

2008 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Public Private

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

Name of Principal Mrs. Barbara Cole
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name St. John Neumann Catholic School
(As it should appear in the official records)

School Mailing Address 721 Polo Rd.
(If address is P.O. Box, also include street address.)

Columbia SC 29223-4404
City State Zip Code+4 (9 digits total)

County Richland State School Code Number* NA

Telephone (803) 788-1367 Fax (803) 788-7330

Web site/URL www.sjncatholic.com E-mail bcole@sjncatholic.com

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

Barbara Cole Date 11-29-07
(Principal's Signature)

Name of Superintendent* Sr. Julia Hutchinson, SND
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Diocese of Charleston Tel. (843) 402-9115

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

Sister Julia Hutchinson Date Nov 29, 2007
(Superintendent's Signature)

Name of School Board President/Chairperson Mrs. Mariellen Deyling
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Mariellen Deyling Date 11-29-07
(School Board President's/Chairperson's Signature)

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

Mail only by FedEx or UPS original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, RM. 5E103, Washington DC 20202-8173

PART I - ELIGIBILITY CERTIFICATION

Include this page in the school's application as page 2.

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. 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.
7. 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.
8. 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

All data are the most recent year available. Throughout the document, round numbers 1 or higher to the nearest whole number. Use decimals to one place only if the number is below 1.

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

1. Number of schools in the district: _____ Elementary schools
 _____ Middle schools
 _____ Junior high schools
 _____ High schools
 _____ Other
 _____ TOTAL
2. District Per Pupil Expenditure: _____
 Average State Per Pupil Expenditure: _____

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
 Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. 7 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

| Grade | # of Males | # of Females | Grade Total | Grade | # of Males | # of Females | Grade Total |
|---|------------|--------------|-------------|-------|------------|--------------|-------------|
| PreK | 24 | 23 | 47 | 7 | | | |
| K | 28 | 28 | 56 | 8 | | | |
| 1 | 25 | 23 | 48 | 9 | | | |
| 2 | 23 | 26 | 49 | 10 | | | |
| 3 | 26 | 23 | 49 | 11 | | | |
| 4 | 17 | 17 | 34 | 12 | | | |
| 5 | 22 | 22 | 44 | Other | | | |
| 6 | 20 | 31 | 51 | | | | |
| TOTAL STUDENTS IN THE APPLYING SCHOOL → | | | | | | | 378 |

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
3 % Asian or Pacific Islander
3 % Black or African American
4 % Hispanic or Latino
90 % White
100% Total

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 3 %

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

| | | |
|-----|---|------|
| (1) | Number of students who transferred <i>to</i> the school after October 1 until the end of the year | 7 |
| (2) | Number of students who transferred <i>from</i> the school after October 1 until the end of the year | 5 |
| (3) | Total of all transferred students [sum of rows (1) and (2)] | 12 |
| (4) | Total number of students in the school as of October 1 | 378 |
| (5) | Total transferred students in row (3) divided by total students in row (4) | .032 |
| (6) | Amount in row (5) multiplied by 100 | 3.2 |

8. Limited English Proficient students in the school: <1 %
2 Total Number Limited English Proficient

Number of languages represented: 2

Specify languages:

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

Total number students who qualify: NA

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

PART III - SUMMARY

St. John Neumann School is located in northeast Columbia, South Carolina, on a lovely 15 acre wooded lot. The 41 dedicated faculty and staff members devote their talents to the education of our 378 students in PreSchool through sixth grade. The student body of our school is 70% Catholic, drawing from five different parishes throughout the city.

The Mission Statement of our school is: **St. John Neumann Catholic School is dedicated to the spiritual, cultural, social, moral, and intellectual development of students of all faiths. As a PreSchool through 6th grade ministry of St. John Neumann Parish, in collaboration with our families and faith community, we offer a challenging curriculum in a nurturing, Christian environment, rooted in Catholic tradition.** It is our goal to live this mission every day with every child.

St. John Neumann School's slogan is *Experience Success*, a motto which everyone strives to achieve daily. Our school is blessed with a professional, caring faculty and staff who share the vision expressed by these words. Additionally, we believe that the success of our students is the result of the careful planning and cooperation between the faculty and our active, involved parents. Parent volunteers can be seen throughout the school day, contributing to the strength of our academic program. Teachers monitor students and provide weekly after school extra help sessions for all those who need this help. Our principal reviews the tests of every child daily, encouraging the students to perform to the best of their abilities. This coordinated effort helps ensure the academic and spiritual growth of our student body.

When children enter St. John's, they do not come alone: we believe the whole family joins our school family. This family atmosphere provides support for long time residents as well as those new to Columbia. A strong mentoring program has been developed by our parents and staff to help new families integrate into our school community. St. John Neumann School is not a traditional Catholic school where many families enter at an early grade and continue throughout their educational process. Only 52% of the sixth graders attended St. John Neumann School in PreSchool. Many of our families are transient and may attend for a limited number of years. Many families transfer because of job relocation and/or through military reassignments. Through programs initiated by the Parent School Association (PSA) in conjunction with our faculty, the needs of new and old families, whether those be personal, financial, or spiritual, are addressed, and support is offered.

The academic and extracurricular success of St. John Neumann School is supported through two yearly fund raisers. One of these is the Annual Fund, with all parents, faculty, and staff participating 100%. The second fund raiser is an auction where the children offer items they have made, and the parents and community contribute a wide variety of items on which they later may bid. The auction this past November resulted in over \$210,000 of revenue for the school. All of the profits are used to both enhance the physical plant and support the curriculum.

The commitment of our parents to their children's education is evident through the time and talents they contribute. There are many programs that would not exist were it not for the parental volunteers. These parents help us start the day every morning at 7:30 a.m. by opening car doors in the carpool line and greeting children. Other parents may be found in the Discovery Center, helping students with Math Facts. Throughout the day, parents are in the Discovery Center, the office, the classrooms or the library, helping in a wide variety of ways. Parent volunteers may also be found helping to supervise the lunch or recess time.

In addition to our outstanding academic curriculum, St. John Neumann sponsors after school programs in art, music, cooking, karate, dance, rosary making, and chess for students who may be interested. Children are also given the opportunity to participate in competitive athletics through the St. John Neumann Parish sponsorship of soccer and basketball teams.

Our students are often seen in the community extending the hand of Christ through community activities. Each class participates in activities designed to foster a sense of

responsibility toward those less fortunate. These young people demonstrate to others the academic success and Christian values for which our school has become well-known.

PART IV INDICATORS OF ACADEMIC SUCCESS

Section 1 ASSESSMENT RESULTS

St. John Neumann School believes that our strong national test scores are an excellent indicator that our students do, in fact, *Experience Success*. In the fall of each year, the ITBS (Iowa Test of Basic Skills), a nationally normed test, is administered to our first through sixth graders. The scores show the results of a strong curriculum supported through excellent instruction in an environment conducive to learning. Students take the test early in the year; therefore, it is understood that much of the material may not yet have been introduced. Test results then may be used to plan the academic program for the year that will best meet the needs of the students.

ITBS results are categorized by subject for each grade level tested. In one analysis of results, the Percentile Rank of Average Student Scores is used: National Norms in Reading and Math. For example, this year, the fifth grade Percentile Rank of Average for Reading is 86%. This means that at the time of the testing, the St. John Neumann fifth grade scored higher than 86% of all students in fifth grade nationwide. An analysis of St. John Neumann School's results shows that all grade levels are consistently well above average in all areas. The yearly scores are used to support and evaluate the school curriculum and instruction, target strengths and weaknesses, and adjust teaching methods and resources as needed. The average reading scores this year range from the 81st to 86th percentile based on the norms. The average math totals this year range from 81st percentile to 87th percentile. These scores place the student body well within 10% of schools nationally.

The Cognitive Abilities Test is administered to students in grade one, grade four, and grade six. This is an ability test that provides three separate scores of cognitive development - verbal, quantitative, and nonverbal. The three scores are then combined to derive a composite score. These scores are not IQ scores but are helpful in predicting how well a student will perform in the classroom.

When the school receives the results of the test, the principal analyzes each child's data in comparison to previous results. The tests are then shared with the teachers. A chart is presented with the overall results showing the growth from one year to the next.

The results of the test are used in a variety of ways. One way the results are used is to identify how each child is performing and determine whether he/she may need remediation or enhancement in a particular subject. Goals and follow-up plans are then established for each grade and individual as needed. The test results also allow St. John Neumann School to compare its school performance to the sister schools in the Diocese as well as those throughout the nation. The administration then presents the results to the school advisory board. A letter is composed with the school wide results, comparison to the Diocese results, and an explanation of ITBS testing. This is distributed to all parents, parishioners, as a handout in the Sunday bulletin, and to prospective parents asking for information regarding the school.

PART IV INDICATORS OF ACADEMIC SUCCESS

Section 2 USING ASSESSMENT RESULTS

Since the ITBS is administered in the fall of each year, it is used as a diagnostic tool. The principal, as well as the teachers, compare the growth of each grade, along with individuals, from year to year. Having the results returned early in the year allows the teachers to note the strengths and weaknesses of individuals as well as classes, then differentiate instruction accordingly.

The scores are reported in several ways. One way that is most beneficial is an individual performance profile for each child which provides question by question information. This is an excellent way to highlight areas where children may need extra help.

The building averages are used by the principal to indicate, through grade equivalencies, the growth pattern at each grade level. If a child receives a 3.2 in math computation, it is expected that the next year, his/her grade equivalent would be a minimum of 4.2. If this does not happen, that student receives extra help from the classroom teacher or through the Discovery Center program.

The ITBS results, with its yearly trends, identify issues for possible professional development. The school In-Service Committee reviews the results of the tests each year and plans school wide in-service programs, addressing any areas of concern. This committee also identifies workshops that teachers may attend and then shares this information with the other faculty members.

Parents are encouraged to conference with the teacher and/or principal concerning strengths or weaknesses indicated by the test results. This helps everyone work together to ensure the best for each child.

PART IV INDICATORS OF ACADEMIC SUCCESS

Section 3 COMMUNICATING ASSESSMENT RESULTS

Parents are constantly informed of children's performances. Every week, the parents receive all tests given in that week as well as a print out of the accumulative grades for that quarter. Parents and teachers use these test folders to facilitate additional communication through notes and/or phone calls where student performance indicates concerns. The students in grades one through six also use assignment books daily. Both parents and teachers use this method for communicating daily.

Two formal parent/teacher conferences are scheduled each year, one after the first quarter and the other after the third quarter. The first one is attended by 100% of parents, eager to review their children's progress to date. At any time throughout the school year, however, parents and teachers may request a conference and do so without hesitancy.

The principal reviews and writes comments to every child on every test and quiz that is given at St. John Neumann School. This helps her keep abreast of how the class is progressing in all areas. It also enables her to praise a child verbally who achieves a score that they have been working to accomplish. Reviewing these tests provides a great source of information for the principal when meeting with parents regarding student performance.

St. John Neumann School is proud of how well our children perform on the ITBS test. A flyer is composed which shows percentile and grade equivalents of each grade level and the comparison to the Diocesan averages. This flyer is sent home to all parents, is included in the parish bulletin, and is incorporated as a part of the packet of information sent to perspective parents.

A list of Honor Roll students is sent to the local newspapers as well as publicized in the monthly newsletter, *The Eagle Events*. The progress of St. John Neumann School is also included in the monthly parish publication.

PART IV INDICATORS OF ACADEMIC SUCCESS

Section 4 SHARING SUCCESS

St. John Neumann School publishes a newsletter called *The Eagle Events*. This is sent monthly to over 1,000 family and friends. At the beginning of each school year, parents are encouraged to list grandparents, aunts, uncles, and friends who would like to receive the monthly publication. It is also sent to alumni, parents, principals of the other 30 schools in the Diocese, and friends of the school. *The Eagle Events* features the school, the teachers, and the children. It has many pictures and articles. Every month, it features an article from the principal, the PSA President, the School Board President, the Development Director, the librarian, and teachers. Other pages are filled with events that have taken place in school during that month. All special awards and/or certificates that children may have received are featured. The children made Christmas cards for Providence Hospital, a local institution. One of the students' cards was chosen to be sent to over 3,000 people by the Sisters of Charity Providence Hospital. Another child's card received honorable mention. A picture of these two girls with their framed cards was featured in the December newsletter. A St. John Neumann student has received this honor for the past six years. This is one example of the special recognition featured in the newsletter. Additionally, the quarterly Honor Roll is also always included in the newsletter.

The Diocese of Charleston is small, covering the whole state and including only 31 schools. One of the greatest benefits of this is that principals, who meet several times a year, are able to share useful information. When our school was awarded the International Inviting School Award a few years ago, the process was shared with all of the principals and help was offered to anyone who wanted to apply. Because they are few in number, the principals are very close and do not hesitate calling or e-mailing each other to share information, to ask questions, or to seek advice. Many of these schools have sent representatives to St. John Neumann School to tour and/or spend the day, observing some of the practices, and gaining ideas to take back to their individual schools.

PART V CURRICULUM AND INSTRUCTION

Section 1 CURRICULUM

The core curriculum of St. John Neumann School is very strong. Both traditional as well as creative learning experiences are presented to the children, working in all learning styles. **Religion** is taught in all grades daily as a separate class but also incorporated into the curriculum as a whole. Our day begins with a prayer led by students on our morning news show. The children gather weekly during a special time reserved for prayer to either work with their prayer partners, listen to the younger grades present a prayer service, or attend a Mass hosted by the older grades. Other times, the entire student body may meet for "chapel time" with the principal who presents lessons designed to incorporate the morals and values encouraged in their daily lives. Each class has two community service projects: one for the community as a whole and the other for the parish. Community projects include such activities as gathering food for God's Storehouse, collecting money for the Wood Yard fund (which helps pay for heating bills), collecting Toys for Tots, and donating baby products to Birthright, an organization designed to help needy mothers in the area. Parish activities include writing to soldiers and college students of the parish, sending monthly letters to babies baptized into the parish, making placemats for the Senior Citizen Luncheon, as well as making sandwiches for the church soup kitchen. Journaling

to Jesus is another of the favorite activities of many children. It is a time that they “talk” to Jesus in a diary format.

Math is an area that is constantly being reevaluated and reinforced. The curriculum teaches problem solving techniques, computation, and concept skills. The use of timed tests for faster computation are given several times a week. Skills are introduced and reinforced through the use of textbooks, manipulatives, and technology. The students in fourth through sixth grades participate yearly in a math computation program entitled “Math Counts.” The advanced math class also participates in the National Catholic Math Contest where the students traditionally perform in an outstanding manner.

Language Arts includes English, reading, spelling, vocabulary, phonics, and creative writing. These areas are taught as individual subjects but are also incorporated into all other areas of the curriculum. The use of Sadlier Vocabulary incorporates analogies, antonyms, and synonyms while learning the spelling and definition of each word. Students have also participated in an annual Diocesan Spelling Bee, as well as the national vocabulary development programs, “Word Challenge” and “Word Master.”

The **Social Studies** syllabus encompasses character education, history, geography, economics, cultural diversity, and current events. Hands on projects, interactive presentations, field trips, guest speakers, and participation in national competitions such as the National Geography Bee and the News Bowl Current Events contests enhance instruction. Our teachers integrate all aspects of the curriculum in the Social Studies program. An example of cross curriculum instruction is the presentations by the fourth grade students of International Christmas Traditions. Each student selects a country and studies the religion and traditions of that country. They then present to the class what they have learned. Students dress to represent the native clothing of the country, make an ornament from that country, and bake a special treat.

The **Science** curriculum includes earth, life, and physical sciences. Weekly, students have two content classes with the classroom teacher and two classes in the Science Lab, where the material comes alive in a hands-on form. Our science program is enhanced by student participation in the Invention Convention and Science Olympiads.

PART V CURRICULUM AND INSTRUCTION

Section 2a READING

The reading program is based on the Open Court Reading series. This was chosen because of the strong phonics base, the award winning literature, the integration into the Language Arts curriculum, and the cross over into other curriculum areas. Open Court is a flexible, research-based curriculum grounded in systematic, explicit instruction of phonics, word knowledge, comprehension, inquiry skills, writing, and language art skills. For the past fifteen years, whenever the cycle of reading curriculum returns for us to review, Open Court has been continued. This program has yielded highly successful results. The reading scores range from 81% to 86% on ITBS scores for grades three through six. The grade equivalency ranges from 1.6 to 3.8 years above grade level. The teachers in PreSchool through second grade have also incorporated the Open Court Language Arts program in their developmental program.

In grades two through six, classic literature is incorporated across the curriculum. Such books as *Charlotte’s Web*, *The Adventures of Tom Sawyer*, *I Columbus*, and *The Lion, Witch, and the Wardrobe* are brought alive by the teacher and students. In all of the grades, emphasis is placed on higher level thinking skills such as interpretation, discussion, and analysis. Children in Kindergarten through third grade keep a reading calendar where parents initial, acknowledging that the children have read nightly for a specific amount of time.

A summer reading program is required of all students entering kindergarten through sixth grade. The culminating activities vary greatly. Dioramas, mobiles, oral presentations, and Accelerated Reader tests are submitted when the children start school in August. Accelerated Reader is also used during the school year to stimulate the enjoyment of reading.

To emphasize the importance of reading, St. John Neumann School hosted a Family Reading Night last year entitled, "The Kingdom of Reading." The school was transformed into a medieval castle for the evening. All of the faculty and staff were dressed in either the theme of the kingdom or as various book characters. Madeline, Curious George, and the Man in the Yellow Hat read stories to the children. A princess presented plays with puppets. There were stations to make jewelry, crowns, shields and other accessories representing the era. The students were invited to have their picture taken with Clifford. Some dressed as kings or queens had their pictures made while sitting on a throne. Then pictures were taken to the framing station where individual frames were created. During the evening, all classrooms were open where parents were encouraged to take an Accelerated Reader Test with their child. As over 84% of our families attended this special night of reading, another is being planned for this year.

PART V CURRICULUM AND INSTRUCTION

Section 3 Additional Curriculum Areas

Math is an academic strength at St. John Neumann. All students are evaluated for placement at grade level work or for the opportunity to be accelerated in their daily work. Students in grades two and above, who meet the standards and have teacher recommendations, are placed in advanced math classes where they have the opportunity to work on concepts beyond their grade level curriculum. Students in earlier grades also have the opportunity for accelerated work with the Discovery Center teacher at scheduled times during the week. Our upper grade advanced math students participate yearly in the National Math Fax competition. Not only does this computation challenge their math skills, it also helps prepare them for future testing, such as the PSAT or SAT. Last year, St. John Neumann had a class who placed second in the nation.

Should children be identified as needing additional help, those students have many avenues for remediation. They may participate in a program known as "Fast Facts." Here students practice math facts by working in stations that use a variety of learning modalities. This program is held early in the morning before the regular school hours and is open to any student not meeting the math standards for his/her grade level. Math Team Tutoring is another way students may receive help. This group is composed of the Discovery Center teacher and the sixth grade advanced math students. These young people also volunteer their time to tutor others before school starts in the morning. During the regular classroom day, the Discovery Center teacher works individually or in small groups with students who need support realizing their math goals.

PART V CURRICULUM AND INSTRUCTION

Section 4 INSTRUCTIONAL METHOD

A variety of instructional methods are used throughout our school. Although direct instruction is the most commonly used way of delivering instruction, each grade level tailors the methods to meet the needs of the children.

For the PreSchool and Kindergarten classrooms, instruction is given with hands on experiences in a group setting. While the children gather in a circle on the rug, the lesson is introduced using manipulatives and chart group work. In the primary grades, the lesson is

introduced by a short presentation. Then, a hands-on experience is given to each child. The students are immersed in activities which reinforce the lesson being taught. The activities vary from paper and pencil activities, computer reinforcements, small group instruction, reinforcement with the assistant, and/or to SMART Board activities. If there are children who may need extra reinforcement, they are sent to the Discovery Center to work with the teacher. The group varies by need.

In the intermediate grades, more time is spent on direct instruction. This is also followed with reinforcement using hands on manipulatives, computer activities, and SMART Board activities. Increasing amounts of direct instruction and reinforcement through class work and homework occurs. In these grades, small group work, experiments, field trips, and projects reinforce the material taught.

All teachers offer after school help. This can be initiated by the teacher, principal, parents, and/or the students as the need arises.

Another instructional method is the use of “Book Clubs” offered to students in grades 3, 4, and 5. Each month, either the Discovery Center teacher and/or the librarian will go into each class, giving a brief synopsis of the book that was chosen for their grade for the month. All children are welcome to join the Book Club. Then, once a week, the children meet during their lunch and recess to discuss the chapters of the book. It is a great way to entice many children to explore various genre.

PART V CURRICULUM AND INSTRUCTION

Section 5 PROFESSIONAL DEVELOPMENT

Throughout the year, faculty and staff are encouraged to attend conferences in various areas of interest and/or need. All costs for attendance at these conferences are part of the school budget. Teachers then share the information from the conferences with other faculty members. This year, two of our teachers attended the national conference on differentiated instruction and then returned to share their knowledge with the faculty at a workshop to begin our year.

Our school has scheduled ten in-service days yearly. Of these days, most are used to update and keep teachers abreast of the various subjects and materials that they can then incorporate into the classroom. Three of the days are used for religion, three for technology, one day for the area of concentration for the year, and one for sharing ideas with the teachers of other grades/subjects in the Columbia Catholic Schools System.

The faculty has received instruction in the Disc Profile System, a method of determining personality traits and relational styles. The presenter helped the attendees to understand how their personal relational styles could be used to optimum advantage within the classroom and with other faculty members. The program also highlighted general personality types within a student population and the most effective ways to relate to each of these types.

In the past several years, technology has been the focus to incorporate new and innovative ideas into the classroom. It is important that material is covered in various ways to keep all children interested and focused. Using the higher level thinking skills as well as learning styles, the faculty has incorporated the use of interactive SMART Boards in all Kindergarten through sixth grade classrooms as well as the library and the Science Lab. This hands on tool offers the children a new perspective on various subjects. The use of Alpha Smarts, (portable keyboards), and computers offers every child an avenue to explore the material that is covered in each curriculum in a new way. The teachers have received training on all of the material purchased by the school so that they are comfortable using them with the children. Many teacher websites, such as EdCompass, Nettekter, and Brain Pop are purchased and then offered to the

teachers as reference sources for the classroom. These have all been discovered through in-service trainings and/or recertification classes offered at our school or from teachers attending conferences and bringing the ideas back to share with others.

At the end of every year, after the children have been dismissed, the faculty and staff meet to discuss the year's accomplishments. Small groups are formed to discuss the pros and cons of the year. The faculty and staff then return to the library to compare ideas. Using this combined list and the results of the year's ITBS scores, the areas for professional development are recommended for the next academic term.

PART VI - PRIVATE SCHOOL ADDENDUM

The purpose of this addendum is to obtain additional information from private schools as noted below. Attach the completed addendum to the end of the application, before the assessment data tables. Delete if not used.

1. Private school association(s): Diocese of Charleston, National Catholic Education Association
 (Identify the religious or independent associations, if any, to which the school belongs. List the primary association first.)

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

3. What are the 2007-2008 tuition rates, by grade? (Do not include room, board, or fees.)

| | | | | | |
|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| \$ <u>6,345</u> K | \$ <u>6,345</u> 1 st | \$ <u>6,345</u> 2 nd | \$ <u>6,345</u> 3 rd | \$ <u>6,345</u> 4 th | \$ <u>6,345</u> 5 th |
| \$ <u>6,345</u> 6 th | \$ _____ 7 th | \$ _____ 8 th | \$ _____ 9 th | \$ _____ 10 th | \$ _____ 11 th |
| \$ _____ 12 th | \$ _____ Other | | | | |

4. What is the educational cost per student? \$ 5,260
 (School budget divided by enrollment)
5. What is the average financial aid per student? \$ 2,645
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 28%
7. What percentage of the student body receives scholarship assistance, including tuition reduction? 70%

ASSESSMENT RESULTS
St. John Neumann Catholic School

Name of Test: ITBS
 2007- Form A, 2005
 2006-2003 Form A, 2006
 Publisher Riverside Publishing Company

Scores are reported as percentiles.

| | 2007 | 2006 | 2005 | 2004 | 2003 |
|----------------------------------|-------|---------|---------|---------|---------|
| Testing month | Sept. | October | October | October | October |
| Grade 6 | | | | | |
| Reading | 77 | 79 | 85 | 83 | 79 |
| Mathematics | 80 | 67 | 69 | 81 | 78 |
| Number of students tested | 51 | 38 | 38 | 34 | 42 |
| Percent of total students tested | 98 | 100 | 100 | 100 | 100 |
| Number alternatively assessed | 1 | 0 | 0 | 0 | 0 |
| Percent alternatively assessed | 2 | 0 | 0 | 0 | 0 |
| Grade 5 | | | | | |
| Reading | 87 | 86 | 86 | 88 | 90 |
| Mathematics | 78 | 84 | 74 | 78 | 87 |
| Number of students tested | 44 | 48 | 48 | 43 | 42 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Grade 4 | | | | | |
| Reading | 73 | 81 | 89 | 84 | 86 |
| Mathematics | 70 | 81 | 90 | 77 | 84 |
| Number of students tested | 34 | 63 | 63 | 50 | 44 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Grade 3 | | | | | |
| Reading | 82 | 84 | 84 | 88 | 85 |
| Mathematics | 71 | 87 | 83 | 87 | 78 |
| Number of students tested | 49 | 46 | 46 | 58 | 37 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent alternatively assessed | 0 | 0 | 0 | 0 | 0 |