

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) Elementary Middle High K-12 (PreK-8)
 Charter Title I Magnet Choice

Name of Principal: Mrs. Monica Wilson

Official School Name: Most Sacred Heart

School Mailing Address:
350 East Fourth Street
Eureka, MO 63025-1949

County: St. Louis State School Code Number*: N/A

Telephone: (636) 938-4602 Fax: (636) 938-5802

Web site/URL: www.fastdir.com/sacredheart E-mail: principal@sacredhearteureka.org

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

(Principal's Signature) Date _____

Name of Superintendent*: Mr. George Henry

District Name: St. Louis Archdiocese Tel: (314) 792-7302

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

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Steve Horack

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

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

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

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

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 one or more of 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.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. 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.
8. 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.
9. 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.
10. 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)

Does not apply to private schools

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

 7 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	14	12	26	7	8	21	29
K	8	10	18	8	16	11	27
1	11	2	13	9			0
2	8	13	21	10			0
3	8	7	15	11			0
4	9	13	22	12			0
5	13	9	22	Other			0
6	7	12	19				
TOTAL STUDENTS IN THE APPLYING SCHOOL							212

6. Racial/ethnic composition of the school: _____ % American Indian or Alaska Native
 _____ % Asian
 _____ % Black or African American
 _____ 1 % Hispanic or Latino
 _____ 1 % Native Hawaiian or Other Pacific Islander
 _____ 98 % White
 _____ % Two or more races
 _____ **100 % Total**

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

7. Student turnover, or mobility rate, during the past year: 1 %

This rate is 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.	0
(3)	Total of all transferred students [sum of rows (1) and (2)].	2
(4)	Total number of students in the school as of October 1.	212
(5)	Total transferred students in row (3) divided by total students in row (4).	0.009
(6)	Amount in row (5) multiplied by 100.	0.943

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 1 %

Total number students who qualify: 3

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 free and reduced-price school meals 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: 3 %

Total Number of Students Served: 6

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>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>5</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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>10</u>	<u>4</u>
Special resource teachers/specialists	<u>0</u>	<u>1</u>
Paraprofessionals	<u>0</u>	<u>3</u>
Support staff	<u>1</u>	<u>0</u>
Total number	<u>12</u>	<u>8</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 17 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	98%	98%	96%	97%	98%
Daily teacher attendance	98%	98%	99%	98%	98%
Teacher turnover rate	10%	5%	5%	0%	5%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

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14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	<u>0</u>	
Enrolled in a 4-year college or university	<u>0</u>	%
Enrolled in a community college	<u>0</u>	%
Enrolled in vocational training	<u>0</u>	%
Found employment	<u>0</u>	%
Military service	<u>0</u>	%
Other (travel, staying home, etc.)	<u>0</u>	%
Unknown	<u>0</u>	%
Total	<u>100</u>	%

PART III - SUMMARY

Sacred Heart School in Eureka, Missouri is a Catholic parish elementary school committed to celebrating the MOST in each child. The mission states that Sacred Heart School is committed to developing dedicated followers of Christ within the Catholic Church, providing quality education from early childhood through 8th grade, promoting responsible citizens of a diverse global community, and celebrating individual talents.

Sacred Heart endeavors to develop in the students a desire to work to their fullest potential and to empower them to meet the challenge of living in an ever changing diverse world.

Sacred Heart School has been educating children for sixty years. The school opened in 1948 with 65 students and this year doors were opened to 212 students. The school has evolved from a simple 2 story building that housed not only the classrooms, but also the three School Sisters of Notre Dame, to the present campus which includes 35 acres with 60,000 square feet of educational buildings. There is wireless internet access for the 34 laptop computers, internet access in the computer lab which houses 30 desktop computers and internet access in each classroom for their individual desktop computers. 6 classrooms are equipped with Smart Boards which enhance student learning and lessons. Sacred Heart School is part of the Archdiocese of St. Louis school system and a member of the National Catholic Education Association (NCEA).

The teaching staff and administration consists of both experienced teachers and new teachers. 25% professional staff members hold advanced degrees. Sacred Heart School employs 4 part time educators to teach Spanish, Music and Physical Education. Teachers/staff use on and off site professional development to enhance their instruction.

The challenging curriculum consists of the 6 core subjects, Religion, Reading, English, Math, Science and Social Studies as well as the ancillary subjects of Spanish, Music, Art, Computer and Physical Education. Also part of the curriculum is Enrichment, a subject that incorporates art, social studies, literature, religion, music, math, science, and technology into various quarterly topics.

Students are recognized for their academic achievement through the Honor Roll and Principal's Award programs. The student produced school newspaper has been a tradition at Sacred Heart School for the past sixty years. Students are also recognized for their Christian behavior with RED Heart Awards. These RED Heart Awards are given to students who demonstrate Respect, Enthusiasm, and Discipleship by their actions in and around school. Each student is a member of a School Family, created for peer modeling. These School Families meet monthly for social and religious activities.

Extracurricular activities offered at Sacred Heart School are Student Council, Bellarmine Speech League, Math League, Yearbook, and Choir. Sports teams include baseball, softball, soccer, volleyball, basketball, and track. Teams are organized through the parish and participate in the Catholic Youth Council Leagues.

Sacred Heart School recognizes that parents are the primary educators of their children. Faculty and parents are committed to developing dedicated followers of Christ. The Catholic faith is strengthened through the celebration of the sacraments, including Reconciliation, First Holy Communion, and Confirmation. The students and parents are involved in community service projects such as working the Gift of Mary Soup Kitchen monthly, collection of shoes for children in Belize, collection of canned goods during Thanksgiving, collection of toys during Christmas, and the collection of diapers and baby items for Birthright during the spring. Sacred Heart School also allows the community to be a part of the school. Member of the Historical Society visit the classrooms, Representative Tim Jones speaks to the classes, and Oasis tutors read with the students. We bring the community to the students in order to educate and develop a Sacred Heart presence in the community.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

Sacred Heart School tests students in grades two through eight using the Iowa Test of Basic Skills. These tests are administered in September. The second graders are taking the test for the first time. Due to their first introduction of the ITBS, the second grade scores have been significantly lower than scores for grades three through eight.

Students' scores in grades three through eight generally get better each successive year. This trend is typical for students as they become more proficient with test taking skills and they retain more knowledge as they progress through the grades.

At Sacred Heart School student reading scores are generally higher than their mathematics scores. This trend is due to the strong reading curriculum paired with the weaker mathematic computation skills some students possess. Our elementary reading curriculum is extremely differentiated and students achieve their highest potential as they pass through grades one, two, and three. The higher reading scores balance out with the mathematic scores at the eighth grade level. The seventh and eighth grade curriculum demands mastery in the basic facts since they are engaged in Pre-Algebra and Algebra curriculum.

The students at Sacred Heart School always score well above the national average on the ITBS battery. Sacred Heart students score above the St. Louis Archdiocesan average on these tests. Last year's eighth grade class achieved a NPR score of 85 in mathematics and a NPR score of 86 in reading.

2. **Using Assessment Results:**

Sacred Heart uses ITBS assessment data to differentiate instruction in each classroom. Teachers are able to adjust and improve the instruction for each individual child based on his/her strengths and weaknesses. This individual adjustment translates into class adjustments and helps faculty and staff evaluate the curriculum, the subject goals, and the instruction.

Two years ago there was a slight decline in the ITBS scores across the school. Sacred Heart's principal was able to establish a part time position, allowing a classroom teacher to work with students individually or in small groups each afternoon. She is able to differentiate and intervene when necessary to help meet the needs of student weaknesses.

In addition to ITBS assessments, Sacred Heart School teachers use a myriad of assessment programs to monitor student progress. Teachers observe students both formally and informally. Teachers use written and oral forms of tests. When students produce group projects or participate in group activities, rubrics are used. Students sometimes use self-evaluation to assess their performances. Tests are modified to accommodate all students within the class.

At level meetings teachers discuss both class progress and individual progress. They collaborate, discuss, and evaluate methods of instruction and identify areas that can be reviewed for improvement. Student strengths, weaknesses, and progress can be discussed on a variety of levels and this aids the student learning process.

3. Communicating Assessment Results:

Sacred Heart communicates student performance in a variety of ways. Prior to the fall conferences all teachers participate in a workshop that helps teachers thoroughly and accurately report ITBS results to the parents. Dr. Ray Wicks from the Catholic Education Office, who specializes in assessment, conducts this workshop for the teachers. At fall conferences teachers spend time with parents helping them understand the ITBS results, as well as the student's classroom progress.

Sacred Heart has online grade reporting through FastDirect, an intranet communication system. Parents and teachers are able to check students' progress daily. This system also allows the faculty and staff to email parents and students. Teachers can give immediate feedback to parents and students with this system. Sacred Heart's communication system is two way. Teachers can email parents, parents can email teachers. This is true for students also.

Teachers send home weekly folders containing student's work and tests. There is a weekly newsletter generated by the principal to keep parents and students informed.

4. Sharing Success:

Sacred Heart Catholic School proudly shares its success with other schools. The School Board's marketing group has developed a wonderful brochure claiming many of the success stories. Community wide distribution of this brochure reaches families with students of all ages.

Sacred Heart has used local media to communicate the good news. The parish community is kept up to date via the parish weekly bulletin. Sacred Heart was featured in the St. Louis Catholic Review, a regional newspaper in September 2008 with the celebration of the opening of the 60th year of educating children at Sacred Heart Catholic School. A community newspaper has featured many Sacred Heart students and their successes.

The teachers are often asked to mentor and lead new teachers through the student teaching process. Two of the student teachers have since become teachers at Sacred Heart School.

Sacred Heart School participates in the regional Math league with 12 other Catholic Schools, and participates in the Bellarmine Speech League with over 75 different schools. At these meets, the students are able to share their talents and skills with other students, as well as perform in the top 10%.

Last April 8 of the students performed on the stage of the Fabulous Fox Theatre with 200 other Catholic school students, singing and dancing together. They were able to showcase their talents alongside fellow students on the grandest stage in St. Louis. Student Artwork is featured at area malls and the St. Louis Symphony has chosen two Sacred Heart students as winners in its annual exhibition at Powell Hall and the Sheldon Theater.

Sacred Heart is proud to share the 60 year history of quality Catholic education within the community and within the St. Louis Archdiocese.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Sacred Heart Catholic School has as its core values nourishing the soul, embracing the spirit, inspiring the mind and opening the heart of each student in the school. Sacred Heart's strong academic program is challenging and exciting. Sacred Heart School endeavors to develop in the students a desire to work to their fullest potential and to empower them to meet the challenges of living in an ever-changing diverse world. Sacred Heart Catholic School strives to meet the needs of individual students with individual learning styles.

The Religion curriculum emphasizes a strong belief in Catholic values, teachings and respect for all human life. Students participate in daily prayer, weekly liturgies, prayer services, celebrations of the sacraments, and community service projects.

The Reading curriculum challenges students to develop and refine skills in fluency and comprehension, emphasizing vocabulary to express ideas, inform, persuade and entertain. Students are taught to recognize the differences among various types of literature, use all information resources at their disposal, and show an appreciation for the diverse society as it is expressed in literature. Students are encouraged to develop an interest in reading for personal enjoyment by weekly library visits and suggested summer reading.

Sacred Heart's Math curriculum emphasizes mathematics concepts and problem solving. Hands-on activities include the use of manipulatives, calculators and Smart Board lessons. Pre-algebra is taught in seventh grade and Algebra is taught in eighth grade. These two classes become skilled in the use of graphing calculators.

The English curriculum allows students to recognize language as a way of communicating verbal, written, and visual expression. Students recognize and correctly use parts of speech and use the mechanics of the English language to define, spell, pronounce, and use words that expand and enrich vocabulary. Spelling is taught at all grade levels. A separate vocabulary textbook is used in fourth through eighth grades.

The Social Studies program focuses on knowledge of culture, geography, systems of government, law, economics, and history to understand values and ideas that guide the world today. Hands-on activities, field trips, guest speakers, multi-media projects, and oral presentations are used in all grade levels.

Sacred Heart's Science curriculum is inquiry based allowing the students to investigate, analyze, identify, describe, assess, and explore concepts. Students are encouraged to seek answers to questions using the scientific method. The new science lab was completed in 2006. This expanded room has science tables with a dedicated power supply to each table, an eye wash station, and a domestic water supply. This large room can accommodate lectures as well as experiment stations.

The Computer curriculum is modeled on the National Education Technology Standards. Technology is integrated into all subject areas and grade levels. Internet access allows the students to use many applications and productivity tools. Smart Boards involve students in lessons with hands-on use. Sacred Heart has a wide range of technology resources available for all to utilize.

The Art curriculum challenges the students to express creativity and communicate through the proper use of various mediums, tools, and terminology. Enrichment classes develop the student's knowledge of art, artists, and art history in cross curricular subject areas.

The Music curriculum incorporates music theory and style as well as enjoyment in singing and performing in two annual school concerts. Music history is presented with its effect on literature and culture.

Physical Education is taught twice a week to all grades. Health, fitness, and exercise are emphasized as well as good sportsmanship and fair play through fun activities and games provided during the class. Daily recess for all grades reinforces Sacred Heart's desire that all students strive towards physical fitness.

The Spanish curriculum is taught weekly to all grades. This program challenges the students to build on a foundation of vocabulary and grammar as well as learning to appreciate other cultures.

2a. (Elementary Schools) Reading:

Sacred Heart recognizes that all students have different reading abilities. With this in mind, Sacred Heart has chosen a reading series for Kindergarten through fifth grade that can be applicable to a variety of reading levels. The series also has a listening component for those who are auditory learners and a computer component for extra practice of a particular skill through the use of fun games and activities. Each story that is read by the class includes activities for students who are below level, on level, or above level. Many of the stories included in the reading series are either books that the students can read independent of the series, or are chapters from a larger book that is also available outside of the series. By having these options, teachers can differentiate the instruction to meet the needs of individual students. As students progress through the primary grades the focus of reading shifts. Students are not so much learning to read as they are reading to learn. Students make the transition from learning reading skills to learning how to interpret meaning from what they read. They learn how to find hidden meaning and symbolism in what is read.

The reading curriculum for grades six through eight is literature based. The students read short stories, drama, poetry, and non-fiction books that represent a variety of different writing styles. Students are also asked to present book reports on specific types of literature. Reading "buddy" programs are also established between several upper level grades and younger students in the hope that not only will the younger student learn reading skills from their reading buddy, but also that their appreciation of literature will increase.

2b. (Secondary Schools) English:

3. Additional Curriculum Area:

Sacred Heart School offers an opportunity for each and every student to shine. Enrichment Class is a cross-curriculum class offered each quarter to grades 1-8. Too often an enrichment program is offered to the students who have been designated as gifted and talented. Working with the belief that each student is gifted in some way, the enrichment class offers time for all the students to explore a topic, absorb the subject matter and produce a product that mirrors and demonstrates their new found knowledge of the subject.

The goal of this enrichment time is to broaden the knowledge of students, offer an opportunity to work on a short, individually paced project and enjoy time spent exploring a subject that is not part of the regular schedule. This goal extends to making connections to the lives of the students and the community. The enrichment teacher always asks: How does this knowledge connect to your life? Why should you know and learn this? What does this have to do with you - here and now in your life?

Enrichment utilizes literature, religion, technology, English, geography, social studies, music, math, science, art and speech.

Every school year the enrichment class works with a theme. This current school year the theme is famous Missourians. Past themes have included the history of our town, Eureka, Missouri. For this subject, a wonderful citizen from the historical society visited and taught about life when Eureka began. Student work in response to this guest has become a permanent addition to the Historical Society's archives. A past class with Hawaii as the subject matter invited a Hawaiian neighbor to teach the fifth grade to hula. The community is called upon and enriched by the school. The student body is enriched by the community. Field trips make Enrichment a delightful way to learn. When the study of the school campus was the subject of the quarter, specimens of insects on the grounds were caught, studied, and released. The entire school had grade level guided field trips to the St. Louis Zoo Insectarium.

Each grade's work is tailored for the age. At most grade levels, students are offered choices for the projects. Students can learn in their own style. Music is made, papers are written, speeches are given, and art is created. Maps and diagrams, short theatrical presentations and guest speakers make Enrichment Class something to be anticipated. The results are rewarding to teacher and student and community.

4. Instructional Methods:

Sacred Heart makes a strong attempt at meeting the needs of all students with all ability levels. Through the use of varying instructional techniques, small class sizes, and Best Practice methods, every student can learn. Some of the instructional techniques include differentiated instruction, small group work, learning centers, role playing, instructional games, cooperative learning, and a variety of assessments. Sacred Heart's Enrichment Curriculum teaches different components of the same theme to each grade level each quarter. The Enrichment session uses several different learning methods to make discoveries on the present topic.

Technology has become a vital part of the curriculum at Sacred Heart School. Each grade level from Kindergarten through eighth grade utilizes technology on a regular basis. Each classroom has cable television access so that instructional programming can be utilized. Each class has access to the laptop computers as well as the computer lab in order to make use of such tools as the internet, word processing, spreadsheets, and power point.

Teachers continually assess their students, document observations, and discuss with the resource teacher the instructional strategies most effective for each individual student. Teachers make accommodations for students regularly within the classroom and collaborate with peers to help address specific student learning styles.

Sacred Heart has three teacher aides available throughout the week. The teacher aides are knowledgeable of each teacher's instructional techniques and expectations. They are able to work with small groups of students to individualize the instruction. Sacred Heart also is a participant in the OASIS (Older Adult Service and Information System) program. OASIS volunteers from the local community work one on one with students by reading and asking comprehension questions.

Through the use of this variety of instructional methods, Sacred Heart School strives to meet the needs of all students who attend regardless of learning style or ability.

5. Professional Development:

The professional development at Sacred Heart School is practical, on-the-job training. Administrator and teachers engage in activities that:

- Improve the knowledge in one or more of the core academic subjects.
- Improve the knowledge in effective instructional teaching strategies, methods, and skill.

- Integrate technology into the curriculum and instruction.
- Help teach students with different needs, students with disabilities, students who are gifted and talented.
- Improve student behavior, identify early and appropriate interventions, and involve parents more effectively in their child's education.
- Provide leadership development and management training.
- Train in the use of data and assessments to improve instruction and student learning.

At the September 2008 faculty meeting, Dr. Ray Wicks of the Catholic Education Office, conducted a workshop for the faculty on interpreting and using ITBS scores. This presentation helped faculty members interpret the scores with parents at the October Parent/Teacher Conferences. The faculty then looked at their grade level curriculum and were able to revise and redirect based on the assessment results.

Throughout the year faculty members attend off site workshops on various educational topics. This year teachers have attended workshops on differentiation, on "Dealing with Difficult Students", and another on anxiety and stress in school aged children. Faculty will then share their knowledge with each other at future faculty meetings. All teachers are able to gain knowledge and use this in their classrooms.

The professional development at Sacred Heart School increases the staff's ability to improve student learning, obtain feedback on its own development, and use this feedback to make better decisions. The faculty can redirect its staff development and other assessment efforts to enhance and strengthen student learning.

6. School Leadership:

The principal at Sacred Heart School is the spiritual and educational leader of the school community and executive secretary of the parish board of education. The highest priority of the principal is the building of a Christian community of faith that provides for the spiritual, moral, intellectual, aesthetical, emotional, social, and physical needs of the children of the school. The pastor of the parish hires, evaluates, and continues to employ the principal.

The role of the principal of Sacred Heart School is to articulate and act in accordance with the philosophy of the St. Louis Archdiocesan Catholic Education Office. The principal demonstrates effective instructional leadership, provides for effective and efficient school programs, exhibits cooperation with teachers, and communicates effectively with parents and students.

The principal, Monica Wilson, has created a professional development plan for the faculty and administration at Sacred Heart School. This three year plan was implemented in September on the use of standardized assessments. Teachers were instructed how to use these results to adjust instruction and meet the needs of individual students, as well as how to inform parents about their child's assessment results. Throughout the year teachers will attend workshops on differentiation, classroom Best Practices implementation, and dealing with difficult students. Information gained from these workshops will be shared and then used to adjust learning styles and instruction within the classrooms.

The principal, Monica Wilson, has written technology grants and has asked Home and School to provide funds to purchase Smart Boards for the three classrooms that presently do not have Smart Boards. Smart Boards improve students' learning and achievement because students become actively involved.

The principal, Monica Wilson, ensures that Sacred Heart School has a quality academic program which is strong diverse, innovative, and integrates faith into all curricular area.

PART VI - PRIVATE SCHOOL ADDENDUM

1. Private school association: Catholic
2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes No
3. What are the 2007-2008 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$2820</u>	<u>\$2820</u>	<u>\$2820</u>	<u>\$2820</u>	<u>\$2820</u>	<u>\$2820</u>
K	1st	2nd	3rd	4th	5th
<u>\$2820</u>	<u>\$2820</u>	<u>\$2820</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
6th	7th	8th	9th	10th	11th
<u>\$0</u>	<u>\$0</u>				
12th	Other				

4. What is the educational cost per student? \$ 3880 (School budget divided by enrollment)
5. What is the average financial aid per student? \$ 1000
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
5 %
7. What percentage of the student body receives scholarship assistance, including tuition reduction?
4 %

Subject: Reading

Grade: 2 Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A, 2001 Publisher: Riverside Publishing

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Sep	Sep	Sep	Sep	Sep
SCHOOL SCORES					
Average Score	71	76	79	81	77
Number of students tested	17	18	25	27	25
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics

Grade: 3 Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A, 2001 Publisher: Riverside Publishing

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Sep	Sep	Sep	Sep	Sep
SCHOOL SCORES					
Average Score	72	82	82	82	78
Number of students tested	20	22	27	25	29
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading

Grade: 3 Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A, 2001 Publisher: Riverside Publishing

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Sep	Sep	Sep	Sep	Sep
SCHOOL SCORES					
Average Score	73	83	79	81	78
Number of students tested	22	21	27	24	29
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics

Grade: 4 Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A, 2001 Publisher: Riverside publishing

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Sep	Sep	Sep	Sep	Sep
SCHOOL SCORES					
Average Score	74	82	82	79	89
Number of students tested	21	24	26	29	29
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading

Grade: 4 Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A, 2001 Publisher: Riverside Publishing

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Sep	Sep	Sep	Sep	Sep
SCHOOL SCORES					
Average Score	80	85	83	82	92
Number of students tested	21	24	26	29	29
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics

Grade: 5 Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A, 2001 Publisher: Riverside Publishing

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Sep	Sep	Sep	Sep	Sep
SCHOOL SCORES					
Average Score	79	72	78	82	88
Number of students tested	24	26	29	29	26
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading

Grade: 5 Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A, 2001 Publisher: Riverside Publishing

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Sep	Sep	Sep	Sep	Sep
SCHOOL SCORES					
Average Score	80	87	81	91	91
Number of students tested	24	26	29	29	26
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics

Grade: 6 Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A, 2001 Publisher: Riverside Publishing

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Sep	Sep	Sep	Sep	Sep
SCHOOL SCORES					
Average Score	68	78	86	87	80
Number of students tested	25	29	29	28	24
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading

Grade: 6 Test: Iowa Test of Basic Skills

Edition/Publication Year: form A, 2001 Publisher: Riverside Publishing

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Sep	Sep	Sep	Sep	Sep
SCHOOL SCORES					
Average Score	80	78	87	89	88
Number of students tested	25	29	29	28	24
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics

Grade: 7 Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A, 2001 Publisher: Riverside Publishing

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Sep	Sep	Sep	Sep	Sep
SCHOOL SCORES					
Average Score	79	85	88	85	77
Number of students tested	29	28	29	24	28
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading

Grade: 7 Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A, 2001 Publisher: Riverside Publishing

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Sep	Sep	Sep	Sep	Sep
SCHOOL SCORES					
Average Score	80	89	89	89	84
Number of students tested	29	28	29	24	28
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics

Grade: 8 Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A, 2001 Publisher: Riverside Publishing

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Sep	Sep	Sep	Sep	Sep
SCHOOL SCORES					
Average Score	85	87	86	77	78
Number of students tested	27	29	24	28	25
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading

Grade: 8 Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A, 2001 Publisher: Riverside Publishing

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Sep	Sep	Sep	Sep	Sep
SCHOOL SCORES					
Average Score	86	85	89	80	77
Number of students tested	27	29	24	28	25
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

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