U.S. Department of Education
2012 National Blue Ribbon Schools Program
A Public School - 12NJ3

School Type (Public Schools): (Check all that apply, if any) ☐ Charter ☐ Title 1 ☐ Magnet ☑ Choice

Name of Principal: Mr. Patrick Mauro

Official School Name: Union County Vocational-Technical School

School Mailing Address: 1776 Raritan Road
Scotch Plains, NJ 07076-2928

County: Union State School Code Number*: 39-5260-050

Telephone: (908) 889-8288 E-mail: pmauro@ucvts.tec.nj.us

Fax: (908) 889-4399 Web site/URL: http://www.ucvts.tec.nj.us/ucvts/UC%20Tech%20High%20School/

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. Thomas Bistocchi Superintendent e-mail: tbistocchi@ucvts.tec.nj.us

District Name: Union County Vocational-Technical School District District Phone: (908) 889-8288

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: Mr. Charles Mancuso

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)

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

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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 2011-2012 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 foreign language courses.

5. The school has been in existence for five full years, that is, from at least September 2006.

6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.

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

1. Number of schools in the district (per district designation):
   - 0 Elementary schools (includes K-8)
   - 0 Middle/Junior high schools
   - 5 High schools
   - 0 K-12 schools
   - 5 Total schools in district
2. District per-pupil expenditure: 11489

SCHOOL (To be completed by all schools)

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

4. Number of years the principal has been in her/his position at this school: 7

5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	0	0	0		7	0	0	0
1	0	0	0		8	0	0	0
2	0	0	0		9	28	42	70
3	0	0	0		10	25	42	67
4	0	0	0		11	28	31	59
5	0	0	0		12	23	35	58
							Total in Applying School:	254

6. Racial/ethnic composition of the school:

0 %	American Indian or Alaska Native
11 %	Asian
24 %	Black or African American
25 %	Hispanic or Latino
0 %	Native Hawaiian or Other Pacific Islander
39 %	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 2010-2011 school year: 1%

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

(1)	Number of students who transferred ***to*** the school after October 1, 2010 until the end of the school year.	0
(2)	Number of students who transferred ***from*** the school after October 1, 2010 until the end of the school year.	3
(3)	Total of all transferred students [sum of rows (1) and (2)].	3
(4)	Total number of students in the school as of October 1, 2010	254
(5)	Total transferred students in row (3) divided by total students in row (4).	0.01
(6)	Amount in row (5) multiplied by 100.	1

8. Percent of English Language Learners in the school: 0%

Total number of ELL students in the school: 0

Number of non-English languages represented: 0

Specify non-English languages:

No ELL students enrolled.

9. Percent of students eligible for free/reduced-priced meals: 31%

Total number of students who qualify: 80

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-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

UCTECH enrolls Full-time students and Share-time students. The Full-time student free and reduced lunch count equals 80/254=31% The Share-time free and reduced lunch count equals 216/596=36%.

Share-time special education =292 students: Autism=8, ED=11, Hearing=1, SLD=158, MD=23, MR=33, TBI=3, OHI=55

10. Percent of students receiving special education services: 1%

Total number of students served: 3

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

0	Autism	0	Orthopedic Impairment
0	Deafness	1	Other Health Impaired
0	Deaf-Blindness	1	Specific Learning Disability
1	Emotional Disturbance	0	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities	0	Developmentally Delayed

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

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	3	0
Classroom teachers	30	0
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	4	0
Paraprofessionals	0	0
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	4	0
Total number	41	0

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: 18:1

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

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	95%	96%	96%	95%	95%
High school graduation rate	99%	100%	100%	100%	100%

14. **For schools ending in grade 12 (high schools):**
Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	59
Enrolled in a 4-year college or university	54%
Enrolled in a community college	34%
Enrolled in vocational training	2%
Found employment	5%
Military service	3%
Other	2%
Total	**100**%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

◉ No

○ Yes

If yes, what was the year of the award?

PART III - SUMMARY

Union County Vocational-Technical High School (UCTECH) continues to enjoy a pattern of growth. Our two-year share-time program has been complemented by Union County's first four-year, full-time vocational-technical high school. UCTECH continues a tradition of offering students high quality technical programs combined with College Preparatory/Honors Level academic programs.

Union County Vocational-Technical High School, also known as UCTECH was established as a share-time vocational-technical school in 1965. The share-time program enabled high school students to pursue an academic track at their home high schools for approximately half of the school day while pursuing a vocational-technical track for half of the day. Students would ride busses back and forth from their home schools to the vocational-technical school. These vocational students would ultimately earn a NJ State Certificate in a vocational or technical program and a high school diploma. The purpose of the county vocational-school programs, which were established in each of New Jersey's 21 counties, was to provide low-cost, up-to-date and efficient vocational and technical education to the students from local high schools where the cost of maintaining high technology was prohibitive. And, because of the high costs associated with vocational-technical education, this method worked well for the local districts and for the State of New Jersey. The vocational-technical school system in New Jersey was the first "school-of-choice" for students in the state.

Through 2001, Union County Vocational-Technical High School served share-time students and post-secondary students, offering to them 20 different and distinct vocational programs: Cosmetology, Culinary Arts, Commercial Art, Graphic Arts, Baking, Supermarket Technology, Automotive Technology, Criminal Justice, Computer Aided Design, Office Systems Technology, Building Trades Technology, Electrical Technology, Carpentry/Construction, Auto Collision Repair, Masonry, Horticulture, Welding, Child Development and Guidance, Computer Repair and Allied Health. To help students apply knowledge to their vocational programs, Technical Mathematics and Technical Science options were offered to help bolster the individual student's knowledge in their respective fields.

In 2002, the Union County Vocational-Technical School District established the Union County Vocational-Technical High School for full-time students. For the first time, students could stay all day at the high school, participating in academics and vocational-technical education. The charts and data presented for the academic reports in this submission apply to the full-time students, as UCTECH is their home high school. Share-time students are still educated on a shared basis. Additionally, UCTECH offers 11 self-contained, special education programs distinct and separate from the regular education share-time and full-time programs. We are serving a diverse population that has the ability to benefit from programs like ours.

UCTECH has a long tradition of offering the latest technology, taught by knowledgeable teachers, many who were tradesmen and achieved their teaching certificates thorough an alternate route. Academically, UCTECH ranks among one of the top full-time vocational-technical high schools in New Jersey when one compares New Jersey High School Proficiency Assessment scores. Within Union County, UCTECH ranked 5th out of 21 high schools in NJHSPA scores for mathematics and language arts.

Our Mission

The high school academic curriculum is taught on the honors level and includes a Career and Technical Education Program which permits students the opportunity to study a variety of traditional vocational-technical programs including, but not limited to: automotive technology, building trades, communications, public safety, cosmetology, culinary arts, and human services. Within the program, students will be required to complete all high school graduation requirements, the state testing and assessment program, as well as their technical major.

UCTECH students share academic classes with the students enrolled in the Academy for Information Technology, featuring 15 classrooms, an electronic media center, a gymnasium, complete with a stage for theatrical performances, health and physical education facilities, and science laboratories. All classrooms are user-friendly with respect to the Internet as well as having total accessibility to our internal campus-wide network. The Union County Board of Chosen Freeholders continues to support the expansion of our student population.

Our full-time UCTECH students scored above average on the New Jersey High School Proficiency Assessment (NJHSPA) scoring 98.0% proficient in mathematics and 100% proficient in Language Arts for the 2010-2011 school year.

About Union County

Union County is a county located in the north east portion of New Jersey. As of the 2010 census, the population was 536,499, and is a part of the New York Metropolitan Area. Union County ranks 93rd among the highest income counties in the United States, it also ranks 74th in the United States by personal per-capita income. (2010 Census.) Union County pays the second-highest property taxes of all counties in the nation. (Forbes.com) With more than 5,000 persons per square mile on average, Union County is one of the most densely populated counties in America. Union County is very diverse, containing one of the largest cities in New Jersey (Elizabeth) as well as part of the NY-NJ Port Authority (Newark Airport) and a large oil refinery and port system. Union County is governed by a nine-member Board of Chosen Freeholders. The members are elected at large to serve three-year terms on a staggered basis, with three seats coming up for election each year.

Board of Education

The Union County Vocational-Technical Schools District is governed by a five person autonomous Board of Education, represented by two republicans and two democrats, appointed by the Union County Board of Chosen Freeholders. The fifth seat is held by the Executive County Superintendent of Schools.

UCTECH is a high school with a clear and unmistakable mission. . . .to offer outstanding technical education and to prepare students for careers and college. UCTECH is a Middle States Accredited High School, attaining that status in 2010.

Union County Vocational-Technical High School’s commitment to the world of tomorrow is evidenced by our high-tech applications. Our fiber-optic network for example serves as a digital communications backbone between each of our classrooms and the Internet. UCTECH students can access a high speed network and research information that is available from around the globe allowing them to compete with other high school students on a world-class level.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

UCTECH NJ High School Proficiency Assessment Results

The full-time UCTECH High School students who are presently enrolled and will graduate in June of 2012 rank among the highest achieving students in all of Union County when one compares the results of the most recent NJ Statewide Assessments, the New Jersey High School Proficiency Assessment. This school also enrolls share-time students, who attend for the technical classes only. Their home sending districts are responsible for their state assessments and their results are not reported by us.

The High School Proficiency Assessment is used to determine student achievement in reading, writing, and mathematics as specified in the New Jersey Core Curriculum Content Standards.

In Mathematics, UCTECH students were measured in their ability to understand and master number sense, concepts and applications as it pertained to understanding the types of numbers, the numeration system, and the ways they are used and applied in real-world situations, including the application of ratios, proportions, and percents to a variety of situations.

In Language Arts, UCTECH students were measured by asking them to demonstrate their ability to understand the Language Arts Literacy Core Curriculum Content Standards that were developed within the state by demonstrating their ability to work with text, analyze and critique text and understand text.

NJ State Standards allow a total of 300 possible points to be scored in each area, and a score range of 100-300, 200 and above is considered proficient. Scoring 250 and above is considered advanced proficient. Scoring below 200 points is considered partially proficient.

Overall proficiency levels achieved in 2011 by students throughout the State of NJ when compared to UCTECH students prove the state average is lower. In the Mathematics content area for example, 49.9% of all NJ students who received a valid scale score, scored at the Proficient level and 25.3% scored at the Advanced Proficient level. This translates to a 75.2% proficiency rate statewide in mathematics. Conversely, in the Language Arts Literacy content area, 68.8% of all students who received a valid scale score scored at the Proficient level and 20.8% scored at the Advanced Proficient level. This translates to a 89.6% proficiency rate statewide in language arts.

School Year	Number of Students	Mathematics	LAL
2007	57	45%Proficient-14%Advanced	84%Proficient-16% Advanced
2008	48	73%Proficient-27%Advanced	88%Proficient-13% Advanced
2009	55	77%Proficient-14%Advanced	87%Proficient-11% Advanced
2010	59	64%Proficient-31%Advanced	85%Proficient-15% Advanced
2011	58	66%Proficient-33%Advanced	72% Proficient-28% Advanced

Trends have been observed over the past five years when comparing UCTECH students to each other. Statewide, UCTECH students have consistently scored at or above the NJ State average acceptable cut scores (22.8% higher proficiency in mathematics and 10.4% higher proficiency in language arts for 2011)

when compared to other students in the state. Increased passing rates are not the whole story. An increase in advanced proficiency from year-to-year in both areas of the NJHSPA have been noted.

Given UCTECH's Technical/Vocational mission, it's diversity and the number of students receiving free and reduced lunch (economically disadvantaged), the results are nothing short of remarkable.

2. Using Assessment Results:

The UCTECH students who were measured during the past five years have outscored many of their high school contemporaries. These results have become the "norm" at UCTECH but this has not always been the case. The 2006 results were in the 83rd percentile for mathematics proficiency and in the 89th percentile for language arts proficiency. These assessment results showed a clear need for intervention prior to test taking and showed a 10% improvement in both tested areas the following year.

By analyzing the results of each of the students, the mathematics and language curricula was bolstered to take into account the variations encountered in 2006. Additionally, a computer-based NJHSPA practice test, given to all 10th grade students in 2007 showed that these students required remedial instruction and further practice in the area of mathematics. By repeating these tests, analyzing the results, and customizing the curriculum to meet the needs of the majority of students, students began to improve their practice scores. A HSPA review program was initiated during the summer of 2007 and was open to all students. The 12 day, 2 hour program has since become not only a summer remedial program but is offered in the months prior to the March assessment. Adherence to the New Jersey Core Curriculum Content Standards in both mathematics and language arts curricula is also a factor in improving scores.

UCTECH students can qualify to enroll in a mathematics course entitled "Combined Algebra" in the 9th grade. Combined Algebra has the concepts of Algebra 1 and the beginning concepts of Geometry. By taking this course in the 9th grade, students are more prepared for the mathematics portion of the NJHSPA.

UCTECH is very diligent about informing parents of their child's performance. Prior to 2010, parents were mailed home on a bi-quarterly basis, a report card that detailed student progress and a report card that detailed student performance. In addition to these 8 reports, parents were mailed home the results of the practice NJHSPA in the 10th grade as well as the results of the PSAT tests, a good indicator of their national rankings in mathematics and language arts. Prior to the NJHSPA administration held in March of each year, parents and students are sent home via mail a detailed letter explaining the importance of the NJHSPA and some tips to do well (get a good night's rest, eat breakfast that morning, etc.). The results of the NJHSPA are mailed home to each parent after the State of New Jersey Department of Education make them public. Parents were also informed of the summer programs and the after school programs that UCTECH made available to each student.

The results of UCTECH students NJHSPA scores are also shared with the public via a monthly Board of Education meeting (usually the June meeting). During student/parent Information Sessions (designed to recruit new classes and inform parents) the NJHSPA results (general results) are shared with the audience.

3. Sharing Lessons Learned:

UCTECH is one of five high schools within the school district and is one of 25 high schools located in the County of Union. Sharing our remedial programs with the other four high schools in the school district has been an absolute win-win scenario for our district. Students from the five high schools enroll in the after-school and summer HSPA mathematics program taught by a UCTECH mathematics teacher. Because we share many of the teachers and courses within our school district with each other, we have formed a collegial circle that feeds off of itself and within itself.

UCTECH and the other four high schools, Magnet High School, Allied Health Academy, Academy for Information Technology and the Academy for Performing Arts all share the same time schedules and share many of the same teachers. During the school day, each high school student has a 40 minute period that we call “Co-Curricular”. Co-Curricular time can be a science lab, a sports period, a computer lab period or a remedial period, depending upon the students achievement and recommendation from their respective teachers. Since our school districts academic high schools are fairly new (Magnet High School was formed in 1997, while the Academy for Performing Arts was formed in 2008), many of the lessons learned have been learned together and within a few years of each schools existence. Because 50 percent of all of our academic teachers share students from the other high schools, many of the lessons learned are passed along to the entire campus as a matter of course and the regular school day.

UCTECH is a member of the Union County Secondary Schools Principals Association, a conglomeration of 21 high school Principals who meet on a monthly basis and share strategies, ideas, innovations and curricular insight. UCTECH’s strategies have been shared with these administrators as well as the sharing and harvesting of their strategies.

4. Engaging Families and Communities:

UCTECH engages students, their families and the communities of Union County in the following ways: Back-to-School Night engages all parents who have students enrolled at UCTECH. This is important to the teachers too, as many of them secure telephone numbers and e-mail addresses, as well as reviewing their curriculum, assignments and grading procedures. Parent-Teacher Conference Night is generally held after the first quarter, and is by mutual arrangement between the parent and the teacher.
The Powerschool Parent Portal is a web application devoted to the parents and their child’s grades, attendance, completion of assignments and curriculum outlines. The Portal will publish the quarterly grades (between quarters, a progress report is published) and assignment attainment, attendance, etc. Eighth grade orientation sessions are held from September through December, usually once per month. These two to three hour sessions include an orientation for all perspective new ninth graders (for the following fall) and a tour of the facilities. Student guides are available. Each parent and child is given a profile of each high school to help them choose the appropriate school.

The Open House is advertised via newspapers, website and e-mails. All vocational-technical program teachers are available to answer questions and present their programs. The open house is usually held from 6:00 PM-8:00 PM in the spring.

Career and Technical Education Week, the third week in February, is celebrated at the school through announcements, career information and culminates with a proclamation by the Union County Board of Chosen Freeholders. The event is televised on cable television.

We are a Vocational-Technical High School within a vocational-technical school district. At UCTECH we hold meetings with volunteer members of the public who are also experts in their respective technical fields. Students, parents and teachers attend this event. After the dinner, the boards meet to discuss curriculum, facilities improvement, supply and material review and trends Affecting the industry and vocation. Minutes are kept and become a part of the record.

Monthly Board of Education meetings and Parent-Student Organization meetings are like “Town Hall Meetings” for the school and the school district. These meetings are open to the public and disclose spending, hiring, capital plans, curriculum and instruction and as budget information. The meetings are advertised on our website (the board of education meetings are advertised in the local newspapers). Worthwhile programs such as Project Hope and Relay for Life involve students, teachers, parents, board of education members and the public. Mass e-mail mailings inform parents of events, testing dates, information or any news that affects their children. On our website there is a feature called the “virtual backpack." Forms, letters, information for parents and students can be found there and downloaded.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The development of the curriculum in use at UCTECH is based on a thorough assessment of the basic concepts, skills, and knowledge required of all students to fulfill the stated goals of each program. The assessment of curricula is satisfied through articulation meetings, curriculum guides and lesson plans with the inclusion of the New Jersey Core Curriculum Content Standards. As a result, the curriculum has established priorities, objectives, and goals for all courses and units within the program that are based on clearly defined expectations for all students.

The priorities for each curriculum are listed in the UCTECH academic program guide. The goals, objectives, and clearly defined expectations are found in curriculum guides and lesson plans. Each curriculum is designed to ensure the alignment of teaching strategies, learning activities, instructional support, instructional resources, and assessment. Activities and support are included in lesson plan design, interdisciplinary meetings and curriculum guides with the inclusion of learning styles, activities, objectives and assessments. Each of our curriculum, both academic and technical, defines desired student outcomes as expressed in terms of student understanding, knowledge, attitudes, skills, and habits.

The students in the Union County Vocational-Technical High School (UCTECH) take classes in academic subjects (Language Arts/English, Mathematics, Science, Social Studies), Physical Education/Health, Foreign Language, Visual and Performing Arts, Technology, Financial Literacy and Career and Technical programs including Allied Health, Auto Collision Technology, Automotive Technology, Baking, Building Trades, Building Services, Carpentry, Child Development, Certified Nurse Aide, Commercial Art, Conceptual Design, Cosmetology, Criminal Justice, Culinary Arts, Digital Multimedia, Electrical Technology, Exercise Physiology, Horticulture, Information Technology, Masonry, Office Occupations, Office Systems Technology, Supermarket Technology and Welding . The academic classes range from college preparatory level classes through advanced placement courses where students can earn college credit. Many of the Career and Technical programs also provide students opportunities for college credit through articulation agreements with two and four year colleges. Students in these programs can receive up to twenty college credits in various disciplines.

The curricula in all of the classes taught at Union County Vocational-Technical High School are revised on a yearly basis. Larger, more encompassing revisions are conducted every five years as teachers in each of the disciplines meet over the summer to articulate the curricula both horizontally and vertically to ensure that the courses taught each year are relevant, logical in sequence, rigorous and prepare students for post-secondary opportunities including two and four year colleges, technical schools, the professional workplace and the military. The curricula for the Career and Technical programs are approved by the New Jersey Department of Education every five years as each program goes through a program re-approval process. Advisory boards for each of the Career and Technical programs assist teachers in revising their curriculum to ensure their programs are current with industry standards. An administrator from the district oversees the school's curriculum coordinator who works with the staff during the school year to make sure all curricula is current, containing both the National Common Core Standards and New Jersey's Core Curriculum Content Standards. Professional development is provided to the staff each year with opportunities for teachers to collaborate on their curriculum, to share ideas and resources and create interdisciplinary projects.

All of the school's academic curricula and Physical Education/Health, Foreign Language, Visual and Performing Arts, Technology and Financial Literacy curricula include both the subject specific New Jersey Common Core Standards and the 21st Century Life and Career Skills Standards. The Career and Technical program curricula focus primarily on the 21st Century Life and Career Skills Standards. Last summer the Language Arts and Mathematics curricula were articulated to include the National Common

Core Standards in Literacy and Mathematics. As the New Jersey Department of Education formally adopts these National Common Core Standards they will be incorporated into the remaining academic disciplines in addition to Physical Education/Health, Foreign Language, Visual and Performing Arts, Technology, Financial Literacy and Career and Technical programs, as it is important that students have literacy and math skills that cross all content areas. In doing so, the school will ensure that students are provided a rigorous curricula that challenges them to be critical thinkers, to be able to take information and evaluate it, draw from past knowledge and skills to solve problems, work collaboratively with cultures and be citizens of good character. It is essential that the school's curricula provide opportunities for students to be active participants in their learning and for all students to be able to apply their learning to real world situations.

2. Reading/English:

The UCTECH English/language arts curriculum is a four-year requirement and is divided by grade level.

During **freshmen year**, students are required to take the World Literature course which is designed to expose students to a variety of countries and forms of literature. While participating in individual and class assignments, students have the opportunity to explore a multitude of cultures. In addition to reading, students are required to write several different forms of literature, essays, and one major research paper. The goal of world literature is to develop thoughtful, literate students who can comfortably incorporate reading and writing into their daily lives. This course of study is designed to provide students with a knowledge base of literary terms that can be used to comprehend and interpret both works of fiction and non-fiction. Through the continuous use of multiple intelligence activities and experiences, students will develop an appreciation of great works. In addition to reading and discussion, emphasis is placed on developing command and control of essential writing and speaking skills, including pre-reading strategies and organizers, persuasive writing, multi-paragraph essays, library skills, on-line research methods, vocabulary, history of the English language, literary terms, grammar in context and an MLA style research paper.

Sophomore level students participate in the Early American Literature course that is designed to take the students through an in-depth study of the individual writings that shaped and documented the American literary tradition. Students have the opportunity to explore primary texts, novels, poems, and other artistic productions through participation in both individual and group assignments. This sophomore honors level English course is geared so as to elicit interest and foster mastery in all aspects of Language Arts Literacy, adhering to but not limited by the New Jersey Core Curriculum Content Standards. Focused upon reading, writing, listening, speaking, viewing, as well as interfacing with technology and the performing arts, students use a variety of texts (written, audial, visual, and technological) to promote critical and creative products within the English classroom. The course relies heavily upon the Writing Process Approach, integrating grammar and vocabulary development while students actively interact with literary and real world textual materials.

During **junior year**, students are required to study Modern American Literature. Readings include, but are not limited to, The Sun Also Rises, To Kill a Mockingbird, Catcher in the Rye, and Fahrenheit 451. At this level, independent studies are strongly encouraged and instructor-facilitated. Emphasis is placed upon further developing and mastering of grammatical techniques and continued exposure to the Writing Process Approach employed to enhance student written production (i.e. narrative, persuasive, informational, creative writing), as well as to facilitate successful outcomes on standardized test-taking (i.e. PSAT's and HSPA's). Through advanced study and immersion in a myriad of learning environs, the student will independently select a literary research topic, develop a thesis, and produce a research paper following MLA documentation style guidelines.

English IV, for senior students, focuses on a chronological study of British Literature from its Anglo-Saxon period to the present. Emphasis is placed upon reading and interpreting works of the great masters, from Chaucer and Shakespeare to Joyce and Eliot. The student will be exposed to various forms of

literature from poetry and short stories to dramas and novels. In addition, students are expected to demonstrate a strong command of their writing skills through essay writing, critical writing, creative writing, and a research paper.

For senior level students with advanced reading skills, enrolling in the AP English class is an option. Using a curriculum outlined by the College Board, students will be able to read and understand complex texts and demonstrate this understanding through mature and effective writing. Students are expected to read deliberately and thoroughly, taking time to understand a work's complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form. Concurrently, students are expected to have a strong background in grammar in order to focus intense concentration on enhancing their abilities in refined writing.

Various forms of writing will be emphasized and frequent writing assignments of varying lengths with several drafts are expected.

3. Mathematics:

It is the goal of the Union County Vocational-Technical High School to provide students the opportunity to develop understandings and a command of mathematics in an environment that provides both affective and intellectual growth.

This goal will be accomplished in conjunction with the New Jersey Core Curriculum Content Standards for Mathematics to provide opportunities and learning experiences that will encourage all students to learn to value mathematics, become confident in the ability to do mathematics, become mathematical problem solvers, and, learn to communicate mathematically.

Our aim can be achieved by placing an emphasis on developing students' problem solving and reasoning abilities by giving the students concrete examples through the use of manipulatives, by encouraging the use of calculators and computers in appropriate situations, and by incorporating cooperative learning into our teaching strategies. The use of real-life problems will be incorporated to provide the important link of mathematics to everyday situations. Integration of mathematical topics with other subjects will encourage students to relate information and increase the retention of the material learned. By using these methods of instruction, mathematics education at UCTECH will prepare all students for careers in the twenty-first century.

Students work individually, with a partner, or in small groups. Instruction methods include teacher presentations, discovery lessons, computer and graphing calculator activities and group presentations**.** Teachers also utilize instructional strategies in brain-based research and multiple intelligences

Our goal is to help students communicate mathematically through written, oral, symbolic, and visual forms of expression and understand the interrelationships of mathematical ideas and the roles that mathematics plays in other disciplines and in life. Students use calculators, computers, manipulatives, and other mathematical tools to enhance mathematical thinking and understanding. Additionally, students develop the ability to pose and solve mathematical problems in mathematics, other disciplines, and everyday experiences.

By helping students to develop reasoning ability and become self-reliant, independent mathematical thinkers they can demonstrate high levels of mathematical thought through experiences, which extend beyond traditional computation, algebra, and geometry and develop an understanding of patterns, relationships, and functions and use them to represent and explain real world phenomena.

During each co-curricular period there is a designated math help room staffed by one of our math teachers. Often upperclassmen help out as peer tutors. Peer tutoring is available through our National

Honor Society. Study groups are encouraged to meet during co-curricular and after school. Additionally, HSPA Preparation sessions are organized and populated by students who show a need for help and are selected for participation in after school, summer and co-curricular sessions based on standardized testing results, pre-testing, class performance, and teacher recommendation. Teachers work with students after school by appointment.

4. Additional Curriculum Area:

Each UCTECH student chooses a vocational or technical program or a technical program of study. The full time high school student may choose a program comprised of a three or four-year program dedicated to providing students with hands-on experience in highly specialized career/technical concentrations. Union County Vocational-Technical High School students have the opportunity to attain certification in the following highly specialized and rigorous career/technical concentrations; Allied Health, Automotive Technology, Building Trades Technology, Carpentry/Construction, Child Development and Guidance, Commercial Art, Cosmetology, Criminal Justice, Culinary Arts, Electrical Technology (National Electric Code), Exercise Physiology and Related Sciences (*Career Academy Program*), Information Technology, Office Systems Technology, and,the UCTECH School of Design (*Career Academy Program*).

The share-time high school student may choose the above programs but taught over a two-year period (the exception is Cosmetology, which requires 1000 hours for licensure in the State of NJ. The Cosmetology student may come in the sophomore year or continue as a post-secondary student until the hour requirement is met.)

Share-time special education students are eligible to attend UCTECH beginning in their sophomore year as exploring students. This program provides students the opportunity to "explore" four different programs throughout the year. After a selection is made, the student is placed into one of the following programs; Auto Collision, Auto Technology, Baking, Building Services, Certified Nurse Aide/Home Health Aide, Commercial Art, Culinary Arts, Horticulture, Masonry, Office Occupations, Supermarket Technology,and, Welding Technology.

The typical vocational-technical curriculum follows a format developed in cooperation with the New Jersey Department of Education, local technical experts (advisory board members) who work in the field, teachers and administrators. The technical content of the vocational curriculum stresses adherence to the performance objectives, tasks, performance steps, enabling competencies, related academic competencies, instructional strategies, instructor/student activities,evaluation criteria and competency testing critera.

Our programs are "hands-on" as well as academically oriented. For example, UCTECH runs an operational Child Care Center for 3-4 year olds. High school students write curriculum, present lessons, work in groups and one-on-one with children three days per week. Many of these students graduate to move on to education careers.

Another unique program is our Supermarket, open to the public (no students may purchase) two days per week. Our Supermarket students (self-contained special needs) man the cash registers, run the deli, stock the shelves, order the merchandise and keep the inventory and accounting totals. This is invaluable toward giving special education students "real-life" experiences under a controlled situation. Many of these students move on to community supermarkets and into salaried positions.

5. Instructional Methods:

The instructional methods that the teachers from UCTECH use are in many ways as diverse as the student population and the programs that they are enrolled in. UCTECH’s philosophy is based on project based learning that will create diversity within its instructional approach.

In our school district we do something very unique with our new teachers. At the beginning of the summer (usually the 2nd and 3rd weeks in July) our district puts all newly hired teachers through an eight day in-service training for a total of 40 hours. The training objective is to acclimate the new teacher in regards to team building, teamwork, curriculum writing, learning styles, cooperative learning, the Gregoric Mind Styles, measurable objective writing, lesson planning techniques, multiple approaches to teaching, rubric creation and other district functions. This training is designed to help our new teachers be successful and to follow established instructional methodology that has helped all of our five high schools become educational models and become "small high schools that work."

The daily schedule that students follow allows for a "co-curricular period" of 30 minutes each day, designed to permit teachers to offer remediation to students in mathematics, science, language arts, foreign language and history. Additionally, students can also participate in the gymnasium for organized indoor sports or can meet with club advisors in club activities. The aforementioned are extracurricular.

However, during class time, our teachers do engage in cooperative learning between students and between teachers. Language Arts has engaged in cooperative teaching with History in the subject of "The Great Migration". Language Arts assigns students to read "My Antonia" by Willa Cather while in History, the students learn of the migration of people moving west to seek better living conditions. To enable this to happen, teachers meet during a common planning time to work out the logistics of offering this type of learning. The UCTECH Spanish language teacher planned with the UCTECH Culinary Arts teacher to combine classes, teach Spanish terms in connection with Latino food, while the culinary classes taught the Spanish classes how to cook empanadas.

The Child Development classes combined with the Criminal Justice classes to help fingerprint the three year old students that the Child Development students work with. The fingerprint cards were created and printed by the Graphic Design teacher and his students. When the fingerprinting was completed, the parents were presented with the cards and were asked to file the cards with their local police department.

Sharing our property is a satellite campus for the University of Medicine and Dentistry of New Jersey (UMDNJ), the state medical school. The Child Development children are taught how to brush their teeth by student dental hygienists supervised by a Professor of Dentistry. In this true example of cooperative teaching, the children are introduced to dental hygiene in their day care classroom and in the UMDNJ facility. We believe that we are building a trust relationship between the little children and the dentists.

6. Professional Development:

The professional development opportunities available at UC TECH include discipline and grade level meetings; summer articulation meetings; new teacher training held over the summer; Middle States teams; the Industry Advisory Board; teacher-taught, "mini" professional development classes; Project Adventure activities; distributive leadership series; and Educational Technology and Training Center (ETTC) classes. The district also provides two full-day and two half-day professional development days. Faculty and interdisciplinary meetings are each held on a monthly basis, and have developed into working meetings where teachers have the opportunity to work on school and district initiatives that directly affect the students, such as developing a school growth plan, fulfilling Middle States requirements, and other needs as they arise.

The departmental summer articulations/curriculum mapping sessions permit educators to meet and develop challenging and developmentally-appropriate curricula that engages students in learning. The summer orientation for new teachers inspires and encourages educators to establish learning environments that enhance ethical student behavior and critical thinking skills. The teacher-constructed workshops encourage careful experimentation with new practices and creative uses of best practices.

A faculty survey indicated that teachers find meeting within their school discipline is the most productive type of professional development opportunity in addressing student needs. For example, HSPA preparation and interventions, administered by English and mathematics teachers, resulted in measurable outcomes as demonstrated through improved standardized scores. The survey also indicated that grade-level meetings are the second most effective professional development as they allow teachers to focus on a more cross-disciplinary approach. It allows time for teachers to discuss topics they are currently studying to brainstorm cross-disciplinary project-based learning. Grade-level meetings also provide time to coordinate schedules for projects and assessments to balance the student workload.

A specific example of how professional development has improved student learning is through the collaboration of English and mathematics teachers to improve performance on the HSPA. English and mathematics teachers continue to collaborate in order to provide assistance and practice to students in the regular classroom, as well as select students for additional help in HSPA Prep sessions one month prior to the HSPA. As a result, the percentage of advanced proficient scores for the HSPA improved significantly in both areas. In 2009, there was an increase of 4% in the Advanced Proficient status in mathematics. In language arts, 100% of the students passed, with 63% achieving "Advanced Proficient" and 37% achieving "Proficient." This was an overall increase of 30% in the Advanced Proficient status in language arts from the previous year. The March 2010 HSPA showed the following improvements: 100% Passed Language Arts with 76% Advanced Proficient, 23% Proficient, 100% Passed Mathematics with 89% Advanced Proficient, 11% Proficient. The HSPA Advanced Proficient percentages have been steadily increasing over the last two years.

Teachers have agreed to hold students to the guidelines and expectations set forth in a common rubric to develop quality writing across the curriculum. Mathematics, technology, and science teachers discovered that each discipline uses a different methodology for problem solving, however, identified the basic steps/benchmarks of a universal four-step model that can be applied to all students and any discipline; identify, understand and state the problem, plan and research, create a solution and try it out, look back and revise your solution. To summarize, the model was shortened to DEAL (define, explore, act, look back.) Our intention is to apply this methodology across disciplines and then measure whether it has improved problem solving. Improvement in student learning in writing and problem solving will be measured by future results on standardized test scores.

In a very unique program, every new teacher hired by our school district undergoes 40 hours of new teacher training during the summer. The training is conducted by the school administration from all five high schools. Topics include tours and an orientation to the school and the district, project adventure activities, our district philosophy and mission, a thorough understanding of learning styles, research in teaching modes and modalities, lesson planning, differentiated instruction, curriculum writing for content, and brain-based research.

7. School Leadership:

The leadership at UCTECH consists of the Principal, a Supervisor and the Director of Special Education, who also serves in that capacity as the district director. These three individuals work together as a team to solve problems, make policy, provide guidance, observe, evaluate and lead the faculty. Because we are also a school that receives students every day on a share-time basis, this team interacts with principals from 21 other high schools in Union County. The team reports to the Superintendent of the district.

I am visible and I make it my business to be in the hallways as much as I can be. My office door is always open to any student who needs my help, opinion, signature, permission, or whatever their need. It goes without saying that my door is always open to staff. I observe and evaluate on average twenty to twenty-two staff members each year. I meet with them before the observation and I meet after the observation during the evaluative phase. I review lesson plans on a weekly basis via e-mail from my teachers.

As Principal I attend every board of education meeting and present to the board and the Superintendent with six students of the month every month (Full-time freshman, sophomore, junior and senior, share-time junior and senior.) Each student of the month is chosen by the faculty. I reach out to the parents via a congratulatory letter coupled with a personal student interview (by me) and a personal phone call to the parent inviting them to the board meeting.

Disciplining students is also part of my job. Meting out consequences for actions is not the only way to solve problems. During my tenure as Principal. I instituted Peer Mediation, whereby students mediate student disputes when warranted. This has helped reduce incidences of violence.

Examples of leadership practice include grant writing for content and financial resources to help provide UCTECH with funding. During the 2010-2011 school year, UCTECH received an Individuals with Disabilities Education Act (IDEA) grant through President Obama's American Recovery and Reinvestment Act (ARRA) program.

As Principal, I have very simple rules and an even simpler philosophy. My first rule is, that at the end of the school day, after all of the school busses are gone and the hallways are quiet, I ask myself, "Did I do my best for children today?" If I can answer an honest 'yes', then I did what I was supposed to do. I also adhere to another tried and true axiom, which I believe is even more important: I treat students as I would want my own children treated.

Recently, a survey was conducted at my school by the CDC concerning Tobacco usage among young people. The person responsible for the survey came into my office after the survey was over to talk to me. "I can't believe it", he said, "It is 8:00 AM on a Monday morning and all of your students were present in the English class and on time!" I found it amusing, but its the norm at my school

I don't ask much from my students, however, here is what I do ask them on the first day of school: come to school every day, be on time, do the best that you can do, and, get along with others.

Being visible, visiting classrooms during class time, providing timely teacher observations and evaluations, feedback to the teachers and adhering to an "open door policy" are some of the things that I ascribe to. I am always learning and I am always changing with the times to be current and fresh.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 11 Test: NJHSPA

Edition/Publication Year: Cycle I Publisher: Measurement Inc.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient/Advanced	98	95	91	100	93
Advanced	33	31	14	27	14
Number of students tested	58	59	55	48	57
Percent of total students tested	100	100	98	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	95	96	93		91
Advanced	27	37	15		9
Number of students tested	22	27	27	9	11
2. African American Students					
Proficient/Advanced	100	82	63	100	79
Advanced	25	12	13	9	11
Number of students tested	16	17	16	11	19
3. Hispanic or Latino Students					
Proficient/Advanced	100	100	89	100	100
Advanced	44	47	11	35	23
Number of students tested	18	15	18	17	13
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested	1	2	1	1	
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested					
6. White					
Proficient/Advanced	100	100	100	100	100
Advanced	25	25	6	25	12
Number of students tested	16	24	16	16	25

NOTES:

No special education students in 2006-2007. We are responsible to test only full-time students. Share-time students are tested in their home district.

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 11 Test: NJHSPA

Edition/Publication Year: Cycle I Publisher: Measurement Inc.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient/Advanced	100	100	98	100	100
Advanced	28	15	11	13	16
Number of students tested	58	59	55	48	57
Percent of total students tested	100	100	98	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	100	100	96		100
Advanced	36	11	7		9
Number of students tested		27	27	9	11
2. African American Students					
Proficient/Advanced	100	100	100	100	100
Advanced	24	12	6		16
Number of students tested	17	17	16	11	19
3. Hispanic or Latino Students					
Proficient/Advanced	100	100	95	82	100
Advanced	39	20	17	18	23
Number of students tested	18	15	18	17	13
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested	1	2	1	1	
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested					
6. White					
Proficient/Advanced	100	100	100	100	100
Advanced	31	17	12	12	12
Number of students tested	16	24	16	16	25
NOTES:					

12NJ3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Spring	98	95	91	100	93
Spring	33	31	14	27	14
Number of students tested	58	59	55	48	57
Percent of total students tested	100	100	98	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Spring	95	96	93		91
Spring	27	37	15		9
Number of students tested	22	27	27	9	11
2. African American Students					
Spring	100	82	63	100	79
Spring	25	12	13	9	11
Number of students tested	16	17	16	11	19
3. Hispanic or Latino Students					
Spring	100	100	89	100	100
Spring	44	47	11	35	23
Number of students tested	18	15	18	17	13
4. Special Education Students					
Spring	w	100	100	100	0
Spring	0	0	0	0	0
Number of students tested	1	2	1	1	0
5. English Language Learner Students					
Spring	0	0	0	0	0
Spring	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Spring	100	100	100	100	100
Spring	25	25	6	25	12
Number of students tested	16	24	16	16	25
NOTES:					

12NJ3

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Spring	100	100	98	100	100
Spring	28	15	11	13	16
Number of students tested	58	59	55	48	57
Percent of total students tested	100	100	98	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Spring	0	100	96	100	100
Spring	0	11	7	22	9
Number of students tested	0	27	27	9	11
2. African American Students					
Spring	100	100	100	100	100
Spring	24	12	6	0	16
Number of students tested	17	17	16	11	19
3. Hispanic or Latino Students					
Spring	100	100	95	82	100
Spring	39	20	17	18	23
Number of students tested	18	15	18	17	13
4. Special Education Students					
Spring	0	100	100	100	0
Spring	100	50	0	0	0
Number of students tested	1	2	1	1	0
5. English Language Learner Students					
Spring	0	0	0	0	0
Spring	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Spring	100	100	100	100	100
Spring	31	17	12	12	12
Number of students tested	16	24	16	16	25
NOTES:					