

Catholic Schools Week

A Supplement to the CATHOLIC STAR HERALD

January 27, 2023



Photo by Rich Hundley III

Will Armstrong, a fourth-grader at Christ the King Regional School, Haddonfield, genuflects in Christ the King Church before taking his seat in the pews. One reason Armstrong likes being a Catholic school student: "I get to go to church with my fellow classmates and worship Jesus as a family," he says.

INSIDE: Bishop's message, S2 • Welcoming transfer students, S5 • Curriculum, S7

Catholic schools paving way to a brighter future

The mission of South Jersey Catholic Schools is to educate and inspire young minds spiritually, academically and in service to others. As we celebrate Catholic Schools Week – Sunday, January 29, through Saturday, February 4 – this mission shines through at each of our elementary and high schools in the Diocese.

Each principal, teacher, coach and staff member is dedicated to educating the whole student. The curriculum is created to ensure that academic excellence and faith are intertwined in all subjects. We prepare our students not only to succeed in the future, but also to be faithful citizens of the world as moral and ethical adults.

Academics at our schools are often described as rigorous. Some parents might be concerned with that description. It means that our dedicated faculties strive to create environments where students not only meet the educational standards but also exceed them. Additionally, our schools give students the opportunity to enhance their skills outside the classroom through athletics, performing arts and extracurricular clubs. We strive to prepare well-rounded students with the

skills to perform not only in college but for their future careers.

Similarly, the spiritual formation of students is not just limited to a religion class. It is pervasive throughout the school in all subjects and activities – whether in the classroom, in the gym, on the stage or in our extracurricular clubs. Our administrators and faculties, along with local parish priests and religious sisters, provide an environment where Gospel values and Church teaching and traditions are consistently modeled. In our schools, students regularly attend Mass, learn about and

receive the Sacraments, and weave the lessons of Jesus Christ into activities in the classroom.

During Catholic Schools Week, many of our schools send students to Sunday Mass at our parishes to speak about their experiences and the benefits of Catholic education. As you leave Mass this Sunday, I suggest you take a moment to introduce yourself to one of these wonderful students and learn more about his or her academic journey.

Our curriculum and the spiritual nature of our schools encourage another companion element, a dedica-



A MESSAGE FROM THE BISHOP

Bishop Dennis J. Sullivan

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tion to serving our sisters and brothers in need in our communities. In Matthew’s Gospel, Jesus says, “Whatever you do for one of these least brothers of mine, you do for me.” (Matthew 25:40) Throughout the year, including Catholic Schools Week, our students engage in a variety of service projects. These experiences of service to others will live in the hearts and minds of our students long after they have left our halls and will influence their understanding and treatment of

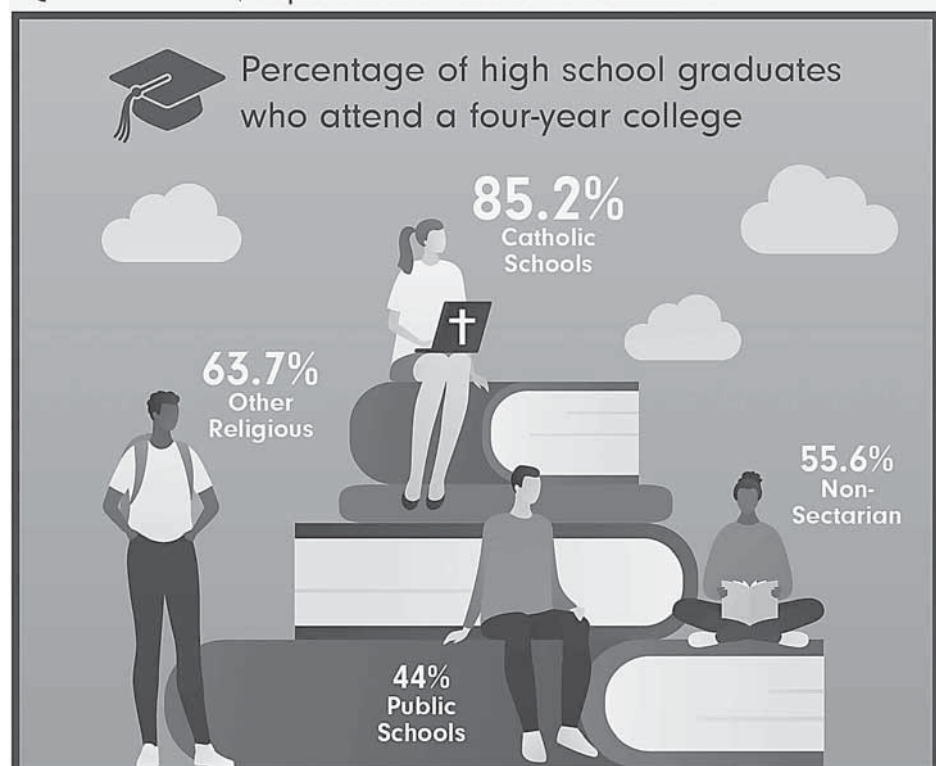
the needy among us.

Please support the mission of our Catholic schools by prayerfully considering a donation to the South Jersey Scholarship Fund (16042.thankyou4caring.org/south-jersey-scholarship-fund) or to a school directly. I thank you for your generosity and support.

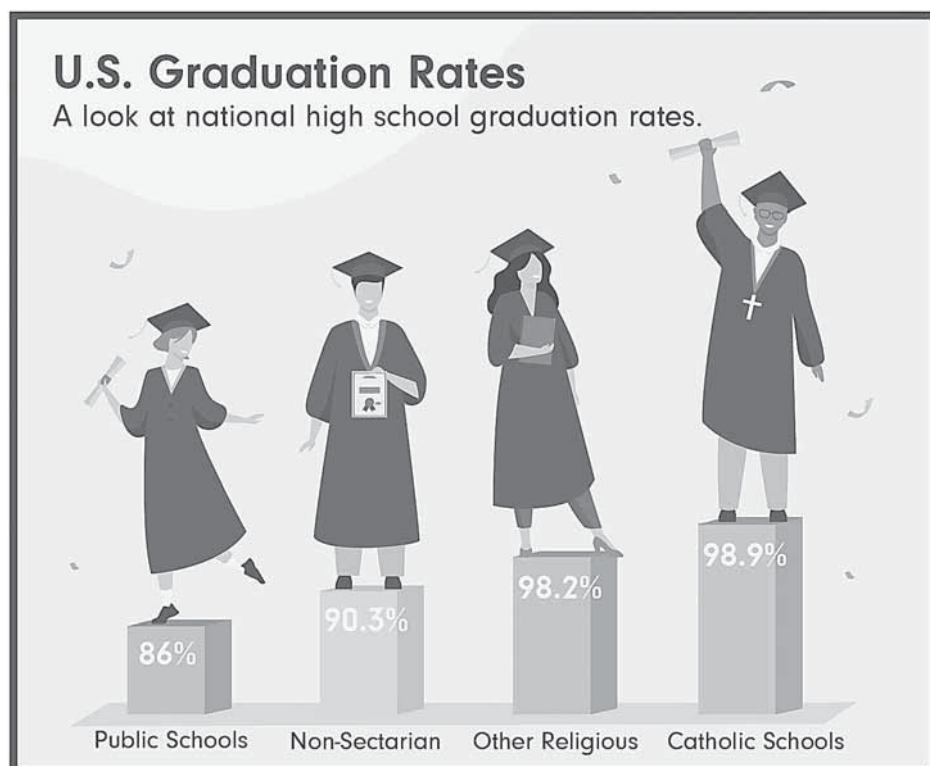
Let us pray for our administrators, teachers, priests, religious sisters, students and their families as they embrace the opportunities only found at a Catholic school.

NCEA CATHOLIC SCHOOLS SNAPS

A quick take on issues and statistics



Sources: Broughman et al. (2021); Irwin et al. (2021)



Sources: Broughman et al. (2021); Irwin et al. (2021)

RATES OF SUCCESS — The National Catholic Educational Association, which works to support ongoing faith formation and the teaching mission of the Catholic Church, represents 140,000 educators serving 1.6 million students. South Jersey Catholic Schools is part of the NCEA’s long tradition of excellence, and its statistics are reflected in these national numbers.



Photo courtesy of Holy Angels

Students in Holy Angels Catholic School work diligently during STAR testing earlier this month in Woodbury.

Student test scores during COVID a testament to Catholic education

Principals, teachers, parents and students in South Jersey Catholic Schools exhausted themselves during the last two school years to maintain in-person learning, despite the costs.

Their outstanding efforts are not a surprise to anyone familiar with the commitment and collaboration that characterize Catholic education. Catholic school principals, teachers and staff take seriously the call to minister to others. Keeping the doors open for in-person learning every day brought some sense of normalcy to students' lives and allowed their parents the freedom to do the same. Our faith thrives when we are present to each other, in person.

Recent statistics about student learning during the pandemic confirm our belief that learning thrives in an in-person setting. In the last months of 2022, national and statewide standardized test scores became available that allowed a comparison of students before and after the major impacts of COVID-19.

In public schools across the state, the New Jersey Student Learning Assessments measure the proficiency of students relative to the standards for their grade level. According to recently published reports, fourth-grade proficiency scores in New Jersey's public schools, for example, dropped 9 percentage points in English Language Arts and 12 points in math last year compared to pre-pandemic scores. Fifth-grade scores decreased by 8 percentage points and 11 points in English Language Arts and math, respectively.

In South Jersey Catholic Schools, students take the Star Assessments,

which help teachers to identify students' needs on specific standards in reading and math so they can tailor instruction to meet them. The Star Assessments also allow us to measure

whether students are performing as expected for their grade level and the time of year. By that yardstick for proficiency, reading scores for fourth-grade students decreased by only 2 percentage points from January 2020 – just before the pandemic began – through January 2022. In-person learning appears to have been especially important for math: Scores increased from 2020 to 2022 by 6 percentage points

for fourth-grade students. Fifth-grade results were similarly encouraging, with an increase in reading of 2 points and 4 points in math.

The slight decrease in reading scores in fourth grade – and some other grades – is not surprising, given the realities of school from March 2020 through around March 2022. All students experienced remote learning from March 2020 to June 2020. Approximately 20% of students continued to learn remotely during the 2020-2021 school year, while their classmates wore masks and maintained social distance in school. Those measures, combined with simultaneously teaching students in the classroom and on the computer, made the learning environment that year significantly different from anything teachers or students had ever experienced.

Yet through it all, the evidence indicates that South Jersey Catholic Schools students continued their learning with significantly less dis-



Dr. Bill Watson

Superintendent of Catholic Schools for the Diocese of Camden

“Learning thrives in an in-person setting.”

ruption and minimal learning loss relative to their peers in other New Jersey public schools. This analysis is representative, and it is not perfect because the two groups use different tests. However, the overall trend for each group relative to its own performance prior to the pandemic validates herculean efforts by the teachers who have answered the call to a vocation in Catholic education and the perseverance of the students they serve.

Our work in Catholic schools is never done. Teachers are doubling down on efforts to help students regain any losses they experienced academically during the last two years. We also continue to strive every day to achieve the high standard of charity to which we are called by our Catholic faith through in-person interactions in the school community. The efforts – and successes – of all members of South Jersey Catholic School communities in maintaining student learning speaks volumes about their ongoing commitment to learning in an environment characterized by Catholic service, community and charity.

Dr. Bill Watson is superintendent of Catholic schools for the Diocese of Camden.

IN THEIR OWN WORDS

Why are you proud to go to a Catholic school?

“The many opportunities you have, such as social life, Catholic life, sports and academics. Each child has a place in the school and knows best where they fit in.”



~ **Aidan Neeld, 8th grade, Our Lady of Hope Regional School, Blackwood**



“[I’m] part of a community that values education, faith and service. I get to be part of a school filled with students and staff who have the same

values and goals as me, and it makes every day enjoyable.”

~ **Ryan Mullin, sophomore, Camden Catholic High School, Cherry Hill**

“The teachers and staff members encourage students to be their best and succeed in life.”



~ **Jasmine Williams, 8th grade, Our Lady of Hope Regional School, Blackwood**



“In my other school, I wasn't getting treated right. In a Catholic school, people have been kinder, and I've been having a better time.”

~ **Caleb D'Alonzo, 4th grade, Christ the King Regional School, Haddonfield**

“Students who need more attention can get it, due to the classes being smaller.”



~ **Aidan McManus, 8th grade, Our Lady of Hope Regional School, Blackwood**

Safe schools are effective schools, Catholic admins hear

By Michael Bress

“School security is a top priority,” said Dr. Bill Watson, diocesan superintendent of the Office of Catholic Schools. “There are always new insights on how best to implement safety and security protocols, and reminders about best practices, even for the most experienced school administrators.”

On Jan. 10, principals from across the Diocese of Camden attended a

presentation on school security and preparedness as a part of a professional development meeting at Saint Joseph Regional School, Somers Point. The presentation was offered by Dr. Thomas Gambino, education program development specialist for the Office of School Preparedness and Emergency Planning from the New Jersey Department of Education.

Dr. Gambino provided details on identification and prevention of poten-

tial security threats; protocols for securing the inside and outside of school buildings and how to work closely with one’s staff and local first responders.

Steve Hogan, principal at Saint Mary School, Vineland, said he found the presentation educational. “I believe it is important that principals are updated regularly about school safety laws and standards for schools,” Hogan said. “School safety workshops also provide an opportunity to enter

into pertinent discussions with the presenter to clarify questions concerning the implementation of safety protocols and deep sharing with other principals about best practices.”

Dr. Gambino walked the principals through several real-life scenarios and ways to implement new protocols. Patti Paulsen, principal at Holy Angels Catholic School, Woodbury, considers these updates imperative to her work. “It is crucial to attend security sessions pertaining to our schools. There is always something to learn or a new way to improve on what we are currently doing.”

The topic of school security comes up for principals on a regular basis, from both current parents and potential new school families. “During the enrollment process, aside from questions concerning academics and faith formation, it is quite common for new parents to ask questions about safety protocols of the school,” Hogan said. “Parents expect that the school is implementing safety policies that protect their children and that the school considers safety a top priority.”

Dr. Watson said he was pleased with the gathering. “Our principals do an excellent job of maintaining safety and security, yet they were so grateful for the reminders and the opportunity to ask questions of each other and Dr. Gambino,” Dr. Watson noted. “It speaks to their constant vigilance and desire to continue to improve as they nurture safe, secure, high quality learning environments for all students.”

Safety is a key element of the education process, and it can’t be underestimated, Dr. Watson continued. “If students, teachers and leaders do not feel safe, all of what we do is compromised,” he said. “Establishing safe, secure environments and being prepared to handle threats to safety in a calm, organized way helps everyone stay focused so we can build the communities that make Catholic schools so strong.”

Michael Bress is communications and marketing manager for the Diocese’s Office of Catholic Education.

More Catholic Schools Week Online!

Check out the Jan. 30 Talking Catholic podcast as hosts from the Office of Catholic Schools sit down with Catholic school principals from around the Diocese.

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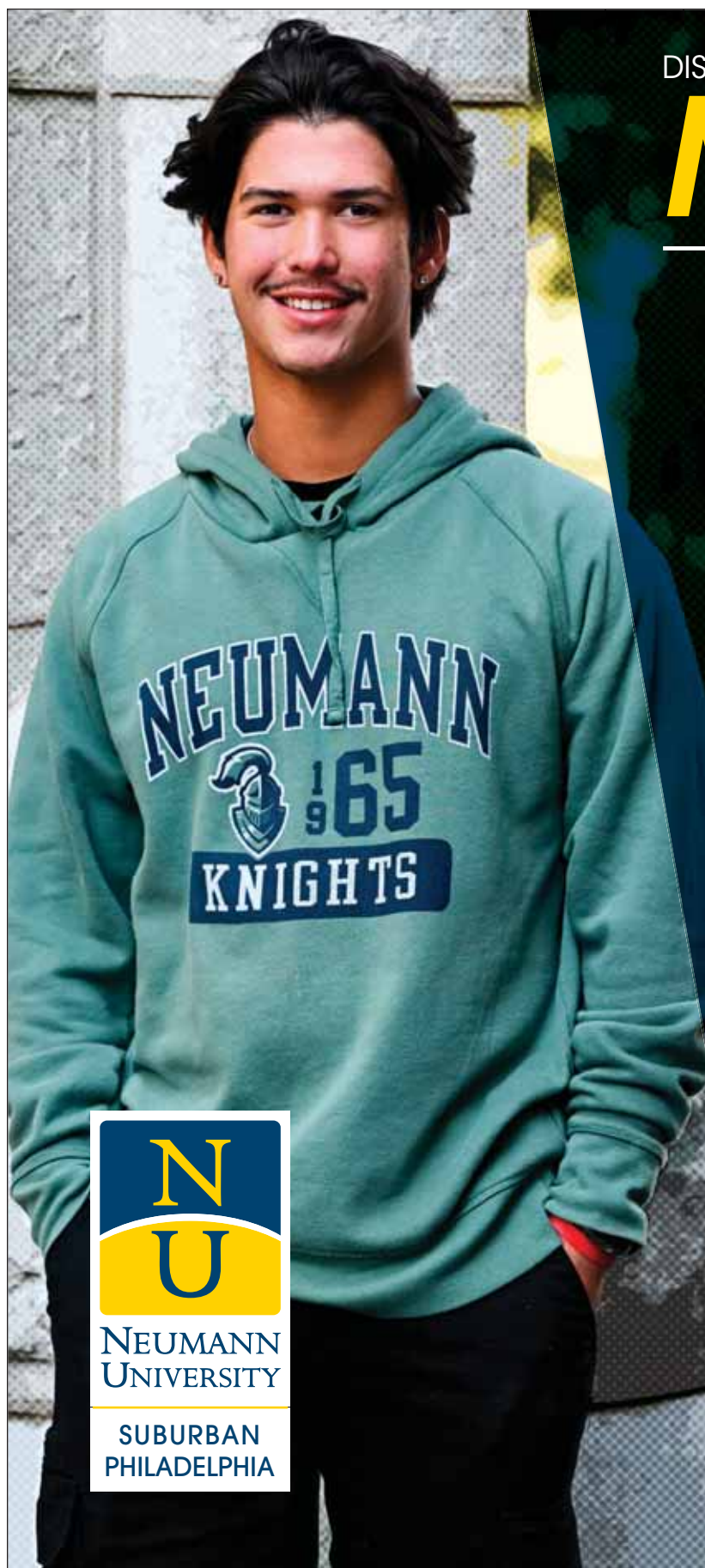
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Making the Change

The challenges, blessings of transferring to a Catholic school

By Mary Clifford Morrell
Correspondent

In a 2008 address to Catholic educators, Pope Benedict XVI referred to Catholic schools as “an outstanding apostolate of hope ... addressing the material, intellectual and spiritual needs” of millions of children.

Among those children, each year, are many who are transferring from varied educational institutions, including public, charter and other private schools.

The reality is, changing schools can be tough.

One student who transferred into Saint Joseph Regional Catholic School, Somers Point, three years ago, acknowledged feeling “a bit intimidated.” Different classmates, different expectations, and different rules, including uniforms, were a lot to adjust to. But from day one, the student shared being made to feel welcomed by other students and teachers, admitting, “The work is challenging, but there is always someone to help you.”

In the Diocese of Camden, helping students adjust to the academic, social and emotional challenges of a new environment is built into the three-fold mission of Catholic schools to proclaim the Gospel, build community and serve others, which then informs school values and culture.

The process for transfer students and their families begins with a decision to apply and an interview with school administrators, said Dr. Janice DeCicco Fipp, Saint Joseph Regional principal.

“I ask parents, ‘Why do you want to come to Saint Joseph Regional?’ Always, the parents share that they are looking for something different; perhaps, a more welcoming, comfortable environment for their child; a different curriculum, more challenging or based on Gospel values; smaller class size, which would afford their child more attention; or they have simply decided they want a Catholic education for their child.”

Once accepted, students and families may find that the reasons for wanting to change schools are also challenges to be met, especially the different curriculum.

“Understanding that students come to South Jersey Catholic schools from various educational experiences, teachers diligently work with each student to gain a better understanding of their core subject experiences and knowledge,” said Laureen Brady, advancement and development director, Saint Margaret Regional School, Woodbury Heights.



Photo courtesy of Beau Ridge Photography

Saint Joseph Regional School students help each other with classwork in Somers Point. Dr. Janice DeCicco Fipp, principal, says that when she asks prospective parents what they are looking for in a Catholic school, a welcoming environment, different curriculum and faith values are among the answers she receives.



Photo courtesy of Resurrection Catholic School

Children and families attend an Open House at Resurrection Catholic School, Cherry Hill. The warm welcome and personalized service that prospective Catholic school families encounter during a tour continue throughout their child's tenure, administrators say.

She noted that among the challenges for transfer students is a rigorous curriculum that includes a high expectation for classwork, homework and a variety of assignments, assessments, projects and essays. “Class assignments come with rubrics to follow in order to enhance their personal best work,” Brady pointed out, adding, “The mission of education is to take a student from where they are, individually, and challenge them to move forward developing their skills to become a lifelong learner.”

Gerry Janansky, principal of Resurrection Catholic School, Cherry Hill, noted, “We teach our students how to share their God-given talents with the world and push them to show their best selves each day by using a developmentally scaled discipline model that supports students where they are and encourages them to push toward greatness each day. Since we

weave these practices into the very culture of our school, transfer students quickly learn to see the Catholic worldview in action and emulate it themselves.”

Walking Together

“Joining a South Jersey Catholic school is truly joining a second family,” Brady reflected. “We all are communities of faith where families support and serve one another. Many of our schools have parent and student ambassadors who not only facilitate welcoming prospective families for Open House and enrollment events, but also continue that level of person-

Transfer students enjoy community, higher learning

Transfer students in fourth to eighth grades from Saint Joseph Regional, Somers Point, gathered with their principal, Dr. Janice DeCicco Fipp, to share their experiences, challenges and the blessings of their new school community. Common among the challenges were uniforms, getting up earlier, being the new kid, learning cursive writing, more rules and discipline, a more challenging curriculum and the need to work harder. But, finding the bright spot, one student reflected, “The day goes so fast because we are always working.”

“The work here is much harder and more challenging, but there's always someone to help you.”

“I always loved God but never went to church. Now I wake my mother up to go.”

“In my old school, no one seemed to care about each other. Here we are like a family.”

“Before, we never had homework. Now, it's every day. I'm learning time management.”

“There is a greater sense of community here.”

“From the first day, the teacher made me feel like I had been here since kindergarten. She included me in everything.”


“Before Saint Joseph's, all the kids used to disrespect me. Here, everyone respects each other.”

alization and welcome throughout their first year.

“New families are welcome to reach out to veteran families for perspective and to help answer basic questions about procedures of a class or the school. Student ambassadors are paired with new students to help them acclimate to their new school community of families and friends.”

To assist new transitioning families, Resurrection Catholic combines the back-to-school kick-off event with a new-family orientation. Families, current and new, have the opportunity for

(continued on page S16)



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Unique course offerings position students for future success

By David Karas
Correspondent

Whether it is through classes such as web design, music theory or contemporary moral issues, or curriculum tracks that offer advanced placement and college credit opportunities, Catholic schools throughout the Diocese of Camden are providing students with educational opportunities to set them apart from their peers.

“Students can walk away with building a rigorous, diverse resume for their future,” said Louise Fourney, director of guidance and vice principal of the upper division of Wildwood Catholic Academy, North Wildwood. “Depending [on whether they are] attending college, going out to the workforce or joining the military, they are well-rounded and prepared academically.”

Students in the upper division have two curriculum tracks – College Preparatory, and Honors, Advanced Placement, College Dual Credit. Students are placed in a track based upon their grade point average, and students in the honors track can choose to take advanced placement and college dual credit courses. Course offerings include six advanced placement subjects, as well as dual credit courses in topics including mathematics, languages and psychology, with credits earned through Seton Hall University and Atlantic Cape Community College.

“The tracks are important offerings for our students because this is a huge part of the college process. The more rigorous college they want to get into, the more rigorous track you should be in,” Fourney said. “Colleges are very competitive, and when it is time to apply to college senior year, the more challenging your track is, the better chance that you will get into the college of your choice.”

Wildwood Catholic Academy also has a music program, with courses in music appreciation, music history and theory, as well as a band for students who are interested. These offerings help students to recognize the development of music from historical and cultural perspectives, and introduce them to the fundamentals – including tempo, rhythm, form and meter.

“It is so important that our WCA students graduate and have a diverse, strong foundation to attain everything they want in life,” Fourney said. “We want them to have every opportunity they possibly can have. In communication with our alumni, we have learned that our graduates have been well-prepared and successful in their college and career paths.”

Even before students there reach the high school level, they have access to varied learning opportunities – including an advanced mathematics course that allows students to start taking algebra in eighth grade. The school recently introduced a new theater class, and students have to present on stage at least once a year.

“The kids really love it,” said Jennifer Snyder, vice principal of the school’s lower division. “It gives them an opportunity to step outside of their comfort zone while building self-confidence for public speaking.”

Students in Gloucester Catholic High School, Gloucester City, can take a range of different courses – including a multimedia class that focuses on communications, journalism, film study, photography and social media. Other offerings include sports marketing, robotics and web design. There was also a course previously offered that focused on contemporary moral issues, taught by Father Allain Caparas,



Photo by Rich Hundley III

First-graders work on a project with their teacher aide, Joanne Quintero, during the dual language program offered at Saint Joseph Pro-Cathedral School, Camden. “We want students to grow in their knowledge and appreciation of other cultures, to develop a deeper understanding of their own cultures, and to learn how to communicate effectively across global communities,” principal Kyle Orosz said.

pastor of Mary, Mother of Mercy Parish, Glassboro.

“The idea that the students can select areas of study that are personally interesting to them makes these courses very popular,” principal Tom Iacovone said. “Along with the fact that they give them an opportunity to be introduced to an area of study they think they might be interested in at the next level.”

Other popular options for students have been classes in American government and forensic science, the latter of which introduces students to the scientific methods used to solve crimes and answer legal questions.

“Everyone is different, and everyone has different interests,” Iacovone said. “The best way to serve our students is to help them find what they are interested in and successful at. Giving them options, gives them that opportunity.”

Saint Joseph Pro-Cathedral School, Camden – a Catholic Partnership School – offers a dual language program that is in the process of being expanded. The objective of the program is to help students build proficiency in communications and academics in both English and Spanish; it is available to students starting in kindergarten. Dual language classrooms there split instruction so that half is in English and the other half is in Spanish – following the 50:50 Dual Language Immersion model.

“We want students to grow in their knowledge and appreciation of other cultures, to develop a deeper understanding of their own cultures, and to learn how to communicate effectively across global communities,” principal Kyle Orosz said. “Students’ languages and cultures are validated, increasing their self-esteem, which has a positive impact on their academic and social development in both languages. The



Courtesy photo

Wildwood Catholic Academy students work with their teacher, Ivan Pokrovnichki, during a music class.

dual language program fosters bilingualism, biliteracy, enhanced awareness of linguistic and cultural diversity, and high levels of academic achievement through instruction in two languages.”

Iacovone said that offering additional, unique learning opportunities for students is key to helping them find their passion and calling.

“Maybe the next great journalist is in our multimedia course, or a great lawyer in our American government course, or a crime scene investigator in our forensic science class,” he said. “We would never know if they weren’t introduced to that here.”

‘We’re capturing great memories’

Holy Spirit High School celebrating 100 years of excellence, tradition

By Peter G. Sánchez
Staff Writer

Stacy McCarron knew exactly where she wanted to be as soon as she walked into Absecon’s Holy Spirit High School as an eighth-grader.

“I was there for its Open House, and I immediately felt something special,” she says. “Even then, I felt part of the family.”

McCarron quickly contributed to the Spartan culture, lettering in tennis, basketball and softball while a student there. Graduating in 1997, embarking on college and later, a career in marketing and project management, she never lost sight of the values and tradition instilled in her at Holy Spirit.

“The Catholic morals I learned at the school have carried me throughout my life and made me a successful contributing member of society,” McCarron knows.

In Fall 2021, she returned to the school as its advancement director, and is excited to be part of the school’s current yearlong celebration of its 100th anniversary.

“So many generations bleed glue and gold; I’m proud to be a Spartan, and this centennial celebration is a fantastic thing to be a part of,” she says.

During this academic year, the school has held an anniversary Mass and brunch, auction night, Thanksgiving football game tailgate for past and current Spartans, and a “Nutcracker” performance.

Traditions Take Root

Holy Spirit’s hallmarks of faith and excellence began 10 miles from its current campus on Absecon’s Route 9.



Photos by Flich Hundley III

Above, Holy Spirit High School is celebrating its 100th anniversary this academic year. It’s halfway through its centennial, and many more celebrations are planned, including a Hall of Fame induction and gala on Feb. 10 in Atlantic City. At right, Dr. Thomas Farren, principal of Holy Spirit High School in Absecon, looks over an old science book. This centennial year is about “celebrating the past, while looking forward to the future,” he says.



In September 1922, the school first opened its doors on Massachusetts Avenue in Atlantic City with 45 ninth-graders in attendance.

Its founder was Msgr. William F. Ditrich, then-pastor of Holy Spirit Parish in Atlantic City – part of the Diocese of Trenton at the time. Sister Mary Augustine, from Watchung’s

Sisters of Mercy, was the first principal.

Here, its strong traditions took shape. Basketball, track, baseball, tennis and softball were introduced, along with the annual Thanksgiving football game against Atlantic City High School. The annual Broadway musical production became a place for students onstage, backstage and in the pit to showcase their talents and build community.

In the 1950s, a growing enrollment necessitated a bigger school. Through the generosity of the Falivene family of Absecon, a property on Route 9 was donated to the now-Diocese of Camden.

Archbishop Celestine J. Damiano broke ground for the school in 1963, and in September 1964, Holy Spirit opened its new doors, with the continued presence of the Sisters of Mercy joined by diocesan priests and lay faculty.

Since then, improvements such as a football field and tennis courts have expanded the Absecon campus, furthering its mission to develop the God-given talents of young women and men.

Hall of Fame induction and gala

Holy Spirit High School, Absecon, will induct its 2023 Hall of Fame class the evening of Feb. 10 at Atlantic City’s Tropicana Casino and Resort.

The school’s Hall of Fame, which began in 2000, honors the outstanding accomplishments of those who have been a part of or contributed to the Holy Spirit community and who have enriched the lives of all those involved, and who represent what it means to be a Spartan through character, integrity, honesty and faith. Demonstrating a level of loyalty, dedication, generosity, leadership and ambassadorship, these women and men have advanced the school’s mission throughout the years.

The 2023 Class includes:

Legendary Spartans

Jay Connell ‘68
Kathleen Marczyk-Wilkins ‘51

Hall of Fame Inductees

Andrew Applegate ‘82
Stephen Brown* ‘76
Daniel Bryz-Gornia ‘77
Robert Dennehy* ‘81
Alicia Hall-Downey ‘05
Victor Fabietti ‘81
Thomas Finan ‘94
Patricia Galupo ‘73
Father Overton Jones*
Dr. Stanley ‘82 & Mara Marczyk Joseph McDevitt* ‘85
Joseph McGowan* ‘26
Dr. Frank & Maureen Previti
Dr. Ralph Sacco, ‘75
John J. Sykes IV* ‘61

*Posthumously

For more information, visit
holyspirit100.com.

School Mentors

Like McCarron, Dennis Smith, Class of 1989 and current dean of students, returned to the school after making a career elsewhere, wanting to give back to the place that “molded me and made me who I am.” He says he wanted to be a role model like his Holy Spirit mentors, most notably Ed Byrnes, famed Spartan football coach.



An old photo shows the football team from 1925 – three years after Holy Spirit opened its doors.

(continued on page S16)

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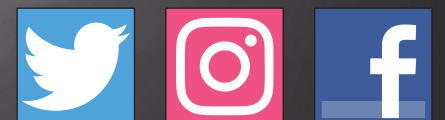


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Schools utilize staff, partnerships to offer students holistic support

By David Karas
Correspondent

Through in-house staff and collaborations with outside organizations, a number of Catholic schools across the Diocese of Camden offer students a range of holistic supports similar to those offered by public schools – including services like speech therapy, assistance with learning disabilities and mental health counseling services.

“Catholic schools have always strived to provide a solid education for their students, and now that includes providing many ancillary services in order to be viewed as a viable academic option as well as remain competitive with other school systems,” said Melissa Chesebro, advancement director at Our Lady of Mount Carmel School, Berlin. “There has definitely been an increased need for these services in the last few years. Parents are becoming more aware of the importance of identifying their children’s educational strengths and weaknesses, and getting help when warranted.”

At Our Lady of Mount Carmel, students who might benefit from special services are identified by the school and, with permission from their parents, are evaluated by a Child Study Team from the Camden County Educational Services Commission. If any particular needs are identified – including supplemental education in math or reading, speech therapy, occupational therapy or physical therapy – school leaders work to arrange for those services, which are provided by Commission staff and supported by state funding allocated to nonpublic school services.

Our Lady of Mount Carmel school also has a counselor one day each week, in addition to a number of retired reading specialists who volunteer to work with students there.

“These services are important to provide to students who need them because it allows parents to choose the family-like, community environment that many Catholic schools provide,” Chesebro said. “It allows parents to keep siblings together in the same school rather than place students separately. Our schools typically offer smaller class sizes that allow us to provide individualized attention to students.”

Indeed, many Catholic schools continue to have to fight for their students to get the resources they need, which is one reason why, currently, the state’s residents are being urged to contact the Governor’s Office to increase funding for compensatory education.

Known as Chapter 192, it has provided remedial instruction in language



Photo by Rich Hundley III

Andrea Watson, a compensatory education teacher from the Camden County Educational Services Commission, works with students at Our Lady of Mount Carmel Regional School, Berlin.



Photo courtesy of Saint Mary School

Saint Mary School, Williamstown, counselor Marie Berni conducts an exercise with first-grade students on truth and trust.

arts and mathematics for nonpublic school students since 1977. To contact Gov. Phil Murphy, go to njcatholic.org/faith-in-action.

Students attending Paul VI High School, Haddonfield, have access to a full-time mental health counselor who is on staff. While the school had a part-time counselor for several years, Connie McSherry was brought on after administrators noticed a rise in anxiety and depression among high school students.

“We developed my role to be both micro and macro – to see students individually for issues such as crisis, panic attacks and severe anxiety, as well as events such as a death in a

family or addiction issues within a family, but also to impact the big picture,” McSherry said. “We started to work on ways to help lift the mental health of the PVI community, especially during and immediately following COVID-19 lockdowns and quarantines when we returned to school.”

McSherry has helped to implement weekly recognition of faculty, staff and students, as well as spirit-building events. She has also facilitated events to show faculty how much they are appreciated.

“It is well known that anxiety has skyrocketed for adolescents and everyone following COVID-19, with statistics suggesting that anxiety and

depression rates have doubled for 12- to 19-year-olds since it began,” McSherry said.

Saint Michael the Archangel Regional School, Clayton, partners with Gloucester County Special Services to assist students with various learning needs – including compensatory education for reading, writing and math; supplemental instruction, English as a Second Language; speech therapy and other services.

The school also has a guidance program with a full-time counselor available to students. The counselor also teaches through the Second Step Social-Emotional Learning curriculum, a program designed to help students succeed in the classroom and in their lives.

“The biggest benefit of having school counselors in Catholic grade schools is that they can help prepare students for academic and social challenges by relating their educational goals to their success in the future,” principal Ronald Ferraro said.

“Counselors certainly encourage students to talk to their parents or guardians about the things that they are worried about. But when students would like to talk with someone about emotional or social problems, school counselors can offer individual counseling sessions with them. If there is a problem occurring with a group of students, a group counseling session might be beneficial for the students involved.”

Saint Mary School, Williamstown, also works with Gloucester County Special Services and has a full-time counselor on staff. Their counselor, Marie Berni, provides classroom instruction and assists individual students, working with families, teachers and administrators to ensure each student can be successful.

“There are oftentimes negative connotations associated with counseling. I strive to put an end to that way of thinking,” said Berni, who works with students in kindergarten through eighth grade. “I strive to help others understand that everyone can benefit from having someone to talk to and sort through their feelings with – no matter how young or old.”

Berni added, “If a child is having difficulty focusing on his or her schoolwork, it is our job to help that student obtain the best possible learning experience. Coping skills are key in trying to help a child make it through their school day while experiencing strong emotions.”

“The services, whether they’re counseling or Gloucester County Special Services, help our children to be well-rounded, healthy, happy and self-confident children,” said principal Patricia Mancuso.



Photo by Rich Hundley III



Courtesy photo

Community Support

Students in the Diocese of Camden have been busy living out one of the missions of South Jersey Catholic Schools: service. While some took part in projects in honor of Dr. Martin Luther King Jr., others went beyond the Diocese's six counties to help others. Above and bottom left, Our Lady of Hope Regional School hosted a service event Jan. 20 in Blackwood with the nonprofit organization Feed My Starving Children. Students and staff worked at different stations to pack special snacks that will be sent to countries in need. Camden Catholic High School students, left, honored the legacy of Dr. King on Jan. 16 with a day of service supporting community partners, including Joseph's House and the Cherry Hill Food Pantry, which is an endeavor overseen by various faith communities, including at least five Catholic parishes. Also honoring the civil rights leader was Resurrection Catholic School eighth-graders, right, who loaded trucks with clothing drive donations in Cherry Hill, and Holy Spirit High School students, bottom right, who made peanut butter and jelly sandwiches for the Atlantic City Rescue Mission.



Courtesy photo



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Holy Spirit centennial celebrations continuing with gala

(continued from page S8)

Byrnes, the winningest gridiron coach in school history, took Smith under his wing while the latter was a student. Smith was a football manager all four years of high school. “He made sure I was part of something [bigger than myself],” Smith says.

After college, he returned to Holy Spirit in two separate instances. He first worked in the school’s athletics department and served as public address announcer for the basketball team. Since 2010, he has been full time at the school, serving as chairman of the science department, and for the past three years, as dean of students and head softball coach. “It means a lot for me to be a part of this culture,” he says.

Smith sees himself following in Byrnes’ footsteps as “a defender of students and their biggest fan.” He says the school community will “always be a part of my family. ... [There is] something palpable [here]. Everyone cares about everyone else; I wake up every morning and I’m thrilled to go to work.”

“Anywhere you go in South Jersey, somebody went to Holy Spirit – doctors, priests, religious, deacons, servicewomen and men, lawyers, police officers, small-business owners.”

Dr. Thomas Farren

Bright Future

Halfway through its centennial, Holy Spirit has much more celebrating to do: upcoming service projects for students and alumni; a Hall of Fame induction and gala Feb. 10 in Atlantic City; a day of giving and a beach bash.

Principal Dr. Thomas Farren is looking forward to seeing the continued participation of generations of Holy Spirit alumni.

“Anywhere you go in South Jersey,

somebody went to Holy Spirit – doctors, priests, religious, deacons, servicewomen and men, lawyers, police officers, small-business owners,” he says. This year is about “celebrating the past, while looking forward to the future. We’re capturing great memories.”

Father Perry Cherubini, school president and pastor at Saint Joseph Church in Sea Isle City, acknowledges that much has changed in the past 100

years. However, “What hasn’t changed is our strong family atmosphere and how we continue to educate and inspire the entire person – mind, body and spirit – while fostering academic success and a culture of service.”

At the same time, he notes the school’s smaller class size, which he says “makes our school a very special community. We work harder to give all our kids the opportunities of a bigger high school through our academics, athletics and arts program. Because of our smaller environment, everyone knows each other and looks out for one another. We truly are a family.”

Looking to the next century, Smith is confident that blue and gold will continue to shine bright in Absecon. “Holy Spirit will continue to be strong; we are a perfect example that Catholic education is well worth it.”

For more information and event updates on Holy Spirit’s centennial celebration, visit holyspirit100.com. Holy Spirit alumni interested in contributing, or having memorabilia or a message to share for the 100th celebration, can email smccarron@holyspirithighschool.com.

Schools make it a priority to support transfer students, families

(continued from page S5)

a casual visit to the school, meet teachers and have Q&A time with the school’s principal giving her time to “explain some of our procedures and answer any lingering questions they may have before school begins. We also work to pair new families up with returning families to help answer any questions and be helpful guides in the transition,” Janansky said.

“Once the school year begins, we are lucky to have a full-time guidance counselor on staff who checks in with all new students to see how they’re adjusting and offer support. Our advancement director also does a wonderful job with all new families to check if they are struggling with anything and gain feedback on how their family is transitioning,” she added.

The Catholic school administrators all acknowledged that the element of faith, while new for some transfer students, helps them adjust to their new community, providing students with an assurance of their own worth as children of God. Times of prayer, Adoration, Mass, priest and religious visitations, and social justice initiatives provide opportunities to grow as part of a faith community and reach outside themselves, impacting decision-making and relationships.

“Families choose to have their students remain at our schools because of faith, community, expectation for academic excellence and a safe environment.”

Lauren Brady

According to Brady, the experience of serving others provides all students with a perspective of how different life can be for each person and then providing them the opportunity to help others feel value and human dignity. “Being able to provide for those in need follows Jesus’ example to serve rather than be served,” she said.

“At Saint Margaret Regional School, we recently ran a shoe drive and collected 2,835 pairs of shoes,” Brady said. “These shoes were shipped to micro-enterprises around the world to help families create a path out of poverty. Annually, we conduct a personal goods drive to benefit guests of soup kitchens and shelters in Salem and Atlantic Counties. Boxes of Christmas joy are filled and delivered to young students in nearby schools

that may not have a gift to enjoy. Sandwiches and goodie bags have been prepared and delivered to guests of Joseph House and Cathedral Kitchen, Camden.”

The experience of serving others is also visible in the work of the teachers, Dr. Fipp said. “All our teachers are highly qualified, certified and children of God in their own right. They are here as part of a vocation, givers sharing their gift with our children.”

In Retrospect

“It is always a great validation to receive feedback from transfer families,” Brady stressed. “They commonly remark about how their students had to work harder and reach higher to achieve the grades they want. They share stories of their student’s interactions with teachers and how teachers

went above and beyond to ensure the student can reach their maximum potential. Families choose to have their students remain at our schools because of faith, community, expectation for academic excellence and a safe environment.”

Reflecting on today’s Catholic education as a wonderful opportunity for all students to share in the beauty of a Catholic family on a larger scale, Janansky said, “Our teachers and staff truly love each individual child, and their respect for the students’ uniqueness radiates out into positive interactions at every level of their day. Our students know they are loved, and they are supported through a rigorous educational experience because of the faith-based environment in which they learn.”

Catholic schools praised in N.J. governor's proclamation

The governor of New Jersey recently signed a proclamation designating the week of Jan. 29-Feb. 4 as Catholic Schools Week in the state and acknowledging the contributions of Catholic schools to the public welfare of all New Jerseyans. The theme for the week is "Catholic Schools: Faith. Excellence. Service."

Dr. George V. Corwell, director of the Office of Education for the New Jersey Catholic Conference, noted that the governor's proclamation continues the tradition of recognition afforded Catholic schools in New Jersey by the executive branch of state government.

"The Catholic schools of New Jersey represent an investment in New Jersey's future, and the sacrifices made

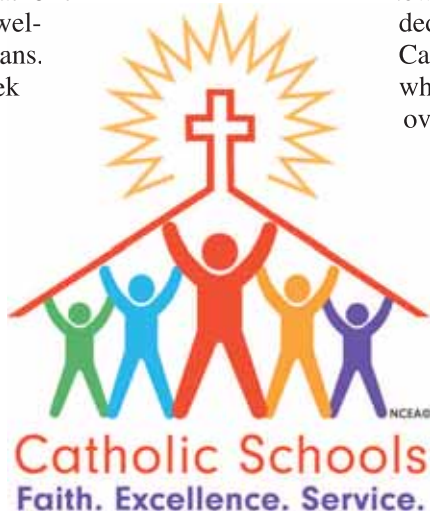
by Catholic school parents save the state's overburdened public school system – and local taxpayers – over \$1.3 billion annually," Dr. Corwell said.

"We hope that all residents of New Jersey recognize the dedicated efforts of Catholic school teachers, which contribute to the overall success of our schools. Truly,

Catholic schools represent a significant opportunity for parental choice in education."

In the proclamation, Gov. Phil Murphy calls on all residents "to recognize the contribution Catholic

schools make to education in our state and commend their faculties, students and parents for their dedication and devotion to the quality education given to this state's most precious resource, our children."



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Cada director, profesor, entrenador y miembro del personal se dedica a educar al alumno en su totalidad. El plan de estudios se crea para garantizar que la excelencia académica y la fe estén entrelazadas en todas las asignaturas. Preparamos a nuestros estudiantes no sólo para tener éxito en el futuro, sino también para ser fieles ciudadanos del mundo como adultos morales y éticos.

A menudo se califica de riguroso el nivel académico de nuestras escuelas. Puede que a algunos padres les preocupe esta descripción. Significa que nuestros dedicados profesores se esfuerzan por crear entornos en los que los alumnos no sólo cumplan los estándares educativos, sino que los superen. Además, nuestras escuelas brindan a los estudiantes la oportunidad de mejorar sus habilidades fuera del salón de clases a través del atletismo, las artes escénicas y los clubes extracurriculares. Nos esforzamos por

preparar estudiantes integrales con las habilidades necesarias para desempeñarse no sólo en la universidad, sino también en sus futuras carreras profesionales.



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Del mismo modo, la formación espiritual de los alumnos no se limita a la clase de religión. Está impregnada en toda la escuela, en todas las materias y actividades, ya sea en el aula, en el gimnasio, en el escenario o en nuestros clubes extraescolares. Nuestros administradores y profesores, junto con los sacerdotes de las parroquias locales y las religiosas, proporcionan un entorno en el que los

valores del Evangelio y las enseñanzas y tradiciones de la Iglesia se modelan constantemente. En nuestras escuelas, los alumnos asisten regularmente a Misa, aprenden y reciben los sacramentos, y entretienen las lecciones de Jesucristo en las actividades del aula.

Durante la Semana de las Escuelas Católicas, muchas de nuestras escuelas envían estudiantes a la Misa dominical en nuestras parroquias para hablar sobre sus experiencias y los beneficios de la educación católica. Al salir de Misa este domingo, le sugiero que se tome un momento para presentarse a uno de estos maravillosos estudiantes y aprender más sobre su trayectoria académica.

Nuestro plan de estudios y la naturaleza espiritual de nuestras escuelas



Foto por Rich Hundley III

Caleb D'Alonzo, un estudiante de cuarto grado de la Escuela Regional Christ the King, hace una genuflexión al entrar a la Iglesia Christ the King, Haddonfield.

fomentan otro elemento complementario, la dedicación al servicio de nuestros hermanos y hermanas necesitados en nuestras comunidades. En el Evangelio de Mateo, Jesús dice: "En verdad os digo que cuanto hicisteis a unos de estos hermanos míos más pequeños, a mí me lo hicisteis." (Mateo, 25). A lo largo del año, incluida la Semana de las Escuelas Católicas, nuestros alumnos participan en diversos proyectos de servicio. Estas experiencias de servicio a los demás vivirán en los corazones y las mentes de nuestros alumnos mucho después de que hayan abandonado

nuestras aulas e influirán en su comprensión y trato de los necesitados entre nosotros.

Por favor, apoye la misión de nuestras escuelas católicas considerando en oración una donación al Fondo de Becas del Sur de Nueva Jersey (<https://16042.thankyou4caring.org/south-jersey-scholarship-fund>). Les agradezco su generosidad y apoyo.

Oremos por nuestros administradores, profesores, sacerdotes, hermanas religiosas, estudiantes y sus familias mientras aprovechan las oportunidades que solo se encuentran en una escuela católica.

Los resultados de los alumnos durante el COVID son un testimonio de la educación católica

Los directores, profesores, padres y alumnos de las escuelas católicas del Sur de Nueva Jersey se han esforzado al máximo durante los dos últimos años escolares para mantener el aprendizaje presencial, a pesar de los retos.

Sus extraordinarios esfuerzos no sorprenden a nadie que conozca el compromiso y la colaboración que caracterizan a la educación católica. Los directores, profesores y personal de las escuelas católicas se toman en serio la llamada a servir a los demás.

Mantener las puertas abiertas para el aprendizaje presencial cada día aportó cierto sentido de normalidad a las vidas de los alumnos y permitió a sus padres la libertad de hacer lo mismo. Nuestra fe prospera cuando estamos presentes los unos para los otros, en persona.

Las estadísticas recientes sobre el aprendizaje de los alumnos durante la

pandemia confirman nuestra creencia de que el aprendizaje prospera en un entorno presencial. En los últimos meses de 2022, estuvieron disponibles los resultados de las pruebas estandarizadas a nivel nacional y estatal que permitieron comparar a los estudiantes antes y después de los principales impactos del COVID-19.



Dr. Bill Watson

Superintendente de Escuelas Católicas Para el Diócesis de Camden

En las escuelas públicas de todo el estado, las Evaluaciones del Aprendizaje de los Estudiantes de Nueva Jersey miden la competencia de los estudiantes en

relación con los estándares de su nivel de grado. Según informes publicados recientemente, las puntuaciones de competencia de cuarto grado en las escuelas públicas de Nueva Jersey, por ejemplo, disminuyeron 9 puntos porcentuales en Lenguaje y Literatura en Inglés y 12 puntos en matemáticas el año pasado en comparación con las puntuaciones previas a la pandemia.

Las puntuaciones de quinto grado disminuyeron en 8 puntos porcentuales y 11 puntos en Lenguaje y Literatura en Inglés y Matemáticas, respectivamente.

En las escuelas católicas del Sur de Nueva Jersey, los alumnos realizan las Evaluaciones Star, que ayudan a los profesores a identificar las necesidades de los alumnos en estándares específicos de lectura y matemáticas, de modo que puedan adaptar la enseñanza para satisfacerlas. Las Evaluaciones Star también nos permiten medir si los estudiantes están rindiendo como se espera para su nivel de grado y la época del año. Según ese criterio de competencia, las puntuaciones en lectura de los alumnos de cuarto grado disminuyeron solo 2 puntos porcentuales desde enero de 2020 -justo antes de que comenzara la pandemia- hasta enero de 2022. El aprendizaje presencial parece haber sido especialmente importante en matemáticas: Las puntuaciones aumentaron de 2020 a 2022 en 6 puntos porcentuales para los estudiantes de cuarto grado. Los resultados de quinto grado fueron igualmente alentadores, con un

aumento en lectura de 2 puntos y de 4 puntos en matemáticas.

El ligero descenso en las puntuaciones de lectura en cuarto grado -y en algunos otros grados- no es sorprendente, dadas las realidades de las escuelas desde marzo de 2020 hasta aproximadamente marzo de 2022. Todos los estudiantes experimentaron el aprendizaje a distancia desde marzo de 2020 hasta junio de 2020. Aproximadamente el 20% de los estudiantes siguieron aprendiendo a distancia durante el curso escolar 2020-2021, mientras sus compañeros llevaban máscaras y mantenían la distancia social en la escuela. Esas medidas, combinadas con la enseñanza simultánea a los alumnos en el aula y en el computador, hicieron que el entorno de aprendizaje de ese año fuera significativamente diferente de todo lo que los profesores o los alumnos habían experimentado hasta entonces.

Sin embargo, a pesar de todo, las pruebas indican que los alumnos de las

(continúa en la página S19)

Una oferta de cursos única prepara a los estudiantes para el éxito en el futuro

Por David Karas
Corresponsal

Ya sea a través de clases tales como diseño web, teoría de la música o cuestiones morales contemporáneas, o planes de estudio que ofrecen oportunidades de colocación avanzada y créditos universitarios, las escuelas católicas de toda la Diócesis de Camden están proporcionando a los estudiantes oportunidades educativas para diferenciarlos de sus compañeros.

“Los alumnos pueden irse con la construcción de un currículum riguroso y diverso para su futuro”, dijo Louise Fourney, directora de orientación y subdirectora de la división superior de la Academia Católica Wildwood, North Wildwood.

“Dependiendo [de si van a] asistir a la universidad, salir a la fuerza de trabajo o unirse a las fuerzas armadas, están bien educados y preparados académicamente”.

Los estudiantes de la división superior tienen dos vías curriculares – Preparación Universitaria y Honores, ubicación avanzada y doble crédito Universitario. Los estudiantes se ubican en una de las opciones basados en su promedio de calificaciones, y los estudiantes en clases de honores pueden optar por tomar cursos de ubicación avanzada y de doble crédito universitario. La oferta de cursos incluye seis asignaturas de ubicación avanzada, así como cursos de doble crédito en temas como matemáticas, idiomas y psicología, con créditos obtenidos a través de Seton Hall University y Atlantic Cape Community College.

“Las vías curriculares son ofertas importantes para nuestros estudiantes porque esta es una gran parte del proceso universitario. Mientras más rigurosa sea la Universidad a la que quieren entrar, más rigurosa debe ser la vía de estudios en la que deben estar”, dijo Fourney. “Las universidades son muy competitivas, y cuando es el momento de aplicar a la universidad el último año, mientras más difícil sea su vía de aprendizaje, mayor será la probabilidad de que su estudiante entre a la universidad de su elección.”

Academia Católica de Wildwood



Foto de Rich Hundley III

Mathias Bravo Matamoros, alumno de primer grado, estudia durante el programa de doble idioma que se ofrece en la escuela San José Pro -Catedral de Camden.

también tiene un programa de música, con cursos de apreciación musical, historia de la música y la teoría, así como una banda para los estudiantes que estén interesados. Estas ofertas ayudan a los estudiantes a reconocer el desarrollo de la música desde perspectivas históricas y culturales, y los introducen a los fundamentos de la música - incluyendo el tempo, ritmo, forma y metro.

“Es muy importante que nuestros alumnos de la WCA se gradúen y tengan una base sólida y diversa para conseguir todo lo que quieran en la vida”, dijo Fourney. “Queremos que tengan todas las oportunidades posibles. En comunicación con nuestros antiguos alumnos, hemos aprendido que nuestros graduados han estado bien preparados y han tenido éxito en sus trayectorias universitarias y profesionales.”

Incluso antes de que los alumnos lleguen al bachillerato, tienen acceso a diversas oportunidades de aprendizaje, como un curso avanzado de matemáticas que les permite empezar a estudiar álgebra en octavo curso. La escuela ha introducido recientemente una nueva clase de teatro, y los alumnos tienen que presentarse en el escenario al

menos una vez al año.

“A los chicos les encanta”, dice Jennifer Snyder, subdirectora de la división inferior de la escuela. “Les da la oportunidad de salir de su zona de confort a la vez que adquieren confianza en sí mismos para hablar en público”.

Los alumnos Escuela Secundaria Católica de Gloucester, en la ciudad de Gloucester, pueden cursar diferentes asignaturas, entre ellas una clase multimedia centrada en las comunicaciones, el periodismo, el estudio de películas, la fotografía y los medios sociales. Otras ofertas incluyen marketing deportivo, robótica y diseño web. Anteriormente también se ofrecía un curso centrado en cuestiones morales contemporáneas, impartido por el padre Allain Caparas, párroco de la parroquia María, Madre de la Misericordia, de Glassboro.

“La idea de que los alumnos puedan elegir áreas de estudio que les interesen personalmente hace que estos cursos sean muy populares”, dijo el director Tom Iacovone. “Junto con el hecho de que les dan la oportunidad de ser introducidos a un área de estudio que piensan que podrían estar interesados en el siguiente nivel.”

Otras opciones populares para los

estudiantes han sido las clases de gobierno americano y ciencias forenses, esta última introduce a los estudiantes en los métodos científicos utilizados para resolver crímenes y responder a cuestiones legales.

“Cada persona es diferente y tiene intereses distintos”, afirma Iacovone. “La mejor manera de servir a nuestros estudiantes es ayudarles a encontrar lo que les interesa y en lo que tienen éxito. Darles opciones, les da esa oportunidad”.

Camden to San José Pro-Catedral de Camden, Camden -una escuela católica asociada- ofrece un programa de Bilingüe que está en proceso de ampliación. El objetivo del programa es ayudar a los alumnos a adquirir competencias comunicativas y académicas tanto en inglés como en español; está disponible para los alumnos a partir de Kindergarten. En las aulas bilingües se divide la enseñanza de modo que la mitad se imparte en inglés y la otra mitad en español, siguiendo el modelo de inmersión lingüística dual 50:50.

“Queremos que los alumnos crezcan en su conocimiento y aprecio de otras culturas, que desarrollen una comprensión más profunda de sus propias culturas y que aprendan a comunicarse eficazmente a través de comunidades globales”, dijo la directora Kyle Orosz. “Se validan las lenguas y culturas de los alumnos, lo que aumenta su autoestima, lo que repercute positivamente en su desarrollo académico y social en ambos idiomas”. El programa bilingüe fomenta el bilingüismo, la alfabetización bilingüe, una mayor conciencia de la diversidad lingüística y cultural, y altos niveles de rendimiento académico a través de la enseñanza en dos idiomas.”

Iacovone afirma que ofrecer a los estudiantes oportunidades de aprendizaje adicionales y únicas es clave para ayudarles a encontrar su pasión y su vocación.

“Quizá el próximo gran periodista esté en nuestro curso multimedia, o un gran abogado en nuestro curso de gobierno americano, o un investigador de escenas del crimen en nuestra clase de ciencias forenses”, dijo. “Nunca lo sabríamos si no se les presentara aquí”.

Superintendente: el aprendizaje prospera en un entorno en persona

(continuación de la página S18)

Escuelas Católicas del sur de Jersey continuaron su aprendizaje con una perturbación significativamente menor y una pérdida de aprendizaje mínima en comparación con sus compañeros de otras escuelas públicas de Nueva Jersey. Este análisis es representativo, y no es perfecto porque los dos grupos utilizan pruebas diferentes. Sin embar-

go, la tendencia general de cada grupo en relación con su propio rendimiento antes de la pandemia valida los esfuerzos extraordinarios de los profesores que han respondido a la llamada a la vocación en la educación católica y la perseverancia de los alumnos a los que atienden.

Nuestro trabajo en las escuelas católicas nunca termina. Los profesores están redoblando sus esfuerzos

para ayudar a los alumnos a recuperar cualquier pérdida que hayan experimentado académicamente durante los dos últimos años. También seguimos esforzándonos cada día por alcanzar el alto nivel de caridad al que nos llama nuestra fe católica a través de las interacciones personales en la comunidad escolar. Los esfuerzos -y los éxitos- de todos los miembros de las comunidades de

las escuelas católicas del Sur de Nueva Jersey en el mantenimiento del aprendizaje de los alumnos dice mucho de su compromiso continuo con el aprendizaje en un entorno caracterizado por el servicio católico, la comunidad y la caridad.

El Dr. Bill Watson es superintendente de las escuelas católicas de la Diócesis de Camden.



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