

2006-2007 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. Jean M. Cavalier
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Sacred Heart Grade School
(As it should appear in the official records)

School Mailing Address 1035 Quarrier Street
(If address is P.O. Box, also include street address.)

Charleston WV 25301-2369
City State Zip Code+4 (9 digits total)

County Kanawha State School Code Number* 039-905

Telephone (304) 346-5491 Fax (304) 342-0870

Web site/URL www.shgs.us E-mail jcavalier@shgs.us

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 Yelenic
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Diocese of Wheeling-Charleston Tel. (888) 233-0880

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 N/A
(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.

N/A Date N/A
(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

[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 2006-2007 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 2001 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.

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
 _____ N/A TOTAL

2. District Per Pupil Expenditure: _____ N/A
 Average State Per Pupil Expenditure: _____ N/A

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	42	44	86	7			
K	20	20	40	8			
1	25	29	54	9			
2	17	27	44	10			
3	20	34	54	11			
4	25	14	39	12			
5	20	27	47	Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							364

[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.]

6. Racial/ethnic composition of the school:
- 89% White
 - 3% Black or African American
 - 2% Hispanic or Latino
 - 6% Asian/Pacific Islander
 - 0% 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: 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	2
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	8
(3)	Total of all transferred students [sum of rows (1) and (2)]	10
(4)	Total number of students in the school as of October 1	396
(5)	Total transferred students in row (3) divided by total students in row (4)	.025
(6)	Amount in row (5) multiplied by 100	2.5

8. Limited English Proficient students in the school: .3%
1% Total Number Limited English Proficient

Number of languages represented: 1
 Specify languages: German

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: $\frac{6}{23}$ %
23 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> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> </u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u>23</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>1</u>	<u>0</u>
Classroom teachers	<u>16</u>	<u>2</u>
Special resource teachers/specialists	<u>4</u>	<u>0</u>
Paraprofessionals	<u>4</u>	<u>0</u>
Support staff	<u>2</u>	<u>0</u>
Total number	<u>27</u>	<u>2</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 21:1

13. Attendance patterns of teachers and students as a percentage.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	97%	98%	97%	96%	97%
Daily teacher attendance	96%	96%	96%	95%	95%
Teacher turnover rate	13%	17%	22%	8%	16%
Student dropout rate (middle/high)	n/a	n/a	n/a	n/a	n/a
Student drop-off rate (high school)	n/a	n/a	n/a	n/a	n/a

Explanation of high teacher turnover rate: Over the course of this five-year period, 6 resignations were the result of teachers moving out of state when a spouse was transferred, 5 were teachers who opted to stay home after maternity leave, 4 were voluntary resignations to pursue other career opportunities, 2 individuals were not offered contracts, and 1 individual retired.

PART III - SUMMARY

Sacred Heart Grade School is a Catholic school offering a quality education to preschool children (ages 3 and 4) through fifth grade. The school is operated under the auspices of Sacred Heart Parish and the Diocese of Wheeling-Charleston, approved by the West Virginia State Board of Education, and accredited by North Central Association Commission on Accreditation and School Improvement (NCA-CASI).

Sacred Heart Grade School first opened in 1903, with an initial enrollment of approximately 60 pupils, in the same location where the third and present structure now stands at Leon Sullivan Way and Quarrier Street, in the heart of downtown Charleston, West Virginia. The school continues to thrive, drawing students from a six-county area, with a current enrollment of 364 children.

High academic standards; a balanced, integrated, and challenging curriculum; Christian atmosphere; and a community of devoted faculty, staff, parents, and students form the basis of the program at Sacred Heart Grade School.

All those associated with the school adhere to the philosophy that Sacred Heart should provide a pleasant (happy) atmosphere where every person feels valued and successful. The school's mission centers on striving to help students fulfill the potential of their God-given talents and abilities and guiding them to develop themselves in all areas: spiritually, intellectually, physically, emotionally, aesthetically, and socially. Faculty, staff, students, and parents work together to maintain a community with shared values while at the same time encouraging students to use their gifts and values to better the world in which they live. It is in this atmosphere that Sacred Heart's students grow in their understanding of themselves and the world at large.

The school welcomes students from diverse religious, ethnic, cultural, and socio-economic backgrounds. Approximately 60% of the student population is Catholic; 40% represent a broad variety of other faith traditions, both Christian and non-Christian.

A strong, balanced, core curriculum in language arts, math, social studies, and science provides students with a solid foundation in basic skills and general knowledge. Faculty and staff focus their efforts on helping each individual child to achieve his/her personal best, strengthening areas of relative weakness, and celebrating accomplishments. Daily religion classes emphasize developing moral and ethical standards and encourage respect and concern for self and others.

Community-based group service projects are an essential part of the school. These service projects include food drives to assist needy families during the holiday season, book and coat drives, *Pennies for People Project* (which provides financial assistance for hospice care and local shelters), Ronald McDonald House pop-top recycling, and other special needs as they arise.

Opportunities for parental involvement at Sacred Heart are plentiful and can be seen daily throughout the school. Parents assist at the school by serving lunch in the cafeteria; providing additional playground supervision; working in the Reading Center; and planning, coordinating, and facilitating a number of special school-wide activities, class projects, and programs. Parents actively support the school program through both their individual efforts as well as through the Parent Volunteer Association (PVA).

For over a century, with a strong sense of unity and purpose, the school has steadfastly cultivated a love of learning, respect, reverence, and responsibility in hundreds of children, and plans to continue this mission well into the future.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The nationally normed Stanford Achievement Test, Form A, 10th edition, (SAT-10) is administered each spring in the schools of the Diocese of Wheeling-Charleston. The test results reported with this application are for the three-year period that begins with the first administration in 2003-2004. Prior to 2003-2004, the school administered the SAT-9.

Annually, students in all grade levels at Sacred Heart consistently demonstrate very high levels of academic achievement in reading and math. The average student performance level for all grade levels in these subtest areas is in the 4th quartile. The school was pleased to find in examining the grade level test criteria for Blue Ribbon School status that the school's 2005-2006 test results exceed the requirements for *all* grade levels in both reading and math. In many instances, the school exceeds the cut-off score by a wide margin. For example, on the SAT-10, the student percentile equivalent for the 90th percentile for 1st grade reading scores is the 66th percentile. Sacred Heart Grade School 1st grade students' scores are at the 82nd percentile. In 4th grade math, the students' scores are at the 90th percentile, while a score of 79 represents the top 10% of the nation. In actuality, the school exceeds the scores corresponding to the 90th school percentile for both reading and math for *all* grade levels for all three years reported, with only one exception. In 2004-2005, 1st grade math scores were at the 79th percentile rather than the required 82nd percentile.

It is worth noting that while the school uses standardized test results to guide decisions regarding the curriculum and as a means to assess students' progress, the school does not teach to the test. The test scores are truly a by-product of a strong educational program.

No students have been excluded from testing, and no students have been tested with alternative assessments. On rare occasions, a very small percentage of students (less than 1%) were absent during testing because of illness and were unable to complete all subtests. Since no specific subgroup is larger than 6% of the student population, test data have not been disaggregated for ethnic subgroups or socioeconomic status.

Students at Sacred Heart Grade School also participate annually in the West Virginia Department of Education's 4th *Grade Writing Assessment*. It is scored by West Virginia educators using a writing rubric with five categories. Each category is worth one to six points; with one representing the lowest point value possible and six the highest. Scores are based on a total of 30 points in the categories of *Organization, Development, Sentence Structure, Word Choice, and Mechanics*. Performance levels of students' writing are reported using the following score ranges: Distinguished (27-30), Above Mastery (22-26), Mastery (15-21), Partial Mastery (9-14), and Novice (5-8). The scoring rubric for the West Virginia 4th Grade Writing Assessment and additional information can be found at the Office of Student Assessment web site: <http://osa.k12.wv.us/writing.htm>.

The students' scores on the 4th *Grade Writing Assessment* demonstrate a very high level proficiency in authentic writing. In last year's 4th grade class, 98% of the students scored *At or Above Mastery*, 56% scored *Above Mastery*, and 15% reached the "*Distinguished*" level of this writing assessment. The writing scores have been included with this application because of the strong emphasis that the school places on reading and writing as reciprocal processes, and the belief that reading and writing must be addressed in tandem to achieve high levels of academic success.

2. Using Assessment Results:

Data from the standardized assessments (SAT-10) are analyzed annually. Relative weaknesses in curriculum and instruction within grade levels and/or homeroom groups are identified by examining closely subtest areas that have the lowest percentage of students above the 50th (national) percentile and/or the greatest percentage of students in the *Below Average Category*.

Relative strengths and weaknesses within specific content areas are pinpointed by examining the percentage of students in the *content cluster* and *process cluster* performance levels that are *Below Average*, *Average*, and *Above Average*. Deficiencies are identified and addressed as needed with adjustments to the curriculum and/or instructional strategies.

When overall test scores for a particular grade level or homeroom group indicate overall strength and even development across all subtests, teachers focus plans for improvement on individual students who are at lower proficiency levels. In this situation, teachers use individual student's *content cluster* and *process cluster* report data as a guide to help students reach higher levels of proficiency.

Test data from the SAT-10 are not used in isolation, but rather in tandem with data from a variety of other sources including: three computerized reading assessment programs (*STAR Early Literacy*, *STAR Reading Assessment*, and the *Accelerated Reader* program), the West Virginia Department of Education's *4th Grade Writing Assessment*, attendance data, satisfaction surveys, and classroom performance data.

In selecting school-wide goals, data from three sources are triangulated to clearly identify the curricular areas that should be addressed to help move students to higher levels of achievement, success, and self-sufficiency.

3. Communicating Assessment Results:

In order to keep parents well informed of day-to-day student performance, students take home a *Friday Folder* each week which contains graded and non-graded assignments, tests, quizzes, class-work, projects, etc. Parents review the folder's contents, remove the items, sign and date an attached form, and return the folder to the classroom teacher.

Report cards are issued every nine weeks with interim progress reports sent home at mid-quarter. Each quarter, 5th grade students who make the *Principal's Honor Roll* (all A's) and the *Honor Roll* (A's and no more than two B's) are identified in the school's newsletter. Individual parent-teacher conferences to discuss student progress are scheduled at the beginning of the 2nd quarter. Other conferences are scheduled, as needed, by either teachers or parents throughout the year.

The computerized *STAR Reading Assessment* is administered biannually as a pre- and post-test assessment in grades one through five. Parents are provided with a copy of the diagnostic report in August and again in May. The report contains suggestions for improving student performance in reading. Throughout the year, students also participate in the *Accelerated Reader* program. In this program, students take computerized comprehension quizzes on self-selected literature that corresponds to their instructional reading level. Reports on their progress in this program are sent home weekly.

Parents receive individual standardized test score reports for their children annually, as well as a copy of the appropriate grade level group report. In addition, mean percentile ranks for Sacred Heart Grade School, the Diocese of Wheeling-Charleston, Sacred Heart as compared to the nation, and Sacred Heart as compared to Catholic schools across the nation are reported in table format to parents via the school's newsletter and the parish Sunday bulletin.

4. **Sharing Success:**

Sacred Heart Grade School has assisted schools in the Diocese of Wheeling-Charleston by providing them with opportunities to attend professional development activities organized and implemented locally. In addition, Sacred Heart Grade School has included other area Catholic schools in a unique *Outdoor Classroom* program that provides students with the opportunity to extend, apply, and transfer the knowledge and skills developed in the regular classroom through exciting hands-on outdoor experiences (e.g. orienteering, campfire cooking, chemistry, yoga, kayaking, archery, etc.)

The administration and faculty of SHGS have also served as a resource to other schools by assisting in matters related to time management, individualized testing, preschool program development, library management, technology, and data collection and analysis for North Central Association accreditation. School personnel frequently serve as presenters at the Ohio Catholic Education Association (OCEA) convention. This convention is held every two years and provides a venue for educators from multiple states with the opportunity to share successful strategies and ideas.

While SHGS has been happy to share its success with others, the school is also very pleased with the support and assistance that it receives from colleagues at other schools. The school is united in a common purpose with area public and private schools to provide all children with the best educational opportunities possible.

PART V – CURRICULUM AND INSTRUCTION

1. **Curriculum:**

At Sacred Heart Grade School, all educators are responsible for developing each student's intellectual capabilities to his/her fullest potential. Teachers assist students by using grade appropriate curriculum to develop student's interests and aptitudes for future success as a student and as a member of their community. To ensure the highest levels of achievement, the curriculum at Sacred Heart Grade School is a rigorous course of study that includes a horizontal and vertical alignment of curricular goals, preparation of students for the future with 21st century skills, and a variety of supplementary instruction in special areas to create a well-rounded student.

Teachers work in collaboration within and across grade levels to ensure continuity in the curriculum. The core curriculum includes: language arts (reading, spelling, English, phonics, composition, and handwriting), math, science, social studies, and religion. Skills and development advance continually, building on high expectations of achievement.

The preschool (ages 3 and 4) and kindergarten curriculum emphasizes social skills, early literacy learning, concepts about print (directionality, one-to-one correspondence, etc.), and beginning concepts of numeration. Stories, songs, games, field trips, learning centers, and other developmentally appropriate activities are geared specifically to young learners' needs. The development of letter knowledge and phonemic awareness are central to the curriculum, with enrichment opportunities for students aimed at developing strong skills related to early and emergent literacy. All preschoolers also participate in weekly Spanish, Reading Center (library), and music classes; students enrolled in preschool programs for four-year-olds also participate in physical education and computer lab classes.

Promoting 21st century skills ensures that Sacred Heart students have not only mastered the grade level content as set forth by the state of West Virginia, but will also be prepared for future success as citizens, workers, and leaders of the 21st century.

To create a well-rounded individual, in addition to the core curriculum, students spend 45 minutes each week in explorations in the fields of art, music, media and library, physical education, Spanish, and technology. Each of these subject area exploratories is led by an expert in the field.

Art is delivered through a discipline-based philosophy, in which students enrich their hands-on experiences in the content area with study in art history, art criticism, and aesthetics. Students are building skills not only in creating art, but in communication, reflection, evaluation, and analysis.

The music curriculum includes not only singing instruction, but also places emphasis on exposure to instruments, music appreciation, and performance.

Reading and writing skills are enhanced within the study of library science. During weekly library visits, students are able to borrow materials and are exposed to high-quality language and literacy experiences. Additional opportunities are provided for students to explore literacy through the use of creative writing and illustration.

As a part of the physical education curriculum, students develop large and small motor skills as well as intra- and interpersonal qualities, such as responsibility, self-management, team participation, and leadership skills.

A foreign language exploratory program in Spanish is taught from preschool through 5th grade. Using video, computer-based training, and direct instruction, students learn basic phrases and vocabulary as well as develop an appreciation of Hispanic culture. In addition, students in 4th and 5th grades are exposed to Spanish grammar and a Spanish print-rich environment.

Technology in the curriculum is taught preschool through 5th grade for its value in developing higher order thinking skills and as a tool for communication. All students have minimum weekly access to the 25-computer, networked lab. Students learn basic computer skills as well as skills relating to presentation and application software (spreadsheets, database, graphic design, and word-processing). In addition to scheduled time, the lab is available for grade level use to integrate technology into additional curricular areas. All computers have curriculum specific software to assist in teaching a variety of subjects including but not limited to foreign language (*Rosetta Stone*), advanced independent reading (*Accelerated/Star Reading*), and robotics (*LegoMindstorms*).

2a. (Elementary Schools) Reading:

The Scott Foresman basal is used as the school's primary reading program because it provides a balanced, systematic instructional approach that is research-based. The program framework emphasizes balancing phonetics, writing, guided reading, and self-selected reading. The series also focuses on developing the same problem-solving strategies effectively implemented in *Reading Recovery* programs.

The *Saxon Phonics* program was added to the course of instruction this academic year in grades kindergarten through grade 2. After Spanish was added to the curriculum in 2004-2005, an analysis of the SAT-10 revealed a slight decline in subtest scores in *Word Study Skills* in the first grade. The faculty opted to increase the emphasis on the phonetics of the English language to eliminate any confusion that might result from differences in phoneme-grapheme relationships in Spanish.

To address varying ability levels, the school also uses the *STAR Reading Assessment* program to determine individual student's Zone of Proximal Development (ZPD). The ZPD represents the reading level at which a child should read to achieve maximum gain. The student's ZPD is used as a guide to help student's select literature at an appropriate level. Students' comprehension of self-selected literature is assessed using the *Accelerated Reader* program. This computerized management program maintains a database of students' book selections and test scores throughout grade school. Adjustments are made, as needed, to students' self-selected levels based on their comprehension test scores.

The reciprocal process of writing is an important component of the reading program and is emphasized school-wide. The *6 + 1 Trait Writing* model is used to provide a cohesive approach to teaching writing throughout the school. This approach is supplemented with *4-Square Writing*, a graphic organizer used to assist students in developing well organized, cohesive writing.

In order to ensure the early success of all children in reading, students' progress through the primary grades is followed very closely. When necessary, students are tested individually by a reading specialist to pinpoint confusions that they may have related to reading. Parents of these children receive one-on-one training, as needed, to learn effective techniques for working with their children.

3. Additional Curriculum Area:

Sacred Heart Grade School's foreign language program is a comparatively new program at the school. It is in its third year of implementation and was added to provide a foundation for lifelong language learning, for personal enjoyment, and to enrich the school and life experience for all students. Through this program, the school seeks to create an awareness and appreciation of Hispanic culture and cultural diversity in general, as well as develop proficiency in communication in Spanish (Latin American).

The foreign language program reflects the mission of the school to guide students in developing themselves in all areas. The instructional program expands students' view of the world, helps them to gain additional insight into their own language and culture, and develops critical thinking skills while at the same time preparing competent and self-confident students. The development of appreciation for cultural diversity is critical in helping students to learn to use their gifts to better our world through respect and concern for others.

The cultural aspects of the program focus on Hispanic literature, art, music, foods, leisure activities, celebrations, similarities and differences among Hispanic cultures, and comparisons with students' native language and culture.

The communication aspect of instruction in Spanish follows a logical progression of skills that begins with understanding the spoken word, and subsequently, learning to speak, read, and write Spanish at ever increasing levels of proficiency. In order to avoid any confusion that might be created for beginning readers, students are not exposed to print in Spanish until 3rd grade.

Students learn to request and exchange basic information, recognize common words and phrases, and identify objects in their environment. Computer software, audio and video media, along with internet sites, are interwoven with direct instruction to provide authentic and meaningful practice with the language. In keeping with research on language acquisition, the instructor uses *Total Physical Response* (TPR), combining gestures and movement with the target language, to aid students in understanding and in communication.

4. **Instructional Methods:**

Instructional methods at Sacred Heart Grade School are diverse and chosen based on the developmental level of students, particular content areas, and instructional objectives. On a day-to-day basis, direct instruction, modeling and demonstration, guided practice, exploration, experimentation, cooperative learning, and discussion are the most frequently employed instructional techniques.

Project-based learning, peer review, research, and method/role play are used less frequently in the regular classroom but are still a vital aspect of the educational program. These methods typically are associated with more in-depth, long-term content area studies that guide students through activities designed to develop students' higher order thinking skills, time management, and organizational abilities.

Throughout the year, classroom teachers work collaboratively with the technology, art, music, Spanish, physical education, and reading center specialists with a variety of cross-curricular projects that integrate disciplines and assist students in applying and transferring their knowledge.

5. **Professional Development:**

The faculty of Sacred Heart Grade School is an educational community of life-long learners. The overall success of the school and of individual students is most definitely connected to the teachers' commitment to seek out and implement strategies, creative solutions, and rich educational opportunities for students.

In addition to the individual programs of study pursued by teachers, Sacred Heart Grade School faculty members also participate in a number of formal and informal staff development opportunities annually. Faculty often participate in professional development sessions and conferences offered by county and state educational agencies (Governors' Institute, Regional Education Service Agency (RESA III), the West Virginia Reading Research Symposium, etc.) Annually, the entire faculty also attends either the Ohio Catholic Education Association conference or a Diocesan in-service that focuses on curriculum.

Local in-services that address particular needs at Sacred Heart are offered, as needed, for beginning teachers, to provide in-depth study of curricular areas related to school-wide initiatives, health and safety, test analysis, technology, parent/community relations, etc. The school also maintains a professional resource library of pertinent educational literature, research, video tapes, and materials.

Each teacher receives a weekly copy of *The Master Teacher* which serves as a professional development resource regarding classroom management techniques, discipline/climate, motivation/evaluation, learning/achievement, ethics/professionalism, performance/competency, duties/responsibilities, and interpersonal relationships.

Perhaps most importantly, the individual faculty members themselves serve as a ready resource for each other, freely sharing their knowledge, experiences, and ideas in a collaborative effort. In their day-to-day lives, they model and mirror a love of learning and teaching.

PART VI - PRIVATE SCHOOL ADDENDUM

1. Private school association(s): National Catholic Education Association (NCEA)
(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 2006-2007 tuition rates, by grade? (Do not include room, board, or fees.)

K – 5 Non-parish Rates

One child: \$4,015.00
Two children: \$6,415.00
Each additional child: \$1,900.00

K – 5 Parish Rates

One child: \$2,825.00
Two children: \$4,760.00
Each additional child: \$1,375.00

4. What is the educational cost per student? \$3,396.24
(School budget divided by enrollment)
5. What is the average financial aid per student? \$571.00
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 2 %
7. What percentage of the student body receives scholarship assistance, including tuition reduction? 55 %

PART VII - ASSESSMENT RESULTS

Assessment data referenced against national norms

Stanford Achievement Test, 10th Edition (Stanford 10)
 Form A, 2002 Norms: Spring
 Harcourt Assessment, Inc.

Scores are reported as percentiles.

No students are excluded from the test. When students are absent for subtests, every effort is made to provide those students with an opportunity to make-up the missed tests.

	2005-2006	2004-2005	2003-2004
Testing Month	March	April	March
Grade 5			
Reading	88	92	88
Mathematics	89	93	87
Number of students tested	64	56	64
Percentage of total students tested	100	100	100
Number of students excluded	0	0	0
Percentage of students excluded	0	0	0
Grade 4			
Reading	88	85	87
Mathematics	90	85	87
Number of students tested	54	69	60
Percentage of total students tested	100	100	100
Number of students excluded	0	0	0
Percentage of students excluded	0	0	0
Grade 3			
Reading	86	81	80
Mathematics	85	80	81
Number of students tested	37	60	63
Percentage of total students tested	100	100	100
Number of students excluded	0	0	0
Percentage of students excluded	0	0	0
Grade 2			
Reading	77	80	79
Mathematics	86	84	85
Number of students tested	53	37	64
Percentage of total students tested	100	100	100
Number of students excluded	0	0	0
Percentage of students excluded	0	0	0
Grade 1			
Reading	82	75	81
Mathematics	90	79	87
Number of students tested	46	54	37
Percentage of total students tested	100	100	100
Number of students excluded	0	0	0
Percentage of students excluded	0	0	0

STATE CRITERION-REFERENCED TEST

Subject Writing Grade 4 Test West Virginia 4th Grade Writing Assessment

Edition/Publication Year n/a – annual writing prompt

	2005-2006	2004-2005	Prior years for the 4 th Grade Writing Assessment used a different rubric that did not provide a standard for mastery.
Testing month	March	March	
SCHOOL SCORES*			
% “At and Above Mastery “on State Standards	98	98	
% “Above Mastery” on State Standards	56	32	
% “Distinguished” on State Standards	15	16	
Number of students tested	54	66	
Percentage of total students tested	100	96	
Number of students alternatively assessed	0	0	
Percentage of students alternatively assessed	0	0	
SUBGROUP SCORES	n/a	n/a	