

2008 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Public Private

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

Name of Principal: Mr. Randy Vetsch

Official School Name: Holy Name of Jesus School

School Mailing Address: 155 County Road 24

Wayzata MN 55391-9614
City State Zip Code+4 (9 digits total)

County: Hennepin

State School Code Number:* NA

Telephone: (763) 473-3675

Fax: (763) 745-3499

Web site/URL: www.hnoj.org/school E-mail: rvetsch@hnoj.org

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:* NA

District Name _____ Tel. () _____

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. Barbara Reis

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.

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

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

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
 Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. 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			NA	7			NA
K	29	25	54	8			NA
1	27	27	54	9			NA
2	23	31	54	10			NA
3	28	23	51	11			NA
4	20	27	47	12			NA
5	28	19	47	Other			NA
6	19	17	36				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							343

[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:
- 95 % White
 - 1 % Black or African American
 - 2 % Hispanic or Latino
 - 2 % 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: 0%

[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	0
(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)]	0
(4)	Total number of students in the school as of October 1	343
(5)	Total transferred students in row (3) divided by total students in row (4)	0
(6)	Amount in row (5) multiplied by 100	0

8. Limited English Proficient students in the school: 0%
0 Total Number Limited English Proficient

Number of languages represented: 1
 Specify languages: English

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

Total number students who qualify: 2

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

PART III – SUMMARY

Holy Name of Jesus School in Wayzata, Minnesota was founded in 1874. The school's mission is to provide academic excellence in a K-6 Catholic School while proclaiming, celebrating and living out the Gospel of Jesus Christ. The vision of Holy Name of Jesus School is to create a Catholic community in which students achieve academic success and are inspired to continue a lifetime of growth as confident learners and persons of faith and compassion. As members of Holy Name School, we value student learning, growth, and development in the context of: a knowledgeable, talented, and caring faculty, staff, and administration; informed and involved parents; and a vibrant and supportive Catholic parish community. In view of these values, Holy Name School strives to help students: develop a relationship with God; encourage initiative, self confidence, creativity and curiosity; recognize the dignity and worth of all persons; strengthen accountability and responsibility based on a Christian foundation.

In 1864 when the parish was incorporated a log church was built. When this was replaced with a larger frame church in 1874, the log church was used as a school. School was taught in German and was held for only three or four months of the year. The original Holy Name School was built across the road from the church on the knoll overlooking Holy Name Lake in 1919. The enrollment for the first year was 52 students. The present school was built in 1955 with additions in 1992 and 2002.

Holy Name of Jesus School is proud of having offered an excellent education for the past 133 years. The school offers a challenging academic curriculum. Besides the core subject areas, Holy Name School offers art, band, media, music, physical education, science lab, religion, Spanish, and technology. Holy Name of Jesus School believes in educating the whole child. Our goal is to provide academic, personal, and spiritual growth to all of its 343 students. The teachers at Holy Name of Jesus School are excellent, quality instructors. Over 60% of the teachers have received their master's degrees. They are very dedicated and committed in providing a loving, caring, nurturing, successful, and challenging environment for all students in their care. Parents at Holy Name of Jesus School play an important role in the educational process. On a daily basis, parents are involved in many activities and roles that take place.

Part of the school's education is providing moral and character development. Holy Name School is heavily involved in service projects to reach out to others. Holy Name students participate in Operation Christmas Child, Feed My Starving Child, Toys for Tots, local food shelf drives, missions, and other local charity projects. One of Holy Name's projects is Hands Across Town – Our Walk With Ascension School. This became the first twinning parishes in the St. Paul/Minneapolis Diocese. Ascension School is an inner city school with most of its students living in a home well below the poverty level. Through our joint efforts, over three-fourths of their operating budget is provided through this relationship. The students at both schools have opportunities throughout the school year to come together and celebrate. Both schools benefit greatly from this relationship. The sixth grade student council at Holy Name of Jesus School organizes and operates another special service project. The sixth graders sleep outside in the single digit temperature of the December Minnesota weather to raise money and awareness for the homeless. For the past two years of doing this, they have raised over \$50,000. Last year, the sixth graders received an award from Governor Pawlenty for their efforts.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results: In the 2002-2003 school year, the Archdiocese of St. Paul/Minneapolis encouraged schools to use the Metropolitan 8 Achievement Test. Prior to this, Holy Name of Jesus School administered the CAT-5. During the spring of 2003, Holy Name School made this change in standardized tests. Holy Name of Jesus School administers the Metropolitan 8 Achievement Test to all of its second through sixth grade students. 2002-2003 was also the first year for the new school principal. During his first year, the school went through an extensive curriculum development process in which the school wrote its own curriculum for all major subject areas that included strands, programs goals, skills and concepts, scope and sequence, learner outcomes, and assessments.

With the change in the school's curriculum, the new standardized test allowed the school to evaluate the new curriculum's effectiveness as it related to student performance. For the last 5 years, Holy Name of Jesus School has been able to evaluate its curriculum and instruction based on the assessment results from the Metropolitan 8 Achievement Test.

The scaled scores were used to measure the growth that occurred each year. Scaled scores represent approximately equal units on a continuous scale, using numbers that range from 1 through 999. Scaled scores facilitate conversions to other score types and are suitable for studying change in performance over time. They are a mathematical transformation of a raw score. During the last 5 years, the school's scaled scores have increased each year for each grade level. Holy Name School also achieved above the St. Paul/Minneapolis Archdiocesan School averages each year. For the past 3 years, the school's sixth grade test scores were among the top 10% of the nation and qualified Holy Name of Jesus School to apply for the "No Child Left Behind – Blue Ribbon Schools" award.

When comparing the scaled scores from the Otis-Lennon School Ability Test to the scaled score from the Metropolitan 8 Achievement Test, all grade levels at Holy Name of Jesus School performed above their ability.

Assessment results are a great tool to evaluate the quality of the education that students receive at a school. The results that Holy Name of Jesus School obtained from the Metropolitan 8 Achievement Test reaffirmed that students are receiving a top-notch education. With the varying degrees of student abilities that are present at a school, the results indicated that students are progressing in their educational development and achieving above their ability.

Besides these assessment results, Holy Name of Jesus School gets reports from the schools that educate our alumni after they leave our facility. The reports are always very positive. A high majority of our graduates go on to become "A" and "B" honor roll students, members of the National Honor Society, valedictorians, and college graduates.

2. Using Assessment Results: The assessment results are used to evaluate the curriculum and resources used. The principal tracks grade level, classroom, and student growth from year to year. The scaled score is used to track this. The results are used to evaluate the curriculum and instructional practices in each grade and classroom. Context clusters are used to evaluate the specific skills to what is taught and to assess the resources and instructional methods used. Second through sixth grade students at Holy Name of Jesus School take both the OTIS Lennon Standards Ability Test and the Metropolitan 8 Standardized Test. The OTIS Lennon Test measures each student's ability, and the Metropolitan 8 Test measures his or her achievement. Both tests are used to compare the student's, grade's, classroom's, and school's ability to their achievement. One of the findings that was discovered through this process assisted Holy Name of Jesus School in the adoption of new mathematics resources. The students who had low to high average ability achieved above their ability in the standardized test. However, students who demonstrated high ability did not achieve above their ability in the standardized test. This information was useful as the school realized that it needed resources that provided more enrichment opportunities for the high ability students. The assessment results play an important part in the referral process for special education services, remedial offerings, and enrichment offerings. Students that perform below their ability are identified, observed, and assessed to see if they should either be referred for special education services or if they should receive additional assistance with the school's reading/math specialist. Students with high ability and achievement are also identified, observed, and assessed to explore what enrichment opportunities and offering would best challenge and enrich them.

3. Communicating Assessment Results: Individual student results are shared with parents. There are two forms that are sent by the testing company. These forms are mailed to each family with a cover letter that explains the results and how to interpret the information. Grade and school results are shared in the school newsletter, the church bulletin and annual report for the other stakeholders in the parish who contribute to the school. In the fall, the school holds a Curriculum Night for all school families. To start this event, the principal of the school gives a power point presentation showing the school's test results.

4. Sharing Success: Holy Name of Jesus School shares its testing results to the public and Catholic schools in the area where the students attend after the completion of their education at Holy Name School. Since Holy Name of Jesus School ends at sixth grade, this information is a useful tool for the schools that continue the education of the students from Holy Name of Jesus School. The school's written curriculum is also shared with these schools. The principal of the school is part of a deanery, which consists of other area Catholic schools. Successes are shared with these schools so that each school can benefit and become better.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum: Curriculum is a written plan, which drives instruction. It delineates the skill and concepts taught and evaluated to enhance student achievement in a Catholic environment. Composed of a content area philosophy, strands, program goals, aligned scope and sequence, learner outcomes, and assessment tools, it is intentionally designed to meet our school, state, and national standards.

Language Arts, including literature, writing, oral/visual communication, and study skills, is taught across the curriculum in a context which is both process and product oriented. Teachers provide opportunities in the various skill areas so students can develop the following abilities to read many types of literature and other content material with a high level of comprehension and fluency: speak and write fluently, purposefully, intelligently, and appropriately in various situations; clarify and organize thinking skills in order to evaluate information and engage in creative problem solving; and listen actively and critically. At Holy Name of Jesus School, we believe that the study of Language Arts enables students to be lifelong learners and competently apply language and communication skills to life experiences as individuals, citizens, workers, and consumers.

The social studies curriculum meets the on-going needs of the students in a highly complex and rapidly changing society. The social studies curriculum prepares our students to participate productively and responsibly as members of society. It provides the opportunities to produce well-informed students who will become independent life-long learners through an interdisciplinary and integrated curriculum. The curriculum promotes and encourages an understanding of cultural differences, not as a problem to be solved, but as healthy, inevitable, and desirable quality of democratic group life. It encourages students to understand their past and present as well as to prepare them for their future.

The mathematics curriculum prepares the students to meet the increasing demands of a changing global and pluralistic society. We believe that all students can learn mathematics in an environment that promotes success. The most effective mathematics curriculum provides an integrated emphasis on both conceptual development and computational proficiency in order for students to understand the importance of mathematics, become confident in their ability to learn and apply mathematics, reason and communicate mathematically, and become mathematical problem solvers. A curriculum based on this philosophy enables the students to actively achieve mastery through a variety of instructional strategies and learning styles.

The Spanish program is designed to be an on-going program, which each year will build on the foundation prepared the previous year. The goal is to develop an awareness of the Spanish culture recognizing similarities and differences to their own culture as well as to be able to speak, read, and write in Spanish.

The science program equips students with the knowledge they need to make productive contributions in an ever-changing world. This is accomplished by building upon the natural curiosity while focusing on process skills, information access and retrieval, critical thinking, cooperative learning, communication, and use of scientifically generated theories and principles in problem solving and decision-making. Science education ensures the possession of scientific literacy and skills, so that all students develop their abilities to function effectively by displaying civic competence.

The goal of the Holy Name of Jesus School is to have a coordinated sequence of teaching and use of technology in the curriculum in grades K through 6. All teachers work together to integrate technology in all areas of the curriculum. Technology is used as a tool to create and provide a safe, motivating, and challenging learning environment to enhance student growth and development, thus meeting the physical, academic, social and emotional needs of all students.

2a. Reading: The reading program at Holy Name of Jesus School promotes the development of comprehension, word attack/decoding, vocabulary, and fluency in reading.

Our staff for many reasons chose our Reading series, McMillan McGraw-Hill's Treasures. First, it offers teachers the opportunity to teach Reading within the realm of a Language Arts program; Reading, Spelling, and Writing are all components of the program. In this totally integrated program, reading vocabulary can become spelling words, and the text offers many opportunities for practicing writing skills. These writing skills are many times based on a selection's key strategy, such as cause and effect, comparing and contrasting, etc.

Also, the text provides a number of trade books that match with the theme of the reading selections. While the trade books share a theme, they are written on various reading levels so that each student is challenged appropriately. These books are perfect to use in literature circles.

In addition, the reading selections are written in various genres to cultivate interest. The illustrations are inviting and pique the students' curiosity as motivation to read. For times when selections are to be read orally, the text offers "Guided Reading" to assist the teacher in highlighting important points of the written material. All in all, the program offers teachers flexibility in teaching Reading so that students remain motivated to read.

3. Mathematics: The math program at Holy Name of Jesus School promotes the development of numeration, operations, measurement, data analysis, statistics, probability, geometry, algebra, and mathematical literacy.

The math series used at Holy Name of Jesus School is Harcourt Brace. This series was selected for many reasons. There are different philosophies regarding math: a more traditional approach which involves much fact development and repetition, and a self-discovery approach which involves more problem solving and critical thinking skills. Also, once students complete their elementary years at Holy Name School, they transfer either to Benilde-St. Margaret's, a Catholic junior high, or the local public school. Benilde-St. Margaret's math curriculum leans more towards a traditional approach and the local public school's is towards the self-discovery end of the spectrum. To best prepare our students and to support our own beliefs, we felt that it was important to adopt a philosophy that does both and falls somewhere in the middle.

The students at Holy Name of Jesus School take the OLSAT 7 test along with the Metropolitan 8 Achievement Test. The OLSAT 7 measures each student's ability. By comparing the results of this test with the achievement results of the Metropolitan 8 in the spring of 2003, we were able to come to the conclusion that our lower, average, and above average students were achieving at or above their ability. However, only a few of our high ability students were achieving at or above their ability. For this reason, our math series had to have a strong enrichment component as well. Since the adoption of this math series, these students have been achieving at our above their ability.

4. Instructional Methods: Holy Name of Jesus School uses multiple intelligences and Differentiated Instruction to reach the various learning styles of our students. Teachers focus on their lesson design by using all or several of the intelligences in their lessons. They structure the learning environments that address the variety of learning styles, interests, and abilities found within a classroom. In the classroom, students are active learners, decision makers and problem solvers. Students are regularly offered choices and students are matched with tasks compatible with their individual learner profiles. Regardless of their individual differences, students are expected to master the same concepts, principles, and skills. We have paraprofessionals who will spend time with individuals who need quiet – no distractions of movement etc during tests, and those who need to be redirected because their attention cannot be sustained. We use “hands-on” manipulatives to introduce Math concepts and for some students who need that while they do paper and pencil Math. Holy Name School provides remedial math and reading for students that require extra assistance through a math/reading specialist employed by Holy Name School. The school receives special education services through the Orono Public School District. Orono has a process for referring students for special education. Holy Name also uses 504 plans for students with disabilities that do not qualify for an IEP. Holy Name of Jesus School also offers Accelerated Reader and Continental Math to enrich student learning.

5. Professional Development: Staff development allows teachers to become more involved in seeking and taking advantage of opportunities to improve their professional skills and increase their effectiveness. Effective staff development programs address all three types of learning situations: how learning is produced (function), what happens when people learn (process), and to develop new knowledge and skills as teachers and administrators (product). Effective programs themselves become vehicles for learning as an active process of transmuting new knowledge, values and skills into behavior. All classroom and specialty teachers attend a workshop each school year. In-services are also provided on the school site as well. Each teacher submits a workshop form to the building principal that states the workshop that he/she would like to attend and the purpose, goal, and objective for attending this specific workshop. These purposes involve improving student achievement and classroom instruction. Each teacher has a goal for each school year. The goal is an area that the specific teacher wants to work to improve and strengthen. The objective would be the end result from attending the workshop (i.e. test scores). The in-services that are provided at Holy Name of Jesus School stem around the specific needs of the school as it pertains to the continued improvement of school: technology, teacher development, mentoring, teacher relicensure, etc. Professional development is one of the components of the four domains that are used in the teacher evaluation system at Holy Name of Jesus School. Continuing improvement is the mark of a true professional, an ongoing effort that is never completed. Teachers at Holy Name of Jesus School are committed to attaining and remaining at the top of their profession.

PART VI - PRIVATE SCHOOL ADDENDUM

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

1. Private school association(s): Catholic
 (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 No

3. What are the 2006-2007 tuition rates, by grade? (Do not include room, board, or fees.)

\$2,650 K	\$3,400 1 st	\$3,400 2 nd	\$3,400 3 rd	\$3,400 4 th	\$3,400 5 th
\$3,400 6 th	\$ NA 7 th	\$ NA 8 th	\$ NA 9 th	\$ NA 10 th	\$ NA 11 th
\$ NA 12 th	\$ NA Other				

4. What is the educational cost per student? \$5,100
 (School budget divided by enrollment)

5. What is the average financial aid per student? \$1,700

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 30%

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 100%

PART VII - ASSESSMENT RESULTS

Metropolitan 8 Achievement Test
Form V, 2000
Harcourt Inc.

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

	2006-07 Spring	2005-06 Spring	2004-05 Spring	2003-04 Spring	2002-03 Spring
Grade 6					
Reading	84	84	86	89	84
Mathematics	84	84	85	88	75
Number of students tested	39	32	33	39	32
Percent of total students tested	100%	100%	100%	100%	100%
Number of students excluded	0	0	0	0	0
Percent of students excluded	0%	0%	0%	0%	0%
Grade 5					
Reading	78	82%	80%	82	88
Mathematics	66	79%	72%	77	86
Number of students tested	47	48	46	54	50
Percent of total students tested	100%	100%	100%	100%	100%
Number of students excluded	0	0	0	0	0
Percent of students excluded	0%	0%	0%	0%	0%
Grade 4					
Reading	76	78	77	76	82
Mathematics	70	73	72	66	76
Number of students tested	45	45	50	44	52
Percent of total students tested	100%	100%	100%	100%	100%
Number of students excluded	0	0	0	0	0
Percent of students excluded	0%	0%	0%	0%	0%
Grade 3					
Reading	80	70	87	90	87
Mathematics	80	74	84	89	82
Number of students tested	48	48	50	54	48
Percent of total students tested	100%	100%	100%	100%	100%
Number of students excluded	0	0	0	0	0
Percent of students excluded	0%	0%	0%	0%	0%
Grade 2					
Reading	65	74	71	67	76
Mathematics	70	78	75	76	63
Number of students tested	50	51	50	46	54
Percent of total students tested	100%	100%	100%	100%	100%
Number of students excluded	0	0	0	0	0
Percent of students excluded	0%	0%	0%	0%	0%