

U.S. Department of Education
2017 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 Mrs. Patricia L. Collins

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

Official School Name Seton Catholic Preparatory

(As it should appear in the official records)

School Mailing Address 1150 North Dobson Road

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

City Chandler State AZ Zip Code+4 (9 digits total) 85224-4004

County Maricopa

Telephone (480) 963-1900 Fax (480) 963-1974

Web site/URL http://www.setoncatholic.org E-mail vserna@setoncatholic.org

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*Mr. Harry Plummer E-mail HPlummer@dphx.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Diocese of Phoenix Tel. (602) 354-2344

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. Craig Echeveste
(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

1. 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. 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. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2017 in order to meet all eligibility requirements. 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 2011 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: 2012, 2013, 2014, 2015, or 2016.
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 has not been identified by the state as “persistently dangerous” within the last two years.
9. 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.
10. 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.
11. 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.
12. 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 (2016-2017) 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, 2016 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	77	81	158
10	79	73	152
11	64	70	134
12 or higher	64	62	126
Total Students	284	286	570

4. Racial/ethnic composition of the school:
- 2 % American Indian or Alaska Native
 - 4 % Asian
 - 2 % Black or African American
 - 22 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 62 % White
 - 8 % 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 2015 – 2016 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 <i>to</i> the school after October 1, 2015 until the end of the 2015-2016 school year	2
(2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year	7
(3) Total of all transferred students [sum of rows (1) and (2)]	9
(4) Total number of students in the school as of October 1, 2015	597
(5) Total transferred students in row (3) divided by total students in row (4)	0.015
(6) Amount in row (5) multiplied by 100	2

6. Specify each non-English language represented in the school (separate languages by commas):
Spanish, Vietnamese

English Language Learners (ELL) in the school: 1 %
10 Total number ELL

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

Total number students who qualify: 22

8. Students receiving special education services: 7 %
37 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.

- 1 Autism
- 0 Deafness
- 0 Deaf-Blindness
- 0 Emotional Disturbance
- 0 Hearing Impairment
- 0 Mental Retardation
- 0 Multiple Disabilities
- 0 Orthopedic Impairment
- 27 Other Health Impaired
- 9 Specific Learning Disability
- 0 Speech or Language Impairment
- 0 Traumatic Brain Injury
- 0 Visual Impairment Including Blindness
- 0 Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: 11
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	11
Classroom teachers including those teaching high school specialty subjects	42
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	0
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	0
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

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 14:1
12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
Daily student attendance	98%	98%	98%	98%	98%
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 2016.

Post-Secondary Status	
Graduating class size	149
Enrolled in a 4-year college or university	74%
Enrolled in a community college	22%
Enrolled in career/technical training program	1%
Found employment	0%
Joined the military or other public service	1%
Other	2%

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.

The mission is to provide a college preparatory curriculum within a Catholic faith community focusing on academic excellence, leadership, and loving service to others.

PART III – SUMMARY

Seton Catholic Preparatory is a diocesan high school serving the East Valley of Phoenix, Arizona, for over 60 years. Seton was founded in 1954 by Fr. Joseph Patterson to serve the Catholic and Hispanic community of Chandler, Arizona. Fr. Patterson brought in the Sisters of Charity of Seton Hill to administrate Seton until the Diocese of Phoenix assumed administrative control in 1973. In 1980, a fire destroyed half of the original Seton campus. A determined community of parents, students, staff, and alumni set up temporary classrooms until new facilities were built. The new facility opened in August of 1983 with eight classrooms, administrative offices, and a chapel. Two additional classroom buildings and a gymnasium were then added, bringing the total number of classrooms available to 27.

On March 11, 2008, the dedication of the St. Elizabeth Ann Seton Chapel marked the beginning of the most recent campus expansion. In the fall of 2011, the three-story, 59,000 sf Fine Arts Building was opened which brought a 385-seat theater, dedicated fine arts facilities, and 14 new classrooms to the Seton campus. As enrollment increases, Seton's dedicated faculty and staff work together to support students while achieving the mission to provide a college preparatory curriculum within a Catholic faith community focusing on academic excellence, leadership, and loving service to others.

While offering a college preparatory curriculum, Seton's ultimate task is to prepare students with the resources necessary for lifelong learning within a faith-filled framework. Supporting parents as the primary educators, Seton's faculty and staff facilitate students' religious formation, academic progress, and social, cultural, physical and moral development. Seton Catholic Preparatory teaches the value of discipline and cultivates respect for self and others. Realizing the importance of the formation of the whole person, Seton encourages self-confidence and the holistic development of its students.

Our students are nurtured with an eye toward spiritual development, emotional confidence, responsible decision-making, academic preparedness, and effective communication in all aspects of life. Rooted in the spiritual gifts of our namesake, St. Elizabeth Ann Seton, we provide experiences that inculcate the charisms of courage, determination, faith, and love. Focusing on one of the four charisms each year, students experience an in-depth exploration of the charism through summer reading assignments and curriculum infused with the specific charism. When available, summer reading is supplemented with a visit to campus by the author of the book. These presentations are organized within our Parent Student Education series, a partnership between the dean of students and the Seton Parents Association, designed to educate the entire Seton community on issues relevant to high school students. In this way, students gain a deeper understanding of each charism over the course of their high school career.

Several key strategies encourage and challenge all students to develop their full potential. Rigorous course loads, exemplified by Advanced Placement (AP) options in six academic departments as well as dual enrollment offerings with Seton Hill University, a four-year accredited university, inspire students toward deeper understanding. Honors options are available in lower level courses. Our Pathway to Innovation program, a unique Arizona high school engineering program, and our new Pathway to Success program, a program to support struggling students, provide examples of an expansive and evolving curriculum designed to support a variety of student passions, interests, and abilities. Pedagogy, while reflecting traditional college preparatory practices, incorporates unique opportunities evidenced through our Principles of Leadership course, which centers on a practical, problem-based learning approach. Juniors and seniors are guided through a student-driven analysis of community issues in which they identify, study, and respond to these issues, allowing students to operate within and beyond the classroom.

Similarly, instead of proclaiming the benefits of service, Seton provides an authentic service experience each year. In small groups, freshmen students serve the local community during the school day. After the first year, students are annually required to volunteer beyond our walls and outside the school day. In addition, students complete reflections on their service through group discussions and written reflections. Consequently, service becomes meaningful and transformative to students. By the time students leave Seton, they acquire over 100 hours of service to the community.

Seton's demographic composition provides opportunities for students to grow as they prepare to engage with an increasingly interconnected world. Reflective of the surrounding community, Seton is comprised of 62% Caucasian, 22% Hispanic, and 16% encompassing all other ethnicities balanced with a population that is 50% female and 50% male. Students grow in their abilities to communicate and work with a variety of people. Students appreciate and value diversity within our community, and Seton actively works to encourage a welcoming environment.

Students who attend and graduate Seton leave as grounded, optimistic, capable, responsible young women and men, echoed in our mantra, "Once a Sentinel, Always a Sentinel."

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Course offerings reflect a commitment to developing the whole person. Together, they teach students the meaning of and responsibilities involved with academic excellence, leadership, and loving service to others, reflecting Seton's mission that permeates all instruction.

Various approaches help advance academic achievement for all students. Excelling students are supported through a variety of advanced courses that extend thinking and understanding to deeper levels. Struggling students are supported through one-on-one work with instructors, tutoring by National Honor Society (NHS) members, and availability of teachers before and after school. Regular communication between the school, teachers, parents, and students helps support and monitor student progress.

Seton's English department provides comprehensive instruction in the language arts. Selected incoming freshmen attend summer school to strengthen language arts skills, thereby positioning them for success. All freshmen are enrolled in Interdisciplinary Preparation, Geography, and Speech (IPGS), providing a consistent base in thinking, writing, studying, Cornell note-taking, organizing, time-management, researching, and speaking. IPGS bodes well for subsequent successes in all courses since these skills are practical and applicable across disciplines. Research projects are also an integral component each year within our English courses. Freshmen take Introduction to Literature, a survey course emphasizing literary analysis while sophomores take Composition and Reading, studying nonliterary writing and rhetorical strategies. Honors sections are available each year for excelling students. Juniors study American literature or AP Language and Composition with grounding in American Literature, capitalizing on rhetorical strategies employed in seminal works plus contemporary writings. Senior year is comprised of British Literature or AP English Literature and Composition. British Literature students may opt for dual enrollment via partnership with Seton Hill University.

From a summer Pre-Algebra review for select incoming freshmen through AP courses, Seton's mathematics exposes students to a variety of instructional methods ensuring an optimal opportunity for success. Course offerings include Algebra I, Geometry, Algebra II, College Algebra, and Honors Pre-Calculus with Honors available in Algebra I, Geometry, and Algebra II. Seton also offers AP Calculus AB, AP Calculus BC, and dual enrollment College Algebra and Honors Pre-Calculus through Seton Hill University. Struggling seniors are enrolled in College Math, a transitional course bridging Algebra II and College Algebra. Excelling sophomores may take Accelerated Honors Geometry/Honors Algebra II allowing completion of both courses in one year. Thus, they take AP Calculus AB as seniors.

Based on inquiry and hands-on learning, scientific principles are investigational as well as conceptual. Ultimately requiring three years of a laboratory science, freshmen are enrolled in Biology or Honors Biology. Sophomores take Physics or Honors Physics, studying Newtonian physics through participation in Arizona State University's Physics Modeling Program. Juniors take Chemistry or Honors Chemistry. Seniors may elect to take Anatomy and Physiology, Environmental Science, AP Physic C: Mechanics, or College Chemistry, a dual enrollment course offered through Seton Hill University for 8 credits. Partnering with Project Lead the Way, Seton's Pathway to Innovation: Science and Engineering program allows students to take four years of engineering courses. In their senior year, students research, present, and defend an independent engineering project ending with a summer industry-related internship taken either before or after their senior year.

The social studies curriculum and instruction inculcates the essential skills and knowledge required to understand society. Course sequencing includes world history sophomore year, American history junior year, culminating with both United States government and economics senior year. This department offers sophomores their first opportunity in an AP course: AP European or AP World History. The junior honors option is AP US History, followed senior year with AP US Government and Politics, AP Macroeconomics, AP Psychology, and/or Honors Philosophy. There is also particular focus throughout the department on understanding current events, and the political and philosophical underpinnings of the forces that drive these

events to foster informed civic engagement in our students.

As critical thinking is integral in all disciplines, students are required to read, write, present, discuss, and orally defend stances as well as hypothesize, calculate, and analyze. Creative application and presentation of ideas is a common curricular feature. In this way, the entirety of the core curriculum develops civic learning and college and career readiness through skill development that supports the ability to process, understand, and communicate with the world around them.

2. Other Curriculum Areas:

Performing on stage, whether dancing, singing, playing an instrument, or acting, supports the development of confident individuals. Twenty-seven unique fine art courses are available to all students in visual, performing, and digital arts, including AP offerings. Students wishing to study visual arts may take courses in ceramics and art. Performing arts students take courses in acting, stage craft, choir, band, guitar, piano, music theory, and dance. With an eye towards the future, Seton has paid particular attention to offering students opportunities in digital arts, including courses in graphic design, digital photography, publications, and film. Seton requires students to earn 1.5 fine arts credits for graduation, with all courses counting for .5 credit per semester. To support acquisition of skill in the arts, a building was opened in 2011 that contains dedicated band, choir, and dance rooms, a painting and drawing room, a ceramics room with two kilns and pottery wheels, a graphic arts lab, a digital piano lab, and a television studio. In addition, a 385-seat theater provides an appropriate venue for public presentations.

The physical education department promotes positive interaction, physical development, mental stimulation, and lifelong learning among our students. All ninth graders take Health, studying the physical, mental, social and spiritual areas of growth. Students focus on decision-making that promotes a healthy lifestyle. Students in grades 9-12 have the opportunity to choose from classes that emphasize physical development of the body through cross-training, weightlifting, dance, team sports, team activities, and sports medicine. Seton requires .5 credit for graduation, but most students exceed that requirement by taking additional courses. All physical education classes emphasize overall health and how physical activity relates to wellness of the body and mind.

Seton Catholic Preparatory requires all students to study a second language for two years, but students may continue in the language up to four years. Students have the opportunity to select from French, Latin, Mandarin Chinese, or Spanish. French, Latin, and Spanish offer regular and honors level courses, culminating with AP courses for Level Four study. Mandarin Chinese is the newest language offered with course sequencing designed to include AP when fully developed. World language teachers focus on vocabulary, grammar, reading, writing, and speaking. This focus fosters acquisition of the second language for students while supporting a deeper understanding of English. At the AP level, students are taught to synthesize a variety of sources to support and solidify their fluency in the chosen language. Beyond the focus on the target language, students also gain greater understanding of the cultures associated with the world language. A state-of-the-art digital language lab enhances the learning experience for students helping them achieve fluency. Seton students consistently demonstrate mastery of their skills through high achievement on National Language Exams and regular participation in local and state foreign language conferences.

The business and technology department focuses on teaching students the skills to use technological tools successfully in their daily lives. Understanding tasks at hand, students learn to research and manipulate data using current software such that these skills may then be applied in other disciplines. Beginning with Freshman Computing, students are introduced to ethics, communication, coding, and data gathering and manipulation using Microsoft Excel. Additional course offerings include Web Design, Spreadsheet and Database, and Personal Finance, all of which are project-based courses. Since students have different skill levels regarding technology, the real success for student learning is having students collaborate. Collaboration on assignments and projects provides students needed skills of communication and problem solving.

All students are required to study the Diocesan prescribed theology curriculum for four years. Courses

include an introduction to Scripture and a study of the person of Jesus Christ followed by a study in sacraments, vocations, morality, and Church history. A variety of instructional methods include direct instruction, group work, discussion, and project-based learning. A particular highlight is the Passion Project completed by sophomores. In this project, students select a personal passion or idea they want to study further. Provided class time to complete the project, students research, identify, enact, reflect on, and present their chosen project. This has proven to be a powerful experience helping students understand their passions in relation to the world around them.

3. Instructional Methods, Interventions, and Assessments:

Instructional methods run the gamut of contemporary to classical pedagogy. Direct instruction, practical applications, hands-on laboratory experiments and experience, problem-based learning, discussion-based lectures, collaborative approaches, flipped classroom moments, and blended learning are among the myriad of instructional methods at Seton. This variety of instructional practice allows for differentiation based on student needs. Examples of this include providing notes to students, pairing struggling students with stronger students in class, providing electronic copies of materials, use of assistive devices, recording lectures for later review, and modeling of desired behaviors. Two courses address the needs of struggling students even before they grace our halls. Based on various criteria, select incoming freshmen are required to take a remedial English or pre-algebra summer school course. These courses support students who may be deficient in certain math or English skills.

Several protocols are in place to intervene with students who struggle with Seton's curriculum or environment. Seton's Student Assistance Program identifies and supports students who may be struggling beyond academics, either personally or interpersonally. Academically struggling students are identified through our guidance counseling office as well as teacher assessment of skills. Students with identified learning needs are provided a support plan whereby accommodations for classroom success are cultivated. A bi-annual academic review board convenes near the close of each semester to identify students who find themselves potentially failing more than two courses, precipitating conversation among the board to decide how best to support them. Eligibility rules require students participating in extra-curricular activities to pass all courses. An initial check identifies ineligible students eight weeks into a semester; a check is then run every two weeks through the remainder of the semester. If ineligible, students are not permitted to participate in contests or events for a two-week period. Students focus on improving academic performance by attending 8th hour, a one-on-one tutoring session with teachers, staff, or NHS students. Ineligible students may regain eligibility once all grades are passing at the next eligibility check.

Interventions also exist for our highest achieving students through the various honors/AP/dual enrollment options offered. The English department utilizes Membean, an online tool that differentiates vocabulary based on student mastery. If a student is striving for admission to a highly selective college or university, course articulations are in place to avail themselves of the rigor expected of that caliber of student.

Seton uses a variety of assessment data to improve student and school performance. Assessment data include formative and summative assessments and standardized testing. Teachers analyze formative and summative assessment data to monitor student mastery and learning gaps. The programs GradeCam and Canvas allow question-by-question analysis of assessments, and teachers discuss student progress within departments. For instance, the social studies department recognizes the need to improve writing instruction to better prepare students for AP-level courses. Consequently, the social studies department is identifying which writing skills are needed when, and then sharing with the English department to collaborate for improved writing skills. The counseling department and administration analyze the larger trends resented by standardized assessments for student preparation and mastery across curricula. Results are then shared with department chairs for broader understanding of student achievement. Similarly, the chairs share with counseling and administration overall student progress within departments. In this way, conversations occur regarding student performance at the micro and macro levels.

One example of this collaborative approach is an analysis of student performance on the science portion of the ACT assessment. An valuation revealed a gap whereby students were not receiving enough instruction and practice in reading. Subsequently, monthly ACT readings were instituted resulting in an average two-

point gain on the ACT science portion.

Numerous steps are taken to maintain Seton's high levels of achievement. First, faculty regularly review curriculum and assessments to ensure reflection of the highest quality standards to support success. Second, faculty are encouraged to incorporate what they learn from professional development activities into their classrooms. Third, new tools are regularly integrated into the classroom supporting student access to high quality content and material. For example, Seton has implemented a Bring Your Own Device policy coupled with the use of Canvas to provide students access to materials beyond the classroom. Together, these approaches support a continuous process of improvement.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

A supportive Catholic community, Seton fosters a school atmosphere that creates competent, strong, and motivated young adults. Students become invested in campus culture through academic achievement, service, participation in athletics, fine arts, and clubs, utilization of counseling services, and contributions to the development of an overall culture of respect and safety.

Regarding parents as primary educators, Seton collaborates with them through the Parent Student Education Series. This series brings in speakers who present to students and parents engendering relevant and timely conversation on topics teens and families face.

Seton offers a respectful environment focused on learning that encourages, supports, and celebrates academic and personal success. Classrooms, bell schedules, and instruction are directed to support the dignity of each learner. With distractions in the environment minimized, attention is placed on learning.

Co-curricular student activities are an integral part of the Seton experience. With over 65% of students participating, it is not uncommon to see numerous students supporting their classmates at competitions. Opportunities abound for engagement and collegial relationships through clubs and other social activities planned by student council. Students are welcome to initiate clubs if one does not exist.

Seton provides college-related support services, and alumni report they are prepared for college level work. Focusing attention on the expectation of college, all freshmen in the IPGS course learn proper MLA-formatted outlines through a project requiring research of three colleges or universities. Students meet with their counselor to discuss standardized test results in relation to their college goals. The counseling department hosts numerous college-related information nights on a variety of topics for students and parents. College representatives regularly visit Seton encouraging students to think about the array of post-secondary institutions available to them.

Often characterized as a loving place, Seton responds to student missteps through a wholesome and loving response to discipline. Grounded in the charisms of our patroness St. Elizabeth Ann Seton, staff, students, parents, and the broader community see manifested courage, determination, faith, and love. Valued by the community, faculty members participate in the life of the school through attendance at student events, and by serving as retreat leaders, mentors, club moderators, and coaches. Faculty accomplishments are celebrated with recognition at weekly staff meetings. Parental support and value of faculty is evidenced throughout the year by providing various tokens of appreciation.

2. Engaging Families and Community:

Seton enjoys active family participation and support for students through three particular avenues: the Seton Parents Association (SPA), Sentinel Booster Club (SBC), and Seton Fine Arts Association (SFAA). All current Seton student parents are automatic members of the SPA. SPA's major functions are as follows: 1) Bring together the Seton community in fun and educational ways, 2) Support students, parents and staff in times of need, 3) Sponsor the Parent Student Education Speaker Series in which speakers are invited to Seton for both the students and larger community to experience. Our SBC averages over 150 members and provides support for the athletic department and overall development of student athletes. The SBC raises funds for the athletic department, organizes the interests and resources of the SBC members in support of the athletic program, keeps members informed of the activities of the athletic program, and acts as an organization for the mutual exchange of ideas between the SBC and the athletic department. The SFAA, with a growing membership of over 50, acts as a booster club for fine arts at Seton supporting all fine arts activities through financial and volunteer assistance.

Seton maintains a community presence within Chandler through active participation in the Chandler Education Coalition, the Chandler Chamber of Commerce, and the annual Arizona SciTech Festival. All

constituents of Seton are regularly apprised of Seton news through a weekly eNewsletter, a presence on social media, Seton Notes, Seton's formal printed publication and the Sentinel Shield magazine, published bi-annually. Publications are available on the Seton website and mailed to over 5,000 friends. Seton regularly seeks partnerships with the local community to support students in both learning and achievement. Over the past several years, Seton's Robotics Club continues to partner with Advanced Therapy Solutions, a business providing physical and occupational therapy for children, through Kids in Motion. Our students use science and math skills to develop custom modifications to Power Wheels cars providing special needs children a means of mobility that is fun and easy to control.

Several methods are employed to convey student progress and achievement. Teachers, students, and parents regularly communicate through email, phone, or parent-teacher conferences. Seton utilizes various vehicles to communicate student achievement including weekly E-bulletins, Seton Notes, The Shield, and press releases. As a school community, we gather each year to publicly recognize outstanding student achievement in extracurricular activities, scholarships, and academic awards such as National Merit Scholars.

3. Professional Development:

Seton teachers enjoy varied and significant professional development opportunities throughout the year and during summer months. The principal, assistant principal, department chairs, educational technology coordinator, and instructional design team work to identify and craft professional development that is meaningful and responsive to teacher needs.

Annually, teachers across the Diocese of Phoenix gather for a six-hour day of development and community building. Recent variations include nationally renowned speakers in the areas of curriculum, legal issues in education, technology integration workshops, and fulfillment of mission. Teachers are encouraged to participate in local or national seminars and workshops relevant to their subject area, and are active members of professional teaching organizations. New AP teachers are provided training during the summer through weeklong workshops with options for fall refresher courses. Teachers attend various national conferences including the National Catholic Educational Association, International Society for Technology in Education, and International Association for K-12 Online Learning conferences. All teachers regularly participate in professional development on select Fridays focusing on academic, pedagogical, or catechetical issues. The assistant principal, educational technology coordinator, or a visiting professional leads these afternoons.

Two examples highlight the effectiveness of professional development at Seton. The 2015-2016 academic year saw the implementation of Canvas, a new learning management system. In order to successfully integrate Canvas, Seton thoughtfully and strategically approached professional development for faculty. Several days of workshops in May highlighted the possibilities of Canvas, providing teachers the opportunity to begin use throughout the summer. A review of these elements occurred in the fall before students' arrival. Professional development continued with a weeklong on-site experience for faculty under the direction of Canvas personnel. Interwoven throughout the academic year are 'tech tips' and Friday trainings provided by our educational technology coordinator. This approach has helped teachers successfully acclimate to the new learning management system.

Seton's AP teachers evidence an example demonstrating the impact of professional development on student learning. Teachers of AP courses take AP workshops in the summer or during the year. In these workshops, teachers learn strategies and content that will help prepare students for the rigor demanded by AP. As a result of these workshops, Seton's average AP exam score has increased from a 2.68 to a 3.41 while the pass rate has increased from 62% to 68%. This increase includes more students taking more exams; 205 exams were taken four years ago while 340 exams were taken last year.

4. School Leadership:

The administration's philosophy centers on celebrating and fostering both student and teacher excellence. Genial relationships form the basis of interactions between leadership and teachers as well as students. The

autonomy afforded the teaching staff promotes success in classes as teachers are able to discern what a particular group or student may require. Support by administration for teachers in analyzing exam results or standardized test trends aids in addressing the needs inherent in a particular year or even a specific class or student. This type of awareness inculcates an atmosphere of trust as well as commitment to high standards, ensuring solid achievement.

While administration guides curriculum and practice, significant independence is allowed our teaching staff to develop individually directed lessons and units. Textbooks and novels are in common between courses taught by different teachers; however, individual teachers design and execute their lessons based on expertise and professional inclination. Independence and reflection of personality is germane to a Seton teacher's daily experience. Teachers are encouraged to explore strategies and approaches in their classrooms based on newly discovered research/studies, burgeoning technologies, or ideas garnered from professional development experiences on or off campus. The overall tenor of leadership at Seton is one of professionalism, kindness, and respect. Teachers are trusted to develop pedagogical approaches and curriculum within a supportive environment. We receive regular communication regarding Diocesan-wide activities. Department chairs regularly meet as a group, with their respective departments, and individually with the assistant principal. Through these meetings, teachers are kept apprised of issues at hand either school- or department-wide. Communication is vital to any school system, and is fostered here.

Seton follows a principal model with the principal and assistant principal leading the administrative team. The dean of students serves as liaison between students, parents, administration, counselors, and teachers for behavioral/disciplinary issues. Also considered administration is the director of facilities and finance, campus minister, chaplain, student activities coordinator, director of guidance, director of advancement, athletic director, and director of admissions. Together, this team directs staff and student focus on our mission and daily routines. Teacher-leaders serve on the curriculum committee, discipline review board, academic review board, and as department chairs. This organizational structure supports regular communication between all members of the administration, faculty, and staff.

PART VI – STRATEGIES FOR ACADEMIC SUCCESS

“Academic excellence. A world of opportunity.” Serving as our tagline, the realization of this phrase is the practice that makes Seton successful. Students are offered 130 college preparatory courses while allowing options to pursue their passions. Among the offerings are 14 AP courses, 16 honors courses, 11 dual enrollment options, as well as a breadth of options within the regular curriculum. Class sizes remain small across all disciplines positioning faculty and students for positive and attentive relationships. Requiring 27.5 credits for graduation, our graduation requirements are significantly higher than other high schools, both locally and nationally. Our course scope and sequence is designed to offer students a truly college-preparatory experience. Varied pedagogy animates instruction, thereby preparing students for their respective college careers. Our AP and Honors courses, as well as our Pathway to Innovation Program, position students for success in college.

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 X No

3. What is the educational cost per student? \$13520
(School budget divided by enrollment)

4. What is the average financial aid per student? \$4004

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 25%

6. What percentage of the student body receives scholarship assistance, including tuition reduction? 55%

PART VIII – ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: ACT

Grade: 12

Edition/Publication Year: N/A

Publisher: ACT

Scores are reported here as: Scaled scores

School Year	2015-2016
Testing month	Jun
SCHOOL SCORES	
Average Score	24.6
Number of students tested	149
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Hispanic/Latino	
Average Score	23.7
Number of students tested	41
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: N/A

Test: ACT
Publisher: ACT

Grade: 12
Scores are reported here as: Scaled scores

School Year	2015-2016
Testing month	Jun
SCHOOL SCORES	
Average Score	25.3
Number of students tested	149
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Hispanic/Latino	
Average Score	24.5
Number of students tested	41
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: