



October 12, 2010

Dear Parents and Parishioners,

The School of St. Elizabeth has been involved with the Middle States Reaccreditation process since the summer of 2009. This process required our teachers, staff and parents to re-examine our school based on twelve organizational standards. This Middle States protocol is called “Renewing the Vision.” The Staff has gained valuable insight into our institutional and instructional practices via this strategic planning. The product of this year-long work has produced a self-study document that measures our school against the Middle States Standards. This long and worthwhile process also establishes a student achievement based goal and an organizational goal to be accomplished over the next four years. The objective of the entire process is to further position ourselves for success in the future. Simply put, we have calculated where we are as a school, where we want to be, and how to get there. As we pondered these three points, we were generally pleased as to where we were, where we are going, and have a viable plan to get there. We are extremely pleased to have had the support and efforts of a parent committee who edited our work prior to its submission to the Middle States Board. We will be visited by a Middle States team the week of 10/19/10 to 10/22/10. The purpose of this visit will be to validate our plan and more importantly our school by certifying our reaccreditation. Given the dedication exhibited by our teachers, parents, and staff I know we will be successful during the culminating visit.

In closing I urge you to review our self-study efforts which are posted on our school website www.steschool.org. If you have any questions regarding Middle States, please call me at school. May God continue to bless our school and parish. We thank you for your continued cooperation and support. Very truly yours,

William T. Venezia

MSA STANDARD 1: PHILOSOPHY/MISSION

Process Used to Complete this section of the Self-Study

This assessment was completed via the following method(s):

a.) a subcommittee comprised of the following individuals:

Committee Member Name	Role in the School Community (e.g. teacher, parent, student, etc.)
Mr. Bill Venezia	Administrator
Mrs. Joanne D’Orio	Technologist Specialist
Mrs. Cathy Enderle	Information Education Specialist
Mrs. Michelle Capodiferro	Language Arts Specialist

**NOTE: Committee size and composition may vary depending upon school size, the topic to be addressed, etc. If needed, add lines to the above chart.

b.) the compilation of 4 total surveys distributed to (indicate # of each)
 1 administration 3 faculty
 students board members
 parents other (Identify) _____

c.) Other methods used to determine this assessment:

 NA _____

“The mission of the school community of Saint Elizabeth’s is to impact the world positively by nurturing children with Christian values in a Catholic academic tradition of excellence.”

STANDARD 1: PHILOSOPHY/MISSION

The Standard: The school has a clearly written and actively implemented statement of philosophy/mission that conveys the general and specific purposes of its educational program, expresses expectations for accomplishments, and serves as the basis for daily operational and instructional decision making as well as long-range planning. OLPH Parish/School of St. Elizabeth stakeholders give input into the development of the school’s philosophy/mission and understands and accepts it. This document is aligned with the community served and is reviewed periodically by stakeholder representatives.

Indicators for all schools:

<i>Degree of Implementation</i>	<i>MSA Indicator</i>
4 3 2 1 na	The school takes steps to ensure that students and their families understand and support the school’s philosophy/mission.
4 3 2 1 na	The philosophy/mission is consistent with ethical norms and demonstrates respect for persons of all races, creeds, and cultures.
4 3 2 1 na	The philosophy/mission is free of contradiction, ambiguity, and excessive abstraction.
4 3 2 1 na	The school implements a system to assess its effectiveness in fulfilling its philosophy/mission.
4 3 2 1 na	The school’s philosophy/mission is clearly communicated in its brochures, promotional materials, policy and procedural handbooks, web site, and similar resources.

What are the school’s strengths in meeting this standard?

The essence of our mission statement permeates the School of St. Elizabeth in the spirit of all who are physically present in our building. The sentiments expressed in the words of our mission statement are not hollow, these words are reflected in the actions of all our stakeholders particularly our students and staff. The mission statement is the first sight you see upon entering the School of St. Elizabeth. It is also a permanent part of all stationary and school related documents (i.e. Staff and Parent Handbooks, our calendars, and in our cafeteria).

It is our philosophy and mission to develop the whole child: spiritually, academically, physically, emotionally, socially, while fostering a sense of global responsibility. This is achieved as we begin each day with communal prayer, pledge of allegiance, and singing of the national anthem. In addition to our rigorous academic curriculum, students are involved in preparing and leading

Masses and prayer services, working with class “buddies”, holding Caring Majority meetings, performing and fine arts programs, an extensive sports program, after school clubs, as well as enrichment programs and national contests. Students’ sense of global responsibility is enhanced with a variety of service projects including our “Just Do Something” program, baking bread for soup kitchens, collecting food, and reaching out to meet the needs of our local community. Included in our Professional Learning Committees is a mentoring program to aide students in the junior high... Without the support of our pastor, Father John Fell, our OLPH parish community, and involvement of our parents, the development of the whole child would not be possible.

What are the school’s needs in meeting this standard?

Our mission could be strengthened by continuing to develop service projects which will enhance our student’s sense of global responsibility. We can increase our student’s academic achievement by further development of our PLC and the junior high mentoring program.

Prioritize any plans for improving this standard:

- Schedule time for the faculty to continue development of Professional Learning Committees bi- monthly.
- Continue to develop service opportunities alongside the HSA, and local civic community.
- Provide time and training to increase mentoring opportunities.

MSA STANDARD 2: GOVERNANCE AND LEADERSHIP

Process Used to Complete this section of the Self-Study

This assessment was completed via the following method(s):

a.) a subcommittee comprised of the following individuals:

Committee Member Name	Role in the School Community (e.g. teacher, parent, student, etc.)
Mr. Bill Venezia	Administrator
Mrs. Joanne D'Orio	Technology Specialist
Mrs. Cathy Enderle	Information Education Specialist
Mrs. Michelle Capodiferro	Language Arts Specialist

**NOTE: Committee size and composition may vary depending upon school size, the topic to be addressed, etc. If needed, add lines to the above chart.

b.) the compilation of 4 total surveys distributed to (indicate # of each)

 1 administration 3 faculty
 students board members
 parents other (Identify) _____

c.) Other methods used to determine this assessment:

_____ NA _____

STANDARD 2: GOVERNANCE AND LEADERSHIP

The Standard: The school is chartered, licensed, or authorized by a state, nation, or authority that operates in the public interest. The governance and leadership ensure the integrity, effectiveness, and reputation of the school through the establishment of policy, provision of resources, and assurance of a quality educational program. The governance and leadership act ethically and consistently to assure an atmosphere of mutual respect and purposeful effort on behalf of students and their learning. School leaders foster a productive environment for teaching and learning, timely and open communication with stakeholders, and the vision necessary for day-to-day operations and long-term planning.

Indicators for independent/non-public schools:

<i>Degree of Implementation</i>	<i>MSA Indicator</i>
	<u>Governance and Leadership</u>
4 3 2 1 na	The governance and leadership work cooperatively to establish and maintain clear, written policies and procedures that are consistent with the school's philosophy/mission. These policies and procedures are implemented at all times and reviewed regularly.
4 3 2 1 na	The governance and leadership provide appropriate opportunities for education of the trustees/board, including orientation and training sessions so that all members understand their responsibilities and roles.
4 3 2 1 na	The governance and leadership appropriately recognize the accomplishments of staff and students.
4 3 2 1 na	No legal or proprietary ambiguities in ownership, control, or responsibility exist. Partnerships and any corporate linkages in ownership/governance are expressed as enforceable agreements.
	<u>Governance</u>
4 3 2 1 na	The governance provides the school with effective leadership, support, and continuity, including succession planning to ensure stability of the school's leadership.
4 3 2 1 na	The governance thinks and acts strategically, reflecting on its decisions and the consequences of its actions.
4 3 2 1 na	The governance systematically evaluates its own effectiveness in performing its duties.
4 3 2 1 na	The governance is focused on selection, evaluation, and support

	of the head of the school; policy development; planning; assessing the school's performance; and ensuring the availability of adequate resources to accomplish the school's philosophy/mission.
4 3 2 1 na	Governance refrains from undermining the authority of the leadership to conduct the daily operation of the school.
4 3 2 1 na	The governance utilizes a clearly defined performance appraisal system for the head of the school. The appraisal is conducted with the knowledge and participation of the head of the school.
	<u>Leadership</u>
4 3 2 1 na	The head of the school is accountable to the governance and is responsible for ensuring expected levels of student performance.
4 3 2 1 na	The leadership ensures that all school programs and activities are adequately and appropriately planned, supervised, resourced, and staffed with qualified personnel.
4 3 2 1 na	The leadership ensures that professional and support staff members stay well informed about educational developments.
4 3 2 1 na	The leadership undertakes operational, long range, and strategic planning aimed at accomplishing the school's mission and goals.
4 3 2 1 na	The leadership adheres to appropriate guidelines concerning confidentiality in communications.
4 3 2 1 na	The school leadership maintains appropriate and constructive relations with families, students, staff, the community, and with each other in the interest of serving the needs of the students.

<i>Degree of Implementation</i>	<i>MSA Indicator</i>
	<u>Governance</u>
4 3 2 1 na	The governance works cooperatively to establish and maintain clearly formulated written policies and procedures that are consistent with the school's philosophy/mission. The policies and procedures are implemented and reviewed regularly.
4 3 2 1 na	No legal or proprietary ambiguities in ownership, control, or responsibility exist. Partnerships and any corporate linkages in ownership/governance are expressed as enforceable agreements.
4 3 2 1 na	The governance provides appropriate opportunities for education of the trustees/board, including orientation and training sessions so that all members understand their responsibilities and roles.
4 3 2 1 na	The governance appropriately recognizes the accomplishments of the staff and students.
4 3 2 1 na	The governance provides the school with effective leadership, support, and continuity, including succession planning to ensure stability of the school leadership.
4 3 2 1 na	The governance thinks and acts strategically, reflecting on its decisions and the consequences of its actions.
4 3 2 1 na	The governance implements a system for evaluating its own effectiveness in performing its duties.
4 3 2 1 na	The governance focuses its activities on selecting, evaluating, and supporting the head of the school system, policy development, planning, assessing the organization's performance, and ensuring adequate resources to accomplish the organization's philosophy/mission.
4 3 2 1 na	Governance refrains from undermining the authority of the leadership to conduct the daily operation of the school system.
4 3 2 1 na	The governance utilizes a clearly defined performance appraisal system for the head of the school system. The appraisal is conducted with the knowledge and participation of the head of the organization.
	<u>Central Office Leadership</u>
4 3 2 1 na	The head of the school system is accountable to the governance and is responsible for ensuring expected levels of student performance.
4 3 2 1 na	The central office leadership ensures that all school system programs and activities are adequately and appropriately planned, supervised, resourced, and staffed with qualified personnel.
4 3 2 1 na	The central office leadership stays well informed of educational developments.
4 3 2 1 na	The central office leadership adheres to appropriate guidelines concerning confidentiality in communications.
	<u>School Leadership</u>
4 3 2 1 na	The school leadership maintains appropriate and constructive relations with families, students, staff, the community, and with each other in the interest of serving the needs of the students.

4 3 2 1 na	The school leadership undertakes operational, long range, and strategic planning aimed at accomplishing the school's mission and goals.
4 3 2 1 na	The head of the school is accountable to the governance and is responsible for ensuring expected levels of student performance.
4 3 2 1 na	The school leadership ensures that all school programs and activities are adequately and appropriately planned, supervised, resourced, and staffed with qualified personnel.
4 3 2 1 na	The school leadership ensures that members of the professional and support staffs stay well informed of educational developments.
4 3 2 1 na	The school leadership adheres to appropriate guidelines concerning confidentiality in communications.

Indicators for schools in public school districts, archdiocesan/diocesan systems, and other school organizations with a central office staff:

Indicator for schools that provide distance education:

<i>Degree of Implementation</i>	<i>MSA Indicator</i>
4 3 2 1 na	The school's leadership includes personnel with expertise in distance education methodologies.

*****See Attached**

What are the school's strengths in meeting this standard?

What are the school's needs in meeting this standard?

Prioritize any plans for improvement for meeting this standard

What are the school's strengths in meeting Standard 2?

The governance and leadership of the School of St. Elizabeth have established policies and provided resources to operate an educational program of the highest quality. Active research to evaluate the program is an ongoing process. The leadership and staff are constantly assessing program effectiveness as we deliver instruction. The purpose of instructional supervision is to offer constructive feedback on the delivery of instruction. Input and feedback are routinely solicited from the school's wider community, including the parishioners of Our Lady of Perpetual Help parish and the parents of our students. The results are analyzed and utilized in setting policy and educational goals.

The School of St. Elizabeth had a 65% overall retention rate in the years 2005-2009. A 78% retention rate, achieved in 2009, demonstrates the strength and viability of our operation.

The principal of The School of St. Elizabeth is highly effective in his accountability to the governance and in his responsibility for ensuring expected levels of student performance. Our students successfully move on to highly academic and prestigious high school programs. These schools include Villa Walsh, Delbarton Prep, Oratory Prep, Immaculata H.S., Mt. St. Mary Academy, the Academy of St. Elizabeth, Seton Hall Prep, Bernards High School and Ridge High School.

Active communication and the determination to operate as a community create a productive environment for learning. Collaboration between the HSA, Pastoral Council, Strategic Action Committee, Finance Committee, faculty, staff, parents and students provide the assurance of openness and transparency.

What are the school's needs in meeting this standard?

The School needs to continue to grow in our ability to systematically evaluate and critique our program from the governance podium. Strategies that insure such growth need to be investigated and implemented.

Prioritize and plans for improvement in meeting this standard.

1. Open Home School Association meetings will encourage more parent participation and dialogue with the school leadership and staff.
2. Increased representation of our Parishioners who are not parents at our school on our SAC will provide a more objective analysis of school programs.

STANDARD 3: SCHOOL IMPROVEMENT PLANNING

The Standard: The school uses a collaborative process to develop and implement a written strategic or long-range plan to improve its educational program and services. Plans are aligned with the school’s philosophy/mission and its operational plans, and are focused on continuous improvement of student performance, staff professional and organizational growth.

Indicators for all schools:

<i>Degree of Implementation</i>	<i>MSA Indicator</i>
4 3 2 1 na	The school’s improvement plans are developed with broad-based school community participation and input.
4 3 2 1 na	Information about the school’s planning processes, its improvement plans and goals, and the results of implementing the improvement plans are communicated to stakeholders and the public.
4 3 2 1 na	Improvement plans are supported by the school community and approved by the governance where appropriate.
4 3 2 1 na	Periodic external reviews validate the school’s processes for strategic or long-range planning and school improvement.
4 3 2 1 na	The school can document its long-range planning for finances, facilities, and technology enhancement.
4 3 2 1 na	Improvement plans are based on an analysis of historical data, baseline performance information, trend data, and projections.
4 3 2 1 na	The school’s improvement plans are reviewed periodically to determine the extent to which outcomes meet expectations so that corrective actions can be taken as needed.
4 3 2 1 na	Planners consider the capacities of its facilities, equipment, and staff before adopting new programs.

*****See Attached**

What are the school’s strengths in meeting this standard?

What are the school’s needs in meeting this standard?

Prioritize any plans for improvement for meeting this standard.

What are the school's strengths in meeting this standard?

The School of St. Elizabeth has developed a long-range Strategic Plan through the collaborative efforts of the School Advisory Council with the assistance of the parish and school communities. This involved the pastor, principal, business manager, members of the parish, parents, and teachers. This Strategic Plan is now available on our school website. Open and frequent planning and communication takes place between the principal and pastor. Ongoing communication is facilitated by: faculty meetings, HSA meetings, PLCs, the school website, weekly family envelopes, newsletters, handbook / calendar, school directory, faculty handbook, OLPH bulletin, and local newspaper articles.

What are the school's needs in meeting this standard?

The school needs to continue the collaborative efforts begun within the Strategic Plan and carry out the goals set forth. Communication could be strengthened between the OLPH parish and the St. Elizabeth School community. Further development of Professional Learning Communities will improve teaching and learning.

Prioritize any plans for improvement for meeting this standard.

- Provide staff development and time for implementing Professional Learning Communities.
- Improve communication between parish and school through the OLPH bulletin, inserts, local press and the school website.
- Increase awareness of the goals stated in the Strategic Plan for the purposes of their sound implementation and to give further support for all constituencies.

MSA STANDARD 4: FINANCES

Process Used to Complete this section of the Self-Study

This assessment was completed via the following method(s):

a.) a subcommittee comprised of the following individuals:

Committee Member Name	Role in the School Community (e.g. teacher, parent, student, etc.)
Mr. Paul Keating	Business Manager
Father John Fell	Pastor
Mr. William T. Venezia	Principal
Our Lady Perpetual Help Parish	Finance Committee
The School of St. Elizabeth	Parish Finance Committee/School Advisory Committee

**NOTE: Committee size and composition may vary depending upon school size, the topic to be addressed, etc. If needed, add lines to the above chart.

b.) the compilation of 5 total surveys distributed to (indicate # of each)

1 administration faculty
 students 2 board members
 parents 2 other (Identify)

c.) Other methods used to determine this assessment:

 NA

STANDARD 4: FINANCES

The Standard: Financial resources are sufficient to provide the educational opportunities defined in the school’s philosophy/mission. The business practices of the school are ethical. These practices promote confidence in the school’s ability to manage fiscal and material resources in a responsible manner and follow prescribed budgeting and accounting principles. The majority of resources raised for school purposes is dedicated to the school’s operations.

Indicators for all schools:

<i>Degree of Implementation</i>	<i>MSA Indicator</i>
4 3 2 1 na	The school implements written financial policies and procedures that are in accordance with accepted business practices.
4 3 2 1 na	The governance and leadership exercise prudent control over all financial operations.
4 3 2 1 na	Levels of income and expenditures are in appropriate balance. Current assets are sufficient to meet current liabilities.
4 3 2 1 na	Finances are currently stable and projections indicate continuing stability.
4 3 2 1 na	The school develops short- and long-range financial plans to ensure resources are available to deliver its educational program and services.
4 3 2 1 na	Stakeholders have opportunities to provide input into financial plans. The staff is involved in determining priorities for curriculum and instructional needs.
4 3 2 1 na	Families enrolling students in the school are informed in advance of all financial obligations for attending the school.
4 3 2 1 na	Those entrusted with overseeing and conducting the financial and business operations of the school possess appropriate qualifications.
4 3 2 1 na	Periodic audits or financial reviews are conducted by qualified external agencies and the school responds appropriately.
4 3 2 1 na	The school has written, reasonable, and equitable tuition, collection, and refund policies.
4 3 2 1 na	The school carries adequate insurance coverage including business interruption, casualty, property, and liability insurance for employees and the governance/owner, as appropriate.
4 3 2 1 na	The school makes prudent use of resources available through development activities, grants, foundations, and other partnerships.

*** See Attached for questions

Middle States Standard 4: Finances

The Standard: Financial resources are sufficient to provide the educational opportunities defined in the school's philosophy/mission. The business practices of the school are ethical. These practices promote confidence in the school's ability to manage fiscal and material resources in a responsible manner and follow prescribed budgeting and accounting principles. The majority of resources raised for school purposes are dedicated to the school's operations.

What are the school's strengths in meeting this standard?

The School of Saint Elizabeth is the parish school of Our Lady of Perpetual Help Parish (OLPH) in Bernardsville. As an important ministry of the OLPH Parish various committees and councils are involved with providing assistance to the mission of the school. The OLPH Finance Council is the primary "financial" committee assisting the pastor and school principal in their goal of continuing to provide an elementary level Catholic education second to none for the children of the OLPH Parish community and surrounding communities as well.

For many years the Finance Council, in conjunction with the Parish business manager, have developed a budgeting process which evaluates the financial resources necessary to operate the school. This process involves gathering historical data, projecting enrollment by class level and analyzing expenses and fixed costs.

The Parish business manager dedicates a significant amount of time to the financial operation of the school. He is on site at least two days a week. He is a certified public accountant, with numerous nonprofit clients including other Parishes and elementary schools in the Diocese of Metuchen.

The Finance Council meets approximately 6 times a year to review the actual financial results of the school. The school principal attends various council meetings where it is necessary to discuss the operation of the school. The council will also advise the Pastor on the level of tuition and fees necessary to maintain financial stability for both the school and the OLPH Parish. Members of the Finance Council will also assist in various projects throughout the year, as well as providing operational assistance by countersigning each check written by the school on a by-weekly basis. Members of the Finance Council include individuals from both the OLPH parish and School communities. Their professional expertise includes accounting, finance, law, entrepreneurs and facilities operations.

The OLPH parish community has always been extremely supportive of the School of Saint Elizabeth. Evidence of this support includes the 2006 Capital Campaign which is currently in the last of its three year pledge payment period. This campaign is projected to raise approximately \$3.8 million, which has been entirely used to retire debt incurred with the School facility expansion project completed in 2001.

In addition the Parish community, through weekly offerings, subsidizes the school operating budget. For the fiscal years ending June 30, 2009 and 2008, this subsidy amounted to \$193,272 and \$91,925 respectively.

What are the school's needs in meeting this standard?

The School needs to continue to develop effective fundraising methods in a challenging economic climate. These fundraising programs will build on the current efforts, which include a Parish wide golf and tennis outing, an annual 50/50 raffle, and the ongoing efforts of a very active Home and School Association.

The School needs to expand its fundraising to provide for a continuous source of funding to support the current financial assistance program for qualified families. In recent years the school

has instituted a financial aid program in conjunction with the financial assistance program offered by the Diocese of Metuchen. With the ever increasing cost of living in Central New Jersey, it becomes critical to enrollment levels that consistent, sustainable financial resources be available to fund aid awards to families choosing a Catholic Education. This will need to be tied directly to the school's marketing and recruiting efforts to be able to attract students to the school.

An education at the School of St. Elizabeth needs to be kept affordable.

The School needs to continue to reduce the approximately \$1.2 million in debt remaining from the school expansion project completed in 2001. With the conclusion of the 2006 Capital Campaign, it becomes necessary to develop additional financial resources to pay down this debt. At this time the School is ahead of projections on debt reduction, but the need remains to continue to amortize the loan.

Prioritize any plans for improvement for meeting this standard.

The School's top priority needs to be to develop its fundraising capacity on all fronts, with a particular emphasis on providing financial assistance to qualified families. Efforts need to be undertaken to especially encourage new and existing families to contribute toward the elimination of school debt incurred during our last major expansion project. The success of the school enrollment goals is directly linked to the level of tuition families will need to pay.

MSA STANDARD 5: FACILITIES

Process Used to Complete this section of the Self-Study

This assessment was completed via the following method(s):

a.) a subcommittee comprised of the following individuals:

Committee Member Name	Role in the School Community (e.g. teacher, parent, student, etc.)
Mr. William Venezia	Principal
Mr. Thomas Brenner	Maintenance
Ms. Denise Killeen	Physical Education Teacher

**NOTE: Committee size and composition may vary depending upon school size, the topic to be addressed, etc. If needed, add lines to the above chart.

b.) the compilation of 3 total surveys distributed to (indicate # of each)
 1 administration 1 faculty
 students board members
 1 Maintenance

c.) Other methods used to determine this assessment:

_____ NA _____

STANDARD 5: FACILITIES

The Standard: School facilities are safe, clean, and well maintained. The physical environment supports delivery of the educational program/services as well as optimal student development and achievement. Facilities are appropriate and adequate to implement the philosophy/mission of the school. They are regularly inspected for effective operation and meet all applicable laws including health and safety code requirements.

Indicators for all schools

<i>Degree of Implementation</i>	<i>MSA Indicator</i>
4 3 2 1 na	The school's facilities and equipment are appropriate for achieving its philosophy/mission and are healthy, safe, and well maintained.
4 3 2 1 na	The school plans for, funds, and schedules regular preventative measures, repairs, and maintenance of its facilities and equipment.
4 3 2 1 na	The facilities offer a variety of spaces for providing quality programs and services for all segments of the school's population and include appropriate accommodation for: <ol style="list-style-type: none"> a. instruction b. administration c. conferences d. student activities e. student services f. storage of school property g. storage for student belongings
4 3 2 1 na	Sufficient systems are in place to monitor and adjust air quality to appropriate levels.
4 3 2 1 na	Lighting is adequate and appropriate in student and staff areas.
4 3 2 1 na	Sufficient space is available for ingress, egress, and traffic flow within the facilities.

***See Attached

Standard #5

One of the main strengths of the overall program at the Scholl of St. Elizabeth is our facilities. Our building was renovated in 2001 to meet or exceed all N.J. D.O.E. specifications concerning educational facilities. During this renovations a new HVAC system was installed which heated and provided air conditioning for the entire building. All lighting was updated along with new flooring to integrate all phases of construction (i.e. 2001, 1958 and 1916).

A new two module Library Media Center suite was also added during this time frame. This center includes a library and computer lab as two distinct learning spaces. A new Science lab for middle school use was also added. This newly renovated second floor wing of our building provides a separate middle school component to our facilities. Though we are a Pre K to 8th grade elementary school, the aforementioned renovations provide a “school within a school” concept. The first floor renovations include a state of the art gymnasium, new locker rooms, restrooms, a concession and lobby area, additional office space, and a first grade classroom. This latter piece enabled the School of Saint Elizabeth to consolidate our early childhood classrooms to the first floor of our building (Pre K and an additional classroom). A new roof finished this building renovation. During the summer of 2009, we undertook a process of replacing all chalk boards with white boards.

The initial need for this standard would be to continue with scheduled maintenance and the updating of capital equipment. Though this is a need it is not a priority. The following constitutes our facility improvements in a prioritized manner as we move forward:

- During the summer of 2010, we will continue our white board conversion in all classrooms.
- Continued roof maintenance especially regarding the 1958 and 1916 sections of our building. We estimate that these roof sections will need to be replaced in about five years.
- The oven in our kitchen will require replacement during the next two years.
- An upgrade of the auditorium sound system.
- Improvement of our upper athletic fields regarding sod and drainage will be an important issue during the next two years. A permanent fence separating the property will be necessary for safety reasons. This area of our property abuts Anderson Hill Road.
- An upgrade of lighting in our auditorium and gymnasium during the next three years.
- Exploration of adding a tennis court and modified track to our external field facilities.
- Exploration of auditorium upgrades which would include: new curtains on the windows, new stage curtains and a sound baffle system for the ceiling.
- Exploration of adding a school sign on the Anderson Hill area of the property and replace the temporary fence with a fitting permanent structure.

The aforementioned constitute a comprehensive “punch list” of prioritized improvements that we will address in a thorough and cost effective manner. This does not include the factoring of possible contingencies that may occur, and cause a reordering of these priorities and/or needs.

STANDARD 6: SCHOOL CLIMATE AND ORGANIZATION

The Standard: The school’s organizational structure and climate facilitate achievement of its core values as expressed in the philosophy/mission. The school culture supports successful implementation of age- and developmentally appropriate educational programs and services. Roles, responsibilities, expectations, and reporting relationships are clearly defined. Administrative, instructional, and support staff are qualified, competent, and sufficient in number to effectively provide quality educational experiences. The school regularly conducts staff performance appraisals and offers professional development opportunities informed by its philosophy/mission. Relationships among the staff and leadership are collegial and collaborative.

Indicators for independent/non-public schools:

<i>Degree of Implementation</i>	<i>MSA Indicator</i>
4 3 2 1 na	The school’s design, organization, climate, and leadership support attainment of the school’s philosophy/mission.
4 3 2 1 na	Designated, qualified leadership provides coordination, supervision, and direction for the educational program, student services, and student activities.
4 3 2 1 na	A logical and clear table of organization for the school includes written job descriptions that specify levels of responsibility and reporting relationships.
4 3 2 1 na	Administrative, instructional, and support staffs are qualified, competent, and sufficient in number to meet the needs of the total educational program, student services, and student activities.
4 3 2 1 na	Staff members, including administrators, are assigned to work based on their education, preparation, experience, expertise, and commitment to the school’s success.
4 3 2 1 na	The school implements written personnel policies and procedures for the operation of the school and makes them available to all employees.
4 3 2 1 na	The school implements written policies and procedures for determining adequate compensation, arriving at reasonable workloads and acceptable working conditions, and defining just and fair treatment for all staff.
4 3 2 1 na	The school implements written policies and procedures for evaluating staff performance. Performance appraisals are conducted with the knowledge of the staff member and reported in writing as well as verbally. Results are used to make professional development recommendations. Staff members have an opportunity to discuss and appeal their appraisals.

4 3 2 1 na	Staff members are provided opportunities to offer input into the content of their professional development programs.
4 3 2 1 na	The school implements written policies and procedures for handling complaints/grievances by members of the staff.
4 3 2 1 na	The school implements written policies and procedures for orienting and mentoring new staff members.
4 3 2 1 na	The school implements written policies and procedures to ensure that service providers not employed by the school are appropriately oriented, supervised, and supported.
4 3 2 1 na	The working environment for the staff promotes collegiality, high expectations, trust, support, and recognition for accomplishments and contributions.
4 3 2 1 na	Professional satisfaction and good general morale characterize the school's staff.
4 3 2 1 na	Staff members are committed to the school, dedicated to their work, and take pride in the outcome of their efforts.
4 3 2 1 na	The leadership encourages staff members' affiliation with professional organizations.
4 3 2 1 na	The school's families and community demonstrate commitment to, pride in, and support for the school through participation, promotion of its mission, and financial support.
4 3 2 1 na	Members of the staff, students, and their families feel safe in the school.
4 3 2 1 na	A clearly defined, written code of student conduct supports an environment that is conducive to learning and is understood by students, staff, and families. The code is enforced fairly and uniformly.

Indicators for schools in public school districts, archdiocesan/diocesan systems, and other school organizations with a central office staff:

<i>Degree of Implementation</i>	<i>MSA Indicator</i>
4 3 2 1 na	A logical and clearly understood table of organization exists for the system of schools with written job descriptions that specify levels of responsibility and reporting relationships.
4 3 2 1 na	The design, organization, and climate of the system of schools support attainment of the school's philosophy/mission.
4 3 2 1 na	Administrative, instructional, and support staffs of the central office are qualified, competent, and sufficient in number to meet the needs of the total educational program, student services, and student activities.

4 3 2 1 na	Central office staff members possess the qualifications of education, preparation, experience, and commitment that contribute to the school's success. Staff members are assigned to work by reason of their training and expertise.
4 3 2 1 na	The central office's leadership and staff work cooperatively to create a climate for teaching and learning that fosters the attainment of the school's philosophy/mission.
4 3 2 1 na	The organization implements written personnel policies and procedures for the operation of the system of schools and makes them available to all employees.
4 3 2 1 na	The organization implements written policies and procedures for determining adequate compensation, arriving at reasonable workloads and acceptable working conditions, and defining just and fair treatment.
4 3 2 1 na	Central office leadership supports a comprehensive program of professional development for all members of the staff that addresses system-wide learning expectations and specific student needs by allocating appropriate time and resources.
4 3 2 1 na	Central office leadership encourages the school staff members' affiliation with professional organizations.

Indicators for schools with early age programs:

<i>Degree of Implementation</i>	<i>MSA Indicator</i>
4 3 2 1 na	The school program promotes young children's positive self-identity, enhances their sense of emotional well being, supports developing social skills, and facilitates friendships.
4 3 2 1 na	Personnel policies, appraisal systems, and professional development programs explicitly focus on staff behaviors that are to be encouraged in the classroom such as teacher interactions with children, acknowledgement of age-appropriate affective development, and developmentally appropriate instructional practices.
4 3 2 1 na	The school seeks to achieve recommended ratios, group's sizes, and staff qualifications.

Indicator for schools that provide distance education:

4 3 2 1 na	Appropriately qualified faculty members participate in distance-learning tasks including grading student work, telephone consultation with students, academic counseling, course revision, and development of study guides.
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Middle States Standard #6

What are the school's strengths in meeting this standard?

The School of St. Elizabeth has a positive school climate and organizational system. Through the efforts of the Diocese of Metuchen and the school itself, administrators, faculty and staff members are qualified in all capacities. All faculty members are qualified, State of New Jersey certified, and attend numerous professional development opportunities, conventions, conferences and Diocesan supported workshops. Half of our faculty members hold advanced degrees.

What are the school's needs in meeting this standard?

The needs of the School of St. Elizabeth to meet this standard involve formalizing a written job description for all faculty and staff. These expectations should include criteria for both professional and school related positions assigned to each member. Periodically, an updated faculty and staff handbook should be distributed outlining policies and procedures.

Plans for improvement of the standard:

1. Organize committees to examine the policies and assigned duties of the faculty and staff.
2. Continue to update the faculty and staff handbook making sure that the responsibilities of the faculty and staff are clearly communicated.

MSA STANDARD 7: HEALTH AND SAFETY

Process Used to Complete this section of the Self-Study

This assessment was completed via the following method(s):

a.) a subcommittee comprised of the following individuals:

Committee Member Name	Role in the School Community (e.g. teacher, parent, student, etc.)
Mrs. Jeannine Farrell	School Nurse, Parent
Mrs. Mary Kay Yorkgitis	School Nurse, Parent
Mr. William T. Venezia	Principal

**NOTE: Committee size and composition may vary depending upon school size, the topic to be addressed, etc. If needed, add lines to the above chart.

b.) the compilation of 3 total surveys distributed to (indicate # of each)
1 administration faculty
 students board members
 parents 2 other (Identify) School Nurses

c.) Other methods used to determine this assessment:

NA

STANDARD 7: HEALTH AND SAFETY

The Standard: A safe, orderly, and healthy environment for teaching and learning is provided. The school adheres to local, state, and federal government health and safety requirements. Health, safety, preventive/emergency procedures, and crisis management policies are clearly written, well documented, implemented, and updated regularly.

Indicators for all schools:

<i>Degree of Implementation</i>	<i>MSA Indicator</i>
4 3 2 1 na	The school has satisfactory written procedures and functional equipment with which to communicate during fire and other emergencies, to summon assistance, and to evacuate the school's facilities.
4 3 2 1 na	The school provides adequate health care at school functions that take place away from the school's premises.
4 3 2 1 na	Appropriate training is provided for all staff members on how to implement emergency and crisis plans, handle accidents and illnesses, and prevent the spread of infectious diseases.
4 3 2 1 na	The school appropriately manages the storage and administration of student medications.
4 3 2 1 na	The school safely stores equipment and supplies.
4 3 2 1 na	A system exists to account for the whereabouts of students at all times.
4 3 2 1 na	The school maintains comprehensive, current health records for all students and staff.
4 3 2 1 na	The school conducts and maintains written records of regular emergency drills.
4 3 2 1 na	Designated members of the staff inform faculty and families (as appropriate to maintain confidentiality) about students' health or physical needs.
4 3 2 1 na	The school ensures that the staff is kept up-to-date on relevant health, wellness, and safety information and practices, including procedures to deal with individual student needs.
4 3 2 1 na	Working relationships with local authorities and health service providers are positive and ongoing.
4 3 2 1 na	The educational program includes opportunities for students to develop knowledge, attitudes, and practices necessary for personal wellness and a healthy lifestyle.
4 3 2 1 na	The school has an effective system to control access to the school by visitors and other non-school personnel.

4 3 2 1 na	Staff members model positive health and safety practices.
4 3 2 1 na	Safe drinking water is available throughout the day for the staff and students.

Indicator for schools with early age programs:

<i>Degree of Implementation</i>	<i>MSA Indicator</i>
4 3 2 1 na	Care of infants is consistent with current professional practice, especially with respect to sleeping, bottle-feeding, diapering, sanitation, nurturing, and daily interactions.

The following constitute the strengths of the School of St. Elizabeth in meeting the criterion for Standard 7: Health and Safety.

- A dedicated maintenance staff that is led by a Facilities Director with nineteen years experience at the school. This point person has overseen the most recent building expansion and has given input as per physical plant improvements that create a healthy and safe environment for teaching and learning.
- A dedicated out sourced cleaning service that performs their cleaning tasks as if they were employed by this school. This cleaning service works well under the direct supervision of our Facilities director.
- Two dedicated nurses whose hours are financed by the Somerset County Educational Services Commission. Both are also very invested parents and normally extend their services beyond the scope of their financial compensation.
- A strong working relationship with the Bernardsville Police Department. The police department routinely performs safety audits on our building and are extremely knowledgeable of our logistics which will be extremely beneficial if they are responders to a critical event. One of the officers participated in a staff Professional Development in 2/09 concerning crisis management training. This specific event consisted of a “table top” response to various crisis situations. This proactive police involvement in the debriefing of these posed situations are invaluable to our successfully weathering potential real events.
- We possess a crisis management handbook that has been formulated with input from local, state and federal law enforcement officials. We practice two drills a month regarding fire and/or crisis codes. All staff are equipped with hand held walkie talkies which are utilized for all of the aforementioned drills.
- Instructional programming included health/physical education. Emphasis on developing a happy and healthy lifestyle for all students is delivered by classroom teachers, specialists, coaches, and the administration.
- Two defibrillators are located on opposite ends of the building. All staff are certified in the use of the defibrillators and CPR.

Specific needs for meeting this standard include increased nursing hours, an instant alert system for better communication between homes and school, and a reinforcement of children having the necessary immunization prior to enrollment.

A review of all health care policy regarding co-curricular or extracurricular events happening after school and off site of our school. This undertaking should include coaches, teachers, parents, our athletic director, school nurses and the principal.

Nursing hours are tied to enrollment. As we increase our school enrollment we will become eligible for more nursing aid from the state of New Jersey. A “Honeywell” or instant alert system would greatly facilitate our ability to communicate with

parents in a more rapid fashion enabling us to cope with potential emergencies. The last issue concerns our enrollment process for primary preschool children. Due to the immunization “loophole” in Catholic Schools regarding the issue of conscience with respect to flu shots, parents are not always compliant with the written statement of objection requirement in lieu of flu shots. Insisting that their written statement or actual immunization be effected prior to enrollment would be appropriate.

Lastly, the School of St. Elizabeth provides adequate health care at school functions outside of our building (i.e. field trips) in the person of trained school staffers and/or parents. It is not possible to send the school nurse on these trips due to the limited nursing hours we are allotted from the state (2 hours per day). Care from staff and parents appears to be sufficient for this purpose.

Our prioritized improvement list for meeting this standard is:

1. The purchasing of an instant alert system
2. Increased nursing hours
3. Better communication and enforcement of immunization policy especially for preschoolers.

STANDARD 8: EDUCATIONAL PROGRAM

The Standard: The educational program consists of a carefully planned and well-executed curriculum that includes appropriate academic standards, solid pedagogy, and assessment, all based on research and best practices. The educational program is aligned with the school’s mission, approved by the governance, sufficiently financed, and periodically reviewed by stakeholders. It is developed to address the needs of all students and is designed to foster and challenge student learners at all levels. Effective policies and procedures are in place, along with instructional materials, technology, and equipment that are appropriate, functional, and well maintained. Written curriculum guides are current, functional, available, and in use. They define scope and sequence of the educational program as well as program objectives and reflect sound approaches to teaching and learning.

Indicators for all schools:

<i>Degree of Implementation</i>	<i>MSA Indicator</i>
4 3 2 1 na	Written curriculum guides identify program objectives and define the scope and sequence of the educational program. The guides are functional, available, and in use.
4 3 2 1 na	The educational program provides instruction in the basic subject areas of language arts and literature (including early language development and literacy skills, speaking, writing, and listening communication skills), mathematics, the sciences, and social sciences.
4 3 2 1 na	The educational program includes experiences in visual and performing arts, health, world languages, and physical education.
4 3 2 1 na	The educational program provides experiences that promote students’ critical thinking, reasoning, problem-solving skills, and study skills.
4 3 2 1 na	The educational program includes instruction in effective uses of information technology and provides opportunities for application.
4 3 2 1 na	A variety of group learning settings (e.g., individual, small group, large group) is provided for students daily.
4 3 2 1 na	The educational program offers opportunities for development of social skills—such as increasing self-control and a sense of individual and group responsibility—in interaction with adults and peers.
4 3 2 1 na	Written curriculum and instruction policies and procedures provide direction to the staff, leadership, and other stakeholders

	in the development, implementation, and improvement of the educational program.
4 3 2 1 na	Provision is made for both horizontal and vertical articulation and coordination of the educational program among all levels of the school.
4 3 2 1 na	An overview of the educational program, school policies and procedures, and other pertinent information is available in written form to students and their parents.
4 3 2 1 na	The educational program defines desired student outcomes as expressed in terms of student understanding, knowledge, attitudes, skills, and habits.
4 3 2 1 na	Course or program objectives are simply stated and understandable to students.
4 3 2 1 na	The educational program considers the ages, cultures, and varying levels of ability of students.
4 3 2 1 na	The instructional program is designed to meet students' needs in accordance with the school's philosophy/mission.
4 3 2 1 na	The educational program and its expectations for learning are understood and supported by the school's stakeholders.
4 3 2 1 na	Curriculum development is a dynamic, emergent process influenced by the attributes and interests of the children, their families, and teachers.

Indicators for schools with early age programs:

<i>Degree of Implementation</i>	<i>MSA Indicator</i>
4 3 2 1 na	Families have opportunities to give input into curriculum development.
4 3 2 1 na	The educational program reflects an integrated approach to children's social, emotional, physical, cognitive, and language development.
4 3 2 1 na	Teachers treat the educational program as everything that happens during the day. This includes while children play and explore, eat, interact, toilet, take walks or field trips, engage in planned experiences, and are involved in transitions such as arrival, clean-up, and departure.
4 3 2 1 na	Both child-initiated and teacher-initiated activities are included in the daily plan.
4 3 2 1 na	Infants and young toddlers primarily receive individual attention and occasionally take part in small groups.
4 3 2 1 na	The educational program provides: <ul style="list-style-type: none"> a. a balance of quiet and active times and flexibly

	<p>incorporates learners' natural routines into the rhythm of the day.</p> <ul style="list-style-type: none"> b. daily indoor and outdoor play with a balance between large-muscle and small-muscle as well as organized and unstructured experiences. c. early language development and literacy skills through such activities as conversation, storytelling, singing, poetry, finger plays, games, puppets, pretend play, shared reading of picture books, and other meaningful learning experiences. d. opportunities for increasing independence in use of materials and equipment. e. structured and unstructured opportunities for children's active involvement with people and materials. f. spontaneous learning and builds on children's repertoires and curiosity. g. learning areas designed for individual and group exploration and growth. h. the integration of routine daily activities into learning.
4 3 2 1 na	The educational program provides experiences that prepare students for a successful transition to elementary school settings.

Indicators for schools with elementary school programs:

<i>Degree of Implementation</i>	<i>MSA Indicator</i>
4 3 2 1 na	The educational program places emphasis on the development of cognitive, psychomotor, and affective skills, plus the knowledge and competencies that establish the basis for greater understanding.
4 3 2 1 na	The educational program provides experiences that prepare students for successful transition to middle and secondary school settings.

Indicators for schools with middle school programs:

<i>Degree of Implementation</i>	<i>MSA Indicator</i>
4 3 2 1 na	The educational program provides activities and experiences that assist early adolescents in identifying their aptitudes and interests, self-directed decision-making, and building self-worth.
4 3 2 1 na	The educational program provides experiences that prepare

	students for successful, smooth transitions from elementary school to middle school and from the middle school to secondary school.
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Indicators for schools with secondary school programs:

<i>Degree of Implementation</i>	<i>MSA Indicator</i>
4 3 2 1 na	The educational program facilitates a smooth transition from elementary or middle school to secondary school.
4 3 2 1 na	The educational program develops academic knowledge and skills as well as career competencies.
4 3 2 1 na	The educational program provides appropriate educational programs for students who are concluding formal study as well as those planning further education.
4 3 2 1 na	The educational program develops habits of the mind and attitudes required for success in further education and in the workplace.

Indicators for schools that provide distance education:

<i>Degree of Implementation</i>	<i>MSA Indicator</i>
4 3 2 1 na	Student interaction (synchronous and asynchronous) with faculty and other students is facilitated through a variety of means as an essential characteristic of the educational program.
4 3 2 1 na	Students and their families (if appropriate) are informed about any aspects of the educational program that are created or delivered by an organization other than the school.
4 3 2 1 na	Stated student performance outcomes for programs delivered through distance education are achievable through that methodology.
4 3 2 1 na	Instructional materials are developed by authors qualified in distance education techniques. Textbooks and other instructional materials are suitable for distance learning.
4 3 2 1 na	Appropriate study skills necessary for students to utilize a distance education model effectively and efficiently are included as part of the educational program and instructional process.

Standard 8

The School of Saint Elizabeth has a strong academic program. We follow the academic standards set forth by the Diocese of Metuchen, which are in alignment with the NJ Core Content Standards. Students are well prepared from grade level to grade level in all academic areas. Graduates return with stories of success and multiple achievements that they attribute to their education at S. Elizabeth's. Communication of our educational objectives are available through the school website, handbooks, PowerSchool and School Notes. Positive collaboration exists between faculty members and staff.

Student achievement is positively impacted by ongoing faculty professional development. The administration supports, encourages and avails professional development to meet the needs of each teacher, as well as the faculty as a whole. Professional development is varied to foster academic expertise and address the needs of the 21st century learner. We have started Professional Learning Communities (PLCs) to enhance inter-grade level learning and to maximize our academic potential. Small class sizes allow teachers to meet the needs of individual students and their learning styles. Flexible and varied learning environments accommodate whole class instruction, small group, one-on-one as well as student-lead learning.

In alignment with the mission statement, development of the whole child is enhanced through extension of academic programs. Students' social, spiritual, physical and emotional needs are met through our extensive sports program, a buddy class program, retreats, Caring Majority, an arts program, after school clubs, as well as participation in nationally recognized contests and enrichment programs.

Our educational program could be improved by increasing communication between teachers, administration and parents. This could be accomplished through continued development of PLCs as well as increasing communication with parents through possible monthly coffees and several open HSA meetings. Our educational programs could be strengthened through continued integration of technology into all curriculum areas through the use of on-line textbooks and smart boards.

Prioritize any plans for improving this standard:

- Schedule time for the faculty to continue development of Professional Learning Communities via biweekly staff meetings and bimonthly Professional Learning Community meetings.
- Study financial possibilities for technology.
- Look into reinstating parent coffees and open HSA meetings.

MSA STANDARD 9: ASSESSMENT AND EVIDENCE OF STUDENT LEARNING

Process Used to Complete this section of the Self-Study

This assessment was completed via the following method(s):

a.) a subcommittee comprised of the following individuals:

Committee Member Name	Role in the School Community (e.g. teacher, parent, student, etc.)
Mr. Bill Venezia	Principal
Ms. Joan Sullivan	Teacher
Mrs. Ellen Brandt	Teacher

**NOTE: Committee size and composition may vary depending upon school size, the topic to be addressed, etc. If needed, add lines to the above chart.

b.) the compilation of _____ total surveys distributed to (indicate # of each)

___1___ administration	___2___ faculty
___ students	___ board members
___ parents	___ other (Identify) _____

c.) Other methods used to determine this assessment:

_____ NA _____

STANDARD 9: ASSESSMENT AND EVIDENCE OF STUDENT LEARNING

The Standard: The school systematically collects and rigorously analyzes quantifiable and observable evidence of individual learning and growth from multiple valid and reliable sources. Evidence of student learning is used to evaluate and improve curriculum effectiveness, instructional practices, professional development, and support services. Progress in student learning and performance is expected and is accurately, clearly, and systematically reported to the school community.

Indicators for all schools:

<i>Degree of Implementation</i>	<i>MSA Indicator</i>
4 3 2 1 na	The leadership and staff commit to, participate in, and share in accountability for student learning.
4 3 2 1 na	Assessment of student learning and performance is aligned with curriculum and instruction in a coherent system consistent with the school's philosophy/mission.
4 3 2 1 na	Assessment results are analyzed with appropriate frequency and rigor for: <ul style="list-style-type: none"> a. individual students as they move through the school b. cohorts of students as they move through the school c. comparable (local, state, and national) groups outside of the school
4 3 2 1 na	Assessment results are used to make decisions regarding allocation of resources.
4 3 2 1 na	The assessment of student learning and performance enables students to monitor their own learning progress and teachers to adapt their instruction to students' specific learning needs.
4 3 2 1 na	Assessment methods and content address suitable social, emotional, physical, and cognitive/language goals for students.
4 3 2 1 na	Assessments take into account recent, reliable research findings on child development and growth.
4 3 2 1 na	Assessments reflect understanding of the unique needs and backgrounds of each student.
4 3 2 1 na	Records of students' learning and performance are maintained. General standards for transcript control and use, including those related to confidentiality, are known and observed.
4 3 2 1 na	Assessment results are the basis for making recommendations to families whose children may benefit from further evaluation. Referrals to specialists are made for early identification of

	possible disabilities and/or health conditions.
4 3 2 1 na	Members of the staff work collaboratively with colleagues and families to review data about learners' progress and to develop appropriate strategies for continued progress.
4 3 2 1 na	Families are viewed as an important source of information and insights about students.
4 3 2 1 na	The school communicates its assessment policies and practices to the total school community (e.g., via parent handbooks, web sites, teacher handbooks, policy manuals).
4 3 2 1 na	Communication with families regarding students' progress in learning and performance is regular, productive, and meaningful.
4 3 2 1 na	Students learn and perform at levels expected, or progress is being made to raise results accordingly.

Indicator for schools with early age programs:

<i>Degree of Implementation</i>	<i>MSA Indicator</i>
4 3 2 1 na	Children are observed by teachers on a daily basis using a systematic and objective process for formal and informal observation and documentation.

Indicators for schools that provide distance education:

<i>Degree of Implementation</i>	<i>MSA Indicator</i>
4 3 2 1 na	The school implements written policies and procedures to ensure that students fulfill program requirements personally and without inappropriate assistance.
4 3 2 1 na	The school implements written policies and procedures to ensure the identity of the students when assessment of learning is conducted electronically or by means other than in a location in which the student is in the presence and under the direct supervision of a staff member.
4 3 2 1 na	Members of the staff who evaluate student assignments are qualified in the fields they are evaluating.
4 3 2 1 na	Data on lesson and course completion rates are used to evaluate and revise, as needed, instructional and educational services.

Standard 9 – Assessment and Evidence of Student Learning

The School of Saint Elizabeth utilizes a variety of assessments to promote individual student learning. Our small size and well established collaborative relationship between teachers fosters vertical articulation among grade level staff to insure implementation of Diocese of Metuchen Curriculum and NJ Core Content Standards. Integrating technology into lesson planning, daily instruction, and assessments addresses the needs of the 21st century learner and allows students to monitor their own progress. Standardized test results are thoroughly analyzed to identify the strengths and weaknesses of whole class and individual students. These results prompt adjustments to instructional practices and influence our professional development program for the entire staff as well as individual teachers. Our philosophy of recognizing students as individuals is supported by special services provided by the Somerset County Educational Services Commission as well as an enrichment program during the school day and after school programming. Teacher to parent communication regarding student achievement is done electronically (i.e. Power School) as well as through conferences, and is enhanced by a strong working relationship between teachers and parents.

Our instructional practices could be strengthened by providing more differentiated instruction to assist with individual learning needs. Professional development for staff in the area of differentiation of instruction via a teacher generated needs assessment could be accomplished through our PLCs, and could include an appropriate element of parental involvement. Additionally, we need to develop and communicate grade appropriate policies regarding make-up tests for absent students.

Priorities:

- Continue collaborative relationship between teachers and parents.
- Develop and state a test make-up policy in both parent and staff handbooks.

STANDARD 10: STUDENT SERVICES

The Standard: The school implements written policies and procedures, in partnership with families and the community, that provide all students with, or refer them to, services that are age- and developmentally appropriate to optimize opportunities for life-long success. Student services are systematic and integral to the educational program. They are provided by qualified personnel, sufficiently financed, periodically evaluated, and philosophy/mission appropriate.

Indicators for all schools:

<i>Degree of Implementation</i>	<i>MSA Indicator</i>
	<u>Student Support Services</u>
4 3 2 1 na	Student support services address academic skills development, social skills development, personal growth, and career planning.
4 3 2 1 na	Counselors, administrators, teachers, and/or other staff members share responsibility for providing guidance and support to students.
4 3 2 1 na	The school is sensitive to the critical importance of non-academic needs of students. A process is in place to address students' emotional and social needs.
4 3 2 1 na	Assessment data are used to adapt curriculum and teaching methods, provide personalized counseling, and identify appropriate program placement for students.
4 3 2 1 na	Career awareness activities are provided as appropriate.
4 3 2 1 na	Student support services extend into and incorporate community services as needed.
4 3 2 1 na	Student data are current, comprehensive, and readily available for use by the staff.
4 3 2 1 na	Follow-up studies of graduates and other former students are carried out and data are shared with staff to help determine the effectiveness of the school's educational program and services.
4 3 2 1 na	The school offers an orientation program for new students and their families to share the school's philosophy/mission, policies, procedures, and expectations.
4 3 2 1 na	Families are provided with information about child development, education, and related topics through personal communications, pamphlets, meetings, and referrals to web sites and other resources.
NA	<u>Transportation Services</u>

4 3 2 1 na	Written policies and procedures are implemented to ensure the safety of students when being picked up, transported, and dropped off by transportation provided by the school.
4 3 2 1 na	Appropriate training is provided to transportation providers.
4 3 2 1 na	Transportation services provided or contracted by the school meet the safety requirements of all appropriate legal authorities.
	<u>Food Services</u>
4 3 2 1 na	Student dining areas are functional and hygienic.
4 3 2 1 na	Meals provided by the school meet generally accepted nutritional standards. Information about nutritional values of the foods is available.
4 3 2 1 na	Appropriate training is provided to food services providers.
4 3 2 1 na	Food services personnel meet the health requirements of all appropriate authorities.
4 3 2 1 na	Food service facilities are inspected regularly and meet the health and safety requirements of all appropriate authorities.
	<u>Services for Students With Special Needs</u>
4 3 2 1 na	The school implements written policies and procedures to identify and address the needs of students with special needs.
4 3 2 1 na	The school provides or refers families to appropriate related services and/or accommodations to meet student needs.
4 3 2 1 na	As applicable, the school is in compliance with all local, state, and federal requirements related to students with special needs.
	<u>Admissions and Placement</u>
4 3 2 1 na	The school implements written admissions policies and procedures.
4 3 2 1 na	The school implements written policies and procedures for placement of students in appropriate programs and levels.
4 3 2 1 na	Applicants for enrollment and their families are clearly informed of the philosophy/mission of the school, the nature and extent of the educational program and services available, tuition and fees (if applicable), school policies, and expectations for satisfactory student performance.
4 3 2 1 na	The school accepts students for whom there is a reasonable expectation of success in the educational program as appropriate and interpreted by law.
4 3 2 1 na	All statements and representations relating to the school's educational programs, services, and resources are clear, accurate, and current.

Indicators for schools that provide distance education:

<i>Degree of Implementation</i>	<i>MSA Indicator</i>
4 3 2 1 na	Prior to admission, prospective students and their parents/guardians are advised about the self-motivation and commitment needed for successful distance learning and the technical competence required to participate and learn in the educational program.
4 3 2 1 na	Admissions inquiries are handled in a prompt and thorough manner.
4 3 2 1 na	Adequate advisory services are available for students who are having difficulty with their studies as well as for those who are rapid learners.
4 3 2 1 na	Students are actively encouraged to start, continue, and finish the program in which they have enrolled.
4 3 2 1 na	The institution implements written policies and procedures to evaluate students' previous academic work and to provide fair and consistent credit for their previous studies or work experience.

***** See Attached**

Standard 10 Student Services

The School of Saint Elizabeth has excellent services available for student support. Students are provided with developmentally appropriate instruction and guidance both academically and personally. Our small size allows us to meet the needs of individual students. All faculty and administration members know the students in all grades and are able to address needs or concerns as they arise. Group relationships and dynamics are addressed through Caring Majority conflict resolution and an inter grade buddy program.

Administrators, child study team members, and faculty communicate with parents to create appropriate behavioral and educational modification programs for individual students. In class and out of class support services are available as well. A solid orientation program is in place for new students, parents, and teachers. Information on all programs, as well as admission policies and academic expectations, is readily available on our school web site, parent/student handbook, Power School, and HSA newsletters. Important notices and information are sent home in a weekly family envelope. Former students are contacted by our marketing director and regularly return to interact with current students.

Our cafeteria has recently introduced healthier choices such as salad, baked snacks, and yogurt. An area has been set aside to accommodate students with allergies and all meals served are peanut free. The cafeteria is well maintained by cafeteria workers and the cleaning staff. The administration has referral information available for parents of students with special needs and the school is equipped with an elevator.

Student services could be improved by establishing a peer leadership program. This would enable middle school students to act as role models for younger students. In addition, middle school students could be given the opportunity to interact with peer leaders from local high schools. Further professional development in the area of conflict resolution would increase the faculty's ability to mediate problems. The possible addition of a guidance counselor would also benefit the school.

Prioritize any plans for improvement for meeting this standard:

- Begin the process of establishing a peer leadership program for the middle school students.
- Research available professional development in conflict mediation for the faculty.
- Explore the possibility of adding a guidance counselor to the staff.

STANDARD 11: STUDENT LIFE AND STUDENT ACTIVITIES

The Standard: The school provides access to non-discriminatory student activities that are age- and developmentally appropriate to supplement the educational program. A balance of academic, social, co- or extra-curricular, and service activities is maintained. Student activities are selected to foster intellectual, cultural, and social growth as well as physical health and wellness. Student activities provide opportunities for student leadership and social interaction and encourage development of student interests. These activities are adequately financed, periodically reviewed by stakeholders, managed by school governance and leadership, and appropriate to the school's philosophy/mission.

Indicators for all schools:

<i>Degree of Implementation</i>	<i>MSA Indicator</i>
4 3 2 1 na	Students are offered opportunities to build their skills in handling responsibility, taking initiative, leadership competencies, cooperation, and self-direction.
4 3 2 1 na	Students, staff, families, and the community are encouraged to offer input about and participate in student activities.
4 3 2 1 na	Staff members, parents, and other volunteers who lead or participate in student activities are approved by the school's leadership, suitably qualified, and provide appropriate supervision to students.
4 3 2 1 na	The school recognizes student accomplishments, contributions, and responsibilities in meaningful ways.
4 3 2 1 na	Relationships among staff, volunteers, and students demonstrate respect, fairness, and understanding.
4 3 2 1 na	The school holds events that include staff, families, and children.

Indicators for boarding schools:

<i>Degree of Implementation</i>	<i>MSA Indicator</i>
4 3 2 1 na	The school assists students to develop healthy relationships with adults in loco parentis and with other students.
4 3 2 1 na	Provisions for student privacy, recreation, and religious practice are appropriate.
4 3 2 1 na	Continuous and responsible supervision by qualified adults is provided for all boarding students, including evenings, weekends, and periods when classes are not in session.

Standard 11: Student Life and Student Activities

What are the school's strengths in meeting this standard?

The School of Saint Elizabeth offers a wide variety of activities to encourage students to build academic, athletic, social, and leadership skills. There are different levels of athletic programs available for students in grades K through 8, including sports clinics, dance class, cross country, track, field hockey, volley ball, basketball and softball. Middle school students assist in the clinics for younger students. An inter grade buddy program provides opportunities both in and out of school for social activities. Students, families, and faculty are encouraged to attend athletic and social events. Faculty and parents act as supervisors and coaches for sports, drama, and forensic activities. All volunteers attend the Virtus training, "Protecting God's Children"; are finger printed and have criminal background checks; and are suitably equipped to coach or supervise the students. After school programs are also offered by Enrich and Grow Academy in various subject areas. Students participate in vocal and instrumental music instruction. Family bingo, bowling, and movie nights are offered throughout the year. Middle school students assist the faculty in arrival and dismissal of younger students. Middle school students run for and hold elected positions on an active student council which holds pep rallies, dances, fund raisers and charitable collections. Grades 4 through 8 also elect class representatives to offer input to the officers. Student academic and athletic accomplishments are recognized through honor roll, award ceremonies, and announcements. Students and faculty are all encouraged to participate in a "Just Do Something" program which asks them to do something nice, kind, helpful, or generous at school and at home.

What are the school's needs in meeting this standard?

An area in which St. Elizabeth's could improve is in reaching out to the local community to participate in social activities when appropriate. An expansion of organized service projects would be beneficial to help our students become more aware of those in need and to find ways they can help. Continued expansion of the Forensics program would also be appropriate.

Prioritize any plans for improvement for meeting this standard.

1. Communicate information pertaining to activities which might be of interest to the community.
2. Continue to expand service projects beginning with middle school students.
3. Expand the Forensics and visual and performing arts after school programs.

STANDARD 12: INFORMATION RESOURCES AND TECHNOLOGY

The Standard: Information resources, materials, and technology are accessible and of adequate scope, quantity, and quality to facilitate the school’s pursuit of its total educational program. These resources encourage all students and staff to broaden and extend their knowledge and skills. Access to appropriate information resources and technology is provided for students and staff. Appropriate instruction is offered to develop student and staff inquiry, research, and information literacy skills. Information technology equipment is functional and well maintained.

Indicators for all schools:

<i>Degree of Implementation</i>	<i>MSA Indicator</i>
	<u>Information Resources</u>
4 3 2 1 na	Information resources are properly catalogued, housed, and periodically reviewed for relevancy and currency.
4 3 2 1 na	Media center staff is sufficient and appropriately qualified to provide effective services to students and staff.
4 3 2 1 na	Adequate orientation about the use of media services, learning resources, and equipment is provided to the staff and students.
4 3 2 1 na	Information resources are appropriately supported annually with funding from the school’s budget.
4 3 2 1 na	Information resources are age- and developmentally appropriate, current, and reflect social and cultural diversity.
4 3 2 1 na	Staff and students are provided opportunities to offer input into the types, quality, and format of the information resources provided.
	<u>Technology</u>
4 3 2 1 na	The technology resources staff is sufficient and appropriately qualified to provide effective service to students and staff.
4 3 2 1 na	Technology resources are appropriately maintained and supported annually with funding from the school’s budget.
4 3 2 1 na	Adequate skills training on the use of technology resources and equipment is provided to the staff and students.
4 3 2 1 na	The school implements written policies and procedures for acceptable use of technology.
4 3 2 1 na	Long-range planning activities are in place to ensure that the school keeps pace with technological changes.

Indicators for schools with early age programs:

<i>Degree of Implementation</i>	<i>MSA Indicator</i>
4 3 2 1 na	Various forms of technology, including computers, cameras, and audio recording equipment, are provided for supervised, active use by children.
4 3 2 1 na	Passive media (e.g., television, videos) are limited to appropriate content and used only as an infrequent, specific support for topics addressed in the curriculum.

Indicators for schools that provide distance education:

<i>Degree of Implementation</i>	<i>MSA Indicator</i>
4 3 2 1 na	The technology system is adequate to deliver the educational program, available when needed, and reliable.
4 3 2 1 na	The school provides students with reasonable technical support for the educational technology hardware, software, and delivery system required to implement the educational program.

***** See Attached**

Standard #12 Information Resources and Technology

What are the school's strength in meeting this standard?

The School of St. Elizabeth has developed a state of the art technology center used by the students, teachers, and staff. Our computer lab was donated in the summer of 2007 by a school family. It contains 24 HP personal computers and a teacher computer. In the room is also a fully functioning Smart Board, overhead projector, Scanjet scanner, two HP Color laser jet printers, 42 inch flat screen television located in the technology office. The school has a Computer On Wheels that stores 5 laptops that are portable and wireless ready. We also have two ELMOS (electronic readers) that are used by our teachers.

The computer lab is primarily used to educate grades Pre K 4 to Grade 8 in technology. Classroom teachers bring their classes into the computer lab to use the computers to enhance or extend the classroom experience.

What are the school's needs in meeting this standard?

Truly, we seem to have such a magnificent facility. The only need we see at this point is to add to the resources we already have in our school. Our goal is to continually add computer to the Computer On Wheels resource.

Prioritize any plans for improvement of this standard:

- Add computers to the C.O.W. (computer on wheels) whenever funds become available.
- Continue to inventory and add to any and all existing resources and replace outdated materials.