

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. 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, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2019 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.
3. 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.
4. The school has been in existence for five full years, that is, from at least September 2013 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2014, 2015, 2016, 2017, or 2018.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
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 (2018-2019) unless otherwise stated.

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

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

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban
 - Rural or small city/town
3. Number of students as of October 1, 2018 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	95	94	189
10	101	82	183
11	93	90	183
12 or higher	121	93	214
Total Students	410	359	769

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 1 % American Indian or Alaska Native
 - 8 % Asian
 - 3 % Black or African American
 - 26 % Hispanic or Latino
 - 3 % Native Hawaiian or Other Pacific Islander
 - 55 % White
 - 4 % 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 2017 – 2018 school year: 5%

If the mobility rate is above 15%, please explain.

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, 2017 until the end of the 2017-2018 school year	21
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2017-2018 school year	16
(3) Total of all transferred students [sum of rows (1) and (2)]	37
(4) Total number of students in the school as of October 1, 2017	763
(5) Total transferred students in row (3) divided by total students in row (4)	0.05
(6) Amount in row (5) multiplied by 100	5

6. Specify each non-English language represented in the school (separate languages by commas):
Chinese, Mandarin, French, Japanese, Portuguese, Spanish, Thai, Vietnamese

English Language Learners (ELL) in the school: 7%
52 Total number ELL

7. Students eligible for free/reduced-priced meals: 7%
 Total number students who qualify: 50

8. Students receiving special education services: 6 %
47 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>10</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>2</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>25</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>19</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>3</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>1</u> Traumatic Brain Injury |
| <u>1</u> Intellectual Disability | <u>1</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 19

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	5
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	43
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	3
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	3
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	8

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 18:1

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

Required Information	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	94%	95%	95%	96%	95%
High school graduation rate	99%	99%	99%	99%	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 2018.

Post-Secondary Status	
Graduating class size	183
Enrolled in a 4-year college or university	84%
Enrolled in a community college	10%
Enrolled in career/technical training program	1%
Found employment	4%
Joined the military or other public service	1%
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.

To serve God by providing a challenging academic education rooted in Catholic values in developing the whole person, emphasizing Spiritus Donorum.

PART III – SUMMARY

Juan Diego Catholic High School (JDCHS) opened in 1999 as a co-educational 9-12 school, owned by the Catholic Diocese of Salt Lake. The school has an enrollment of 769 students and is fully accredited by the Western Catholic Education Association. The building was completely funded by Mr. and Mrs. Sam Skaggs; the school is a shining example of educational excellence, inclusive of all faiths, socioeconomic classes, genders, races, and academic abilities.

When asked about the type of students he envisioned at JDCHS, Mr. Skaggs simply said, "... make sure that there is a place at the table for all kids..." Following this edict, 45% of the school population are minorities, 68% identify as Catholic, 54% receive financial aid, 7% are international students, 7% are English Language Learners, and 6% have documented disabilities. Clearly, at JDCHS there is a place at the table for everyone.

JDCHS instills in its students the Catholic ideal of educating the whole person intellectually, physically, emotionally, socially, aesthetically and spiritually, believing that the most well-rounded people are also the most humane, showing compassion in the service of others.

Students develop intellectually through its challenging curriculum. Three educational levels are offered: academic, honors, and Advanced Placement (AP)/Concurrent. Fifty-two percent of the students comprise 842 enrollments in 30 AP and concurrent college courses. JDCHS was the first high school in Utah and is currently one of only eight, state-wide, granted full AP Capstone status by the College Board. JDCHS' Academy of Sciences allows students to focus on science and math courses, and engage in such experiences as a competitive robotics club and a paid research internship at the University of Utah. The Academy of the Humanities connects the power of knowledge with service.

Classes have a strong online presence, where students blend classroom time with online study. Thirteen blended online courses are offered, with 68% of our students enrolled in at least one course. JDCHS students' online completion rate of 95% is the highest in Utah.

Students develop physically through a robust athletic and physical training program, available year-round. JDCHS offers all 23 sanctioned sports (and activities,) plus boys and girls lacrosse and hockey, and is the only private school in Utah to do so. In 18 years, JDCHS has won 48 state championships, 34 second place finishes, and 89 region championships, with 7 of those championships in debate.

Students develop socially through clubs, sports, and Campus Life. The JDCHS adage says, "No adult should ever do anything for the school that a student can do instead (often with faculty support.)" This means that well-trained students serve as "masters of ceremony," representatives, and speakers at dinners, Masses, graduation, retreats, and assemblies. Student Ambassadors represent the school at many church and civic functions. Nearly 70% of the students participate in clubs and sports and 33% in Campus Life leadership roles. Campus Life combines student leadership (pep rallies, dances, food drives) and faith-development (Masses, retreats, service) activities.

Students develop emotionally through health and self-improvement classes ("7 Habits" Course,) special programs and speakers sponsored by the counseling department (Challenge Day, Social Media,) and retreats and prayer services provided by Campus Life. The Mentor Program matches faculty with 12-15 students each, to develop such life skills as listening, conversing with adults, and expressing gratitude. Mentors of freshmen are aided by upperclassmen who assist as big brother/sisters.

Students develop aesthetically by learning to appreciate beauty and by participating in the Fine Arts. Art and beauty address the human need for hope and are integral to Catholic schools. The campus architecture, and nearly one million dollars of original art, reflect our love of beauty. The school commissions art annually and unveils it on our feast day. JDCHS has a robust Performing and Visual Arts Program that hosts over 100 theatrical offerings, concerts (Lux Dei,) and art showings (Fra Angelico Art Festival). The Academy of Fine Arts (AFA) offers a focused experience for serious art students.

Students develop spiritually through Theology and Campus Life endeavors, including faith learning, retreats, service, prayer, and leadership programs. Age-appropriate retreats encourage social, spiritual, and emotional growth, which culminate with KAIROS, a senior retreat rooted in the spiritual exercises of Ignatius of Loyola, where students seek to deepen their relationship with themselves, others, and God. It is JDCHS' crowning student spiritual experience.

Christian service is central to student life. Students raise funds and perform service for causes including cancer research, food banks, hospitals, missions, and more. Every student serves a minimum of 25 hours each year. The Senior Service Project (SSP) involves every senior spending one week, working on-site with 30 non-profit agencies and their populations, providing direct care. It is JDCHS' pinnacle service experience.

Rites and rituals are integral to the school experience, providing a structure that shapes the spiritual lives of our students. Some traditions include: Juan Diego Feast Day Celebration, All Saints/Souls Mass of Commemoration, Advent/Lenten observances, Junior Rite of Commissioning, Sancta Terra Retreats, and Baccalaureate Mass at the Cathedral of the Madeleine.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

The English department prepares students to become critical readers, thinkers, and communicators. We emphasize writing as a tool to shape and express thought, and as a method to be, do, and make things in the world. Students engage metacognitively with their assignments and learn to read and write across the curriculum for varying audiences and purposes.

Classes are offered in three tiers: academic, honors, and AP/Concurrent. Freshman and sophomore students are taught rhetorical situations, strategies, and appeals for both reading and writing. Students develop a shared terminology, theory, and structure for writing and the writing process. Sophomores may enroll in AP Seminar, an entry into the AP Capstone program. Students learn research and proper citation, write individually and collaboratively in groups, and formally present their writing. As juniors and seniors, students utilize, expand, and apply their skills while reading and analyzing American and British literature. English offers three AP and one concurrent course.

Throughout the school, students experience reading and writing as a real-world platform for expression and engagement. The Reading Break Program involves students reading daily, for leisure. Students make leisure book recommendations and share insights through “book talks,” in mentor groups, and classes. Student writing is prominent throughout the school in settings including prayers; student reflections at Mass; articles in the Speaking Eagle Newspaper; and stories, poems, and creative non-fiction in school publications including Tepeyac and ‘99’ magazine. Poetry dominates the school each January as students compete in the “Poetry Out Loud” competition.

Students compile a portfolio of their writing, over four years, that encourages them to select, analyze, and defend their choices of work. Students practice metacognition as they reflect on their writing and analyze it across the school curriculum. The department embraces the school’s goal for students to become effective communicators and responsible citizens in an increasingly complex world of media, propaganda, and rhetoric.

1b. Mathematics:

The Math Department curriculum is founded on four learning pillars that include: mastery learning, vocabulary, repetition of fundamentals, and aides in every math class, and is informed by the ACT College and Career Readiness Standards. These pillars span all grade levels and are supported by the school’s Saxon textbook series. Every math class has an instructor and at least one aide who support learning in real time and context. This advances class pacing by evaluating student knowledge in the learning moment.

JDCHS uses the ACCUPLACER exams for arithmetic and algebra to determine placement and track progress, in foundation, academic, honors or AP tracks. Ninety-nine percent of Juan Diego students take four years of math, with freshman remedial students enrolling in Foundations of High School Math, before beginning the required sequence of Algebra I, Geometry, and Algebra II. Both foundation and academic tracked freshmen take a second math class that solidifies their math fundamentals and supports their main math class. Freshmen on the honors track take either Algebra I Honors, Geometry Honors, or higher, and follow a path to Calculus.

Remedial math seniors take Math Fundamentals to review arithmetic, algebra, and geometry. Academic and honors tracked seniors, and advanced underclassmen, may take College Algebra & Trigonometry, Precalculus, College Math, AP Calculus AB, AP Calculus BC, and AP Statistics.

The ALEKS software program, which helps students practice math at their level, and assesses progress, is used by all students to promote mastery and fundamentals. All math classes minimize teacher lectures in

favor of guided practice so students spend much of their time applying math principles to problems for a rich learning environment. The math program is data-driven, student-centered, and success-oriented. With the focus on the math pillars, standardized test scores have seen significant increases in math. For example, the Class of 2018 average math score on their last ACT was 23.8, up from 22.0 in 2014 (an 8.2% increase.)

1c. Science:

The Science Department believes that developing students' science skills and critical thinking abilities enable them to become lifelong learners who can adapt to the ever-changing STEM landscape. The school has adopted Next Generation Science Standards (NGSS) to guide its curriculum and teaching pedagogy. The core courses in earth science, biology, chemistry, and physics use their respective content areas to teach such science practices as: designing and conducting experiments to test a hypothesis, developing models to better understand natural systems, evaluating explanations based on evidence, communicating through technical writing, and using computational thinking to explain phenomena. Learner-centered approaches are emphasized, encouraging students to discover content through projects and experimentation. The use of virtual laboratories, online assessments, probeware, and Google Applications for Educators (GAPE) collaborative programs help develop 21st century skills that are applicable across content areas.

Beyond core courses, six electives, spanning earth, life, and physical science, are offered to all levels of learners. These electives allow students to explore areas of interest and further develop their science skills. For advanced learners, the department offers honors core courses, a concurrent biology course, and the full complement of six AP science courses. Top incoming freshmen, who meet stringent testing requirements, are invited to complete a summer earth science course prior to starting ninth grade. These students accelerate their coursework, ultimately completing more AP and elective courses.

The Science Department manages the Academy of Sciences (AoS). The AoS is an interdisciplinary program that provides opportunities for students who are interested in completing both advanced STEM coursework and independent STEM research. Students conduct original research, often in university and industry research laboratories. Students present their research at local science competitions, and frequently win scholarships. Twelve AoS students have published papers in peer-reviewed journals. In addition, AoS students have pursued careers in STEM fields including engineering and medicine.

1d. Social studies/history/civic learning and engagement

The Social Studies Department (SSD) program makes content relevant and inspiring, replacing the previous curriculum, which was based on isolated names and dates. Classes do not feature simplistic worksheets and tests, but rather, exercises that challenge students to ask fundamental questions about humanity, requiring them to search our common past in hopes of better understanding our present and future.

The SSD works diligently to make evident the significance of its content to students. Instead of presenting a body of antiquarian facts, teachers guide examinations of relevance of material by asking the 'So what?' questions before students grapple with complex material in discussions and writing assignments. Content curriculum does not stand on its own, but is taught, along with academic skills, to improve success across disciplines. Assessments transcend recall, and ascend to higher orders of thinking, asking students to analyze, compare and contrast, and evaluate the choices and outcomes of historic and contemporary societal problems.

Students are tracked along three levels of instruction: academic, honors, and AP/Concurrent. The ACCUPLACER is used to determine a student's most suitable academic level of study. Seven AP and three concurrent classes are offered. Freshman and sophomore courses focus on global history and geography, while junior and senior courses focus on American history and politics.

AP Capstone is the SSD's crowning academic offering. Students seeking to be approved for the Capstone Diploma program frequently take AP Art History as freshmen; then must enroll in both AP Seminar and AP World History, sophomore year. These courses focus on scholarly research, interpersonal skills, public speaking, document analysis, and writing. They aim to prepare students to subsequently complete AP

Research where students conduct research, and report and defend their findings. AP Capstone Diploma students must successfully complete AP Seminar, AP Research, and four additional AP courses. JDCHS students enrolled in AP Seminar produced exam pass rates of 92% in 2017 and 97% in 2018. Students enrolled in AP Research, first offered in 2018, successfully completed all of the requirements and earned a 100% pass rate.

1e. For secondary schools:

The 29 credit hours required for graduation, and the associated courses, align with college admission expectations. Our varied academic offerings provide every student the means to reach their individual potential for pursuing their ambitions after high school. ACT's College and Career Readiness Benchmarks are employed when determining course standards, the attainment of which will prepare the student for life after graduation.

In addition to science internships, students may apply to be a Teacher Intern, observing and assisting in classroom instruction and tutoring, or a Retail Intern, learning retail management and marketing from the managerial team of the campus apparel store. Our College Success Prep course teaches practical life skills for college and beyond.

1f. For schools that offer preschool for three- and four-year old students:

2. Other Curriculum Areas:

JDCHS is committed to the culture of reading. The leadership has cultivated reading coaches, presented book talks, hosted book fairs, and provided motivational talks and videos on the value and enjoyment of reading. Teacher mentors meet with students to discuss their reading progress and recommend books. JDCHS has expanded the school library collection and created libraries in classrooms, offices, the counseling services suite, and the student activities center.

The school's greatest impact on reading is, perhaps, Reading Break, where faculty and students gather each day for 30 minutes of reading. The goal is to make reading a leisure activity that rivals playing video games and chatting on social media. Three rules govern Reading Break: 1) students may read any book they choose, not on an electronic device; 2) students may abandon a book at any time and select a new book; and 3) there is no reward or punishment associated with reading.

Leisure reading in Reading Break complements formal reading for academic courses. It advances critical reading and thinking skills, improves reading and grammar scores, and builds reading stamina, fluency, and vocabulary. Our average ACT Reading and English scores have increased, including this year when the national averages decreased.

Students complete a Theology course for each semester enrolled. The purpose of Theology is to provide students knowledge of the Christian faith and the experiences of service, justice, community, and worship, through the lens of our Catholic values. JDCHS seeks to prepare students to contribute to the larger community as respectful, faith-filled, compassionate members of society.

Theology and the SSD manage the Academy of the Humanities (AoH) program that links knowledge and service as an ideal that furthers the public good. The AoH transcript designation is earned by taking four or more AP courses; fulfilling the school's service requirements; participating in senior peer ministry or social justice courses; and completing a student reflection on the power of knowledge and service, especially as related to the Senior Service Project (SSP.)

The Fine Arts Department (FAD) provides both depth of experience and a variety of artistic opportunities for students in 30 different vocal, instrumental, theory, and visual and performing arts courses. Seventy percent of our students exceed the school's Fine Arts graduation requirement of two semesters of courses.

This year, 67% of students are enrolled in a Fine Arts course. The FAD presents more than 100 events annually and sponsors a lecture series, open to the public.

The Academy of Fine Arts (AFA) provides a deeper and richer artistic experience for students through rigorous coursework, research, and creative expression. The AFA transcript designation is earned by students who complete Fine Arts AP courses and advanced Fine Arts coursework or ensemble participation; extracurricular participation in Fine Arts; enrollment in an accredited Fine Arts Festival; community service related to art; and a final performance or project, supported by in-depth research that is presented to a committee.

Physical Education and Health (PEH) classes and participation in extracurricular athletics advance the school's mission of educating the whole person. Sixty-four percent of students are enrolled in a PEH course and 56% participate on an athletic team. Through the PEH curriculum, students learn about healthy behaviors, preventive measures against disease, body systems, substance abuse, nutrition, weight, and cardiovascular training. Students gain skills in communication, teamwork, goal-setting, and exercise, while participating on sports teams.

JDCHS requires two progressive years of a single foreign language. Five levels of instruction are offered in Spanish and French including Spanish IV Concurrent, AP Spanish, and AP French. Students studying Spanish also take the National Spanish Exam. Fifty-five percent of students are currently enrolled in a foreign language course.

JDCHS offers 12 courses in technology including website design, broadcasting, networking, and AP Computer Science. Thirty-three percent of the students are enrolled in at least one technology course. The Robotics Class participates in the FIRST Robotics Competition, which requires mechanical, technical, communication, and teamwork skills in competition against schools from a multi-state region. Speaking Eagle TV presents broadcasts, created by students in Television Production courses, which explore life at Juan Diego and in the local community, through videos using interviews, performance shots, and onscreen data to tell compelling stories.

3. Special Populations:

JDCHS supports students in academic need or who have learning disabilities. Freshmen and sophomores who test below grade level in arithmetic and algebra are placed in Math Foundations and Learning 360 courses to remediate math deficiencies and support the pace of new math learning. The Directed Studies course assists students in becoming confident, successful, and self-motivated students by improving basic study skills. The staff of the Saint Katharine Drexel Program assists students with organization, supplements course instruction, and interfaces with teachers to help students meet course requirements.

Common accommodations include: additional time, referring students to the testing lab for extended time or to have exams read aloud, assignment of less homework, preferred seating, and recording devices for taking notes. Students are further assisted by math tutoring sessions outside of school hours, appointments with teachers, tracking sheets completed with counselors and teachers, and parent meetings with school counselors.

“Students of Concern” are those with a midterm or term GPA less than 2.0, attendance or personal issues, or stagnant test scores on reading and math assessments. Student of Concern meetings are held to discuss issues related to the emotional, social, and academic well-being of students. Counselors and mentors meet with the students to offer support with study skills, organization, and social and emotional issues. The school principal meets individually with all students (and their parents,) who are not showing improvement on annual assessments, and with greatly improved students to acknowledge their progress and discuss their continued success.

The International Program provides an on-site advisor who is supplemented by a JDCHS faculty member. International students arrive two weeks before the start of school for an orientation about the school, city, and state, and to help strengthen English language skills. The Facilitating High School Success course

supports the communication, learning, and interpersonal skills needed for success at JDCHS.

High academic performing students are expected to exhibit growth on annual assessments and are challenged to enroll in the AP Capstone program, Academy of Sciences, Academy of Fine Arts, and/or Academy of the Humanities. JDCHS' most challenging academic program is the AP Capstone Diploma Program, where students, in AP Research, investigate an area of serious academic concern, look for a gap in existing research, and develop a thesis with an evidence-based solution in hopes of advancing a resolution to the question in their final course.

Students enrolled in AP Capstone, the Academy of Fine Arts, Academy of Sciences, and Academy of the Humanities achieve higher average ACT scores than the school population as a whole. Results for the Class of 2018 show 43.7% of the graduating class were enrolled in one of these programs producing average ACT scores as follows: 30 in English, 30.2 in Reading, 27.6 in Math, and 28 in Science.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

The school’s marketing tagline, “Be Included,” underscores Mr. Skaggs’ mandate that there be a place at the table for everyone, and our welcoming environment is evidenced throughout the school. On any given day, students may be observed planning social events; engaging faculty in one-on-one conversations; preparing talks in the chapel for a retreat; praising God with song, as their voices echo off the stone walls; or rehearsing lines for a Shakespeare competition. Before school, students are found planning the next religious service; throughout the day students can be seen chatting in spaces affectionately known as the “Living Room,” “the Bishop’s Table,” and the “Adirondack chairs;” and late in the day one might discover students studying on the steps of the Great Hall, dribbling a basketball in the main gym, or setting up the auditorium for a concert performance.

In times of trouble or celebration the community gathers in sacred spaces such as the Grotto of Juan Diego, where the rosary is said after every football game; the Shrine of Our Lady of Sorrows, where the school honors community members who have died; or the Chapel of Our Lady of Guadalupe, where students might pray, light a candle, or seek silence.

JDCHS students are nurtured in a culture of caring to aid their total development and provision of service to others. Students embrace this culture by participating in and contributing to the varied school functions that include a strong academic curriculum, athletics, co-curricular activities, and the faith, service, and leadership experiences of Campus Life.

The Mentor Program is an example of the school’s caring that strives to ensure that every student is seen and heard, on a daily basis. Mentor teachers interact with their students during Reading Break to accomplish this purpose. Every Thursday mentor groups meet separately, to discuss personal concerns, support each other, and enhance personal growth.

The health and well-being of our faculty are highly valued and supported. We host overnight retreats in comfortable lodges where faculty may bring their spouses and children, at school expense; we respect their personal lives and share in life-changing events (births, deaths, etc.;;) and recognize that outside of school, faculty have stories that we should know and acknowledge. Juan Diego supports employees with family-friendly programs, offering on-campus K-12 tuition discounts for their students, reduced lunch prices, and discounted onsite daycare. At graduation, faculty are recognized with significant awards. JDCHS faculty respond to school caring by giving back that same love and care to their students.

2. Engaging Families and Community:

Parents join their students to conclude KAIROS retreats with a rose ceremony; at the school's feast day Mass, they exchange letters of gratitude with them; and during a year-end retreat, they contemplate the sacred aspects of their relationships. JDCHS honors parents as primary educators and helps them communicate and show love through school rituals.

JDCHS uses multiple mediums to foster effective parent-school communication on such topics as student progress, school events, and information about adolescent development and college planning. Parents may track student progress online by examining grades, requesting automatic updates, accessing report cards, and viewing standardized test scores. Mentor-student-parent conferences are held biannually to review student performance.

JDCHS offers multiple annual informational events for parents and students regarding course registrations, assessments, college and career planning, and social issues. Guest speakers are invited to make presentations on timely topics such as social media, suicide prevention, chastity, and more. The school uses weekly e-blasts, websites, social media, broadcast texts, voice messages, press releases, and annual publications to keep the school or community informed of current information and to highlight student

accomplishments.

Parents are encouraged to attend social, spiritual, and athletic events, including ice cream socials, auctions, athletic contests, liturgies, and important rites and rituals. All sports and clubs host orientation meetings and end-of-season banquets to celebrate student achievements.

The school seeks genuine feedback from families. Parents are invited to attend focus group sessions, complete surveys, and engage in individual dialogue with the school. The parent association and school board provide input about school programs and community perceptions.

The school collaborates with a number of K-8 schools, including one on campus, to align curriculum, share professional opportunities, and provide funding for middle school programs in need of science and math texts and equipment.

Annually, JDCHS hosts over 100 colleges at the Rocky Mountain College Fair. Students and parents from JDCHS and all Utah high schools may visit representatives and attend seminars on financial aid, standardized tests, admission deadlines, and more. JDCHS' outreach to its students continues until virtually all seniors have selected a higher learning institution.

The school is engaged with civic and educational organizations that provide community connections and student opportunities. Students participate in an Interfaith Roundtable to discuss faith issues and practices. JDCHS partners with the University of Utah and businesses to support research internships. JDCHS engages civic groups to expand its profile and allow students to compete for scholarships and acknowledgments. Its annual Senior Service Project forges partnerships with nearly 30 charities who host students for a week of learning and service.

3. Professional Development:

In June, faculty (and often, spouses and children) may be found unloading luggage at a ski and summer resort near our school. They come for professional development (PD) in a relaxed family atmosphere surrounded by Utah's beautiful landscapes. JDCHS' approach to PD honors faculty dedication with a weekend that teaches, motivates, and relaxes.

JDCHS approaches PD in three ways. First, it has established a Faculty Development Director (FDD) to work with the Administration to plan PD. Secondly, the school uses five full PD days to begin its year, devotes all faculty meetings exclusively to PD, and concludes the school year with PD workshops. The third is by providing nearly \$100,000 in annual funding for PD.

The FDD observes faculty regularly and meets with them to discuss performance and growth areas. All new-to-the school faculty complete a two-year training with the FDD.

PD is categorized into three different areas: building the faculty community and teaching the charism of the school and its patron; advancing current educational methods, trends, and online learning; and promoting innovative techniques in subject specific areas such as NGSS and AP courses. The school employs a Technology Coordinator (TC), who trains teachers on technology applications specific to their classrooms and oversees faculty creation and teaching of online courses. The TC also ensures that all blended online courses are complete and compatible with local school district standards.

AP teachers attend workshops and share the content and techniques learned at these conferences, with other department members. The current JDCHS emphasis is on fully developing the AP Capstone program. The school augments Capstone with a curriculum writer and essay corrector to help both teachers and students in its program requirements.

Our PD funds allow administrators and teachers to attend counseling, assessment, and subject-area conferences. New teachers attend management seminars, and study and discuss the tools of effective discipline. JDCHS uses the "7 Habits of Highly Effective People" training program to help teachers

manage their personal and professional lives. JDCHS is vested in helping faculty and coaches build community, learn the school's mission and philosophy of education, and know its history, traditions, and patron.

4. School Leadership:

JDCHS' leadership style is expressed in a line from Franklin Covey training ... "the main thing is to keep the main thing the main thing." Its philosophy centers on driving student and teacher performance, focusing on core goals (an assessment-driven curriculum, development of the school academies, and promoting Campus Life.) Keeping these goals at the forefront is paramount. Faculty has the freedom to invent and implement experiences that aid these goals, fostering creativity and ownership, and is monitored by measuring school progress.

JDCHS is owned by the Catholic Diocese of Salt Lake City. The school advisory board, formed by the school and approved by the bishop, has consultative but not oversight powers. It guides the school in areas of finance, recruiting, building management, and marketing. As a result, in 19 years, JDCHS has never lost money, but built reserves, and has expanded its brand and recruiting efforts to reach a greater population of families.

The principal manages Catholic Identity, educational vision, board leadership, fiscal accountability, and advancement. The vice principal manages academic affairs, student services, athletics, admissions, accreditation, curriculum, and graduation. The leadership team ensures that all programs and activities advance the school mission, while maintaining focus on the school motto, Spiritus Donorum (Spirit of Giving.)

The Administrative Team is comprised of the principal, vice principal, and various school directors. Its purpose is threefold: ensuring that the school's mission and goals are paramount, and that they complement each other; identifying conflicts; and suggesting and implementing solutions. The Academic Council, comprised of department chairs, is led by the FDD. The council is a liaison between faculty and administration, addressing school objectives, curriculum, and procedures that assist the faculty in supporting the school mission, philosophy, and goals.

One indicator of leadership success is the tenure of its leaders; the principal and vice principal have both served in their positions since the school opened 19 years ago, and each is completing 40 years of Diocesan service. The Administrative Team averages 17 years in education, while the Academic Council averages 18 years.

Another indicator is that academic performance is at an all-time high, based on rising test scores, college admissions, and scholarships earned. The Class of 2018 had four National Merit semifinalists (three became finalists,) a 99% graduation rate, and nearly 500 acceptances to approximately 250 different colleges and universities; 94% enrolled in college, and was offered scholarships totaling \$17 million with renewable amounts.

PART VI – STRATEGIES FOR ACADEMIC SUCCESS

The implementation of the ACCUPLACER exam across five grade levels is a catalyst that has driven JDCHS academic success. Six years ago, JDCHS adopted the ACCUPLACER as the formative assessment for our underclassmen because it is used by colleges, in Utah and surrounding states, to place students in college academic offerings, and its benchmarks provide an actual measurement of college readiness.

The ACCUPLACER exams were used as they provide both a total and a subtotal of scores. The subtotal scores show areas of skills within an exam. For example, the subtotals in reading reflect the ability to identify the main idea, supporting details, author's purpose, sentence comparison, and the ability to infer. The diagnostic tests allow for more effective conferencing with families on academic proficiency. The ACCUPLACER is inexpensive, adaptive, nationally-normed, immediately graded, and can be taken multiple times. Students earn scores in reading, sentence structure (grammar,) arithmetic, and algebra, and they complete the Lexile reading exam as another method to measure reading ability.

Utilizing ACCUPLACER has changed the school's learning culture; the tests are familiar, easy to understand, and are used in academic decisions such as curriculum development and student conferencing. We learned from reading exam results, surveying the students, and holding focus group sessions that students had stopped leisure reading because they could not see its value. The school changed its approach by creating reading libraries in classrooms, offices, and general areas, and expanding its collection in the main library, thereby raising the visibility and availability of leisure reading material and adding roughly two hours of leisure reading time per week.

Results on the arithmetic and algebra exams taught us that students could often learn algebra and geometry, but not score well on tests because many had not mastered the underlying arithmetic. The school switched textbooks and founded the Four Pillars of Math learning that are the basis for the math program. Student math grade weighting was adjusted so that performance on tests became primary with only a small weighting allotted to other factors such as class participation and homework. Thus, grades began reflecting a student's true mastery of math concepts not inflated by other, lesser influences.

Changes to our curriculum, based on data provided by yearly assessments, have resulted in improved ACT scores over the past four years. Scores in the categories of English and Math have each increased by 7.7%, Reading has shown a 5.4% increase, and Science, 4.7%. These student gains validate the importance of regular, formative assessment for student improvement and reflect the dedication of our teachers utilizing assessment-based teaching.

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? \$9833
(School budget divided by enrollment)

4. What is the average financial aid per student? \$3495

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 30%

6. What percentage of the student body receives scholarship assistance, including tuition reduction? 54%

PART VIII – ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: ACT Math

Grade: 12

Edition/Publication Year: N/A

Publisher: ACT

Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Jun
SCHOOL SCORES	
Average Score	24.5
Number of students tested	167
Percent of total students tested	91
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Hispanic or Latino	
Average Score	23.25
Number of students tested	20
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: The ACT Math scores submitted are the highest scores for each student. The exams were taken on multiple test dates.

REFERENCED BY NATIONAL NORMS

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

Test: ACT Reading
Publisher: ACT

Grade: 12
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Jun
SCHOOL SCORES	
Average Score	26.42
Number of students tested	167
Percent of total students tested	91
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Hispanic or Latino	
Average Score	24.3
Number of students tested	20
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: The ACT Reading scores submitted are the highest scores for each student. The exams were taken on multiple test dates.