

U.S. Department of Education
2020 National Blue Ribbon Schools Program

[] Public or [X] Non-public

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

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

Official School Name Woodlands Academy Of The Sacred Heart
(As it should appear in the official records)

School Mailing Address 760 E Westleigh Road
(If address is P.O. Box, also include street address.)

City Lake Forest State IL Zip Code+4 (9 digits total) 60045-3263

County Lake

Telephone (847) 234-4300 Fax (847) 234-4348

Web site/URL http://www.woodlandsacademy.org E-mail rgargiulo@woodlandsacademy.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* Ms. Margaret Steele E-mail msteele@woodlandsacademy.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Independent School under the Archdiocese of Chicago Tel. (312) 534-5210

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

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

Date _____

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

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

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

PART I – ELIGIBILITY CERTIFICATION

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

1. 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 2020 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 2014 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: 2015, 2016, 2017, 2018, or 2019.
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 (2019-2020) 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. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
 Suburban
 Rural

3. Number of students as of October 1, 2019 enrolled at each grade level or its equivalent at the 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	0	28	28
10	0	29	29
11	0	39	39
12 or higher	0	36	36
Total Students	0	132	132

*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):
- 0 % American Indian or Alaska Native
 - 11 % Asian
 - 9 % Black or African American
 - 25 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 53 % White
 - 2 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2018 - 2019 school year: 2%

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, 2018 until the end of the 2018-2019 school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	3
(3) Total of all transferred students [sum of rows (1) and (2)]	3
(4) Total number of students in the school as of October 1, 2018	122
(5) Total transferred students in row (3) divided by total students in row (4)	0.02
(6) Amount in row (5) multiplied by 100	2

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

Chinese, Vietnamese, Spanish, French, Dari, Mandarin, Cantonese, German, Kinyarwanda, Taiwanese, Polish, Italian, Serbian

English Language Learners (ELL) in the school: 12 %
16 Total number ELL

7. Students eligible for free/reduced-priced meals: 11 %

Total number students who qualify: 14

8. Students receiving special education services: 18 %

24 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>1</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>11</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>7</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>3</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>2</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 1

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

	Number of Staff
Administrators	6
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	23
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	4
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	0
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

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 5:1

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

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	97%	97%	97%	96%	96%
High school graduation rate	100%	99%	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 2019.

Post-Secondary Status	
Graduating class size	27
Enrolled in a 4-year college or university	100%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

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

Yes No

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

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

Woodlands Academy commits to educate to a personal and active faith in God, respect for intellectual values, social awareness, building of community, and personal growth.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III - SUMMARY

Woodlands Academy of the Sacred Heart is an independent school that is part of the Network of Sacred Heart schools, which includes more than 150 schools in 41 countries. It was founded in 1858 in Chicago and moved to Lake Forest in 1904.

The all girl school serves 107 commuting and 25 boarding students with 19 nationalities represented, including Viet Nam, Rwanda, Afghanistan, China, and Mexico. The school, situated in the upper middle class neighborhood of Lake Forest, has made a concerted effort to attract students from all socio-economic backgrounds, serving a large geographic area of 46 zip codes from Chicago north to southeastern Wisconsin. The school provides financial aid to at least 30% of its students, including assistance for special programs such as choir, orchestra trips, and international travel. While the school has a Catholic mission, it prides itself on being a school for students of all faiths.

The school's mission is aligned with the vision of the foundress of the Society of the Sacred Heart, Saint Madeleine Sophie Barat, who started the Society in 1800 in France. Sacred Heart schools commit themselves to educate to (1) a personal and active faith in God, (2) a deep respect for intellectual values, (3) a social awareness which impels to action, (4) the building of community as a Christian value, and (5) personal growth in an atmosphere of wise freedom.

In 1961 Woodlands Academy separated from Barat College in Lake Forest and moved to an adjacent parcel of land. After Barat College closed, the campus was purchased by an anonymous donor in 2011 and donated to Woodlands Academy, reuniting the two parcels of land into a sprawling, wooded 41 acre campus. This allowed the school to add a soccer/hockey field and softball diamond. The new science wing, added in 2010, offers state of the art biology, chemistry, and physics laboratories, including a 3D printer.

Students are able to expand their horizons by participating in sports and activities, such as Model UN, Science Olympiad, and student government. Students are mentored in leadership roles in all aspects of school life. The school offers Peer Leader Training provided by a local non-profit, and annually sends students to participate in the Rotary Club of Lake Forest's youth leadership program. Students have received intensive dialogue training as part of Generation Global of the Tony Blair Institute for Global Change. Woodlands Academy offers leadership opportunities in 15 clubs including the state-qualifying robotics and math teams, four choirs, orchestra, a fall play and spring musical, and the "Imagine Yourself in the C-Suite" speaker series, during which Woodlands students interview accomplished business people.

Despite the school's small size, the athletics' program has had great success within the Independent School League, winning local and regional championships in volleyball, tennis, basketball, soccer, and softball.

Service is an important aspect of the graduation requirements. Some of the service projects in which students participate include collecting books for Bernie Book Bank, preparing food at Feed My Starving Children, and helping at Lambs Farm (a home for learning-challenged adults). In addition, Woodlands Academy is partnered with St. Malachy, an inner-city school in Chicago.

Each spring, the orchestra and choirs participate in a national competition sponsored by World Strides on Stage Heritage Festival. For the past several years, the groups have earned Gold Ratings, garnering invitations to the annual Festival of Gold, extended to the best high school ensembles in the country.

In 2016 the school underwent a re-alignment of its daily schedule, moving from eight 40 minute class periods a day to four 80 minute class periods with a rotation every other day. This change allows teachers to initiate unique teaching methods such as the Harkness discussion method, collaboration between disciplines, increased problem-based learning, and more student-focused classes. Twenty four advanced placement (AP) classes are available to students in grades 10-12, and 84% of students take at least one AP class, with 73% of those students earning a passing grade on the 2019 tests.

To offer a wider variety of subjects, the school added online classes through Sophie Connect, One

Schoolhouse, and Middlebury Language. During the 2019-20 school year, 25% of students are taking online courses, such as Chinese, AP Micro- and Macro-economics, and AP Art History. The school offers classes at college preparatory, honors, and AP level, ensuring that students are challenged at the appropriate level. Woodlands Academy students graduate as confident, accomplished young women of whom 100% typically attend four year colleges.

All students at Woodlands Academy are part of an Advisory program, matching a group of students with an adult advisor for their four years. The advisor serves as a personal contact for parents and a mentor for students. The school recently expanded its seminar program. Each grade meets every three weeks for in-depth discussions on topics promoting academic skill development and social-emotional wellness, such as time-management, test-taking skills, conflict resolution, self-advocacy, mindfulness, healthy relationships, and self-defense. Members of the community are invited to make presentations.

In 2015 the school developed the Center for Global Studies to take advantage of its international foundation, and to address the growing need for students to be exposed to global cultures and develop competency in global issues. The three pillars of the Center include (1) the worldwide exchange with other Sacred Heart Schools, (2) the Global Scholars program for students with an interest in global issues, and (3) Global Odyssey, an annual end-of-year activity in which every student participates in a global experience.

These programs help students become productive citizens of the global society.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas

Consistent with the Goals and Criteria for Sacred Heart education, the goal of the academic program of Woodlands Academy is to instill in students a deep respect for intellectual values, academic integrity, and a lifelong passion for learning. A Woodlands education provides students with a strong, broad-based college preparatory curriculum while also providing opportunities for the exploration of special talents and interests through advanced classes, special projects, study abroad, summer programs, and independent study. College preparatory, honors, and advanced placement courses are offered throughout the core curriculum, which comprises courses in the arts, English, mathematics and computer science, social sciences, science, health, physical education, theology, and world languages. Academic offerings are designed to meet the needs of individual students through a variety of course levels and specialized electives. The curriculum is regularly updated to meet student interest. Woodlands Academy students gain a unique global experience through the network exchange and service programs, thanks to its connection to the international Network of Sacred Heart Schools, and through the Center for Global Studies where students are provided a yearly opportunity to immerse themselves in a topic of global significance and equip themselves with the knowledge and skills to act as responsible leaders on issues of global importance.

Woodlands Academy provides a college preparatory program that is intellectually challenging and prepares students to live cooperatively in a global society. Woodlands Academy teaches students to (1) think critically and creatively, (2) see connections among ideas and data, (3) problem-solve in a variety of different situations, (4) express themselves articulately with poise, clarity, and dignity, (5) use technology effectively and appropriately, and (6) recognize the value of reflective thinking.

The atmosphere at Woodlands Academy is conducive to learning and stimulates engaged thinking and analysis. The block schedule promotes the active exchange of thoughts and ideas among students and between students and faculty. This overall approach resulted in 25% of the 2020 graduating class being named Illinois State Scholars.

1b. Reading/English language arts

Woodlands Academy seeks to graduate young women who think critically about the world and communicate their ideas effectively. To achieve this goal, the English department offers a variety of courses that invite and encourage intellectual curiosity and facilitate the development of strong reading, writing, and speaking skills.

Small classes support positive risk-taking and self-discovery alongside the development of important academic skills. Freshmen take Introduction to Literature and Composition, which teaches core skills through a diverse set of canonical and contemporary texts. Sophomores continue sharpening these skills in World Literature. Both classes are offered at the college preparatory (CP) and honors levels. Juniors choose between CP American Literature and AP Language and Composition to strengthen argumentative writing skills. Seniors may take either Rhetoric and Creative Writing or AP Literature and Composition, both designed to help students develop their own unique and sophisticated styles of writing.

Teachers at all levels aim to expose students to a variety of literary voices: texts ranging from Sophocles to James Baldwin and Shakespeare to Julia Alvarez spark philosophical discussions related to history, society, and aesthetic values. Students are taught to read complex prose for understanding and sensitivity to an author's point of view and potential biases. Class discussions help strengthen the process of understanding as students engage each other over the ideas and complexities presented in texts.

The writing process is taught as an academic discipline and as a life skill. Through journaling and guided assignments, students learn to explore their ideas and express themselves clearly. Students receive feedback

through one-on-one writing conferences and small-group writing workshops. While college preparatory writing is a cornerstone of each class, students also grow through multimedia projects and creative assignments.

The school is currently in the process of assessing the teaching of writing as a multi-discipline goal. Based on results from faculty questionnaires and evaluations of writing samples from different disciplines, the Writing Program Committee has begun the process of formulating standard rubrics, one for the humanities and one for math and science. These will provide students with short and long term clarity regarding writing assignments during their time at Woodlands. This committee will continue to work over the next year and a half to institute guidelines for writing across the curriculum that will better serve the needs of students and teachers.

A few years ago, based on senior grade data and the results of student and faculty feedback gathered during the ISACS accreditation process, it was realized that the English department needed to vertically align curricula more specifically. The final document combines the best of the English Language Arts standards from the Common Core and the National Council for Teachers of English with the school's own Goals and Criteria. This document has become the backbone of Woodlands Academy practice, improving learning for students and teachers alike. Some specific improvements include a four year grammar/vocabulary sequence, a unit on strong personal narrative writing at the end of junior year to prepare for college essays, and a switch from Senior British Literature to Rhetoric and Creative Writing for non-AP students to ensure that all seniors are prepared to research and write at the college level.

The English department holds students to high expectations while addressing different learning styles with warmth and encouragement. All classes offer a variety of assessment forms including traditional exams and thesis papers, creative assignments, and presentations. Through opportunities for reflection and dialogue, students gain deeper empathy and self-awareness, in alignment with the school's mission. When an alumna shares that she felt more prepared than her peers for Freshman Literature in college, it provides anecdotal proof, also supported by surveys, that Woodlands students are receiving the education in English that their teachers are striving to provide for them.

1c. Mathematics

The mathematics department at Woodlands Academy develops critical thinking and problem solving skills through inductive and deductive reasoning. Its goals are to facilitate life skills that use mathematical reasoning and provide preparation for college level work. The methodologies used encourage independent thinking and group interaction.

The curriculum is based upon the Common Core Standards, the National Teachers of Mathematics practices, and the goals of the Sacred Heart network, specifically, Goal 2: "Schools of the Sacred Heart commit themselves to educate to a deep respect for intellectual values." Being a college preparatory school, the curriculum stresses critical thinking skills, perseverance in problem solving, modeling, and application to real world situations. Course offerings are differentiated into several levels to promote student success. The levels are college preparatory (CP), honors, and AP. The requirements for graduation are 3 years of math, but most students take 4 years. The sequence of courses for the CP students is Algebra 1, Geometry, Algebra 2, and either College Algebra or Pre-calculus. The honors sequence consists of Geometry, Algebra 2/Trig, Pre-Calculus, AP Calculus, and AP Statistics. These tracks are fluid; students may switch levels dependent upon their success. Placement tests are taken by incoming freshmen to determine appropriate levels of initial math courses.

Small classes provide individual attention and more occasions for problem based learning. The block schedule (80 minute class periods, every other day) provides the opportunity for more in-depth modeling and real world simulations. Technology is a major component, including the graphing calculator, Excel, Albert, Desmos, Sketchpad, Fathom, and e-learning, such as Sophie Connect.

Over the past five years, about 42% of senior students have taken AP Calculus AB and AP Statistics, while about 5% have taken AP Calculus BC. It is mandatory for students enrolled in AP courses to take the AP

exam. The 5-year mean score on the AP exam for AP Calculus AB is 4.12, AP Calculus BC is 4.72, and AP Statistics is 3.89. These results are used to confirm the strategies used in the AP courses.

The integration of mathematics and other subject areas (science, economics, and language arts) is encouraged. Through economic literacy, students are introduced to the stock market, credit card usage, college expenses, debt, car loans, and mortgages.

Students have additional opportunities to increase their math knowledge through MathCats, the math team, which competes in the ICTM high school and AMC10/12 competitions. MathCats have consistently qualified for the state competition, earning awards at both the regional and state levels.

PSAT, ACT, and SAT results are used to determine gaps in the curriculum. For example, the curriculum needed modification to include probability and statistics in Algebra 1 and 2, since not all students take AP Statistics or Pre-calculus. In-class assessment is used to determine mastery of material.

Success in the study of mathematics requires attention to details, retention of skills, precision, and persistence. Students become confident and able mathematicians by participating in a variety of learning activities designed to promote logical reasoning and good problem-solving skills. Students solve problems numerically, algebraically, and graphically. Students interpret and present their solutions, both verbally and in written form. This lays the groundwork for them to succeed in any college environment. Success in math at Woodlands Academy is demonstrated by the percentage of senior students, about 35% each year, inducted into Mu Alpha Theta, the math honor society.

1d. Science

Students at Woodlands Academy progress through a challenging sequence of college preparatory, honors, and AP level science courses. Students are engaged with inquiry based laboratory activities, interactive demonstrations, model building, field exposure, engineering and research based projects. The science curriculum follows the Next Generation Science Standards (NGSS) to provide a framework of cross cutting curriculum ideas along with science and engineering practices. Students start their science coursework with conceptual physics followed by chemistry and biology. To expose students to other areas of science, electives in astronomy, environmental, and forensic sciences have been offered. To challenge the honor level students, advanced placement courses are offered in biology, chemistry, and physics. Woodlands Academy requires three years of laboratory science for graduation, however, a majority of students take four or five years of science, doubling up their senior year.

All science classes include differentiated instruction and cater to all types of learning modalities to allow students to demonstrate mastery on multiple levels. Proficiency is demonstrated in their science classes through formative laboratory experiments and summative projects, exams, and laboratory practicals. The science department utilizes Vernier Bluetooth and analog probe ware, gas chromatography, Glencoe virtual lab work, and online PhET simulations. Teachers stay up-to-date on pedagogy as current members of the National Science Teaching Association (NSTA), attending NSTA conferences, and AP workshops.

The science department supports co-curricular experiences such as robotics, Science Olympiad, and chemistry club. This year the students in Environmental Science have submitted two proposals to start a beekeeping club and a composting club. Science department contributions to the Global Odyssey program have included workshops on global space exploration, climate change, and conservation in northern Illinois.

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

Students at Woodlands Academy engage in a series of social studies courses in History, Government, Economics, Entrepreneurship, Sociology, and Psychology. These courses are designed to create informed global citizens. Using an inquiry based pedagogy, including the Harkness discussion method, students learn to take responsibility for their learning and engage in collaborative learning activities and apply their knowledge in authentic assignments and assessments. The department utilizes the College, Career, and Civic Life for Social Studies State Standards (C3 Framework) by the National Council for Social Studies (NCSS).

Freshman and sophomore students participate in a two year World Studies course. This course is enhanced by a World Religions course administered by the theology department and by the English department's World Literature course. Juniors are enrolled in United States History. Starting in sophomore year, all students have the option to take elective courses in Psychology, Sociology, Economics, Entrepreneurship, and U.S. Government. The social studies department surveys students yearly to gauge student interests to develop rigorous elective courses. Teachers utilize formative assessments, individual conferencing, differentiated instruction, and interventions to support all students' learning styles in discipline specific inquiry, writing, analysis, and social-emotional learning. Beginning sophomore year, students have the option to enroll in advanced placement (AP) courses.

Students participate in individual conferences with their current teacher. With the guidance of the principle, students determine the course level which best meets their needs, challenges them to grow, and allows them to succeed. This year, 65% of students chose to enroll in AP course options with a requirement that they take the AP exam. Seventy eight percent of all students continue their social studies education in their senior year by enrolling in elective courses such as Psychology, AP Psychology, Sociology, Economics, or Entrepreneurship.

An opportunity for students to experience world government is through the Model UN weekend, sponsored by the University of Chicago. Students from around the country gather to discuss world problems in the same format as the United Nations.

1f. For secondary schools:

The Woodlands Academy College Counseling Program is committed to helping students make informed decisions regarding their college and career plans. Through individual meetings, college counseling classes, information sessions, and workshops, students are encouraged to discover the best about themselves and to research the opportunities available to them for college and future careers. Most important to the college decision making process is self-evaluation. When a student knows herself, she is able to make appropriate decisions about her future.

The college counseling program stresses personal and interactive communication among students, parents, and the counselor. Woodlands Academy follows a developmental model for college counseling, recognizing that students are ready for different aspects of the post high school planning process at different times. There are various morning and evening programs offered to students and parents beginning in the sophomore year.

Family connection, an online college counseling program, enables students to manage the college search process electronically. Using this program, students can track their test data and grade point averages, research colleges, examine their admissibility using Woodlands' historical data, and access the college visit calendar.

The focal point of the college counseling program is the College Counseling class. This two semester class, which begins second semester of junior year and continues through first semester of senior year, guides students through the college application process. In these small classes, students work with the college counselor to help them determine their strengths, learning styles, interests, personality type, values, and what makes them special. Students are taught how to research colleges to determine what aspects in colleges are important, plan interviews, write college essays and resumes, obtain recommendations and supplementary materials (portfolios, auditions, etc.), and fill out the applications in a thorough and timely manner. Guidance on managing the stress and excitement of the college application process is also supplied.

At Woodlands Academy, the college and career search process is highly individualized and personal. The goal is to prepare students to be self advocates and ask them to take the lead on their college search process, with full support from the school. This process is incredibly successful and leaves students feeling confident and empowered.

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

2. Other Curriculum Areas:

Woodlands Academy strives to prepare students as well rounded individuals. Accordingly, theology, international languages, fine arts, photography, orchestra, physical education and health, and computer science are offered as part of the curriculum.

Students are required to take 3 years of theology: one semester courses in World Religions, Hebrew Scriptures, Christian Scriptures, Catholicism, Ethics and Social Justice, and Women of Faith are offered as electives. The theology curriculum and standards are based upon the Goals and Criteria of the Sacred Heart and the catechetical guidelines of the United States Conference of Catholic Bishops. The pedagogy of each course addresses the intellectual aspects of theology, encourages students towards active engagement in service learning, and supports the development of their personal spirituality. These courses stress tolerance of diverse beliefs.

The international languages department offers classes in Spanish, French, and Latin that meet the needs of a variety of skill levels and learning styles. Students can also take languages online such as Mandarin through Middlebury College. Upper level courses are available to students wishing to continue elective study after fulfilling their language requirements(3 years). The curriculum is compatible with the American Council of Foreign Languages standards that assess communication, culture, connections, and comparison. Students practice speaking, listening, reading and writing in each class, through contact with authentic written and oral texts.

Students are required to take two years of fine arts which includes art, music, and photography. The art classes cover the basic elements of design. Students develop design skills in multiple media. These include drawing, painting, printmaking and collage. The ceramics courses cover the methods and techniques of the ceramic process. Lessons include the limits and possibilities of the material, the clay cycle, hand building methods, sculpting, wheel throwing, trimming, surface decoration, glazing, and firing. These classes stress the importance of project based learning with an emphasis on technique and craft. Students learn how to analyze and critique visual images by evaluating images in a critical way and utilizing this method to improve their own work. The art historical context of these methods and techniques are also covered.

The photography program at Woodlands Academy offers analog and digital imaging classes. The program is designed to provide educational experiences which foster broad artistic and personal growth. A sequence of courses designed to advance students learning from the beginning level class to advanced placement photography is available. The department provides a comprehensive, process-oriented education in photography. While craftsmanship is undeniably significant, of considerably more importance is teaching students how to learn by encouraging self-motivated investigation. Students capable of independent exploration are more likely to arrive at aesthetic solutions which are original and inventive. Along with teaching a wide range of photographic techniques, a solid grounding in the history of photography as well as contemporary image makers is emphasized.

Freshmen take music appreciation where students are exposed to Broadway history, singing, and opera. Honors and AP music theory are offered as year-long classes.

Orchestra is a year long elective course available to any student interested in playing with a group. The orchestra is designed around the instruments which students play, instead of accepting only students with experience in instruments that are needed in the orchestra. The instructor, an accomplished musician and director, is adept at rearranging music to include all instruments, including some that are not typical orchestra instruments such as the electric bass guitar. The orchestra has earned high honors at orchestra competitions. About 25% of the student population is generally involved in orchestra. Students learn that every person is an essential part of the orchestra.

Students are required to take 4 years of physical education and wellness, offering students a wide range of activities that promote lifelong fitness and a health class that encourages healthy lifestyles and life choices.

The physical education program is a fitness-based program in which the students participate in fitness activities for forty minutes each class period. Additionally, students engage in activities focused on individual skill development and team sports. A student leader program is offered, in which students work with teachers to support and lead physical education classes. Health classes are required for freshmen and sophomores with advanced topics in health required for juniors and seniors.

Woodlands Academy is a one-to-one technology school where students are expected to bring their own Windows tablet computer. Students use Word, Excel, Power Point, Desmos, and more in their classes. In addition, beginning in sophomore year, students may elect to take: Introduction to Coding, AP Computer Science Principles, and AP Computer Science A.

3. Academic Supports:

3a. Students performing below grade level

Woodlands Academy tailors instruction to best meet the needs of a variety of learners. When a student is performing below grade level, she is put on the academic watch list so that all teachers are aware of the current situation. The faculty provides weekly comments for students on the watch list, and the list and comments are monitored by the special education instructors. Parents are informed that the student is struggling to earn grades above 80%. The deficiency in the student's grades could be due to the difficulty of the subject matter, or it might be social and emotional issues. Woodlands Academy believes one must look at the whole person and makes sure the first steps of intervention are finding out why the student is struggling. The student might need extra time with a teacher to go over material she doesn't understand or meet with the school psychologist to talk about social and emotional issues.

Once the student has gone through the assessment process to determine the type of intervention needed, a plan is put into place, which might include extended test time, modification in assignments, or working with the special education teachers. Weekly comments from faculty continue to help the special education teachers monitor the success of the interventions. If the interventions are not working, the local public school is contacted to discuss a full diagnosis of a learning disability and a formal written plan (IEP or 504) would be developed, including goals and benchmarks.

The learning program (LP) developed a curriculum in which students meet with their specialist for one 80 minute class every other day. During this time, students are provided one-on-one help, addressing executive functions, study skills, and tools to help them reach their benchmarks for their annual goals. Students also receive mini-lessons where information is retaught in the core subjects. This is essential for many of the students to be successful in their classes.

Throughout the year the interventions are monitored through task completion, grade tracking, and overall success.

3b. Students performing above grade level

Woodlands Academy provides pathways to instruction through strong academic programs for students that are deemed above grade level. Incoming freshmen take a placement test, which begins the identification of above grade level students and placement in the honors track.

Students who have been deemed as performing above grade level, as per teacher recommendation and assessment, can take honors and advanced placement classes which challenge them to a greater degree. Woodlands Academy offers advanced placement courses in 24 subjects: 2D Art, Drawing, Art History, Biology, Calculus AB, Calculus BC, Chemistry, Comparative Government, Computer Science A, Computer Science Principles, English Language and Composition, English Literature and Composition, French Language, Human Geography, Latin, Macroeconomics, Microeconomics, Music Theory, Physics, Psychology, Spanish Language, Statistics, World History, and U.S. History. Woodlands Academy requires all students taking Advanced Placement courses to take the College Board AP exams in May. Students may only take AP exams for the courses in which they are enrolled.

Students may also take courses online, such Mandarin, AP micro- and macroeconomics through Sopic Connect.

In addition, students who are highly motivated, organized, and have a passion to pursue a subject or topic in greater depth may register for independent study classes as juniors and seniors. The student designs her program in conjunction with a faculty member who acts as a facilitator. The burden of responsibility for learning falls directly upon the student. Students interested in developing an independent study course must first meet with the principal, who will provide guidance through the development of a proposal. The student and principal will create requirements for the course, including faculty facilitator, content, assessment, and amount of credit. Once the course requirements have been agreed upon, the principal will give the final approval.

3c. Special education

The learning program (LP) at Woodlands Academy, which serves about 10% of the student population, provides academic support and accommodations to students that have an IEP or 504. The program is designed to tailor instruction for individual students and provide intervention, including test modifications when needed. The program consists of 2 teachers and a head of the department who has a doctorate in psychology. The goal of the program is to guide and teach students about self-understanding, self-advocacy, executive functioning, time management, and organizational skills. Students in the learning program have diverse learning profiles with unique academic challenges. These include students with learning disabilities and more specifically ADHD, anxiety, executive functioning, and sensory disorders, among others. At this stage in students' high school education, it is important to teach students about self-advocacy and how to learn to personally adapt their learning styles to their current courses. Once students leave high school they will no longer automatically receive services beyond test accommodations. Therefore, it is important to teach students to be self-advocates and to have the skills to personally adapt their learning styles to their course work.

Typically, incoming freshman will be evaluated to determine if they will be included in the LP. When a student enters the LP, a full evaluation of the student is performed which includes psychological testing and evaluation of records from their previous school. Yearly goals (2-4) and benchmarks (3) are written by the LP teacher for the student. The faculty are informed of the requirements for modifications and student learning needs. There is a 30-day review at the beginning of each year to determine the effectiveness of the accommodations and determine if revisions are needed to reach the needs of students.

During a student's education at Woodlands Academy, it might be noticed that a student is struggling academically and needs involvement from the staff in the learning program. This is a case where a multi-step risk to intervention (RtI) is instituted. If additional services are deemed necessary, then the student will be assessed at the designated public school for a full evaluation to determine if she is eligible for an IEP.

Documentation requirements for participation in the learning program or for consideration of an accommodations plan include a current assessment (within three years) provided by a credentialed professional. This is consistent with guidelines for documentation by the College Board. When addressing curricular accommodations for students with disabilities at Woodlands Academy, recommendations from current, valid assessments are reviewed as well as a consideration of what is reasonable within the college prep curriculum. Examples of accommodations considered are extended time, small group setting, and separate location for exams. Students' documented needs are taken into account with respect to additional accommodations that are offered within inclusive classroom settings.

Woodlands Academy tailors instruction, interventions, and assessments to meet the individual needs of its students. Woodlands Academy LP offers support for students with minimal diagnosed learning disabilities or disorders to allow for their academic success in the rigorous college preparatory curriculum. Learning specialists provide 190 minutes weekly of direct, consultative, and individualized instruction as part of a scheduled class in a private learning center to provide ongoing monitoring and feedback.

3d. ELLs, if a special program or intervention is offered

Woodlands Academy's ESL (English as a second language) program serves students whose first language is not English and who have not yet achieved a score of 80 (out of 120) on the TOEFL (Test of English as a Foreign Language). Most ESL students are international boarding students; most are from China, but there are also students from Vietnam, Mexico, and Afghanistan.

All ESL students are required to take mainstream classes in all disciplines in addition to ESL classes and are exempt from taking extra foreign language classes. Students are placed into either ESL 1, ESL 2, or ESL 3 / Advanced ESL based on TOEFL data and teacher recommendations. ESL 1 and 2 focus on basic language skills, vocabulary acquisition, and academic reading and writing. ESL 3 focuses exclusively on TOEFL preparation. Advanced ESL is offered to students who have completed ESL 3 but who have yet to score an 80 on the TOEFL. An extra ESL support class is offered to students of ESL 1 and 2. This class helps students adjust to high school which includes organizational and test taking skills. At times, this provides an additional aid with homework, helping students understand the nature of the assignment, or interpretation of the questions.

All ESL students receive the following accommodations in all academic classes: 1.5 time on all tests and quizzes and the right to ask questions regarding vocabulary for all non-vocabulary assessments. Once a student scores an 80 on the TOEFL, she immediately graduates from the ESL program regardless of which ESL class she is in. The Director of the Center for Global Studies closely monitors the progress of all ESL students and works with ESL teachers and subject teachers to coordinate any personalized support that might be required.

3e. Other populations (e.g., migrant), if a special program or intervention is offered

Consistent with the goals of its mission, Woodlands Academy is committed to supporting the needs of all students to ensure success within the college preparatory curriculum. Programs to support diverse learners include the student support team (SST), learning program (LP), global studies, ESL, and boarding staff.

Woodlands Academy is an international boarding school. Students from countries such as Afghanistan, China, and Rwanda might have difficulty adjusting to America's culture. The Global Studies director acts as the international student adviser and monitors the adjustment of these students as they learn the routines of the school. If necessary, international students are placed into the school's ESL program to help them develop academic and social language skills. The boarding staff monitors interactions among the students, helps them set up their room, supervises study time, arranges trips, and monitors the health and overall well-being of the students.

The goal of the SST is to effectively support students who are experiencing challenges, including health, academics, and social-emotional wellness. Members of the SST include the school psychologist, principal, associate head of school, and teachers. The SST meets regularly to review student data, discuss interventions, monitor student progress, and share best practices. Academic interventions include differentiated instruction, remediation programs, conferencing, review opportunities, and peer tutoring. For students requiring a greater level of social-emotional and behavioral support, counseling services are provided by the school psychologist. SST members communicate with private providers and help parents find community support services when indicated or requested.

The LP provides more intensive support for students with disabilities who need targeted skill development. LP teachers and SST members use assessment data to help develop student awareness and identify specific goals for growth. Target areas include strategies for learning, competencies in self-advocacy, executive functioning skills, and academic development. In addition to providing individualized support for students, the LP teachers collaborate with classroom teachers and provide strategies that can be used in the classroom to help students succeed.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Woodlands Academy creates a holistic student experience by engaging students both in and outside of the classroom. Woodlands Academy's co-curricular programs complement the strong academic program, encouraging students to learn the values of teamwork, responsibility, competition, diversity, and community. Woodlands Academy proudly offers fifteen clubs, various athletic teams, a theater program, four choir groups, and multiple elected leadership positions. Students have the unique opportunity to be involved in multiple groups and are encouraged to explore their interests. It is common for a Woodlands Academy student to be involved in a cross-section of different activities that would traditionally be understood as separate. At Woodlands, a student will be supported in her decision to be a volleyball player, member of the robotics team, and an actress in the school play.

Woodlands Academy is part of a network of Sacred Heart schools, including 24 Sacred Heart schools across the United States and Canada, and a global network of educational institutions in 41 countries that are committed to the same core principles. The school has a rich history and mission reflected in the community wide traditions, including the following: celebrating the founding mothers of Sacred Heart education, an interfaith prayer service, class ring ceremony, induction into the alumnae association, class retreats, and a day for off-campus service projects.

The celebration of community is most visible in the Sacred Heart Awards. Near the end of each quarter, two girls per class and one member of the adult community receive a ribbon and a medal in recognition of living out Sacred Heart Goals and Criteria in a visible way. Award recipients are determined by the entire Woodlands community, with students nominating their peers. The Woodlands Academy Council of Representatives (WACOR) selects one of the five Sacred Heart Goals and Criteria as the focus for each quarter.

Finally, all Woodlands Academy students are assigned an adult faculty or staff member and a small group of students from their grade level. Each student will stay with this adult adviser and their advisory group throughout their four years at Woodlands Academy. Advisory groups meet each morning as a community and participate in Sacred Heart traditions together. The adviser serves as a mentor for each student and their family, ensuring that everyone has the support they need to be successful during their time at Woodlands.

2. Engaging Families and Community:

The Woodlands Academy community is strengthened by its relationships with the parent body and the surrounding community. Goal III, Criterion 2 of the Sacred Heart Goals and Criteria ensures the parent community opportunities not only for direct service to the school but also for advocacy.

After a student enrolls, the school begins to foster a relationship with members of the student's family through invitations to school events and summer sport camps, new student and parent orientations, and academic conferences with the principal and head of school. Each September parents are invited to attend parent visitation, during which they briefly visit each of their student's classes and meet teachers. The faculty continue to develop relationships with parents through online grade books, weekly comments, conferencing, and interactions at school events.

The Woodlands Academy Parent Association (WAPA) holds monthly meetings at the school where members of the faculty/staff share information and build community. Frequently members of the parent association are on campus to run the school store, attend admissions meetings, collaborate on fundraising events, work with marketing to foster communication with all members of the community, or attend school events. The school promotes parental connection with each other and the school. These connections strengthen over time and continue past graduation of their students.

Communication to parents is accomplished through the biweekly newsletter.

The parents and the school's connection with community members have been instrumental in launching the initiative "Imagine Yourself in the C-Suite." A committee of parents, members of the administration, and group of teachers work together to organize events for speakers to share their academic and work journeys. Through the C-Suite series, students can envision themselves in top level positions in their future. Community members are invited to participate in the panels as well as be a member of the audience.

The desire to enthusiastically live out Goal III, "Schools of the Sacred Heart commit themselves to educate to a social awareness which impels to action," has led students to volunteer at organization such as Bernie's Book Bank, Misericordia, Lambs Farm, and Feed My Starving Children. Students can be engaged in the global community through Sacred Heart Network summer service opportunities. Several Woodlands Academy students are also actively involved with the Lake Forest/Lake Bluff youth organization CROYA (Committee Representing Our Young Adults). Woodlands Academy has an official student liaison to the high school executive board, a committee that plans social activities, service projects, and retreats. Members of the adult CROYA staff are involved at Woodlands Academy by leading on-campus, multi-week peer training workshops. Annually the Lake Forest-Lake Bluff Rotary Club sponsors several Woodlands Academy students' participation in the Midwest Youth Leadership Award Conference. LEAD (Linking Efforts Against Drugs), a community-based organization dedicated to helping parents understand their role in the promotion of healthy family relationships, often shares resources and speaks to the students and parent community.

Woodlands Academy invites junior high students to participate in Mathalon, a fun competition of math ideas, as well as a robotics exhibition.

This connection among students, family, and the community enables students to project future possibilities.

3. Creating Professional Culture:

At Woodlands Academy, each year begins with Institute Week. This is an opportunity for faculty and staff to gather as a whole community. Each day of Institute Week begins with prayers for a collaborative and positive year ahead. These prayers also act as a reminder of the school's mission and goals. The majority of Institute Week is designated for professional development including initial department and advisor meetings, updates on progress in various departments, and time to prepare classrooms for the year ahead.

Professional development continues through the weekly professional learning community (PLC) program. Faculty and staff meet at 2:15 every Wednesday to gather for prayer and announcements, then the remaining hour is used for a variety of professional development tasks. Sometimes outside speakers are brought in for specific training. Time is reserved to review students' concerns in each grade level. Professional development will be further enhanced this year through a faculty learning lab program, a two-year program where faculty collaborate on specific areas of interest and engage in non-evaluative classroom observations. Faculty are encouraged to seek out and attend professional development conferences and workshops, and the principal regularly apprises teachers of these opportunities throughout the year.

Additionally, new faculty and staff engage in a yearlong mentorship program. Meeting weekly at lunch, the new adults in the community learn about different aspects of the Sacred Heart mission, review important upcoming calendar events, and can ask questions and share concerns. These meetings are led by the professional development coordinator and are regularly attended by the principal and the assistant head for academics.

Woodlands continues to live out its mission through other events and support towards the adult community. Teacher appreciation week is held in February and led by the student council. A Sacred Heart "Busy Person's Retreat" is offered to the adults at least every two years. Woodlands also benefits from the support and collaborative nature of the greater Sacred Heart network. The network office provides a plethora of mission-focused professional development opportunities as well as chances for educators to meet annually to collaborate with those around the country in similar roles. Last year, for example, the network coordinated a Education to Mission conference, a Campus Ministry conference, and a conference (for adults

and students) centered around the Essentials of Dialogue program offered by the Tony Blair Foundation. The network also offers a summer conference called “Roots that Give us Wings.” This opportunity gives newer employees the chance to learn more about the history and charism of the Sacred Heart society. The faculty and staff are required to attend this conference within their first five years of employment.

The director of professional development keeps teachers apprised of conferences in their field.

4. School Leadership:

Woodlands Academy is dedicated to leadership that is committed to the school’s mission. The mission of the Woodlands Academy education is infused by the values articulated in the Goals and Criteria of Sacred Heart education. In general, the mission is, through education, to reveal God’s love in the heart of the world. Woodlands Academy is an independent school with a Board of Trustees that sets the context for school leadership through policies that establish directions and priorities. The Board hires the Head of School, whose primary responsibility is to carry out the school’s mission.

The Head of School is aided by a leadership team consisting of Associate Head of School for Student Life and Academics, Associate Head of School for Institutional Advancement, Chief Marketing and Communications Officer, and Chief Finance and Resource Officer.

The primary function of the Associate Head of School for Student Life and Academics is to supervise the academic programs of the school and boarding school according to the mission of the school. Administrators in this level include the Principal, Dean of Students, Director of Student Services, Director for the Center of Global Studies, and the Director of the Boarding School. The Principal is responsible for curriculum, scheduling, communication, and the faculty. The Dean of Students is responsible for student and co-curricular activities, sports, and discipline. The Director of Student Services is head of the Learning Program. The Director for the Center of Global Studies is responsible for the international students and the Global Studies program. The Director of the Boarding School is responsible for the well being of the boarding students.

The primary function of the Associate Head of School for Institutional Advancement is to monitor student progress from admission and development activities to graduation and as alumnae. The other members of the Leadership Team are responsible for the daily functions of the school.

Every other week the Leadership Team meets with groups of directors to share decision-making and information. Interconnections, sharing a common purpose, and collaboration are hallmarks of the school’s leadership culture.

Woodlands Academy intentionally ensures that all policies derive from the Goals and Criteria of Sacred Heart education. There is congruence in that all constituencies of the school know and understand these Goals and rely on their dependable expression. Faith, deep respect for intellectual values, service, community, and wise freedom create an exciting and innovative quality of life where all can grow and succeed. Woodlands Academy takes very seriously the cultivation of leadership at all levels, including among students.

The Head of School and Leadership Team partner with the Board of Trustees to implement Strategic Board Goals. Quarterly the Head of School gives a brief State of the School report to the adult community (faculty and staff) and annually a more expanded presentation to the parents. Education serves as the means by which students and adults experience confirmation of their human dignity, and both the art and science of leadership are brought to bear in this important work.

The philosophy of the multi-tiered leadership is shared leadership centered on the well being of each student.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

As previous essays established, Woodlands Academy boasts a robust academic program, that strives to meet the needs of all students. The aspect of the school that is most integral to the success of its students, however, is something more holistic: an overarching emphasis on human relationships. As stated in the Sacred Heart Constitution, “Our service of education is carried out in a genuine relationship of mutual interaction, where each person both receives and gives so that all may grow together.” All members of the adult community, serve as role models, guiding students to develop the skills and attitudes needed to grow to their full potential and become good global citizens. It is the belief of Woodlands Academy that education is transformative because it is inherently relational, and therefore, “empowered girls change the world.”

This relationship begins the moment the student launches her journey at Woodlands Academy, as each is empowered to engage. A small group of students from their grade level are assigned to an adult mentor. This unit acts as a community of mutual support during their years at Woodlands Academy. Together students engage the many opportunities available to develop intellectually, spiritually, physically, and socially.

Relationships between students and teachers are developed through mutual regard. This affects how each day is approached, helping to create a society of learners. The adult community strives to know each student as an individual with a unique history and set of gifts. This makes it possible to adapt lessons specific to the individual and helps each student on a holistic level. Small class sizes and an all female environment foster collaboration, and students are more comfortable taking academic risks. Therefore, all students are empowered to lead. Students lead the learning activities in discussions, demonstrations, labs, and exploring new ideas and concepts. Students take ownership of their learning.

The core belief of strong relationships extends to the students. Woodlands Academy exposes students to diverse cultures as they interact with international students. This helps break down barriers of race, culture, and class. If a student feels she is being singled out due to her differences, she is encouraged to bring the concern to the administration. Students then act as leaders to strategize methods to solve the situation.

The Woodlands Academy curriculum encourages students to explore their talents, broaden their horizons, and learn what it means to be a global citizen. The Center for Global Studies is an integral part of this initiative. Students are empowered to explore, and many participate in global exchange. This social interaction promotes acceptance of disparate ideas, creating citizens with a greater tolerance for different viewpoints. The international travel develops self-reliance and the encouragement to take risks.

Students are encouraged to take risks, prompting them to participate in STEM related courses and activities. Even though the requirements for graduation are three years of math and science, most students take 4 or 5 years, including AP level courses. Students are involved in Model UN, robotics, Science Olympiad, and various math teams. Woodlands Academy all female teams are in the minority when participating in STEM related competitions; since most teams are predominately male. Woodlands academy teams consistently perform to a high degree with many advancing to the state level. From athletics to robotics, mathematics to music, a Woodlands Academy education is as much about what goes on outside the classroom as within it. The programs encourage each student to try something new and compete to the peak of her ability.

The foundress of the Sacred Heart School network stressed that students are to be known, loved, and cared for and because of this, students are empowered to engage, lead, explore, and compete. This is the core of Woodlands Academy, which makes it a successful school.

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? \$51962
(School budget divided by enrollment)
4. What is the average financial aid per student? \$14224
5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 23%
6. What percentage of the student body receives scholarship assistance, including tuition reduction? 32%