

PART I – ELIGIBILITY CERTIFICATION

1. The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2018 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2012 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2013, 2014, 2015, 2016, or 2017.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
9. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
10. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
11. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2017-2018) unless otherwise stated.

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

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

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban
 - Rural or small city/town
3. Number of students as of October 1, 2017 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	38	34	72
K	14	14	28
1	13	14	27
2	16	8	24
3	13	13	26
4	21	4	25
5	18	19	37
6	16	18	34
7	19	21	40
8	31	11	42
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	199	156	355

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 4 % Asian
 - 4 % Black or African American
 - 3 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 87 % White
 - 2 % 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 <i>to</i> the school after October 1, 2016 until the end of the 2016-2017 school year	11
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year	0
(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	417
(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): Mandarin, Portuguese, Spanish, Russian,

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

7. Students eligible for free/reduced-priced meals: 0 %
 Total number students who qualify: 0

8. Students receiving special education services: 9 %
33 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>2</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>1</u> Other Health Impaired |
| <u>0</u> Developmentally Delayed | <u>30</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>0</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 3

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.	22
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	5
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	5
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

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

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%	95%	94%	95%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2017.

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

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

Yes No

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

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

Saint James Elementary School prepares students for a life of faith and honor by providing an empowering academic education rooted in Catholic doctrine.

PART III – SUMMARY

Saint James Elementary School (SJES) is located in the town of Red Bank, New Jersey and dates back to 1879. Through the years, generations of families have attended SJES. Although the school and student body have changed over the years, SJES is committed to providing an enriching, rewarding educational environment, while preparing students for a life of faith and honor that is rooted in the Catholic doctrine and academic excellence.

In the last school year (2016-2017), SJES was home to 428 students of which 67 were residents of Red Bank. The remaining 361 students resided in 34 affluent, middle, and lower socio-economic communities. Caucasian students accounted for 85% of the 428 students. The remaining student population was comprised of about 3% African-American, 3% Asian, 8% Hispanic, and 1% Multi-Racial students.

The principal and teachers of SJES are dedicated to improving student learning. The principal often shares and discusses with teachers current educational research related to pedagogy and child development. These discussions lead to teachers implementing instructional strategies that complement a child's cognitive development, and help identify assessments and lesson objectives that are more aligned with learning outcomes. Teachers meet on grade levels to reflect on instructional practices, and to create new learning activities and common formative assessments. The common formative assessments are used to identify students' strengths and weaknesses, and curriculum concepts that need more instructional focus, to ensure future academic success.

Since 2012, the school has experienced an instructional shift by way of heterogeneous grouping, differentiated instruction, a new modified block schedule in the area of mathematics, the introduction of iPads and tablets in the classroom, and most recently a STEM program designed to promote instruction and learning across the curriculum. These instructional strategies have led to more individualized instruction and a deeper exploration of subject matter. To support these changes, teachers have been encouraged to attend workshops on differentiated instruction, STEM, and the incorporation of technology (iPads, tablets) into the classroom.

The middle school has also experienced curriculum changes in mathematics and world language. The Spanish I and Algebra I programs have been strengthened with the introduction of neighboring Red Bank Catholic High School's curriculum. Upon completion of these courses, many students, as freshmen, test into Spanish II and geometry. These curriculum changes have led to a more rigorous delivery of instruction and enable our students to be more competitive among their public and private school counterparts.

To effectively engage students in their learning process, the administration has designed a school schedule for grades K to 5 which reduces the teacher to student ratio (on average 1:15). Working with smaller groups, teachers are now better able to support students' emotional, academic, and social development by engaging students with hands-on activities and cooperative learning experiences.

In the past four years, SJES' preschool program has been enhanced with a new reading curriculum, which targets students' emergent reading readiness skills. Teachers use learning centers to differentiate instruction, develop critical thinking skills, and spark curiosity. A community service program – Read, Rock, and Roll! – was developed to foster an early love of learning and excitement in prospective young students. Since its inception five years ago, Saint James Preschool enrollment has increased by 88%.

In 2014, SJES introduced a Transitional Kindergarten program to accommodate students who benefit socially, emotionally, and academically from an extra year of a preschool program. SJES is the only Catholic school in Monmouth County to offer an academic transitional kindergarten program.

SJES is blessed to have a school culture that embraces family involvement. Parents, staff, students, and administration all work together to create a collaborative and unified school atmosphere. Building on this philosophy, the administration, parents, and teachers have developed school activities to empower students in their learning process. Parents volunteer in organizing and instructing several after-school clubs (Lego

and sculpting), where students can expand on their learning, creativity, and physical development. Working together, teachers, students, and parents share an understanding of the school's high academic and behavioral standards, and a common belief that learning is both a community and a personal endeavor. SJES' dedicated staff provides students with before and after school academic assistance. Faculty members' dedication also extends to after-school academic clubs, in which students are afforded a myriad of opportunities to develop and refine their emotional, social, physical, and academic skills. Many of SJES' students also participate in sports, extra-curricular activities, and in local and national prestigious academic challenges.

As stewards of Christ, giving back to others is an important component of SJES' core beliefs. Each month students champion and raise funds for those in need. Staff, students, and parents volunteer their time at local charitable organizations where they prepare meals for families (Ronald McDonald House) or stock pantry shelves (Red Bank's Lunch Break, Middletown's Calico Cat). These philanthropic activities bring about cultural awareness and encourage students to participate in acts of kindness, respect, and compassion.

SJES continues to be proud of the dedication and accomplishments of its students, parents, and staff, and looks forward to helping students grow and learn.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

SJES follows the curricular standards set forth by the Diocese of Trenton and is dedicated to providing a challenging and empowering education that is rooted in both academic excellence and the Catholic faith.

In grades K to 5, SJES' integrated language arts instruction focuses on phonics, fluency, comprehension, critical thinking, writing, and grammar. In 1st and 2nd grade, teachers trained in Orton-Gillingham use multi-sensory techniques to provide students with alternative phonetic reading strategies, which incorporate experiences geared toward the auditory, kinesthetic, and visual learners. All students acquire a solid phonetic understanding, enabling them to become proficient readers and writers. Starting in kindergarten, teachers use assessment of students' learning styles, differentiation of instruction through the use of learning centers, flexible grouping, journal writing, and digital devices to enhance students' reading and writing skills. Students look forward to sharing their thoughts in written and oral formats.

SJES middle school's integrated language arts classes provide students with a comprehensive literacy program. The goal is to promote lifelong readers through exposure to different topics and genres that broaden students' world views and enhance their communication and empathy skills. Teachers design various types of authentic assessments that reflect expository, persuasive, and argumentative writing. Students may be asked to express their understandings by creating travel brochures, commercials, and proposals. Students are responsible for conducting research papers using the MLA format to prepare them for independent explorations and higher learning. Students in grades 6 to 8, who meet specific academic criteria, are offered the opportunity to join the Advanced Placement Integrated Language Arts Program. The program is designed to challenge students with an accelerated curriculum that promotes independent learning, with an emphasis on integration of content areas by key ideas, issues, and themes. Students are expected to write in-depth responses, have a higher volume of reading, and acquire additional vocabulary.

SJES' rigorous mathematics program provides content that is focused on building deep understanding of key math skills and concepts. Students are presented with engaging opportunities to strengthen their foundational mathematical skills through differentiated instruction, use of iPads, and online educational programs. The modified block schedule, implemented 4 years ago, has empowered teachers and students alike. Teachers are now able to instruct for greater depth and exploration of topics, and students now spend more time on independent practice and experimenting with varying problem-solving strategies. Teachers have asserted that students are better prepared to tackle higher-level concepts. To promote a common mathematical language across the grades, students keep math journals on mathematical formulas and vocabulary.

Algebra I is offered to those 8th grade students who meet specific academic criteria. The program is based on the Diocesan high school mathematics curriculum. Students are required to take the same mid-term and final exam of the neighboring Red Bank Catholic High School. Upon completion of the program, students are well-prepared to take on the challenges of an accelerated high school math curriculum.

SJES' social studies curriculum prepares students to be responsible contributors in a global society. Through cross-curricular units, teachers provide students with a deep awareness of societal and cultural issues. In the early grades, students are exposed to issues and concerns facing our local communities and then progress to understanding these concepts at state, federal, and global levels. Teachers design lessons that incorporate critical thinking skills, encouraging students to consider issues from a multi-faceted and multi-perspective approach. After-school clubs, such as Model UN, Law Adventure Club, and Peer Leadership, allow students to explore and expand their civic knowledge.

SJES' science program is based on a STEM philosophy with an interdisciplinary connection to language arts, social studies, and the arts. Students work collaboratively across disciplines to investigate and solve real-life problems. The goal is to give students opportunities to develop a respect for the beauty of creation, an awareness that individuals influence and shape our physical and biological world, and the skills to solve

tomorrow's challenges. This school year 2017-18, SJES, with a grant awarded from Ocean First Bank, has added a second science lab. The lab is equipped with laptops, microscopes, an interactive whiteboard, and two 3-D printers. Students will be utilizing the new technological devices to research, explore, create, build, and design.

SJES administrators and teachers continue to explore emerging research-based educational trends and update our resources to enhance and enrich our curriculum.

SJES is committed to serving the local communities by providing a developmentally enriching preschool program for children ages 3 to 5. SJES also offers parents the option of a transitional kindergarten program, designed for children who are chronologically or emotionally young. The preschool curriculum provides experiences that promote social, emotional, physical, and intellectual development. Through interactive and multi-sensory activities, students experience meaningful and purposeful learning and play, which exposes them to new challenges while building their independence and perseverance. Students are introduced to reading and math readiness skills, as well as religious themes that complement our school's curricula. Upon completion of our preschool program, students advance to the next grade confident, curious, and academically prepared.

2. Other Curriculum Areas:

Religion

SJES deepens students' understanding of the Christian faith on a daily basis. Lessons reinforce the formal teaching of the doctrines, scripture, and traditions of the Catholic Church. Students also participate in seasonal liturgical celebrations and join in the celebration of the Sacraments of Reconciliation and Eucharist. SJES' 8th grade students affirm their faith in the Sacrament of Confirmation as a milestone of adulthood. Character education, volunteer service, and the study of family life programs are incorporated into the religion curriculum, supporting students' emotional and social development.

Foreign Language

SJES is in compliance with the program's foreign language program requirements. Spanish is offered to students from preschool through 8th grade for the entire school year. Students from preschool to 5th grade meet weekly and are exposed to conversational vocabulary through songs and echo learning. Additionally, iPad apps reinforce learning with games and interactive activities. In 4th and 5th grade, students engage in more intense conversational exercises to expand upon written and oral communication.

The middle school students complete a high school World Language curriculum, with 6th and 7th graders meeting twice a week for 80 minutes and 8th graders meeting three times a week for 120 minutes. The introduction of advanced grammar rules provide students the tools to improve upon written and oral fluency, as well as reading comprehension. Students also complete cross-curricular research projects, incorporating technology and art classes. SJES' goal is to instill an intrinsic interest in language learning that will continue into higher education and future employment opportunities.

Students also learn about Hispanic and Latino cultures and traditions through music and stories. SJES holds inclusiveness and understanding as key tenets of Catholic moral teachings. By promoting cultural awareness, SJES imbues students with these principles so that they may demonstrate them in their own lives. For this same reason, students learn prayers in Spanish, solidifying that our Catholic faith transcends languages and cultures.

Technology

SJES recognizes that technology is crucial in developing skill sets for future careers. Technology is integrated throughout all subject areas, with an emphasis on being responsible and ethical life-long digital citizens. Smartboards, iPads, and tablets are in every classroom to enhance instruction and reinforce research and presentation skills.

Students from grades K to 8 attend technology class once a week. Kindergartners are introduced to the keyboard, mouse, and computers. Students' instruction progresses to other technological competencies

including keyboard shortcuts and Microsoft Office. Starting in 5th grade, students are introduced to Google Classroom, where they create slides, use Google Sheets, and work collaboratively on class assignments. Middle school students utilize word processing and digital presentations to express their creativity, practice their communication skills, and conduct authentic research.

Physical/Health Education

Students from preschool through 8th grade participate in weekly physical/health education, developing their gross motor and team building skills. The program aims to increase students' confidence and positive self-image, while teaching cooperation and good sportsmanship. Lessons incorporate discussions on making decisions, to promote health and positive health behaviors. Students learn about appropriate risk-taking, setting personal health goals, and selecting healthy foods. An active healthy lifestyle is presented as a personal responsibility.

Preschoolers and kindergartners also participate in a weekly "Creative Movement" class. Students explore movement through music to develop physical skills and stimulate their imagination. Through body movements, students communicate an image (the wind), an idea (a journey), or a feeling (strength).

Arts

Through our weekly visual arts program students express and communicate ideas and emotions, develop cultural understanding, and enhance perceptual skills. Using their imagination, students experiment with various mediums to design, invent, and create. Students' artwork is exhibited throughout the school and at SJES' and Red Bank's community art show. Students also learn about the fascinating lives, famous works, and techniques of master artists.

Music

The weekly music program at SJES allows students to create and participate in musical experiences, which promote artistic appreciation, cooperation, and understanding of different cultures. Students learn to sing Catholic hymns and songs of various genres, and are exposed to note reading and the history of music. The SJES school choir sings at SJES' monthly school Masses, and along with the instrumental group, performs at the Christmas and spring concerts. All students have the opportunity to sing at school Masses and prayer services, as well as showcase their talents at the talent show and school play. Through these performances, students express their musical creativity, build confidence, and develop skills in self-presentation.

3. Instructional Methods, Interventions, and Assessments:

SJES is dedicated to delivering a challenging, student-centered curriculum driven by data and research-based instructional methods.

Lesson plans are developed with clearly stated learning objectives, showing students what they will learn and what is expected of them. With a clear focus on expectations, students are better able to reflect on and express what they know, and identify the lesson's important learning points. In addition, teachers often note that the use of clearly stated objectives leads to assessments that are better aligned with the intended learning plan.

Differentiated instruction, flexible grouping, and cooperative learning are ways our teachers meet the diverse and individual needs of students. These student-centered instructional methods are integrated in learning centers. Learning center activities are aligned with the overarching classroom lesson objectives, thereby solidifying the relevance and importance of the activities. To further promote student engagement, learning activities are contextual, open-ended, and tiered, enabling students to practice a specific skill or challenge themselves and apply their knowledge analytically and creatively. For example, students might first work independently, using tiered worksheets to solve a real-life problem, such as designing a playground. Students are then grouped heterogeneously to consolidate and present their group design. Teachers also use learning centers to assess students' learning progress. The data collected helps identify student needs and define modifications needed to remediate or enrich student learning experiences through lesson planning, instructional materials, and assignments.

Technology in the classrooms facilitates learning and empowers teachers to better meet students' individual needs. Teachers use Smartboards, iPads, and laptops to individualize instruction with differentiated activities and tiered assignments. Smartboards give teachers the ability to create lessons that are interactive and incorporate visual and auditory elements. Apps and online programs empower students to take responsibility for their learning, while experiencing success in a non-competitive setting. Math League and Khan Academy enable teachers to assign learning activities, which challenge and support students' mathematical skills, while Spelling City and Starfall reinforce phonetic and reading comprehension skills.

SJES also uses diagnostic, formative, and summative assessments to drive instruction and improve student performance. The administration and teachers meet annually to analyze data obtained from the Terra Nova Standardized Test (TNST), pre and post-grade level assessments, and grade-level finals. This process helps identify students' strengths and weaknesses and helps guide decisions regarding instructional programs and strategies. For example, analysis of middle school math scores on the TNST and Diocesan Algebra I exam drove the institution of a modified block schedule. As a result, students have asserted that they feel better prepared to take the TNST and subsequent advanced mathematical concepts. Analysis of the TNST math scores for all grade levels also highlighted the need for more practice with mathematical vocabulary and multi-step, open-ended word problems. Consequently, math journals were introduced, enabling students to express their understanding and establish a common mathematical language. Teachers incorporated more multi-step, open-ended word problems empowering students to think creatively and critically. Grade-level finals have helped identify instructional gaps, which in 2015-16 led to modifications- specifically to 4th grade concepts - leading to increased TNST scores (recorded in the top 15th percentile). Minute Paper, Application Cards, One-Sentence Summary, Exit Cards, and Thumbs Up are day-to-day assessments teachers use to identify and align future classroom activities, based on students' acquired knowledge. Teachers also give students descriptive feedback on various assessments (essays, short answer, and open-response question assessments), enabling students to monitor and assess their own progress.

Students who score below the national average on the TNST or demonstrate a discrepancy between ability and achievement qualify for either Compensatory Education or in-class support services from the Monmouth Ocean Educational Services Commission. In-class support personnel work collaboratively with classroom teachers to modify and create learning activities to meet students' needs. Small group instruction enables teachers to scaffold the lesson and monitor students' progress, while allowing students ample opportunities to practice and participate.

Students who excel academically are challenged through accelerated activities. In grades 6 to 8, students are given the opportunity to participate in Advanced Integrated Language Arts and 8th graders in high school Algebra I. All students are challenged in writing by participating in local (The Daughters of Revolution) and national (Mary Knoll) writing competitions. We are proud to say that several SJES students have been first prize winners.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

SJES provides a Christ-centered, collaborative, and positive academic environment that enables all learners to achieve their intellectual potential and flourish into responsible empathic citizens. SJES embraces the concepts of social awareness, academic relevancy, high academic expectations, and empowerment as means to personal growth.

Community service projects enable the SJES school community to exercise the power everyone has to make a difference in the world. As a faith-based community, students, teachers, and parents work together to raise awareness and volunteer at cherished causes, such as Ronald McDonald House and Heifer International. Students develop a sense of social responsibility and gain experience with diverse cultures.

Through learning-centered classrooms students work collaboratively or independently, on relevant real-life problems to develop critical thinking and problem-solving skills. Group work improves students' social and leadership skills, and independent practice emphasizes personal progress. SJES teachers use assessments to reflect on the instructional process, while students utilize teacher feedback to reflect and improve upon academic learning. Self-reflection gives students autonomy and a sense of responsibility for learning. Developmentally appropriate assignments and lesson activities are designed with students' interests in mind. Students choose from a variety of assignments – including book reports, videos, songs, poems, oral and visual presentations, and drawings – to express their understandings and experience success.

Teachers facilitate after-school enrichment clubs in subject areas such as math, current events, science, music, and art to stimulate academic interest and foster creativity. Students interact and build relationships with peers outside of typical classroom settings with school mates of varying ages. Students learn to voice opinions, express knowledge, and show-case talents in a supportive and collaborative environment. Both parents and students advocate for these after-school clubs for the academic, social, and emotional benefits.

Teachers' professional knowledge is valued and respected at SJES. Parents look to teachers to help guide a student's educational journey and frequently inquire about how to support learning at home. Students seek out teachers before and after-school for academic support. Students come to view teachers as mentors and coaches who care about their academic success.

Teachers also work closely with the administration to design their personal professional development plans, attend workshops that target specific skills, and present newly acquired learning to colleagues and the administration. Empowering teachers to share and administer their knowledge supports the SJES philosophy of a cooperative and collegial learning space. Teacher input is highly regarded by the administration. Thus, policies on discipline, academic achievement awards, and implementation of new curriculum resources are developed collaboratively.

2. Engaging Families and Community:

SJES supports and encourages family and community engagement through communication and participation. Parents track student's academic progress weekly and daily with Parent Review Envelopes, an online Parent Portal, school emails, and teachers' electronic homework boards. The school's Facebook page and website keep parents and community members informed on school initiatives, social events, and students' academic and sports achievements. Parents host after-school clubs providing students with the opportunity to participate in non-academic and academic activities while exploring personal interests. Students have taken after-school classes in sculpting, robotics, art, and photography.

SJES applied for and was awarded a \$10,000 grant from Ocean First Bank that went towards the creation of a new STEM lab. Utilizing new 3-D printers, laptops, lab stations, microscopes, and an interactive whiteboard, students participate in authentic hands-on activities by creating, designing, and problem-

solving.

SJES' 7th and 8th grade students participate in Model UN, which is an after-school civic program offered by the local YMCA. Students meet once a week, learn about global issues, and work together to create solutions. The program enhances students' writing, research, critical thinking, and communication skills. Additionally, students learn about their civic roles and responsibilities as citizens of a global society.

SJES works closely with local businesses and organizations to immerse students in the surrounding community. A visit to the local police station enables students to learn about community service, while a visit to Red Bank Chocolate Shop teaches students how things are made. All students are invited to participate in Red Bank's Art Show by entering art works for exhibition and competition. Students in 6th and 8th grades have the opportunity to attend Monmouth University's Stars Challenge program, where they are exposed to science and technology courses that emphasize solutions on societal issues. The Rotary Club, DAR, and the Knights of Columbus are other community organizations with whom SJES students connect through writing essays and competing for scholarships.

SJES also believes in teaching students how to support and give back to the community. Students, teachers, and parents volunteer at several local charities including Red Bank's Lunch Break and at Ronald McDonald House by preparing meals for families in need. These community service activities are truly rewarding and fulfilling acts that teach students the true meaning of altruism.

SJES provides a free community service program, Read, Rock, and Roll!, which is available for all children 2 ½ to 5 years of age. Students are exposed to a preschool experience through the use of age-appropriate thematic learning and kinesthetic activities. The goal is to offer children and parents a rewarding and fun experience, while building a child's confidence and love of learning.

3. Professional Development:

The Professional Development Plan of SJES is a school-based approach founded on collegiality and personal growth. The focus is on continuous improvement in the day-to-day teaching practices to improve student outcomes. Teachers and administrators attend on and off-site professional development workshops and online courses on topics that address information gathered from student assessment data, school improvement needs, and administrators' post-conferences with teachers on formal classroom observations.

Focusing on school improvement needs and teacher post-conference discussions, the administration and teachers identified implementing technology into the classroom, differentiated instruction, and classroom management as key workshop topics. Teachers participated in various online courses offered by Brookdale, a local community college. Instruction is now more student-centered, rather than teacher-directed. Students work together in small learning centers and receive personalized activities designed to help them tackle different concepts and subjects. Teachers and students assert that this instructional shift has enabled students to take responsibility for their learning and teachers to address students' individual academic needs. Upon completion of the online courses, teachers created presentations to share with their colleagues. These teacher-led workshops generate encouragement and support among the teachers, and provide an important community connection amongst our teachers.

As lead learners, the administrators develop their own professional improvement plans based on student assessments and teacher input. The SJES administration shares assessment research and improvement plans at faculty meetings in a forum of open discussion to promote collaborative problem-solving. For example, after an administrative-led staff development meeting on curriculum mapping, teachers and administrators identified the need to improve on the school's mathematics alignment across grade levels. Consequently, teachers met at each grade level to review their individual grade scope and sequence, and then later met with the administration to restructure the mathematics mapping for the entire SJES mathematics curriculum. This collaborative effort improved curriculum coherence by identifying continuity, academic gaps, redundancies, and reducing misalignments. Students are now academically better prepared in subsequent grades.

Each week, the administration electronically shares educational articles with teachers that are pertinent to improving student outcomes and relevant to teachers' interests. These articles are discussed at faculty meetings, allowing teachers to share and build upon their knowledge in a collaborative and supportive environment. Teachers have commented that the information presented in the articles validate their instructional techniques, and give rise to new instructional strategies and reflective teaching practices. For example, teachers are now creating assessments with more open-ended responses, better enabling students to express their understandings. Sharing information on a weekly basis also affirms that the SJES administration is vested not only in the school's collective educational growth, but also in that of the individual teachers and students.

4. School Leadership:

The school leadership team at SJES is comprised of the pastor, administrators (principal and vice principal), Finance Council Committee (FCC), Parent Teacher Association (PTA), and Curriculum Coordinators (CC). Working together, each entity ensures that policies, programs, relationships, and resources complement the school's leadership philosophy of embracing a collaborative school community and promoting the delivery of a rigorous curriculum, spiritual growth, and teacher professional growth.

The pastor is the school's director and as spiritual leader supports the formation of students in the Catholic faith. He celebrates liturgical events and attends school social functions. Working with the pastor and teachers, the principal prepares monthly school masses and liturgical activities to promote spiritual growth.

The FCC consists of the pastor, administrators, business administrator, and three community members. The FCC works closely with the pastor and principal to ensure the success and vitality of the school by reviewing the school's budget. Working closely with the pastor and FCC, the principal assures that the school is financially stable, and that teachers have the necessary instructional materials and ample professional development opportunities. The administrators also enjoy attending online and off-site workshops with teachers, which has led to teachers spear heading after-school math and STEM clubs. As a team, the principal and teachers have also researched ways to incorporate technology into the classroom. A few teachers have taken it upon themselves to learn how to use Google Classroom for instructional purposes. Using Google Classroom, SJES teachers and students are now better able to effectively communicate on assignments and teachers can coordinate assignments across the curriculum. Students have asserted that these coordinated assignments are more meaningful and fun.

Lead teachers, who assume the role of CC, similarly help shape the school's vision and goals. Working in conjunction with the administrators, the CC analyze student data to identify needed classroom resources and contribute to the development of school policies. For example, the CC collaborated with the administration and teachers in choosing a new reading program that best fit our student population. The CC also assist in revising the SJES Student Handbook to address academic standards.

The SJES administrators also foster a positive school climate by building and maintaining congenial relationships within the school community. Administrators visit classrooms, greet students upon arrival to school, and supervise recess. Students in all grades often proudly communicate and share with administrators their academic successes. The administrators also attend students' athletic and extra curricula events, and PTA social functions.

The PTA meets monthly with the principal to discuss fund raising ideas and expenditures of funds to update instructional materials such as textbooks and computers and provide student assemblies.

PART VI – STRATEGIES FOR ACADEMIC SUCCESS

SJES provides a challenging academic curriculum in a Christ-faith centered environment. Dedicated to teaching the whole child, SJES recognizes students' socio-emotional development as a key element for school readiness, academic achievement, building quality interpersonal relationships, and becoming competent, responsible future leaders. SJES students participate in programs and activities that promote cooperativeness, effective communication, empathy, and social awareness.

To set students up for early success, SJES has implemented a Transitional Kindergarten (TK) program for students who need extra time to build the necessary social and academic skills for a successful school experience. The TK program provides students with learning experiences that promote cooperation, self-regulation, and self-confidence. Students leave the program with a positive attitude about school and learning.

SJES' preschoolers and kindergarteners also participate in a Creative Movement class, hosted by Red Bank Catholic High School. The goal is to help students develop motor coordination, directionality, and spatial awareness while learning self-control and self-expression. Students learn how to share space, move about without encroaching on others, and express feelings with creativity and confidence.

Students' socio-emotional development is also fostered through inter-grade relationships. Students from 1st to 8th grade take pride in working with younger students. SJES' 1st and 3rd grade students read to preschoolers, while 7th graders organize activities such as the kindergarten Easter Egg Hunt. Participating in a day of reflection, the 2nd and 8th graders join together to celebrate receiving the sacraments of Communion and Confirmation by sharing a favorite Bible story. During Advent and Lent, students in preschool to 5th grade join together in prayer and reflection activities. The exchange that takes place during these interactions helps students develop social competence and interpersonal sensitivity.

SJES promotes Catholic values in the day-to-day teachings and inspires students to grow in their commitment of service to God and others. Students from kindergarten to 8th grade are responsible for choosing and supporting a charity of their choice. Each grade campaigns for their cause and solicits the support of the entire school community. Students from 5th to 8th grade also help out at local organizations such as, Red Bank's Lunch Break and the Ronald McDonald House, stocking shelves or preparing meals for families. Active participation raises students' awareness on societal issues beyond their personal everyday scope. It also promotes empathy and cooperativeness, two important life skills needed to be effective citizens of a global society.

PART VII – NON-PUBLIC SCHOOL INFORMATION

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

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

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

3. What is the educational cost per student? \$7293
(School budget divided by enrollment)

4. What is the average financial aid per student? \$172

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 2%

6. What percentage of the student body receives scholarship assistance, including tuition reduction? 8%

PART VIII – ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: Terra Nova Third Edition

Grade: 3

Edition/Publication Year: 2017

Publisher: DRC/CTB

Scores are reported here as: NCEs

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	76
Number of students tested	23
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:

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: Terra Nova Third Edition

Grade: 4

Edition/Publication Year: 2017

Publisher: DRC/CTB

Scores are reported here as: NCEs

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	79
Number of students tested	38
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:

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: Terra Nova Third Edition

Grade: 5

Edition/Publication Year: 2017

Publisher: DRC/CTB

Scores are reported here as: NCEs

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	86
Number of students tested	29
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:

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: Terra Nova Third Edition

Grade: 6

Edition/Publication Year: 2017

Publisher: DRC/CTB

Scores are reported here as: NCEs

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	79
Number of students tested	36
Percent of total students tested	92
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:

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: Terra Nova Third Edition

Grade: 7

Edition/Publication Year: 2017

Publisher: DRC/CTB

Scores are reported here as: NCEs

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	88
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:

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: Terra Nova Third Edition

Grade: 8

Edition/Publication Year: 2017

Publisher: DRC/CTB

Scores are reported here as: NCEs

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	85
Number of students tested	75
Percent of total students tested	99
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:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: Terra Nova Third Edition

Grade: 3

Edition/Publication Year: 2017

Publisher: DRC/CTB

Scores are reported here as: NCEs

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	78
Number of students tested	23
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:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: Terra Nova Third Edition

Grade: 4

Edition/Publication Year: 2017

Publisher: DRC/CTB

Scores are reported here as: NCEs

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	71
Number of students tested	38
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:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: Terra Nova Third Edition

Grade: 5

Edition/Publication Year: 2017

Publisher: DRC/CTB

Scores are reported here as: NCEs

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	75
Number of students tested	29
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:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: Terra Nova Third Edition

Grade: 6

Edition/Publication Year: 2017

Publisher: DRC/CTB

Scores are reported here as: NCEs

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	76
Number of students tested	36
Percent of total students tested	92
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:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: Terra Nova Third Edition

Grade: 7

Edition/Publication Year: 2017

Publisher: DRC/CTB

Scores are reported here as: NCEs

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	77
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:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: Terra Nova Third Edition

Grade: 8

Edition/Publication Year: 2017

Publisher: DRC/CTB

Scores are reported here as: NCEs

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	80
Number of students tested	75
Percent of total students tested	99
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: