

U.S. Department of Education
2010 - Blue Ribbon Schools Program

Type of School: (Check all that apply) Charter Title I Magnet Choice

Name of Principal: Mr. Scott Osborne

Official School Name: Lynn Crest Elementary School

School Mailing Address:
98 Ira Avenue
Colonia, NJ 07067-2455

County: Middlesex State School Code Number*: 23-5850-210

Telephone: (732) 499-6558 Fax: (732) 396-1874

Web site/URL: http://www.woodbridge.k12.nj.us/SchoolsES/Lynn-Crest-ES/welcome.htm E-mail:
scott.osborne@woodbridge.k12.nj.us

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

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. John Crowe

District Name: Woodbridge Township School District Tel: (732) 750-3200

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

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Brian Molnar

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

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

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

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

PART I - ELIGIBILITY CERTIFICATION

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

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: (per district designation)	16	Elementary schools (includes K-8)
	<u>5</u>	Middle/Junior high schools
	<u>3</u>	High schools
	<u>0</u>	K-12 schools
	<u>24</u>	TOTAL

2. District Per Pupil Expenditure: 11326

SCHOOL (To be completed by all schools)

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

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

4. 2 Number of years the principal has been in her/his position at this school.

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

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	21	12	33	6			0
K	31	28	59	7			0
1	16	25	41	8			0
2	34	21	55	9			0
3	48	25	73	10			0
4	20	18	38	11			0
5	19	18	37	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							336

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
23 % Asian
8 % Black or African American
17 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
51 % White
1 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 29 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	61
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	27
(3)	Total of all transferred students [sum of rows (1) and (2)].	88
(4)	Total number of students in the school as of October 1.	306
(5)	Total transferred students in row (3) divided by total students in row (4).	0.288
(6)	Amount in row (5) multiplied by 100.	28.758

8. Limited English proficient students in the school: 7 %

Total number limited English proficient 24

Number of languages represented: 15

Specify languages:

Arabic, Cantonese, Gujarati, Hindi, Marathi, Nepali, Punjabi, Pasho, Polish, Portugese, Spanish, Tagalog, Tamil, Telugu, Urdu

9. Students eligible for free/reduced-priced meals: 24 %

Total number students who qualify: 79

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

10. Students receiving special education services: 32 %

Total Number of Students Served: 107

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

<u>5</u> Autism	<u>0</u> Orthopedic Impairment
<u>2</u> Deafness	<u>16</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>23</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>19</u> Speech or Language Impairment
<u>6</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>3</u> Multiple Disabilities	<u>32</u> Developmentally Delayed

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

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>26</u>	<u>1</u>
Special resource teachers/specialists	<u>6</u>	<u>0</u>
Paraprofessionals	<u>8</u>	<u>1</u>
Support staff	<u>3</u>	<u>1</u>
Total number	<u>44</u>	<u>3</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 14 :1

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	95%	95%	95%	95%	95%
Daily teacher attendance	97%	97%	95%	97%	96%
Teacher turnover rate	%	3%	0%	0%	0%
Student dropout rate	%	0%	0%	0%	0%

Please provide all explanations below.

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

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	0	%

PART III - SUMMARY

“Good morning. This is Lynn Crest School where the sun is always shining,” is the inspiring welcome upon phoning Lynn Crest School. Then, walking through the doors, you are greeted by staff members who believe it is our responsibility to ensure that all students receive a quality education and who are committed to a learning environment where all are welcome and every student develops a winning attitude. To strive for perfection and accept nothing less is how we collectively view our roles as educators. Our goal is to help our students achieve academic excellence, support their emotional well-being, and realize where and how far they can go.

As you continue your tour of Lynn Crest, you will notice the markers of a 21st Century School. Lynn Crest promotes a fully interactive learning environment where teachers use interactive lessons to enhance delivery of materials. Students become more engaged in the learning process content, achieving greater depth of understanding through technology applications. Each classroom is equipped with interactive media software, digital light projection systems, wireless computer centers, and interactive polyboards and tables to address the individual and special needs of all students.

Lynn Crest School, nestled in a suburban community, is comprised of a dynamic blend of students who represent ethnic, economic, racial and linguistic diversity. One of sixteen district elementary schools, we are a magnet school for kindergarten and first grade (Spanish) English Language Learners. In addition, our special needs students, many thriving in an inclusive setting taught by teams of teachers specially trained in the implementation of co-teaching strategies, represent one third of the overall student population.

In addition, the district Gifted and Talented program and our own gifted program, STRIVE (Students Turning Responsibility Into Valuable Experience), foster a school culture that provides appropriate challenge and rewards academic success.

Traditions are eagerly anticipated by students, staff, parents, and the community. Family outreach is addressed through several programs including Family Math, Family Science, Family Writing, TECH 22(Teaching Energetic Children How), Jeopardy Family Night, PALS (Parents, Active, Literacy, Support), and Election (Choose Your Own Activities)Night. Multicultural Day showcases the many cultures that populate the halls of Lynn Crest. This day engages students and their family members in a variety of activities where different traditions are featured through dance, dress, and cuisine. These programs create a positive connection between school and home.

Charity begins at Lynn Crest with the Empty Bowl Project and Student Council Food Drives, which help fill the shelves at the local food pantry and supply monetary donations to purchase everyday essentials for those in need. The Math-A-Thon/ Bike-a Thon (students in the pre-school handicapped program), and Pennies for Patients are activities that raise money for St. Jude’s Children’s Research Hospital. Students have raised thousands of dollars for sick children who need their help and this fosters generosity and responsibility in our students.

Lynn Crest School is one small part of a greater community which includes the Boy and Girl Scouts of America, senior citizens, and soldiers overseas. Troop #1314, housed at Lynn Crest, planted a “Serenity Garden” and constructed a “Peace Pole.” Both adorn the grounds of Lynn Crest School and remind students to seek peaceful solutions. Senior citizens and soldiers overseas are recognized annually, as students create cards voicing appreciation and concern.

As visitors depart Lynn Crest School they are acutely aware that they are leaving a unique and successful learning environment where children are thriving and finding success every day both in the classroom and in extracurricular programs. On the next rainy day, join us here at Lynn Crest School and discover for yourself why the sun is always shining within our doors.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Assessment results at Lynn Crest School, which consistently surpass state and district averages, are indicative of a well-balanced curricula and a strong instructional program that is aligned with New Jersey's rigorous state standards. Student confidence is enhanced as students demonstrate success in developing proficiency in language arts literacy and mathematics. Lynn Crest School is proud of its students and celebrates their success as they consistently exceed even our high expectations.

Within the New Jersey State Assessment system, performance level descriptors (partially proficient, proficient, advanced proficient) have been established in language arts literacy, mathematics, and science for the NJASK. The partially proficient student falls below the state's rigorous minimum requirements and therefore receives intervention; the proficient student meets grade level expectations; and the advanced proficient student demonstrates skills that exceed grade level expectations. The proficient reader is able to understand text literally and inferentially, make connections, draw conclusions, and form opinions. The proficient writer will have a main focus, organize supporting details, and use varied word choices and sentence structure. The proficient math student shows evidence of analytical abilities, procedural skills, and conceptual understanding. He/she can make connections between different content areas and use problem solving strategies successfully. The students who score on the advanced proficient level in language arts or math may extend meaning through connections, use synthesis, elaboration, and creativity, and take risks. They may think abstractly, use inductive and deductive reasoning, and solve more complex problems in a greater number of situations. It is our challenge to help students to aspire and achieve at the highest level they can.

NJASK results have become a source of pride for the Lynn Crest Community. A strong curriculum allows colleagues to set high goals for the entire student population. Because our NJASK proficiency scores have consistently ranked in the top 10% of the state, we recognize that our instructional goals must stress higher level thinking skills which ultimately lead to a greater number of students achieving advanced proficient status. With this in mind, we challenge students to explore the abstract by using critical thinking strategies.

Good teaching and positive attitudes produced dramatic change in our most recent NJASK results. We carefully analyzed the results of last year's fifth graders who took the NJASK. In 2007, as third graders, 100% of ALL students scored at the proficient level and 8% scored at the advanced proficient level in language arts.

Lynn Crest third grade students ranked 559th of all reporting schools in the state of New Jersey. In 2009, as fifth graders, 100% of ALL students scored at the proficient level and 25% scored at the advanced proficient level in language arts. Lynn Crest fifth grade students ranked 52nd of all reporting schools in the state of New Jersey. Growth was apparent as Lynn Crest surpassed 507 schools in two years as scores at the advanced proficient level in language arts soared.

Our students have regularly excelled in mathematics, especially since the *Everyday Mathematics* program has been embraced by the district. However, we still sought improvement, especially at the advanced proficient level. In 2007, as third graders, 100% of ALL students scored at the proficient level and 82% scored at the advanced proficient level. Lynn Crest third grade students ranked 1st of all reporting schools in the state of New Jersey. In 2009, as fifth graders, 100% of ALL students scored at the proficient level and 94% scored at the advanced proficient level. Lynn Crest fifth grade students ranked 1st of all reporting schools in the state of New Jersey, averaging a state-high score of 270 per student.

NJASK results are anticipated and celebrated at Lynn Crest School. We are proud of our student's success and will strive to surpass our current accomplishments.

Detailed information about New Jersey's assessment program is available at:

<http://education.state.nj.us/rc/>

2. **Using Assessment Results:**

It is Lynn Crest School's passion to ensure "No Child is Left Behind." It is our responsibility to help each child maximize his/her potential. To this end, we rely on careful analysis of assessment data to guide and direct instruction.

At Lynn Crest, we acknowledge the importance of standardized testing and understand the need to identify at-risk students with a variety of assessment techniques, including formal and informal assessment. The NJASK is one of many tools used for measuring success. NJASK results are interpreted by grade level and student progress is tracked through a longitudinal analysis. Student needs are articulated and a course of action devised to strengthen partial proficiency, raise proficient scores, and provide appropriate challenges for advanced proficient students.

Learnia, an online assessment tool that we use extensively, provides assessments twice yearly, allows teachers to monitor progress, and provides targeted instructional tools as well as targeted follow-up assessments.

Based on assessment data, students are strategically placed in balanced classrooms, often inclusive, where instruction is differentiated and supplemental instruction is administered. Individualized action plans are also developed to accommodate student needs. Teacher recommendation and NJASK scores contribute to placement in the Homework Club, an after school tutoring program, or our in-house gifted program, STRIVE.

In weekly articulation meetings, teachers analyze data and customize instruction. Consequently, we recognized a gap in language arts for students entering third grade. Components of the third grade literacy program are now incorporated into second grade, thereby narrowing the achievement gap. After careful review, we also recognized reading comprehension gaps and are engaging in professional development training to improve instruction. Frequent running records and other formative assessments also guide daily instructional decisions.

Through varied instructional strategies that are customized and responsive to assessment data, Lynn Crest School is committed to targeted, individualized instruction as a means to accomplish whole-school success.

3. **Communicating Assessment Results:**

A *winning* team is in constant communication with all of its players and at Lynn Crest we are proud to be part of a *winning* team. To this end, we strive to keep parents, students, administrators and the community abreast of our students' ongoing academic and social success. We share results of formal as well as informal assessments and our assessment reports are focused, varied, and continuous.

After students in grades 3 through 5 are assessed using the NJASK, we share results formally with parents, students, teachers, administrators, and the community. The principal shares assessment results with parents at the first Open House each year, setting goals and establishing criteria for a successful school year. In addition, a detailed account of each child's performance on the NJASK is mailed home. This individualized report pinpoints areas of excellence and recognizes areas in need of academic improvement. The principal also reports school statistics and NJASK results publicly at Woodbridge Township Board of Education meetings, which are also televised. These same results are published in local newspapers and displayed on the Woodbridge Township web site. Such actions are taken to promote accountability, foster excellence, and increase involvement of stakeholders.

Thorough communication procedures are in place throughout the school. Parents review and sign student work weekly, and report cards that are directly aligned with NJ Core Curriculum Content Standards and the NJASK are distributed every 15 weeks. Formal and informal parent/teacher conferences are frequent and

ongoing, establishing an open line of communication. Teachers also communicate with parents through their district e-mail addresses, and homework is posted daily on each teacher's e-board.

This comprehensive approach to communication of assessment results allows all stakeholders in the educational process to make informed decisions and take productive action to support student success.

4. Sharing Success:

Sharing academic success with others is a responsibility and an honor. We, at Lynn Crest, share ideas and plans amongst ourselves at faculty and grade level articulation meetings. We open our classroom doors to both district colleagues and statewide professionals, and model implementation of our district's math and language arts programs. Pilot programs in both disciplines were launched at Lynn Crest as well. Teachers in grades 3 through 5 conducted math lessons demonstrating methods and strategies for problem solving and collaborative learning in partner work. These instructional lessons were videotaped, shared with colleagues, and can be viewed on our district website as well as the Everyday Mathematics website.

Differentiated instruction across the curriculum is embodied within all classrooms at Lynn Crest, where collaboration between teachers provide varied experiences incorporating what children need to learn, how they learn, and how they demonstrate what they have learned. To perpetuate these ideals, grade level and statewide colleagues visited Lynn Crest and observed the pedagogy of the district curricula, culminating in a round table discussion of ideas.

Lynn Crest School, in partnership with Rutgers, Kean, Georgian Court, and William Paterson Universities, takes pride in preparing new teachers for their roles as future educators. In a symbiotic relationship between student teachers and Lynn Crest faculty, children benefit from this collaborative effort.

Professional development is ongoing at Lynn Crest. During the yearly district in-service day, several Lynn Crest teachers designed a PowerPoint presentation sharing NJASK test taking strategies with grade level colleagues. At TECHSPO, the annual NJ Technology Convention and at the NJ School Boards Convention, colleagues and principal introduced Tech 22, a school initiative where proficient test scores are increased by incorporating technology into the classroom. Through PowerPoint and a hands-on demonstration of Jeopardy, the audience was able to recognize the significance of this program.

We will continue to share our accomplishments with others, and know others will share with us, in order to perpetuate educational excellence in our schools.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

We strive to fully implement all aspects of our District's well-rounded curriculum, informed by the State's Core Curriculum Standards, by research in teaching and learning, by attention to assessment, by sensitivity to the needs of diverse learners, and by the need for built-in accommodations and modifications for our ELL, gifted, or challenged students.

Our language arts program employs balanced literacy, utilizing research-based structures including reading and writing workshop, word study, read-aloud, guided reading, literacy centers, shared writing, literature circles, independent reading and book clubs, and informational text study as well as intervention programs to support struggling learners.

English as a Second Language and Bilingual programs provide small group instruction to ELL students, thus supporting their goal to acquire mastery of the English language as well as to find success across the curriculum. The program addresses the district's literacy and mathematics goals and provides students with thematic units which offer opportunities to speak, write, read, and improve language skills and content knowledge.

The mathematics program, which is rooted in scientific research and practical classroom experience, encompasses a rich application of a multi-strand curriculum. To maximize student learning, Everyday Mathematics encompasses the following instructional design: dynamic applications (algorithms), multiple methods and strategies for problem solving, concrete, hands-on modeling as a pathway to abstract understanding, collaborative learning in partner and small group activities and cross-curricular, real-world, technology infused applications. An ambitious district-created, open-ended curricula has been embedded into the daily, spiraled lessons of the program and provides students with ongoing, longitudinal benchmark assessments.

Our project-based Science Curriculum sparks the natural curiosity of the students by allowing them to explore their environment through observation and investigation. Students learn how to formulate testable hypotheses that will ultimately lead them to draw conclusions from the data they collect while studying Earth, Life and Physical Science.

The primary goal of the Social Studies program is to provide interdisciplinary experiences, allowing students to become active explorers and responsible members of their world. Geography, history, economics, government/citizenship, and sociology/anthropology concepts are addressed. Students begin with topics of self and family, and progress toward neighborhoods, communities, states, regions, nation, and world.

The Health Curriculum encompassing physical, emotional and social well-being, is designed to teach students to maintain and improve health. It covers personal, family, environmental, and emotional health. Various subjects such as character education, anti-bullying, injury prevention, safety, proper nutrition, and disease prevention are incorporated. The Physical Education program provides maximum growth and development through acquisition of progressive skills and activities that allow all students to develop lifelong healthy habits.

Languages for Kids features speaking and listening skills. Simple phrases in French, Italian, Japanese, and German are introduced to kindergartners, while students in grades 1-5 learn conversational Spanish as well as learning about Spanish culture. In addition, the World Language curriculum utilizes a cross-curricular approach to increase efficiency and relevance.

The Visual and Performing Arts at Lynn Crest School provides our students experience with and knowledge of the arts. The education of our students in the disciplines of music and visual art provides them the ability to be creative and inventive decision makers. Developing varied and powerful ways of communicating ideas, thoughts and feelings help foster in our students a lifelong appreciation of the arts.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

Our language arts programs provide research-based strategic, balanced instruction in literature rich classrooms designed to meet the needs of every learner. Our primary program provides comprehensive instruction in working with words and we believe that phonemic growth, decoding skills, vocabulary and concept development are crucial to building background knowledge, understanding text and developing writing skills. Every day students participate in familiar word building activities, whole class, shared, or paired reading to develop flexibility, fluency, comprehension, and enjoyment. Students work in Learning Centers, designed to support the full range of literacy skills, while teachers work with Guided Reading groups. The blending of whole class and instructional groupings develops a classroom community in which students learn from one another and benefit from individualized instruction.

Our Intermediate Reading Workshop engages students in predictable and structured daily reading routines. Each lesson begins with a whole-class mini-lesson. Mini-lessons encompass planned demonstrations where educators model reading strategies and/or literary elements through read-alouds or shared reading. Students then put their knowledge to use through small-group discussion and/or partner conversation. At this time, students are encouraged to collaborate with their peers and/or work independently during authentic literacy activities and independent practice. This involves activities varying from guided reading, independent reading and book clubs, answering open-ended questions in order to activate high-level thinking; and word study--an emphasis on phonemic awareness and fluency. Teachers establish a comfortable atmosphere where risks are welcomed and students notably make progress while their individual needs are met. Reading Workshop concludes with a whole-class debriefing where students share what they learned during workshop that particular day.

3. Additional Curriculum Area:

Lynn Crest School is committed to providing a learning environment where high expectations are built on the foundation of dynamic mathematical applications which is the premise for preparing our students to be productive citizens in global society. In order to maximize student learning, we use the *Everyday Mathematics* program, a research-based curriculum with spiraling techniques of skills, allows the students to repetitively learn reinforced skills with increasing difficulty throughout the units and grade levels. Students develop concepts through the use of hands-on manipulative activities, games, which practice basic math facts, problem solving approaches, critical and creative thinking, communication, reasoning, real-life connections, cooperative learning, integration of technology and further development of estimation and mental arithmetic. These student-centered lessons, which differentiate to the level of application knowledge, enables children to make fundamental concept connections while gaining confidence in their ability to do math and see it as an integral part of their lives. Students are afforded the opportunity to work collaboratively in heterogeneous groupings during application of higher-order problem solving activities. Open-ended question curriculum guides, and *Study Island*, a web-based, individualized tutorial program, focuses on higher-level questioning and reasoning practice. Mathematics has become more meaningful as it is aligned to real-life contexts and actively engages all learners. Students are equipped with the necessary resources that foster mathematical interdependence, values diverse learners, infuses rich experiences of technology and creates lifelong learners for the 21st century.

4. Instructional Methods:

Lynn Crest is a school operating in the 21st century. Technology is not merely “taught”, but rather regularly infused creating hands-on interaction and enhanced learning opportunities for all students. All learning environments have been developed to meet the needs of our 21st century learners and are equipped with the latest technological advancement tools; such as Mimios, which turn any ordinary whiteboard into an interactive whiteboard, equipped with projectors, along with Mimio pad wireless tablets. Mimio pads allow teachers to freely navigate throughout the classroom, physically reaching and meeting the individual needs of every student present. “Smart” learning communities replace traditional classroom settings with the incorporation of specialized assistive technology.

Using Gardner’s Multiple Intelligence Theory, teachers proactively assess individual student learning styles and subsequently employ strategies that will promote and foster future student academic and personal success. Students at Lynn Crest thrive as a result of dedicated teachers striving to grow professionally. By engaging in collaborative teaching approaches such as parallel, station, alternate and team teaching, all students at Lynn Crest will learn. Although differentiated instruction is a current “buzz” term educators use often today, it has been a staple at Lynn Crest for many years. Classrooms at Lynn Crest are differentiated according to students’ varied ability levels and interests.

The needs of students set the pace and determine the instructional methods exercised by teachers, from direct whole class instruction used to establish informational frameworks, to small and cooperative learning groups where students are encouraged to internalize knowledge. In an effort to challenge students capable of an accelerated pace of learning, Lynn Crest developed a program titled STRIVE. Effective components of STRIVE include advanced learning techniques, improved critical thinking requirements, cooperative learning, and community awareness.

5. Professional Development:

Lynn Crest School actively participates in professional development activities on a regular basis and have had the opportunity to share our experiences with colleagues. Activities include collaboration, weekly grade-level articulation meetings, and classroom observations that have been identified as best practices. The District provides an ongoing comprehensive Technology Academy for teachers to gain valuable hands-on experience and demonstrate their proficiency by earning an industry-standard technology literacy certification. We have also created our own Virtual Learning Community where teachers can exchange ideas and share best practices in an online environment. In addition, a Teacher Resource Center has been established at Lynn Crest and is home to several District Professional Development workshops. Professional development is an ongoing requirement for faculty and staff at Lynn Crest School and drives our commitment to creating and sustaining a 21st century school.

Lynn Crest School faculty averages 40 hours of professional development per year, with emphasis being placed on teachers meeting the requirements in their Professional Improvement Plan (PIP) which reflects the NJCCCS. Each plan is developed by the teacher, correlates with Lynn Crest School’s goals and vision, and is closely monitored by lesson plans, teacher observations, and a final yearly review.

A Professional Development Committee has been established at Lynn Crest School and strives to articulate the needs and concerns of the classroom teachers and the student body. As a school with a diverse population, Lynn Crest has found ways to ensure the high achievement of each student. Professional development activities include attendance at conferences and workshops that focus on modified classroom settings, differentiated instruction, co-teaching strategies, student modification, and supplemental support resources for students with learning disabilities and other needs. Due to our creative curriculum-driven instruction, every student is successful at Lynn Crest School, including the 32% special needs population.

6. School Leadership:

The success achieved at Lynn Crest School is truly a joint effort of the community at large. Through a combination of the right ingredients, *participative* and *delegative* leadership styles, an open relationship has been established ensuring that everyone, including teachers, support staff and administrators take ownership in key decision made at Lynn Crest.

In an effort to grow as professionals and for the betterment of Lynn Crest students, all educators are encouraged to share the qualities that allow success to flourish. Lynn Crest is fortunate enough to have a leader that recognizes the talents and devotion of those he is amongst and supported by; all striving toward a unified goal of advancing student achievement.

Preparing students for becoming productive contributors of society in an ever-changing global environment is a district-wide mission. The dedicated, loyal staff at Lynn Crest recognizes and truly believes in the “No Excuses” policy set forth by Woodbridge Township School District and daily extends above and beyond expectations to guarantee student academic success is attained.

“If you build it, they will come.” By providing the appropriate, safe forum, teachers at Lynn Crest are granted the opportunity to openly share ideas, discuss successful endeavors, and voice disappointments at the direction of the principal. During principal-coordinated weekly grade level articulation meetings teachers discuss scope, sequence and pacing of instruction while developing and determining unified goals across grade levels. This team atmosphere has developed an *esprit de corps*, allowing ideas to manifest and for every teacher to focus on attaining successful student achievement.

The success achieved at Lynn Crest is a joint effort and perhaps summarized best by a Shakespeare quote, “All the world’s a stage, and the men and women merely players.” The team camaraderie at Lynn Crest fosters success that will assist students well beyond the years they are fortunate enough to spend at Lynn Crest.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: New Jersey Assessment of Skills and Knowledge
Edition/Publication Year: Yearly Publisher: State of New Jersey

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	98	100	100	100	94
% Advanced	86	97	82	89	75
Number of students tested	38	32	51	65	67
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced					90
% Advanced					70
Number of students tested					10
2. African American Students					
% Proficient plus % Advanced				100	83
% Advanced				91	67
Number of students tested				11	12
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced	89	100	100	100	97
% Advanced	78	95	83	89	85
Number of students tested	19	20	31	37	33

Notes:

Subject: Reading

Grade: 3 Test: New Jersey Assessment of Skills and Knowledge

Edition/Publication Year: 2009,2008,2007,2006,2005

Publisher: State of New Jersey

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	83	100	100	100	93
% Advanced	24	6	8	7	10
Number of students tested	38	32	52	66	67
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. African American Students					
% Proficient plus % Advanced				100	75
% Advanced				9	0
Number of students tested				11	12
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced	78	100	100	100	93
% Advanced	17	5	10	8	10
Number of students tested	19	20	31	37	33

Notes:

Subject: Mathematics Grade: 4 Test: New Jersey Assessment of Skills and Knowledge
Edition/Publication Year: Yearly Publisher: State of New Jersey

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	100	100	100	94	90
% Advanced	49	79	80	79	55
Number of students tested	39	34	65	63	66
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced			100	82	91
% Advanced			50	63	36
Number of students tested			10	11	11
2. African American Students					
% Proficient plus % Advanced			100	83	72
% Advanced			56	58	18
Number of students tested			12	12	11
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced	100	100	100	100	88
% Advanced	48	77	76	90	63
Number of students tested	25	23	37	32	35

Notes:

Subject: Reading

Grade: 4 Test: New Jersey Assessment of Skills and Knowledge

Edition/Publication Year: 2009,2008,2007,2006,2005

Publisher: State of New Jersey

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	93	100	96	87	91
% Advanced	18	0	13	5	17
Number of students tested	39	34	65	63	66
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced			80	73	82
% Advanced			10	6	9
Number of students tested			10	11	11
2. African American Students					
% Proficient plus % Advanced			92	83	72
% Advanced			8	0	0
Number of students tested			12	12	11
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced	96	100	95	97	92
% Advanced	17	0	8	6	22
Number of students tested	25	23	37	32	35

Notes:

Subject: Mathematics Grade: 5 Test: New Jersey Assessment of Skills and Knowledge
Edition/Publication Year: Yearly Publisher: State of New Jersey

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	Mar	Apr	Apr	
SCHOOL SCORES					
% Proficient plus % Advanced	100	100	97	98	
% Advanced	94	87	93	98	
Number of students tested	33	47	61	73	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced			100	100	
% Advanced			100	83	
Number of students tested			14	12	
2. African American Students					
% Proficient plus % Advanced			83	100	
% Advanced			83	87	
Number of students tested			12	15	
3. Hispanic or Latino Students					
% Proficient plus % Advanced				100	
% Advanced				25	
Number of students tested				12	
4. Special Education Students					
% Proficient plus % Advanced				90	
% Advanced				30	
Number of students tested				10	
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

New Jersey Assessment of Skills and Knowledge not given in the 5th grade in 2004-2005

Subject: Reading

Grade: Test: New Jersey Assessment of Skills and
5 Knowledge

Edition/Publication Year:
2009,2008,2007,2006

Publisher: State of New Jersey

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	Mar	Mar	Mar	
SCHOOL SCORES					
% Proficient plus % Advanced	100	89	97	98	
% Advanced	25	4	28	30	
Number of students tested	33	47	61	73	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced			100	92	
% Advanced			7	17	
Number of students tested			12	15	
2. African American Students					
% Proficient plus % Advanced			84	94	
% Advanced			16	13	
Number of students tested			12	15	
3. Hispanic or Latino Students					
% Proficient plus % Advanced				100	
% Advanced				25	
Number of students tested				12	
4. Special Education Students					
% Proficient plus % Advanced				90	
% Advanced				30	
Number of students tested				10	
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

No New Jersey Assessment of Skills and Knowledge given to 5th Grade in 2005.