U.S. Department of Education
2018 National Blue Ribbon Schools Program

[ ] Public or [X] Non-public

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

Name of Principal Sister Lisa Golden IHM
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

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

School Mailing Address 8412 Whitefield Avenue
(If address is P.O. Box, also include street address.)

Savannah   GA   31406-6135
City   State   Zip Code+4 (9 digits total)

County Chatham

Telephone (912) 355-3132   Fax (912) 355-1996

Web site/URL http://www.stjameschargers.com   E-mail   sjs8412@stjameschargers.com

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

_____Date_____
(Principal's Signature)

Name of Superintendent*Mrs. Michelle Kroll   E-mail mkroll@diosav.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Diocese of Savannah   Tel.   (912) 201-4100
I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

_____Date_____
(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Christopher Hoover
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

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

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

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   0 Elementary schools (includes K-8)
   (per district designation):   0 Middle/Junior high schools
                                        0 High schools
                                        0 K-12 schools

                                        0 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:

   [ ] Urban or large central city
   [X] Suburban
   [ ] Rural or small city/town

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

Grade	# of Males	# of Females	Grade Total
PreK	15	9	24
K	27	17	44
1	10	11	21
2	17	27	44
3	21	26	47
4	22	19	41
5	24	22	46
6	24	22	46
7	18	18	36
8	23	16	39
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	201	187	388

4. Racial/ethnic composition of   0 % American Indian or Alaska Native
    the school: 3 % Asian
        7 % Black or African American
        6 % Hispanic or Latino
        0 % Native Hawaiian or Other Pacific Islander
        77 % White
        7 % 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: 3%

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

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred *to* the school after October 1, 2016 until the end of the 2016-2017 school year	5
(2) Number of students who transferred *from* the school after October 1, 2016 until the end of the 2016-2017 school year	6
(3) Total of all transferred students [sum of rows (1) and (2)]	11
(4) Total number of students in the school as of October 1, 2016	383
(5) Total transferred students in row (3) divided by total students in row (4)	0.03
(6) Amount in row (5) multiplied by 100	3

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

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

7. Students eligible for free/reduced-priced meals: 9 %

    Total number students who qualify: 34

8. Students receiving special education services: _14_ %

    _53_ 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.

    _0_ Autism   _0_ Multiple Disabilities

    _0_ Deafness   _0_ Orthopedic Impairment

    _0_ Deaf-Blindness   _0_ Other Health Impaired

    _0_ Developmentally Delayed   _26_ Specific Learning Disability

    _0_ Emotional Disturbance   _27_ Speech or Language Impairment

    _0_ Hearing Impairment   _0_ Traumatic Brain Injury

    _0_ Intellectual Disability   _0_ Visual Impairment Including Blindness

9. Number of years the principal has been in her/his position at this school: _9_

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	21
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	7
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	7
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

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   _18:1_

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	97%	97%	96%	96%	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 X

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

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

Saint James Catholic School is a Christ-centered community inspired by the IHM Sisters that prepares students for a life of learning and service to God.

PART III – SUMMARY

Bishop Thomas J. McDonough of the Diocese of Savannah recognized the need for a parochial school on the south side of Savannah, Georgia. The Sisters, Servants of the Immaculate Heart of Mary (IHM) from Pennsylvania, agreed to staff Saint James Catholic School and provide leadership. On September 4, 1956, Saint James welcomed 215 students in grades kindergarten through grade 4. The following year the school doubled in size opening to grade 8.

Currently Saint James Catholic School enrolls 388 students in grades pre-kindergarten through grade 8. The majority of students are Catholic and many come from professional, working families. The school is enriched by the number of military families that attend.

An atmosphere of Catholic identity and family values permeate daily activities at Saint James. Expectations of excellence are established at the beginning of each year through classroom and school wide goals and communicated to stake holders at Back to School Night, School Board, and Home and School Board Meetings.

Saint James Catholic School is located on the south side of Savannah's historic district and 30 minutes from the beach. The area is considered suburban and is surrounded by many island communities. Teachers take advantage of the rich local history by scheduling workshops that enrich student comprehension and perspective of historical events. Field trips to the beach allow for hands-on learning of the eco system and its functions.

For sixty years Saint James Catholic School has been a Christ-centered community inspired by the charism of the IHM Sisters that prepares students for a life of learning and service to God. This mission statement is posted throughout the school, printed on all communication, recited by the students and teachers daily, and reviewed by stakeholders regularly. Teachers, staff, and students witness to each other the sense of community stated in the school's mission.

The mission is reinforced through experiences of community involvement, such as structured religion classes, daily prayer, sacraments, and Mass. Students participate in food drives, Veterans Day parades, money drives for the veterans' hospital, collection of socks for the homeless, Christmas Drives for needy families, and bingo with neighboring memory care residents. These extra activities expose students to the extended community and provide them with opportunities to put their faith in action.

Preparing students for a life of learning engages the entire school community. Teachers challenge and encourage each individual student to learn the skills needed to succeed in today's world. Using a variety of techniques to educate our students helps to meet their individual differences. Armed with those skills students perform well at the high school level. Saint James Catholic School graduates are in the top ten of the Catholic and private high schools or on the honor roll. In the past 9 years there have been 13 valedictorian and salutatorians.

Students participate in activities that promote their social and emotional growth. The school counselor organizes small groups to meet students' needs: friends, anger management, military family support, blended family and divorce concerns. Classroom guidance handles topics of bullying and conflict resolution, good touch and bad touch. After school clubs allow students to partake in special interests such as Spanish Club, Quiz Bowl, Math Team, Environmental Club, Scouts and sports. Fiesta Latina and Black History assemblies involve the whole school in dancing, singing, and researching for the presentations. Parents assist with the practices.

Five years ago Hospitality Groups were instituted to provide students with advocates other than their classroom teachers and to make connections with students from other grades. Students are grouped by a variety of ages from grade 3 to grade 8. Teachers and staff members are the leaders of 6 to 7 children. Monthly meetings include community building activities, STEM projects, board games, outreach projects, and prayer. Through the mentoring and witness of our entire staff we graduate students ready to participate

fully in their next adventure.

Saint James Catholic School implements a traditional, challenging and integrated curriculum. Using the diocesan curriculum guidelines, skills are taught so that students are well-prepared to meet the challenges of high school. As a faculty, a review of standardized test scores and curriculum occurs during in-service days throughout the school year. From these discussions the school sets goals. Invited speakers and faculty members present topics that address our goals and objectives.

The administration and teachers have implemented two programs that have had a significant effect on student success. The first is Simple Solutions Math and English, which is a maintenance program. This has caused a noticeable improvement in the students' Terra Nova test scores across all grade levels. The second is a focus on the types of writing with school-wide assessments given three times a year to students in grades one through eight. These programs each have measurable goals which help identify strengths and weaknesses.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Saint James Catholic School offers a rich learning environment for students. Each day, students in pre-kindergarten through grade eight are educated in the subject areas of religion, reading, language arts, mathematics, science, and social studies. Teachers use the Diocesan Curriculum Guidelines as the standard for instruction. Teachers also employ research-based instructional strategies to meet the needs of all students.

1.Reading/English
Teachers use a variety of academic instructional practices to reach each learner. Literacy-based stations, whole group instruction, teacher-led small groups, independent reading, and differentiated support are all methods used to enhance student performance. To foster reading, teachers use an assortment of resources including: leveled readers, mentor texts, novels, textbooks, interactive websites, and iPads. Teachers utilize applicable grants to purchase literature and technology that would aid in reading practices. Beginning in third grade, novel studies are used as part of the curriculum to further develop fluency and comprehension. The foundations of sentence structure, grammar, punctuation, and capitalization are laid out in the lower elementary levels. At the middle school level, grammar, diagramming, and vocabulary are of the utmost importance and used to compliment the literature program.

Writing is a significant piece of the language arts curriculum. Teachers focus on the six traits of writing as a foundation. Journaling is performed in all grades to allow students to formulate thoughts, be creative, and summarize information. Personal, persuasive, and informational writings are modeled and written in grades one through eight for assessment purposes throughout the year. In the spring each year, student authors in grades one through eight showcase their writing portfolios during an event called Write Night. The portfolios contain a collection of literature written by the students. Families are invited to attend and view the works of the young authors. Local authors are chosen to speak and give personal reflections of their life experiences as writers.

2. Mathematics
The mathematics program focuses on conceptual understanding and procedural fluency. Teachers implement a variety of pedagogical strategies to increase student achievement. Directed practice, supportive learning teams, manipulatives, independent exercises, performance assessments, enrichment opportunities, and technology are all used. Students are given a strong foundation in elementary grades in basic operations and place value that are beneficial to success. Students in all grades work on daily math drills to retain and improve fluency with the basic operations. Objectives are explained before each lesson so students understand what is expected of them. Formative and summative assessments are given to ensure student mastery of content. In addition to the four operations and algebraic expression, emphasis is placed on approaches to problem solving, vocabulary, measurement, geometry, statistics, and data applications. Beginning in grade five, students who meet the criteria are enrolled in an advanced placement program. The graduates of Saint James Catholic School consistently perform at high levels and place in advanced courses when they go to high school and college.

3. Science
The science education at Saint James Catholic School focuses on using the scientific method, experimentation, and higher level thinking strategies. Lab Learner is the research-based, hands-on science system used at all grade levels. The state of the art science lab is visited by students daily. Teachers utilize authentic science equipment, videos, websites, and other forms of technology to further develop student understanding of the scientific concepts. In addition to the work in the lab and accompanying text, field trips are often planned in accordance with the science curriculum. Students in grade seven participate in a science fair to increase proficiency using the scientific method. Winners from Saint James Catholic school have competed with success at the regional and state levels. The third grade prepares, plants, and harvests an on-site organic garden. Students are given this real world experience to further understand horticulture and promote a healthy lifestyle.

4. Social Studies

The social studies program incorporates the study of important events throughout history. For example, communities, geography, American history, world history, economics, and government are content areas students study. The second grade dedicates a unit of study to the historical events and people from our state. The students dress up and participate in the annual Georgia Day Parade in historic Savannah. Teachers use local resources around our beautiful city to further enhance the social studies curriculum.

5. Religion

Religion is taught on a daily basis to all grade levels and assimilated into all subject areas. It follows the diocesan curriculum. Teachers present the information in a variety of ways for students to comprehend; in songs, role play, commercials, prayer services, and guest speakers. The Sacraments of Reconciliation and Eucharist are taught in second grade and Confirmation in eighth grade. Through the daily living of Gospel teachings, our students learn to be productive and respectful members of society. By attending Mass twice a month, students strengthen their relationship with Christ. Students participate in and present the Living Rosary and Living Stations of the Cross. Practical applications of their faith include food collections, visiting the neighborhood nursing home, Christmas gifts for the poor, and money donations for various charitable organizations.

b. Preschool

Saint James Catholic School offers a four-year-old prekindergarten program. The curriculum incorporates five blocks of time to allow for a developmentally appropriate schedule for the students. Free play, circle time, art, centers, and outside play give the students opportunities to develop self-esteem and positive feelings about learning. The schedule includes the teaching of religion, reading and math skills. Special classes include physical education, computer, music and library. The program focuses on the development of the whole child, which includes cognitive, communicative, socio-emotional, and motor skills. The curriculum aligns with the readiness skills needed for grades K through grade 3.

2.   Other Curriculum Areas:

1.Visual and Performing Arts

The visual and performing arts program at Saint James Catholic School is held each week for 45 minutes in grades Pre-K through 8. The fundamental goals for the fine arts are to develop personal sensitivity to the arts, creative potential and a sense of accomplishment in all aspects of the arts. Art instruction incorporates the understanding of art and artists, creating art (applying and understanding the elements and principles of art), the creative process and the final product. Students learn to value art, its visual meaning and to make judgements regarding artwork and artist's accomplishments. Music appreciation classes prepare students to learn through the enhancement of musicality, cultivating better thinking skills, studying composers and their music. Students perform in school concerts and the community using percussion and barred Orff instruments. Music and art classes develop creative capacities for lifelong success and personal achievement.

2. Physical Education

Saint James Catholic School provides an innovative, exciting physical education program for grades pre-kindergarten through grade 8, in a co-ed environment. Each grade level is focused on key movements, behaviors, and concepts to promote an active lifestyle. The curriculum develops, not only the body, but improves the mind and soul of every student. Students attend once a week for 30-45 minutes. During this time, students are given detailed objectives, as well as short-term goals to complete during weekly activities. The overall objectives are broken up into 5 key components: skilled behaviors, responsible behaviors, cognitive concepts, personal fitness, and physically active lifestyle. Upon completion of each key component, students will participate skillfully, knowledgeably and responsibly in an active, healthy Christian life style.

3. Foreign Language

Saint James Catholic School is in compliance with the program's foreign language requirements. The school offers an exploratory Spanish program from K through grade 8. The Spanish course is taught in grades K

through third once a week for thirty minutes, and in grades fourth through eighth twice a week for forty-five minutes. The Spanish curriculum is based on the National Foreign Language Standards. The curricular elements of the Foreign Language Standards incorporate the five C's of essential foreign language education: communication, cultures, connections, comparisons, and communities. The central goal is communication in the Spanish language. Students explore the geography and cultures of Spanish-speaking countries and make cultural and linguistic comparisons with the United States. They connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations. Students explore opportunities to use the Spanish language outside the classroom in a larger community.

4. Technology
Through integration and application of technology within curriculum, Saint James Catholic School prepares students to participate in the global community for the betterment of self and others. Each student receives instruction once a week ranging from 30 to 45 minutes, with open lab times for continued work. Laptops are available for students in grades 7 and 8, while iPads are available for students in grades Prekindergarten through 6. Laptops and iPads are used within small group and whole group instruction to introduce new skills or review old skills. Lessons in the computer lab range from keyboarding and word processing to multimedia presentations and computer programming. They also include an understanding of the Acceptable Use Policy that addresses cyber-safety and digital citizenship. Students become self-directed learners who can independently and cooperatively apply technology to solve problems and make ethically informed decisions. Eighth grade students produce and anchor the weekly Morning Show highlighting school events.

Library
Saint James Catholic School library houses over 6,000 print volumes, an audio visual section of over 300 videos and a computer area consisting of 16 Internet-connected computers for student use. The Saint James Catholic School library curriculum includes objectives covering library procedures, the Dewey Decimal System, research skills, Internet citizenship, and study skills. These objectives are taught to our prekindergarten through eighth grades weekly. Teachers are given a monthly form to input curriculum requests that are then incorporated into the age-appropriate weekly lessons. In addition to meeting for formal classes, students have the opportunity to use the library during open times. The open times allow students to check out books, research or use the library computers to work on reports or assigned work from the classroom.

3. **Instructional Methods, Interventions, and Assessments:**

Saint James Catholic School works to engage and motivate students through data-driven, differentiated instruction that will prepare children for a life of learning. Instruction is aligned with the Diocesan curriculum standards. High expectations are the norm and teachers utilize a variety of instructional strategies within each lesson to meet the diverse needs of students.

The school supports cooperative learning, whole class group instruction, small groups, station teaching, leveled reading, scaffolding, and manipulatives across the curriculum. These are used to enhance student performance. Saint James Catholic School provides an advanced math classroom as well as a middle school flipped math classroom. Along with the various instructional methods, teachers at Saint James Catholic School use accommodations to assist struggling students, as well as adjusting curriculum for the higher achieving students. The school has a variety of resources for differentiated instruction such as IXL, Moby Max, and Spelling City. In addition, the teachers use the Kahn Academy website to guide instruction and individualize lessons for students. All classrooms are equipped with interactive smart boards that are used for daily instruction. Each student has access to iPads and each middle school student has access to individual laptops.

Each grade level team has built in cross curriculum planning to work together to create curriculum maps which include the standards and a time line of instruction. Grade level teachers meet regularly and share expertise while collaborating to improve teaching skills and the academic performance of students.

Saint James Catholic School utilizes a variety of intervention techniques. The administration, classroom

teachers, counselor, and learning support teacher meet regularly to discuss identified struggling students. The team utilizes the Response to Intervention (RTI) program, identifying students who are struggling both academically and behaviorally to develop a student support plan (SSP). Research based interventions are used to track students using base line data while continually monitoring them for progress. Based on the data, the interventions are then adapted so that the student may apply their skills in a variety of settings. The interventions are carried out within the classroom, or one to one by the full time learning support teacher using programs such as Barton Reading and Spelling System, Horizons Learning, Moby Max, and Teach Me program. Each classroom is set up with their own behavior intervention system. This consists of both consequences for negative behaviors and incentives for positive behaviors. The Saint James Catholic School staff works together to provide the best instructional and intervention methods to help students be successful.

A certified learning support teacher is available to provide in-class and pull-out supplemental instruction for special needs students who have an identified specific learning disability, as well as others, who through classroom assessments and other measures, have exhibited the need for targeted instruction. The pre-kindergarten through second grade students have instructional aides, who assist in implementing learning objectives and minimize the student-teacher ratio. In addition, faculty members offer before and after school review and enrichment sessions to further address individual student needs. Middle School NJHS students provide twice a week after school tutoring to lower school students.

Students in grades 1 through 8 take the nationally normed Terra Nova test each Spring. Students in grades 3, 5, and 7 take the InView test as well. These standardized tests provide valuable information about how students are performing in relation to others across the nation and general trends in performance. Saint James Catholic School, however, relies more on regular classroom formative assessments that provide immediate feedback and can help direct the way in which lessons can proceed. Teachers create quizzes and assignments, and also use pre-designed assessments that are part of the textbook series. Projects, writing assignments, presentations, and discussions are methods used to determine if the students have mastered the material taught. Technology is used for some assessments, with responder systems and online assessments being able to provide data quickly. Students are encouraged to self-assess, determining in which areas they need additional assistance. The faculty uses standardized test data, along with observations, yearly grades, calculations of students' academic growth, and conversations with families to determine the best placements for each year. The assessment results are also used to help determine if curriculum series need to be changed or supplemented.

PART V – SCHOOL SUPPORTS

1. **School Climate/Culture:**

Saint James Catholic School achieves its mission based on goals and philosophies of the Sisters, Servants of the Immaculate Heart of Mary (IHM). This community is dedicated to educating the mind, body and spiritual being of the whole child. Each student is encouraged to strive towards their highest potential. Students are taught to value life lessons, both successes and shortcomings that they experience within their lifetime.

The sense of unity at Saint James Catholic School is fostered through various programs. Prayer Partners join classes of different grade levels, whereby older students are paired with younger students for guidance and direction in a peer mentoring role. Hospitality groups for grades three through eight are hosted throughout the school year by all faculty and staff. These programs enable the children to develop meaningful friendships with mutual respect for each other.

Teachers recognize students for demonstrating the virtue of the month. In addition, the administration and teachers award students for their commendable work, effort, and kindness with Super Charged certificates.

Saint James Catholic School also provides opportunities for students to embrace their talents and interests by participating in Spanish Fiesta, celebrating Black History month and singing in school concerts. Through the enactment of the Living Rosary and Living Stations, students are able to comprehend a greater bond and knowledge of the power of prayer.

The Host Family program matches new families with current school families. Host families contact their assigned new families to welcome them and answer any questions they may have. The new and current families attend a pool party before school begins each year.

The Home and School Association values, and generously supports the faculty and staff, as well as the school. A Teacher Appreciation Chairperson is a position on the Home and School Board. The chairperson coordinates lunches and special activities for teachers every six weeks.

The administration has an open door policy. They are supportive when a teacher has an issue with a student or parent. The administration meets with teachers regularly to hear their concerns and make changes when necessary. When visiting classrooms, the principal and assistant principal leave stickers, candy or notes of encouragement.

If students or staff members are ill, the school family rallies around them. When a teacher was receiving cancer treatments, the principal provided Charger Courage t-shirts for the entire school. Students and teachers wore the shirts once a week on her treatment days.

2. **Engaging Families and Community:**

At Saint James Catholic School students are motivated to excel in a variety of ways. Educators expect excellence from the students. To achieve this goal, Saint James Catholic School believes that the entire community must be involved in the education of the child.

Saint James Catholic School promotes a sense of community and responsibility by providing many opportunities for students to excel. Student Council, National Junior Honor Society, scouting, Spanish club, yearbook staff, quiz bowl, Math Team, choir, sports, Rosary group, altar servers and patrols provide a variety of ways for becoming involved in their school and parish. Students tutor younger children, organize and lead activities for the school, brainstorm and develop various ideas for outreach depending on the current needs of the community, and learn to help each other in achieving the greater good.

Saint James Catholic School students are provided with opportunities to contribute to the community as

well. Students in kindergarten through grade seven visit a memory care center and play Bingo with the residents. Students in grade eight volunteer to help with chores on the Carmelite Monastery grounds.

Parents and parishioners are informed of activities in the school through weekly electronic communication packets, the school website, e-newsletters, Home and School meetings, weekly pages in the church bulletin, and Southern Cross news paper articles. The entire community is invited to the Family Festival and open houses through billboards and fliers.

Parents are an integral part of Saint James Catholic School. They are invited to volunteer in the classrooms, cafeteria, and library. Parents are often coaches and field trip drivers. All volunteers including parents are required to attend Virtus, a child protection program, and pass a background check.

The Saint James Home and School association offers grants to teachers who wish to enhance student learning through the use of extra programs or equipment. In addition, the Home and School awards two scholarships for a girl and boy who desire to attend either of the Catholic high schools.

Saint James Catholic School and Church work together to insure the affordability of a Catholic education for those who need financial assistance. The GRACE program and the SJS scholarship drive provide monies to help families meet the cost of attending Saint James. Each year the Annual Appeal is sent out to parishioners to ask for aid in addressing needs of the school, which may include updating textbooks, technology or the school grounds.

3. **Professional Development:**

The intent behind all professional training at Saint James Catholic School is to insure that all teachers possess the fundamental skills and knowledge that will enable them to practice their vocation competently. Catholic Schools are purposed to lead children to a close knowledgeable relationship with God and live a life exemplified by Catholic values. The quality of instruction is supported by a continuum of professional development available to the school staff at the school and in the diocese. The school staff attends weekly grade level meetings, monthly faculty meetings, and annual workshops to strengthen classroom instruction. Faculty and staff review the school mission statement, identify the strengths and weaknesses, and set professional development goals. Veteran teachers serve as mentors to their colleagues through staff development presentations at monthly faculty meetings.

Vital professional development strengthens instruction in many areas including: high academic standards, strong Catholic identity, and positive teacher and student relationships. The value of specific professional development activities has been examined through quantitative and qualitative feedback. Professional trainings at St. James Catholic School have included workshops on cognitive development, data driven assessments, curriculum development, differentiated instruction, integrating technology, and behavior management strategies. During these discussions and work sessions, teachers collaborate to increase student learning and share strategies that enhance teacher knowledge and professionalism. Teachers and staff engage in quarterly discussions of the United States Catholic Catechism for Adults. In addition, all faculty members and administrators are required to complete a three-hour training session provided by Virtus. Teachers and administrators read monthly articles published by Virtus which provide them with the knowledge of how to keep students safe. This year all kindergarten through third grade teachers will be trained in the Orton-Gillingham method to support struggling readers.

The Diocese of Savannah Professional Development Program takes as its mission the task of educating its teachers. These areas include methodologies centering on Catholic identity, emerging educational trends, and cutting edge technology. At the yearly conference, teachers collaborate at grade level meetings on how to assimilate these ideas into the classroom.

Professional development that enhances the capacity of teachers and administrators is critical throughout these activities. Professional development topics are chosen based on the review of data and the need of the staff and students. For example, trainings were provided to support the implementation of a new reading

curriculum and school-wide writing program. Monies are provided for continual academic development of teachers who strive to be current and effective.

4. **School Leadership:**

Saint James Catholic School follows the leadership structure of the Diocese of Savannah. Major policies are set by the Office of Catholic Education and are confirmed by the Office of the Bishop. The pastor finalizes major decisions at the school level and communicates through staff meetings and as a member of the school board. The principal and assistant principal are responsible for the continuity of curriculum, a strong discipline, stable finances, recruitment of students and maintenance of the facility.

Monthly faculty meetings, grade level meetings, in-service programs and pre- and post-planning meetings disseminate the diocesan initiatives in curriculum, standards and requirements for religious certification. Members of the faculty sit on committees for revising curriculum for the diocese. In turn these teachers serve as experts for the whole faculty's understanding of its implementation of the new material.

Administration and faculty set goals each year by analyzing standardized testing scores, reviewing writing performance results, and identifying weaknesses in the curriculum. Speakers are brought in or faculty members present at meetings to address the goals set as a group. Research-based data is accumulated to measure growth and to recognize improvements. The school board advises the school administration. The board is composed of community members, parishioners and parents.

The school board committees support the long-range planning of the school in areas of strategic planning, academics, facilities, marketing, grant writing, athletics, technology, fundraising, and finance. Each year the board revisits the three-year strategic plan for each area. Modifications are made and reported on at the meetings. In January tuition is discussed and then voted on for approval by the pastor and principal. Three or four scenarios are presented by the school's accountant to evaluate the effect of the changes on the budget.

The Home and School Board serves Saint James Catholic School in two ways: fundraising and community building. Each year the board raises $40,000 for the school's budget, provides grants for teachers to purchase materials for the classroom, gives start-up money to teachers and staff, and provides a Christmas gift to everyone in school. The Home and School generates many spirited community building activities: Family Bingo, Family Festival, Pool Party for new families, and monthly teacher appreciation luncheons.

Each committee member involved in supporting the mission of Saint James Catholic School enriches the life of every student and faculty member. The input, knowledge, and ideas of committee members are invaluable and contribute to the success of the school.

PART VI – STRATEGIES FOR ACADEMIC SUCCESS

Saint James Catholic educates each child using the foundations of the Sisters, Servants of the Immaculate Heart of Mary: faith, hope, love and hospitality. The teachers, aides, and support personnel model these core values in their ability to lead by example. They create a learning environment that provides equal opportunities for every learner to succeed through one-to-one, small group, and interactive cross-curricular instruction. Faculty help promote community stewards through local outreach programs such as monthly class visits to the local memory care facility; Spanish Oaks, providing food for the Social Apostolate, and supplying Christmas gifts and food to families in need at St. Mary's Center. The St. Anne's school program provides dinners for families experiencing illness or bereavement. Teachers emphasize peer relationships school wide through National Junior Honor Society tutoring, prayer partner activities, and monthly team building exercises in small, multi-grade hospitality groups. The virtue of the month program creates and acknowledges well rounded students in the Saint James Catholic School community. These support programs and activities foster academic excellence and the development of strong community leaders because of the daily presence of the IHM charism.

One particular program that has been successful at Saint James Catholic School and highlights an IHM charism is Hospitality Groups. This program was implemented five years ago because a school survey indicated there was a disconnect among grade levels. This disconnect sometimes led to unkindness. The administrators and counselor wanted to promote a sense of community throughout the school so they came up with Hospitality Groups. Once a month a random mix of students in grades three through seven gather with their group leader to do an activity. The groups consist of one to two students from each grade. The group of students and the group leader remain the same for the entire school year. Group leaders are adults in the school that include priests, administrators, classroom teachers, special area teachers, office staff, nurse and maintenance staff. Some of the group activities include making crafts, playing board games and team-building exercises. Not only do students make friends across different grade levels, they also form bonds with adults other than their classroom teachers. The group leaders become additional advocates for the students. When visitors enter Saint James Catholic School they often comment on the sense of community and family they experience. New students also report a sense of belonging. This is in part due to Hospitality Groups.

PART VII – NON-PUBLIC SCHOOL INFORMATION

1. Non-public school association(s): __Catholic__

   Identify the religious or independent associations, if any, to which the school belongs. Select the primary association first.

2. Does the school have nonprofit, tax-exempt (501(c)(3)) status?   Yes <u>X</u>   No

3. What is the educational cost per student? $<u>7119</u>
   (School budget divided by enrollment)

4. What is the average financial aid per student? $<u>1522</u>

5. What percentage of the annual budget is devoted to   <u>6</u>%
   scholarship assistance and/or tuition reduction?

6. What percentage of the student body receives
   scholarship assistance, including tuition reduction?   <u>30</u>%

REFERENCED BY NATIONAL NORMS

Subject: Math   **Test:** Terra Nova, Third Edition   **Grade:** 3

Edition/Publication Year: 2008   **Publisher:** CTB/McGraw Hill   **Scores are reported here as:** Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	87
Number of students tested	40
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

Subject: Math   **Test:** Terra Nova, Third Edition   **Grade:** 4

Edition/Publication Year: 2008   **Publisher:** CTB/McGraw Hill   **Scores are reported here as:** Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	73
Number of students tested	41
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

Subject: Math   **Test:** Terra Nova, Third Edition   **Grade:** 5

Edition/Publication Year: 2008   **Publisher:** CTB/McGraw Hill   **Scores are reported here as:** Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	71
Number of students tested	49
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

Subject: Math   **Test:** Terra Nova, Third Edition   **Grade:** 6

Edition/Publication Year: 2008   **Publisher:** CTB/McGraw Hill   **Scores are reported here as:** Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	74
Number of students tested	35
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

Subject: Math   **Test:** Terra Nova, Third Edition   **Grade:** 7

Edition/Publication Year: 2008   **Publisher:** CTB/McGraw Hill   **Scores are reported here as:** Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	86
Number of students tested	37
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

Subject: Math   **Test:** Terra Nova, Third Edition   **Grade:** 8

Edition/Publication Year: 2008   **Publisher:** CTB/McGraw Hill   **Scores are reported here as:** Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	78
Number of students tested	35
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

Subject: Reading/ELA   **Test:** Terra Nova, Third Edition   **Grade:** 3

Edition/Publication Year: 2008   **Publisher:** CTB/McGraw Hill   **Scores are reported here as:** Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	78
Number of students tested	40
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

Subject: Reading/ELA   **Test:** Terra Nova, Third Edition   **Grade:** 4

Edition/Publication Year: 2008   **Publisher:** CTB/McGraw Hill   **Scores are reported here as:** Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	85
Number of students tested	41
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

Subject: Reading/ELA   **Test:** Terra Nova, Third   **Grade:** 5
Edition

Edition/Publication Year: 2008   **Publisher:** CTB/McGraw   **Scores are reported here**
Hill   **as:** Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	71
Number of students tested	49
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

Subject: Reading/ELA   **Test:** Terra Nova, Third   **Grade:** 6
Edition

Edition/Publication Year: 2008   **Publisher:** CTB/McGraw   **Scores are reported here**
Hill   **as:** Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	76
Number of students tested	35
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

Subject: Reading/ELA

Test: Terra Nova, Third Edition

Grade: 7

Edition/Publication Year: 2008

Publisher: CTB/McGraw Hill

Scores are reported here as: Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	82
Number of students tested	37
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

Subject: Reading/ELA   **Test:** Terra Nova, Third Edition   **Grade:** 8

Edition/Publication Year: 2008   **Publisher:** CTB/McGraw Hill   **Scores are reported here as:** Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	79
Number of students tested	35
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: