thinking, cultural sensitivity, and self-reflection. We strive to build a connection between literature and life experiences to encourage a desire for life-long learning.

Our school’s culture, as well as our building objectives, embraces the use of language arts skills across all academic and performing arts classes. While we employ traditional teaching methods, we also integrate a variety of techniques and contemporary pedagogies to cultivate the 21st Century classroom and give our students a more universally relevant education. Our English classrooms cater to a diverse population of learners by offering college preparatory, honors, and advanced placement courses. In addition, we appeal to the artistic learners by offering a creative writing elective, an opportunity to participate in the nationally recognized Poetry Out Loud competition, and to help produce an annual literary magazine comprised of student poems, short stories, and artwork.

Our students come with a passion for the performing arts which is the foundation for many of our academic lessons. Students in English class can often be found performing plays, writing scripts, reciting poetry, or creating thematic music, all in connection with our diverse curriculum. These interdisciplinary activities enhance students’ understanding of literature while fusing their personal lives with the school’s environment. Additionally, we work collaboratively with other content areas on a number of activities. The most significant assignment being our senior’s Senior Thesis Project. For this project students research and write MLA papers that are graded by both the English instructor for mechanics and grammar and by their Performance instructor for content. The two grades are averaged and culminate in a significant grade for both courses.

Our English curriculum offers rigorous writing standards, but we feel writing is a key component of all curriculums. To promote effective writing techniques, we offer an English Center. The Center is available to support students writing in any class across all disciplines. The entire English department is dedicated to

providing comprehensive writing tutoring five days a week for forty minutes each day. This effort is successfully bridging the gap between language arts principles and the academic and performance classes.

3. Mathematics:

At the Performing Arts Academy there is great emphasis on developing and nurturing our students' mathematical skills. We have designed a rigorous math program that prepares our students to be competitive both in college and on a career path. Students are required to complete twenty credits of mathematics by the conclusion of their junior year. In addition, they may opt to take a higher level mathematics course as an elective senior year.

To meet the balancing act between the math proficient and those that struggle we offer a wide range of possible solutions to ensure math success for all. Our mathematics curriculum is aligned to both NJCCS and the National CCSS. For those students more academically advanced, we offer more challenging courses that are taught at the AP and Honors levels. All other mathematics courses are taught at the college prep level. For those individuals who struggle and have been identified as needing additional support, we have a number of strategies in place to accommodate them. Daily Math Lab is offered during lunch and activity periods (40 minutes) for intensive one-on-one support. This lab has at all times at least two math teachers. Peer tutoring via the National Honor Society is offered during lunch once a week. Additionally, we offer HSPA Math and an optional afterschool preparatory session prior to testing for intensive support to students identified at risk after sophomore year.

Having a creatively gifted group of students influences our pedagogy strategies for math. To deliver instruction our teachers must be crafty and clever, using a variety of learning instruments that include, but are not limited to: Graphing calculators, Microsoft Excel/PowerPoints, teacher-made tests/quizzes, worksheets, warm-ups, SmartBoards, Geometer Sketchpad, and web-based instruction such as the flipped classroom model. Test and quizzes are generally an assortment of multiple choice, problem based, short answer and open response questions designed to demonstrate thorough student mastery of each topic. In addition, lessons are designed to include interdisciplinary units with Art and English, and cooperative learning activities are used which fosters positive interdependence. Writing assignments are a way for students to show that they are not only able to complete the computational aspects of the mathematics but that they can articulate the learning through explanations, comparisons and contrast of concepts, ultimately creating clear insight into their degree of understanding. Additionally, all classrooms have multiple whiteboards for student practice, document cameras for better visualization, and digital projectors for accessing the internet, and manipulatives for multiple learning styles and differentiated instruction.

Our Math Department meets monthly in PLC groups to share best practices to improve delivery of the curriculum. Entrance Exam results are discussed during these meetings for planning purposes in expanding course offerings. Information from Rutgers University's Precalculus Conferences as well as the Association of Mathematical Teachers of NJ workshops are shared at these PLC meetings to keep current with changes in delivery and content.

4. Additional Curriculum Area:

As a performing arts school the soul of our curriculum lies in our performing arts courses. In all three majors, dance, vocal and acting, students receive in-depth training, theory and a formal internship. Although the experience is different for each major, all students are well prepared for a field in the arts.

The Dance Program focuses on the study of dance technique, theory and history to nurture a deeper education and appreciation for dance. The students are enriched by studying daily technique classes in ballet, modern and jazz, so to broaden movement vocabulary and strengthen technique. Our students are also given the opportunity to explore their passion through classes in improvisation and choreography. Thus, allowing for discovery and the development of well-rounded artists. Our curriculum cultivates a young dancer and artist who are aesthetically sensitive, historically aware and technically proficient. At the end of the diverse and concentrated four-year sequential dance curriculum, the overall goals of the Dance Department are to promote artistic growth and develop a productive member of society.

The Vocal Music Program develops a thorough understanding of the art of singing, building both a technically and aesthetically sound performer. Students are exposed to a vast array of literature and interpretive styles, namely, classical, jazz, musical theatre, and pop music. To cultivate technical skill and versatility, students receive a strong foundation in vocal technique and music literacy, including physiology, diction, ear training, and music theory. The instructors serve as both facilitators and mentors to the students, while the classroom is used as a laboratory to develop both artistic skill and career knowledge. Further, the “non-judgmental” atmosphere of the classroom is used to promote risk-taking and to enable higher level thinking skills.

The Theatre Arts Program offers a vast range of experiences to students who passionately desire to develop skills in acting, playwriting, directing, vocal production and speech and other theatre related areas. Through the hands on practice of drama and its supporting theories, students prepare for a deeper understanding and appreciation of the dramatic arts, creating the preparatory work for college and a theatre related career. The students will build an appreciation of theatre’s progression from its Greek origins to the mediums of films and television of today. Included are literary, historical and other interdisciplinary aspects that will prepare the students for a well-rounded future in a performing arts field.

The Technical Theater Program exposes the students to the vast array of possible careers in the realm of performing arts, namely those “behind the scenes”. Students become familiar with the production elements and responsibilities of the various designers/ technicians as well as the process of putting on a production. Further, the Performing Arts Program incorporates hands-on experience via a theatre internship project. Throughout their four years of study, students will perform and participate backstage at a technical level on a predetermined amount of outside productions. These experiences will practically apply the students’ technical knowledge, enhance their resumes, as well as promote their exposure as performing artists.

Beyond the performance classes, our content areas provide our students with an excellent education experience. Our history department teaches classes in World Civilizations, United States History I & II, Advanced Placement European History, and Economics. All classes are taught at a college preparatory, honors, or AP level. We utilize our eighty minute block schedule to offer a unique engaging experience into the subjects that are taught. We are able to complete creative projects in our classes that a more traditional forty minute class would not allow. In addition, we integrate technology into the curriculum whenever possible with the use of teacher and student laptops, projectors, iPads, and other technology resources. Integrated technology effectively infuses our curriculum with other aspects of learning to create a rich interdisciplinary environment whenever possible. Examples of this are evident in the technology and history department’s collaboration where students create a video on government censorship to share with other online educational communities.

The Performing Arts Academy, through our interdisciplinary body of work, offers students the opportunity to form a cultural social connection that exposes creativity, diversity, and resourcefulness. This is achieved by incorporating a wealth of differentiated learning through: bi-weekly journals, current events, mock trials, student-driven presentations, various projects, and papers. We are also fortunate to work interdisciplinary with the Spanish, science, language arts, and visual arts departments. This affords an opportunity for students to examine both the past and present using a different outlook while creating their own historical perspective. We stress in all of our subjects how the historical past is extremely relevant to the present as well as the potential events of the future. We strive to encourage our students to make historical connections by studying how certain people, places, and events and their influences have molded our society into what it is today. Our academic environment stresses social acceptance and common core civility as our students prepare themselves for global citizenship and enter the real world.

The science department offers college level and honors level courses in Biology, Chemistry, Physical Science, and Anatomy and Physiology. Starting with the 2014-2015 school year, the Performing Arts Academy will be offering an Honors Physics. Whether a college prep or honors level science course, teachers at the Performing Arts Academy require students to think critically, analyze data and formulate educated solutions to problems. This is achieved through student centered laboratory exercises, projects and classroom activities. In addition most textbooks are college level.

The PAA science curriculum offers many opportunities for interdisciplinary projects/activities which ensure

that students fulfill cross curricular goals and objectives. Students, in all science classes, complete projects with the support of the art teacher. These projects include: painting cells, water colors with the skeletal system, and galaxy paintings. The Physical Science class discusses waves, such as light and sound. The instructor uses the topic of light waves/colors to discuss stage lighting in order to enhance the Technology Theater curriculum. Students in Physical Science are also given an opportunity to relate sound waves to their vocal training. In Anatomy and Physiology, students learn how the different organ systems relate to their performance majors. The instructor emphasizes the importance of the science/performing arts connection by including a final exam writing prompt asking students to choose a system and explain how it is important in their role as a performer.

An integral part of the science curriculum is the use of technology in the classroom. Technology is used almost daily to check for student understanding, provide immediate feedback to students, offer virtual lab opportunities, allow for student-centered learning and to provide resources for review before assessments. Physical Science students and Chemistry students utilize SENTEOS in order to receive instant feedback on questions. All Physical Science students use a web based program call QUIA to take all assessments. They are able to see instant feedback and explanations regarding their answers. All science courses use iPad apps to conduct virtual labs and activities. Biology students use apps such as: Cell Explorer, Cell Defense, and Cell Division. Chemistry students use MahjongChem, ChemPro and HSChemBuddy. Most science students utilize www.Khanacademy.com to promote student-centered learning and aide in comprehension of a topic.

5. Instructional Methods:

Moving beyond traditional learning strategies, ones filled with lectures, textbooks and readings the Performing Arts Academy aims to deliver lessons that promote academic success, global obligation, digital proficiency, career readiness and citizenship through modern means. Our contemporary education system encourages critical thinking and collaboration, and promotes life-long learning using 21st century techniques. All learning strategies are designed to invoke student interest as well as motivate the multiple learning intelligences and capabilities.

Having a true, heterogeneous student population, special considerations are made to accommodate our learners. Although most courses that are offered are taught at the college-prep and honors level, we have available advance placement and college credit courses in English, Math, History and Performance. In addition to the required courses needed for graduation our students' course of study includes 4 years of 80 minutes a day in their major (vocal, dance or theatre), leaving little room for additional classes. Senior year students are offered their choice for an elective; this year their choices included Pre-Calculus, AP Calculus, AP European History, Creative Writing, Anatomy and Physiology, or Spanish IV. Next year, the Performing Arts Academy will be offering a college arts course as an elective. For our students that struggle academically we provide a number of classroom modifications, as well as provide additional learning structures for support. In our classrooms, teachers use differentiated instruction, cooperative learning groups, modified assignments and follow students' IEP modifications/504 plans to ensure optimal learning opportunities. Teachers are available during lunch and after school for academic support, as are peer tutors from the National Honor Society. Our leaning infrastructure has in place writing and math labs every day during lunch and activity period. Most days these labs are utilized by those individuals that need additional instruction support, but there are times that students are assigned to the lab by their instructors, especially to writing lab, when research papers are undergoing the writing process.

Digital applications and global communications are essential to college and career readiness competencies for 21st century learners. Embedded in our curriculum, throughout all subjects, are technology based activities, with expected proficiencies. Computers are used beginning freshmen year to help our students develop essential business tools such as creating spreadsheets, presentation, publishing software and documents. Initially, instruction of these skills was limited to software downloaded to hard drives, but as technology evolved, so did we. Now we also include the use of various on-line web tools such as google applications and web2.0 to cultivate these same skills. The addition of iPads has dramatically increased technology use in our classrooms. Beyond the basic business digital applications, this innovative and student/teacher friendly technology tool is now being used to accomplish the following: research through Safari, video and film projects through Imovie, music editors through GarageBand, Edmodo, Notability, as

well as a number of other content specific applications. All teachers have used technology like google docs, and edmodo to give quizzes, tests, and digitally grade students work online. Additionally, students are expected to be able to use SmartBoards for their senior thesis project to create presentations that are professional and interactive.

Accommodating our learners who are growing up in a global society, communication via educationally appropriate websites is valued as an integral part of our school culture. In our World Civilization and Language classes students are expected to reach out to peers worldwide. Through the exchange of written dialogue, internet interactions, and creation of videos that are shared on protected on-line learning community websites, our students share our customs and cultures, as well as learn about the world around them from people in different continents.

6. Professional Development:

Within the scope of programs offered by Ocean County Vocational Technical Schools and the Performing Arts Academy, professional development opportunities have been driven by our annual Professional Development survey results (teacher driven), standardized test scores, aligning New Jersey Core Content Curriculum Standards and Common Core Standards with curriculum, planning for the PARCC assessments, building/district goals, state mandates and for planning student activities that promote 21st century technology and global skills. We accomplish professional development in a variety of ways including: traditional workshops, on-line programs (pd360.com and safeschools.com), webinars, as well as building (PLCs) and district level activities. Regardless of the activity or delivery of the workshop, all of our professional development activities are geared towards student safety, academic improvement or pedagogy success.

Each year the district schedules days for all of our employees to convene for training and conferences. This past year there has been a focus on the new teacher evaluation system, tenure laws, as well as a strong emphasis on helping teachers develop and implement Student Growth Objectives (SGOs). In the past, district administrators have brought in motivational speakers and have implemented large group instructional sharing activities. Ocean County Vocational Technical School district has also invested in on-line programs such as PD360 and Safeschools to provide the necessary, state-mandated training. These can be completed at the instructor leisure based on the expected completion date. In addition, PD360 works in conjunction with our teacher evaluation system, offering professional development that addresses individual strengths and weaknesses, as well as offering professional development tailored to the individual instructor's curriculum and classroom needs.

Our building level Professional Learning Communities (PLC), have provided a platform for teachers to collaborate on variety of classroom strategies for success. For instance, one PLC evolved from a number of non-English instructors struggling to accurately assess students writing and giving meaningful feedback. Together, English instructors, as well as teachers from many other disciplines, worked together to form a rubric that aided these instructors towards classroom success with writing assignments. In addition, English instructors helped these teachers with identifying grammar and mechanic errors, ultimately helping them to feel more confident when assessing student writing and leading to instructors providing comments that will give the students valuable tips to improve writing.

Additionally, here at the Performing Arts Academy, a technology driven institution, our technology instructor, occasionally with other technology advanced instructors, offers "Tech Tuesdays." These workshops provide our teachers with technology skills that can enrich the classroom, as well as help them to achieve our technology plans and building objectives. This year "Tech Tuesday" has been extremely instrumental in helping our teacher's achieve our district objectives. Lessons that provided directions for using online programs for evaluating textual information and assessing writing while in a document (with online tools) proved to be extremely valuable. These skills, when implemented with students in the classroom, foster our students' skills for a digital world beyond the classroom.

Outside workshops are always an option for our teachers. So far this year some of those attended were hosted by Metropolitan Opera Guild, Legal One, and Bureau of Education & Research (BER), and

(NJASPERD). Although, much of this year's interest has focused on implementing PARCC testing, instructors wish to continue to stay current in their disciplines.

At Performing Arts Academy professional development opportunities have developed to meet the changes set forth by the New Jersey Department of Education, district/building objectives, and the diverse needs of our instructors. At the building level each month time is set aside for department meetings and PLCs, with the goal of monitoring, evaluating, and implementing changes that will increase student success.

7. School Leadership

Those in academic leadership positions have the power to transform an entire school community. At the Performing Arts Academy our principal has vision for the future, a knack for decision making, trust in instructors, and excellent communication which collectively have paved the way for great student transformations and successes. Utilizing the above characteristics our building leader has implemented changes which have resulted in improvements on our student standardized test scores, higher academic expectations, and readiness, as well as an appreciation and preparedness for a dynamic global and digital world.

Our school leadership fosters an intimate school climate. Both the principal and supervisor greet our students at the front door each day as they enter the building. Not only during the regular school day can they be seen throughout the building but also after school when they are visiting clubs or watching our students as they prepare for upcoming performances. Both administrators have an open door policy, making themselves accessible to staff, students and parents throughout the school day, as well as at most extracurricular events. In addition, the principal holds monthly faculty meetings, professional learning communities (PLCs), and departmental meeting. During these meetings our principal draws from the insight of our instructors and solicits input that can facilitate positive changes. At the building level, instructors are generally included in the decision making process, although there are times that this practice is not always feasible. Additionally, our instructors are given the academic freedom to deliver their curriculum, which is aligned with state expectations, in a fashion that is most comfortable to them, provided it is effective and all standards are met.

Leadership in our school perceives education as a shared responsibility. Our school leadership model demonstrates this belief by building a cohort between our district leaders, instructional leaders, business partnerships, student leaders and parents that fosters students' needs. In this cohort each member plays an active role in helping our students to attain their goals, dreams and career aspiration. Our principal is commonly at the center of the balancing act between all stake holders.

Our District Administration and Board of Education are staunch supporters of our school's endeavors. Through making necessary budgets available, students are provided top notch educational opportunities, including up-to-date technology, ample classroom supplies and materials, extraordinary guest artists, field trips and opportunities to perform in outside venues throughout Ocean County. District leadership also expects instructors to reach out to local businesses and create partnerships that ensure that our curriculum stays current with industry and that the skills that are developed in our classrooms are empowering our students for the future.

According to John Quincy Adams "If your actions inspire others to dream more, learn more, do more and become more, you are a leader." These words paradigm the leadership style demonstrated at the Performing Arts Academy. Through inspiring each member of our community to reach their fullest potential our leadership has created the ideal learning "edutopia".

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: High School Proficiency Assessment (HSPA)

All Students Tested/Grade: 11

Edition/Publication Year: 2013

Publisher: New Jersey Department of Education

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Proficient plus % Advanced	100	100	79	92	94
% Advanced	36	27	10	13	12
Number of students tested	47	44	42	38	50
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	3	1	2	2
% of students tested with alternative assessment	0	7	2	5	4
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	100	100	0	100	100
% Advanced	50	0	0	0	33
Number of students tested	2	3	1	4	3
2. Students receiving Special Education					
% Proficient plus % Advanced	100	100	50	67	50
% Advanced	25	0	0	0	25
Number of students tested	4	2	6	3	4
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0
4. Hispanic or Latino Students					
% Proficient plus % Advanced	100	100	25	100	75
% Advanced	40	0	0	0	25
Number of students tested	5	2	4	1	4
5. African- American Students					
% Proficient plus % Advanced	100	100	67	0	100
% Advanced	25	0	0	0	0
Number of students tested	4	2	3	1	3
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0
7. American Indian or					

Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0
9. White Students					
% Proficient plus % Advanced	100	100	85	95	83
% Advanced	38	31	12	15	13
Number of students tested	37	39	34	34	39
10. Two or More Races identified Students					
% Proficient plus % Advanced	100	100	100	100	100
% Advanced	0	0	0	0	0
Number of students tested	1	1	1	1	1
11. Other 1: Females					
% Proficient plus % Advanced	100	100	82	97	84
% Advanced	37	21	11	18	13
Number of students tested	4	38	35	28	45
12. Other 2: Males					
% Proficient plus % Advanced	100	100	57	80	80
% Advanced	33	67	0	0	0
Number of students tested	6	6	7	10	5
13. Other 3: General Education					
% Proficient plus % Advanced	100	100	83	94	87
% Advanced	37	29	11	14	11
Number of students tested	43	41	36	35	46

NOTES: Percentage of students passing through alternative proficiency exam in 2011, 2010 and 2009 is higher than 2% because the class size is small: in 2011 for example 7 % represents only 3 students. All of these students had disabilities which made an alternate proficiency examination necessary. On the average, at least 20 % of our incoming high school students have come into the Performing Arts Academy non-proficient in mathematics on seventh and eighth grade state standardize test.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: High School Proficiency Assessment (HSPA)

All Students Tested/Grade: 11

Edition/Publication Year: 2013

Publisher: New Jersey Department of Education

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Proficient plus % Advanced	100	100	95	100	100
% Advanced	19	36	2	19	10
Number of students tested	47	44	42	38	50
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	100	100	100	100	100
% Advanced	50	33	0	0	33
Number of students tested	2	3	1	4	3
2. Students receiving Special Education					
% Proficient plus % Advanced	100	100	67	100	100
% Advanced	0	0	0	0	0
Number of students tested	4	2	6	3	4
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0
4. Hispanic or Latino Students					
% Proficient plus % Advanced	100	100	75	100	75
% Advanced	20	0	0	0	25
Number of students tested	5	2	4	1	4
5. African- American Students					
% Proficient plus % Advanced	100	100	100	100	100
% Advanced	0	0	0	0	0
Number of students tested	4	2	3	1	3
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					

% Advanced					
Number of students tested	0	0	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0
9. White Students					
% Proficient plus % Advanced	100	100	94	100	100
% Advanced	22	39	3	21	5
Number of students tested	37	39	34	34	39
10. Two or More Races identified Students					
% Proficient plus % Advanced	100	100	100	100	100
% Advanced	0	100	0	0	100
Number of students tested	1	1	1	1	1
11. Other 1: Females					
% Proficient plus % Advanced	100	100	94	100	100
% Advanced	20	32	3	26	11
Number of students tested	41	38	35	28	45
12. Other 2: Males					
% Proficient plus % Advanced	100	100	86	100	100
% Advanced	17	67	0	0	0
Number of students tested	6	6	7	10	5
13. Other 3: General Education					
% Proficient plus % Advanced	100	100	97	100	100
% Advanced	21	38	3	21	11
Number of students tested	43	42	36	35	46

NOTES: