

***U.S. Department of Education***  
***2015 National Blue Ribbon Schools Program***

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[X] Public or [ ] Non-public

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

Name of Principal Mr. Oge Denis, Jr.

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

Official School Name Newark Tech School

(As it should appear in the official records)

School Mailing Address 91 West Market Street

(If address is P.O. Box, also include street address.)

City Newark                      State NJ                      Zip Code+4 (9 digits total) 07103-3451

County Essex County                      State School Code Number\* 13-1390-070

Telephone 973-412-2070                      Fax \_\_\_\_\_

Web site/URL http://www.essextech.org                      E-mail odenis@essextech.org

Twitter Handle \_\_\_\_\_ Facebook Page \_\_\_\_\_ 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.

\_\_\_\_\_  
Date \_\_\_\_\_

(Principal's Signature)

Name of Superintendent\*Dr Frank Cocchiola

(Specify: Ms., Miss, Mrs., Dr., Mr.,

E-mail: fcocchiola@essextech.org

Other)

District Name Essex County Vocational Technical Schools                      Tel. 973-412-2060

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 Fr. Edwin Leahy

(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.

\_\_\_\_\_  
Date \_\_\_\_\_

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

*\*Non-public Schools: If the information requested is not applicable, write N/A in the space.*

## **PART I – ELIGIBILITY CERTIFICATION**

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**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 and National Blue Ribbon Schools requirements, are 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 2014-2015 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 2009 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: 2010, 2011, 2012, 2013, or 2014.
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

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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
  - 4 High schools
  - 0 K-12 schools
- 4 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. 4 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	79	125	204
10	80	100	180
11	83	112	195
12	60	108	168
<b>Total Students</b>	302	445	747

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
  - 1 % Asian
  - 60 % Black or African American
  - 37 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 1 % White
  - 0 % 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 2013 - 2014 year: 6%

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	13
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	35
(3) Total of all transferred students [sum of rows (1) and (2)]	48
(4) Total number of students in the school as of October 1	741
(5) Total transferred students in row (3) divided by total students in row (4)	0.065
(6) Amount in row (5) multiplied by 100	6

7. English Language Learners (ELL) in the school: 16 %  
120 Total number ELL  
 Number of non-English languages represented: 77  
 Specify non-English languages: Spanish, Chinese
8. Students eligible for free/reduced-priced meals: 85 %  
 Total number students who qualify: 631

**Information for Public Schools Only - Data Provided by the State**

The state has reported that 100 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 0 %  
0 Total number of students served

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

- |                                |  |
|--------------------------------|--|
| <u>0</u> Autism                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deafness              | <u>0</u> Other Health Impaired                 |
| <u>0</u> Deaf-Blindness        | <u>0</u> Specific Learning Disability          |
| <u>0</u> Emotional Disturbance | <u>0</u> Speech or Language Impairment         |
| <u>0</u> Hearing Impairment    | <u>0</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:

	<b>Number of Staff</b>
Administrators	2
Classroom teachers	56
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	0
Paraprofessionals	3
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	0

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.

<b>Required Information</b>	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	95%	95%	94%	93%	92%
High school graduation rate	96%	94%	96%	94%	95%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

<b>Post-Secondary Status</b>	
Graduating class size	156
Enrolled in a 4-year college or university	73%
Enrolled in a community college	14%
Enrolled in career/technical training program	3%
Found employment	3%
Joined the military or other public service	5%
Other	2%

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

Yes  No

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

15. Please summarize your school mission in 25 words or less: Newark Tech's motto is: The pursuit of excellence. Its mission is to ensure that every student strives to achieve excellence and its vision is to become a national model of Educational Excellence.

## **PART III – SUMMARY**

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For its outstanding work and remarkable progress in improving students' academic performance over the past few years, Newark Tech was honored as a Title I Distinguished school in 2012. The transformation of this school has been remarkable as reflected in the academic performance of its students in mastering the content standards in Mathematics and English Language Arts. The school serves over 740 students, who come from school districts with District Factor Grouping of A. With over 80% of them eligible for free or reduced lunch, the school has implemented a school-wide program, providing all of them with equitable access to resources and opportunities. Most of the students perform below grade level in mathematics and reading when they are enrolled and are at risk of not meeting with academic success. However, with a strong instructional program and support from administrators, teachers and other staff, they excel by the time they graduate. In 2011, Newark Tech was recognized as one of the top twenty five Career and Technical Education Schools in the United States by the National Association of Career and Technical Education Directors. It is also categorized by the NJ Department of Education as a High Performing Reward school in 2014.

Newark Tech serves a diverse student population. Students primarily attend from five of the County's twenty-one municipalities. Many of them travel far distances using public transportation to attend school. The student body consists of 60% Black, 37% Hispanic and an ESL population of 15.7%. There are 55 instructors and three paraprofessionals who are also from diverse backgrounds. The school has two administrators, a principal and a vice-principal along with three counselors.

With a strong emphasis on student success, Newark Tech has consistently shown improvement in student academic performance. The proficiency rate for Mathematics on the statewide High School Proficiency Assessment rose to 98.8% in 2014 from 39.7% in 2003, while its Language Arts scores improved from 73.3% to 99.4% during the same time period. Of special significance is the exceptional performance of the Limited English Proficient students over the past few years. Despite experiencing severe academic challenges including language barrier, these students consistently did very well, even outperforming the regular education students at times. In 2011 and 2014, 100% of the Limited English Proficient students demonstrated proficiency in both Mathematics and Language Arts.

Newark Tech is always in the forefront of exploring new and exciting ways to motivate students to learn, especially in addressing the skills required to succeed in the 21st century in college and careers. In 2013-14 school year, with support from the County and State, the school launched a new program, Technology Enhanced Accelerated Learning (TEAL) in which students capitalize on increased instructional time to extend their learning at their own pace. With a heavy emphasis on using technology in a one-to-one laptop program, student learning is highly customized to address their needs. They work independently and in teams to complete rigorous tasks that accelerate learning in not only completing the High School graduation courses, but earning college level courses as well. They work closely with outside consultants and agencies to learn entrepreneurial skills, enhancing their ability to manage their time, communicate and collaborate with other.

Identifying and immediately addressing students' needs are a top priority at Newark Tech. Using a comprehensive assessment program, students are assessed frequently to measure their strengths and deficiencies. Student performance data is periodically collected, disaggregated and analyzed efficiently by subgroups. The data is also analyzed to identify performance trends by individual instructors and the meeting class periods. At the classroom level, instructors perform detailed analysis of individual students using the assessment items and state standards. The data is used to make programmatic and instructional adjustments that address deficiencies. In addition, students are identified for further academic support, which is provided in the before and after school program or during the school day. Ongoing adjustments are made throughout the year to address students' deficiencies using the most recent performance data. The district also supports instructors in providing them with instructional resources and job-embedded professional development.

The ability for students and parents to readily access real-time progress in individual courses has further

strengthened the supported students in their quest to master curricular standards. After instructors provide feedback on individual assignments of students in the web based Student Information System (SIS), students can monitor their progress from anywhere and make the necessary adjustments to enhance their performance. Parents also support their children and instructors with their ability to access the same information in the parent portal of the Student Information System. With real-time access, students take more responsibility for their learning, which accelerates mastery of standards.

Students are supported in their endeavor throughout the year. With frequent snapshots done with performance data, students are identified efficiently for academic support. Counselors, administrators and instructors meet frequently to discuss and address student performance. Many students benefit from the Intervention and Referral Service (I&RS) committee, which collaborates in completing detailed analysis of causal factors of student behavior and academic performance. Members use their expertise to provide the relevant support for students. Student attendance is also monitored closely. Students with excessive absences and tardiness are identified early and measures are taken to address the problems. Newark Tech has a trained social worker, who meets with at risk students individually to determine and address their concerns. In addition, a partnership with Rutgers University has enhanced the School Based Youth Services Program. Students are supported with access to services such as mental health and family services, substance abuse counseling, pregnancy prevention programs, learning support services, and referrals to community based services. A resident substance abuse coordinator also uses his expertise to provide support to students based on their identified needs. With a coordinated effort and adept school leadership, all students are supported in an environment that promotes high academic achievement.

To further prepare students for success in a career and post secondary endeavors, Newark Tech has developed and nurtured partnerships with many public and private entities over the years. Some these institutions include: Essex County College, Montclair State University, Jersey City State University, Bloomfield College, Kean University, Rutgers University Human Services of New Jersey, The New Jersey Institute of Technology, Public Service Electric & Gas, Covanta Energy, the New Jersey Council of Building Trades, and the state of New Jersey. These partnerships have significantly helped the students to advance in their career and academic studies. For example, students complete dual credit courses at Essex County College in their senior year, which not only helps them to adjust to post secondary studies but saves them time and money in their undergraduate courses. Companies also offer students working internships, which prepare them for a rewarding career.

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum:**

Students at the Essex County Vocational Technical Schools complete approximately 160 credit hours of instruction during their four years of High School, exceeding the 120 credits required by the New Jersey Department of Education (NJDOE) for graduation. This course work, along with structured learning experiences, allows students to gain the requisite academic knowledge and technical and critical thinking skills to be college and career ready.

While information technology is integrated into all the courses offered, global themes, literacy skills, interdisciplinary connections, and 21st century skills also make part of the curriculum design and delivery process.

At Newark Tech, a special emphasis and focus has been devoted to the integration of overarching big ideas, inter-disciplinary connections, technology, critical thinking skills, communication skills, enduring understandings, differentiation of learning, essential questions, and application/transfer of knowledge and skills. In this student-centered learning environment, the instructional focus is on student learning. Hence, several mediums such as in-person instruction, synchronous and asynchronous online learning, and off-site college level instruction are used to facilitate learning. Additionally, a number of program choices are offered to help prepare students in core curriculum areas, such as English Language Arts, Mathematics, Science, and Social Studies.

The English Language Arts curriculum is robust and challenging addressing the content and rigor articulated in the Common Core State Standards. It consists of a four year sequence of courses including English Literary Survey, American Literature, British Literature, World Literature, Journalism, AP Language and Composition, and AP Literature and Composition. There is also an Honors sequence that offers a more rigorous course of study for the high performing students in each grade level. These courses are accessible to our English Language Learners (ELLs) vis-a-vis a customized curriculum that uses a differentiated and individualized approach to learning. Supplemental support is also offered with online access to Read 180, along with a writing component that is available. The English Language Arts courses incorporate classic, modern, contemporary/modern short stories, novels, poetry and informational text. Students benefit from rich discussions of historical and multicultural perspectives. In addition, some students complete English courses for dual credit from the County Community College.

The mathematics program offers a variety of courses including Algebra I, Geometry, Algebra II, Pre-Calculus, Trigonometry, and Calculus. There is also a very challenging Honors sequence that culminates in students taking AP Calculus. At risk students gain academic support with summer and after school enrichment programs and online supplementary programs, such as Khan Academy. Students also complete mathematics courses which are offered through a partnership with the County Community College in which students gain dual credit. The courses prepare seniors for college and any career path they may pursue.

The Science courses are rigorous and aligned to the New Jersey State Core Curriculum Science standards and Common Core State Standards. To build a sound foundation for more challenging courses in the upper grade levels, the 9th graders benefit from a sound treatment of cross disciplinary concepts in Environmental Science. In the 10th grade students take either Biology or Honors Biology and prepare for the NJ Competency Based Biology Test. Students are then enrolled in Chemistry and Physics in the succeeding years. Many students also complete a college course in Biology in which they gain dual credits. For the 2016-17 school year, AP Biology will be included as part of the educational program offerings for Science.

Similarly, the Social Studies curriculum is aligned to the New Jersey State Core Curriculum Science standards and Common Core State Standards. The Social Studies curriculum gives students the opportunity to understand major historical topics and apply these to current local and global political, economic, and social issues. Courses offered through Social Studies include World History, US History I, and US History II, AP US History, and Economics.

The Academic Bridges program, offered during the summer and before/after school during the school year, allows us to 1) identify low performing students and 2) provide the necessary academic support for their success. Students for these programs are identified through several data sources, including placement tests, diagnostic assessments, standardized tests, academic performance, and teacher recommendation. Courses offered in this program address English Language Arts and Mathematics proficiency. Additionally, a Science enrichment program has been added after-school to provide extra support for readiness in Biology.

With the integration of the Common Core State Standards, particularly in the core content areas, a greater demand has been placed on developing literacy skills and mastery of content-specific knowledge and skills necessary to be college and career ready. Through the curriculum, students are challenged to become better communicators, collaborators, creative thinkers, and reflective practitioners. Authentic learning experiences and problem based tasks set the foundation for learning and application/transfer of knowledge and skills. Similarly, structured learning experiences, such as internships, mentor-ships, college level courses, and job placement opportunities assist students in applying knowledge, and technical and employability skills (problem solving, presentation skills, and critical thinking) learned to real life situations.

## **2. Other Curriculum Areas:**

For Visual and Performing Arts (VPA), school districts can choose to offer students five credits in any of the five areas: Music, Theater, Visual Art, and Dance. Students at Newark Tech have the option to take Music and Dance. Because Music is also offered as part of the Career And Technical Education program offering, some students study it for four years as a specialization. Students get the opportunity to use the knowledge and skills mastered by performing at school and community events. The VPA courses are offered 12th grade year and meet daily for one semester (80min/day). The curriculum is aligned to the New Jersey State Core Curriculum Visual & Performing Arts standards and Common Core State Standards, and stresses the integration of technology, literacy skills, production/performance, history, and theory.

The Physical Education and Health courses are carefully sequenced over four years to address the state 15 credit hour requirements for graduation as well as the integration of the Core Content Standards and Common Core Literacy Standards. These courses (offered daily for sixty minutes) include Health I, II, III and IV along with Physical Education I, II, III and IV. Topics focused on human sexuality, nutrition, First aid and CPR, driver's education, mental and emotional health, and physiology are addressed in the Health classes. In Physical Education, students are exposed to a number of physical activities that help support health and wellness through endurance, flexibility, and strength training. A Passport to Fitness is used to annotate pre and post data and to analyze student physical development at the classroom level. Fitbits and pedometers are also used to individualize learning in the Physical Education program.

The schools' Career and Technical Education (CTE) program also offers a variety of educational programs found in the 16 Career Clusters. Every student that attends Newark Tech is exposed 9th grade year to our CTE exploratory program, in which he/she is able to take a variety of mini courses in the various CTE clusters. By the tenth grade and up to graduation, students select their CTE program of study and begin a specialized program of study in the respective area. CTE courses are offered for two hours a day, each day, with the exception of the exploratory courses, which meet for a cycle (60min/day).

The following pathways are offered at Newark Tech as part of the CTE program: Allied Health/Dental program, Business, Robotics, Construction and Engineering, Welding and Manufacturing, Information Technology, and Automotive Technology. These programs are supplemented with structured learning experiences and job placement opportunities that allow students to apply the learning in authentic settings. Partnerships with local business, unions, job placement agencies, adult technical schools, non-profit organizations help further support student learning in these programs.

All students complete at least two foreign language courses as part of the graduation requirements and local expectations. Many students who express interest in pursuing a post secondary education at a four-year college, complete additional courses in the target language earning a total of 10 credits. For the 2015-16 school year, AP Spanish Language and Culture will be added as part of the World Language program of

study. Rosetta Stone software compliments instruction and allows for individualized listening, speaking, reading, and writing in the target language.

While specific courses are offered in CTE, including information technology and engineering, technology is integrated into all the content areas. Students have ready access to the Internet and instructional software that enrich instruction and learning. The curricula prepare students for college and career readiness by using a hybrid learning platform and flipped classroom modalities accessible through portals such as Moodle, Edmodo, and Google Docs. All classrooms are equipped with the hardware and software necessary to make learning possible, including Internet connectivity, Smart boards, Fitbits, pedometers, READ 180/Rosetta Stone software, desktops, lap tops, document cameras and printers.

The above curricula help prepare students for post secondary education/training and the world of work. This readiness is evidenced by the many students who pursue careers after High School in their selected Career and Technical program field of study. The level of student preparation offered through our programs is also evident in the number of students that apply and are accepted to attend institutions of higher learning after graduation.

### **3. Instructional Methods and Interventions:**

Newark Tech does not mandate any particular instructional strategy. Instead, instructors are highly encouraged to use various strategies that are most appropriate for their students. Ultimately the goal is to develop educators that support a student centered classroom that support and guide students in the facilitation and demonstration of learning. Major pedagogical strategies used include: Identifying similarities and differences, Homework and Practice, Setting Objectives and Providing Feedback, Summarizing and Note-taking, Non-linguistic Representations, Generating and Testing Hypothesis, Reinforcing Effort and Recognition, Cooperative Learning, and Cues, Questions and Advanced Organizers (Robert Marzano Nine Instructional Strategies)

#### **INSTRUCTIONAL INTERVENTIONS**

Students who struggle academically are supported through a number of programs, including summer enrichment/remedial programs, before and or after school remedial programs, and Saturday enrichment programs. To identify students that may need additional support, teacher recommendations, periodic academic checks, and standardized and local assessment performance data are used. For the 2014-15 school year, data analysis of student performance in benchmark assessments has been conducted through Ed Connect, a newly adopted online assessment tool that allows district leadership, school leadership and instructional staff to identify data trends of student performance. Instructional adjustment is then made to address student needs.

In addition, instructional quality is monitored and supported through the following: Conducting walk-throughs and formative observations, aligning staff professional development plans to student growth objectives, reviewing lesson plans regularly and providing feedback, analyzing data from Teachscape and Ed Connect to align teacher practice to desired student performance, and as previously mentioned, offering students academic support through enrichment and remedial programs.

Teachers are continuously prepared and developed professionally in their respective areas through several professional learning activities. Some of these include employing consultants in group workshops/coaching/individualized support on the implementation of the Common Core and Formative/Summative Assessments. Local training by school and district leadership on using research-based instructional strategies, the Framework for Teaching, Ed Connect - lesson plan and assessment modules, Power Teacher and grading, Teachscape data analysis and instructional modules, and Moodle learning management system are also provided. In addition, with the implementation of school based professional development, the School Improvement Panel (ScIP) provide training and support, individually or in small group settings at the local level.

## **PART V – INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results Narrative Summary:**

Over the past nine years, the academic performance of students has improved continuously every year. With strong support from the district, the school has focused on improving the performance of all students in the various subgroups. Because most of students entering school perform below grade level, more emphasis is placed in supporting the diverse needs of the at risk students. The increased focus has paid enormous dividends. More students have been demonstrating proficiency on the state's standardized tests in Mathematics and English Language Arts. In Mathematics, proficiency rates have increased from 39.7% in 2003 to 98.8 in 2014, while in English Language Arts, scores increased from 73.3% to 99.4% during the same time. The performance of the other subgroups, especially Limited English Proficient (LEP) students have also improved dramatically during this period. The LEP students registered their best performance in the history of the school with 100% proficiency in both content areas in 2011 and 2014. The performance gap among the various subgroups has also narrowed over the years, with less a than 2% difference among them in 2014.

Apart from the remarkable performance of students on state standardized tests, there is also strong performance in the regular scheduled courses. Students excel in the courses they study in each term. An analysis of term grades reveal that over 84% of the entire student population earned a C+ and above in the 2013-14 school year and over 20% of the students consistently make the Honor Roll each term. Students also completed college level courses in their senior year. In 2013-14, students earned college credits in Biology, English Composition, Probability & Statistics, World Civilization, Engineering Graphics, Introduction to College Mathematics and Introductory Algebra.

At Newark Tech, there is a heavy reliance and use of performance assessment data to identify and address students' deficiencies. With a coherent assessment program, students are assessed and their weaknesses determined just before they enter the 9th grade. At risk students are provided with academic support in a timely manner. This process of continuously assessing, analyzing data, adjusting instruction that addresses the needs of students occurs throughout the year. These deficiencies are addressed in the regular classes as well as in the increased learning time program: students receive targeted support in Mathematics and Language Arts for an additional hour after the regular school day. In addition, select students are given further support for a class period during the school day.

Student success is also due to the high quality of instruction provided by dedicated teachers. Instructors use a wide repertoire of research-based instructional practices that are designed to address the diverse needs of students. With support from the school and district, teachers get the opportunity to continuously assess and improve their craft with targeted professional development throughout the year. They are also provided with instructional resources that are aligned with their needs.

### **2. Assessment for Instruction and Learning and Sharing Assessment Results:**

Newark Tech employs a comprehensive assessment program that has been crucial in readily identify addressing students' strengths and deficiencies. Students are assessed periodically with standards-based assessments at each grade level. Before students are enrolled in the 9th grade, they are assessed in reading, language arts and mathematics using the Terra Nova test. The results are used to identify students for immediate academic support. Many of these students attend a 4-week summer enrichment program that offers instruction in Mathematics and English Language Arts. At the end of the program, the performance is used place students in programs that address their needs, including attending additional academic support classes. In addition, during the first few weeks in the school year, instructors continuously assess students to identify those who are struggling so that they can be offered targeted assistance.

During the school year students are also periodically assessed with standards-based benchmark assessments using an online platform, Ed Connect. The performance data is collected, disaggregated and analyzed using the subgroups. Analyses are also done to identify performance trends of instructors and meeting class

periods. The detailed analysis is used to identify trends and to make adjustments in student and teacher schedules or to inform the leadership team of the areas of focus for professional development and program modification.

Administrators use the student performance data to engage instructors in rich discussions on how they can address the identified needs of at risk students. With guidance from school leaders, instructors identify intervention strategies to be used with specific students based on their analysis of the assessment results. Students are also identified to attend academic support classes during the school day and after school.

With the one to one laptop computer program in its TEAL program, Newark Tech is able to leverage the use of technology in its instructional program to quickly access and analyze student performance data. Students also follow their progress in real-time by accessing feedback from their respective instructors in all their courses.

Student performance data is also analyzed and displayed in graphs and other presentations so as to motivate students. Data from standardized tests and local courses are disseminated using PowerPoint presentations and having rich discussions with students. Graphs and student recognition are also continuously displayed on the electronic bulletin board.

Parents and the community are informed of student progress using various forums. When official scores are released by the Department of Education, they are shared at a public board meeting, which parents may attend. Presentations are also posted on the district's website. In addition, performance data is shared at the monthly Parent Teacher Association meetings. Individual progress by students in their local courses can be accessed from anywhere using a computer with Internet availability. Further, progress and report cards are mailed to parents every quarter.

## Part VI School Support

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### 1. School Climate/Culture

Every morning a few students use the school's public announcement system to make the following announcement, 'Say with me, our motto: The pursuit of excellence. Our mission: To ensure that every student strive to achieve excellence. Our vision: Newark Tech will be a national model of Educational Excellence'. That announcement and repetition by the entire student population that occupies four floors, generate the tone and atmosphere for a rewarding day of teaching and learning. Dedicated instructors would provide instruction that intellectually engages their students throughout the day.

The partnership between instructors and students lead to consistently high academic performance by students. This success is acknowledged and recognized in many ways. Each term the performance is analyzed to identify students who made the Principals' Honor Roll (all As) and Honor Roll (As and Bs). These students participate in a breakfast and award celebration that highlights their performance. They are also provided with individualized certificates of recognition. In addition, the English Language Learners (ELL) are invited to bring their parents for a grand celebration at a graduation ceremony that marks their accomplishment in exiting the program. Other students who just failed to make the performance level are identified (one C) in an effort to motivate them to work harder. The analysis of student performance along with pictures of high performing students is shown continuously on electronic screens.

Students are also motivated to maintain a high level of performance by being inducted each year in the Honor Society. At a formal, grand ceremony conducted in the evening, parents and staff members witness the induction of high performing students into the prestigious body. In addition, a student is recognized as a 'Student of the month' for outstanding contribution to the school.

Students are supported academically by being provided with targeted instruction that addresses their specific needs. They are assessed periodically throughout the year using standards based assessments and detailed analyses are done using the items and standards to determine their deficiencies. In addition, students take more responsibility of their learning by accessing their progress using the online Student Information System. Parents also follow the progress of their children and communicate with staff on an ongoing basis. Further, district staff conducts periodic snapshots of student performance so as to monitor student performance in all their courses. Instructors are provided with analysis and technical support to address the identified student needs.

The School Based Youth Services program provides students with support throughout the year. A referral procedure in the school ensures that students in need are expeditiously identified and provided with services that lead to positive outcomes. The program is also enhanced with the expertise of personnel from Rutgers University. In addition, there is an Intervention and Referral Service to efficiently identify and address concerns of students in a timely manner. School leaders, counselors, nurse and instructors serve on the team. Moreover, students are supported by a substance abuse coordinator and a social worker, who meet with students throughout the year in an effort to address their concerns. Issues such as academic performance, tardiness and excessive absence are addressed.

The input of instructors and other staff in the success of students and the school is also recognized. At various forums, such as faculty and departmental meetings, the exceptional work of teachers is highlighted and shared. Many staff members contribute to the school by serving on various committees and perform extracurricular activities. For example instructors serve on the School Improvement Panel, which is crucial in identifying professional development training for staff, ensuring that evaluation procedures are implemented, and overseeing the mentor-ship of new teachers.

Educators are also recognized for their exemplary service and contribution to improved results. As part of the Governor's Educator program, teachers and educational services professional are recognized each year and felicitated at a district wide convocation. Staff members who have reached milestones in years of service are also recognized and honored.

## **2. Engaging Families and Community**

It is well established that partnerships with parents and the community improve student academic performance. As result, the school initiated various activities that occur throughout the year to help parents change the home environment and have a strong influence on children's school performance.

After the 9th graders are enrolled, they and their parents are invited for an orientation to the school in the summer before the beginning of the school year. At this orientation, parents get the opportunity to meet with teachers with whom they will communicate during the school year. They are also informed of the school's expectations, policies and graduation requirements. Many of them join the Parent Teachers Students Association and become more involved in school activities during the tenure of their children.

There is a heavy emphasis on communication in which parents can have real-time access on their children's progress in all classes, including information on specific assignments for each course. By accessing this information from the Student Information System using the Internet, parents can take immediate steps to help their children. This includes coaching them and contacting the instructors or counselors via email or phone. With the frequent monitoring the progress of by patents, students respond in a timely manner and improve their performance. Communication is also done via mailings, robo calls, and emails.

Newark Tech has an active PTSA, which conducts meetings throughout the school year. Parents are informed of the progress of the school and the activities and programs that enhance the education of their children. They participate in training on topics such as the NJ Core Curriculum Content Standards, FAFSA, Partnership for Assessment of College Readiness and Careers (PARCC) High School Proficiency Assessment (HSPA), Financial Aid, and other components of the Elementary and Secondary School Act. Parents are also briefed by school leaders and engage in fruitful discussions on supporting programs in the school.

The school has also nurtured a very good relationship with parents by having attractive activities such as fashion shows, plays, school fairs and relevant workshops. Using a theme, parents participate in preparing props, costumes, and character building in assisting students to perform plays after-school.

In addition, Newark Tech has established good partnerships with the other stakeholders in the community that support the school. These include New Jersey Institute of Technology, Public Service Enterprise Group, Essex County College, Rutgers University of Dentistry and Newark museum. Companies also hire seniors on work-study programs that offer a career path after graduation. Students also participate regularly in community events, especially those in the County.

## **3. Professional Development**

The leaders at Newark Tech recognize that the primary in school factor that has the most impact on student learning is instructional quality, which can be improved with focused professional development. Hence, there is a strong emphasis on high quality, ongoing professional development to all instructional staff throughout the year. The school and district devote resources to content-rich professional development that is connected to the vision and goals of the school.

Over the years, a central focus has been the use of formative assessments to enhance teaching and learning. With the implementation of school based professional development, teams of teachers were trained by consultants who then turn-keyed the training to their peers in small group settings. Follow up on program implementation is done by classrooms visits and the monitoring lesson plans. Implementation is also monitored by analyzing key components in the teachers' observation instrument.

Emphasis is also placed on using technology to improve lesson design and delivery. Recently, teachers were trained to use a new Instructional Improvement System, Ed Connect, an online platform supported by Pearson Schoolnet that provides educators with a suite of tools designed to improve their practice and their students' achievement through efficient use of standards based lesson plans and assessments. Instructors

were trained by district administrators in small groups to use the various components to enhance their practice. Teachers are supported with access to standards aligned resources such as lesson plans, assessments and assessment items, and professional development. There are also provided with a wealth of tools to assist them in planning and organizing their daily instruction, assessing student growth, and grouping students to facilitate differentiation of teaching and learning.

With this targeted support, teachers are able to use the platform to create and share content, along with administering assessments and getting quick feedback on assessment results. This promotes quick turnaround for teachers to use the performance data to inform instructional practice. Teachers also use an e-learning platform, Moodle to share content with their colleagues and students. Smart board technology is also incorporated in the training as well as the use of document cameras and graphing calculators. In addition, the use of latest software has enabled teachers to 'flip' the classroom in many content areas in trying to create a 21st century learning environment. These initiatives are facilitated and made more seamless with support from the technology staff in the school.

Instructors also engage in collaboration with each other in their respective professional learning communities. With over 15 % Limited English Proficient students, some of whom are in regular education classes, teachers meet to discuss ways they can learn from each other in addressing the needs of their respective students. They share instructional strategies, best practices and work together to improve their craft. Discussions also center on using disaggregated student performance data to improve instruction and selecting intervention strategies to address individual deficiencies.

Professional development is also provided to the newly hired teacher- there is a robust mentoring program where ongoing support is provided to them. Veteran teachers serve as mentors to specific instructors throughout the year in a one to one setting. There are frequent in-school meetings, along with monthly feedback sessions with mentors and mentees at the district level with key members of the professional development committee. This support has not only improved the success of the new teachers but has improved the teacher retention rate at Newark Tech.

With funding from Title I and Title III, the school was able to recruit outside expert consultants in the core content areas. The consultants provide training and resources to the staff on effective pedagogical strategies using various content related topics. Teachers observe the lessons and then use this experience to design standards based lessons with input from the consultants. Consultants also observe teachers and give them meaningful feedback in coaching sessions. They also provide in-class support to instructors so that they can improve their instructional design and delivery.

As a professional development initiative teachers also engage in revising and aligning the various curricula to the common core standards. They collaborate to unpack standards, map curriculum, design lessons and develop benchmark assessments to measure student mastery. This gives them further opportunities to be knowledgeable of the standards as they prepare students for career or college readiness.

To further enhance instructional practice, instructors also have the opportunity of pursuing training outside of the district. To encourage instructors to capitalize on this opportunity, the cost of the training is absorbed by the school. Many teachers take advantage of this initiative and gain valuable training especially on implementing the common core standards to improve their craft.

#### **4. School Leadership**

As the leader of the school, the principal is charged with leading the entire reform effort within the school. The principal is given the autonomy to make the necessary changes that positively impact the school. This includes changes in scheduling, staffing needs and budgeting. He is a hands-on leader who works closely with all stakeholders to ensure all the programs are implemented successfully with the singular focus on improving student outcomes. He is always visible around the school and visits classrooms regularly to stay in touch with staff and students; he rarely seen in the principal's office.

The principal and vice-principal form a strong alliance in the school to mobilize the available resources to ensure the focus is always on improved student outcomes. With real-time access to data, they closely monitor the progress of all students. Staff is heavily invested in the process and many of them get the opportunity to serve in leadership positions within the school as recommended by the school leaders. Instructors and counselors serve on committees such as the Intervention and Referral Services team and the School Improvement Panel. Other staff members are empowered to serve as advisers to various clubs, extra-curricular activities and school teams.

The district and school leadership team also conduct learning walks to measure the effectiveness of teacher practice using a research-based instrument, the Framework for Teaching. Feedback is used to inform instructional decisions and to determine the degree of success of school leaders in their communication to staff. For example, learning walks may focus on the quality and relevance of learning objectives for a particular grade level. Data is then collected and analyzed to identify and address trends. Follow up training and coaching is done to ensure success on the implementation of a particular initiative.

The district is committed in providing support to the school. Frequent meetings are convened with the superintendent, supervisor of curriculum and instruction, supervisor of program accountability, supervisor of instructional services and other content area supervisors to discuss and monitor the progress of the students in the various programs. At these meetings, performance data is analyzed to determine the progress of the students and the challenges experienced in implementing programs - instructional, assessment and professional development. With the superintendent at the meeting, decisions are made expeditiously to move the reform forward. With his presence there is also immediate access to resources and information that are crucial to addressing challenges that may arise.

At monthly meetings departmental supervisors also articulate the vision of the instructional programs and provide valuable resources that are needed to successfully implement them. At these meetings, staff work together to share pedagogical strategies, design effective lessons and periodically align curricula to adopted standards. In addition, supervisors guide instructors in developing standards based benchmark assessments, keeping the focus on improving student achievement.

The district and school also recognized that the level of instructional quality is directly linked to the performance of students. To improve the quality of instruction, the leadership team has emphasized the use of a coaching model to support instructors. Administrators are assigned to specific members of staff with whom they work closely in providing support and feedback on their instructional delivery. Use of student performance data to inform instructional planning is emphasized at the coaching sessions. Subsequent follow up and support is also provided throughout the year.

# PART VIII - ASSESSMENT RESULTS

## STATE CRITERION--REFERENCED TESTS

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>High School Proficiency Test</u>
<b>All Students Tested/Grade:</b> <u>11</u>	<b>Edition/Publication Year:</b> <u>2014</u>
<b>Publisher:</b> <u>NJ DOE</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES*</b>					
Proficient and above	99	98	91	97	88
Advanced Proficient	14	6	4	5	9
Number of students tested	170	165	169	171	184
Percent of total students tested					
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	99	97	90	98	87
Advanced Proficient	13	7	5	5	9
Number of students tested	151	135	143	145	162
<b>2. Students receiving Special Education</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>3. English Language Learner Students</b>					
Proficient and above	100	97	87	100	100
Advanced Proficient	8	5	4	10	35
Number of students tested	40	39	39	30	31
<b>4. Hispanic or Latino Students</b>					
Proficient and above	100	98	89	98	100
Advanced Proficient	16	7	4	7	27
Number of students tested	57	56	56	55	49
<b>5. African- American Students</b>					
Proficient and above	97	97	92	96	83
Advanced Proficient	13	6	5	4	2
Number of students tested	110	108	111	114	133
<b>6. Asian Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>9. White Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					

**NOTES:** Please note that the 'proficient and above' scores are for the cohort of students in a school year. They tested in March of the junior year and may retest twice in their senior year, if partially proficient in the previous sitting. NJ reports the scores of students using the the cohort for that particular year.

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>High School Proficiency Test</u>
<b>All Students Tested/Grade:</b> <u>11</u>	<b>Edition/Publication Year:</b> <u>2014</u>
<b>Publisher:</b> <u>NJ DOE</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES*</b>					
Proficient and above	99	99	99	99	100
Advanced Proficient	6	5	1	3	3
Number of students tested	170	165	169	171	184
Percent of total students tested					
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	99	99	99	100	100
Advanced Proficient	6	5	0	3	4
Number of students tested	151	135	143	145	162
<b>2. Students receiving Special Education</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>3. English Language Learner Students</b>					
Proficient and above	100	97	95	100	100
Advanced Proficient	0	0	0	0	0
Number of students tested	40	39	39	30	31
<b>4. Hispanic or Latino Students</b>					
Proficient and above	100	98	96	100	100
Advanced Proficient	5	4	0	0	0
Number of students tested	57	56	56	55	49
<b>5. African- American Students</b>					
Proficient and above	99	100	100	99	100
Advanced Proficient	6	6	1	4	5
Number of students tested	110	108	111	114	133
<b>6. Asian Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
Advanced Proficient					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>9. White Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					

**NOTES:** Please note that the 'proficient and above' scores are for the cohort of students in a school year. They tested in March of the junior year and may retest twice in their senior year, if partially proficient in the previous sitting. NJ reports the scores of students using the the cohort for that particular year.