

**U.S. Department of Education**  
**2009 No Child Left Behind - Blue Ribbon Schools Program**

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Type of School: (Check all that apply)  Elementary  Middle  High  K-12  Other  
 Charter  Title I  Magnet  Choice

Name of Principal: Mr. Eric Love

Official School Name: Essex County Vocational - Bloomfield Tech

School Mailing Address:  
209 Franklin Street  
Bloomfield, NJ 07003-4878

County: Essex State School Code Number\*: 13-1390-050

Telephone: (973) 412-2206 Fax: (973) 412-2096

Web site/URL: http://www.essextech.org/bt/bt.htm E-mail: elove@essextech.org

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

\_\_\_\_\_ Date \_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\*: Dr. Michael Pennella

District Name: Essex County Vocational School District 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 to the best of my knowledge it is accurate.

\_\_\_\_\_ Date \_\_\_\_\_  
(Superintendent's Signature)

Name of School Board President/Chairperson: Reverend Edwin Leahy

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

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

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*  
Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress 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, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals 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 and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. 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.
9. 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.
10. 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** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: \_\_\_\_\_ Elementary schools  
 \_\_\_\_\_ Middle schools  
 \_\_\_\_\_ Junior high schools  
 \_\_\_\_\_ 4 High schools  
 \_\_\_\_\_ Other  
 \_\_\_\_\_ **4 TOTAL**

2. District Per Pupil Expenditure: 14327

Average State Per Pupil Expenditure: 16052

**SCHOOL** (To be completed by all schools)

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. 4 Number of years the principal has been in her/his position at this school.

\_\_\_ If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	7			0
K			0	8			0
1			0	9	69	59	128
2			0	10	57	61	118
3			0	11	53	52	105
4			0	12	54	50	104
5			0	Other			0
6			0				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							455

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
2 % Asian  
45 % Black or African American  
49 % Hispanic or Latino  
1 % Native Hawaiian or Other Pacific Islander  
2 % White  
1 % Two or more races  
**100** % **Total**

Only the seven standard categories should be used in reporting 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.

7. Student turnover, or mobility rate, during the past year: 12 %

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

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	27
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	26
<b>(3)</b>	Total of all transferred students [sum of rows (1) and (2)].	53
<b>(4)</b>	Total number of students in the school as of October 1.	455
<b>(5)</b>	Total transferred students in row (3) divided by total students in row (4).	0.116
<b>(6)</b>	Amount in row (5) multiplied by 100.	11.648

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 86 %

Total number students who qualify: 392

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 0 %

Total Number of Students Served: 0

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

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

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

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>41</u>	<u>0</u>
Special resource teachers/specialists	<u>1</u>	<u>0</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff	<u>6</u>	<u>0</u>
Total number	<u>50</u>	<u>0</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 11 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	93%	93%	91%	90%	92%
Daily teacher attendance	98%	98%	98%	97%	96%
Teacher turnover rate	6%	1%	3%	7%	4%
Student dropout rate	0%	0%	1%	0%	0%

Please provide all explanations below.

The majority of Bloomfield Tech students use public transportation which might involve multiple buses and out of pocket costs for the student. This reliance on outside transportation makes the average student attendance slightly lower than the state average of 95%.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	<u>101</u>	
Enrolled in a 4-year college or university	<u>45</u>	%
Enrolled in a community college	<u>28</u>	%
Enrolled in vocational training	<u>1</u>	%
Found employment	<u>26</u>	%
Military service	<u>0</u>	%
Other (travel, staying home, etc.)	<u>0</u>	%
Unknown	<u>0</u>	%
<b>Total</b>	<b><u>100</u></b>	<b>%</b>

## PART III - SUMMARY

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The Bloomfield Tech Campus of the Essex County Vocational and Technical Schools, better known as Bloomfield Tech, is part of one of the largest and the oldest vocational school districts in the state of New Jersey. The school and district takes great pride in its quest for continuous improvement directed toward addressing the needs of urban and lower-income students.

Each year the students who attend Bloomfield Tech get a comprehensive education in both academics and technology, preparing them to enter college or the work force immediately upon graduation. Our graduates have gone on to four-year universities as well as being placed in jobs they have been recruited for through our school's work/study program. The mission of preparing students for both academic and career opportunities is achieved through a combination of strong classroom-based learning and hands-on career preparation that gives students the chance to participate in technical shops and academies.

Students have the opportunity to select an area of concentration from a wide range of career options. The technical programs are grouped into career clusters such as Visual and Digital Communication, Building Trades Technology, Business Technology and the Green Energy Academy. The school's Green Energy Academy began in September 2008 in partnership with Public Service Electric & Gas, which is pioneering innovative ideas in this field and is our community's local public utility company. Recently our school launched two new enhancements to its programs – a Television and Video Production Studio that is part of the Visual and Digital Communication program and HVAC classes that are part of the Building Trades career program.

Bloomfield Tech has an active partnership with professionals in the surrounding community. Students can prepare for business careers through mentorship programs with business professionals, who offer networking, communication and personal presentation skills as part of the All Stars program. Other students participate in the Teens Networking for Tomorrow program, where they take part in peer leadership and community service activities. Both of these programs offer leadership opportunities for Bloomfield Tech's students and introduce them to the community-at-large.

No matter what career path a student selects, he or she will gain the education needed to succeed in further education or to transition seamlessly into the working world. Bloomfield Tech graduates can be found working in many different occupations across the United States and globally.

Besides the many technical career programs offered at Bloomfield Tech, students also take advantage of fine academic programs offered. Academic programs prepare students for the HSPA and also provide them with the foundation to pursue higher education or other post-secondary opportunities. Academic programs include Honors level classes, foreign language, advanced mathematics and performing arts. Students can become gainfully employed while still attending high school through participation in the school's work-study program. Many students are presently working for local businesses, private organizations or governmental agencies. Numerous community and regional employers seek out Bloomfield Tech students because they are aware of the rigorous academic, vocational and technical training the students receive at the school.

Bloomfield Tech was recognized by the National Association of State Title I Directors as a Distinguished Performing Title I School in 2007 and was one of only two schools in the state of New Jersey to be so recognized. Bloomfield Tech was also recognized for the second year in a row as a bronze award winner in the US News and World Reports list of the best high schools in the United States. In February 2009, Business Week magazine, in partnership with Greatschools.net, cited the school as one of the three best high schools in the state of New Jersey and among the top ten in the nation serving low income students. According to Business Week, this honor recognized that Bloomfield Tech had the highest weighted test score of the most economically-disadvantaged schools.

Several organized student clubs including the Future Business Leaders of America, Student Council, National Honor Society and the school's new Green Energy Club enrich the students' overall experience at the school.

Bloomfield Tech athletic teams also are well known, with both the boy's and girl's basketball teams reaching the championship final rounds in recent state tournaments.

Bloomfield Tech continues to exceed the mandates of the No Child Left Behind law by going beyond its yearly goals and AYP for the past school year. Currently the school has achieved its AYP goal for the standards set for 2011.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. **Assessment Results:**

All first time eleventh grade students must sit for the High School Proficiency Assessment (HSPA) which is administered in the month of March of each school year under the auspices of the New Jersey Department of Education. The High School Proficiency Assessment measures the student's mastery of the Core Content Curriculum Standards in the subjects of Language Arts and mathematics and is a requirement for high school graduation. A student scoring a score a score of 200 to 249 in a particular subject is deemed to be Proficient in that subject area. A score of 250 in a subject area designates that student as being Advanced Proficient in that subject. More information on the High School Proficiency Assessment can be found at [www.state.nj.us/education](http://www.state.nj.us/education) .

Under the federal governments NCLB (No Child Left Behind) provisions Bloomfield Tech has consistently made AYP (Adequate Yearly Progress) in which a school must meet a total of 41 indicators of success in different subgroups. This consistent meeting of AYP means that Bloomfield Tech has never been labeled as a School in needs of Improvement. Bloomfield Tech is currently exceeding the NCLB standards set for the year 2011 in the area of Language Arts and is exceeding the standards set for the year 2010 in mathematics. Bloomfield Tech's students may reside in any of the twenty one municipalities of Essex County, New Jersey and the school has outperformed many of the sending districts of its students. It must be noted that this has been accomplished across the board especially in the area of economically disadvantaged students. The school has also outperformed the state average, for example, for the last year of the five year span of data the state average for Language Arts and mathematics was 83.4% and 75.4% respectively.

There has been a steady trend of improvement in scores on the HSPA for Bloomfield Tech students in the past five years in both subject areas. In the area of math an increase of 11 percent was made in the first year of the five year span of data. This could be attributed to an increased awareness of using different instruction models. There has also been a steady growth in the number of Advanced Proficient in the area of mathematics. In the area of Language Arts a consistent growth pattern is seen in the data tables and this can be attributed to the stronger emphasis on improving student's writing and reading across the curriculum.

### 2. **Using Assessment Results:**

Ongoing standardized and district assessments are used to monitor and adjust classroom instruction, instructional programs and are used in student placement. Students are moved to the most appropriate settings for both advancement and remediation. The instructional model used by the district calls for in-class formative instruction during the lesson. In-class tests are used for instructional decision-making as well as for student evaluations. The teaching staff seeks to place a student in an environment where he or she is neither frustrated nor bored. The goal is to both challenge students and offer them the correct support.

Assessments such as NWEA's Measures of Academic Progress are used to address deficiencies that a student might have so that appropriate actions can take place to help the student. Assessment data is used to place students in supplemental classes at the beginning and end of the day in our zero or tenth period classes. Data is also used to determine if students are in need of services such as peer tutoring or possible intervention by the school's Intervention and Referral Team. Teacher's are required to keep a binder of all classroom assessments which are given during the course of the school year.

### 3. **Communicating Assessment Results:**

Communication to students is a vital component to the educational process at Bloomfield Tech. Feedback is provided to students from all assessments. This attention is both supportive and action-oriented. Feedback is

important for the student and the instructor. It allows the student to be constantly aware of how he or she is doing and helps the students formulate benchmarks for their own achievement. The instructor benefits from this feedback because the student becomes a better learner and addresses the key component in the educational equation: "Is learning taking place?"

Parents are notified about assessments, such as the HSPA (High School Proficiency Assessment), NJ PASS and MAPS events though the mail. Teachers hold parent conferences when a student is experiencing academic or social difficulties. During academic conferences a discussion of assessment data is always a part of the meeting. The communication of assessment results is also done by district level supervisors during monthly department meetings so that trends for a particular group may be determined.

#### **4. Sharing Success:**

Bloomfield Tech shares its achievements and information with the public though its web site. Student results also have been published in local media outlets and through the annual State Report Card, which is a communication and accountability initiative of the New Jersey Department of Education.

Information about the school's offerings and its results are provided to perspective students through guidance counselor visits to over 20 sending schools. Another opportunity to share is done though school tours of the school campus to perspective students and parents. School fairs are held for the public to showcase the four schools that make up the Essex County Vocational and Technical School District. During these fairs, members of the public meet with school staff to discuss successful initiatives that are happening at the schools. Bloomfield Tech has been able to share its success through joint partnerships with such entities as Essex County College, PSE&G and New Jersey Transit.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

Bloomfield Tech's curriculum is designed to meet each student's academic and career plans for the future. The curriculum is aligned to the New Jersey Core Content Standards and meets all state requirements for a high school diploma. Students are arranged in three distinctive academic programs: the Vocational Studies Program, Tech Prep Studies Program and the Academy Studies Program. In each program students are offered rigorous study to prepare them for either higher education or a career in a technical or vocational field.

All students take four years of math and have the opportunity to continue on with Honors Pre-Calculus and Calculus. Students in the Vocational program take three years of science, while Tech Prep and Academy students take four years of science. Science courses include: biology, physical science, environmental science, chemistry and Physics. Students are also required to take four years of physical education and health. As part of the health curriculum, Bloomfield Tech is participating in a new initiative in partnership with the University of Medicine and Dentistry of New Jersey called Safe Dates. Safe Dates helps students learn communication and self-esteem skills that are the foundation for positive relationships.

Students also study three years of history with such course offerings as: World History, American History I and American History II. Students in the tenth grade can participate in American Studies, which involves the integration of art into lessons and is taught using a thematic approach. Students may also take *Diaspora Amistad and Beyond*, which studies the movement of people throughout history, as a history elective. All students are required to take a foreign language and the majority of students complete two years of a foreign language.

A major portion of the Bloomfield Tech curriculum involves our many different vocational and technical career areas in our career clusters. Students are required to take a total of 55 credits in a career area such as Green Energy. Each area offers a curriculum that meets standards set by the state or an industry organization. Several career programs provide work/study opportunities for students where they get a first hand experience in a career or vocational field through employment or job shadowing.

### 2b. (Secondary Schools) English:

The Bloomfield Tech English Department offers a full range of courses through its curriculum that is aligned with the New Jersey Core Content Standards. All students study English for four years to meet the requirements for graduation. These courses include English I through English IV. Advanced students have the opportunity to take Honors classes. The English curriculum includes a unique course for tenth grade students called American Studies English. This course and its counterpart in the history department involves the study of literature and art through a thematic approach. Teachers have been encouraged to use paperback selections and this use of books instead of a reliance on an anthology has been beneficial in helping students become better readers.

Students are offered instruction in the many different genres of literature and the literature analyze. Instruction is also provided in oral and visual presentations. Teachers have also been encouraged to use electronic sources for research and reader interest in their instruction. This in-depth study has helped students perform above the state average on state-mandated graduation tests. Students also have the opportunity to participate in English Department electives such as Film and Literature and *Diaspora*, which is the study of the movement of civilizations through the study of literature.

### **3. Additional Curriculum Area:**

As a Vocational and Technical high school, a significant part of Bloomfield Tech's mission is to prepare students for success in a vocational or technical career upon graduation. The career programs offer students various opportunities to advance into different career pathways that might involve college, a post secondary technical school or employment. For example, the Building Trades program offers the student an opportunity to take a career path into employment in one of the many trade unions whom the school district has a relationship or follow a different path to become an electrical engineer. Bloomfield Tech recognizes that as the world changes so do the many types of careers that are needed to support a changing world. Accordingly the school is constantly adapting to the need of the national and global economy. With the advent of the new Green Energy Academy, students are learning the skills that will be needed to take on the challenges and take advantage of the opportunities of tomorrow. A recent initiative involves an intensive infusion of math skills into each of the career areas, which will involve the having a relationship being built between the career area and the math class.

### **4. Instructional Methods:**

Hardware and software is being incorporated into the school's instructional program at an increasingly rapid rate. Instructional was recently enhanced by the addition SmartBoards to all English and math classes. This technology opens the classroom to resources from shared knowledge base of the world. This addition gives instructors the ability to increase productivity and holds student attention while fostering participation. Each classroom has internet connections and a minimum of two student computers. Several computer labs are available for teachers to use in their lessons. Students use new software programs for the enhancement of skills and problem solving within the school and at home. Research databases, career and college search tools work with soon to be implemented electronic tools for career entry and college admissions

The use of walkthroughs by teams made up of building and district level administrators offer instructors an opportunity to have various portions of their lessons observed in the light of district wide research-based instructional initiatives. Feedback is then offered to instructors during informal conferences with the building principal.

The start of the lesson has been a recent focal point during faculty and department meetings where the teachers were asked to concentrate on the research based techniques for fostering learning during the first minutes of each class. Along with other techniques such as the use of Do Now activities and formative assessment strategies by instructors, these types of shared instructional techniques help to create a cohesive educational environment.

Instructors are asked for input on student schedules and placement in a program. Though the use of a district mentoring and coaching program new teachers are able to gain knowledge and assistance from veteran instructors on such topics as differentiated instruction, learning objectives and teaching models. When program changes occur, affected teachers and district personnel, including the superintendent meet to identify and, where possible, overcome predictable challenges.

### **5. Professional Development:**

Professional development opportunities are a key component of the success of Bloomfield Tech. Throughout the district teachers are encouraged to grow professionally though the use of their allotted out of district professional days. Administrative and faculty meetings have an instructional improvement component and department meetings focus on specific content-related learning issues. Many faculty members belong to professional organizations such as the National Association of Teachers of Mathematics, National Association of Teacher's of English and the Association of Business Teachers.

The district also sponsors four half day in-service days each year, which offer faculty members an opportunity for further development. Often faculty members act as facilitators during these sessions. Here growth is fostered as our local experts are able to offer their expertise on a particular subject in the context of our students needs. Bloomfield Tech also has a building based Professional Development Committee and is benefiting from the development of Professional Learning Communities. The PLCs have given the teachers an opportunity to come together as professionals to solve problems and to share ideas.

#### **6. School Leadership:**

The administrative structure of Bloomfield Tech consists of a principal and vice principal. Several district level departmental supervisors are also available to staff and faculty. The departmental supervisors are responsible for the individual curriculums for their department and assist in opportunities for professional development for the faculty members within their departments. The building and district level supervisors work together to improve the resources for faculty and work often in the development of schedules.

On the building level, Mr. Eric Love, the principal for the last four and a half years and also a graduate of Bloomfield Tech stands as an example to students of what is possible for them in the future. He often states that he hopes that one of his students will take over when he retires. Mr. Love as a former English teacher has joined in the preparation for the High School Proficiency Assessment by assigning students essays for homework. He has taken on the role of master scheduler and seeks out teacher input for how the master schedule can be improved in order to enhance student achievement. Mr. Love believes that the success of Bloomfield Tech is a team effort and all members of the Bloomfield Tech family play a strong part.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics                      Grade: 11 Test: High School Proficiency Assessment  
Edition/Publication Year: 2002      Publisher: Measurement Inc.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	79	73	69	60	49
% Advanced	9	4	10	4	4
Number of students tested	106	112	121	110	112
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced	77	73	64	62	54
% Advanced	11	4	11	5	6
Number of students tested	91	94	98	92	90
<b>2. Racial/Ethnic Group (specify subgroup): Black</b>					
% Proficient plus % Advanced	82	75	71	56	42
% Advanced	4	4	4	2	9
Number of students tested	44	48	52	43	33
<b>3. (specify subgroup): Hispanic</b>					
% Proficient plus % Advanced	77	72	64	64	55
% Advanced	13	5	16	6	3
Number of students tested	62	64	64	62	74
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading                      Grade: 11 Test: High School Proficiency Assessment  
Edition/Publication Year: 2002    Publisher: Measurement Inc.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	95	92	88	84	83
% Advanced	3	4	2	4	2
Number of students tested	106	112	121	110	112
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced	94	94	90	84	82
% Advanced	3	3	0	4	2
Number of students tested	91	94	98	92	90
<b>2. Racial/Ethnic Group (specify subgroup): Black</b>					
% Proficient plus % Advanced	95	92	88	81	94
% Advanced	2	4	0	5	3
Number of students tested	44	48	52	43	33
<b>3. (specify subgroup): Hispanic</b>					
% Proficient plus % Advanced	95	92	87	84	80
% Advanced	3	5	3	3	1
Number of students tested	62	64	64	62	74
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes: