U.S. Department of Education
2016 National Blue Ribbon Schools Program

[ ] Public or [X] Non-public

For Public Schools only: (Check all that apply) [ ] Title I   [ ] Charter   [ ] Magnet   [ ] Choice

Name of Principal Mr. Francisco Espinosa Jr.

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Saint Xavier High School

(As it should appear in the official records)

School Mailing Address 1609 Poplar Level Road

(If address is P.O. Box, also include street address.)

City Louisville   State KY   Zip Code+4 (9 digits total) 40217-1359

County   Jefferson

Telephone (502) 637-4712   Fax (502) 634-2171

Web site/URL   http://saintx.com   E-mail fespinosa@saintx.com

Twitter Handle
https://twitter.com/stxtigers

Facebook Page
http://www.facebook.com/www.facebook.com/stxtigers   Google+

YouTube/URL   Blog

Other Social Media Link
http://www.linkedin.com/groups/53916

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

Date

(Principal's Signature)

Name of Superintendent*Ms. Leisa Schulz   E-mail lschulz@archlou.org

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

District Name Archdiocese of Louisville   Tel.   (502) 448-8581

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

Date

(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Gary Ulmer

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

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

Date

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

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

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

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)

2. The public school has met their state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) using the most recent accountability results available for the year prior to nomination.

3. To meet final eligibility, a public school must meet the state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) for the year in which they are nominated (2015-2016) and be certified by the state representative. Any 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.

5. The school has been in existence for five full years, that is, from at least September 2010 and each tested grade must have been part of the school for the past three years.

6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2011, 2012, 2013, 2014, or 2015.

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

Data should be provided for the most recent school year (2015-2016) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district   0 Elementary schools (includes K-8)
   (per district designation):   0 Middle/Junior high schools
                                         0 High schools
                                         0 K-12 schools

                                         0 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:

   [X] Urban or large central city
   [ ] Suburban with characteristics typical of an urban area
   [ ] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

3. Number of students as of October 1, 2015 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	311	0	311
10	367	0	367
11	337	0	337
12 or higher	316	0	316
Total Students	1331	0	1331

4. Racial/ethnic composition of   0 % American Indian or Alaska Native
    the school: 1 % Asian
                                             2 % Black or African American
                                             2 % Hispanic or Latino
                                             1 % Native Hawaiian or Other Pacific Islander
                                            92 % White
                                             2 % Two or more races
                                           100 % Total

(Only these seven standard categories should be used to report 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.)

5. Student turnover, or mobility rate, during the 2014 – 2015 school year: 2%

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

Steps For Determining Mobility Rate	**Answer**
(1) Number of students who transferred *to* the school after October 1, 2014 until the end of the 2014-2015 school year	4
(2) Number of students who transferred *from* the school after October 1, 2014 until the end of the 2014-2015 school year	21
(3) Total of all transferred students [sum of rows (1) and (2)]	25
(4) Total number of students in the school as of October 1, 2014	1356
(5) Total transferred students in row (3) divided by total students in row (4)	0.018
(6) Amount in row (5) multiplied by 100	2

6. English Language Learners (ELL) in the school: 0 %
                                                       0 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):

7. Students eligible for free/reduced-priced meals: 4 %

    Total number students who qualify: 59

8. Students receiving special education services: 13 %
                                                     179 Total number of students served

    Indicate below the number of students with disabilities according to conditions designated in the
    Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that
    students may be classified in more than one condition.

6 Autism	5 Orthopedic Impairment
0 Deafness	118 Other Health Impaired
0 Deaf-Blindness	28 Specific Learning Disability
4 Emotional Disturbance	2 Speech or Language Impairment
10 Hearing Impairment	0 Traumatic Brain Injury
0 Mental Retardation	4 Visual Impairment Including Blindness
0 Multiple Disabilities	2 Developmentally Delayed

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

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school
    staff in each of the categories below:

	Number of Staff
Administrators	6
Classroom teachers	112
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	5
Paraprofessionals	0
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	11

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

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

Required Information	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	97%	97%	98%	97%	97%
High school graduation rate	99%	99%	99%	99%	99%

13. **For high schools only, that is, schools ending in grade 12 or higher.**
    Show percentages to indicate the post-secondary status of students who graduated in Spring 2015.

Post-Secondary Status	
Graduating class size	310
Enrolled in a 4-year college or university	93%
Enrolled in a community college	4%
Enrolled in career/technical training program	1%
Found employment	0%
Joined the military or other public service	1%
Other	1%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
    Yes <u>X</u>   No _____

    If yes, select the year in which your school received the award. <u>1993</u>

15. In a couple of sentences, provide the school's mission or vision statement.

Saint Xavier, a Catholic college preparatory high school, engages young men in rigorous academic and extracurricular programs that foster respect, honor, and service to God.

PART III – SUMMARY

As a college preparatory school for young men in grades 9-12 celebrating its 151st year, Saint Xavier admits students of diverse faiths and abilities who demonstrate potential for completing our four-year, liberal arts and sciences curriculum and who desire a Catholic education. Our programs of study challenge students to grow intellectually and to think critically, welcoming students with different learning styles and mild learning differences. Exceptional instruction, guidance and coaching build enduring relationships while helping students to develop leadership skills, self-discipline and the attitudes essential for higher educational success and for becoming confident, capable and responsible stewards in a global society. With an alumni base of over 18,000 living graduates in all 50 states and 20 countries, Saint Xavier graduates have had a dramatic impact on events in business, politics, medicine, judicial venues, and virtually every field of human endeavor over the last 151 years. Current enrollment stands at 1331, and the school was most recently reaccredited in 2014 by the Southern Association for Independent Schools and the Southern Association of Colleges and Schools.

community's indigent population. Involving over 320 students and teachers since 2006, the program has been the subject of a television documentary and has sparked the creation of similar programs in other cities.

1. Core Curriculum:

The curricular requirements for graduation at Saint Xavier exceed those mandated by the state of Kentucky. For students requiring remediation in reading and writing, an additional class period is required freshman year to focus on the essentials of reading comprehension and written organization, which will benefit their performance in all curricular areas. A freshman course in essential skills also helps students who struggle to develop appropriate organizational and study habits in varied curricular areas, with particular focus on subject-specific techniques. Because students are ability grouped in classes each of their four years, most courses are offered at both academic and honors levels to address students' skills and level of motivation more appropriately. Curriculum maps - comprised of content, skills, and assessments for each of the courses - are aligned with the ACT college readiness benchmarks and meet or exceed the Common Core Standards. These very deliberately chosen approaches address, as far as is possible, each student's academic needs.

Students must have four years of English beginning with a year of focused study in grammar and writing to develop as flexible and expressive writers. Because our freshmen come from over 70 different schools, this foundational year provides a solid grounding for writing development and analytical study of reading passages that will be applicable to all subject areas. In the years that follow, students study American, British, and world literature, with a concerted effort to introduce contemporary writers each year. Critical analysis for voice, rhetorical techniques, diction, syntax, and literary devices for theme development are focal points and are built upon each year to work beyond formulaic composition to teach students to provide multi-faceted support for a premise. Students may take AP literature and AP language/composition in their junior and senior years.

The social studies curriculum begins with a geography course designed to serve as a cultural framework and historical context for the world civilizations and United States history courses which follow. Students may choose to take an additional course beyond the three required in this area to pursue an area of interest or expertise. Six Advanced Placement options are available in the social studies or social sciences areas for students who are motivated and show promise in these areas. Elective courses offered during the junior and senior year for all academic levels focus on philosophy, government, and psychology to round students' understanding of human thought and interaction within historical context. Ability grouping continues through all four years to tailor pace and skill development to students' individual capabilities.

The three-year science requirement includes biology and chemistry for all students; 99% of the class of 2015 was also enrolled in a physics course during the junior or senior year. Foundational lab skills are taught in a graduated sequence to provide for application of scientific concepts specific to each course. For students who require additional instruction and practice in a lab environment, Introduction to Physical Science provides a particular focus on improving those skills prior to their chemistry course. A fourth course may be chosen from anatomy, environmental science, engineering, or forensic science. For those students who are motivated and who show particular promise in science, four Advanced Placement courses are available, as is an independent science research course designed to partner students with members of the local community in the student's focused area of scientific interest. As a co-curricular offering for students interested in expanded opportunities with STEM (Science, Technology, Engineering, Math) related subjects, Saint Xavier partners with the National Air and Space Education Institute to allow students to investigate aerospace pathway concentrations through online coursework and hands-on experience at Louisville's Bowman Field airport.

Four full years of mathematics are required at Saint Xavier. Approximately 50% of the incoming freshmen begin with geometry and proceed at an accelerated pace to reach an Advanced Placement calculus course as seniors. It is possible, however, for students beginning in Algebra I to reach that same end through accelerated coursework on another path. As is true for other curricular areas, both academic and honors course options allow students to work at their own ability level through algebra I, geometry, algebra II, pre-calculus, and calculus. In addition to the two Advanced Placement options in calculus, students may also enroll in Advanced Placement statistics, multi-variable calculus 3, or linear algebra.

The use of the ACT college readiness benchmarks as a measure of appropriate curricular content and skills provides a data driven approach to instruction. In addition to the core curriculum, courses in a wide variety of subject areas allow students to investigate fields that match their interests and abilities. Exceeding the state's graduation requirement in math, requiring at least two consecutive years of a world language, encouraging a fourth year of social studies and science, and requiring four theology credits prepares students to compete and thrive in a global community and to live as good men, capable of compassionate service.

2. **Other Curriculum Areas:**

Students who graduate from Saint Xavier are required to have, in addition to fourteen core subject credits and four theology credits, one full credit of the fine arts, two consecutive years of the same world language, and one credit of health and physical education. There is also room in their schedule for four full credits of electives, which may include courses such as accounting or drafting, broadcast journalism, a third or fourth year of language, a fourth year of social studies or science, computer courses, or additional courses in the fine arts, according to their talents and interests. As is true of the core subject courses, most classes are offered with an honors option for the student who is motivated and willing to manage an increased work load.

In the fine arts, sophomores, juniors, and seniors are provided with traditional visual, musical, and dramatic arts experiences, such as ceramics, acting, percussion, and photography, but may also opt for more technologically artistic directions, composing music on digital media or creating visual works using graphic arts programs to enhance opportunities for individual expression. Budding writers may take courses in creative writing which culminate in projects such as dramatic scripts, novels, or short stories. Students interested in theatre may pursue experiences in acting, improvisational theatre, or production direction.Exceptionally talented and motivated students may choose from Advanced Placement courses in 2-D, 3-D, drawing, music theory, and art history.

The world language program is extensive and varied, offering a four-year experience in four separate languages: Chinese, French, German, and Spanish. Each language may culminate in an Advanced Placement option for the fourth year student. We also offer a Spanish conversation course for those students who wish to remain conversant or continue to improve oral proficiency in Spanish without the traditional work load for a third or fourth year language option. In the spring of 2015, twenty-five students sat for the Advanced Placement exam in one of these four languages.

The same breadth of offering is true in the computer science courses, where students gain hands-on experience, for example, programming directions for objects using the 3-D printer or movements and responses from the humanoid and lego robots. Their teachers "coach" them through programming exercises on which the students work collaboratively to solve real dilemmas. Saint Xavier has been chosen by the College Board as one of only forty schools nationwide to help create and pilot a new Advanced Placement course in computer science to complement and expand upon the existing Advanced Placement programming course, which is also offered at Saint Xavier. In addition, courses such as robotics encourage students from all academic levels to learn the basics of programming for use in any number of occupational settings. For the student interested in drafting and architecture, Computer Aided Drafting offers exposure to software enabling students to create both working and schematic drawings.

The school's health and physical education courses are designed for freshmen to encourage a lifestyle of fitness through the creation of fitness plans taking into consideration students' personal interests and fitness goals. Strength and fitness is offered as an upperclassman elective for those who want more structure in the pursuit of personal strength training.

For those students who envision themselves in business-related fields after high school, courses offering either personal enrichment or career-based direction are available for sophomores, juniors, or seniors in personal finance, accounting, economics, and business administration.

Finally, students are required to take four full years of theology courses investigating sacred scripture and the ministry of Jesus Christ for the freshman and sophomore years, social justice and ethics in the junior year, sacraments for the first semester of their senior year, and a choice of spirituality or world religions for their final semester.

Each of these additional curriculum areas offer courses that meet daily in either a full year or a semester format and add dimension to each student's broader education. Complementing the core courses, these serve to foster lifelong learning and interests, encourage character development, a sense of global responsibility – including digital citizenship - and nurture emotional and spiritual growth.

3. **Instructional Methods and Interventions:**

Curriculum maps for each course taught at Saint Xavier specify the skills and content which are the focus for the course as well and the types of formative and summative assessment used to determine growth and eventual mastery. Horizontal and vertical alignment of these maps ensures appropriate scaffolding of concepts and skills to assure most accurately that gaps are minimized. Because students are ability grouped, instructional methods range broadly from traditional lecture and discussion to the Socratic teaching method to encourage critical thinking skills. To provide differentiation, intervention and supplementation, teachers may create instructional clips on iPad apps like Educreation to provide students with additional instruction where needed. Even students may create "lessons" for their peers with apps such as Tellagami, where avatars provide instruction with students or teachers providing the narrative. "Flipped" classrooms allow students to acquire information from varied resources, such as interactive texts, supplemental websites or study/lab iPad apps, for homework, and then use class time to apply, analyze, or integrate that information into a greater context.

To assess student comprehension, teachers may use apps such as Nearpod, Kahoot, or Socrative to gauge understanding from individuals or from the group as a whole. Sites such as Todaysmeet.com allow individual students to provide extended responses to prompts in any content area; their responses are immediately visible to the class if the teacher so desires and can serve as a spring board for discussion and debate, while providing a valuable assessment opportunity for the teacher.

Intervention methods are extensive.Weekly academic reviews are completed to determine students who are at risk of failure and to develop, with school personnel, an intervention plan which may include required after-school study with tutoring services, required teacher meetings, and/or attendance at an after-school group for freshmen who are having difficulty adjusting to high school. Saint Xavier also has a Learning Difference Resource Coordinator who reviews the documentation of LD students in order to align resources for additional services, such as testing, should it be required or desirable.

Instructional methods are as varied as are our students to ensure a rigorous grounding in the "3 Rs" while encouraging individual growth consistent with both ability and interest through the "4Cs" – creativity, collaboration, communication, and critical thinking - that are inherent to success in a global society in the 21st century. Whether students need instructional augmentation or additional opportunities for individual challenge, appropriate experiences can be found.

4. **Assessment for Instruction and Learning and Sharing Assessment Results:**

ACT benchmark data is used as a yardstick by which to measure coverage of skills and content in courses and to determine departmental goals and professional development. The same benchmark data is broken down to investigate specific skills in core subject areas to improve assessment and to determine the extent to which students are college ready. College Board Advanced Placement Potential data is used by teachers, administrators, and counselors to advise students to challenge themselves with course selection based on predictors gleaned from this data. Item Response and Profile Summary Reports from the PLAN are used in conjunction with our curriculum maps to assess the overall effectiveness of our curriculum and help us target curricular areas for additional revision or emphasis. World language teachers administer national language exams to gauge the vertical alignment of the curriculum in each language. Where applicable, we also use Accommodation Plans and psycho-educational assessments to differentiate instruction.

Student performance data is used to assess and evaluate student learning and mastery of specific content and skills in all curricular areas and is used also to conduct a comprehensive audit of our curriculum in all courses to assure both horizontal and vertical alignment, as well as alignment with state, College Board, and ACT benchmarks. This data also facilitates collaborative discussions regarding types of instructional strategies, learning activities, and assessment.

Advanced Placement (AP) data provides valuable information for us in evaluating the scope of the four year curriculum in virtually every subject area. Because our students take almost 650 exams in 24 subjects each spring, the results offer objective affirmation of the breadth of curricular options and the depth of preparedness in each subject area. Because there are AP options for students from almost every ability group, we are able to challenge students broadly and at the same time have an objective measure of the thoroughness of course content when compared to a nationally-normed subject test at the college level. This objective data, because it spans so many specific content areas, is particularly important in informing the community of our students' academic achievements.

Our students' performance in varied contests such as the Kentucky Department of Education's Robotics Competition, the Western Kentucky University Computer Programming Competition, or the University of Louisville Engineering Competition also allows us to measure our curriculum and students' creative application of content to that of students in other area schools and share our successful programs with the greater community.

1. **School Climate/Culture:**

Saint Xavier encourages a relational atmosphere where students can self-advocate and where faculty and staff are accessible. Focusing all interactions on the five core values of the Xaverian charism – trust, zeal, simplicity, compassion, and humility – faculty, staff and students work together to serve the local and global communities and to encourage the formation of good men who will impact their world in a positive manner. Service is a centerpiece of a Xaverian education, and all students and faculty participate throughout the year in activities such as the building of a home in Belize, serving as pall bearers for the indigent population in Louisville, and insulating low income homes for energy conservation.

Brotherhood and camaraderie are fostered through a freshman field day and a multi-faceted intramural program that includes over 1,000 participants in eleven different sports. Over 70 clubs ranging from outdoor adventure and literary magazine to the medical club and mock trial allow students opportunities to pursue individual interests and possible career options. Each club is moderated by faculty members and may engage local alumni professionals for expertise and experience.

The nine-member Guidance department works to offer emotional support to students and educational opportunities for families to navigate the rough waters of young adulthood. Counselors conduct group sessions for freshmen who struggle academically in the transition to high school, and parent sessions are held to offer information on topics such as drugs and alcohol issues, adjusting to high school, and college readiness.

Because Xaverian teachers are called to provide a relational experience accompanied by rigorous academic preparation, teacher leaders are crucial to the functioning of the school on every level. As is true with the students, teachers also join one another in both social and service activities together to foster camaraderie and connectedness. Teachers also engage in peer observations as a formative exercise to coach one another and to share best practices and resources. With a faculty of 112 educators, most professional development opportunities are planned and led by our teachers for one another to provide a venue for sharing methods, materials, and expertise among academic disciplines.

Finally, the school holds annual Excellence Rallies where accomplishments of all types – academic, athletic, service, extra-curricular – are applauded by all members of the school community. These are opportunities for us all to celebrate the synergy that creates our school culture and to commend virtually every member of the school family for his or her part in fostering the closeness that characterizes it.

2. **Engaging Families and Community:**

Family and community support are an integral part of the educational process at Saint Xavier. In fact, student and parent input and interviews were an important part of our most recent accreditation and self-study process for SACS and SAIS. Parent programs on drug and alcohol issues, adjusting to high school, and college planning and financing encourage parents to communicate with school personnel and establish a collaborative approach to each young man's healthy development. Active Alumni Association, Boosters, and Mothers' Club groups extend community and parent involvement.

Guest speakers for clubs in fields such as robotics, aviation, law enforcement, or medicine keep businesses, agencies, and companies in the Louisville area aware of Saint Xavier's curricular offerings and provide valuable networking possibilities for graduates. Student and teacher involvement with service programs that provide opportunities to work directly with the marginalized throughout the community provide a chance to develop empathy and to see beyond one's own circumstances to recognize the universal predicaments of the human condition. Our faculty, for example, has provided monthly meals for the Ronald McDonald House for over fifteen years, and the St. Joseph of Arimathea Society, involving both students and adult members of the school community, has provided a prayer service and pall bearers for the indigent population for almost one decade. Our Ryken Service Club maintains active relationships with non-profit

organizations like Catholic Charities and Hand-In-Hand Ministries and annually sends a group of students and faculty to build a home in Belize for the latter. Students' four-year service requirement results in thousands of hours annually spent working in and for the greater Louisville community.

Institutions of higher learning are also part of the broader Saint Xavier community. Not only do we offer pre-calculus for dual credit with the University of Louisville, but we also hosted UL for an admissions day in October of this year where 38 of our seniors applied and were accepted for admission for the fall of 2016. In the spring of 2016, a gathering for students with learning differences and their parents is planned with representatives from Jefferson County Technical College and the University of Louisville to demystify the college application process and to discuss accommodations available at the university level. Two of our nine guidance counselors are solely college counselors who maintain relationships with colleges and universities to better facilitate an appropriate match between student and college choice.

3. Professional Development:

Because of the One-to-One Initiative, a great deal of time and effort has been spent in teacher-led PDs (professional development) to serve two purposes: to encourage teacher leadership among colleagues and to create both transference of techniques and ready support in-house. This on-going sharing of best practices encourages professional camaraderie and healthy peer pressure to spur growth and experimentation with iPad applications for instruction and curriculum supplementation. For example, we sent two teams of educators to learn from national examples. They then returned and taught over sixteen separate groups of teachers, in both our school and in other schools. We found in the process that technology training differed from more traditional methods; we needed to reach smaller groups with hands-on attention. Developing more leaders within our own faculty allowed us to meet this new demand of teacher-student ratios. This model of leadership has grown beyond technology training, as faculty have led workshops such as project-based learning, assessment using rubrics, research-based effective pedagogy, and the spirituality of teaching. Such an approach also addresses succession planning for school leaders. We have also provided PD on teen resiliency and suicide prevention and in 2016 will host an AP world language training for area Catholic schools.

21st Century standards – the 4 C's - inform our approach to teaching and learning insofar as we emphasize collaborating, communicating, creating, and critical thinking. Recent departmental and individual goals demonstrate this as teachers shared trials and successes of technology integration in classrooms. In addition, teachers work together to apply the ACT benchmark standards to their individual and departmental course content and skills maps to inform both vertical and horizontal alignment within the curricular framework. These efforts have reduced gaps in the curriculum and support student achievement in a more comprehensive manner.

We are also seeing the value of four years of peer observations. With teacher leadership, we have fostered a more collaborative culture, where teachers more readily welcome and visit each other to share their classroom practices and provide valuable peer coaching. Such collaboration and communication result in a greater level of reflection on teaching and learning, one of the Educational Professional Standards of our state. These developments relate to 6 of the 10 state standards and result in an increased capacity for teachers and administrators. Teachers can learn from their colleagues, and administrators share more leadership with teachers, allowing them to move on to other areas, while teachers grow their own leadership.

4. School Leadership:

 Saint Xavier's Leadership Team is fully vested in the core values of Xaverian Brothers' education, which seeks to develop the whole person through a systemic approach that assists students in identifying interests and talents and developing their full potential. The school strives to build graduates whose character, knowledge and skills prepare them for lives of service.

The school's Board is charged with governance decisions, strategic planning, fiduciary oversight, allocation of resources to meet strategic initiatives and the selection of the President. In the President-Principal

Model, the President is responsible for overall mission advancement, pastoral leadership and the selection of key leaders. The Principal reports to the President and leads all facets of the educational program and student life, ensuring approaches that build capacity in students and faculty and affirm the dignity of each person. Additionally, Saint Xavier's Vice-Presidents for Advancement and Finance, Director of Admissions and Plant Director report to the President; the Assistant Principals for Studies, Academic Services, Instructional Supervision and Student Life, as well as the Director of Campus Ministry, Athletic Director and Guidance Chair, report to the Principal. Together, the Leadership Team creates programs and opportunities that engage students in active learning, foster outstanding achievement in students with a broad range of abilities, and build enduring relationships that assist students in becoming confident lifelong learners.

Some recent examples of leadership that are faithful to Saint Xavier's mission and vision for excellence include the current strategic planning process as a follow-up to the 2010 plan, the implementation of a One-to-One Technology initiative, professional development programs utilizing teacher leaders and retooling the Student Council with emphasis on school spirit. Most significantly, the One-to-One initiative came out of a detailed strategic planning process involving hundreds of stakeholders and enthusiastic Board support and funding. By 2012, the iPad Program was in place for freshmen and sophomores and by 2014 the new tool was engaging all students in active learning, fostering teacher collaboration and encouraging massive professional development that built capacity in teacher leaders and empowered them to assist colleagues in using technology in instruction. That student-focused decision, carefully implemented and fully funded, changed the school's culture and climate very positively.

Likewise, administrative support, moderator leadership and involvement of diverse faculty who have keen talent for student development and who like being with students in their activities, brought about a revitalization of the Student Council, including the practice of parliamentary procedures and an all-time high involvement of students in school activities and spirit.

The creation of a rigorous and highly relational school culture, which expects achievement at the highest levels and holds students and staff accountable for continuous growth, is the socio-emotional practice that makes the school so successful. The school's results for 151 years with over 20,000 alumni are due in large part to a systemic approach and vibrant culture that are pervasive in the institution and its staff, calling each student to excellence and engaging students and faculty in highly relational instructional and extracurricular activities that help each learner identify, explore and develop his unique talents. Programs of study are tailored to a student's achievement and readiness for challenging work in each academic discipline. Flexibility within the master schedule allows for different level placements in light of relative strength or weakness within each subject, demonstrating Saint Xavier's commitment to differentiating and personalizing the instruction and experience for each student in a large school. Multiple reviews of a student's performance data and engagement in coursework allow for individual approval and placement in subsequent courses for the following year. Such personalized instruction and advising foster student success, growth and confidence in handling the most difficult courses by senior year, often garnering university credits or placement beyond traditional survey courses and assisting with success in college coursework for students who needed skill remediation.

PART VII - NON-PUBLIC SCHOOL INFORMATION

1. Non-public school association(s): __Catholic__

   Identify the religious or independent associations, if any, to which the school belongs. Select the primary association first.

2. Does the school have nonprofit, tax-exempt (501(c)(3)) status?   Yes <u>X</u>   No

3. What is the educational cost per student? $<u>15715</u>
   (School budget divided by enrollment)

4. What is the average financial aid per student? $<u>4427</u>

5. What percentage of the annual budget is devoted to   <u>9</u>%
   scholarship assistance and/or tuition reduction?

6. What percentage of the student body receives
   scholarship assistance, including tuition reduction?   <u>36</u>%

REFERENCED BY NATIONAL NORMS

Subject: Math	**Test:** ACT
Grade: 12	**Edition/Publication Year:** 2014
Publisher: ACT	**Scores are reported here as:** Scaled scores

School Year	2014-2015
Testing month	Jun
SCHOOL SCORES	
Average Score	24.5
Number of students tested	306
Percent of total students tested	99
Number of students alternatively assessed	
Percent of students alternatively assessed	2.2
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: Students alternatively assessed were given approval by ACT to test over multiple days.

Subject: Reading/ELA	**Test:** ACT
Grade: 12	**Edition/Publication Year:** 2014
Publisher: ACT	**Scores are reported here as:** Scaled scores

School Year	2014-2015
Testing month	Jun
SCHOOL SCORES	
Average Score	25.2
Number of students tested	306
Percent of total students tested	99
Number of students alternatively assessed	
Percent of students alternatively assessed	2.2
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: Students alternatively assessed were given approval by ACT to test over multiple days.