

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):
- 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
 - 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	5	4	9
K	6	9	15
1	10	7	17
2	10	11	21
3	4	12	16
4	10	6	16
5	12	11	23
6	14	15	29
7	8	14	22
8	15	12	27
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	94	101	195

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 5 % Asian
 - 1 % Black or African American
 - 18 % Hispanic or Latino
 - 3 % Native Hawaiian or Other Pacific Islander
 - 72 % White
 - 1 % 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 <i>to</i> the school after October 1, 2016 until the end of the 2016-2017 school year	3
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year	5
(3) Total of all transferred students [sum of rows (1) and (2)]	8
(4) Total number of students in the school as of October 1, 2016	191
(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):

Spanish

English Language Learners (ELL) in the school: 4 %
8 Total number ELL

7. Students eligible for free/reduced-priced meals: 0 %

Total number students who qualify: 0

8. Students receiving special education services: 11 %
22 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> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>9</u> Other Health Impaired |
| <u>0</u> Developmentally Delayed | <u>8</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>5</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 37

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, e.g., third grade teacher, history teacher, algebra teacher.	14
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	1
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	4
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 14:1

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	96%	96%	96%	97%	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 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

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.

Saint Jerome School strives to guide and motivate all students to achieve success in intellectual and spiritual development by providing an academically excellent education rooted in Catholic values.

PART III – SUMMARY

Saint Jerome School (SJS) opened its doors on September 7, 1957 with kindergarten through fifth grade, staffed with six Sisters of the Religious Teachers Filippini. Rooted in Christ, strengthened in faith, and overflowing with thankfulness, these Religious Teachers established the foundation for SJS's Catholic identity. Through the years, the lay faculty, under the leadership of the sisters ministering at the school and parish, has continued to assimilate the spirit of Saint Lucy Filippini. Their dedication is enhanced by their continuous desire not just to teach, but to lead children to an ever-deepening love of God, neighbor, and country. The administration, faculty, and parents motivate the students to develop self-respect, self-discipline, respect for others, and an understanding of personal responsibility. Diversity is welcomed at SJS, and differences are honored. The entire community fosters an educational environment, which nurtures all students to become Christ-centered, civic-minded citizens and decision-makers, contributing to the Church, the nation, and the world.

The student body of SJS consists of children of parishioners and families from surrounding parishes and communities. Families are returning and enrolling children and grandchildren in SJS, knowing they will be academically and faithfully prepared. While 90% of the students are Catholic, students of other religions are welcomed. The student population is comprised of a variety of ethnic groups: White, Hispanic/Latino, Asian, Pacific Islander, Black/African-American, and multi-racial. Students come from diverse socio-economic communities, including two Title I districts, which leads to the need for financial support programs like the Tuition Assistance Program, the Father Gluth Fund, and the Adopt-A-Student program. For the increasing population of Hispanic/Latino students, written and oral communication can be challenging as English is not their primary language. Teachers offer one-on-one assistance to students to increase their understanding of the language used at school. The addition of these families has enriched the school and parish community with their cultural traditions, highlighting feast days and celebrations.

As a member of the Diocese of Trenton, SJS has achieved broad academic recognition and unquestionable goodwill in the surrounding communities resulting from more than 60 years of consistently high levels of educational achievement and community interaction. Sensitivity to and awareness of the needs of others and the need to care for the world is a hallmark of the SJS community. Outreach through service brings faith to action. For example, students share time and talents with residents at Operation Life, a local community home for the disabled; collect food and items for local food pantries and Society for the Prevention of Cruelty to Animals (SPCA); create gifts for new Habitat for Humanity homeowners; participate in the American Littoral Society dune grass replenishment program; use art to promote respect for life and express the importance of fair and affordable housing in Monmouth County; and show appreciation for the military by sending care packages. The SJS community is especially proud of its role in the Missionary Childhood Association. Students raise funds to assist children in Ethiopia, Eritrea, Brazil, and India. Their efforts have enabled the building of schools, the providing of clean water, and the provision of health and nutrition programs.

Highly respected for its rigorous academic standards, its student interaction, and its safe and nurturing environment, SJS meets the specific academic needs of the entire student body. Technology is embedded in all facets of learning. Students have access to laptops and iPads and use programs like Google Classroom and other applications. Ongoing, experiential, and collaborative professional development keeps teachers up-to-date on emerging technological tools for the classroom and new curriculum resources. The faculty and staff collect and analyze student data, which drives instruction to improve student performance. Teachers employ a variety of instructional strategies to motivate and engage all learners emphasizing 21st-century skill development. The daily program of studies allows students to demonstrate critical thinking, problem solving, and the social skills needed to live as global citizens. The faculty ensures that all students are challenged and that their learning abilities are enhanced through differentiated instruction and other academic opportunities like Accelerated Math, World Language, STEM activities, guest speakers, essay contests, and academic awards and competitions.

Recognizing the need for social, emotional, and physical well-being, SJS offers all students a wide variety of extra-curricular activities such as bell choir, cross country, basketball, cheerleading, softball, art club, and

theater program. These activities help students develop and acquire an understanding of rules, teamwork, camaraderie, personal confidence, pride, and Catholic values. They are well-equipped with the information and skills they will need to make good decisions and become responsible, active, and productive citizens.

SJS continuously works to improve academic excellence. Undergoing accreditation and re-accreditation (e.g. Middle States, AdvancED) and committing to strategic plans illustrate a commitment to define, maintain, and promote educational advancement. Planning committees consist of a variety of stakeholders including faculty and parents who join together to work on behalf of Catholic education.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Saint Jerome School follows the curriculum guidelines of the Diocese of Trenton, which are aligned with New Jersey state standards.

The reading/English language arts (ELA) program prepares students to become 21st century learners through analyzing texts from various genres that expose students to current events, controversial issues, and different cultures. For example, middle school students read *Three Cups of Tea*, highlighting the culture in Pakistan, the importance of education, and the value of tolerance.

SJS implements a rigorous grammar curriculum which focuses on identifying parts of speech and their usage. The reading programs emphasize high-impact comprehension strategies to develop higher-order critical thinking skills and provide effective instructional support. Students in kindergarten through second grade utilize a program, which is built on systematic phonics, and integrates reading, writing, spelling, and grammar. Online games that support the development of literacy skills can be accessed at school and at home. As students progress through the grades, they read, collaborate, and develop themes through writing and problem solving. Comprehension and critical thinking skills are strengthened by using a literature series, novels, and classroom magazines, to ensure that students gain exposure to a variety of texts and tasks.

Public speaking skills are developed as early as preschool with “Show and Tell” and progress to more formal presentations. Students use the writing process to compose essays in different genres: persuasive, informative, narrative, descriptive, personal, and compare/contrast. Starting in second grade, students conduct grade-appropriate research and present theses on cross-curricular topics that culminate in a formal research paper in eighth grade. Students gain practical knowledge of writing and publishing by producing their own collection of art and literary expression. For example, third-grade students research, illustrate, and publish a book on the saints. Both graduates and secondary school administrators report that SJS students surpass their peers in research skills and in composition.

The mathematics curriculum is rigorous and ensures the mastery of foundational skills necessary for academic and real-life success in an increasingly technological world. It emphasizes understanding conceptual ideas, developing procedural literacy, and promoting strategic competence through meaningful problem solving. The program utilizes technology, manipulatives, and tiered instruction to meet the needs of all students. Additionally, it offers academically advanced students in fifth through eighth grades an accelerated program, which concludes with Algebra I.

Instructional activities are learner-centered, cooperative, and inquiry-based, allowing students to explore, think hypothetically, and reason in both concrete and abstract terms. The math program promotes higher-order thinking and problem solving, as well as skills needed to make interdisciplinary connections.

The science curriculum is based on the Next Generation Science Standards and incorporates scientific and engineering practices, crosscutting concepts, and disciplinary core ideas. A comprehensive program rooted in a hands-on and minds-on approach, the science program provides students with foundational skills in earth, life and physical sciences intertwined with a strong skill set in ELA, technology, math, geography, and an ethical appreciation of the world that God has created. Designated Maker Spaces for the elementary and middle school students allows them to utilize the design process. Students in the elementary grades are given monthly design challenges, requiring them to apply science concepts. Technology is utilized to collect, record, analyze, and display scientific data. Environmental stewardship includes programs like Trout in the Classroom and organizations such as the Monmouth County SPCA, and the American Littoral Society, and the care and maintenance of a school garden.

The social studies curriculum fosters students’ awareness and interest in the world by developing historical perspectives that provide a better understanding of students’ past, present, and future. Government and civic mindedness are emphasized throughout the curriculum on all grade levels. The social studies program in the

primary grades includes a study of communities as well as various cultures, traditions, and social values. The program provides studies on the birth of our nation, and also reinforces citizenship qualities and democratic values. The fourth grade program primarily consists of an in-depth study of geography, history, the economy and sociology of New Jersey. The students are introduced to the regions of the United States and master the states and capitals. The fifth grade moves into a study of cultures in both North and South America, but concentrates primarily on history, geography and the economies of Latin America. The sixth grade program focuses on the history and geography of ancient civilizations and medieval times, while the seventh and eighth grade program is a study of American history.

The preschool program at SJS is based on the belief that a child's success begins with a strong foundation for long-term achievement. Early literacy, math, social studies, science, social-emotional development, creative arts, physical movement, health, and technology are integrated throughout the preschool curriculum. Also included are social and spiritual age-appropriate activities where skills and concepts are reviewed, revisited, and expanded on daily. The preschool math and reading readiness programs are aligned with the programs used in kindergarten through second grade. The preschool teachers work in partnership with the kindergarten staff and other faculty to foster independence, self-discipline, and spiritual development, thereby ensuring a smooth transition into kindergarten and SJS's rigorous curriculum.

2. Other Curriculum Areas:

Visual art is included across the curriculum in preschool through eighth grade. Preschool through second grade students attend weekly classes. Students study art history, focusing on artists who have made an impact on the visual arts. Students generate and conceptualize their work based on their analysis of different artists' work, using different types of media such as charcoal, acrylic paint, pastels, and textiles.

Students from preschool through eighth grade attend weekly music class. The music curriculum is designed to develop students' understanding of the elements and principles that govern the creation of works of music. Students demonstrate the ability to read music notation by performing songs and playing instruments. In the intermediate grades, students focus on music theory and history by analyzing culturally and historically diverse works of music.

SJS provides a physical education program encompassing a solid foundation in wellness, health, and physical activity. The program highlights the importance of hygiene, healthy eating habits, and healthy living through physical activity. Additionally, SJS, in conjunction with the Meridian Health System, conducts a program for middle school students on basic life-saving techniques such as Cardiopulmonary Resuscitation (CPR). Annually, the students participate in the Presidential Physical Fitness Challenge.

Saint Jerome School is in compliance with the program's foreign language requirements. World Language classes meet on a weekly basis (grades 6 – 8: 165 minutes; grades 4 – 5: 60 minutes; grades K- 2: 50 minutes). The World Language Curriculum provides students the opportunity to acquire a World Language (Spanish) in a faith-based environment. This acquisition empowers students to develop communications skills in real life situations as well as a respect for diverse cultures. Interpersonal, interpretive, and presentational methods of communication in the second language allow students to increase fluency as well as comprehension. Communication via reading, writing, speaking, and listening in the target language is developed through a variety of strategies such as collaborative pairs, communicative activities, and role-playing within the target language.

The library curriculum at Saint Jerome School emphasizes the importance of developing problem solving and critical thinking skills and learning how to conduct appropriate research. Students in preschool through fifth grade attend weekly classes establishing that reading is the foundation of learning. The library is open and available for all students to conduct research, utilize computers, or read.

SJS is dedicated to meeting the needs of all students and staff in a world of continuous technological advancement by providing a technology-rich educational environment. Through the integration of existing and emerging technologies into the curriculum, students are empowered to obtain and master skills needed to succeed in an increasingly complex information-laden society. The ethical use of electronic resources and

communication is a priority. All members of the SJS community are required to sign an Acceptable Use Policy yearly. Students attend weekly computer classes in the state-of-the-art computer lab. Students in the primary grades learn keyboarding and mouse skills. As students progress through the grades, they learn word processing, Excel, Power Point, research and presentation skills, and basic programming. Students complete a variety of assignments working both collaboratively and independently.

SJS was established to strengthen and promote the religious values of the Catholic faith in students pursuing a rigorous academic education. The religion curriculum includes the information and formation the students will need to live as Catholics in today's society. In addition to daily classes in all grades, faith values are integrated into all subjects throughout the day. Morning begins with a reflection that includes a daily message that encourages students to reflect upon the meaning of personal and civic values and the application of those values. The curriculum provides a growth continuum in the following areas of the Catholic faith: knowledge of doctrine, study and prayer using Sacred Scripture, knowledge and practice of the sacraments and their liturgy, morality and life in the Church community, and concern and care for the needs of others. Social teachings of the Church are applied to current issues in the world including care for the environment, peace and justice, equality of all people, dignity of the human person from conception to natural death, and care for the poor and displaced citizens of the world.

3. Instructional Methods, Interventions, and Assessments:

Saint Jerome School fosters independent learners and their unique abilities. The faculty applies various principles of educational research, such as Bloom's Taxonomy and Gardner's Theory of Multiple Intelligences, to fulfill the needs of a diverse student population.

Teachers use various instructional approaches such as tiered and differentiated instruction, cooperative learning, and technology-based learning. For example, students are separated into reading groups based on fluency tests / running records, and TerraNova Lexile levels. This provides an opportunity for small group instruction to challenge high-achieving students and to support students at- or below-grade level. Beginning in fifth grade, students performing above grade level in mathematics are offered placement in an accelerated program. The classroom teachers apply differentiated instruction as an approach to teaching that gives diverse students multiple options for learning based on ability and learning style. Some of those instructional approaches include Think-Pair-Share, Maker Mats, and learning centers. For example, students were grouped based on their ability and provided with a design challenge to build earthquake-proof structures. Teachers make use of audio interactive vocabulary lessons on the Internet, portable word processors such as Alpha Smarts, and interactive white boards. All students have access to computers to review skills throughout the curriculum.

Students classified by the Child Study Team receive support through a certified support teacher provided by Monmouth-Ocean Educational Services Commission (MOESC). These teachers focus on supplementary education, in-class support, English-language learners (ELLs), and speech and occupational therapy. Collaborating with the classroom teacher, the support teacher supplements reading comprehension, writing, mathematics, and basic skills. Classroom teachers modify assessments and offer additional resources to help all students achieve mastery. Para-professionals also provide individualized support for students. In the middle school, a tailored schedule is provided for those students who need reinforcement in the core curriculum subjects. In accordance with Catholic values, SJS embraces every student. Recently, one student received intense modifications and accommodations due to his classification. This student was provided with a one-to-one instructional aide. This support allowed the student to thrive academically and socially. Teachers gave him appropriate material to enable his success and build his self-confidence. With personalized intervention, he acquired the necessary skills to be an engaged and active participant in the learning environment. These skills will continue to serve him now that he has graduated and will provide tools for a successful future. In addition, a volunteer teacher works with students after school using a specialized reading program to increase fluency and comprehension. This individualized attention to instruction across all spectrums allows all students to achieve success even beyond the walls of Saint Jerome School.

The staff of Saint Jerome School uses technology-based support to provide interventions for students. The

school utilizes Echo Smartpens, which allow teachers to address the needs of students with auditory processing disorders. Using the Smartpens, teachers record information that students replay and listen to while taking a test or quiz. To supplement the core curriculum subjects and develop skills, students utilize various interactive websites such as Reading Eggs.

After analyzing the TerraNova test results and identifying a need for intervention in mathematics, the faculty and school administration introduced a program that allows students to review a variety of mathematical concepts daily. Since the adoption of this program, there has been an increase in mastery. After the success of the mathematics program, the school also introduced the reading comprehension and English grammar & mechanics programs. The implementation of these programs resulted in improved test scores, long-term retention, and student confidence.

Teachers evaluate students using a variety of formal and informal assessments. Formal assessments, such as pre- and post-tests, quizzes, and writing assignments, provide the teachers with constant feedback on the students' progress. This allows teachers to adjust the scope and sequence of material based on the needs of the students. Informal assessments also allow teachers to monitor the daily acquisition of skills and mastery. For example, in mathematics, the second grade teacher meets with students individually, having them explain their process of arriving at an answer, ensuring that they understand the concept. Teachers also require that students write explanations for open-ended questions to encourage and develop critical thinking skills, while ensuring mastery of a concept. Teachers throughout the school use debates, oral presentations, small- and whole-group discussion, and exit tickets to evaluate student understanding of the concepts being presented.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Saint Jerome School provides a safe and nurturing environment that encourages the development of Catholic values, academic skills, individual initiative, personal responsibility, and self-reliance. SJS fosters in its students a sincere, lasting appreciation for academic achievement, love for American heritage, and a continuing growth in love of God and neighbor through the Catholic faith and Christian values. The school community sets high yet realistic expectations, holding each student to attainable standards that encourage success. This value-based quality education provides students with skills they will need to live in a global, technologically challenging society.

The atmosphere at SJS is family-centered infused with Catholic culture and identity. All members of the school community are engaged and respected. Students, families, and educators work together to develop and live a shared school vision. The intensive and ongoing support from the Parent Teacher Association (PTA) is commendable and attributes to the continued success of the SJS community.

As professional Christian educators, the principal and staff believe that every facet of each individual student is important: spiritual, moral, intellectual, emotional, social, and physical. Educators model and nurture attitudes that emphasize the benefits gained from learning. The climate of the school motivates students to achieve in all aspects of their lives. Middle school students are engaged in a monthly enrichment program, which offers an educational experience outside of the core curriculum. This program, which includes STEM, journalism, geography, community service, and mock trial, gives students a chance to explore something they are interested in while also developing a greater understanding of the world around them. During its pilot year, the program has received positive feedback from students, parents, and faculty. The faculty, parents, and volunteers model the importance of respecting and helping others. As a result, students have an inherent desire to be active participants in the life of the school through activities like ambassadors, religious education aides, altar servers, and junior members of the Rosary Altar Society.

The principal of the school unfailingly ensures that the teachers feel appreciated and, most importantly, supported. Her presence is made known throughout each day and her dedication to SJS is unquestionable and unparalleled. The principal creates a unique bond with faculty, students, and parents. The principal provides leadership that motivates instructional and support personnel to strive for superior performance in order to make available the best possible opportunities for student growth and development. The principal implements professional and staff development to maintain continued strength in best practices and to provide the teachers and staff with opportunities to develop new teaching strategies and to deepen understanding of subject content.

2. Engaging Families and Community:

Saint Jerome School utilizes various methods to integrate families and community members with school life. Numerous activities occur throughout the year to keep the families and community members actively involved including pasta dinners, movie nights, school performances, fundraisers, guest readers, Trunk-or-Treat, Field Day, and sports events. Additionally, families are invited to participate in the school's liturgies, assembly programs, and class trips. The community looks forward to several long-standing traditions such as the May Crowning, Las Posadas, Christmas tree prayer service, and the Last Supper tableau. The school's PTA is extremely active in helping Saint Jerome School thrive. The PTA's annual Fashion Show is always a great success and profits about \$70,000 annually. The show is well attended by past and present families of the community, enabling everyone to unite in support of the school. Parents are kept informed and updated through newsletters and announcements made via the Honeywell system, PTA e-blasts, Google Classroom, the school's website, and social media (i.e. Twitter and Facebook). Parents of students in third through eighth grades have daily access to their children's progress, grades, and attendance through the parent module of the student management system Genesis. In addition to Genesis, parents are able to monitor their children's progress through formal and informal conferences, which are offered throughout the school year.

Saint Jerome School collaborates with local government and safety officials. The West Long Branch Police Department provides the Law Enforcement Against Drugs (LEAD) program for the fifth grade students every year. They also provide anti-bullying, cyber-bullying, and stranger danger presentations to raise awareness of current issues and to teach the students skills on how to act, react, and cope. The town's fire department and the county sheriff's office also visit to present programs, such as fire safety / prevention and information on the Canine Unit (K-9 unit).

Saint Jerome School promotes the importance of family and community involvement. The school fosters partnerships between the students, families, and community groups. Community involvement helps children and youth develop healthy behaviors and promotes healthy families. These partnerships are created with various programs and organizations such as Monmouth University's Federal Work Study program; Habitat for Humanity; Women, Infants, Children (WIC); Daughters of the American Revolution; Missionary Childhood Association; Lunch Break (a local organization that provides food, clothing, and life skills); Operation Life; and the Knights of Columbus.

3. Professional Development:

The administration and faculty at Saint Jerome School are passionate about continuing education and learning. They seek rich opportunities that help develop teaching skills and knowledge. The administration and faculty attend all workshops sponsored by the Department of Catholic Education. The faculty also participates in various workshops involving differentiated instruction, problem-solving, literacy, special education, data analysis, school safety, and technology, as well as other topics. A need was identified with the increasing number of students receiving special services. An educator from MOESC facilitated a workshop, Teaching All Students: Staff Guide to Accommodations and Modifications, that addressed specific students' instructional needs. Workshops have been conducted by the Brookdale Education Networks, Bureau of Education & Research (BER), Rutgers University, and Google. Additionally, representatives from the TerraNova standardized testing company provided an in-depth data analysis workshop to help teachers better understand and utilize test results. Faculty also participates in online webinars to enhance their specific grade/subject area. In addition, teachers visit neighboring schools to observe instructional methods and strategies. The faculty and religious education teachers completed the Catholic Faith and Tradition course from the Satellite Theological Education Program in the McGrath Institute for Church Life at the University of Notre Dame.

Throughout the school year, the principal conducts both formal and informal evaluations of the faculty and staff; she observes and assesses the effectiveness of teaching practices. Samples of student assessments and classwork are provided for the principal to review and stay abreast of each student's progress. Informal conferences are held between the principal and each student to review his/her portfolio and monitor progress throughout the year. These conferences also reinforce the strong bond and relationship between the principal and each student.

Saint Jerome School's Professional Learning Community (PLC) is comprised of dedicated faculty members. At PLC meetings, teachers share their expertise, analyze levels of student learning, and identify strengths and weaknesses. Teachers collaborate to develop and implement strategies for advancement, reinforcement, and/or intervention. This ongoing process allows teachers to continually evaluate the effectiveness of strategies and apply any necessary modifications. The faculty and staff also expand their knowledge through publications and professional material such as The Master Teacher and Catholic Teacher. These and other publications focus on specific subject areas and offer information on instructional strategies and actions, competencies for effective teaching, and research-based best practices that are all related to academic, social, and emotional concerns.

4. School Leadership:

The leadership team at Saint Jerome School is comprised of the pastor and the school principal. This team works collaboratively to create a positive school environment that satisfies the needs of all members of the school community. They also work with the faculty and staff to ensure that all students receive the best

education possible and have memorable experiences. The pastor and the principal drive the development of the school's philosophy/mission and financial planning.

The principal promotes an educational philosophy and school climate that encourages a collaborative effort from all teachers and students. The principal is responsible for the overall operation of Saint Jerome School and has been for the past thirty-seven years. The principal's core responsibilities include managing the school, monitoring instruction, and facilitating the school's interactions with parents and others in the school community. The principal encourages and initiates continued improvement in curriculum and teaching methods. In addition, the principal always strives to create a positive rapport with her faculty and staff. The principal respects and values teachers on professional and personal levels and has an open door policy for students, teachers, and parents. The principal also leads the entire school community in spiritual growth and encourages students to offer faith-based service as altar servers, religious education helpers, and Operation Life volunteers.

The pastor at Saint Jerome School is involved in the spiritual life of the school. The pastor is present to the school community through monthly celebration of the sacrament of Reconciliation, First Friday and weekly school Masses. He participates in school prayer services and special events. Having the church directly connected to the school allows the pastor to be present and to lead students' spiritual growth. As Director of the Office of Missions for the Diocese of Trenton, the pastor offers global mission awareness of the Church and highlights the unity of all people in the world. Through the generosity of the school's local community and alumni, the pastor earmarks funds needed to keep education current and viable. The school's leadership is supported by the PTA Executive Board and the Finance Committee. The PTA Executive Board is nominated by an appointed committee and approved by the pastor and principal. The PTA Executive Board provides input into the development of the school's philosophy/mission, financial planning, and identification of instructional needs. The Finance Committee is selected by the pastor with input from the Parish Council. The committee's primary role is to provide financial oversight of the school. This committee is responsible for budgeting, financial planning, and reporting.

PART VI – STRATEGIES FOR ACADEMIC SUCCESS

The strong sense of Catholic Identity manifests itself in the Saint Jerome School community. Saint Jerome School's Vision Statement dictates that Saint Jerome School aims to provide an excellent academic education that fosters Catholic teachings and Christian formation. This value-based quality education provides students with skills they will need to live in a global society. Saint Jerome School is a faith-filled school community that emphasizes the importance of academic excellence in the context of Catholic teaching, tradition, and service. The words and actions of students and staff echo the Gospel message and point toward success, resounding the principal's mantra of "Good, better, best, never let it rest until the good is better and the better is best." From this, the students learn that success is an ongoing process and is unique to each individual.

Saint Jerome School provides a secure environment for each individual and the whole community. Teachers, staff, and volunteers take a personal interest in the well-being of each student. For example, Rainbows for All Children allows students a safe environment to express grief associated with traumatic events. Students are encouraged to take responsibility for their actions and receive guidance through instruction and example rooted in the Gospel message. Saint Jerome School allows students an opportunity to learn from their mistakes while employing Catholic values. This cultivates a sense of moral responsibility.

Courtesy and friendliness are hallmarks of students and modeled by administration, faculty, and staff. All students are treated equally. Celebrations of various religious and cultural traditions and events occur throughout the year such as Las Posadas, a Mexican tradition, which is celebrated during the Christmas season. Religious tolerance and respect is taught. For example, children of other faiths are encouraged, in lieu of receiving the Eucharist, to approach the priest for a blessing during liturgies. Students are a proactive presence in the community via outreach and service. Students plant flowers at the local park, make blankets for the children served by Missionary Sisters, write letters to soldiers, and pack breakfast bags, bake cookies, and create baskets to bring cheer for those in need. Middle school students go out into the community and read books to local preschool children, make crafts and play games with residents and members at the local senior centers, and volunteer at Lunch Break, a community outreach center. The religious nature of the school affects the curriculum across disciplines; religion is not only taught but also modeled through actions and words. Interactions between and among students and adults reflect the understanding that Jesus Christ is met in each person. Because the students feel respected and loved, they are motivated to succeed in all aspects of their lives.

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? \$7187
(School budget divided by enrollment)

4. What is the average financial aid per student? \$2300

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 4%

6. What percentage of the student body receives scholarship assistance, including tuition reduction? 13%

PART VIII – ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: Terra Nova 3

Grade: 3

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	69
Number of students tested	15
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:

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2012

Test: Terra Nova 3
Publisher: CTB/McGraw-Hill

Grade: 4
Scores are reported here as: Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	93
Number of students tested	22
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:

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2012

Test: Terra Nova 3
Publisher: CTB/McGraw-Hill

Grade: 5
Scores are reported here as: Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	87
Number of students tested	25
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:

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2012

Test: Terra Nova 3
Publisher: CTB/McGraw-Hill

Grade: 6
Scores are reported here as: Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	88
Number of students tested	20
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:

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2012

Test: Terra Nova 3
Publisher: CTB/McGraw-Hill

Grade: 7
Scores are reported here as: Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	93
Number of students tested	28
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:

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2012

Test: Terra Nova 3
Publisher: CTB/McGraw-Hill

Grade: 8
Scores are reported here as: Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	85
Number of students tested	20
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:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2012

Test: Terra Nova 3
Publisher: CTB/McGraw-Hill

Grade: 3
Scores are reported here as: Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	68
Number of students tested	15
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:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2012

Test: Terra Nova 3
Publisher: CTB/McGraw-Hill

Grade: 4
Scores are reported here as: Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	83
Number of students tested	22
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:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2012

Test: Terra Nova 3
Publisher: CTB/McGraw-Hill

Grade: 5
Scores are reported here as: Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	83
Number of students tested	25
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:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2012

Test: Terra Nova 3
Publisher: CTB/McGraw-Hill

Grade: 6
Scores are reported here as: Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	90
Number of students tested	20
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:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2012

Test: Terra Nova 3
Publisher: CTB/McGraw-Hill

Grade: 7
Scores are reported here as: Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	84
Number of students tested	28
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:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2012

Test: Terra Nova 3
Publisher: CTB/McGraw-Hill

Grade: 8
Scores are reported here as: Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	77
Number of students tested	20
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: