2005-2006 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) _X_ Elementary _X_ Middle __ High __ K-12 __Charter

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

Official School Name _Sacred Heart School_____
(As it should appear in the official records)

School Mailing Address_43-775 Deep Canyon Road_____
(If address is P.O. Box, also include street address)

_Palm Desert_____CA_____92260-3164_____
City   State   Zip Code+4 (9 digits total)

County ___Riverside_____ State School Code Number*_____N/A_____

Telephone (760)   346-3513_____ Fax (760)   773-0673_____

Website/URL___www.sacredheartpalmdesert.com_____ E-mail jbrennan@sacredheartpalmdesert.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.

_____ Date_____
(Principal's Signature)

Name of Superintendent* __Sr. Sara Kane_____
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name____Diocese of San Bernardino_____ Tel. (909) 475-5437_____

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.

_____ Date_____
 (Superintendent's Signature)

Name of School Board
President/Chairperson ___Mr. Mike Rover_____
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

_____ Date_____
(School Board President's/Chairperson's Signature)

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

PART I - ELIGIBILITY CERTIFICATION

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 with one principal, even K-12 schools, must apply as an entire school.)

2. The school has not been in school improvement status or 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 2005-2006 school year.

3. If the school includes grades 7 or higher, it has 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 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award.*

5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

6. 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 the 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.

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
   [X]   Small city or town in a rural area
   [   ]   Rural

4. _____2*_____ Number of years the principal has been in her/his position at this school.

   _____1_____ If fewer than three years, how long was the previous principal at this school?
   * One interim principal was hired after the retirement of Sr. Joan Griffin in 2003, principal for 12 years, until Dr. Brennan was available in 2004. The Assistant Principal has been in place for 10 years.

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	42	38	**80**		**7**	17	18	**35**
K	25	25	**50**		**8**	12	21	**33**
1	26	26	**52**		**9**			
2	23	27	**50**		**10**			
3	22	30	**52**		**11**			
4	17	18	**35**		**12**			
5	15	20	**35**		**Other**			
6	14	22	**36**					
			TOTAL STUDENTS IN THE APPLYING SCHOOL →					458

6. Racial/ethnic composition of   86_____% White
    the students in the school: 0_____% Black or African American
                                             8_____% Hispanic or Latino
                                           5_____% Asian/Pacific Islander
                                         1_____% American Indian/Alaskan Native
                                              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: __1.74___%

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

(1)	Number of students who transferred *to* the school after October 1 until the end of the year.	5
(2)	Number of students who transferred *from* the school after October 1 until the end of the year.	3
(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	458
(5)	Total transferred students in row (3) divided by total students in row (4)	.0174
(6)	Amount in row (5) multiplied by 100	1.74

8. Limited English Proficient students in the school: ___0____%
                                                        0____Total Number Limited English Proficient
    Number of languages represented: ____0____
    Specify languages:

9. Students eligible for free/reduced-priced meals: ____0____%

        Total number students who qualify: ____0____

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

10. Students receiving special education services: ___4___%
    ___21___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 categories.

    __0__Autism   __0__Orthopedic Impairment
    __0__Deafness   __0__Other Health Impaired
    __0__Deaf-Blindness   __21_Specific Learning Disability
    __0__Emotional Disturbance __0__Speech or Language Impairment
    __0__Hearing Impairment   __0__Traumatic Brain Injury
    __0__Mental Retardation   __0__Visual Impairment Including Blindness
    __0__Multiple Disabilities

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

| | **Number of Staff** | |
	Full-time	**Part-Time**
Administrator(s)	3	0
Classroom teachers	21	0
Special resource teachers/specialists	4	0
Paraprofessionals	9	10
Support staff	5	1
Total number	42	11

12. Average school student-"classroom teacher" ratio, that is, the number of students in the school divided by the FTE of classroom teachers: ___18:1___

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	97%	97%	98%	96%	95%
Daily teacher attendance	98%	98%	98%	98%	98%
Teacher turnover rate	9%	18%	31%*	18%	12%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	N/A%	N/A%	N/A%	N/A%	N/A%

* The teacher turnover rate was high in 2002-2003 as this was Sr. Joan's last year as principal after more than a decade of service. The change in administration and the natural uncertainty created by such transition was the reason that four teachers decided to pursue teaching positions at other schools.

14. (**High Schools Only**) Show what the students who graduated in Spring 2004 are doing as of September 2004.

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

PART III - SUMMARY

A Narrative Snapshot of Sacred Heart School

Sacred Heart School opened in 1984 in a small parish hall facility. The building was able to accommodate grades kindergarten through third. The growing population of the valley and the need for a Catholic school in the Central Coachella Valley led to the planning of a new elementary and middle school. Sacred Heart School opened the current building on September 8, 1993, with 210 students in Kindergarten through Eighth Grade. Enrollment steadily grew, hovering around 280 students through the years.

With a reputation for academic excellence taught in Catholic school tradition, enrollment steadily grew and in 2002 the parish hall was remodeled and a preschool was opened which accommodates 80 students ranging in ages two to five. In 2003 a four classroom middle school addition was dedicated which freed up three classrooms allowing the doubling of grades kindergarten, first and second. At the same time, a "state of the art" computer lab and additional library space was added. This phase of construction was part of a master plan and long range plan developed by the planning committee under the direction of the school board and the Pastor.

Construction will begin this winter on the classrooms necessary to double grades three through five. In addition to these classrooms, this phase of the master plan will add separate rooms for music, art and extended care. New larger playfields will accommodate every child and a new parish hall/gymnasium will finish this phase of the master plan. Upon completion enrollment will grow to 530 students.

The final phase will be to construct the remaining classrooms necessary to double our middle grades and add a middle school media center along with a dedicated science lab. These rooms will be built in 2007.

Sacred Heart serves a diverse student body from many parishes and makes a significant effort to include children from many socio-economic, ethnic, and racial backgrounds. The school strives to provide a stable, safe and healthy environment wherein a positive self-image and sense of morality are enhanced. The hope is to instill a committed love for God and of knowledge to enable each student to reach his/her highest potential in all areas: spiritual, apostolic, moral, intellectual, academic, physical, social and cultural.

We believe that the school exists to integrate the learning of each student with Catholic faith development as embodied in the Gospel message and experienced in the school's faith community.

We acknowledge that the home is the child's first experience of life-giving community and that parents have been and will remain the primary educators of the child. In a shared effort, our parents, Priests, Sisters, teachers, aides, staff and students cooperate with and assist each other, striving to make our living community unique, contemporary and oriented to Christian service.

We believe that the Gospel message is reflected in the provisions of a core curriculum aimed at developing a totally integrated person. As age and development permit, students are encouraged to use critical thinking process, communication and life-experience skills for continued intellectual growth. Committed to our Catholic philosophy, we root our community in Christ, the source of our faith, hope and love. We believe that Christian values underscore the school's task in forming individuals capable of living their choices responsibly and truthfully. This will give students a direction and stability that will sustain them through life, as they serve the Church and the world, as Christian adults in the 21st Century.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Sacred Heart's Assessment Results in Reading/Language Arts and Mathematics

Sacred Heart School, in an effort to hold students to the highest academic standards possible, looks forward each year to its students' standardized test results. We recognize that these results are not the only measure of a school's success, but welcome the opportunity to plot the comparisons between our students and the national norms. Each fall, upon receiving the results, the administration pours over the reports compiling easy to read graphs and statistical information showing grade level strengths and weaknesses. This information is then presented to the faculty and the curriculum committee, a sub-committee of the school board, and becomes part of the decision making process when discussing changes to curriculum. The student body has the ability to do well. In part, using the achievement test data, it is our responsibility to look for ways to maximize each child's potential.

The statistical information contained in this report offers great insight into the academic success of our students. When comparing our school to those within the top 10% of the nation, we were proud to find that our school is achieving within this top ten percent of the nation. In reading most grades achieved scores in the top 10% during the 04-05 school year. In math, all but second, fourth and fifth achieved this standard. Although we will strive to see all grades achieving this goal, there is steady growth from year to year with the eighth graders achieving at 12 percentage points higher that the 10% standard. All grades operate at 2+ years above grade level equivalence in reading.

The 8th grade, for the three years noted, exceeded the 10% standard in both reading and math. Looking at these students as one cohort, we see that students go from a score of 71(NPR) in sixth grade to one of 82(NPR) in eighth grade for reading and a score of 73(NPR) in sixth grade to one of 80(NPR) in eighth grade for math. There is steady growth from grade to grade in both subjects. This is especially so with 8th grade students who graduate at least two years above grade level. While growth is minimal from year to year, realize that all three grades are already operating well above the top 10% of schools in the nation. Ninety-seven percent of eighth graders entering high school are accepted into honor programs.

Electronic data from our testing service allows us to look at a student's length of stay with us. This data reveals the fact that the longer a student is under our care the higher they achieve academically. Interestingly, looking at the few students that join us in sixth grade as one cohort compared to those who have been with us throughout their education, the cohort of new students in sixth grade achieve higher standards by their eighth grade year, proving that students will meet the standards when higher expectations are implemented.

While there are some students with slight learning impairments, (i.e. A.D.D., auditory processing difficulty, etc.) no students are excluded from testing and still the school achieves at these higher levels. We test all students because it is part of our mission to treat all students as equals. However, individualized data allows us to track and work with students to maximize their potential even though learning challenges may exist.

Standardized testing, while important, is not the only priority at Sacred Heart. Teachers do not teach to the test and in fact during testing week still start the day with religious instruction and plan their days in order to fit in core academic lessons. This is done because of our commitment to the education of the whole child. Dedicated teachers focusing on the children and not the tests reflect our philosophy of striving for perfection knowing that we will never get there.

2. **The Use of Assessment Data to Understand and Improve Student and School Performance**

Once reports are received, data for each grade and the overall school is compiled by subject into easily readable graphs with supporting statistics. We also produce graphs of each grade with the subjects side by side so that peaks and valleys can be seen. A minimum standard of achievement, (80%tile) is then applied to the information, and we look for areas that fall sharply above or below this set level in order to provide intervention or challenge.

As an administrative team we critique the information looking for reasons for unexpected fluctuations, (i.e. new teacher in prior year (fall testing), curriculum change, etc.). Trends over time are evaluated and changes to our program are discussed. All ideas are considered as long as they have the best interest of the children at heart. For example, the decision to offer small group instruction in our middle school language arts program was made in part because of the assessments and the need to provide individualized teaching to our lower achieving students in an effort to strengthen their skills. When a trend showed the increasing capability of our students, the decision to offer algebra to our eighth graders was made. Continued high scores, (80th percentile) led us to the conclusion years later that this was the right decision.

The information gathered from assessment data is shared with the faculty and grade level results are discussed with each teacher. Teachers use the data to group students based on ability, setting goals for student advancement. The data helps to pinpoint specific areas where intervention is needed. Teachers use the data to evaluate the effectiveness of lessons, making adjustments when group performance is low. Fourth and Seventh grade cognitive ability tests aid teachers as to how each child learns. This allows for targeted, effective teaching to each student.

3. **Parent, Student and Community Communication on Student Performance**

A variety of ways are used to communicate student performance. We plan parent/teacher conferences over three, half-day periods in the afternoons during the first week in October which coincides with the first progress report. Within four weeks parents receive the results of the standardized testing, which is preceded by a narrative highlighting the overall school's performance in our weekly newsletter. This is followed by the end of trimester report card sent home in early December. Report cards are followed by an academic awards assembly. Each day before and after school time is set aside when teachers are required to be available for students and parents. Collaboration between home and school is part of the school's culture.

The overall school results, typically in graph form, are shared with both the Parent/Teacher Group and the school board prior to Thanksgiving and become an integral part of future planning. School-wide performance information from the prior year has also been shared during the general meeting at back-to-

school night in September. Student performance is regularly noted and work is highlighted in the school's section of the Parish Bulletin issued at Mass each Sunday. The school has a supportive Pastor who takes every opportunity to discuss school issues with the parishioners.

We have posted school-wide results of performance in flyers available to prospective families and the community at large. Performance awards and statistical information, is made available to the local media through our public relations committee and plans are under way to add this information to our new school website in place since last year. In 2005, 63 students qualified to test with John Hopkins University Center for Talented Youth, Talent Search, scoring at or above the 97th percentile.

Before the close of this school year, an orientation night is planned for new families registering with us for the upcoming year. All are invited to attend and a discussion of academic performance goals, set for the year, is part of the evening's agenda.

4.   Sharing Successes with Other Schools

Sacred Heart School is one of three Catholic schools in the Coachella Valley and part of the larger Diocese of San Bernardino. We also enjoy a good relationship with our local public school district. In the past regular meetings of all private schools in our valley have taken place and there has been good communication between these schools. Our sports teams compete against one another, which opens doors for other school-related discussion.

Regular in-services for teachers in the diocese and principal meetings allow for discussion time between schools as to what works and what doesn't. Often these are informal discussions; however, since last year, the diocese has set aside time for formal grade level discussions among the schools with specific topics on the agenda. Various teachers sit on diocesan committees such as the curriculum committee and our students take part in the Diocesan Academic Decathlon as well as other academic competitions. Our last year science fair entry won the county and state championship. This has brought us a great deal of attention and interest in our school.

We are part of the local school district's Student Assistance Program and attend monthly Federal and State Consolidation Meetings at the school district offices. Some of the local school principals and teachers are members of our parish and send their children to our school. This alone offers a line of communication unfound elsewhere. As well, a member of our school board is a parish member whose children attend local public schools.

Our new classroom designs with integrated technology have become the model for other schools in our area. Teachers and administrators sit on diocesan committees, accreditation teams and local planning committees. A member of a local school, interested in our development plans, attends meetings at our school. At Sacred Heart, we not only share our knowledge, but seek to learn from others.

PART V – CURRICULUM AND INSTRUCTION

1.   Sacred Heart School's Curriculum

The Diocese of San Bernardino provides the curriculum used by our school. These standards meet or exceed all requirements for accreditation by the state. Each school is free to choose the content of its curriculum as long as it has diocesan approval. Every six years the school is reviewed by the Western Association of Schools and Colleges to determine the term of accreditation. We are proud to have achieved the full term of accreditation after each review.

Sacred Heart places emphasis in all grades on Language Arts and math. In grades Kindergarten through eighth there is daily instruction in grammar and writing. There are formal handwriting lessons in the primary grades and the expectation is for all students to be writing in cursive by the end of second grade. Students are engaged in the grammar and writing process through their ability to express themselves creatively using correct syntax. In math, students spiral forward through the grades with mastery of elementary math expected by the end of seventh grade which prepares students for algebra in eighth grade. In middle school, there are two teachers, per subject, for math and Language Arts to address students with various developmental skills in small groups. All grades have the ability to use state accredited computerized math and English curriculum in the computer lab for remediation. This is a networked Kindergarten through eighth grade program produced by Compass Learning.

Each grade completes a course of study in science and social studies. The natural sciences, including biology, take a student through sixth grade, while seventh and eighth graders focus on age appropriate biology and chemistry. All grades make use of hands-on exercises. Middle school has high school level lab stations at their disposal and competes annually in the county science fair. A former student won the county, then the state fair and went on to compete nationally. In social studies primary grade students learn about their community. In fourth, students learn about the state of California and include a trip to the state capitol. In fifth grade students learn how America grew. Sixth and seventh grade study the ancient world through the birth of our nation preparing for a full year of study in eighth grade on American history. Formal instruction in both science and social studies creates better citizens and opens the world to exploration.

Daily instruction in the Catholic faith provides a foundation for life and offers continuity between the home and school. Church teachings are at the core of the curriculum. Through religion classes students have the opportunity to grow spiritually, morally and learn to become responsible citizens in the larger world. Part of our religion course includes Family Life, which teaches the student, in harmony with the family, respect for self and others at the earliest grades through human sexuality in the older grades.

A bi-lingual person can create a better opportunity for him/herself. This is why we teach conversational Spanish in grades Kindergarten through fifth. Kindergarten and first grade meet once each week, while second through fifth grade meet twice weekly. This prepares sixth graders to learn Spanish I. Through eighth grade we expect students to have completed Spanish II making them ready for Spanish III in high school including reading, writing and speaking Spanish. Spanish class is taught five days per week at the middle school level.

Beyond the core subjects, students meet twice each week for art with which incorporates classroom curriculum into art projects. Students have structured physical education and music classes. Students have the opportunity to learn through student council, sports programs, out-reach service to the community and many more school-sponsored activities. We are quite proud of what we teach and how we teach it, but we are most proud of our students and their choice to meet the expectations placed before them.

2. Sacred Heart School's Reading Curriculum

Sacred Heart School uses a traditional phonics based approach to the teaching of reading using materials produced by SRA/Open Court. The five year olds in pre-school start with the Kindergarten curriculum which prepares students well for Kindergarten. Most students are reading by the end of Kindergarten. This system focuses on letter sounds, makes use of sight words and moves into pre-decodable books. Directed repetitious learning by the teachers in grades Kindergarten though second is proven through our second grade testing results, (79th percentile). Grades three through five use Houghton Mifflin Reading. This series builds on the SRA/Open Court approach to reading but offers a greater challenge to the

students who are confidently prepared for it. The change in our reading curriculum in the middle grades was made after findings through our in-depth study and an analysis of our standardized testing results showed that the students where capable of handling more difficult material. Middle school grades use a literature based series that continues to challenge students allowing them to explore a variety of writing styles, poetry and age appropriate narratives. These grades also use a vocabulary and an English grammar series that continues to build their knowledge of words and the correct use of them in their writing and speaking.

Grades two through eight are required to earn an age appropriate number of points each trimester using The Accelerated Reader Program. The teachers monitor points earned. Low achievers are worked with to strengthen their skills. The points are incorporated into each student's reading grade making the library an important part of the school reading program. As well, each grade has classroom sets of three to four curriculum related novels which teachers incorporate into their program.

This approach to reading was chosen for its systematic, explicit instruction in phonemic awareness, phonics and comprehension word knowledge. The approach uses extensive reading of decodable text and fine literature.

3.   Sacred Heart School's Technology Curriculum

A primary tenant of Sacred Heart School's mission and vision is to develop citizen's ready for the future. Because of this, the school has made a commitment to the integration of technology across the curriculum. Ten years ago we opened the computer lab with the focus on math and language arts computerized lesson integration while incorporating computer skills education.

With our building expansion, we added a larger computer lab, updated our equipment and networked the entire campus including the parish offices and pre-school. However, technology does not end at the computer lab door. All classrooms are outfitted with ceiling mounted LCD projectors and have the latest in multimedia capabilities.

The computer lab is an integral part of classroom instruction. Working with the classroom teachers, the computer lab instructor develops lessons incorporating classroom projects. For example, students are instructed in spreadsheet design and the manipulation of data into graphs as part of their science fair projects. The art teacher, working with the computer lab instructor, guides students to an Internet web page where students can express themselves producing digital art projects. Students are taught typing skills and word processing as part of the writing process within the language arts curriculum. Students are taught proper techniques for searching the Internet as part of their research projects. This research can then become part of a PowerPoint report that can be displayed on any one of the classrooms' LCD projectors. The diocese makes available technology instruction curriculum guidelines. At Sacred Heart School we not only meet these standards but exceed them. Our commitment is to graduate students who are not just ready for the immediate future but for a future that is yet unknown.

4.   Instructional Methods Used to Improve Student Learning

The goals and philosophy of Sacred Heart School guide our instructional planning. Design and implementation occur through faculty meetings and in-service programs, teacher lesson plans and yearly goals, as well as a review of achievement test results. Teachers are constantly evaluating and discussing strengths and weaknesses of the curriculum as evidenced by student learning. Our curriculum is developed with an awareness of cultural diversity and gender equality. Family involvement is welcomed in curricular issues that pertain to the individual academic and faith needs of students.

Teachers strengthen student higher level thinking processes through activities such as role-playing,

debating, critiquing literature, and written and oral presentations. These methodologies along with group discussion enable the students to develop decision-making strategies. In the classroom, students are challenged to identify, analyze, and formulate solutions to problems. The computer lab offers further opportunities to develop these reasoning skills. Content and skills are integrated throughout the curriculum. Students' reading, writing, and language skills are evaluated in work relevant to subjects other than language.

Teachers incorporate a variety of teaching strategies appropriate to grade level and subject matter. These include: discussion, demonstration, lecture, group work/cooperative learning, student research and presentations, skill practice and application, use of manipulatives, use of technology, cross-age tutoring, peer teaching, joint story writing, experiments, skits, audio-visuals, memorization, field trips, speeches, debates, art projects, competitions, etc. All strategies are age appropriate and provide optimum learning because they are applied in a climate that fosters a love for learning.

In the last year the school has added a part-time counselor and a full-time resource teacher. Both work with the classroom teachers in an effort to optimize the learning of students with varying needs.

5. Sacred Heart School's Professional Development Program

The school's leadership is committed to staff development using a two-prong approach. As a faculty, weekly and monthly staff meetings are used to develop curriculum and educate teachers. Secondly, teachers submit a yearly plan for personal growth. Every opportunity to attend workshops on in-service days is taken. Teachers attend workshops throughout the year. The staff participates in diocesan in-services and workshops. Yearly goals are discussed with each staff member. These goals revolve around the staff member's professional development. Teachers are encouraged to attend workshops and classes that they believe would be beneficial. Often the school subsidizes the expense of these classes. The administration realizes the benefit of this professional development and the positive affects it has on the education of the children.

Incentives are provided to staff to continue their professional development. The school uses a salary scale equal to that of our local public school district. The higher degree one achieves or the more semester hours one accumulates become part of a teacher's earning potential. However, money is not the only incentive. Opportunities to take on leadership roles within the school and diocese are offered, based in part on a teacher's professional development. By encouraging ownership of one's classroom, teachers find they have a personal stake in student achievement. Many have obtained master's degrees or are pursuing them. Both principal and vice-principal have graduated from the NCEA Principal's Academy.

Once goals have been set, teachers and staff are evaluated throughout the year by the administrative team using formal and informal guidelines. The purpose of these evaluations is developmental in nature. All evaluations, including a year-end summative evaluation, focus on how teachers can better themselves professionally. This is purposely done as the same expectation is anticipated when teachers evaluate their students. By evaluating teachers and students based on their potential for growth, an environment is created whereby all avenues for higher student achievement and teacher development are explored.

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.

1. Private school association(s): National Catholic Education Association, Western Association of Schools and Colleges, Western 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 2005-2006 tuition rates, by grade? (Do not include room, board, or fees.)

$_3,500_ $_3,500_ $_3,500_ $_3,500_ $_3,500_ $_3,500_
K   1st   2nd   3rd   4th   5th

$_3,500_ $_3,500_ $_3,500_ $__N/A_ $__N/A_ $__N/A_   At SHS Tuition
6th   7th   8th   9th   10th   11th   breaks given
                                                                    for families
$__N/A_ $__N/A_   with more than
12th   Other   1 child.*

4. What is the educational cost per student? $_5,415.22_
   (School budget divided by enrollment)

5. What is the average financial aid per student? $_1,363.00*

6. What percentage of the annual budget is devoted to   ___7*___% *A scholarship
   scholarship assistance and/or tuition reduction?   program is funded
                                                                             through donations.

7. What percentage of the student body receives
   scholarship assistance, including tuition reduction?   __57*___%
                                                                * 245 students are from multiple
                                                                  child families and receive tuition
                                                                  a reduction. Four families (6
                                                                  children) receive complete
                                                                  scholarships.

PART VII - ASSESSMENT RESULTS

SACRED HEART SCHOOL ASSESSMENT DATA
REFERENCED AGAINST NATIONAL NORMS (Without Subgroups)

Iowa Test of Basic Skills
2001 Edition, Form A
Riverside Publishing

Scores are reported as percentiles.
No students are excluded from the test.

*SAT 9 prior to 2003

	2004-2005	2003-2004	2002-2003*
Testing month	Oct.	Oct.	Oct.
Grade 8*			
Reading	82	82	74
Mathematics	80	83	89
Number of students tested	22	34	29
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
Grade 7			
Reading	75	77	77
Mathematics	82	76	81
Number of students tested	35	26	35
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
Grade 6			
Reading	71	73	66
Mathematics	73	82	72
Number of students tested	35	34	30
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
Grade 5			
Reading	74	78	51
Mathematics	66	73	59
Number of students tested	35	35	35
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0

Grade 4			
Reading	81	68	60
Mathematics	72	66	59
Number of students tested	35	33	35
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
Grade 3			
Reading	84	81	67
Mathematics	78	79	69
Number of students tested	35	35	28
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
Grade 2			
Reading	79	83	68
Mathematics	53	67	61
Number of students tested	50	33	30
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0

* The 8th grade class has a Percentile Score of 82 in Reading and a Percentile Score of 80 in Math. These scores exceed the cutoff score of 77 (Reading) and 72 (Mathematics), posted on the U.S. Department of Education's table of cutoff scores for ITBS/ITED (Form A,B), Riverside Publishing.