

**2002-2003 No Child Left Behind—Blue Ribbon Schools Program  
Cover Sheet**

Name of Principal Mr. Daniel D. Simon, Sr.

Official School Name High Technology High School

School Mailing Address P.O. Box 119, 765 Newman Springs Rd.

Lincroft New Jersey 07738-0119  
City State Zip Code+4 (9 digits total)

Tel. ( 732 ) 842-8444 Fax ( 732 ) 219-9418

Website/URL http://www.hths.mcvsd.org Email dsimon@hths.mcvsd.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date 4/1/03

Name of Superintendent Brian D. McAndrew, Ed.D.

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

\_\_\_\_\_  
(Superintendent's Signature) Date 4/1/03

Name of School Board President/Chairperson Mr. Clement V. Sommers

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date 4/1/03

## PART II - DEMOGRAPHIC DATA

### DISTRICT

1. Number of schools in the district: \_\_\_\_\_ Elementary schools  
 \_\_\_\_\_ Middle schools  
 \_\_\_\_\_ Junior high schools  
8 High schools  
 \_\_\_\_\_  
8 TOTAL

2. District Per Pupil Expenditure: \$13,191  
 Average State Per Pupil Expenditure: \$13,525

### SCHOOL

3. Category that best describes the area where the school is located:

- Urban or large central city  
 Suburban school with characteristics typical of an urban area  
 Suburban  
 Small city or town in a rural area  
 Rural

4. 1 Number of years the principal has been in her/his position at this school.  
3 If fewer than three years, how long was the previous principal at this school?

5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
<b>K</b>				<b>7</b>			
<b>1</b>				<b>8</b>			
<b>2</b>				<b>9</b>	40	23	63
<b>3</b>				<b>10</b>	40	24	64
<b>4</b>				<b>11</b>	31	30	61
<b>5</b>				<b>12</b>	27	28	55
<b>6</b>				Other			
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							<b>243</b>

6. Racial/ethnic composition of the students in the school:
- |             |                                  |
|-------------|----------------------------------|
| <u>72.8</u> | % White                          |
| <u>4.9</u>  | % Black or African American      |
| <u>3.7</u>  | % Hispanic or Latino             |
| <u>18.5</u> | % Asian/Pacific Islander         |
| <u>0.0</u>  | % American Indian/Alaskan Native |

**100 % Total**

7. Student turnover, or mobility rate, during the past year: 1.2%
8. Limited English Proficient students in the school: 0 %  
 Total Number Limited English Proficient  
 Number of languages represented: n/a
9. Students eligible for free/reduced-priced meals: 1.6 %  
4 Total Number Students Who Qualify
10. Students receiving special education services: 0.8 %  
2 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

- |                                   |   |
|-----------------------------------|---|
| <u>    </u> Autism                | <u>    </u> Orthopedic Impairment                 |
| <u>  1  </u> Deafness             | <u>    </u> Other Health Impaired                 |
| <u>    </u> Deaf-Blindness        | <u>    </u> Specific Learning Disability          |
| <u>    </u> Hearing Impairment    | <u>  1  </u> Speech or Language Impairment        |
| <u>    </u> Mental Retardation    | <u>    </u> Traumatic Brain Injury                |
| <u>    </u> Multiple Disabilities | <u>    </u> Visual Impairment Including Blindness |

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

	<b>Number of Staff</b>	
	<b><u>Full-time</u></b>	<b><u>Part-Time</u></b>
Administrator(s)	<u>  1  </u>	<u>    </u>
Classroom teachers	<u> 25 </u>	<u>    </u>
Special resource teachers/specialists*	<u>  3  </u>	<u>    </u>
Paraprofessionals	<u>  0  </u>	<u>    </u>
Support staff	<u>  5  </u>	<u>    </u>
Total number	<u> 34 </u>	<u>    </u>

\*includes 2 guidance counselors and 1 school nurse.

12. Student-“classroom teacher” ratio: 8.6 : 1

13. Show the attendance patterns of teachers and students.

	2001 -2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	97.0	96.9	96.7	96.0	96.7
Daily teacher attendance	96.5	96.7	96.6	97.8	97.2
Teacher turnover rate	12.0	4.3	8.0	13.0	4.5
Student dropout rate	0.0	0.0	0.0	0.0	0.0
Student drop-off rate*	12.7	4.8	10.9	18.6	16.3

\*Because of the small size of the HTHS faculty, the turnover of only 3-4 teachers at the end of a school year generates a rate greater than 10% . In the two years where the percentage was more than ten, this was the case. One reason for teacher movement each of these years was because of the opening of a new Career Academy.

\*\*HTHS is a school of choice and therefore affords students the opportunity to return to their home high school if they should choose.

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14. Show what the students who graduated in Spring 2002 are doing as of September 2002.

Graduating class size	<u>55</u>
Enrolled in a 4-year college or university	<u>95</u> %
Enrolled in a community college	<u>5</u> %
Enrolled in vocational training	<u>0</u> %
Found employment	<u>0</u> %
Military service	<u>0</u> %
Other (travel, staying home, etc.)	<u>0</u> %
Unknown	<u>0</u> %
<b>Total</b>	<b>100 %</b>

## **PART III - SUMMARY**

***Provide a brief, coherent narrative snapshot of the school in one page (approximately 475 words). Include at least a summary of the school's mission or vision in the statement and begin the first sentence with the school's name, city, and state.***

High Technology High School (HTHS), located in Lincroft, New Jersey, on the campus of Brookdale Community College (BCC), is a specialized high school that emphasizes the disciplines of science, mathematics, and technology in support of its pre-engineering focus. The school was established in 1991 and is administered by the Monmouth County Vocational School District. It enrolls approximately two hundred fifty students from Monmouth County and is culturally diverse and gender balanced. Students attend classes in seventy minute blocks that meet three or four times a week. The mission of the school is to provide a program that enriches the learning experience and motivates students to achieve academic excellence. During the school year 2001-2002, HTHS achieved the highest average SAT scores (1364) for the state of New Jersey.

The school provides a caring, nurturing, student-focused learning environment. Developmentally, high school students are at an age where they are eager to be regarded as adults. HTHS students are treated as individuals and given respect; in return, students respect and accept one another's differing thoughts and personal styles. For example, at town meetings (full school assemblies) every member of the community - teachers, staff and students - is given an equal voice.

The overall curriculum uses a discovery approach, and a variety of activities develop personal and intellectual growth. Cooperative learning activities, as well as exhibitions and presentations, prepare students with a variety of communication methods. The thread of technology interconnects all subjects. Technology related assignments abound for research and presentation. Through cross-curricular projects and cooperative learning, students become keenly aware of the interconnectedness of all disciplines. In addition to rigorous high school curricula, students have the opportunity to participate in two other specialized programs. Juniors and seniors may enroll in college level courses at BCC and all seniors participate in a mentorship program which gives them real world experience and responsibilities.

The school facility includes five computer labs, school wide capabilities for distance learning, and four science laboratories, including dedicated space for independent student research. In addition, students and staff have access to the college's library, classrooms, gymnasium, and fitness lab.

Aided by leaders from local businesses, industry and colleges, the administration, faculty, staff and parents form an integrated community intent upon developing future leaders possessing the desire, skills and preparation necessary to be life-long learners. Faculty members act as facilitators, assisting students in acquiring the communication and information access skills they need to function as productive citizens in an increasingly technological world. Students are taught to be prudent risk takers and creative problem solvers in a global society. Achieving these goals creates socially and ethically responsible adults.

A member of the National Consortium of Specialized Secondary Schools of Mathematics, Science and Technology (NCSSSMST) and twice the recipient of New Jersey Star School status, HTHS has also garnered a number of state Best Practice awards. HTHS was recognized as a Blue Ribbon School of Excellence by the U.S.D.O.E. in 1998 and described as a "benchmark school" which "evidences that its approach embraces students, faculty, staff, and administration alike in a mission of excellence, requiring the most of and providing the most to all who enter there."

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

- 1. The school must show assessment results in reading (language arts or English) and mathematics for at least the last three years using the criteria determined by the CSSO for the state accountability system. Describe the meaning of the results in such a way that someone not intimately familiar with the tests can easily understand them.***

For the first four years reported during the assessment period outlined, the state assessment was the High School Proficiency Test (HSPT). This measured students strictly on a pass/fail basis. Possible scores ranged from 100 to 500 with a 300 set as the “proficient” cut off score. Students were required to achieve a level of “proficient” in reading, writing, and mathematics in order to be eligible to graduate from high school. The test was first administered in October of junior year and then again in April of junior year and October of senior year (for those who were unable to achieve at the level of proficiency on any or all of the assessed subject areas). A Special Review Assessment (SRA) was necessary to implement for any student who was not able to meet the requirement in any or all of the three subject area tests after all three attempts.

This state assessment was renamed the High School Proficiency Assessment (HSPA) in April of 2002. This assessment revised the number of subject areas assessed to two (language arts literacy and mathematics) while increasing the number of proficiency levels to three. Possible scores now range from 100 to 300 with 200 being the minimum for a “proficient” rating and 250 for an “advanced proficient” rating. A score below 200 would be classified as “partially proficient” and any student falling into this category would be required to take the assessment again in the spring. These changes were made in order to align consistently with the previously phased in state assessments at the elementary (ESPA) and middle (GEPA) levels as well as the Core Curriculum Content Standards. The advantage of these additional proficiency levels, especially at the lower grades, is to be able to identify at-risk students in order to accommodate instruction and provide the necessary assistance to help these students improve and achieve the necessary proficiency.

- 2. Show in one-half page (approximately 200 words) how the school uses assessment data to understand and improve student and school performance.***

HTHS is committed to authentic assessment for students. Teachers and administration continually evaluate and modify the curriculum and approaches to assessment in order to reflect changing needs. Using information about learning styles and multiple intelligences, teachers vary the delivery of information as well as its assessment. Teachers participate in workshops on cooperative learning, portfolio assessment, multimedia presentations and other learning experiences designed to address every student’s preferred learning style. Students are also assessed through these modalities. Formal assessment instruments form the basis for a plan of student remediation. Changes in standardized tests, such as the PSAT and SAT, prompt teachers to develop new strands in their curricula that pertain to vocabulary acquisition and writing skills.

Assessment data also influences decision making in creating the proper pace for individual students. Both administration and classroom teachers use grades and attendance on a regular and systematic basis to aid in interpreting student performance. Teachers also factor in student participation and creativity. The faculty believes that these four criteria are essential for a fair student evaluation.

Both non-tenured and tenured staffs are observed on an annual basis. Within ten days, the principal holds a conference with the teacher, and they discuss strengths and areas in need of further development. At the end of the year, the principal conducts a summative conference, part of which includes the development of a professional improvement plan for the following year. This plan is created with input from both teacher and principal. Because of the collegiality of the administrator and teachers, staff members frequently invite the principal into their classrooms on an informal basis. Often when teachers are using new technology or attempting to use new strategies, they feel comfortable inviting the principal to observe and even to participate in their classes because of his expertise in technology.

**3. Describe in one-half page how the school communicates student performance, including assessment data, to parents, students, and the community.**

Teachers explain the variety of ways students will be assessed, and students have input in the development of grading rubrics. Many teachers give students a grading sheet for assignments. Both of these methods help the students focus on the exact areas to be assessed. Teachers communicate pupil performance data to parents regularly via the phone, e-mail, and traditional conferences held twice a year. In addition, parents are sent mid marking period progress reports, offering positive reinforcement as well as improvement suggestions. Report cards are issued at the end of each marking period.

In addition to the school's profile, the District publishes the "New Jersey School Report Card" which summarizes much of the essential data, including standardized test results such as HSPT/HSPA, SAT, and AP. This information is made available to parents, all interested taxpayers, area guidance counselors and college admission officers. Local newspapers publish these results as part of the School Report Card analysis.

The school's electronic bulletin board serves as a valuable resource for teacher-student, parent-teacher, and student-student communication. Specialized conferences have been managed by many of the subject area teachers to encourage discussion and exchange of information in the various disciplines. Students can, and have, communicated with professionals such as molecular biologists from Rutgers University and researchers from NASA.

**4. Describe in one-half page how the school will share its successes with other schools.**

Opportunities abound for networking with other schools in the Monmouth County Vocational District. As one of four career academies, with a fifth to open in the near future, there is a collegial network in place that has helped the teachers and administrators share ideas. On occasion, a visiting professional from another district will "shadow" an HTHS teacher in order to observe the teaching strategies and types of authentic assessment that take place in the school. In addition, HTHS teachers often volunteer to help revise and/or develop new curriculum that mirrors the innovative programs that have been successfully implemented here.

Frequently, requests have come in from groups that represent educational institutions, including the Monmouth-Ocean County School Boards Association, to hold meetings at the school. At such times tours are made available and information is provided for representatives from other schools to take back to their respective districts. In addition, four information sessions provide an in-depth look into curriculum, successes, and the overall program. These presentations are attended by prospective students, parents, and representatives from sending districts.

## **PART V – CURRICULUM AND INSTRUCTION**

- 1. Describe in one page the school’s curriculum, including foreign languages (foreign language instruction is an eligibility requirement for middle, junior high, and high schools), and show how all students are engaged with significant content, based on high standards.***

Technology education addresses the impact of technology on present day society. In ninth grade, students take the first course in the Project Lead the Way (PLTW) curriculum - Introduction to Engineering Design. A unique feature of the technology education program is an integrated Biology/Technology/Computer Applications class at the freshman level. In tenth grade, students continue PLTW with Principles of Engineering and Computer Integrated Manufacturing. In eleventh grade, students select from college level courses: Computer Science, Digital Electronics (PLTW), Cisco and CADD Architecture. In twelfth grade, students continue with the courses they selected their junior year. Through the problem solving process, students develop essential skills related to engineering and technology. Students solve problems through research, report writing, investigation, modeling and development of a final solution. All curricular areas use the skills learned in technology courses.

Course offerings in science require all students to demonstrate mastery of biology, physics and chemistry by the end of their junior year. In senior year each student selects an advanced placement course in biology, chemistry or physics. An environmental science elective is also available. In addition to traditional laboratory study within these core sciences, all HTHS students are required to “do science” - that is, design and conduct an independent experimental research project along with statistical analysis of findings by the close of their sophomore year. These projects allow for study in areas not typically presented in high school course offerings.

Students are required to take a mathematics course every year at HTHS. The mathematics curricula include Algebra I, Data Analysis I & II, Geometry, Algebra II/Trigonometry, Precalculus, Calculus, AP Calculus AB, AP Calculus BC and Statistics. All ninth and tenth graders also take a mini-course in data analysis. The primary objective of the curricula is to assist students with the development, verification and application of mathematical concepts. Technologies, such as Geometers’ Sketchpad, Converge, Derive and graphing calculators, are fully integrated into all courses. In addition, students can accelerate their math studies by taking courses at BCC.

HTHS offers a sequential program in French, Spanish and Latin. Students develop and hone their skills in reading, writing, listening and speaking by using authentic documents and literature from the target language. All programs attempt to integrate with other curricular areas to encourage students to use language in a wide range of topics and situations. Students are encouraged to reach their highest levels of proficiency and many take Advanced Placement exams. The world language curriculum at HTHS is unique in encouraging students to use technology as a research tool, a communication device, and a means of producing projects and exhibitions.

Essential reading, writing, and critical thinking skills are addressed through World History, US History I and II and Current Global Issues. Students analyze and interpret primary and secondary documents to understand their significance to historical and current events. They improve writing skills through research projects and by responding to questions about past and current affairs; students improve oral and technological skills through public debate and the creation of multimedia presentations. The overall objective of the curriculum is to prepare students to be active, intelligent citizens in a democratic society.

Students engage in physical education twice a week throughout the year; health meets one period a week for half a year. Using reading, writing and thinking skills, students are assigned various projects that infuse technology into these subject areas.

The English curriculum is articulated in Part V, question #2.



**2. Describe in one-half page the school's English language curriculum, including efforts the school makes to improve the reading skills of students who read below grade level.**

The essential English skills of reading, writing, speaking, and vocabulary are addressed at each grade level through a specific literary focus. Ninth grade English follows a humanities model with selected readings in world literature that thematically and sequentially correspond to the World History curriculum. Tenth and eleventh grade courses complement the study of U.S. History I and II. In the twelfth grade, seniors return to world literature with an emphasis on British literature. Seniors may also elect to take a short story course at Brookdale Community College for college credit.

Critical thinking and reading skills are honed through the analysis of literature and classroom discussion. Skills are expanded each summer through assigned readings. Evidence of the program's success is seen in the 100% passing rate on the New Jersey High School Proficiency Assessment (HSPA) in both reading and writing portions and in the school's verbal SAT mean of 675. For any student requiring reading remediation, the instructor develops a pupil improvement plan that includes peer tutoring.

English teachers have created writing and vocabulary programs that are uniform and progressive. The writing program emphasizes the learning of essential skills: the writing process, editing adeptness, and research competence. The four-year progressive vocabulary program includes a review of high frequency SAT words.

English teachers encourage creativity. Students regularly incorporate the visual and performing arts, such as play writing, moviemaking, drawing, and musical composition, into their presentations.

**3. Describe in one-half page one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.**

The mission of the High Technology High School is to provide a small, nurturing, student-centered, learning environment for young people in Monmouth County who are talented and are truly interested in the areas of engineering, science, mathematics and technology. Although the mission is addressed in many disciplines, the research program at HTHS is perhaps most closely associated with the essential skills and knowledge required for success in the subject areas cited above. Our goal is to provide every student with the opportunity to learn science and mathematics through investigation and inquiry within a collegial and collaborative setting. To that end, all HTHS students are challenged and required to conduct, analyze and report an experiment of their own design. This program effectively teams science and mathematics teachers to work with small groups of ninth and tenth grade students, advising and instructing them on concepts directly related to experimental design and data analysis. The essential skills required to successfully complete the requirement are identified by the national standards in science and mathematics, which have been at the core of this program.

Presented as consecutive mini-courses during the first two years of their high school experience, class time is devoted to instruction related to all aspects of conducting and analyzing an experiment. Much of the student research takes place outside of class time and requires students to develop timelines, self-imposed deadlines, skills related to budgets and allocation of resources - all skills related to employability and workplace readiness. By the close of their freshman year, all students have selected a topic of interest, proposed an experimental design, devised a hypothesis to test and selected appropriate tools for data analysis. The sophomore research experience is devoted to conducting the experiment, collecting and analyzing data, and communicating the results in both oral and written formats. Approximately one third of the students elect to continue their studies and enter their work in outside science competitions. The school supports student research with two new research labs, in excess of 3,000 square feet, which are solely dedicated for housing student projects on an "as needed" basis. Our Parent Faculty Association supports the practice with annual, matching mini-grants for supplies and materials not typically found in high school laboratories. This support now allows for one hundred percent of our graduates to leave high school having conducted independent experimental research.

**4. Describe in one-half page the different instructional methods the school uses to improve student learning.**

HTHS continuously strives for high levels of achievement and searches for multiple measures of success from students. The students demonstrate their mastery through both traditional measures and alternative forms of assessment such as panel discussions, journals, exhibitions and portfolios. Students exercise decision-making, technological expertise and communication skills in all forms of assessment. Exhibitions are used as an assessment in every area of the curriculum. Students choose which material to include and the best way to present it. The student exhibitor makes a formal presentation before the class. The oral presentation is supplemented by technology, whether through the use of computer-generated slides or a student-produced movie. These alternative forms of assessment are balanced with more traditional ones. An illustration of this balance is the study of vocabulary. In English and world languages, vocabulary is studied both traditionally and contextually.

HTHS teachers are currently teamed in subject area committees with teachers from the other career academies. They are studying the various methods of assessing learning to establish a generic district wide process that also can be customized to meet the unique programs found in each of the schools. Teachers continually work to assess how well they teach and how well students learn from the methods used in the classroom and labs.

**5. Describe in one-half page the school's professional development program and its impact on improving student achievement.**

The district places importance on communicating a coherent approach to professional development for teachers and staff. This philosophy provides opportunities for all staff to be aware of current topics, trends and innovations in education, inspiring and motivating them to pursue even more professional growth, regardless of experience in the field. Providing common planning time for teachers in the same subject area is one way in which HTHS encourages such dialogue.

In the hectic day-to-day life of an educator, it is difficult to attend classes, workshops, seminars or commit to reading professional journals on a consistent basis. To make this more of a priority, MCVSD encourages teachers to continue their formal education and reimburses tuition costs at the state university rate. Staff development is also a priority, and the faculty regularly participates in a variety of formats for ongoing professional growth. The district allows release time for teachers to attend professional conferences and underwrites the cost of that attendance.

The long term plan for staff development includes increasing professional lines of communication between teachers by establishing formal and informal networking opportunities, both within HTHS and academy-wide. These include bringing together instructors in like discipline areas as well as interdisciplinary groups. MCVSD's approach is tied in with the district's new technology plan, which places emphasis on the use of distance learning capabilities, enabling faculty to "meet" often without having to leave the building. As the technology advances, teachers, administrators and other staff will be able to dialog professionally within the district as well as with staff from other school districts across the country.

## **RESULTS FOR STATE CRITERION-REFERENCED TESTS**

**Grade:** 11

**Test:** High School Proficiency Assessment (HSPA)

**Edition/publication year:** Annual

**Publisher:** New Jersey Department of Education

***What groups were excluded from testing? Why, and how were they assessed?***

No students were excluded from testing in any of the reporting years.

**Number excluded:** 0

**Percent excluded:** 0%

***Explain the standards for basic, proficient, and advanced, and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.***

For the first four years reported during the assessment period outlined, the state assessment was the High School Proficiency Test (HSPT). This measured students strictly on a pass/fail basis. Possible scores ranged from 100 to 500 with a 300 set as the “proficient” cut off score. Students were required to achieve a level of “proficient” in reading, writing, and mathematics in order to be eligible to graduate from high school. The test was first administered in October of junior year and then again in April of junior year and October of senior year (for those who were unable to achieve at the level of proficiency on any or all of the assessed subject areas). A Special Review Assessment (SRA) was necessary to implement for any student who was not able to meet the requirement in any or all of the three subject area tests after all three attempts.

This state assessment was renamed the High School Proficiency Assessment (HSPA) in April of 2002. This assessment revised the number of subject areas assessed to two (language arts literacy and mathematics) while increasing the number of proficiency levels to three. Possible scores now range from 100 to 300 with 200 being the minimum for a “proficient” rating and 250 for an “advanced proficient” rating. A score below 200 would be classified as “partially proficient” and any student falling into this category would be required to take the assessment again in the spring. These changes were made in order to align consistently with the previously phased in state assessments at the elementary (ESPA) and middle (GEPA) levels as well as the Core Curriculum Content Standards. The advantage of these additional proficiency levels, especially at the lower grades, is to be able to identify at-risk students in order to accommodate instruction and provide the necessary assistance to help these students improve and achieve the necessary proficiency.

## RESULTS FOR STATE CRITERION-REFERENCED TESTS

Data Display Table for Reading - \*High School Proficiency Test (HSPT)  
 \*\*High School Proficiency Assessment (HSPA)  
 (LAL score combines Reading and Writing)

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	4/02**	10/00*	10/99*	10/98*	10/97*
<b>SCHOOL SCORES</b>					
TOTAL					
At or Above Basic	100%	n/a	n/a	n/a	n/a
At or Above Proficient	41%	100%	100%	100%	100%
At Advanced	59%	n/a	n/a	n/a	n/a
Number of students tested	61	58	61	57	51
Percent of total students tested	100%	100%	100%	100%	100%
Number of students excluded	0	0	0	0	0
Percent of students excluded	0%	0%	0%	0%	0%
School Mean Score	250.9	459.6	458.4	443.8	448.5
<b>SUBGROUP SCORES</b>					
<u>Asian/Pacific Islander</u>					
At or Above Basic	100%	n/a	n/a	n/a	n/a
At or Above Proficient	60%	100%	100%	100%	100%
At Advanced	40%	n/a	n/a	n/a	n/a
<b>STATE SCORES</b>					
TOTAL					
At or Above Basic	Not yet available	n/a	n/a	n/a	n/a
At or Above Proficient	Not yet available	89.9%	90.2%	89.4%	93.0%
At Advanced	Not yet available	n/a	n/a	n/a	n/a
State Mean Score	Not yet available	N/avail	371.9	372.5	371.3

Data Display Table for Mathematics - \*High School Proficiency Test (HSPT)  
 \*\*High School Proficiency Assessment (HSPA)

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	4/02**	10/00*	10/99*	10/98*	10/97*
<b>SCHOOL SCORES</b>					
TOTAL					
At or Above Basic	0%	n/a	n/a	n/a	n/a
At or Above Proficient	21%	100%	100%	100%	100%
At Advanced	79%	n/a	n/a	n/a	n/a
Number of students tested	61	58	61	57	51
Percent of total students tested	100%	100%	100%	100%	100%
Number of students excluded	0	0	0	0	0
Percent of students excluded	0%	0%	0%	0%	0%
School Mean Score	258.2	480	477.9	476.8	475.9
<b>SUBGROUP SCORES</b>					
<u>Asian/Pacific Islander</u>					
At or Above Basic	100%	n/a	n/a	n/a	n/a
At or Above Proficient	30%	100%	100%	100%	100%
At Advanced	70%	n/a	n/a	n/a	n/a
<b>STATE SCORES</b>					
TOTAL					
At or Above Basic	Not yet available	n/a	n/a	n/a	n/a
At or Above Proficient	Not yet available	91.4%	92.3%	92.0%	90.9%
At Advanced	Not yet available	n/a	n/a	n/a	n/a
State Mean Score	Not yet available	N/avail	395.0	394.9	392.3

Data Display Table for Writing - \*High School Proficiency Test (HSPT)  
 \*\*High School Proficiency Assessment (HSPA)  
 (LAL score combines Writing and Reading)

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	4/02**	10/00*	10/99*	10/98*	10/97*
<b>SCHOOL SCORES</b>					
TOTAL					
At or Above Basic	0%	n/a	n/a	n/a	n/a
At or Above Proficient	41%	100%	100%	100%	100%
At Advanced	59%	n/a	n/a	n/a	n/a
Number of students tested	61	58	61	57	51
Percent of total students tested	100%	100%	100%	100%	100%
Number of students excluded	0	0	0	0	0
Percent of students excluded	0%	0%	0%	0%	0%
School Mean Score	250.9	427.5	421.2	426.4	412.8
<b>SUBGROUP SCORES</b>					
<u>Asian/Pacific Islander</u>					
At or Above Basic	100%	n/a	n/a	n/a	n/a
At or Above Proficient	60%	100%	100%	100%	100%
At Advanced	40%	n/a	n/a	n/a	n/a
<b>STATE SCORES</b>					
TOTAL					
At or Above Basic	Not yet available	n/a	n/a	n/a	n/a
At or Above Proficient	Not yet available	94.1%	91.9%	93.1%	93.0%
At Advanced	Not yet available	n/a	n/a	n/a	n/a
State Mean Score	Not yet available	N/avail	352.3	367.8	361.3

**RESULTS FOR ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS**

*Grade:* 11

*Test:* Scholastic Aptitude Test (SAT)

*Edition/publication year:* Annual

*Publisher:* Educational Testing Service (ETS)

*What groups were excluded from testing? Why, and how were they assessed?*

No students were excluded from testing in any of the reporting years.

*Scores are reported here as (check one):* NCEs  Scaled scores  Percentiles

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	Varied	Varied	Varied	Varied	Varied
<b>SCHOOL SCORES</b>					
Total Score	1364	1369	1340	1335	1246
Number of students tested	59	63	56	47	43
Percent of students tested	109%	105%	98%	98%	105%
Number of students excluded	0	0	0	0	0
Percent of students excluded	0%	0%	0%	0%	0%
<b>SUBJECT SCORES</b>					
Mathematics - Score	690	682	676	676	637
Verbal - Score	674	687	664	659	609

<b>STATE SCORES</b>					
Total Score	1009	1012	1011	1008	1005
Percent of students tested	76%	77%	77%	78%	75%
<b>SUBJECT SCORES</b>					
Mathematics - Score	514	513	513	510	508
Verbal - Score	495	499	498	498	497
<b>STANDARD DEVIATIONS</b>					
Mathematics - Standard Deviation	118	113	116	116	114
Verbal - Standard Deviation	114	116	113	113	113
<b>NATIONAL SCORES</b>					
Total Score	1020	1020	1019	1016	1017
<b>SUBJECT SCORES</b>					
Mathematics - Score	516	514	514	511	512
Verbal - Score	504	506	505	505	505
<b>STANDARD DEVIATIONS</b>					
Mathematics - Standard Deviation	114	113	113	114	112
Verbal - Standard Deviation	111	111	111	111	111