

U.S. Department of Education
2018 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

Name of Principal Mr. Paul F. Mucciarone

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

Official School Name Monmouth County Academy of Allied Health & Science

(As it should appear in the official records)

School Mailing Address 2325 Heck Avenue

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

Neptune NJ 07753-4475
City State Zip Code+4 (9 digits total)

County Monmouth County

Telephone (732) 775-0058

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Web site/URL http://aahs.ctemc.org/

E-mail aahs-office@ctemc.org

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

Date _____
(Principal's Signature)

Name of Superintendent*Mr. Timothy McCorkell

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) E-mail tm@ctemc.org

District Name Monmouth County Vocational School District Tel. (732) 431-7942

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

Date _____
(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Clement Sommers

(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, to the best of my knowledge, that it is accurate.

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

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

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

Part I – Eligibility Certification

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. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2018 in order to meet all eligibility requirements. 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 2012 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: 2013, 2014, 2015, 2016, or 2017.
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 has not been identified by the state as "persistently dangerous" within the last two years.
9. 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.
10. 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.
11. 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.
12. 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

Data should be provided for the most recent school year (2017-2018) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 0 Elementary schools (includes K-8)
 - 0 Middle/Junior high schools
 - 7 High schools
 - 0 K-12 schools
- 7 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
 - Rural or small city/town
3. Number of students as of October 1, 2017 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	30	50	80
10	33	43	76
11	23	52	75
12 or higher	28	42	70
Total Students	114	187	301

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 28 % Asian
 - 3 % Black or African American
 - 2 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 58 % White
 - 8 % 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.)

5. Student turnover, or mobility rate, during the 2016 – 2017 school year: <01%

If the mobility rate is above 15%, please explain.

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, 2016 until the end of the 2016-2017 school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year	2
(3) Total of all transferred students [sum of rows (1) and (2)]	2
(4) Total number of students in the school as of October 1, 2016	301
(5) Total transferred students in row (3) divided by total students in row (4)	<.01
(6) Amount in row (5) multiplied by 100	<01

6. English Language Learners (ELL) in the school: 0 %
0 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):

7. Students eligible for free/reduced-priced meals: 2 %
Total number students who qualify: 7

8. 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 conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>0</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>0</u> Other Health Impaired |
| <u>0</u> Developmentally Delayed | <u>0</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>0</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 7
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	24
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	0
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	0
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

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 12:1

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

Required Information	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013
Daily student attendance	95%	95%	94%	95%	96%
High school graduation rate	100%	100%	100%	100%	100%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2017.

Post-Secondary Status	
Graduating class size	70
Enrolled in a 4-year college or university	100%
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	0%

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. 2007

15. In a couple of sentences, provide the school's mission or vision statement.

The Monmouth County Academy of Allied Health and Science prepares and motivates students to pursue further education towards a career in the medical sciences through a rigorous specialized curriculum and community-based partnerships, inspiring students to serve society with compassion, skill, and vision.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

AAHS is one of five career academies administered by the Monmouth County Vocational School District. Students must be residents of Monmouth County New Jersey by the application deadline in December.

The first step in the admissions process is for prospective eighth grade students to attend a Prospective Student Information Session accompanied by a parent or guardian. Information Sessions are approximately 2 hours long. They are conducted on four dates in the fall. During the Information Session students are provided with information about the school, our mission, and our curriculum by rotating through short presentations from each department. They are also informed of requirements to complete an application to the school. At the end of the session, eighth grade students receive a registration code and information on how to access the online application.

The second step is to complete the application. The application is submitted online. The application deadline is generally the first Friday in December. Only students in grade 8 can submit an application. When the online application has been successfully submitted, the student receives a confirmation page and an application checklist for the middle school administration. The applicant must provide their school with the checklist and request their transcript be sent to Monmouth County Vocational School District.

The third step is for the prospective student to take the Admission Exam on the 3rd Saturday in January; Picture ID is required for testing.

Selection for admission is based on an admission score that is comprised of 7th and 8th grade English, Math, Social Studies, and Science grades (30%) and Admission Exam results (70%). The passing admission score for prospective students is 75%. To promote representation from throughout the county, the student with the highest passing score from each of the 52 sending districts in the county is offered admission. Subsequent

offers of admission come from a county-wide rank ordered list. The ideal freshman class size is 80 students. Generally 85 offers of admission are made each year.

PART III – SUMMARY

Monmouth County Academy of Allied Health and Science (AAHS) is one of the 15 educational programs administered by the Monmouth County Vocational School District (MCVSD). These include shared time vocational programs, located in Aberdeen, Asbury Park, Freehold, Hazlet, Keyport, Middletown, and Neptune that provide students with an education and field experience in a trade. A shared time vocational program for students with special needs is located in Freehold. A full time program for students at risk is located in Tinton Falls. A full time two-year program for high school students interested in law and public safety careers is located in Long Branch. There are five four-year high school programs, referred to as career academies that provide highly specialized high school curriculum intended to prepare students to pursue further education in specific career fields. These include Biotechnology High School, Communications High School, High Technology High School, the Marine Academy of Science and Technology, and the Monmouth County Academy of Allied Health and Science.

AAHS is located in Neptune, New Jersey, but draws students from all of Monmouth County. AAHS is a twice-recognized Blue Ribbon School and a member of the National Consortium of Specialized Secondary Schools of Mathematics, Science and Technology. To support its mission to prepare and motivate students to pursue further education towards a career in the medical sciences through rigorous specialized curriculum and community based partnerships, AAHS offers an honors college preparatory curriculum with an emphasis on science, technology, and service learning, especially as those subjects apply to medicine and the health sciences.

AAHS has an enrollment of about 300 students, roughly 40%/60% male/female; 60% white, 30% Asian, 3% black, 3% Hispanic, and 2% Pacific islander. In order to facilitate experiential and project-based learning, the school is on a semester block schedule with four 85 minute class periods each day. Courses are taught for one-half of the school year. All students at AAHS are enrolled in the same core curriculum which is taught at an honors level. The staff is comprised of 24 full time teachers, 2 adjuncts, 2 guidance counselors, 1 school nurse, 2 office secretaries, and 3 custodians.

AAHS has developed and maintains community-based partnerships with over sixty agencies, organizations, and individuals to supplement classroom instruction. Our partnerships enable students to experience “hands on” activities in the health careers field beginning in the ninth grade and continuing throughout their four years at the AAHS. Freshman activities include field trips to health care facilities and learning clinical skills such as taking vital signs and performing CPR. Sophomores observe the operations of a hospital as they rotate through various departments at Jersey Shore University Medical Center, a teaching hospital that is within walking distance of the school, while juniors visit local community service facilities, to research, create, and deliver a service project based around a community need. This educational sequence culminates with the Senior Mentorship program in which students are paired with local health-care professionals for nine hours per week during an eight-week program, learning from mentors in the field and practicing what they have learned. Our Dual Enrollment articulation with Rutgers University School of Health Professions and Georgian Court University allows students to earn up to 19 college credits upon graduation. A Memorandum of Agreement with Monmouth University allows students who are enrolled in Alternative Medicine to receive college credit at Monmouth University.

As our mission statement indicates, “The Academy of Allied Health and Science prepares and motivates students to pursue further education towards a career in the medical sciences through a rigorous specialized curriculum and community-based partnerships, inspiring students to serve society with compassion, skill and vision.” AAHS consistently sends all of its graduates to four-year institutions of higher education, with over 70% of our graduates continuing their studies in the health and science field.

Classes are taught in eighty-five minute blocks, permitting teachers and students to delve deeply into the content and employ creativity in instruction as well as permitting more performance based tasks and inquiry-based activities. Cooperative learning activities and a robust distance learning program create a vibrant learning environment for students and teachers. In addition, a one-hour lunch/activity period in the middle of the day provides time for greater student involvement in extra-curricular clubs, student/teacher collaboration

on academic and service projects, and additional academic support from teachers.

Students participate in a variety of activities and clubs, including theme-related (Future Health Professionals (HOSA) and Science Club) and service (4H and National Honor Society) groups. The school has also earned recognition in various areas (HOSA at the state and national levels, Monmouth County Mock Trial and the National Honor Society's work with Big Brothers/Big Sisters). Approximately 50% of students participate in sports and other activities (such as band, orchestra, and cheerleading) at their home district school. An active Parent-Student-Faculty Association provides our school community with financial support to fund extra-curricular programs and teacher grants.

National Blue Ribbon Recognition in 2007 provided the school community, including our parents and the industry partners who are so important to our program of instruction, with an affirmation that the school is providing our students with a solid preparation for success in college and in the workplace. It is an achievement that serves as an impetus for continuous improvement.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

In keeping with the school mission to prepare and motivate “...students to pursue further education towards a career in the medical sciences through a rigorous specialized curriculum and community-based partnerships, inspiring students to serve society with compassion, skill, and vision,” the course content, scope and sequence of our core curriculum is intended to prepare our students for success in undergraduate programs that can lead to careers in the healthcare professions, and to impart the workplace skills that will enable success in the healthcare professions.

English curricula focuses on the foundational skills of reading, writing, speaking, listening, and critical thinking, as well as preparing students for the linguistic rigor that they will encounter in college and the workplace. Students must demonstrate effective communication skills that are applied across various contexts. Senior English students facilitate a seminar discussion on a chosen thematic topic, write a research paper, and complete an Action Research Project to identify and solve a problem in their community. The English curricula includes: English I: Culture and Global Society, English II: Identity and the Human Experience, English III: Humanity and the Search for Meaning, and English IV: Critical Discourse - Science and Humanity.

Mathematics curricula provides a logical way to analyze relationships. The use of manipulatives, measuring devices, computers and calculators helps students enhance problem-solving skills, develop critical and logical thinking, and contributes to the students’ mathematical development. As algebra, geometry and trigonometry serve as the foundation for the study of calculus, AAHS students are required to take four years of math. The math curricula includes: Algebra 1, Geometry, Algebra 2, Pre-Calculus, and either Calculus, Advanced Placement Calculus A/B, or Advanced Placement Calculus B/C. Students who start the math sequence with Algebra 2 in 9th grade take Statistics during their junior year.

The science curricula fosters analytical thinking and laboratory skills while focusing on the allied health and medical themes. Science courses are aligned and updated according to Next Generation Science Standards to ensure an inquiry-based approach. Each course has a lecture and laboratory component that increases in complexity over the four years. The students have opportunities to evaluate their skills in advanced courses and at their mentorship sites. Students also are involved in distance learning opportunities and live lectures with science and medical professionals. The science curricula includes: Biology (9th), Chemistry (10th), Physics and Forensic Science Exploration (11th), Cellular & Molecular Biology and Advanced Chemistry (12th).

The social studies program develops students into civic-minded individuals who are culturally, and politically aware, and possess respect for global diversity. Through a sequence of required courses designed with purposeful cross-curricular collaborations and activities requiring analytical and persuasive communication, the student-centered activities help students explore and engage in the study of history and the social sciences. Students are also provided a solid foundation of practical financial knowledge, examining economic principles that prepare them to become informed, responsible economic decision makers. The curriculum includes grant proposal writing, which allows students to write a formal grant proposal for a social need in their community of interest and then present their proposal to relevant stakeholders. Ethics and Public Policy is offered as a senior year elective course. The Social Studies curricula includes: World History (9th), United States History I (10th), United States History II and Financial Literacy & Grant Writing (11th), Ethics and Public Policy (12th).

The 21st century worker of tomorrow must be flexible, able to work well with others, competent, comfortable in the use of technology, and also socially sensitive to the needs of the community, locally as well as globally. Therefore, all students at the AAHS are enrolled in the same core curriculum which revolves around problem solving and decision-making situations in the allied health career field. A focus on project based learning that stresses critical thinking, problem solving, team work, and interpersonal

communications in the core curriculum, at each grade level, supports success in the thematic health occupations curriculum that prepares our students for career readiness.

2. Other Curriculum Areas:

The Department of Allied Health curricula addresses health occupations and sets us apart as a school of choice. The curricula is vertically aligned to expand on the knowledge and skills of the prior course. The course sequence begins freshman year with two Allied Health courses: Dynamics of Healthcare and Clinical Skills. Dynamics is an introductory course into health occupations, the industry of health care, medical vocabulary, and includes field trips and exposure to healthcare professionals. Clinical Skills prepares the student for sophomore year hospital rotations by teaching skills such as CPR and measuring vital signs. In Anatomy I, sophomores are able to utilize these skills outside of the classroom by participating in a seven-week hospital rotation at Jersey Shore University Medical Center one day a week for three hours. Introduction to Public Health, taken junior year, continues the exploration of various communities in both wellness and disease through an epidemiological perspective. Students travel to community agencies to assess various vulnerable populations at sites such as the Jersey Shore Mission and the Center for Vocational Rehabilitation.

Senior year, students take Introduction to Sign Language for the Health Professional and may choose either Emergency Medical Technician (EMT) certification or Introduction to Physical Therapy. They also participate in an eight-week mentorship, the capstone course of the Allied Health curricula. In this culminating activity students work side by side with a health or science professional of their choosing for three afternoons a week, at a variety of facilities in and around Monmouth County. Examples of student experiences are: all local hospitals in a variety of departments; veterinary hospitals; MD offices with specific MDs and/or group practices; and biomedical and biochemical facilities. The mentorship concludes with a performance evaluation by the mentor and a final student presentation evaluated by the mentorship coordinator.

Mastery of a world language expands intellectual perspectives by challenging students to develop reasoning, verbal, and meta-cognitive skills. Skills gained through second language acquisition strengthen the students' capacities in other curriculum areas. Students develop and practice reasoning and critical thinking skills in a classroom where communication is the goal. AAHS students can elect to study Latin or Spanish. The Spanish curricula consists of levels 1-5. Students may enter at a Spanish 2 level based on successful completion of a placement exam. Students achieve proficiency in reading, writing and speaking through class discussions, role playing activities, dialogue presentations, distance learning and group activities to reinforce the vocabulary and grammar learned. The Latin curricula consists of levels 1-4. The Latin curricula embraces the culture and language with hands on activities, including skits, presentations, dramatic interpretations, and artistic expressions.

Every student participates in a sequential physical education program designed to support healthy habits, and reduce the risk of disease. Fitness classes meet on alternating days for one semester freshman, sophomore, and junior years. Freshmen students focus on operating fitness machines safely and effectively. They progress to principles of cardiovascular and weight training, and the benefits of regular exercise targeting specific muscle groups. Sophomores practice the principles of interval training, learning about muscle contractions and healthy weight loss. As juniors, students learn to assess fitness by measuring muscular strength and flexibility, cardiovascular efficiency, body fat percentage, and posture. Senior students participate in an independent study which may include a wide variety of activities.

AAHS students take Computer Applications (9th), and Principles of Computer Technology (10th). Computer Applications promotes the principles of proper and ethical use of computer resources and emphasizes the use of the computer as a tool. Students develop skills in Microsoft Office suite, Google applications, and graphic design, and are introduced to coding with HTML and Scratch. These skills are acquired and reinforced in the coursework of many disciplines throughout their AAHS careers. Principles of Computer Technology focuses on the basics of computer hardware and software, the Internet, computer safety and security, and programming with Python. Through reports, projects, and presentations, students reflect on how computer technology is influencing their lives today, and how it may evolve in the future,

with a particular focus on artificial intelligence, robotics, and medical applications.

AAHS has identified the need to integrate visual arts components throughout our curricula in order to improve observational skills which are vital in the healthcare field. This is a four year cross-disciplinary initiative that begins with an introduction to the elements and principles of design and includes art analysis, museum trips, an art show and festival, and the creation of original medical illustrations. During their senior mentorship, students apply these observational skills and incorporate the experience in their mentorship presentation.

3. Instructional Methods, Interventions, and Assessments:

Although traditional teaching methods such as lecture, small group instruction, and individual instruction are used at AAHS, instructors emphasize a collaborative approach focused on project based learning and the use of performance based tasks to assess the students' ability to apply their content knowledge and career readiness skills. AAHS students are engaged in simulated activities such as the use of SimMan, a computerized patient simulator, to practice emergency medical skills. Distance learning experiences provide students with opportunities to interact in real-time with surgical teams during kidney transplants and knee replacement operations. Students act as investigators working with an epidemiologist to solve a case of foodborne illness.

Partnerships with community and industry stakeholders allow for unique learning experiences, providing ample opportunities for students to practice and apply knowledge, as well as a learning scaffold for real-world workplace issues. Students participate in hands-on learning experiences through field trips to the Asbury Mission, the Monmouth-Ocean County Food Bank, and hospital rotations working within various department of the Jersey Shore University Medical Center.

A variety of instructional methods are used to assure student success. Block scheduling provides 85 minute classes for interactive and collaborative student centered activities. Instruction is differentiated throughout the curriculum; for example, in the Anatomy and Physiology course students are provided with a choice of creating a 3 dimensional depiction of the skin layers and their organelles, or a poster with a written explanation of skin cancer, or an outline of the Integumentary unit when studying skin. Flipped classrooms and web-based supplemental instruction, including math applets and blended learning, are also widely used. Modeling is used to teach lab and clinical skills including taking vital signs, donning and removing personal protective equipment, medical hand washing, and performing cardiopulmonary resuscitation. The instructional methods are aligned with the school's mission of preparing students for success in the health occupations/medical career field as well as higher education.

AAHS uses a variety of assessment methods throughout the curriculum in order to inform instruction through authentic feedback on student learning, and to ensure student proficiency in all of the curriculum content areas. In addition to using traditional written assessment methods an emphasis is placed on assessing workplace readiness skills such as public speaking and professional demeanor across the curriculum. This is done by assessing students' ability to demonstrate content knowledge orally and assessing their dress, speech, and behavior during field trips, hospital rotations, and mentorship. AAHS also stresses laboratory skills such as microscopy and dissection, and a student's ability to work in groups. Assessments of visual art analysis are also incorporated across the curriculum as a means to improve students' observational skills.

Assessment data from the placement exams, mid-term exams and final exams is analyzed. Placement exams are used in world language and math to start students at the appropriate level. Midterm and final exam results are analyzed at the department level to identify potential gaps in students' learning and evaluate the validity of specific questions.

Student progress is tracked in a student information system (SIS) grade book. Teachers enter grades within 10 days of an assessment and typically take action with students when they see a drop in grades. Teachers also make comments in the SIS for parents and students to read, and request a parent meeting when a student is not performing well. District policy requires that teachers contact parents and write a formal Pupil Improvement Plan (PIP) for a student when the class grade falls below 77. Grade level teachers meet

monthly to discuss student issues. One of the outcomes of a grade level meeting might be a cross disciplinary intervention with a school counselor coordinating the effort. Additional Interventions may include: extra instruction with a teacher during activity/lunch period (voluntary, suggested or required); peer tutoring by NHS student volunteers; teacher referral to the Intervention and Referral Services (I&RS) team; I&RS plan developed by the I&RS team with parent knowledge; and Article 504 plans developed by the I&RS team with parent knowledge and support.

AAHS is a high performing school in a high performing district. Students are challenged in a variety of ways. The activities for each unit of study are varied so that students' interest levels and a positive classroom learning environment are maintained. Graduation requirements exceed New Jersey state requirements by 25%. AAHS students must take four years of math through at least pre-calculus, four years of science (including two years of biology and chemistry), three years of a world language, and five dual enrollment courses with Rutgers. All freshmen become certified in basic cardio-pulmonary resuscitation (CPR) and all seniors become certified in CPR for Healthcare Providers. About 60% of each senior class chooses to certify as Emergency Medical Technicians. The minimum GPA to be invited to join the AAHS National Honor Society chapter is 92. Spanish and Latin Honor Society applicants must also have a grade of 92 in the respective language and pursue a fourth year of study.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

The process of engaging and motivating students starts with the admissions process and continues through student orientation, and on to a curriculum that progressively prepares the students to function successfully in the healthcare field. AAHS is a school of choice that makes an effort to recruit students who are interested in medical science and the health occupations careers field. Once students are accepted to AAHS, the school community focuses on promoting a successful transition to high school, and integration into the school community, with activities including: a formal Orientation Night for new students and parents in April; an informal family picnic, hosted by the parent-teacher association on a Sunday afternoon in June; and a faculty organized series of activities conducted on and off-site during the first three days of school in September, intended to start building class unity and an appreciation for the schools' mission. This well-defined mission allows the teaching staff at AAHS to consistently engage students in an academically rigorous culture that emphasizes skills and knowledge integral to a career in the medical/health occupations career field, and yields a positive learning environment where teachers are valued and supported by parents and students.

All students receive intensive preparation in that thematic career field, starting freshman year with clinical skills training and a college level course that explores health occupations career planning and workplace skills in preparation to start interacting with healthcare professionals in a hospital setting. Over the next three years students continue to take rigorous core courses and college level health science career courses, and participate in grade level integration projects which include research and cooperative learning in every curricular discipline and emphasize school goals. The academic courses address student needs sequentially to support workplace readiness in a healthcare setting in preparation for hands-on industry experiences that are commensurate with the students' preparation, culminating in an eight week long independent student mentorship practicum and presentation during senior year.

The school environment outside of the classroom also plays a critical role in students' growth and motivation. AAHS provides integrated activities, programs that promote socialization, and clubs to engage students in the community, and promote success and confidence. School safety, and character presentations are incorporated into the school day throughout the year in order to inform students of the available support resources, such as school counselors, the child study team, and other school staff members. Clubs and other extra-curricular activities also help to engage and motivate AAHS students. These include: Future Health Professionals (HOSA) a co-curricular activity that offers the opportunity and preparation for group and individual competition in health occupation related skills at the regional, state, and national levels; 4-H club provides opportunities for community and school service; The Science and Math Clubs offer students the opportunity to participate in Makers Day and to compete in the USA Bio-Olympiad, Oncology Olympiad, and Math Olympiad; Team ALLIED provides opportunities for upperclass students to mentor and lead freshmen students; Pulse, the performing arts club, provides an outlet and showcase for students with musical and other performance related talents; Mock Trial provides students with the opportunity to develop public speaking and debate skills within in a legal framework; and The National Honor Society and World Language Honor Societies offer encouragement to maintain high academic and personal standards in order to qualify for membership

AAHS is a small school community that engages faculty in many facets of the school culture. Teachers are integral to the decision making process for school activities and events. With one administrator in the building teachers comprise the majority membership of the School Improvement Panel and the Instructional Council. The professional learning communities (PLCs), which are run by teachers, drive most significant school initiatives including the Middle States Accreditation process, career/technical education (CTE) awareness activities, and the recent 20th Anniversary school celebration that brought together staff, community partners and alumni. Our parent's association celebrates our teaching staff with luncheons and other tokens of appreciation.

2. Engaging Families and Community:

For a school of choice with about 300 high school students from over 40 sending districts all over Monmouth County, communication with families and stakeholders can be a challenge. Communication with parents and students starts during the application process with mandatory 90-minute prospective student information sessions intended to explain the District educational philosophy, the school mission, theme, and curriculum. Continued communication with families is facilitated throughout a student's four years at AAHS by an active parent-teacher association, regular mailings, the use of email and automated phone calls, Twitter, a website with current information and an up to date school calendar, as well as proactive class advisorship activities, such as monthly class meetings, student leadership development, and parent outreach concerning class activities. Computer technology, such as the District student information system (PowerSchool), and District email, are the primary means of teacher-parent communication. In addition to roughly six mailings per year, the school uses an automated phone, text, and email system to communicate emergent information, like school closings, activity reminders, and recently, flu outbreak information. The school has a very active Parent-Student-Faculty Association that meets monthly and raises funds to support student activities and teacher initiatives. The principal, a teacher, and a student representative attend all PSFA meetings to report on school activities and promote communication with parents.

Communication with our stakeholders is also a prime concern of AAHS. With administrative support, teachers are involved in establishing partnerships with community stakeholders, such as the Jersey Shore University Medical Center and the Rutgers University School of Health Professions High School Careers program. AAHS staff meets regularly with stakeholders to discuss issues and develop the program.

3. Professional Development:

A decade ago our District piloted the development of professional learning communities (PLCs) as the way forward for professional development in public education. AAHS developed three PLC groups that employ the action research model of professional development. The focus and membership of each PLC group has evolved over time as the interests of the faculty have evolved, but the vision for professional development at AAHS is to promote ongoing standards based learning opportunities for its staff, focusing on a goal of developing their full potential through continuous improvement linked to improved student learning of the NJ Student Learning Standards.

Building-level professional development is coordinated through the School Improvement Panel (ScIP) which has focused on continuing to implement the initiative to improve student observational skills through the integration of visual arts, improving teacher understanding of PARCC, using online professional development resources, and gathering and analyzing evidence of student learning from district common assessment and Rutgers School of Health Related Professions (SHRP) test results.

The school-level professional development plan incorporates a data driven needs assessment and is aligned to New Jersey's Professional Standards for Teachers and Professional Development Standards. The vision promotes meaningful learning, and includes the acquisition of new content knowledge or pedagogical knowledge, techniques, and time to practice, reflect, implement, and evaluate. The vision is for this learning to be job-embedded and to occur in a collaborative and collegial manner. The MCVSD Professional Development Plan promotes and provides a variety of ongoing opportunities, which focus on content knowledge and broadening pedagogy that reflect individual, building and district goals while enhancing student outcomes.

4. School Leadership:

The leadership structure within the Monmouth County Vocational School District is lean and flat. AAHS has one full time administrator and an assistant principal who is shared by four other career academies. There are eight academic disciplines: English, Mathematics, Science, Social Studies, World Language, Physical Education, Computer Technology, and Allied Health. Each discipline has one to four teachers and functions as a department, however, there are no supervisors in any of the career academies, and therefore

no department heads. There are also two school counselors, a school nurse, a school secretary, a guidance secretary, and three custodians. The school nurse is also a certified Health Occupations teacher and teaches Allied Health classes. Given the leadership structure, the leadership philosophy at AAHS is to work with the teaching, custodial, and support staff to sustain a model of shared leadership in which all staff members are encouraged to collaborate to support the school mission by developing, evolving, and promoting a shared vision for the school and students. The administration shares pertinent information with all staff, encouraging healthy patterns of communication within the staff, and providing opportunities for staff members to take initiative and work collaboratively to affect continuous improvement. Significant teacher led teams include grade-level teams, the School Improvement Panel (SciP) and, the Instructional Council. Grade level meetings occur monthly, are led by class advisors, involve all faculty who teach that grade level along with school counselors, and address student academic and behavioral needs by sharing information across disciplines. Instructional Council is also teacher led and focuses on the continuous improvement of curriculum and its impact on student achievement.

The principal's role is to facilitate teaching and learning by promoting a learning culture with appropriate policies and procedures. Stakeholders have a voice through the parent-teacher association, the school safety team, and advisory board meetings with industry partners. Local and county law enforcement agencies also have a role, particularly in our school safety procedures and training.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

AAHS focuses on a service related field that demands a high degree of empathy. Since the school's inception in 1996, Service Learning, the integration of community service with instruction, investigation, action and reflection, has been integral to aligning the school's mission, curriculum, and ultimately its culture. The practice is found throughout curricular and extracurricular activities at AAHS.

Community service activities enhance students' organizational and interpersonal skills, increase their awareness of societal issues that are pertinent to the health services field, inform their career choices, broaden their perspective of diversity and enhance their critical thinking skills. While this method of instruction dovetails throughout courses and is embedded in clubs, it is most evident in the Introduction to Public Health, where students participate in a variety of public service activities that expose them to the vulnerable populations and the available community resources. For example, AAHS has a long-standing partnership with Trinity Episcopal Church's Anti-Hunger Program in Asbury Park. As part of this program students use the church's parking lot to distribute the gloves, hats, and scarves that they knitted in class. In addition, students prepare a hot "to go" meal with drinks and homemade desserts to community residents in need. This experience exposes students to people of diverse cultures and religions as well as altered levels of cognition and mental health. Community members often share stories of the plight of being "food insecure", unemployed, and homeless.

Another example with a different demographic is the Onora Senior Community, which welcomes AAHS students. Students visit frequently enough that residents and students know one another on a first name basis. This intergenerational experience takes a different path each year. Last year, Onora residents interested in games challenged students with their trivia knowledge in various game styles created by students and residents. The visits culminated in Onora's first successful Senior Prom with a DJ, dancing, food, a Prom Court, and AAHS students in attendance. This year the CEO of Onora reached out to AAHS to take part in creating an intergenerational art program between students and the residents. The intent of the program was to use art to improve senior cognition. Onora residents also visited AAHS for a brown bag social lunch and a final art therapy project.

Ongoing Service Learning experiences add an altruistic level to the standard medical, science and health care curriculum. The support of the entire faculty is needed to make this happen. AAHS faculty believes that this early exposure to service learning experiences increases student awareness of the world's diverse needs and provides the confidence to succeed in a global society regardless of the career path they may choose.