

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

U.S. Department of Education

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

Name of Principal: Mrs. Kimberly W. Meadows

Official School Name: Sacred Heart Catholic School

School Mailing Address: 540 Central Blvd.
Danville, VA 24541-2321

County: NA State School Code Number: NA

Telephone: (434) 793-2656 Fax: (434) 793-2658

Website: www.sheartschool.com E-mail: sacredht@earthlink.net

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.

(Principal's Signature) Date _____

Name of Superintendent: Mr. John Elcesser

District Name: Catholic Diocese of Richmond Tel.: (804) 359-5661

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.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson: Mrs. Mary Ann Johnson

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.

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

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
 _____ NA TOTAL
2. District Per Pupil Expenditure: _____ NA
 Average State Per Pupil Expenditure: _____ NA

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. 5 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	23	17	40	7	9	17	26
K	14	26	40	8	13	13	26
1	27	17	44	9	3	10	13
2	15	12	27	10			
3	16	16	32	11			
4	16	17	33	12			
5	12	12	24	Other			
6	21	16	37				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							342

6. Racial/ethnic composition of the students in the school:
- 88 % White
 - 3 % Black or African American
 - 2 % Hispanic or Latino
 - 7 % Asian/Pacific Islander
 - 0 % American Indian/Alaskan Native

100% Total

7. Student turnover, or mobility rate, during the past year: 22 %

(1)	4	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	
(2)	72	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	20 students left at the end of 8 th grade to enroll in the public high school that starts in 9 th grade
(3)	76	Total of all transferred students [sum of rows (1) and (2)]	
(4)	342	Total number of students in the school as of October 1	
(5)	.22	Total transferred students in row (3) divided by total students in row (4)	
(6)	22	Amount in row (5) multiplied by 100	

8. Limited English Proficient students in the school: .002 %
1 Total Number Limited English Proficient

Number of languages represented: 1
Specify languages: Russian

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 %

15 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.

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> 1 </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 9 </u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u> 5 </u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> </u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </u> Multiple Disabilities	

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

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u> 2 </u>	<u> 2 </u>
Classroom teachers	<u> 22 </u>	<u> 10 </u>
Special resource teachers/specialists	<u> 0 </u>	<u> 1 </u>
Paraprofessionals	<u> 0 </u>	<u> 0 </u>
Support staff	<u> 4 </u>	<u> 8 </u>
Total number	<u> 28 </u>	<u> 21 </u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 8.9 : 1

13.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	97%	97%	96%	97%	97%
Daily teacher attendance	98%	98%	98%	98%	98%
Teacher turnover rate	2%	3%	0%	0%	25%*
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	NA%	NA%	NA%	NA%	NA%

*In 2000-2001, SHS expanded to double classes in 5th and 6th grades. Two new teachers were hired. Five teachers left: 3 moved out-of-town, 1 retired, 1 went on maternity leave. Total: 7 new teachers

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

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

PART III - SUMMARY

The mission of Sacred Heart Catholic School in Danville, Virginia, is to establish a strong foundation for lifelong learning. Recognizing the needs of each student, the faculty and staff endeavor to nurture, challenge, and guide all students toward their maximum academic, spiritual, physical, social, and emotional potential. The faculty and staff also provide an educational environment where the basic tenets of Christianity are visibly present in prayer, liturgy, and service to others. This has been SHS's mission since its beginning in 1953.

On September 9, 1953, four Sisters of Mercy from Merion, Pennsylvania, opened Danville's first and only Catholic school for 67 students in a Victorian house on Main Street. In the decades that followed, SHS grew and prospered. In 1966, SHS moved into a newly-constructed building. Thirty years later, a half-million dollar wing that included four classrooms and a regulation-size gym was added. In 1999, a middle-school wing that housed two offices, five classrooms, two computer labs, and an after-school-care room was built. In 2001, the new church that adjoins the school was dedicated. In 2002, a \$40,000 playground was built. These additions were necessary to accommodate the growing pre-school through ninth grade student body. The 322 students who are currently enrolled come from diverse economic, cultural, and religious backgrounds.

SHS is attractive to varied segments of the community because of its 52-year history of offering an excellent education in an environment that is safe, challenging, and nurturing. This is documented in the exit surveys parents complete and in the success stories of former students.

SHS ninth graders continue their education at the area high schools where they excel. It is not uncommon for the valedictorian and/or salutatorian at George Washington High School, with an enrollment of over 1,300, to be former SHS students. This happened most recently in 2004. In the same year, the valedictorian at Galileo High School, with an enrollment of 240 students, was also a former SHS student. When these students graduate, they attend prestigious colleges and universities throughout the nation. This information was obtained through a 2005 phone survey of college-age alumni.

After completing their formal education, former SHS students become productive leaders in their communities. Knowledge of this fact is learned by the SHS Development Director through correspondence with alumni by e-mail, letters, phone conversations, and personal contact. It is published in the semiannual newsletter, *The Report Card*, which is mailed to current school parents, parishioners, alumni, and alumni parents. The educational cycle is completed when former students return to the school and speak to current students about their educational journey during the annual Kids and College program.

These success stories are made possible because of a dedicated staff and faculty who cooperate with parents, volunteers, and outside resources. All full-time faculty members maintain their State of Virginia certification by attending classes and conferences. Periodically, teachers are released from class to attend informational sessions led by educational professionals. This confirms the school's mission statement that learning is a life-long process.

Part IV – Indicators of Academic Success

An Analysis of Sacred Heart School's Test Results

Sacred Heart School implements the required diocesan standardized testing program through the use of the Terra Nova Testing Program, 2nd Edition (2001) published by CTB McGraw-Hill. Students in grades one, three, five, seven, and nine are tested in the spring of the year as dictated by system policy. The Terra Nova, a norm-referenced testing program which provides for a comparison with other students and groups in the nation, is based on the national standards of learning as is the diocesan curriculum. The

Basic Battery tests measure growth in math, language, reading, and total skills while the Multiple Assessment tests are integrated tests of total skills that require the student to evaluate, construct, and write responses to problems as well as create an effective paragraph. For more information on the Terra Nova Testing program, please visit www.ctb.com.

An assessment data table showing the performance of Sacred Heart School students for the past three years is included in Part VII, Assessment Data. The reported scores are national percentiles of the mean normal curve equivalent (as recommended by the CAPE office). The NCE scale ranges from 1-99 and coincides with the National Percentile scale at 1, 50, and 99. NCE's have many of the same characteristics as percentile ranks, but have the advantage of being based on an equal-interval scale. This property allows for meaningful comparisons among different achievement tests. The scores provided are simply the national percentiles corresponding to the Mean NCE which is computed by adding NCE scores of all students in a group with valid scores, then dividing by that number of students.

SHS takes pride in the fact that its students consistently score in the above-average ranges. While this is true, the school has, historically, demonstrated a clear strength in the language/reading areas over math. This information assists the staff members responsible for curriculum implementation in providing a map for instructional direction and need for emphasis.

How the School Utilizes Its Assessment Data

Assessment data from the Terra Nova is utilized in conjunction with other formal and informal evaluation tools in determining the educational direction for the students. The information gleaned from the test results is beneficial to not only individual student's needs, but to a class as a whole. Each fall, the school faculty is presented with an overview of the previous year's performance for each grade with a comparative visual analysis using the group performance reports. Time is allowed for subject area teachers to meet and review the information for the purpose of determining consistent strengths and weaknesses seen in data patterns to assist in designing the instructional plan for the year. The Diocese of Richmond requires the submission of a Learning Plan based on the assessment results. The teachers are responsible for compiling this data and the principal submits the report in the early fall. Teachers meet monthly with other teachers immediately above and below grade levels to review progress made toward goals set in the fall. The Terra Nova measures the effectiveness of the Diocesan Consensus Curriculum, a grass roots curriculum based on national standards, which was developed by the faculty members in the diocesan system. In using the Terra Nova results for evaluative purposes, the teachers are also able to evaluate the effectiveness of this performance-based curriculum.

How the School Communicates Student Performance

Sacred Heart School communicates student performance to appropriate groups in a variety of ways. Standardized testing results are reported to the parents through the Home Report enclosed with each child's final report card. A cover letter is attached to the report explaining the use of the results within the school program and encouraging parental communication regarding the results. Sacred Heart School's performance on the Terra Nova is included in an overall diocesan report of scores published in *The Catholic Virginian*. This assessment data is also shared with new or prospective families to highlight the school's high academic achievement.

SHS communicates student performance to the parents through quarterly progress reports detailing achievement in major and enrichment subject areas. In addition, mid-quarter interim reports keep parents apprised of student progress to ensure thorough communication.

SHS faculty communicates with parents both formally and informally regarding student achievement and deficiencies. Recommendations for desired improvement are shared with parents on an "as-needed" basis through telephone conferences, e-mail, and teacher-parent meetings throughout the year. Faculty

members are accessible to parents at the end of every school day for a period of thirty minutes beyond dismissal time.

How the School Shares Its Successes with Other Schools

The Diocese of Richmond facilitates semi-annual meetings for principals in the system during which attendees share ideas and information and discuss successes in instructional programs and strategies. Faculty members in the diocese are gathered every other year to celebrate the excellence in education promoted by the diocese and to share in each other's successes. Regional meetings are held for principals on a regular basis for the purpose of collaborating and creating community among schools that are geographically separated by distance. The superintendent of Catholic schools publishes a monthly newsletter in which individual school's success stories are highlighted.

Sacred Heart School presents an annual showcase in the spring to highlight the achievements accomplished by students during the school year. The school's mission statement comes alive in the obvious successes demonstrated in the exhibits throughout the school. There is unquestionable commitment to develop students spiritually, intellectually, emotionally, socially, and physically. This showcase is open to the public and is widely advertised.

The SHS website (www.sheartschool.com) is an excellent source of information for anyone interested in obtaining details about the school. The school's long-standing reputation of excellence is advertised regularly in local newspapers, through broadcasts on local radio stations, in the weekly Sacred Heart Catholic Church bulletin, and in *The Report Card*. This newsletter is mailed semi-annually to 1700 people in the SHS family. The mailing list includes present school families, parishioners, alumni, parents of alumni, and friends.

The school's award-winning community service program, the Mustard Seed Project, serves as a consistent opportunity to share the students' successes in civic responsibilities. Year-long service projects provide a wealth of experience that benefit students in immeasurable ways.

Finally, the community is made aware of the caliber of SHS students through the successes seen in subsequent educational settings. Upon leaving, SHS students are notably counted among the top students in local high schools and, in recent years, have achieved high distinction as valedictorians and salutatorians in their graduating classes. SHS students also perform strongly in local academic competitions as seen in a recent Writing Gallery Competition sponsored by the Danville Museum of Fine Arts and History. Eight of eleven top awards were earned by SHS students in categories spanning elementary through secondary levels.

PART V – CURRICULUM AND INSTRUCTION

Overview of the School's Curriculum

Sacred Heart School utilizes the required curriculum developed by the Diocese of Richmond, the Consensus Curriculum. This is a developmental, structured, performance-based curriculum designed with the use of the National Standards of Learning. State standards are considered as minimal expectations. The total curriculum engages students in religion, mathematics, science, language arts, social studies, foreign language, art, music, drama, physical education, health, guidance, and technology.

The religion curriculum follows the general curriculum guidelines of the National Catholic Catechetical Directory which involves not only the passing on of a body of knowledge but also the cultivation of an assent in faith toward maturity and the recognition of the uniqueness of each child in his spiritual journey. A strong community service program is required of all students at SHS, spanning all grades from pre-school through ninth grade. As an academic area, success is seen in the strong achievement scores

obtained on the ACRE test administered annually to grades five and nine. **The mathematics curriculum** includes problem solving, numeration, computation, communication, estimation, measurement, geometry, algebra, patterns, reasoning/logic, and probability/statistics. Mathematics serves as a reflection of the need for order and sequence in the world and, through the program at SHS, students discover myriad opportunities for the sequential development of necessary life skills, logic, creative and critical thinking, and problem-solving techniques. **The science curriculum** engages students in the target areas of earth and space, life, physical, environment, and technology. Historical, personal, social, ethical and moral perspectives are integrated into the content at each grade level. Students gain a working understanding of the scientific method through hands-on experiments and yearly science fair projects. **The language arts curriculum** challenges students to achieve proficiency in oral and written communication, auditory and visual skills, word and language patterns, literature, technology, critical thinking, and study skills. The importance of an understanding of the English language is embraced by the faculty, and strong grammar instruction begins in the early primary grades. **The social studies curriculum** promotes historical, ethical cultural, geographic, economic, and sociopolitical literacy at all grade levels. Additional areas of focus are national identity, constitutional heritage, civic values, rights, responsibilities, basic study skills, and critical thinking and participation skills. The opportunity to apply this knowledge of civic responsibility is provided through participation in a strong local community service program. Virginia history is aligned with the fourth grade curriculum. The course structure in grades five through nine (United States History, 5 & 6; World Geography, 7; World History, 8 & 9) allows for a strong transition to subsequent educational programs when students transfer to the public school system. **The foreign language curriculum** (Spanish), beginning in pre-school, works toward language proficiency, the awareness of other cultures, and the use of these skills in all classes. Elementary grades learn the dynamics of the language through listening, speaking, reading, and writing. The middle school students further develop and advance these skills before moving into grades eight and nine where secondary credit is granted for Spanish I and Spanish II coursework. **The art, music, and drama curricula** provide opportunities for the promotion of positive self-concepts by encouraging creative expression. These enrichment areas are sequenced with appropriate developmental skills and students are provided many opportunities to share individual and group talents through fine arts programs, art displays, and drama productions. Ninth grade drama students are awarded secondary fine arts credits for the course. **The health and physical education curriculum**, beginning in pre-school, promotes personal and mental wellness, physical fitness and nutrition, movement exploration, drug education, disease prevention and control, and violence prevention/conflict resolution. Students are offered opportunities to participate in competitive individual and team sports as early as sixth grade. **The guidance curriculum** incorporates activities involving current issues facing our students. A weekly class provides a structured opportunity to promote appropriate behaviors and respect for one's fellow man. An extension of the program is the implementation of a middle school/junior high monthly event, T-Time. Students and teachers utilize a specified block of time for the purpose of discussing issues determined by the students to be of importance. **The technology curriculum** emphasizes computer literacy and computer applications which educate and empower administrators, teachers, and students to become self-directed, continuous learners. This sequential program, beginning in kindergarten, exposes the students to the notion of a global, technological society in which they will be expected to apply higher order thinking skills, collaborative problem solving, and creativity.

Overview of the School's Reading Curriculum

The reading program at Sacred Heart School focuses on developing the following skills: word decoding, reading comprehension, oral language competency, literature awareness, basic writing skills, and creative writing. The teaching of phonics is viewed as a crucial stepping-stone to future success in the area of reading and literature. It is recognized that, in some cases where a student is unable to employ phonics as a reading strategy, alternative approaches are taught. Pre-reading strategies are embedded in the pre-school curriculum and serve as a bridge to the structured program offered in kindergarten. The Open Court phonics program is the core of the language arts content in kindergarten and first grade with

a transition made to the basal series (currently Scott Foresman) at the start of second semester in grade one. Phonics continues as an integral piece of the reading program as students progress through the elementary grades until finally reaching a solid literature program in the middle school years. A sequenced basal program strengthened by the teaching of novels as a class activity provides the students with a solid foundation in the area of reading. The strong scores exhibited by SHS students in the Terra Nova testing program provide evidence of this.

This approach to reading instruction is a clear and deliberate choice. While many varied instructional strategies have been developed through the years, the faculty and administration at SHS have witnessed “new and improved” programs in other systems yielding deficient students due to inadequate exposure to necessary reading skills. The faculty has, through the years, maintained a traditional and successful approach to teaching reading and the continued academic successes of SHS students are the indicators used to continue this philosophy and methodology.

Overview of the School’s English Curriculum

The presence of a ninth grade class in the school structure necessitates the need to address the English curriculum. The “junior high program” (incorporating seventh, eighth, and ninth grades) allows for a thorough and sequential English program teaching a proper correlation of grammar, composition, and literature. The additional use of a leveled vocabulary series (initiated in grade 5), promotes strong language skills at this level. The recent change in the SAT program now requires a re-evaluation of our instructional content in this area as we prepare our students for future challenges.

Overview of the School’s Religion Program

Sacred Heart School’s mission is “to establish a strong foundation for lifelong learning and provide an educational environment in which the basic tenets of Christian morals and ethics are visibly present” and “emphasize God’s word and celebrate His presence through prayer, liturgy, and service to others.”
Source: Mission Statement, Sacred Heart Catholic School. The religious education program, as would be expected, provides many avenues for students to strive to promote the school’s mission as individuals. The combined use of textbooks, workbooks, audiovisuals, technology, art projects, communal religious services, cross-grade partnering, and a strong community service program at all levels provides a powerful and effective program. Religion is taught at all grade levels by Catholic faculty members, each of whom achieve and maintain religious education certification. While the religion program must follow a required, specified curriculum outlined in the diocesan curriculum plan, Sacred Heart School students are provided many opportunities to exceed the diocesan expectations. As early as first grade, students participate in the creation and implementation of prayer services and liturgies. This activity, in and of itself, requires many important life skills which are further developed as the children progress through the program. Writing of prayers, oral scripture reading, small and large group participation, recognition of rituals, observance of liturgical seasons, and shared classroom prayer on a daily basis promote the religious environment desired within the school setting. The understanding that they are the hands and feet of Christ on earth is promoted through required participation in the Mustard Seed Project. In addition to this school-wide local community effort, junior high students must satisfy additional community service requirements, both group and individual, as part of their religion course. The religion curriculum forms the basis of the school program and the benefits of being able to provide a path for a student’s personal life journey are boundless.

Instructional Methods Used at Sacred Heart School

Teachers at Sacred Heart School employ many diverse strategies in their instructional approaches. Traditional methods of instruction are most common; lecture with note taking, whole group instruction, use of manipulatives, some ability grouping where appropriate, and group completion of specific assignments. All teachers are highly skilled in addressing individual student learning styles and are capable of employing visual, oral, tactile, conceptual, and interactive methods of instruction. The use of

resource guest speakers is highly encouraged as is the appropriate use of field trips when beneficial to the learning process. Sacred Heart School is located in an area rich in history which provides a constant source of educational experiences.

The social studies curriculum is enhanced at all levels through the inclusion of visits by and to civic leaders at local, state and national levels. An independent, year-long, fourth grade Virginia scrapbook project promotes hands-on travel experiences for families through the year. Class visits to historical sites are encouraged and implemented.

The science curriculum provides many cross-curricular opportunities and allows the students to explore their world on different levels. Upper level students enjoy the benefits of technology as virtual dissection becomes a part of their experience. Research projects, initiated by classroom teachers, become independent opportunities for students to apply scientific process skills learned in class.

Students in need of alternative learning approaches due to disabilities are adequately instructed through the collaborative efforts of the special education and regular classroom teachers.

Sacred Heart School Professional Development Programs

Professional development activities are crucial to a school's ability to remain competitive and provide its students with the optimum educational environment. The diocesan system requires a set number of staff development days, the focus of which is left at the discretion of the school administrator. The school year begins with a spiritual retreat/work session to set the tone for the year.

Sacred Heart School faculty members are provided the opportunity to satisfy the diocesan requirement for annual technology training on-site. The technology coordinator maintains thorough training records of staff members and ensures completion of required competency levels. An increase in both interest and training hours has been seen at SHS over the past three years. The school's endowment fund profits and grant proposals tied to technology requests speak highly of the school's commitment to move ahead.

Teachers are encouraged to attend workshops and seminars off-grounds that will enhance their instruction. Local professionals are hired to direct on-site workshops as areas of need are identified. For example, an increase of students with weaknesses in fine motor skills has been seen. An occupational therapist was contracted in August, 2005, to provide an in-service training on identification of potential problems and possible interventions within the classroom setting. In recognition of standardized test math scores constantly running second to reading, math specialists have presented many useful seminars in recent years.

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) SACS, NCEA, VCEA
(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.)

$\frac{\$4,345}{\text{K}}$	$\frac{\$4,345}{1^{\text{st}}}$	$\frac{\$4,345}{2^{\text{nd}}}$	$\frac{\$4,585}{3^{\text{rd}}}$	$\frac{\$4,585}{4^{\text{th}}}$	$\frac{\$4,585}{5^{\text{th}}}$
$\frac{\$4,585}{6^{\text{th}}}$	$\frac{\$4,825}{7^{\text{th}}}$	$\frac{\$4,825}{8^{\text{th}}}$	$\frac{\$4,825}{9^{\text{th}}}$	$\frac{\$NA}{10^{\text{th}}}$	$\frac{\$NA}{11^{\text{th}}}$
$\frac{\$NA}{12^{\text{th}}}$	$\frac{\$NA}{\text{Other}}$				

4. What is the educational cost per student?
(School budget divided by enrollment) \$4,988.00
5. What is the average financial aid per student? \$ 523.00
6. What percentage of the annual budget is devoted to
scholarship assistance and/or tuition reduction? 1.25 %
7. What percentage of the student body receives
scholarship assistance, including tuition reduction? 22.4 %

PART VII – ASSESSMENT RESULTS

Sacred Heart School

Terra Nova
2nd Edition, 2001
CTB McGraw Hill Publishing

Scores are reported as percentiles

	2004-2005	2003-2004	2002-2003
Testing Month	April	March	March
<u>Grade 9</u>			
Reading	87	89	NA
Mathematics	79	82	NA
Number of students tested	13	20	NA
Percent of total students tested	100	100	NA
Number of students excluded	0	0	NA
Percent of students excluded	0	0	NA
<u>Grade 7</u>			
Reading	78	85	80
Mathematics	75	81.7	76
Number of students tested	24	28	40
Percent of total students tested	92	93	95
Number of students excluded	2	2	2
Percent of students excluded	8	7	5
<u>Grade 5</u>			
Reading	87	89.2	83
Mathematics	72	73.5	78
Number of students tested	21	38	35
Percent of total students tested	88	95	83
Number of students excluded	3	2	7
Percent of students excluded	12	5	17
<u>Grade 3</u>			
Reading	87	83.3	81
Mathematics	93	86.7	89
Number of students tested	28	31	28
Percent of total students tested	97	100	100
Number of students excluded	1	0	0
Percent of students excluded	3	0	0
<u>Grade 1</u>			
Reading	93	96	90.8
Mathematics	91	95	93.5
Number of students tested	42	27	35
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0

100% of all students in Grades 1, 3, 5, 7, 9 were tested. “Excluded” students were administered the Terra Nova with appropriate accommodations dictated by Individualized Education Plans. We were advised by the CAPE office to report the data in this manner.

Scores unavailable for Grade 9 in 2002/2003 due to the fact that we did not begin testing in Grade 9 until the following year.

