U.S. Department of Education
2013 National Blue Ribbon Schools Program
A Public School - 13NJ7

	Charter	**Title 1**	**Magnet**	**Choice**
School Type (Public Schools):	☐	☐	☐	☑

Name of Principal: Mr. Scott Moffitt

Official School Name: Morris County School of Technology

School Mailing Address:　　　400 East Main Street

　　　　　　　　　　　　　　Denville, NJ 07834-2516

County: Morris　　　　　　State School Code Number*: 27-3365-050

Telephone: (973) 627-4600 E-mail: moffitts@mcvts.org

Fax: (973) 627-4958　　　Web site/URL: www.mcvts.org

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

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mr. Scott Moffitt　 Superintendent e-mail: moffitts@mcvts.org

District Name: Morris County Vocational School District　District Phone: (973) 627-4600

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.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mrs. Barbara Dawson

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

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

Non-Public Schools: If the information requested is not applicable, write N/A in the space.
The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of 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 (AYP) or its equivalent 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, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP 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 and a significant number of students in grades 7 and higher must take foreign language courses.

5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.

6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.

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

1. Number of schools in the district _____ 0 Elementary schools (includes K-8)

_____ 0 Middle/Junior high schools

_____ 3 High schools

_____ 0 K-12 schools

_____ 3 Total schools in district

2. District per-pupil expenditure: _____ 17235

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: <u>Suburban</u>

4. Number of years the principal has been in her/his position at this school: _____ 3

5. Number of students as of October 1, 2012 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	62	95	157
10	56	84	140
11	57	81	138
12	63	75	138
Total in Applying School:			573

6. Racial/ethnic composition of the school:

0 %	American Indian or Alaska Native
17 %	Asian
2 %	Black or African American
9 %	Hispanic or Latino
0 %	Native Hawaiian or Other Pacific Islander
71 %	White
1 %	Two or more races
100 %	Total

Only the seven standard categories should be used in reporting 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.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 1%

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

Step	Description	Value
(1)	Number of students who transferred *to* the school after October 1, 2011 until the end of the school year.	0
(2)	Number of students who transferred *from* the school after October 1, 2011 until the end of the school year.	8
(3)	Total of all transferred students [sum of rows (1) and (2)].	8
(4)	Total number of students in the school as of October 1, 2011	590
(5)	Total transferred students in row (3) divided by total students in row (4).	0.01
(6)	Amount in row (5) multiplied by 100.	1

8. Percent of English Language Learners in the school: 0%

   Total number of ELL students in the school: 0

   Number of non-English languages represented: 0

   Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 9%

   Total number of students who qualify: 54

   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 free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 6%

    Total number of students served: 35

    Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

0	Autism	2	Orthopedic Impairment
0	Deafness	12	Other Health Impaired
0	Deaf-Blindness	15	Specific Learning Disability
2	Emotional Disturbance	0	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	2	Visual Impairment Including Blindness
2	Multiple Disabilities	0	Developmentally Delayed

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

	Full-Time	**Part-Time**
Administrator(s)	3	0
Classroom teachers	37	2
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	23	0
Paraprofessionals	0	0
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	27	1
Total number	90	3

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1:   15:1

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

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	93%	95%	96%	96%	92%
High school graduation rate	99%	100%	100%	100%	100%

14. **For schools ending in grade 12 (high schools):**
    Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

    Graduating class size: 157

    Enrolled in a 4-year college or university   64%
    Enrolled in a community college   26%
    Enrolled in vocational training   1%
    Found employment   2%
    Military service   0%
    Other   7%
    Total   **100**%

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

    ⦿ No

    ☐ Yes

    If yes, what was the year of the award?

PART III - SUMMARY

Morris County School of Technology (MCST) is a comprehensive career and technical high school dedicated to providing diversified instruction to meet the needs of area high school students having varied interests and educational backgrounds. The mission of the district is to provide vocational and enrichment programs that inspire and prepare students to succeed in today's world and pursue tomorrow's opportunities.

Founded in 1969 and supported by the County of Morris, the Morris County School of Technology enrolls 573 full-time and 349 share-time students in seven full-time academies and fourteen share-time programs offering a range of courses that prepare every student for the world beyond high school. Since its inception as a share-time county-wide vocational school, MCST has evolved over the last ten years primarily into a four-year, full-time comprehensive career and technical high school organized into seven career academies: Academy for Child Related Careers; Academy for Culinary Arts; Academy for Finance and International Business; Academy for Health Care Sciences; Academy for Networking, Information Technology and Communications; Academy for Veterinary Sciences; and Academy for Visual and Performing Arts.

As a school of choice, applicants for full-time academies are selected from interested eighth grade students from 39 municipalities throughout Morris County. Generating approximately 700 applications per year, 160 students are selected for admission in each entering freshman class, representing racial and ethnic diversity consistent with the population of the county. Admission is based on selection criteria including test scores, student interviews and teacher recommendations to assess students' career interests and passions.

Each individual career academy offers students with similar occupational interests a challenging curriculum in collaboration with community, higher education and industry partners. While the New Jersey Department of Education mandates 120 credits for graduation, MCST's rigorous academic program requires students to achieve a minimum of 160 credits, as well as complete a 160-hour Structured Learning Experience (SLE) in their chosen career field. Ninety percent of students in the class of 2012 attended post-secondary institutions representing 50 colleges and universities.

Students enrolled in Morris County School of Technology may earn college credit for coursework through articulations established with higher education partners. Students earn tuition free college credits from participating partner colleges and universities completing high school courses as part of their occupational program. Some articulation agreements guarantee college admission to qualifying seniors. These credits may be applied towards a degree program at the partner college or university or transferred to the student's college or university of choice.

Emphasis is placed on students developing self-reliance, the ability to work as members of a team, problem-solving skills, and effective communication and presentation skills in each content area. Project-based, self-directed student-centered learning and authentic assessment are the primary instructional strategies to adequately prepare students to work in a global community.

In 2009-2010 the school adopted a goal to increase the number of students demonstrating advanced proficiency on HSPA tests. This goal was realized over the ensuing three years, increasing HSPA scores in Mathematics from 25.0% advanced proficient in 2008-2009 to 45.0% in 2011-2012. In Language Arts Literacy, scores increased from 14.1% advanced proficient in 2008-2009 to 41.4% in 2011-2012.

MCST offers students all the benefits of an athletic program with eleven varsity sports and a myriad of clubs, organizations and extra-curricular activities, including participation in co-curricular competitions

such as HOSA and SkillsUSA. These activities help to develop student initiative, provide meaningful opportunities for socialization, foster leadership skills and enable students to explore a wider range of individual interests.

At the Morris County School of Technology, we break the mold of traditional learning. We challenge students to look at things in a new light, refuse to accept limitations and offer every student the opportunity to grow beyond his or her capacity for learning. Cutting edge technology helps form the foundations of students' futures. Students are challenged not just to solve today's problems but to create tomorrow's solutions.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Please note all data submitted references full-time programs and students only.

A.   The New Jersey High School Proficiency Assessment (HSPA) is used to determine student achievement in reading, writing and mathematics as specified in the New Jersey Core Curriculum Content Standards. As a graduation requirement all students must demonstrate proficiency or advanced proficiency on the HSPA to receive a New Jersey state-endorsed diploma. All MCST students have demonstrated proficiency or advanced proficiency on the New Jersey High School Proficiency Assessment.

Attaining advanced proficiency implies a higher order of thinking skills. For example, students who score advanced proficient in Language Arts/Literacy on the HSPA have the ability to synthesize and extend meaning from text. They employ critical reflection and demonstrate a fluid progression of ideas in writing and speaking. In mathematics, advanced proficient students utilize data analysis and have the ability to analyze, synthesize and extend mathematical concepts. In short, students who score in the advanced proficient range tend to be critical thinkers who employ a variety of strategies for extracting meaning and extending their knowledge.

Students who scored partially proficient on the HSPA in their junior year were able to achieve proficiency on the HSPA by the end of their senior year. Therefore, by the end of a class' senior year, 100% of students were proficient or advanced proficient on the HSPA.

Standardized testing includes administration of the Accuplacer Examination as part of the admissions process, ACT-Explore in grade 9, ACT-Plan in grade 10, PSAT in grade 11 and SAT in grade 12. Any student who scores two years or more below grade level in language arts, mathematics or writing is referred as part of our NCLB/Title I Program for after school remedial instruction. Parents and students sign Parent-Student-School Compacts to work collaboratively to foster student achievement.

B.   Over the last five years, with one exception, MCST students have achieved a 100% passing rate on the HSPA tests. During this timeframe, there have been an increasing number of students each year achieving advanced proficiency on these tests. Several factors have contributed to these considerable gains in advanced proficient scores.

Beginning in 2009-2010, a stated school goal to increase the number of students demonstrating advanced proficiency was adopted. A Quality Assurance Committee, consisting of administrative and faculty representatives, planned and implemented school-wide initiatives. These initiatives include: an increased emphasis on common planning based on data-driven instruction; interdisciplinary planning; a writing across the curriculum program; implementation of a three-day per week after school remedial and enrichment program; and an after school SAT Prep Program. A new standardized testing program that tracks a student from the time of admission (Accuplacer Examination) through each grade level was implemented.

The Curriculum Council, comprised of administrators and faculty representatives from a wide range of content areas, also made recommendations to enhance instructional programs and practices.   Mid-term and final examinations were eliminated, focusing instead on the development of common unit assessments. Department meetings are held to review student test data and plan instruction. Instruction is centered on providing students with project-based learning and authentic assessment of competency. Technology is integrated throughout the curriculum with the use of IPADS, computers, Smart Boards and Smart Response Systems in classrooms.

As a result of these efforts, there was a significant increase in the number of students demonstrating advanced proficiency on the HSPA tests over the last four years:

School Year	Mathematics Advanced Proficient	Language Arts Literacy Advanced Proficient
2009	25.0%	14.1%
2010	30.5%	29.9%
2011	38.2%	28.8%
2012	45.0%	41.4%

There is no achievement gap of ten or more percentage points between the test scores of all students and the test scores of subgroups. Due to the school's small population, there are no subgroups with ten or more tested students.

2. Using Assessment Results:

Annually, instructional supervisors analyze the results of the New Jersey Algebra I End-of-Course Exam, the New Jersey Biology End-of-Course Exam, New Jersey High School Proficiency Assessment (HSPA), PSATs, SATs, ACT Explore and PLAN, and College Board Accuplacer scores. This analysis ascertains whether there are instructional or curricular areas in need of improvement.

Once the scores have been analyzed, instructional supervisors share lists of at-risk students with guidance counselors and subject area teachers. Ninth and tenth grade students deemed at risk of not passing the HSPA are scheduled for test preparation courses such as HSPA Prep Mathematics and HSPA Prep Language Arts. Eleventh grade students who did not pass the HSPA, of whom there are only a few each year, are scheduled for the Alternative High School Assessment course. MCST also offers an after school academic extension program three days each week for students who require additional support. Instructors for this program have expertise in specific content areas as well as strategies for working with special needs students who have individualized accommodations. The district also offers an elective in study skills that helps students with subject-specific content knowledge, test preparation, note-taking and test-taking skills. Finally, all juniors are eligible to take a free SAT preparation course that covers math, verbal skills, writing and general test-taking strategies.

Core subject area teachers meet with supervisors and learning consultants to integrate instructional strategies and technologies into daily instruction to strengthen students' basic skills. Classroom teachers also use diagnostic exams such as those available through the College Board Accuplacer to benchmark student progress in attaining New Jersey Core Curriculum Content Standards proficiencies and the Common Core Standards.

Math and Language Arts teachers regularly attend workshops and seminars to reinforce basic skills and conceptual understanding to improve student achievement on critical benchmark assessments. This year, MCST has begun to administer quarterly unit assessments in order to evaluate student progress and address any instructional areas in need of improvement.

Math and Science department teachers meet several times each year to review item analysis reports from the PSATs, SATs and ACT Explore and PLAN assessments. The item analysis leads to an action plan for re-allocating time spent on specific topics and conceptual areas. Teachers target instruction to improve students' performance in areas of need.

The Professional Development Committee uses data analysis of test scores to determine which academic areas are most in need of improvement. Once areas of need are identified, professional development days are planned to include sessions that help teachers analyze test results and develop activities to effectively improve the skills of at-risk students. For example, on October 8, 2012, a representative of ACT presented information to academic teachers about using district and individual score reports. Specific areas in need of improvement and strategies to bolster students' conceptual understanding and test performance were identified.

Every MCST student and family receives individualized score reports with item analysis and an explanation of the score results. Guidance counselors use the individual score reports to counsel students, recommend appropriate high school courses and plan for post-secondary education. Parents and guardians have access to their child's academic progress through our Genesis Parent Portal. The Parent Portal gives families access to information about their student's assignments, grades, and assessment performance. Furthermore, all families of juniors and seniors can obtain assessment information through Naviance, a web-based program the district uses for career education, college searches and college applications. By logging on to Naviance, families are able to track assessment data over the course of a student's high school career.

MCST's standardized test results are published on the district website. Additionally, test results are incorporated by the State of New Jersey into the Morris County Vocational School District Report Card. Student achievement data is also included in the prospective student/parent information sessions MCST regularly conducts for recruitment purposes. Each year, MCST presents a profile of the school to the Morris County Freeholders, and assessment results are highlighted as part of that presentation.

3. Sharing Lessons Learned:

A key component of the school's vision and mission is the collaboration of all stakeholders to foster continuous growth. Locally, the school has appointed Master Teachers in Humanities, Mathematics/Science and CTE to work with all faculty on instructional improvement. The Master Teachers also serve on the Professional Development Committee and School Improvement Panel and recommend and provide professional development opportunities based on identified areas of need.

The Superintendent/Principal is a member of the Executive Board of the New Jersey Council of County Vocational Technical Schools (NJCCVTS) and serves as treasurer for that organization. In this role he participates in collaborative workshops regarding implementation of statutory regulations, policies and procedures. He is also a member of the Morris County Association of School Administrators and attends monthly roundtable meetings with superintendents from area schools.

The Director of Curriculum and Instruction and area supervisors have made multiple presentations on best practices in the implementation of Professional Learning Communities (PLC's), admissions procedures, mathematics and science infusion in CTE programs, and curriculum development in career and technical programs for the NJCCVTS. The Director of Curriculum and Instruction is a member of the Morris County Economic Development Committee and works with Program Advisory Committees to identify and share business and industry training programs for CTE teacher participation.

CTE, math and science teachers participate in the Career and Technical Education Partnership (CTEP) coordinated by Raritan Valley College and Mercer County Community College to develop curriculum, project-based learning activities and authentic assessment measures. Committees are composed of MCST math and science teachers who collaborate with other CTE, math and science faculty, and business and higher education partners from across the state.

Supervisors serve on subcommittees for the Partnership for Assessment of Readiness for College and Careers (PARCC) to develop standards-based curriculum and assessment items. The Director of

Curriculum and Instruction has made presentations at the National School Boards Convention on the development of career academies and to the NJDOE on MCST's Grade 12 Options initiative, where qualified students can earn college credits during their senior year.

4. Engaging Families and Communities:

Morris County School of Technology is committed to developing and maintaining constructive and collaborative relationships with parents, students and the community in order to foster a positive and productive school environment in which all of our stakeholders are invested.

In order to support the academic progress of our students, the school has implemented the Genesis Parent Portal. This is an effective tool that allows all parents access and involvement in their child's progress via the school website. Progress reports, report cards, transcripts, attendance and day-to-day assignments are available to parents and students, allowing them to monitor progress and establish open lines of communication with teaching staff. MCST also has a strong PTO that routinely fundraises to support our students and programs. In addition, our administrative staff give presentations about school programs in order to afford parents an opportunity to ask questions and provide important feedback.

Our guidance staff has developed several programs including Junior and Senior Parent Nights. Junior Parent Night is an informative introduction to the college process. Designed for the 11th grade student along with his/her parents, this evening presentation breaks down the road to college with our MCST Planning Calendar. Senior Parent Night affords the opportunity for senior students and their parents to prepare for the submission of college applications and scholarship information. As MCST enjoys a 90% post-secondary institution enrollment rate, these two programs have proven to be useful for a smooth transition from high school to college. In addition, our annual Alumni Day has become a special opportunity for our recent graduates to return to their alma mater and speak about their first year of college. Present junior and senior students are encouraged to sign up for this informal chat with a panel of our recently graduated seniors. Our alumni speak about their past and present experiences and how these experiences apply to their college and career pursuits.

Through Structured Learning Experiences (SLE) and our Program Advisory Council, MCST maintains an on-going relationship with our community business partners. Our Advisory Council, made up of business owners, union members, alumni, parents and staff, meets twice yearly to discuss the CTE curriculum, emerging business trends and employability skills in order to ensure that our programs remain on the cutting edge.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

In order to fulfill its mission, the MCST academic program pushes students beyond the acquisition of facts and requires them to apply knowledge in order to problem solve and innovate, skills needed for career and college readiness. The MCST academic program is project-based, student-centered and closely linked to each academy program.

In order to prepare students for post-secondary endeavors, the science program offers laboratory-based courses in both college preparatory and honors Biology, Chemistry, and Physics. Students can delve more deeply into integrated science topics such as Environmental Science and Human Anatomy and Physiology. All science courses are project-based, laboratory rich and infused with technology. Teachers instill in students the problem-solving and scientific process skills required of post-secondary institutions and the workplace.

The MCST mathematics program exceeds the requirements of the Common Core Standards. Math courses are project-based and linked to real world problem solving, accentuating the interests of academy students. Math teachers use multiple technology applications to enhance student understanding. Instructors integrate hands-on manipulatives to assist students in their grasp of abstract mathematical concepts.

The MCST physical education (PE) and health offerings promote lifelong wellness. The PE program consists of Project Adventure self-esteem building through cooperative problem-solving activities, traditional team sports, and individual and group fitness activities using cardiovascular and strength training equipment. The PE program annually spirals through these core activities. PE teachers frequently assess student progress and provide individuals with feedback to help them improve personal wellness. Additionally, health courses integrate information about healthy eating; disease prevention; healthy lifestyle choices; basic first aid and CPR. Through MCST's PE and health program, students are armed with the tools necessary to make lifelong, healthy lifestyle choices.

The English program at MCST is designed to allow our students to develop goal-setting, time-management, and collaborative skills through a project-based learning curriculum. Students learn to distinguish reputable sources, read text through a critical lens, and refine presentation skills. Students express their opinions through critiques of informational text and the application of technical writing. Over the course of four years, students create projects that promote advancement in their chosen career path.

The social studies program at MCST emphasizes the acquisition and advancement of research and writing skills. World History and American History course offerings require students to think critically about the subject matter, formulate opinions, and present their perspective in a logical, supportive manner. During senior year, students have the option to earn college credits through advanced economics courses aligned with college curricula.

Students of MCST have the option of taking Spanish, French, and/or Chinese. The world language course sequence establishes a foundation for communication and introduces students to new cultures. Third and fourth year courses give students the opportunity to attain enhanced conversational skills and analyze literary pieces of the respective culture.

Over the last several years, MCST has expanded the visual and performing arts course offerings to include multiple classes in art, theater, and music. Visual and performing arts courses at MCST focus on the instruction of technique, while also developing a sense of appreciation for the aesthetic quality of

works. Students have the opportunity to explore the arts through an advanced technological program, as well as traditional methods, such as painting and playing an instrument. Arts projects require students to plan, organize, and refine performances and presentations.

Regardless of post-graduation plans, students of MCST experience curricula that deliver a comprehensive education built on the acquisition of content knowledge and the development of skills essential for success in academic and professional settings.

2. Reading/English:

The English curriculum and the instructional methods employed are designed to achieve MCST's mission to provide students with the skills to think critically and represent themselves well on paper and in person. To achieve these goals, the curriculum was developed as a collaborative venture that started with the identification of the skills associated with the Common Core Standards (CCS) in reading, writing, speaking and listening, as well as literacy in social studies, science, and technical subjects. Once identified, these skills were organized into a sequential four-year program that provides students with a foundation for reading comprehension and language arts literacy, and advances expectations with each year of study. Students have the opportunity to exhibit mastery of the skills associated with each level through comprehensive projects requiring "real-world" applications. During freshman year students complete a service-learning project. The project requires students to identify a cause within their academy field of study, develop a proposal for action, and engage in community service. During junior year students complete the "American Dream" project. Through this project students define their aspirations, plan and develop career-oriented goals, and create cover letters and resumes. Students then reflect on how they can achieve their goals by maximizing academic opportunities.

To develop the skills necessary to construct the aforementioned projects, English instructors at MCST divide the 80-minute instructional block into segments. A typical lesson includes: a presentation and an application activity based on one or more of the skills associated with the CCS, and a response to a writing prompt. An analysis of a reading is followed by a group discussion structured to engage all students. Typically, instructors also include a segment for students to engage in the writing component of their unit project. Writing instruction is designed to provide individual feedback to students during the writing process, as well as after publication through the Turnitin Grademark program.

English instructors at MCST use varying components of lessons to constantly assess students' progress. In addition to teacher feedback, MCST employs the ACT College and Career Readiness System that monitors students' development in language arts literacy and reading comprehension. If this information indicates a student's need for remediation, teachers provide content specific support and the guidance department intervenes to schedule corrective courses, such as HSPA Prep and SAT Prep. Finally, instructors advance students reading above grade level by requiring them to read more complex texts for their quarterly Independent Reading Projects.

3. Mathematics:

Morris County School of Technology provides a traditional mathematics program consistent with local, high achieving secondary schools. What makes the MCST mathematics program unique is the emphasis on project-based instruction and real world applications. Projects and real world applications focus on our career academy areas. In this way, students understand how mathematics can be applied to the specific CTE areas in which they are interested. For example, Health Care Science students take a course entitled Medical Math. This class is offered in conjunction with the University of Medicine and Dentistry of New Jersey and yields college credits.

The mathematics curriculum is firmly grounded in the Common Core Standards. The traditional sequence of mathematics courses includes Algebra 1 (for approximately 60 students who did not take this course in

middle school), Geometry, Geometry Honors, Algebra 2, Algebra 2 Honors, Pre-Calculus, Pre-Calculus Honors, Calculus, Calculus Honors and Probability and Statistics. The district is also adding a Foundations of College Math course for the 2013-2014 school year. The Math Department offers HSPA Prep and SAT Prep courses for high stakes assessment preparation.

MCST also offers independent study opportunities for students who have taken all available math courses and are ready for Calculus 2. Furthermore, we offer a remedial course for the Alternative High School Assessment (AHSA) to a small number of students who do not score in the proficient range on the HSPA.

It is important to note that the Math Department meets several times throughout the year to analyze the Algebra I End-of-Course Exam; PSAT; Accuplacer (College Board Standardized Testing); ACT College and Career Readiness System including the Explore for grade 9 and PLAN for grade 10 test results. Through careful team analysis, the department devises instructional and programmatic intervention strategies to strengthen student skills so they can improve their performance on high stakes tests.

Since math courses are offered in an 80-minute block, teachers are able to take advantage of the extended time to introduce and practice topics and apply concepts using project-based methods. For example, Culinary Arts students apply mathematical principles to prepare for catering functions, maximizing cost savings and limiting waste. Finance and International Business students use math concepts to determine rate charges and applications for business services they would potentially apply to a real world scenario.

4. Additional Curriculum Area:

The Academy for Visual and Performing Arts (VPA) is a program that illustrates how the academy model allows students to acquire essential skills and expand their knowledge. VPA consists of two majors, Dance and Multi-Media. All VPA students also minor in Theater Arts, regardless of their major. Each year students take 10 credits of Dance/Multi-Media coursework and 5 credits of Theater Arts. The course content remains consistent from year-to-year with students being introduced to a deeper understanding of each concept as they progress through the program. For example, freshmen dance students learn foundational steps in specific dance genres. By junior year, they are expected to choreograph entire pieces using that style of dance. In addition to the instruction students receive from the academy teachers, VPA utilizes visiting artists and industry experts, as well as professors from local post-secondary institutions, to offer lessons in Screenwriting, Costume Design, Film Development, Ballet Technique and Choreography in class and in the development of performances.

Each year, VPA showcases student achievement through productions and presentations. Underclassmen serve in supporting roles while building their skill base through exploratory coursework. As students advance through the program, they take on more responsibility by choreographing, directing, and overseeing entire productions.

Through the required Structured Learning Experience component, VPA students work closely with successful, local art and performance institutions such as The Juilliard School, the Mayo Performing Arts Center, The Shakespeare Theater of New Jersey and the Visual and Performing Arts Department of Fairleigh Dickinson University. VPA graduates have continued their artistic pursuits by attending accomplished university programs, including the Tisch School of New York University, Parsons The New School, and Mason Gross School of Arts at Rutgers.

Characteristic of all the school's academies, this structured approach has allowed the students of MCST to develop skills, knowledge, and an understanding of how to function in a professional environment. Students leave MCST with a comprehensive understanding of how to succeed in their respective career path.

5. Instructional Methods:

Instructors at MCST design 80-minute lessons to address various learning styles. Activities fluctuate between individual, small group, and large group tasks and discussions. Students express their understanding through diverse activities (debate, create, compare and contrast, and evaluate). CTE instructors use SkillsUSA competitions and current industry practices as platforms for instruction.

Project-based learning is an integral part of instruction at MCST. Project objectives are developed in accordance with content standards and communicated through the use of rubrics that allow students to choose their path to achieving project goals. Project requirements range from writing assignments to hands-on exploration and discovery.

To promote high levels of thinking, instructors at MCST develop and implement "question scaffolds" that move through the levels of Bloom's taxonomy, challenging students to exhibit proficiency at escalating levels. MCST instructors follow a similar process when developing rubrics. Students can earn a respectable grade by displaying comprehension of a topic. However, in order to earn an A, students must exhibit mastery at the highest levels of Bloom's taxonomy.

Several classes are team-taught by regular education and special education instructors in order to address the challenges faced by students with special learning needs. MCST offers electives and an after school program to provide additional academic support to any student. The school also has a peer tutoring service for students in need of one-to-one instruction.

Technology is a key component of supporting instruction at MCST. All classrooms are equipped with Smart Boards and PCs. The school has three computer labs with dual platform capabilities, four mobile laptop carts, a mobile I-Pad cart, and various cameras and video recorders. The application of technology is not merely intended to ensure that students know how to use specific programs, but to allow them to demonstrate, in a familiar medium, mastery of standards associated with an assignment and to delve deeper into content matter. Students at MCST utilize this hardware to access numerous programs, such as Turnitin.com, that allow them to receive meaningful feedback, revise their writing, and create a personal portfolio of their work.

Math and science instructors use Explore Learning Gizmos to simulate conceptual phenomena. Math teachers use My Math Lab to support student achievement at all levels. Music students use Finale to compose pieces and listen while they are in production. Foreign language instructors use Quia.com to create formative assessments and collect data. Students also demonstrate their understanding of content using I-Movie, Prezi, Glogster, Google, and a myriad of other programs throughout their academic and CTE coursework.

6. Professional Development:

Professional Development at MCST starts with a strong induction for new teachers and continues with individualized opportunities for veteran staff members. MCST has a committee, made up of elected staff representatives and administrators, which meets regularly to coordinate professional development. To determine appropriate professional development opportunities, the committee considers the following: the school's mission to educate and inspire, the aspects of effective teaching identified in Danielson's *Framework for Teaching*, feedback from professionals in respective CTE areas of study, and data from standardized assessments. In addition to the efforts of the committee, Master Teachers work directly with fellow teachers to improve instruction throughout the school year and lead a mentoring program for novice teachers and teachers new to the district. Teachers at MCST also have opportunities to join ongoing professional learning communities within their departments or across the school community, such as Critical Friends Groups (CFG). CFG is a scientifically-based approach to professional

development established by the National Center for School Reform that focuses on direct instruction and the impact it has on improving student learning.

Above all, the committee seeks to provide relevant professional development experiences for all staff members. MCST recently participated in a three-year venture with the Global Learning Initiative that educates teachers on effective strategies and resources for infusing 21st Century skills into instruction. The program empowers teachers by allowing them to explore various instructional methodologies and create personalized professional development experiences. Staff members also play an active role in determining and administering professional development workshops conducted during in-service days and faculty meetings. The professional development committee solicits feedback from participants to identify areas of improvement and potential topics for upcoming professional development experiences. Supervisors continue to monitor the effectiveness and implementation of concepts introduced during professional development sessions through formal and informal teacher observations and by facilitating dialogue during department meetings.

The professional development committee utilizes the school's learning goals as the basis for planning professional development goals and the activities for each school year. This year's professional development has been targeted toward student assessment of academic content areas and the understanding and application of 21st Century life and career skills. Teachers have collaborated on the formation of unit assessments, types of questions, assessing test results, and using the resulting data to craft plans in support of student achievement. In addition, the district recently committed to the ACT College and Career Readiness System to cross-reference students' passions and career objectives with their academic strengths.

7. School Leadership:

The core leaders of Morris County School of Technology are dedicated to upholding the school's mission. MCST's leaders make sure the school is not just an exceptional learning institution but also one that cares about the academic, physical, social and emotional development of every student.

MCST has a unique, shared leadership structure that resembles a team more than a hierarchy and creates a unified, cohesive institution for learning. Administrators assume varied, multiple roles conducive to a collaborative approach to problem solving and program building. A talented and dedicated leadership team inspires the educational community to move in new directions and perform at its maximum potential. This leadership style promotes a sense of inclusion for staff, students, parents and community. MCST's leadership goals include creating and maintaining a cutting-edge instructional program; viewing leadership as being more about proactively mentoring than overseeing; ensuring a holistic approach to the education of our students; and maintaining close relationships with our sending districts.

Three Instructional Supervisors spend time in classrooms observing, evaluating and guiding teachers to improve instructional practices. Supervisors work with teachers to analyze student performance data to develop strategies that further enhance student achievement. Four Master Teachers assist the Instructional Supervisors by helping to orient new teachers to the school community, implementing the district mentoring program, and assisting teachers in a non-evaluative capacity with instructional strategies and the use of technology.

Initiatives and programs stem from discussions among school leaders and stakeholders. The district has committees and councils that have ignited dramatic changes in school operations and culture. New initiatives and policies are crafted by groups of administrators, teachers, staff members, parents, and students. The Curriculum Council discusses critical school issues and recommends solutions and procedures to improve performance. For example, the Curriculum Council has reformed the district testing policy, moving MCST away from midterms and finals to quarterly exams. Based on the

Curriculum Council's recommendation, the district also has begun implementing annual testing (Explore and Plan) in ninth and tenth grade to benchmark and evaluate student achievement.

The School Culture Committee has created a series of events and programs that celebrate the school's identity. Teachers, students, support staff and administrators formed the Discipline Committee to overhaul the school's approach to discipline and behavior. Other school committees include: the Strategic Planning Committee, the District Education Assessment Committee, and the Intervention and Referral Services Committee.

MCST's strong collaborative leadership model is a defining factor in the overall success and achievement of our students. With parent and community support, MCST students are well prepared and sufficiently equipped to face their future and its challenges.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 11   Test: HSPA

Edition/Publication Year: Year Specific Publisher: Measurement Incorporated

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient Plus % Advanced	96	96	97	95	98
% Advanced	45	38	31	25	43
Number of students tested	140	160	118	86	105
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient Plus % Advanced	Masked	100	92	82	Masked
% Advanced	Masked	20	15	18	Masked
Number of students tested	8	10	13	11	6
2. African American Students					
% Proficient Plus % Advanced	Masked	Masked	Masked	Masked	Masked
% Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	5	3	3	7
3. Hispanic or Latino Students					
% Proficient Plus % Advanced	Masked	100	94	86	92
% Advanced	Masked	19	12	21	25
Number of students tested	9	16	17	15	12
4. Special Education Students					
% Proficient Plus % Advanced	90	83	Masked	85	Masked
% Advanced	20	29	Masked	23	Masked
Number of students tested	10	24	3	13	9
5. English Language Learner Students					
% Proficient Plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested					
6. Asian					
% Proficient Plus % Advanced	100	100	100	Masked	100
% Advanced	82	54	64	Masked	73
Number of students tested	22	24	14	8	11

NOTES:
Masked indicates data were not made public because fewer than 10 students were tested.

13NJ7

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 11   Test: HSPA

Edition/Publication Year: Year Specific Publisher: Measurement Incorporated

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient Plus % Advanced	100	99	99	95	100
% Advanced	41	29	30	14	25
Number of students tested	140	160	118	86	105
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	1	0	0
Percent of students alternatively assessed	0	0	1	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient Plus % Advanced	Masked	100	100	100	Masked
% Advanced	Masked	10	0	0	Masked
Number of students tested	8	10	13	11	6
2. African American Students					
% Proficient Plus % Advanced	Masked	Masked	Masked	Masked	Masked
% Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	5	3	3	7
3. Hispanic or Latino Students					
% Proficient Plus % Advanced	Masked	100	94	100	100
% Advanced	Masked	6	12	0	8
Number of students tested	9	16	17	15	12
4. Special Education Students					
% Proficient Plus % Advanced	100	96	Masked	92	Masked
% Advanced	40	13	Masked	0	Masked
Number of students tested	10	24	3	13	9
5. English Language Learner Students					
% Proficient Plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested					
6. Asian					
% Proficient Plus % Advanced	100	100	100	Masked	100
% Advanced	73	50	43	Masked	46
Number of students tested	22	24	14	8	11

NOTES:
Masked indicates data were not made public because fewer than 10 students were tested.

13NJ7