

New Jersey Department of Education  
Division of Educational Programs and Assessment  
Office of Vocational-Technical, Career and Innovative Programs

# Englewood Report

New Jersey State Board of Education  
November 16, 2005

## STATE BOARD OF EDUCATION

ARNOLD G. HYNDMAN.....Warren  
President

DEBRA CASHA.....Morris  
Vice President

ACELIO APONTE.....Middlesex

MARGARET F. BARTLETT.....Ocean

RONALD K. BUTCHER.....Gloucester

MAUD DAHME.....Hunterdon

KATHLEEN A. DIETZ.....Somerset

JOSEPHINE E. FIGUERAS .....Union

JOHN A. GRIFFITH .....Essex

FREDERICK J. LAGARDE, JR. ....Passaic

ERNEST P. LEPORE .....Hudson

THELMA NAPOLEON-SMITH .....Mercer

EDWARD M. TAYLOR.....Camden

Lucille Davy, Acting Commissioner  
Acting Secretary, State Board of Education

# TABLE OF CONTENTS

Executive Summary.....	1
Background Summary.....	2
Englewood Public Schools General Racial/Ethnic Information.....	5
Racial/Ethnic Composition Dwight Morrow High School Academies@Englewood.....	5
Status of Progress Towards Integration.....	7
Admission to the Academies@Englewood.....	9
Efforts to Improve Student Achievement.....	10
Challenges to Change and Progress.....	12
Englewood's Response to Major Challenges.....	14
Recommendations and Benchmarks.....	15

## APPENDICES

Appendix I (Tables A thru F)

Appendix II

A. Bell Schedule

B. Healthcare/Allied Health

Appendix III

High Schools That Work

Appendix IV

Advance Placement Incentive and Test Fee Wavier Programs

Appendix V

Englewood District Profile

Individual School Notes

Selected District Initiatives

State Testing Results: Language Arts and Mathematics

## EXECUTIVE SUMMARY

In its April 2, 2003 decision on the motions brought before it in the matter of Englewood Cliffs v. Englewood, seeking to vacate the State Board's 1990 directive prohibiting all public school districts in New Jersey from accepting high school age students from Englewood and Englewood Cliffs on a tuition basis or otherwise, the State Board required that the Commissioner report formally to the State Board semi-annually "to ensure that...progress continues and to avoid the possibility of regression."

In addition, in its June 1, 2005 decision on motions brought in the instant matter, the State Board directed the Commissioner to develop benchmarks to measure the progress being made toward "achieving a racial balance in the composite student body at Dwight Morrow High School."

This report is submitted to address these requirements. The report includes an overview summarizing the most current decisions and actions taken during the nearly twenty-year legal struggle to effectuate desegregation and educational improvement in the Englewood School District. The primary intent of the report, however, is to identify the extent of progress made in the development and implementation of the voluntary plan adopted by the Englewood Board of Education to address racial isolation and educational quality in Englewood's Dwight Morrow High School (DMHS) and to make recommendations with benchmarks to encourage continuous, specific and timely progress towards realizing these goals. To this end, the report will look objectively at what has been accomplished, the challenges to be overcome, and how the district, working in conjunction with the Department of Education (DOE) and the Southern Regional Education Board (SREB), can accelerate improvements in the racial balance and the educational outcomes for all the students in the district.

While some progress continues to be made in the district since the October 2003, September 2004 and January 2005 department reports to the State Board of Education, Englewood and the DOE are in agreement that an acceleration of the process is needed to ameliorate the racial imbalance and educational quality issues at DMHS. At this time, there is renewed cooperation between the DOE and Englewood to develop a revised, written comprehensive plan for the next three years. The revised plan, with a timetable, acknowledges the successes to date and will build on the existing assets of the Academies@Englewood initiative.

The implementation of the Academies@Englewood as an Interdistrict Public School Choice Program offering has attracted out-of-district students and resulted in an ethnically balanced student body within the Academies program. These gains in integration, however, do not yet extend to the entire student body of DMHS. This report identifies strategies and establishes benchmarks to extend this success into DMHS.

The recommended strategies and benchmarks included in this report reflect input from Englewood, SREB, and the DOE. They are intended not only to address the problems identified herein, but also to assist the district in moving toward the creation of a culture of high

expectations, high standards, and high achievement for all students. Englewood has the opportunity to implement a model of inclusion for all students in the academically rigorous climate already established for students participating in the Academies program. The High Schools That Work (HSTW) school improvement initiative emphasizes that intervention for students below grade level should be based on principles of acceleration rather than on remediation. It is this kind of creative rethinking about students' talents, abilities, and potential that can lead to extraordinary achievements for the individual students and for the entire district.

Although we never anticipated that the solution to the decades-long segregation problem in the Englewood public schools would prove to be a simple one, we are optimistic that a solution is being forged to address the district's problems. We are encouraged by Englewood's recent efforts to modify the Academies@Englewood program and to embrace a more inclusive, comprehensive and systemic school improvement plan for the district. At this juncture, the district is moving at a faster pace to implement an integration plan for the high school campus that increases access to quality programs for all students. The district's aggressive implementation of the HSTW program demonstrates a willingness to expand the vision, moving from a selective reform model to an inclusive model. In addition, the district has responded well to establishing specific goals and benchmarks.

The Department of Education supports the emerging direction for change in Englewood and will continue to work closely with the Englewood Public School District. We will monitor the district's progress in addressing the segregation and educational quality issues remaining in the district. We have made progress through the implementation of the Academies@Englewood program and acknowledge that the commitment to provide better educational opportunities for *all* of Englewood's resident students requires that we continue to develop and implement additional innovative programs to address the long-standing problems of this district.

## **BACKGROUND SUMMARY**

Almost a half century after the US Supreme Court concluded that school segregation was unconstitutional and "inherently unequal," recent national statistics show that segregation or resegregation intensified throughout the 1990s. Regrettably, much of the hard-earned progress made in the 1970s and 1980s in closing the academic achievement gaps and integrating schools was lost during the last two decades. According to the Harvard University 2001 study entitled, *Schools More Separate: Consequences of a Decade of Resegregation*, New Jersey ranks fourth among the most segregated states for black students. More specifically, the proportion of DMHS student population that was black or Hispanic rose from 65.88 percent in 1982-83 to 84 percent by 1987-88, and in 2004 to 89 percent.

It is in this complex context that the courts (including the New Jersey Supreme Court), State Board of Education, DOE, Englewood, and concerned members of the community sought a remedy to the recalcitrant issues of segregation. After a protracted and litigious struggle to identify a solution to redress the racial imbalance at DMHS and to ensure quality educational opportunities for all the students, the DOE and Englewood, in collaboration with Bergen County School Districts, worked together to find a promising educational solution. In February 2002,

the Equity and Excellence proposal was submitted to the DOE and was accepted as the long-awaited reform initiative for Englewood. The Academies @ Englewood, the centerpiece of the proposal, advanced the Bergen County Technical Schools model academic career academies. The proposal must be considered as a work-in-progress and thus, requiring ongoing evaluation and modifications to the original proposal if it is to be successful in its attempts to resolve an "American dilemma."

The history of the litigation between the 1993 decision and the State Board's 1997 and 1998 rulings are summarized by the Appellate Division in *Englewood III*. In addition, this summary includes the most salient actions taken by the DOE and Englewood during this period through July 2002.

- January 1994 -- A new administration took office and the new Commissioner of Education hired an outside consultant to conduct a regionalization study rather than to complete the in-house study that had been begun by his predecessor. The new Commissioner also hired an outside consultant to review efforts to develop a voluntary, cooperative solution for the racial imbalance at DMHS.
- December 1994 -- DOE contracted with Applied Data Services to conduct a regionalization study encompassing 20 Bergen County communities and with Dr. Harry Galinsky to facilitate the development of a cooperative plan to promote voluntary enrollment at DMHS.
- Fall 1995 -- DOE conducted public hearings concerning the consultant reports. The hearings evidenced strong opposition to regionalization. A task force comprised of superintendents and board members from eight Bergen County school districts was formed to create a locally supported plan for racial balance at DMHS. The task force submitted a plan to develop a magnet school that would provide an opportunity for students to earn college credits through a partnership between DMHS and one or two universities or colleges. This plan was rejected by the Englewood Board.

Englewood, meanwhile, made a series of motions to the court for an order mandating regionalization of Englewood, Englewood Cliffs and Tenafly school districts. All of the motions were denied.

- October 7, 1998 -- The State Board decision required that Englewood submit an enhanced plan to address the racial imbalance "over the next five years."
- December 30, 1998 -- The Englewood response included a revised magnet schools proposal for DMHS but it was not proffered as a plan to desegregate the high school; rather, the proposal was submitted as a plan for educational improvement.
- December 1999 -- The state issued a Request for Proposals (RFP) prepared by DOE staff. The RFP proposed converting DMHS into a "career institute" with partial financing from a DOE-administered federal grant program and Bergen County. The County's share of

the funding was contingent upon Englewood's termination of the litigation, a condition refused by Englewood.

- February 2000 -- Englewood responded to the RFP, expressing reservations about the potential of the career academies to end racial segregation at DMHS and noting its preference that the academies be a part of a comprehensive high school, rather than one that replaced the existing educational programs.
- August 2000 -- The Commissioner notified Englewood that the DOE accepted the district's response to the RFP as the basis for a two-year funding award. Englewood accepted the terms and received a grant to assist in establishing a career academy in business and finance. Englewood started plans to begin two additional magnet programs in September 2001, and asserted that the district would require additional funds to implement and operate additional and broader programs over a five-year period. The DOE and the district reached an impasse over the cost and availability of funding.

Acceptance of this plan came after many years of failed attempts at regionalization and a failed attempt to bring a viable Interdistrict Public School Choice Program to DMHS in 2000-2001. During the 2000-2001 school year, the district attracted only one out-of-district Choice student. The district reported that the student subsequently left the school.

- July 26, 2001 -- DOE invited Englewood and Bergen County Technical Schools (BCTS) to explore a partnership pursuant to BCTS offering its academy programs at DMHS as a way to significantly diminish the racial imbalance at DMHS. This invitation was well received by both districts. The DOE committed to providing start-up funding for the program.
- January 2002 -- The Board of Education of the City of Englewood entered into an Interlocal Management Agreement with the Board of Education of the BCT S, launching the Academies@Englewood. In October 2004, Dr. John Grieco, Superintendent of both districts, passed away and the agreement was renegotiated by both Boards of Education and extended through June of 2009.
- February 2002 -- Equity and Excellence Proposal submitted to the DOE. The Academies @ Englewood program brought with it the experience, reputation, and an administrative team from the Bergen Academies, a county-wide school much like the academy programs that also operate in Monmouth and Union Counties. This resulted in demonstrable and substantial change in the School Choice program in Englewood, and out-of-district students immediately vied for seats. The program has also attracted Englewood Cliffs students and other Englewood students returning from private schools.

**ENGLEWOOD PUBLIC SCHOOLS  
GENERAL RACIAL/ETHNIC INFORMATION**

In October 2003, the Englewood School District reported a total enrollment of 2,702.5: 100 Caucasian students or 3.7 percent of the total student body; 1,534.5 Black students, or 56.8 percent; 940 Hispanic students or 34.8 percent; 124 Asian students or 4.6 percent; and four Native American students or .01 percent.

The total enrollment for the 2003-2004 school year in grades 9 through 12, which includes both DMHS students and students enrolled in the Academies@Englewood, was 846. Of these, there were 47 Caucasian students or 5.5 percent of the total high school population; 434 Black students or 51 percent; 292 Hispanic students or 34.5 percent; 72 Asian students or 8.5 percent; and one Native American student or .001 percent.

The total enrollment reported by the district for the 2004-2005 school year in grades 9 through 12, which includes both DMHS students and students enrolled in the Academies@Englewood, was 863. Of these, there were 76 Caucasian students or 8.81 percent of the total high school population; 399 Black students or 46.23 percent; 286 Hispanic students or 33.14 percent; 102 Asian students or 11.82 percent; and no Native American students. (See Table F.)

For this report, we have added the Englewood Cliffs and out-of-district students accepted into the Academies@Englewood for the 2005-2006 school year to the reported totals for grades 7 through 10 for the 2004-2005 school year. This resulted in an estimated total enrollment in grades 9 through 12 for the 2005-2006 school year of 1,032 students. (See Table F1.)

Of these 1,302 students, 147 or 14.24 percent are Asian; 454 or 43.99 percent are Black; 117 or 11.34 percent are Caucasian; 306 or 29.65 percent are Hispanic; and eight or 0.78 percent identified themselves as Other. These figures represent the following changes: an increase of 2.48 percent in the percentage of Asian students; a 2.24 percent decrease in the percentage of Black students; a 2.53 percent increase in the percentage of Caucasian students; a 3.49 percent decrease in the percentage of Hispanic students; and a 0.78 percent increase in the percentage of "Other" students. Looking only at the statistics of the total student population in grades 9 through 12, over 90 percent of the total number of district high school students are members of minority groups.

**RACIAL/ ETHNIC COMPOSITION  
DWIGHT MORROW HIGH SCHOOL  
ACADEMIES@ENGLEWOOD**

The admission of students from outside the district through the school choice program has resulted in a well-integrated student body within the Academies@ Englewood program. (See Tables A through E.) The population of DMHS, however, continues to belong overwhelmingly to minority groups. After three years progress toward integrating either the

Academies@Englewood and DMHS programs or the student bodies of the Academies@Englewood and DMHS, the pace remains far slower than desired.

Our estimates for the 2005-2006 school year show 26 Asian resident students enrolled in grades 9 through 12 in the district, or 3.47 percent of the total number of resident students in those grades. Of these, 14 are enrolled in the Academies@ Englewood program, leaving 12 enrolled in DMHS, or 2.13 percent of the Dwight Morrow student body, a decline from 2004-2005 in the percentage of Asian students at DMHS of 1.42 percent. (See Tables F and F1.)

- 437 Black resident students enrolled in grades 9 through 12 in the district, or 58.27 percent of the total number of resident students in those grades. Of these, 102 are enrolled in the Academies@Englewood program, leaving 335 enrolled in DMHS, or 59.50 percent of the DMHS student body, an increase over 2004-2005 in the percentage of Black students at DMHS of 2.31 percent. (See Tables F and F1.)
- 18 Caucasian resident students enrolled in grades 9 through 12 in the district, or 2.40 percent of the total number of resident students in those grades. Of these, 6 are enrolled in the Academies@Englewood program, leaving 12 enrolled in DMHS, or 2.13 percent of the DMHS student body, the same percentage as in 2004-2005. (See Tables F and F1.)
- 306 Hispanic resident students enrolled in grades 9 through 12 in the district, or 29.65 percent of the total number of resident students in those grades. Of these, 62 were enrolled in the Academies@Englewood program, leaving 204 enrolled in DMHS, or 36.23 percent of the DMHS student body, a decrease from 2004-2005 in the percentage of Hispanic students at DMHS of 0.89 percent. (See Tables F and F1.)
- All of the resident students identified as “Other” are enrolled in the Academies@Englewood. None in this category remains at DMHS. (See Table F1.)

In October 2003, the Englewood School District reported a total in-district enrollment of 2,702.5. The following year, the total number of in-district students rose to 2,723. The following chart provides a racial breakdown and comparison of the total student body between the two years:

Racial Group	2003		2004	
	No. Students	% Total Students	No. Students	% Total Students
Caucasian	100	3.7 %	129	4.7 %
Black	1534.5	56.8 %	1517	55.7 %
Hispanic	900	34.8 %	909	33.4 %
Asian	124	4.6 %	162	5.9 %
Other	4	0.1 %	6	0.2 %

The following table compares the student racial/ethnic composition at each school using the 2004 data. While the relative percentages of Caucasian and Asian students are low throughout the district, the chart supports several key projections:

- Asian and Caucasian students tend to leave the schools in the early elementary years;
- A portion of the Hispanic population leaves the public schools prior to the middle school years; and
- As the school system continues to improve, more families may elect to leave their children in the public schools.

Englewood Public Schools	Racial/Ethnic Representation Expressed as Percentages - 2004				
	Caucasian	Black	Hispanic	Asian	Other
Quarles Elem. (PSH-PreK-K-I)	5.0 %	52.2 %	35.7 %	6.7 %	0.4 %
Lincoln Elem. (2-5)	0.5 %	54.1 %	44.4 %	0.8 %	0.3 %
Cleveland Elem. (1-5)	3.8 %	68.1 %	23.6 %	3.8 %	0.6 %
Dismus Middle (6-8)	1.9 %	63.3 %	32.6 %	2.0 %	0.2 %
Dwight Morrow (9-12) w/o AE	1.7 %	59.9 %	36.2 %	2.2 %	0.0 %
Academies & Englewood only	22.2 %	25.1 %	24.1 %	28.6 %	0.0 %

According to the district, the above charts do not show the overall future impact upon the schools of current housing development within the City of Englewood. The City is currently constructing over several hundred new apartments and condominiums.

## STATUS OF PROGRESS TOWARDS INTEGRATION

As shown on Tables A through E and the above-referenced district charts, the Academies@Englewood program has achieved a racially balanced student body. Englewood resident students enrolled in the Academies program are participating in the only integrated educational opportunity offered in the district.

The challenge is to extend this program success to the all the Englewood resident students, including those students at DMHS. Although the students are on the same campus, students at DMHS and the Academies experience two separate and distinct schools. To date, no core courses include both DMHS and Academies students in the same class. The district and DOE are in agreement that a comprehensive improvement plan can result in a more fully integrated student body and a seamless, high quality education for all the students in the district.

The 2005-2006 school year opened with 449 students enrolled in five Academy programs: Biomedicine—60 students; Law and Public Safety—106 students; Pre-engineering—118 students; Information Systems—86 students; and Finance—79 students. Of the 449 students, 271 are out-of-district students. Over 90 percent of the in-district students attended the public middle school, Janis E. Dismus Middle School. Other Englewood resident students attended non-public schools in grade 8. Following what the district refers to as the “university model,” the Academy this year is also serving an additional 97 individual students from the traditional DMHS program. These students are enrolled in a total of 190 classes. An overall interest in academic classes on the campus is credited with this phenomenon. Conversely,

Academy student interest in sports teams has increased, bringing the ratio of Academy student participation to approximately 50 percent of the interscholastic teams on the campus.

The district has reported some participation of both DMHS and Academies students in the same extra-curricular clubs and sports, as well as participation of DMHS students in the Academies' electives. A total of only 27 DMHS students enrolled in Academies electives during the 2004-2005 school year. At this time, participation is limited to choices made by the students. This can and must become part of the regular scheduling process.

Because of different bell schedules for the two schools, music programs fall within the class day for the Academies students (in the last period of their school day) and after-school for DMHS students. According to the district reports, 27 DMHS students and 235 Academies students participated in music programs during the past school year. Several of the DMHS students appear to have been counted each time they participated in a music program so that the actual number of students participating may be fewer than the 27 reported. It must be noted that the bell schedule and other scheduling impediments were to have been corrected for this academic year. Any unresolved scheduling matters must be corrected for the next school year.

For the past three years, the DOE has recommended that the district, as a first step towards enabling the true integration of the student body, develop a common schedule for Academies@Englewood students and the DMHS students. In the 2004-2005 school year, the district reported that it had moved from prescribing a trimester schedule for Academies students while the DMHS students remained on a semester schedule, to placing all students on a trimester schedule.

Nevertheless, the district continued to report an "incompatibility of the AE [Academies@Englewood] and DMHS bell schedules." When asked for an explanation of this "incompatibility," the district explained that when the administration arrived in Englewood, it was unable to match the Academies daily/weekly class schedule with the DMHS schedule because DMHS teachers were working under a contract that established a traditional comprehensive high school schedule. The bell schedule for DMHS, as provided by the district as of August 2005, is attached as Appendix II-A.

The district has reported that: "[d]uring the 2005-2006 school year, DMHS ninth grade students will follow the same bell schedule as AE." The bell schedule for the ninth grade classes and an explanation provided by the district is attached as Appendix II-A. According to the district, this schedule will enable students at DMHS and the Academies to choose to take electives, and participate in clubs and extracurricular activities together: "The matching schedules give us more flexibility in both programs for elective opportunities whereby students at DMHS/AE can take electives offered by either program." The district further reports its "aim to extend this schedule to one additional class every year" to help advance the achievement of real integration in the high school population.

The district has initiated a Healthcare Partnership Pathway Project (see Appendix II-B) in which four DMHS students and 17 Academies students have enrolled. The students will be working together during the summer and will be scheduled together in two classes. In addition,

the district is implementing Allied Health Workshops (see Appendix II-B) for students from both DMHS and the Academies. It is not known how many students will be participating in this program.

## **ADMISSION TO THE ACADEMIES@ENGLEWOOD**

The department has made some concessions to the Academies program, most notably by establishing separate student application timelines for Englewood which closely correspond to the timelines established for admission to the Bergen Academies.

Each choice district is approved by the department to open a certain number of seats for choice program students. Englewood requested and was approved for 75 seats per year for ninth grade out-of-district students. At the time of the establishment of the Academies program, the district agreed to also admit 75 resident students to the ninth grade each year.

The district's admission of resident students to the Academies program each year continues to be lower than the anticipated 75 students. In the 2002-2003 school year, 55 resident students were admitted to the ninth grade; 48 resident students were admitted to the ninth grade for the 2003-2004 school year; 42 ninth grade resident students were admitted for the 2004-2005 school year; and, 61 ninth grade resident students have been admitted for the 2005-2006 school year.

For the 2005-2006 school year, the district has admitted 95 out-of-district students, in addition to the 61 resident students and two students from Englewood Cliffs (under the sending-receiving agreement between the two districts.) In a letter to the DOE, the district administration asserted that “[s]paces not filled by qualified Englewood students will continue to be available for ‘school choice’ students.”

The district is limited to 75 ninth grade seats for out-of-district students, and the department's obligation to provide per pupil support for out-of-district students participating in the school choice program at Englewood is limited to 75 new ninth grade students and the out-of-district students who remain in the program in grades 10, 11, and 12. No information has been received from the district explaining its plans for funding the 20 additional non-resident students. Moreover, filling seats with Choice program students that are supposed to be filled by resident students would create an even greater likelihood that the district would not meet its goal of 75 resident students for each incoming ninth grade, since each choice program student represents an additional \$8,782 in funding to the district.

In order to meet its goal of including 75 Englewood residents in the ninth grade of the Academies program each year, the district must develop a process to ensure the admission of a minimum of 75 resident students. In past reports, the department has suggested as one approach that the district develop and implement a plan that will allow it to admit to the Academies program any Englewood resident student who demonstrates potential to satisfy the requirements for admission to the Academies program through a bridge or aspiring scholar initiative. The DOE will work directly with the district to implement admission policy and programs to ensure

the participation of the full complement of Englewood students in each entering Academies class.

The statute and regulations governing the school choice program provide that a choice district may establish reasonable criteria to evaluate prospective choice students, including the student's interest in the program offered by the choice district. A choice district may not impose admission criteria upon prospective choice program students other than those used by the choice district to determine admission of its resident students to the program for which the prospective choice students are applying. The department will also work with the district to refine and/or establish admission criteria that are fair, transparent, and consistent.

## **EFFORTS TO IMPROVE STUDENT ACHIEVEMENT**

The DOE's approval of the development and implementation of the Academies@Englewood program was predicated on the goals of achieving the desegregation of DMHS and providing quality education for all students by making the rigorous academic program of the Academies accessible to all students. In past reports, the DOE has requested that the district develop a plan to improve the opportunities for resident students to achieve high academic success.

The district reports that the following programs and practices are among the most significant initiatives that the district has implemented.

- Established a standards-based curriculum at the elementary level.
- Introduced a free summer school program for students who fail state assessments.
- Created a Ninth Grade Academy for all DMHS students with an extended day.
- Appointed new leadership at DMHS and at Janis E. Dismus Middle School (JDMS).
- Developed a middle school literacy guide and is working on a numeracy guide. The staff meets weekly to work on an implementation plan for literacy and numeracy.
- Created five career-focused academies at Academies– Pre-engineering, Law/Public Safety, Biomedicine, Finance and Information Systems (177 students are from the Englewood district, 164 enrolled from JDMS according to the district, and an additional 97 students from DMHS take one or more courses in the career academies).
- Increased offerings at DMHS and Academies in College Board's Advanced Placement (AP) courses to 11 this school year with a total enrollment of 117 students, 108 from Academies students, and nine from DMHS. On the most recent New Jersey State Report Card (2003-2004 school year), 24 students from Englewood participated in three AP courses; 15 students, approximately 60 percent, took the AP exam associated with the course. The passing rate was not available.

- Collaborated with DOE to develop a partnership at DMHS around the AP/PreAP initiative. On September 13, 2005, the Advanced Placement Incentive Program (APIP) Coordinator for the DOE made a presentation to the principal's cabinet about the program, providing information about the Test Fee Waiver component for students from income-eligible families. The principal's cabinet members also indicated a strong interest in hosting AP and PreAP content and leadership workshops for staff and administrators. The DOE is in the process of identifying the workshop areas and dates, and securing College Board approved consultants.
- Implemented AVID (Advancement Via Individual Determination) program classes at JDMS and in grades 9 and 10 at DMHS. This program assists students to become independent learners, make better choices, set short- and long-term goals, work toward higher academic achievement and develop life skills. In the 2005-2006 school year, 23 percent of students in grade six, 29 percent of students in grade 7 and 15 percent of students in grade 8 are enrolled. One percent enrolled at grade 9 and seven percent in grade 10.
- Implemented academy prep classes in English and mathematics at grades 6, 7 and 8 that enroll 14 percent of the sixth-graders, 13 percent of seventh-graders, and 12 percent of eighth-graders for the 2005-2006 school year to prepare more JDMS students for the Academies program.
- Removed 125 unqualified paraprofessionals and uncertified teachers during the past several years.

Effective this year, the district reports the following additional steps underway to address concerns identified by the department:

- All grade 9 students follow the same schedule as Academy students.
- Any student who qualifies and wishes to take an Academy class is permitted to do so.
- All Advanced Placement classes are identified as campus classes.
- All entering grade 9 students are offered mathematics, writing and science summer classes in order to prepare them for high school. This included both remediation and enrichment offerings.
- Earlier in the month of October 2005, the district submitted two Comprehensive School Reform grants to the DOE. The high school application used the HSTW program as its foundation model; the middle school application used the Making the Middle Grades Work, another SREB program, as its foundation model.

- Weekly high school meetings are held with the Superintendent and Deputy Superintendent to work on high school improvement for all students. Similar meetings are held with a middle school group.
- Important end-of-the year events (e.g., prom, commencement, National Honor Society) will be scheduled as campus events. The district's board is discussing the graduation ceremony. Note: This year, campus event must mean shared, fully integrated events and not separate events as initially planned and reported by the district.

To date, district commitments for the 2006-2007 school year are as follows:

- The high school campus will operate on a single class bell schedule to further facilitate the sharing of classes.
- All art, music and physical education classes will be campus classes for all students in all grade levels.
- Current Englewood grade 9 students who express an interest in becoming an Academy student and who demonstrate high level academic performance will be accepted as Grade 10 Academy students.
- More rigorous mathematics, reading and writing classes will be required of all students in grades 6 through 9. To this end, the district will continue to recruit instructors who are certificated specialists in this area and continue to provide training and support for existing tenured staff.

The district states that additional milestones will be developed as the year progresses and as the anticipated consultation work with the Southern Regional Education Board takes place.

## **CHALLENGES TO CHANGE AND PROGRESS**

The major overarching challenge confronting Englewood School District is the need to create an educational culture rooted in the conviction that most students can master rigorous academic studies. Such an environment values continuous, effort-based school improvement that motivates students to excel and that supports their aspirations to achieve the highest standards. To accomplish this will require a single high school where all students are engaged in the five academies and the disparity in the quality of education offered in the district is addressed.

- Merger of the traditional program at Dwight Morrow High School with the Academy program: Previous State Board reports noted operational procedures at the district's high school and commented on differences in opinion regarding how the Academy program fit into the larger picture of DMHS. Previous reports also observed that there was little common programming between students in the Academy program and those in the traditional comprehensive high school program. District officials, including the late Dr.

Grieco, contended that full development of the Academy program was necessary before assimilation of the entire campus student body could take place.

- Developing racial/ethnic balance: The Academies@Englewood program was designed to bring in a diverse student body. The racial/ethnic composition of the Academy program supports the fact that Caucasian and Asian students have enrolled in the program in numbers roughly equal to those of the Black and Hispanic students. The DOE, however, continues to hold firm in its belief that bringing a diverse student body onto the high school campus is only the first step to achieving true integration.
- Equity of access and academic standards: The balance between equity and excellence is at the core of the Englewood issue. There are two very different high schools on one campus:
  - Academy@Englewood students have access to increased instructional time through a longer school day, a rigorous and engaging core academic curriculum, technology, and other upgraded classroom materials and equipment not available to DMHS students, as well as an opportunity to participate in focused career prep “academies” with labs. The climate of the Academy programs reflects high expectations. Teachers are well prepared, classrooms are inviting, and instructional strategies are varied. Students are spirited and proud of their school and opportunities.
  - At DMHS, a climate of high expectations, support, and standards is not evident. The belief that all students can achieve at high levels is wanting. There is lack of equipment and technology in classrooms, and virtually every room is set-up in traditional rows. In many classes, students are either not engaged at all or engaged in below grade-level assignments. Students arrive late to school and to classes.
- Raising academic performance, early grades: A real and significant issue, then, becomes how to bring up the academic performance of the students who have demonstrated average to below average performance. This goal is more easily achieved in the elementary grades because learning gaps are smaller. There, gaps can be addressed successfully with measures such as aggressive tutoring within an articulated program that concentrates predominantly on mathematics concepts and the tenets of literacy, including both reading and writing. Further, education is differentiated in the elementary classroom to meet the individual needs of all students. The district reports that significant staff development continues to take place for elementary teachers to hone skills in differentiated instruction, as well as in mathematics, reading and writing. Reading First principles are followed in the district and instruction is geared to the standards, with benchmark assessments given during the school year to all students. Success of district efforts in the lower grades is evidenced by the gains in state test results. (See multi-year state test summaries: Language Arts, Mathematics.)
- Raising academic performance, middle and high school grades: It is commonly held that developing higher performing students in the middle and high school years presents

significant challenges. As 11<sup>th</sup> graders, two Academy students failed one segment of the HSPA last year. When the high school student body is examined in its entirety, the HSPA passing rate for the previous school year was as follows: Mathematics, 62.8 percent (up from 27.2 percent in 2004) and Language Arts, 76.2 (up from 56.7 percent in 2004). While these results demonstrate appreciable gains, they are still below the state's Adequate Yearly Progress (AYP) benchmarks for 2005 which were 64.0 percent passing for Mathematics and 79 percent passing for Language Arts. Performance at grade 8 is also below state Adequate Yearly Progress (AYP) benchmarks for 2005 which were 49 percent passing for Mathematics and 66 percent passing for Language Arts. District passing rates on the GEPA test for 2005 were as follows: Mathematics, 30.5 percent passing (down from 35.9 percent in 2004) and Language Arts, 49.5 percent passing (up from 40.9 percent in 2004).

## **ENGLEWOOD'S RESPONSE TO MAJOR CHALLENGES**

At this juncture, district officials are moving at a greater pace to execute an integration plan for the high school campus that will foster greater access to quality programs for all students. Evidence of that direction includes the following:

- The Englewood district is pledged to implement the HSTW program for which planning is currently taking place. (See attachments on HSTW.)
- A team of fifteen individuals, including administrators, teachers and counselors from DMHS and Academies@Englewood participated in the two-day HSTW site development workshop in August 2005 to begin the process of identifying the school's needs and priorities based on the HSTW key practices. The school developed a preliminary action plan to share with their entire faculty.
- The district recently hosted a site visit from senior staff of the Southern Regional Education Board (SREB), a visit which district staff characterized as "welcoming" and "insightful." Staff at the middle school and high school are largely veteran teachers. SREB's track record with school districts similar to Englewood across the nation has sparked interest. The real work will require key stakeholders, such as veteran faculty, to see a need to change and be actively engaged in the change process.
- The purpose of the SREB visit on September 28, 2005 was to develop a Site Visit Report for the district's use with the potential that it may serve as the foundation for an ongoing relationship with SREB to help actualize SREB's successful middle grades and high school programs. It is the district's position that benchmarks and timelines will result not only from district efforts, but also from school improvement work with an SREB consultant.
- With the onset of the new school year, site administrators at Englewood's high school campus are meeting on a weekly schedule with the Superintendent and Deputy Superintendent to articulate and study high school issues with the overall goal of

developing a course of action that can be operationalized for the entire campus. The major challenge is bringing up the academic performance of a greater number of low achieving students at the middle school and high school levels, while maintaining the quality of and outside interest in the Academy programs. Impetus for these actions is also coming from students and community members. An ad hoc student group composed of members from the traditional DMHS program and from the Academies program is also working with a faculty committee to recommend an agenda for high school improvement. Another challenge requiring significant district attention is the 109 classified students who are currently assigned to the traditional high school program.

## RECOMMENDATIONS AND BENCHMARKS

First, over the next 18 months, steps must be taken to create one high school organized around the five Academies currently in place at the Academies@Englewood. The intent is to transform DMHS into an academy with all students enrolled in an Academies program by the fall of 2008. Therefore, it is recommended that the district **immediately**:

- Initiate an aggressive and purposeful effort to advance the achievement of under-performing DMHS students so they can succeed in the academy program. Offer students, at the end of each school year, an opportunity to transfer to the Academies program. Communicate to DMHS students that the Academies will accept students on a yearly basis beginning with the 2005-2006 school year.
- Offer 10<sup>th</sup> and 11<sup>th</sup> grade students a “Pre-Academy” extended day program aimed at strengthening their language arts and mathematics skills so they can enter the Academy program in the fall of 2006. This extended day should be equal to the Ninth Grade Academy and the A@E school day. Require students and parents to sign an agreement about attendance and a commitment to the level of effort that will be required for the extended day instruction.
- Reassess the current leadership at DMHS and the Academies by creating one principal for the entire campus. Three assistant principal positions may be created with responsibilities as follows:
  - One Assistant Principal to serve as the instructional leader for the academy cluster of Pre-engineering, Biomedical, and Information Systems Academies.
  - One Assistant Principal to serve as the instructional leader for the academy cluster of Finance and Law and Public Safety.
  - One Assistant Principal to serve as the instructional leader for pre-academy preparation in middle grades; to oversee a JDMS summer initiative in 2006 aimed at getting at least 50 percent of the rising ninth grade students ready to enter an academy program; and to design a special ninth-grade initiative aimed

at getting the remaining 50 percent ready to enter an academy program by the fall of 2007.

- Integrate pre-algebra into existing seventh grade curriculum for the remainder of this school year and concepts of algebra in eighth grade. This will facilitate the goal of enrolling 50 percent of incoming freshmen from JDMS in the Academies program by September 2006.
- Design a special ninth-grade initiative aimed at getting the remaining 50 percent of incoming freshman from JDMS ready to enter an academy program by the fall of 2007.
- The district should move toward the following goals:
  - By the fall of 2007, enroll 75 percent of ninth graders in an Academies program at DMHS.
  - By the fall of 2008, enroll all students in an academy program.
  - By the fall of 2006, integrate all the Academies program clusters into a “unified” campus facility.

In order to actualize these goals, the district will be required to develop a three-year contract with SREB to provide the technical assistance and coaching to the middle school, high school and administrative staff that assists the district to:

- Relocate **one cluster** of the academies into the main building of DMHS by the summer of 2006. Orient assigned DMHS staff to the academy culture and ways of teaching and learning as more DMHS students enroll in the academy programs. Make each academy leader responsible for creating a support system to assist struggling DMHS students to meet academy standards through extended days, week and year efforts and through student study teams. The intent is not to lower standards but provide students the assistance they need to meet standards.
- Move the entire campus onto the same schedule by September 2006. This would mean that students and faculty work on the same exact calendar. Professional development days, back-to School nights, etc.
- Create within the academy structure appropriate course modifications for students whose individualized education plans specify them. Students with special needs and English Language Learners can be accommodated within the existing five academies.
- Emphasize and acknowledge academic success and hard work. Work with the local media to highlight student and school successes.
- Require the high school to increase by 10 to 20 percent each year the number of students who complete the HSTW-recommended academic core and either an academic or career

concentration for graduation until 85 percent of the high school graduates have met this requirement. The recommended academic core for high school completion for 85 percent of the students would include:

- Four years of college-preparatory/honors English;
  - Four years of mathematics, Algebra I and higher;
  - Four years of lab science including biology, physical science, chemistry, and one additional lab science course;
  - Completion of the state-required social studies sequence of courses;
  - Completion of at least one computer course or demonstrate proficiency in computer technology beyond simple keyboarding; and
  - Completion of either an academic concentration or a sequence of at least four courses of career studies taught in one of the academies.
- Upgrade the Mathematics curriculum to offer pre-algebra to all seventh-graders and a full course in Algebra I to eighth-graders. Immediately integrate pre-algebra into the existing seventh grade curriculum for the remainder of this school year and concepts of algebra in eighth grade.
    - Next year, 2006-2007, put all seventh-grade students into a solid pre-algebra course and as many eighth-grade students as possible into Algebra I; all other eighth-graders into the solid pre-algebra. The following year, 2007-2008, place all eighth-grade students in mastery Algebra I.
    - Provide teacher training in content and best instructional practices to ensure that teachers are able to teach the higher-level mathematics in the middle grades courses.
    - In the fall of 2006, schedule all ninth-graders into Algebra 1 or a higher-level course such as Geometry or Algebra II. Enroll students who are not ready for Algebra I into a 90-minute block aimed at catching them up and getting them successfully through Algebra I by the end of grade 9. Assign the district's best mathematics teachers to teach this class.
  - Strengthen the use of reading and writing for learning across the curriculum to advance reading achievement and to advance achievement in all core academic areas. Implement the following literacy practices:
    - Over the next three years move incrementally toward requiring students from grades 6 through 12 having to read the equivalent of 25 books a year across the curriculum.

- Have students in every course in grades 6 through 12 complete an independent research paper each year. Appoint a team of teachers to develop appropriate scoring guides that to be used at different grade levels.
- Train all teachers in all subject matter areas on how to use a series of teaching strategies that engage students in reading and writing for learning in their subject matter area. The reason reading achievement is declining in the school district is that most teachers in the middle grades and high school do not engage students in reading the content of the subject matter they are teaching.
- Make college-preparatory/honors English the only English course for students in grades six through 12. Eliminate all low-level language arts classes.
- Although there is currently not a media center at the middle school, explore other options and creative strategies to develop classroom libraries that include a range of resources to encourage reading and develop research skills.
- Provide for hands-on science instruction. Provide teacher training and classroom materials and equipment to allow for hands-on instruction in science.
- Provide teacher training in instructional strategies and setting high expectations with specific attention given to strategies related to developing the struggling learner.
- Continue the partnership with the DOE to secure Advanced Placement training for all teachers in the core areas.
- Strengthen relationships with the parent community. Develop faculty study teams to develop a plan to forge a strong partnership with parents and business community. Recruit parents to participate in the development of the school's improvement plan.
- Implement practices that provide supportive relationships to all students, including the development of a teacher advisory program.
- Create in the high school a culture of high expectations for all students. Creating a culture of high expectations starts with each teacher defining clearly for the student for each unit and grading period the quality and amount of work that the student must do to earn an A or a B grade.
  - The faculty and the school need to develop a set of criteria for what grades mean. Based on the IEP of some students, it may require faculty to develop a modified version of what acceptable work would be for those students.
  - Develop a set of standards for dress code, attendance and tardiness.
- Take steps to strengthen the senior year and to improve the transition from high school to the student's next step.

- Create opportunities for those students to earn at least nine semester hours of college credit the senior year through AP and dual credit opportunities.
- Partner with local community college to prepare students to take college credit-bearing courses upon high school graduation.
- Enroll students not pursuing a postsecondary education in a career/technical program that will lead to an employer's certification that has value in the workplace. For many of these students, certification will require that they continue to study in that field beyond high school.

**In summary**, based on the district's demonstrated willingness to embrace change and to commit to the HSTW program, the DOE is encouraged that the transformation of the district is progressing. The district leadership is aware of the need to improve student achievement and is actively involved in developing a comprehensive plan.

The recommendations and benchmarks included in this report are intended not only to address the problems identified herein, but also to assist the district in moving toward the creation of a culture of excellence and equity. Englewood has the opportunity to implement a model of inclusion for all students in the academically rigorous climate already established for students participating in the Academies program.

The DOE is pleased that the Southern Regional Education Board leadership has expressed to the district and to the DOE that they are prepared to work with the district on a three-year contract to provide on going coaching, teacher and leadership staff development, consultant services, and instructional evaluation services to address the goals and recommendations in this report. The DOE is also prepared to increase its technical assistance and monitoring support to the district.

# APPENDICES

# Appendix I

Tables A thru F

Table A

Academies@Englewood  
 Ninth Grade Racial/Ethnic Breakdown  
 2005-2006 School Year\*

	2005-2006 Resident Students	%	Englewood Cliffs	%	Choice	%	2005-2006 plus Choice and Cliffs	%	% change
Asian-American	5	8.20%	2	100.00%	42	44.21%	49	31.01%	22.82%
Black	38	62.30%			4	4.21%	42	26.58%	-35.71%
Caucasian	2	3.28%			38	40.00%	40	25.32%	22.04%
Hispanic	15	24.59%			9	9.47%	24	15.19%	-9.40%
Other	1	1.64%			2	2.11%	3	1.90%	0.26%
Total	61		2		95		158		

\*based on spring 2005 acceptances

**Academies@Englewood  
Tenth Grade Racial/Ethnic Breakdown  
2005-2006 School Year\***

Table B

	2004-2005 Resident Students	%	Englewood Cliffs	%	Choice	%	2004-2005 plus Choice and Cliffs	%	% change
Asian- American	3	7.14%	2	50.00%	25	35.21%	30	25.64%	18.50%
Black	22	52.38%	0		5	7.04%	27	23.08%	-29.30%
Caucasian	0	0.00%	1	25.00%	26	36.62%	27	23.08%	23.08%
Hispanic	15	35.71%	1	25.00%	13	18.31%	29	24.79%	-10.93%
Other	2	4.76%	0		2	2.82%	4	3.42%	-1.34%
Total	42		4		71		117		

\* based on November 15, 2004 9th grade enrollment

Table C

Academies@Englewood  
 Eleventh Grade Racial/Ethnic Breakdown  
 2005-2006 School Year\*

	2004-2005 Resident Students	%	Englewood Cliffs	%	Choice	%	2004-2005 plus Choice and Cliffs	%	% change
Asian-American	2	5.13%	2	100.00%	27	44.26%	31	30.39%	25.26%
Black	23	58.97%			3	4.92%	26	25.49%	-33.48%
Caucasian	2	5.13%			20	32.79%	22	21.57%	16.44%
Hispanic	12	30.77%			11	18.03%	23	22.55%	-8.22%
Other					0				
Total	39		2		61		102		

\* based on November 15, 2004 10th grade enrollment

Academies@Englewood  
 Twelfth Grade Racial/Ethnic Breakdown  
 2005-2006 School Year\*

Table D

	2005-2006 Resident Students	%	Englewood Cliffs	%	Choice	%	2005-2006 plus Choice and Cliffs	%	% change
Asian- American	4	8.89%	0	N/A	21	44.68%	25	27.17%	18.29%
Black	19	42.22%			5	10.64%	24	26.09%	-16.14%
Caucasian	2	4.44%			14	29.79%	16	17.39%	12.95%
Hispanic	20	44.44%			6	12.77%	26	28.26%	-16.18%
Other					1	2.13%	1	1.09%	1.09%
<b>Total</b>	<b>45</b>		<b>0</b>	<b>N/A</b>	<b>47</b>		<b>92</b>		

based on November 15, 2004 11th grade enrollment

**Academies@Englewood**  
**Racial/Ethnic Breakdown**  
**2005-2006 School Year Preliminary**  
**9th, 10th, 11th & 12th Grades**

Table E

	2005-2006 Resident Students	%	Englewood Cliffs	%	Choice	%	2005-2006 plus Choice and Cliffs	%	% Change with Choice Students
Asian-American	14	7.49%	6	75.00%	115	41.97%	135	28.78%	21.30%
Black	102	54.55%			17	6.20%	119	25.37%	-29.17%
Caucasian	6	3.21%	1	12.50%	98	35.77%	105	22.39%	19.18%
Hispanic	62	33.16%	1	12.50%	39	14.23%	102	21.75%	-11.41%
Other	3	1.60%			5	1.82%	8	1.71%	0.10%
<b>Total</b>	<b>187</b>		<b>8</b>		<b>274</b>		<b>469</b>		

**ENGLEWOOD SCHOOL DISTRICT HIGH SCHOOL ENROLLMENT  
2004-2005 SCHOOL YEAR**

Table F

Race/ Ethnicity	TOTAL HIGH SCHOOL ENROLLMENT		TOTAL RESIDENT HIGH SCHOOL ENROLLMENT		TOTAL RESIDENT STUDENTS ENROLLED IN ACADEMIES		TOTAL RESIDENT STUDENTS ENROLLED IN DWIGHT MORROW		
	Numbers	Percentage	Numbers	Percentage	Numbers	Percentage of Total Resident Students	Numbers	Percentage	Change in Percentage of Resident Students
Asian	102	11.82%	29	4.22%	9	31.03%	20	3.55%	-0.67%
Black	399	46.23%	386	56.19%	64	16.58%	322	57.19%	1.01%
Caucasian	76	8.81%	16	2.33%	4	25.00%	12	2.13%	-0.20%
Hispanic	286	33.14%	256	37.26%	47	18.36%	209	37.12%	-0.14%
Other	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0.00%
<b>Total</b>	<b>863</b>		<b>687</b>		<b>124</b>	<b>18.05%</b>	<b>563</b>		

**ENGLEWOOD SCHOOL DISTRICT HIGH SCHOOL ENROLLMENT  
PROJECTED 2005-2006 SCHOOL YEAR**

Table F1

Race/ Ethnicity	TOTAL HIGH SCHOOL ENROLLMENT		TOTAL RESIDENT HIGH SCHOOL ENROLLMENT		TOTAL RESIDENT STUDENTS ENROLLED IN ACADEMIES		TOTAL RESIDENT STUDENTS ENROLLED IN DWIGHT MORROW		
	Numbers	Percentage	Numbers	Percentage	Numbers	Percentage of Total Resident Students	Numbers	Percentage	Change in Percentage of Resident Students
Asian	147	14.24%	26	3.47%	14	53.85%	12	2.13%	-1.34%
Black	454	43.99%	437	58.27%	102	23.34%	335	59.50%	1.24%
Caucasian	117	11.34%	18	2.40%	6	33.33%	12	2.13%	-0.27%
Hispanic	306	29.65%	266	35.47%	62	23.31%	204	36.23%	0.77%
Other	8	0.78%	3	0.40%	3	1.60%	0	0.00%	-0.40%
<b>Total</b>	<b>1032</b>		<b>750</b>		<b>187</b>	<b>24.93%</b>	<b>563</b>		

# Appendix II

**A. Bell Schedule**

**B. Healthcare/Allied Health**

**Schedule for Academies and Ninth Grade House**

The enclosed Bell Schedule applies both to the Academies and Ninth Grade House at DM.

The structure of the courses is as follows:

A typical class is **four** modules of 15 minutes.

Science courses meet **four** times a week.

Academy Core and Major Core meet **two** times a week.

Electives meet **two** times a week.

All other courses meet **three** times a week.

All students have a **two** period Interdisciplinary Project a week.

All students have a **one** period a week for Clubs

Period	Start Time	Stop Time	Total	Passing Time
0	8:00AM	8:10AM	0:10	0:05
1	8:15AM	8:30AM	0:15	
2	8:30AM	8:45AM	0:15	
3	8:45AM	9:00AM	0:15	
4	9:00AM	9:15AM	0:15	
5	9:15AM	9:30AM	0:15	
6	9:30AM	9:45AM	0:15	
7	9:45AM	10:00AM	0:15	
8	10:00AM	10:15AM	0:15	
9	10:15AM	10:30AM	0:15	
10	10:30AM	10:45AM	0:15	
11	10:45AM	11:00AM	0:15	
12	11:00AM	11:15AM	0:15	
13	11:15AM	11:30AM	0:15	
14	11:30AM	11:45AM	0:15	
15	11:45AM	12:00PM	0:15	
16	12:00PM	12:15PM	0:15	
17	12:15PM	12:30PM	0:15	
18	12:30PM	12:45PM	0:15	
19	12:45PM	1:00PM	0:15	
20	1:00PM	1:15PM	0:15	
21	1:15PM	1:30PM	0:15	
22	1:30PM	1:45PM	0:15	
23	1:45PM	2:00PM	0:15	
24	2:00PM	2:15PM	0:15	
25	2:15PM	2:30PM	0:15	
26	2:30PM	2:45PM	0:15	
27	2:45PM	3:00PM	0:15	
28	3:00PM	3:15PM	0:15	
29	3:15PM	3:30PM	0:15	
30	3:30PM	3:45PM	0:15	
31	3:45PM	4:00PM	0:15	

### Bell Schedule

Period	Start Time	Stop Time	Total	Passing Time
0	8:00 AM	8:10 AM	0:10	
1	8:10 AM	9:10 AM	1:00	
2	9:10 AM	10:10 AM	1:00	
3	10:10 AM	10:50 AM	0:40	
4	10:50 AM	11:10 AM	0:20	
5	11:10 AM	11:50 AM	0:40	
6	11:50 AM	12:10 PM	0:20	
7	12:10 PM	12:50 PM	0:40	
8	12:50 PM	1:50 PM	1:00	
9	1:50 PM	2:50 PM	1:00	
10	2:50 PM	3:50 PM	1:00	

## APPENDIX II- B

### HEALTHCARE PARTNERSHIP PATHWAY PROJECT

The *Healthcare Partnership Pathway Project*, funded in the fall of 2004 by a grant from the Federal Government, and is a two-year program geared for students who may have an interest in pursuing a career in the Health Care Industry. Following an established model for a learning community within the high school, the Healthcare group consists of teachers and students from both AE and DMHS working in conjunction with professors from Bergen Community College (BCC). The project brings together DMHS and AE students interested in Healthcare as a potential profession. The students benefit by gaining practical experience in a hospital setting, attending classes on the college campus, and earning college credits before high school graduation. The program includes a monetary provision for the students to defray the cost of their attending the summer internships. There is no outlay of any funds from the students or their parents to participate in the program or to earn the college credits.

Announcements for recruitments were made by the DMHS guidance counselor & the AE Biomedicine Program Manager within the sophomore class for the introductory group of twenty students. Twenty-one students signed up. All are enrolled. Students were required by BCC to attempt the college placement examination referred to as the *Accuplacer*. They traveled to BCC on March 29, 2005 where the *Accuplacer* test was administered by BCC staff. All students have been fitted for uniforms, and are scheduled for the Summer Internship Program at Englewood Hospital. These students will be working together in Summer 2005 and will be scheduled together in two classes. The two courses are the *Seminar for the HCOP Grant Program* and *Medical Terminology*. The latter is the college course for which the students can earn three college credits from BCC at no cost to them.

The program commences July 2005 with a four-week program that involves students in classroom instruction on the BCC campus and at Englewood Hospital. The following fall, students in the program will be enrolled in a class at AE entitled *Medical Terminology* and also be required to attend a weekly seminar to discuss their progress. Successful completion of the *Accuplacer*, the summer internship, and the exit exam for *Medical Terminology* will result in the students earning four BCC credits and receiving a transcript from that institution. The following summer, July 2006, students will attend a second internship. Their senior year in high school will include a second college level course taught at the Academies and a second weekly seminar. The students may earn another nine college credits through this program before graduation.

Instructors from AE & DMHS, as well as faculty from BCC, will be instrumental in the delivery of this program. We anticipate enrolling another twenty students for the 2005/06 school year, with a total of 40 students.

### DWIGHT MORROW HIGH SCHOOL ALLIED HEALTH WORKSHOPS

The Allied Health Program is a new health career focused program, funded by a grant, and coordinated and supervised by educators from Bergen County Community College, Passaic County Community College. On the Dwight Morrow Campus, students from DMHS & AE together will attend classes and summer programs that will be both academic and career focused. Participation in the program is limited by the grant requirements that determine eligibility based on grade level (program starts with 10<sup>th</sup> graders), summer internship opportunities and academic courses, which will be taught on campus. We are very excited about the opportunities this program offers all students on our campus who are interested in health career opportunities. The Biomedicine Program Manager and the DMHS guidance counselor are coordinating this program together on campus. They have developed a wonderful rapport with our co-sponsors at BCC and with the students from DMHS/AE who are participants in the program.

# Appendix III

High Schools That Work

*HSTW* is an effort-based school improvement initiative founded on the conviction that most students can master rigorous academic and career/technical studies if school leaders and teachers create an environment that motivates students to make the effort to succeed. *HSTW* is a national effort to engage state, district and school leaders in partnership with teachers, students, parents and the community to raise student achievement in high school and middle school grades. *HSTW* seeks to advance the mathematics, science, communications, problem-solving and technical achievement of students by providing a framework of goals, key practices and key conditions for accelerating learning and setting higher standards. In creating this environment, more students will recognize that high school matters to their future and more students will become independent learners able to set future educational and career goals and choose courses to take to achieve those goals.

*High Schools That Work* is based on the belief that everyone in the education hierarchy must work together to align policies, resources, initiatives and accountability efforts to support schools in adopting and implementing comprehensive school-improvement designs. Several conditions are fundamental in using *HSTW* to raise student achievement:

- **A clear, functional mission statement:** Schools need a clear, functional mission statement to prepare high school students for success in postsecondary education and the workplace.
- **Strong Leadership:** Each district and school needs strong and committed leaders to improve, align and benchmark curriculums to high standards, to improve quality of instruction and to raise student achievement. Each school site should have a leadership team consisting of the principal, the assistant principal and teacher leaders.
- **Plan for continuous improvement:** District and school leaders need to create an organizational structure and process that ensures continuous improvement on what to teach, how to teach it, what students are expected to learn, how to assess what they have learned, and how they relate to each other, to the students and to the home and community.
- **Qualified teachers:** Teachers must have in-depth knowledge of their subject areas and of teaching strategies appropriate to students' grade levels. A school superintendent and a school board that will allow the high school to adopt a flexible schedule that enables students to earn more credits.
- **Commitment to goals:** School leaders and teachers are committed to achieving the *HSTW* Goals and Key Practices. School boards are committed to having all students complete a demanding academic core and either an academic or career/technical concentration.
- **Flexible scheduling:** School superintendents and school boards permit high schools to adopt flexible schedules enabling students to earn more credits.

- **Support for professional development:** District and school leaders provide teachers with instructional materials, planning time and professional development for implementing new curriculums and research-based instructional methods.

*High Schools That Work* has identified the following as key practices that impact student achievement. The following are the *HSTW* key practices that provide direction and meaning to comprehensive school improvement and student learning:

- **High Expectations** – Motivate more students to meet high expectations by integrating high expectations into classroom practices and giving students frequent feedback.
- **Program of Study** – Require each student to complete an upgraded academic core and a concentration. This includes rigorous courses for seniors.
- **Academic studies** – Teach more students the essential concepts of the college-preparatory curriculum by encouraging them to apply academic content and skills to real-world problems and projects. School leaders need to:
  - Align core academic courses to essential state and national standards that prepare youth for postsecondary studies and careers.
  - Align student assignments, student work and classroom assessments to at least the proficient-level standards as measured by a NAEP-referenced exam and state assessments.
- **Career/Technical Studies** – provide more students access to intellectually challenging career/technical studies in high-demand fields that emphasize the higher-level mathematics, science, literacy and problem-solving skills needed in the workplace and in further education. School leaders need to:
  - Develop standards, conditions and agreements for awarding postsecondary credit in high-demand career/technical fields to high school students.
  - Require senior projects with academic, technical and performance standards.
  - Provide students opportunities to work toward a recognized employer certification.
- **Work-based learning** – Enable students and their parents to choose from programs that integrate challenging high school studies and work-based learning and are planned by educators, employers and students.
- **Teachers working together** – Provide teams of teachers from several disciplines the time and support to work together to help students succeed in challenging academic and career/technical studies. Integrate reading, writing and speaking as strategies for learning into all parts of the curriculum and integrate mathematics into science and career and technical classrooms.
- **Students actively engaged** – Engage students in academic and career/technical classrooms in rigorous and challenging proficient-level assignments using research-based instructional strategies and technology.

- **Guidance** – Involve students and their parents in a guidance and advisement system that develops positive relationships and ensures completion of an accelerated program of study.
- **Extra help** – Provide a structured system of extra help to assist students in completing accelerated programs of study with high-level academic and technical content. School leaders need to:
  - Support all students to become independent learners by building into their learning experiences opportunities to practice habits of successful learners such as study and literacy skills, time management and learning with others.
  - Give students easy access to opportunities to meet course standards and graduate with their peers.
  - Support teachers in forming nurturing academic relationships with students aimed at improving students' work and achievement.
  - Plan transition and catch-up learning experiences for entering ninth-graders who are not prepared to succeed in college-preparatory courses.
  - Work with postsecondary institutions to identify 11<sup>th</sup> graders not ready for postsecondary study. Develop special courses for senior year to get these students prepared.
- **Culture of Continuous improvement** – Use student assessment and program evaluation data to continuously improve school culture, organization, management, curriculum and instruction to advance student learning.

Additional information on the HSTW design may be found in the addenda to this report in a document, "*High Schools that Work: An Enhanced Design to Get All Students to Standards.*"

New Jersey has been a member of the *High Schools That Work* network since 1999. The following high schools are currently part of the New Jersey state network:

- Abraham Clark High School, Roselle
- Bergenfield High School, Bergenfield
- Burlington Township High School, Burlington
- Creative Arts High School, Camden
- Camden High School, Camden
- Woodrow Wilson High School, Camden
- Cape May County Vocational School, Cape May Court House
- Dwight Morrow High School, Englewood

- East Orange Campus High School 9, East Orange
- East Orange Campus High School, East Orange
- Cicely Tyson School, East Orange
- Keansburg High School, Keansburg
- Long Branch High School, Long Branch
- Lower Cape May Regional High School, Cape May
- Mount Olive High School, Budd Lake
- Ocean County Vocational School, Performing Arts Academy. Lakehurst
- Wildwood High School, Wildwood

Dwight Morrow High School applied for and was awarded a grant for the FY 06 High Schools That Work grant that began July 1, 2005. The school was required to send a school team to the National HSTW summer conference to delve more deeply into the HSTW key practices. In August 2005, a team of 15 teachers and school leaders participated in a two-day site development workshop in Atlantic City where they examined school data, identified needs and developed a preliminary action plan to discuss with faculty and staff. The school has assigned a HSTW site coordinator to facilitate the continuous planning, staff development, coordination of data collection; monitoring progress; fostering communication; and integrating the HSTW goals and key practices with other school improvement efforts. To date, the HSTW coordinator and Dwight Morrow High School principal have attended scheduled NJ Network meetings and professional development workshops.

# Appendix IV

**Advance Placement Incentive  
and Test Fee Wavier Programs**



State of New Jersey

DEPARTMENT OF EDUCATION
PO Box 500
TRENTON, NJ 08625-0500

RICHARD J. CODEY
Acting Governor

LUCILLE E. DAVY
Acting Commissioner

TO: Rochelle Hendricks, Director
Office of Vocational, Technical, Career and Innovative Programs
And Innovative Programs
FROM: Jennifer Beaumont, Advanced Placement Coordinator
RE: Advanced Placement Incentive Program and Advanced Placement Test Fee
Waiver Program
DATE: October 26, 2005

This memo provides an update of the activities, expenditures, and proposed activities for the Advanced Placement Incentive Program (APIP) and Advanced Placement Test Fee Waiver Program (Fee Waiver) funded by the United States Department of Education (USDOE) as shown in Table 1.

TABLE 1: Award, Expenditures and Balances of USDOE Funding by Fiscal Year

Table with 5 columns: AWARD #, FY'00, FY'01-04, FY'05, AVAILABLE. Rows include S330A000017, S330A010004, U330B050010, and a total row.

Note: The available balance shown from the FY'00 award was returned to the USDOE. There is a possibility that the NJDOE can reclaim it.

The largest expenditures, \$487,103.00 have been on Fee Waivers. The Advanced Placement Test Fee Waiver Program allows the NJDOE to encourage and support the participation of students from income-eligible families in the AP exams.

The Advanced Placement Incentive Program (APIP) targets the 44 school districts with more than 40% of high school students from families at or above the federal poverty line. These districts were offered, on a request for reimbursement basis, a total of \$240,470.98 to create, strengthen, and/or their Advanced Placement programs.

districts and to other districts meeting the eligibility requirements. Three charter schools responded. By September 15, \$280,487.00 was used to promote, strengthen, and support AP and PreAP programs (See Table 1A: Allocations and Expenditures for APIP Districts).

In an effort to address the needs stated in the approved application and the NJDOE's focus on excellence and equity to eliminate the achievement gap, partnerships were developed with institutions of higher education offering **Advanced Placement Professional Development Institutes during Summer 2005**. Through this partnership, \$162,905.00 of the APIP funds were used to provide 23 professional development workshops for 238 new and experienced AP teachers. Ten of those workshops were never before offered in New Jersey. Additionally, seven PreAP workshops were offered to administrators and teachers at regional locations in Sewell, Newark, and Trenton for an additional cost of \$27,000.00. This first time collaboration around the summer institutes proved to be a successful venture for the NJDOE, the institutions of higher education and the participants, as the attached newspaper article indicates. Awareness of, and interest in, the collaboration is growing evidenced by requests for participation from institutions of higher education in other regions of the state.

Other expenditures from these awards are shown by categories in Table 2: Award Expenditures by Fiscal Year and Categories.

The workshops series have continued in Fall 2005 (Table 3: Fall 2005 PreAP Workshops). This series of 30 workshops focuses on the PreAP content areas and targets teachers, administrators, and counselors working with 6<sup>th</sup> through 12<sup>th</sup> grade students. Districts were invited to be host sites and to identify the workshops that would be most beneficial to the staff and faculty there. Some districts, as the attached letter from Trenton shows, used these workshops as the focus of district wide professional development days. This series again provided an opportunity for the NJDOE to collaborate with professional service organizations such as the Garden State Principals Center and the New Jersey Principals Association.

As of October 25, there is still a large balance available for promoting, strengthening and supporting PreAP/AP programs across the state. A second request for a 12-month, no cost extension of the award received in FY'01 has been submitted to the USDOE program officer. Approval of this request would allow for workshops to help students de-mystify the exams, provide more professional development for teachers not able to take advantage of the summer and fall opportunities, support a small committee of teachers and administrators in targeted districts to prepare the application for the next round of APIP funding, and underwrite the costs for three teachers (one from each region) to attend the annual AP National summer conference in July.

An updated fiscal report will be provided when all the collective agreements for the Fall 2005 workshop series have been paid.

JB/gjt  
Attachments

ADVANCED PLACEMENT SUMMER INSTITUTES 2005

SUBJECT	DATES	LOCATIONS)	CONTACT INFORMATION	COMMENTS
BIOLOGY	8/8 - 8/12/05	Ocean County College, Toms River Campus	Nancy Gerry 732-255-0477 <a href="mailto:ngerry@ocean.edu">ngerry@ocean.edu</a>	
	8/15 - 8/19/05	Middlesex County	Darlene Yoseloff 732-906-2554 <a href="mailto:Darlene_Yoseloff@middlesexcc.edu">Darlene_Yoseloff@middlesexcc.edu</a>	
CALCULUS AB	8/8 - 8/12/05	Drew	Angelica Gonor 973-408-3185 <a href="mailto:agonor@drew.edu">agonor@drew.edu</a>	
	8/8 - 8/12/05	Ocean County College, Toms River Campus	Nancy Gerry 732-255-0477 <a href="mailto:ngerry@ocean.edu">ngerry@ocean.edu</a>	
	8/15 - 8/19/05	Middlesex County	Darlene Yoseloff 732-906-2554 <a href="mailto:Darlene_Yoseloff@middlesexcc.edu">Darlene_Yoseloff@middlesexcc.edu</a>	
CALCULUS BC	8/15 - 8/19/05	Ocean County College, Toms River Campus	Nancy Gerry 732-255-0477 <a href="mailto:ngerry@ocean.edu">ngerry@ocean.edu</a>	
CHEMISTRY	8/15 - 8/19/05	Middlesex County	Darlene Yoseloff 732-906-2554 <a href="mailto:Darlene_Yoseloff@middlesexcc.edu">Darlene_Yoseloff@middlesexcc.edu</a>	
ENGLISH LANGUAGE & COMPOSITION	7/31 - 8/5/05	Rutgers	Vincent A. Lankewish 814-360-9222 <a href="mailto:RutgersAPEnglish@aol.com">RutgersAPEnglish@aol.com</a>	
ENGLISH LITERATURE & COMPOSITION	7/31 - 8/5/05	Rutgers	Vincent A. Lankewish 814-360-9222 <a href="mailto:RutgersAPEnglish@aol.com">RutgersAPEnglish@aol.com</a>	

ADVANCED PLACEMENT SUMMER INSTITUTES 2005

SUBJECT	DATES	LOCATIONS(S)	CONTACT INFORMATION	COMMENTS
ENGLISH LITERATURE & COMPOSITION	8/15 - 8/19/05	Ocean County College, Toms River Campus	Nancy Gerry 732-255-0477 ngerry@ocean.edu	
ENVIRONMENTAL SCIENCE	8/15 - 8/19/05	Ocean County College, Toms River Campus	Nancy Gerry 732-255-0477 ngerry@ocean.edu	
GOVERNMENT & POLITICS - US	8/15 - 19/05	Middlesex County	Darlene Yoseloff 732-906-2554 Darlene_Yoseloff@middlesexcc.edu	
	8/15 - 8/19/05	Ocean County College, Toms River Campus	Nancy Gerry 732-255-0477 ngerry@ocean.edu	
MUSIC THEORY	7/18 - 7/22/05	Westminster Choir College of Rider University Office of Continuing Education	Becky Rush 609-924-7416 woce@rider.edu	
PHYSICS B	8/15 - 8/19/05	Middlesex County	Darlene Yoseloff 732-906-2554 Darlene_Yoseloff@middlesexcc.edu	
PSYCHOLOGY	8/8 - 8/12/05	Drew	Angelica Gonor 973-408-3185 agonor@drew.edu	
SPANISH LANGUAGE	8/8 - 8/12/05	Drew	Angelica Gonor 973-408-3185 agonor@drew.edu	
STATISTICS	8/15 - 8/19/05	Middlesex County	Darlene Yoseloff 732-906-2554 Darlene_Yoseloff@middlesexcc.edu	

ADVANCED PLACEMENT SUMMER INSTITUTES 2005

SUBJECT	DATES	LOCATION(S)	CONTACT INFORMATION	COMMENTS
STUDIO ART - DRAWING	8/15 - 8/19/05	Middlesex County	Darlene Yoseloff 732-906-2554 <a href="mailto:Darlene_Yoseloff@middlesexcc.edu">Darlene_Yoseloff@middlesexcc.edu</a>	
US HISTORY	8/8 - 8/12/05	Drew	Angelica Gonor 973-408-3185 <a href="mailto:agonor@drew.edu">agonor@drew.edu</a>	
	8/15 - 8/19/05	Ocean County College, Toms River Campus	Nancy Gerry 732-255-0477 <a href="mailto:ngerry@ocean.edu">ngerry@ocean.edu</a>	
	8/15 - 8/19/05	Middlesex County	Darlene Yoseloff 732-906-2554 <a href="mailto:Darlene_Yoseloff@middlesexcc.edu">Darlene_Yoseloff@middlesexcc.edu</a>	
WORLD HISTORY	8/15 - 8/19/05	Ocean County College, Toms River Campus	Nancy Gerry 732-255-0477 <a href="mailto:ngerry@ocean.edu">ngerry@ocean.edu</a>	
PRE-AP - INSTRUCTIONAL LEADERSHIP - Vertical Teams	8/8/05	Trenton Central H.S. 400 Chambers St. Trenton, NJ 08609	Jennifer Beaumont 609-777-0800 <a href="mailto:Jennifer.beaumont@doe.state.nj.us">Jennifer.beaumont@doe.state.nj.us</a>  Maria Casale 609-777-0800 <a href="mailto:Maria.casale@doe.state.nj.us">Maria.casale@doe.state.nj.us</a>	One day workshop  8:30 am - 3:00 pm
PRE-AP - INSTRUCTIONAL LEADERSHIP - Using Data	8/8/05	Trenton Central H.S. 400 Chambers St. Trenton, NJ 08609	Jennifer Beaumont 609-777-0800 <a href="mailto:Jennifer.beaumont@doe.state.nj.us">Jennifer.beaumont@doe.state.nj.us</a>  Maria Casale 609-777-0800 <a href="mailto:Maria.casale@doe.state.nj.us">Maria.casale@doe.state.nj.us</a>	One day workshop  8:30 am - 3:00 pm
PRE-AP - INSTRUCTIONAL	8/8/05	Trenton Central H.S. 400 Chambers St.	Jennifer Beaumont 609-777-0800 <a href="mailto:Jennifer.beaumont@doe.state.nj.us">Jennifer.beaumont@doe.state.nj.us</a>	One day workshop

ADVANCED PLACEMENT SUMMER INSTITUTES 2005

SUBJECT	DATES	LOCATION(S)	CONTACT INFORMATION	COMMENTS
<b>LEADERSHIP - Promoting Excellence &amp; Equity</b>		Trenton, NJ 08609	Maria Casale 609-777-0800 <a href="mailto:Maria.casale@doe.state.nj.us">Maria.casale@doe.state.nj.us</a>	8:30 am – 3:00 pm
<b>PREAP – ENGLISH</b>	8/15/05	<u>Southern Region</u> Rodgers Room Gloucester County Office of Education 1492 Tanyard Road, Sewell, NJ 08080	Jennifer Beaumont 609-777-0800 <a href="mailto:Jennifer.beaumont@doe.state.nj.us">Jennifer.beaumont@doe.state.nj.us</a> Maria Casale 609-777-0800 <a href="mailto:Maria.casale@doe.state.nj.us">Maria.casale@doe.state.nj.us</a>	One day workshop 8:30 am – 3:00 pm
<b>PREAP – ENGLISH</b>	8/18/05	<u>Central Region</u> Trenton Central H.S. 400 Chambers St. Trenton, NJ 08609	Jennifer Beaumont 609-777-0800 <a href="mailto:Jennifer.beaumont@doe.state.nj.us">Jennifer.beaumont@doe.state.nj.us</a> Maria Casale 609-777-0800 <a href="mailto:Maria.casale@doe.state.nj.us">Maria.casale@doe.state.nj.us</a>	One day workshop 8:30 am – 3:00 pm
<b>PREAP – ENGLISH</b>	8/16/05	<u>Northern Region</u> Arts High School 550 MLK Blvd Newark, NJ 07102	Jennifer Beaumont 609-777-0800 <a href="mailto:Jennifer.beaumont@doe.state.nj.us">Jennifer.beaumont@doe.state.nj.us</a> Maria Casale 609-777-0800 <a href="mailto:Maria.casale@doe.state.nj.us">Maria.casale@doe.state.nj.us</a>	One day workshop 8:30 am – 3:00 pm
<b>PREAP – MATH</b>	8/15/05	<u>Southern Region</u> Shue Room Gloucester County Office of Education 1492 Tanyard Road, Sewell, NJ 08080	Jennifer Beaumont 609-777-0800 <a href="mailto:Jennifer.beaumont@doe.state.nj.us">Jennifer.beaumont@doe.state.nj.us</a> Maria Casale 609-777-0800 <a href="mailto:Maria.casale@doe.state.nj.us">Maria.casale@doe.state.nj.us</a>	One day workshop 8:30 am – 3:00 pm

ADVANCED PLACEMENT SUMMER INSTITUTES 2005

SUBJECT	DATES	LOCATION(S)	CONTACT INFORMATION	COMMENTS
PREAP – MATH	8/18/05	<u>Central Region</u> Trenton Central H.S. 400 Chambers St. Trenton, NJ 08609	Jennifer Beaumont 609-777-0800 <a href="mailto:jennifer.beaumont@doe.state.nj.us">jennifer.beaumont@doe.state.nj.us</a>	One day workshop 8:30 am – 3:00 pm
		<u>Northern Region</u> Arts High School 550 MLK Blvd Newark, NJ 07102	Maria Casale 609-292-8327 <a href="mailto:Maria.casale@doe.state.nj.us">Maria.casale@doe.state.nj.us</a>	8:30 am – 3:00 pm
PREAP – MATH	8/16/05	<u>Central Region</u> Rodgers Room Gloucester County Office of Education 1492 Tanyard Road, Sewell, NJ 08080	Jennifer Beaumont 609-777-0800 <a href="mailto:jennifer.beaumont@doe.state.nj.us">jennifer.beaumont@doe.state.nj.us</a>	One day workshop 8:30 am – 3:00 pm
		<u>Northern Region</u> Arts High School 550 MLK Blvd Newark, NJ 07102	Maria Casale 609-292-8327 <a href="mailto:Maria.casale@doe.state.nj.us">Maria.casale@doe.state.nj.us</a>	8:30 am – 3:00 pm
PREAP – SCIENCE	8/17/05	<u>Southern Region</u> Trenton Central H.S. 400 Chambers St. Trenton, NJ 08609	Jennifer Beaumont 609-777-0800 <a href="mailto:jennifer.beaumont@doe.state.nj.us">jennifer.beaumont@doe.state.nj.us</a>	One day workshop 8:30 am – 3:00 pm
		<u>Central Region</u> Arts High School 550 MLK Blvd Newark, NJ 07102	Maria Casale 609-292-8327 <a href="mailto:Maria.casale@doe.state.nj.us">Maria.casale@doe.state.nj.us</a>	8:30 am – 3:00 pm
PREAP – SCIENCE	8/18/05	<u>Central Region</u> Trenton Central H.S. 400 Chambers St. Trenton, NJ 08609	Jennifer Beaumont 609-777-0800 <a href="mailto:jennifer.beaumont@doe.state.nj.us">jennifer.beaumont@doe.state.nj.us</a>	One day workshop 8:30 am – 3:00 pm
		<u>Northern Region</u> Arts High School 550 MLK Blvd Newark, NJ 07102	Maria Casale 609-292-8327 <a href="mailto:Maria.casale@doe.state.nj.us">Maria.casale@doe.state.nj.us</a>	8:30 am – 3:00 pm

ADVANCED PLACEMENT SUMMER INSTITUTES 2005

SUBJECT	DATES	LOCATION(S)	CONTACT INFORMATION	COMMENTS
PREAP – SOCIAL STUDIES & HISTORY	8/17/05	<u>Southern Region</u> Shue Room Gloucester County Office of Education 1492 Tanyard Road, Sewell, NJ 08080	<p><u>Maria.casale@doe.state.nj.us</u></p> <p>Jennifer Beaumont 609-777-0800 <u>Jennifer.beaumont@doe.state.nj.us</u></p> <p>Maria Casale 609-292-8327 <u>Maria.casale@doe.state.nj.us</u></p>	One day workshop 8:30 am – 3:00 pm
PREAP – SOCIAL STUDIES & HISTORY	8/18/05	<u>Central Region</u> Trenton Central H.S. 400 Chambers St. Trenton, NJ 08609	<p>Jennifer Beaumont 609-777-0800 <u>Jennifer.beaumont@doe.state.nj.us</u></p> <p>Maria Casale 609-292-8327 <u>Maria.casale@doe.state.nj.us</u></p>	One day workshop 8:30 am – 3:00 pm
PREAP – SOCIAL STUDIES & HISTORY	8/16/05	<u>Northern Region</u> Arts High School 550 MILK Blvd Newark, NJ 07102	<p>Jennifer Beaumont 609-777-0800 <u>Jennifer.beaumont@doe.state.nj.us</u></p> <p>Maria Casale 609-292-8327 <u>Maria.casale@doe.state.nj.us</u></p>	One day workshop 8:30 am – 3:00 pm

PLEASE NOTE

The New Jersey Department of Education will pay the cost for an AP teacher, from any district, to attend **ONE** workshop.

To register for an **AP Summer Institute** please contact the specific college directly.

To register for a **PRE-AP Summer Institute** please contact Jennifer Beaumont or Maria Casale.

# Appendix V

**Englewood District Profile  
Individual School Notes  
Selected District Initiatives  
State Testing Results: Language Arts  
and Mathematics**

**ENGLEWOOD PUBLIC SCHOOL DISTRICT**

ADMINISTRATIVE OFFICES: 12 TENAFLY ROAD, ENGLEWOOD, NJ 07631  
 TEL: 201-862-6243; FAX: 201-569-6099

CAROL LISA, SUPERINTENDENT  
 SUSAN MULLINS, DEPUTY SUPERINTENDENT

**SCHOOL DISTRICT PROFILE AND DEMOGRAPHICS**

---

The City of Englewood is located in northern New Jersey, just minutes from New York City. Over the past three decades, public school attendees have comprised only 55% of the school age population in the city. The balance of the school age population attends private or religious schools. The district serves 3,000-3,200 students annually. Of those students, more than 68% come from impoverished families and 97% of the students are classified as minorities according to federal guidelines. During the 2003-2004 school year, the student mobility rate in the district's schools ranged from a low of 16% to a high of 25%. In earlier years, the average mobility rate exceeded 30%. The district has all of the typical characteristics of an inner city district, but it is set in a city characterized by an overall high economic level. Due to the high economic level of the city, the school district does not receive the advantageous financing provided by the state to high poverty, high minority districts located in a municipality or city with the same economic and demographic characteristics.

One exception to the district profile defined above is the Academies @ Englewood, the district's 3-year old school choice high school programs that have attracted more than 315 Asian, White, Hispanic and African-American students in relatively equal proportions. The program accepts qualified students from surrounding communities, as well as from the City of Englewood. The creation of this program was a direct result of a January 24, 2002 New Jersey Supreme Court decision, A-60-00, which ordered the correction of the racial imbalance at the district's high school (Dwight Morrow High School). The Academies @ Englewood programs are infused within the high school campus.

**SCHOOL DISTRICT LEADERSHIP AND MANAGEMENT STRUCTURE**

---

On January 1, 2002, the county regional school district (Bergen County Technical Schools) assumed leadership of the Englewood Public Schools through an interlocal agreement between the county school's board of education and the City of Englewood's board of education. This agreement received the support and commendation of the New Jersey Commissioner of Education and the State Board of Education. A plan for improvement of the entire educational system was developed in February of 2002. This plan (*Equity and Excellence, an agenda for the improvement of public education in the City of Englewood*) has also been endorsed and supported by the New Jersey Department of Education. The reputation of the late Superintendent Dr. John Grieco and his leadership team in creating and implementing sustainable programs of excellence has resulted not only in the Academies @ Englewood, but also in aggressive reform efforts in all schools and within the district's operational and organizational structure.

The interlocal agreement with Bergen County Technical Schools is valid through June 30, 2007, and provides for a superintendent and other key leadership and support staff. The agreement between Englewood's board of education and the county district's board of education may be extended beyond 2007. This agreement is currently under revision to reflect operation upon the death of John Grieco.

**SCHOOL DISTRICT GOALS**

---

**IMPROVEMENT OF THE QUALITY OF INSTRUCTION:** Setting and upholding consistently high expectations for student achievement; accountability for student development and performance; infusion of technology into the learning process; quality professional training to support and develop the instructional staff.

**IMPROVEMENT OF STUDENT LEARNING AND PERFORMANCE:** Improved student performance on state and local measures of success; solid and sequential academics which lead students from basic skills development to high level learning that challenges thinking, creativity and discovery within the context of ethics, social responsibility and global understanding; expanded development of technology-based learning and inquiry-based research skills to enable every student to learn how to work and learn in today's world.

**IMPROVEMENT OF SYSTEMS AND SYSTEMS MANAGEMENT:** Good systems facilitate effective decision making, efficient use of fiscal and human resources, and a concentration on using information rather than looking for information. The major thrust for 2004-2005 will be just-in-time data to inform curriculum, lessons, individual student improvement plans and district reporting. Additional data systems efficiencies are also planned for human resources and accounting.

# ENGLEWOOD PUBLIC SCHOOL DISTRICT

## DISTRICT SCHOOLS AT A GLANCE

---

**BERGEN FAMILY CENTER:** Community-run center. Currently houses the district's full-time program for 4-year olds.

**QUARLES ELEMENTARY SCHOOL:** Pre-K special education (ages 3-5), grades K and 1. Includes regular, dual language and special education.

**LINCOLN ELEMENTARY SCHOOL:** Grades 2-5. Includes regular and special education, dual language and transitional bilingual programs. Dual language programs also provide for academically talented students.

**CLEVELAND ELEMENTARY SCHOOL:** Grades 1-5: Includes regular and special education. Ivy program for academically talented students in grades 3-5.

**JANIS E. DISMUS MIDDLE SCHOOL:** Grades 6-8. Includes regular, bilingual and special education. Academy Prep and AVID (Achievement Via Individual Determination) programs for academically talented students. Rebound program for students who can benefit from an alternate setting.

**DWIGHT MORROW HIGH SCHOOL:** Grades 9-12. Includes regular, bilingual and special education. AVID (Achievement Via Individual Determination) program for academically talented students. Life Alternative High School program for students who can benefit from an alternate setting. Campus houses **ACADEMIES @ ENGLEWOOD**, a high school of choice for Englewood students and students from other surrounding communities. Students choose from five small career-focused programs. **ACADEMIES @ ENGLEWOOD** are modeled after the high level Bergen Academies in Hackensack, NJ, which are operated by Bergen County Technical Schools.

## STATE OF THE DISTRICT, JANUARY 1, 2002

---

When the Bergen County Technical Schools' management team arrived in Englewood, the team was faced with a plethora of major problems, most of which stemmed from:

- lack of cogent academic planning, teacher development and a clear agenda,
- lack of administrative stability at the school level,
- uncertified staff in the classroom, inadequate staffing and a heavy emphasis on the use of paraprofessionals, most of whom had minimal education and skills,
- lack of a fully articulated curriculum and stimulating, age appropriate classroom materials,
- failure rating on state-monitoring standards special education,
- failure rating on state-monitoring standards for the district's curriculum, facilities and staffing,
- poor financial decision making and inefficient use of financial resources,
- lack of checks and balances in personnel and financial operations,
- inadequate and very poorly maintained physical structures, decades of little or no capital or infrastructure improvements, and corresponding extraordinarily high costs for facility maintenance,
- inadequate technology network, student computing, and administrative computing,
- lack of accountability and follow through on new initiatives,
- low expectations for student achievement, low test scores, associated apathy, and a
- downward spiral that lasted for several decades.

From management's perspective, things couldn't get any worse—and they didn't.

Since January of 2002, management has concentrated on team building, teacher development, best practices and research-based curricula, selection and cultivation of quality principals and supervisors, an unwavering commitment to standards for instruction and student achievement, consistency in all areas, technology infrastructure and systems development. Management also remains committed to continual program development and a philosophy of "raising the bar" on expectations and achievement for students and staff. Today, the daily operation of the district looks much like that of any respectable suburban school district.

The task is not finished, but the district is moving in a positive direction and is beginning to gain community confidence and support. Evidence of that support is validated by the recent passing of a large bond referendum to repair and replace aging and unsafe school buildings, public approval of the annual school budget, county and city bond awards for the technology infrastructure and capital needs at the high school, and many state and federal grant awards to support essential, innovative programs for students.

# ENGLEWOOD PUBLIC SCHOOL DISTRICT

## PROGRESS

---

### DISTRICT OPERATIONS

- Plan for renewal of the entire school district developed in February of 2002; implementation followed and continues; district goals developed.
- Approval and implementation of the Academies @ Englewood to comply with New Jersey Supreme Court Decision A-60-00.
- 100% compliance with Highly Qualified Teacher requirement in all schools except the middle school (96%); certificated teachers in all programs; reduced use of paraprofessionals by two-thirds; administrative staff stabilized.
- Major staff development project instituted for K-5; plans for increasing staff support in grades 6-12 underway.
- Development of fully articulated curricula K-9 and purchase of suitable research-based materials.
- Major development work completed to bring district into compliance with special education state requirements; remedied 63 of 65 indicators in two years.
- Received qualified state approval on monitoring standards for entire district based upon evidence of progress in curriculum, student performance and facilities repair and development.
- Developed capital proposal to replace one school and repair all others; voter approval received in 2004.
- Single New Jersey GAAP computerized system put into place for tracking all facets of the financial operations; district financial operations analyzed; efficiency measures instituted in energy, purchasing, communications, accountability and staffing.
- New food service program instituted, providing better food service to students and assuring that all eligible families have completed paperwork for free/reduced milk and lunch programs.
- Statistics and accountability measures instituted in order to qualify district for its full measure of NCLB, IDEA, DEPA and Extraordinary Aid for Special Education.
- Developed and received funding for new initiatives supported by competitive grant funds.
- After-school programs developed and expanded to assist new students and provide support in core academics.
- System for data warehousing under development (2004-2005) in order to facilitate student performance information-sharing at the teacher level and evaluation measures at the administrative level.
- State-of-the-art technology infrastructure designed by Bergen County Technical Schools; web content filtering for all computers; secure servers; increased placement of computers in schools; online library resources and age-appropriate programs identified for all sites; technology support in all schools and for administrative needs.

### PRE-KINDERGARTEN

- Maintained full-time Pre-K and initiated the following programs: Early childhood practices of Reggio Emilia, bringing an interdisciplinary, project-based approach to learning; Reggio Emilia is practiced in over 60 countries worldwide and teaches children to articulate their ideas, follow a sequential thought process, work in groups and express themselves using multiple modalities. Individual student developmental profiles for all students. Includes pre-reading and early reading frameworks and dual language classes which combine Spanish speakers with English speakers, facilitating early literacy skills in two languages for all students.
- Tripled the size of special education Pre-K (ages 3-5), saving the district hundreds of thousands of dollars annually in out-placements. Strength of program results in some declassifications as students reach age 6.

### ELEMENTARY, GRADES K-5

- Extensive curriculum development resulting in a common, standards-based program for language arts and math; research-based balanced literacy and mathematics materials, including regular curriculum, support for slow learners and advancement for academically talented students in all grades; new science and social studies texts purchased to replace 20-year old books; consistent curricular materials and a fully articulated curriculum, K-5.
- Sustained professional development for all teachers in differentiated instruction, inclusion, classroom learning centers, classroom management, using technology as a teaching tool, rubrics, project-based instruction, learning styles, multicultural issues, curriculum intensives in all core areas to leverage effective use of curricular materials, assessment methodology, math skill development and pedagogy, reading and writing instruction.
- Independent reading libraries provided in all classrooms; computer-based reading and math support programs.
- 200 Apple iBooks installed in each school; iBooks for all K-5 teachers; lease purchase of computers made possible by 3 grants.
- New Reading First grant program for grades K-3 requires rigorous concentration on skills identified by the National Reading Panel; certified reading coaches work with classroom teachers.
- STAR-W grant concentrates on infusing technology into the curriculum, developing student and teacher skills and using graphic organizers, electronic libraries, productivity and iBook multimedia tools.

# ENGLEWOOD PUBLIC SCHOOL DISTRICT

## MIDDLE SCHOOL AND HIGH SCHOOL LEVEL, GRADES 6-12

- Redesigned middle school program to meet the individual needs of each student. High school preparation reinforced in order to qualify more students to enroll in high-level high school programs and to pass state tests.
- AVID (Achievement Via Individual Determination) instituted in middle school during 2003-2004 and in high school during 2004-2005. AVID is a national academic advancement program designed for promising students who can benefit from disciplined program support, study skills, AVID academic notebooks, Cornell note-taking and tutoring. Academy Prep program added for high-performing students in grades 6-8.
- Fully articulated curriculum for grades 6-9; new textbooks support a full range of learning levels and provide online companion tools.
- Computer-based reading and math support programs for grades 6-12 (2004-2005 initiative).
- Project-based learning in science and math initiated at the middle school through pre-engineering program.
- Matrix grant awarded to middle school to develop teacher expertise and computer use in mathematics.
- High school curriculum under revision to raise standards and better meet the needs of all students.
- Extensive site work completed at the high school in order to revitalize the learning spaces for all programs, including the new Academies @ Englewood.
- Academies @ Englewood designed; implemented in September of 2002 following Bergen Academies model.

## TESTING

---

While standardized tests are not the full measure of a student's talent and skill, they remain an important barometer in society. Improving test scores takes time. The district was on a downward spiral for decades; Englewood has been the lowest performing district in Bergen County and one of the lowest in the State of New Jersey. Terra Nova and Supera (*Spanish version*) standardized testing (K-10) now supplement state testing in grades 3, 4, 8 and 11. All grade 10 and 11 students are required to take the PSAT. The new testing plan offers greater predictability for success on the high stakes tests and provides teachers with a diagnostic profile for each student.

**ELEMENTARY LEVEL:** Quarles Elementary School requires benchmark testing at three points during the year for all Grade K and 1 classes via the language arts (balanced literacy) and mathematics programs. Developmental reading assessments are also required at least twice per year for all students. Lincoln and Cleveland Elementary Schools follow the same benchmark testing for language arts and mathematics. Developmental reading assessments are required through grade 3 and as needed in grades 4 and 5. Both Cleveland and Lincoln have the NCLB designation of "School in Need of Improvement." This year, Cleveland demonstrated the first state test performance improvement in 8 years. At Lincoln, 4<sup>th</sup> grade students this year performed well above the state standard for the second consecutive year, as evidenced this year by a passing rate of 86.2% for Language Arts and 77.5% for Math. Englewood is a Reading First district and schools follow the rigors of this federal program for all students in grades K-3.

**MIDDLE SCHOOL AND HIGH SCHOOL LEVELS:** The district is working to improve student performance at these levels. During the summer of 2004, Englewood was one of 5 New Jersey districts to pilot a rigorous, computer-based remedial program. Preliminary results show that at least one third of the participating students passed both sections of the grade 11 state test (HSPA). The summer pilot program is forming the base of the redesign of foundation skills programs from grades 6-12. This and other programs (see "District Schools at a Glance") are expected to provide overall gains for our students.

## CENTRAL STAFF COMMENTS

---

Consistent staff development, attention to the basics, more time on task and the sharing of good instructional strategies are starting to pay off. We are beginning to attract more community families back to the public schools. We are raising expectations and our teachers are meeting this challenge. Our test scores are starting to improve and we believe they will continue to improve. Good management, efficient operations, effective programs and high standards will continue to make the difference. Student mobility will continue to be a challenge since history tells us that one fourth of our student population changes every year. We are making continuous adjustments to serve all students. We are tending to our top students beginning in the elementary schools, but we are also building a very strong, broad foundation so that a larger percentage of our students may demonstrate high achievement. We remain committed to the development of all of our students. We are firm in our belief that all of them can achieve high standards if they are led in that direction. Our students represent the future; they deserve our very best.

## Notes about individual schools:

### **Cleveland Elementary School:**

Classrooms are designed to accommodate all learning styles according to Dr. Howard Gardner's Multiple Intelligences. Classrooms are supplied with manipulatives, literature, and projects designed to promote academic excellence. An example of this design is our 120-minute literacy block, assisted by Reading Specialists, Reading Coaches, and the Writer's Workshops. This support system provides our students with numerous avenues, in order to promote creativity and growth.

Math instruction is enhanced by a weekly dose of *Math Boot Camp*. This method of instruction enables students to become immersed in an integrated math approach that infuses mathematical rigor throughout all subject matter during the day.

We pride ourselves in our community involvement. Adopt-A-Class is a program in which people from the community assist students with reading. The program has been endorsed by the mayor and the city council. The P.T.O. is extremely active in our school and supports the education platform with events that coincide with the year calendar.

### **Dwight Morrow High School:**

The comprehensive high school serves all students who reside in the City of Englewood. Dwight Morrow High School is Bergen County's designated School of Choice and home to The Academies @ Englewood; now in its fourth year. A@E recruits students from within a 20-mile radius. This year, *a newly designed 9th Grade House provides incoming DMHS freshmen an opportunity to share classroom time with our Academy friends; while we work to further develop the Majors program for students enrolled in grades ten through twelve.* The AVID program, a national academic advancement program, is in its second year of implementation and a newly designed College Room offers students an opportunity to plan for the post-high school experience.

The High School is working to improve student performance on state mandated assessments. During the summer of 2004, and again in 2005, Englewood was one of 5 New Jersey districts to pilot a rigorous, computer-based remedial program. Preliminary results show that at least one third of the participating students passed both sections of the grade 11 HSPA state test. The summer pilot program is forming the base of the redesign of foundation skills programs from grades 6 – 12.

The Class of 2005 (135 graduates) had 117 acceptances to 47 colleges and universities. Scholarship offerings totaled \$250,900.

### **Janis E. Dismus Middle School:**

Our commitment to increasing student proficiency in Language Arts and Mathematics is evident in the Comprehensive Literacy Plan and Comprehensive Mathematics Plan undertaken for the 2005-2006 school year. These initiatives immerse students in a language-rich environment and provide opportunities to reinforce literacy and mathematics across the curriculum. These initiatives are supported by a professional