

**U.S. Department of Education**  
**2015 National Blue Ribbon Schools Program**

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[ ] Public or [X] Non-public

For Public Schools only: (Check all that apply) [ ] Title I [ ] Charter [ ] Magnet [ ] Choice

Name of Principal Mrs. Anna Mae Stefanelli

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Our Lady Of Czestochowa School

(As it should appear in the official records)

School Mailing Address 248 Luis Munoz Marin Boulevard

(If address is P.O. Box, also include street address.)

City Jersey City State NJ Zip Code+4 (9 digits total) 07302-3605

County Hudson State School Code Number\* \_\_\_\_\_

Telephone 201-434-2405 Fax 201-434-6068

Web site/URL http://www.olcschool.org E-mail stefanellia@olcschool.org

Twitter Handle @OLCSchool Facebook Page http://www.facebook.com/olcczes  
tochowa Google+ \_\_\_\_\_

YouTube/URL http://www.youtube.com/The OLC School Blog \_\_\_\_\_ Other Social Media Link Instagram: olcschool

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

\_\_\_\_\_  
Date

(Principal's Signature)

Name of Superintendent\*Dr. Margaret Dames E-mail: damesmar@rcan.org  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name \_\_\_\_\_ Tel. \_\_\_\_\_

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

\_\_\_\_\_  
Date

(Superintendent's Signature)

Name of School Board President/Chairperson Dr. Peter Donnelly  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

\_\_\_\_\_  
Date

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

*\*Non-public Schools: If the information requested is not applicable, write N/A in the space.*

## **PART I – ELIGIBILITY CERTIFICATION**

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**Include this page in the school’s application as page 2.**

The signatures on the first page of this application (cover page) 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 configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) 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, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be 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.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The 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.
10. 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.
11. 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

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All data are the most recent year available.

**DISTRICT** (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- Elementary schools (includes K-8)
  - Middle/Junior high schools
  - High schools
  - K-12 schools
- TOTAL

**SCHOOL** (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
  - Suburban with characteristics typical of an urban area
  - Suburban
  - Small city or town in a rural area
  - Rural
3. 5 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	55	70	125
K	32	30	62
1	22	20	42
2	19	18	37
3	16	22	38
4	20	11	31
5	14	12	26
6	11	7	18
7	9	12	21
8	3	7	10
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
<b>Total Students</b>	201	209	410

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 46 % Asian
  - 4 % Black or African American
  - 11 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 36 % White
  - 3 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report 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.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 10%

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	23
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the 2013-2014 school year	16
(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	408
(5) Total transferred students in row (3) divided by total students in row (4)	0.096
(6) Amount in row (5) multiplied by 100	10

7. English Language Learners (ELL) in the school: 1 %  
1 Total number ELL  
 Number of non-English languages represented: 1  
 Specify non-English languages: Chinese
8. Students eligible for free/reduced-priced meals: 2 %  
 Total number students who qualify: 7

9. Students receiving special education services: 2 %  
7 Total number of students served

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>5</u> Specific Learning Disability          |
| <u>0</u> Emotional Disturbance | <u>1</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               |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	<b>Number of Staff</b>
Administrators	2
Classroom teachers	26
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	9
Paraprofessionals	10
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 16:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	98%	94%	98%	95%	99%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

<b>Post-Secondary Status</b>	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes  No

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: The school's mission is to shape minds for a brighter future by encouraging each child to grow as a spiritual, moral and intellectual individual.

## **PART III – SUMMARY**

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Our Lady of Czestochowa School (The OLC School), a Catholic elementary school located in the downtown area of Jersey City, New Jersey, educates students from toddler two through grade eight. Situated in a thriving urban community, the school provides academic excellence for students, where all families are welcomed and cultures embraced. The school's proximity to a major public transportation system adds to its appeal among parents working in the area's financial districts.

The OLC School was founded in 1929, to serve a growing Polish population. What was once a predominately Polish Catholic community is now composed of families of various religions, from all parts of the world. Since 2009, as a result of the demographic changes, the enrollment in the middle school has increased by 7.2% and the K-4 enrollment has increased by an impressive 110%. The growing enrollment in K-4 will eventually affect the enrollment in the middle school.

The OLC School remains true to its faith-based identity and stays grounded through the long standing practice of gathering daily in prayerful celebration. The practice of coming together as a community has been extended to monthly school wide meetings, where students share their talents, academic achievements and social interests. The school's positive learning environment is fostered through the implementation of the guiding principles of the Responsive Classroom Approach, making it a place where children are nurtured spiritually, socially and emotionally, resulting in outstanding academic achievement.

Accredited by the Middle States Association of Colleges and Schools, The OLC School cultivates academic development, implementing a variety of best practices, such as the integration of major curricular areas within a longer block of instructional time. Reduction of the student/teacher ratio through small group instruction and attention to updating curricular programming in math, social studies and science has contributed to student achievement.

At the foundation of the school is a thriving, developmentally appropriate preschool that infuses best practices from research in Early Childhood Education. The preschool's philosophy is to combine sound approaches that encourage students to learn through play and exploration, while providing appropriate structured experiences as well. The youngest students enthusiastically embrace learning and enter school without reservation. The curriculum goals and objectives are based on the New Jersey Preschool Standards as well as the premise that learning takes place on a continuum. Teachers observe students during exploration and play, learning about their skills, so they can design experiences to move students forward.

Upon this preschool foundation, the kindergarten teachers embrace the rising preschoolers whom they have come to know through personal experiences as well as information provided by the preschool teachers. This enables the creation of well-balanced kindergartens that are heterogeneously grouped. The primary grades continue to base curricular decisions on developmentally appropriate curriculum, strategies and techniques. Cognizant of the Archdiocesan Curriculum Guidelines as well as Common Core and New Jersey State Standards, the curriculum at The OLC School is tailored to exceed them. In the primary grades, the foundations of reading, writing and mathematics are firmly set, enabling students to access all other curricular areas successfully, thus preparing them for the rigor of the intermediate grades and beyond.

As the students move through the grades, they continue progressing along the continuum and are provided with explicit instruction to facilitate further growth. Students work to develop the fluency and critical thinking skills, as well as leadership skills necessary to become successful citizens. The active Student Council serves to foster student leaders whose mission is to contribute to the community and beyond with projects such as raising funds for school lunches to serve needy children and collecting food and supplies for veterans. With each season comes a different student selected charity that the Student Council sets out to assist.

At The OLC School, the related arts program flourishes and provides an outlet for talents to be expressed and nurtured. There is a complement of specialists who provide instruction in art, music, physical education, technology and world language, which is integrated with the core curricular areas to develop well-rounded students.

Various opportunities are given to students, where applying skills transcends beyond the classroom. For example, competitions take place outside the school day. After school clubs such as Math Olympiad, blogging and the school newspaper, all provide students with opportunities to immerse themselves in areas of study that interest them. Beyond academics, a variety of sports are offered, such as basketball, soccer and fall/spring track.

The OLC School has a vibrant parent community that contributes to the school's success. Aside from their generous giving, even more valuable is the time, talent and commitment they so graciously devote to the school. For instance, parents who are involved in theater and the arts share enriching experiences with the students, bringing to life their expertise and providing presentations in the classrooms, enhancing the curriculum.

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum:**

The robust core curriculum guidelines provided by the Archdiocese of Newark form a sound base for students to meet and exceed expectations of the New Jersey Core Curriculum Standards. The Archdiocesan guidelines influence the school's selection of programs, as well as instructional strategies, models and best practices, which support the school's goal of effectively teaching each curricular area.

Recently, the Archdiocesan teachers have been mapping math and reading/English language arts. Teachers at The OLC School identified grade level expectations for Pre-K 4 through grade 8 in math and through grade 5 in reading/English language arts. These documents are informative for faculty, parents and students and proved useful when the Archdiocese began the process of developing curriculum maps for these subjects.

**Reading/English language arts:** The workshop model is the method of choice for the teaching of reading and writing in Pre-K 4 through grade 8. Mentor texts are used to model strategies and skills while also providing powerful opportunities for students to be exposed to authentic writing models. Coupled with explicit instruction, the students are offered optimum experiences to become accomplished readers and writers. In grades K through 5, the core reading program is Literacy by Design, which is supplemented with trade books and leveled reading sets. In grades 3 through 8, class novels, leveled texts and an abundance of relevant resources help provide a balanced approach to the teaching of reading and writing.

**Mathematics:** Striving to develop problem solvers, the teachers piloted several mathematics programs for two years. With Essential Questions and Big Ideas at its core, the Go Math! program was selected. It replaced the K-4 and 5-8 programs in use with a unified, comprehensive math program for students K-8. In addition, it incorporates the NCTM Curriculum Focal Points, which addresses the school's initiative. Along with research based instructional approaches and differentiated resources, Go Math! emphasizes the Process Standards for Mathematics.

**Science:** Seeking to align the K-4 science curriculum with current standards, the school set out to search for a program that would produce problem solvers and critical thinkers. Based on information presented at a workshop, a faculty member recommended that the school consider the Interactive Science program. After a year of piloting, the teachers in grades K-4 agreed that the Interactive Science program, with its reading, inquiry and digital components, was the program to achieve the school's goal and prepare students for the rigor of the middle school science program.

In grades 5-8, a content area specialist teaches the students using a wide variety of resources. The core of the middle school science model is based on one of Robert Marzano's high yield strategies, cooperative learning, as well as on an inquiry based approach. For many OLC students, the science program has ignited a keen interest in science and produced graduates who have entered various fields of science.

**Social Studies:** Over the past several years there has been a concerted effort to improve the quality and availability of social studies resources. Exploring Where and Why was selected as the textbook series in grades K-4. This program exposes students to engaging resources and hands on experiences for the teaching of globe and map skills, geography and social studies.

With the support and guidance of the social studies coordinator, the teachers in grades 4-8 researched and selected new textbooks for history and social studies. In grades 4-8, the school also moved to integrate the teaching of reading/English language arts and social studies, based on the model presented in the Gilder Lehrman Institute of American History's "Teaching Literacy Through History" program. Teachers who attended professional development sessions offered by the Institute began a grassroots effort to integrate these areas of study, resulting in the reduction of time spent teaching skills in isolation.

In order to maximize growth and differentiate instruction, master teachers are assigned as small group instructors in the areas of reading/English language arts and math. The additional personnel enhance the remediation and/or enrichment provided beyond the classroom. Instructional levels, as well as materials, are adjusted and/or modified to accelerate learning. The small group instructors also work in the classrooms, implementing the push-in model to reduce the student-teacher ratio and support students in their classroom environment.

Preschoolers begin their academic journey with curriculum based on the New Jersey Preschool Standards. This curriculum takes into account that young children learn best when they are engaged in play and exploration of interest to them. The integration of the major curriculum areas is paramount. In addition, the principles of Maria Montessori are infused into the curriculum, assisting in teaching students to focus and stay engaged in the task at hand. Content area specialists in science and social studies, as well as the school's consultants, provide professional development for the preschool teachers to deepen their understanding of curriculum integration.

## **2. Other Curriculum Areas:**

**Religion:** Religious education receives the utmost priority. Formal classes are scheduled daily and are enriched with meaningful liturgical celebrations. The course of study for each grade includes doctrine, scripture and Christian principles. Students are encouraged to live out these values in their daily lives.

**Visual Arts:** Two visual art teachers provide weekly art instruction. One covers preschool and kindergarten while the other focuses on grades 1-8. In the preschool, art instruction is delivered in the classrooms, allowing for more time on task and the integration of art across the curricular areas. The art curriculum emphasizes self-expression and creation of authentic works of art that value the process. In grades 1-8, the visual arts curriculum teaches style, technique and form and is integrated with other curricular areas. Through the study of art history, renowned artists along with their styles and techniques are taught, inspiring students to produce authentic pieces of art, using mixed media.

The OLC School is a participant in Artsonia, an online art museum. It is a place where students can preserve and display their masterpieces to share with family, friends and peers worldwide. Through this program, children's artwork can be purchased in a variety of forms, such as canvas art and greeting cards. As a result, the creativity of the students is celebrated and distributed for the greater community to see.

**Performing Arts:** The performing arts program at The OLC School includes a combination of vocal music and the use of musical instruments. From highlighting vocalists and musicians to integrating writing in music classes, the teacher skillfully combines music history, theory and/or performance for students in grades toddler 2 through 8th grade. In addition to weekly classes, the intermediate and middle school students combine to form a choir that performs at school and community events.

Adding to vocal music classes, students are provided with the opportunity to take instrumental music lessons. Budding violinists and pianists get their start, taking lessons from accomplished instructors. Their efforts are showcased in an annual recital, as well as at the Christmas and Spring Showcases. Middle school students, whose interests lie in music, also have the opportunity to audition for the school's rock band. The rock band was so well received by students and parents, that it has become necessary to have two bands. They have performed for the school community, as well as public events.

**Physical Education:** Weekly physical education classes, in grades K-8, combine a traditional approach with a form of gymnastics. The objective of the physical education curriculum is to help students develop strong bodies as well as the principles of team play and sportsmanship. Physical education continues informally during the daily recess period, at which time all students participate and choose their activity. This brings PE skills into action in a less structured setting, under the watchful direction of the PE teacher, whose responsibility is to ensure that recess is a productive time.

Foreign Language: Students begin learning Spanish in the Toddler 2 program, with the integration of the language in the older grades. By middle school, the children are taking two formal periods of Spanish each week. The OLC School is in compliance with the Blue Ribbon program's foreign language requirements. The goal of the school's foreign language program is to have students speaking and writing Spanish fluently, providing them with multiple opportunities to express themselves.

Technology: Following the New Jersey Technology Standards, students from preschool through grade 8 are taught keyboarding/mouse skills, the use of Microsoft Excel, Word, PowerPoint and Publisher. Windows Movie Maker is taught and utilized as a means of creative expression. To enhance the use of technology, the computer room and library were transformed into a unified media center. Teachers and students have the opportunity to access the resources of the center, which is equipped with state of the art Touch Smart computers.

Technology is incorporated into the classrooms where Smartboards, iPads and document readers are available for ease and convenience, putting the power of research, using different mediums, at the students' fingertips. Teachers partner with the technology and library literacy teacher to integrate and support the teaching of curricular goals and objectives.

### **3. Instructional Methods and Interventions:**

A well-balanced approach to the selection of instructional methods is at the core of lesson planning, where objectives and goals are matched. Plans are written knowing they may not fit every student. Therefore, the differentiation of content, process and/or product, based on data collected, as well as frequent observations of student learning, drive instructional changes.

When a student requires additional interventions to make instruction more meaningful, a building-based team meets with the parent(s) to create an action plan specifically for the student. Reasons for the plans include, but are not limited to, academic remediation and enrichment. The plan is distributed to all involved and a follow-up meeting is scheduled to evaluate the plan's effectiveness and make any necessary modifications.

With an emphasis on curriculum integration, teachers make connections among the major curricular areas through Problem-Based Learning/Science, Technology, Religion, Engineering, Arts and Math (PBL/STREAM) projects. Students learn fundamental skills, promoting deeper critical thinking and are challenged to use them in solving real world problems. Learning is student-centered, taking place through self-directed discovery and questioning within a social context. Collaborative team work is critical to this process, immersing students in situations where negotiation is learned. From the models students created of the future playground, to the use of newscasts reporting its installation, or from the boat the middle school students built, to its launch in the Hudson River, each project provides students with opportunities to implement skills learned in the context of real world experiences.

With faculty proficient in PBL, the intermediate grade students have opportunities to learn skills and apply them to real life experiences. Eventually, all students from preschool to eighth grade are immersed in units of study that capitalize on the strengths of PBL. This model was implemented when the wrath of Hurricane Sandy left the school's playground unusable. The fourth and fifth grade students turned to action and created plans for a playground that would meet the needs of all students. As a part of the process, the students attended a presentation conducted by the representative of the playground company and visited a local one that was built by the same company to analyze its construction. Students then created models, based on space and budget constraints. Students presented and defended their models to an audience of teachers, parents and peers.

## **PART V – INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results Narrative Summary:**

The Archdiocese of Newark's standardized testing program requires all schools to administer the TerraNova, 3rd Edition in March of each year. In March of 2014, students in grades 3 through 8 took the Common Core version of TerraNova, 3rd Edition.

The OLC School's mean TerraNova Reading and Math scores for students in grades 3 through 8, correspond to national percentile scores of 75 and above, placing the mean scores in the above average range. Nine out of the twelve 2014 scores, reported on the application score tables, exceed the Blue Ribbon cut scores by 12 or more points. The 2014 Math scores obtained by grades 4 and 6 are 25 points above the BRS cut scores. Although the mean Math score for grade 7 ranks at the 75th national percentile, the level of student achievement in that section of the assessment does not match the level of achievement reflected in the math scores for the other grades. These results led to an examination of instructional practices and materials and a deeper analysis of the test data in order to identify and address specific areas of weakness or gaps within the math curriculum.

When compared to test results from 2009, the 2014 scores show each grade level outscoring their 2009 counterparts. The positive increase over time indicates that the changes in curriculum, programming, interventions and personnel have impacted student achievement in a positive manner. Among the factors contributing to this upward trend are the following: targeted professional development, updated curriculum guidelines and involvement in curriculum mapping, mentoring of new teachers, greater reliance on data driven decision making, differentiated instruction and development of individualized student plans and an emphasis on the importance of daily attendance.

### **2. Assessment for Instruction and Learning and Sharing Assessment Results:**

The OLC School uses multiple methods of summative and formative assessments. TerraNova remains the key measure for comparison to national norms. Results are analyzed by external consultants, assisting the school in interpreting and utilizing the data. Each year, teachers review their students' data, as well as the data for students rising into their grade levels. This dual review helps teachers identify strengths, as well as areas for improvement.

In addition to the TerraNova review, additional formative assessments are incorporated into the assessment routines. Students are assessed formally three times a year with the Developmental Reading Assessment (DRA). Teachers also use a math assessment, created in conjunction with a math consultant, and a developmental spelling assessment, to monitor student learning. These assessments are administered each trimester and provide valuable information that directly impacts instruction and/or programming. The information garnered from these assessments drives instructional changes, which ultimately impact student achievement.

On a regular basis, anecdotal notes, exit slips and work samples are also parts of assessment routines. These tools and techniques allow for the immediate modification of programming, resulting in instruction informed by data and designed to meet the students' needs.

An assessment portfolio with work samples follows each student as he or she progresses through the grades. The use of multiple assessments, aligned with the curriculum, provides valuable information about the students, as well as the effectiveness of the curriculum, teaching methods and strategies. Standardized, teacher-made and program-driven assessments are part of the portfolio collection.

Student achievement information is presented to parents in a variety of ways. Meetings are held to share and discuss assessment data results and trends. Trimester assessment results are shared through interim progress reports, trimester report cards and parent/teacher conferences.

## **Part VI School Support**

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### **1. School Climate/Culture**

The OLC School embraces and implements the tenets of the Responsive Classroom Approach. This approach is based on the belief that all students must experience a sense of belonging and feel that they are significant members of the school community, which is ideal for a faith-based school. Also, the approach strongly suggests that learning must be enjoyable. This school wide initiative has permeated all school practices from the classrooms to all areas where students gather, such as the dining hall, courtyard and auditorium. Students in kindergarten through grade 8 begin their day with a prayer service, which ends with news and celebratory information. Good News Fridays allow teachers, students and administrators the opportunity to acknowledge and celebrate positive behaviors and deeds observed throughout the week.

All teachers have been trained in bringing these practices to fruition in their classrooms. The students' hopes and dreams are created and expressed early in the year and revisited periodically. Classroom behavior expectations are jointly established with the children and displayed in the classroom as a reminder. The acronym C.A.R.E.S (Cooperation, Assertion, Responsibility, Empathy and Self-Control) is at the core of student behavior expectations. Consequences are logical, immediate and relate to the behavior needing to be changed. Faculty members work collaboratively to reinforce the principles of the Responsive Classroom Approach. This consistency contributes to the positive climate of the school.

Teachers and faculty must experience a sense of belonging and significance. This is accomplished by providing teachers with a variety of opportunities to contribute to the success of the school. Teachers' expertise, skills and opinions are valued and find their way into the decisions that are made in the best interest of the students. For example, teachers have been encouraged by the administration to serve as facilitators in the Archdiocesan curriculum mapping process. This level of involvement increases awareness and benefits both students and other teachers. Furthermore, teachers are encouraged to bring their expertise into the school. For example, two teachers initiated and successfully executed a soccer clinic, while another began a reading book club.

Teacher leadership is promoted by preparing individuals to take on responsibilities outside of their classrooms. Teachers who are trained and/or certified in specific content areas and special teaching techniques, have provided professional development for their colleagues. This practice validates their advanced understanding and encourages others to seek opportunities for teacher leadership roles, which is encouraged by the administration.

### **2. Engaging Families and Community**

The OLC School works diligently to form partnerships with local community groups for the benefit of its school community. Examples include parent groups, local universities and a variety of outside agencies.

Though The OLC School did not always have a parent association, by the end the principal's first year, a group of interested parents met and partnered with the administration resulting in the establishment of a Parent-School Association (PSA). The PSA has flourished and now has a powerful leadership team that works closely with the school to fund raise and "fun raise." Approximately \$200,000 has been raised for school projects, including a new playground. The PSA also established school events, including a Fall Festival, Bollywood Night, Breakfast with Santa, Spring Fling Carnival, and Taste of Jersey City. These events have given the community opportunities to return to school during off hours for family and/or grown-up fun.

The PSA also supports the school by assisting with events such as Picture Day and the Book Fair. In the past, it was the staff's responsibility to orchestrate the details of these days. Now, the events are completely organized and staffed by parents.

The PSA, along with local artists, support related and cultural arts programming, arranging and providing funds for presentations and equipment. They have supported the school's music programs, purchasing musical instruments, including an oversized drum. Additionally, local artists provide in-school field trips to the community art gallery that is located above the middle school.

In addition to the PSA, The OLC School partners with a variety of other outside agencies. The recruitment of prospective teachers at The OLC School is supported by the partnership established with local colleges and universities. The school provides them with opportunities for student teaching and employment, while also extending professional development. As an adjunct professor, the principal realizes the importance of grooming and supporting future teachers during their pre-service work.

The community has come to know and support the school's commitment to provide programs of excellence. For example, as a result of Hurricane Sandy, the school's dining hall was rendered unusable. When a parent brought the problem to the attention of a local developer, a partnership was formed. Within a few months, the dining hall was reopened. Belief in the school's mission as well as knowledge of what the school offers to its local community, prompted the developer to generously support The OLC School.

### **3. Professional Development**

At The OLC School, professional development is enriching, ongoing and is an integral part of the experience for all teachers and administrators. The school's language arts and math consultants have provided both on and offsite development opportunities. They have become members of the OLC family, not only instructing, but also providing grade level support. The consultants have come to know the OLC faculty and students, and tailor the teaching and learning experiences to fit the teachers' levels of understanding and learning needs. Administrators sit in on these learning opportunities and learn alongside the teachers. This model not only sets the tone for learning throughout the building but also gives the administrators an opportunity to think about further development needs as well as purchasing requirements.

Consultants work with the staff in areas that are directly correlated not only to student and faculty needs, but also to the core curriculum guidelines provided by the Archdiocese of Newark. Some of the training consultants have provided include reading and writing workshop and the effective administration and interpretation of the Developmental Reading Assessment (DRA). Additional professional development has focused on the analysis and understanding of the TerraNova data and its effective use. Both teachers and administrators have benefitted from this work.

In addition to the consultants, the administration capitalizes on time with the faculty to provide professional development. For example, the administrators have presented training on topics such as the Responsive Classroom Approach and Diversity for which each is well trained. Time is also scheduled each month to support cluster/grade level meetings. The faculty uses the time to develop teacher driven initiatives and plan cross-curricular units for their students. Common prep time is scheduled each week to promote collegial interactions and plan projects, supporting initiatives such as PBL.

The administration also purchases professional resource materials which become the basis to create Professional Learning Communities. For example, the book, *Power of Our Words*, a resource of the Responsive Classroom Approach, was read by all faculty members and became the basis for a series of professional development sessions, focused on examining how words impact students and their emotional well-being.

Each year teachers are encouraged to observe classrooms in The OLC School or other schools to widen their vision. Teachers share their expertise and talents with others, resulting in the cultivation of teacher leaders. Teacher leaders present demonstration lessons with time for discussion after the lessons.

#### **4. School Leadership**

The administrative team at The OLC School consists of the pastor, principal, vice principal and content supervisors. Along with the school's administrative team, The OLC School has a long standing Advisory Board, that aids in supporting the well-being and best interests of the school. Although each plays a distinct role, their cohesiveness supports the spiritual, managerial and instructional operation of the school.

Spiritual leadership is at the heart of The OLC School, with the pastor providing spiritual guidance. The administrative team strives to capitalize on its faith-based core in building a positive environment that is felt and expressed by those who enter its doors. From the prayer service that begins each day, to participation in Mass, OLC students see that the school's Catholic identity is cherished. The Coordinator of Religion makes each liturgical season come to life, leaving everyone eagerly anticipating the next.

The principal and vice principal strive to manage various aspects of the school's operation effectively and efficiently. One change that has impacted students' achievement has been the creation of a master schedule that provides uninterrupted time for the teaching of math and reading/English language arts. As enrollment increased, the administrators sought to maximize the use of space and provide students with upgraded facilities such as a media center and a new playground. The pastor has played a supportive role in these endeavors.

Strong managerial leadership includes active participation and involvement in the creation of the budget and fundraising. Working with the pastor and accountant, the principal sets tuition fees and allots funds for competitive teacher salaries, within a budget that is fiscally sound. The administrators have been successful in motivating the parents to raise funds in support of school initiatives.

The principal and vice principal lead the faculty to new heights. As instructional leaders, they realize that their faculty members are at different levels on a learning continuum. Just as the faculty is expected to differentiate for the students, the administrators differentiate to meet the needs of their diverse faculty. Professional development is tailored to meet the varied levels of teacher proficiency, as well as specific interests and needs of individual teachers. The administrators believe that teaching is a craft that needs to be nurtured in order to flourish. On a continual quest to learn themselves, they bring to the faculty the best practices that research has to offer.

## PART VII - NON-PUBLIC SCHOOL INFORMATION

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The purpose of this addendum is to obtain additional information from non-public schools as noted below.

1. Non-public school association(s): Catholic

Identify the religious or independent associations, if any, to which the school belongs. Select the primary association first.

2. Does the school have nonprofit, tax-exempt (501(c)(3)) status?      Yes X      No
3. What are the 2014-2015 tuition rates, by grade? (Do not include room, board, or fees.)

### 2014-2015 Tuition

Grade	Amount
K	\$9000
1	\$9000
2	\$9000
3	\$7000
4	\$7000
5	\$7000
6	\$7000
7	\$7000
8	\$7000
9	\$0
10	\$0
11	\$0
12	\$0

4. What is the educational cost per student?      \$8600  
(School budget divided by enrollment)
5. What is the average financial aid per student?      \$0
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?      3%
7. What percentage of the student body receives scholarship assistance, including tuition reduction?      14%

## PART VIII - ASSESSMENT RESULTS

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### REFERENCED BY NATIONAL NORMS

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>TerraNova 3rd Edition</u>
<b>Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>2012</u>
<b>Publisher:</b> <u>CTB McGraw Hill</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	89	87	91	81	69
Number of students tested	30	25	20	21	12
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:** Prior to March 2014, schools in the Archdiocese of Newark administered the 2008 version of the TerraNova 3rd Edition

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>TerraNova 3rd Edition</u>
<b>Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>2012</u>
<b>Publisher:</b> <u>CTB McGraw Hill</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	92	86	83	65	51
Number of students tested	32	18	22		14
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:** Prior to March 2014 schools in the Archdiocese of Newark administered the 2008 version of the TerraNova 3rd Edition

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>TerraNova 3rd Edition</u>
<b>Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>2012</u>
<b>Publisher:</b> <u>CTB McGraw Hill</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	88	90	65	79	67
Number of students tested	18	20	12	12	16
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:** Prior to March 2014 schools in the Archdiocese of Newark administered the 2008 version of the TerraNova 3rd Edition

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>TerraNova 3rd Edition</u>
<b>Grade:</b> <u>6</u>	<b>Edition/Publication Year:</b> <u>2012</u>
<b>Publisher:</b> <u>CTB McGraw Hill</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	91	63	77	61	59
Number of students tested	23		15	16	19
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:** Prior to March 2014 schools in the Archdiocese of Newark administered the 2008 version of the TerraNova 3rd Edition

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>TerraNova 3rd Edition</u>
<b>Grade:</b> <u>7</u>	<b>Edition/Publication Year:</b> <u>2012</u>
<b>Publisher:</b> <u>CTB McGraw Hill</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	75	85	71	72	69
Number of students tested		13	15	14	15
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:** Prior to March 2014 schools in the Archdiocese of Newark administered the 2008 version of the TerraNova 3rd Edition

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>TerraNova 3rd Edition</u>
<b>Grade:</b> <u>8</u>	<b>Edition/Publication Year:</b> <u>2012</u>
<b>Publisher:</b> <u>CTB McGraw Hill</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Jan	Jan	Jan	Jan
<b>SCHOOL SCORES</b>					
Average Score	79				
Number of students tested	14				
Percent of total students tested	100				
Number of students alternatively assessed					
Percent of students alternatively assessed	0				
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:** Prior to March 2014 schools in the Archdiocese of Newark administered the 2008 version of the TerraNova 3rd Edition. TerraNova testing of Grade 8 students was optional within the Archdiocese of Newark prior to March 2014 testing.

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>TerraNova 3rd Edition</u>
<b>Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>2012</u>
<b>Publisher:</b> <u>CTB McGraw Hill</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	83	77	79	83	68
Number of students tested	30	25	20	21	12
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:** Prior to March 2014 schools in the Archdiocese of Newark administered the 2008 version of the TerraNova 3rd Edition.

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>TerraNova 3rd Edition</u>
<b>Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>2012</u>
<b>Publisher:</b> <u>CTB McGraw Hill</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	86	78	85	64	59
Number of students tested	32	18	22		14
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:** Prior to March 2014 schools in the Archdiocese of Newark administered the 2008 version of the TerraNova 3rd Edition

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>TerraNova 3rd Edition</u>
<b>Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>2012</u>
<b>Publisher:</b> <u>CTB McGraw Hill</u>	<b>Scores are reported here as:</b>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	79	91	69	75	65
Number of students tested	18	20	12	12	16
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:** Prior to March 2014 schools in the Archdiocese of Newark administered the 2008 version of the TerraNova 3rd Edition

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>TerraNova 3rd Edition</u>
<b>Grade:</b> <u>6</u>	<b>Edition/Publication Year:</b> <u>2012</u>
<b>Publisher:</b> <u>CTB McGraw Hill</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	91	67	75	72	67
Number of students tested	23		15	16	19
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:** Prior to March 2014 schools in the Archdiocese of Newark administered the 2008 version of the TerraNova 3rd Edition

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>TerraNova 3rd Edition</u>
<b>Grade:</b> <u>7</u>	<b>Edition/Publication Year:</b> <u>2012</u>
<b>Publisher:</b> <u>CTB McGraw Hill</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	84	69	75	75	74
Number of students tested		13	15	14	15
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:** Prior to March 2014 schools in the Archdiocese of Newark administered the 2008 version of the TerraNova 3rd Edition

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>TerraNova 3rd Edition</u>
<b>Grade:</b> <u>8</u>	<b>Edition/Publication Year:</b> <u>2012</u>
<b>Publisher:</b> <u>CTB McGraw Hill</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Jan	Jan	Jan	Jan
<b>SCHOOL SCORES</b>					
Average Score	82				
Number of students tested	14				
Percent of total students tested	100				
Number of students alternatively assessed					
Percent of students alternatively assessed	0				
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:** Prior to March 2014 schools in the Archdiocese of Newark administered the 2008 version of the TerraNova 3rd Edition. TerraNova testing of Grade 8 students was optional within the Archdiocese of Newark prior to March 2014 testing.