

PART I - ELIGIBILITY CERTIFICATION

11PV118

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 2010-2011 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 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
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

11PV118

All data are the most recent year available.

DISTRICT

Questions 1 and 2 are for Public Schools only.

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 20
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	12	23	35		6	13	8	21
K	10	5	15		7	8	15	23
1	10	7	17		8	16	13	29
2	3	6	9		9	0	0	0
3	7	12	19		10	0	0	0
4	11	2	13		11	0	0	0
5	8	14	22		12	0	0	0
Total in Applying School:								203

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
8 % Asian
7 % Black or African American
4 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
77 % White
4 % 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 2009-2010 school year: 0%

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, 2009 until the end of the school year.	1
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	0
(3)	Total of all transferred students [sum of rows (1) and (2)].	1
(4)	Total number of students in the school as of October 1, 2009	223
(5)	Total transferred students in row (3) divided by total students in row (4).	0.00
(6)	Amount in row (5) multiplied by 100.	0

8. Percent limited English proficient students in the school: 0%

Total number of limited English proficient students in the school: 0

Number of languages represented, not including English: 0

Specify languages:

9. Percent of students eligible for free/reduced-priced meals: 2%
 Total number of students who qualify: 4

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

The above number is the result of an economic survey distributed through the school.

10. Percent of students receiving special education services: 10%
 Total number of students served: 20

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>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>7</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>13</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</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>0</u>
Classroom teachers	<u>10</u>	<u>3</u>
Special resource teachers/specialists	<u>0</u>	<u>11</u>
Paraprofessionals	<u>1</u>	<u>0</u>
Support staff	<u>3</u>	<u>3</u>
Total number	<u>15</u>	<u>17</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: 17:1

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

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	96%	95%	95%	95%	96%
Daily teacher attendance	99%	99%	99%	99%	98%
Teacher turnover rate	9%	9%	9%	18%	9%
High school graduation rate	0%	0%	0%	0%	0%

If these data are not available, explain and provide reasonable estimates.

2006-2007 teacher turnover rate - 18% turnover rate due to 1 retirement and 1 moved out of state

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	_____ 0%

Part III Summary

Our Lady of the Lake School is a Roman Catholic parish elementary school located in Verona, New Jersey and founded in 1924. The school is staffed by a principal, who is a Sister of St. Dominic, and a lay faculty. It is located in a suburban area serving students from both Verona and neighboring communities. Our Lady of the Lake endeavors to provide the students in Pre-K through Grade Eight with the intellectual and moral background that will enable them to make a positive contribution to the global society. Rooted in the message of Jesus Christ, the school strives to achieve a balance of religious, scholastic, social, personal, artistic, and physical programs and activities. The spirit of inquiry, intellectual achievement, the desire to learn and create, and the never ending search for wisdom and moral integrity are the goals which Our Lady of the Lake endeavors to secure. These goals are hopefully achieved through the efforts of a dedicated staff, challenging educational programs, school activities/traditions, and community participation.

The school serves approximately 200 students from the Pre-Kindergarten program through Grade Eight. In addition, both before and after school programs are available. The Pre-K Program consists of separate three year old and four year old sections. The primary goal of the program is to provide a supportive and nurturing environment which stimulates each child's emotional, spiritual, physical, intellectual, and social growth. The academic program for Kindergarten through Grade Four consists of self-contained classes with specialty teachers providing instruction in art, music, library, foreign language, physical education, and computer science. The Kindergarten has a full day session. The program in Grades Five through Eight is departmentalized for social studies, science, mathematics, language arts, reading, and religion. The curriculum in Grades Five through Eight also includes art, music, library, foreign language, physical education, and computer science. The Essex County Educational Services Commission provides remedial services in a trailer adjacent to the school building.

The faculty is dedicated, involved in school activities, and has a low teacher turnover rate. The average teacher has been teaching at the school for eighteen years. The faculty and administrative staff of Our Lady of the Lake School consist of ten full-time degreed educators, one full time secretary, and two part time office assistants. Each teacher has an approved Continuous Professional Development Plan. Part-time employees support the faculty in the areas of art, music, computer science, foreign language, library science, nursing, and classroom assistance. The teachers and staff are committed to academic excellence and student achievement. Curriculum development and implementation is an on-going process for the entire faculty.

A dedicated Home and School Association is recognized as a strength. The parent association functions as a conduit between the school community of the family, administration, staff, students, and church. They reinforce the importance of family involvement in the student's educational experience and build on the parent's value of education and positive school climate. The parents also work diligently to promote and provide traditional celebrations throughout the year. All families are welcomed in September with an Ice Cream Social and each month family oriented programs are sponsored. Some events are: Halloween Party, Breakfast with Santa, Breakfast with a Loved One, Game Night, Sports Awards, Pasta Supper, BEARLY-Buddy Gathering, and Family Pool Party which have become traditions for the school. Other traditions include Stations of the Cross, Talent Show, Christmas Concert, Spring Concert, National Junior Honor Society Induction, Graduation, School Liturgies, Advent/Lent Observances, Nativity Re-enactment, and May Crowning.

In addition to the Home and School Association, the school has an Advisory Board that consists of non-school community members. This board provides the principal and pastor with objective advice regarding both educational and budgetary concerns.

Over the years the children have learned the story of the universe which began more than 13.7 billion years ago. By means of classroom instruction, programs, and activities, they are taught that all is connected to that first moment. Hopefully, a respect for all creation will result in greater care for all people and the earth. The fifth graders spend an overnight at an environmental center to build relationships with each other and to learn about and experience the natural world. The Student Leadership program enables the students to participate in developing school policies, planning programs and activities, and gives them the opportunity to experience government on a small scale.

Students participate in community functions including DARE, Verona Service League, Verona Municipal Alliance, Fair in the Square, the Verona Centennial, CROP, Verona Park Conservancy "Art in Park", clothing and food drives, and various mission projects.

A special undertaking has been the students' outreach to the military. At the recommendation of the pastor, who also participated in the project, pillow cases were sewn and sent to the troops in Iraq and Afghanistan. Toiletries were also sent. Many of the students received thank you notes. With parent permission and encouragement they continue corresponding.

The development of the whole child in the formative years has resulted in adults who contribute positively to our global community. Many alumni have enrolled their children in Our Lady of the Lake. Over the years alumni have been meeting at the school and contributing to its continued success. An alumni association is in the process of being officially formed.

Our Lady of the Lake is a safe, socially aware school with strong parental involvement, challenging standards and curriculum, and high levels of student achievement. Educational leadership, community outreach, teachers dedicated to their students' learning as well as their own, make Our Lady of the Lake School worthy of Blue Ribbon status. This would be an honor well celebrated and highly publicized. Such a distinction would be a wonderful addition to the school's accomplishments and would truly reflect the reality of a great educational institution.

1. Assessment Results:

Our Lady of the Lake School, which is part of the Archdiocese of Newark, uses Terra Nova, the Third Edition and InView Test of Cognitive Skills for its standardized testing program. These tests are administered in the spring to all students in grades one through seven. Students in grade one take the Terra Nova Complete Battery. Students in grades two, four, and six take the Terra Nova Complete Battery and InView. Students in grades three, five, and seven take the Terra Nova Multiple Assessment and InView. The Terra Nova is a nationally normed test that provides data which allows for the comparison of individual and group achievement with national performance. It helps to identify strengths and weaknesses in individual student achievement and areas in need of improvement within the curriculum. The reading section of the Terra Nova test assesses achievement in basic understanding, analyzing text, evaluating and extending meaning, and identifying reading and writing strategies. The mathematics section assesses student mastery of numbers and numerical relations, operation concepts, computation, estimation, measurement, geometry and spatial sense, data, statistics and probability, problem solving, reasoning, and communication.

The NP of the Mean NCE scores in reading and mathematics for the last five years were analyzed. In mathematics, the 2010 mean Terra Nova scores exceeded the Blue Ribbon cut scores by at least nine points in each grade level. The grade five mean mathematics score of 85 exceeds the Blue Ribbon cut score by 16 points and the grade seven score exceeds the Blue Ribbon cut score by 14 points. This high level of achievement is reflected in the mathematics scores obtained over the past five years. This consistency can be attributed to the continuous analysis of the scores by the faculty to ensure and maintain a high level of performance by all the students. The mean reading scores in 2010 ranged from a score of 77 in grade six to a score of 85 in grade four. The grade four reading score exceeds the Blue Ribbon cut score of 69 by 16 points. On further analysis of the reading scores for 2007, it was noted that grade six scored a 67. In 2008 the grade six reading score improved to a score of 74 and in 2009 scored an 81. This increase can be attributed to a change in the reading material and presentation of the lessons. More emphasis was placed on critical thinking, analyzing text, character development, plot, and extended meaning. In 2009, a new reading series was purchased and introduced in grade five, six, and seven.

The administration and faculty study assessment results and use data-driven decision-making to modify curriculum and instruction in a continuous effort to improve and maximize student learning. Teachers monitor test performance, making recommendations for enrichment or support. The faculty of Our Lady of the Lake is dedicated to helping each child achieve at a level consistent with his or her potential. Reviewing and analyzing the data is essential to the process.

The students in grades seven and eight participate in the Johns Hopkins Talent Search. Students must achieve a score of 95% or higher in approved subtests to participate in this program. Each year Our Lady of the Lake School has had numerous students qualify for this program.

The Archdiocese of Newark testing program requires that the CTB Writing Assessment be administered each year to students in grades four and seven. The results of the Writing Assessment for Our Lady of the Lake students show significant improvement in the students' ability to express themselves through the written word. Attention to sentence structure, grammar, spelling, and word usage across the curriculum contributes to the development of strong writing skills. This is also noted in written expression in all subject areas.

2. Using Assessment Results:

Standardized assessment data provided by the Terra Nova test are analyzed by the faculty. This process begins as the results are received and continues through the end of the academic year and into the following year. Faculty meetings and curriculum area meetings are held at regular intervals to ensure continuous monitoring of student progress and effectiveness of curriculum. Student scores on the various sections of the Terra Nova test are evaluated to accurately determine areas of need. The faculty in each subject area uses the information to enhance or adjust instruction within the framework of the Archdiocese of Newark curriculum standards.

When testing data suggest a weakness within a specific subject area, the curriculum coordinator together with the entire faculty strategizes to develop methods to improve student understanding across grade levels. For example, when scientific inquiry was identified as an area in need of improvement the faculty met to develop an action plan to improve students' scientific inquiry skills. This action plan included the implementation of increased laboratory lessons, use of models to visualize scientific principles such as Newton's Laws of Motion, cooperative learning projects, and the use of technology such as webquests. Observation skills, which play an important role in scientific inquiry, are also encouraged and fostered by using the world around us.

Analysis of standardized testing data is also used to enrich the curriculum when assessment data indicate an area of strength in student learning. The curriculum committees brainstorm to find ways to maintain these high levels of student achievement. For example, in the area of life sciences, professionals are invited to speak to the students about careers in science. The Rutgers Science Explorer traveling laboratory provides an opportunity to enhance lab skills. In kindergarten, chicks are hatched and butterflies are raised to introduce elementary science skills.

Standardized assessment data prove to be a valuable tool for analyzing individual student performance. A careful analysis of student level data provides a profile that can be used by classroom teachers and instructors in supplemental programs to develop individual education plans. Teachers, as well as the child study team, can identify areas of weakness or strength. These results, in addition to other indicators, can be used for mathematics placement.

The analysis of assessment data is used to formulate an annual Instructional Improvement Plan that is submitted to the Archdiocesan Schools Office. This plan identifies the steps that will be taken to reach identified improvement goals at each grade level. The plan is utilized throughout the year to implement strategies and monitor student progress.

3. Communicating Assessment Results:

The teachers at Our Lady of the Lake School are readily available to speak with parents about their child's classroom learning and the child's performance on various assessments. Teachers are accessible for conferences at parents' convenience. Formal conferences are scheduled to discuss student performance, or to develop accommodation plans. Subsequent conferences are held throughout the year as needed. Students are encouraged to attend and participate in these conferences so as to be a part of a successful outcome.

Our Lady of the Lake School subscribes to the web based Power School Program allowing parents instant access to their children's progress and grades. This program enables the parents to view their children's academic status at their convenience on a daily basis. Report Cards are sent home to the parents each trimester. If parents have any questions regarding these reports, a telephone call or conference may be arranged to enable discussion.

Terra Nova Testing scores are sent home annually with an explanation of each student's performance. Included in this packet are conference scheduling sheets for the parents. If the parent desires more

information enabling a better understanding of the testing results, a conference with the teacher is scheduled.

Each year several teachers attend an archdiocesan Terra Nova workshop designed to provide an overview of Terra Nova scores and assist teachers in interpreting the score reports provided by the testing company. The participating teachers return to school and conduct a meeting with the remaining faculty, detailing this updated information. The fourth and seventh grade Writing Assessment results are sent home annually along with an explanation. Significant progress in writing has been observed as the children move through the grades.

Each year the school conducts three or four open houses, inviting the community and parents to tour the school, speak with the teachers and discuss the curriculum. Guests are invited to speak with the students and parents at these events. The principal and staff are available to answer questions regarding the scholastic status of the student body.

4. Sharing Lessons Learned:

Our Lady of the Lake School employs qualified teachers and a principal who willingly shares successful strategies with other schools. On a bi-annual basis, the faculty attends meetings in the local deanery, where ideas are freely exchanged and new programs are discussed. Teachers are encouraged to take leadership roles in group discussions and in presentations to the entire assembly. Workshops offered in critical thinking, presentation software, writing strategies, technology integration, the Holocaust, and bullying are attended with professionals from a variety of institutions. The Archdiocese of Newark provides opportunities to bring teachers together where they are divided into grade levels for a more intimate exchange of concerns, teaching strategies, and ideas. The school administrators from the area meet to discuss curriculum, programs, and successful strategies.

Several of the teachers have recently completed graduate school courses related to their fields and the exchange of ideas with other graduate students has resulted in sharing successful strategies and innovative teaching methods. Faculty members have mentored graduate students and are keeping them abreast of best practices. Some members of Our Lady of the Lake School community have served on committees for the Middle States Association of Colleges and Schools. These experiences have been most beneficial to the observer and the receiving school. The Our Lady of the Lake website is linked to the Middle States website which contains an in-depth description of the school's programs. This assists in making information about the school and its programs available to a wider audience.

The Verona Municipal Alliance, Verona Conservancy, DARE program, Essex County Freeholders are among groups and organizations who provide opportunities for the children to share their knowledge of timely topics. The children have won awards for their success in areas centered on the environment, drugs, bullying, and knowledge of Essex County. The achievements of the students have been recognized at the County Court House in Newark and the local park in Verona. Newspapers and TV have also noted these accomplishments.

The school continues to share successes with the community. Communication with parents is conducted through the Our Lady of the Lake website. Several Open Houses are attended by both school parents and members of the outside community. Students are praised for their pride in the school. The quality of the students' public speaking and general conduct as tour guides during Open Houses has often been cited by prospective Our Lady of the Lake parents as one of their reasons for choosing to send their child/children to Our Lady of the Lake. The students are seen as confident, bright, respectful, and well-rounded young adults. They are a reflection of the high quality of education offered at Our Lady of the Lake School and well represent the ideals promoted by the Blue Ribbon Schools Program. The publicity coordinator shares important events with the media and a Blue Ribbon Award would definitely be celebrated with the parish, the town, and the archdiocese.

1. Curriculum:

The curriculum is developed and meets requirements set by the Archdiocese of Newark and the standards established by the State of New Jersey. Technology and manipulatives are appropriately integrated in all subject areas.

Religion

Religion is taught daily and provides the children with knowledge of the Catholic faith. The program reflects the mission of Our Lady of the Lake since as a Christ-centered school, faith integration is at the heart of the teaching and learning process. The children participate in liturgical celebrations on a regular basis. Our Lady of the Lake School has been designated as a Green Flag school with an emphasis on creation and our role as stewards for the environment.

Reading/Language Arts

The reading and language arts curriculum encompasses the skills necessary for the students to effectively read, write, listen, and speak. In the primary grades, basal readers integrate phonics, spelling, grammar, and writing into each week's literature selections. The upper grade program encompasses writing, grammar, correct usage, dictionary and library skills, speaking, listening, and literature. Lessons are expanded to meet the diverse and unique needs of the students and extend across curricula areas.

Mathematics

Basic mathematical skills are reinforced from grade to grade on a regular basis. Small group and individual instruction is provided for those who are in need of assistance, and the more capable students are challenged in accelerated classes. Emphasis is placed on developing students' mathematical reasoning skills and their ability to apply mathematical processes to various situations. Students are expected to be able to effectively communicate the mathematical thinking used to solve problems. Many graduates of Our Lady of the Lake have been placed in advanced mathematics programs upon entering high school.

Social Studies

The curriculum aims at developing concepts and skills that are necessary for understanding the interaction among the historical, economic, geographic, social, religious, political, and cultural factors that shape the story of human existence. As members of a global community, who embrace Catholic values, students will be empowered to promote peace and justice throughout the world. Learning about the past should help students to understand the present and prepare for the future. Curriculum standards are reinforced at all levels and children learn principles of good citizenship including fairness, respect, responsibility, and trustworthiness.

Science

Scientific inquiry skills are developed through hands-on activities and exploration. A science lab is available for all grades and instruction includes lab work, journals, and projects. The integrated science curriculum includes lessons in life science, earth science, physical science, astronomy, environmental studies, and health at each grade level. The aim of the science program is to develop confident problem-solvers who value the importance and application of science in their lives. The science fair, with an emphasis on the environment, has been a highlight for many students, and provides them with an opportunity to explore a science topic in greater depth.

Foreign Language

Our Lady of the Lake is in compliance with the Blue Ribbon program's Foreign Language requirements. Kindergarten through grade four have 30 minutes of Spanish class per week. Spanish instruction at these grade levels focuses on vocabulary which includes songs, puzzles, flash cards, games, bilingual storytelling, and worksheets for days of the week, colors, and numbers. The fifth through eighth grades, who receive 80 minutes of instruction per week, continue a vocabulary-based curriculum which includes Spanish culture. The focus is on practical vocabulary, pronunciation, and basic concepts of Spanish grammar. The upper grades work on interdisciplinary projects and use the Rosetta Stone program in the computer lab to further develop their ability to communicate in Spanish.

Music

The music curriculum is based on a sequential program of learning musical skills through active participation. Children experience the elements of melody, rhythm, and tempo through singing along with body movements and rhythm instruments. Choir, liturgical celebrations, seasonal concerts, assemblies, and an instrumental band program extend the curriculum.

Art

The art program affords the children the opportunity to express themselves in a creative manner. It includes drawing, sculpture, painting, a variety of media techniques, and art history. Student work is on display and the curriculum is interdisciplinary.

Physical Education/Health

The focus of the physical education/health curriculum is on the development of skills and habits that promote physical fitness and positive social interaction. Lessons related to emotional, physical, and spiritual health are integrated into physical education classes. Lessons in nutrition and self care, in addition to the Presidential Fitness Program, Walk Across America, and the Our Lady of the Lake Family Walk-A-Thon, round out the program. An emphasis on the importance of service and doing for others is stressed daily.

2. Reading/English:

The reading curriculum is built upon two foundational literacy programs, McGraw-Hill Reading in the primary grades and Glencoe Reading in the upper grades. Both series combine well-known literature selections with instruction integrating key comprehension skills such as making predictions, identifying main ideas, supporting details, and analyzing story elements. Guided instruction for each story is used by the teachers to model comprehension skills and enable students to develop as independent, strategic readers. Students utilize graphic organizers to visually enhance their ability to build comprehension.

The McGraw Hill and Glencoe reading series were chosen because of their systematic and explicit instruction. Subsequently, lessons can be expanded upon to meet the diverse and unique needs of the students including those performing below grade level. Leveled reading books are an essential part of the classroom insuring each child a successful reading experience during independent reading time and small group instruction. Students benefit from experienced and cooperative teacher aides and other support staff who address the needs of students requiring more individualized intervention methods.

Success in acquiring strong literary skills is greatly increased by integrating spelling, grammar, writing, vocabulary, listening, and speaking in purposeful ways each day. Students begin to learn how to compose stories using the writing process in first grade. These skills are honed with each year. Language Arts is taught via Loyola Press and encompasses writing, grammar, correct usage, library skills, speaking, and

listening. Writing is stressed in all subject areas. The exemplary quality of students' writing has been recognized through local essay contests conducted by the Knights of Columbus and the DARE program.

Teachers employ a variety of teaching strategies and language support activities to target various levels of proficiency in reading. Teachers believe that reading and language arts should be an integral part of everyday learning and children need to spend significant time on these subjects. This time includes independent reading, reading aloud, and having the teacher read aloud to the students. The school library is utilized on a weekly basis. Literacy opportunities are encouraged and fostered in numerous ways. Older children regularly read aloud to the younger ones. The third and fourth grades participate in Battle of the Books each year. Parents are encouraged to visit their child's class and read to the children. The children also share their written stories and poetry. By incorporating literacy activities throughout the school day we hope to enable the students to become life-long skillful readers and communicators.

3. Mathematics:

The mathematics curriculum at Our Lady of the Lake School is based on the standards set by the Archdiocese of Newark. The annual standardized test scores are evaluated and used to develop and maintain the curriculum. The faculty meets regularly during the school year to discuss ways to enhance the curriculum in their classrooms.

The understanding of basic skills is the cornerstone of mathematical concepts. These skills are reinforced throughout the curriculum from grade to grade on a regular basis. Timed tests, games, computer software programs, individual whiteboards, and worksheets are used to accomplish this.

An emphasis is placed on improving the student's mathematical reasoning skills. This is achieved through the use of cooperative learning activities, performance based assessment, problem of the day, journaling, and the incorporation of real world problem solving situations. Children are encouraged to use the language of mathematics when writing or explaining a solution to a problem. Reasoning and decision making skills are also incorporated into the teaching process. Varied assessment of these skills increases student achievement.

The incorporation of mathematics into other curriculum areas helps children to see mathematics in relationship to all learning. In social studies students apply their knowledge of graphing, charts, and timelines. The mathematical concepts of measurement, formulas, data interpretation, calculations, and estimating are essential to the science program. The art curriculum incorporates the skills of geometry, proportion, spatial reasoning, and perspective. Reading comprehension strategies help to improve problem solving skills.

The integration of technology such as, calculators, Excel spreadsheets, SMART Boards, webquests, computer software, and online textbook lessons supports the curriculum while recognizing and supporting the varied learning styles of each child. The program aims at improving the mathematical skills of students, who are performing below grade level by identifying problem areas and then targeting basic concepts. The use of calculators, reinforcement worksheets, computer software programs, manipulatives, peer tutoring, and supplemental instruction provided by the classroom teacher and/or the Essex County Educational Services Commission help to improve the weak areas. Teachers from grade to grade meet to discuss ways to help individual students who are struggling with mathematics.

4. Additional Curriculum Area:

The goal of the technology curriculum is exposure to the myriad of possibilities offered by technology. The hope is that through exposure to a multitude of projects students will understand that technology can be used to solve problems, gather information, and enhance communication.

Student computers with internet access and printers are distributed in classrooms and two computer labs. Students have regularly scheduled classes in computer labs with technology teachers. They also spend additional time on special projects related to particular academic areas.

Our Lady of the Lake School recently purchased 22 new student computers with Windows 7 operating system. The Scholastic Keys program (the young student's version of Microsoft Office) is utilized in the lower grades to introduce students to word processing, graphing, and presentation software. The older students continue to build upon the basic skills they've obtained with Microsoft Office 2007.

Essential skills, including word processing, internet research, chart making, keyboarding skills, spreadsheet concepts, presentation proficiency, and database manipulation, are achieved in the computer labs. These skills allow the students to demonstrate knowledge they have obtained in other academic areas as well as instilling confidence. These programs are essential in numerous professions, volunteer programs, and in many aspects of everyday life.

Mathematics and reading academic software help to reinforce concepts and skills that are taught in the classroom. The individualization of computer based activities allows students to progress at their own rate while receiving immediate feedback. The Spanish version of the Rosetta Stone has been introduced to replace a previous language immersion program that had been an adjunct to our Spanish program

The internet is used for individual and collaborative research projects. Besides enhancing academic knowledge, its use improves technological skills. Choice of topic and method of presentation address students' individual abilities. The Internet along with DVDs brings the world into the classroom in real time and promotes social awareness.

Scanners, projectors, and SMART Boards are used by teachers to present lesson plans in a visual manner and promote classroom discussions. Digital cameras are used to record activities such as forces, gravity, and other scientific principles. Calculators are utilized by students at the discretion of the teacher. The use of technology is essential and assists in developing critical thinkers.

5. Instructional Methods:

Our Lady of the Lake School strives to meet the academic needs of each student. There are students who struggle academically and others who are able to learn quickly at an advanced level. In order to address each student's needs teachers differentiate instruction based on the student's readiness, interests, and learning styles. The students are able to work in small groups specifically chosen for their level. The current curriculum provides different activities for re-teaching, practice, enrichment, and extension of the educational goals. Students are guided toward independent learning. Providing support to students and honoring their work is a top priority.

Teachers analyze and evaluate which learning style is most successful for their students. Integrating visual, auditory, and kinesthetic learning styles contributes to each student's learning and overall achievement. Teachers use manipulatives, SMART Board interactive lessons, and computer programs to help students process information through their area of strength. Individual work packets are utilized for enrichment for class work and homework. Students have access to computers to enrich and challenge their daily lessons. Cooperative learning groups are set up to foster face to face interaction, to encourage interpersonal skills, and to promote teamwork. Qualified volunteers tutor individual students in reading and mathematics. Differentiation of instruction leads to the development of a confident and independent individual, who becomes a positive contributor to society.

The classroom teacher will recommend that a child be evaluated by a Child Study Team after all interventions have been applied without success. Once a child has been evaluated, and an Individualized Education Plan has been developed, the teacher will follow the recommendations of the Child Study Team. Compensatory Education and Supplemental Instruction are designed to assist the student to

achieve academic success. Our Lady of the Lake teachers employ a variety of instructional strategies to maximize learning for each student.

When appropriate, instruction is modified according to the ability of the individual. For example, a spelling or vocabulary test may be abbreviated for a student. Audio and listening programs are used for vocabulary lessons. Students are encouraged to use index cards and charts, and are allowed to partner with another student who is able to assist in the learning process. Once a week, after school, the students in the National Junior Honor Society are paired with students in grades one through six for a peer tutoring session. Teachers provide the appropriate material and supervise the forty-five minute lesson.

6. Professional Development:

Professional development is an expectation of the administration for all at Our Lady of the Lake and is incorporated into the budget and into the academic calendar each year. The mission of Our Lady of the Lake is to teach the message of Jesus Christ. Each school year begins with a retreat and time is spent at faculty gatherings for prayer and reflection. This stress on spiritual formation affects the climate of the school in a positive manner.

Speakers are invited into school to address timely topics and teachers are freed to attend seminars, workshops, meetings, and classes to assist in professional development in all academic disciplines. The application of technology in the daily classroom setting has been a priority in recent years and ongoing education in this area has taken place. A significant increase in the integration of technology into the daily curriculum has been noted and the varied learning styles of the children have been addressed.

Faculty members share their professional development experiences at monthly faculty meetings. The archdiocese offers workshops in interpreting assessment results which are used to help plan and direct instruction.

Across the nation, bullying has become a major concern for all schools. Our Lady of the Lake faculty members have participated in workshops on bullying, conflict resolution, and peer mediation provided by the N.J. State Bar Association. In approaching bullying and discipline in a more positive manner the faculty has been working with a child psychologist focusing on positive reinforcement and expectations as conflicts occur.

Magazines, professional books, and articles are made available on a timely basis. Common study and discussion center on the implementation and possible effectiveness of pertinent articles. Yearly Professional Development Plans created by each teacher provide a map/guide to necessary workshops and training that will lead to achieving the goals stated in each plan.

The Middle States accreditation process has played an integral part in establishing, achieving, and maintaining strategic goals for the future. A focus on teacher effectiveness positively affects the educational experiences and achievements of the students.

7. School Leadership:

The pastor is the chief administrator of the school. He directs and contributes to the spiritual tone of the school by his presence in weekly class instruction and by presiding in liturgical functions. The pastor has been key in involving the children and parents in numerous service projects.

The school Advisory Board sets goals and objectives for the school. They are advisory to the pastor and principal in formulating policies to ensure the effectiveness and continuance of Our Lady of the Lake School.

The pastor delegates the daily operation of the school to the principal who is key in setting yearly goals and objectives, developing curriculum, ensuring faculty and student success.

The principal is a member of the Archdiocesan Principals' Council. In this capacity, she collaborates with other principals and the staff of the Office of Catholic Education, which can effect best practices for principals throughout the diocese.

The principal has a collaborative leadership style, involving faculty and staff in planning and decision making. Curriculum coordinators provide leadership in developing and maintaining a curriculum that is relevant to the needs of the students and the demands of the times. Faculty members are advised of curriculum updates and professional development opportunities.

Input from the entire faculty is given when assessing programs, tests, assessment tools, technology, and supplemental materials. Through the principal's classroom observation, teachers are provided with comprehensive evaluations which assist in improving the general school program. As needed, faculty and parent committees are formed to consider issues, address concerns, and make recommendations.

The administration works closely with the parents and values their input. The parents support the educational process by providing many programs and activities that enhance the school program.

The local public school, police, and Verona service organizations have offered a variety of programs and initiatives to benefit the students at Our Lady of the Lake. Together, the entire Our Lady of the Lake team of administrators, faculty, staff, parents, and local agencies works toward excellence for students.

PART VI - PRIVATE SCHOOL ADDENDUM

11PV118

1. Private school association: Catholic

2. Does the school have nonprofit, tax-exempt (501(c)(3) status? Yes

3. What are the 2009-2010 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$4200</u>	<u>\$4200</u>	<u>\$4200</u>	<u>\$4200</u>	<u>\$4200</u>	<u>\$4200</u>
K	1st	2nd	3rd	4th	5th
<u>\$4200</u>	<u>\$4200</u>	<u>\$4200</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>
6th	7th	8th	9th	10th	11th
<u>\$</u>	<u>\$</u>				
12th	Other				

4. What is the educational cost per student? (School budget divided by enrollment) \$5462

5. What is the average financial aid per student? \$1000

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
12%

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 36%

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: Terra Nova

Edition/Publication Year: 3rd Edition/2008 Publisher: CTB/McGraw Hill Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	82	87	86	86	91
Number of students tested	12	17	18	18	26
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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES: Beginning with the March 2009 testing program, the schools in the Archdiocese of Newark began using TerraNova, Third Edition. TerraNova, Second Edition was administered in the preceding years.					

11PV118

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: Terra Nova

Edition/Publication Year: 3rd Edition/2008 Publisher: CTB/McGraw Hill Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	78	78	79	78	81
Number of students tested	12	17	18	18	26
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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
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11PV118

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: Terra Nova

Edition/Publication Year: Third Edition/2008

Publisher: CTB/McGraw Hill

Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	78	77	82	88	84
Number of students tested	18	18	22	20	19
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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
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11PV118

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: Terra Nova

Edition/Publication Year: Third Edition/2008

Publisher: CTB/McGraw Hill

Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	85	78	79	78	90
Number of students tested	18	18	22	20	19
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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
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11PV118

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: Terra Nova

Edition/Publication Year: Third Edition/2008

Publisher: CTB/McGraw Hill

Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	85	81	82	84	84
Number of students tested	20	21	22	23	18
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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
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11PV118

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: Terra Nova

Edition/Publication Year: Third Edition/2008

Publisher: CTB/McGraw Hill

Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	80	87	85	90	84
Number of students tested	20	21	22	23	18
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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
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11PV118

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: Terra Nova

Edition/Publication Year: Third Edition/2008

Publisher: CTB/McGraw Hill

Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	75	78	85	80	84
Number of students tested	24	24	27	18	24
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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
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11PV118

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: Terra Nova

Edition/Publication Year: Third Edition/2008

Publisher: CTB/McGraw Hill

Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	77	81	74	67	83
Number of students tested	24	24	27	18	24
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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
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11PV118

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: Terra Nova

Edition/Publication Year: Third Edition/2008

Publisher: CTB/McGraw Hill

Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	84	85	85	83	79
Number of students tested	26	25	17	25	18
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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
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11PV118

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: Terra Nova

Edition/Publication Year: Third
Edition/2008

Publisher: CTB/McGraw
Hill

Scores reported as:
Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	78	80	78	86	80
Number of students tested	26	25	17	25	18
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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
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