

**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. Philip G. Rone

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

Official School Name Chaminade College Preparatory School

(As it should appear in the official records)

School Mailing Address 425 South Lindbergh Boulevard

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

City Saint Louis State MO Zip Code+4 (9 digits total) 63131-2729

County St. Louis

Telephone (314) 993-4400 Fax (314) 993-4403

Web site/URL http://www.chaminade-stl.org E-mail prone@chaminade-stl.org

Facebook Page

https://www.facebook.com/Chaminade-

Twitter Handle https://twitter.com/wearechaminade 44193541877/info/?tab=page\_info Google+ \_\_\_\_\_

YouTube/URL \_\_\_\_\_ Blog \_\_\_\_\_ Other Social Media Link \_\_\_\_\_

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\*Rev. Ralph Siefert S.M. E-mail rsiefert@chaminade-stl.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, to the best of my knowledge, that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Mark Heffernan

(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 (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. 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	146	0	146
10	137	0	137
11	140	0	140
12 or higher	133	0	133
<b>Total Students</b>	556	0	556

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 10 % Asian
  - 8 % Black or African American
  - 3 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 78 % 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.)

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.

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2014 until the end of the 2014-2015 school year	3
(2) Number of students who transferred <i>from</i> the school after October 1, 2014 until the end of the 2014-2015 school year	10
(3) Total of all transferred students [sum of rows (1) and (2)]	13
(4) Total number of students in the school as of October 1, 2014	540
(5) Total transferred students in row (3) divided by total students in row (4)	0.024
(6) Amount in row (5) multiplied by 100	2

6. English Language Learners (ELL) in the school: 10 %  
55 Total number ELL

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

Chinese, Vietnamese, Cantonese, Japanese, Korean, Spanish, Hindu, Russian, French, Kinyarwanda, Swedish, Croatian, Thai.

7. Students eligible for free/reduced-priced meals: 5 %  
Total number students who qualify: 29

8. Students receiving special education services: 14 %  
75 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.

- |                                |  |
|--------------------------------|--|
| <u>3</u> Autism                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deafness              | <u>48</u> Other Health Impaired                |
| <u>0</u> Deaf-Blindness        | <u>43</u> Specific Learning Disability         |
| <u>1</u> Emotional Disturbance | <u>8</u> Speech or Language Impairment         |
| <u>0</u> Hearing Impairment    | <u>0</u> Traumatic Brain Injury                |
| <u>0</u> Mental Retardation    | <u>1</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed               |

9. Number of years the principal has been in her/his position at this school: 3
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	<b>Number of Staff</b>
Administrators	11
Classroom teachers	53
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	2
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.	5

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 11:1

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

<b>Required Information</b>	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	96%	96%	96%	96%	97%
High school graduation rate	100%	100%	100%	100%	100%

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.

<b>Post-Secondary Status</b>	
Graduating class size	123
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. In a couple of sentences, provide the school's mission or vision statement.

Chaminade College Preparatory School, an independent, Catholic Day and Resident school, is dedicated to cultivating the inherent gifts, skills and talents of young men so that they are prepared for success in college and life. This is accomplished through emphasis on the five Characteristics of Marianist Education.

## PART III – SUMMARY

---

Chaminade College Preparatory School is an independent Catholic School in St. Louis, Missouri, for young men in Ninth through Twelfth Grade. Founded in 1910, the school bears the name of Blessed William Joseph Chaminade, a priest who lived during the era of the French Revolution and who founded the religious order known as the Society of Mary (Marianists). The beginning faculty of Chaminade consisted of religious brothers and priests. Throughout the recent history of the school, it has transitioned to primarily lay men and women committed to the mission of Fr. Chaminade and the Marianists. The student population consists of 556 students, representing not only the greater St. Louis metropolitan area, but also 18 different countries, as well as domestic students from across the United States that reside in the on-campus dormitory. The student population is academically, ethnically, and socio-economically diverse.

Through its resident program, Chaminade offers to students from around the world the benefit of a quality education while, at the same time, enriching the whole school community with the geographic and cultural diversity that these students bring. Through this diversity of the student body, as well as that of the faculty and staff, the young men are able to experience and value the great variety of gifts and talents among all of God's people. The commitment to provide a global environment to the students is a larger component of the Global Reach program that seeks to prepare the school community to enter into an interconnected, global society.

## PART IV – CURRICULUM AND INSTRUCTION

---

### 1. Core Curriculum:

Chaminade College Preparatory School maintains a core curriculum of English, Mathematics, Science, and Social Studies that continually strives for excellence. The faculty in these disciplines hold the students to high academic standards while embracing the concept of a college preparatory school, preparing them for to excel in their college studies and to enter an ever changing and more globally connected world. Though Chaminade is a school steeped in tradition, the faculty strives to be on the cutting edge of new educational trends. The first school in the area to adopt the one-to-one laptop program, Chaminade has recently shifted to a new learning management system, Canvas, to better educate and communicate with the student population.

The English curriculum follows a logical scope and sequence moving from Sentence to Novel freshman year to American Literature, British Literature, and World Literature through the high school program. To further enhance a student's writing skills, every student takes an additional semester of Composition sophomore year. The English curriculum also offers honors, AP/ACC courses, and electives. Four and a half credits of English are required for graduation. Instruction methods are vast and varied and include lectures, flipped classrooms, student-centered group projects, extensive close reading study, class discussions, and on-line peer reviews.

The Mathematics curriculum is comprised of a coordinated curriculum that emphasizes vertical sequencing of algebra skills throughout all courses. The curriculum progresses through Algebra 1, Geometry, Algebra 2, Pre-Calculus/Trigonometry, and Differential Calculus and Statistics. Honors and AP/ACC courses are also offered. Three credits of Mathematics are required for graduation; 98% of students take a fourth credit. Mathematics instruction includes frequent skill builder reviews and exploratory activities using Geometer's Sketchpad, the TI-84 calculator, and additional computer programs. Instruction emphasizes the development of logic and deductive reasoning skills, the analysis of spatial relationships, extension drill work, and using technology to understand theory.

The Science department boasts a progressive curriculum where information in one course aids in the learning of the next. A student's course of study in Science includes Conceptual Physics, Chemistry, and Biology. Honors and AP/ACC courses are also offered. Additional courses beyond the required include Physics, Anatomy and Physiology, Environmental Science, Forensic Science, and Experimental Design and Laboratory Research. Three credits of Science are required for graduation; 96% of students take a fourth credit. Instruction in the Science department includes first-hand experiences of topics taught through labs and field trips, integrated inquiry labs where students can ask questions and find answers on their own, an emphasis on inductive and deductive reasoning along with cause and effect relationships to solve problems.

The Social Studies department curriculum begins with two years of study on World History. Students then progress through U. S. History and finish with Contemporary Global Issues. Honors, AP, and ACC courses are available in a variety of courses including World History, U.S. History, and European History. Four credits of Social Studies are required for graduation. Instruction in the Social Studies department employs a variety of pedagogical approaches to ensure that foundational skills are attained. Specific approaches include flipped classrooms, blended classrooms, traditional lecture and discussion, Socratic seminars, and student-centered projects and presentations. The fostering of foundational skills is reinforced through note-taking, outlining primary and secondary sources, analysis and synthesis of multiple sources, and argumentative and document-based essays.

Chaminade is prepared to meet the needs of the student no matter their ability level, and makes differentiated instruction and opportunities a priority for students. For low performing students, each core subject area approaches these needs in similar fashion. That effort begins with the individual teacher. The ability and willingness of the faculty to work with low performing students is tremendous. Many teachers are available before and after school to assist students. An academic lab period is built into the schedule to provide time during the school day for students to meet with teachers. School-wide resources are available

in the form of the Writing Center and the Academic Resource Center. High achieving students can take advantage of all the existing resources. To challenge them academically, they are encouraged to take honors and AP/ACC courses available to them. In addition, the Mathematics department provides many courses at different ability levels. In Mathematics, students may also take a geometry course over the summer to accelerate their progression through the Mathematics curriculum.

In recent years, Chaminade has instituted the Pre-AP initiative which strives to build Advanced Placement readiness skills in every high school curriculum. At its essence is the philosophy that every student needs the skills to excel in an Advanced Placement course whether he takes the course or not. Working backwards from the AP courses down, faculty have worked to align and prepare students with the skills necessary to succeed in college and beyond. By virtue of the very name, Chaminade College Preparatory School, a program of study has been designed to prepare all students to continue their journey through higher education.

## **2. Other Curriculum Areas:**

While certain disciplines are designed as part of the core curriculum, every subject area is valued at Chaminade as they each contribute to the formation of the well-rounded student. Fine Arts, Physical Education, Foreign Languages, Practical Arts, and Theology play a vital role in the curriculum and are viewed as a critical piece to completing the journey of *Esto Vir* for the students of Chaminade.

The Fine Arts department has a sequential curriculum in the areas of drama, music, and visual arts which addresses the needs of a wide range of student interest and skills. Through Fine Arts courses, students acquire a depth and breadth of knowledge and essential skills by experiencing the arts as performers and creators of music, art, public speaking, and drama. Students of the arts interact with each other as well as professional artists, composers, musicians, and educators from across the country. One credit of Fine Arts is required for graduation. ACC and AP courses are also available. Many students take additional elective courses in this discipline.

Physical Education promotes the creation and maintenance of a sound body. A goal of the curriculum is to promote physical fitness and well-being as lifetime activities. Through weight training, life saving, and team and individual fitness courses, students are taught essential skills which fosters physical health and better prepares students for an academic setting. Two credits are required for graduation. This usually is fulfilled by taking one semester every year of high school.

The Classical and Modern Language department houses many languages and is in compliance with the NBR program's language requirement. The curriculum includes Spanish, French, Chinese, Latin, and Greek. A four year program is offered in all languages, except Greek. ACC and AP courses are offered in each language. The department works to prepare students to communicate effectively in another language and to sharpen their language skills in order to succeed at the collegiate level. The study of different cultures fosters a global awareness. Two credits are required for graduation; 70% of students will take a 3rd credit and 30% will continue on to a fourth credit.

Housed in the Classical and Modern Language department is the English as a Second Language Program. This program is designed to meet the needs of a diverse international student population. Four different levels of this course are available. This program also hosts specific courses designed to assist the international student in Theology, Composition, and Social Studies.

The Practical Arts department includes Technology, Leadership, Business, Broadcasting, Computer Science, and STEM classes. The Practical Arts department provides a practical, real-world experience in business, engineering, and computer technology in preparation for college and beyond. The STEM program operates under the Project Lead the Way model. Courses in the STEM program draw from the areas of Science, Technology, Engineering, and Mathematics to create problem-based learning experiences that challenge students to apply knowledge from across academic disciplines. College credit is available through ACC and AP courses in this discipline. One credit of Practical Arts is required for graduation. An additional half credit requirement can be fulfilled in either Practical or Fine Arts.

Though not an academic discipline, technology is an integral part of supporting students' acquisition of essential knowledge. Technology, through the use of one-to-one laptops, Canvas learning management system, and a myriad of on-line educational resources and teaching tools, provides a comprehensive medium for student learning. Teachers provide primary and supplemental information, receive student assignments, and provide summative and formative feedback through technology. Students are able to access vast amounts of information, from both instructors and the global stage, to better prepare them for the future.

The final curricular area that provides a basis for which all other academic disciplines are influenced at Chaminade is Theology. Theology is considered a part of the core curriculum at Chaminade. This "Formation in Faith" is one of the five characteristics of Marianist Education. Through this discipline, students learn literary analysis, critical thinking, moral discernment, and research methodology. Judeo-Christian tradition influences the beliefs, attitudes, and actions of a third of modern humanity. Theological formation is necessary for both effective global citizenship and a true appreciation of much of the great art and literature in the world. Four credits of Theology are required for graduation.

### **3. Instructional Methods and Interventions:**

Chaminade's instructional approach and philosophy emphasizes building relationships. This approach connects teachers with students, resulting in a better understanding of learning styles and student interests, as well as creating a culture of loyalty and trust among the instructional community.

The ultimate goal of the instructional program of Chaminade is college readiness in a 21st century learning environment. Chaminade devotes professional development time to deepening the understanding of college readiness skills and the implementation of those skills across disciplines and vertically throughout academic departments. This ensures that students are being challenged to grow in areas that will prepare them for success in college.

Instructional methods utilized by teachers are diverse and strive to challenge the students in different ways while meeting their unique needs. Chaminade teachers are student-centered and balance the benefits of having a knowledgeable facilitator as the instructor with student-led instruction that harnesses the eager mind of the student.

The teaching evaluation process and tool is rigorous and holds teachers accountable for ensuring the continuous growth in the areas of instruction. The process and tool blends the work of Charlotte Danielson's Enhancing Professional Practice with the Catholic, Marianist mission of Chaminade. The merit-based pay system gives feedback to teachers on areas of improvement, and makes clear the expectations of instruction. The rubric used in the process demands that intentional integration of college readiness skills, diverse student-centered instruction, and effective use of technological resources are primary practices expected of teachers receiving exemplary ratings.

By understanding that boys learn best by hands-on learning, Chaminade has extensive experiential education opportunities that are housed within the Global Reach program. Each year, students are required to attend an overnight trip that includes experiential learning activities. Ninth grade students attend a physics of flight program at the University of Dayton. Tenth grade students attend a multi-city tour exploring the civil rights movement, the Civil War, and the Underground Railroad. Eleventh grade students attend a leadership training retreat designed to develop skills to better serve the school and the House System as Senior Leaders. Twelfth grade students attend the senior Kairos retreat, which is intended to aid them in the transition to adulthood through meaningful experiences of God in their life and a deep examination of their most valuable relationships.

Chaminade has an extensive academic support program that allows for frequent contact with students regarding academic progress. There are three school counselors that serve the students, as well as two learning consultants. An element of the House System is academic oversight provided by mentor teachers (house homeroom teachers) and house deans.

The school schedule allows for every student to enroll in an Academic Lab. This unstructured time is intended to allow students the opportunity to receive support from counselors, learning consultants, and teachers. There is a math lab and a writing center available every period to allow students to receive additional instruction during their Academic Lab. There is also an enrichment period offered during the school day that creates an open lab environment for students and teachers to meet. This may take the form of one-on-one tutoring, assessment reviews, enrichment for those struggling or group discussions to enhance classroom content.

The academic support program also includes a before and after school tutoring program that includes content area teachers and students enrolled in the National Honor Society. The Academic Resource Center is available to students throughout the school day. Monitored by the Learning Consultants, the center serves as a quiet place for students to complete work and receive support.

Additional practices within the academic support program include Chaminade Educational Accommodation Plans, a mandatory academic review process for students with failing grades, faculty handbook policies that require parent collaboration and divisional at-risk meetings with counselors.

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

Assessment data is regularly analyzed by school leadership. Testing results are evaluated and compared to recent years. As an element of the school's strategic plan, emphasis is given to raising the school's average ACT score. This is done, in part, to further the educational purpose of college readiness. The instructional leadership of the school is then charged with developing strategies that will assist in achieving this goal.

A critical aspect of the professional development program at Chaminade is allowing time for teachers to work cross-divisionally and departmentally on college readiness skills. The skills, as identified by the College Board, are expected to be integrated into the curriculum and content areas. In addition to enhancing the preparedness of students to enter college, this approach assists in elevating ACT scores. The commitment of the administration and faculty to enhance college readiness skills has led to an increase of 1.3 points on the school's average ACT score since 2011. Nearly 30% of the class of 2015 scored a 30 or higher.

Teachers are required to utilize varied forms of assessments in their teaching. Great emphasis is put on using formative assessment throughout instructional periods to gauge levels of student understanding. Many teachers at Chaminade will give daily assessments to ensure understanding of learning objectives. Teachers are challenged to use the data from those assessments to adjust levels of instruction to better meet the needs of the students.

Summative assessments play a critical role in college readiness. In addition to regular summative assessments given in the classroom environment, Chaminade has an extensive semester exam program. A crucial piece of the program is the review of exams by department chairpersons and the Associate Principal for Academics. This review requires each exam to be differentiated in its types of questioning and assessment. The intended purpose of the exam program is to allow students the opportunity to effectively demonstrate a comprehensive understanding of the learning objectives for the course as well as having an experience that mirrors summative assessments at the college level.

Chaminade's unique diversity through the resident program presents a need to offer English as a Second Language (ESL) courses. Students that demonstrate a need for specialized instruction as related to language take ESL courses in Composition, Social Studies, and Theology. These courses have the same learning objectives as other courses in the discipline, but use a differentiated approach to enhance language proficiency and cultural awareness.

Graduate degrees are held by 86% of the faculty, many of which are in content areas. This allows the school to offer 26 Advanced Placement courses, and over 200 hours of college credit through local universities. More than 50% of the class of 2015 completed 40 hours or more college credit upon graduation. Over 2000 college credits were earned by students in 2014-2015. 143 students took 261 AP exams. 49 students were

recognized as AP Scholars or higher by the College Board. The newly developed Pathways to Access College Early (PACE) program allows students to take coursework that will give them two full years of college credit within a track of a specific major. Students that complete PACE will be in a position to complete their undergraduate degree within two years, receive a graduate degree within the traditional four-year time frame, or pursue multiple majors during their time in college.

Chaminade annually celebrates the achievement of the graduating class's ACT scores by publishing averages for the class, as well as the number of students that score at a high level. Students are often celebrated for their academic achievement in front of the student body. An all-school assembly inducts students into the National Honor Society. An all-school honors assembly celebrates the academic achievements of the graduating class. A class assembly takes place at the end of the year to recognize academic excellence for each class. Students at Chaminade can receive scholarships for excelling in academics. These funds support students that are consistently performing at a high level academically. The names of those recognized through these programs are published in communications sent to parents, students, and alumni.

## PART V – SCHOOL SUPPORTS

---

### 1. School Climate/Culture:

Much of what Chaminade is today is colored by the five Characteristics of Marianist Education. These five principles (to educate for formation in faith, to provide for an integral, quality education, to educate in family spirit, to educate for service, justice, and peace, and to educate for adaptation and change) are the foundational elements upon which is based all that happens at Chaminade and have become woven into the fabric of school culture and every corner of the school day and beyond. These principles are ingrained into the students, serve as guiding principles that influence every decision, and touch in some way or another everything at Chaminade. In theory, Campus Ministry attends to the spiritual needs of the student, the guidance and counseling department along with the learning consultants maintains the emotional well-being of the student, and the faculty foster the academic progress. In actual practice, there is no fine line between these resources. Faculty members become an extension of Campus Ministry, counseling becomes an academic advocate, Campus Ministry becomes an emotional support. All the adults in the building have a hand in promoting the development of the student.

The House System is a unique way of organizing students vertically instead of horizontally into five houses, each named for an important Marianist educator. Through the House System, students participate, compete, pray, and grow as young men. Students are provided with opportunities for leadership at many levels. Forming and strengthening relationships is a primary goal of the house system. Within the house system, there is a support structure that provides each student with four adults to provide motivation and guidance: the mentor, the house dean, the campus minister, and the guidance counselor.

Chaminade's motto, *Esto Vir*, implies a course of growth and maturity that students find is a source of pride. School spirit runs high, a culture of kindness is strongly evident, diversity reflects a global community, cutting-edge best practices of teaching boys are employed by the faculty.

Collegiality and professional development help faculty maintain high academic standards. Faculty compensation is merit-based and generous. Creative compensation projects allow teachers to earn additional monies by creating and experimenting with new and different educational practices. Opportunities for faculty leadership exist through department chairperson and house dean roles, faculty representation the principals' council, and the spearheading special projects. Faculty committees provide input to the administration on a variety of topics. Rap sessions allow for direct contact with administrators in a group setting. Chaminade received an award as one of the top places to work in Saint Louis in 2014.

### 2. Engaging Families and Community:

All the constituents of Chaminade, be they administrators, faculty, support staff, parents, alumni, community at large, and, of course, the students themselves, are focused on one thing: making Chaminade the best it can be to meet the needs of the students. Communication is imperative to keeping all parties informed about the progress of the school as an institution and celebrating the successes of individual achievements. This communication takes several forms: a weekly email newsletter to all parents keeping them abreast of all the upcoming events and activities at school, an alumni newsletter promoting ways alums can keep in touch with their classmates and support the school, CABN (the Chaminade Alumni Business Network) that creates a networking environment for alumni to nurture their personal and business growth while supporting the Chaminade community, and periodic publications mailed home to mention a few. Other forms of communication connect Chaminade to other constituents. College counselors connect with many universities to advocate for seniors as they near graduation, Project Lead the Way partners with Chaminade STEM teachers to promote student learning, and Mothers' and Fathers' Clubs meet regularly to get to know each other and help support their sons and their sons' school through a wide variety of means including volunteering for the cafeteria and offering financial support.

In academic circles, Chaminade has a strong relationship with Saint Louis University and the University of Missouri St. Louis and has established dual credit opportunities for students to receive college credit while

in high school. These institutions have also placed student teachers at Chaminade as a learning opportunity for their students. Advanced Placement testing at school also provides for student advancement beyond Chaminade.

Through the cooperation of Campus Ministry and the house system, each house works closely with a service organization to provide opportunities for students to grow by serving the community and for their service to make an impact on the people in need. Service agencies include, Delmar Gardens Assisted Living Center, St. Agnes Home for Seniors, TASK (Team Activities for Special Kids), Cardinal Ritter Senior Services, and St. Patrick Center for the Homeless. In addition, Chaminade has had a long-standing relationship with Fr. Dempsey's, a charity that provides transitional housing for homeless men, by preparing and serving breakfast every Saturday morning for the past several school years.

A recent survey of parents finds strong satisfaction with Chaminade praising their family spirit and community service as extremely positive aspects of the Chaminade experience. Among alumni, this same survey touts a strong and loyal alumni base willing and able to support the institution through financial and service giving.

### **3. Professional Development:**

The goal of the professional development program at Chaminade is to create an environment where teachers are challenged to grow. Collaboration is critical to the professional development approach. The current model used at Chaminade mirrors the Professional Learning Community process. Throughout the calendar year, teachers are given opportunities to meet by department, division or house to reflect on and create academic and instructional goals. An element of this process is for both departments and divisions to create goals that enhance the college readiness skills of their professional areas. Each department and division commit to one skill established by the College Board, and agree to methods and approaches that can be used to further enrich the students abilities to perform the agreed upon skill. This goal setting provides both vertical and horizontal growth of the foundation given in the previous year.

Chaminade's administration has made funds available to fully cover the cost of attending workshops, conferences, and seminars for all faculty members. The professional development must be related to current professional responsibilities and should receive the endorsement of school leadership. Special consideration is given to teachers that attend professional development related to Advanced Placement, college readiness, best practices in teaching boys, or content specific learning opportunities. Additionally, teachers are encouraged to share the practices learned during their professional development with their colleagues.

A priority is allowing time for collegial sharing among teachers, and to harness the expertise of the teachers on campus to promote growth and development. The faculty evaluation tool and process puts an emphasis on professional development as well. A teacher that would want to receive the highest rating available would have to not only fully participate in professional development, but would be required to share the knowledge with colleagues.

While 86% of faculty members currently have graduate degrees, they are encouraged to continue their professional learning through the enrollment in further graduate and certificate programs. This, too, is well supported and funded by school leadership. The generous tuition reimbursement program offered by the school allows for teachers to pursue additional degrees to enhance their professional practice. By promoting this, teachers not only enhance their skills as a teacher, but also allow for the school to have more diverse and robust course offerings and college credit opportunities.

### **4. School Leadership:**

The leadership structure that exists within Chaminade is collaborative by nature, and involves many layers of school personnel. The administrative structure of the school consists of the President, Principal, the Associate Principal for Student Development, and the Associate Principal of Academics. Also considered part of the leadership team at Chaminade are the Director of Finance and the Director of Institutional

Advancement. There are several other administrative positions that support the school in their function that serve as school leadership. Together, the administrative team, led by the President, creates a vision for the school that is guided by the school mission, which is to best prepare our young men to be prepared for success in college and in life in the spirit of *Esto Vir*. The structure in place is such that all constituents have a voice and an influence in the development of the school. Members of the administrative team strategically represent the students, parents, faculty, staff, and alumni.

A priority for the school is to give opportunities for faculty to have leadership roles in planning and decision making. Faculty leadership plays a critical role in the evolution of the school. There are nine academic department chairpersons that serve in a leadership capacity to work collaboratively with the principals to direct the instructional and curricular program. The five house deans, who serve as the direct administrator of their houses, have leadership positions that support the formation of the students through the House System, and serve as an integral aspect of the overall formation program of the school. Additionally, there is a faculty representative that advises the principals on issues affecting the faculty, chosen annually by the teachers. The faculty representative is a voice for the faculty. This position is an important element of the collaborative nature of the school.

As the school seeks to grow and evolve to best educate in a 21st century learning environment, school leadership emphasizes the importance of stakeholder input in making policy and structural changes. Recently, Chaminade adopted a new class schedule to better accommodate the academic needs of students. As the school sought to give students more opportunities to enroll in classes that are more desirable for college admission, school leadership pursued extensive feedback from teachers. This included multiple focus groups, in-service opportunities for discussion, and multiple interactions with school leadership to discern all available options. This process allowed teachers to have conversations that focused on the best interest of students as well as lending a wide range of perspectives that would result in a positive change for students and their academic success.

## PART VI \* INDICATORS OF ACADEMIC SUCESS

---

Chaminade's approach to successful teaching and high student achievement is highlighted by the emphasis put on building relationships. A greater understanding of how boys best learn reveals that when they feel a deep connection to the school and to the faculty, they often exceed expectations and better respond to being challenged to grow.

## 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       No

3. What is the educational cost per student?      \$0  
(School budget divided by enrollment)

4. What is the average financial aid per student?      \$0

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?      0%

6. What percentage of the student body receives scholarship assistance, including tuition reduction?      0%

**PART VIII - ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS**

---

**REFERENCED BY NATIONAL NORMS**

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

School Year	2014-2015
Testing month	Dec
<b>SCHOOL SCORES</b>	
Average Score	25.2
Number of students tested	117
Percent of total students tested	95.12
Number of students alternatively assessed	
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

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

School Year	2014-2015
Testing month	Dec
<b>SCHOOL SCORES</b>	
Average Score	26.7
Number of students tested	117
Percent of total students tested	95.12
Number of students alternatively assessed	
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**