

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

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

Name of Principal: Mr. Robert Kravitz

Official School Name: Number 3 Elementary School

School Mailing Address:  
2405 Second Street  
Fort Lee, NJ 07024-4099

County: Bergen    State School Code Number\*: 031550080

Telephone: (201) 585-4640    Fax: (201) 585-1488

Web site/URL: http://www.fortlee-boe.net/education/school/school.php?sectionid=5    E-mail:  
kravitzr@fortlee-boe.net

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. Raymond Bandlow

District Name: Fort Lee School District    Tel: (201) 585-4601

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. Joseph Surace

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

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

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 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)
- |          |                                   |
|----------|-----------------------------------|
| 4        | Elementary schools (includes K-8) |
| 1        | Middle/Junior high schools        |
| 1        | High schools                      |
|          | K-12 schools                      |
| <b>6</b> | <b>TOTAL</b>                      |

2. District Per Pupil Expenditure: 14780

**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
<b>PreK</b>			0	<b>6</b>	36	31	67
<b>K</b>	47	30	77	<b>7</b>			0
<b>1</b>	32	28	60	<b>8</b>			0
<b>2</b>	32	39	71	<b>9</b>			0
<b>3</b>	30	42	72	<b>10</b>			0
<b>4</b>	27	35	62	<b>11</b>			0
<b>5</b>	49	41	90	<b>12</b>			0
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							499

6. Racial/ethnic composition of the school:            % American Indian or Alaska Native  
43 % Asian  
           % Black or African American  
9 % Hispanic or Latino  
           % Native Hawaiian or Other Pacific Islander  
48 % White  
           % 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: 8 %

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.	20
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	19
(3)	Total of all transferred students [sum of rows (1) and (2)].	39
(4)	Total number of students in the school as of October 1.	499
(5)	Total transferred students in row (3) divided by total students in row (4).	0.078
(6)	Amount in row (5) multiplied by 100.	7.816

8. Limited English proficient students in the school: 16 %

Total number limited English proficient 79

Number of languages represented: 7

Specify languages:

Korean, Japanese, Spanish, Mandarin, Arabic, Russian

9. Students eligible for free/reduced-priced meals: 6 %

Total number students who qualify: 31

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: 9 %

Total Number of Students Served: 45

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

<u>0</u> Autism	<u>6</u> Orthopedic Impairment
<u>14</u> Deafness	<u>14</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>13</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>15</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>4</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>1</u>
Classroom teachers	<u>23</u>	<u>0</u>
Special resource teachers/specialists	<u>10</u>	<u>7</u>
Paraprofessionals	<u>7</u>	<u>0</u>
Support staff	<u>1</u>	<u>1</u>
Total number	<u>42</u>	<u>9</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 22 :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	96%	96%	96%	96%	96%
Daily teacher attendance	98%	92%	98%	98%	99%
Teacher turnover rate	0%	6%	3%	0%	5%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

During the 2007-08 school year the previous administrator had a difficult time with the staff at the school. This led to several retirements, as well as an unhappy working environment. The principal was terminated and I was hired to replace him.

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

## PART III - SUMMARY

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Fort Lee is a historic, suburban community on the Hudson River in New Jersey. It is located opposite New York City, linked to Manhattan by the George Washington Bridge. Fort Lee is unique in that it was the site of George Washington's retreat during the Revolutionary War and home to the motion picture industry long before Hollywood. Today Fort Lee is a thriving town of approximately 36,000 residents. School #3 is one of four elementary schools, located in what is known as the Coytesville section of town. Built in 1896, School #3 currently serves approximately 500 grade K-6 students.

The mission of School #3 is to set forth into the world students who are confident, caring, independent thinkers who will strive to be lifelong learners, who will become leaders of their communities, and who will live fulfilled lives.

The philosophy of the building principal is that it takes a community to nurture the growth of the whole child. Teachers, administrators, parents, and all community members are stakeholders and must work together to develop the intellectual, emotional, and social strengths of all students. It is the goal of the school to help each child recognize and achieve his/her potential.

Fort Lee's curriculum is designed to yield enduring intellectual curiosity. Teachers receive on-going training that provides expertise in all content areas. Teachers work hard to instill basic math skills and to provide challenges that necessitate the application of concepts and skills to real world mathematical problems. New literacy, science, and social studies programs have been implemented. Literacy coaches, Foss trainers, and the district's social studies supervisor are on hand to support teachers.

Teachers differentiate instruction and apply best practice methods in an effort to meet the needs of diverse learners. Essential questions are carefully crafted to instill enduring understanding for all students. Community resources and people, such as the Fort Lee Historic Park and the Hudson Riverkeeper are used whenever possible to help students transfer textbook knowledge. Time for student self-reflection and self-assessment encourages self-directed learning.

Research on brain processing indicates that emotional setbacks thwart learning. School #3 provides a secure emotional and social environment by focusing on relationship and team building among and between students, teachers, parents, and administrators.

Programs such as Drug Awareness Resistance Education (D.A.R.E) and clubs such as Students Against Destructive Decisions (S.A.D.D.) and the Environmental Club, as well as New Jersey State Foundation's programs of Conflict Resolution, Peer Mediation, Anti-Bullying and Teasing, and Character Education support the school's efforts.

School #3 believes the best way to teach caring and giving is through modeling. The principal has initiated a Dress Down for a Cause program. Last year, \$3,600 was donated to the National Marfan Foundation and this year approximately \$4,000 was donated to the Susan G. Komen Foundation.

This spirit of caring and giving empowers the students. Canned and packaged goods are collected and donated annually to the Center for Food Action in Englewood. This year, student members of the S.A.D.D. Club and Environmental Club joined forces and developed a "Helping Hands for Haiti" campaign which raised \$3500 for the American Red Cross. Contributors' helping handprints proudly decorate the school's hallway.

The uniqueness of our school is that it demonstrates the success of a diverse population coming together as a community of one by embracing cultural differences, supporting intellectual strengths, nurturing individual gifts, talents, and interests, and simply taking care of each other.

The success of our school starts with the principal's vision and leadership. His leadership inspires teachers and students to be leaders who are willing to take responsibility and action and who are committed to working tirelessly as a community with parents and other stakeholders. This strong collaborative effort will ensure that the spirit in the motto, "School #3...The Place to Be" will be protected and preserved for future generations.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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

The 2005-2009 New Jersey Assessment of Skills and Knowledge (NJASK) results indicate the level of proficiency in Language Arts Literacy and Mathematics for students in grades 3 to 6. The results show stability in some instances, as well as significant gains and losses over the five-year period. The following results are noted for grade six.

From 2006 to 2007, the total proficiency in Mathematics and Language Arts Literacy remains relatively constant. The Mathematics proficiency score rises slightly from 84.2% to 85%; an increase of 0.8%, and the Language Arts Literacy proficiency score drops from 85.7% to 83.4%; a decline of 2.3%.

From 2007 to 2008, the Mathematics score increases by 1%, and the Language Arts Literacy score drops significantly from 83.4% to 68.1%; a decline of 15.3%

From the 2008 to 2009, the Mathematics score increases considerably from 86% to 93.6%; an increase of 7.6%, and the Language Arts Literacy score increases significantly from 68.1% to 90%; an increase of 21.9%.

Overall, the observable trend in Mathematics is an approximate constant from 2006 to 2008 and a considerably increase in 2009. In Language Arts Literacy, the trend is an approximate constant from 2006 to 2007, followed by a significant drop in 2008 and a significant increase in 2009.

In 2009, the New Jersey State standard for the Adequate Yearly Progress (AYP) was 73% in Language Arts Literacy and 69% in Mathematics. The grade 3-6 results exceeded the AYP in all but one instance in the area of Language Arts Literacy and exceeded the AYP for all grades in the area of Mathematics.

A reader who is not intimately familiar with the test scores should note that there are many factors that effect assessment results. These factors include teacher and student morale, parental involvement, and the dissemination of clear objectives by all stakeholders working collaboratively to ensure the success of each child.

More information regarding the state assessments are available at <http://www.state.nj.us/education/assessment/>

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

The Fort Lee Schools' District Instructional Steering Committee (DISC) has established an Instructional Model which includes the area of assessment as one of its five domains. School #3 uses a variety of assessments to understand and improve student and school performance.

Reading Recovery benchmark scores provide information about first grade students' ability to use visual, meaning, and structural cues in reading and writing. This data is used to design target lessons tailored to meet individual needs. The pre and post observation surveys are used to determine initial eligibility and to indicate exit readiness. Lack of student progress may indicate the need for referrals to the Child Study Team.

The NWEA test is administered three times a year to grade 3-6 students. The individual results are used to differentiate instruction in the areas of math and language arts. The overall results provide the opportunity for teachers to work collaboratively to improve achievement across the grade levels as teachers conduct lesson studies and share instructional techniques during grade level meetings.

The program Success Maker is implemented for grades 4-6. Approximately sixty students, selected based on

NJASK and NWEA scores and teacher recommendations, participate from October to June. This assessment tool uses indicators in the areas of math and language arts to determine individual strengths and weaknesses. Lesson plans are configured and instructional strategies are implemented to match the students' needs.

The grade K-6 Literacy Program initiative yields quarterly rubric assessments which indicate progress in specific types of writing, such as poetry, research, narrative, persuasive, and creative writing. Results are used to monitor and adjust instruction in an effort to increase performance in writing.

Second grade NJPASS results from the 2008-09 school year were used to implement a before and after school tutorial program for the 2009-10 school year. The goal is to help targeted students achieve proficient scores in the areas of Math and Language Arts on the 2009 NJASK.

In addition to summative assessments, teacher selected and/or created performance-based formative assessments such as essential questions to guide discussions, rubrics, projects, simulations, and writing portfolios are used to guide daily instruction.

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

The assessment domain of the Fort Lee School's District's Instructional Model includes the essential practice of communicating formative and summative assessment data to all stakeholders working to improve student performance. School #3 is wholeheartedly committed to this practice.

The building principal has set an initiative to have teachers across the grade levels engage in an analysis of the varied assessment tools used to measure on-going student progress. This dialogue enables the student's previous, present, and future teachers to develop consistent measures of student ability to ensure optimal results from year to year.

Teachers work steadfastly to bridge gaps in yearly assessment progress, meet to discuss assessment results for students on the same grade level, and provide individual feedback to their students. For example, students are briefed on the scoring criteria defined in rubrics and are able to set individual goals, which are assessed during teacher/student conferences. Students are consistently kept abreast of their progress through such means as classroom conferences, writing portfolios, and weekly assessment folders, which are also shared with parents.

Built into the fundamental core of School #3's educational climate is the understanding that parental support is essential to every child's academic success. Two formal parent conferences are scheduled throughout the year, but parents are encouraged to contact and/or set an appointment with teachers and the principal to discuss student progress at any point between the four marking period distribution of report cards. Individual results of NWEA tests, Success Maker, writing portfolios, and of formative and summative assessments in all content areas are discussed during conferences. The guidance counselor is also available to assist parents with the interpretation of their child's NJPASS, NJASK, and In View test scores. The New Jersey State Report Card also keeps parents informed of the school's status.

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

Sharing successes with other schools within and outside of the district motivates the entire school community to strive for excellence. District-wide monthly workshops and grade level meetings present the opportunity for a meaningful exchange of productive lessons and activities that support the instruction of all content areas.

Culminating district-wide events such as Fort Lee's Science Fair and Circle of the Arts, which occur on alternate years, showcase the students' work as they interact with an audience of fellow students, teachers across the schools, parents, administrators, and community members. These events have been held in high regard since their inception approximately twenty years ago, and they have consistently delighted all visitors, including members of the Board of Education.

The Science Fair encourages K-6 students to work collaboratively as they delve into the scientific process by thoroughly investigating a topic of interest. Students are asked to present their hypotheses, experiments, and results and to field questions from curious observers.

During Circle of the Arts Night, grades K-12 students proudly and enthusiastically display works of art, sing as part of the chorus, dance, and perform instrumental music selections.

The building principal has reached out to principals of surrounding districts in an effort to establish a network of sharing and support. As an example, he has provided information about the computer program Success Maker which has worked well in School #3. This initiative also allows him to learn about successful programs that may serve School #3. In addition, all of the principals of the Fort Lee Schools meet weekly with the superintendent or the assistant superintendent in an effort to establish common ground and thus common successes throughout the district schools. During these round table discussions the benefits of an affiliation with Montclair State University was discussed. Input on such matters drives the final decision made by the superintendent and ultimately the Board of Education.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

The curriculum for School #3 has been aligned to New Jersey Core Curriculum Content Standards. Teachers work diligently and collaboratively to plan and ensure the effective implementation of the curriculum.

Our balanced literacy program models aspects of Lesley University's Literacy Collaborative, and Columbia University's Reading and Writing Project. Operating under the premise that writing equals thinking, teachers develop skills through a writing workshop approach. Teachers use guided instruction which provides a clear scope and sequence to ensure mastery of grade level skills. Mini lessons and the modeling of effective writing samples, along with peer and teacher conferencing and self-assessment and reflection, facilitate individual growth in writing. Exposure to a variety of genres and rich literature helps students to appreciate this craft as a vital means of expression. The program also includes a guided reading component which utilizes our leveled reading library. Ongoing professional development provides the staff with training and coaching to address various ability levels and to develop literacy skills that will benefit the students' future academic goals.

The math curriculum is structured to provide students with multiple opportunities to acquire and master skills and concepts needed to solve problems and to think critically. The students acquire these skills through hands-on activities, technologically driven lessons, and project-based assessments. The curriculum challenges students at their ability levels and seeks to transfer mathematical thinking, making students aware of its relevancy in the world.

School #3 uses the Foss science program which was developed at the University of California at Berkley. Students actively engage in the scientific process through various units of study. A hands-on approach encourages inquiry and exploration. Every morning, students conduct research on the computer weather station and give a brief report via the intercom. Field trips, assemblies, and the Science Fair also support the curriculum. Through collaborative work, such as cleaning or beautifying the school grounds, members of the Environmental Club motivate peers to make a difference.

The social studies curriculum offers an education grounded in the study of history, civics, geography and economics, as well as the social sciences and humanities. As critical thinkers possessing a core body of knowledge, students gain an understanding and appreciation for the complexity of the past and the present as well as an understanding of the interdependence of our global society. Our district's Newark Museum affiliation enables teachers to use museum artifacts to help the children better understand the history of certain time periods. Teachers who have participated in the AIHE grant turnkey and share materials, insights, and lessons which use document-based questions and that promote higher level thinking skills. Through an analysis and evaluation of content, students develop their own world view.

The students are given weekly instruction in art, music, physical education, technology and library. String and instrumental lessons are also offered, and these participants, along with members of the selected chorus, perform during winter and spring concerts. Art students explore art history and learn to appreciate and express themselves in an artistic environment. Every child learns music theory and improves vocal techniques through focused instruction. The physical education program promotes teamwork and good sportsmanship. An exercise area is the perfect environment for fitness training that supports wellness. Technology is infused into classroom instruction, and a new Apple computer lab is readily available for research, web quests, and enriching, interactive lessons. Students enjoy expressing themselves through audio, video, animation, and design software. Our comprehensive technology program promotes work readiness skills. These programs of study highlight individual talents, offer opportunities for development of new skills, and enrich our students' lives.

## 2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

School #3 is in the process of building a balanced literacy program. Teachers have been trained and associated with Lesley University's Literacy Collaborative, Rutgers University's Writers Workshop, and Columbia's University's Teachers College Reading and Writing Project.

As a result, teachers have learned the skill set necessary to meet the needs of all learners below, on, or above grade level. Our hallways and classrooms exemplify a print rich environment displaying exemplar work. Students have access to fiction and nonfiction texts within classroom libraries. Our reading program encompasses content area literacy within the balanced literacy environment

A number of years ago, the Fort Lee School District recognized the importance of developing life long learners of literature. School #3 has honed in on this incentive. Our school honors student choice, therefore, reading and writing stories by identifying mentor texts is a common practice. The use of engaging literacy circles which are based on student selected books that are being read is also a common practice in our classrooms.

Our school recognizes the benefits of an early intervention plan. Interventions to assist students who experience difficulty with the balanced literacy model are in place. These include Reading Recovery, Basic Skills Instruction, and the Wilson Reading program. The importance of assessing and benchmarking student progress is addressed through the results of NWEA, running records, and the Fountas and Pinnell Assessment Kits.

The principal and teachers strive to create an educational climate that inspires a love of reading. During the month of March, in honor of Dr. Seuss, sixth grade students read with their kindergarten buddies. Kindergarten teachers also have a pajama party to compliment the book *Ira Sleeps Over*. Our principal frequently attends workshops on literacy and reads poetry every morning to instill an appreciation for literature in students' daily lives.

## 3. Additional Curriculum Area:

School #3's Gifted and Talented program strives to meet the needs of highly capable students. Units of study and projects designed and selected with student input, focus on fostering intellectual interests while promoting logical, creative, and critical thinking.

Our G&T program serves students in grades K-6. The goal of our grade 1-2 Project Primary program is to identify and meet the needs of young capable learners. Enrichment lessons are presented to all students in grades 1 and 2 before the two ten week pull-out cycles begin. Students in the grade 3-6 pull-out program meet three times a week.

Our school's enrichment program exposes classroom students to challenges beyond the curriculum. Highly proficient fourth grade math students participate in a Math Olympiad contest. This year, a fifth grade class is working on a unit of study designed to bridge opera to literacy. Culminating student projects, such as a mock trial case written by grade 4 G&T students and submitted to the NJ Law Foundation's Mock Trial competition, are shared with peers. Results of grade 5 and 6 community-based projects such as last year's film documentary of Fort Lee and this year's proposal for the development of valuable property, to be presented to the Mayor and council, are shared in a public forum.

Cross content curricular time in the areas of music, art, and library, allow enrichment opportunities across the grades. For example, students sing the song that the band played on the Titanic and learn to sing a spiritual to experience a historic event and the story *The Hundred Penny Box* on a more meaningful level. Talented art students cultivate their talents by designing a set for a kindergarten performance. This year, a student's mission patch design was selected to grace Buehler Challenger Science Center's holiday card. Cross content curricular

library time helps students hone research skills as they acquire knowledge necessary to write informational reports and biographies.

School #3 recognizes Gardner's theory of multiple intelligences and works diligently to provide a variety of rich experiences to spark new interests and to nurture individual gifts and talents.

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

School #3's mission is to provide an encouraging educational climate which fosters critical thinking skills and creativity, which nurtures each child's natural gifts and abilities, and which challenges and prepares students to be lifelong learners. School leaders and teachers believe that students who have a confident sense of self, who are intellectually curious, enthusiastic, adaptive, and creative, will be resilient risk-takers who will make positive contributions to society. Differentiated instruction is a means to providing opportunities for individual academic and personal growth and development.

Professional development courses on Brain Development, Bloom's Taxonomy, Multiple Intelligences, Learning Styles, and Understanding by Design provide the rationale and serve as guidelines for the planning of units of study, lessons, and activities that target all learners. In addition, teachers welcome collegial support.

The Basic Skills Instruction (BSI) teachers of math and reading and the teacher of the gifted and talented students, along with the art and music teachers assist classroom teachers and provide support materials as necessary. The librarian provides resources such as educational magazines and websites which offer instructional support for an array of thinkers and learners. English as Second Language (ESL) and Bilingual teachers also offer insight and support on a regular basis.

Under the direction of the technology teacher, "Technology is integrated into instruction in meaningful ways. Student and teachers use digital tools and information to solve problems individually and collaboratively to create and communicate knowledge (NJCCCS 8.1)". The school's curriculum reflects the need for all students to think critically, analyze information, communicate, collaborate, and problem-solve in a knowledge-based world.

Teachers use results of formative and summative assessments to modify instruction. Alternative strategies that consider student learning styles and strengths are employed during individual and whole group lessons designed to improve skills. Visual aids and tactile tasks are utilized to maximize brain processing of diverse learners. Interactive Smart Board lessons, cooperative learning, paired sharing, student presentations, and literacy circles challenge all students to hone their interpersonal intelligence. Essential questions guide instruction of core curriculum content and Bloom's Taxonomy affords all students the opportunity to engage in higher level thinking.

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

Professional Development has been aligned to the New Jersey Core Curriculum Content Standards and to the district and the school's goals and initiatives. Course offerings have included science, literacy, reading and writing workshops, and training in authentic assessments. The District's four-year American Institute for History Education (AIHE) grant has provided invaluable knowledge and inquiry for participating teachers, as well as a wealth of primary and secondary resources. Teachers in the building have access to the AIHE and Cicero websites and to Newark Museum's lending library, which loans artifacts and historical documents.

School #3 values Visual and Performing Arts education. Several teachers have been trained by the Lincoln Center Institute and by the Metropolitan Opera Guild. The Lincoln Center program brings teaching artists in to work with teachers of a specified grade level in the area of Music, Art, Dance, or Drama to prepare students for a live performance in one of the four disciplines. The Metropolitan Opera Guild is a research-based program which encourages collaboration among the music instructor and teachers as they meet twice a week to plan a

unit of study which uses opera as a springboard for content area instruction and which culminates in a performance to showcase the students' original composition and its connection to the curriculum.

The building principal fosters the growth of learning communities within the school, allowing time for collegial sharing and collaboration. Teachers are encouraged to share ideas and successes during monthly faculty meetings. Common planning time enables teachers to discuss and develop best practices. Six half-day training workshops are built into the district calendar to support teachers with the delivery of new curriculum. In addition, turnkey trainers from within the district offer after-school courses in such areas as Technology and Brain-Based learning. The Fort Lee's District's affiliation with Montclair State University greatly benefits teachers, keeping them current in their field.

## **6. School Leadership:**

Our school's motto is simply, "School #3...The Place To Be!" It can be heard over the intercom in the beginning and at the end of each school day as the principal greets and dismisses the students. It can be heard echoed by students at assemblies and programs, and lyrically spoken by faculty members and parents for no other reason but to express the warm spirited nature of our school, which is akin to a second home.

The overall positive, inviting tone of the school is set by the principal. His daily efforts to assist students, to address parental concerns, and to support teachers and other school personnel make an important difference.

He has created a Leadership Committee in which a group of volunteer teachers across the grade levels meet monthly to continuously assess the needs of the school, brainstorm solutions to problems and concerns, and assist in making decisions.

Understanding the vital role of parents in their children's education, our principal maintains an open door policy, which makes him readily available for meetings. He also works closely with the Parent Teacher Association (PTA) to plan community events such as Family Night, which extends the in-school familial tone beyond the school walls, and to plan various educational school assembly programs and fund-raising Book Fairs. He supports the role of the volunteer teacher liaison to the PTA who keeps faculty members connected to PTA activities. Parental expertise is also a resource that is supported when used to enrich classroom curriculum content.

Our principal has a working knowledge of the NJCCCS and of the District's goals and objectives, and he articulates a school vision and philosophy which inspires stakeholders to put forth their very best efforts. His vision of School #3 as a community of learners, and his philosophy that relationship and team-building among students, faculty, parents, and administrators makes for a happy, healthy educational climate, are realized and nurtured each day at School #3.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: NJ ASK3 Math

Edition/Publication Year: NJ Department of Education Publisher: New Jersey Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	88	88	97	95	83
% Advanced	41	43	39	36	39
Number of students tested	44	76	61	64	62
Percent of total students tested	70	93	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced	92	94	97	100	82
% Advanced	43	57	38	42	50
Number of students tested	35	44	34	36	34

Notes:

#6 Other Subgroup is Asian

Subject: Reading

Grade: 3 Test: New Jersey ASK3

Edition/Publication Year: NJ Department of Education Publisher: New Jersey Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	75	90	93	92	94
% Advanced	6	13	16	2	15
Number of students tested	52	82	60	63	62
Percent of total students tested	83	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced	78	88	93	97	97
% Advanced	3	17	13	0	13
Number of students tested	32	41	30	33	30

Notes:

#6 Other Subgroup is Asian

Subject: Mathematics

Grade: 4 Test: NJ ASK4 Math

Edition/Publication Year: NJ Department of Education Publisher: New Jersey Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	82	91	98	81	88
% Advanced	46	43	44	43	42
Number of students tested	66	64	61	61	62
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced	94	92	100	86	89
% Advanced	67	56	45	49	58
Number of students tested	45	36	31	41	26

Notes:

#6 Other Subgroup is Asian

Subject: Reading

Grade: 4 Test: NJ ASK4 Language Arts

Edition/Publication Year: NJ Department of Education Publisher: New Jersey Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	67	87	85	81	97
% Advanced	20	11	17	2	5
Number of students tested	79	61	64	63	66
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced	77	89	83	75	93
% Advanced	23	15	10	0	12
Number of students tested	43	34	30	36	26

Notes:

#6 Other Subgroup is Asian

Subject: Mathematics

Grade: 5 Test: NJ ASK5 Math

Edition/Publication Year: NJ Department of Education Publisher: New Jersey Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	Mar	Mar	Mar	
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	80	88	91	92	
% Advanced	47	47	39	42	
Number of students tested	69	65	58	56	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	83				
% Advanced	0				
Number of students tested	12				
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	82				
% Advanced	9				
Number of students tested	11				
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced	92	89	93	99	
% Advanced	66	58	62	61	
Number of students tested	35	36	34	28	

Notes:

The largest subgroup not mentioned is the children representing Asian ethnicity

Subject: Reading

Grade: 5 Test: NJ ASK5 Language Arts

Edition/Publication Year: NJ Department of Education Publisher: New Jersey Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	Mar	Mar	Mar	
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	91	85	95	95	
% Advanced	18	5	11	22	
Number of students tested	64	61	58	56	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	83				
% Advanced	0				
Number of students tested	12				
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	82				
% Advanced	9				
Number of students tested	11				
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced	93	84	88	88	
% Advanced	19	7	16	23	
Number of students tested	31	30	34	26	

Notes:

The 5th grade test was not given in 2004-2005

#6 Other Subgroup is Asian

Subject: Mathematics

Grade: 6 Test: NJ ASK6 Math

Edition/Publication Year: NJ Department of Education Publisher: New Jersey Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	Mar	Mar	Mar	
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	94	86	85	84	
% Advanced	57	38	25	30	
Number of students tested	62	51	57	54	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced	100	85	93	94	
% Advanced	74	44	43	43	
Number of students tested	27	27	29	35	

Notes:

The 6th grade test was not given in 2004-2005

#6 Other Subgroup is Asian

Subject: Reading

Grade: 6 Test: NJ ASK6 LAL

Edition/Publication Year: NJ Department of Education Publisher: New Jersey Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	Mar	Mar	Mar	
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	90	68	83	86	
% Advanced	23	2	17	14	
Number of students tested	60	48	57	54	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced	96	65	83	89	
% Advanced	27	0	23	21	
Number of students tested	26	26	29	34	

Notes:

The 6th grade assessment was not given in the 2004-2005 school year.

#6 Other Subgroup is Asian