

U.S. Department of Education
2013 National Blue Ribbon Schools Program
A Non-Public School - 13PV89

	Charter	Title 1	Magnet	Choice
School Type (Public Schools):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Name of Principal: Sister Joan Fitzgerald BVM

Official School Name: Xavier College Preparatory Roman Catholic High School

School Mailing Address: 4710 N 5th Street
Phoenix, AZ 85012-1738

County: Maricopa State School Code Number*:

Telephone: (602) 277-3772 E-mail: sjfphx@xcp.org

Fax: (602) 279-1346 Web site/URL: www.xcp.org

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

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mrs. MaryBeth Mueller Superintendent e-mail:
catholic_schools@diocesephoenix.org

District Name: Diocese of Phoenix District Phone: (608) 354-2345

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

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mrs. Kathleen Harris

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.

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

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*
The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. 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 configuration 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 (AYP) or its equivalent 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 AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be 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 foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. 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.
11. 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 and 2 are for Public Schools only.

>

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Urban or large central city

4. Number of years the principal has been in her/his position at this school: 38

5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	324	324
10	0	305	305
11	0	279	279
12	0	260	260
Total in Applying School:			1168

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
5 % Asian
2 % Black or African American
13 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
73 % White
7 % 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 2011-2012 school year: 1%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	6
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	11
(3)	Total of all transferred students [sum of rows (1) and (2)].	17
(4)	Total number of students in the school as of October 1, 2011	1168
(5)	Total transferred students in row (3) divided by total students in row (4).	0.01
(6)	Amount in row (5) multiplied by 100.	1

8. Percent of English Language Learners in the school: 0%

Total number of ELL students in the school: 0

Number of non-English languages represented: 0

Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 11%

Total number of students who qualify: 124

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-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 2%

Total number of students served: 20

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>1</u> Autism	<u>2</u> Orthopedic Impairment
<u>0</u> Deafness	<u>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>18</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>1</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:

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>13</u>	<u>2</u>
Classroom teachers	<u>65</u>	<u>2</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>1</u>	<u>0</u>
Paraprofessionals	<u>27</u>	<u>3</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>44</u>	<u>0</u>
Total number	<u>150</u>	<u>7</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:

18:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	95%	96%	94%	95%	95%
High school graduation rate	100%	100%	100%	100%	100%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size:	<u>301</u>
Enrolled in a 4-year college or university	<u>98%</u>
Enrolled in a community college	<u>2%</u>
Enrolled in vocational training	<u>%</u>
Found employment	<u>%</u>
Military service	<u>%</u>
Other	<u>%</u>
Total	<u>100%</u>

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

No

Yes

If yes, what was the year of the award? Prior to 2000

PART III - SUMMARY

Xavier College Preparatory is a Roman Catholic high school that strives to prepare young women with the knowledge, skills, and integrity to meet the challenges of a changing global society in a positive and productive manner. Founded in 1943 by the Sisters of Charity of the Blessed Virgin Mary in Phoenix, Arizona, the school has built a tradition of excellence through its teaching of Catholic faith and values, innovative academic curriculum, community service, diverse extracurricular opportunities, and superior athletic programs.

Academic excellence is integral to Xavier's mission. The school's 194 course offerings are sophisticated, innovative and global in nature. Forty-seven Honors and twenty-five Advanced Placement (AP) courses are offered across the curriculum, and every senior successfully completes AP English Literature. Over the past five years, 71.2% of students scored 3 or higher on AP exams. Forty-two college courses are offered through a dual-enrollment partnership with Rio Salado College, and 300+ students participate each semester. Xavier also offers an international studies program with educational, cultural, religious and service opportunities in France, Germany, Ecuador and Nicaragua.

To fully prepare its students to become leaders, innovators and good citizens of the 21st century, Xavier integrated technology across its curriculum and built an interdisciplinary approach to science, technology, engineering and math (STEM) learning that has inspired creativity, critical thinking and problem-solving skills. Recognizing how integral the arts are to a holistic education, the school then ventured beyond these disciplines to embrace arts as part of a STEAM education model. Throughout the past decade, to further incorporate the fine arts, Xavier built several state-of-the-art facilities that added 130,000 square feet to the campus, as well as 20 faculty, 55 course offerings, theatres, art/dance/ceramics studios and classrooms, a video media center, and film/digital photography laboratories.

Whether their interests lie in technology, science, literature, languages, mathematics, history, fine arts, theology, international studies, or service, Xavier graduates are consistently well prepared to excel at the college level. One hundred percent of Xavier graduates attend post-secondary institutions. Members of the Class of 2012 were accepted at 299 colleges and universities, and were awarded over \$26 million in merit scholarships. From 2008-2012, Xavier has had 27 National Merit Finalists, 55 Commended Scholars, 30 National Hispanic Recognition Finalists, 5 National Achievement Scholarship Program Finalists, one U.S. Presidential Scholar, two U.S. Presidential Semi-Finalists, and 613 students recognized by Advanced Placement (13 National, 170 With Distinction, 123 With Honors, and 307 AP Scholars). The Class of 2013 includes 10 National Merit Semi-Finalists, 17 Commended Scholars, 6 National Hispanic Recognition Program Finalists, one National Achievement Scholarship Program Finalist, two Presidential Scholar nominees, and one student with a perfect ACT score.

The U.S. Department of Education has twice recognized Xavier as a Blue Ribbon School of Excellence, once with Honors in Technology. The Catholic High School Honor Roll has twice ranked Xavier in its Top 50 high schools. Xavier was awarded the 2007-08 Siemens Award for achieving Arizona's highest success rate in Advanced Placement math, science and technology courses. Xavier received the Arizona Interscholastic Association Blue Cup Award for excellence in scholastics, athletics and activities. In 2008-09 and 2011-12, Xavier received the association's H.A. Hendrickson Award for overall excellence as Arizona's top high school athletic program based upon its number of state championship and runner-up titles, outpacing all other private and public schools that combine both girls and boys championships.

Xavier's nearly 1200 students are extremely diverse ethnically, socio-economically, culturally, and academically, and enter Xavier from 100+ Catholic, public, and private schools. Each year, approximately thirty-five percent of students receive financial aid, and Xavier is strongly committed to educating all qualified students.

Xavier's faculty is outstanding: 78% hold master's degrees, three hold PhDs, two hold JDs, and four hold MFAs. Each is fully committed to the mission of educating "young women of faith pursuing excellence" both intellectually and spiritually. Xavier's campus and enrollment have nearly tripled in size since 1970.

Xavier's Christian Service program was the first, and is now one of the largest, youth service programs in Arizona. Students collectively contribute over 32,000 hours annually to serving the local community. Xavier was also the first Arizona high school to become part of the Engineering Projects In Community Service (EPICS) program created by Purdue University in 1995, and currently boasts one of the top five high school programs in the country.

Xavier's rich history has inspired many traditions that are still enjoyed today, including all-school Masses, an annual Christmas Pageant, canned food drives, Grandparents' Day, Hike for the Homeless, Career Day, and numerous others. Each year, when the school welcomes its alumnae back to campus for a Traditions Day celebration, current students are captivated by the various speakers' recollections of their Xavier experiences.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A. Xavier utilizes standardized test results at each grade level to assess progress and ensure that all graduates are prepared for college-level studies.

The EXPLORE test is administered early in 9th grade. Over the past five years, Xavier freshmen have scored above the national norm in Reading by 2.9-3.9 points and in Mathematics by 2.3-3, with a composite score 3.1 points above national norms in 2011-2012.

The PLAN is administered to sophomores. Five-year scores exceed the national norm in Reading by 4.4-5.3 points, in Mathematics by 3-3.7, and on English and Science subtests by 2.5-5.3. Increases from average EXPLORE results indicate the effectiveness of Xavier's curriculum.

All juniors take the PSAT. Most recent scores show Xavier students achieving mean scores in Reading, Writing and Math that are higher than Arizona means by 15.3%, 17.3% and 8.1%, respectively. Xavier juniors scored 3-6.5 points above College Board readiness benchmarks.

2012 SAT results show Xavier students scoring higher than national averages by 79 points in critical reading, 41 in mathematics, 91 in writing, and a combined average score of 1715, up from 1669 in 2008.

85 to 90% of seniors take the ACT assessment. Contrary to Arizona's five-year trends that show average ACT scores declining across all subtests, Xavier scores have increased. The Class of 2012 scored 4.4 points higher in math and 7.2 higher in reading than state averages. The percentage of Xavier students ready for college-level coursework also far exceeds state percentages.

Xavier scores on Advanced Placement tests are higher than state and national levels. In 2012, 474 students took 904 AP exams with 74.5% of students scoring a 3, 4 or 5 - above Arizona norms by 15.9% and global testers by 13.1%.

B. As indicated in part A, five-year data trends in standardized assessment have shown both consistency and steady improvement across all levels.

Overall, Xavier's standardized assessment scores have been enhanced by the continual updating of its college preparatory program of studies. Such updating relies on the input and cooperation of teachers working with the latest educational objectives of cross-curricular interrelationship of ideas and strategies, such as curriculum mapping, vertical and horizontal teaming, and the refinement of goals within each department as well as school-wide.

Furthermore, the availability of Honors and AP classes in all four grade levels continues to enhance performance levels on standardized tests. Honors and AP courses are offered to incoming freshmen based upon HSPT performance and the strength of their overall profiles. After 9th grade, these courses are open to all students and include a choice of 47 Honors classes and 25 AP courses.

Xavier's Mathematics Department strives to develop students with strong problem-solving estimation and analysis skills to provide them with the best possible base for higher-level mathematics. The department reinforces the use of mathematical language through writing and speaking within groups and as a class, and is moving toward more project-based learning. The curriculum is aligned with Arizona Department of Education (ADE), National Council of Teachers of Mathematics (NCTM) and College Board standards.

Xavier established a summer math review class to provide additional support for incoming freshmen who may not be prepared for the rigor of Algebra I without reinforcement of Pre-Algebraic concepts. These students then participate in the Basic program during their freshman year to help ensure their academic success in subsequent math courses. Approximately two-thirds of all seniors take advanced math courses beyond College Algebra such as Honors Pre-Calculus, AP Calculus, AP Statistics, and Advanced Theoretical Math.

In 2008, Xavier set the ambitious goal of becoming a model school for science, technology, engineering, art and math (STEAM) education for young women. Xavier was invited by Purdue University to establish the first Arizona high school Engineering Projects In Community Service (EPICS) program to build meaningful STEAM experiences for Xavier students. This program is open to all students based on interest rather than academic qualifications.

Xavier's English Department endeavors to equip students with strong reading, writing, listening and speaking skills. Incoming students whose HSPT scores indicate below grade-level reading and language proficiencies enroll in a summer review course prior to beginning freshman year. The course focuses on vocabulary acquisition, reading and writing. These students then participate in the Basic program during their ninth-grade year to concentrate on the review of fundamentals and study skills, all of which assist the transition to a college preparatory high school.

The foundational curriculum is enhanced to provide greater challenges for students through Honors, Advanced Placement, and Great Books classes. Readings are selected for their appropriateness for AP exam preparation, and most writing assignments emphasize critical analysis in personal and literary-based essays. All students participate in a summer reading program during which they are introduced to additional works of prose, both fiction and non-fiction, to further reinforce classroom learning. By junior year, all students have been prepared for and take Honors or Advanced Placement courses in both English and United States History. In addition, all seniors are required to take AP English Literature and Composition.

Assessment results significantly indicate the strength of Xavier's writing-across-the-curriculum program, which centers around the Jane Schaffer method of essay development using concrete detail and commentary.

2. Using Assessment Results:

Student success is essential to Xavier's mission, and consistent review of standardized testing provides direction and curriculum improvement. Analysis of HSPT results led to the establishment of summer school programs in math and reading review to strengthen the skills of incoming students who tested below grade level. The Great Books program was established for the gifted and serious reader, and Honors Biology and AP World History were added to the freshman curriculum to address the needs of more accelerated students. Xavier's extensive testing program - which includes EXPLORE, PLAN, PSAT, ACT, SAT, and Advanced Placement - provided significant data regarding student achievement that resulted in the implementation of the Jane Schaffer writing-across-the-curriculum program, summer reading for all grade levels, and development of Honors and AP courses in all academic disciplines.

In order to stimulate the gifted students and to challenge the college preparatory students, Xavier established a summer school program of preparatory classes for AP Biology and AP Chemistry, and created a double-period AP Physics class during the school year. College Algebra and AP Statistics enrich the college preparatory course offerings, while Honors Analysis and AP Calculus AB and BC are available to the advanced math student. Engineering Projects In Community Service (EPICS), a design-based, service learning program that teaches students about engineering and technology fields while engaging them in service to the community, is offered to all Xavier students. Founded at Purdue University in 1995, the EPICS program now includes a dozen universities internationally and forty high schools in the U.S. Xavier's EPICS program is among the top five high school programs nationwide, and offers students the opportunity to apply their classroom math and science learning to real-life challenges.

In the spring of 2013, when approved and under the direction of an Arizona public utility, Xavier EPICS students will assemble the solar panels rendering the school's entire campus solar.

In response to assessment results, the Spanish department expanded its four-year course offerings to include New Horizons for third- and fourth-year college preparatory students. In addition, an Honors program in Spanish II and III was created for heritage speakers who have proficiency in oral language skills, but are in need of formal written language instruction.

Because of the value of exposure to the essential skills of close reading, critical thinking, and analytical writing that are included in the AP curriculum, Xavier determined that AP English Literature would be required of every senior. Preparing students for success in this final course begins in the first year and, by junior year, students may opt to take the AP English Language course and exam. This four-year vertical teaming approach has proven to be extremely successful.

The analysis of all AP exam results provides critical information regarding student strengths and weaknesses in each subject area, giving teachers the data and impetus necessary to improve course delivery for the next year to ensure continued success. Through this consistent test analysis and curriculum improvement, every student is prepared to meet the challenges of Honors or AP classes by their junior year. Realizing the value of the AP program, Xavier has added Studio Art, Art History, Music Theory and Chinese within the past five years.

To further nurture academic success, Xavier instituted an after-school tutorial period when faculty members are available for individualized help and instruction. Universally accepted as essential to student success, sports and other activities may not interfere with this study time. In addition, National Honor Society students provide peer tutoring by student request or by teacher/counselor recommendation. Recognizing the importance of preparing for college entrance exams, Xavier provides at no cost the Prep Me Program through Naviance, available all four years for testing preparation.

A well-established academic guidance program provides the opportunity for counselors to share and interpret test scores with students and parents. This specifically helps in determining student academic programs for each year. Presentations at informational events for prospective students and parents - such as Open House, 8th Grade Socials, high school fairs, and middle school visits - include the sharing of Xavier's assessment results. Test results are discussed with the faculty as a whole, as well as with individual departments, in order to celebrate successes and design improvements for each academic discipline. At college planning and athletic scholarship meetings, students and parents analyze testing scores in relationship to the standards of their colleges of interest.

Xavier shares testing information with NCAA Profile, Advanced Ed, Council for American Private Education, National Catholic Education Association Survey, Western Catholic Education Association Accreditation, and with colleges and universities to which students apply. Students' academic achievement is disseminated to the Xavier community through internal and external school publications, e-news, the website, social media outlets and to the local media.

3. Sharing Lessons Learned:

Xavier has developed long-term, ongoing outreach programs such as Girls Have "IT" Day for female middle school students to gain an appreciation for the various applied sciences; the Mock Trial Expo for lower-income schools to begin to develop this "intellectual contact sport"; Frosh Follies for grade school students to engage in a high school theatre experience; summer sports camps in badminton, softball, soccer, basketball, tennis, and volleyball for middle school students to benefit from the instruction of Xavier's student-athletes and coaches; journalism workshops for middle and elementary students by Xavier's student publication editors; and tutoring at St. Francis Xavier elementary school. AP Environmental Science students work cooperatively with the Rio Salado Habitat to preserve and enhance Arizona's natural environment and wildlife, and to educate elementary students about their roles and

responsibilities as stewards of both. Last year, Xavier was the only high school to present at the National Science Foundation in Washington, D.C.

Xavier's teachers recently presented at the National Advanced Placement Conference and at the National Conference on Single-Gender Education. At the state, county and diocesan levels, teachers have presented on such topics as assessment portfolios, Google Hangout, Jane Schaffer writing method, study skills, engineering and EPICS program, AP Art History writing samples, iPad use for the arts, and the University of Arizona Volunteer Program (CHiMES) Workshop. One math instructor teaches Algebra I to the adjacent Catholic school eighth graders. Faculty members serve as judges for elementary science fairs and are key contributors to the development of the diocesan core curriculum in all disciplines. Xavier collaborates with Arizona State University and Grand Canyon University, accepting student teachers and interns to assure quality teacher preparation. Many faculty members serve as AP readers, accreditation chairs and team members, and dual-enrollment teachers present workshops to other adjunct faculty for Rio Salado College. The Principal serves on the Executive Committee of Catholic Education Arizona.

Xavier's Athletic and Assistant Athletic Directors are regular presenters locally and nationally regarding girls' sports and ethical play. Both have been president of the Arizona Interscholastic Athletic Administrators Association, and the Athletic Director was the second woman and first religious sister to serve as President of the National Interscholastic Athletic Administrators Association. She recently presented at a forum honoring forty years of Title IX achievement.

4. Engaging Families and Communities:

Xavier believes that parental involvement is vital to student success.

Through the use of Xavier's internal website, social media, electronic newsletters, and email updates, technology enables frequent, effective communication with parents and the entire school community. The online "MyGatornet" network provides a link between classroom and home, helping students stay on track for academic success.

Xavier's Guidance Department is committed to a collaborative effort, ensuring that families are engaged in their daughters' educational success. The counselors arrange "Back-to-School" nights, schedule annual individual conferences for parents to discuss students' progress and assessment results, and host a "Frosh Experience" evening to facilitate the freshman's transition to high school. The department guides students and parents through the complicated college admissions process, holding a college planning seminar for junior students and parents, sponsoring speakers who address topics such as the transition to college, and welcoming individual college representatives to campus. Xavier hosts a community-wide college fair of more than 200 universities, open to all students in the Phoenix area. Xavier subscribes to Naviance, an online tool that allows counselors, students and parents to track and manage the college application process and facilitates online submission of teacher recommendation letters.

Since Xavier's founding in 1943, its community's dedication to creating a strong foundation for future generations has been outstanding. The commitment of so many who support Xavier's vision has made it the exceptional school that it is today. All campus expansions and improvements, notably the recent 80,000 square foot addition of Founders Hall and Chapel of Our Lady, have been the result of the hard work and generosity of the school's entire community.

Parents, past parents, alumnae, and faculty actively participate as members of the Board of Trustees, the Advisory Board, and the Xavier Foundation Board, providing counsel, advice and resources. They also support the Mothers' Guild and the Dads' Club, contributing to major fundraising events as well as building fellowship.

Many campus programs rely on community volunteers. Visiting performing and visual artists are guest lecturers and instructors in dance, art and theater classes, and they showcase their work in the Stark Art Gallery. The Mock Trial Team seeks expertise and coaching from local attorneys as students prepare for competitions, and alumnae return to campus as speakers at Career Day. Community experts and parents participate as judges for the EPICS Symposium, providing students with feedback outside the traditional evaluation circle.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Xavier's rigorous curriculum promotes discovery and inspires achievement. Graduation requirements are significantly higher than those required by the state of Arizona, and satisfy even the most selective college entrance criteria.

Computer Science offerings teach computational thinking, electronic communication, and the technological agility to adapt to an evolving global environment. Courses include beginning through Advanced Placement applications, independent study and video gaming.

English offerings help students to develop proficiency in reading, writing, critical thinking and oral communication. Courses include basic through Advanced Placement language and literature.

Family and Consumer Resources offerings enable students to wisely use their intellectual, cultural, physical and economic resources. Courses include Child Development, Nutrition, and beginning/advanced textiles.

Fine Arts offerings promote the excellence and understanding of the arts through education and performance.

Visual Arts classes address art styles, multicultural art and specific artists for inspiration while working with a variety of media. Courses include beginning, intermediate, and advanced drawing, painting and design, ceramics, and sculpture; Art and Catholicism; AP Studio Art and AP Art History.

Dance classes address the various aspects of dance: modern, jazz, and ballet techniques, improvisation, production, choreography, and dance history. Courses include basic through performance levels, and incorporate dance history, cultural dance, choreography, thematic based work, improvisation, and critiquing skills.

Digital Arts classes address the principles of graphic design, drawing, media, and photo production. Courses include graphic design/photoshop, cinema, video production, black and white photography, and digital photography.

Music classes address choral singing and establish strong fundamental music skills, including the ability to read music, good vocal techniques and the development of performance skills. Courses include freshman choir through advanced and honor choir, handbells, Jazz, Pop, and Rock, band, orchestra, wind and percussion ensemble, AP Music Theory, and Musical Theatre.

Theatre classes address various aspects of theatre: acting, movement, etiquette, voice, history, production, and performance. Courses offered include acting, Scene Study and Directing, stagecraft, and cinema.

Mathematics offerings stress the use of proper mathematical terminology, uniform techniques of problem-solving, and facility in using and applying mathematical concepts and skills. Courses include beginning through advanced algebra, geometry, and trigonometry, College Algebra, Honor Pre-Calculus/Analytical Geometry, Honors Analysis/Introduction to Calculus, AP Calculus AB and BC, AP Statistics, and Advanced Theoretical Math.

Physical Education offerings help students to develop physically, mentally, socially, emotionally, and spiritually by emphasizing fitness for life and benefits of a healthy lifestyle. Classes include beginning through advanced physical education/health, fitness, weight training, and team sports.

Science offerings enable students to develop scientific curiosity and to understand a world governed by fundamental scientific principles as science rapidly expands both technologically and environmentally.

Courses include beginning through AP: Biology, Chemistry, Physics, Environmental Science, and Honors Anatomy and Physiology.

Social Studies offerings provide the skills to deal with complex issues in students' personal and global societies. Courses include beginning through AP: World History/Geography, United States History, European History, and Psychology, along with American Government, Sociology, Honors Arizona History/Government and Honors Economics.

Theology offerings assist students in integrating a systematic knowledge of the Catholic faith with their life experience. Courses include basic Catholic beliefs, the Mission of Jesus, Sacraments, World Religions, Love and the Christian Vocation, CS Lewis, Art and Catholicism, and Philosophy.

World Languages offerings develop a well-rounded learner who can communicate effectively through reading, writing, and speaking that is grammatically correct and culturally acceptable. Xavier is in compliance with the program's foreign language requirements. Courses include College Preparatory, Honors, and AP: Chinese, French, Spanish, and Latin.

Special interest electives include astronomy, aviation, criminal law, engineering, financial literacy, journalism, creative writing, and sports medicine.

2. Reading/English:

Xavier's English Department is committed to a vertical team approach to teach the importance of close reading, coherent writing to express and communicate ideas, attentive listening, articulate speech, critical and creative thinking, and the ethical use of technology.

Students initially enroll in College Preparatory, Honors or Great Books levels based on entrance exam results and middle school Language Arts records. Readings across all levels are selected for their appropriateness for AP examinations, and writing assignments emphasize critical analysis in personal and literary-based essays. As students progress, their diverse learning styles and cultures are recognized through various activities: freshmen compose a "Family Odyssey" project; sophomores write research papers and essays critiquing discrimination and stereotypes as found in works from Shakespeare through Twain and Kingsolver; and junior American Literature students ponder rhetorical and fictional texts confronting social problems, learning to celebrate diversity. AP Language students focus on rhetorical analysis and critical thinking, and all seniors study World Literature, engaging in close reading and analysis preparing for rigors of the AP Literature examination.

All students write "activity" essays at least once during their academic year, wherein they narrate or describe an experience with a sport, activity, or project which has helped them to develop attitudes of service.

The English Department successfully directs the writing-across-the-curriculum program.

Intellectual integrity is a prime value, so plagiarism detection technology is used widely.

English Curriculum Progression:

Incoming 9th Graders: Summer school for students with reading and language skills below grade level.

Grade 9 (Pre-AP): College Preparatory, Honors, and Great Books read selections of increasing sophistication appropriate to their reading levels. Grammar, usage, and vocabulary instruction are systematic.

Grade 10 (Pre-AP): College Preparatory, Honors, and Great Books continue presenting curriculum of appropriate difficulty and sophistication. Research projects, grammar and usage are emphasized.

Grade 11: Honors, AP and Great Books continue presenting curriculum of appropriate difficulty and sophistication. Evaluation of student writing using the AP rubric is initiated.

Grade 12: All students are prepared for and expected to succeed on the AP examination in Literature and Composition; two “mock” AP exams are scheduled during the year to measure success. Each student is required to write a college application personal essay. Assignments are graded using the AP rubric.

Great Books is a four-year integrated program for the gifted and serious reader.

3. Mathematics:

All Xavier students are required to take four years of mathematics to develop a strong foundation with emphasis on critical thinking and problem solving. The mathematics curriculum is derived from current Arizona state standards and provides a path of success by offering courses to meet the needs of each student. Initial course placement for incoming freshmen, based on the results of admissions testing and middle school records, is either Algebra I or Honors Algebra I. Students who need additional preparation for success must take the Summer Mathematics Review, followed by the Algebra I Foundations class. These courses bridge any gaps and prepare students to join their peers in Geometry sophomore year.

The typical progression of courses moves from Algebra I to Geometry to Algebra II/Trigonometry, with Honors levels available for students ready for more of a challenge. Students typically enroll in College Algebra or Honors Pre-Calculus during their senior year, and may opt to receive college credit through a dual-enrollment program with Rio Salado College. Although this is a typical scenario, nearly 25% of Xavier’s incoming freshmen have already taken some high school level mathematics courses. Since these students enter Xavier from 85+ elementary schools, additional placement testing results are thoroughly evaluated. Placement is then determined, and students begin the sequence of courses at the appropriate level. As a result, Xavier offers a selection of courses beyond Honors Pre-Calculus, including Honors Analysis, AP Calculus AB, AP Calculus BC, AP Statistics and Advanced Theoretical Math. Because the number of incoming freshmen beginning at the Algebra II/Trigonometry level or higher has increased, Vector Calculus will be added the 2013-2014 school year.

In addition to direct instruction, guided inquiry and math labs are often used in classes to introduce abstract concepts and connect students to real-world situations. This provides a frame of reference for them, putting mathematics in context. Technology tools, including graphing calculators, probeware, and dynamic geometry software provide opportunities to develop higher-order thinking skills and conceptual understanding. Cooperative learning and project-based tasks allow students to collaborate, sharing ideas and improving understanding and problem-solving skills. These instructional methods are beneficial to all students, providing a flexibility that allows teachers to scaffold learning for struggling students and to provide challenging learning experiences for more advanced students. Teacher-directed tutorials and National Honor Society tutors are also available for those students needing extra help.

4. Additional Curriculum Area:

Xavier’s Fine Arts department encompasses both visual and performing arts, and includes theatre, music, dance, and studio arts. Integrating the Catholic mission of the school, Xavier established a comprehensive fine arts program reflecting the words of Pope Benedict XVI, “Works of art open the door to the infinite, to a beauty and truth that goes beyond the ordinary.” (8/31/2011) The arts are not only vital to the holistic education that Xavier provides students, but they also ease the stress of rigorous academic expectations and inspire a lifelong appreciation. All students are required to complete two Fine Arts credits. The extensive Fine Arts curriculum is comprised of 55 course offerings with 150 sections, and an additional class period was incorporated into the school schedule. The Fine Arts faculty includes fifteen teachers,

and guest artists are often invited to share their talents, insights and experience with the students both in class and in Xavier's Stark Art Gallery.

Since 2002, Xavier has invested significantly in expanding its Fine Arts department facilities with an \$18 million dollar, state-of-the-art Performing Arts Center that includes a 1200-seat main theatre with two rotating pods providing both a smaller theatre and lecture hall, blackbox theatre, scene shop, makeup and green rooms, dance studio, choir rooms, studio art classroom, ceramics studio and kiln, and the Stark Art Gallery. In 2012, the completion of a new school building provided additional space for a second studio art classroom, a print photography studio with a darkroom, and a digital photography/video studio and classroom.

Xavier's Fine Arts program is integrated into the broader curriculum in a number of ways.

Visual/performing arts incorporate additional curricula such as math and science (set-building, costume design, lighting properties, electricity, chemical reactions, physiology), English and literature (play and music selections, theatre as a literature-based art, diction), history (plays/dance styles/music from various eras and cultures), world languages (foreign languages and dialects), and technology (lighting and sound boards).

The Fine Arts department also provides students with opportunities to celebrate and showcase their talents and accomplishments by participating in a significant number of theatre, dance, and music productions/performance each year, as well as displaying their studio work, presenting their productions to the school community and to the public, participating in state and national exhibitions and competitions, joining fine arts-related clubs and honor societies, and receiving dual-enrollment credit from Rio Salado College.

5. Instructional Methods:

Because its students are academically diverse in their abilities and talents, Xavier is committed to providing instruction that enables all students to successfully pursue a college preparatory curriculum and to complete at least one Advanced Placement course.

Upon review of their academic profiles, entering students whose math and reading skills are below grade level complete summer school review courses and are placed in tracked math and English classes to focus on improving reading fluency/comprehension and algebra skills. Entering students with reading and language skills significantly above grade level enroll in the four-year Great Books program, which integrates accelerated classes in English, Social Studies, and Theology, and is structured for the gifted and serious reader. Entering students may also take honors-level courses in English and Biology and AP World History. After respective testing, if appropriate, they may enroll in courses above ninth-grade level in math or world languages. In subsequent years, honors courses in all disciplines are available to meet students' needs. Students who wish to move to advanced levels and take more courses than required may pursue summer classes in Science, Math, and Social Studies.

All academic departments use curriculum mapping and vertical teaming. In the English department, this leads all students to AP English Literature in senior year regardless of their level at matriculation. Students who desire the challenge of college-level coursework may choose from 24 additional AP courses.

Instruction is facilitated through a variety of models, from traditional lectures and project-based learning to "flipped" classrooms. All classrooms are equipped with either interactive whiteboards or walls. Internet-connected computers and wireless networks are available for student use. Technology increases faculty tools to develop differentiated instruction, and it provides opportunities for students to work independently. A few examples include:

Science teachers post labs and lectures on YouTube for students to review outside class;

Math students use graphing calculators, probeware, and dynamic geometry to help develop higher-order thinking and conceptual understanding;

World Language laboratory technology enables students to further develop speaking/listening skills at individual progress levels;

Students and faculty use MyGatornet network and Google tools for review, collaboration, and assessments;

Students improve their writing, learn about plagiarism, and receive feedback using Turnitin;

One teacher on medical leave supplemented substitute instruction using “Google Hangout” to teach from home;

For additional instruction, students regularly meet with faculty during a tutorial period or with National Honor Society members who serve as peer tutors.

6. Professional Development:

Professional development is critical to continuously improving instruction and to ensuring student achievement in a quality college preparatory program. Xavier’s teachers are expected and encouraged to pursue many such opportunities, and the administration provides teachers with release time and financial aid to attend classes, workshops, conventions, and conferences.

All Advanced Placement teachers attend local and national College Board Workshops, and most teachers attend local and national conventions related to their academic disciplines. EPICS and technology teachers interact with local and national colleges and universities to further develop and refine Xavier’s STEAM curricula. Guidance counselors regularly visit colleges and universities to acquaint themselves with their specific educational programs and entrance requirements. Dual Enrollment teachers have access to all faculty development opportunities offered by the Maricopa County Community College system. Administrators and Department Chairs meet monthly with Diocesan personnel and chairs of other Phoenix metropolitan area Catholic high schools to ensure that the school’s educational standards are in line with Diocesan expectations and consistent with national standards in each discipline. Athletic Directors meet monthly with local public school personnel and annually with state and national organizations. In-house professional development is focused on ministry formation, curriculum mapping, and technology to facilitate instruction and administration: SmartBoards, interactive walls, student-parent communication (Netclassroom, web-based gradebook program, Naviance, Moodle, Google Docs and Google Hangout).

Each faculty member is required to attain Diocesan Catechetical Certification, assuring that Xavier’s Catholic identity is evident in all it does as a faith community. As stewards of an educational institution within a community where understanding, discipline and respect are hallmarks, constant attention must be given to teacher preparation to meet the challenges in both academia and ethics in a global and technological society, emphasizing values and concern for others.

Valuing the expertise of Xavier’s own faculty members, teachers have presented in-service offerings on a variety of topics including: Integrating Fine Arts and Prayer, Lives of Saints, Church History, Art History, Theology and Film, Faith and Science, EPICS, International Studies, Using Technology in Instruction, and Service Learning.

Sixty percent of Xavier’s faculty members have participated in its International Studies Program, which provides the opportunity to experience the world community through academic studies, service and worship. Each offering encourages its participants to gain an appreciation of other cultures and to embrace their similarities and differences, all the while being mindful of God’s bounty.

7. School Leadership:

With an open door policy, Xavier's four religious sister administrators have joyfully dedicated more than 125 years of service ensuring Catholic identity and educational excellence.

The Principal is the instructional and spiritual leader of the school.

The Academic Vice Principal, in conjunction with the Department Chairs and Curriculum Council, evaluates teachers, recommends teacher assignments, mentors new faculty, and assesses and implements curriculum design.

The Activities Vice Principal directs extra-curricular offerings that provide students with opportunities to exercise leadership skills and encourage student body involvement.

The Athletic Director and personnel provide quality sports programs based on ethical standards of fair play.

The school's Campus Minister and Chaplain direct spiritual activities that guarantee the development of a faith community and integration of Catholic identity throughout the school community.

The Guidance Department works with students and parents to ensure academic success and preparation for college.

The Department Chairs work cooperatively to maintain consistency in academics and student evaluations. Their well-developed policy handbooks define department mission, philosophy and curriculum mapping.

The Deans of Students implement school policies for fair and consistent discipline.

The teachers as academic leaders reinforce the educational and spiritual expectations as defined by Xavier's mission and philosophy.

The Advancement personnel solicit participation of community, parents, and alumnae in fundraising, and encourage ownership in all that is done for present and future students.

The Director of Finance provides for the fiscal stability of the school, maintaining all records to meet auditing expectations.

The Director of Admissions serves as Xavier's ambassador to the local community of elementary and middle schools, and works tirelessly to admit each incoming class.

The Advisory Board renders advice, assistance, and counsel to the administration in matters such as curriculum, finance, parent-student communication, public relations and scholarship programs, which pertain to the good conduct of the school.

The Xavier Board of Trustees is charged with the institutional advancement of the school, creating vested ownership of Xavier's future among its volunteer leadership and developing a culture of giving to ensure Xavier's current and future fiscal health.

The Xavier Dads' Club mission is to create opportunities for Xavier students and their fathers to form a special bond by participating together in a variety of annual events.

The Xavier Mothers' Guild engages in fundraising activities for the benefit of the school. Additionally, it acts as a forum for friendship, camaraderie and spiritual support among current and alumnae Xavier mothers.

PART VI - PRIVATE SCHOOL ADDENDUM

1. Private school association: Catholic

2. Does the school have nonprofit, tax-exempt (501(c)(3) status? Yes

3. What are the 2012-2013 tuition rates, by grade? (Do not include room, board, or fees.)

K	1st	2nd	3rd	4th	5th
<u>\$</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>
6th	7th	8th	9th	10th	11th
<u>\$</u>	<u>\$</u>	<u>\$</u>	<u>\$15327</u>	<u>\$15327</u>	<u>\$15327</u>
12th	Other				
<u>\$15327</u>	<u>\$</u>				

4. What is the educational cost per student? (School budget divided by enrollment) \$15023

5. What is the average financial aid per student? \$4400

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
3%

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 75%

PART VII - ASSESSMENT RESULTS

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics Grade: 12 Test: ACT

Edition/Publication Year: NA Publisher: ACT Scores reported as: Scaled scores

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Jun	Jun	Jun	Jun	Jun
SCHOOL SCORES					
Average Score	25	24	24	24	24
Number of students tested	271	253	237	259	207
Percent of total students tested	90	89	85	90	86
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score	23	22	22	23	22
Number of students tested	23	25	17	12	12
2. African American Students					
Average Score			22		
Number of students tested			12		
3. Hispanic or Latino Students					
Average Score	23	23	24	23	22
Number of students tested	51	42	40	34	24
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6. Asian					
Average Score	27	26		27	
Number of students tested	13	16		15	
NOTES:					

13PV89

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 12

Test: ACT

Edition/Publication Year: NA Publisher: ACT Scores reported as: Scaled scores

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Jun	Jul	Jun	Jun	Jun
SCHOOL SCORES					
Average Score	27	27	26	27	26
Number of students tested	271	253	237	259	207
Percent of total students tested	90	89	85	90	86
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score	26	24	23	26	24
Number of students tested	23	25	17	12	12
2. African American Students					
Average Score			25		
Number of students tested			12		
3. Hispanic or Latino Students					
Average Score	26	25	26	25	23
Number of students tested	51	42	40	34	24
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6. Asian					
Average Score	26	26		29	
Number of students tested	13	16		15	
NOTES:					

13PV89