U.S. Department of Education
2018 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 Mrs. Carol Lynn Bathmann
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Saint Dominic School
(As it should appear in the official records)

School Mailing Address 250 Old Squan Road
(If address is P.O. Box, also include street address.)

Brick   NJ   08724-3272
City   State   Zip Code+4 (9 digits total)

County Ocean

Telephone (732) 840-1412   Fax (732) 840-6457

Web site/URL http://www.stdomschool.org   E-mail   cbathmann@stdomschool.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*Mrs. JoAnn Tier   E-mail JTier@dioceseoftrenton.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Diocese of Trenton   Tel.   (609) 403-7145
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 Mr. Joseph Doherty
(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 2018 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 2012 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: 2013, 2014, 2015, 2016, or 2017.

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 (2017-2018) unless otherwise stated.

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
   [X] Suburban
   [ ] Rural or small city/town

3. Number of students as of October 1, 2017 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	17	25	42
K	10	16	26
1	23	21	44
2	25	21	46
3	17	30	47
4	30	29	59
5	27	28	55
6	37	25	62
7	31	26	57
8	25	21	46
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	242	242	484

4. Racial/ethnic composition of the school:

0 % American Indian or Alaska Native
5 % Asian
2 % Black or African American
2 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
91 % 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.)

5. Student turnover, or mobility rate, during the 2016 – 2017 school year: 4%

If the mobility rate is above 15%, please explain.

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 *to* the school after October 1, 2016 until the end of the 2016-2017 school year	2
(2) Number of students who transferred *from* the school after October 1, 2016 until the end of the 2016-2017 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, 2016	500
(5) Total transferred students in row (3) divided by total students in row (4)	0.04
(6) Amount in row (5) multiplied by 100	4

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

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: <u>12</u> %

   <u>57</u> 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> Deafness

   <u>0</u> Deaf-Blindness

   <u>0</u> Developmentally Delayed

   <u>0</u> Emotional Disturbance

   <u>0</u> Hearing Impairment

   <u>0</u> Intellectual Disability

   <u>0</u> Multiple Disabilities

   <u>0</u> Orthopedic Impairment

   <u>28</u> Other Health Impaired

   <u>29</u> Specific Learning Disability

   <u>31</u> Speech or Language Impairment

   <u>0</u> Traumatic Brain Injury

   <u>0</u> Visual Impairment Including Blindness

9. Number of years the principal has been in her/his position at this school: <u>15</u>

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	2
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	21
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	8
Paraprofessionals under the supervision of a 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.	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   <u>23:1</u>

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

Required Information	2016-2017	2015-2016	2014-2015	2013-2012	2012-2013
Daily student attendance	98%	95%	95%	96%	95%
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 2017.

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 _   No X

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

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

The Mission of Saint Dominic School is to enliven the Catholic Faith, foster respect and responsibility, and facilitate academic excellence in every student in order to send forth future leaders to our Church and society.

Saint Dominic School, a Catholic elementary school, was called into existence by the Saint Dominic Parish Community, Trenton Diocese, in 1965. As a Catholic educational institution, the school's mission is to enliven the Catholic faith, foster respect and responsibility, and facilitate academic excellence in every student in order to send forth future leaders to our Church and society. Saint Dominic School partners with parents to teach the concepts and traditions of the Catholic Church.

Saint Dominic School, accredited by AdvancED in 2015, is governed by Saint Dominic Church and the Diocese of Trenton. Saint Dominic's Advisory Board, comprised of the pastor, principal, and five stakeholders, strategically plans for the sustainability and growth of Saint Dominic School.

Saint Dominic School is located in Brick Township, New Jersey, a middle-class area in which the majority of the population is high school and/or college-educated and English-speaking. Most of the school parents work in professional businesses and industries. Many are employed in the area's schools, hospitals, and legal offices. There are 384 students residing in Brick Township and 100 students residing in the surrounding towns.

In 1990, a wing was constructed to accommodate the increasing preschool and kindergarten enrollment. In 2009, an extension consisting of a science laboratory, an art room, a guidance/world language office, three new meeting rooms, and a library/media center containing a collection of over 9,100 books of all genres, multimedia resources, and professional journals, was added to the school. This extension also houses a news studio equipped with a green screen and a music room with woodwinds, brass, percussion, and string instruments.

The Gospel message of serving others is infused into student life. Saint Dominic School adopted the town of Zada in Ethiopia to assist the VITA organization to fight hunger and climate change. Students donate funds to purchase water wells, solar lanterns, latrines, trees, and other self-sustaining items. Saint Dominic School partners with the Harbor School, a school for children with special needs. Harbor School students are welcomed at the Thanksgiving Feast, the school drama production, and concerts; in return, Saint Dominic students attend the Harbor School's holiday concert. Students reach out to Saint Dominic parishioners, the local community, the homebound, and residents of seven nursing homes and senior centers by creating greeting cards and entertaining through song and dance. Students of the Technology Club conduct computer proficiency classes for the parish community.

The depth and rigor of the Diocesan Curriculum Guidelines aligned with the New Jersey Student Learning Standards are essential means to student achievement. Seventh and eighth grade students are offered high school Algebra I, biology, chemistry, and physics for advancement. Students experience interactive learning through digital resources, such as digital textbooks and real-time techbooks, to enhance the development of academic skills.

In every curricular area, students embrace the "super skills" of the 21st Century: Communication, Collaboration, Critical Thinking, and Creativity. A team of students achieved first place in the country through the National eCybermission Competition, sponsored by the United States Department of Defense. Student teams have won this highly-competitive competition at the state level four times and the regional level three times. The science, technology, engineering, and math (STEM) curriculum offers students STEM-based lessons led by science, math, and technology teachers who partner with Rutgers University, Stockton University, Brick Township Municipal Utilities Authority, and Save Barnegat Bay Association. The Dave Cochran Award of Excellence grant of $1000 was awarded to the school in 2016 to implement STEM-based projects.

Saint Dominic School places great value on remaining current in instructional methods, educational technologies, and pedagogy. Administrators and ninety-four (94%) of the faculty have attended regional and national conferences held across the country. Faculty and administrators have traveled to California, Texas, Colorado, Louisiana, Minnesota, Indiana, Florida, New Hampshire, Massachusetts, and Pennsylvania to

attend these conferences: International Society for Technology in Education (ISTE), National Science Teachers Association (NSTA), National Catholic Educational Association (NCEA), iPad Summit, Staff Development for Educators, and Notre Dame Excellence in Teaching. Workshops on Next Generation Science Standards, STEM, Charlotte Danielson's Framework for Teaching, and the Waggle and IXL programs were hosted at Saint Dominic School. A cutting-edge learning environment is created through the knowledge gained from professional development.

Opportunities for academic, athletic, cultural and social activities are provided to prepare students for a changing and competitive world. A chapter of the National Junior Honor Society (NJHS) recognizes sixth, seventh, and eighth grade students who possess the characteristics of leadership, service, citizenship, character, and an overall academic average of ninety-three percent (93%). Students develop leadership qualities through membership on the Student Council and the Student Ambassador program. Kindergarten through eighth grade students participate in age-appropriate school athletic teams: baseball, basketball, bowling, cross-country, soccer, softball, track, and volleyball. School dances and club activities (Art, Band, Bell Choir, Chess, Children's Choir, Drama, Liturgical Dance, Religion Service, SDS News, Show Choir, Technology, Yearbook, and Young Scientist) are offered for student interaction.

PART IV – CURRICULUM AND INSTRUCTION

1. **Core Curriculum:**

The foundation for the Diocese of Trenton Curriculum Guidelines is found in the National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools, 2012. The English Language Arts program is literacy-based with concentrations in analyzing, critical thinking, effectively communicating, and writing as per the New Jersey Student Learning Standards and the Diocesan Curriculum Guidelines. The materials that are utilized range from conventional anthologies to digital reading and writing platforms: McGraw Hill Wonders English Language Arts, Loyola Voyages in English, McGraw Hill Study Sync, Alphabet A-Z, and Brain Pop. Across all genres, the focus is on comprehension, critical thinking, and written and oral response to literature. The writing process allows for the development of productive and cohesive writing skills that can extend to all curricular areas. Acquisition of age-appropriate and academic vocabulary and the foundations of grammar are applied to writing and speaking. Opportunities for formal and informal presentations are infused into the lessons.

The mathematics program follows the New Jersey Student Learning Standards and the Diocesan Curriculum Guidelines. The Sadlier Progress in Math series is used in kindergarten through fifth grades and the Houghton Mifflin Harcourt Big Ideas Math program is implemented in sixth through eighth grades. Differentiated learning strategies that are incorporated into instruction include the use of manipulatives, number lines, charts, technology, and hands-on activities and projects. IXL Learning (an online individualized math platform) is employed to practice math concepts at the students' learning level. Math education is provided to the fifth through eighth grade students in homogeneous groups. Peer coaching is offered for students who need reinforcement in math skills. A flipped classroom approach is frequently implemented to give students exposure to course material before teacher instruction and lesson activities occur. In order to prepare the eighth grade students for high school, they are given the opportunity to study Algebra I if they meet the criteria established by the Department of Catholic Schools.

Science concepts follow Next Generation Science Standards in compliance with the Diocese of Trenton Science Curriculum Guidelines. Kindergarten through fifth grade students utilize the Scott Foresman Science series, and sixth grade students use Pearson Earth Science. Discovery Education digital real-time techbooks serve as a resource for the seventh and eighth grade students. In preparation for success in studying science in high school, seventh grade students study biology and eighth grade students study chemistry and physics. The Next Generation Science Standards format includes all three Dimensions of Learning as well as crosscutting concepts and science/engineering practices. STEM concepts and the use of multimedia, interdisciplinary connections, real-life situations, critical thinking, project-based learning, research, and STEM lab reports are incorporated in the lessons. The 5E's of Science: Engage, Explore, Explain, Elaborate, and Evaluate are the framework for student learning. Saint Dominic School has partnered with Brick Township Municipal Utilities Authority, Rutgers University, Stockton University, and Save Barnegat Bay Association. Architects, civil engineers, accountants, cardiologists, and educational researchers have presented STEM education to the faculty and students.

The Diocesan Social Studies Curriculum Guidelines align with the New Jersey Student Learning Standards. Students read excerpts from historical novels, textbook content, and online sources. Formative and summative assessments monitor the students' ability to comprehend, analyze, and evaluate course content. In kindergarten through second grade, social studies is taught using an interdisciplinary approach. Social studies online and print resources are integrated in the English Language Arts curriculum. Houghton Mifflin Harcourt Kids Discover is the digital online resource for the third and fifth grade classes. Fourth grade students learn about New Jersey via primary sources and the Pearson New Jersey textbook. American History is taught in grades six through eight using the Discovery Education digital real-time techbook. Technological resources include online scavenger hunts, project-based learning activities, primary source research, online formative assessments, and authentic learning opportunities through virtual field trips. Students are introduced to the foundations of business and finances through the Stock Market Game sponsored by the Securities Industry and Financial Markets Association (SIFMA), an independent educational organization dedicated to fostering knowledge of the financial markets. Teams from the seventh

and eighth grades have placed in the top two teams of the Southern New Jersey Middle School Division for more than seven years.

b. Preschool

Saint Dominic School's preschool program makes each child's first educational experience a positive, faith-filled one. The curriculum is designed to build self-esteem through a caring, nurturing environment that stimulates the natural desire to learn. Students are exposed to kindergarten readiness skills through developmentally appropriate activities. Christian values are integrated through prayer and participation in religious events. The Diocesan Curriculum Guidelines include all of the disciplines found in the kindergarten through eighth grade curriculum. The McGraw Hill Little Treasures and Pflaum Little Seeds support this curriculum. When the students are promoted from preschool to kindergarten, they are prepared to read and comprehend numeracy and one-step word problems.

2. Other Curriculum Areas:

Religion is formally taught daily and infused in all disciplines. Other curricular areas supplement and support the core curriculum. Students experience a planned, sequential, age-appropriate progression of skills and knowledge. In these weekly classes, students are exposed to other cultures and perspectives and have the opportunity to explore their gifts and talents in other settings. All students from preschool through eighth grade receive art, technology, library/media, and physical education classes, while Spanish and music classes begin in kindergarten and continue through eighth grade.

Students are instructed in the Catholic faith though daily prayer and religion classes. The Diocese of Trenton Religion Curriculum Guidelines provide a framework that supports the teachings of the Catholic Church. Students learn the concepts and traditions of the Catholic Church using the Bible and resources from the Loyola Christ Our Life series. The RCL Benziger Family Life series aids in the development and practice of healthy attitudes, moral values, and virtues of Christian family life. Students act out their faith through community service opportunities, attendance at First Friday Masses, and membership in the Religion Service Club.

The visual and performing arts programs stimulate creativity through collaboration, sharing inspirations, and art expressions. Students come to appreciate and demonstrate openness toward novel ideas, approaches, and methods through self-evaluation, peer discussion, and critique. Students develop a visual plan for displaying their work in multiple formats including public, private, and virtual viewing. They receive a strong foundation in art history, which assists them in analyzing the way in which their artwork may have been influenced by culture and the environment and their potential to impact others.

The music program fosters student performance in concerts and drama productions. Students sing, dance, act, and play instruments appropriate to their grade level. Younger students learn about instruments, music styles, and create their own music on keyboards, which leads to playing the recorder and guitar. Older students play band instruments and perfect guitar and keyboard skills. They use tablature and explore the history of music through the use of internet resources to uncover the beauty of world music. Grade-level concerts give the students the opportunity to showcase the music curriculum. Forty-four percent (44%) of students in first through eighth grade participate in arts-related extracurricular clubs and activities: drama, art, children's choir, liturgical dance, and school band. Concert and drama productions fill the school's auditorium to capacity.

The physical education program meets the needs of all students through activities and skills designed to develop non-locomotor and locomotor skills with and without equipment. Manipulative skills involving the body and an object and skills to participate in team sports are practiced in third through eighth grade. Sixth through eighth grade students actually participate in team sports. The kindergarten through eighth grade health program consists of age-appropriate lessons in self-esteem, nutrition, and the dangers of smoking and drugs.

Saint Dominic School's technology program promotes learning in the 21st Century. Students are instructed

in a curriculum aligned to national technology literacy standards in a fully-equipped computer lab. They receive lessons in internet safety, keyboarding skills, and Microsoft Office productivity tools. Students learn the elements of computer programming and robotics through interactive websites and by interfacing with NAO, a school-owned humanoid robot from Aldebaran Robotics. The languages of the web (HTML, CSS, JavaScript, and Python) are used for programming, computational thinking, and creating websites.

In library/media classes, students are further immersed in literature through oral reading with the opportunity to select books for knowledge and enjoyment. A SMART Board, iPads, and computers are available to learn to use both print and electronic reference material and to perform guided research projects. Sixth through eighth grade students are taught the mechanics of writing a research paper in MLA format.

Saint Dominic School is in compliance with the foreign language requirements of the Blue Ribbon School program. Students in kindergarten through eighth grade are taught to respect diverse cultures, histories, and traditions. They learn grade-appropriate communication and Catholic prayers. Foundational vocabulary instruction begins in kindergarten and progresses through the grades. As verbal skills increase, students learn grammar and usage. Conjugation of verbs and conversational Spanish are emphasized with the goal of preparing students for the rigors of high school language courses. Sixth through eighth grade students are required to listen and respond in Spanish. Presentations and cooperative learning projects are essential components of the Spanish curriculum.

3. Instructional Methods, Interventions, and Assessments:

Saint Dominic School's population of 484 students is diverse. The administration and faculty use analyzed data to identify student learning needs and implement varied approaches and resources to meet these needs. Differentiated instruction is offered throughout the day through the use of technology, cooperative learning groups, and student-selected activities.

TerraNova standardized testing is administered annually in March in second through eighth grades. It is designed primarily for following a student's growth from year to year within each discipline. TerraNova results provide useful information for the administration and teachers in evaluating and continuing the improvement of the students' educational progress. Cognitive abilities assessments are administered in grades two, four, and eight.

Diagnostic Reading Assessment (DRA) results are another source of data used to monitor and adjust curriculum, instruction, and assessment to ensure that each student's instructional goals for achievement are being met. A literacy coach trains and assists teachers in completing these reading assessments and provides guidance for guided reading and future instruction.

Formative and summative assessments are used so that teachers can recognize learning needs and personalize instructional strategies and goals. Other assessment strategies include teacher observations, peer tutoring, and self-assessment through the use of portfolios. Rubrics serve as guidelines for assessing the learning objectives required for all instructional projects and assignments.

Saint Dominic School receives state and federal funds managed by the Brick Public School District. Title IIA and New Jersey Department of Education's Nonpublic programs provide support for the Technology Initiative, Security Program, Nursing, and Textbook Grant. The District contracts with the Educational Services Commission of New Jersey to provide Chapter 192 and 193 services to eligible students of Saint Dominic School. These services include human resources and materials for home instruction, compensatory education, Child Study Teams, supplemental instruction, in-class support, and occupational and speech therapy.

The administration and faculty stay current on research related to learning styles, multiple intelligences, personality type indicators, and instructional methods and techniques through attendance at national and regional professional development conferences and workshops and in-service trainings given by educational consultants held at Saint Dominic School.

The use of technology is another instructional resource that is used across all disciplines. In preschool through fourth grades, twelve iPads per classroom support instruction. Students in fifth through eighth grade participate in a 1:1 iPad program in which various apps and software programs, such as e-Backpack, Brain Pop, Study Sync, FlipGrid, and IXL as well as digital real-time techbooks and textbooks are available to the students. Desktop computers and iPads are used for student collaboration in creating presentations. SMART Boards are used in each classroom to enable interactive student participation. Digital microscopes, scientific probes, and a 3-D printer allow students to actually see the results of their scientific experiments and artistic creations. The use of iMovie on the students' iPads captures concepts in a visual and auditory way. Global collaboration, interactive presentations, and virtual field trips are made possible via a high-end videoconferencing system.

Academic achievement is also advanced through mutually respectful student-teacher relationships. Saint Dominic School's faculty nurtures the students, encourages them in their efforts, and becomes part of the students' educational experience. Saint Dominic School alumni often return to school to thank their former teachers who have helped them to achieve academic success in their subsequent education.

Saint Dominic School is a high-performing institution. Seventh and eighth grade students compete annually in the Saint Rose High School Scholastic Bowl and Donovan Catholic High School Scholastic Olympics, at which the students have placed first, second, or third in twenty-four years of competition. Thousands of dollars have been awarded to students to defray the cost of their Catholic high school tuitions. Based on their elementary academic achievement and high school placement test scores, students have earned full or partial scholarships to Christian Brothers Academy, Saint Rose High School, Donovan Catholic High School, and Red Bank Catholic High School. The eCybermission STEM competition provided winnings of over $32,000 to Saint Dominic School students. The faculty encourages high student performance by offering possible membership in the National Junior Honor Society, publication of creative writing in essay competitions sponsored by newspapers, local organizations such as the VFW and Elks Clubs, and other contests and competitions to keep the students highly motivated and actively engaged in their learning.

PART V – SCHOOL SUPPORTS

1. **School Climate/Culture:**

To ensure that the children receive the finest possible education, Saint Dominic School conducts academic programs that promote individual growth, tap the full potential of each child, and develop critical thinking and reasoning skills. The culture for learning is one of high expectations, hard work, and responsibility for students and faculty. All students are actively engaged and positively motivated through diverse methods of learning including digital resources, collaborative group work, independent contributions, and competitive opportunities.

The positive environment at Saint Dominic School begins at the front door. The principal and assistant principal know the students by name and greet them each morning as they arrive at school. The administrators, teachers, and staff employees advocate for the students. A guidance counselor is available three days per week to support the students both emotionally and socially and provides bi-monthly character education lessons.

A positive environment is sustained through ceremonies and traditions that distinguish the school. On All Saints Day, the kindergarten students dress as saints and process into the church at the school Mass. At the Confirmation Contract Mass, seventh grade students begin their preparation for Confirmation by preparing the Mass and presenting contracts stating their intent to fulfill the requirements for reception of the sacrament during the offertory at the Mass. Second grade students, dressed in their First Communion attire, lead the school in honoring our Blessed Mother in the annual May Crowning Mass and ceremony. In June, the first grade students honor the graduating eighth grade students by preparing Mass with song and flowers before graduation day. These special gatherings are part of school Masses on the First Friday of every month.

The Student Council promotes solidarity of the school through various events that they sponsor. A Thanksgiving food collection for the Saint Vincent DePaul Society encourages the spirit of giving. The Pep Rally attended by alumni and all current students and faculty promotes school spirit and sportsmanship. The Student Council's annual Talent Show encourages the students to share their God-given talents while gaining a sense of confidence.

Each month, the faculty comes together to learn of new initiatives, plan for the future, and dialogue with each other. Support and appreciation is shown to the faculty and staff by the administration and Parent-Teacher Association (P.T.A.) through weekly prayer meetings, holiday parties, special lunches and breakfasts, birthday cards, Christmas gifts, and end-of-year celebrations. Support through word and presence is continually offered to the faculty and staff. They are also recognized through shared positive comments and written commendations given by the administration.

2. **Engaging Families and Community:**

Saint Dominic School administration, faculty, and staff strongly believe that students benefit from the school's strong, positive relationships with the parent, parish, and local communities. Opportunities for parent involvement include quarterly principal/assistant principal coffee hours and evening meetings that allow teachers to partner with the parents of second and seventh grade students for prayer and education about First Penance, First Eucharist, and Confirmation sacramental preparations. Additional opportunities attended by faculty, parents, and/or students include Family Math Night, parent-teacher conferences, concerts, Christmas pageants, prayer services, and Back to School Nights. The Parent-Teacher Association facilitates events and initiatives such as assemblies, fundraisers, Advent Wreath gatherings, school uniform exchanges, open houses, student dances, parent mixers, and graduation festivities. Every year the P.T.A. contributes $55,000 to the operating budget of the school.

Saint Dominic School reaches out to the community to host a Career Day during which professionals from various walks of life offer students their perspectives on numerous career opportunities. Leaders in the

school and parent volunteers are recognized during a Leadership Day Prayer Service. The school also partners with a veteran who shares his experiences and insight at a Veterans Day assembly. Other partnerships include the Harbor School students and faculty, members of the Brick Morning Rotary Club, and Brick Township's first responders.

Parents and the community are informed of students' academic achievements by means of public and online forums. The mayor of Brick Township and Brick Town Council members have recognized Saint Dominic School students during Town Council meetings, which are televised for the Brick Township community. Other public forums include recognition at national, Diocesan, non-profit organizational, and school award ceremonies. Two of these recognitions have taken place in Washington, D.C. by the United States Department of Defense and at Stockton University. Students' award-winning creative and artistic achievements in competitions sponsored by The Partnership for a Drug-Free New Jersey are shared through press releases and displays throughout New Jersey schools. Online forums include Twitter, Instagram, Facebook, the school's website, and monthly newsletters and news updates. These achievements are emailed to the Diocese of Trenton and local newspapers and the parish bulletin for publication.

Although parents can review their child's grades and assignments through Parent Portal in third through eighth grade and progress reports each trimester in preschool through second grade, faculty members also reach out to parents to discuss student progress through email, parent-teacher conferences, and Child Study Team meetings.

3. **Professional Development:**

Faculty members participate in professional development opportunities aligned to the school's educational goals and best instructional practices. Attendance at regional and national educational conferences is key to the administration and faculty's professional development because it affords the opportunity to learn from the best and brightest in the country and experiment with new innovative resources to improve educational programs. The administration and faculty members attended the National Science Teachers Association (NSTA), International Society for Technology in Education (ISTE), and Tech and Learning LIVE Conferences to learn of resources and methodologies to enhance the school's STEM education, coding, and robotics programs. As a result, new coding software programs and NAO, a humanoid robot, were acquired to help students to develop and advance their computer coding skills. Teachers attended iPad Summits to enhance their own skills in the use of the iPad as an instructional tool. In order to transform classrooms into 21st Century learning environments, faculty members attended Staff Development for Educators and Daily Five Conferences. The information obtained by these early adopters was then turn-keyed to assist other teachers in this transformation. In seeking to improve the school security system and sacramental preparation programs, administrators and teachers attended the National Catholic Educational Association Convention, which led to the acquisition of the School Check-IN safety system for school employees, volunteers, and visitors as well as Our Sunday Visitor sacramental preparation resources. These are just a sampling of the many educational advantages gained by attending these conferences.

In-house and off-campus professional development is continually provided for the teachers. In order to implement Google Classroom, through which teachers can collaboratively create, distribute, and grade assignments in a paperless manner, training sessions were provided at Saint Dominic School to use Google Docs, Slides, Sheets, Forms, and Drive. To enhance language arts and reading instruction, a literacy coach was hired to train teachers in the implementation of Diagnostic Reading Assessments, guided reading and writing practices, and methods of differentiating instruction.

Teachers have traveled off campus to observe schools modeling 21st Century classroom environments and to learn new approaches to differentiate instruction so that they may better meet the individual needs of their students. Faculty members have also attended workshops on differentiated instruction at the Foundation of Educational Administration.

All faculty members belong to Professional Learning Communities, which meet bi-monthly to share best practices, participate in educational book studies and webinars, and discuss new initiatives and resources.

4. School Leadership:

Saint Dominic School is defined by its leadership and unity. The pastor, principal, and the assistant principal work collaboratively with the teachers to ensure that the school's focus is on faith formation and student achievement.

The pastor is the spiritual leader and administrative head of Saint Dominic School. The principal maintains the Catholic identity of the school and is accountable to the pastor. She is the spiritual, educational, and managerial leader of the school and creates a climate of collegiality in administering her responsibilities. The assistant principal is actively involved in the school's administrative decision-making and shares the responsibilities of the school with the principal. The administration and faculty are a team possessing different roles to fulfill the school's mission.

Saint Dominic's Advisory Board, comprised of the pastor, principal, and five stakeholders, strategically plans for the sustainability and growth of Saint Dominic School. The members of the board developed an endowment to provide tuition assistance for families in need in order to ensure the ongoing future of Saint Dominic School. The pastor and principal work closely with the Parent-Teacher Association to provide programs, finances, resources, and activities to build community and contribute to student achievement.

Saint Dominic School continually evaluates the curriculum and approaches to education, draws on the latest research in education, and learns from the best practices of educators across the country. To achieve this end, the principal sends the faculty to numerous professional educational conferences.

As an executive board member of the New Jersey Association for Educational Technology (NJAET), the principal promotes technology as a valuable resource in education. Being a member of the New Jersey Principals and Supervisors Association (NJPSA), the principal stays current with administrative and instructional practices dedicated to the promotion of excellence in education. The principal is a certified mentor for Diocesan principals and assistant principals seeking New Jersey Standard Principal Licenses through the New Jersey Leaders to Leaders (NJL2L) program. The Coordinator of NJL2L and the Manager of Administrative Programs of the New Jersey Department of Education requested that the school principal videotape a meeting with NJL2L mentors and residents to be used as a model for successful NJL2L Peer Group Support Meetings.

Seeing the need for an evidenced-based observation and evaluation instrument, the administration reviewed evaluation tools approved by the New Jersey Department of Education, choosing the Charlotte Danielson Framework for Teaching. This decision improved lesson planning, instructional practices, and assessments and serves as an example of the leadership's commitment to student achievement. The research accomplished in this area is now part of the Diocesan evaluation system.

PART VI – STRATEGIES FOR ACADEMIC SUCCESS

Many factors contribute to the overall academic, spiritual, and social success of the students of Saint Dominic School; however, the commitment to an organization-wide process of lifelong learning has been most instrumental to the school's success. This progressive atmosphere of learning and implementing best practices has been the catalyst for the search for and acquirement of new and exciting instructional strategies, technological and educational resources, and classroom design.

As a result of this constant quest to increase student achievement and to improve the school, Saint Dominic School has become a resource for schools within the Diocese of Trenton by modeling and leading these schools in numerous innovative practices, which they have incorporated. The transition to the Charlotte Danielson Framework for evaluation, the use of OnCourse as an online platform for hosting the Framework and for lesson planning, digital real-time techbooks in science and social studies, and other digital programs have been successfully utilized.

Diocesan schools have visited Saint Dominic School's 21st Century classrooms to see the student-focused, differentiated work stations wherein the students are proactive in their learning choices with the teachers facilitating the students' efforts. This approach fosters students' literacy and math skills, critical thinking and problem solving, and promotes student ownership of their learning. Current literacy and math structures (Daily 5, Math Daily 3, and CAFÉ), flexible seating, and a more differentiated approach to teaching further strengthen student literacy and math skills.

In recognition of its importance in a technology-driven society, STEM learning has been incorporated in preschool through eighth grade. To enhance learning, students are engaged in hands-on, thought-provoking activities including robotics and computer programming.

As noted previously, Saint Dominic School's commitment to continuous learning is further enhanced by the administration and faculty's attendance at regional and national conferences in all appropriate disciplines. Information and resources gleaned from these professional development opportunities are then shared among the entire faculty to keep them updated on current trends and research in pedagogy. These are just some of the many advances that are made possible by the school atmosphere that allows and encourages change and progress.

Steeped in over fifty years of a tradition of academic excellence and Catholic values, Saint Dominic School offers the best faculty and the most rigorous and enriching curriculum in the community. The challenge to continually improve the manner in which children are taught so that they can excel and realize their true potential is the driving force for success at Saint Dominic School.

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 <u>X</u>   No

3. What is the educational cost per student? $<u>6445</u>
    (School budget divided by enrollment)

4. What is the average financial aid per student? $<u>550</u>

5. What percentage of the annual budget is devoted to   <u>0</u>%
    scholarship assistance and/or tuition reduction?

6. What percentage of the student body receives
    scholarship assistance, including tuition reduction?   <u>9</u>%

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2012

Test: TerraNova 3
Publisher: CTB/McGraw-Hill LLC

Grade: 3
Scores are reported here as: Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	82
Number of students tested	55
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	
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:

Subject: Math   **Test:**   TerraNova 3   **Grade:**   4
Edition/Publication Year: 2012   **Publisher:** CTB McGraw-   **Scores are reported here**
                                      Hill LLC   **as:** Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	69
Number of students tested	55
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	
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:

Subject: Math   **Test:**   **Grade:**   5

Edition/Publication Year: 2012   **Publisher:** CTB McGraw Hill LLC   **Scores are reported here as:** Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	82
Number of students tested	59
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	
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:

Subject: Math
Edition/Publication Year: 2012

Test: TerraNOva 3
Publisher: CTB McGraw Hill LLC

Grade: 6
Scores are reported here as: Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	74
Number of students tested	60
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	
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:

Subject: Math
Edition/Publication Year: 2012

Test: TerraNova 3
Publisher: CTB McGraw Hill LLC

Grade: 7
Scores are reported here as: Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	83
Number of students tested	51
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	
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:

Subject: Math
Edition/Publication Year: 2012

Test: TerraNova 3
Publisher: CTB McGraw Hill LLC

Grade: 8
Scores are reported here as: Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	82
Number of students tested	50
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	
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:

Subject: Reading/ELA   **Test:** TerraNova 3   **Grade:** 3
Edition/Publication Year: 2012   **Publisher:** CTB McGraw   **Scores are reported here**
                                Hill LLC   **as:** Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	82
Number of students tested	55
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	
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:

Subject: Reading/ELA   **Test:** TerraNova 3   **Grade:** 4
Edition/Publication Year: N/A   **Publisher:** CTB McGraw Hill LLC   **Scores are reported here as:** Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	72
Number of students tested	55
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	
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:

Subject: Reading/ELA
Edition/Publication Year: 2012

Test: TerraNova 3
Publisher: CTB McGraw Hill LLC

Grade: 5
Scores are reported here as: Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	73
Number of students tested	59
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	
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:

Subject: Reading/ELA   **Test:** TerraNova 3   **Grade:** 6
Edition/Publication Year: 2012   **Publisher:** McGraw Hill LLC   **Scores are reported here as:**

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	77
Number of students tested	60
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	
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:

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

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	81
Number of students tested	51
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	
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:

Subject: Reading/ELA   **Test:** TerraNova 3   **Grade:** 8
Edition/Publication Year: 2012   **Publisher:** CTB McGraw   **Scores are reported here**
Hill LLC   **as:** Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	88
Number of students tested	50
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	
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: