

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

[X] Public or [] Non-public

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

Name of Principal Mr. Russell Davis

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

Official School Name Bergen County Academies

(As it should appear in the official records)

School Mailing Address 200 Hackensack Avenue

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

City Hackensack State NJ Zip Code+4 (9 digits total) 07601-6110

County Bergen State School Code Number* 03-0290-020

Telephone 201-343-6000 Fax 201-996-6950

Web site/URL http://www.bergen.org/bca E-mail rusdav@bergen.org

Twitter Handle @DavisBCA Facebook Page www.facebook.com/BCAAlumni 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. Howard Lerner

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

E-mail: howler@bergen.org

Other)

District Name Bergen County Technical Schools Tel. 201-343-6000

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 Mr. Jason Kim

(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

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

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	117	146	263
10	131	137	268
11	110	142	252
12	124	148	272
Total Students	482	573	1055

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 51 % Asian
 - 2 % Black or African American
 - 5 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 42 % 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: 1%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 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	1060
(5) Total transferred students in row (3) divided by total students in row (4)	0.008
(6) Amount in row (5) multiplied by 100	1

7. English Language Learners (ELL) in the school: 0 %
0 Total number ELL
 Number of non-English languages represented: 0
 Specify non-English languages:
8. Students eligible for free/reduced-priced meals: 5 %
 Total number students who qualify: 49

Information for Public Schools Only - Data Provided by the State

The state has reported that 5 % 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: $\frac{1}{12}$ %
12 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>1</u> Autism | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>3</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>5</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>2</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:

	Number of Staff
Administrators	4
Classroom teachers	95
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	1
Paraprofessionals	0
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	8

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 11:1

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

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	97%	97%	97%	97%	97%
High school graduation rate	100%	98%	99%	99%	100%

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

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

Post-Secondary Status	
Graduating class size	259
Enrolled in a 4-year college or university	99%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	1%

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. 2006

15. Please summarize your school mission in 25 words or less: The Bergen County Academies is an educational model that prepares students to live, work and lead in a global community.

PART III – SUMMARY

The Bergen County Academies (BCA) is a public magnet high school of choice located in Hackensack, New Jersey and serves over 1,000 students from seventy (70) economically and racially diverse towns in Bergen County. Each November over 4,000 middle school students and their parents attend our Open House presentations to learn about the opportunities we offer. We typically receive over 1800 applications for 270 spots in our incoming class. Our highly experienced Admissions Committee considers every application in its entirety and reviews all facets including the entrance test, standardized tests, academic reports, recommendations from teachers and an interview. We select students who demonstrate a genuine interest while meeting the criteria within their chosen academy.

The Bergen County Academies includes seven specialized Career and Technical high school programs; each with an emphasis on a different career path - Science, Engineering, Business, Medical, Computer Science, Hospitality, and Visual & Performing Arts. Each Academy has its own unique scope and sequence much like a college major. Instructors hold Master Degrees or higher – 20% hold PhD's. BCA follows a university model where students share core courses such as Humanities and Mathematics in addition to taking academy specific classes. This provides time for students to interact across academies. Students partake in numerous academic and skills competitions, global exchanges, and college experiences. Numerous clubs, athletics and after school activities supplement daily student life. The school has an extended school day from 8:00 a.m. to 4:10 p.m. with our Commons Area open for study or group work until 7:00 p.m. BCA is the school that never sleeps with a staggering amount of activities happening on campus all year long. As a capstone to their four year journey each senior participates in a weekly full day internship for academic credit. BCA continues to do an outstanding job of preparing students for future success through its offerings of career and technical education, rigorous academics, lab based research, projects, and internships. Our unique school environment continues to be a model of educational reform for school districts at the local, state, national and international level.

To walk the halls of BCA is to be immersed in a dynamic learning environment. The sign over the main hallway says “Make it Happen” and serves as this year’s theme. Students tackle rigorous coursework including Advanced Placement (AP) and International Baccalaureate (IB) courses, as well as atypical high school offerings such as Organic Chemistry, Discrete Mathematics and Neuroscience. Students work side by side with teachers serving as mentors in unique learning environments such as our Stem Cell Lab, our Financial Markets Lab, our Biotechnology Labs, our Nanotechnology Lab, and our Microscopy Lab. Between classes, students can sit by their lockers or in common areas studying and preparing for upcoming classes. Students can be found working in open computer labs, playing a game of pool in the cafeteria or playing a game of chess on an over-sized outdoor chessboard. This is a school that takes learning and playing seriously. While our students boast some of the highest SAT and AP/IB scores in the nation, we take time to celebrate holidays by hosting unique all school assemblies on Halloween, Winter Break, Valentine’s Day as well as events such as International Day of Acceptance, Relay for Life, and Field Day. In the past six years BCA has had an impressive six national Intel Finalists which speaks to the high level of research opportunities available to students.

Student choice remains a constant and students select core courses, electives, interdisciplinary projects, clubs as well as their senior year internship. We encourage students to follow their passion. We provide support by building generous office hours into our teachers’ schedules. The typical teacher spends half of their time teaching and half of their time preparing lessons and being available for student remediation. Students who need assistance can visit any available teacher during their free time.

Students are involved in the decision making process by becoming involved in Student Council, Class Councils and Academy Specific Councils. Many school wide decisions are based on the feedback that the administration receives from students. Student initiatives are taken very seriously and supported by our Administration.

Since being recognized as a Blue Ribbon School in 2006 we have opened our doors to a myriad of local, national and international visitors. We are proud of our school and we are happy to share our knowledge,

our successes and even the mistakes we've made along the way. We believe that by sharing what we've learned with teachers and school leaders from around the country and the world, we have the ability to profoundly impact students who we may never meet and we take great satisfaction in that notion.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

The Bergen County Academies offers a unique educational model for students in seven distinct academies. There are many aspects of the Academy curriculum that distinguish us from a comprehensive high school. Our graduation requirements exceed the state requirements by one year in mathematics and science and by two in world languages. Students complete Honors level, AP and IB coursework, studied simultaneously with a rigorous academic curriculum in mathematics, humanities and science. Following are the distinguishing curriculum features in the core subjects:

English - The English curriculum is designed to introduce students to a foundation of literary works while developing analytical, reading, thinking, researching, and writing skills needed to become confident and savvy communicators. Multimedia resources as well as collaborative learning are emphasized through classroom exercises and major projects. A strong emphasis is placed on reading grade level or above texts, citing textual evidence to support one's analysis, identifying the main idea and analyzing the sequence of events within a story. Students are further exposed to a variety of topics through elective offerings including: Creative Writing, Screenwriting, Shakespeare through Film, One Act Plays, and Stories for Podcasting. BCA also offers numerous opportunities geared at improving students' reading, writing and analytical skills. These include The Poetry Workshop, The Art of Adaptation, Musical Theater Workshop, and Playwriting I and II. Finally students who want to hone their writing skills can partake in our school newspaper "Academy Chronicles."

Mathematics - Students progress in a sequence which may include: Algebra II and Trig, Analysis, Discrete Mathematics, Discrete Calculus, AP Calculus AB, AP Calculus BC. IB Math, AP Statistics, Multi-variable Calculus, Linear Algebra and Differential Equations, and Advanced Topics in Math.

Our teachers are always assessing the performance of their students and will recommend a shift to a different level course when they deem that such a move will best serve the needs of the student. We also identify our lowest performing freshmen and enroll them into an additional Mathematics Strategies course, with content driven by the needs of the students, in order to support them through our challenging mathematics sequence. The Mathematics program allows students to reach their full potential through advanced coursework in multiple branches in Mathematics. Our strong focus on Mathematics practice standards is readily observable in additional coursework beyond the traditional Math scope and sequence. Additionally, students are encouraged to join our nationally and internationally recognized BCA Math team throughout their four years.

Science - The science program at BCA provides the opportunity for students to acquire foundational skills in science by being immersed in a hands-on scientific environment, designed to diverge from the traditional method of "teaching and testing." Courses include Honors level Biology, Chemistry and Physics. Additional core science requirements include Pharmacology, Epidemiology, Biotechnology, Cell Physiology and Neuroscience; Chemical engineering, depending on each academy's Scope and Sequence. Advanced electives include year-long AP (Biology, Chemistry, Physics, and Psychology) and IB (Environmental Systems) courses. In addition over 15 science electives are available to all students including Astronomy, Bioethics, Developmental Biology, Earthquakes, Forensic Science, Introductory Physiology, Microscopy, Nanotechnology, Optics, Organic Chemistry, Psychology, Robotics, Sports Medicine, Surgery, Virology, and Zoology. Students are given the opportunity to join our science research program. Here, students are expected to identify a research topic, compile data, and prove or disprove an original hypothesis. Our students not only master scientific methodology, they become proficient in using cutting edge laboratory instruments – such as a flow cytometer, electron microscope, genome suite for DNA sequencing, real-time quantitative PCR, ELISA (Enzyme linked immune-sorbent assay). As a result, research students often submit their findings to national competitions and publications. Our scientific research programs give students the knowledge and skills to be leaders in the scientific community.

History - The history program strives to provide students with a broad and thorough understanding of Global

History. The students will develop a history oriented vocabulary, a solid knowledge of geography, a foundational understanding of political and economic systems, as well as the essential facts of history and a strong sense of chronology. Students will become successful analytical thinkers in history. They will be able to examine different points of view, handle and interpret documents, learn higher level research techniques, and note taking skills. The students will be able to formulate a thesis and construct an essay, as well as acquire presentation skills and the ability to convey their ideas. The classroom environment will be enhanced through the ever-changing interaction between teacher and student from the perspective of the teacher as facilitator while the student becomes a more active partner in the learning process. The educational process will incorporate the most current of educational tools (i.e. technology, research, and assessment.) These processes will encompass a wide range of learning styles to address the individual learning needs of the student to ensure success at all levels both within the program and in courses and activities beyond.

Extra curricular activities such as Model United Nations, Junior Statesmen of America and Mock Trial are available for students who have a keen interest in the subject. All students in the school are at, or above grade level. Extra curricular activities ensure that students with the strongest interest in the subject have additional opportunities available to them. The scope and sequence is currently in the process of being revised. Under the new revision, all students will be enrolled in the International Baccalaureate in their junior year. A major focus of the IB curriculum is the research project. Research empowers students to become analytical thinkers who are capable of exploring different points of view and interpreting documents.

College & Career Readiness - All students participate in Sophomore Seminar in which counselors provide assistance to students as they formulate their college plans. BCA also provides college trips to various parts of the country including; Washington, D.C., Boston, and California to enable families the opportunity to have their child visit campuses through the nation at a reasonable cost. All students receive Career and Technical instruction in one of our seven academies. All students take a course entitled Gateway Seminar which assists students in resume writing, job search and interview skills. All 12th grade students participate in a full day internship on Wednesdays throughout the year.

2. Other Curriculum Areas:

Other Curriculum Areas:

BCA is unique in that it includes a Visual and Performing Arts High School (AVPA) within a Career and Technical Magnet High School with exemplary instructors, facilities and resources open to all 1000 students in the school. BCA has made a commitment to strong arts education policies by hiring experienced arts professionals in visual arts, music, theatre and dance and charging those professionals with creating a professional level arts curriculum. All students have access to countless electives and performance opportunities and all students are required to take minimum number of arts courses. We have at least 10 instrumental and vocal ensembles running at any one time, students gain the experience of music performance in small ensembles to large bands orchestras and choirs. A year long course in music history is open to all students, as is AP Music Theory. The BCA Concert Choir numbers between 160 – 220 members annually. Visual Arts courses include: Foundations of Visual Art, Design and production Technique, Introduction to Visual and Graphic Communications, Drawing, Painting, Sculpture, Ceramics, digital Photography, AP Studio Art and AP Art History.

The Physical Education course is designed to contribute to the well-being of the student physically, intellectually, emotionally, psychologically and socially. Emphasis is placed on personal fitness and the pursuit of lifetime activities. The topics covered include, but are not limited to, healthy behaviors, stress management, environmental health, sexuality and human relations, drug and substance abuse, diseases, and nutrition/weight control. Driver's Education focuses on defensive driving and understanding rules and regulations on the road. Emphasis is placed on state law, safe driving attitude, and drug and alcohol avoidance. All students develop skills enabling them to administer CPR/AED. The intent of First Aid is to provide the students with the knowledge and skills necessary to recognize and handle a medical emergency. BCA is proud to have a student EMT Team, under the direction of our School Nurse, which responds to

medical incidents which may arise on campus. The Family Living course involves students caring for a computerized baby which monitors the student's parenting skills in caring for an infant. Students take the "baby" with them everywhere they go both on and off school grounds. This course is designed to explore interpersonal relationships, foundations of human growth and development, responsible personal behavior, and family living.

World Languages - BCA offers language training in Spanish, French and Mandarin. Following a language placement test, students are placed into a Level 1/11 accelerated or Level II course. These courses prepare students for placement into IB Language class during the Junior year. In these courses, students develop the basic skills necessary to communicate effectively in typical, everyday situations. Working within the framework of familiar material, they develop the ability to comprehend the general meaning of simple instructions, respond orally to cues or questions; demonstrate a general understanding of written sentences and construct sentences. The IB Diploma Programme language courses provide students with the opportunity to develop and to promote an understanding of other cultures through the study of language and to provide students with: a broad and balanced, yet academically demanding, program of study.

Technology - Computers are an integral part of our students' lives. BCA has a BYOD policy (Bring Your Own Device) which allows students to access our wireless network anywhere on campus. The increase in popularity in computer science and coding has led to events such as HackBCA, a 24 hour high school hackathon event where students learn coding and create computer applications while staying overnight in our gymnasium. AP Computer Science is available to students in grades 10-12 and enables students to understand core aspects of computer science. Our Technology department is actively involved in acquiring cutting edge technologies such as the Oculus Rift - a 3D Interactive headset, drone technology and humanoid robots which are available to students in our Tech labs.

3. Instructional Methods and Interventions:

As part of the Coalition of Essential Schools, one of our core beliefs is that students learn best when asked to take part in a performance or create a product. This "Learning by doing" philosophy takes shape in a variety of ways across our content and technical areas. From ninth to twelfth grade and in all curricular areas, our teachers create a learning environment in which students learn to collaborate with others and take advantage of each other's strengths to accomplish tasks. The use of technology is infused in all disciplines and aims at enhancing instruction. This year's implementation of Schoology, a school management tool, has improved the communication within the school community thus enabling students and teachers to extend the teaching and learning beyond the school walls and the school day.

Many of our teachers have adopted some form of the "Flipped" instructional model, which enables teachers to use class time for hands-on, student centered activities and assessments rather than lecturing. Project based learning is an essential component of our school and is infused in our core and elective courses as well as being the focus of a two hour block of time each Wednesday morning. Our research programs are also a good representation of our hand-on approach to teaching and learning. Starting freshmen year, our research programs are available to all our students, who choose a field among chemistry, financial markets, mathematics, biology, optics, and robotics. Students are then taught how to access scientific information, they choose a hypothesis and they create and execute an experiment to test it. Finally, students write and present their finding for revision to outside peer review. Performance based instruction and assessments are successfully implemented in all our content areas. In the arts, peer assessments are an essential instructional tool that helps the students' personal as well as academic growth.

Study Skills is a weekly opportunity for Freshmen and Sophomores to focus on their academic work for six or three mods respectively. Students can use this time to work on homework, projects, and reading assignments while being supervised by a faculty member. It is particularly beneficial for underclassmen who have traditionally struggled with time and workload management. Freshmen and Sophomores also have the opportunity to use this time to complete an online, self-paced Financial Literacy course.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Since originally being named a National Blue Ribbon School our students have continued to display stellar scores in both the Reading/ELA and Math components of the High School Proficiency Assessment (HSPA) required for graduation by the State of New Jersey.

In the Reading/ELA portion, our scores have gone up significantly and are currently 91% Advanced Proficient. Only 32% of students in New Jersey scored at the Advanced Proficient level. We believe that our increase in scores can be tied to increasing student access to the International Baccalaureate program in Humanities.

In the Mathematics portion, our scores are even more impressive with 99% of our students scoring at the Advanced Proficient level. Only 29% of students in New Jersey scored at the Advanced Proficient level. We believe our continued success in Math is due to the depth and variety of our mathematics courses which are designed for the specific needs of our students.

No deficiencies or achievement gaps were identified through the HSPA testing instrument.

In 2014, 259 students took the Scholastic Aptitude Tests (SAT) given by the College Board. The average score at BCA was 2138 compared to New Jersey's average of 1521 and the national average of 1498.

In 2014 students also took the ACT test. The average score at BCA was 31 compared to New Jersey's average of 23 and the national average of 21.

In 2014 BCA students took 897 AP exams. The average score for all subjects was a 4.40 out of 5.0

In 2014 BCA students took 593 IB exams and exceeded the international average scores in ten out of eleven subjects. (91%)

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

Assessments play a major role in all phases of school operations at Bergen County Academies. Student learning is a priority metric, and multiple measures are used to determine student performance in both academic and career areas. This data is utilized not only to inform instruction, but also to shape school-wide planning and organization, including teacher professional development and instructional resource allocation.

The selection of assessments used at the Bergen County Academies represents both formative and summative measures and cover a wide array of learning outcomes. First and foremost, teacher-generated assessments as well as online assessments make up the vast majority of assessment data and feedback on student performance. Much of these assessments are open-ended and anchored in performance. Historical investigations, lab and math portfolios, as well as oral arguments are all used to gain valuable information on the depth of student understanding.

In addition to these internal assessments, Bergen County Academies also utilizes a host of externally created assessments. The College Board AP program is utilized in many subjects, including Biology, Calculus, Chemistry, Computer Science, Physics and Psychology. These assessments provide rich information on student mastery of college-level content in these areas. Similar to the College Board AP, but designed from a global perspective, the International Baccalaureate (IB) provides additional assessments in History, Literature, Business and Economics, and critical thinking. Finally, more general, academic assessments such as the SAT, ACT, and HSPA have also been used to track language and math skills for each student cohort year to year.

Being that Bergen County academies is a Career and Technical Education (CTE) school, occupational

assessments provide additional data on student learning in the career focuses of each academy. Career skills exams, such as that provided by the National Occupational Competency Testing Institute (NOCTI) and certifications such as ServSafe provide data on technical proficiencies in all of BCA's career majors.

Part VI School Support

1. School Climate/Culture

Even before students enter BCA in September they are officially welcomed to the school during an elaborate Induction Ceremony in May which marks their acceptance into this prestigious school. Part of the ceremony includes the incoming class reciting a pledge to refrain from any Harassment, Intimidation or Bullying and recognizing the special school environment they are about to enter. Incoming students are greeted by student members of S.P.A.R.K. (Sharing Perspectives Among Real Kids) as they arrive to campus during Freshmen Orientation, a two day program which is designed by students to make new students feel comfortable during their transition to High School. Once school begins, 9th graders are supported through Freshmen Seminar a weekly class with their Guidance Counselor as they continue their transition to their first year in high school. This course enables students to become comfortable with their school counselor as well as peers while also exploring typical adolescent issues. Provided with the necessary academic, social and emotional skills for personal growth and development, students begin to understand their role in creating a positive school climate and making informed choices.

Social events are coordinated by the Freshmen Class Council under the direction of two faculty advisers and include movie nights, dances, and dinners. Our school has six Guidance Counselors, a Student Assistance Counselor, a School Social Worker and a School Psychologist to support students throughout their school career.

Faculty Meetings are a monthly opportunity to highlight student and staff achievements as well as update the faculty on new programs and offerings. A typical meeting includes administrative discussions, teacher presentations and announcements. There is an effort on the part of the administrative team to make the meetings interactive and entertaining. Applause is not uncommon at faculty meetings. The administration realizes that our continued success is based on the efforts of our students and staff and we reinforce our recognition of this fact by acknowledging their efforts on a constant basis. We reinforce this year's theme "Make it Happen" by sharing stories of teachers who have "Made it Happen" by providing wonderful opportunities to our students. Examples of this would be teachers who have volunteered their own time to travel with students to Japan, England and South Korea. The administration is always open to new suggestions and ideas from staff and students.

2. Engaging Families and Community

The Bergen County Academies puts a great deal of effort into forming partnerships and collaborations that will yield greater opportunities for our students. This includes our Parent Partnership Organization (Academy PPO) which hold monthly meetings often attracting 200 or more parents to discuss pertinent topics such as Student Wellness, College Planning, Financial Planning, Summer Opportunities etc. The Principal meets with the PPO's Executive Board on a monthly basis and has hosted "Coffee with the Principal" which allows small groups of parents to learn more about the school and participate in discussions on a variety of topics.

Through our Career & Technical Advisory Boards and Senior Internship program we have established numerous ties to the local businesses and non-profit organizations in the surrounding communities including New York City. Upon completion of their internships, all 12th graders present their experiences to students, faculty and industry professionals during our Senior Experience Presentations in May of their senior year.

We have formed a unique partnership with Englewood Hospital to offer a "Surgical Techniques" course to students in which they visit the hospital twice a week to learn surgical techniques from hospital staff. Two of the students involved in this program have filed for a provisional patent and are currently continuing their research at the university level. We have articulation agreements in place with New Jersey Institute of technology (NJIT) which allows our students advanced standing at this prestigious college upon graduation for our programs. We are constantly on the look out for new innovations and opportunities for our students.

Recent collaborations this year have included a meeting with executives from Lenovo and Google to discuss designing “The Classroom of the Future”, meeting Professors at UPenn’s Robotics labs to learn more about drones and robotics, working with staff at Liberty Science Center to have students program electronic music for their Tesla Coils, and creating interactive 3D environments for the National Parks Service at Ellis Island. We are also proud of our new “Mini Med School” project which involves having Doctors and medical professionals teach their specific fields of study on a weekly basis to students in our Medical Academy. Our Global Exchange program continues to provide our students with once in a lifetime opportunities to communicate with students around the world through Skype and travel abroad to China, South Korea, Singapore, Japan, Greece, and England. The tireless efforts of our teachers leads to amazing opportunities for our students.

3. Professional Development

BCA continues to make a strong commitment to involve our teachers in the professional development process with the goal of providing topics that enhance the knowledge and skills of our faculty. Our School Improvement Panel, consisting of teachers and administrators, identifies professional development needs through an analysis of observation and achievement data, as well as feedback from surveys of teachers and administrators. As a result of this process, teachers participate in professional development on a number of topics over the course of the school year. We recently identified some of our exemplary teachers and created videos of them teaching in the classroom. We believe that by recognizing the quality of instruction among our own staff and sharing their videos with our new teachers we will promote quality instruction while at the same time building morale among the staff.

As a Career & Technical high school we are constantly looking to anticipate career trends and ensure that our programs evolve accordingly. For example, in advance of the opening of our new Environmental Science Center in the Fall of 2015, we connected with a Columbia University professor of Microbiology and Public Health who expertly provided our teachers with workshops on urban agriculture and solving issues relating to world hunger. We also partnered with a Rutgers University Dean who facilitated activities with our teachers to explore various data reports that help project careers and accompanying skill sets necessary for future success. We were pleased to welcome back a very successful alumnus who ran a seminar for students and teachers in our medical, science, and business programs to discuss the challenges and propose solutions for our nation’s health care system.

We strive to present a variety of enriching, educational and innovative professional development opportunities for our staff. By involving students, teachers and the community we have been successful in aligning the needs of our teachers, high academic standards, student achievement and school improvement.

4. School Leadership

The school leadership consists of a Principal, a Vice Principal, two Supervisors, and a Leadership Team which is comprised of eight teachers representing various departments. Due to our school’s unique culture we have found the most success promoting administrators from within. Each of the school’s four administrators are former teachers in the school with over 50 years of combined experience at BCA. Much of what has been accomplished over the years has been the direct result of teachers being empowered to make decisions regarding the school. This freedom has allowed teachers to share their passion for various topics with their students in their courses or through club offerings. Early in our school’s history our Math and Science faculty preferred Advanced Placement (AP) offerings, while our Humanities faculty preferred the International Baccalaureate (IB) program. The teachers’ passion for their subjects shines through with our students’ outstanding results on AP and IB assessments which exceed the national and international averages in most subjects. While the school does not have certificated Department Chairpersons, each department is represented on the School Leadership Team by a teacher from various departments. Teachers have input into most decisions regarding scheduling, school calendar, professional development and course offerings. The administrative team continually looks at student achievement data, as well as trends and opportunities to improve areas of instruction. Student representatives from each Academy provide feedback and suggestions for improvement. Their insight has led to new courses and topics which have benefited

future classes. Examples of this include new classes in coding, robotics, drone technology and interactive design. When hiring new teachers, the administration looks for engaging teachers with a mastery of their subject and a passion to go above and beyond. During the interview process, applicants are told to expect to work long hours and to become involved in the school community beyond the school day. All new hires must teach a sample lesson to a room full of students, teachers and administrators. Following the lesson, the administration asks for feedback from the students and teachers as to whether the applicant is a good fit for the school. Teaching at BCA is more than a job. It is a commitment to providing amazing opportunities for our students.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>High School Proficiency Assessment</u>
All Students Tested/Grade: <u>11</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Measurement Incorporated</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Proficient and above	100	100	100	100	100
Advanced Proficient	99	99	97	92	94
Number of students tested	274	261	255	264	263
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above					
Advanced Proficient					
Number of students tested					
2. Students receiving Special Education					
Proficient and above					
Advanced Proficient					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced Proficient					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced Proficient					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced Proficient					
Number of students tested					
6. Asian Students					
Proficient and above	100	100	100	100	100
Advanced Proficient	100	98	99	94	99
Number of students tested	124	113	109	108	117

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced Proficient					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced Proficient					
Number of students tested					
9. White Students					
Proficient and above	100	100	100	100	100
Advanced Proficient	97	100	97	94	93
Number of students tested	112	126	119	131	129
10. Two or More Races identified Students					
Proficient and above					
Advanced Proficient					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced Proficient					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced Proficient					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced Proficient					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>High School Proficiency Assessment</u>
All Students Tested/Grade: <u>11</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Measurement Incorporated</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Proficient and above	100	100	100	100	100
Advanced Proficient	91	89	86	81	76
Number of students tested	274	261	255	264	263
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above					
Advanced Proficient					
Number of students tested					
2. Students receiving Special Education					
Proficient and above					
Advanced Proficient					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced Proficient					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced Proficient					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced Proficient					
Number of students tested					
6. Asian Students					
Proficient and above	100	100	100	100	99
Advanced Proficient	92	89	88	82	74
Number of students tested	124	113	109	108	117
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced Proficient					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced Proficient					
Number of students tested					
9. White Students					
Proficient and above	100	100	100	100	100
Advanced Proficient	91	90	87	81	79
Number of students tested	112	126	119	131	129
10. Two or More Races identified Students					
Proficient and above					
Advanced Proficient					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced Proficient					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced Proficient					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced Proficient					
Number of students tested					

NOTES: