

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2019 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2013 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2014, 2015, 2016, 2017, or 2018.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2018-2019) unless otherwise stated.

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

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

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban
 - Rural or small city/town
3. Number of students as of October 1, 2018 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	26	33	59
K	13	22	35
1	4	22	26
2	14	18	32
3	6	23	29
4	15	15	30
5	11	8	19
6	3	14	17
7	6	7	13
8	5	9	14
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	103	171	274

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 3 % Asian
 - 1 % Black or African American
 - 4 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 90 % White
 - 2 % Two or more races
- 100 % Total**

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

5. Student turnover, or mobility rate, during the 2017 – 2018 school year: 3%

If the mobility rate is above 15%, please explain.

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2017 until the end of the 2017-2018 school year	3
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2017-2018 school year	5
(3) Total of all transferred students [sum of rows (1) and (2)]	8
(4) Total number of students in the school as of October 1, 2017	263
(5) Total transferred students in row (3) divided by total students in row (4)	0.03
(6) Amount in row (5) multiplied by 100	3

6. Specify each non-English language represented in the school (separate languages by commas):

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

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

8. Students receiving special education services: 3 %
7 Total number of students served

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

- | | |
|----------------------------------|--|
| <u>0</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>2</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>2</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>3</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 7

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

	Number of Staff
Administrators	1
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	17
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	3
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	3
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	0

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

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

Required Information	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	97%	97%	95%	96%	97%
High school graduation rate	0%	0%	0%	0%	0%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2018.

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

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

Yes No

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

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

Saints Colman-John Neumann Catholic School weaves faith, community, and service into a challenging and successful academic program preparing students to become moral and compassionate leaders.

PART III – SUMMARY

Ss. Colman-John Neumann School (SCJN) is a Catholic elementary school proclaiming the message of Jesus Christ. The school is rooted in Scripture and makes prayer an integral part of its daily life. SCJN, located in Bryn Mawr, Pennsylvania, welcomes all children within the boundaries of St. John Neumann Parish and St. Colman Parish, as well as others in the area. The school does not discriminate on the basis of religion, ethnicity, or socio-economic status in admission to its programs, services, or activities.

The history of SCJN began with the opening of St. Colman School in Ardmore in 1915. In 1967, Blessed John Neumann School opened. After the canonization of St. John Neumann in 1977, the two schools merged and became known as Ss. Colman-John Neumann Catholic School.

Over the years, SCJN has expanded into the learning environment it is today. From 1982 to 2013, major building projects were completed. During that time, a cafeteria/auditorium, five classrooms, a science lab, a technology lab, a Parish Life Center, and a gymnasium were built. The original building, which was 18,890 square feet, is now 44,700 square feet. The addition of a preschool in September 2013 and an aggressive campaign to recruit new students has resulted in a student body growth of nearly 100 students.

SCJN seeks to educate the whole person through its strong academic program and to enrich the total person through co-curricular and extra-curricular activities. SCJN has been awarded a certificate of accreditation by the Middle States Association of Colleges and Schools since 1986. The curriculum is aligned with the guidelines established by the Office of Catholic Education of the Archdiocese of Philadelphia and by the Pennsylvania Common Core State Standards. SCJN provides a rigorous and faith-filled education. To meet the needs of all students, differentiated instruction and varying assessments are incorporated across curriculum lines. The faculty provides students with a solid education by using methods of instruction that foster their academic, intellectual, spiritual, emotional, and physical development. In the past five years, graduates have been awarded over a million and a half dollars in scholarship money.

A milestone in SCJN's history and the hallmark of SCJN's Catholic identity is the adoption of a vital social justice program, a result of the 1986 self-study through the Middle States Association. Since then, SCJN has served not only the universal Church and the parishioners by educating children in Catholic doctrine and tradition, but also the wider community by enacting the Corporal Works of Mercy. Beginning in preschool, students learn that it is the responsibility of Catholic citizens to extend God's mercy and compassion to those in need. Students participate in monthly projects and other outreaches, putting Gospel values into action. Monthly Mass, daily prayer, student retreats, and recitation of the Rosary have further cultivated the Catholic identity of SCJN. Older students have the opportunity to enrich their faith by becoming altar servers and members of the youth choir. SCJN's quality Catholic education leads students to a life of service in the Church. Consequently, graduates have made community service an important part of their lives and often return to SCJN to emphasize this message to current students.

There is a strong sense of community at SCJN. St. John Neumann parishioners play an active role in the school with their financial support. The Bernadette Carson Guzewicz Foundation, which was established by the family of a late parishioner, provided funds to be used towards STREAM activities (Science, Technology, Religion, English Language Arts, Art, and Math), the performing arts program, the installation of air conditioning and other minor projects. SCJN offers opportunities for community building through Pizza Bingo, pumpkin decorating, Game Night for middle school students, Trunk-or-Treat, Moms Night Out, a Father/Daughter Dance, a Mother/Son Night, and class gatherings hosted by parents.

Faith, community, and service are the foundations of SCJN. It is the mission of the administration and faculty to provide an academic program that is engaging, challenging, success-oriented, and incorporates skills that foster a loving, nurturing environment. Partnering with families, the faculty prepares students to become moral and compassionate leaders who serve, lead, and succeed. These factors are the keys to the success of SCJN in providing a quality Catholic education.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

The English Language Arts (ELA) Curriculum encompasses reading literature and informational texts, writing, listening and speaking, and language. Both Houghton Mifflin Harcourt programs that SCJN uses, Journeys: Catholic Identity Edition and Collections, are aligned with the Common Core State Standards (CCSS). Objectives are clearly stated in every classroom and explained at the beginning of each lesson. The learning standards on reading, writing, and language are taught to prepare students for college and the workforce. Students are assessed using summative, formative, and cumulative style assessments. The data is used to help teachers make informed instructional decisions to maximize student growth and overall success.

In kindergarten through eighth grade, students focus on both reading literature and informational texts for acquiring foundational skills and for developing mastery of speaking, listening, and writing. The curriculum in the primary grades is supplemented with the Wilson Foundations program. Teachers use complex texts across a variety of genres to promote the growth of comprehension, text complexity, active reading skills, vocabulary, and writing. Students learn how to implement the writing process to compose expository, narrative, and argumentative pieces. Text dependent questions are used on a daily basis to further strengthen written responses.

The listening and speaking standards require students to develop and improve oral communication and collaborative skills. Students focus on the oral expression of ideas, proper public speaking posture and voice, and confidence in a specific subject area. Through teacher collaboration and interdisciplinary teaching, students are able to apply these skills in all subject areas. Group projects and class conversations guide students to develop critical listening skills and group communication. Formal and informal student presentations, along with collaborative work, allow students to develop social awareness and practice speaking skills.

1b. Mathematics:

SCJN's mathematics curriculum stresses both procedural and conceptual understanding to ensure that students are learning and applying the critical information they need to succeed at higher levels. The standards-based curriculum encourages students to learn concepts in an organized, meaningful way across grade levels each year. Student assessments measure and assure learning progress at level completion. As a spiral review, students in first through eighth grade use Simple Solutions for daily drills. A strong foundation in basic mathematics enables students to understand and apply more challenging concepts and procedures in geometry, algebra, probability, and statistics. Students entering fifth grade are assessed and regrouped into either grade level or honors math based on criteria established by the Archdiocese of Philadelphia (AOP). This program enables mathematically talented students to complete a full course of Algebra 1 and test out of this course into higher-level classes. Learning is deepened through interactive use of websites/apps such as IXL, Xtra Math, Prodigy, EdPuzzle, Khan Academy, and Quizizz. Enrichment activities include annual math competitions such as the IHM Math Contest, the PA Math League, and the Catholic Math League. Students also participate in a day filled with PI activities.

1c. Science:

The science curriculum for kindergarten through eighth grade focuses on engineering and design, physical science, earth and space sciences, and life sciences. In the 2018-19 school year, SCJN adopted a new research-tested science series, Science Dimensions, that is aligned with the Next Generation Science Standards (NGSS). Science Dimensions, a stream-based curriculum, helps teachers and students approach science learning in a whole new way. It is structured around the 5E Model: engage, explore, explain, elaborate, and evaluate. Students apply the scientific method through making observations, gathering evidence, and thinking critically about their data to draw conclusions and make claims. They are challenged

to think like engineers by applying the Engineer Design Process to methodically solve problems.

Problem-based learning is implemented across all grades through STREAM activities. To integrate the Catholic faith, STREAM lessons include Religion to show how science and Religion can be interrelated. Students participate in extracurricular activities such as Science Explorers, STREAM Enrichment classes, Lego Robotics Teams, NovaCANE Engineering Club, UIF (Uncommon Individual Foundation), and STREAM Career Day. These activities, along with the captivating curriculum, increase critical thinking, problem-solving skills, and enhance students' understanding of their natural world.

1d. Social studies/history/civic learning and engagement

The social studies curriculum at SCJN varies by grade level. In kindergarten to third grade, students focus on understanding themselves in the context of their immediate surroundings. These themes that are taught help students to learn about communities, how to be a good citizen, and different cultures around the world. While studying how they live and the rules under which they live, students learn that other people may have different identities, cultures, and experiences in the world compared to their own.

In fourth grade, students concentrate their learning on the commonwealth of Pennsylvania. The state's geography, history and symbols, and government are taught throughout the school year. The ultimate goal is to give students a more thorough understanding of the area in which they live.

Fifth grade social studies is based on the history and geography of the Western Hemisphere. Sixth grade social studies is based on the history and geography of the Eastern Hemisphere. Both grades focus on the development of civilizations, cultures, and empires. An emphasis is also placed on map skills.

In a two year sequence, students in grades seven and eight examine the history of the United States, beginning with the settlement of North and South America by the Native Americans and concluding with an examination of the United States in the 21st century. Using the 4C Framework, students collect, create, collaborate, and communicate their knowledge, understanding, and analysis of the period.

The social studies curriculum is enhanced by field trips, research projects, and presentations, which prepare students for a greater understanding of the world. Students enter and have won best in state in contests sponsored by The National Society of the Sons of the American Revolution. Varied instructional strategies are utilized to ensure that learners at all ability levels are able to master content, to apply skills, and to think critically. The overall objective is to develop students who are culturally aware, who know how to be good students, and who are college and career ready.

1e. For secondary schools:

1f. For schools that offer preschool for three- and four-year old students:

SCJN's preschool program creates a positive learning environment that supports intellectual, emotional, spiritual, and physical growth of students. Following AOP guidelines, teachers provide students with experiences in context of everyday routines and play opportunities. Teachers construct activities through thematic units that foster creativity and problem solving. Students engage in hands-on discovery, experimentation, fine arts, and interaction with peers and nurturing adults by participating with the school community in activities such as prayer partners and holiday celebrations. The preschool program demonstrates a positive effect upon the success of students as they enter the primary grades. Teachers in these grades have observed a better preparedness in the development of language, math, and socio-economic skills.

2. Other Curriculum Areas:

Religion

SCJN's mission is to teach as Jesus did by weaving faith, service and community into the curriculum. The students' relationship with God is strengthened through social justice projects, monthly liturgies, celebrations of the liturgical seasons, and daily prayer. Religion is taught daily and is in compliance with AOP guidelines. Each year, students enrich their knowledge of Jesus, Mary, the Bible, the Saints, the Seven Sacraments, and the Church. By interweaving religion into the circumstances of daily life, the students become moral and compassionate leaders.

Fine Arts

SCJN enriches students through immersion into multidisciplinary areas. The purpose of the fine arts program is to enhance learning and to instill an appreciation of diverse, God-given gifts and abilities. Music and art are offered to kindergarten through eighth grade once a week. Students are taught to internalize music through singing and movement, develop analytical listening skills, and learn music theory concepts. They demonstrate learning through performances in the classroom and in school shows. Students are encouraged to join music electives such as band, the Spring Production, and the Church choir.

In art class, students increase their creative ability through drawing, painting, sculpting, and printmaking. They are exposed to art history and multicultural works of art. Students display their artwork in the SCJN Annual Art Exhibition and the Archdiocese of Philadelphia Showcase of Excellence.

Physical Education

SCJN students in grades kindergarten through eighth grade have physical education (PE) once a week. The goal of PE is to teach the students the lifelong value of physical activity and how it contributes to their overall well-being. PE promotes good health, develops basic and advanced motor skills, and provides many opportunities for physical fitness. Students learn movement patterns and concepts that apply to physical activity and performance. They work individually and cooperatively to meet these goals. Students gain confidence, learn self-control, build resiliency, and improve social skills. SCJN students learn to enjoy physical activity while respecting others and themselves. They gain the skills necessary to be physically fit and the knowledge needed to lead a healthy lifestyle.

Spanish

SCJN is in compliance with the program's foreign language requirements. The Spanish foreign language program is taught in first and second grade once a week for forty-five minutes; in third and fourth grade twice a week for sixty minutes; and in fifth through eighth grade twice a week for one hundred ten minutes. Essential skills that support students' acquisition of Spanish is learning to read, spell, and complete writing assignments. Lectures, videos, and listening to native Spanish speakers, all promote knowledge in the target language. Students begin to learn the fundamentals of speaking Spanish and an appreciation for Spanish culture. The program develops a foundation in the Spanish language through role-playing, interactive games, and writing. The rigorous curriculum increases a student's opportunity to place out of Spanish I in high school.

Technology

Technology classes are taught to students in kindergarten through eighth grade once a week. Students enhance skills in many different areas including basic technology skills, keyboarding, digital citizenship, word processing, research skills, spreadsheet creation, slideshow design, computer programming, and STEM lessons. STEM lessons are introduced by a non-profit organization, Uncommon Individual Foundation (UIF). These lessons include 3D design and printing, a commercial drone demonstration, building and flying smaller drones, virtual reality simulation, web design, and computer programming. Students use programs such as Type to Learn, Tynker, and Little Bits to reinforce technology skills that meet the International Society for Technology in Education (ISTE) standards.

Technology is incorporated into every subject area throughout the day. Teachers utilize applications such as BrainPop, Starfall, and ABCYa for the expansion and enhancement of lessons. Students in prekindergarten to third grade use iPads on a daily basis. In grades four to eight, there is a 1:1 ratio of Chromebooks. Every

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classroom is equipped with an interactive board. Chromecast and Apple TV are also used. Teachers incorporate the use of G Suite into all lessons so that students are prepared for 21st Century learning.

Library

Library classes are offered to students once a week from prekindergarten to eighth grade. In addition to teaching library skills, the librarian designs projects such as literature circles, author and genre studies, and book clubs to further develop reading comprehension, fluency, phonics, and vocabulary skills. Students in fifth through eighth grade compete in the annual Delaware County Reading Olympics each year.

3. Special Populations:

SCJN inspires students to be academically successful and to use their talents to achieve these goals. Each child is unique and brings talents that are strengthened as they continue their education. Through differentiated instruction, teachers make academic goals possible to reach regardless of students' abilities.

When completing the admissions application, parents share any pertinent information about the student, such as an Individualized Education Program (IEP), any previous testing, or a disability that may have been identified. The principal works closely with the teachers and the school psychologist to form a plan of action to ensure student success. The Reading Specialist screens all new students who enter the school in grades one through four. Assisting students, so that they meet with success, is a strong attribute of SCJN.

An Instructional Support Team (IST) assists teachers and parents with students' needs. Teachers may request an IST for various reasons, including learning or behavioral support. The team and parents collaborate to form strategies to achieve goals. Members of the Delaware County Intermediate Unit (DCIU) also give input. Follow-up meetings are held on a regular basis.

Standardized test scores and assessments, both formal and informal, are utilized to plan instruction and, as a tool, to ascertain strengths and weaknesses. Support is offered to assist students before or after school. Teachers apprise parents of concerns via personal meetings, email, or phone calls. Collaboration among grade levels as well as in specific departments helps to develop consistent instructional goals. Lessons in all areas of the curriculum allow for individual learning styles.

Teachers employ differentiated instructional methods by utilizing flexible grouping, direct and/or individual instruction, and modeling. The reading program allows for students to work at their own level. The math program provides innovative support for teaching and learning with embedded professional development, robust digital tools, and a comprehensive assessment plan. Students are given challenging enrichment activities to complete while the teacher works with those who are on or below level. Digital tools are used to enhance each program and engage students.

The reading specialist from the DCIU works with students in grades one through four. Teachers in kindergarten and first grade were trained in the Wilson program to help students build strong foundational skills. A parishioner, who is a college professor, volunteers to assist teachers with small group instruction. Grade-to-grade collaboration, guidelines for struggling learners, scaffolding, and small group instruction provides extra help.

Each year, Terra Nova Scores are examined to determine student placement within their class. Students who are at the top/bottom of their class are given the necessary tools to challenge and/or help them. At faculty meetings, the data is analyzed for growth and to see if there are any areas of concern. If an area of concern is identified, a plan is put into action. One specific observation that was made showed students were performing lower on computation. As a result, daily math drills were implemented from grades one through eight.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Faith, community, and service are the foundations of SCJN. Teachers provide an academic program that is engaging, challenging, success-oriented, and incorporates skills that foster a loving, nurturing environment.

Teachers provide a positive learning environment that encourages and motivates students. Lessons are differentiated, providing multiple means of representation, engagement, and expression to allow each student to achieve objectives successfully. Teachers promote student collaboration through hands-on experiences, encourage independent thinking by challenging students to apply learning to real-life situations, and help students develop age-appropriate responsibilities. Students are recognized for academic achievements through trimester honor roll, scholarship awards, and daily praise.

Along with providing a stimulating environment for achievement, SCJN values each student and cultivates his/her emotional and spiritual growth. Students lead school-wide prayers in the morning, at noon, and at dismissal. Students in third through eighth grade attend weekly Masses with the parish community. Older students have the opportunity to enrich their faith through altar serving and choir. All students participate in community prayer, prepare monthly Masses, and recite the Rosary to nurture their Catholic identity.

A virtues program was established six years ago to guide children to be self-reflective of their behavior. Each month, teachers introduce a new virtue and discuss how that talent can be used within the classroom, school, home, and community. This year, SCJN created a Kindness River Rock Garden outside the entrance to the school to inspire students to show kindness and to live out the core virtues that are taught during the school day.

The positive environment within SCJN is one that builds community among the faculty and students. Each morning upperclassmen, the principal, and teachers greet students as they arrive. Students in prekindergarten through eighth grade participate in co-curricular and extracurricular activities coordinated by teachers such as art, bucket band, cooking, sports, Speak Up, cheerleading, and Science Explorers. Student Council plans and organizes events such as Spirit Days and Winter/Summer Olympic games to show passion and pride for SCJN.

The SCJN community values and supports the teachers. At monthly faculty meetings, teachers feel comfortable to share ideas and collaborate with the principal to enhance the academic environment. As a school that emphasizes Catholic teachings, teachers meet weekly for faculty prayer and breakfast. The SCJN Home and School Association (HSA) offers support to the faculty and staff by running various activities to demonstrate their appreciation throughout the school year.

2. Engaging Families and Community:

The relationship between school and community is valued at SCJN. An education that is incorporated with a belief in Christ is the foundation of SCJN's school philosophy. When the school and community work together, students witness what it means to be loving disciples of Jesus.

Parents work directly with the school administration and faculty to advance the school's mission and to build a strong connection with the surrounding community. Parents are involved in various aspects of leadership roles, such as the HSA. The main focus of the HSA is to enhance the lives of families through social and fundraising events. Some major fundraisers at SCJN are the Boutique Sale, a golf/tennis outing, a raffle, and a pancake breakfast.

Option C, a grading and communication system, grants parents access to monitor their child's progress. In addition, this system enables the regular dissemination of important information to parents and faculty and generates schedules for parent-teacher conferences.

SCJN utilizes other correspondence methods such as the school website and teacher webpages, each of which is updated regularly with announcements about the classroom, school, or community events. The webpages are directly linked to the school calendar for important dates and events throughout the year. School events and student accomplishments are shared with the community via social media.

SCJN recognizes the importance of reaching out to the community. A special focus is placed on helping those who are less fortunate. Monthly social justice projects are completed throughout the school year and are sponsored by each grade. Faculty, students, and parents take pride in helping the surrounding communities.

3. Professional Development:

SCJN's staff believes that teaching is an art encompassing a philosophy that all students deserve the best possible education and that a distinct correlation exists between a teacher's continued professional development (PD) and student achievement. Research confirms that the most important factor contributing to a student's success in school is the quality of teaching.

An overall goal of the school is to improve communication. The faculty and principal attended a PD entitled, Better Conversations, to raise awareness of listening fully and responding in conversations with students and parents. SCJN partnered with Speak Up for training to conduct meetings with students on topics relevant to them. The goal is for middle school students to enhance communication and build positive relationships. Since the implementation of Speak Up, both parents and faculty have seen a positive change in the relationships among students.

The staff at SCJN realizes the importance of continually updating all programs in order to remain a school with a quality Catholic education. With the purchase of each new subject series, the faculty receives initial and follow-up PD so that the programs are utilized to the fullest. The faculty completed training on G Suite for Education and STEM training to enhance teaching and technology. A superintendent from the Office of Catholic Education presented a workshop to the faculty on SCJN's Terra Nova scores. In addition, the faculty and principal further examined the scores to see where the students were exceeding and where there were opportunities for improvement.

The professional atmosphere at SCJN is one in which effective teaching and learning are valued and supported. This contributes to the professional and personal success of administrators and teachers and, ultimately, student achievement. The principal and faculty work as a team. At faculty, grade-band, and departmental meetings, teachers discuss the design and implementation of successful teaching strategies and share practical educational tips and websites with their colleagues. The principal keeps the faculty abreast on all PD opportunities. Teachers present newly learned information from PD sessions at each faculty meeting in order to introduce conference topics and to discuss strategies for implementation at SCJN. Also, mentors are assigned to novice teachers. Regular meetings are held to meet to discuss specific goals as well as weekly lessons.

4. School Leadership:

The leadership of SCJN is a committed collaboration between pastor and principal to ensure an exceptional religious and academic experience. The pastor oversees both the faith development and the financial stability of the school. He is active within the school by assisting with school plays, celebrating school Liturgies, and visiting classrooms. The principal monitors the students' progress and supports teachers. As a supervisor, the principal creates a school environment that supports the school's mission, as well as, teachers, students, and parents with the guidance and resources needed to be successful.

Leadership works with a parish finance committee and a school budget committee in the planning and implementation of programs and the maintenance of facilities. Both committees consist of members who are versed in finance, marketing, enrollment, law, and strategic planning and are committed to the school's mission. The budget committee works closely with the principal for long and short-term strategic planning. Together they secure the integrity and long-standing excellence of the school by establishing policy,

providing resources, and ensuring a quality educational program. Plans are purposefully aligned with the school's philosophy, mission, and Middle States Plan for Growth and Improvement. This critical team effort fosters a productive faith-centered environment for teaching and learning, encourages timely and open communication with parents, and clarifies the vision necessary for day-to-day operations and long-term planning.

The principal works closely with the HSA. SCJN is fortunate to have such committed parents who works tirelessly to help build a strong community atmosphere through activities and events held throughout the year.

The leadership shares a vision of a successful and strong Catholic education at SCJN. For over fifty years, the leadership of SCJN has worked as a team to establish the implementation of successful spiritual and academic programs. This strong commitment is evident in the recent updates to the school: a state-of-the-art gymnasium, three new classrooms, a secure front entrance and lobby, new administrative offices, and an elevator. Security cameras, a buzzer system, keyless entry locks, new sound system, and new lighting for the cafeteria and stage were also recently installed.

PART VI – STRATEGIES FOR ACADEMIC SUCCESS

In addition to SCJN's challenging and successful academic program, socio-emotional learning is an equally important part of preparing students for the future. The SCJN community works together to ensure the education of the whole child through teaching and reinforcing life skills such as empathy, conflict resolution, and team building. SCJN strives to nurture a generation who thinks of others, learns from difficult situations, and creates beauty in this world. Socio-emotional learning is purposefully and effectively woven into the fabric of a faith-based education at Saints Colman-John Neumann School.

The faculty models the way in which students can become responsible members of the Church and society by demonstrating the Christian spirit of faith, hope, and charity. Social justice projects are coordinated throughout the year and a different grade organizes a specific project each month. Students are challenged to do a service at home to earn each donation. These projects instill a sense of compassion and responsibility as the students learn to share their time, talent, and treasure.

Current events are taken into consideration and incorporated into the list of organizations SCJN supports. The SCJN community donated money to a school in Oaxaca, Mexico, which was destroyed by an earthquake. Money was donated to St. Vincent De Paul Catholic School in Texas, which was destroyed by flooding. SCJN has built a strong bond with some charities which have been supported throughout the years by collecting canned goods for Camp Out for Hunger, providing Thanksgiving dinners for St. Francis Inn Ministries, purchasing Christmas gifts for the Salvation Army, donating socks for the homeless through the Joy of Sox program, and giving non-perishable goods for the Ancient Order of Hibernians. During Lent, a school-wide lunch experience of rice and water raises awareness of hunger and money for Operation Rice Bowl. For twenty-five years, SCJN has sponsored three impoverished children through Children International. Parents, students, and staff volunteer to cook meals and socialize with the guests when the Interfaith Hospitality Network, a program for homeless families, visits Saint John Neumann Parish.

SCJN provides an environment where Catholic beliefs, values, and the spirit of faith permeates throughout the school community. Students experience many opportunities to strengthen their relationship with God, which helps them continue to walk in the footsteps of Jesus. After graduation, alumni of Saints Colman-John Neumann School continue to dedicate themselves to a life of service by showing mercy and compassion to those who are less fortunate.

PART VII – NON-PUBLIC SCHOOL INFORMATION

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

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

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

3. What is the educational cost per student? \$6400
(School budget divided by enrollment)

4. What is the average financial aid per student? \$2125

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 31%

6. What percentage of the student body receives scholarship assistance, including tuition reduction? 100%

PART VIII – ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: Terra Nova 3

Grade: 3

Edition/Publication Year: 2016

Publisher: DRC/CTB

Scores are reported here as: Percentiles

School Year	2017-2018
Testing month	Mar
SCHOOL SCORES	
Average Score	77
Number of students tested	31
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2016

Test: Terra Nova 3
Publisher: DRC/CTB

Grade: 4
Scores are reported here as: Percentiles

School Year	2017-2018
Testing month	Mar
SCHOOL SCORES	
Average Score	75
Number of students tested	22
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2016

Test: Terra Nova 3
Publisher: DRC/CTB

Grade: 5
Scores are reported here as: Percentiles

School Year	2017-2018
Testing month	Mar
SCHOOL SCORES	
Average Score	90
Number of students tested	21
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2016

Test: Terra Nova 3
Publisher: DRC/CTB

Grade: 6
Scores are reported here as: Percentiles

School Year	2017-2018
Testing month	Mar
SCHOOL SCORES	
Average Score	95
Number of students tested	14
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2016

Test: Terra Nova 3
Publisher: DRC/CTB

Grade: 7
Scores are reported here as: Percentiles

School Year	2017-2018
Testing month	Mar
SCHOOL SCORES	
Average Score	96
Number of students tested	14
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2016

Test: Terra Nova 3
Publisher: DRC/CTB

Grade: 3
Scores are reported here as: Percentiles

School Year	2017-2018
Testing month	Mar
SCHOOL SCORES	
Average Score	69
Number of students tested	31
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2016

Test: Terra Nova 3
Publisher: DRC/CTB

Grade: 4
Scores are reported here as: Percentiles

School Year	2017-2018
Testing month	Mar
SCHOOL SCORES	
Average Score	77
Number of students tested	22
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2016

Test: Terra Nova 3
Publisher: DRC/CTB

Grade: 5
Scores are reported here as: Percentiles

School Year	2017-2018
Testing month	Mar
SCHOOL SCORES	
Average Score	81
Number of students tested	21
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2016

Test: Terra Nova 3
Publisher: DRC/CTB

Grade: 6
Scores are reported here as: Percentiles

School Year	2017-2018
Testing month	Mar
SCHOOL SCORES	
Average Score	87
Number of students tested	14
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2016

Test: Terra Nova 3
Publisher: DRC/CTB

Grade: 7
Scores are reported here as: Percentiles

School Year	2017-2018
Testing month	Mar
SCHOOL SCORES	
Average Score	84
Number of students tested	14
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: