

**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 Dr. Frank X McAneny

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

Official School Name Our Lady Of Good Counsel School

(As it should appear in the official records)

School Mailing Address 23 W Prospect Ave

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

City Moorestown State NJ Zip Code+4 (9 digits total) 08057-3599

County Burlington State School Code Number\* 0197-81B

Telephone 856-235-7885 Fax 856-235-2570

Web site/URL http://www.olgcnj.org E-mail mcanenyf@olgcnj.org

Twitter	Facebook	
Handle # <u>OLGC.Moorestown</u>	Page <u>https://www.facebook.com/#!/OLGC.Moorestown</u>	Google+ _____
YouTube/URL <u>OLGC.Moorestown</u>	Blog _____	Other Social Media Link _____

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\*Mrs. JoAnn Tier E-mail: jtier@dioceseoftrenton.org  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Diocese of Trenton New Jersey 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 Mrs. Heather Crisci  
(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):
- 0 Elementary schools (includes K-8)
  - 0 Middle/Junior high schools
  - 0 High schools
  - 0 K-12 schools
- 0 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. 2 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	12	12	24
K	16	31	47
1	22	20	42
2	18	24	42
3	23	24	47
4	24	20	44
5	21	35	56
6	16	22	38
7	18	29	47
8	18	30	48
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
<b>Total Students</b>	188	247	435

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 2 % Asian
  - 4 % Black or African American
  - 2 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 92 % White
  - 0 % 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	15
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the 2013-2014 school year	29
(3) Total of all transferred students [sum of rows (1) and (2)]	44
(4) Total number of students in the school as of October 1	460
(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: 0 %  
0 Total number ELL  
 Number of non-English languages represented: 0  
 Specify non-English languages:
8. Students eligible for free/reduced-priced meals: 0 %  
 Total number students who qualify: 0

9. Students receiving special education services: 6 %  
25 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>1</u> Autism                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deafness              | <u>4</u> Other Health Impaired                 |
| <u>0</u> Deaf-Blindness        | <u>6</u> Specific Learning Disability          |
| <u>0</u> Emotional Disturbance | <u>19</u> Speech or Language Impairment        |
| <u>3</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	1
Classroom teachers	19
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	7
Paraprofessionals	5
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 23:1

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	97%	96%	97%	97%	96%
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: To form young mind, hearts and hands in the image of Jesus spiritually, academically, physically, and socially through authentic Catholic teaching within a faith community of respect and compassion for others.

## **PART III – SUMMARY**

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Our Lady of Good Counsel School is located in Moorestown, New Jersey, a community rich in history within the state. We are part of the Diocese of Trenton and presently provide a Catholic education for 435 students in Pre-Kindergarten 4 through Grade 8. The Mission statement for Our Lady of Good Counsel School is to form young minds, hearts and hands in the image of Jesus, spiritually, academically, physically and socially through authentic Catholic teaching within a community of faith with respect and compassion for others.

Our school opened in 1927 with four classrooms for eight grade levels and an enrollment of 180 students. The Sisters of St. Joseph from Chestnut Hill, Pennsylvania originally staffed the school and the early influence of the Sisters remains part of the traditions today. This includes a strong emphasis on faith formation and academic excellence.

Construction in 1963 added 12 classrooms, a cafeteria, library and Technology Center. The Early Childhood Center was added in 1990 offering instruction for Pre-Kindergarten and Kindergarten students. The Sisters remained until 1986. Presently, there are 19 classrooms staffed by one religious and 25 lay teachers and providing a Catholic education for students from approximately 20 communities around the Moorestown area.

Seven years ago, an unexpected decline in Kindergarten registrations led to the establishment of a School Board which remains today as an integral component in the operations of the school. The school board meets monthly to review academic objectives and strategies, discuss financial and facility concerns, review and renew marketing objectives and maintain the school's strong Catholic mission. The board consists of nine members with professional experiences in the fields of academics, finance, law, business and administration.

More recently, staff has recognized the need to modify instruction to enhance student participation and engagement in class activities, such as in-class learning centers and project based learning that allow students to work independently and collaboratively to improve content knowledge. Through Professional Development and Learning Communities staff investigated programs with a focus on student processing skills and comprehension development. This resulted in the implementation of components of "Visualization and Verbalization" and "Visible Thinking" into all content areas and a better understanding of how Executive Functioning impacts on student performance.

In addition, increased demands for student use of technology led to policy modifications permitting students to bring their own electronic devices to school (BYOD) allowing access to the growing resources available to support all levels of student interest and learning. Permitting mobility tools enhances the expansion of learning beyond the classroom. BYOD lends itself to the experiences that will enable, enrich and personalize learning. Students use programs such as Symbaloo and Glogster to support class content. Middle School students all have Edmodo and Google accounts and several Middle School classes are now being "flipped" to increase student learning with more teachers becoming interested and involved in this approach each year. Our efforts to be "Back Pack Free" include at home on-line access to texts used in school.

Classrooms have Active Boards and projectors. All teachers have use of an iPad to support differentiated instruction. Available to teachers and students is a fully functioning Technology Lab, an iPad mini cart and two laptop carts for use in classrooms. Professional Development scheduled throughout the school year provides teachers with updates regarding web-based instructional applications available to them. Many of these presentations are provided by school staff either before or after school.

Support for students in need is provided by staff Reading and Math Specialists, and through special education services arranged through Non-Public School service providers. Emergent learners are supported in Pre-School, Kindergarten and First Grade through full time Paraprofessionals. Standardized tests are administered yearly in the Spring to students in grades 2-7. High Schools that accept our students report back on the academic accomplishments and overall contributions made by our graduates to these schools.

Understanding that student development is not through academics alone, a range of Enrichment programs offer students opportunities for personal growth in non-academic areas. Students can participate in Student Council, Latin Club, Lego Robotics Team and Lego League, Art Club, Battle of the Books, Media Club, Choir and a full complement of sports scheduled for each season. The Media Club coordinates presentations on the in-school network: W-OLGC TV.

Our commitment to faith and community service is evident through projects including “Tag Days” for local charities such as “Cozies for Chemo,” food drives for community Food Banks and Catholic Charities, fundraising projects that are student generated through “Just Do It,” and our Twinning project that connects us through on-site and distance contact and support with students in Kingston, Jamaica. These projects enhance student awareness of local and global social concerns and have received state and national recognition.

Our overall focus is on blending our traditions with the demands inherent in being progressive. By keeping this focus we accomplish our mission to prepare students to fulfill their responsibilities as contributing members of the Catholic Church and their communities.

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

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

The core curriculum for Our Lady of Good Counsel School follows the mandates from the Department of Catholic Schools for the Diocese of Trenton, New Jersey. The core subjects include Religion, Integrated Language Arts, Mathematics, Science and Social Studies. In addition, students receive instruction in Special Content Subjects which include Technology, Spanish, Art, Library, and Physical Education.

Our Religion program provides students with experiences in a Christian community that will help them recognize and develop faith, self-discipline, social responsibility and charity. Students are provided with a strong foundation and basic knowledge of their faith so they mature in their religion and in their lives. The goals for the grade levels are the deepening of moral values, and the teachings of the Church. The Religion program is both instructional and formational and includes activities such as Grade Level Masses, Sacramental preparations and special Prayer Services. Our parochial school is truly an integral part of our parish community. It provides our children with a Catholic education, centered on Jesus Christ.

Our Pre-Kindergarten curriculum focuses on social development, motor control, language, visual and math skills. Social skills teach children to play and work cooperatively together. Children learn how to listen and follow directions and work on gross and fine motor skills. Language is used in every aspect of our day. Children are encouraged to participate in all group discussions. Visual skills include matching colors, shapes and sizes and color and shape recognition. Children work on recognizing and writing their first names. In Math, students focus on one to one correspondence, to write numbers 1-10 and to count by rote to 20. Students also explore patterning and classifying. Skills presented address Kindergarten ready requirements and connect with recent program focus on Visualization and Verbalization.

The Integrated Language Arts program for the lower elementary grades incorporates a balanced literacy approach, through a research based developmental systematic instructional program. Instruction addresses receptive and expressive language skills through high quality children's literature as well as informational texts. Focus skills include reading, listening, speaking and writing. Emphasis is maintained on developmentally appropriate skills such as phonemic awareness, fluency, vocabulary and comprehension.

Teachers provide learning opportunities through Learning Targets, modeling, differentiation and individual student conferencing. Instruction is supplemented with Reading Response Journals, Visualization and Verbalization Structure Words, online materials provided by the series publisher and teacher made practice activities and power point presentations. Students in these grades complete theme tests and Benchmark Assessments several times during the school year to determine progress and program modifications. A Reading Specialist is available to provide support for emerging learners in need of additional instruction and assessment.

Integrated Language Arts in the Middle School emphasizes an appreciation for various genres of literature such as novels, poetry, short stories, drama and biographies. Instruction requires students to focus on elements of comprehension and critical analysis of the content assigned. Grammar, spelling and vocabulary and the Structure Words are integrated in reading and writing assignments. Students in the 8th Grade also complete before Graduation a Portfolio Assessment that requires a reflective report regarding progress in Integrated Language Arts.

The Mathematics program for the lower elementary grades begins with concrete experiences using manipulatives to support the development and application of foundation skills. Through the implementation of the Diocesan curriculum students will become more familiar with appropriate grade level skills using hands on activities, real world applications along with Math investigations, projects and the practice of basic Math facts.

The Middle School Mathematics curriculum follows several guidelines including the NCTM standards, the Diocesan Math Guidelines and the Diocesan Algebra Curriculum Mapping guidelines. Instruction is

divided into Grade Level and Accelerated programs. During the accelerated program in Eighth Grade, students are engaged in an Algebra I program. In addition to the standard and expected skills for these levels students participate in activities to enhance their understanding of Data Analysis, Probability, Discrete Mathematics and Mathematical Processes. Students are offered opportunities to improve problem solving and critical thinking skills using real world examples and experiences. Students participate in the New York Stock market game, Math Olympics and regional high school mathematics competitions.

For students performing below grade level expectations, teachers supplement instruction through before and after school tutoring sessions, Compensatory Education and additional instruction with the Math Specialist.

The Social Studies curriculum emphasizes the student's role in community beginning with the local community and expanded through the recognition that with modern technology we are all part of a Global Community. Content for the lower elementary grades includes an introduction to Economics, Citizenship and a course of study about New Jersey. During classroom activities, students will become familiar with the content using several different read aloud strategies by connecting skills learned during Language Arts instruction. The Social Studies units include the integration of technology into unit lessons. By the end of fifth grade students are familiar with Google Earth, cloud computing and many other educational Web 2.0 tools .

The Middle School Social Studies program is centered in the study of America History. The program selected establishes challenging academic objectives designed for the middle grade student and assists in the development of reading skills. Units of study are supported by technology for assistance with Colonial study, American Revolution and Civil War. Web based programs such as Edmodo and Study Island are used along with educational videos to further enrich the presentation of the material. Guest speakers are invited to enhance content, such as the recent presentation from a Holocaust survivor. Emphasis is placed on the understanding of the individual's place in a complex society.

The lower elementary grades present Science content using hands on activities based on the National Science Education Standards. Using Scientific Inquiry, the Science curriculum includes lessons in life, earth and physical science. Some minor experiments are included to highlight key skills. In addition, students complete projects at home to reinforce concepts presented. The Middle School Science covers a range of topics which include all three categories of Science: Physical, Earth and Life. Experiments and projects can be completed at this level in the recently updated Science Lab.

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

The Special Subjects offered at Our Lady of Good Counsel School includes Art, Library, Physical Education, Spanish and Technology. Students in Kindergarten through Grade 8 are scheduled for each of these Special Subjects for one instructional period per week throughout the school year. Curriculum for each Special Subject is divided into age and grade level appropriate skill levels.

In Art, younger students learn to work with and manipulate various art mediums and materials. Projects usually focus on the four seasons and Holidays. Students also begin to review and to discuss famous pieces of Art. Most assignments are completed in one period. Older students are introduced to the "Elements of Art" which includes experience with Line, Shape, Color, Texture, Form and Space. Each student project is meant to enhance understanding of one or more of these elements. Instruction also includes extended information about famous artists and Art History. In addition to continuing with previous skills, Middle School students are involved in the study of Portraits, Still Life, Landscapes, Sculpture and Crafts. Students are expected to become more familiar with the artistic trends of the 20th Century such as Cubism and Surrealism. Seventh and Eighth Grade projects are completed in coordination with the Technology program.

The primary goal of the Library curriculum is to encourage students to realize the pure and sustainable joy of reading. In the lower grades, students discuss authors and illustrations and how both coordinate to complete books of interest for emerging readers. Older students learn to use reference resources through planned lessons and games. Students are introduced to different genres such as fairy tales, folktales, legends

and myths. Poetry is introduced through the reading and writing of poems. Library for Middle School students supports the Integrated Language Arts program by supplementing instruction through novels, short stories and plays. Group discussions about story content and extended study of vocabulary is an important component for these grade levels.

Physical Education classes are conducted with a focus on providing all students with an opportunity to participate in activities to improve motor skills and coordination while emphasizing sportsmanship and cooperation. Students are encouraged to note skill improvements while also emphasizing procedures to establish and maintain a physically active life style which will influence physical, emotional and social health.

Our Lady of Good Counsel School is in compliance with the program's Foreign Language requirement. Spanish is provided once per week to all Kindergarten through Eighth Grade students and is presented so that students will perfect their skills in areas such as pronunciations, language patterns, basic grammar skills and vocabulary. By Middle School, they will be able to engage in short conversations and be able to comprehend questions and commands presented in Spanish as well as write short paragraphs. All students will be involved in an expanding understanding of the culture.

The Technology program implements the standards based on Federal, State and Diocesan guidelines for Technology Education. The primary focus is to demonstrate the integration of learned technology skills so that students and teachers will be able to leverage Technology to enhance student engagement in the learning process in all content areas.

In the lower elementary grades students will use Computer Aided Interactive software and websites that allow students to become familiar with the basic components of computer use. Students are introduced to keyboarding through programs such as "Type to Learn," Microsoft Paint and graphic fundamentals. Instruction will coordinate with Integrated Language Arts and Mathematics programs.

In Grades 3 through 5 students will continue working on keyboarding and continue with a variety of selected software and web sites to continue to support instruction in all content areas. Students also begin manipulating word processing tools for page and text formatting and using multiple programs simultaneously. As skills improve additional instruction includes desktop publishing and use of grade level appropriate Internet tools, such as Webquest and Factfinding activities.

Middle School students are expected to apply skills introduced in earlier grades and to become more involved with a variety of multi-media web based materials to complete assignments such as Research projects and presentations. Recently, students have been more involved with Code.org, which is an introduction to writing codes for computer programs.

Resources available to all teachers for student assessment include Study Island, Discovery Education, Edmodo and Glogster. These resources allow interactivity in the classroom for assessment, instruction, flipped classrooms and classroom management.

All Special Subject are taught by certified personnel and follow Diocesan and State standards for their subject areas.

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

As described in our Mission Statement the faculty of Our Lady of Good Counsel School recognizes that our students have different learning styles and needs and do not all learn at the same pace. This requires that staff be familiar with a range of instructional strategies and techniques to be able to provide a differentiated learning environment for our students.

Teachers have demonstrated the ability to modify instruction to address both the student in need of support as well as the more advanced student. This is especially evident in the work included in student Reading Response Journals and in the grouping patterns established by teachers to allow time to meet with different levels of learners.

Teachers use many different research supported instructional approaches that provide for frequent and varied response opportunities from students when in full class and small group activities. Emphasis during Professional Development in the last two years has been on the need to consider processing time with emergent learners and to make use of Learning Targets when introducing lesson skills. Learning Targets are essential for defining lesson objectives and the strategies to be included to assess these objectives. Defined Learning Targets allow students to be aware of what is expected from them by the end of the lesson.

Flexible grouping allows students to be included with peers during instructional activities planned for the target skills in order to reinforce skill acquisition and application. Modeling and scaffolding are used to provide a guideline for expected learning. Teachers also use the Structure Words to focus on key components in all content areas.

Technology is used in all classrooms to support instruction and to provide students with additional options for presenting completed work. For example, Middle School students all have accounts on Edmodo an educational learning site and are involved in “flipping” classrooms for some language arts instruction and projects. Students can submit projects through markitup.com and receive immediate feedback from teachers regarding the quality of their work.

In the last two years, teachers have initiated cross content models that combine content area skills. For example, the teaching team for the 7th Grade students designed a unit of study that combined Science, Social Studies, Religion and Mathematics with a focus to extend student understanding of information connected to a planned grade level trip to Baltimore.

Also as noted, students are able to receive support from the Reading and Mathematics Specialists and when necessary from Special Education teachers provided to Non Public Schools through IDIEA funding. Staff also offer before and after school review sessions for students wishing to meet with them to review content materials or project expectations.

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

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

At Our Lady of Good Counsel School students continue to be part of the established tradition for high academic achievement as indicated by the Terra Nova Third Edition Standardized Test scores from 2010 to 2014 for Reading and Mathematics for Grades 3 through 7. (Eighth Grade students were not tested in years indicated due to their participation in required local High School Entrance Examinations. However, as mandated by the Diocese of Trenton, all Eighth Grade students will be involved in Terra Nova testing beginning in the Spring of 2015.)

Students are tested each March with Grades 2, 3, 5 and 6 taking the Multiple Assessments and Grades 4 and 7 taking the Complete Battery. Students in the grades tested have consistently scored above the National Proficiency Average of 50%. Terra Nova score averages for Reading from 2010 to 2014 for Grades 3 through 7 indicated respectively 82.4%, 75.6%, 77.8%, 82.4% 77.8%. Similarly, averages for these grade levels for Mathematics for the same reporting period were 78.6%, 69.4%, 81%, 90%, and 92.4%. A review of the data tables indicates that these scores from national percentiles for the Mean Normal Curve Equivalent are consistently above the national average and demonstrate consistency as students move through the program. For the current school year (2013-2014) all grade levels tested recorded scores higher than the cut scores indicating schools in the top 15%.

In addition to the percentile scores, staff review the extended assessment reports provided by CTB / McGraw Hill such as the Objective Performance Index, Part I and II and the Assessment Summary. These reports provide information as to how our students performed on each Terra Nova objective compared with the national norming group. Data included shows the average Performance Index for each grade level and student and can be used to determine program strengths and areas within the components tested that might need attention. Reviewing this data also provides an indication of High, Moderate or Low Mastery for students for Reading and Math.

As noted by CTB / McGraw Hill, objectives on which the average local performance exceeds the national performance score could be considered as program strengths. Students at Our Lady of Good Counsel School consistently score approximately 16 points better in Reading and 15 points better in Mathematics in scores provided through the Objective Performance Index.

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

Assessment is a critical component in our program and receives considerable attention through Professional Development and in-house meetings and reviews. Assessment determines the actions to be taken for students who are making expected progress within the program as well as to identify procedures for students who are above average and in need of enrichment strategies while also providing additional opportunities for students who struggle to demonstrate success.

Results from the Terra Nova tests provide important program information and in combination with other types of formal and informal assessment allow staff to continuously monitor student program progress and needs. Using the National Percentiles for the program provided from Terra Nova testing, staff is able to determine grade level and student performance. As noted, reviewing the additional Objective and Summary reports provides supporting data as to how well students are doing on Terra Nova objectives. For example, a review of the Objective Performance Index for Grade 4 Mathematics in 2013 indicated lower scores for students in Operation Concepts, Probability and Data Analysis. These areas were reviewed with teachers in Grades 4 and 5, with modifications made in skill sequence, instructional time and assessment. Score reported for Grades 4 and 5 in 2014 indicated substantial gains in Mean National Percentile and in Objective Performance Index scores for the areas addressed.

The regular use of assessment supports the determination of student growth and needs to be successful in our classrooms. Assessments are varied so that the teachers will have a more accurate picture of what students know and understand. For example, in addition to assessments typically used in classrooms, teachers at Our Lady of Good Counsel School have added Graphic Organizers, Exit Tickets, Portfolios and Reading Response Journals.

Reading program needs are addressed by staff with the Reading Specialist who meet to review student assessment data (both formal and informal) and student progress. Also discussed is recent research in Reading and how it impacts on Reading instruction. For example, teachers in Kindergarten through Grade 5 began Reading Response Journals which will be added to Student Portfolios and shared with teachers in each successive school year. Students are asked to write a personal response and reaction to stories read in class and to include comments regarding plot, story characters, setting and connections to other completed readings.

The Mathematics Specialist uses assessment to provide extended small group instruction for identified students and to meet with staff to discuss and to plan lessons that will address student needs. Both the Reading and Mathematics Specialist are included in co-taught lessons with the teachers in the target grades.

Teachers at all grade levels have reviewed Differentiated Instruction, Formative and Summative Assessment and project based learning during Professional Development and Grade Level meetings and have applied these techniques and procedures with their students.

## **Part VI School Support**

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

School Climate is a critical component in the success of a school and impacts on all constituents involved in the school: students, parents and staff. A conducive school environment will offer a welcome and comfortable school experience to not only the groups identified but also to all visitors and guests to the building. The focus for our approach to school climate is rooted in our Mission Statement.

All who enter our building are greeted by indicators of our Catholic identity which is complemented by samples of student work and achievements. Holiday decorations are added to highlight seasonal celebrations. Within the program the PTA and Student Council sponsor special assemblies and events that encourage student participation in activities that emphasize a positive school setting. Younger students are paired with “Prayer Partners” from the older grades who meet several times a year for special projects such as “Buddy Lunch” and Holiday activities.

School assemblies during the year highlight student talents such as through the Art Show, the Chorus and Band, the Annual Talent Show and the yearly theater production. Last year students presented a full production of “The Wizard of OZ.” The Annual Christmas Sing Along features each class presenting a seasonal song of choice and in recent years has also included a special presentation from the Christmas Kazoo Band composed of school staff. Teachers receive recognition from the PTA and the parish community through events such as the Parish Holiday and Catholic Schools Week luncheons.

In addition to in-school projects, Our Lady of Good Counsel School offers a full range of after school activities and sports programs. Sports include Basketball, Soccer, Field Hockey, Baseball and Softball. Students can also participate in lessons presented through “Mad Science,” Lego League which includes the first ever Lego Robotics team, “Battle of the Books,” Media Club, Art Club and Tennis Club. These activities are presented by parent and community volunteers who agree that these are opportunities for students to be involved in projects that support the academic, social and emotional growth of our students.

All interactions between students, parents and staff are meant to provide a school community environment where all can recognize the feeling of being valued, accepted and safe while at Our Lady of Good Counsel School. Students and parents know they are involved with a concerned and professional staff who are focused on what is best for their children. Staff recognizes that parents have chosen to send their children to Our Lady of Good Counsel School although other options were available to them and that this choice was made due to a shared belief that our school would provide the instruction and activities to help develop the full potential of their child and to create the family atmosphere that has been the tradition and reputation here for many years.

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

As a parish school, we recognize the need to establish strong connections with our families, our parish and our community. The first contacts many people have with Our Lady of Good Counsel School are through either our school website or our Facebook page, which includes pertinent school information with photographs and descriptions of special events.

Communication is the key component in connecting with our parents and community and it begins each school year with the “New Family Social” planned by the PTA. Recently registered students and parents are matched with more experienced families to discuss school procedures, policies and routines in a more relaxed social setting. The first General PTA meeting in September includes presentations from the Principal, the PTA President and the Chairperson from the School Board regarding the state of the school and the goals for the coming year. Parent classroom visits follow on “Back to School Night” and the “Back to School Social” is a family carnival event sponsored by the PTA for all Our Lady of Good Counsel school families.

During the year teachers communicate with parents through the school web site, scheduled parent conferences, the Genesis Parent Portal, which allows parents to check student grades throughout the semester, student portfolios, and emails. Teachers also introduced this year the REMIND system allowing them to text parents and students about upcoming school events and assignments. Parents are also invited to volunteer to assist with classroom projects and to participate in field trips.

Students are involved in several community projects during the year, many of which are organized by the Student Council. The Pink Ribbon Tag Day collected donations to purchase “Cozies for Chemo” which were given to a local Pediatric Cancer Center. Food Drives are held at different times of the year, especially during the Holiday Seasons. These donations are delivered to the Outreach Program in Camden, New Jersey.

Parents and the community are invited to special school events such as the Fun Walk, the Art Show, Field Day and Band Concerts, Father / Daughter dances and Mother / Son activities. Parents, Grandparents and the community are always invited to special Prayer Services such as for Thanksgiving, Advent, Christmas, Easter and Eighth Grade Graduation.

Families and community members receive current information regarding school activities through weekly communications included in the Principal’s Update, The PTA Newsletter and the parish publication entitled “The Counsel Courier,” which includes articles related to school projects and student achievements.

Working with the Mission Club, students collect supplies and materials that are sent to our Twinning Partner which is a school located in Kingston, Jamaica through a project entitled “Twinning: Weaving Lives Together.” Students also are involved in “Just Do It” that encourages them to plan fundraising projects for local and national charities.

Community resources are invited to school to present information about their service or business and these same community members often provide materials and resources for student projects and activities.

### **3. Professional Development**

The Professional Development Plan for Our Lady of Good Counsel School is aligned with the stated academic standards for the school and supports student achievement while enhancing the instructional skills for the staff. During each school year teachers complete a Professional Development Plan which outlines personal and school wide goals for the year. Staff identifies interest in particular “Best Practices” to determine how these strategies will coordinate with approaches already in place and will enhance pedagogy through extended applications of technology, hands-on and project based learning, cooperative and flexible grouping, kinesthetic and movement activities and Differentiated Instruction.

Professional Development includes on-site and off campus workshop participation. Teachers attend monthly Staff Development and Grade Level meetings with the Principal that connect selected curricular themes and topics. Information presented at the Staff Development meeting is integrated into classroom instruction and then reviewed and discussed at Grade Level meetings. For example, during the monthly staff meeting staff participated in a presentation about Visualization and Verbalization and how it impacts on student comprehension and learning and then reviewed additional information and class applications during the scheduled Grade Level meetings for the month.

Additional Professional Development is provided by in-house staff and through attendance at off campus workshops offered by organizations such as the Bureau for Educational Research. Several staff offer in house mini-workshops both before and after school to address staff interests and concerns in Reading and Math programs. The Technology Specialist through self designed projects such as “Take 5 for Tech.” provides all teachers with information on the applications and updates for web based classroom resources. Other staff have offered workshops on “flipping classrooms” and project based learning.

Our school belongs to ASCD and a majority of the staff are also members of the International Reading Association and the West Jersey Reading Council. Many of the staff have presented at the Annual WJRC

conferences. Teachers also participate in webinars offered through ASCD, Discovery Education, WebEd, the Teaching Channel, Edutopia and Edmodo. Professional Development will continue to be offered through use of in house and off campus workshops, the use of learning blogs, classroom wikis and Google docs.

Through Professional Development staff can address identified program goals through continued implementation of appropriate instructional resources that support student learning and assist students in meeting or exceeding grade level proficiencies in all content areas.

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

The successes and challenges of Our Lady of Good Counsel School are shared with students, families and staff through Administrative procedures and contacts. Of primary concern is that the Mission and Vision Statements for the school be clear to all. This is accomplished on the school web site, in the Parent / Student Handbook, in the Code of Conduct, in written communications which include the Weekly Update and throughout the school building.

In addition to the emphasis on the Vision and Mission, the leadership at Our Lady of Good Counsel School is actively engaged in assuring that every student is provided with opportunities for academic, social and emotional growth in a faith filled environment and that teachers are prepared to provide these opportunities to students. These responsibilities are shared between the Pastor of the parish and the building principal.

The school principal recognizes the many different ways that students learn and the impact that a teacher can have on a successful learning experience. As noted previously, staff participate in activities that are a combination of school based and outside presentations that are meant to enhance instructional practices and that increase the sense of ownership among staff as to their contribution in the learning process of the students assigned to them each year. Research suggests that many of today's learners need some form of modification in instruction to make learning meaningful for them. The role of the school leadership is to provide teachers with the resources needed to make this happen.

Through monthly Grade Level meetings and Professional Development sessions, staff are encouraged to collaborate and to share ideas and experiences that would benefit our students. Staff Professional Development Plans are used to guide topic selection for these meetings. Recent topics of discussion are listed in the section for Professional Development. Faculty feedback and opinions are sought for program updates and to evaluate program goals and objectives. The role of the principal is to offer suggestions and support for staff by remaining current in understanding the most recent trends in education and by sharing these approaches with staff through these planned meetings.

The school principal welcomes students, parents and staff to his office to discuss issues and concerns and combines this information with faculty input to determine program effectiveness and needs. It is understood that the principal should be a visible support throughout the building and this is accomplished through morning greetings, visits to classrooms, lunch with students, being available at dismissal time, attending evening activities and providing tours to families that might be interested in attending Our Lady of Good Counsel School. Students are encouraged to share work with the principal and staff are encouraged to invite the principal to classrooms for special projects and student presentations. The principal also works closely with the PTA and the School Board by attending monthly meetings for each group as well as participating in Diocesan meetings and workshops.

## 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	\$4435
1	\$4435
2	\$4435
3	\$4435
4	\$4435
5	\$4435
6	\$4435
7	\$4435
8	\$4435
9	\$0
10	\$0
11	\$0
12	\$0

4. What is the educational cost per student?      \$5182  
(School budget divided by enrollment)
5. What is the average financial aid per student?      \$747
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?      8%
7. What percentage of the student body receives scholarship assistance, including tuition reduction?      100%

## PART VIII - ASSESSMENT RESULTS

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### REFERENCED BY NATIONAL NORMS

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Terra Nova / Third Edition</u>
<b>Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>2009</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	81	80	81	80	76
Number of students tested	43	56	37	46	42
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:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Terra Nova / Third Edition</u>
<b>Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>2009</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	76	66	67	66	72
Number of students tested	54	36	44	43	47
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:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Terra Nova /Third Edition</u>
<b>Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>2009</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	82	74	83	82	84
Number of students tested	36	48	38	48	45
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:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Terra Nova / Third Edition</u>
<b>Grade:</b> <u>6</u>	<b>Edition/Publication Year:</b> <u>2009</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	90	92	91	89	88
Number of students tested	48	43	51	47	48
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:** .

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Terra Nova / Terra Nova</u>
<b>Grade:</b> <u>7</u>	<b>Edition/Publication Year:</b> <u>2009</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	90	94	94	92	92
Number of students tested	47	57	47	47	42
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:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Terra Nova / Third Edition</u>
<b>Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>2009</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	82	85	82	80
Number of students tested	43	56	37	46	42
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:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Terra Nova / Third Edition</u>
<b>Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>2009</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	76	80	74	69	79
Number of students tested	54	36	44	43	47
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:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Terra Nova / Third Edition</u>
<b>Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>2009</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	Jan	Jan	Jan	Jan	Jan
<b>SCHOOL SCORES</b>					
Average Score	79	69	77	84	80
Number of students tested	36	48	38	48	45
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:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Terra Nova / Third Edition</u>
<b>Grade:</b> <u>6</u>	<b>Edition/Publication Year:</b> <u>2009</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	81	82	87	83	79
Number of students tested	48	43	51	47	48
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:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Terra Nova / Third Edition</u>
<b>Grade:</b> <u>7</u>	<b>Edition/Publication Year:</b> <u>2009</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	76	76	78	77	82
Number of students tested	47	57	47	47	42
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:**