

# Upper School Profile

*Welcome to Upper School*



**ACADEMY OF THE**  
**SACRED HEART**

Dear Students,

I would love to introduce you to the Academy of the Sacred Heart Upper School! The Upper School is a special place where young girls, living out the deeply rooted traditions of Sacred Heart education, flourish and become competent and capable young women.

Students in the Upper School have innumerable opportunities for growth and development, as they engage in programs unique to our school and rooted in our five goals of faith, academics, service, community, and personal growth. Our annual overnight retreats for each grade level and weekly community chapels led by the student campus ministry team encourage students along the journey of their faith life. Engaging learning experiences stimulate our students' minds, promoting a thirst for learning that propels students towards tremendous academic achievement both in high school and beyond. Academic rigor with an emphasis on STEM is integrated across the curriculum. New, transformative learning spaces are expanding our programs yielding a 100% college admissions rate, a 27.7 ACT composite and also more than \$12,000,000 in academic scholarships for last year's graduating class.

A combined emphasis on service learning and community service leads our students to consider what role they can play in improving the condition of others and the local and global community. This year, students worked through the Coastal Warriors program to learn about the economic value of the Louisiana coast and engaged in activities to help restore the coastline. They also donated thousands of volunteer hours to various community involvement initiatives. Service opportunities include local programs, like the St. Bernard Project and Saint Michael's school and national programs, through the Network of Sacred Heart Schools, and Whole Kids. The combination of these wide ranging programs promotes the growth of the whole child and provides a foundation for responsible global citizenship.

The pages that follow document the academic programs now available in the Upper School. Please note that our curriculum is constantly evolving. For example, last school year we added Algebra III, Advanced Math Functions and Statistics and Earth Science.

We look forward to sharing more information with you and hope you will come "Spend a Day" with us in the Upper School at Sacred Heart. You can call me at 504.269.1222 or Mrs. Ashley Zito to 504.269.1213 to set up a date.

Sincerely,

A handwritten signature in black ink that reads "Julie G. Boyd". The signature is written in a cursive style and is placed on a light gray rectangular background.

Julie Boyd  
Upper School Division Head



# Daily Schedule ~ Class Time

## Morning Activities

Monday – Assembly (17 min)

Tuesday – Homeroom (17 min)

Wednesday – Straight to Period 1

Thursday – Assembly (17 min)

Friday – Chapel (17 min)

## Mon/Tues/Thurs/Fri

7:55	1st Bell
8:00 - 8:17	Assembly/Homeroom/Chapel (17)
8:17 - 9:47	Period 1 (90)
9:47 - 10:07	Break (20)
10:07 - 11:37	Period 2 (90)
11:37 - 11:40	Travel Time (3)
11:40 - 1:10	Period 3 (90)
1:10 - 1:45	Lunch (35)
1:45 - 3:15	Period 4 (90)

## Wednesday

7:55	1st Bell
8:00 - 9:25	Period 1 (85)
9:25 - 9:45	Break (20)
9:45 - 11:10	Period 2 (85)
11:10 - 11:13	Travel Time (3)
11:13 - 12:38	Period 3 (85)
12:38 - 1:20	Lunch (42)
1:20 - 2:45	Period 4 (85)

- A and B day classes meet on a rotating basis. On a C day there are no classes
- Clubs meet before and after school, and at lunch
- Homerooms share breakfast together on Tuesday mornings to start the day



## 5 Goals of a Sacred Heart Education:

1. A personal and active faith in God
2. A deep respect for intellectual values
3. A social awareness which impels to action
4. The building of community as a Christian value
5. Personal growth in an atmosphere of wise freedom



## 2018-2019 Curriculum & Scheduling

The Upper School operates on a semester basis and utilizes flexible scheduling providing for small group instruction, independent study, and the possibility of taking college courses on nearby campuses or online. To meet graduation requirements, each student is expected to earn a minimum of 28 units of credit. In addition, each student must participate in at least one service project per year, complete at least fifty hours of volunteer work by the Spring of her junior year, attend yearly retreats and participate in a senior project during her final year of high school. Students must take a minimum of seven credits per year, seven courses per semester, four of which must be courses in English, math, science, or social studies. A religious course is required every semester. Students must take through the third level of the same world language. Any exceptions are only granted by special written permission from the Upper School Division Head.

### Required courses include:

- 4 credits English
- 4 credits Science (including Biology, Physics, Chemistry)
- 4 credits Religion
- 4 credits Social Studies
- 4 credits Mathematics (including Algebra I and II and Geometry)
- ½ credit Computer Applications
- 1 credit Fine Arts
- Through the third level of the same Foreign Language
- 2 credits Physical Education
- 2 ½ credits electives

## Scheduling/Course Selection Process

Following academic presentations that outline the Upper School curriculum to students in grades 8-11 and to parent groups, students receive materials for course registration. In an effort to encourage appropriate placement, current teachers make recommendations to the Upper School Division Head concerning Honors and Advanced Placement courses. The goal is to develop an individualized academic program that is both challenging and appropriate to students' developmental needs. The master schedule is refined to accommodate the course selections of the greatest number of students. The following applies to the eighth grade program:

*French I and Spanish I* may satisfy one of the years of Upper School requirements for language. Credit is given, and a grade is placed on the Upper School transcript but not averaged into the Upper School GPA, nor does it count as one of the 28 credits needed for Upper School graduation.

*Algebra I* taken in the eighth grade may not satisfy Upper School requirements for math. Credit is given, and a grade is placed on the Upper School transcript but not averaged into the Upper School GPA, nor does it count as one of the 28 credits needed for Upper School graduation.

*Earth Science, Physical Science and World Geography* may not satisfy one of the four years of Upper School requirements for science and Social Studies. Credit is given, and a grade is placed on the Upper School transcript but not averaged into the Upper School GPA, nor does it count as one of the 28 credits needed for Upper School graduation.

*Note:* Students entering Sacred Heart from another school typically receive Upper School credit for eighth grade classes according to the criteria stated above, upon successfully completing a placement test in the subject area and at the discretion of the Upper School Division Head.



## Specific Courses in Upper School

	Freshman	Sophomore	Junior	Senior
<b>COMPUTER TECHNOLOGY</b>	Computer Applications (½ credit)	Coding (½ credit) Digital Graphics/ 3D Printing (½ credit)	Digital Graphics/3D Printing (½ credit) Coding (½ credit) AP Computer Science Principles	
<b>ENGLISH</b>	Eng I: Genre Studies I	Eng II: World/Global Literature*	Eng III: American Lit AP Lit & Composition Creative Writing (½ credit)	Eng IV: British Literature Dual Enrollment/Eng. IV: British Literature Creative Writing (½ credit)
<b>FINE ARTS</b>	Choir, Dance, Drama, Music,, Basic Drawing, Basic Painting, Advanced Drawing, Advanced Painting, Ceramics, Decorative Arts, Media Arts/TV Production, Mixed Media, Sculpture, Wood Carving, Independent Study ( <i>All Fine Arts courses are ½ credit except Choir</i> )			
<b>MATHEMATICS</b>	Algebra I* Geometry*	Geometry* Algebra II*	Algebra II* Precalculus* Probability & Statistics Financial Math Literacy	Precalculus Calculus AP Calculus* Advanced Math: Functions & Statistics Algebra III Probability & Statistics AP Statistics Financial Math Literacy
<b>PHYSICAL EDUCATION</b>	2 credits required			
<b>RELIGION</b>	Rel I: Revelation & Jesus	Rel II: Church & Sacraments	Rel III: Morality & Social Justice	Rel IV: Vocations (½ credit) World Religions (½ credit) Scripture & Ministry (½ credit)
<b>SCIENCE</b>	Biology I	Chemistry*	Physics* AP Environmental Science Anatomy & Physiology Biology II Earth Science Environmental Science	Physics* AP Environmental Science AP Biology Anatomy & Physiology Biology II Earth Science Environmental Science
<b>SOCIAL STUDIES</b>	World Geography	World History*	United States History* Psychology Economics	Civics-Government* Psychology Economics
<b>WORLD LANGUAGES</b>	French I, II* Spanish I, II*	French II*, III* Spanish II*, III*	French III*, IV* Spanish III*, IV*	French IV*, V* Spanish IV*, V*

\*Honors or Advanced Placement courses available.



## Test Prep

Especially crafted for juniors, this course provides students with information about the specific content of the PSAT. Students will be exposed to test taking skills and practice drills, resulting in greater confidence when taking this high stakes test. Students will stay one day a week for seven, one hour sessions leading up the national PSAT testing date. The course will be offered at the end of the school day, beginning promptly after dismissal.

## Group Guidance

In an effort to educate the whole child, students in grades 9-12 attend Group Guidance sessions with the Guidance Counselor regularly throughout the year. These sessions relate to the health and well-being of the students. These topics are appropriate to each grade level and include: career exploration, communication skills, conflict resolution, decision-making skills, drug education, nutrition, goal-setting, strategy-building skills, loss and grief, peer pressure, self-esteem, cooperation skills, peer and family relationship skills, safety, crime prevention, sex education, stress management, child abuse awareness, and study skills. Also incorporated into the guidance program are topics relative to the ethical use of technology and the internet.

## Global Exchange

Upper School students have the opportunity to go on exchange to another Network school either domestically or internationally. Students in grades 9-12 can go on domestic or international exchange throughout the school year; the most common year for international exchange is 10th grade. Students in grades 9-11 can go on domestic or international exchange throughout the summer. Over the course of the last year, students went on exchange to Santiago, Chile; Woldingham, England; Pamplona, Spain; Auckland, New Zealand; Vienna, Austria; San Francisco, California; Boston, Massachusetts; and Greenwich, Connecticut.



Woldingham, England



Uniform exchange in Santiago, Chile



Vienna, Austria

## College Counseling

Key principles and activities that define the College Counseling Program at Academy of the Sacred Heart: The College Counseling Program is a comprehensive program that educates students in grades 5-12 within the scope of the 5 Goals and Criteria. Each child is seen as a unique reflection of God's vision and it is through this lens that we view each student's individualized plan as they begin the dialogue with their family and within the Sacred Heart community about college testing, college options, and scholarship opportunities.



## *College Counseling (continued)*

Below is a sample of the work we do to help each student achieve their goals as they relate to college admissions:

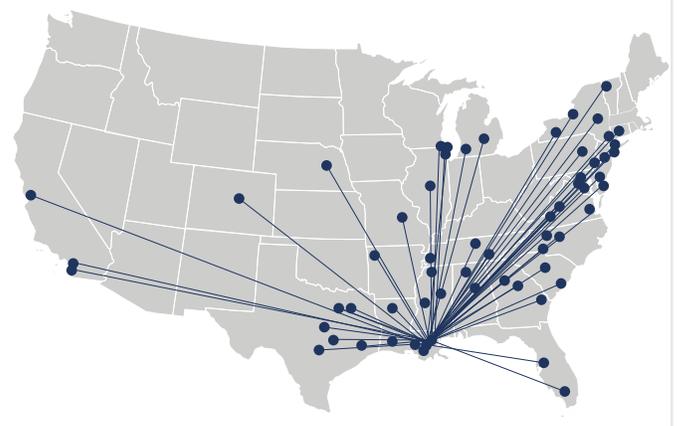
- Individual meetings with middle and high school students and their families to discuss standardized testing, college options, financial aid and scholarships, and the final college selection process
- Formal test prep program offered year round to all 10th and 11th grade students
- Group sessions for parents and students on relevant topics such Getting Started: What Every High School Parent Needs to Know About College Admissions (each spring), the PSAT and National Merit consideration, TOPS, paying for private colleges, etc.
- Small group sessions for parents and students (offered monthly beginning in the fall of the 10th grade) to discuss specific topics, for example, how to go on a productive college tour, getting the most out of a college fair, how to get the score you need for the National Merit Scholarship, what you need to know to pursue a degree in STEM, the performing arts, what every athlete needs to know about playing in college, acing the college interview, colleges that are test optional, etc.
- College essay writing workshops are offered along with individual training; collaboration within the English department is emphasized as well
- We host over 50 colleges each fall on campus in a small group setting to allow for productive information exchanges
- Field experts come regularly to campus to train students and faculty on relevant topics
- Faculty training on letter of recommendation writing is offered each fall
- An annual college trip is planned each summer and day trips are made to more regional campuses
- Our college counselor is a member of College Board, NACAC, SACAC, and ACCIS and engages in regular professional development and has visited over 100 colleges across the globe in the last 5 years
- Considerable attention is paid to course selection throughout 8-12th grade to ensure that each student is being appropriately challenged and taking classes that allow them to meet their college admission goals
- Our college counselor is trained on what is next in college admissions, for example the changing standardized testing landscape, effective use of technology within the college admissions process, and what colleges seek in the next generation of big thinkers and doers.

The emphasis remains on meeting each student where she is within the college admissions process, and this is of course, different for each child and her family. Our college counselor sees the individual plan as one that is ever evolving and consistently works with each student to make sure they ultimately make wise choices, feel empowered by the process, and leave our school armed with the knowledge and skills necessary to make their mark on the world.

## *College Choices: Class of 2018*

Alabama, Alfred University, Arkansas, Auburn, Boston College, USC Santa Barbara, College of Charleston, Columbia College Chicago, DePaul, Georgia, Hobart and William Smith College, LSU, Loyola Chicago, Loyola Marymount, Loyola New Orleans, Manhattan College, Millsaps, Ole Miss, UNO, New York University, UNC, Notre Dame, Penn, Providence College, San Diego, Sewanee, SMU, USM, St. Edward's University, Texas, TCU, Trinity University, Tulane, Vermont, Villanova and UVA

SACRED HEART COLLEGE ATTENDANCES IN THE LAST 3 YEARS





## *Learning Differences/Accommodations*

### *General*

The Academy of the Sacred Heart seeks to support students with physical, mental, and/or learning style differences in attaining academic success. The Learning Specialist assists students in advocating for themselves and taking ownership of their unique learning style so that they can be successful in long-term independence. Sacred Heart reviews all evaluations and reports from clinicians and provides accommodations in accordance with its policies, but does not create curriculum modifications. Your evaluator or clinician may make recommendations that, while potentially helpful, may not be among those accommodations that can be provided within the reasonable ability of Sacred Heart. While recommendations from psycho-educational testing serve as input in the decision-making process for Academic Accommodation Plans, the School's administration, in its sole discretion but in consultation with its Learning Specialist, makes the final determination of appropriate and sustainable accommodations. Sacred Heart will provide accommodations within the reasonable ability of the School and/or its staff provided that those accommodations do not create: (1) an unacceptable impairment to the rights of other students or employees; (2) a significant disruption to a teacher's ability to instruct other students or to classroom order or discipline; (3) a threat of harm to other students or employees; (4) a fundamental change to our education environment or mission; or (5) responsibilities on School employees for which they are not trained.

All information pertaining to this process will be kept confidential.

### *Documentation*

In order to be eligible for academic accommodations at Sacred Heart, a student normally must have a psycho-educational evaluation that includes an achievement test, a test of cognitive ability, and the full qualifying diagnosis accompanied by the DSM-V code. The evaluation must be current (diagnosed or reconfirmed) within three years.

The Upper School currently accepts:

- Psycho-educational evaluations performed by licensed psychologists or psychiatrists
- Language evaluations performed by licensed speech and language

## ***STUDENT NOTES HERE***

---

A C A D E M Y O F T H E

---



O U R G I R L S C H A N G E T H E W O R L D

4521 St. Charles Ave. | New Orleans, LA 70115

504.891.1943

[www.ashrosary.org](http://www.ashrosary.org)