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

[X] Public or [ ] Non-public

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

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

Official School Name Essex County Bloomfield Tech
(As it should appear in the official records)

School Mailing Address 209 Franklin Street
(If address is P.O. Box, also include street address.)

City Bloomfield State NJ Zip Code+4 (9 digits total) 07003-4878

County Essex County State School Code Number* 13-1390-020

Telephone 973-412-2206 Fax 973-429-5794

Web site/URL http://www.essextech.org E-mail elove@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, Jr.
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

E-mail: fcocchiola@essextech.org

District Name Essex County Vocational Technical Schools Tel. 973-412-2050

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 Rev. 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

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:

   [X] Urban or large central city
   [ ] Suburban with characteristics typical of an urban area
   [ ] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

3. 12 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	82	60	142
10	69	62	131
11	49	69	118
12	51	65	116
Total Students	251	256	507

5. Racial/ethnic composition of the school:

0 % American Indian or Alaska Native
0 % Asian
44 % Black or African American
54 % Hispanic or Latino
1 % 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: 2%

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 ***to*** the school after October 1, 2013 until the end of the school year	4
(2) Number of students who transferred ***from*** the school after October 1, 2013 until the end of the school year	4
(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	501
(5) Total transferred students in row (3) divided by total students in row (4)	0.016
(6) Amount in row (5) multiplied by 100	2

7. English Language Learners (ELL) in the school:

3 %
14 Total number ELL

Number of non-English languages represented: 1
Specify non-English languages: Spanish

8. Students eligible for free/reduced-priced meals: 78 %

Total number students who qualify: 393

Information for Public Schools Only - Data Provided by the State

The state has reported that 83 % 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.

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

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

	Number of Staff
Administrators	2
Classroom teachers	46
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	1
Paraprofessionals	1
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 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	95%	95%	95%	94%	93%
High school graduation rate	99%	99%	98%	96%	97%

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	126
Enrolled in a 4-year college or university	85%
Enrolled in a community college	8%
Enrolled in career/technical training program	3%
Found employment	1%
Joined the military or other public service	2%
Other	2%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
Yes X No

If yes, select the year in which your school received the award. 2009

15. Please summarize your school mission in 25 words or less: The mission of Essex County Bloomfield Tech is to produce graduates who are capable of taking on the challenges of a global society.

PART III – SUMMARY

Bloomfield Tech, Home of the Spartans, was recognized as a National Blue Ribbon School in 2009. The entire Bloomfield Tech community was proud to be recognized with this great achievement and has used it as a stepping-stone to greater opportunities. The award represents a culmination of years of hard work and dedication by each member of the Bloomfield Tech family. In addition, Bloomfield Tech was recognized as a Distinguished Title I School in 2008, one of only two schools in New Jersey to be so honored. The school has also been recognized in previous years as a Bronze award winner in US News and World Reports' list of the Best High Schools in the United States. In 2008, Bloomfield Tech was recognized by Business Week magazine on its list of the Best High Schools in America. For its strong academic performance, the New Jersey Department of Education has also recognized the school as a high performing Reward School for the past three consecutive years.

The school serves a diverse population of students who attend from the County's twenty-one municipalities. Enrollment for a typical year is approximately 500 students, consisting of 44% black and 53% Hispanics. There is also a cohort of Limited English Proficient (LEP) students. Over 78% of the students receive free or reduced lunch – the school has implemented a school-wide program. The staff is also diverse, consisting of 15 career and technical education and 28 academic teachers. There are two administrators assigned to the school, a principal and vice-principal.

For the past ten consecutive years, the school has consistently excelled in academic performance, achieving its goals in all measurable subgroups with record scores in mathematics and English Language Arts. In mathematics, scores rose from 46.0% in 2003 to 99.2% in 2014 while in English Language Arts scores increased from 83.5 % to 100.0%. For five of the past six years, 100% of the students demonstrated proficiency in English Language Arts on the New Jersey High School Proficiency Assessment. The school appeared on the list of Inside Jersey Magazine's list of Top Performing Public High Schools. There has also been a consistent increase in the number of students being inducted in the National Honor Society every year.

Since being the recipient of the Blue Ribbon award, the school has leveraged the recognition in making tremendous improvement to its instructional programs. As a result, stronger ties were developed with a much wider community, including that of businesses, educational institutions and other agencies. The sense of pride from receiving the award still remains strong as upperclassmen inform new students of the meaning of the honor. As mentioned above, the achievement in academic performance has dramatically improved. Mastery of standards in Mathematics and English Language Arts is at an all time high. The school has boosted its program further by offering Advanced Placement courses in Calculus, English Language Composition and US History. In the Career and Technical Education area, the school's pioneering Green Energy Academy, which was developed and offered in conjunction with Public Service Electric and Gas Company (PSE&G) continues to grow. The program focuses on issues surrounding energy sources and technologies that influence how energy is harnessed, processed, maintained and distributed.

Identifying and immediately addressing students' needs are routinely done at Bloomfield Tech. Using a comprehensive assessment program, students are assessed frequently to measure their strengths and deficiencies. Performance data is collected, disaggregated and analyzed efficiently by subgroups. At the classroom level, instructors perform detailed analysis of individual students using the assessment items and state standards. The data is also 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 using the most recent performance data. The district also supports instructors in providing them with instructional resources and job-embedded professional development.

With frequent snapshots of 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 by the school's attendance committee. Students with excessive absences and tardiness are identified early and measures are taken to address the issues. 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 their career and post secondary endeavors, Bloomfield Tech has developed and nurtured partnerships with many public and private entities over the years. Some of 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 and Gas Company (PSE&G), 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. Companies also offer students working internships, which prepare them for a rewarding career.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Students at Bloomfield Tech 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 allows students to be proficient in curricular standards and gain the requisite academic knowledge, technical and critical thinking skills to be college and career ready.

While information technology is integrated into all the courses offered through each content area, global themes, literacy skills, interdisciplinary connections, and 21st century skills also make up part of the curriculum design and delivery process. There is a concerted effort to integrate the learning experiences of the career and technical education courses and those in the academic program. Students are provided with opportunities to transfer knowledge and skills learned in the academic classes and apply them in real – life situations. For example, concepts learned in a math class are applied in the electric and carpentry areas of the Building Trades program. At Bloomfield Tech, 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, using essential questions, and application/transfer of knowledge and skills.

The English Language Arts curriculum addresses 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 also accessible to our English Language Learners (ELLs) vis-à-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.

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.

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. For the 2016-17 SY, AP Biology is planned to be added to the science program.

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

With the implementation of the more rigorous common core standards, especially in the core content areas, much more is demanded from students in meeting the scope of work required for graduation. The curricula drives educators to challenge students in all content areas to be more creative and engage in learning tasks that require deep knowledge and application of content and skills. Students work collaboratively to complete rigorous problem based tasks by assuming personal responsibility for their work, which helps to facilitate the transition from high school to college.

The curriculum is designed to give students access to authentic learning experiences to help them understand and transfer the knowledge and skills mastered. In the academic classroom students gain the academic language and content specific foundational knowledge. The career and technical education classes provide students with technical knowledge and skills they will need for their future career. Both programs help students develop the soft skills, such as communication, problem solving, presentation skills, and critical thinking, necessary to be successful in any educational, work experience, or career path.

As students progress academically, they are continually challenged especially in Mathematics, English Language Arts and Science. For just the second year, students complete AP courses in English, Mathematics and Social Studies. These courses prepare students to succeed in college after graduation. In addition, a partnership with the Community College allows students to complete dual credit courses in Science, Math, Engineering, English and History. Students not only save time and money but the experience facilitates a smooth a transition to college after high school which is critical for success.

2. Other Curriculum Areas:

For Visual and Performing Arts (VPA), New Jersey school districts may choose to offer students five credits in any of the following areas: Music, Theater, Art, and Dance. Students at Bloomfield Tech take music in order to meet this high school graduation requirement of visual and performing arts. The students study such topics as keyboarding, music fundamentals, music history and music theory. Many of the students use the skills acquired to perform at graduation ceremonies and other events. The VPA courses are aligned to the New Jersey State Core Curriculum Standards and Common Core State Standards. The visual and performing arts course is offered during the senior year.

The Physical Education and Health courses are carefully sequenced over four years to address the state Core Content Standards and Common Core Literacy Standards. These include Health I, II, III and IV along with Physical Education I, II, III and IV. Topics focused on in the health classes include human sexuality, nutrition, First aid and CPR, mental and emotional health, and physiology. In Physical Education classes, students are exposed to a number of physical activities that help support health and wellness through endurance, flexibility, and strength training.

The schools' curricula also consist of the Career and Technical Education (CTE) programs, which offer a variety of educational programs found in Bloomfield Tech's four CTE Career Clusters, which include Building Trades, Visual & Digital Arts, Business Technology and the Green Energy Academy. Students are exposed in the 9th grade year to the CTE Exploratory Program, in which they are able to take a variety of courses in the various CTE clusters. After careful consideration and with assistance from the guidance office ninth grade students make the decision of what cluster to pursue as they move into the tenth grade. As the students begin their tenth grade year they begin to narrow their focus of learning to the various areas which make up a particular cluster. As the students move into their eleventh grade year they then select one of the areas contained within their chosen cluster, such as electric for the Building Trades cluster. The student will then remain in that selected specialized CTE area until graduation where upon they will receive a certificate for their particular program of study along with an academic diploma. All CTE programs are supplemented with structured learning experiences and job placement opportunities that allow students the opportunity to apply the learning in authentic settings during their junior and senior years. The programs are very challenging and rigorous and prepare students for work readiness after graduation. Many students earn internships with prospective employers in their senior year.

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

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 the courses. 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. All classrooms are equipped with several technologies to make learning possible, including Internet connectivity, Smart boards, desktops, laptops, document cameras and printers.

The curricula prepare students for college and career readiness. This readiness is evidenced by the many students who pursue careers in a field of study associated with their career and technical program and enrollment in institutions of higher education. Over 80% of the students also attend institutions of higher learning after graduation. With a strong partnership with the local community college, many students also complete college courses while in high school and are offered automatic enrollment.

3. Instructional Methods and Interventions:

Instructors have been trained in and are knowledgeable of research based instructional strategies, which they use to address the needs of their students. For example, emphasis is placed on homework that gives students the opportunity to practice vital skills to be successful in their courses. This is especially crucial because many of the students initially perform below grade level and are in need of additional instructional time to master these skills. In science, generating and testing hypothesis may be more frequently used because of the emphasis on using the scientific method in exploring various phenomena. To encourage student collaboration and social interaction, instructors emphasize the use of cooperative learning without sacrificing individual accountability and growth.

The strategies are represented in the curriculum, lesson plans, and are ultimately used in the lesson delivery. The ultimate goal is to develop educators that support a student centered classroom to support and guide students in the facilitation and demonstration of learning.

At Bloomfield Tech, students who are struggling academically are supported through a number of avenues, including summer enrichment/remedial programs, before/after school academic support program, and Saturday enrichment program. To identify students that may need additional support, teacher recommendations, periodic academic checks, and standardized and local assessment performance data are used. In the summer, students attend enrichment and academic support classes for four hours a day for 4 weeks. Students gain from targeted instruction provided by experienced teachers. During the school year, at risk students attend classes for an hour after school, where their individual deficiencies are addressed.

Students who are partially proficient on state standards are offered individual support in regular classes and for an additional period during the school day. These interventions have been highly effective. Students recover with the increased learning time and additional practice of skills. These students improve significantly and consistently do well in mastering the state standards before they graduate.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

The academic achievement of students has improved continuously over the past ten years. With strong support from the district, the school has focused on improving the performance of all students in the various subgroups. Emphasis is placed on addressing the individual needs of the at risk students in a timely manner. 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 46.6% in 2003 to 99.2 in 2014, while in English Language Arts, scores increased from 83.5% to 100% during the same time. The performance by each subgroup in each content areas has also been very high with the performance gap among the various subgroups having a less a than 2% difference in 2014.

Apart from the remarkable performance of students on state standardized tests, there is also strong performance in the regular scheduled courses. Analyses of term grades reveal that over 80% 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 Advanced Placement courses in Calculus and English Language Composition.

At Bloomfield 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; certain students receive targeted support in mathematics and language arts for an additional hour after the regular school day quarterly report.

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:

Bloomfield Tech employs a comprehensive assessment program that has been crucial in identifying and addressing students' strengths and deficiencies. 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 who are then recommended for immediate academic support. Many of these students attend a 4-week summer enrichment program which offers instruction in mathematics and language arts. At the end of the program, instructors meet and discuss student performance so as to provide counselors with valuable information to be used in scheduling at-risk students for additional academic support during the school year.

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 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 the analysis of the assessment results. Students are also identified to attend academic support classes either during the school day or after school.

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 rich discussions in classrooms by instructors. 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. Further, progress and report cards are mailed to parents every quarter.

Part VI School Support

1. School Climate/Culture

There is a strong culture for learning and caring at Bloomfield Tech. This positive attitude toward learning has taken years to grow through incremental changes in areas such as adept leadership, strong emphasis on student learning, rigorous and challenging curricula and high quality instructional practices. Dedicated instructors design and deliver lessons that intellectually engage students on a daily basis.

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. Other students who just fell short of achieving the performance level are also 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 and encouraged to maintain a high level of performance so that they may be invited to join the school's chapter of the National Honor Society. At a formal, grand ceremony, parents and staff members witness the induction of high performing students into the prestigious organization. Other students are also invited to witness their peers being honored, which can drive them to succeed at that level.

Students are supported academically by being provided with targeted instruction that addresses their specific needs. Using the comprehensive assessment system, students are assessed periodically throughout the year using standards based assessments. Detailed analyses are done using the items and standards to determine the deficiencies of individual students. 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 conduct periodic snapshots of student performance so as to monitor student performance in all courses. Instructors are provided with analysis and technical support to address the identified student needs.

An Intervention and Referral Service committee 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. School leaders, counselors, nurse and instructors serve on the team, which uses its expertise to identify and implement timely intervention. Issues such as academic performance, tardiness and excessive absence are also addressed.

2. Engaging Families and Community

The staff and leadership at Bloomfield Tech place a strong emphasis on their continued efforts to improve and maintain strong partnerships with parents and the community to improve student academic performance. With the input of the district's parent coordinator, the school has initiated various activities that occur throughout the year to help parents assist with the improvement environment and have a strong influence on children's school performance.

After the ninth graders are enrolled, they and their parents are invited for to an orientation program before the start of the school year in August. At this orientation, parents get the opportunity to meet with teachers with whom they will communicate during the school year. The parents and new students are also informed of the school's expectations, policies and graduation requirements. Many of them join the Parent Teacher Student 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 by parents, students respond in a timely manner and improve their performance. Communication is also done via mailings, automated phone calls, and emails.

Bloomfield 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 back to school night, induction to Honor Society, district school fair and relevant workshops. In addition, Bloomfield Tech has established good partnerships with other key stakeholders in the community that support the school, which include the local community college, local universities, Public Service Electric and Gas Company (PSE&G), and local companies.

3. Professional Development

Providing high quality, effective professional development for instructors is of paramount importance at Bloomfield Tech. The areas of training are identified by analyzing teacher and student performance data as well as activities that are aligned to the school goals. The drive to improve teaching and learning through the design and emphasis of high quality instruction is ongoing throughout the year. The school and district also allocate resources to content-rich professional development that is connected to the vision and goals of the school. Teachers in addition to the several district sponsored professional development days each year are also afforded the opportunity to use two school days each year for outside of district professional development.

Over the years, a central focus has been the use of formative assessments to enhance teaching and learning. Using data to guide continuous adjustment to teaching and learning has been a hallmark of the professional development program. With the implementation of school based professional development, expert consultants have trained teams of teachers. Teachers 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 of lesson plans. Implementation is also monitored by analyzing key components of the teachers' observation instrument. Expert professional development consultants also provide training and coaching to teachers in scheduled sessions throughout the year.

Emphasis is placed on using technology to improve lesson design and delivery. Recently, teachers were trained to use a Department of Education approved 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 - lesson planning, assessment and reporting to enhance their practice. Teachers are supported with access to standards aligned resources such as lesson plans, assessments and assessment items and additional professional development training. They are also provided with various 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 of performance data for teachers to use in adjusting instructional practice. Teachers also use an e-learning platform, Moodle to share content with their colleagues and students. Smart board technology is incorporated in the training as well as the use of document cameras and graphing calculators. In addition, the use of the 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.

With funding from Title I, 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.

4. School Leadership

The administrative team at Bloomfield Tech consists of a principal and vice principal. Having been a student and a teacher in the district, the principal is very knowledgeable of the history, tradition and culture of the school. The building administration is supported by the district in having the autonomy to make the necessary changes that positively impact the school. This includes changes in scheduling, staffing needs and budgeting. The building administration believes in hands-on leadership with all stakeholders to ensure all programs are implemented successfully with the singular focus on improving student outcomes. A concept of teamwork has been established with students and staff, which has been used to meet school goals.

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 and leadership philosophy is to grow leadership in both staff and 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 advisors to various clubs, extra-curricular activities and school teams.

The district and school leadership team also focus on improving instruction and conduct learning walks to measure the effectiveness of teacher practice using a research based instrument. 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.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math	**Test:** High school Proficiency Assessment
All Students Tested/Grade: 11	**Edition/Publication Year:** 2014
Publisher: NJ DOE	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Proficient and above	99	99	96	94	90
Advanced Proficient	20	13	10	12	7
Number of students tested	127	102	112	103	104
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					11
% of students tested with alternative assessment	1	1	1	5	11
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Proficient and above	99	100	97	94	89
Advanced Proficient	16	13	10	11	7
Number of students tested	100	86	95	93	92
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	100	100	96	95	85
Advanced Proficient	21	16	13	11	2
Number of students tested	58	43	54	57	54
5. African- American Students					
Proficient and above	99	98	96	93	96
Advanced Proficient	17	11	6	15	13
Number of students tested	64	55	54	41	45
6. Asian Students					
Proficient and above					
Advanced Proficient					
Number of students tested					

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					
Advanced Proficient					
Number of students tested					
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: 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

Subject: Reading/ELA	**Test:** High school Proficiency Assessment
All Students Tested/Grade: 11	**Edition/Publication Year:** 2014
Publisher: NJ DOE	

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	99
Advanced Proficient	17	6	8	8	7
Number of students tested	127	102	112	103	104
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	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Proficient and above	100	100	100	100	99
Advanced Proficient	14	6	8	9	3
Number of students tested	100	86	95	93	92
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	100	100	100	100	100
Advanced Proficient	10	5	13	5	2
Number of students tested	58	43	54	57	54
5. African- American Students					
Proficient and above	100	100	100	100	98
Advanced Proficient	22	7	6	10	4
Number of students tested	64	55	54	41	45
6. Asian Students					
Proficient and above					
Advanced Proficient					
Number of students tested					
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					
Advanced Proficient					
Number of students tested					
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: 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, October and March if partially proficient in the previous sitting. NJ reports the scores of students using the the cohort for that particular year.