

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[] Public or [X] Non-public

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

Name of Principal Mrs. Lauren T Ray

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

Official School Name St. James Episcopal Day School

(As it should appear in the official records)

School Mailing Address 445 Convention St

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

City Baton Rouge State LA Zip Code+4 (9 digits total) 70802-5619

County East Baton Rouge State School Code Number* _____

Telephone 225-344-0805 Fax 225-343-4873

Web site/URL http://www.stjameseds.org E-mail lray@stjamesbr.org

Facebook
Page https://www.facebook.com/pages/St-James-
Episcopal-Day-
School/111151115606410?ref=ts&fref=ts Google+ _____
Twitter Handle _____ Blog http://stjamesdayschoolbr.org/blogs/board_bl
YouTube/URL _____ og _____ Other Social Media Link _____

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

(Principal's Signature) Date _____

Name of Superintendent* Mrs. Linda Chauviere E-mail: lchauviere@stjamesbr.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name _____ Tel. _____

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

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mr. William Roberts, III
(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 that it is accurate.

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

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

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

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, Office for Civil Rights (OCR) requirements is true and correct.

1. 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. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. 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 2008 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: 2009, 2010, 2011, 2012, or 2013.
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 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.
9. 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.
10. 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.
11. 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

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- Elementary schools (includes K-8)
 - Middle/Junior high schools
 - High schools
 - K-12 schools
- TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 12 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	17	16	33
K	25	18	43
1	21	26	47
2	22	22	44
3	24	15	39
4	13	22	35
5	24	14	38
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	146	133	279

5. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
 1 % Asian
 4 % Black or African American
 1 % Hispanic or Latino
 1 % Native Hawaiian or Other Pacific Islander
 93 % White
 0 % Two or more races
 100 % Total

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 1%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	2
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the 2013-2014 school year	0
(3) Total of all transferred students [sum of rows (1) and (2)]	2
(4) Total number of students in the school as of October 1	288
(5) Total transferred students in row (3) divided by total students in row (4)	0.007
(6) Amount in row (5) multiplied by 100	1

7. English Language Learners (ELL) in the school: 0 %
 0 Total number ELL
 Number of non-English languages represented: 0
 Specify non-English languages:
8. Students eligible for free/reduced-priced meals: 0 %
 Total number students who qualify: 0

9. Students receiving special education services: 0 %
3 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 categories.

- | | |
|--------------------------------|--|
| <u>0</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>0</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>0</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>3</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>1</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

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

	Number of Staff
Administrators	2
Classroom teachers	17
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	12
Paraprofessionals	4
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 16:1

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

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	98%	97%	97%	96%	98%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award. 2009

15. Please summarize your school mission in 25 words or less: Our mission is to develop each child's unique gifts by providing a strong foundation combining academic excellence and spiritual formation within a loving Christian community.

PART III – SUMMARY

St. James Episcopal Day School was founded in 1951 as a ministry of St. James Episcopal Church and has always strived to fully embody its mission statement of "developing each child's unique gifts by providing a strong foundation combining academic excellence and spiritual formation" in all aspects of the school.

St. James is located in downtown Baton Rouge and serves a wide geographic area of students in PK4 through grade five. Students are attracted from the Greater Baton Rouge area, with many families traveling great distances. Parents are generally college educated, well read, and strong advocates for their children's education. In most families, both parents work outside the home. Parents, in some cases over several generations, send their children to St. James for three reasons: its rigorous curriculum, its kind and loving environment, and its strong Christian foundation.

Since its founding, the school has transformed from a worksheet-driven, desks-in-a-row environment to an exceptional school encompassing twenty-first century educational practices. St. James has always exceeded standardized test national norms, and for the past seven years has consistently met or exceeded independent school norms. This significant milestone for St. James has been achieved by intensely scrutinizing standardized testing and assessment data to formulate a data-based curriculum with instructional practices utilizing research-based strategies.

Technology is state-of-the-art including a one-to-one computer and iPad program in grades two through five. Students participate in a variety of instructional strategies and collaborative efforts such as project-based learning, problem solving groups, partner teaching pairs, and authentic assessment. Teacher training follows national standards as set forth by Learning Forward, and implementation in the classroom is closely monitored by the administration. Immediate feedback is provided to teachers during daily walk-throughs using a customized iPad app that specifically targets St. James' classroom expectations for teacher and student performance.

Teachers at St. James are dedicated to their profession and sincere in their concern for their students, striving to be sure they are addressing the diverse needs of each and every child. Classrooms are safe environments for experimentation and discussion as children become independent thinkers and develop skills necessary for problem solving and collaboration. Engaging students through inquiry is a strategic skill used in each classroom to further challenge students.

The academic day and week are structured so each child receives comprehensive instruction in core curriculum subjects, yet also has opportunities to fulfill interests in a well-balanced co-curricular program. In addition to PE, recess and unstructured playtime are still essential components of the school day. National and state standards help guide the curriculum, and teachers are afforded the flexibility to go beyond those standards in adjusting daily lesson plans to better meet the student needs. Scheduling allows teachers daily grade-level meeting time to facilitate teacher dialogue addressing concerns and solutions. In addition, the administration frequently meets with teachers to address the instructional and social progress of individual students. These meetings assure constant monitoring of student needs and program efficacy.

The mission statement's "spiritual formation" is an essential component of the foundation and culture of the school. A prayer service and Holy Eucharist are held each week, open to families and the public. The St. James priests, always conscious of the integral part they play in the development of students, are highly visible and often interact with both faculty and students. The priests are also instrumental in guiding the children in their spiritual, social, and emotional growth through several community service projects each year. Social growth is further enhanced by the guidance the school counselor provides. She meets with students on an as-needed basis, often in small groups, to guide them toward conflict resolution and overall emotional health.

St. James offers its students a quality educational program based on differentiation at each grade level, and in all academic and instructional levels. Co-curricular teachers are assigned to specific grade levels to provide extra assistance within the classrooms and directly with students who exhibit a need for increased

instructional efforts. St. James' firm belief that the very foundation of each student's academic journey begins at the early grade levels necessitates a committed effort to both reduce student-teacher ratio, and utilize the talents of each and every faculty member to assure this foundation is firmly established.

St. James received the National Blue Ribbon School award in 2009 and was challenged to set even higher standards. The award helped determine future benchmarks for decisions and expectations regarding any curriculum, professional training, or community involvement. This symbol of excellence has both attracted new students and strengthened St. James' unfettered commitment to provide an exceptional education for each student in its care. The entire St. James staff is guided by one edict: help students to be academically prepared, intellectually curious, socially responsible, and spiritually aware.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

St. James offers an accelerated, integrated curriculum based on high expectations and best practices, which exceed national and state standards. Incorporating aspects of Common Core, state standards, and specific content area standards, St. James provides a comprehensive program that meets academic needs and that is also a challenging and rewarding educational experience. This approach ensures the education of the whole child through multi-sensory learning experiences, engaging lessons, and activities that embrace a variety of learning styles.

The early childhood classrooms emphasize literacy and strongly adhere to the tenet that it is the foundation of early learning – the philosophy driving all further approaches. The reading/literacy curriculum at St. James is a balanced approach beginning with the child’s earliest literacy experiences of language and understanding through becoming an independent reader with an emphasis on higher-level thinking. Students acquire foundational skills through utilization of aspects from Common Core and teacher-designed, research-based curricula. They become voracious readers who welcome further challenges. To provide these challenges, teachers and administrators participate in the regular practice of critically analyzing assessment data and review of standards.

Students in PK4 through grade two acquire literacy skills through Writer's Workshop and Guided Reading, allowing for differentiated instruction provided in small groups; sometimes individually, always daily, and more than once a day, if needed. To support this progressive approach to literacy, St. James has incorporated a comprehensive language arts program into the early grades. Students participate in daily creative, modeled, and shared writing followed by teachers conducting daily one-on-one writing conferences with students to reinforce phonemic awareness and grammar concepts. Resource teachers work with each class providing more concentrated instruction that facilitates individualized learning for students performing above or below grade level.

Strategies to encourage constructive learning are employed as students transition from acquisition to application of foundational skills. The language arts at St. James comprise a balanced approach presenting diverse literary genres interwoven with social studies themes promoting critical thinking, a love of literature, and providing opportunities for written and oral expression. Students participate in a variety of authentic assessment opportunities allowing for differentiation in both learning and assessment styles. Significant attention is paid to student choice within a rich vocabulary program, Accelerated Reader program, Readers Theater, the use of iPads, and interactive journaling.

The math curriculum is aligned with NCTM, Common Core, and Singapore Math but not based on one text. Using these various curriculum standards as a guide, St. James has developed a unique, comprehensive curriculum incorporating a spiraling approach that encompasses traditional grade level skills. Each grade has further personalized its approach with an emphasis on strategies such as mental math, real-life problem solving, manipulatives, model drawing, and cooperative groupings. As students master grade-level skills, they are challenged through additional exercises provided by their teacher or through small-group work with a resource teacher. Students requiring additional support meet with a resource teacher on an as-needed basis. Utilizing computer software such as IXL® and XtraMath, teachers can customize each child's learning experience and conduct frequent skills monitoring.

Science is approached through both classroom instruction and hands-on learning in a state-of-the-art STEM lab. This dual approach provides students ample opportunities to hypothesize, observe, investigate, and draw conclusions while applying and connecting learning to real life. The curriculum follows NSTA standards and is aligned throughout the grade levels. Technology is integrated through the use of ActivBoards™, individual iPads, programmable robots, and digital microscopes. Students participate in various engineering lessons by collaborating, designing, and building models. Math is integrated into every lesson. Further research opportunities are provided to students who excel in the field through an in-house broadcast studio, wherein students can educate peers about their projects and what they are learning. Teachers monitor student

understanding through formative assessment to ensure each individual's comprehension so any necessary re-teaching can occur.

A project-based learning approach in social studies, focusing on history, government, economics, and geography, was developed to provide maximum student engagement and thinking. Students apply concepts to real-life experience through debates/discussions, group collaboration, and by participating in local contests. Teachers create assignments and curriculum incorporating student choice, accommodating students with different learning styles and different levels of achievement.

PK4 Program

St. James seizes a critical window of development by offering an outstanding PK4 program, capitalizing on student curiosity by expanding inquiry and discovery, higher-order thinking and reasoning skills through experiences rich in language, cognitive, and social-emotional development. The PK4 and K-3 curriculum adheres to the Teaching Strategies GOLD and NAEYC standards that focus on literacy, math, science, and the project approach. Daily small-group instruction and exposure to enrichment experiences provided through the co-curricular program are paramount. Completion of the PK4 program, aligned with standards through third grade, provides each student with a solid foundation for success in the primary grades.

2. Other Curriculum Areas:

St. James offers a wide range of opportunities for students to excel in their "unique gifts," as promised in the mission statement.

Weekly art classes at all grades emphasize basic skills, the dignity of each child/artist, and the joy found in the artistic process. Explorations in art include the use of various materials and a study of art history. Students benefit from activities that strengthen hand-eye coordination, drawing skills, self-expression, and a broader understanding of all that art affords. Projects are aligned with the curriculum and included in the project-based approach.

Engaging and dynamic music classes are provided to each grade on a weekly basis. PK4 and Kindergarten students use their voices, bodies, and rhythm instruments to develop their musicianship, while grades one through five explore beat, rhythm, and music reading along with genres of music, composers, harmony, and notation. Lessons incorporate technology, utilizing music iPad apps, and coordinate with classroom studies of language arts, multicultural traditions, and history, with special ensembles available for those with particular talent or interest. Regular opportunities for performance abound, including the Friday church service, school programs, and off-campus community activities.

The goal of the physical education program is to create a comprehensive PE/health curriculum promoting sportsmanship, teamwork, and an appreciation for individual, lifelong recreation through instruction for all students several times a week. Differentiation is extended into an environment usually focused on team sports by providing opportunities to build on strengths in individual sports such as archery, tennis, fishing, golf, bowling, skating, and ballroom dancing. The PE department has sufficient equipment for each child to have his/her own for individual skill building, and field trips are utilized to practice and hone skills in their customary environments.

Students in PK4 through grade five study Spanish in weekly classes. Exposure to this widespread language provides students with basic receptive and expressive skills, foundations in English roots, and helps develop respect for other cultures. Whole Brain Teaching strategies and interactive technology increase student engagement and are used to connect student learning through physical response. Fifth graders collaborate to produce a year-end Spanish movie to showcase the skills acquired over their years of study.

Characterized as a leader in elementary classroom technology, St. James' weekly computer classes provide students with a solid foundation in Internet safety, keyboarding, word processing, presentations, spreadsheets, and Internet research. iPad apps are used to increase student creativity and production in all grade levels. Apple TVs and ActivBoards™ are in every classroom, as are iPads and desktop computers, with a one-to-one program, that adheres to the SAMR model, in grades two through five.

St. James has one of the state's only fully-functional, on-campus broadcast studio at the elementary level. The teacher is an award-winning State Technology Teacher of the Year. Fifth grade students host an entertaining show, twice daily, integrating academic topics, school announcements, and daily lunch menu. All grades participate during the year to produce and write scripts. Costumes, often designed by students, further enhance the experience. Schools around the region visit St. James to learn how reinforcement of classroom studies can be made engaging and fun through the broadcast studio.

Each grade enjoys a weekly library session, promoting an appreciation of literature and ensuring all students acquire essential informational literacy skills. The library is run under the open library concept. It is available for teachers and students to use throughout the day, making it a learning hub – an environment for research and collaboration, empowering and engaging students through multiple formats including print and non-print tools. Continuous collaboration with classroom teachers ensures the library complements the various units of inquiry.

As a ministry of St. James Episcopal Church, all students participate in weekly Christian education classes. Lessons follow the church calendar and include liturgy, sacraments, prayer, and Bible verses. A focus on virtues is supported and reinforced through weekly collaboration with the school counselor, addressing ethics from both social and religious perspectives.

The addition of a school counselor to our staff in 2011 has further improved observations regarding each student's character education and emotional development. The school counselor conducts individual and small group counseling sessions. Following the ASCA model, all students participate in weekly guidance classes addressing social/emotional, academic, and career development.

3. Instructional Methods and Interventions:

St. James offers a rigorous curriculum focusing on developing the whole child while encouraging each student to reach their highest potential. Students are challenged through continuous inquiry, guided through error, and commended through accomplishments. Teachers fully engage students using interactive strategies such as Whole Brain Teaching and Kagan Structures as well as embedding differentiation options into curriculum areas and lessons. Co-curricular teachers are also committed to maximizing this differentiation by working with grade levels, in an instructional capacity, to provide support to any child. In addition, each grade level has a highly qualified resource teacher assigned for targeted supplemental assistance. It is because of this support that St. James students are some of the best prepared in the nation.

The program was developed with the flexibility necessary to meet the needs of a diverse student population. Great emphasis is placed on collaboration with teachers to ensure maximum student success. Instructional content is based on the results of both formal and informal assessments. In addition, our most capable students and those who are identified as “just needing a little help” benefit from the resource program. Regardless of their individual strengths and weaknesses, the resource program assures every student receives individual instruction to maximize his or her development. This program sets St. James apart, serving as the bastion which fortifies and furthers dedication to the maximum development of each student in the school's care.

In the upper grades, data derived from the ERB (Educational Records Bureau) test is used in tailoring the various tiers of instruction needed to assure each child meets or exceeds grade level expectations. In addition, informal assessments, such as teacher observations and student classroom performance, are used to help monitor progress and determine placement for supplemental instruction.

Tier two and three intervention groups using leveled texts focusing on phonemic awareness, phonics, fluency, and comprehension are used in the lower grades. Beginning readers also use individualized computer software such as Headsprout Early Reading, to help foster the critical skills needed to be successful with phonemic awareness and basic literacy.

Additional math support is also provided on an as-needed basis through the resource program. Remediation and acceleration are determined by the classroom teachers, based on formative assessment and the students' needs as observed throughout the year. Previous ERB math scores, and data derived from programs such as IXL® and XtraMath are also used to determine needs in the upper grades.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

St. James administers the Educational Records Bureau (ERB) CTP4 each spring to grades three, four, and five. The CTP4, or Comprehensive Testing Program, is a reasoning/achievement test, regarded as a trusted source to inform and support curriculum and instruction in high-achieving schools across the country.

St. James students have consistently exceeded national norms, and since 2007 have consistently met or exceeded independent norms, as well. Third grade students made significant gains in their scores between 2013 and 2014, increasing seven points in reading, and 17% scored higher than other independent schools in the country. In math, the students gained 13 scale points, and 33% outperformed independent schools. In 2013, fourth grade students showed notable gains of 12 points in reading and eight points in math. Compared to their third grade scores, fourth grade students scored higher in reading and math in 2014 by nine points and 13 points, respectively. Outperforming other independent schools is a major assessment milestone for St. James.

Most notable are the gains made in St. James students' long-term improvement. The 2013-2014 fifth graders raised their scores 22 points in reading and 32 points in math over the three years tested. This is significant growth and the trend has been continued, year after year.

Many factors contribute to these significant gains, including targeted professional development, a more comprehensive math approach focusing on problem solving and complex strategies, updating the reading program with an emphasis on foundational early literacy, conducting detailed data analysis, and frequent and in-depth professional dialog among teachers and with administrators. Through these intensely monitored practices, the school has observed a direct effect on teacher lesson plans translating to more engaging classrooms and, most importantly, student achievement. This comprehensive approach provides means to most effectively develop individualized learning paths for all students.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

Beginning in PK4 and through second grade, St. James uses recognized assessments such as Concepts About Print, DRA, and the Fountas and Pinnell Benchmark Assessment System to provide starting points for literacy instruction and to guide instruction according to each student's growth.

The ERB is formally administered in grades three, four, and five, providing one set of data used in academic program analysis. Math levels are determined through the adopted math series, along with individual profiles provided by online diagnostic and prescriptive math software. This comprehensive approach helps target decision-making about each child's instructional needs.

In addition to formal, nationally recognized assessments, classroom teachers continually monitor student progress. Data carefully derived from daily work samples, homework, projects, group work, and anecdotal records form the basis for parent-teacher conferences, grade-level meetings, and teacher discussions. Data are also reviewed with the administration on a quarterly basis in an explicit effort to carefully consider every child and delineate their learning paths. The instructional team prescribes best instructional practices and develops a strategic plan that addresses each student's needs. Teachers are observed facilitating informal assessment, providing written and oral feedback through daily one-on-one student conferences, and through the established method of walking around to observe and monitor student work. Teachers also receive immediate feedback on lessons through the customized app that administrators use for walk-throughs.

Communication regarding academic progress is formally provided to parents in a timely manner with weekly academic progress updates, summative mid-quarter progress reports, and quarterly report cards. ERB results are shared with parents, and individual assistance is provided for score interpretation. Electronic newsletters and blog posts are utilized to recognize student achievements, but those that appeal to a wider

audience, such as 84% of students qualifying for the Duke TIP program, are always highlighted both internally and in area media.

Part VI School Support

1. School Climate/Culture

St. James is recognized for its "kind and loving" environment, where children bounce out of cars each morning and run to be with their friends, but slowly walk to afternoon carpool because they aren't ready to go home. Each morning when the bell rings, the environment becomes completely child-centered, where teachers are dedicated to their jobs, and where children can be children – to explore, experiment, learn, and even make mistakes in a safe environment. St. James is privileged to be their safety net.

There is 100% teacher dedication at St. James. Teachers are thrilled to be hired, and once they have experienced the wonderful working environment that is St. James, they stay for many years because they are treated with respect, and as professionals. If they need something in their classroom, from art supplies and paper to technology and curriculum, they get it. If materials are needed to enrich the academic experience and their instructional program, they get it. If they need to attend a professional development program, they are encouraged to do so, at the school's expense. When teachers need the administration's support in a parent-teacher conference, it's given. If they unexpectedly have to miss school, co-workers rise to the occasion to take care of their class. If there is a crisis in their personal life, the faculty and staff rally to provide any help needed.

While other independent schools in the area offer strong academic programs, St. James combines academic excellence with an exceptionally nurturing environment fostering the social and emotional needs of the students. Parents choose our small setting for their children because it is so caring. The school exists not only to address student needs but also the needs of the whole family. It is truly a community. Teachers use praise and individualized goal setting in each classroom to motivate their students. Positivity and engagement are cornerstones of the instructional and social/emotional approach at St. James.

There is a warm, caring feeling, absent in many schools today, that is still found at St. James. Student work is displayed everywhere and it is evident that students take pride in the process. St. James believes that the early years in a child's development are the most important, and all who work at St. James strive every day to make each student's experience as special, challenging, and engaging as it can be.

2. Engaging Families and Community

An active Parents Guild, a supportive relationship with St. James Episcopal Church, a dedicated Outreach Advisory Committee, and a desirable downtown location afford many unique learning opportunities to St. James students.

The Parents Guild works tirelessly, year-round, to provide engaging programs benefitting families and the school, including a new parents orientation, Book Fair, Accelerated Reader rewards, and the annual carnival. Working with the school counselor, parent book studies are sponsored, highlighting areas of parenting interest. An assorted speaker series features child psychologists, authors, and professors to discuss childhood academic and emotional growth and success.

The Outreach Advisory Committee is dedicated to cultivating student altruism through community service opportunities. Themes of the community service projects center on the idea of "growing givers." The school works with various non-profit organizations such as the Greater Baton Rouge Area Food Bank, Youth Oasis, the Companion Animal Alliance, Heifer International, and the Wounded Warrior Project. Fourth and fifth grade students work weekly with St. James Episcopal Church to package "We Care" lunch bags, distributed to the downtown needy or homeless. Fifth grade students also assist a local Title 1 public school with their first grade literacy program. These initiatives are yet another component contributing to the overall development of each student.

St. James collaborates with the community through partnerships with various schools in the area. Students from Mentorship Academy, a downtown charter school, interested in pursuing a career in elementary

education may shadow experienced teachers, providing them invaluable career experience. St. James also benefits from Louisiana State University and Southern University being in close proximity to the campus. Having education majors intern in PK4 and Kindergarten classrooms furthers St. James' dynamic curriculum. Kinesiology majors serve as student teachers in PE. St. James' faculty is engaged in continuous discussion with university faculty, many considered experts in their field.

The school expertly utilizes its unique, downtown location, taking walking field trips to nearby locations as engaged, hands-on learners. Through trips to the nearby Louisiana State Capitol, Louisiana Arts and Science Museum, and the Mississippi River, students learn about government and history, arts and science, and even fly kites on the banks of the mighty Mississippi as part of a project approach to learning. Recognizing the importance of maintaining working relationships with downtown businesses, students are often invited to observe their working environments to learn about the goods and services they provide in the local economy.

3. Professional Development

St. James adheres to the research-based theory that programs don't make the difference, teachers do. To this end, St. James continues its robust approach to professional development. Teachers and administration play active and collaborative roles in professional learning by attending and presenting at various national, state, and district conferences, participating in quarterly review meetings, sharing articles and curriculum via social media, participating in daily/weekly grade-level planning periods, monitoring the continual progress of program implementation, and offering a teacher scholarship program for advanced degrees.

A professional development plan is created and implemented each year to include opportunities in alignment with curriculum standards. A summer reading book, supporting the academic vision for the school, begins the school year's focus. Remaining mindful of upcoming educational trends, the school occasionally incorporates the use of external experts to work one-on-one with teachers to build their capacity in a specific area. For example, coaches have worked with teachers in the areas of literacy and Guided Reading, Singapore Math, differentiated instruction, and hands-on learning. Recognizing advancements in early childhood education that are being addressed internationally, the school has incorporated the expertise of a leader in early childhood development to work with the PK4 teachers to analyze program efficacy and make changes to pedagogy using Teaching Strategies GOLD standards and the Project Approach.

The administration supports quarterly Learning Lunches and frequent job-embedded days so teachers may collaborate around a specific context aligned with school curriculum. Teachers/administrators who have attended national trainings will commonly use these opportunities to train their colleagues. Teachers are empowered to design the training agendas with full implementation and follow up. They have developed learning networks within the school that provide the best opportunities to most effectively meet the needs of the students. Teachers who are observed and recommended by their peers as going above and beyond in the areas of student engagement and instruction are celebrated frequently.

The faculty successfully integrates technology to enhance all aspects of the learning experience, and the administration incorporates technology in the professional development experience. Utilizing the "flipped classroom" model of instruction, administrators, in conjunction with the Technology Committee, have created a "flipped professional development" model. Using iPads, administrators create online courses on various topics containing video, links to articles, school documents, and channels for teacher input and feedback. Teachers are able to work through courses at their own pace and the administration is able to enhance both program exposure and efficacy.

4. School Leadership

The St. James administrative structure is composed of one Head of School and one Assistant Head of School. The philosophical role of both administrators, as the leadership team, is to support the teachers so they can better care for the children in order to maintain a standard of excellence in student achievement. The administrative philosophy models leading by example and focuses on teachers' strengths in order to

empower them to be leaders within the school and the learning community. While professional development is an important part of the support offered to teachers, other areas can include counseling, advising how to deal with a difficult parent, brainstorming ways to help a student, and attentive listening. This approach applies to seasoned teachers as well as new teachers to the school. Administration meets weekly with new teachers for mentoring, guidance, and support in order to further enhance student achievement and monitor growth.

There is no central office governing St. James, so leadership must assume all roles normally associated with that agency. These include intense finance and budget management, human resource decisions, building maintenance, discipline, fundraising, instruction, school board relations, public relations, choices for professional development, plans for meeting the needs of a diverse student population, and relationships with the church community. The leadership team works in conjunction with the school board, composed of parent volunteers. The School Board makes policies, sets the annual budget and tuition, and helps guide long-term strategic planning through monthly meetings and School Board retreats. The Head of School and the Assistant Head of School attend and participate in all school functions.

Visibility is an important component of each day for the administrative team. The team takes pride in being available to the teachers without the necessity of a formal conference. With daily, hands-on involvement in carpool, playground duty, walk-throughs of every classroom, cafeteria lunch shifts, and both informal and formal dialogues with students and parents during these activities, administration is able to stay attuned to events and issues and to address problems before they affect the classroom.

The administrative team meets regularly with grade levels, resource teams, and co-curricular teachers to review each student and his/her needs, discuss current instructional methods, plan for future professional development, plan conferences with parents, and any additional instructional help that may be needed. These interactions allow the leadership to make better-informed decisions for policies, programs, and resources that would affect student achievement.

PART VII - NON-PUBLIC SCHOOL INFORMATION

The purpose of this addendum is to obtain additional information from non-public schools as noted below.

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

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

2. Does the school have nonprofit, tax-exempt (501(c)(3)) status? Yes X No
3. What are the 2014-2015 tuition rates, by grade? (Do not include room, board, or fees.)

2014-2015 Tuition

Grade	Amount
K	\$8375
1	\$8375
2	\$8375
3	\$8375
4	\$8375
5	\$8375
6	\$0
7	\$0
8	\$0
9	\$0
10	\$0
11	\$0
12	\$0

4. What is the educational cost per student? \$10744
(School budget divided by enrollment)
5. What is the average financial aid per student? \$2250
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 2%
7. What percentage of the student body receives scholarship assistance, including tuition reduction? 6%

PART VIII - ASSESSMENT RESULTS

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>ERB-CTP4</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2002</u>
Publisher: <u>Educational Records Bureau</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	May	Apr
SCHOOL SCORES					
Average Score	318	305	299	301	300
Number of students tested	37	42	46	33	44
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. N/A					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. N/A					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. N/A					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0

NOTES: ERB moved to electronic reporting of testing data in 2013. Previously, testing data was mailed to the school already printed. Within the 2010-2012 mailed data, the standard and non-standard reports were listed as separate, unlike the electronic data, which lists the students together. Because of this, the average score of the students during the years of 2010-2012 was calculated by hand since it was not already calculated in the reports.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>ERB-CTP4</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2002</u>
Publisher: <u>Educational Records Bureau</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	May	Apr
SCHOOL SCORES					
Average Score	318	320	312	315	308
Number of students tested	41	42	33	40	31
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. N/A					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. N/A					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. N/A					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0

NOTES: ERB moved to electronic reporting of testing data in 2013. Previously, testing data was mailed to the school already printed. Within the 2010-2012 mailed data, the standard and non-standard reports were listed as separate, unlike the electronic data, which lists the students together. Because of this, the average score of the students during the years of 2010-2012 was calculated by hand since it was not already calculated in the reports.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>ERB-CTP4</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2002</u>
Publisher: <u>Educational Records Bureau</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	May	Apr
SCHOOL SCORES					
Average Score	331	336	341	324	342
Number of students tested	38	29	37	28	34
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. N/A					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. N/A					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. N/A					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0

NOTES: ERB moved to electronic reporting of testing data in 2013. Previously, testing data was mailed to the school already printed. Within the 2010-2012 mailed data, the standard and non-standard reports were listed as separate, unlike the electronic data, which lists the students together. Because of this, the average score of the students during the years of 2010-2012 was calculated by hand since it was not already calculated in the reports.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>ERB-CTP4</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2002</u>
Publisher: <u>Educational Records Bureau</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	May	Apr
SCHOOL SCORES					
Average Score	341	334	336	334	336
Number of students tested	37	42	46	33	44
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. N/A					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. N/A					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. N/A					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0

NOTES: ERB moved to electronic reporting of testing data in 2013. Previously, testing data was mailed to the school already printed. Within the 2010-2012 mailed data, the standard and non-standard reports were listed as separate, unlike the electronic data, which lists the students together. Because of this, the average score of the students during the years of 2010-2012 was calculated by hand since it was not already calculated in the reports.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>ERB-CTP4</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2002</u>
Publisher: <u>Educational Records Bureau</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	May	Apr
SCHOOL SCORES					
Average Score	343	352	340	347	339
Number of students tested	41	42	33	40	31
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. N/A					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. N/A					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. N/A					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0

NOTES: ERB moved to electronic reporting of testing data in 2013. Previously, testing data was mailed to the school already printed. Within the 2010-2012 mailed data, the standard and non-standard reports were listed as separate, unlike the electronic data, which lists the students together. Because of this, the average score of the students during the years of 2010-2012 was calculated by hand since it was not already calculated in the reports.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>ERB-CTP4</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2002</u>
Publisher: <u>Educational Records Bureau</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	May	Apr
SCHOOL SCORES					
Average Score	358	357	354	349	353
Number of students tested	38	29	37	28	34
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. N/A					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. N/A					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. N/A					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0

NOTES: ERB moved to electronic reporting of testing data in 2013. Previously, testing data was mailed to the school already printed. Within the 2010-2012 mailed data, the standard and non-standard reports were listed as separate, unlike the electronic data, which lists the students together. Because of this, the average score of the students during the years of 2010-2012 was calculated by hand since it was not already calculated in the reports.