

**U.S. Department of Education**  
**2009 No Child Left Behind - Blue Ribbon Schools Program**

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Type of School: (Check all that apply)  Elementary  Middle  High  K-12  Other  
 Charter  Title I  Magnet  Choice

Name of Principal: Headmistress Linda Chauviere

Official School Name: St. James Episcopal Day School

School Mailing Address:  
445 Convention Street  
Baton Rouge, LA 70802-5619

County: East Baton Rouge State School Code Number\*: NA

Telephone: (225) 344-0805 Fax: (225) 343-4873

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

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

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\*:

District Name: NA Tel:

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

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson: Mr. John Campbell

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

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application 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 has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress 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, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals 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 and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. 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.
9. 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.
10. 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

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All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

Does not apply to private schools

**SCHOOL** (To be completed by all schools)

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

Urban or large central city

Suburban school with characteristics typical of an urban area

Suburban

Small city or town in a rural area

Rural

4.   5   Number of years the principal has been in her/his position at this school.

     If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	27	24	51	7			0
K	32	19	51	8			0
1	27	16	43	9			0
2	24	22	46	10			0
3	15	21	36	11			0
4	18	17	35	12			0
5	21	7	28	Other			0
6			0				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							290

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native  
1 % Asian  
9 % Black or African American  
3 % Hispanic or Latino  
2 % Native Hawaiian or Other Pacific Islander  
84 % White  
0 % Two or more races  
**100** % **Total**

Only the seven standard categories should be used in reporting 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.

7. Student turnover, or mobility rate, during the past year: 1 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	1
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	1
(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.	266
(5)	Total transferred students in row (3) divided by total students in row (4).	0.008
(6)	Amount in row (5) multiplied by 100.	0.752

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

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

Total number students who qualify: 0

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 0 %

Total Number of Students Served: 0

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>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>18</u>	<u>0</u>
Special resource teachers/specialists	<u>4</u>	<u>0</u>
Paraprofessionals	<u>8</u>	<u>2</u>
Support staff	<u>5</u>	<u>0</u>
Total number	<u>36</u>	<u>2</u>

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

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	97%	97%	96%	97%	98%
Daily teacher attendance	98%	93%	95%	96%	95%
Teacher turnover rate	0%	16%	25%	11%	13%

Please provide all explanations below.

The 2005-2006 rate is a reflection of absorbing displaced teachers and students because of Hurricane Katrina. We built a "school within a school" during that time period. Those teachers and students stayed with us most of the school year but left as soon as they could return to their homes.

Other rates are attributed to pregnancies, retirements, and family member job transfers.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0
Enrolled in a 4-year college or university	<u>0</u> %
Enrolled in a community college	<u>0</u> %
Enrolled in vocational training	<u>0</u> %
Found employment	<u>0</u> %
Military service	<u>0</u> %
Other (travel, staying home, etc.)	<u>0</u> %
Unknown	<u>0</u> %
<b>Total</b>	<b><u>100</u></b> %

## PART III - SUMMARY

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Founded in 1951 as a ministry of St. James Episcopal Church, St. James Episcopal Day School is the only school in the Baton Rouge area to offer a 21st century education with state of the art technology in every classroom to its diverse PK 4 through grade five student body. The school has changed over the last five years from one based solely on traditional methods to one that enhances lessons with 21st century technology coupled with research-based and innovative teaching strategies, thus, recognizing and addressing the unique needs of its student body composed of families from different cultures and socio-economic levels.

The school's mission to "develop each child's unique gifts by providing a strong foundation combining academic excellence and spiritual formation" is at the core of all program decisions. With a supportive administration, teachers have high expectations in an environment that is "warm and loving" as stated in the mission. St. James is a child-centered school where children can truly be children.

Academic excellence supporting the mission's "strong foundation" is achieved through exceeding the state's Grade Level Expectations and national standards along with setting and monitoring goals for each child. The academic day and week are structured so that each child receives comprehensive instruction in core subjects and has opportunities to fulfill interests in a well-balanced enrichment program. Teachers meet as a grade level to collaborate, design instruction, evaluate student work, and to share strategies. Time is also set aside for individual meetings with the Head of School to review lessons, strategies, and instructional needs of specific students. Each child is an individual at St. James and the instructional focus and all activities are with the child in mind. A child's social and emotional development is as important to the teachers at St. James as are the academic areas. Care is taken to counsel each child as he or she encounters academic, social, or emotional decision-making situations.

To enhance a strong academic program based on excellence, each teacher is trained in the use of the activboards and alphasmarts found in every classroom and the computer lab. Technology contributes to the school's academic excellence. St. James students experience flip charts, wikis, blogs, and podcasts as early as PK4. St. James believes that technology enhances instruction and is currently piloting an "Inspired Classroom." Classes in the computer lab teach the basics to younger children and integrate with classroom projects in all content areas for the older children. Students create documents and original multimedia presentations, and locate information online. An article in the local "225" magazine highlighted St. James as the school in the Baton Rouge area for the 21st century learner.

The mission's "spiritual formation" is the foundation of the school. A chapel service and a full Eucharist are held each week and are open to everyone. Priests are visible and interactive daily. Community service is designed to include even the youngest of students at St. James.

Volunteer parents are important to the program at St. James. They are on the school campus everyday assisting students and teachers, helping with community activities in which the students participate, organizing fundraisers, offering clerical help, driving for field trips, and chairing numerous activities to promote a close knit school/community connection.

By challenging students to reach their potential, be active in their faith, be responsible for their learning and accountable for their actions, St. James is preparing students to be leaders in facing the demands of their future.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

In the spring St. James Episcopal Day School administers the Education Records Bureau (ERB) CTP 4 standardized norm referenced test to grades three, four, and five. The CTP 4 is the latest revision of the Comprehensive Testing Program. It is a reasoning/achievement test that provides a basis for comparing the educational progress of the student with the progress achieved by other students at the same grade level in similar schools. It is a challenging test designed to distinguish learning among students at the highest level. The CTP 4 is a battery of tests consisting of a series of multiple-choice and open-ended questions administered to groups of students over the course of several days.

Starting five years ago, the school gave more attention to using testing data as one component to guide instructional practices for improving student learning. In addition, carefully choosing research-based strategies, best practices, differentiated instructional strategies, and enhancing with technology combined to formulate a solid, comprehensive approach to instruction. Gains were noted on the ERB testing.

In the spring of 2007 the first group of third grade students who had benefited from these teaching strategies with the carefully designed data based curriculum was tested. The results were significant. While our third graders have always out performed the national norm, the school saw a gain in scoring higher than comparable students in independent schools similar to St. James. To score higher than other independent schools was a notable achievement. In Reading we saw a gain from 21% of our third graders scoring higher than comparable students to 42% of our third graders now scoring higher than comparable students. In Math there was a tremendous gain from 4% of our third graders scoring higher to 22% scoring higher than comparable students. These scores were all in the 90th percentile. Since that pivotal year, our third graders have continued to outscore other comparable students.

Fourth graders have demonstrated similar gains, as well. In Reading the school has grown from 21% of the fourth graders scoring higher than similar normed schools to 29%. Math has seen a significant jump from 9% of our fourth graders scoring higher to 16% scoring higher. The average mean scaled score has grown on an average of 3 points a year until this last 2008 testing year when it grew 10 points in Reading and Math. These scores maintain the trend at the 90th percentile. The only loss was in 2005 when St. James took in a number of students and teachers who were displaced by Hurricane Katrina. While these students were only with us a short period of time, they were tested during standardized testing week.

The school's fifth graders have continued to maintain scoring at the 90th percentile with gains each year in the average mean scaled score. In Reading and Math there has been a six to seven point gain in the average mean scaled score. Writing is a component of the Language Arts testing and in 2008, 100% of our fifth graders scored in the Above Average range. Writing is a critical piece in our reading comprehension program.

Overall, our attention to detail with each student and focused teaching strategies have been effective in increasing student learning. The teachers continue to be sure our program has rigor while keeping in mind the uniqueness of each child in our care. We will settle for nothing less than student success.

## **2. Using Assessment Results:**

St. James uses the data collected from the administration of the ERB CTP IV given annually each spring to help determine strengths and weakness in the curriculum as well as identifying students who have needs in specific areas. Upon receipt of the results in June, the head of school reviews the test data with individual grade level teams. An item analysis discussion determines why certain questions were missed and where the strengths and weaknesses lie in the curriculum for each grade level. Comparisons are made to previous years to identify any trends in the data. Other forms of data, such as DRA, are also used to portray a comprehensive look at our student body. Board members and other stakeholders use the results to drive strategic and school improvement planning. Teachers make professional development plans to refine strategies to address current needs of their students.

Disaggregated results are shared with the entire faculty at the first August meeting. This meeting serves as the beginning of many opportunities for teachers to discuss this analysis for instructional planning that will best address both general and individual needs of the students. The data gives the faculty insight as to what activities and strategies worked well in the current curriculum so that those practices will continue in the upcoming year. Plans are made for students to attend additional remedial or accelerated instruction with support staff. Discussion about assessment results continues throughout the year during weekly grade level meetings that focus on meeting the needs of students through differentiated instructional techniques. These strategies are discussed with the head of school during individual quarterly meetings to ensure that the instruction has rigor and is relevant based on reliable data. The success of each individual student is our primary concern.

## **3. Communicating Assessment Results:**

St. James has many avenues of communication with regard to assessment. Frequent indicators of progress are sent home in the form of in-class assessments, progress reports, quarterly report cards and weekly newsletters. Students are given oral and written feedback on their class work, homework, tests, rubrics, projects, and group work on a daily basis. Parents receive feedback on their children's progress at scheduled parent/teacher conferences. Parent/school partnership is critical for the success of the students at St. James.

ERB standardized test results are provided to parents along with a letter in layman's terms from the head of school that explains how to interpret the Individual Report. Parents meet with administration to discuss the testing reports. Classroom teachers review and interpret individual scores with parents to create instructional goals for their child and develop better test taking practices. Teachers are trained to use this information to plan activities to benefit the children in daily instruction and future test taking experiences. Results are shared with the community through open houses for prospective parents, admissions materials, and school tours by the admissions director.

During the summer, the head of school provides test scores to the school board and other groups of stakeholders who discuss them to help set strategic planning goals for the year and to formulate plans for professional development.

As the school year progresses, students graph assessment results for visual progress and participate in discussions with their teachers for specific feedback about how to improve their learning. With the use of ACTIVotes in the classroom, each child has immediate feedback on any assessment and the teacher is able to immediately diagnose and reteach for better student learning. Parents have daily access to student progress to be aware of any assessment results.

#### 4. **Sharing Success:**

St. James teachers are certified professionals. Many hold advanced degrees or are working toward Masters and Doctorate degrees. With interest in continued education, this group of dedicated teachers continuously shares their expertise. Teachers have presented at national, state, and district conferences in technology, early childhood, classroom management, and the writing process. They have participated on curriculum committees for area non-public and public schools in language arts and math. Our teachers open their classrooms to local universities as supervisory classrooms for field experience and student teachers from LSU, Southern, and Southeastern.

St. James has been a leader in East Baton Rouge Parish in classroom technology and professional development. This past school year saw the establishment of a professional collaboration between St. James and a local public elementary school. The school acquired new activboards and sent teachers to observe our technology. Together, the administrators developed a professional development plan for St. James to train the teachers over the summer. Our local Academic Distinction Fund boasted that this was the first time in the state a non-public and public school had worked together on a professional collaboration. In the spring St. James will host the first technology workshop on a non-public campus for both public and non-public teachers.

Our teachers and administrators are routinely contacted by the local media to submit articles for the newspaper and magazines such as Parents Magazine and 225. Students participate in the “Scott Rogers Around the Town” television show and student artwork is displayed at the Governor’s Mansion, LSU, hospitals and restaurants. Drama and dance students perform in the city’s Children’s Theater.

Parents and church community learn of successes through a weekly electronic newsletter and a monthly Day School Minute performed during the Sunday church service. Many of our activities are shared through our website: [www.stjameseds.org](http://www.stjameseds.org)

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

St. James features an accelerated, integrated curriculum based on high expectations exceeding national and state standards.

Reading is a balanced approach providing additional support to students who qualify. Basals, novels, wikis, blogs, Readers Theater, Accelerated Reader, and tech-supported websites offer a variety of approaches to meet student needs. Constant monitoring of reading levels guides instruction.

In English, the writing process is explicitly taught through all content areas. Students write and publish a variety of works using graphic organizers (Thinking Maps), reference sources, and technology. Informational processing skills are addressed and applied to classroom and computer lab projects.

Mathematics skills such as problem solving, computation, measurement, and graphing are learned. Students use manipulative, calculators, and computers to problem solve and engage in meaningful math content through daily calendar math, Kid Pix, and Edo Place. Skills are also applied through investigations and ongoing experiments in the school's Science Lab.

Students receive Science instruction in both the classroom and Science Lab where they hypothesize, observe, investigate, draw conclusions, apply and connect learning to their lives. Teachers use a variety of materials and project-based learning. Kindergarten students expand learning through hands-on lessons in small groups with a science teacher. Exxon employees volunteer to reinforce lessons and sponsor a Science Day led by fifth grade students.

Social Studies develop an understanding of communities with a focus on history, government, economics, and geography. Multi-cultural units and projects such as Native American studies, the Stock Market Game, and current event discussion enhance instruction. Students apply concepts to real life through Junior Achievement and debates/discussion with local and state officials who frequently visit the school.

Spanish is aligned with the state curriculum and integrated in all subjects. Lessons are expanded through daily television broadcast segments featuring students who write the dialogue.

The Library establishes a love of reading through developing listening skills and dramatic play, then builds into collaborative teacher efforts in elements of literature, genres identification, research, online research tools, webpage assessment, plagiarism, copyright, and global projects through yearn. Wikis and blogs about novels are used in our upper grades.

Music, Art and PE develop individual styles through a variety of techniques. Music studies composers, strengthens vocal skills, and provides recorder and individual keyboard instruction. Students perform before an audience in an all school musical, church services and community events. An annual art show is held to display student clay projects, drawings, and paintings. Students participate in such PE programs as parish/state fitness meets, the state's "Lighten up Louisiana" program, President's Challenge, and Jump Rope for Heart.

Religion provides the "spiritual foundation" outlined in our mission statement. All students have opportunities to participate in liturgy, prayer, and community service projects.

## **2a. (Elementary Schools) Reading:**

The reading curriculum at St. James Episcopal Day School takes the child from the earliest years of language acquisition and understanding to becoming an independent reader with an emphasis on higher level thinking skills.

The school uses Macmillian's Treasures basal series for kindergarten through third grade. Third through fifth grade use an integrated reading program that includes a literature-based basal, award-winning literary selections, and novels. Students also share their love of reading by buddying younger and older students.

The curriculum is aligned with the national reading standards and is based on the five core components using a balanced literacy approach. Direct instruction of phonemic awareness and phonic skills are taught as early as Pre-K and are continued through the higher grades. Vocabulary is taught and emphasized through the basal series and 'Wordly Wise' materials in grades 3-5. Fluency is cultivated and reinforced through guided reading and repeated readings. Poetry, creative dramatics, and reader's theater offer an opportunity to bring the material to life. Participation in the web-based Accelerated Reading program exposes children to outstanding literature and assesses comprehension. Comprehension is reinforced through wikis and blogging. The library contains over 10,000 volumes and has an average monthly circulation of nearly 1,000 books. The seamless collaboration between the library and classrooms nurtures and engages students in purposeful reading.

Teachers use a variety of researched-based strategies and best practices daily to meet the individual reading needs of all our students. Varied and ongoing assessments (DRA, Running Records and ERB) diagnose reading strengths and weaknesses to help set future instruction.

St. James also has two teachers who support above level readers or those needing remediation at their instructional level. These students receive one on one or small group instruction or the inclusion method to directly provide support within the classroom.

## **2b. (Secondary Schools) English:**

This question is for secondary schools only

## **3. Additional Curriculum Area:**

St. James promotes technology as an integral part of instruction and learning at all grade levels. State of the art technology is in all classrooms. Each classroom is equipped with at least three computers, an ACTIVBoard, ACTIVotes, ACTIVSlates, NEO's by AlphaSMart, ceiling-mounted projectors, flash drives, wireless microphones, televisions, CD players, VHS/DVD players, digital cameras, printers, teacher laptops, and wireless and hardwired Ethernet.

With interactive whiteboards in every room, teachers engage students in problem solving and critical thinking. Students participate in virtual field trips, online explorations, and interactive educational activities, each appealing to different learning styles. Teachers use wikis, podcasting, blogging, literature circles, and webquests.

The Inspired Classroom is being piloted in second grade. Small groups of students are grouped around one computer allowing technology to become an integral part of daily learning. The teacher becomes the facilitator, not focal point, of the learning process.

Upper grade students create, prepare, and present daily television programming in the broadcast studio using innovative technological experiences that motivate and challenge and capitalize on each student's unique gifts as recognized in our mission statement.

Global learning in the library is through iEARN and ePALS. Book talks and student reports are podcast on the website giving students and parents access to information, events, and classroom activities. Students master computer applications, internet, keyboard, and media usage, and learn to discriminate between valid sources and unreliable websites.

Faculty training is through Intel, faculty meetings, and continuing education through professional organizations. Our staff attends the National Educators Computer Conference (NECC) and LACUE conferences to stay current. Our teachers also present at these conferences.

This year one of our teachers was named the "State Elementary Educator of the Year" affirming that our approach to technology enhances student learning and prepares our students for the 21st century.

#### **4. Instructional Methods:**

St. James ensures that its students are challenged with rigor and relevance through a variety of research-based instructional methods that meet student learning styles and are directly related to student achievement and learning. Teachers often work one on one with students to ensure successful student learning.

The curriculum is based on state and national standards and a scope and sequence that allows for vertical and horizontal alignment. The vertical alignment allows teachers to understand what has been learned in previous grades and horizontal alignment outlines what is expected at that grade level. These curriculum decisions provide the foundation for instructional methods.

Various instructional methods include lessons planned around higher order thinking, project-based learning, technology integration in content areas, flexible small student groupings, cross curricular content integration, and Kagan structures. Teachers utilize ongoing parent and community volunteers, demonstrators, and guest speakers to aid and extend student learning. Daily instructional lessons are guided by Marzano's Classroom Instruction that Works and Bloom's taxonomy.

Our community offers numerous field trip opportunities for all of our grade levels. Activities range from hands-on lessons at the art and science museums or trips to various historical locations. Field trips are always instructionally oriented.

Recognizing that all students learn differently, St. James employs additional personnel who provide remediation or above level lessons to PK-5 students meeting specific criteria. In PK-K students receive expanded reading instruction or math/science lessons in our Science Lab. This instruction can be in smaller groups than the classroom, one-on-one, or inclusion in the classroom. The groups are fluid so the children can move in and out as the need arises.

All instruction at St. James is based on high expectations. Our halls are always filled with student work so visitors can see at a glance evidence of this expectation.

## **5. Professional Development:**

Professional development is based on improving student learning through analysis of data as it relates to content standards and student work, investigating research based strategies meeting the needs of our students, and strengthening teacher content knowledge making them experts in their field.

In the last five years, teachers have strengthened their practice by reading professional literature, dialoging and reflecting at daily/weekly grade level meetings, faculty meetings, and the quarterly meeting with the Head of School, attending regional, state, and national conferences, observing in other schools in and outside of our area, and observing with feedback in each other's classroom. St. James schedules job-embedded time for cross grade level discussion.

Teachers have participated in professional trainings to improve student achievement on such topics as technology in the classroom, Kagan structures, Six-Trait Writing Process, analyzing test data, differentiated instruction, Reader's Theatre, assessment trends, hands-on science experiments, and early childhood practices. After attending trainings, teachers share through direct presentations, videotaping lessons using the training in the classroom, and small teacher group instruction. All staff development meets the National Staff Development Council's standards. Student achievement results are monitored through formative and summative assessments. The Head of School monitors newly learned practices through daily walk-throughs and Teacher Review meetings.

Professional readings are done throughout the school year, shared in study groups, and implemented in the classroom. One example is Marzano's Classroom Instruction that Works. Books that focus on needs of our students are always assigned for summer reading and are followed up at the opening of school. Examples are Rob Evans's Family Matters, Mel Levine's books, and Carolyn Chapman's books on differentiated instruction.

Growth in our ERB test scores is a direct result of the wide array of continued professional development and successful application that has positively impacted our scores.

## **6. School Leadership:**

Administrative structure at St. James is composed of one Head of School and recently, one Assistant Head of School. The role of both administrators is to care for the teachers so that they can better care for the children in maintaining a standard of excellence in student achievement. Other duties of the Head of School include finances/budget management, personnel decisions, building maintenance, discipline, fundraising, instruction, school board relations, public relations, and relationships with the church community. Our Head of School and her assistant support, attend, and participate in all school functions.

The administration prides itself on its visibility with hands-on daily involvement in carpool, playground duty, walk-throughs of every classroom twice a day, cafeteria lunch shifts, and dialogue with students and parents

during these activities. She knows each student by name and his/her level of student progress since she reads all grading reports and confers daily with teachers.

As a former Teacher of the Year, the Head of School emphasizes the importance of a strong instructional program, professional development, and support. She meets with each and every teacher one-on-one each quarter in Teacher Review Meetings to discuss classroom instructional practices and additionally, meets weekly with new and second year teachers. She models professional development by sharing research for grade level discussion on issues that affect our population, attending conferences to share cutting edge strategies, being actively involved in professional organizations, and guiding the school on its goals for the year. She is a charter member and first officer of Louisiana's staff development affiliate in association with NSDC to support quality staff development.

Parents are kept informed of policies, programs, and updates affecting student achievement and daily operations through personal letters, our weekly electronic newsletter, our website, and our daily television broadcast. Input from parents is always welcome.

## PART VI - PRIVATE SCHOOL ADDENDUM

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1. Private school association: Other
2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes  No
3. What are the 2007-2008 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$6675</u>	<u>\$6675</u>	<u>\$6675</u>	<u>\$6675</u>	<u>\$6675</u>	<u>\$6675</u>
K	1st	2nd	3rd	4th	5th
<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
6th	7th	8th	9th	10th	11th
<u>\$0</u>	<u>\$0</u>				
12th	Other				

4. What is the educational cost per student? \$ 8450 (School budget divided by enrollment)
5. What is the average financial aid per student? \$ 2650
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?  
7 %



Subject: Reading

Grade: 3 Test: Educational Records Bureau Comprehensive Testing Program

Edition/Publication Year: CTP 4--2002

Publisher: Educational Records Bureau

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Apr	May	May	Apr	Apr
<b>SCHOOL SCORES</b>					
Average Score	87	92	88	90	71
Number of students tested	34	28	50	39	37
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>2. (specify group)</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>3. (specify group)</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>4. (specify group)</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Subject: Mathematics

Grade: 4 Test: Educational Records Bureau Comprehensive Testing Program 4

Edition/Publication Year: CTP 4--2002

Publisher: Educational Records Bureau

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Apr	May	May	Apr	Apr
<b>SCHOOL SCORES</b>					
Average Score	94	86	83	78	93
Number of students tested	24	31	34	33	27
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>2. (specify group)</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>3. (specify group)</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>4. (specify group)</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

The 2004-2005 scores reflect students that we temporarily took in after the Katrina hurricane in New Orleans. The students were here for a short period of time, left the school before the end of the year, but were here during testing.

Subject: Reading

Grade: 4 Test: Educational Records Bureau Comprehensive Testing Program 4

Edition/Publication Year: CTP 4--2002

Publisher: Educational Records Bureau

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Apr	May	May	Apr	Apr
<b>SCHOOL SCORES</b>					
Average Score	94	87	81	77	90
Number of students tested	24	31	34	33	27
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>2. (specify group)</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>3. (specify group)</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>4. (specify group)</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

The 2004-2005 scores reflect students that we temporarily took in after the Katrina hurricane in New Orleans. The students were here for a short period of time, left the school before the end of the year, but were here during testing.

Subject: Mathematics

Grade: 5 Test: Educational Records Bureau Comprehensive Testing Program 4

Edition/Publication Year: CTP 4--2002

Publisher: Educational Records Bureau

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Apr	May	May	Apr	Apr
<b>SCHOOL SCORES</b>					
Average Score	92	90	86	93	80
Number of students tested	24	26	31	26	29
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>2. (specify group)</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>3. (specify group)</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>4. (specify group)</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Subject: Reading

Grade: 5 Test: Educational Records Bureau Comprehensive Testing Program 4

Edition/Publication Year: CTP 4 Level 5-2002

Publisher: Educational Records Bureau

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Apr	May	May	Apr	Apr
<b>SCHOOL SCORES</b>					
Average Score	89	80	80	86	85
Number of students tested	24	26	31	26	29
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>2. (specify group)</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>3. (specify group)</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>4. (specify group)</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

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