

**FORM A****(One form submitted per group with contributions from each member of the work group)**Visit to the Community

The visit to the community may be carried out individually or as a group. Regardless of which approach taken (individual or group), each member of the work group must complete **Form A** individually and then get together as a group to discuss ideas and complete one group form.

As you walk or drive through the community, pay attention to geometric shapes in building designs, kinds of plant life and rocks that are present, kinds of stores that are present, styles of music played, and kinds of games children play, among other things.

**Name:** \_\_\_\_\_

**Date activity was carried out:** \_\_\_\_\_

1. On a map of the community, trace the route you took on your visit. Attach the map with the route taken to this form.
2. In the chart below, list at least seven **things** you saw/heard in your visit in the community (e.g., buildings, games, vegetation, music, art) that a teacher in your discipline/subject area could use to help children understand academic concepts. Refrain from making judgments about the community. Use the following chart to summarize your ideas:

	What You Saw	Related Academic Concept	Ideas for Using What You Saw
eg	Baseball field	Triangles	Illustrate the Pythagorean theorem using the baseball diamond. Fundamentals of angles can be discussed
1			
2			
3			
4			
5			
6			
7			
8			

3. What type of employment is available in the community? Who are the major employers?
4. What impressions did you develop about the community from your visit?

**FORM B**  
**Community Demographic Characteristics**  
**(Only one is to be completed for the group)**

<http://factfinder.census.gov/servlet/ACSSAFFacts?>

In the box at the upper right side of the page, insert the name of your target community and select New Jersey. This will take you to the information you need.

Characteristics	Target Community		U.S. %
	Estimates (n)	%	
Total population			----
Sex			
Male			
Female			
Median age		----	
Race			
White			
Black or African American			
American Indian/Alaska Native			
Asian			
Native Hawaiian/Pacific Islander			
Some other race			
Hispanic/Latino (of any race)			
Average household size			
Housing Units (Occupied)			
Owner-occupied			
Renter-occupied			
Selected Social Characteristics			
High school graduate or higher (population 25 years and over)			
Bachelor's degree or higher (population 25 years and over)			
Disability status (population 5 years and older)			
Foreign-born			
Speaks a language other than English at home (population 5 years and older)			
Selected Economic Characteristics			
Median household income			
Per capita income			
Families below poverty level			
Individuals below poverty level			

**FORM C****(One form submitted per group with contributions from each member of the work group)**Reading Local Newspapers

This task is to be completed individually by each member of the work group. The group should then get together to discuss findings and complete one group form. It calls for you to read local newspapers (e.g., Star Ledger or a community-specific newspaper) on at least two separate dates. If you come across a newspaper published in a foreign language, please make sure to also pick it up and use it for your analysis, as it may reveal important information about the community. If no one in your group speaks that language, bring it to class and we will find a speaker of that language to help us out. From your reading, identify two salient issues/concerns for the community.

Name: \_\_\_\_\_

1. List the relevant articles (author, title, newspaper, date):
  
2. List at least two salient issues/concerns that were reported in the newspaper for your target community during the research period? For each identified issue/concern, provide the following information:

**Issue/concern 1:** \_\_\_\_\_

- a. Explain the issue/concern:
- b. Are there different perspectives on the issue/concern within the community?  
What are those perspectives?

**Issue/concern 2:** \_\_\_\_\_

- a. Explain the issue/concern:
  - b. Are there different perspectives on the issue/concern within the community?  
What are those perspectives?
3. What did you learn from this activity, if anything, which could help if you were a teacher of students in this community?

**FORM D**

Agency/Organization Providing Education-Related Services to Children  
In Target Community

**(One form submitted per group with contributions from each member of the work group)**

NAME: \_\_\_\_\_

Task: Provide the information requested below for one agency/organization that offer school-related services to children in the target community. The information can come from the internet or a phone interview with a representative of the agency/community. When all the members of the work group have completed the task individually, you should get together to discuss findings and complete one group form.

Name of Agency/Organization 1: \_\_\_\_\_

1. Address/contact information:
2. Give a detailed description of the services provided and how children who attend schools in the community might benefit from them, either directly or indirectly:
3. Explain how knowing about this agency/organization/service would be useful for someone who teaches children in this community:

**FORM E**

Demographics of Student Population  
**(Only one is to be completed for the group)**

Information for this form is to be taken from the Education Law Center website. Go to: <http://www.edlawcenter.org/>. Look for the “Abbott Districts” link on the left hand side of the page. Go to “Profile.” Once there, find the target district. Because of recent changes in legislation, the information you find on the Education Law Center website may not be up-to-date, so you can also consult other websites for additional information and more current numbers (e.g. the New Jersey QuickFacts page on the US Census Bureau website: <http://quickfacts.census.gov/qfd/states/34000.html>).

Indicator	Target Community	Target Districts (Abbott)	New Jersey
K-12 total enrollment ( <b>report numbers</b> )			
<b>Race/ethnicity (Report Percentages)</b>			
African American			
Latino(a)			
White			
White			
Asian			
Native American			
<b>Other Relevant Characteristics (Report Percentages)</b>			
Eligible for free or reduced-price lunch (%)			
Limited English proficiency (LEP) (%)			
Students with Disabilities (IEP) (%)			
Student mobility (%)			

**FORM F**

**(Each member of the work group should choose a school in the Target District and complete one form)**

Student Outcomes Information

Information available from School Report Card at:

<http://education.state.nj.us/rc/nclb06/menu/13-3570.html>

(1) Find the county; (2) find the school district; and (3) select schools from the list on the right.

**(NOTE: Provide the following information for the latest year available from the NCLB Report).**

Your Name: \_\_\_\_\_

School Name: \_\_\_\_\_

Selected Characteristics of the Student Population:

- a. Total school enrollment:
- b. Students with limited English proficiency (%):
- c. Students with disabilities (%):
- d. Student mobility rate:

**Assessment Results—Language Arts Literacy**

	Proficiency Percentages	
	Partial	Proficient and above (add percentage of students at both proficient and advanced level)
School		
District		
State		

**Assessment Results—Mathematics**

	Proficiency Percentages	
	Partial	Proficient and above (add percentage of students at both proficient and advanced level)
School		
District		
State		

**Other Student Outcomes Indicators**

Indicator	School	State Average
Attendance rates		
Student suspensions		
Student expulsion		

Did the school make adequate yearly progress? \_\_\_\_\_

Was the school classified as “in need of improvement” status? \_\_\_\_\_

**Form G**

**(One form submitted per group with contributions from each member of the work group)**

Internet Searches

*Name:* \_\_\_\_\_

List all the websites you personally researched as part of this project: