

U.S. Department of Education
2015 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 Dr. John J Moran

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

Official School Name St Louis University High School

(As it should appear in the official records)

School Mailing Address 4970 Oakland Ave

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

City Saint Louis State MO Zip Code+4 (9 digits total) 63110-1472

County St. Louis City State School Code Number* _____

Telephone 314-531-0330 Fax 314-531-3441

Web site/URL http://www.sluh.org E-mail jmoran@sluh.org

Twitter Handle @sluhjrbills Facebook Page facebook.com/SLUHigh Google+ _____

YouTube/URL youtube.com/user/StLouisUHigh Other Social Media Link instagram - youaresluh

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

(Principal's Signature)

Name of Superintendent*Mr. David Laughlin E-mail: dlaughlin@sluh.org

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

District Name _____ Tel. _____

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 Mr. Mark Wilhelm

(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 that 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.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

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, 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 a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) 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, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year 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 2008 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: 2009, 2010, 2011, 2012, or 2013.
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 (Question 1 is not applicable to non-public schools)

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

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 6 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 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	260	0	260
10	278	0	278
11	264	0	264
12	272	0	272
Total Students	1074	0	1074

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 2 % Asian
 - 7 % Black or African American
 - 3 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 86 % White
 - 1 % 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.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 1%

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 <i>to</i> the school after October 1, 2013 until the end of the school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the 2013-2014 school year	7
(3) Total of all transferred students [sum of rows (1) and (2)]	7
(4) Total number of students in the school as of October 1	1097
(5) Total transferred students in row (3) divided by total students in row (4)	0.006
(6) Amount in row (5) multiplied by 100	1

7. English Language Learners (ELL) in the school: 0 %
0 Total number ELL
 Number of non-English languages represented: 0
 Specify non-English languages:
8. Students eligible for free/reduced-priced meals: 0 %
 Total number students who qualify: 0

9. Students receiving special education services: 0 %
0 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 categories.

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

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

	Number of Staff
Administrators	5
Classroom teachers	105
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	1
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.	7

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 10:1

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

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	98%	97%	98%	96%	96%
High school graduation rate	100%	100%	100%	100%	100%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	268
Enrolled in a 4-year college or university	99%
Enrolled in a community college	1%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

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

Yes No

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: We are a Catholic, Jesuit college-preparatory school for young men dedicated to building Christ's kingdom of truth, justice, love, and peace.

PART III – SUMMARY

St. Louis University High School (SLUH) is a Catholic, Jesuit college preparatory high school, committed to its presence in the city of St. Louis. SLUH is the second-oldest Jesuit high school and part of a network consisting of 59 high schools and 28 colleges and universities in the United States. SLUH's 27-acre campus is situated in the cultural and educational corridor of St. Louis. Its location provides an ideal setting to cultivate relationships between our students and such notable institutions as Saint Louis Science Center, Forest Park, Missouri Botanical Garden, Barnes-Jewish Hospital, Saint Louis University, and Washington University in St. Louis. SLUH currently serves approximately 1,100 young men who come from 90 zip codes and 180 grade schools. Students come from St. Louis City and County; Jefferson, St. Charles, and Franklin Counties in Missouri; and Madison and St. Clair Counties in Illinois. With the goal of serving families from a wide variety of socio-economic backgrounds, the school prides itself on its need-blind admissions policy. SLUH admits students based on their ability to succeed, rather than their economic circumstance. Nearly 40% of SLUH students receive financial assistance based on need. Over \$3.2 million in tuition assistance has been awarded for the 2014-15 school year.

St. Louis University High School offers a rigorous academic program for students in grades 9-12 to develop critical minds and a life-long devotion to learning that informs moral choices and transforms lives. In addition to its core college preparatory curriculum, SLUH offers over 90 electives, including 21 Advanced Placement (AP) courses. In May 2014, SLUH administered 853 AP examinations to 368 students. Eighty-six percent of those examinations earned a score of 3 or higher. SLUH also offers a number of 1-8-1-8 courses. More than 50 years ago, SLUH was the first high school to cooperate with a college-credit program instituted by Saint Louis University. The purpose of the program is to provide high school students with opportunities to earn college credit during their junior and senior years.

St. Louis University High School students are recognized for their academic achievements. For the Class of 2014, the average ACT score was 30, placing the school in the top 7% nationally. The average SAT Critical Reading score was 659, the average SAT Math score was 686, and the average SAT Writing score was 650. In 2014, SLUH had 7 National Merit Finalists. Ninety-nine percent of SLUH students matriculate into four-year colleges. The members of the Class of 2014 were accepted at 185 different colleges and universities throughout the United States and are attending 80 of those. One hundred and seventy-three students (65% of the class) accepted scholarships valued at \$2.6 million.

SLUH encourages students to participate in at least one co-curricular activity. With more than 50 student clubs and activities, opportunities are available to become involved in athletics, fine arts, academic clubs, pastoral activities, and many other special interest clubs and organizations. Moreover, SLUH's athletic program includes teams in 19 interscholastic sports. In the past ten years, SLUH's teams have won district titles in Baseball, Cross Country, Football, Golf, Soccer, Tennis, Track, Volleyball, and Water Polo. During that time span, teams have earned state tournament trophies in Baseball, Cross Country, Golf, Hockey, Inline, Lacrosse, Racquetball, Soccer, Swimming, Track, Volleyball, and Water Polo.

In addition to assisting in the intellectual, aesthetic, social, and physical formation of our students, SLUH helps them develop compassionate hearts by fostering habits of personal prayer, reflection, and service for the Greater Glory of God. Beyond daily Mass, Theology class, prayer services and liturgies, the Campus Ministry office offers students opportunities to get involved in retreats and community service. Students put their faith into action through the Community Service Program at more than 80 sites in the metropolitan area. They can also take part in mission trips to the Appalachian region of southwestern Virginia and Camden, New Jersey. Furthermore, the Senior Service Project summons each senior to 120 hours of service during the month of January. The school also holds many drives throughout the year, with the Adopt-a-Family drive in December and Mission Week drive in February as the two biggest.

SLUH's faculty features dedicated and competent men and women whose focus is the success and well being of the students. The faculty and administration consists of 95 teachers and four administrators. There are also six counselors, two librarians, and seven Jesuits on staff. Ninety faculty members have a Master's degree and seven have a Ph.D.

Despite its successes, St. Louis University High School is consistently looking to improve the school and its programs. The school recently embarked on a strategic thinking campaign that will culminate in its 200th anniversary in 2018. The goal of the project is to engage members of the SLUH community—including alumni, faculty, friends of the school, and experts—to look at the school in its current state and create a vision of the school in 2018. The six visioning groups are focused on the areas of 21st Century Curriculum, Campus Facilities/Sustainability, Campus Ministry/Jesuit Identity, Counseling Services, Financial Modeling/Faculty Compensation, and Global Education.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

St. Louis University High School offers a rigorous academic program for students in grades 9-12 to develop critical minds and a life-long devotion to learning that informs moral choices and transforms lives. In addition to its core college preparatory curriculum, SLUH offers over 90 electives, including over 20 Advanced Placement courses. Three hundred sixty-eight SLUH students took 853 Advanced Placement exams in May 2014. Eighty-six percent of the exam scores were 3 or higher which grants the students college credit at many universities in the country. With a college preparatory curriculum, including Advanced Placement courses, over 90 electives, and the opportunity for dual enrollment at St. Louis University, SLUH provides a challenging, rigorous academic experience for its students. Members of the class of 2014 were accepted to 185 different colleges and universities; 99% of our students matriculated to a four-year college or university.

ENGLISH - In the four years of required coursework, the English Department strives to improve each student's literary competence—his ability to read and write insightfully and clearly. We teach a wide range of literature so that the student can fully appreciate his linguistic, literary, historical and cultural heritage. Since writing is an integral part of this process, the curriculum concentrates on teaching students how to write prose that is grammatical, vivid, unified, coherent, interesting, persuasive, and truthful. By focusing on vocabulary building, grammar review, paragraph development, essay writing and rewriting, and the analysis of literature, our courses try to foster an independent, resourceful, critical disposition grounded in the student's confidence to read, discuss and write intelligently and sensitively.

MATHEMATICS - The math curriculum requires 3 years of math with a 4th year being taken by 99% of our students. Some students come in having taken an Algebra course and are offered the opportunity to take a placement test. The results of this test then determine whether they will take Algebra 1, Accelerated Algebra 1 or Algebra 2 as a freshman. Sophomores take geometry or advanced geometry. Juniors who began in Algebra 1 or Accelerated Algebra 1 are placed in either Algebra II/Trig, Advanced Algebra II/Trig based on teacher recommendations, while those who began in Algebra 2 are placed in a Pre-Calculus class or an AP Stats/Pre-Calculus Class. Seniors are given the choice of Pre-Calculus, Probability/Statistics, Senior Topics, AP Stats, AP Calculus AB, or AP Calculus BC. Currently we have approximately 100 students who begin in Accelerated Algebra 1 or Algebra 2 as freshmen but by the time they are seniors, we have approximately 200 students taking AP courses.

SCIENCE - The goals of the department are to foster an appreciation for the intrinsic value of knowledge and to educate the students in both information and process. Central to this is the development of proficiency in terminologies, theories, and relationships, as well as the development of skills in laboratory techniques, observation, experimentation, scientific modeling, hypothesis testing, drawing conclusions, problem solving, and critical thinking. Students are taught the use of technology in science and use technology—most extensively Vernier probeware—in data collection and analysis. Students are required to take three years of lab science: Biology, Chemistry, and Physics. Chemistry and Physics offer advanced options for the accelerated or AP student in this foundational experience. This leaves senior year open for our students to take courses in genetics, anatomy and physiology, and astrophysics. Further, our advanced students have the option senior year of taking AP Physics 2, AP Environmental Science, AP Biology, or AP Chemistry.

SOCIAL STUDIES/HISTORY - Active learning is emphasized in all social studies courses with a focus on developing critical thinking and problem-solving skills. Students are required to earn 2.5 credits in Social Studies by the end of their junior year to fulfill graduation requirements. However, over 95% of our seniors choose to take at least one Social Studies elective during their senior year and many choose to take more than one. In all of our courses, students develop a working knowledge of the culture, politics, economics, and history of the people that shape our current world. All courses include research and writing components designed to further student curiosity and develop critical thinking skills. We currently offer eight AP courses.

THEOLOGY - The Theology Department offers a seven-semester program of required courses that cover topics aligned with the USCCB Curriculum and designed to respond to the unique circumstances and abilities of students at SLUH. In the eighth and final semester, a slate of electives are offered in which particular topics are pursued in greater depth and with more student creativity and independence than in the required courses. The curriculum is designed to inform students about the major elements of the Catholic Faith, encourage them to interiorize this faith, incorporate their faith into their daily lives, and encourage the practical habits of personal prayer and reflection. Course content and activities are consistent with the stages of adolescent faith, the demands of a college preparatory academic program, Jesuit pedagogical philosophy and traditions, and fidelity to Church teaching as found in the Catechism of the Catholic Church and other key sources of magisterial teaching.

COLLEGE COUNSELING AND CAREER READINESS - The result of this core curriculum is a student body that is prepared for college; on the 2014 PSAT exams, 95% of our juniors were deemed "On track to be college and career ready" (national average = 45.8%). SLUH's counseling staff ensures that all students take classes to prepare for college admission and, when possible, earn college credit courses while still in high school. SLUH offers 21 Advanced Placement (AP) courses, and in 2014 we administered 853 AP examinations to 368 students. Eighty-six percent of those exams earned a score of 3 or higher. Due in large part to our college preparation and counseling, 99% of SLUH students matriculate into four-year colleges. The members of the Class of 2014 were accepted at 185 different colleges and are attending 80 of those.

2. Other Curriculum Areas:

PERFORMING/VISUAL ARTS - The Fine Arts Department offers 37 courses taught by ten full-time faculty members in the areas of instrumental and vocal music, film, dance, acting, studio arts, and speech. In spite of the one-year requirement, the vast majority of our students graduate having taken courses beyond that requirement. Most of our students take a Fine Arts survey course in their freshmen year. This course exposes the students to the foundations of Art, Theater, and Music. We exercise a process-oriented, hands-on approach to educating our students. Instruction may take the form of demonstration, lecture, student-led critiques, and clinician and guest artist visits. In these courses, students are able to work independently as well as in ensemble. Private instruction and independent coursework is available to advanced students in all areas of the studio and performing arts.

PHYSICAL EDUCATION/HEALTH - The PE/Health Department is designed to provide students with opportunities for physical growth and the exploration of healthy lifestyles. Objectives include students' identifying and applying new knowledge to achieve lifelong wellness. Areas of emphasis include influences on health, prevention and promotion, nutrition education, and engaging in active lifestyles. These concepts interconnect between the physical education and health courses offered, as students are required to complete two years of physical education and a semester of health in their freshman year. Instructional approaches include direct and indirect instruction with unique opportunities for student exploration in the classroom and collaborative team play in physical education. Web-based activities are often used to support various ideas. The department's commitment to visual, kinesthetic, and auditory learning aims to connect diverse learners to ultimately challenge and heighten levels of understanding of course material.

FOREIGN LANGUAGES - The Foreign Language Department at St. Louis University High School offers four levels of language study for grades 9-12 of Chinese, French, Latin, Russian, and Spanish. AP Spanish and Ancient Greek are offered as Senior year electives. All courses are year-long offerings and meet every day. All students are required to take two years of the same foreign language; approximately 75% study for three years, and 65% finish four years. In all languages, the focus in the first two years is on the development of spoken and written proficiency through the acquisition of high frequency vocabulary and structures. Third- and fourth-year courses concentrate on mastery of more complex, formal features of each language. Various methods of assessment are used including written, oral, and electronic methods, facilitated by two digital language labs.

TECHNOLOGY (COMPUTER SCIENCE) - The Computer Science Department offers one introductory course that all students are required to take. All other courses are electives that are filled each semester by students interested in computer science. These courses are primarily programming courses that use common programming languages. The departmental course structure culminates in the AP Computer Science course and the Computer Science Topics courses. Many students take two or more computer science courses as part of their program of study. The department prepares students for college level computer science courses and for careers that require an in-depth knowledge of computers by requiring them to learn the internal workings of computers and by teaching them to program. Students are required to engage in create problem-solving processes to produce a significant number of artifacts that demonstrate the mastery of the curriculum and the ability to solve problems creatively and efficiently.

3. Instructional Methods and Interventions:

St. Louis U. High has various methods and interventions to ensure high levels of student learning and achievement. Placement tests are given to incoming freshmen in mathematics and foreign language to ensure appropriate course placements. Individual conferences are held among teachers, counselors, and students to determine if they are ready for advanced classes in the years following their freshmen year. Members of our Learning Consultant staff help students who struggle once they arrive at SLUH. The Learning Consultant(s) work with students to determine individual learning plans and study skills techniques to help with their achievement in academic courses. We have a Care Team consisting of counselors, administrators, teachers, and a psychologist who meet weekly to discuss students who need an intervention either academically or emotionally. We offer a freshman tutorial for students who, because of their varied elementary and middle school experiences and course work in English, find themselves struggling to adjust to the demands of a specific topic (such as grammar) or to college prep level work. Laptops and iPads are available for students' use for in-class writing and discovery activities in the classroom. Students beginning in Algebra 1 are also given a basic skills test, the results of which determine whether any additional interventions are needed. Our teachers are available for tutoring help before school, at our activity period, during unscheduled periods, and after school. Many of our teachers use on-line resources as well—commercial as well as teacher developed—for those students who need help away from school. To help inspire our students toward success, the science department employs many differentiated instructional approaches including flipped classrooms, student blogs, use of technologic hardware in data collection and presentation, and use of technologic programing in the collection, organization, and sharing of data. Further, there are many community resources and clubs run and supported by the Science Department.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

As is evident by the data presented in the application tables, St. Louis University High School has routinely performed at a high level on nationally normed standardized tests. Our overall average ACT score is just below 30, placing the school in the top 7% nationally. Since 2013-2014, our students have averaged a 29.24 on the Reading portion of the ACT and a 28.92 on the Math portion. These marks have been remarkably consistent as well, with no annual average less than 28.8 in Reading and 28.7 in Math; we have essentially seen no significant gains or losses in performance even though the number of test takers has varied between 268 test-takers as a high in 2011-2012 and 233 as a low in 2010-2011. We would attribute this consistently high level of achievement to our rigorous academic program geared towards developing critical minds and a life-long devotion to learning. In addition to its core college preparatory curriculum, SLUH offers over 20 Advanced Placement courses. In 2014, SLUH administered 920 Advanced Placement exams, and our students averaged a 3.68 on these exams (vs. the national average of 3.02). Our students' average SAT Critical Reading score is 659, the average SAT Math score is 686, and the average SAT Writing score is 650. In 2015, SLUH had 17 National Merit Semi-Finalists. Ninety-nine percent of SLUH students matriculate into 4-year colleges.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

SLUH has a solid assessment system and offers a challenging curriculum that is effective in assisting student learning. Professional and support staff use a range of data resources to evaluate student learning, the school engages in a continuous process to determine verifiable improvement in student learning, and leadership monitors and communicates comprehensive information about student learning. Our faculty and staff work very hard to develop a curriculum that is effective in student learning and has been developed through the gathering of many forms of data and evaluation. SLUH uses a well-defined and useful professional development/evaluation program for its teachers that helps increase student learning. All teachers are involved in regular in-service programs throughout the school year. Many teachers also are involved in additional workshops/seminars to improve their craft. Over the last few years SLUH teachers have worked to map the curriculum and share techniques that lead to student success. In addition we have an excellent guidance program that works with students to monitor and improve student achievement. Finally, SLUH has worked hard to plan for and improve facilities as well as technology to assist students in their development as young men who are ready for an increasingly technologically advanced world. SLUH also does an excellent job of communication of student achievement. Through the use of Powerschool students and their parents are kept up to date on student performance. The school profile that is published by the counseling department contains information about student success both in the classroom and on more standardized assessments. The data from our most recent AdvancED surveys supports a strong system of communication by the school to inform stakeholders and assist student learning.

Part VI School Support

1. School Climate/Culture

“The Graduate at Graduation” expresses the hope that our students will become “Open to Growth,” “Intellectually Competent,” “Religious,” Loving,” and “Committed to Doing Justice.” This formational work is the underlying focus of entire community.

Our curriculum is reviewed within and across departments not only to facilitate continuous improvement, but to help us better serve this mission. Our skilled and caring faculty are national leaders in AP Programs, have received many NEH fellowships, been honored as ISSL Teachers of Distinction, corporate Educators of the Year Secondary School Prize Winners for Inspiration. Many are published authors of book reviews, textbooks, essays, academic articles and fiction.

Our many academic clubs and competitions further facilitate academic growth. Recent honors in Classical Language, Russian, Chinese, Algebra, Calculus, Sustainability, Gardening, Mock Trial, Government, Shakespeare, Poetry and Theater Performance testify to the variety of these opportunities.

Many other programs demonstrate the value we place on care for the individual student and family: Personal admissions interviews, orientations for summer school, diversity, transfer and non-Catholic students, Direction Days and Senior Advisor programs for Freshman, required Freshman and Sophomore Retreat programs and optional Junior and Senior Retreat programs, a Care Team coordinating support for struggling students, and a Personal Interview with every student and family at the end of Sophomore Year, to name but a few. Our student-to-teacher ratio is 10 to 1. Six counselors ensure that all students receive academic, personal and college counseling. Two faculty members work as Learning Consultants. Academic departments offer formal, daily tutoring programs.

A required freshman service program, four-year voluntary service program with 15 sites and over 100 students participating and a required, month-long Senior Project program, give students many opportunities to grow by serving others. A large number of Student Government roles and Campus Ministry Student Pastoral Team positions offer opportunities for school-wide leadership. Our extraordinarily array of Co-Curricular activities provide students with smaller scale opportunities to cultivate unique talents and exercise leadership. Our athletic teams represent one of the major ways that our students experience the social benefits of cooperation and common purpose and opportunities for leadership. Over 700 students participate in our 17 Varsity sports programs. A number of our coaches have been inducted as Hall of Fame honorees and named as State and Regional Coaches of the Year.

2. Engaging Families and Community

The St. Louis University High School (SLUH) mission statement states that the school is committed to its presence in the city of St. Louis and dedicated to building Christ’s kingdom of truth, justice, love, and peace.

The Senior Service Project, where the entire senior class takes off the entire month of January to do service in over 80 sites throughout the St. Louis Metropolitan area and beyond, has been an integral part of the school for many years. Recently, the freshman community service program has become a requirement for freshmen. There is a sophomore community service program, in addition to the voluntary community service program. The school also holds many drives throughout the year with the Adopt-a-Family drive in December and Mission Week in February the two biggest. SLUH students also have a chance to participate in immersion trips. Mission Appalachia, Honduras, Ignatian Family Teach-In, the Pro-Life March and Urban Challenge offer an intensive in-depth experience for SLUH students.

SLUH is committed to engaging its families. There are a variety of events and activities in which our families participate, beginning with new family orientation upon acceptance into the school. Direction Days

are another orientation for both the freshmen and their parents where the families get an in-depth introduction into the SLUH experience.

Parents have numerous meetings with their son's counselor to discuss a variety of issues including picking courses and college planning. Parents and sons also participate in Sophomore conversations with faculty members to discuss the first two years at SLUH and set goals for the upcoming years.

Parents receive a newsletter weekly from the office of the Principal detailing important upcoming events.

Parents are invited to participate in the Advisory Committee for Student Affairs, a group additionally made up of faculty and students, to discuss issues relevant to the SLUH community.

SLUH has an active parent network with a Mother's Club, Father's Club, Alumni Mother's Club, and Alumni Father's Club.

Parents are invited to participate in surveys inviting feedback on satisfaction and important school issues.

Parents and grandparents are invited to be a part of Masses throughout the year.

Imagining 18 is a strategic thinking campaign that brings together faculty, alumni, parents, and experts to brainstorm about the future of the school. The initiative, with the help of its constituents, focuses on Alumni Outreach, Catholic Social Teaching, Collaboration, Global Education, Faculty Spiritual Development, Food & Nutrition, and Learning Skills.

3. Professional Development

Based on high marks from faculty and staff surveys, we have twice been named a "Top Workplace" in the St. Louis Metro Area. The generosity and passion of our faculty transcends policies and programs, but the school does have practices in place that create community and offer support and encouragement including: a Back-to-School Party and Dinner, Faculty Christmas Party, End-of-the-Year Retirement and Appreciation Dinner, events for families planned by our Social Committee, thank-you's, recognition and birthday notices in the Faculty Newsletter, bi-monthly "Mix-It-Up" lunches to encourage inter-departmental conversation and Faculty Happy Hours spread throughout the year.

A four-day New Ignatian Educators (NIE) Orientation for new faculty includes mission and identity orientation experiences, practical orientation to facilities, employee policies and practices, pedagogical support from Department Chairs and Mentors and time for conversation, personal reflection and building relationships. The program continues for the remainder of the first year with orientation meetings and two overnight retreat experiences, one with new faculty from the other Jesuit High Schools in the Southern and Central Province.

The four-year Pre-Tenure Process following the NIE features spiritual and professional development including: observations from Administrators, Department Chairs, Mentors and peers, students surveys and reflections, professional review with Administrators and Department Chairs, Spiritual Conferences and retreat opportunities, and a project aimed at integrating Ignatian Education and Spirituality into particular professional roles. After Tenure, faculty move through a process of review and goal setting with Department Chairs for four years and every fifth year go through a formal Evaluation Process with an Administrator.

Faculty actively participate in leadership and decision-making. The Instructional Council, made up of Department Chairs and Administrators with agenda items coming through departments from all faculty, addresses issues of change or innovation in a given year. Many faculty are members of Board Level Advisory Groups. A large percentage of the faculty were involved in various committees of our Imagine 18 Strategic Planning Process.

Professional Development is tied to needs and requests that emerge from individual departments and the Instructional Council. The school submits a professional development plan to Blue Hills Community Services that describes how our professional development activities support specific programs and courses aimed at student achievement.

The school has made a remarkable financial commitment to professional development. Over One-hundred thousand dollars was spent in fiscal year 2013 for in-house workshops, conference attendance, course work and degree programs. Fourteen members of the current faculty have had their Master's Degrees paid for by the school. Four have had their Ph.D. paid for. In 2013-14 over 100 teachers attended conferences, workshops or took X courses for credit. Thus far in 2014, the school has spent fifty-six thousand dollars on professional development for faculty.

4. School Leadership

St. Louis University High School is owned by an all-Jesuit Board of Members elected by the Jesuit community with the superior as the ex-officio chair. This board approves membership on the Board of Trustees, amends the By-Laws, receives an annual report from the President, provides for the proper investment of the Backer Endowment Fund and maintain and foster the development of the Jesuit philosophy of education and Jesuit traditions and pedagogy at St. Louis University High School in accordance with the Preamble to the Constitution for the Jesuit Secondary Education Association and other official statements of the Society of Jesus and of the Jesuit Secondary Education Association.

The corporation is governed by a Board of Trustees which constitutes the managing and policy-setting decisions of the school. The purpose of the Board is to exercise the responsibility and the authority for the operation of the school and the conduct of all its affairs including both educationally and financial matters and the policies under which the school operates.

The President of the St. Louis University High School is elected by the Board of Trustees with the approval and consent of the Provincial of the Jesuits of the Missouri Province. His overall mission is to be the chief executive and administrative officer of St. Louis University High School.

According to the By-Laws, the President exercises the general and active management, control and direction of the business operations, educational activities and other affairs of St. Louis University High School. He is also responsible for the fund-raising activities. As "Director of the Apostolate" he works in close companionship with an administrative team and often consults the Director of Pastoral Activities to re-enforce the apostolic purposes and education mission of the school. He is ultimately responsible for maintaining the distinctively Jesuit nature of the school's philosophy and practice.

The Principal of the School is appointed by the President with the approval and consent of the Board of Trustees. The Principal has the necessary authority for the instructional and formational administration of the school and shall be accountable to the President in the discharge of his/her responsibility.

St. Louis University High School is consistently looking to improve the school and recently embarked on a new strategic thinking campaign that will culminate in its 200th anniversary in 2018. The goal of the project is to engage members of the SLUH community, including alumni, faculty, friends of the school, and experts to look at the school in its current state and create a vision of the school in 2018. There are six visioning groups: 21st Century Curriculum, Campus Facilities/Sustainability, Campus Ministry/Jesuit Identity, Counseling Services, Financial Modeling/Faculty Compensation, and Global Education.

PART VII - NON-PUBLIC SCHOOL INFORMATION

The purpose of this addendum is to obtain additional information from non-public schools as noted below.

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 No
3. What are the 2014-2015 tuition rates, by grade? (Do not include room, board, or fees.)

2014-2015 Tuition

Grade	Amount
K	\$0
1	\$0
2	\$0
3	\$0
4	\$0
5	\$0
6	\$0
7	\$0
8	\$0
9	\$15400
10	\$15400
11	\$15400
12	\$15550

4. What is the educational cost per student? \$17376
(School budget divided by enrollment)
5. What is the average financial aid per student? \$7789
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 27%
7. What percentage of the student body receives scholarship assistance, including tuition reduction? 37%

PART VIII - ASSESSMENT RESULTS

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>ACT</u>
Grade: <u>12</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>ACT</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Jan	Jan	Jan	Jan	Jan
SCHOOL SCORES					
Average Score	28.7	28.7	28.9	29.2	29.1
Number of students tested	267	257	268	233	248
Percent of total students tested					
Number of students alternatively assessed					
Percent of students alternatively assessed					
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:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>ACT</u>
Grade: <u>12</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>ACT</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Jan	Jan	Jan	Jan	Jan
SCHOOL SCORES					
Average Score	29.2	29.7	29.1	28.8	29.4
Number of students tested	267	257	268	233	248
Percent of total students tested					
Number of students alternatively assessed					
Percent of students alternatively assessed					
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: