

**U.S. Department of Education**  
**2010 - Blue Ribbon Schools Program**

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Type of School: (Check all that apply)     Charter  Title I  Magnet  Choice

Name of Principal: Mrs. Patricia A. Kanute

Official School Name: Saint James School

School Mailing Address:  
73 Park Street  
Manchester, CT 06040-5926

County: Hartford    State School Code Number\*: N/A

Telephone: (860) 643-5088    Fax: (860) 649-6462

Web site/URL: www.saintjameschool.net    E-mail: pattiprincipal@cox.net

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.

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

Name of Superintendent\*: Mr. Dale Hoyt

District Name: Archdiocese of Hartford    Tel: (860) 242-4362

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.

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

Name of School Board President/Chairperson: Mr. Mark Reilly

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.

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

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

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. 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 2009-2010 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 Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
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. 11 Number of years the principal has been in her/his position 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
<b>PreK</b>	34	21	55	<b>6</b>	15	14	29
<b>K</b>	20	14	34	<b>7</b>	24	28	52
<b>1</b>	23	24	47	<b>8</b>	21	20	41
<b>2</b>	16	16	32	<b>9</b>			0
<b>3</b>	16	34	50	<b>10</b>			0
<b>4</b>	16	14	30	<b>11</b>			0
<b>5</b>	18	28	46	<b>12</b>			0
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							416

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native  
7 % Asian  
2 % Black or African American  
3 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
78 % White  
9 % 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: 6 %

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.	13
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	8
(3)	Total of all transferred students [sum of rows (1) and (2)].	21
(4)	Total number of students in the school as of October 1.	378
(5)	Total transferred students in row (3) divided by total students in row (4).	0.056
(6)	Amount in row (5) multiplied by 100.	5.556

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: 2 %

Total number students who qualify: 9

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: 7 %

Total Number of Students Served: 29

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>14</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>7</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>4</u> Speech or Language Impairment
<u>2</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>2</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>20</u>	<u>0</u>
Special resource teachers/specialists	<u>2</u>	<u>4</u>
Paraprofessionals	<u>0</u>	<u>6</u>
Support staff	<u>1</u>	<u>8</u>
Total number	<u>24</u>	<u>18</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 21 :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%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	97%	97%	97%	97%	97%
Daily teacher attendance	99%	99%	99%	99%	99%
Teacher turnover rate	4%	8%	8%	15%	4%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

Staff members who left before the 2005-2006 school year did so to raise a new baby, to retire, and for financial reasons that required them to seek employment at a higher paying public school. Both full and part time teachers were included in the calculation.

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

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

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

## PART III - SUMMARY

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Saint James School provides a quality Catholic education, based on the teachings of Jesus Christ, to a culturally diverse body of students from Pre-K to Grade Eight. Inspired by the Sisters of Mercy, teachers and parents collaborate to nurture the unique God-given gifts of each student, to help them realize their full potential, and to prepare them for a life of service to others.

Saint James School welcomes all students regardless of social, economic, racial, or ethnic background. The majority of students are residents of Manchester, Connecticut; however, at least fourteen other cities and towns complete this school community. Saint James School has several students who are the second and third generation of their families to be educated at the school. This is due in part to the fact that the expectations of the school and parents continue to foster an excellent academic education, an orderly and safe environment, an emphasis on integrating faith and Christian values with life and all learning experiences, opportunities for social and athletic activities, and an atmosphere that builds self-esteem in the children. The partnership between parents and Saint James School creates success in educating the whole child.

Saint James School is dedicated to developing the child within an atmosphere of Catholic ideals. As educators, Saint James teachers are devoted to the spiritual, intellectual, emotional, social, and physical growth of each child. The school provides a rigorous academic foundation. Knowledge is imparted within the context of a teacher-led environment grounded in the Archdiocese of Hartford's standards based curriculum. Individual learning styles are addressed through differentiated instruction. Through this approach, teachers create diversity in instruction, thereby addressing the needs of all students. In addition to the traditional core curriculum, students are enriched with foreign language (Spanish), technology, athletics, and a fine arts program that includes art, music, band, and drama. Saint James School students are the proud recipients of numerous distinguished awards, including John Hopkins Talent Search, People to People, the National Congressional Youth Leadership Council, the Knights of Columbus Spelling Bee, and the Lieutenant Governor's Christmas Card Contest. Furthermore, Saint James School teachers are state certified and continually participate in professional development programs, and Saint James School is accredited by the New England Association of Schools and Colleges.

Saint James School strives to be a positive member of the community. Due to the school's involvement in many charitable causes, the community extends throughout local, state, national, and international levels. The school tries to live its mission of spreading the Gospel through its participation in charitable causes including: Thanksgiving food collections for those in need, St. Jude's Hospital Math-a-thon, Shriner's Hospital tab collection, Hartford Marathon for Connecticut Children's Medical Center, correspondence and collections for American soldiers in Iraq, toy collections for Christmas, and Save the Rainforest collection. In addition, representatives come from the Manchester Area of Retarded Citizens to inform students of the needs of people with disabilities. Also, volunteers from Manchester Area Conference of Churches update the pupils about the local food pantry and types of food that are needed. Involvement in these activities has helped our students begin the process of being responsible and contributing members of society.

At Saint James School, there exists a unique gift and calling. The world is in need of the Christian values the school offers society. The school nurtures these values, along with a strong academic curriculum. Saint James School's goal is to form, inform, and transform the students into individuals who will lead into the 21<sup>st</sup> century.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. **Assessment Results:**

In the spring of each academic year, Saint James School administers the Iowa Test of Basic Skills (ITBS) in order to assess students' basic knowledge of specific skills. The ITBS is a nationally-normed series of assessments for mathematics (concepts and problem solving), reading (comprehension, word analysis, vocabulary, and listening), and language arts. The tests are given to grades three through seven. In addition, students in grades three, five, and seven take the Cognitive Abilities Test (CogAT), which assesses thinking skills.

Three purposes for the testing are (1) to determine individual student's strengths and weaknesses, (2) to set instructional goals, and (3) to monitor year-to-year growth. The results provide information that is helpful in determining learning objectives and procedures, choosing instructional materials, and creating an effective learning environment. After analyzing each student's performance, teachers are able to provide a successful and tailored learning atmosphere that meets the student's unique needs.

For the last five years, Saint James School scores have been exceptional. In mathematics, the students attained scores in the ninetieth percentile one hundred percent of the time in grades three, four, and six; eighty percent of the time in grades five and seven. In reading the students attained scores in the ninetieth percentile one hundred percent of the time in grade five; eighty percent of the time in grade three, four, and six; and sixty percent of the time in grade seven. Based upon the IOWA Test of Basic Skills since 2005, Saint James School students consistently scored in the top fifteen percent in reading and mathematics. These results distinguish Saint James School as a *high performing school*.

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

Saint James School's mission of academic excellence begins with a thorough evaluation of assessments. This includes formal assessment data from the Iowa Test of Basic Skills and the Cognitive Abilities Test, as well as regular and on-going formative and summative assessments. Students in grades five through eight are placed into ability based math and literature groups, based upon previous years' data, report cards, progress notes and teacher recommendations. In the lower elementary grades, students work in small group settings based on performance and ability.

On a regular basis, primary and middle school teachers conduct team meetings. After analyzing results of assessments, teachers work together to evaluate each curricular area in order to formulate specific instructional goals. Plans are made for differentiated instruction to meet the academic needs of students. The Archdiocese of Hartford's standards based curriculum is then implemented, taking into consideration individual assessment data.

Individual Educational Plans and 504 Plans are incorporated into our planning to improve student learning and teaching. Through team meetings and recommendations, accommodations are made in the classroom. Examples include preferential seating, one-on-one tutoring, repetition of directions, and support whenever needed in the curriculum and school day. Finally, formative assessments are given daily by teachers to ensure student understanding of curriculum objectives.

Accelerated instruction is provided for advanced students. Students are challenged in literature classes as they explore various genres, while becoming critical thinkers and proficient writers. Algebra is taught to students who excel in math, which qualifies them to take geometry when they begin high school. The goal is to make

available a challenging curriculum, which meets the needs of advanced students, inspiring them to become life-long learners.

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

Saint James School uses a strong effective communication system that links teachers, parents, students, ancillary staff, and the community throughout the school year. New school families are partnered with established school families to ensure a smooth transition to Saint James School.

In September, students and parents receive printed materials and electronic messaging with school expectations and policies. This includes information about evaluations and assessments. Daily assignment planners, tests, calendars, progress reports, quarterly report cards, parent- teacher conferences, and the principal's monthly newsletters keep families informed of various performance scores and events. Because student successes and difficulties are viewed as equally important, teachers and staff are always accessible and receptive to parental inquiries. Some teachers produce individual classroom newsletters or electronic bulletin boards.

ITBS test results are sent home to parents along with explanatory Student Profiles. Results are then further clarified through conferences. ITBS results can be found on the school's website.

Saint James School provides the local newspapers and publications such as *The Hartford Courant*, *Journal Inquirer*, *Manchester Life*, and *The Catholic Transcript*, with important news events and test scores. Additionally, East Catholic High School, our neighboring Archdiocesan high school, publishes statistical information and alumni information since Saint James School is considered a "feeder" school to their institution. Saint James Church's parish bulletin conveys information to parishioners.

Faculty, team groups, Home and School Association, members of the School Board, and Saint James School Foundation are continually strategizing, collaborating, and exploring new ways to disseminate information to the community.

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

Saint James School has always been proud of its accomplishments and often seeks to share its successes. One of the methods the school employs, and will continue to use, is sharing with colleagues from district schools at the Professional Learning Communities that occur four times during the school year. The purpose of these district-wide meetings of administrators and teachers is to share ideas, practices, and successes with other schools. Furthermore, the principal attends monthly meetings with area principals where ideas are communicated.

The Office of Catholic Schools has a comprehensive website with a monthly newsletter where school accomplishments are revealed. In addition, the Archdiocese of Hartford publishes a newspaper, *The Catholic Transcript*, where school news is highlighted. Each serves as a medium to report the successes on school-related endeavors.

Saint James School's monthly newsletter and newly improved school website are the first places the community and others can see the announcements and happenings. Teachers use web pages to emphasize student and school achievements.

The students are the best advocates of our school. Students participate in People to People, National Congressional Youth Leadership Council, John Hopkins Talent Search and The Governor's Christmas Tree

Ornament Program. The school is proud that in 2009 Saint James School students placed first in The Knights of Columbus Spelling Bee and last year's Lieutenant Governor's Christmas Card Contest.

If awarded Blue Ribbon School status, Saint James School will be honored to have the responsibility to announce this distinction. With great pride, the school will display the Blue Ribbon on the letter head, diplomas and website. All of the above mentioned forums will be utilized to publicize the tribute and the distinguishing characteristics that brought the school to this stage. The school also recognizes having this honor means Saint James School has the responsibility to continue high standards of academic excellence.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

Saint James School's curriculum is based on the Archdiocese of Hartford's standards based curriculum and the National standards. Saint James is accredited by the New England Association of Schools and Colleges and provides a total program of academic excellence. The school provides a comprehensive program of intellectual and physical activities that further the cognitive, social-emotional, and physical development of students.

The goal of the math program is to give students the tools needed to observe, predict, analyze, and solve problems related to routine daily tasks. This is done through differentiated instruction, which includes computers and hands-on activities. Algebra is offered to the students in eighth grade who have excelled in math. The importance of the mathematics instruction and learning lies in the universality of its problem solving application to every day life.

The language arts/reading curriculum coordinates all aspects of the reading/writing connection. The program emphasizes a wide variety of print and non-print texts and genres to help the students understand themselves and their world. The students are able to respond to the needs and demands of society. The program helps the student to communicate effectively in written and oral language.

The religion program recognizes, respects, and nurtures the unique gifts of the culturally diverse students. A liturgical service is planned by each grade. The students are involved in community service throughout the year. Teachers educate the students to live as disciples of Jesus and empower them to grow spiritually, academically, personally, and morally.

In the science/health curriculum, the students study the physical, life, and earth sciences. The students learn through hands-on experiments, cooperative learning, and technology. The students are taught to be critical thinkers. The fourth grades present a Science Fair each year.

The social studies and history curriculum teaches the students to respect their responsibilities as citizens. Students learn the skills needed to be a member of a global community and how to make informed and rational decisions for the public good, as citizens of a diverse democratic society, in an independent world. Field trips, technology, and research projects are all part of the curriculum.

The computer curriculum is taught to students in grades kindergarten through grade eight. The classes are held in a computer lab that can accommodate each student with his/her own individual computer. The students learn keyboarding, use of educational software, Microsoft Excel, and Microsoft Power Point. Each classroom has a computer. Digital and video cameras are shared and are used as part of our academic instruction.

Spanish is offered to grades three through five once a week and to grades six through eight four times a week. Students also study the Spanish culture and present projects throughout the year.

Physical education is an important part of the curriculum. All students in kindergarten through eighth grade are taught the skills and values needed to maintain a healthy and active lifestyle. Students in the primary grades work on movement skills, relays, running, and fitness skills. In the secondary grades, the students are introduced to the fundamentals of soccer, basketball, and volleyball. Students choose from a variety of extracurricular activities in which to participate. The activities include track, basketball, soccer, and cheerleading.

Art, music, and band are integral parts of the curriculum. All grades have art and music instruction each week. The students' art work is displayed throughout the year in classroom presentations and in the annual art show. The music teacher instructs the students and helps prepare the students for seasonal events. In third grade, the students are introduced to the recorder. Students in grades four through eight participate in band, which presents two concerts each year. Students also participate in the Eastern Regional Bands.

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

(This question is for elementary schools only)

Saint James School's elementary reading curriculum follows the Archdiocese of Hartford's standards based curriculum, starting with a strong foundation for the beginning readers, followed by development of skills leading to an independent respect of reading.

The kindergarten program concentrates on building a firm base of letter and phonemic awareness. Lessons build confidence and experience with the written language. As students begin to read, opportunities are given to experiment with oral reading and comprehension through teacher read-alouds and listening CD's. In first through fifth grades, the reading series uses authentic literature to build upon skills and strategies year to year. In the primary grades, phonics, decoding/encoding strategies, and vocabulary development are enhanced with take home books. Accessing background knowledge, using graphic organizers, and question/answer discussions are ways comprehension is increased. In the fourth and fifth grades, students are motivated to read because comprehension strategies are integrated in all subjects. Students make personal connections to literature and produce book reports in all genre areas. In middle school, vocabulary enrichment is a focus as students explore all literary types, including poetry, drama, novels, and short stories. Students' writing reflects these themes in literacy. Across all grades, literature circles, written language, and question/answer discussions aid in assessment and help to develop fluency and comprehension.

In addition to the core curriculum, the school has programs infused throughout the grades to enhance reading growth. First and fourth graders meet weekly for "book buddies," where older students read to younger students and participate in comprehension activities. Technology is incorporated as third through fifth graders explore authors and backgrounds of both non-fiction writings and stories to build background knowledge and improve comprehension. Eighth graders combine multiple areas of literacy by presenting an International Day, reinforcing the importance of literacy in a global society. The reading curriculum encourages enjoyment in reading and provides essential skills needed for readers to gather, understand, and use information for a lifetime of learning.

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

The social studies curriculum at Saint James School is designed to ensure that all students, kindergarten through eighth grade, will develop geographic literacy on the local, national, and global levels. Students develop a respect for self and other citizens of the world community.

The mission statement fosters respect and celebrates the gifts and cultural diversity of the student body. Collaboration of staff and parents provides opportunities for students to explore human, cultural, political, and religious differences of past and current events. Myriad cultural arts programs enrich our curriculum secured through grants and funding. The Saint James Home and School Association helps provide such events. Parents and generational families are valued resources.

Following the Hartford Archdiocesan standards based curriculum, the teachers choose from a variety of formative and summative assessments which addresses students' different learning styles. This nationally and state aligned standards based curriculum is infused with Catholic social teachings.

International Day exemplifies one of the many cross curricular activities. Eighth grade students research the traditions, industries, resources, and customs, as well as the political and geographical data of countries. Art, music, and food displays provide additional background interest for viewing by students and parents. Final written and oral presentations of student research integrate language arts with geography.

Using computer technology with language arts, fifth graders design recipe books based on their heritages. Computer technology offers social studies an important tool as students use the internet, Microsoft Word, Excel, and Power Point to complete projects, research, and written presentations.

Beginning with the simple elements of local community explored by primary grades, and culminating with the complex international functions of a global world researched by eighth graders, the Saint James School's social studies curriculum is structured to build bridges of understanding and knowledge spanning the grades. Teachers implement methodologies, technologies, and strategies to accommodate diverse learning styles, while guiding students toward becoming responsible citizens of the world who recognize and respect God's universe.

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

Saint James School differentiates instruction by teaching effective instructional strategies that enhance essential knowledge and skills for students to think critically and become productive moral citizens within a multicultural and technological society. Saint James School utilizes the Archdiocese of Hartford's standards based curriculum to ensure that each student meets or exceeds the expected outcomes and that learning objectives flow seamlessly from grade to grade. To ensure this continuity of curriculum, primary and middle school teachers conduct team meetings on an on-going basis. In addition, subject specific and departmental team meetings are also held to discuss curriculum issues and student achievement.

The ITBS and CogAT scores assist in determining specific academic needs of the students. After careful study, instruction can then be modified or supplemented to contribute to student learning and achievement. The goal is to utilize a collection of best practices strategically employed to maximize learning. Strategies include formal and summative assessments, graphic organizers, technology programs, hands-on activities, word walls, educational enrichment games, preferential seating, auditory exercises, small group learning, and many more. It is through these methods and others that the teachers educate the individual student.

Staff members at Saint James School participate in on-going Professional Learning Communities. Most recently, differentiated learning has been the goal. Professional development for all teachers is imperative in keeping abreast of the latest trends and methodology in pedagogy to assure maximum student achievement.

The curricular aim is to address the needs of each individual student. Recommendations of the IEP's and 504 Plans are incorporated into standards based lesson planning, modifying lessons where needed. Leveled math and reading groups throughout the grades help teachers to improve individualized instruction in these areas. Throughout the lesson planning process, staff members employ differentiated strategies and keep paramount the instruction of the whole child.

#### **5. Professional Development:**

Saint James School faculty members are afforded numerous opportunities each year for professional development seminars. The fundamental purpose is to provide traditional and innovative educational programs which enhance teacher knowledge for the benefit of their students. The goal is to provide rigorous academic programs that make the future for our students more promising.

Unique to the Archdiocese of Hartford are learning opportunities available to faculty members in conjunction with neighboring Catholic schools. Professional Learning Communities are a way for faculty to learn new teaching strategies from expert facilitators on such topics as differing types of assessment, writing across the curriculum, and differentiating instruction to meet individual student needs. In addition, faculty members are able to confer with their peers about a wide range of instructional ideas. Discussions include conversations about curriculum standards, curriculum, technology integration, differential learning, and best practices within the classroom focusing on excellence in education. The Professional Learning Communities are designed to keep faculty abreast of effective teaching methods.

Furthermore, faculty members are encouraged to attend professional development workshops outside the school. As faculty members assess their individual goals each year, they may attend a workshop for professional development that meets their needs. This allows a teacher to focus on areas in which they seek to become more proficient. Saint James School teachers are lifelong learners, and the students benefit from the knowledge teachers acquire.

Faculty members can strengthen their curriculum knowledge and faith formation by enrolling in local or national colleges. Teachers can personally attend classes or participate in online courses. Teachers continuing their quest for learning ensures that our goal of having highly qualified teachers is achieved.

As Saint James School prepares students for the 21<sup>st</sup> century, the teachers must be well-prepared professionally and committed to the total formation of each child. Exposing educators to pedagogical skills, methods for mastery of curriculum and an understanding of how students learn benefits not only our teachers but also our students.

## **6. School Leadership:**

The governance of Saint James School comes from the parish of Saint James, the pastor, and the Office of Catholic Schools. The principal and the two assistant principals are the administrators of the school and are responsible for the effective operation of the school and ensuring a quality Catholic education. The principal works collaboratively with the faculty, parents, Home and School Association, School Board and School Foundation. The students' success is the top priority for which the school strives. The school and family work together by promoting student success in a community of faith.

The principal is in constant communication with the students, parents, and faculty. She meets the buses each morning, greets the students and parents every day, announces the "happenings for the week" on the intercom, observes the teachers and students in the classrooms, corrects students' papers, reviews report cards, sends out monthly newsletters, and meets with teachers, students, and/or parents with concerns. The monthly newsletters highlight achievements of the students such as Knights of Columbus Spelling Contest winners, Honor Roll students, St. Jude's Hospital Math-a-thon participants, and Anthology of Poetry recipients. At grade-level meetings, the principal and assistant principals meet with the teachers to discuss students that need intervention, to ensure that each student meets or exceeds the expected performance outcomes and learning objectives from grade to grade, and to safeguard against gaps and redundancy in the learning process. Discussion of proper curriculum implementation (standards based curriculum), data-driven decision making (standardized-test results for Language Arts and Math goals), and improvement in teaching strategies (differentiating instruction and assessment workshops) are also a part of these meetings. Staff meetings review the events of the month, reveal pertinent points on professional workshops attended by staff members, and empower the teachers to take responsibility for student achievement which has been demonstrated by the high scores in the standardized-test results of the students.

## PART VI - PRIVATE SCHOOL ADDENDUM

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1. Private school association: Catholic
2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes  No
3. What are the 2009-2010 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$3500</u> K	<u>\$3500</u> 1st	<u>\$3500</u> 2nd	<u>\$3500</u> 3rd	<u>\$3500</u> 4th	<u>\$3500</u> 5th
<u>\$3500</u> 6th	<u>\$3500</u> 7th	<u>\$3500</u> 8th	<u>\$</u> 9th	<u>\$</u> 10th	<u>\$</u> 11th
<u>\$</u> 12th	<u>\$3250</u> Other				

4. What is the educational cost per student? \$ 4834 (School budget divided by enrollment)
5. What is the average financial aid per student? \$ 820
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?  
3 %
7. What percentage of the student body receives scholarship assistance, including tuition reduction?  
16 %

# PART VII - ASSESSMENT RESULTS

## ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Subject: Mathematics                      Grade: 3    Test: The Iowa Tests  
 Edition/Publication Year: 2001    Publisher: Riverside Publishing  
 Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	74	80	74	80	82
Number of students tested	30	45	34	45	40
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. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Average Score					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
Average Score					
Number of students tested					

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Subject: Reading                      Grade: 3   Test: The Iowa Tests  
Edition/Publication Year: 2001   Publisher: Riverside Publishing  
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	72	77	74	80	85
Number of students tested	30	45	34	45	40
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. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Average Score					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
Average Score					
Number of students tested					

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Subject: Mathematics                      Grade: 4    Test: The Iowa Tests  
Edition/Publication Year: 2001    Publisher: Riverside Publishing  
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	83	71	82	86	74
Number of students tested	46	35	45	36	41
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. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Average Score					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
Average Score					
Number of students tested					

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Subject: Reading                      Grade: 4   Test: The Iowa Tests  
Edition/Publication Year: 2001   Publisher: Riverside Publishing  
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	76	73	83	88	79
Number of students tested	46	35	45	36	41
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. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Average Score					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
Average Score					
Number of students tested					

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Subject: Mathematics                      Grade: 5    Test: The Iowa Tests  
Edition/Publication Year: 2001    Publisher: Riverside Publishing  
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	78	70	87	75	88
Number of students tested	33	50	37	42	42
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. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Average Score					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
Average Score					
Number of students tested					

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Subject: Reading                      Grade: 5   Test: The Iowa Tests  
Edition/Publication Year: 2001   Publisher: Riverside Publishing  
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	80	75	90	78	90
Number of students tested	33	50	37	42	42
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. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Average Score					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
Average Score					
Number of students tested					

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Subject: Mathematics                      Grade: 6    Test: The Iowa Tests  
Edition/Publication Year: 2001    Publisher: Riverside Publishing  
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	73	79	74	90	73
Number of students tested	51	43	37	39	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. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Average Score					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
Average Score					
Number of students tested					

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Subject: Reading                      Grade: 6   Test: The Iowa Tests  
Edition/Publication Year: 2001   Publisher: Riverside Publishing  
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	79	85	74	90	70
Number of students tested	51	43	37	39	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. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Average Score					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
Average Score					
Number of students tested					

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Subject: Mathematics                      Grade: 7   Test: The Iowa Tests  
Edition/Publication Year: 2001   Publisher: Riverside Publishing  
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	84	65	85	76	84
Number of students tested	43	40	43	28	43
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. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Average Score					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
Average Score					
Number of students tested					

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Subject: Reading                      Grade: 7   Test: The Iowa Tests  
Edition/Publication Year: 2001   Publisher: Riverside Publishing  
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	87	67	85	72	88
Number of students tested	43	40	43	28	43
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. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Average Score					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
Average Score					
Number of students tested					

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes: