

U.S. Department of Education
2017 National Blue Ribbon Schools Program

[] Public or [X] Non-public

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

Name of Principal Mr. Benjamin Ronquillo

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

Official School Name Our Lady of the Lake School

(As it should appear in the official records)

School Mailing Address 26 Lakeside Avenue

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

City Verona State NJ Zip Code+4 (9 digits total) 07044-1819

County Essex

Telephone (973) 239-1160 Fax (973) 239-6496

Web site/URL http://www.myoll.org E-mail bronquillo@myoll.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, 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 Archdiocese of Newark Tel. (973) 497-4260

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

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Dr. William Oser
(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, to the best of my knowledge, that it is accurate.

Date _____

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

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

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

PART I – ELIGIBILITY CERTIFICATION

1. 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 and National Blue Ribbon Schools requirements, are true and correct. 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. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2017 in order to meet all eligibility requirements. 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 2011 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: 2012, 2013, 2014, 2015, or 2016.
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 has not been identified by the state as "persistently dangerous" within the last two years.
9. 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.
10. 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.
11. 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.
12. 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

Data should be provided for the most recent school year (2016-2017) unless otherwise stated.

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. Number of students as of October 1, 2016 enrolled at each grade level or its equivalent in applying school:

| Grade | # of Males | # of Females | Grade Total |
|-----------------------|------------|--------------|-------------|
| PreK | 27 | 26 | 53 |
| K | 12 | 12 | 24 |
| 1 | 12 | 10 | 22 |
| 2 | 16 | 14 | 30 |
| 3 | 11 | 14 | 25 |
| 4 | 15 | 7 | 22 |
| 5 | 7 | 12 | 19 |
| 6 | 11 | 7 | 18 |
| 7 | 9 | 8 | 17 |
| 8 | 9 | 13 | 22 |
| 9 | 0 | 0 | 0 |
| 10 | 0 | 0 | 0 |
| 11 | 0 | 0 | 0 |
| 12 or higher | 0 | 0 | 0 |
| Total Students | 129 | 123 | 252 |

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 8 % Asian
 - 14 % Black or African American
 - 11 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 52 % White
 - 15 % 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.)

5. Student turnover, or mobility rate, during the 2015 – 2016 school year: 7%

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

| Steps For Determining Mobility Rate | Answer |
|--------------------------------------------------------------------------------------------------------------------------------|---------------|
| (1) Number of students who transferred <i>to</i> the school after October 1, 2015 until the end of the 2015-2016 school year | 2 |
| (2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year | 17 |
| (3) Total of all transferred students [sum of rows (1) and (2)] | 19 |
| (4) Total number of students in the school as of October 1, 2015 | 280 |
| (5) Total transferred students in row (3) divided by total students in row (4) | 0.068 |
| (6) Amount in row (5) multiplied by 100 | 7 |

6. Specify each non-English language represented in the school (separate languages by commas):
Spanish

English Language Learners (ELL) in the school: 0 %
0 Total number ELL

7. Students eligible for free/reduced-priced meals: 0 %
Total number students who qualify: 0

8. Students receiving special education services: 8 %
19 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 conditions. It is possible that students may be classified in more than one condition.

| | |
|--------------------------------|------------------------------------------------|
| <u>0</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>6</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>13</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>16</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 |

9. Number of years the principal has been in her/his position at this school: 2
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

| | Number of Staff |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| Administrators | 1 |
| Classroom teachers including those teaching high school specialty subjects | 16 |
| Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc. | 5 |
| Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students. | 5 |
| Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc. | 0 |

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 15:1
12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

| Required Information | 2015-2016 | 2014-2015 | 2013-2014 | 2012-2013 | 2011-2012 |
|-----------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 97% | 97% | 96% | 95% | 96% |
| High school graduation rate | 0% | 0% | 0% | 0% | 0% |

13. **For high schools only, that is, schools ending in grade 12 or higher.**
Show percentages to indicate the post-secondary status of students who graduated in Spring 2016.

| Post-Secondary Status | |
|-----------------------------------------------|----|
| 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 X No

If yes, select the year in which your school received the award. 2011

15. In a couple of sentences, provide the school's mission or vision statement.

Our Lady of the Lake School's faith-based approach promotes a student-learning environment where all are welcome, involved, and accountable for the successful outcome of each student.

PART III – SUMMARY

Our Lady of the Lake School (OLL) is a Roman Catholic elementary school in the Archdiocese of Newark, New Jersey. It is a 2011 Blue Ribbon award winning school, as well as Middle States accredited. OLL is located in Verona, a suburban community in northern New Jersey. The school was founded in 1924 and currently serves students from 21 communities in northern New Jersey.

The student population of 252 students is diverse in cultural and socioeconomic demographics. The school offers before care and an after school program. OLL offers Pre-Kindergarten programs for three and four year olds and has a full day Kindergarten program. Grades K through 4 are self-contained and in addition to core subjects students receive instruction in music, art, library, foreign language, physical education and computer technology. Grades 5 through 8 are departmentalized for major academic subjects and some of the aforementioned special classes.

The faculty is dedicated to Catholic education with many having served in this ministry for over fifteen years. The staff consists of sixteen full-time certified and degreed educators, one full-time secretary, two part-time office assistants and a school nurse. Together the staff is committed to maintaining a Blue Ribbon level of excellence through student achievement.

Our Lady of the Lake School prides itself on the strong connection with parents and the local community. The Home School Association (HSA) strives to maintain a strong partnership within the school and parish community. It reinforces the importance of family involvement in order to foster a positive school climate. An alumni association has been formed and it enhances the success of the school and its visibility in the community. A Facebook page is available for alumni to stay in contact with classmates and the school and many have enrolled their children. The school community gathers together during the course of the school year at events including our yearly Oktoberfest and Kinderfest celebrations, Catholic Schools Week liturgy and Commencement Ceremony.

The Advisory Board consist of parents and stakeholders of the school. They advise the principal and Pastor in the development of policy in areas of finance, facilities, marketing, and strategic planning. The Advisory Board also encourages a positive school environment which highlights Catholic Values and complements the school's mission statement.

The school places a special emphasis on fostering respect for all creation and cultivating each student's awareness of their role as a steward of the Earth. Each year the fifth graders participate in an environmental trip to Fairview Lake YMCA Environmental Center to explore nature and to learn the importance of community and cooperation. Participation in activities sponsored by the Clean Ocean Action organization gives the seventh graders an appreciation and awareness of the need to preserve our shoreline.

The Student Leadership program allows the students to plan programs and activities for the whole student body while also familiarizing them with government. The school maintains a chapter of the National Junior Honor Society whose members serve as peer tutors. Graduates are well prepared and are the recipients of many academic scholarships, and placement in numerous honors programs and advanced placement courses.

Our Lady of the Lake students learn about community outreach through various organizations such as Several Sources Shelter for unwed mothers, Make-a-Wish Foundation, Doctors without Borders, Catholic Charities and various other mission projects such as food and clothing drives. To make students aware of the service and sacrifice of the military, thank you cards are written to the hospitalized war veterans on Veterans' Day and Memorial Day. Students also write thank you cards to local civil servants as well. The school participates in the local ceremonies at the Verona Civic Center to commemorate Veterans' Day and the tragic events of 9/11.

Achieving Blue Ribbon status has created a new and exciting atmosphere within the school community, parish and the surrounding towns. Being the recipient of the 2011 Blue Ribbon award has increased the

enrollment and has made the school visible to prospective parents. The students are proud to attend a Blue Ribbon school, as they are held to a higher standard of excellence in all aspects of school life. This award continues to attract a wide range of students from all socioeconomic backgrounds whose parents wish them to excel in personal and academic growth. The diversity of the current school population confirms the faculty's ability to educate and support the individual differences of the students, while instilling in each student the desire to exceed expectations. The 2011 Blue Ribbon award was a distinct honor for the school. To be honored again would offer testimony to the school's ability to positively shape the academic, spiritual and social lives of the students and families.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Our Lady of the Lake's curriculum complies with the Archdiocese of Newark Curriculum Guidelines. These guidelines include the New Jersey Core Curriculum Content Standards and the Common Core Standards. The school meets and exceeds these set educational standards.

1. Reading/English Language Arts

The Reading and Language Arts curriculum at Our Lady of the Lake School incorporates the skills that students need to successfully comprehend literature and utilize grammar mechanics. The school also implements cross-curricular programs that motivate and challenge students to achieve at a higher level. The reading and language arts classes incorporate vocabulary and grammar which builds upon the students' abilities to be fluent readers and writers.

In the primary grades, students read and discuss fiction and nonfiction stories. Through the use of a sequential approach, teachers guide students in the development of skills that contribute to early reading success. Application of decoding skills, leveled books, and independent reading are integral components of the program in the primary grades.

Students in grades 5 through 8 read fiction and nonfiction short stories that introduce and focus on important literary elements. Students read a variety of novels that challenge them to analyze text, recall and apply their knowledge of literary elements. Through the correct use of grammar mechanics, students participate in creative writing exercises and develop research-based essays. The Reading/Language Arts curriculum develops the skills necessary to become independent readers and effective writers.

2. Mathematics

The understanding of basic mathematical concepts and the ability to apply these concepts to various real world situations is the focus of math instruction at each grade level. Two years ago, a new math program for grades K through 5 was purchased. This challenging program allows the students to develop a conceptual understanding of specific mathematical standards such as measurement, number and number relations, geometry, algebra and estimation. The students apply mathematical principles and strategies while integrating analytical thinking and reasoning, which leads to the development of a deeper understanding of the concepts. The use of manipulatives and Math centers as well as the integration of technology enhance the math curriculum. These tools support the individual learning styles of each child allowing teachers to design their lessons to meet the needs of the students.

The learning and practices initiated at the elementary level continue into the middle school. At the completion of grade 6, each student's math proficiency is evaluated to determine placement in grade 7 standard math or Pre-Algebra. Students in grade 8 are placed in Pre-Algebra or Algebra. As a result, the students continually perform above the 85th percentile on standardized testing.

3. Science

The science curriculum stimulates students' interest in developing an understanding of science concepts and how they impact lives. The primary grades are immersed in inquiry and project based learning utilizing hands-on experiments to enrich science knowledge. Students are able to explore new ideas as well as conduct experiments to further develop an understanding of such topics as the Earth, solar system, weather and living organisms. Students are encouraged to explore science through the use of the scientific method in its basic form. Modeling and hands-on research includes the life cycles of the butterfly and chicken, building sedimentary rocks, tracking weather patterns, observing animal behavior and constructing volcanoes.

The middle school curriculum integrates the use of Science, Technology, Engineering and Math. The emphasis is on project based learning using the STEM approach. Topics within the curriculum include the study of genetics, matter, astronomy, and Newton's Law. Students make electromagnets, balloon cars, extract DNA from strawberries and model cells and meiosis.

4. Social Studies

The Social Studies curriculum is designed to improve students' knowledge and understanding of history, cultures, and geography with the goal to broaden their perspective and deepen their understanding of events that have shaped the world. Students explore interactions among individuals, groups, and institutions through the use of non-fiction text, maps, documents, photographs, artifacts, and interactive SMART Board lessons. Instruction in the primary grades focuses on families, communities, patriotic symbols, holidays and celebrations, and map skills. In the middle school civics, world history, United States and New Jersey history, geography, and economics are taught in order to prepare students to be informed, active, and responsible citizens.

b. Preschool

The preschool program is a spiritually-centered curriculum based on the Archdiocese of Newark and New Jersey Guidelines. It includes literacy, math, music, art, science and movement, set in a hands-on learning environment that emphasizes cooperation and independence. This is accomplished through an integrative approach that incorporates developmentally appropriate learning activities, social awareness, group and individual instruction, and the use of technology. Independence and confidence are fostered by exploring self-expression through art and music. Collaboration with the kindergarten faculty ensures a smooth transition to the primary grades. Children learn to play and work cooperatively in an emotionally supportive environment.

2. Other Curriculum Areas:

1. Religion

Religion is taught daily in Kindergarten through grade 8. It provides the students with knowledge of the Catholic faith and its relevance to family life and living as a member of a community. The Family Life program incorporates the faith tenets into daily living, choices and attitudes. There are opportunities for students to put their faith into action through mission collections, community service projects and participation in prayer services and liturgical celebrations. The doctrinal elements of the Christian faith are sequentially taught and include preparation to receive the Sacraments. The program reflects the mission of Our Lady of the Lake as a Christ-centered school.

2. Art

The art curriculum includes a comprehensive study of art history and various artists. The program affords the students an opportunity to express themselves in a creative manner through the use of painting, sculpture, drawing and a variety of other media techniques. Integration with core subject areas enhances the curriculum. The students in kindergarten through grade 8 receive formal instruction once a week.

3. Physical Education/Health/Nutrition

Health, Physical Education and Nutrition are an integral part of Our Lady of the Lake's physical education and health program. Kindergarten through grade 8 receive instruction twice a week. The students begin with general health skills relating to hygiene, nutrition and physical activity. Stressing locomotor and non-locomotor skills improve gross and fine body motor abilities. Students progress to using decision-making skills as applied to fitness, nutrition, drugs/alcohol, relationships and interpersonal development. Character development plays an important role in this comprehensive program. Students are encouraged to follow the pillars of character, trust, respect, responsibility, fairness, caring and citizenship.

4. Foreign Language

Our Lady of the Lake is in compliance with the program's Foreign Language requirements. Students in the primary grades receive thirty minutes of Spanish instruction twice a week. Grade 5 students receive eighty minutes of instruction per week. The middle school students receive 120 minutes of instruction per week. The focus of the program is for the students to understand, master and effectively communicate using the Spanish language. Music, videos, group activities, and games help the students develop an appreciation for Spanish culture.

5. Technology

Our Lady of the Lake believes technology is a powerful tool that will prepare learners for a digital world. We strive to offer a meaningful learning environment where technology is integrated in the teaching and learning process. The use of SMART Boards, document cameras, iPads, mobile laptops, and computer lab cultivates opportunities to collaborate and tap into the creativity of the students. Students also participate in school wide interactive programs to strengthen reading and math skills. We have established a Google Education(G Suite for Education) account to engage teachers and students allowing for easy sharing of documents, file storage, and connectivity within the school, classrooms, and home. Professional development for teachers and digital citizenship for students allows for interaction in a safe secure environment that is closely monitored. Recent infrastructure upgrades support the demands of a 1:1 learning environment along with building the capacity to grow for the future.

6. Library

Our Lady of the Lake provides Library Science once a week to students in Kindergarten through grade Four. Students learn how to navigate through all the elements of the library while exploring various literary genres. Library Science skills include understanding the anatomy of a book and the use of digital media. Students are encouraged to be diverse in reading selections. The library staff works to support teachers by coordinating on special projects, book reports, and reading selections in alignment with current curriculum.

7. Music

Students in kindergarten through fourth grade receive weekly music instruction focusing on seasonal songs which help children to establish an understanding of the basic elements of melody and rhythm. In addition liturgical music instruction is provided for children in first through eighth grades. An instrumental band program is available for students in grades three through eight. Students are invited to participate in the Joyful Voices Children's Choir and the Praiseful Youth Band as part of the parish's music ministry. Student talents are highlighted in the Christmas and Spring Concerts.

3. Instructional Methods, Interventions, and Assessments:

Teachers implement a variety of instructional strategies to maximize learning for each student. Differentiated instruction aids in meeting the needs of individual students, maximizing each child's learning potential. Student learning is supported by intensive instruction aimed at mastering skills. Through the use of formative assessment, time management and organizational skills are strengthened. Instructional techniques used to communicate information are supported by manipulatives, SMART Board interactive lessons, document cameras, iPads and the Acellus math program.

Teachers of primary students use a Response to Intervention (RTI) tiered learning approach to ensure that all students' needs are met. This approach is used as an early intervention to identify students who are not performing at grade level. At any time, a classroom teacher can recommend that a child be evaluated by the Child Study Team. After the student has been evaluated and an Individualized Service Plan has been developed, the teacher follows the recommendations of the Child Study Team. Compensatory Education and Supplemental Instruction are designed to assist the student to achieve academic success. Classroom teachers confer with the support team to develop effective methods to help students reach their full potential.

Instructional strategies are driven by assessment analysis to determine prior knowledge and improvement needed to maximize learning. Summative assessments such as projects, writing portfolios, research papers, lab reports enable the evaluation of student learning relative to the curriculum. Analysis of assessment data help teachers plan specific instructions necessary to improve student learning. While aggregate results on standardized testing consistently fall within the above average range, information gained from these assessments assist in identifying areas in which individual students might benefit from additional support or improvements to instructional strategies.

Peer tutoring is provided by the National Junior Honor Society (NJHS). The NJHS students are paired with younger students to help reinforce concepts and skills learned in the classroom. This program has provided many students with the extra support they need.

Every March, Our Lady of the Lake School administers the TerraNova, 3rd Edition standardized test published by CTB/McGraw-Hill. The Terra Nova is a nationally norm-referenced test that provides achievement data in the areas of Reading, Language Arts, Mathematics, Science and Social Studies. The faculty is dedicated to helping each child achieve at a level consistent with his/her potential. Reviewing and analyzing the data is a valuable tool in identifying strengths and weaknesses in individual and group performance. The faculty uses this information for instructional planning and in the formulation of the annual Instructional Improvement Plan. This plan identifies steps that will be taken throughout the school year to attain goals for student growth.

Results of Spring 2015 TerraNova results indicated that student ability to analyze text was an area that needed attention. During the 2015-2016 school year, students participated in workshops by Elevate Education. The workshops presented lessons on how to identify story elements in text and how to effectively outline this information. The faculty used the objectives from these workshops to enhance the student's ability to identify key story elements from fiction and nonfiction texts. As a result of this effort, the 2016 data showed an improvement in the area of analyze text.

Mathematics continues to be an area where the students maintain high achievement scores. This consistency can be attributed to the continuous analysis of data to ensure high performance by all the students. The use of formal and informal assessments enables the faculty to modify instruction in a continuous effort to improve and maximize learning.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Our Lady of the Lake School is committed to the success and spiritual development of each student. Through the use of technology and stimulating lessons, students are challenged and motivated to achieve success. Teachers focus on creating a student-centered learning environment and emulate the importance of kindness and respect toward others. Activities and programs are incorporated throughout the curriculum. These programs and activities build skills that enhance students' confidence and actively engage them in the learning process.

Our Lady of the Lake School offers a service leadership program to its 7th and 8th graders called Kid2Kid. The 7th and 8th grade students mentor children in Kindergarten through the 4th grade. This program promotes respect, anti-bullying behavior and the skills necessary to improve communication among peers. These skills are developed through the use of small group discussions, games and activities. The Kid2Kid program enables the students to learn how to interact with their peers in a positive manner.

Students are encouraged to embrace individuality and use talents and skills to improve the school and community. The school's student council provides students in grades 5 through 8 an opportunity to develop leadership skills. The council encourages participation in fundraising and service projects such as raising funds for breast cancer and running food/clothing drives. During Catholic Schools Week, the council organizes activities which promote unity among students and faculty.

Teachers work closely with the parents of every student to ensure the child receives individualized instruction. Students in younger grades have the opportunity to be tutored by members of the National Junior Honor Society. This creates awareness that students must support one another in order to meet individual and school wide goals.

At Our Lady of the Lake School, teachers are supported, praised, and valued for time and dedication. The school offers a mentoring program which supervises first year teachers. They are acknowledged for efforts through the support of parents and the Archdiocese of Newark. The Archdiocese honors long standing educators during a mass each year. The Home School Association and alumni provide funds towards the purchase of technology that includes SMART Boards, iPads and Chromebooks. In 2011, the school was honored by receiving the prestigious National Blue Ribbon Award. This honor continues to be at the forefront of the goals that students, parents and teachers strive to achieve.

2. Engaging Families and Community:

Our Lady of the Lake School places a strong emphasis on the involvement of family and community to promote student success and school improvement. Various avenues and methods are utilized in these endeavors. Families are kept involved and informed through weekly email blasts which disseminate information as well as share news and achievements of students and families. The school uses Facebook, Twitter and the OLL website to promote activities, encourage involvement, and communicate necessary information to current and prospective families. Many teachers post private classroom blogs to publicize information and photographs. Additionally, parents are given the opportunity to attend Back-to-School Night and conferences to encourage parent-teacher communication. OLL has a dedicated committee of class parents that coordinate various social activities for the students throughout the year.

For prospective families OLL hosts several Open Houses during the year in which students and parents act as ambassadors of the school offering tours and answering questions. In addition, potential students are invited to participate in a Student-for-a-Day program. OLL promotes several social events throughout the year which have the dual role of raising funds for school improvement and providing social outlets for family interaction. The school's biggest and most anticipated events are Kinderfest and Oktoberfest. These fundraisers are organized and operated by both OLL school and parish families. With more than 1500 people attending each year, the success of Kinderfest and Oktoberfest have been a critical factor in

providing necessary funds for programs in the school.

The students at OLL are given the opportunity to participate in several clubs and activities such as Chess Club, Book Club, Forensics, and Scouts. OLL is proud to boast the award-winning entrepreneurship education program known as TREP\$ for students in grades 7 and 8. This program teaches students how to run a business and culminates with a TREP\$ Marketplace which OLL hosts each spring. At this event the students display and sell products while interacting with customers and answering questions. Implementing market research, manufacturing a product, and creating advertisements are just a few of the skills students acquire in the program. Community business leaders and parents work together with the students to teach them the proficiency needed to succeed in this task. The Marketplace is advertised and open to the entire community and all are invited to attend, and even includes an official ribbon-cutting opening ceremony conducted by the town mayor.

3. Professional Development:

Ongoing professional development is a priority at Our Lady of the Lake School. Resources are readily available through the school budget for teachers to attend workshops. One way the administration supports teachers is by providing educational and religious magazines and professional development publications such as Kagan Cooperative Learning Structures. Teachers participated in a team building workshop called Yes, Yes, Good with Cheryl Hulteen where they learned more effective ways to communicate. SMART Technology presented a number of workshops helping teachers navigate through the many available features of the SMART Board. Attendance at workshops related to iPads and the use of Google Apps have enabled the faculty to continue to update their knowledge of the latest available technology.

The Archdiocese of Newark offers several workshops. These workshops offer teachers the opportunity to interact and discuss ideas with other professionals. The teachers at OLL have participated in an ongoing process of curriculum mapping in the major subject areas. Teachers have also received training in the use of Rubicon Atlas, an online platform for unit planning shared by the schools within the Archdiocese of Newark.

Several teachers have participated in a program provided by the Gilder Lehrman Institute of American History, that emphasizes literacy skills across multiple subject areas. The integration of these skills allows for maximum proficiency. The effectiveness of this program can be seen in the ability of the student to analyze and respond to historical documents.

The STEM approach is an ongoing focus within the Archdiocese of Newark. Members of the faculty participate in Engineering for the 21st Century science curriculum program. During these workshops, the STEM coordinator is provided with resources and strategies to help students implement the engineering design process. Students use the design process to apply classroom knowledge to real world challenges.

The faculty at Our Lady of the Lake collaborates in Professional Learning Communities based on grade level and/or subject area. The PLCs are a vehicle for school improvement along with faculty and student growth. Professional development opportunities enable teachers to enrich the experiences in the classroom which leads to academic success.

4. School Leadership:

The principal is the chief administrator of the school making final decisions and reporting directly to the Archdiocesan School Office. He works jointly with the pastor, School Advisory Board, faculty and Home School Association parents to ensure that goals and objectives are met. The principal works with the faculty empowering them to make the best decisions for the needs of the students and to create a positive atmosphere within the school. He encourages them to be responsible stewards of the school and to be true to its mission.

The faculty is actively engaged in all aspects of student activities. Faculty advisors assist and guide the students with service projects, school liturgies, prayer services as well as various after school clubs. The

faculty researches new curriculum practices to insure the latest recommended resources are implemented throughout the various learning disciplines. Each month a faculty member attends the Home School Executive Board meeting. Feedback from each meeting is conveyed to the school staff to maintain continuity at all levels. Teachers serve as subject area coordinators. The responsibility includes providing leadership and coordination to maintain an aligned and articulated instructional program which follows the curriculum guidelines set by the Archdiocese of Newark. Each subject coordinator is responsible for analysis of testing data and identifying performance gaps within the subject area and developing a plan to improve areas of weakness for the following school year. The faculty is also involved in developing, guiding, and mentoring student and first year teachers as well.

The pastor is the spiritual leader of the school and works closely with the principal. The pastor serves as an ex-officio member of the School Advisory Board. The advisory board is composed of the pastor, principal, community members, current and former parents and alumni. The principal meets with the School Advisory Board, and the Home School Association (HSA) president, once a month to solidify goals and objectives on school finance, building infrastructure, budgeting, safety and security. The School Advisory Board members also serve the school by providing advice on educational programs, policy, finances and marketing strategies. Parents assist by organizing and funding family-oriented recreational and academic programs that enrich the school community. The Essex County Commission, Verona Board of Education, police, and community service organizations work with the school to offer programs that benefit student growth and achievement.

PART VI – STRATEGIES FOR ACADEMIC SUCCESS

Our Lady of the Lake School administration and faculty place a high priority on each student's academic success. The practice that has been most effective in sustaining and improving student achievement is consistent and mindful analysis of student assessment data. Analyzing and reviewing the data obtained through the administration of the TerraNova standardized test, the faculty develops an instructional improvement plan which identifies areas of strengths and weaknesses in individual student and group performance. The results provide data which helps in determining procedures, instructional methods, and curriculum modifications for the following school year. Teachers are then able to develop lessons and provide a learning atmosphere that meets individual student abilities.

PART VII – NON-PUBLIC SCHOOL INFORMATION

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 is the educational cost per student? \$6343
(School budget divided by enrollment)

4. What is the average financial aid per student? \$1750

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 2%

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

PART VIII – ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: TerraNova, 3rd Edition

Grade: 3

Edition/Publication Year: 2012

Publisher: CTB McGraw Hill

Scores are reported here as: Percentiles

| | |
|--------------------------------------------|-----------|
| School Year | 2015-2016 |
| Testing month | Mar |
| SCHOOL SCORES | |
| Average Score | 73 |
| Number of students tested | 26 |
| Percent of total students tested | 100 |
| Number of students alternatively assessed | 0 |
| Percent of students alternatively assessed | 0 |
| SUBGROUP SCORES | |
| 1. Other 1 | |
| Average Score | |
| Number of students tested | |
| 2. Other 2 | |
| Average Score | |
| Number of students tested | |
| 3. Other 3 | |
| Average Score | |
| Number of students tested | |

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: TerraNova, 3rd Edition

Grade: 4

Edition/Publication Year: 2012

Publisher: CTB McGraw Hill

Scores are reported here as: Percentiles

| | |
|--------------------------------------------|-----------|
| School Year | 2015-2016 |
| Testing month | Mar |
| SCHOOL SCORES | |
| Average Score | 81 |
| Number of students tested | 21 |
| Percent of total students tested | 100 |
| Number of students alternatively assessed | 0 |
| Percent of students alternatively assessed | 0 |
| SUBGROUP SCORES | |
| 1. Other 1 | |
| Average Score | |
| Number of students tested | |
| 2. Other 2 | |
| Average Score | |
| Number of students tested | |
| 3. Other 3 | |
| Average Score | |
| Number of students tested | |

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: TerraNova, 3rd Edition

Grade: 5

Edition/Publication Year: 2012

Publisher: CTB McGraw Hill

Scores are reported here as: Percentiles

| | |
|--------------------------------------------|-----------|
| School Year | 2015-2016 |
| Testing month | Mar |
| SCHOOL SCORES | |
| Average Score | 89 |
| Number of students tested | 11 |
| Percent of total students tested | 100 |
| Number of students alternatively assessed | 0 |
| Percent of students alternatively assessed | 0 |
| SUBGROUP SCORES | |
| 1. Other 1 | |
| Average Score | |
| Number of students tested | |
| 2. Other 2 | |
| Average Score | |
| Number of students tested | |
| 3. Other 3 | |
| Average Score | |
| Number of students tested | |

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: TerraNova, 3rd Edition

Grade: 6

Edition/Publication Year: 2012

Publisher: CTB McGraw Hill

Scores are reported here as: Percentiles

| | |
|--------------------------------------------|-----------|
| School Year | 2015-2016 |
| Testing month | Mar |
| SCHOOL SCORES | |
| Average Score | 83 |
| Number of students tested | 22 |
| Percent of total students tested | 100 |
| Number of students alternatively assessed | 0 |
| Percent of students alternatively assessed | 0 |
| SUBGROUP SCORES | |
| 1. Other 1 | |
| Average Score | |
| Number of students tested | |
| 2. Other 2 | |
| Average Score | |
| Number of students tested | |
| 3. Other 3 | |
| Average Score | |
| Number of students tested | |

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: TerraNova, 3rd Edition

Grade: 7

Edition/Publication Year: 2012

Publisher: CTB McGraw Hill

Scores are reported here as: Percentiles

| | |
|--------------------------------------------|-----------|
| School Year | 2015-2016 |
| Testing month | Mar |
| SCHOOL SCORES | |
| Average Score | 91 |
| Number of students tested | 23 |
| Percent of total students tested | 100 |
| Number of students alternatively assessed | 0 |
| Percent of students alternatively assessed | 0 |
| SUBGROUP SCORES | |
| 1. Other 1 | |
| Average Score | |
| Number of students tested | |
| 2. Other 2 | |
| Average Score | |
| Number of students tested | |
| 3. Other 3 | |
| Average Score | |
| Number of students tested | |

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: TerraNova, 3rd Edition

Grade: 8

Edition/Publication Year: 2012

Publisher: CTB McGraw Hill

Scores are reported here as: Percentiles

| | |
|--------------------------------------------|-----------|
| School Year | 2015-2016 |
| Testing month | Mar |
| SCHOOL SCORES | |
| Average Score | 85 |
| Number of students tested | 26 |
| Percent of total students tested | 100 |
| Number of students alternatively assessed | 0 |
| Percent of students alternatively assessed | 0 |
| SUBGROUP SCORES | |
| 1. Other 1 | |
| Average Score | |
| Number of students tested | |
| 2. Other 2 | |
| Average Score | |
| Number of students tested | |
| 3. Other 3 | |
| Average Score | |
| Number of students tested | |

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: TerraNova, 3rd Edition

Grade: 3

Edition/Publication Year: 2012

Publisher: CTB McGraw Hill

Scores are reported here as: Percentiles

| | |
|--------------------------------------------|-----------|
| School Year | 2015-2016 |
| Testing month | Mar |
| SCHOOL SCORES | |
| Average Score | 71 |
| Number of students tested | 26 |
| Percent of total students tested | 100 |
| Number of students alternatively assessed | 0 |
| Percent of students alternatively assessed | 0 |
| SUBGROUP SCORES | |
| 1. Other 1 | |
| Average Score | |
| Number of students tested | |
| 2. Other 2 | |
| Average Score | |
| Number of students tested | |
| 3. Other 3 | |
| Average Score | |
| Number of students tested | |

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: TerraNova, 3rd Edition

Grade: 4

Edition/Publication Year: 2012

Publisher: CTB McGraw Hill

Scores are reported here as: Percentiles

| | |
|--------------------------------------------|-----------|
| School Year | 2015-2016 |
| Testing month | Mar |
| SCHOOL SCORES | |
| Average Score | 83 |
| Number of students tested | 21 |
| Percent of total students tested | 100 |
| Number of students alternatively assessed | 0 |
| Percent of students alternatively assessed | 0 |
| SUBGROUP SCORES | |
| 1. Other 1 | |
| Average Score | |
| Number of students tested | |
| 2. Other 2 | |
| Average Score | |
| Number of students tested | |
| 3. Other 3 | |
| Average Score | |
| Number of students tested | |

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: TerraNova, 3rd Edition

Grade: 5

Edition/Publication Year: 2012

Publisher: CTB McGraw Hill

Scores are reported here as: Percentiles

| | |
|--------------------------------------------|-----------|
| School Year | 2015-2016 |
| Testing month | Mar |
| SCHOOL SCORES | |
| Average Score | 73 |
| Number of students tested | 11 |
| Percent of total students tested | 100 |
| Number of students alternatively assessed | 0 |
| Percent of students alternatively assessed | 0 |
| SUBGROUP SCORES | |
| 1. Other 1 | |
| Average Score | |
| Number of students tested | |
| 2. Other 2 | |
| Average Score | |
| Number of students tested | |
| 3. Other 3 | |
| Average Score | |
| Number of students tested | |

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: TerraNova, 3rd Edition

Grade: 6

Edition/Publication Year: 2012

Publisher: CTB McGraw Hill

Scores are reported here as: Percentiles

| | |
|--------------------------------------------|-----------|
| School Year | 2015-2016 |
| Testing month | Mar |
| SCHOOL SCORES | |
| Average Score | 82 |
| Number of students tested | 22 |
| Percent of total students tested | 100 |
| Number of students alternatively assessed | 0 |
| Percent of students alternatively assessed | 0 |
| SUBGROUP SCORES | |
| 1. Other 1 | |
| Average Score | |
| Number of students tested | |
| 2. Other 2 | |
| Average Score | |
| Number of students tested | |
| 3. Other 3 | |
| Average Score | |
| Number of students tested | |

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: TerraNova, 3rd Edition

Grade: 7

Edition/Publication Year: 2012

Publisher: CTB McGraw Hill

Scores are reported here as: Percentiles

| | |
|--------------------------------------------|-----------|
| School Year | 2015-2016 |
| Testing month | Mar |
| SCHOOL SCORES | |
| Average Score | 88 |
| Number of students tested | 23 |
| Percent of total students tested | 100 |
| Number of students alternatively assessed | 0 |
| Percent of students alternatively assessed | 0 |
| SUBGROUP SCORES | |
| 1. Other 1 | |
| Average Score | |
| Number of students tested | |
| 2. Other 2 | |
| Average Score | |
| Number of students tested | |
| 3. Other 3 | |
| Average Score | |
| Number of students tested | |

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: TerraNova, 3rd Edition

Grade: 8

Edition/Publication Year: 2012

Publisher: CTB McGraw Hill

Scores are reported here as: Percentiles

| | |
|--------------------------------------------|-----------|
| School Year | 2015-2016 |
| Testing month | Mar |
| SCHOOL SCORES | |
| Average Score | 82 |
| Number of students tested | 26 |
| Percent of total students tested | 100 |
| Number of students alternatively assessed | 0 |
| Percent of students alternatively assessed | 0 |
| SUBGROUP SCORES | |
| 1. Other 1 | |
| Average Score | |
| Number of students tested | |
| 2. Other 2 | |
| Average Score | |
| Number of students tested | |
| 3. Other 3 | |
| Average Score | |
| Number of students tested | |

NOTES: