

Saint Mary's High School



**Focus on Learning
Submitted to the
Western Catholic Education Association
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Preface

Saint Mary's High School began the Focus on Learning Self-Study process during the 2007-2008 academic year with discussion and review of the school's *Mission, Philosophy*, and *Expected Schoolwide Learning Results (ESLRs)*. The Chairperson formally introduced the *Focus on Learning* self-study process to the faculty and staff in August 2007. At that time, all members of the faculty, staff, and administration were provided with information regarding the self-study process. Individuals were given choices concerning placement in Focus Groups. The Focus Groups selected individuals to act as facilitators for small group discussions. Each of the four Focus Groups was headed by a member of the Leadership Team, which was trained by the Diocese in the fall of 2007. During the 2007-2008 school year, the Focus Groups met to discuss and organize their self-study findings.

During the first semester of the 2008-2009 school year, the Leadership Team was reorganized after losing two of its members (one moved out of state, one retired), and, likewise, Focus Groups were reorganized due to the loss of several staff members at the end of the 2007-2008 school year and the welcoming of new staff members to Saint Mary's High School for 2008-2009. The Leadership Team transitions were smoothly implemented. Focus Groups needed to study past work and confirm the findings of previous committees, which was challenging for some of the newly formed groups. During the fall 2008 semester, committee work was accomplished through department meeting in-service settings. The final drafts and supporting evidence were provided to the Chairperson in January 2009.

To obtain input from the school's constituents, a Parent Survey was sent to parents, while a Student Survey was administered to the student body in the spring of 2008 and again in the fall of 2009. Other supplemental survey results relating to the *Expected Schoolwide Learning Results* were provided by the graduating classes of 2003 through 2008. The faculty and staff completed a Catholic Identity Survey in the spring of 2008 and a General Survey in the fall of 2008.

The Leadership Team presented the first draft of the self-study to the staff. In addition, members of Student Council, the Parent Organization, and the school Advisory Board were given opportunities to review and report their views on the report. Throughout the first semester of the 2008-2009 school year, faculty and staff members took an active role in finalizing the report. Each of the various constituencies that make up the Saint Mary's community provided valuable input to the Leadership Team in order to prioritize areas of strength and growth in preparation for developing the schoolwide action plan. The proposed action plan was reviewed by the Principal and Assistant Principal. Based on all of these reviews, the Leadership Team finalized the Saint Mary's High School Action Plan. The faculty, staff, and community were presented with the final school self-study report in January 2009.

WCEA/NCA – Self-Study Committees

Leadership Committee:

Mr. Mark Mauro, Principal
Mrs. Suzanne Fessler, Assistant Principal
Mrs. Tina Conn, Mathematics Teacher
Mrs. Liz Hansen, Director of Finance
Mr. Robert Kelly, Campus Minister, English Teacher
Sister John Paul Maher, O.P., Social Studies Teacher
Mrs. Julie Vietri, Mathematics Department Chairwoman

School and Community Profile Committee:

Mr. Mark Mauro, Principal
Mrs. Suzanne Fessler, Assistant Principal
Mr. Thomas Reilly, Administrative Assistant
Mrs. Tina Conn, Mathematics Teacher

Focus Groups

Category A: Organization for Student Learning

Chair: Mrs. Julie Vietri, Mathematics Department Chairwoman

A1. School Philosophy and Mission

Mr. Robert Kelly, English/Theology Teacher
Mrs. DeAnn Mauro, Dance Teacher

Ms. Kelly Sweeney, English Teacher
Mr. Jay Twitchell, Dean of Students

A2. Governance

Mrs. Colleen Campbell, Theology Teacher
Mr. Gabriel de Paul, Spanish/Social Studies Teacher

Dr. Katrina Lacey, Ph.D., English/Drama Teacher
Mrs. Terry Nishan, Secretary to the Principal

A3. School Leadership

Mr. Nicholas Hart, English Teacher
Mrs. Patricia Martin, Visual Arts Teacher

Mr. John Nishan, Science Teacher
Mrs. Barbara Walker, Food Service Director

A4. Staff

Mr. Linsy Atteberry, Science Teacher
Mr. Donald Durkee, Theology Teacher

Ms. Tannia Peiz, Secretary to Dean of Students
Mrs. Allison Powell, English Teacher

A5. School Environment

Mr. Michael Jenkins, Social Studies Teacher
Mrs. Cindy Albaracin, R.N., School Nurse
Ms. Karen McKinney, Physical Education Teacher

Mr. Pat Farrell, Academic Advisor
Mr. Frank Garcia, Security

A6. Reporting Student Progress

Mrs. Julie Farrell, Registrar
Mr. Daniel Johansen, Academic Advisor
Mr. Justin DiBianco, Academic Advisor

Mrs. Robynn Combs, Social Studies Teacher
Mr. Adrian Simtion, Mathematics Teacher

A7. School Improvement Process

Mr. Francisco Alcocer, Gym Manager
Mr. Carlos Sanchez, Athletic Director

Mrs. Cher Norville, Art Teacher
Mrs. Catherine Clarke, Librarian

Category B: Curriculum and Instruction

Chair: Sister John Paul Maher, O.P., Social Studies Department

B1. What Students Learn

Mr. Donald Durkee
Mrs. Patricia Martin

B2. How Students Learn

B3. How Assessment is Used

English Department

Dr. Susan Rockwell, Ph.D., Department Chairwoman
Mr. Nicholas Hart
Mr. Robert Kelly
Dr. Katrina Lacey, Ph.D.
Mr. Michael Morrin

Mrs. Allison Powell
Mr. Kevin Randolph
Ms. Kelly Sweeney

Fine Arts Department

Ms. Cher Norville, Department Chairwoman
Mr. John Calvert, Music
Dr. Katrina Lacey, Ph.D., Drama
Mrs. Patricia Martin, Visual Arts

Mrs. DeAnn Mauro, Dance
Mrs. Carol Mellis, Music
Dr. Christopher Samuel, Ph.D., Music

Mathematics Department

Mrs. Julie Vietri, Department Chairwoman
Mr. Kenneth Combs
Mrs. Tina Conn
Mr. David Lopez

Mr. Carlos Sanchez
Ms. Jacquelyn Scarduzio
Mr. Adrian Simtion

Physical Education/Health Department

Mr. Gregory Fahrendorf, Department Chairman
Mr. Reggie McGill
Ms. Karen McKinney

Mr. Eddy Zubey

Science Department

Mr. John Nishan, Department Chairman
Mr. Linsy Atteberry
Mr. Robert Purington

Dr. Mahesh Rajyaguru, Ph.D.
Mrs. Denise Scarduzio

Social Studies Department

Mr. Sam Salts, Department Chairman
Mrs. Robynn Combs
Mr. Gabriel de Paul

Mr. Michael Jenkins
Sister John Paul Maher, O.P.

Technology Department

Mr. Douglas Howard, Director of Technology
Mr. Kenneth Combs

Theology Department

Mr. Robert Kelly, Campus Minister and Department Chairman
Mrs. Colleen Campbell
Mr. William Drogo
Mr. Donald Durkee

Sister Mary Magdalene Quinn, O.P.
Ms. Christina Strafacci
Mr. Douglas Trotti

World Languages Department

Ms. Elizabeth Salgado, Department Chairwomen
Mr. Gabriel de Paul (Spanish)
Mr. Marc Jette (American Sign Language)
Deacon Herve Lemire, O.F.M. (Spanish)

Sister Mary Magdalene Quinn, O.P. (Spanish)
Ms. Christina Strafacci (French)

Category C: Support for Student Spiritual, Personal and Academic Growth

Chair: Mr. Robert Kelly, Campus Minister and English Teacher

C1. Campus Ministry/Community Based Service Learning

Father Alonso de Blas, O.F.M., Chaplain
Mr. Robert Kelly, Campus Minister, Theology Department Chairman, English Teacher
Sister John Paul Maher, O.P., Social Studies Teacher
Sister Mary Magdalene Quinn, O.P., Theology/ Spanish Teacher
Ms. Liz Salgado, World Languages Department Chairwoman

C2. Student Connectedness

Fr. Paul Sullivan, Chaplain
Mr. Justin DiBianco, Academic Counselor
Deacon Herve Lemire O.F.M., Spanish Teacher
Ms. Katherine Stoll, Counselor

C3. Parent Community/Involvement

Ms. Peggy Arvallo, Attendance Secretary/Receptionist
Mr. William Drogo, Theology Teacher
Mrs. Linda Schmaltz, Office Manager, Secretary to Athletic Director
Mrs. Denise Scarduzio, Science Teacher
Mrs. Nancy Shaw, Development Office Administrative Assistant

Category D: Resource Management and Development

Chair: Mrs. Liz Hansen, Director of Finance

Ms. Alycia Benites, Accounts Receivable
Mrs. Helen Condit, Assistant Development Director
Mrs. Bridget Costello, Development Director
Mr. Ray Ista, Director of Maintenance

Mr. Douglas Howard, Director of Technology
Mr. Thomas Reilly, Administrative Assistant
Mrs. Esther Roman, Accounts Payable

Staff, Parent, and Student Survey Committee

Chair: Mrs. Tina Conn, Mathematics Teacher

Mr. Marc Jette, ASL Teacher
Mr. David Lopez, Mathematics Teacher
Mr. Sam Salts, Social Studies Teacher
Ms. Christina Strafacci, Theology/French Teacher

Chapter One – Student and Community Profile

Mission

The mission of Saint Mary's High School is to provide a quality Catholic education by developing and sustaining a rich tradition grounded in Gospel and family values, discipline, and respect.

Philosophy

Saint Mary's High School is a Roman Catholic, diocesan, co-educational institution serving metropolitan Phoenix. It is a multi-cultural, centrally-located school whose primary focus is dedicated to spiritual, academic, social and personal growth, centered on the Gospel. Although the Saint Mary's education is open to learners who span a wide academic spectrum, a particular emphasis is given to those students preparing for a post-secondary experience at the college or university level. The staff of Saint Mary's High School holds fast to the belief that students should be prepared for continuing education equipped with an advanced level of thinking skills.

The Saint Mary's community acknowledges Christ as the source of all Truth and the goal of all learning and parents as the primary educators. Thus, students are encouraged to be active members of the faith community. This entails promoting moral values, fostering an attitude of Christian service, and continually growing in the Truth of the Catholic Church. Saint Mary's students strive to be models of Christian love, honesty, decency and integrity.

Core Beliefs

- Students shall strive to grow spiritually, academically, socially, and personally.
- Students have the right to learn, and teachers have the right to teach; therefore, no student should keep students from learning or teachers from teaching.
- Students need to be respectful of themselves, others, and their school at all times.
- Students are responsible for the decisions they make. Students should enjoy the experience of making an appropriate decision and should accept the consequences of making an inappropriate decision.

Six Traits of a Knight/Lady Knight

The six qualities of a Knight/Lady Knight are reverence, studiousness, respect, courtesy, loyalty, and obedience. These qualities should mark student conduct in the classrooms, on the school grounds, in the athletic arena, at all co-curricular school functions, at home, and in the community.

Reverence - Profound respect, awe, and love directed toward God; these are the components of which reverence is comprised. Reverence should be uppermost in the mind and attitude of each Knight and Lady Knight.

Studiousness - The primary purpose of any school is to develop the intellect. Students should dedicate themselves to the acquisition of knowledge in order to better develop their God-given talents. Academic learning should take priority over co-curricular activities. Honesty and integrity must characterize the relationship between teacher and student. When Knights and Lady Knights adhere to their academic responsibilities, the greatest opportunity for learning will occur.

Respect - Respect involves regarding everyone and everything with honor, esteem, and reverence. This includes not only the person, but the person's property as well. Respect should be accorded to all, regardless of ethnicity, gender, or social-economic status.

Courtesy - Ideally, students show courtesy by seeing Christ in others. Knights and Lady Knights should display courtesy by being polite and respectful to all – staff members, students, anyone with whom they come in contact.

Loyalty - A loyal Knight and Lady Knight is generous, a true friend, and eager to assist others in time of need. Loyal Knights and Lady Knights put the needs of others before their own. They can be counted on in times of emergency, and always support those in need.

Obedience - Knights and Lady Knights are expected to make appropriate decisions. School rules are an integral part of each student's spiritual and social growth, as well as a means to insure the safe and orderly operation of Saint Mary's High School. Christ's own words and example serve as a model for the virtue of obedience.

School and Community

Background

Saint Mary's is a diocesan Roman Catholic High School, coeducational, and centrally located, serving metropolitan Phoenix and Maricopa County. At the heart of the Saint Mary's High School tradition is its commitment to a culturally diverse student body. Founded in 1917 by the Sisters of the Precious Blood and the Franciscan Friars, the school is presently administered in the spirit of Franciscan spirituality by a dedicated professional lay and religious staff. Saint Mary's High School moved from its downtown Phoenix location to its present location in 1988. In 2007, the school opened its most recent addition, the Virginia G. Piper Educational Center.

Composition

The Saint Mary's community is composed of students, religious, faculty, staff, parents, families, alumni, past parents, benefactors, and community members who participate in the Saint Mary's life and mission. The school's primary focus is to prepare Knights and Lady Knights to live a Christian life of faith and to prepare them for their post-secondary experiences including college, the armed forces, and the work force. Saint Mary's strives to excel by offering a traditional and challenging high school curriculum which addresses the learning styles of its students by: teaching them how to work cooperatively with others, teaching them to learn from their experiences, teaching and modeling how to live a life which demonstrates care and respect for the life of others, teaching them how to set goals and how to accomplish those goals, teaching them to be self-confident, and developing their verbal and written communication skills. Student support services for guidance and counseling, campus ministry, student government, and a pleasant school environment all contribute to a positive learning atmosphere. The local neighborhood combines residences and businesses of diverse ethnic, cultural, social, and economic elements.

Faculty Demographics/Census Data

The faculty and administration at Saint Mary's are comprised of predominately lay people. The school is privileged to have two priests (one Franciscan and one Diocesan), one deacon (Franciscan), and two religious sisters (Dominican Sisters of Mary, Mother of the Eucharist) on campus. More than half (60%) of our faculty members possess advanced degrees. Besides being well educated and well experienced in teaching their course of study, the professional staff is committed to continually growing through various opportunities of staff development. The staff information below is for 2008-2009.

<u>Staff</u>	<u>Full-Time</u>	<u>Part-Time</u>	<u>Total</u>
Female Religious	2	0	2
Male Religious	0	0	0
Clergy	1	2	3
Lay – Female	17	2	19
Lay – Male	26	3	29
Total	46	7	53

<u>Staff Ethnicity</u>	<u>Number</u>
Asian	1
Native American	1
Black	2
Hispanic	4
White	43
Multi-Racial	2
Total	53

<u>Staff</u>	<u>Catholic</u>	<u>Non-Catholic</u>
08-09	42	11

<u>Teaching Staff Degrees</u>	<u>Number</u>
PhD	4
MA/MS	25
BA/BS	19

Student Demographics/Census Data

<u>Student Ethnicity</u>	<u>04-05</u>	<u>05-06</u>	<u>06-07</u>	<u>07-08</u>	<u>08-09</u>
Asian	12	13	12	9	22
American Indian	14	12	15	10	15
Black	54	56	73	62	78
Hispanic	330	351	354	411	385
Caucasian	364	320	269	271	187
Multi-Racial	53	63	72	82	89
Other	0	0	50	0	2
TOTAL	825	815	847	845	778

Student Religion	04-05	05-06	06-07	07-08	08-09
Catholic	734	755	734	737	637
Non-Catholic	91	60	113	108	141

Enrollment	04-05	05-06	06-07	07-08	08-09
Freshmen	227	234	252	231	191
Sophomores	188	208	212	220	205
Juniors	211	178	209	202	197
Seniors	199	195	174	192	185

Admissions

Students come to Saint Mary's from metropolitan Phoenix and beyond throughout Maricopa County. Currently, they come from 95 different elementary and middle, public and private schools. Admission is based on the results of the High School Placement Test, principal and teacher recommendations, elementary or middle school standardized test scores and grades. Saint Mary's families encompass all economic levels. At this time, 59% of our students receive some form of financial assistance to attend Saint Mary's. The school's student body is 87% Catholic. Students of other faiths are welcome. Ethnically, based on the data that was provided by parents on the school Registration Form, the 2008-2009 student body is: 1.9% Native American, 9.8% African American, 3.0% Asian/Pacific Islander, 49.8% Hispanic, 24.3% Caucasian, and 11.3% Multi-Racial.

School Atmosphere

Saint Mary's provides a closed campus. Attendance, retention and promotion rates are high. The Dean of Students handles disciplinary matters. The majority of offenses involve infractions such as gum chewing, uniform violations, and tardiness. More serious offenses (listed in detail in the *Student-Parent Handbook*) are handled by the Dean with fairness, discretion, and in consultation with the student, teachers, and Principal. Parents are regularly informed and involved in the discipline process. An established school Discipline Board may be called to meet at the request of the Dean in consultation with the Principal. Every effort is made to insure peace, security, and well-being for all members of the Saint Mary's school community.

Authority and Governance

Saint Mary's is a diocesan school under the authority of the Bishop and the direction of the Diocesan Executive Director of Education and Evangelization. A Saint Mary's school Advisory Board and Strategic Planning Committee collaborate with the administration in spiritual, academic and financial matters, as well as school improvement, marketing, and strategic planning.

Campus Environment and Location

Saint Mary's High School is located in central Phoenix. The school is accessible to students from all over the valley via the I-10 freeway (about one mile south of school), the I-17 freeway (three miles west), and the SR-51 Freeway (two miles east). The new Light Rail System,

opening December, 2008 will further the accessibility to the school. Saint Mary's High School is bounded by a power station on the east, office buildings on the north, Monterey City Park on the south, and residences (across Third Street) on the west. Merchants and businesses on Central Avenue, Thomas, and McDowell Roads benefit from the school's presence. Downtown Phoenix, with its museums, entertainment venues, and sports facilities is nearby, south of our campus.

The Virginia G. Piper Educational Center (also known as Piper Hall), was opened and dedicated for use in November, 2007. This facility contains a 275 seat auditorium, two art rooms, a band room, a choir room, three computer labs, seven classrooms, and the Development Office.

Academics

The comprehensive curriculum with an emphasis on college preparation attempts to address the varied interests, gifts, and needs of our students. Twenty-eight credits are required for graduation:

Theology	4	credits
English	4	credits
Mathematics	3	credits
Science	2	credits
Social Studies	3	credits
PE/Health	1.5	credits
Fine Arts	1	credit
Electives	9.5	credits

Students are assisted during the registration/course selection process by teachers, department chairs, and guidance counselors. Parents sign off on the yearly course selection of their student.

Honors Courses are offered in the following departments: English, Mathematics, Science, Social Studies, and World Languages.

The Advanced Placement courses currently offered are: English Language and Composition, English Literature and Composition, Calculus AB, Spanish Language, U.S. History, U.S. Government, Biology, and Chemistry. Plans to implement an AP Studio Art class in 2011-2012 have been initiated.

The Rio Salado Community College Dual Enrollment courses currently are: MAT 187 Pre-Calculus, MAT 221 Calculus, ENG 101-102 English, BIO 201 Human Anatomy and Physiology I, and BIO 202 Human Anatomy and Physiology II.

Course Offerings

Technology Department:

Computer Applications, Computer Graphics, Introduction to Programming, Web Page Authoring

English Department:

English 1-2, English 1-2 Honors, English 3-4, English 3-4 Honors, English 5-6, AP English Language and Composition, English 7-8, AP English Literature and Composition/Dual Enrollment ENG 101-102, Creative Writing, Poetry, Reading Concepts 1-2, Reading Concepts 3-4, Reading Concepts 5-6, Study Skills/Writing Fundamentals

Fine Arts Department:

Visual Art: Foundations in Art, Ceramics/Sculpture, Drawing/Painting, Stage Craft
Band: Beginning Band, Advanced Band
Dance: Dance 1-2, Dance 3-4, Dance 5-6
Drama: Drama, Acting 1-2, Acting 3-4
Music: Chorus 1-2, Chorus 3-4, Beginning/Intermediate Guitar, Advanced Guitar

Mathematics Department:

Pre-Algebra, Fundamental Algebra A, Fundamental Algebra B, Algebra 1-2, Algebra 1-2 Honors, Geometry, Geometry Honors, Algebra 3-4/Trigonometry, Algebra 3-4/Trigonometry Honors, Algebra 5-6, Pre-Calculus/Dual Enrollment MAT 187, AP Calculus AB/Dual Enrollment MAT 221, Personal Finance

Physical Education and Health Department:

Physical Education/Health Boys (9), Physical Education/Health Girls (9), Lifetime Sports, Weight Training 1-2, Weight Training 3-4, Weight Training 5-6, Varsity Physical Education

Science Department:

Physical Science, Biology, Biology Honors, Chemistry, Chemistry Honors, AP Chemistry and Lab, Human Anatomy and Physiology, Human Anatomy and Physiology I/Dual Enrollment BIO 201, Human Anatomy and Physiology II/Dual Enrollment BIO 202, AP Biology and Lab, Physics, Physics Honors

Social Studies Department:

World Geography/World History, World Geography/World History Honors, U.S. History, AP U.S. History, U.S. Government, AP U.S. Government, Overview of Psychology, Current Events, History of Anti-Semitism and the Holocaust

Theology Department:

Theology 1-2, Theology 3-4, Theology 5-6, Theology 7-8, Catholic Formation

World Languages Department:

French: French 1-2, French 3-4, French 5-6 Honors, French 7-8 Honors
Spanish: Spanish 1-2, Spanish 3-4, Spanish 5-6 Honors, Spanish 6-8 Honors, AP Spanish Language
Sign Language: American Sign Language 1-2, American Sign Language 3-4, American Sign Language 5-6 Honors

Other Elective Courses:

Journalism, Student Council Leadership class, Office/Teacher Aide, Yearbook, Speech and Debate

Athletics

Saint Mary's High School is a member of the Arizona Interscholastic Association (AIA). Girls' and boys' sports programs compete on the 5A Division I level. Students participate in a wide range of athletics.

- SMHS Boys' Sports: Football (three levels), Basketball (three levels), Baseball (three levels), Soccer (varsity), Swimming (varsity, co-ed), Golf (varsity), Tennis (varsity), Volleyball (varsity), Cross Country (varsity, co-ed), and Track and Field (varsity, co-ed)
- SMHS Girls' Sports: Volleyball (three levels), Softball (three levels), Basketball (three levels), Soccer (junior varsity, varsity), Swimming (varsity, co-ed), Golf (varsity), Tennis (varsity), Cross Country (varsity, co-ed), Track and Field (varsity, co-ed), and Spirit Line (three levels)

Activities

There are numerous clubs and organizations on campus which provide a range of activities to match the varied interests, talents, and abilities of students. These clubs and organizations include: Ambassadors Club, American Politics Club, Art Club, Black Student Union, Columbian Squires, Drama Club, Earth Club, English Honor Society, Film Club, Green Blaisers, Key Club, Legion of Mary, Letterman's Club, MEChA, National Honor Society, Harmony Dance Club, Newspaper, Pep Band and Drum Line, Student Council, and Youth for Life. More than 60% of our students participate in either an athletic team or school club or organization.

Christian Service

Saint Mary's High School promotes Christian Service as an integral part of student life. Each student is encouraged to live out the Gospel's admonition to love one another and to go beyond doing good works for the sake of the works themselves, and respond to the needs of others with mercy as their guide. The goal of the service requirement is primarily to help students look beyond themselves and into the hearts of others and at the same time cultivate, through experience, a thorough understanding of service that is grounded in divine love rather than human pity.

In order to graduate from Saint Mary's High School, each student must complete 30 hours of Christian Service during each of the freshman, sophomore, and junior years – 90 hours total. For registered members of a Catholic parish, the student must complete a minimum of 15 of the required hours each year in service to their parish. Students may fulfill this service requirement after school hours, in the evenings, on weekends, and during the summer. Students transferring to Saint Mary's in their senior year must complete a total of fifteen Christian Service hours during that year to meet their graduation requirement.

Standardized Test Scores

SAT

2008 SAT Mean Scores Tested: 121/20,040/1,518,859

	<u>Critical Reading</u>	<u>Math</u>	<u>Writing</u>
SMHS	485	462	471
Arizona	516	522	500
National	502	515	494

2007 SAT Mean Scores Tested: 91/19,201/1,494,531

	<u>Critical Reading</u>	<u>Math</u>	<u>Writing</u>
SMHS	480	469	463
Arizona	519	525	502
National	502	515	494

2006 SAT Mean Scores Tested: 142/18,615/1,465,744

	<u>Critical Reading</u>	<u>Math</u>	<u>Writing</u>
SMHS	479	469	476
Arizona	521	528	507
National	503	518	497

2005 SAT Mean Scores Tested: 142

	<u>Critical Reading</u>	<u>Math</u>
SMHS	496	476
Arizona	523	524
National	508	520

2004 SAT Mean Scores Tested: 133

	<u>Critical Reading</u>	<u>Math</u>
SMHS	499	485
Arizona	523	524
National	508	518

Source: www.collegeboard.com

ACT

2008 ACT Scores Tested: 87/11,602/1,421,941

	<u>English</u>	<u>Math</u>	<u>Reading</u>	<u>Science</u>	<u>Composite</u>
SMHS	21.2	20.5	21.6	20.8	21.1
Arizona	21.3	22.1	22.3	21.3	21.9
National	20.6	21.0	21.4	20.8	21.1

2007 ACT Scores Tested: 95/11,084/1,300,599

	English	Math	Reading	Science	Composite
SMHS	20.1	19.8	21.3	19.5	20.3
Arizona	21.1	21.9	22.2	21.4	21.8
National	20.7	21.0	21.5	21.0	21.2

2006 ACT Scores Tested: 122/10,740/1,206,455

	English	Math	Reading	Science	Composite
SMHS	19.6	19.6	20.6	19.8	20.0
Arizona	20.9	21.9	22.0	21.3	21.6
National	20.6	20.8	21.4	20.9	21.1

2005 ACT Scores Tested: 99/10,470/1,186,251

	English	Math	Reading	Science	Composite
SMHS	20.5	20.2	21.5	20.1	20.7
Arizona	20.9	20.9	21.9	21.2	21.5
National	20.4	20.7	21.3	20.9	20.9

2004 ACT Scores Tested: 81/11,378/1,171,460

	English	Math	Reading	Science	Composite
SMHS	21.3	21.0	22.0	20.7	21.3
Arizona	20.9	21.6	22.0	21.2	21.5
National	20.4	20.7	21.3	20.9	20.9

Advanced Placement (AP) Scores

Because of the value that Saint Mary's has placed on continuing to build a solid Advanced Placement (AP) Program, emphasis has been placed on both maintaining and adding AP courses to the curriculum. Saint Mary's provides bi-yearly opportunities for instructors to participate in local and national College Board staff development programs in order to increase knowledge and skill in administering the program and to learn from other teacher's strategies to better prepare students for the challenge and rigor of AP courses.

Comparing our exam results to the state and national averages is very difficult and does not accurately reflect the drive of the program. Many students who may not score well on an AP exam still benefit greatly from the experience of being challenged in an AP course in preparation for the rigor of content at the college/university level. For this reason, Saint Mary's will continue to explore opportunities to open courses to more students. While this may impact overall AP results, it will allow students the opportunity to be involved in a rigorous curriculum in preparation for their post-secondary opportunities.

<u>Year</u>	<u>AP Courses Offered</u>	<u>Students Taking AP Exams</u>
03-04	1	19
04-05	2	36
05-06	6	73
06-07	6	82
07-08	8	93

<u>AP Biology</u>	<u>06-07</u>	<u>07-08</u>
5	0	0
4	2	1
3	0	1
2	2	1
1	0	0
SMHS Average	3.000	3.500
State Average	2.810	
National Average	3.040	

<u>AP Calculus AB</u>	<u>03-04</u>	<u>04-05</u>	<u>05-06</u>	<u>06-07</u>	<u>07-08</u>
5	0	0	1	1	0
4	0	0	1	1	0
3	3	2	1	1	0
2	2	1	3	1	1
1	14	3	4	1	1
SMHS Average	1.421	1.833	2.200	3.000	1.500
State Average	3.210	2.940	2.920	2.730	
National Average	2.970	2.940	3.030	2.940	

<u>AP Chemistry</u>	<u>07-08</u>
5	0
4	0
3	0
2	1
1	1
SMHS Average	1.500
State Average	
National Average	

<u>AP English</u>	<u>05-06</u>	<u>06-07</u>	<u>07-08</u>
(Language & Composition)			
5	0	3	1
4	0	4	4
3	15	16	12
2	7	5	7
1	0	0	5
SMHS Average	2.682	3.179	2.621
State Average	2.830	2.780	
National Average	2.650	2.850	

<u>AP English</u>	<u>05-06</u>	<u>06-07</u>	<u>07-08</u>
(Literature and Composition)			
5	1	0	1
4	4	0	2
3	6	6	2
2	0	4	12
1	0	0	0
SMHS Average	3.450	2.600	2.529
State Average	2.820	2.780	
National Average	2.890	2.870	

<u>AP US Government</u>	<u>05-06</u>	<u>07-08</u>
5	0	0
4	0	0
3	2	1
2	6	4
1	5	0
SMHS Average	1.769	2.200
State Average	2.880	
National Average	2.740	

<u>AP Spanish Language</u>	<u>05-06</u>	<u>06-07</u>	<u>07-08</u>
5	2	1	4
4	2	0	5
3	2	0	1
2	0	2	0
1	0	2	1
SMHS Average	4.000	2.200	4.000
State Average	3.260	3.050	
National Average	2.710	2.640	

AP US History	04-05	05-06	06-07	07-08
5	0	0	1	0
4	1	0	2	1
3	2	3	1	3
2	7	13	18	13
1	20	19	8	7
SMHS Average	1.467	1.543	2.231	1.917
State Average	2.560	2.650	2.530	
National Average	2.660	2.740	2.750	

Additional Fact Comparisons from 2004 to 2008

2004/2005

- *Catholicism*: Approximately 89% are members of a Catholic parish; sixty parishes are represented; more than 80% of our faculty is Catholic.
- *Class Size Averages*: English 27.2, Mathematics 25.5, Science 25.9, Social Studies 24.9, Theology 27.5, and World Languages 22.5. Cumulatively over the last five years, average class sizes in each academic discipline were: English 27.5, Mathematics 25.7, Science 24.9, Social Studies 24.8, Theology 26.8, and World Languages 24.4.
- *Family*: The family tradition remains strong: 14% of incoming freshmen are children of graduates and 34% have a brother or sister who has attended the school (one Saint Mary's family just celebrated its 49th graduate over the span of four generations, beginning in 1923).
- *Geography*: Our freshman class comes to us from 76 different schools, and 44 different parishes - from every corner of the Valley.
- *Tuition*: We have two tuition rates: Catholic rate - \$5,935; Full Tuition rate - \$7,980.
- *Financial Aid*: All financial assistance is based on demonstrated need; no academic or athletic scholarships are awarded by the school. Students were awarded over \$1,100,000 in financial assistance.

2005/2006

- *Catholicism*: Approximately 89% of our students are members of a Catholic parish; sixty parishes are represented in our student body; more than 80% of our faculty is Catholic.
- *Class Size Averages*: English 26.2, Mathematics 26.8, Science 26.3, Social Studies 23.0, Theology 27.9, and World Languages 23.3. Cumulatively over the last five years, average class sizes in each academic discipline were: English 27.5, Mathematics 26.2, Science 25.3, Social Studies 24.6, Theology 27.0, and World Languages 23.8.
- *Family*: The family tradition remains strong: 13% of incoming freshmen are children of graduates and 26% have a brother or sister who has attended the school.
- *Geography*: Our freshman class comes to us from 77 different schools, and 42 different parishes - from every corner of the Valley.
- *Tuition*: We have two tuition rates: Catholic rate - \$6,295; Full Tuition rate - \$8,460.
- *Financial Aid*: All financial assistance is based on demonstrated need; no academic or athletic scholarships are awarded by the school; financial aid from all sources benefited 46% of our student body, with 40% receiving \$1,000 or more; students were awarded more than \$1,150,000 in financial assistance.

2006/2007

- *Catholicism*: Approximately 87% of our students are members of a Catholic parish; fifty-eight parishes are represented in our student body; more than 90% of our faculty is Catholic.
- *Class Size Averages*: English 25.0, Mathematics 24.1, Science 23.1, Social Studies 23.7, Theology 25.8, and World Languages 21.5. Cumulatively over the prior four years, average class sizes in each academic discipline were: English 27.5, Mathematics 26.1, Science 25.2, Social Studies 24.8, Theology 26.9, and World Languages 23.8.
- *Family*: The family tradition remains strong: 11% of incoming freshmen are children of graduates and 27% have a brother or sister who has attended the school.
- *Geography*: Our freshman class comes to us from 93 different schools, and 43 different parishes - from every corner of the Valley.
- *Tuition*: We have two tuition rates: Catholic rate - \$6,675; Full Tuition rate - \$8,960.
- *Financial Aid*: All financial assistance is based on demonstrated need; no academic or athletic scholarships are awarded by the school; financial aid from all sources benefited 51% of our student body, with 45% receiving \$1,000 or more and 30% receiving \$3,000 or more; students were awarded more than \$1,400,000 in financial assistance.

2007/2008

- *Catholicism*: Approximately 87% of our students are members of families who are active members of a Catholic parish; more than 80% of our faculty is Catholic.
- *Class Size Averages*: English 24.0, Mathematics 24.1, Science 22.1, Social Studies 25.6, Theology 27.0, and World Languages 21.4.
- *Family*: The family tradition remains strong: 12% of incoming freshmen are children of graduates and 28% have a brother or sister who has attended the school.
- *Geography*: Our freshman class comes to us from 101 different schools - from every corner of the Valley. Fifty-seven of our freshmen are the only ones to attend Saint Mary's from their eighth grade school.
- *Tuition*: We have two tuition rates: Catholic rate - \$7,175; Full Tuition rate - \$9,500.
- *Financial Aid*: All financial assistance is based on demonstrated need; the school does not award academic or athletic scholarships; more than 51% of our students received some form of financial aid, and 47% received awards of \$1,000 or more; students were awarded over \$1,700,000 in financial assistance.
- *Campus*: The new 35,000 square foot Virginia G. Piper Education Center opened November 1, 2007 as a home for our fine arts programs, including a 275-seat auditorium, three computer classrooms, and seven regular classrooms.

2008/2009

- *Catholicism*: Approximately 87% of our students are members of families who are active members of a Catholic parish; 80% of our faculty is Catholic.
- *Class Size Averages*: English 27.0, Mathematics 25.7, Science 28.8, Social Studies 25.9, Theology 25.0, and World Languages 21.2.
- *Family*: The family tradition remains strong: 12% of incoming freshmen are children of graduates and 28% have a brother or sister who has attended the school.
- *Geography*: Our freshman class comes to us from 95 different schools - from every corner of the Valley. Fifty-three of our freshmen are the only ones to attend Saint Mary's from their eighth grade school.

- *Tuition*: We have two tuition rates: Catholic rate - \$7,765; Full Tuition rate - \$9,975.
- *Financial Aid*: All financial assistance is based on demonstrated need; the school does not award academic or athletic scholarships; more than 59% of our students received some form of financial aid, 46% received awards of \$1,000 or more, and 34% received awards of \$4,000 or more; students were awarded over \$2,389,000 in financial assistance.

Chapter Two – Expected Schoolwide Learning Results

Expected Schoolwide Learning Results (ESLR's)

Graduates of Saint Mary's High School will be...

-Followers of Christ's Gospel with a deep commitment to the Catholic faith and respectful of other faiths.

-Leaders, independent thinkers, and problem solvers.

-Academically prepared to meet the challenges of an ever changing world.

-Able to work cooperatively and effectively with others.

-Actively involved at school and in the larger community.

-Self-disciplined and able to make well-balanced life choices reflective of Catholic values and teachings.

Background in Development

In 2001, the Saint Mary's community gathered to begin focusing on student performance goals. With the *Mission Statement* and school *Philosophy* in hand, the following question was raised: "What should a Saint Mary's High School graduate know, understand, and be able to do upon completing a four year curriculum and school experience?"

Several brainstorming sessions were held throughout the semester. Discussions brought to surface the common areas of Catholic faith and identity, academic preparedness, and application of a Christian life-style. A smaller committee was formed to analyze, assimilate, and write a draft paper containing the student performance goals that were emerging.

As meetings continued, the leadership guided the faculty to understanding the importance of making goals meaningful, manageable, and measurable. Several meetings included this discussion. The smaller committee further assisted the final drafting of our goals by determining compliance with the criteria for the Western Catholic Education Association and North Central Association standards.

The resulting *Expected Schoolwide Learning Results (ESLRs)* identified what the school community wanted to see from Saint Mary's graduates. They included faith, knowledge and the ability to apply knowledge, working with others, involving oneself in the community, and living a Christian life-style. There was a unanimous acceptance of the six *Expected Schoolwide Learning Results* for Saint Mary's High School in 2001.

During the 2002-2003 school year the *Expected Schoolwide Learning Results* were introduced formally to the school community. They were posted in school classrooms and other areas in the school. They were published in various school documents such as the school's parent newsletter

and handbooks. They were distributed to and through the school Advisory Board and Parent Organization. They became the focus of our school community. Since that time, the *ESLRs* have actively been used in two important manners. Each year at the beginning of the school year, teachers indicate the *ESLRs* they will be incorporating into their course on their course syllabi. Both students and parents receive a copy of the teacher's course syllabus. At the end of each school year, the Senior Exit Survey given through Life Track Services, Inc., includes questions about the *ESLRs*. Listed below are the questions and the corresponding data that has been gathered from the classes of 2003 through 2008.

Do you believe you are an active member of your faith and respectful of other faiths?

2003	Yes – 84.5%	No – 15.5%	
2004	Yes – 76.1%	No – 22.7%	No Response - 1.1%
2005	Yes – 90.1%	No – 9.9%	
2006	Yes – 86.2%	No – 13.8%	
2007	Yes – 79.9%	No – 19.4%	No Response - 0.7%
2008	Yes – 84.1%	No – 15.3%	No response - 0.6%

Has Saint Mary's prepared you to be a leader, independent thinker, and problem solver?

2003	Yes – 84.5%	No – 15.5%	
2004	Yes – 78.4%	No – 21.0%	No Response - 0.6%
2005	Yes – 66.9%	No – 33.1%	
2006	Yes – 80.9%	No – 19.1%	
2007	Yes – 78.5%	No – 21.5%	
2008	Yes – 80.3%	No – 19.8%	

Do you believe you are academically prepared to meet the challenges of an ever changing world?

2003	Yes – 75%	No – 24.5%	No Response - 0.5%
2004	Yes – 82.4%	No – 17.1%	No Response - 0.6%
2005	Yes – 66.3%	No – 33.1%	No Response - 0.6%
2006	Yes – 86.2%	No – 13.8%	
2007	Yes – 84%	No – 16.0%	
2008	Yes – 82.8%	No – 16.6%	No Response - 0.6%

Have you learned the skills to work cooperatively and effectively with others?

2003	Yes – 92.5%	No – 7.5%	
2004	Yes – 92.1%	No – 7.4%	No Response - 0.6%
2005	Yes – 89.5%	No – 9.9%	No Response - 0.6%
2006	Yes – 95.4%	No – 4.0%	No Response - 0.7%
2007	Yes – 93.1%	No – 6.9%	
2008	Yes – 92.4%	No – 7.6%	

Do you believe you have been actively involved at school and in the larger community?

2003	Yes – 74%	No – 25.0%	No Response – 1.0%
2004	Yes – 71%	No – 28.4%	No Response - 0.6%
2005	Yes – 69.8%	No – 30.2%	
2006	Yes – 71.7 %	No – 27.6 %	No Response - 0.7%

2007 Yes – 70.8% No – 27.8% No Response - 1.4%
2008 Yes – 76.4% No – 22.9% No Response - 0.6%

Has Saint Mary’s helped you to be respectful of others and to acquire self-discipline for making healthy life choices?

2003 Yes – 85.5% No – 13.5% No Response - 1.0%
2004 Yes – 80.7% No – 18.2% No Response - 1.1%
2005 Yes – 67.4% No – 32.6%
2006 Yes – 80.9% No – 18.4% No Response - 0.7%
2007 Yes – 79.9% No – 20.1%
2008 Yes – 80.3% No – 19.8%

Chapter Three – Progress Report

Saint Mary’s High School participated in a three year mid-term visit in February, 2006. Two members from the original Visiting Committee (Dr. John Collins, Superintendent of the Diocese of Santa Rosa in Santa Rosa, California and Ms. Vicki Kilgariff, Counselor at Bourgade Catholic High School in Phoenix, Arizona) oversaw the visit.

The two person visiting team discerned a handful of key matters and encouraged the school to attend to those matters between 2006 and 2009 when the next full accreditation report and visit would occur.

PLANNED MOVEMENT TO SEVEN PERIODS

Visiting Committee Recommendation, 2006

This planned movement has numerous and significant consequences – for scheduling, for graduation requirements, for an expanded curriculum. The school is encouraged to maximize the possibilities that the plan presents, including rotating the blocks (to mitigate the routine factor) and even (after a year or more) discussion of the possibility of a modified block experience (to foster sustained study within each subject once per week).

Saint Mary’s Response, 2009

Saint Mary’s began use of a seven period schedule beginning with the 2006-2007 school year and has maintained it through the 2007-2008 school year and into the 2008-2009 school year. The bell schedule is listed below:

7:30 - 7:55 a.m.	Teacher/Student Period		
8:00 - 8:50 a.m.	Period 1 (Prayer/Pledge)		
8:55 - 9:40 a.m.	Period 2		
9:40 - 10:05 a.m.	Break		
10:10 - 10:55 a.m.	Period 3		
11:00 - 11:45 a.m.	Period 4		
11:50 - 12:15 p.m.	“A” Lunch	11:50 - 12:35 p.m.	Period 5
12:15 - 12:20 p.m.	Return to Period 5	12:35 - 1:00 p.m.	“B” Lunch
12:20 - 1:05 p.m.	Period 5	1:00 - 1:05 p.m.	Return to Period 5
1:10 - 1:55 p.m.	Period 6		
2:00 - 2:45 p.m.	Period 7		
2:50 - 3:30 p.m.	Detention		

“A” Lunch Content Areas: English, Foreign Language, Social Studies, and Theology

“B” Lunch Content Areas: Fines Arts, Mathematics, PE/Health, Science, and Technology

A number of different schedules (including a number of rotating schedules) were created and proposed to the faculty. After much discussion, the schedule listed above is the one the faculty voted to approve by a majority decision. At various times during both the 2006-2007 and 2007-2008 school years, some faculty members requested and were granted the opportunity for the daily schedule to be revisited by the entire faculty. Each time that occurred, the faculty (by voting) has decided to maintain the bell schedule currently in place.

Beginning with the 2006-2007 school year, Saint Mary’s High School prorated an increase in the total number of credits required for graduation from 24 to 28 based on the newly adopted seven period schedule and the philosophy that “failing” a class was not an option. Listed below are the new graduation requirements:

<u>Credit(s)</u>	<u>Content Area</u>
4	Theology
4	English
3	Mathematics
2	Science
3	Social Studies
1.5	Physical Education/Health
1	Fine Arts
9.5	Electives
28	TOTAL

Listed below is the four year process that was used to transition the increase in the total number of credits required from 24 to 28.

Freshman (class of 2010)	28 credits required for graduation
Sophomore (class of 2009)	27 credits required for graduation
Junior (class of 2008)	26 credits required for graduation
Senior (class of 2007)	25 credits required for graduation

Looking back at one of the key rationale points - creating opportunities for students, especially college bound students, to take more elective classes during their high school experience in addition to their core courses - which was established for moving to a seven period day when this accreditation action plan was developed, it is important to communicate that this has occurred. Saint Mary’s has increased the number of elective courses that are offered in almost every content area. The end result has been an opportunity for students to take more elective classes that are of interest to them.

WRITING ACROSS THE CURRICULUM

Visiting Committee Recommendation, 2006

The school is encouraged to enact the plan it has to go forward with its writing across the curriculum goal. This plan is specified in the last paragraph on page 33 of the school’s mid-term report.

Saint Mary’s Response, 2009

The English Department has been working closely with other departments to implement a writing across the curriculum program. English faculty held an in-service for all faculty explaining the writing skills expected at each class level, what type of writing and research skills were being taught at each class level, and a quick overview of the MLA method of documentation, which is the preferred documentation style used at Saint Mary’s. In addition, faculty members work with their colleagues in other departments to ensure that the MLA format

is used across the curriculum, answering questions and providing individual tutorials. A one page guideline originally developed by the ASU Writing Program, is distributed to the faculty to help them assist students in using proper MLA format in all research papers.

Saint Mary's encourages the use of the 6+1 Traits of Writing at all levels. Posters regarding these writing traits can be found in English classes, and in some other classes on campus. Writing begins with the Jane Schaeffer program for paragraph development in the Freshmen English classes. Freshmen teachers are encouraged to have their students write papers of just a few paragraphs, emphasizing the development of good, sound paragraphs. By the end of the year, freshmen are writing brief research papers, usually at about four paragraphs in length, using basic MLA standards. Sophomore year continues the use of the Jane Schaeffer paragraph development, but the writing standard is increased to the development of the five paragraph essay, and includes a higher level of research and the use of paraphrase and summarization. Sophomore teachers are encouraged to require five paragraph essays with a small amount of secondary research. Junior year requires research papers that go beyond the five paragraph essay and demand more advanced use of research skills in English and other classes. Senior year requires very in-depth research, including annotated bibliographies, research note cards, multiple drafts, and peer reviews.

Research based papers are required at many levels in most departments. In particular, Social Studies, Science, and Theology faculty members work with English colleagues to ensure the same skills sets and requirements for students writing research papers. Turnitin.com is a plagiarism site with which the school has contracted for all faculty members to use in their classes. The Social Sciences Department is one of the primary users of this resource along with the English Department, but some individual teachers in the Science and Theology Departments are also using it when they assign research papers.

The English Department provides Study Skills and Writing Fundamentals classes as electives, with primarily freshmen and sophomores enrolled, although students who score below a certain level on the High School Placement Test are required to enroll. The courses are developed to provide assistance to students to help them be more successful students and writers across the curriculum. The faculty members who teach the courses meet regularly with teachers from other departments to ensure that material covered in the class is meeting the needs that the teachers observe in their classes. In-class work and homework is built around the curriculum the students are studying in all classes, not just English classes.

PLAN TO USE STANDARDIZED TESTING TO DICTATE CURRICULUM CHANGES Visiting Committee Recommendation, 2006

Saint Mary's academic advisors use standardized test results to advise students, but the school has only just begun to use these results in order to inform curriculum changes. Greater attention needs to be given at Saint Mary's (and elsewhere as this matter has increasing consequences for the future accreditation of schools) to aggregating and disaggregating standardized testing data in order to inform curriculum/instruction leading to enhanced student achievement (the goal is curriculum and instruction modification for the sake of student learning). As an example,

analysis of entrance exam data has led to a required course in reading/language over the first two years for some Saint Mary's freshmen.

Saint Mary's Response, 2009

Saint Mary's has given greater attention to aggregating and disaggregating standardized testing data in order to provide information for curriculum and instruction development and to plan for enhanced student achievement. Discussions in this area have included all constituents of the Saint Mary's community (administration, staff, faculty, Advisory Board members, parents, alumni, and students).

The standardized testing data that has been used is as follows:

- * High School Placement Test (from Scholastic Testing Service, Inc.) given to incoming freshmen testing in the areas of reading, mathematics, language, and science
- * EXPLORE (from ACT) given in the fall to all freshmen testing in the areas of English, mathematics, reading, and science
- * PLAN (from ACT) given in the fall to all sophomores testing in the areas of English, mathematics, reading, and science
- * PSAT (from College Board) given in the fall to all juniors testing in the areas of critical reading, mathematics, and writing skills
- * SAT offered during spring of junior year and summer/fall of senior year testing in the areas of critical reading, mathematics, and writing
- * ACT offered during spring of junior year and summer/fall of senior year testing in areas of English (English composition), mathematics (Algebra and Geometry), reading (Social Sciences), and science (Biology)

In addition to breaking down the data of each test individually, Saint Mary's has created a system to track each student individually. That system currently looks at data from a graduating class in an attempt to make decisions for future classes and includes the following data:

- * High School Placement Test results
- * Admissions categories for incoming freshman at Saint Mary's
 - o No conditions
 - o Reading Summer School requirement
 - o Mathematics Summer School requirement
 - o Both Reading and Mathematics Summer School requirement
- * Classes and grades earned during senior year classes in English, mathematics, and science
- * Cumulative GPA at graduation
- * Class rank
- * SAT, ACT, AP test scores

The results of reflection on the data have resulted in an enhancement of curriculum and instruction in a number of ways:

- o The High School Placement Test results have been used to determine appropriate placement in the classes (curriculum) for each student for his/her freshman year.
- o Decisions regarding specific placement in honors, regular, or remedial classes are made.

- Decisions regarding placement in a World Language (formerly known as Foreign Language) class and science (Biology vs. Physical Science) class are made.
- Results are used to assist in determining if a student must attend summer school in reading and/or mathematics as a condition of enrollment in order to strengthen skills in those areas prior to beginning classes in the fall.

EXPLORE, PLAN, and PSAT results are used as a point of reflection for the levels (honors/AP, regular, and remedial) of classes that are offered during a student's academic experience on campus. During the past three years, a number of new classes have been created in all areas (honors/AP, elective regular, and remedial) in order to provide a comprehensive curriculum that will allow a student to grow academically in order to meet graduation requirements and be able to pursue and successfully complete post-secondary opportunities in either a community college or university setting.

Standardized test results have been used to identify students who may be at risk academically. Those students might be assigned to the Saint Mary's Student Study Team (SST). The student study team creates a written agreement (a plan) to assist the student with growth. Members of the team look at various data information (including standardized test results). Students may remain on SST for a length of time ranging from one semester to four years depending on the extent of assistance that is needed. Once a month, the SST leader meets with the student, his/her parents, the academic/guidance counselor, and possibly the Dean of Students. Progress reports are submitted by the teachers prior to the meeting.

A review of test data and discussions associated with that data have led to a renewed focus to reflect upon and review curriculum and assessment alignment for vertical teaming and for colleagues teaching a similar course. Curriculum Mapping work in this area has assisted in making sure that smooth transition occurs as a student moves through a content area path (example: English 1-2 to English 3-4 to English 5-6 to English 7-8). By reviewing specific data within test strands, the staff can assess to make sure that solid transitioning is possible for each student as he/she moves through core classes in any given content area. Additionally and equally important, teachers teaching a similar course reflect upon the data to assist in the specific alignment of both curriculum and assessment that must occur to make sure each student is being given optimal opportunities to be successful in a given course regardless of who the instructor may be.

NEW STRATEGIC PLAN

Visiting Committee Recommendation, 2006

Given that the four points from the existing strategic plan have been realized, it's timely for the school to fashion a new one. Care should be taken not to create plans that are separate from each other – that is, a strategic plan and (for the sake of accreditation) a school-wide action plan for improvement. To be successful, any plan must be circumspect in mode and integral in effect.

Saint Mary's Response, 2009

In May 2006, the ten members (administration, staff, faculty, advisory board members, parents, and alumni) comprising the Saint Mary's High School Strategic Planning Committee met to address the following:

1. Answer two questions:
 - What do we want Saint Mary's High School to look like three years from now?
 - Whom do we serve?
2. List and prioritize the strengths, weaknesses, opportunities, and threats to our school vision
3. Brainstorm and select goal areas

At the conclusion of this process, four goal areas were chosen:

- Student Standards and Expectations
- Facilities
- Technology
- Development

During the 2006-2007 school year sub-committees composed of administration, staff, faculty, Advisory Board members, parents, and alumni were set-up for each of the four goal areas.

These sub-committees meet regularly throughout the school year to develop the following:

- Goal statement for a specific goal area
- Various objectives for that specific goal area
- Action plan for each objective

The Saint Mary's High School Advisory Board has as a standing committee and agenda item to discuss the *Strategic Plan*. Additional opportunities also exist for ongoing discussion of this plan at staff, Parent Organization, and Student Council meetings.

This document was the end result of the dedication and hard work of many school Advisory Board members, parents, alumni, community members, teachers, counselors, staff members, and administrators at Saint Mary's High School. This document will remain fluid during the 2006-2009 school years as the actions of each objective move forward.

CHANGE AND TRADITION AT SAINT MARY'S HIGH SCHOOL

Visiting Committee Recommendation, 2006

The two-person visiting team at this mid-term point observes that, as change has come to Saint Mary's (particularly in the form of a new leader with a new leadership mode), there is heightened concern among some for tradition (i.e., for retention of what Saint Mary's has been/done over the years). In any organization at a time of transition, there is inevitable tension between the new and what is old. Saint Mary's has not been spared this kind of tension.

The tension is not debilitating; it is creative. Since 2003 the school has moved forward. The formula for this forward movement is comprised of equal parts of administrative leadership (that has led to organizational improvement at Saint Mary's) and faithful observance of the core experiences and values that have given the school its unique character. The Saint Mary's High

School community – in all its members and in all its constituent groups – is encouraged to observe this formula... and apply it.

Saint Mary's Response, 2009

Communication is a key component to creating opportunities for change while respecting tradition in a manner that is creative and not debilitating. To that degree, the administration (particularly the Principal) has worked to create communication opportunities for all of the various constituencies within the Saint Mary's community.

The school Advisory Board (represented by Saint Mary's parents, alumni, and community members) meets monthly throughout the school year. At each meeting discussions regarding Student Council activities, Parent Organization, the Development Office, the Finance Office, strategic planning, building & grounds, and technology occur. Opportunities also exist for specific agenda items to be brought to the table for discussion.

The Administration Team meets twice a month. The Administration Team consists of the Principal, Assistant Principal, Dean of Students, Athletic Director, Campus Minister, Development Director, Director of Finance/Facilities, representative of the Guidance Department, and a faculty representative. All matters related to Saint Mary's are brought before the Administrative Team for discussion. In many instances, the team votes to determine a decision to an agenda item presented.

The Guidance Department and the front office staff each meet once a month. The Guidance Department meeting is attended by the Principal, Assistant Principal, Counselors, and Registrar. The Front Office staff meeting is attended by the Principal, Assistant Principal, Office Manager, Registrar, Principal's Secretary, Dean's Secretary, and accounts receivable finance office representative. Within both of these groups, important discussions take place regarding the operation of the school. Great insight and input is given and supported in both settings.

A new three-part process for communication for the faculty was implemented at the beginning of the 2007-2008 school year. The Department Chair meeting is held on the first Friday of each month. That meeting, run by the department chairs, addresses issues and establishes the agenda for the faculty meeting. The faculty meeting occurs on the second Friday of each month. Again run by the department chairs, the faculty meeting addresses various school-related issues. Individual department meetings (organized by content area) meet at some point during the third or fourth week of the month. Individual department chairs are responsible to oversee those meetings with the members of their department. In all three instances, the Principal leads from the sidelines in an attempt to empower the faculty in important school-related matters.

Twice a month, the Principal meets with members of the Student Council. These meetings create valuable opportunities for interaction between members of the Student Council and the Principal. Many important issues are offered, discussed, and settled during these meetings. This important communication process provides opportunities for representatives of the student body to have a direct voice with the Principal.

Regular communication also occurs between the Principal and the parents through Parent Organization gatherings. Just as with the Student Council, these gatherings give parents a direct voice with the Principal.

Presently in the developmental stages, the Principal is planning to create breakfast opportunities for alumni with the Principal. These gatherings would create valuable dialogue between the Principal and alumni to discuss issues within the Saint Mary's community that are important to alumni.

In summary, Saint Mary's High School continues to move forward with change. Below are some of the activities and accomplishments which have occurred from 2006-2009.

Planning

- * 2006-2009 Strategic Plan (goals: student standards and expectations, development, technology, and facilities)
- * 2003-2008 Accreditation Plan and Three Year Accreditation Visit/Report
- * Assignment of Dominican Sisters of Mary, Mother of the Eucharist to Saint Mary's
- * Creation of Student Random Drug Testing Policy/Program

Spirituality

- * Live Rosary (during Advent) and Stations of the Cross (during Lent)
- * "March for Life" rally presence in Washington D.C. and Respect Life activities on campus
- * "World Youth Day" presence in Europe and Australia
- * Chastity speaker
- * Immaculate Conception presentation, activity, goals, Mass
- * Class Reconciliation Services
- * Local Diocesan Youth Day Rallies
- * Praying the Rosary outside abortion clinics

Academics

- * Offering of AP English (two levels), AP U.S. Government, AP U.S. History, AP Biology, AP Chemistry, AP Calculus AB, and AP Spanish Language
- * Offering Dual Enrollment classes in mathematics, English, and science
- * Offering of American Sign Language as a World Language
- * Honor Cords for Commencement Ceremony
- * Development and implementation of weighted GPA grading scale for 2005-2006 school year
- * Development and implementation of seven period daily schedule (courses offered, graduation requirements increased, actual daily schedule, and teaching assignments)
- * Power School

Staff Development

- * Creation of curriculum maps
- * Focus on alignment of curriculum and alignment of assessments among teachers who teach the same course
- * Review of assessment procedures done by staff
- * Teacher participation in creating an assessment portfolio
- * Introduced Guidance Department to the Pre-Referral Intervention Manual to assist with various student issues

- * Introduction of rubric from Charlotte Danielson's book, *Enhancing Professional Practice* used to develop individual professional goals for the year
- * Lesson plans and semester exams submitted for review

Social Activities

- * Sponsor of Smiles for Christmas activity for underprivileged youth
- * Participation in Easter Baskets project winning the award for the most baskets collected per student capita among all the high schools that participated
- * Anytown presentation to student body and staff focusing on diversity

Staffing

- * Hiring of new administrators - Dean of Students, Athletic Director
- * Hiring of new Campus Minister
- * Hiring of new Development Director
- * Hiring of a full time Counselor, to assist students specifically with various personal issues
- * Creation of the position Principal's Secretary and hiring for this position

Facilities

- * New copy machines
- * New PA system
- * New computer/phone system
- * Smart Boards
- * Upgrades to the facility (front office, classrooms, bathrooms, student lockers, exterior/interior walls, gym bleachers, gym lobby, staff parking lot, academic hallways, and fire/security system)
- * Construction of Virginia G. Piper Education Center
- * "Four" campaign is launched to cover remaining costs of construction of new building
- * Legal steps for closure of Sheridan and Third Street begins

Funding

- * Capital Campaign
- * Balanced budget for 2004-2005, 2005-2006, 2006-2007 and 2007-2008

Along with these new activities and areas of growth, many well respected traditions have remained in place.

The opportunities for communication with school administration will continue with the intent to cultivate opportunities for change while respecting tradition in a manner that is nothing but creative.

Chapter Four

Category A – Organization for Student Learning

A1. School Philosophy and Mission

To what extent:

Has the school established a clear statement of philosophy that reflects the beliefs of the institution, a commitment to Catholic identity, thoroughness of instruction, focus on the needs of the whole person, and recognizes the dignity of the members of the school community?

Does the philosophy and mission reflect parents as primary educators and teachers as facilitators of learning?

Is the mission defined further by adopted schoolwide learning results that form the basis of the educational program for every student?

Saint Mary's High School has established a clear *Mission Statement* and *Philosophy* – a philosophy which reflects the beliefs of the institution, a commitment to Catholic identity, thoroughness of instruction, and attention to the spiritual, intellectual and social needs of each person. In addition, both the *Mission Statement* and *Philosophy* recognize the dignity of the members of the school faith community, and affirm the parent as the primary educator and the teacher as the facilitator of learning.

The *Mission Statement* and *Philosophy* are further defined by our adopted *Expected Schoolwide Learning Results (ESLRs)* and evident in the curriculum and co-curricular activities that form the basis of the educational program for every student. The *ESLRs* emphasize faith, knowledge, ability to apply knowledge, working with others, involving oneself in the community, and living a Christian life-style. The deep commitment to the Catholic faith is foremost in the school's *Mission Statement, Philosophy* and *ESLRs*. Every published handbook, course catalogue, brochure, and pamphlet has one or more of the above statements listed in it. In addition, these statements can be found posted in classrooms, school offices and the conference room, and are given a prominent place on the school's website.

Practice and procedure at Saint Mary's High School support the parent as primary educator, and the teacher as the facilitator of learning. Practices in place to help support parents include:

Academic: The use of progress reports, honor roll recognition, voice mails, emails and parent-teacher conferences, academic counseling, daily morning teacher-student periods, after school teacher assistance, National Honor Society peer tutoring, after school library hours and volunteer peer tutoring. With the inception of the Power School system, parents can view at any time the student's current grades via the web. An annual Back-to-School Night provides all parents the

opportunity to meet their student's teachers and introduces them to the academic schedule. Both the student and parents read and sign-off on the *Student-Parent Handbook*, indicating a willingness to abide by the contents. Many teachers have parents sign the course syllabus given to their student.

Spiritual: Over the course of four years, our students experience an extensive process of spiritual formation. This includes such things as participation in monthly school-wide liturgies, the opportunity for daily morning Mass, class retreats, and Advent and Lenten reconciliation services. Daily morning, class, and lunchtime prayer are part of the regular school day. Students are given many opportunities to hear guest speakers on topics such as chastity, vocations, cultural diversity, Right to Life, world hunger, and to participate in devotions and youth events. Christian and community service activities also play an integral part in this formation. Students choose to become involved in a variety of service opportunities as individuals throughout their four years. During Catholic Schools Week classes select special projects such as making survival kits for the homeless, praying the rosary outside an abortion clinic, serving at a soup kitchen, and making gift bags for men and women in the armed services. All clubs have at least one service project they sponsor each year.

Social and Personal: These needs are supported and addressed through the caring assistance of teachers, counselors, administrators, campus minister, librarian, coaches, club moderators, nurse, secretarial staff, food service staff, security, and maintenance. There are various teams of staff members organized to identify and assist at-risk students, whether that risk is financial, social, personal, emotional, or academic. The school community takes seriously its responsibility to keep students safe, to guide them through their four-year high school experience and prepare them for the future.

At the end of four years a gradual progression has taken place in which our graduates demonstrate that they better understand how to put into practice a Christian perspective of life as stated in the last *ESLR*: Students will be self-disciplined and able to make well-balanced life choices which reflect Catholic values and teaching.

The school seeks to find new methods to educate students, parents, new staff and faculty about the *Mission* and *Philosophy* of Saint Mary's High School in order to inculcate to an even greater degree the Catholic identity and values expressed by these statements into every dimension of our school community.

A2. School Governance

To what extent:

- Does the governing authority committed to sharing the Catholic vision adopt policies which are consistent with the school's philosophy and mission and support the achievement of the expected school wide learning results for the school?

- Does the governing authority delegate implementation of these policies to the professional staff?

- *Does the governing authority monitor results?*

The *Mission Statement* of the Diocese of Phoenix is:

“The Diocese of Phoenix engages in the faith formation of the young through Catholic schools by integrating faith throughout an educational process that promotes academic excellence, moral values and lifelong service.”

Saint Mary’s High School is a part of the Roman Catholic Diocese of Phoenix and its mission, under the ownership and supervision of the Diocese. The Bishop, Executive Director of Education and Evangelization/Superintendent, two Assistant Superintendents, and Diocesan School Board, are all part of the authority which oversees the governance of each of the diocesan high schools.

The diocesan governing authority sets the standards for schools. The governing authority of Saint Mary’s High School is committed to sharing the Catholic vision of the diocese by adopting policies which are consistent with the diocesan *Mission* for schools. This governing authority delegates the responsibility to implement the vision of these documents, along with diocesan policies and procedures to the Principal. Saint Mary’s site leadership is entrusted with the operation of the school on a daily basis and ensures that all diocesan policies and procedures are followed in addition to the school’s own policies and procedures. The guidance and approval of the Executive Director of Education and Evangelization/Superintendent or an Assistant Superintendent are sought when developing major new school policies or implementing changes.

The Executive Director of Education and Evangelization/Superintendent evaluates the Principal yearly. The diocese also monitors the school through various reports and site visitations.

The Saint Mary’s staff has a clear understanding of the diocesan governing authority’s role. The school strives to educate all members of the community about the role of diocesan governance as it relates to the school.

A3. School Leadership

To what extent:

Does the school leadership encourage the cultivation of Catholic values and the spiritual formation of the school community?

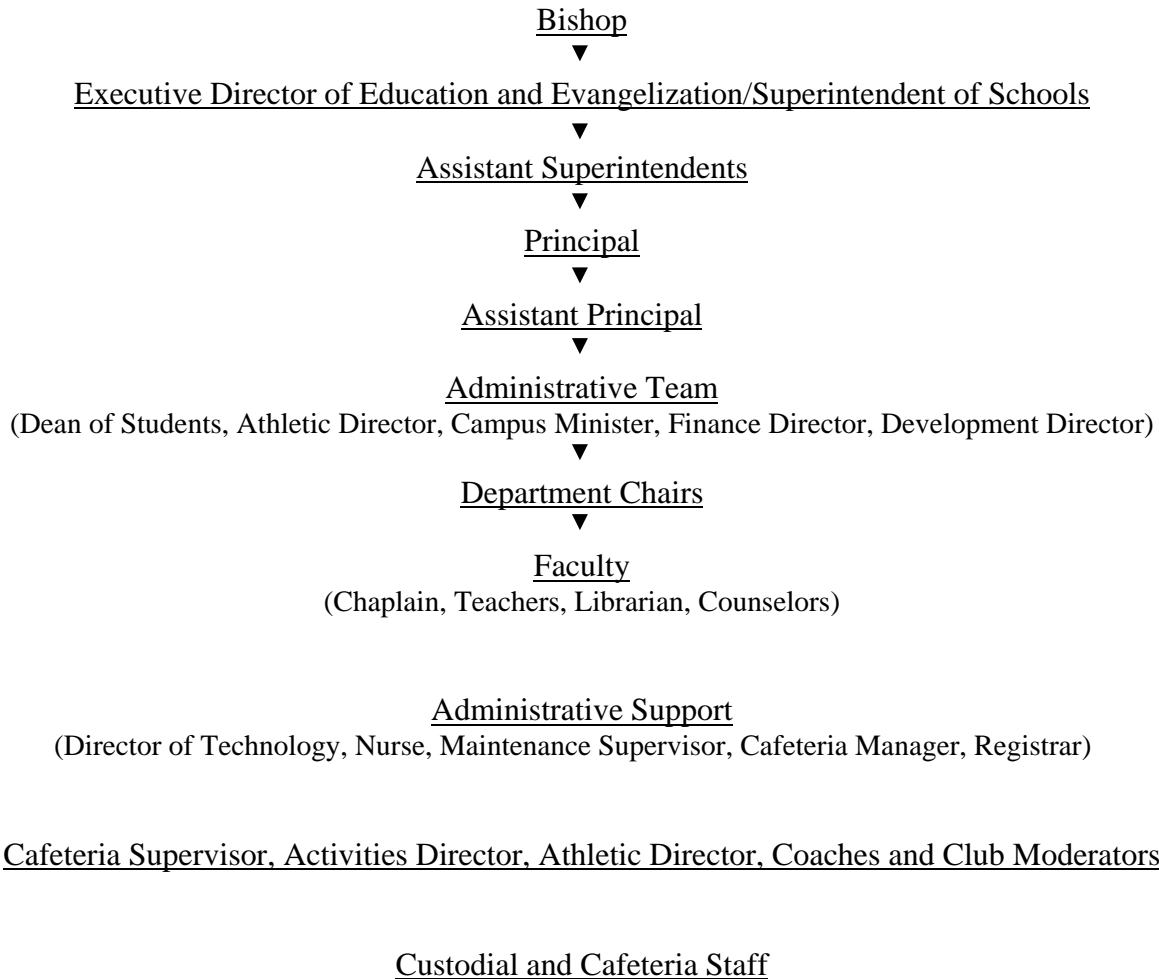
Does the school leadership make decisions to facilitate actions that focus the energies of the school on student achievement of the expected schoolwide learning results?

Does the school leadership empower the staff?

Does the school leadership ensure shared accountability for student learning?

Under the governing authority of the Diocese, there is a structured level of organization at Saint Mary's High School. The organizational flow of local decision making is illustrated in the following chart:

Saint Mary's High School Organizational Chart



Saint Mary's leadership strongly encourages the cultivation of Catholic values and the spiritual formation of the school faith community and makes decisions which focus the energy of the school on student achievement of the *Expected Schoolwide Learning Results*. The school leadership empowers the staff and ensures shared accountability for student learning. The focus of the school leadership is two-fold: the formation of a school community which fosters faith development and the coordination of an academic program which ensures student achievement through the realization of Saint Mary's *Mission, Philosophy, and ESLRs*.

Spiritual Formation: The school leadership promotes faith development by providing and supporting a curriculum and an environment which supports the spiritual needs of students and staff: daily Mass, monthly all-school liturgies, daily prayer, a four-year comprehensive theology curriculum, campus ministry program, two school chaplains to provide spiritual counseling and

fulfill the sacramental needs of students and staff, class retreats, and personal faith sharing opportunities on a student-to-student, student-to-teacher/staff, and staff-to-staff basis. The faculty celebrates Mass at the opening of school, before leaving for Christmas recess, and at the close of the school year. The staff also participates in monthly Friday afternoon prayer services prepared by various teams of staff, academic departments, and the Campus Minister. Classes, athletic teams, organizational meetings of the faculty and staff, and the different school committees all have the tradition of beginning their activity or meeting with prayer. The Campus Minister is highly visible on campus and engages in daily ministry to students, faculty, staff, and administration, through prayer, email, and personal contact, many times extending support to the families of staff and students.

Academic/Student Achievement: The school leadership makes decisions which facilitate the focus of school energies on student achievement of the *Expected Schoolwide Learning Results*. The school leadership empowers the various academic departments to develop, evaluate, and implement strong academic programs which support the *School Mission, Philosophy, and ESLRs*. The interaction between department members and department chairs helps keep communication lines open. As a staff we continue to seek and find ways to incorporate the values of the *Expected Schoolwide Learning Results* into our curricular and extra-curricular activities. The process is an ongoing challenge. Five years ago a new strategy began in which teachers began matching each of their course objectives with the appropriate *ESLR(s)* that is reflected. This information is included in all course syllabi, thus providing teachers the opportunity to begin teaching and reviewing the *ESLRs* on the first day of each school year. Some other areas where school leadership has focused energies to increase student realization of the *Expected Schoolwide Learning Results* include:

- *Support of opportunities for ongoing and new spiritual activities and speakers on campus to further enhance student growth in their faith.
- * Continued use of the ACT Testing program (Explore and Plan) to help freshman and sophomore students recognize the importance of student achievement and to provide them with a visual measure of how well they are preparing themselves academically for their futures.
- * Increased development of advanced curriculum which includes courses at the Honors, Dual Enrollment, and AP levels to increase knowledge, critical thinking and problem-solving skills.
- * Providing encouragement, support, and resources to advance writing-across-the-curriculum in order to help increase student writing skills and achievement.
- * Ongoing development of remedial curriculum to help students with educational gaps fill in those gaps with knowledge and gain confidence and motivation in order to move forward and achieve their educational goals.
- * Modeling the school *Mission, Philosophy, and ESLRs* in every decision and policy.
- *Communicating the school *Mission, Philosophy, and ESLRs* in school publications in order to provide students with ongoing education about the content of the statements.

*Support of a strong co-curricular program, including athletics and activities which engage students in positive, healthy, enjoyable, and educational experiences and promote the social and personal growth of students.

Teams of certified and classified staff, parents, and students make up numerous and varied organizational components of the Saint Mary's school community. These teams were developed to empower the staff with shared ownership for the cultivation of Catholic values, spiritual formation, and academic decisions at Saint Mary's High School. The key teams are:

- The Administrative Team composed of the Principal, Assistant Principal, Campus Minister, Athletic Director, Finance Director, Counselor, Dean of Students, and Development Director meets every two weeks, alternating meetings of calendar and activity update discussions with meetings on school issues, needs, concerns, trends, and problem solving.
- The Department Chairs form a team which meets monthly with the Principal and Assistant Principal to discuss issues, propose new or improved policies, seek advice, and share ideas in order to develop the agenda for the monthly faculty meeting. The Department Chairs take turns chairing monthly faculty meetings, following the agenda that was developed in the Department Chair meeting. The additional responsibilities of the Department Chairs include: sharing of ideas and research to help support raising the level of student achievement, assisting in the hiring of department members, reviewing and evaluating current curriculum, proposing new department curriculum, selecting textbook materials, assisting in the development of the yearly master schedule, proposing and monitoring a yearly department budget, and scheduling regular monthly department meetings. Many of these responsibilities have been newly delegated to the Department Chairs over the past three years.
- The Principal and Assistant Principal meet monthly with representatives from the Front Office staff to hear concerns, review upcoming calendar events, and support the overall needs of these staff members.
- The Principal and Assistant Principal hold a monthly Guidance Department meeting which includes all counselors and the Registrar to address issues and concerns, look ahead to schedule needs, course selection, course fairs, and any other Guidance Department agenda items.
- The Principal, Dean of Students, Counselor, and Campus Minister meet every two weeks to share the concerns of the at-risk students, whether that concern be of an emotional, academic, spiritual, or social nature.
- The Principal meets with the Student Council bi-weekly to hear concerns, help develop leadership skills, work through ideas proposed with regard to school policies, procedures, events, and activities.
- The Principal meets monthly with the school's Advisory Board and the public in attendance.
- The Principal meets with the Parent Organization, Project Graduation, and Finance Committee, on a regular basis.

The formation and regular meetings of these teams provide the school leadership with a formal process by which they stay in touch with all of the vital constituencies of Saint Mary's High School. Great strides have been made in sharing the delegation of authority with a wide range of

professional staff on campus. Major school policy changes (7-period day, double-lunch, random drug testing program) were made after gathering input from faculty, school organizations and the school community at large through special meetings in order to provide opportunities for meaningful discussions and the sharing of ideas.

The roles and responsibilities for faculty, students and parents are well delineated, thus ensuring shared accountability for student learning. Handbooks, reviewed and updated annually are distributed to each constituency. Faculty, parents, and students sign a form indicating they have read the respective handbook and will abide by the policies discussed therein. The administration has an “open door policy” in order to aid in developing and maintaining healthy school relationships and to help resolve any conflicts which may arise.

The school leadership continues to seek opportunities to cultivate Catholic values, focus school academic energies for student achievement, empower staff, and share accountability for student learning. Administrative leadership is currently in process of working with the Department Chairs to develop a process of accountability which will provide another opportunity to increase the delegation of authority to the professional staff to help monitor the implementation of the school’s policies, procedures, *Mission*, *Philosophy*, and *ESLRs* among all staff members. The school’s motto – *For God, Home and Country* – continues to provide the faculty, staff, and administration empowerment and inspiration to meet the challenges that the ministry of education faces in the global society and at Saint Mary’s High School.

A4. Staff Criterion

To what extent:

Are the school administration and staff qualified for their assigned responsibilities?

Are the school administration and staff committed to the school’s philosophy and mission?

Does the school administration and staff engage in ongoing spiritual and professional development that promotes student learning?

Do the administration and staff lead by example and work to create a community of faith?

The administration and staff of Saint Mary’s High School are well qualified for their assigned responsibilities and are committed to the school’s *Mission* and *Philosophy*. The Principal is hired and evaluated by the Executive Director of Education and Evangelization/Superintendent. The hiring process for all other certified staff includes a mandatory screening interview by an Assistant Superintendent to discuss the experience, skill, commitment to Catholic education, and to receive the official records: state certification, fingerprint, transcripts, and application. Once applicants have been screened, the Principal and most often one other faculty member, the Assistant Principal or Department Chair of the hiring department, meet in the interview to determine how well the applicant meets the needs and requirements of the position to be filled. All of our teachers, counselors, and administrators have an Arizona Teaching/Administrative License and Credential appropriate for their position. The state licenses are renewable every six years with a requirement of one hundred eighty (180) clock hours every six years for renewal. In addition, fingerprint cards, Catechist Ministry certification, Safe Environment training records

and other important professional growth records and forms are maintained in individual personnel files kept in the Principal's office.

Saint Mary's teachers, administrators, and staff are evaluated by their assigned supervisor. The Principal evaluates all administrators and directors. The Principal and Assistant Principal share the responsibility for evaluation of teachers and staff members. New teachers to Saint Mary's are evaluated at least two times a year for two years. Teachers who have been at Saint Mary's for more than two years are observed formally and informally at least twice per year. The ongoing evaluation process allows for formal reporting and follow-up meetings where applicable.

In order to insure teachers new to Saint Mary's High School become as comfortable and informed as possible in their new environment, a special one day New Teacher's Only Orientation meeting is provided before the first all staff meeting in the fall. During the school year Department Chairs are responsible for providing extra guidance to those new teachers joining their department. In addition, the Assistant Principal meets monthly with new teachers to review school events, policies and procedures, to provide an open and informal forum for questions and concerns, and to also provide moral, spiritual, and academic support to each of them as they move through their first year experience at Saint Mary's. Both the Principal and Assistant Principal emphasize their open door policies to all new staff members.

The Saint Mary's administration, faculty, and staff are committed to the school's *Mission Statement, Philosophy, and ESLRs* which are posted throughout the school and in every classroom. The high visibility of these statements is an ongoing reminder to students, staff, parents, and community of the importance of the stated values to the school community. In addition to assisting students in their academic growth, staff members participate to a high degree in the social and personal growth of students as club and activity sponsors (71%) and athletic coaches (32%). Participating with students in these co-curricular programs provides staff with additional opportunities to lead, be role models for their students, and provide non-academic venues to promote or create a community of faith environment.

The Saint Mary's administration and staff engages in spiritual and professional development that promotes student learning. Sixty percent of certified staff is Catechist certified with all others in process of completing this requirement. Staff members participate in on-going spiritual development through diocesan sponsored programs, and various school opportunities: monthly staff prayer services, in-services, yearly staff retreat, end of each semester all-staff Mass, Tuesday and Wednesday morning before school prayer meetings in the chapel with the Society of St. Bonaventure sponsored by the Campus Minister, Thursday morning Rosary with the Legion of Mary, daily morning Mass, listening to student intentions and praying with students in class. Some examples of other professional development engaged in by staff to promote student learning include: AP Summer Institutes (local, California, Washington), AP local December workshop, classroom diagnostic assessment training, Structured English Immersion classes, Smart Board training, Bearing Witness Program, NCEA Conventions, Motivating and Challenging the Unmotivated Learner, Curriculum Mapping, leadership training, participating in the accreditation process as a Visiting team member for another school's accreditation, and teachers taking classes in pursuit of a higher educational degree.

Through participation in the above activities, and more, the faculty strives to grow spiritually and professionally and to create a community of faith in which all staff and students feel welcome at Saint Mary's High School.

A5. School Environment

To what extent:

Does the school have a safe, healthy, nurturing environment that reflects the school's philosophy and mission?

Does the school environment foster community and the achievement of spiritual and educational goals?

Is the school environment characterized by a respect for differences, trust, caring, professionalism, support, and high expectations for each student?

Saint Mary's High School places the safety, health, and well-being of staff, students, parents, and visitors as a top priority. Staff are trained in all diocesan required programs and reminded and made aware of school policies and procedures that are in place to help insure that the high standards of a safe and welcoming environment are maintained.

Physical Safety: Saint Mary's has a closed-campus policy. A full-time security guard is on campus each day in order to help secure the grounds and assist with any incidences that may occur. An off-duty police officer is on campus daily at dismissal to assist with traffic control. Off-duty police officers are hired (number depending on the type of event) for all school-sponsored events for students, in order to again, assist with any incidences that may occur with our students or with any non-Saint Mary's students trying to enter or be disruptive. At school dances, any non-Saint Mary's student must have a pre-approved guest pass and be accompanied by a Saint Mary's student. Visitors to our campus are required to sign in at the Main Office desk and wear a name tag for the duration of the visit. The school is equipped with security cameras located throughout the campus and parking lots and with a coded alarm system in operation during non-school hours.

The Director of Finance and Facilities oversees the safety on campus by working with the maintenance staff to make sure the buildings, equipment, and environment at Saint Mary's are clean, safe, operating properly, leak-free, hazard-free and meet all required safety standards. The entire faculty and staff is encouraged to assist in this important process by immediately reporting all perceived safety and security concerns to the maintenance staff, facilities director, or administration.

The Dean of Students and the Principal are responsible for the implementation of the school's crisis plan for any emergency situation. The plan was developed after consulting with police and fire officials. Evacuation instructions are posted in each classroom; detailed lock-down and evacuation instructions are given verbally over the intercom at the beginning of the year; evacuation and lockdown drills are practiced regularly.

The *Student-Parent Handbook* outlines the diocesan policy regarding any form of harassment and clearly states the consequences for offenses related to verbal threats, physical fighting, violence, the possession and/or use of weapons and the possession and/or use of alcohol and drugs. To ensure the safe, appropriate, and legal use of school computers, a section on “Terms and Conditions for Computer and Internet Use” is also detailed in the *Student-Parent Handbook*. Physical Well-Being and Health: Saint Mary’s employs a full-time registered nurse who is responsible for any health emergencies which may arise, the daily administration of medication to specific students, and maintenance of health records for all students. The nurse communicates with teachers regarding specific student illnesses or considerations that need to be made. A trainer is on staff to work with injured athletes, and those who have other physical needs.

Keeping students at Saint Mary’s High School drug and alcohol free is very important to the entire community. The goals of our random drug and alcohol testing program are to: provide each student with a legitimate reason to say “no” to the use of alcohol and illegal drugs; deter use of alcohol and illegal drugs and the threat that doing so poses to each student’s health and safety; undermine the effects of peer pressure on students; assist adults in educating students to stay away from drugs/alcohol and to move towards a healthier and drug-free lifestyle; and encourage those students who use drugs to seek help by participating in drug treatment programs.

Students and parents are informed of the testing program and its policies through documentation included in the yearly registration packet. They are required to sign a statement of understanding, and to select a testing method of operation. The testing is handled by TASC under the guidance of the school nurse and in conjunction with the Dean of Students. In the event of a positive result, the student is placed on the school’s drug/alcohol contract. While this is one specific program designed to address student drug and alcohol safety, faculty and staff are encouraged to share with the nurse, counselors, or the administration any concerns they may have about a student or group of students who exhibit signs of drug or alcohol use/abuse. One counselor on campus is designated to work with students and families of students who are on the school drug/alcohol contract.

In accordance with diocesan policy, all Saint Mary’s employees, athletic staff and volunteers attend the initial “Called to Protect for Ministers” safe environment three-hour training class as well as yearly follow-up sessions. Diocesan and local records of attendance are kept in the diocesan database. These classes help insure and support the safe environment of each school campus.

Diocesan policy has also extended over recent years to include student training sessions. Saint Mary’s Safe Environment facilitators train all students in accordance with the yearly diocesan youth program. This program is established to help students understand and be a part of the process of maintaining a healthy and safe environment at Saint Mary’s.

The school welcomed the opportunity to partner with the diocese and parents to provide more nutritional selections on the school menu following the guidelines of the Diocese of Phoenix School Wellness Policy. Food and beverages sold or served on school grounds during normal school days meet Dietary Guidelines for Americans and other nutrition guidelines as set forth by

the Arizona Department of Education Child Nutrition Programs. These nutritional choices help support parents and students in the pursuit of student overall well-being.

All students are required to take Health class as a graduation requirement. The class covers topics such as nutrition, personal hygiene, leading a healthy lifestyle, self-esteem and mental health, alcohol, drugs, tobacco, disease, managing stress, and physical fitness for life.

Psychological Well-Being: Saint Mary's has a strong belief that it is in the best interest of students to develop them as well-rounded individuals. Our school's *Mission, Philosophy*, and *ESLRs* support this belief. Programs and assistance for students is provided in the following ways:

- Students are encouraged from the beginning of their freshman year to become involved in a school club, athletic program, fine arts performing class, student government, or volunteer to assist at various school functions.
- Staff members make themselves available to students to listen and encourage them.
- Teenage issues are addressed at various times throughout the standard curriculum. Saint Mary's attempts to find quality speakers and programs which address such issues as peer pressure, bullying, depression, suicide, chastity, and cultural diversity.
- Our school provides students with the diocesan youth safe environment training and update programs each fall.
- Saint Mary's has implemented a Student Study Team (SST) whose purpose is to develop strategies to assist the student with issues that have surfaced regarding spirituality, academics, behavior, attendance, and substance use/abuse. The team is composed of the Dean of Students, counselor, student, SMHS parents/guardians, administrators and staff.
- A series of Life Skills presentations are made quarterly to all students by a member of the staff.

Saint Mary's encourages all staff to help identify and report students who, by their emotional or social behavior, may be expressing a cry for help. The Dean of Students, Campus Minister, Chaplain, counselors, nurse, and other administrators work diligently with staff and parents to assist them in finding the necessary resources to help the student resolve issues and receive the mental and emotional health assistance that is needed.

Saint Mary's students are expected to follow high standards of honesty and academic integrity. Student academic needs are supported and supplemented in a number of ways which include: appropriate levels of communication among administration, teachers, counselors, and parents to ensure the best possible educational experience; teacher availability before the start of school for tutoring and additional help; peer tutoring; availability of the library and computer labs both before and after school.

Parental involvement is critical to the process of education, and to this end the school has purchased a new Web-based school operating system, Power School, including an online grade reporting system which enables parents to stay up to date and informed on student academic progress as grades are posted. Parents, students and teachers are encouraged to keep open the lines of communication.

Though Saint Mary's has many strategies, methods, and procedures in place to assist students and parents with spiritual, academic, social, and personal needs there remains a sense that more can always be done, or done better. It is an ongoing goal of the school to be ever vigilant to student needs and to address them in a prudent, caring, nurturing, professional, and respectful manner. In this way we can continue to provide the school community with a pleasant, enjoyable, safe, and spiritually uplifting school environment.

A6. Reporting Student Progress

To what extent:

Does the school's administration and staff regularly assess student progress toward accomplishing the school's expected school wide learning results?

Does the school's administration and staff report student progress to the rest of the school community?

Through thoughtful writing and implementation of course objectives, teachers are challenged on a daily basis to assess student progress toward accomplishing the *Expected Schoolwide Learning Results*. Saint Mary's High School uses a yearly senior exit survey to assess student progress toward accomplishing the school's *ESLRs*. Survey results are shared with the constituents of the school community. Administrators assess the progress of students toward achieving the *ESLRs* through the survey results, comments, observations, and opinions of students, staff, parents, coaches, and community members.

Some specific examples of how student academic progress is reported to various members of the school community include the following examples:

- Power Teacher allows parents to monitor their student's progress daily.
- Report cards distributed quarterly; mid-quarter progress reports; teacher contact with parents personally via telephone or email.
- Published Honor Rolls: First Honors for students achieving a 3.75+ GPA, and Second Honors for students achieving a 3.50 - 3.74 GPA – individual certificates are awarded.
- Academic achievement is recognized through membership selection into the National Honor Society and National English Honor Society. Students at Saint Mary's may earn a school Academic Letter upon achieving a certain academic standard.
- Back-to-School Night, allows parents to attend their student's class schedule and meet teachers; parents are provided with copies of the syllabus which include course expectations.
- Students are recognized for service, athletic, and other distinctions throughout the year through school intercom announcements, in the *Green Streak* (parent newsletter), *Knightline* (alumnae newsletter), and *Round Table* (school newspaper); at athletic banquets and the annual Farewell Assembly.

- The wider community learns of the achievements of Saint Mary's students via media coverage, including *The Arizona Republic*, *East Valley Tribune*, and *The Catholic Sun*.
- Guidance Department: Freshmen are oriented to high school and its many opportunities and rigorous academic demands, including such things as homework, personal organization, time management and school involvement in clubs and athletics; Sophomores are encouraged to be thinking about careers and setting the necessary goals - spiritual, academic, personal and motivational, which will help them achieve their career goals; Juniors are encouraged to focus on college test preparation, research college options, scholarship and financial aid resources, and ensure that their curriculum selections are appropriate to their college and career choice; Seniors are guided to complete the college testing process, make a college selection, and complete the application, scholarship, and financial aid processes. The senior counselor arranges for college visitations from in-state as well as from many out-of-state colleges and universities. Counselors make it a point to get to know, encourage, support and be an advocate for their students. Counselors send home correspondences to parents throughout the year to inform them of the scope of each particular year's program and to provide them individual information about their own student's achievement and progress toward achieving their post-secondary goals.
- Each year freshman, sophomore, and junior students participate in an all-school test day. Freshmen take the ACT Explore, sophomores the ACT Plan, while juniors are given PSAT/NMSQT. Results received at school are reported to students and mailed to parents. Group test results are provided to the administration, Advisory Board, and department chairs who in turn share them with teachers.
- Other tests given yearly are AP Exams, the AIMS tests for eligible juniors who wish to qualify for scholarships to any of the state universities; local, state, and national mathematics exams and national science tests.
- The annual Honor Board Ceremony in October recognizes the 3.75+ GPA senior students; families, friends and staff members are in attendance; the student's photos are put on display in the main lobby for a year.
- Other ceremonies addressing academic achievement include: The annual National Honor Society induction ceremony with students, staff, family and friends in attendance; annual Senior Awards Night held at the Phoenix Mountain Preserve at which time a wide range of student achievement is acknowledged including Valedictorian, Salutatorian, Principal Awards, Franciscan Awards, Knight and Lady Knight Awards, Christian Service, subject area awards, senior college scholarships, awards from outside benefactors, and military service commitments; annual school Senior Farewell/Honors at which time in addition to seniors, freshmen, sophomore, and junior students who have distinguished themselves in academics or athletics are given honor and recognition.

Assessing progress in other areas of the *ESLRs* offers more of a challenge. Some of the more intangible aspects are better addressed by examining student involvement in activities such as campus ministry, Catholic Formation class, community and parish service, parish youth groups, on and off-campus clubs and organizations, and athletic participation, all of which have a high level of participation by our students. The *Green Streak*, a publication that touches upon all aspects of school life - spirituality, academics, fine arts, athletics, alumni achievements – illustrates the multiple involvements of students participating in events that support the

accomplishment of the school's ESLRs. It is sent monthly to parents, Catholic Elementary School Principals and members of the Saint Mary's Scholarship and Benefit and Advisory Boards, and is posted on the school's website to provide the means for all constituents to stay informed.

A7. School Improvement Process Criterion

To what extent:

Does the school leadership facilitate school improvement which is driven by plans of action that embody formation and enhance quality learning for all students?

Does the school leadership have school community support and involvement?

Does the school leadership effectively guide the work of the school?

Does the school leadership provide for accountability through monitoring of the school wide action plan?

The school leadership facilitates school improvement that is driven by plans of action that embody formation and enhance quality learning for all students. School improvement includes long-range planning for facility development and financial stability, as well as providing for enhancing curriculum and learning for students and staff development and professional growth for teachers.

Administration has provided the knowledge, support, and means for the school to move forward using two main school-authored documents: *2003 Accreditation Three Year Revisit Report* and the school's *Strategic Plan, 2006-2009*. Saint Mary's has demonstrated achievement and advancement in all five of the areas of growth suggested by the two-member visiting accreditation team in 2003 (three of the five areas were directly related to student learning), as reported in Chapter 3 of this report.

The Saint Mary's Advisory Board Strategic Plan Chair oversees the continued evaluation of all phases of the school's *Strategic Plan, 2006-2009* by requiring written and oral reports from those chairing each of the plan's areas. School leadership participates in the sharing of ideas, suggestions, implementation, and accountability for accomplishing the goals of the Strategic Plan. The Strategic Plan Committee is dedicated to communicating with all constituents in order to promote a community of buy-in, trust, and commitment.

The Principal has developed a strategy which empowers Department Chairs to play a more distinguishable leadership role in the school community by having them discuss and develop agenda items at monthly Department Chair meetings to be brought forward for discussion at monthly staff meetings. Each department has a monthly meeting led by their Department Chair to discuss the issues presented in the Department Chair meetings. Usually staff members are assigned to complete a task that was developed during those meetings. Attendance is mandatory

at monthly staff meetings, minutes are recorded, and the agenda always provides an opportunity to make suggestions for the good of the order, and to address “void of information” items.

Accreditation measures the degree of the success of the school, and the academic accomplishments of the students measure the degree of academic success of the teachers. Teachers are held accountable through observations and evaluations on a yearly basis; teachers who have been in the school for two or less years have an evaluation each semester. At the beginning of each year teachers are required to submit an outline and course syllabus for each course taught, and three or more professional goals.

The school’s Student Council leadership organizes programs which enhance the community spiritually and environmentally and seek to increase the quality of learning for all. An example of this effort would be the Smiles of Christmas annual program for underprivileged school children organized by the Student Council and spearheaded by a Saint Mary’s alumna. Because of the transitional nature of the council, i.e., leadership changes every year, ideas and suggestions vary and evolve. The student body is aware that the council is designed to serve the students. Council members represent the voice of the students, and express that voice to the Principal, the Administrative Team, and staff. Likewise, the Administration seeks the input of students on issues and concerns that directly affect students through Student Council leadership.

Areas of Strength

Saint Mary’s High School:

- has established a clear *Philosophy* and *Mission Statement* which reflects the beliefs of Saint Mary’s High School: a commitment to Catholic identity, thoroughness to instruction, and attention to the needs of each Knight and Lady Knight; affirming the parent as the primary educator and the teacher as the facilitator of learning.
- has a strong tradition of creating and promoting a family atmosphere in the school community.
- has a highly dedicated and qualified faculty, staff, and administration committed to the Catholic vision, values and beliefs stated in the school’s *Philosophy*, *Mission Statement*, and *Expected Schoolwide Learning Results (ESLRs)* and to the advancement of all students spiritually, academically, socially, and personally.
- creates a Christ-centered, student-focused, safe, clean, pleasant, and nurturing environment which fosters opportunities for the achievement of the school’s spiritual and educational goals for all students.
- provides frequent and consistent communication among administration, faculty, and parents.
- constituents (administration, faculty, staff, parents, students, and alumni) work together to facilitate school improvement which embodies formation and enhances quality learning opportunities for each Knight and Lady Knight.
- has a comprehensive *Strategic Plan 2006-2009* which addresses increased learning for all students.

Areas of Growth

Saint Mary’s High School will strive to:

- develop new strategies in order to increase the Catholic identity of the school.

- seek new approaches to increase the Catholic culture of the school environment, including the spiritual formation of students, staff, and parents, the church and the un-churched.
- develop additional methods to assess and measure the implementation and achievement of each of the *Expected Schoolwide Learning Results*.
- assess the needs of the staff in order to provide pertinent, research-based professional growth opportunities for all, both on and off campus.
- find additional means to educate students, parents, staff and community with regard to the values and beliefs of the school's *Philosophy, Mission Statement, and Expected Schoolwide Learning Results*.

Evidence

- * Advisory School Board bylaws/agendas/meeting minutes
- * Athletic Department information
- * Back-to-School Night information
- * Campus Ministry information
- * Christian Service program
- * Course Syllabi
- * Curriculum mapping
- * Daily Mass
- * Department Chair meeting agendas/minutes
- * Department meeting minutes
- * Evaluation forms for administration/faculty/staff
- * *Expected Schoolwide Learning Results (ESLRs)*
- * Faculty and Staff contracts
- * Faculty meeting agendas/minutes
- * Graduation information and program
- * *Green Streak* parent newsletter
- * *Guidance Department Handbook*
- * In-Service (Catechesis, SET, SEI, AP, etc.)
- * Life Track survey program
- * Lockdown/Evacuation Crisis Plan information
- * *Mission Statement*
- * Monthly All School Mass
- * Morning Prayer
- * National Honor Society
- * Personnel Files
- * *Philosophy*
- * School assemblies and pep rallies
- * School Calendar
- * Senior Awards Ceremony information
- * *Staff Handbook*
- * Standardized Test Results
- * *Strategic Plan, 2006-2009*
- * Student Council Constitution and meeting minutes
- * *Student-Parent Handbook*

- * Student/Staff/Parent Retreat information/opportunities
- * School surveys to students, parents, and staff
- * *The Knightline* semi-annual alumni newsletter
- * *The Round Table* school newspaper
- * Web Site: www.smknights.org

Category B – Curriculum and Instruction

B1. What Students Learn

To what extent:

Does the school provide a challenging, comprehensive and relevant curriculum for each student that fulfills the school's philosophy and mission, strengthens Catholic identity and results in student achievement of the expected school wide learning results through successful completion of any course of study offered?

Saint Mary's High School provides a challenging, comprehensive, and relevant curriculum for each student that fulfills the *Philosophy* and *Mission*, strengthens Catholic identity, and results in achievement of the *Expected School Wide Learning Results* through the successful completion of the school's course of study.

Saint Mary's provides a challenging curriculum through the methods of instruction and in content itself. Teachers develop lessons to challenge students while offering opportunities for students of varying ability to succeed. Students are aided by teachers, guidance counselors and parents as they choose the courses which are most appropriate for their individual growth.

Every student is required to complete twenty-eight (28) credits for graduation distributed as follows:

- Theology – 4
- English – 4
- Mathematics – 3
- Social Studies – 3
- Lab Science – 2
- Fine Arts – 1 (Visual Art, Dance, Band, Chorus, Drama, Acting, Stage Craft)
- Physical Education – 1
- Health – .5
- Electives – 9.5 (include Webpage Authoring, Computer Graphics, Computer Programming, Computer Applications, Journalism, Yearbook, Current Events, Psychology, History of Anti-Semitism and the Holocaust, Personal Finance, Poetry, Creative Writing, Speech, American Sign Language, French, and Spanish, Boys Lifetime Sports, Girls Lifetime Sports, Weight Training, Athletic Physical Education, Student Council Leadership class)

Students wanting to meet university entrance requirements meet or exceed the following credit standard:

Theology – 4; English – 4; Mathematics – 4; Social Studies – 3; Lab Science – 3; Fine Arts – 1; Physical Education – 1; Health – .5; World Languages – 2; Electives – 5.5

Saint Mary's supplements the core curriculum with classes which provide assistance and support to students entering SMHS with English, Reading, or Mathematics deficiencies. Presently the curriculum includes Pre-Algebra, Fundamental Algebra I and II (FA I covers first semester

Algebra I for a full year, and FA II covers second semester Algebra I for a full year); Reading Concepts 1-2 and 3-4 for additional reading support; and Study Skills and Writing Fundamentals to instruct, support, and mentor students with academic needs. The 2009-2010 curriculum will also include an ESL Reading class to better assist English Language Learners.

Honors courses are offered in five different departments and include: English 1-2, and 3-4, Algebra 1-2 and 3-4, Geometry, Biology, Chemistry, Physics, World History/World Geography, Spanish 5-6, French 5-6 and 7-8, American Sign Language 5-6; the 2009-2010 school year will add Fine Arts honors courses to the curriculum – Honors Band and Honors Studio Art. Eight Advanced Placement courses are available: Calculus AB, U.S. History, U.S. Government, English Language and Composition, English Literature and Composition, Biology, Chemistry, and Spanish Language. Rio Salado Community College Dual Enrollment courses offered are: ENG 101 and 102, MAT 187, MAT 221, BIO 201 and 202. These course offerings create many opportunities for a challenging and comprehensive curriculum at Saint Mary's.

A four-year Theology program, including the senior course, Catholic Formation, does an excellent job of instructing students and enhancing their faith development in support of the school's *Mission, Philosophy*, and *ESLRs*. The Theology program is further supported and enhanced by the mandatory Christian Service hour requirement for each student as a graduation requirement, the Campus Ministry program, the Legion of Mary, Youth for Life, and the Columbian Squires. The spiritual formation of students is also supported by the presence of a school chaplain, religious Dominican Sisters of Mary, and a deacon.

The curriculum is relevant for each student both in content and in the presentation of the material. The content is relevant because it meets and/or exceeds state and diocesan standards for academically preparing young people for participation in today's society as contributing citizens. The various core curriculum subject areas are assessed in five-year cycles at the diocesan level through the work of committees composed of teachers from each of the five diocesan high schools. At the school level, the administration, department chairs, and teachers are in ongoing communication and collaboration to ensure that curricular content remains relevant. Departments have developed curriculum maps to help guide and provide quality and consistency in the curriculum over a student's four-year SMHS experience. Departments are consistently challenged by the administration to review teaching methods, strategies, curriculum, and assessment in an effort to improve the quality of instruction and assessment.

Teachers continue to work toward developing cross-curricular study and projects between departments – especially evident with the writing across the curriculum work that is being done in the English, Social Studies, Theology, and Science Departments. The English Department has taken the lead to instruct the faculty in the Jane Schaffer writing method.

Evidence for success can be found both in the observation of what is taught and in the surveys of past and present students. This can be further substantiated when assessing the most recent (Fall 2008) student survey results of *Expected School Wide Learning Results*:

- 89% agreed that the school is preparing them to be followers of Christ's Gospel with a deep commitment to the Catholic faith and respectful of other faiths.

- 83% agreed that the school is preparing them to be leaders, independent thinkers, and problem solvers.
- 78% agreed that the school is preparing them to be academically prepared to meet the challenges of an ever changing world.
- 84% agreed that the school is providing them with opportunities and the skills to enable them to work cooperatively and effectively with others.
- 73% responded that they are actively involved at school and in the larger community.
- 79% agreed that the school helped them to grow in self-discipline and be able to make well-balanced life choices reflective of Catholic values and teachings.

Though each of these ESLRs has a high level of agreement by students, Saint Mary's High School strives to increase each of these to an even higher level of agreement in order to fulfill the school's *Philosophy* and *Mission*, strengthen Catholic identity, and achieve the goals of the *ESLRs* with all students.

B2. How Students Learn

To what extent:

Does the professional staff use research-based knowledge about teaching and learning?

Does the professional staff design and implement a variety of learning experiences that actively engage students at a high level of learning consistent with the school's philosophy and mission and expected schoolwide learning results?

Over the last five years, Saint Mary's High School has striven to incorporate the Rigor/Relevance Framework model for teaching developed by the International Center for Leadership in Education, Inc. The Rigor/Relevance Framework is based on two dimensions of higher standards and student achievement – knowledge and action.

The Rigor/Relevance Framework has four quadrants (A, B, C, and D).

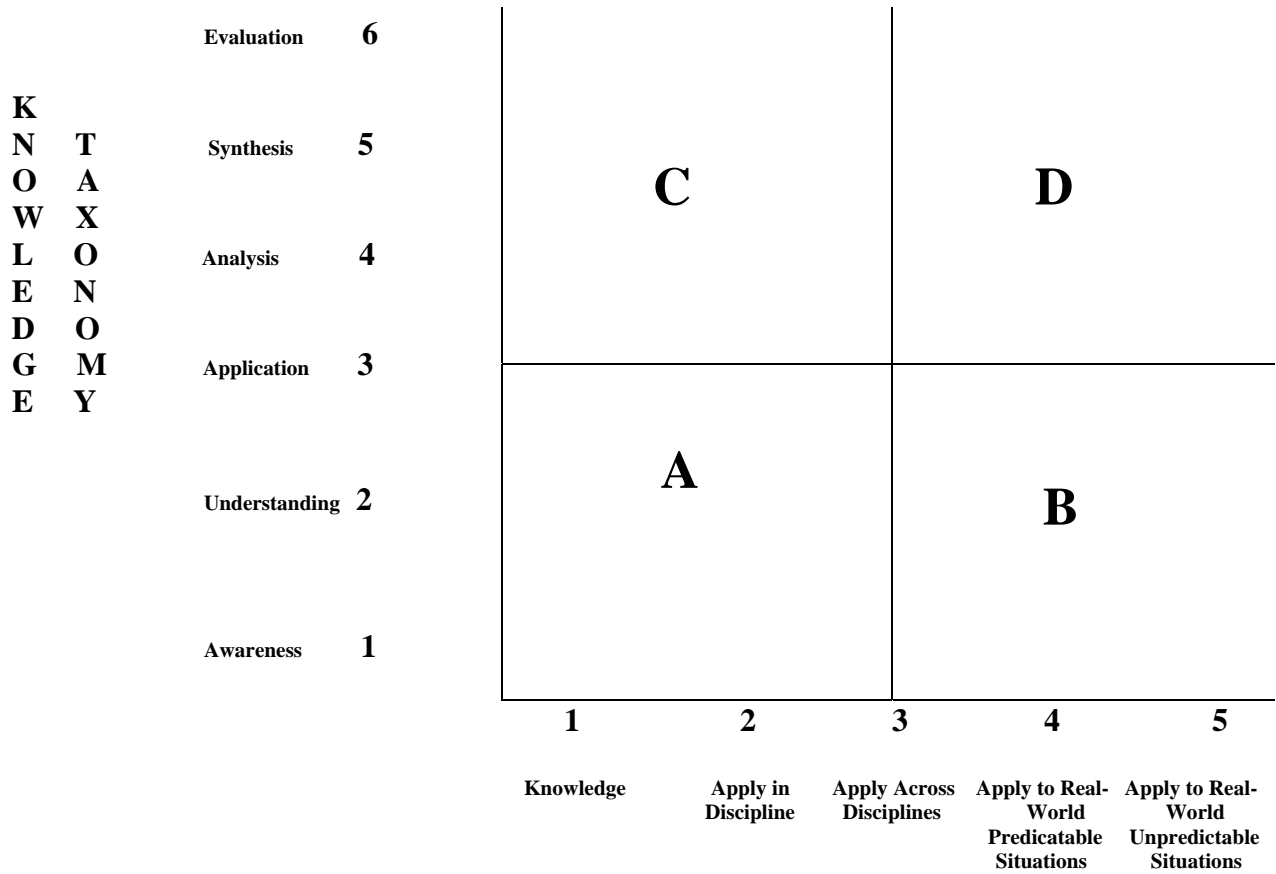
* In Quadrant A – Acquisition, students gather and store bits of information. Students are primarily expected to remember or understand this acquired knowledge.

* In Quadrant B – Application, students use acquired knowledge to solve problems, design solutions, and complete work. The highest level of application is to apply knowledge to new and unpredictable situations.

* In Quadrant C – Assimilation, students extend and refine their knowledge so that they can use it automatically and routinely to analyze and solve problems and create solutions.

* In Quadrant D – Adaptation, students have the competence to think in complex ways and also to apply the knowledge and skills they have acquired.

Rigor/Relevance Framework Model



APPLICATION MODEL

The Knowledge Taxonomy and Application Model applied to the four quadrants form the Rigor/Relevance Framework model. All aspects of this model are incorporated into the design and implementation of a variety of learning experiences that actively engage students at a high level of learning. All professional staff has been instructed in the use of the Rigor/Relevance Framework model and is expected to use it to guide their lesson planning, instruction, and assessment.

Following are the individual reports written by the departments listed below to address the question, “What Students Learn” specifically within each department.

- English
- Fine Arts
- Mathematics
- Physical Education
- Science
- Social Studies

- Technology
- Theology
- World Languages

English Department

In an attempt to provide a relevant and practical education in the language arts, the English Department has strived to create a core curriculum which is aligned at all levels. Teachers work together to provide an aligned curriculum with teachers of similar courses, and teachers work to build upon the foundations established each year of the four year program.

English 1-2 provides an opportunity for freshman students to build a solid foundation of English language skills. The basic elements of grammar, vocabulary and sentence structure composition are emphasized. These skills are further developed through the study of literature and literary genres with close attention to short stories, novels and Shakespearean drama (*Romeo and Juliet*). Students in English 1-2 are introduced to the key elements of literary genres through a selection of short stories, novels and non-fiction work, all of which engage the students socially, culturally and theologically. Students in English 1-2 learn about plot structure, literary strategies and literary genres in context during in-class discussions and readings of the assigned texts and short stories. Students learn about, practice and develop active reading strategies such as questioning, analyzing and connecting their lives and experiences to those of the characters in the literature that they read. This is facilitated through in-class discussion and debates, through assigned literature comprehension questions and written assignments.

English 3-4 studies the vast subject of British Literature. Students explore the earliest examples of literature, which became the basis for all literature to come, and move up through history. This course provides the foundation for their next English classes that emphasize American Literature and World Literature. Students read and study various forms of literature, such as, epics, poetry, short stories, and novels, from a range of British authors. Topics and questions about the readings are examined through written and oral expression. Many class discussions require students thinking independently and offering personal insight, while other occasions involve group collaboration. This collaboration can vary from pairs analyzing issues within the literature to groups working to debate specific themes. Students are also taught to express their thoughts and ideas in detailed and cohesive written formats. Sophomore English continues to practice and perfect grammar rules through review activities, peer editing, and quizzes. This is to ensure their writing is always articulate and correct in any setting during their time in high school, college, and into the workplace. Students complete a number of formal writing assignments during the year, including compare/contrast essays and an in-depth author study project.

English 5-6 is the study of American literature. Students are exposed to a variety of sub-genres of American literature in the forms of novels, short stories, drama, and poetry. Samples range from pre-colonialism to more contemporary works in order that students comprehend that there are many facets to what is commonly called American literature. Students are expected to respond to the literature in a variety of ways. This includes answering short-answer, open-ended questions about their close reading, small- and large-group discussion of various themes, motifs, symbols, etc., and essays that expand on specific ways in which the reading selection at hand is

relevant to contemporary life. Furthermore, students are highly encouraged to respond to the literature by making connections not only to their own lives but also popular culture in the form of television, movies, and music. The use of art - both created by others and created by students - is utilized to assist students in their comprehension of the material at hand.

The students in English 5-6 are expected to be able to have some ability to balance work in and outside of class. There is little time for silent reading (often called Drop Everything and Read or Sustained Silent Reading) of their assigned novels. Much of the reading is done outside of class. Class time, then is reserved for discussion and question-answer periods, which some call literature apologetics days. It is expected during these periods that students play a major role in their own learning. In fact, the most successful classes are those that are nearly 100% student-driven. While exposure to literature is vital, grammar and excellent writing skills are also emphasized in English 5-6. Many short essay responses are assigned throughout the year. Some of these are responses to close reading. Others are “intellectual exercises” that examines a theme that is presented in a novel or story but asked in a way that gives relevance to the students’ lives. In the second semester, students are assigned a research paper. This essay must follow Modern Language Association (MLA) format with regard to title pages, titles, margins, citations, and works cited pages. The research paper is done with assistance from the library, as students are encouraged and expected to be able to utilize all the resources available to them through this medium.

The purpose of English 7-8 is the study of World Literatures. We want the students to be exposed to literature from around the world before they begin their own journeys out into the world. To facilitate that, we provide the students with challenging classical and contemporary works to read, we provide a respectful environment to discuss the myriad of topics raised in these literatures, and we provide both oral and written outlets to respond to the literatures. In addition, we strive to impress upon students the importance of being clear, organized writers who can write using classical modes of argumentative and persuasive discourse. To achieve these goals, students not only work independently, but in pairs and groups, sharing ideas and providing support to each other to become better readers, writers, and members of society. Building on the skills they have developed, seniors no longer practice sustained silent reading in class. As seniors, they are expected to have the work read upon coming to class in order to facilitate discussion of themes, relationships, motifs, and symbols in the works, and how these aspects can relate to their own lives. Students perform three major writing assignments in the first semester, and along with two major essays in second semester, they also complete a senior project on a book of their own choosing. This project requires reading the work and researching both the author and secondary commentary on the work itself. This major project includes an annotated bibliography and formal research. Students work closely with the librarian on all research projects throughout the year.

The English Department strives to provide a curriculum to meet the needs of our diverse student population. Therefore in addition to the core curriculum, we provide both developmental and Advanced Placement/college dual enrollment courses for our students.

Reading 1-2 is a course that focuses on reinforcing skills taught in English 1-2. Daily work includes lessons on grammar and essential reading skills. Short stories are analyzed for main

idea, content, context clues, and theme. Longer stories and lessons from the English 1-2 textbook are also analyzed and broken down. Reading 1-2 serves as a supplement to English 1-2, and therefore lessons learned in English 1-2 are reinforced at a slower pace for this group of students. Grammar is taught using daily bell work-sentences are provided for the students and the students must edit them using correct punctuation, spelling, and word choice. Proper editing marks are taught to help the students in their writing abilities. Because this course serves to assist students in English 1-2, many of the same short stories, poems, and novels are reviewed in Reading 1-2. The literature is examined at a slower pace to allow students in class time to read the material and discuss it with each other in a structured classroom setting.

Reading 3-4 is a course that focuses on reinforcing skills taught in English 3-4 and continues the lessons taught in Reading 3-4. Daily work includes lessons on grammar and essential reading skills. Short stories are analyzed for main idea, content, context clues, and theme. Longer stories and lessons from the English 3-4 textbook are also analyzed and broken down. Reading 3-4 serves as a supplement to English 3-4, and therefore lessons learned in English 3-4 are reinforced at a slower pace for this group of students. Higher level grammar is taught daily-sentences are provided for the students and the students must edit them using correct punctuation, spelling, and word choice. Proper editing marks are taught to help the students in their writing abilities. Because this course serves to assist students in English 3-4, many of the same short stories, poems, and novels are reviewed in Reading 3-4. The literature is examined at a slower pace to allow students in class time to read the material and discuss it with each other in a structured classroom setting.

Study Skills is a one semester course that provides a curriculum to enhance study skills and strategies while providing an academic study hall with teacher tutoring. The course discusses and applies strategies in areas such as organizing a calendar for classes, time management, library use, understanding reference guides, creating charts and graphs, note taking, and many other skills relevant for academic success in high school and beyond.

Writing Fundamentals is a one semester course that provides students an opportunity to improve or perfect their writing abilities. It is based on and uses the Jane Schaffer method, along with a standard five paragraph essay format. In this course, students are taught basic grammar, punctuation, and other writing skills and students are introduced to various themes in writing. Some of these themes include persuasive essays, expository, and informative.

The Advanced Placement (AP) English Language classes culminate in a springtime exam that covers students' ability to answer a variety of multiple-choice questions and to answer three essay questions, all in a limited amount of time. Multiple choice questions judge the students' knowledge of a wide variety of literary terms and devices. Passages in the multiple choice section can range from early 17th-century British prose to contemporary American newspaper editorials. The essay questions require the students to provide rhetorical and analytical responses regarding a variety of literary pieces. There is a mandated curriculum that The College Board expects us to meet or exceed. Any teacher of an AP course must submit the course syllabus to The College Board to be certified. Only certified curriculum may be taught.

Similarly, the dual enrollment English 101/102 is taught through the Rio Salado College dual enrollment program. There is a required curriculum which must be taught in order for the students to earn college credit.

Fine Arts Department

The Fine Arts Department curriculum challenges students to be independent thinkers and problem solvers. The different disciplines throughout the department use conventions such as instructional videos, magazine articles, PowerPoint presentations, hands on manipulation of materials, creative thinking, and observation within each specific discipline and work cooperatively to develop cross-curricular instructional opportunities with other fine arts disciplines. Each teacher utilizes content/subject matter books and resources such as the Internet to research images, artists, actors and musicians to develop lessons that include art and music history for background knowledge and lesson enhancement. The Fine Arts Department also introduces students to a variety of technology such as video recording equipment and the sound and lighting technology associated with drama productions. Students are introduced to materials and resources which allow them to see, read, hear and enjoy their art at a high level. A student performance is the ultimate assessment as to what a student has learned. Students are accountable for the commitment and self-discipline that performances require. The department is dedicated to developing students that are able to make well-balanced life choices, spiritually, morally, and academically. All of the in-class performance work is focused on presenting appropriate moral lessons and values reflecting a commitment to the Catholic faith and respect for other faiths.

Mathematics Department

The Mathematics Department interacts with fairness, justice, and respect for one another and for students. Department members strive to lead by example, validate students' attributes, offer constructive criticism, and encourage students in developing their God-given talents. Teachers show a ministerial attitude by having patience when students show difficulty in understanding the subject, leading cooperative learning and group participation activities, and showing students how to solve problems at hand. The department fosters an attitude of respect by carefully assessing each skill level. Students may enroll with confidence in Algebra and Geometry classes which will challenge but not overwhelm them. Students are instructed in the proper use of calculators, and are expected to use them ethically in testing situations. The mathematics teachers have attended workshops and training sessions on various topics use that information to enhance learning in their classrooms. As a Saint Mary's student masters introductory level material and makes progress in mathematical thought processes, he/she may opt for high level theoretical courses such as Rio Salado Dual Enrollment Pre-Calculus or AP Calculus AB. Students may also satisfy their intellectual curiosity by taking the honors level classes Algebra 1-2, Geometry, and Algebra 3-4/Trigonometry, upon receiving appropriate entrance exam scores and with teacher recommendation. Those who choose may take courses of more practical and less theoretical study, such as Pre-Algebra, Fundamental Algebra A, Fundamental Algebra B, Personal Finance or Algebra 5-6. Mathematics courses are offered for a wide range of student ability levels. Courses may be taken for college credit, college preparation and remedial review. Summer school courses are also offered in the areas of Pre-algebra and Geometry for the purposes of remediation or advancement. Students verbally explain processes used to solve problems and are required to explain their reasoning, thus reinforcing listening and speaking

abilities. They are also asked to explain these processes in writing to promote the schoolwide achievement of improved writing and thinking skills. Teachers strive to have all students actively engaged in all activities in the classroom. Teachers use graphing calculators, computer software programs, Smart Boards and videos to enhance their classroom environment. Clear grading procedures and classroom policies ensure a productive atmosphere. Students receive a course syllabus in each class which reinforces the *Expected Schoolwide Learning Results* to be achieved, and outlines classroom policies and procedures.

Physical Education Department

The Physical Education Department at Saint Mary's High School teaches lifelong learning to encourage health and wellness through respect for the student's self and others, evidenced through healthy nutritional choices and lasting active lifestyle habits. PE and Health classes create positive and enduring healthy habits in a safe, enjoyable environment. PE and Health teachers remain current on the latest research and trends in the field by reading current health journals and magazines, attending sports, recreation and fitness clinics, and learning from other experts in the industry. Students are taught to participate in various sports and activities, both individual and team, teaching them skills which will enable them to participate in these activities throughout their lives. Sport and fitness activities include, but are not limited to: badminton, basketball, cardiovascular training, dance, Frisbee sports, football, hockey, soccer, softball, and weight training. Providing these types of activities allows students the opportunity to explore their areas of expertise and decided what they enjoy the most. Instruction includes skills, rules, and vocabulary. Written reports, oral presentations, quizzes, and tests are used by the PE Department to assess student understanding of content.

Students attain leadership and team-building skills which develop confidence to participate in team sports or intramural activities. Students are graded partially on their ability to work within a team environment. Teachers demonstrate healthy communication and interaction with others. In Health classes, emphasis is placed on developing healthy lifestyle habits and avoiding destructive behaviors such as drug and alcohol abuse. Current research and teaching methods are used to teach students how to avoid these destructive behaviors. Occasionally, the Guidance Department or Nurse is consulted regarding implementing the latest preventative education. Students begin class with a prayer and then proceed with their daily activities. Additionally, PE students help prepare the gymnasium for School Mass and also assist in set up, takedown, and clean up of the gym during blood drives and Eighth Grade Days. This service, embraced by students, is engrained into the PE Department.

Science Department

The Science Department believes that science is about doing and not listening about science. To accomplish this, lessons in the Science Department are based on research-based knowledge of teaching and learning. Science classes stress laboratory activities to accomplish this whenever possible. It is known that students learn best when they are actively involved in learning and not passive participants in their education. Lab activities take many forms: guided labs, open-ended labs, structured experiments, problem solving labs, observational labs, dissections, and identification and manipulation of models. In many of these activities, the teacher serves as a facilitator to aid students in their learning. Questions from students frequently are responded to by questions from the teacher to guide the student into learning from what they are doing in lab.

Labs are frequently done to reinforce those concepts that have been introduced in class, but whenever feasible, are done prior to the introduction of material, using constructivist pedagogy. With many concepts in science being firmly established, there is little room for the discussion of the validity of the material. In these cases, such as the structure of the cell, the organs of the digestive system, the gas laws or the relationship between mass and acceleration, labs are done to illustrate those concepts.

The main mode of instruction is with the purpose to inform. Science teachers use lecture. Technology is used to augment instruction. Four of the five teachers in the department have access to a Smart Board. The remaining teacher uses an LCD for PowerPoint lecture presentations. Teachers in the department also use interactive web-sites, video clips, animations and movies to present information and to make the lesson more interactive. A digital microscope that interfaces with the computer has recently been purchased to be incorporated into Anatomy and Physiology and Advanced Placement Biology.

In addition, Physical Science students prepare poster presentations, and Chemistry students prepare and present a research paper. Honors Anatomy and Physiology, and Advanced Placement Biology students evaluate case studies, and AP Biology students write sample essays for every unit in preparation for the AP Biology exam in May. Honors Anatomy and Physiology students write an essay for each chapter to organize their understanding of a main concept of that chapter.

Physical Science, Biology, Chemistry and Physics courses are aligned with Diocesan, State and National Standards. AP Courses have syllabi that have been reviewed and accepted by the College Board for content and lab correlation. The Honors Anatomy course that articulates with Rio Salado College, and for which the students receive college credit, has its syllabus approved by the Rio Salado Biology Department. We are proud that we offer the only two- year course in Human Anatomy and Physiology articulating with Rio Salado Community College whereby students are able to earn eight college credits.

All Science teachers incorporate the ESLRs into their curriculum. Every course syllabus includes the correlation of the course to the ESLRs. By opening class with a class prayer daily, teachers reinforce students' commitment to their faith. Challenging students to work to their potential and work out of their comfort zone prepares them for the challenges they will encounter in college and/or the work force. Allowing students to make choices in class, serving in leadership capacities in lab and group work aids them in developing their maturity. Giving students problems, not just of the numeric type, aids them in increasing their problem solving abilities. By having students work in structured groups, with a defined problem to solve, encourages them to work cooperatively and effectively with others. Within the structure of our science courses, students learn self-discipline in their work habits, and are encouraged and guided into making well-balanced life choices reflective of Catholic values and teachings.

Social Studies Department

The Social Studies Department consistently uses proven methods along with new research to assist our department staff with teaching and assessment. Our department members regularly use information from Advanced Placement training courses, and we share that knowledge with all

members of the department. We work hard to accommodate all learners, including ADHD and ADD learners. Over the past year, our department members have completed a minimum of four credit hours of SEI courses as required by the state of Arizona for certification, which incorporates a variety of learning methods for multiple learning styles. In addition, we attend staff development training that directly relates to improving classroom instruction. Saint Mary's offers professional development opportunities regularly which cover a wide range of instruction in an effort to improve our capabilities as teachers. The education and training that is taking place enables the Social Studies Department to use a variety of methods to engage students in a high level of learning that is consistent with our school's *Mission Statement* and *Expected Schoolwide Learning Results*. Examples of methods we use to engage students in content include the following: Junior Achievement guest speakers, lectures, Socratic seminars, simulations and role play, multimedia presentations, learning logs, journals, reviewing and organizing strategies, student projects and presentations, discussions, debates, mock trials, and poster making. *ESLRs* are incorporated into these experiences by teaching and emphasizing reverence in the form of raising moral and ethical awareness. We focus on developing a diverse attitude towards the world and local communities in which our students live. Students are presented with tackling global issues as well as local challenges, and are encouraged to find solutions that reflect a moral and ethical path during their attempts to understand and define the challenges facing us today. Respect is encouraged as students search for understanding of social, cultural and economic issues that they are presented within all classes throughout the Social Studies curriculum. The ethnic diversity that defines Saint Mary's High School is a starting point on the journey to help our students understand what to expect when they leave the high school environment and enter an ever changing and diverse world. Technology is used throughout the department as a tool to improve instruction and to simplify the process of organizing and preparing. Examples of these technologies include Smart Boards, over head projectors, lap-top computers, primary source instruction, and streaming video from various outlets. The teaching of citizenship is also engrained in each student along with a focus on civic responsibility and community service. It is through these concepts that the Social Studies Department strives to bring the *ESLRs* alive in each and every student that attends Saint Mary's High School.

Technology Department

The Saint Mary's Technology Department keeps pace with the ever-changing world of technology through seminars, workshops, continuing education classes, professional reading, research, and contacts with experts in the field. The teacher demonstrates to students how to perform the task, practice the task, and use the skills learned in the task to complete assignments and projects. Technology is a skills-based department, so students are encouraged to use hands-on techniques and cooperative learning experiences to learn new skills. Ongoing repetition and reinforcement of technology skills take place while new skills are added. Students complete practical, skills-based projects and assignments using various software programs (depending on the course) to develop and complete their assignments. Most projects give students a real-world application experience. The variety of courses offered in the Technology Department is intended to introduce students to technology in different ways in order to attract them to the field of technology, to encourage them to pursue a technology-related career, and/or to increase their level of technological skills to enhance their marketability in all other career choices.

Theology Department

We believe the curriculum offered by the Theology Department adheres closely to the spirit expressed by all of the *Expected Schoolwide Learning Results*, but especially the first and the sixth. It is our hope that all of our students will strive to be followers of the Gospel, form a deep commitment to the Catholic Faith, show respect for the beliefs of others and, finally, develop and nurture the ability to make wise choices which reflect Catholic values and teachings. The Theology curriculum follows the teachings of the Catholic Church as they are outlined in the Catechism, the Documents of Vatican II and the statements of the Pope and the Bishops.

The Freshman course (Theology 1-2), centers on ***Catholicism***. Students learn the basic tenets of the faith – the Creed, the Ten Commandments, the Precepts of the Church and the Mass. Using the lives of the saints as a focal point, first year students are introduced to the truth that each person is called to holiness. The course also presents a survey of the sacraments, treating each ritual in light of history. Theology 1-2 is taught in full recognition of the fact that students may profess a faith other than Catholicism.

Sophomores (Theology 3-4) study the ***Sacred Scriptures***, Hebrew and Christian. In the first semester, students study salvation history from Genesis to shortly before the birth of Jesus. They are asked to formulate an answer to the question: “Why is it important for Christians to have an appreciation and an understanding of the Jewish faith?” Students study the beliefs and practices of the Jewish people and discuss the connection of Christianity to Judaism. In the second semester of sophomore year, students are asked to reflect on their own faith relationship with Jesus and acquire a deeper and fuller knowledge of the Messianic mission. While studying the Christian Scriptures, they also examine the foundation of the Church. The course also considers major church documents and creedal statements to show the developing understanding of Jesus through history.

In the first semester of junior year (Theology 5-6), students seek a deeper understanding of the events, people and teachings that make up the foundation of the Catholic Church. The role of the Church as a major force in the history of Western Civilization is examined, as is its role in the modern world. Second semester of junior year deals with the concepts of ***Catholic Justice and Morality***. Students study principles of morality and social justice as they appear in the Sacred Scriptures and also in the Church tradition. Students also discuss the documents of Church councils, as these have served as a basis for the social teachings of the Church in modern times. The course asks students to formulate an appropriate Christian response to the problems of the world.

Senior year (Theology 7-8) is given to the study of the ***Sacramental Life and Christian Vocations***. In the fall semester, students do an in-depth examination of the seven sacraments. In exploring sacramental life as communicating the mystery of God, it is the course’s aim to help make the inaccessible and incomprehensible both accessible and comprehensible. Students come to understand that, by living a sacramental life, they are participating in the life of the Trinity. In the spring semester, senior students learn the various ways in which they can respond to God’s call – an invitation to a life of holiness. They are led down a path of discovery and discernment, which allows each individual to reflect on how God has called her/him to love in a distinctive way. Students explore the beauty of both the consecrated and married states, paying particular

attention to the interdependence of each and how each, in its own way, is designed to image the Trinity. The course also takes a look at the modern family in light of Christ's teachings and the thought of Paul VI and John Paul II.

Senior students at Saint Mary's are offered the elective option to enroll in a class called *Catholic Formation*. In addition to covering the material found in the *Sacramental Life and Christian Vocations*, students take in in-depth look at ministry -- service both in the community and especially on campus. Catholic Formation students are responsible for coordinating, and taking an active part in the monthly Masses, twice-yearly reconciliation services, as well as other liturgical events.

During their four year experience at Saint Mary's High School, students learn the meaning of the Catholic life.

World Language Department

Course placement in the World Language Department is carefully and collectively worked out so that all students are participating in a class which offers a challenge for success according to the person's abilities and prior knowledge. This process begins towards the end of the prior year and it includes communication with parents in many cases. During the first weeks of school all teachers in the World Language Department are in constant communication with each other to further confirm the correct placement of the students. At this point freshmen students who did not benefit from this process are considered for more advanced courses. Any student who wishes to advance is administered a semester final exam and personally interviewed by the department. The department discerns the final placement of students.

Language learning in our department is "multi-sensory learning" (listening, speaking, writing and utilization of the affective, cognitive and psychomotor domains) therefore teachers expose students to a variety of activities such as audio, video, and short conversations. Some of the audio-visual materials used include music, interviews, news and movie clips. Students read about culture, politics and history in their own textbooks and also on the Internet. In this way all the senses and all learning domains are touched upon to help students achieve the desired learning outcome.

Students are engaged in learning through a variety of teaching styles and strategies that generally follow the pattern of the presentation of content and the student's usage in practice of that content. Students learn a new language through lecture, oral practice (spontaneous or by repetition), small group activities or projects (oral or written), peer or partner practice, homework and a variety of website activities. Testing is done through written assessments, listening comprehension, individual oral responses or class presentations and always includes the application of grammar. These assessment activities provide students the opportunity to share their knowledge acquisition and language application with their teacher which tells the teacher how well they are assisting students in becoming academically prepared to meet the challenges of an ever changing world especially.

A decision was made at the diocesan level last year, in conjunction with the development of the diocesan curriculum for this department, to change the name from Foreign Language Department

to the World Language Department. This is a new and inviting name chosen in an attempt to start breaking any barriers of fear or misunderstanding when studying another language. Therefore we have found ways to not only be inviting to our students, but to also make learning connections with them. Most importantly, we teach and assess in a way which strikes a fair balance between measuring the learning process and being able to engage the students.

If we answer the question of “How do people learn a language in the ‘real world’?” we would have to admit that it is by emersion. Learning a language by emersion is the greatest and most clear example of the cooperative and collaborative learning strategy in which students teach each other, therefore learn from each other. Cooperative learning creates an environment in which the student is more comfortable sharing and participating because they are working with a peer whom they share, among other things, the same learning goals.

For our department the emphasis is on participation in all learning activities, i.e., speaking, writing, and listening. This removes the focus on perfection which so often creates a fear to even try. Therefore, going back to the point of emersion, we allow the students to make mistakes and help students see them as stepping stones while we point to their success in the process.

For our department the initial goal for our students is to communicate a specific message successfully and not necessarily perfectly, linguistically speaking. This happens during the process of learning and application (Quadrants A & B). Our next goal is to build upon that initial goal and help students become fluent speakers which will put them at the assimilation level in which they become problem solvers and begin to create solutions. Students at this level begin to practice and develop their leadership as they become independent thinkers and problem solvers. The final goal is to become proficient in the target language whether spoken or written. This is where students apply the knowledge and skills they have acquired.

Other methods used to engage students in an interesting way in the learning process on a daily basis are: a) The integration of the culture of the target language; b) The use of technology in ways interesting to teenagers; c) The integration of faith and values - special cultural and religious feasts are celebrated in the classroom during which the students experience and learn more about certain historical events from the different target language countries; d) Using popular media in an appropriate way.

Technology is used in many ways in the World Language Department. Many of our teachers use movies or movie clips to help students develop their listening skills, provide opportunities to assess comprehension, encourage theme discussions and expose students to different accents as well as authentic audio/visual sources. Other tools used to develop skills are Internet sites such as those belonging to the United Nations, Centro Virtual Cervantes, the Vatican and those connected to our textbooks. These are all sites in which the students are able to participate in learning activities in a fun and investigative way. This a great way to develop in our students an interest in world news, expose them to other points of view and see the needs others in the world have compared to themselves.

Finally, a great way or means of teaching and re-enforcing vocabulary, culture and even grammar in a fun way is music. Some of our teachers play music for their students on a daily

basis. Many times the students themselves will ask for permission to bring some of their own music from the country of the target language to share with the class.

In our department very often students are provided with a lesson objective which in turn they have to match with the appropriate *ESLR* objective. In this process students have an opportunity to realize the practical use of the lesson. The *ESLRs* provide the students a tangible and clear outcome that perhaps they would not perceive otherwise by just by reading the objective.

Very often our teachers tie in Catholic influences in art, culture and moral values as it relates to the material being taught at the moment. Students are invited to consider, and more importantly share examples or personal experiences related to the subject at hand. This practice provides us with an opportunity and a theme for discussion in which the students have the opportunity to apply and practice the language skills they are learning.

Reminding students of the value or practical use of the information or skill upon which they are working is a key motivational tool which can be accomplished through the incorporation of the *ESLRs* in the weekly lessons. The *ESLRs* tie together all of the objectives a Saint Mary's student needs to accomplish beyond the academic essence and in a clear and perhaps "visual" way which increases understanding.

B3. How Assessment is Used

To what extent:

Is teacher and student use of assessment frequent and integrated into the teaching/learning process?

Are assessment results the basis for measurement of each student's progress toward the Expected Schoolwide Learning Results?

Are the assessment results the basis for regular evaluation and improvement of curriculum and instruction?

Are assessment results the basis for the allocation of resources?

At Saint Mary's High School, the use of assessment for Knights and Lady Knights is frequent and integrated into the teaching/learning process. Assessment results are the basis for regular evaluation and improvement of curriculum and instruction.

Throughout the last five years, teachers have explored a variety of questions to assure that assessment of student learning for each Knight and Lady Knight is valid:

- What percentage of a student's grade is based on homework? Tests? Quizzes? Notes/notebooks? Projects/reports/speeches/labs? Class participation? Extra credit?
- How often are students quizzed/tested?
- What types of questions are prepared for students on quizzes/tests?

- How often is homework assigned to students?
- Is the homework checked for completeness or accuracy?
- When are students allowed to do make-up work?
- When are students allowed to turn in work late?
- When are students allowed to do extra-credit work?
- What percentage of a student's assessment or grade takes place in quadrant A? B? C? D?

At the end of each quarter and semester, report cards are distributed to each student. The distribution of this important information allows for reflection on the part of both the teacher and the student regarding the learning that has taken place to that point. As a result of that reflection, important comments and questions are addressed:

- Each teacher's goal is to have as many students as possible earn a grade of an A, B, or C and make sure that each student earning an A, B, or C has truly earned that grade making sure that grade inflation does not exist.
- Learning is a partnership that exists between the teacher and the student. As everyone examines his/her efforts regarding his/her responsibilities within this partnership, reflection on the following questions occurs.
- How are teaching, questioning, and checking for understanding strategies allowing all students (with their many different learning styles) an opportunity to learn each objective (bit of information) within the course curriculum proficiently?
- How is each student held accountable when he/she does not come to class with his/her materials, does not come to class having completed his/her assignments, does not take notes during class, and/or does not come to class prepared to engage in the lesson?
- How and when is a student assigned to receive extra help in order to fill any current learning gaps that may exist?
- How and when does communication with the parents/guardians of a student occur when the student moves down a path towards being at-risk academically.

As each Saint Mary's school community member (student, teacher, counselor, administrator, and parent) accepts the challenges of assessment as an integral part of the learning process, opportunities to engage students in high levels of learning will continue to occur.

Following are the individual reports written by the departments to address the question, "How Assessment is Used" specifically.

English Department

Reading comprehension and writing skills are the fundamentals for assessing English students. These areas, along with developing critical thinking and problem solving skills, are the foundations of our English curriculum.

English faculty use either Bloom's Taxonomy or the quadrant theory for assessment. We also adhere to the Diocesan English Curriculum Guidelines which are aligned with the *Arizona State Standards*. A variety of assessment methods are used to evaluate student progress, such as quizzes, tests, discussions, projects, essays, and smaller in-class or homework assignments. Students are able to portray their knowledge in oral and written form.

Extra credit work is seldom assigned, but is made available to the entire class. It may appear in the form of bonus questions on quizzes or tests, an added aspect to an existing assignment, or supporting school activities such as writing a review of the school play. Students are expected to maintain their class grade by completing and turning in all assignments, participating in class, and studying to do well on exams. Students are always welcome to receive more personal assistance before school, during break, or after school if they have questions or are struggling with their work.

Homework is assigned most nights, even if it is only reading. Students will have vocabulary practice and review, completion of comprehension activities, or simply reading assigned pages on a regular basis. This is to reiterate content learned and discussed in class and to prepare students for future assessments. Students are quizzed regularly on vocabulary words. They will also take quizzes throughout reading a particular novel or partway through grammar lessons. Tests are given after the completion of reading a work of literature and at the close of a grammar lesson. Mid-term and final examinations are also given over content learned to that point and vocabulary. Quiz and test questions are more often thought provoking questions in which students must develop a concise short answer or respond in a detailed essay. Other times they have multiple choice and matching questions, or must develop sentences using vocabulary terms. Occasionally, students are given the opportunity to correct or rework assignments or tests to gain a better understanding of the material, in addition to further class discussion and review of difficult concepts.

The department adheres to the school's policy regarding making up work for excused absences. Most teachers in the department accept late work, but only for half credit.

While we do not offer standardized tests, since the courses in the department are aligned, teachers work together to ensure that similar assessments are offered in classes.

Fine Arts Department

The Fine Arts Department challenges every student to demonstrate his or her knowledge by ultimately performing. Prior to performances students must follow a daily regimen in class which includes: prayer, learning lessons with appropriately developed assessment rubrics, following procedures, dressing appropriately, behaving appropriately and completing homework. The weekly regimen includes tests, quizzes, worksheets, partner or independent activities and individual performances that assess the students on the learning progression as they move toward the final exam. Each discipline requires hands on applications that also result in an assessment. Performances are evaluated on technique, rhythm, dynamics, articulation, tone, posture, accuracy, movement and application of the compilation of knowledge and skills from the semester's tests, quizzes and activities. The Fine Arts students must work cooperatively in performances and function in leadership roles while working collaboratively as kinesthetic learners using self-discipline and making life choices reflective of Catholic values and teachings.

Mathematics Department

In the Mathematics Department, self-assessment, student presentations, notebook evaluations, practice workbooks, homework, tests and quizzes as well as random questions ensure diverse, frequent, and integrated course assessments in the teaching/learning process. Syllabi and

competencies are regularly updated, and grades are aligned with those expectations. A student's work shows his or her personal understanding and application of knowledge and skills, and is measured in quizzes and tests. Student progress is monitored by the use of testing, quarter, final exam and semester grades. Instructors teaching the same courses meet regularly to discuss progress through the course, decide on textbooks, syllabi and course competencies. Textbook selections and course outlines comply with the Diocesan Mathematics Curriculum Guidelines, which are now also aligned with the Arizona State Standards. The department chair serves on a team to update these Diocesan guidelines periodically. Teachers attend AP conferences, AATM and NCTM professional conferences, and other various workshops. Elementary school grades and placement scores are reviewed by the admissions committee in making recommendations for summer school remediation and placement in freshman mathematics classes. Incoming freshmen, who have taken Pre-algebra in summer school are evaluated for placement in Pre-algebra, Fundamental Algebra A or Algebra 1-2 through the use of testing and portfolios. Freshman may also test out of Pre-algebra and Algebra 1-2 prior to enrolling.

Physical Education Department

The Physical Education Department is a cross-curricular, instructional program in which students learn to develop healthy, active lifestyles that promote and maintain mental, social and physical well-being. The planned curriculum of skills and concepts promotes optimal development among youth, with emphasis on positive self-esteem, social behavior, leadership ability, quality of life, and understanding of Catholic teachings and moral development.

Assessment takes place daily as teachers observe students participating in sports, fitness, and leisure activities. Quizzes, tests, oral and written presentations, homework assignments, research projects, and team-building exercises are used to measure understanding of concepts and material in PE and Health classes. In PE classes, active participation is emphasized and assessed. Teachers have modified the testing of rules and regulations in PE classes in order to place emphasis on active participation. Assessment results increase students' participation and evaluate and improve the PE curriculum. Additionally, student assessment allows for modification to the curriculum to address student needs.

PE teachers promote lifelong fitness and healthy lifestyle choices. Teachers encourage students to set goals and provide methods for achieving these goals. The Health classes are centered on drug awareness and future life skills presentations. The course curriculum and layout is designed to engage students as freshmen in physical activity and health classes upon entering Saint Mary's High School.

Skills and knowledge attained in PE and Health classes are encouraged to be incorporated into everyday life. Students are also encouraged to continue their participation in the PE Department with additional elective courses offered, such as Weight Training, Boys' and Girls' Lifetime Sports, and Varsity PE. These courses are continually updated to include current information and trends in fitness, nutrition, and student interest. It is through these teachings and concepts that the PE Department strives to achieve the *ESLRs* in each and every Saint Mary's High School student.

The Physical Education Department allocates the annual financial resources primarily on department equipment upgrades and maintenance.

Science Department

The Science department uses chapter tests, quizzes, homework, lab reports and activities, and lab practical exams. A final exam is mandatory for all science classes. Teachers use either a point system, or categories for grading. Questioning during teacher presentation is the most useful tool for classroom evaluation. Oral presentations and projects are also part of some teacher's assessment process.

In the science department, course curricula present topics which are subject to thought and development of a student's own ideas. In evaluating students through assessment tools such as essays, homework, quizzes and tests, a student's understanding of the factual basis of topics open to interpretation are evaluated. It is only through assessment of the facts underlying controversial topics, such as global warming, genetic engineering and alternatives to petroleum based power sources, are students prepared to become independent thinkers and to be able to synthesize facts and analyze them as they take their part in an ever changing world.

In presenting courses that are challenging, science teachers encourage daily preparation and review of materials presented. By making themselves available to students before and after school, teachers encourage students to question and to clarify when they do not understand.

Additionally, the very nature of science education demands that students be able to work cooperatively and effectively with others. Labs require cooperation in order to ensure the successful completion of an assigned task. Students share information which they must incorporate into lab reports and information that is covered on quizzes and tests. In more advanced classes such as anatomy and physiology, and AP Biology, assessment includes group assessments in the form of lab practicals and joint lab reports. The assessment of group assignments allows the teachers to determine how an individual student is progressing toward the school's *ESLRs*.

Assessment results are examined by administration and faculty to evaluate students' performance. Teachers are provided with a breakdown of quarter grades to evaluate how students are performing in the various courses. Teachers are encouraged to question the performance of students in relation to curricular and teacher expectations. Both faculty meetings and departmental meetings have kept faculty informed of assessment results (such as PSAT) in recent years. Course and curriculum plans are made in light of prior knowledge gained from various assessment results.

Teachers can use scores on tests, quizzes, and other assignments to make changes to curriculum or to alter pacing of curriculum. How teachers are using assessment scores is a current topic that administration promotes via conferencing with teachers. It is a general opinion among some Saint Mary's High School teachers that PSAT scores and scores on other tests should be used more and more for decision making in regard to curriculum and instruction.

The chief resources of the school include the teaching staff, classroom space; and auxiliaries such as computers, educational media, and lab supplies. Materials are provided to support the formal curriculum. Department assessment is not used as a basis to allocate resources. Currently, the Science department is well equipped with lab and lab equipment, however, Anatomy and Physiology and AP Biology have only been offered for three years and lab equipment and supplies are being added each year to build these programs to high quality levels.

Social Studies Department

The Social Studies Department uses our assessment results to ensure all students are meeting the learning standards of both the Diocese of Phoenix and the state of Arizona as well as achieving the *Expected Schoolwide Learning Results*. Assessment of academic content takes place in the form of quizzes and tests, writing assignments, projects and class work. As a department, our teachers are in constant contact with each other in order to share and exchange techniques and strategies. Time is allocated at each team meeting to discuss what is working in our classrooms and how we can better accommodate our students and their learning styles. These discussions are based on the core aspects of teaching as related to the direction, implementation, and assessment of all our subject areas. Methods that do not obtain the intended results of our *ESLRs* and learning objectives provided for each individual unit are modified or adjusted in order to achieve maximum efficiency in these areas. All teachers who are working in the same content area are aware of the objectives and proven methods, though their personal creativity is encouraged in their lesson planning. This type of vertical teaming is relatively new to the social studies department, but the hard work of the individual teachers involved has created a stable and successful environment. A recent example of how the Social Studies Department assesses techniques and strategies came in the form of homework. Each teacher seemed to have an unusual amount of homework assignments not being turned in. We noticed that the missing assignments were limited to days in which teachers were giving written homework consecutively. If four written assignments were given in consecutive days there were a noticeable number of assignments not being turned in on days three and four. The solution that was implemented allowed for reading assignments to take place every other day in order to offset the number of written assignments that students were required to do. Results so far have shown an increase in the amount of written homework assignments that are turned in on various days. This example is one of many that we can demonstrate as a department committed to achieving maximum results from our students. The ability of teachers to evaluate their students and to put them in situations where they can be successful in all aspects of their growth is of the highest priority.

Technology Department

The Technology teachers regularly assess student progress. Students complete practical, skills-based projects and assignments using various software programs (depending on the course) to develop and complete their assignments. Most projects give students a real-world application experience. The teacher works with students individually to make sure they understand the material. The teacher moves around the classroom to make visual assessments of the student's progress and provide help and guidance towards mastering the skill required in the objective. Assessments are both formal and informal, with informal assessments happening on a daily basis. Students are encouraged to work collaboratively and share knowledge and insight into the assigned skills and tasks. The Technology Department provides many opportunities for students

to grow in their achievement of the *ESLRs* – growth in academic knowledge for the future, opportunities to increase their skill of working cooperatively and effectively with others, and develop their moral character to work honestly and ethically at all times in make well-balanced life choices reflective of Catholic values and teachings.

Resource allocation is based on technological needs while considering current limitations, such as student and network access. When resources are available, every effort is made to purchase new software, hardware, and applications.

Theology Department

In its pursuit of the educational goal, the Theology Department, to a broad extent, uses research-based knowledge about teaching and learning. It was pointed out that the department relies on a prescribed list of teaching authorities. These include –

- Bloom’s Taxonomy
- The standards provided by the National Catholic Education Association
- Curriculum guidelines of the Diocese of Phoenix

An additional suggestion was made that the school subscribe to a program published by the Canadian Catholic Schools System.

The issue of the design and implementation of a variety of learning skills that actively engage students at a high level of thinking prompted the following question – “How do we get them (the students) to where they should be and at the same time meet them where they are?” Methods used to achieve this include –

- the use of contemporary film
- linking spiritual and religious issues to current events
- linking the past (in the Church) to what is going on at present
- the use of different forms of media – Internet, newspapers, television

The issue of the *Expected Schoolwide Learning Results* prompted two further questions: “How do we incorporate the *ESLRs* into the classroom?” Or, more informally: “How do we keep them (*ESLRs*) alive?” The *ESLRs* are periodically discussed in classrooms, being put into terms with which students can identify. Practical methods are offered for each. But by far the most effective method is to incorporate a particular lesson with the related *ESLR*.

Students are assessed on a daily, weekly, and quarterly basis. Tools for assessment include homework, quizzes, tests, quarterly exams and special projects. Assessment results are the basis for measurement of each student’s progress toward the *Expected Schoolwide Learning Results*. In addition to those matters spiritually and scripturally based, students are taught the values of thinking maturely and being involved positively, not only with the Saint Mary’s Community, but with the world.

Assessment results serve as the basis for regular evaluation and improvement of curriculum and instruction. Such results have allowed teachers to adjust both the pace and the depth of their

presentations. The fact that students have begun to learn the meaning of the Paschal Mystery helps us see the effectiveness of such evaluation.

World Language Department

Assessments used and discussed with students in Spanish courses on a daily basis, are specific to the stated learning objectives. The assessments measure the learning by students, and serve as a tool to help determine the most effective and interesting methods to present content material. Students receive assessment feedback within 24 hours. With the availability of Power School and our department's effort, students are able to check their grades on a daily basis.

Students identify which *ESLR(s)* contained in or addressed by the objective(s) of the daily lessons gives them an opportunity to realize that the *ESLRs* are an important part of the basis of the measurement of their progress. They also have a chance to realize the practicality of what was taught. In other words, they make a connection between classroom learning and daily life.

Other expectations are integrated with the core course lessons to ensure that each student is progressing toward the achievement of the *Expected Schoolwide Learning Results*. Some of these components and expectations include enforcing proper uniform attire and other discipline rules at all times (*ESLRs* 1 and 6), the incorporation of prayer, Catholic Theology and celebrations of Feasts in our lessons (*ESLR* 1), opportunities for students to work in groups and lead group projects (*ESLRs* 2 and 4), the incorporation of technology as often as possible (*ESLR* 3), and the incorporation of projects that extend to schoolwide activities involving the community (*ESLR* 5). These components are part of the daily lessons and part of the assessment process.

Teachers in the World language Department share, during regularly scheduled meetings, findings based on the results of their assessments which help evaluate and improve our curriculum and instruction. Many decisions are made collectively regarding areas in which students need improvement and are communicated within the department so that the learning process is continuous from the moment the student begins their world language education and extended throughout the years of language study the student pursues. During these meetings, books and other materials such as computer lab software are sampled, discussed, selected and budgeted. Courses are consistently reviewed and monitored so that they serve the needs of the student population. During the last year many changes were made to our course menu and new books were selected accordingly.

The diocesan curriculum presently used in our classrooms is the product of two years of work from a committee formed by members belonging to all high schools in the Diocese of Phoenix. Saint Mary's High School was a consistent and active participant in this great effort. The product will now be shared and used throughout the entire Diocese. We are proud to say that a great deal of the criteria used to write this curriculum comes from the daily experiences and discussions that happened in our own World Language Department, based on our continuous use and sharing of student assessment methods, strategies, and assessment instruments.

Areas of Strength

Saint Mary's High School:

- provides each student a Christ-centered, challenging, comprehensive, and relevant curriculum, grounded in the school's *Philosophy and Mission Statement*, which results in achievement of the *Expected Schoolwide Learning Results*.
- faculty members design and implement a variety of learning experiences that actively engage students in a high level of learning consistent with the school's *Expected Schoolwide Learning Results*, ensuring that students are provided current textbooks, materials, and teaching strategies.
- student assessment results, which are integrated into the learning process, are the basis for regular evaluation and improvement of school curriculum and instruction.
- has a solid Theology curriculum with clearly defined course objectives, expectations, and student-activities that promote the acquisition of knowledge and Catholic values.
- provides multiple opportunities for professional staff to participate in on-campus and off-campus professional growth workshops, in-services, and meetings to help promote and support an increase in knowledge and skill levels.

Areas of Growth

Saint Mary's High School will strive to:

- develop a systematic approach to improving student standardized test results.
- develop and implement strategies to enhance the freshman curriculum to increase the level of academic success and philosophical buy-in for all freshmen in a more timely way.
- implement a schoolwide program which creates a student friendly assessment process that is valid, representative of the material covered, and constitutes a just reflection of student performance.
- continue to maintain and develop high-level, pertinent curriculum to prepare students for post-secondary education.

Evidence

-*Staff Handbook*

-Classroom observations

-*Course Description Catalogue, 2009-2010*

-Course Syllabi

-Curriculum Mapping

-Lesson Plans

-*Student-Parent Handbook*

-Student work

-Teacher evaluations

Category C – Support for Student Spiritual, Personal, and Academic Growth

C1. Campus Ministry/Community-Based Learning

To what extent:

Do students grow as persons of faith through appropriate and meaningful experiences of prayer, liturgy, and community-based service learning?

Reflection and analysis of our data confirm that students have opportunities to grow as persons of faith at Saint Mary's High School through appropriate and meaningful experiences of prayer, liturgy and community services. While the present opportunities and structures in place support and advance the spiritual growth of students, it is possible and desirable to expand and deepen the extent to which these opportunities are available to students.

The results of a 2008 survey of the student body yielded the following:

- 85% acknowledged that their overall experience at Saint Mary's has helped them grow in knowledge and appreciation of their faith.
- 72% confirmed that their participation in community service, as a student of Saint Mary's, has been a meaningful experience that helped them grow personally.
- 79% of the student body described themselves as "Catholic" while 72% reported they believed that Jesus was present in the Blessed Sacrament.
- 41% of the student body attends Mass every Sunday, while 34% of the student body attends Mass a few times a year.
- 38% of the student body said that attending a class retreat/Day of Reflection was the most important factor in helping them grow in *appreciation* of the Catholic faith while at Saint Mary's High School.
- 26% of the student body said that attending Mass was the most important factor in helping them grow in *appreciation* of the Catholic faith while at Saint Mary's High School.
- 60% of the student body said that their theology classes were the most important factor in helping them grow in their *knowledge* of the Catholic faith while at Saint Mary's High School, while 11% attributed this growth to a class retreat and another 11% attributed this to guest speakers or presentations.
- 38% said they would like additional opportunities to receive the Sacrament of Reconciliation.

When given the opportunity to provide anonymous written feedback as to how Saint Mary's High School can help one grow in knowledge and appreciation of the Catholic faith, students offered a variety of responses and suggestions. Some students felt things were fine as they are. Others expressed varying degrees of negativity, while still others gave positive feedback, and made requests for additional faith support.

Suggestions offered by the latter group included:

- a) more All School Masses
- b) more opportunities to celebrate the Sacrament of Reconciliation
- c) more spiritual retreats

- d) more guest speakers, especially those who address current real life issues for teens and/or share from personal experience their attempt to live the faith
- e) more opportunities to learn about other faiths
- f) more discussion in theology classes of those topics that more readily relate to the challenges facing teenagers and the preparation needed for their future

Upon reflection and analysis of a wide variety of current data, the committee has concluded that the faith-experience offered at Saint Mary's could continue to grow in two general areas:

- 1) The opportunity to participate in the sacramental life of the Church, specifically Reconciliation and the Mass.
- 2) The manner in which the Catholic faith is presented – both in content and in practice – as it relates and applies to students.

At the end of the 2007-08 academic year the Bishop of Phoenix assigned a priest to serve as part-time chaplain for Saint Mary's High School. We feel this appointment will help greatly in meeting the first recommendation.

The following sub-categories offer more specific analysis of the current faith environment within the Saint Mary's community.

- 1. The degree to which student classes and activities begin with prayer:

After a survey of the student body, it has been concluded that roughly half of all classes and school activities begin with prayer, with approximately 5 percent of the student body reporting that five or more classes begin with prayer.

In addition, there are specific traditions among Saint Mary's High School athletes that stand out as worthy of mention in this area:

- The football team traditionally begins each game day by attending Mass together before the start of the school day;
- Before the start of each game, the Lady Knight's basketball team spends time in prayer in the chapel.
- In addition, school assemblies such as Pep Rallies and guest presentations also start with prayer.

Prayer is encouraged by teachers and participated in by students on a daily basis. Each morning, the entire school community pauses to dedicate a few moments to prayer and a brief reflection on living the Gospel. At lunchtime, the students join together to pray grace before meals. On the whole, students are encouraged to deepen their relationship with God and to incorporate an understanding of His Presence in their lives and within the school community. In addition, this year the community has been given the opportunity to participate in *Lectio Divina* twice weekly in the school chapel. The Legion of Mary leads the praying of the Rosary once a week in the school chapel.

2. The level of student-centeredness in liturgy planning:

The Catholic Formation class continues to plan and organize the school's monthly All School Masses. As for other liturgical events, they are primarily planned and organized by Campus Ministry and the Theology Department so as to limit the number of times during the year students are out of class.

3. The provision for retreats/days of recollection:

Each grade level is given one retreat per year. These events are considered an integral part of the students' academic and spiritual formation, and attendance is required. Each retreat day begins with the celebration of Mass. These days include several sessions given to discussion of various dimensions of faith. Discussions are led by student leaders from the Catholic Formation class, and films are provided to facilitate the process.

In years past, Saint Mary's High School has participated in the annual, diocesan-wide Youth Fest, an event which gathers students from surrounding Catholic high schools for a day of retreat and fellowship. The Youth Fest has not been placed on the Diocesan calendar for this year.

During both Lenten and Advent seasons, the school offers and facilitates a Reconciliation service for students and staff.

4. The degree to which the curriculum and co-curricular activities are linked to and promote spiritual growth, Christian leadership and service:

In general, the curriculum and co-curricular activities are linked and seek to promote spiritual growth, Christian leadership and service. This relationship is particularly fostered within the Theology and Campus Ministry Departments, in the following ways:

- Each club is responsible for completing a service project.
- All Saint Mary's students are responsible for completing 90 community service hours prior to graduation.
- Students are given regular opportunities to celebrate the dignity of human life. The Youth for Life organization invites all to join them in scheduled prayer pilgrimages to the local Planned Parenthood. In addition, participation in the March for Life in Washington, D.C. has been scheduled as an annual event.
- With eight All School Masses, four class retreats, two penance services and a Live Stations of the Cross on the calendar each year, the hope is that classroom learning will be made more alive as each student has the opportunity not only to learn about their faith, but to participate fully within the community.
- Special activities during Catholic Schools' week which encompass faith, school unity, and appreciation for the gift of a Catholic Education.

5. The opportunities available for Reconciliation:

In addition to the Advent and Lenten celebrations of the Sacrament of Reconciliation, the school chaplain is available on a regular basis to hear student confessions and to offer any counsel that may be needed.

6. The degree to which confirmation programs reflect diocesan programs and practices:

As it is not directly tied to a single parish community, Saint Mary's High School does not offer specific confirmation programs for its students. The Sacrament of Confirmation in the Diocese of Phoenix is now received by students during their elementary school years.

7. Other evidence:

In 2008, Saint Mary's designated January 22nd as Respect Life Day. The entire school day was dedicated to prayer and education to promote the dignity of human life. An additional All-School Mass was celebrated by the Bishop, which was followed by a variety of presentations, speakers and a concert in support of the pro-life message.

During Catholic Schools Week in 2008, Saint Mary's High School demonstrated its commitment to providing students with meaningful experiences of prayer and liturgy by educating students about the Real Presence of Jesus in the Blessed Sacrament. Most important of all, the entire Saint Mary's community was offered the opportunity to experience more deeply Christ's Presence through Saint Mary's first Forty Hours Devotion. Students, faculty and staff, parents and alumni all participated in Eucharistic Adoration and joined together to intercede for God's blessing on the school community. This experience was augmented by an educational display on Eucharistic Miracles, available to all in the main lobby of Blaise Hall.

C2. Student Connectedness, Student Services

To what extent:

Are students connected with a system of support services, activities, and opportunities within the school's faith community that meet the challenges of the curricular/co-curricular program in order to achieve the Expected Schoolwide Learning Results?

Saint Mary's High School students are afforded a strong foundation and network of support services, activities, and opportunities within the school's community. Services and activities are planned to enhance the total personhood of each student. These programs include:

- Student Services: Campus Ministry, Academic Advisement and Guidance Counseling, Library, Health, Food, After School Study Hall, Computer Lab, Tutoring
- Student Activities: Clubs and Organizations, Leadership opportunities, and Athletics

Student Services:

The Campus Ministry Department offers:

- Class Retreats each year
- Columbian Squires
- Teaching Abstinence Program
- Opportunities to participate in annual March for Life Conference in Washington, D.C.
- Daily Mass and monthly All School Masses
- Reconciliation services
- Spiritual counseling

The Guidance Department encourages and supports students in their academic, spiritual, and social development. Specifically:

Academic Advisors:

- Meet formally with each student yearly, and informally as requested
- Make classroom presentations to all students in each grade level
- Meet with parents throughout the year as needed or requested
- Monitor - Progress reports, report cards, acquiring homework for students with prolonged absences, standardized test day, test results, career programs
- Maintain - College catalogues, SAT/ACT prep materials, scholarship and career information materials
- Administer and/or Organize - PSAT, EXPLORE, and PLAN tests; AIMS test for students who qualify for an in-state scholarship opportunity; Focus Groups to ASU for first generation college students; Arizona University and College Day visits on the SMHS campus for seniors; out-of-state college small group visits with seniors on the SMHS campus
- Communicate with parents - Each semester with updated transcripts and deficiency notifications; with mailings that contain information which will assist them in knowing the academic status of their son/daughter; by mail, email, and phone as needed; with presentations to parents for college selection, the college registration process and financial aid information

One Counselor is assigned to:

- Work collaboratively with the Academic Advisors concerning a variety of student personal issues
- Work with students needing assistance when receiving referrals by teachers, parents, administrators, academic advisors and other students
- Provide families with appropriate referrals to persons and agencies as necessary
- Oversee the monitoring of ongoing outside counseling requirements for students on school contracts

Library Services:

The Saint Mary's Library is a major component of the school's total educational program. Access to those resources and tools needed for learning is provided in a safe and stimulating environment.

In order to fully accommodate both students, and staff, the facility is open both before (6:30 a.m., Monday through Friday) and after (Monday through Thursday) school. The librarian, a certified professional with a Master's in Education in School Library Science, receives supervisory assistance from several staff members. The library, with its collection of diverse sources, supports the school's curriculum, meets the needs of individual students, and promotes the enjoyment of reading. Resources are supplemented with four online data base subscriptions. These provide access to a variety of magazines, videos, computer resources and an updated reference collection.

The library designs its program around the school's mission statement, the *Expected Schoolwide Learning Results* and guidelines articulated by the American Association of School Librarians. Print and electronic materials are selected based on the recommendations of the faculty, Diocesan policy and professional journals. The library, in cooperation with the English Department, encourages and promotes recreational reading at all grade levels.

Together, the librarian and the teachers constitute a collaborative work culture. Members of the English and the Social Studies departments receive instruction on the use of the electronic databases. In consultation with staff, the librarian helps in the planning of units, as well as in the teaching and evaluation of lessons relevant to the curriculum. Research skills are a part of the instruction.

The Saint Mary's Librarian reviews the budget and works with the administration to ensure adequate funding to extend and renew the collection and to expand the technologies as needed.

Health Services:

Saint Mary's employs a full-time registered nurse who is responsible for any health emergencies which may arise, the daily administration of medication to specific students, and maintenance of health records for all students. The nurse communicates with teachers regarding specific student illnesses or considerations that may arise. The nurse is responsible for the organization of the random drug testing program on our campus.

Saint Mary's also has a trainer on staff to work with injured athletes, and those who have other physical needs.

One guidance counselor in the Guidance Department is specifically designated to assist staff and parents with students who are in need of emotional, social, or behavioral health service intervention and referrals. This counselor also assists in the follow-up of the random drug testing program.

Food Services:

Saint Mary's has a school cafeteria which has received the highest gold medal rating from Maricopa County Health Services Division for six of the last eight inspections and a silver rating on the other two inspections, with very minor infractions noted. The cafeteria is open at 6:30 a.m., providing a breakfast menu, and throughout the day, for break and lunch, including after school on many occasions in order to assist students with their dietary needs. The school welcomed the opportunity to partner with the diocese and parents to provide more nutritional selections on the school menu following the guidelines of the Diocese of Phoenix School Wellness Policy. Food and beverages sold or served on school grounds during normal school

days meet Dietary Guidelines for Americans and other nutrition guidelines as set forth by the Arizona Department of Education Child Nutrition Programs. These nutritional choices help support parents and students in the pursuit of student overall well-being. The food service staff continues to seek new foods and beverages which meet the standards of the Wellness Policy and which are attractive to students as nutritional and tasty, and provide variety.

The cafeteria also provides opportunities for students to earn money in a “work-study” setting to assist their parents with tuition costs.

After School Program:

Saint Mary’s provides students who want or need to remain after school (usually waiting for their ride home) with the opportunity to wait in a safe, quiet, teacher monitored environment in the library, Monday through Thursday, 3:00 p.m. through 5:00 p.m. (or until the last student leaves). This environment provides opportunities for peer tutoring/study pals, quiet study, reading (curricular materials or library books, including the newspaper), and use of computers. This after school service is much appreciated by parents and students.

Computer Availability:

In addition to the computer availability in the school library as noted above, the school’s Computer Lab is opened daily each morning by 7:15 a.m. and for approximately ½ hour after school Monday through Thursday. The computer teacher is the moderator during these time periods.

Tutoring:

Saint Mary’s has a designated daily Teacher-Student Period (TSP) from 7:30 a.m. to 7:55 a.m. in order for students to be able to make contact with their teachers in the classroom to make up work, receive academic assistance, or communicate other needs. Students may also receive academic peer tutoring from National Honor Society members who are available two mornings a week in the school library.

Student Activities:

Student Clubs on campus:

Ambassadors Club	Film Club
American Politics Club	Key Club
Art	Legion of Mary
Black Student Union	Letterman’s Club
Bowling Club	MEChA
Columbian Squires	National Honor Society
Drama Club	Newspaper
Earth Club	Respect Life Club
English Honor Society	Student Council
Harmony Dance	

Student involvement, leadership, and connectedness opportunities include:

Students are encouraged to be involved in co-curricular activities to enhance student ministry to fellow students and the wider community. Various student clubs provide regular programs, both on and off campus for the continuing spiritual and community service development of all students. Students, parents, faculty, and staff participate together in many of the activities. A few examples of some of the services provided include:

- NHS – before school peer tutoring and bi- annual blood drives
- Earth Club – campus clean up and recycling
- Campus Ministry – food drive in November
- School Band – participation in Veteran’s Day parade
- Student Council – Smiles for Christmas, Easter basket project
- Varsity Football – bring gifts to students at Wilson school
- Varsity Basketball – basketball camps for younger boys
- Varsity Basketball – basketball camps for younger girls
- Key Club – schoolwide seat belt project
- Drama Club – elementary school performances
- Legion of Mary – service project at a crisis pregnancy center
- Ambassadors – service to SMHS with their presence at Open House and Eighth Grade Days
- Youth 4 Life – praying once a month at an abortion clinic
- Columbian Squires – altar servers at Mass; pro-life work; community service

Many students are involved in leadership organizations which recognize and develop student leadership on our campus.

- The Student Council - an elected seven member student governing board and a faculty moderator; class representatives and committee workers apply for various positions on the Student Council.
- Student Body Officers - plan and organize Student Council meetings; strive to instill school spirit; organize and run pep assemblies; provide effective school leadership.
- Class Officers - oversee all class activities; represent their class on Student Council; communicate with their respective class constituency; strive to instill school spirit in their class.
- The National Honor Society - student leaders assist other students with peer tutoring in the library before school two times per week; coordinate and sponsor bi- annual blood drives each year; can also be counted on to step in whenever they are needed to assist with Eighth Grade Days, Open House, Commencement, and Baccalaureate.
- Student Publications – the two student produced publications, the *Roundtable* (school newspaper) and the *El Caballero* (yearbook) provide students the opportunities to:
 - enhance their communication abilities by using writing and technology skills that are not usually required in class work.
 - incorporate composition, revision, editing, and formatting skills as well as meeting deadlines, resulting in the acquisition of skills in managing time, organizing priorities, and making good decisions.
 - to learn to work independently and as team members.
 - as editors, to learn important leadership skills of delegating tasks, setting priorities, and cooperating with other students and a moderator to create a finished product.

Athletics:

Saint Mary’s offers athletic program that provides students numerous opportunities to excel, develop self-esteem and confidence, exert leadership, develop physical strength and skill, and inspire school spirit. More than sixty percent of students participate in one or more athletic programs. Participation is available in (*indicates boys and girls):

Baseball/Softball*	Golf*	Tennis*
Basketball*	Soccer*	Track and Field*
Cross Country*	Spirit Line	Volleyball*
Football	Swimming*	

Expectations, policies, and procedures are delineated in the *Athletic Handbook*, along with the Athletic Code, and a Student Code of Conduct. The Athletic Director is responsible for ensuring the implementation of the *Athletic Handbook*. High standards of personal and team conduct are expected and enforced along with the highest level of sportsmanship. Saint Mary’s has an eligibility rule requiring that students pass all courses in order to participate in athletics.

Saint Mary’s is a member of the Arizona Interscholastic Association (AIA), 5A Conference, Division I, and the Desert Valley Region. School athletic teams are supported enthusiastically by the entire Saint Mary’s community, including at the pep rallies. Thirty-three percent of our faculty and staff serve as coaches, helping to continue to reinforce the long-standing tradition of community and school spirit.

C3. Parent/Community Involvement Criterion

To what extent:

Does school leadership employ a wide range of strategies to ensure that personal and community involvement is integral to the school’s established support system for students?

The leadership at Saint Mary’s High School believes in a number of important and productive strategies in order to maintain parental/community involvement to the school’s support system for students. Parents, alumni, and community members all provide support for Knights and Lady Knights in a variety of ways.

The Saint Mary’s School Advisory Board provides a vital area of parental and community support. Once a month (between August and May), the advisory board comes together to address many important areas of the school including strategic planning, finances, technology, and buildings and grounds. The board creates opportunities in this setting to interact with members of the Student Council, Parent Organization, Finance Office, Development Office, and the Principal. Open to the public, these opportunities to gather give a sense to the entire community that almost every issue (with the exception of personnel matters) is available for discussion in this type of forum. In addition to regular meetings, board members create as many ways as possible to be visible within the school community and to interact with parents about issues important to everyone within the school setting. This important organization ensures that community involvement is integral to the school’s established support system for students.

The Saint Mary's Parent Organization (SMPO) provides support to the school (administration, staff, students, and parents) through programs, services, and activities provided throughout the school year. The SMPO plays a key (if not primary) role in overseeing textbook exchange days during the summer, recognizing seniors with a cumulative 3.75 GPA or higher through the honor board ceremony, celebrating staff members during Catholic Schools Week, and honoring academically strong seniors at graduation with honor cords. Throughout the school year, the SMPO hosts meetings (in the morning, with a lunch, or at night) to provide an open forum for parents to talk about issues pertinent to the day-to-day life of students. Besides hosting meetings, the SMPO strives to assist parents through their organization of carpooling and through their creation of a Student Directory. The Saint Mary's Parent Organization is a valuable support for students and has become an integral part of the entire school community.

The Saint Mary's athletic department is blessed to have a number of booster organizations which separately support a number of athletic programs on campus. Each booster group does a number of activities to raise funds, recognize parents, celebrate seniors, and assist with end-of-season banquets for each given program. Discussion and organization has begun to resurrect a booster organization separate from the individual groups that would allow for financial support for smaller numbered sports programs and would provide more opportunities for the Saint Mary's community to celebrate student athletic achievement.

Many other opportunities exist for parents and staff members to support students. Mass each morning, monthly All School Mass, school pep assemblies, athletic competitions, Freshman Parent Mixer Dinner in August, parent Back-to-School night, and fine arts performances are examples of opportunities for staff, parent, alumni, and the community to show support for students.

Parents have various opportunities to stay in contact with staff members to examine how students are growing spiritually, academically, socially, and/or personally. Special time is set aside each morning from 7:30 a.m. to 7:55 a.m. (Teacher-Student Period) as well as after school for staff and parents to meet. Individual school e-mail and phone extensions give parents other methods to contact staff members. The student system, Power School, allows teachers to communicate student grades and parents to observe student grades on a regular basis. Each of these communication tools enhances the partnership between the school staff and parents in order to provide a support system for students.

The Saint Mary's administration believes very strongly in student support. Throughout the many examples that have been shared, it is very evident to see how the parents and community come together with the staff to ensure that as much involvement as possible occurs to emphasize the importance of this partnership in the school's support system for each Knight and Lady Knight.

Alumni:

The alumni organization is strong and loyal to Saint Mary's, and illustrates ongoing commitment to the school's *Mission* and *Philosophy* through involvement in supporting student academics, activities, athletics, and through generous annual contributions.

The key responsibility of the Development Office is to maintain and develop new alumni relationships. The office has increased the number of contacts and is providing new opportunities for alumni to return to campus for Mass, meetings, visits, and tours.

Alumni are communicated with through the quarterly newsletter *KnightLine*. Graduates are encouraged to support the work of the school after graduation by financial assistance, prayer and their physical presence of campus, at athletic and other school events.

Areas of Strength

Saint Mary's High School:

- students demonstrate pride and ownership in their school.
- is committed to providing a strong Catholic education by offering many opportunities to develop each student spiritually, academically, socially, and personally.
- provides a wide variety of curricular and co-curricular activities in which all students are given the opportunity to develop Christian values, self-worth, and leadership skills.
- provides many opportunities for students to grow as persons of faith through Eucharistic Celebrations, prayer, class retreats, penance services, and participation in Christian volunteer service.
- offers a well-developed and respected athletic program which is competitive at the 5A-1 level.
- has a school Advisory Board and a Parent Organization which each provide strong, parent support and active involvement in the school community.

Areas of Growth

Saint Mary's High School will strive to:

- promote cultural respect and awareness on campus through ongoing in-service programs and projects.
- seek new strategies and ideas for curricular and co-curricular opportunities to assist students with increased academic tutoring opportunities.
- seek new strategies to enhance the four-year academic planning process, through the Guidance Department, for each student in order to better assist them in the multiple tasks and decisions of college and other post-secondary education goals.
- continue ongoing assessment of student needs through survey, direct dialogue, staff and parent input in order to insure that the spiritual, academic, social, and personal needs of students are met.

Evidence

- School Calendar
- Athletic Handbook*
- Club meeting schedule
- Christian Service forms
- Expected Schoolwide Learning Results*
- Green Streak* monthly parent newsletter
- Guidance Department Handbook
- Mission Statement and Philosophy*
- Staff Handbook*
- Strategic Plan, 2006-2009*

- Student Council Constitution and Bylaws
- Student-Parent Handbook*
- The Knightline* semi-annual alumni newsletter
- Saint Mary's website

Category D – Resource Management and Development

D1. Resources

To what extent:

Does the school demonstrate responsible stewardship?

Are the resources available to the school sufficient to sustain the school program and effectively used to carry out the school's Philosophy and Mission and student achievement of the Expected Schoolwide Learning Results?

Saint Mary's demonstrates responsible stewardship through continued efforts to attain and manage the available resources necessary to sustain the school program and to carry out the school's *Mission, Philosophy, and Expected Schoolwide Learning Results*. The primary resources and activities necessary to achieve the desired outcomes include the annual budget process, staffing and professional development, technology, parent and student organizations, and the Saint Mary's Scholarship and Benefits Fund.

The annual budget process is a key instrument used to ensure the financial health and stability of Saint Mary's High School. The Saint Mary's staff provides vital input regarding budgetary decisions for the allocation of resources that affect the learning environment of the school. The annual budget includes resource allocation for department expenditures, curriculum materials, professional development, athletics, student activities, administration, guidance counseling, maintenance, debt reduction, and capital expenditures. The process begins in January and includes input from all areas of the school. The School Advisory Board Finance Committee, Director of Finance, and Principal propose the preliminary budget. The preliminary budget is then presented to the Diocese in April. The Diocesan School Board Finance Committee reviews the proposal and consults with the Director of Finance and the Principal. The operating budget is revised in late August when enrollment numbers are confirmed. Final budget approval takes place in September. The approved operating budget for the 2008-2009 school year is \$7,566,365, exclusive of endowment and investment funds. Saint Mary's High School is operating with a balanced budget for the 2008-2009 school year.

A large portion of the Saint Mary's student population historically demonstrates financial need. In the 2008-2009 school year, 59% of our families have demonstrated financial need totaling over \$3,000,000. The school's administration and Development Office continue to address the challenge that exists when the demonstrated financial need of Saint Mary's families exceeds the current resources available. The following institutions and foundations are the primary resources used to provide financial assistance:

- The Catholic Tuition Organization of The Diocese of Phoenix - \$1,527,576
- The Scholarship and Benefits Board (S & B) Endowment and family funds - \$96,675
- The Scholarship and Benefits Board POSSE Program (Program of Students, Sponsors, and Educators) - \$114,440
- Arizona School Choice Trust - \$290,000
- Catholic Community Foundation - \$20,000
- The Arizona Scholarship Fund - \$88,000

As of September 2008, after taking into account funds from all sources, our students have received more than \$2.5 million in financial aid for 2008-2009 school year.

One of the most valuable resources at Saint Mary's is its staff. To show commitment towards this very important resource, the Diocese has raised the certified pay scale for contracted employees to attract and retain quality staff members. With the support of the Bishop, Diocesan School Board, and the Executive Director of Education and Evangelization, the pay scale continues to move towards parity with the public schools.

Professional development opportunities are made available to staff throughout each school year. Examples of past and present opportunities include:

- Yearly diocesan-sponsored Educator's Day, Called to Protect for Ministers updates
- AP Summer Institutes and yearly local AP Professional development workshop
- Smart Board training workshops
- Curriculum mapping in-service
- Various in-service topics (mathematics, science, Spanish, motivation, library, student behavior) through our Private School Consortium
- Accreditation study team meetings
- Diversity staff training through Anytown Arizona
- Rigor and Relevance curriculum in-service
- Monthly staff prayer services
- Assessment in-service

Growth in available technology at Saint Mary's High School has been an important focus for administration. Technology has enhanced the learning environment and the efficiency of communication within the school. In June 2005, the four buildings of the Saint Mary's campus were networked together using CAT6 cabling. A new phone/e-mail system and intercom system were also installed. The Saint Mary's staff now has network computer access and internet access connections in all rooms and classrooms, as well as e-mail. Saint Mary's has invested in sixteen Smart Boards. Fourteen of these are permanently installed in classrooms and two are reserved as portable. With construction complete on Piper Hall in November 2007, Saint Mary's has three state of the art computer labs. In addition, the diocese has approved a plan guiding our technological pursuits through 2013.

D2. Resource Planning

To what extent:

Does the governing board and the school execute responsible resource planning for the future?

The school leadership strives to execute responsible resource planning to ensure financial stability of Saint Mary's High School for the future. That same leadership is committed to the highest level of professionalism in the acquisition and allocation of financial resources.

Saint Mary's High School demonstrates responsible resource planning for the future through the school's strategic planning process. The current Strategic Plan was initiated in 2006. The plan covers goals and objectives to be accomplished from 2006-2009. The Strategic Planning

Committee meets regularly to ensure the action plans, and associated responsible parties are moving forward with the implementation of the established goals and objectives of the school's Strategic Plan.

Saint Mary's High School updated its Long Range Facility Master Plan in June 2006. To provide programming and master planning services for the future, the architectural firm of Todd & Associates was hired. A preliminary building/space use program was developed with the intent of providing an essential decision making tool for future actions and phases of campus development. Saint Mary's High School has successfully completed a modified versions of Phase 1 and Phase 2 of our Long Range Master Plan with the completion of Piper Hall in November 2007.

Again, the annual budget process is a vital tool used to execute resource planning. Sufficient resources are budgeted to fund school operations, including funding for facility maintenance and investment in the school's infrastructure. In the past six years, Saint Mary's has planned and executed the following enhancement to our learning environment and other campus improvements:

- School-Wide networking project
- New telephone system
- New intercom system
- New addressable fire alarm system
- Annual commitment to technology purchases including servers, smart boards and computers
- New bleachers for the gymnasium
- Remodel of all gymnasium locker rooms
- Remodel of all public restrooms on campus
- Remodel Blaise Hall Lobby
- Remodel gymnasium lobby
- Remodel Celesta and Nevin Hallway corridors
- New carpet or VCT flooring in almost all classrooms
- Remodel of a science classroom in Blaise Hall to serve as an additional lab for anatomy/physiology classes
- Installed a new water tower in Blaise Hall
- Landscape upgrades
- New roofing for Blaise Hall and Nevin Hall

Tuition assistance continues to be the largest unmet financial need for Saint Mary's High School. Our school has two established endowment programs to help meet this growing concern. The Scholarship and Benefit Fund and Catholic Community Foundation (CCF) manage the school's available endowment programs. Gifts to our endowment programs may be made in memory of, or in honor of notable donors, alumni, parents, staff members, relatives, or friends. Only interest income is spent from the endowment funds, thus preserving the corpus in perpetuity. Earnings from the Scholarship and Benefit Board and CCF endowments provide tuition assistance for current students with demonstrated financial need. The Hall of Fame Dinner, which occurs every other year, adds approximately \$70,000 to the Scholarship and Benefit Fund endowment balance.

The Scholarship and Benefits Board was established in 1979 for the sole purpose of raising money for the school. The Board's *Mission Statement*: "The mission of Saint Mary's Scholarship and Benefit Fund is to provide resources to Saint Mary's Catholic High School, students, faculty and staff to ensure access to excellent academic social and cultural opportunities for all students." The goal of the Board is to help shape the lives of young adults, guided by Christian values, to better ready them to be thoughtful, responsible citizens and leaders throughout all aspects of society.

Donors (alumni, parents, staff, and friends) are encouraged to support specific programs having particular interest to them. Donors may make direct or endowment gifts to such programs as tuition assistance, direct financial aid (through POSSE), Campus Ministry, performing arts, Christian Service, athletics, science, technology, student activities, and staff development. The Saint Mary's Development Office staff also works closely with alumni and donors to solicit individual funds needed to provide tuition assistance, reduce debt, and assist with other various needs throughout the school.

D3. School Finance Resources Criterion

To what extent:

Are the school's financial resources adequate to fulfill its Mission and programs?

Are the school's financial operations conducted with integrity and in accordance with acceptable accounting practices?

Saint Mary's High School has financial resources that are adequate to fulfill our mission and programs. Saint Mary's High School operates on a balanced budget. The primary revenue stream is tuition. Saint Mary's has staff and technology devoted to track and maintain the tuition revenue database. Other revenue sources include financial assistance, grant income, development activity/event income, departmental income, and rental income.

Adequately meeting the needs of the state's oldest Catholic high school is an ongoing challenge. Fulfilling debt service requirements, meeting the growth in operating budget, and trying to anticipate and fulfill the needs of tuition assistance for needy families are all items that are reviewed and revised on an ongoing basis. Each of these areas remains an important focus for the School Advisory Board Finance Committee.

In order to ensure the school's financial operations continue to be conducted with integrity and in accordance with acceptable accounting practices regular internal and external audit work is performed. The most recent audit for Saint Mary's High School is for the fiscal year ending June 30, 2008. The audit was conducted by Plante and Moran, LLP. Saint Mary's High School performs an external audit annually, and Internal Financial Reviews are scheduled by the Diocese every three years. The school completed an Internal Financial Review with Wallace, Plese, and Dreher, LLP in November of 2007. Upon completion of the review, the auditing firm provided feedback based on their findings to the Principal, Director of Finance, and representatives of the School Advisory Board and School Finance Committee. Saint Mary's has fully addressed all findings brought to bear in this review. Saint Mary's has been found to have

accounting systems, finance-related business processes, and internal controls, that are in conformance to generally accepted accounting principles (GAAP).

With a system in place to ensure integrity and acceptable accounting practices, the School Advisory Board Finance Committee is an extremely important part of the process. Again, the findings of the committee are subject to both internal and external audits each year by an outside accounting firm hired by the diocese. Additionally the recommendations of the committee must also meet approval of the Principal, Executive Director of Education and Evangelization, and Diocesan School Board Finance Committee.

In addition to tuition, the School Advisory Board Finance Committee bases its income numbers on fundraising efforts organized by the Development Office. The Development Office organizes these efforts into three categories:

- Tuition Assistance – to assist needy families by supplementing Catholic tuition
- Annual Fund and Fundraising – to support operational expenses
- Capital Campaign Donations – to reduce and eliminate debt services

Through these three areas, every attempt is made to ensure that no one who desires to get a Catholic education is turned away from Saint Mary's High School.

D4. Enrollment Resources Criterion

To what extent:

Are the school's admission policies and procedures consistent with its Philosophy?

Are the school's marketing, recruitment, and public relations efforts effective in attracting qualified students?

Is the enrollment targeted to maintain effective and meaningful curricular and co-curricular programs that meet the philosophy and goal expectations of the school?

Saint Mary's admissions policies and procedures play an important role in attracting, recognizing, and accepting students who will best meet the expectations of the school's Philosophy and Mission Statement – students who desire to work actively at growing spiritually, academically, socially, and personally in the Saint Mary's school community. Acceptance and course placement are based on High School Placement test scores, 6th, 7th, and 8th grade standardized test scores, 6th, 7th, and 8th grade report card grades, elementary school teacher and principal recommendations, interview information, and discipline reports from the grade schools. By examining these multiple sources of information and data, Saint Mary's strives to admit qualified students who will have an opportunity to succeed and meet the philosophical and goal expectations of the school.

Qualified students are attracted using a variety of interactive tools including visits to various Catholic schools, participation in diocesan elementary parent night orientations, video presentations, informational brochures in both print and web format, advertisement in the *Catholic Sun*, Eighth Grade Days, and an Open House. To assist in some of these areas, Saint Mary's has organized a student Ambassadors group. The student Ambassadors are Saint Mary's

Knights and Lady Knights who desire to share their pride and love for their school with potential students and their families by hosting and touring guests on Eighth Grade Days and Open House.

Saint Mary's High School established a Marketing Committee in early 2008. This committee has helped define a school brand and adopt a print and media marketing strategy for student enrollment and recruitment efforts for the 2008-09 and 2009-10 marketing campaigns. Publicly sharing student's achievements and accomplishments is by far the single most important tool we have to let the community at large know how vital Saint Mary's High School continues to be to the greater Phoenix metropolitan area. The Development Office alerts the public of student and community accomplishments through periodic e-mail blasts, supplements to the bi-annual alumni publication, *The KnightLine*, and supplements to the monthly parent newsletter, *The Green Streak*. In addition, the Development Office submits periodic community wide press releases and places valuable information on the school web site.

Everyone associated with the Saint Mary's community encourages all students during the application and acceptance process to get involved in co-curricular activities (athletics or student activities) and fosters family involvement in activities and organizations associated with the school. Students are offered a full range of athletic opportunities and teams to pursue (Football, Basketball, Baseball, Softball, Soccer, Swimming, Golf, Tennis, Volleyball, Cross Country, Track and Field, Spirit Line) as well as a wide array of student activities (Ambassadors Club, American Politics Club, Art Club, Black Student Union, Columbian Squires, Drama Club, Earth Club, Film Club, Foreign Language Club, Key Club, Legion of Mary, Letterman's Club, M.E.Ch.A, National Honor Society, Newspaper, Harmony Dance, and Student Council). Family involvement opportunities exist through participation in the School Advisory Board, School Advisory Board committees, Saint Mary's Parent Organization, annual fashion show luncheon, annual dinner auction, and booster organizations.

D5. Development Resources Criterion

To what extent:

Has the school an effective development/fundraising program that is consistent with school philosophy?

Is there evidence of development planning?

The Saint Mary's Development Office employs three staff members: a Development Director who oversees the day to day operations of the Development Office, creates and implements campaigns, special events and fundraising activities and conducts large scale fundraising through personal ads and campaigns; an Associate Development Director that conducts and implements the mechanics of each campaign and special event; and an Assistant to the Development Office whose primary duties consist of assisting the Development Director and the Associate Development Director by keeping the office calendar, scheduling appointments with potential donors and recruitment potentials, working with volunteers and students, creating and processing acknowledgement of gifts, maintaining and cleaning the database, preparing for meetings, creating computer presentations, preparing flyers, brochures and other computer graphic materials as well as maintaining the organization of the office.

The Saint Mary's Development Office strategies and philosophies work in tandem with the Mission and Philosophy of Saint Mary's High School by inviting and engaging donors and volunteers to be active participants in the educational experience of each student. The Saint Mary's Development Office operates under the belief that is best expressed in the quote from St. Teresa of Avila, "*Christ has no body now on Earth but yours; no hand but yours, no feet but yours. Yours are the eyes through which he is to go about doing good; yours are the hands with which He is to bless people now.*" Therefore, parents and alumni are asked to participate in fundraising campaigns, special events and community building opportunities to help provide an optimal learning experience for each student and create sustainability for the future of Saint Mary's High School.

A short term, year-long operating plan and calendar are established for the upcoming school year each July by the Saint Mary's High School Development Office in consultation with the Principal. The short term plan details yearly campaigns and special events as well as a plan of action for each. Long term development plans are detailed in the school wide Strategic Plan.

Fundraising has been instrumental in supporting the school's Mission Statement. Major fundraising events of the school are the Capital Campaign, the Annual Giving Campaign (whose profits average \$55,000), the Annual Walk-a-thon (whose profits average \$50,000 - \$75,000), the Catholic Tuition Organization of the Diocese of Phoenix Tuition Tax Credit Program (Saint Mary's receives an average of \$1,500,000), the Annual Fashion Show (whose profits average \$35,000 - \$40,000), and the Bi-Annual Dinner Auction (an every other year event whose profits average \$60,000). Additional funds are raised from other minor fundraising events such as student activity events, sports program sales, and advertising. The Development Office also assists with developing and implementing recruitment of potential students, implementing the school-wide marketing plan and conducting an annual volunteer drive.

Capital Campaign

The Saint Mary's High School Development Office is working to raise the final \$1.6 million needed to complete the "Forward Saint Mary's" Capital Campaign. The additional funds needed to eliminate this debt will be raised through identification and solicitation of donors, alumni and foundations. Naming opportunities and sponsorship opportunities are in place for donors. This campaign has successfully raised over \$6.7 million. Saint Mary's is currently working to finish and complete the Capital Campaign which provided \$8,000,000 in funding for The Virginia G. Piper Education Center.

Annual Giving Campaign

For over 91 years Saint Mary's Catholic High School has been a cornerstone in the community serving the greater Phoenix area. Participation in the Annual Giving Campaign assists Saint Mary's in achieving its mission of providing an education that fosters excellence in Catholic values, tradition, academics, athletics and the fine arts. The Saint Mary's Catholic High School Annual Fund in many ways is the most important support the school receives because it funds day-to-day operations and essential programs. When a donor contributes to the Annual Fund it benefits every student at Saint Mary's. Income from the Annual Fund is a critical supplement to the budget that allows Saint Mary's Catholic High School to meet its operational expenses.

Annual Walk-a-thon

During this special event, students walk around the city of Phoenix accompanied by police officers, fireman, staff members, and parents. This day also provides an opportunity to build community with fellow students. Equally important is the impact of the “treasure” that comes to Saint Mary’s through the collection of pledges and the impact of those funds on the school budget. This fund raising event has been a tradition since the school moved to this location in 1988. Proceeds from this event are used to enhance Saint Mary’s in many ways such as new computers, curriculum materials, bleachers for the gymnasium, band equipment, library equipment, and capital improvements.

Catholic Tuition Organization of the Diocese of Phoenix Tax Credit Program (CTODP)

Saint Mary’s High School Development Office conducts a yearly campaign in conjunction with the CTODP tax credit program. This school year, Saint Mary’s High School provided \$1,500,000 in tuition assistance to over 470 students. This was accomplished through the Catholic Tuition Organization of the Diocese of Phoenix (CTODP) and the Arizona Tuition Tax Credit Act. The CTODP is the largest source of funding for tuition assistance at Saint Mary’s High School.

The Annual Fashion Show

The annual Fashion Show is a community event open to anyone wishing to attend, including students, alumni, teachers, parents and supporters from the community. The Fashion Show has been an organized event for seven years. It hosts a catered luncheon with Saint Mary’s students and alumni modeling fashions from community vendors. In addition to the show, national and local celebrities have been in attendance. Approximately 600 people attend this event. The funds raised help support co-curricular activities and other educational needs at Saint Mary’s.

The Dinner Auction

The Dinner Auction is held every other year. It is a community event open to alumni, teachers, parents and supporters from the community. The event features a dinner, dancing, silent and live auctions. Traditionally the event is themed and celebrates a school milestone or the contributions of significant members of the Saint Mary’s community. Approximately 600 people attend this event. The dinner auction raises funds for the general budget of Saint Mary’s High School and helps support co-curricular activities and student scholarships.

Student and Booster Fundraising

Perhaps the most important tool in our fundraising efforts which ties so closely with our Mission and Philosophy is the engagement of the students, which reinforces the development of moral values and lifelong service. Various fundraising events within our athletic and student activity programs run by students (and sometimes their parents) assist in supplementing budgets each year. These special events many times also assist with various social causes that students feel need support. Through these fundraising opportunities, students begin to understand the importance of planning, organizing, meeting goals, helping others, and being involved for the greater good of the community.

Saint Mary’s High School supports twenty sports organizations that are available for the students. For the 2008-09 school year a comprehensive plan was developed to organize and support twenty individual booster organizations. Parents in tandem with the coaches were empowered to develop an effective Booster organization. The primary focus of the Booster Club is to create individual funds for supplemental supplies and opportunities for each sport at Saint

Mary's High School. In addition to individual Booster organizations, Saint Mary's parents have formed the Saint Mary's Knight Club. This organization raises funds through parent, alumni, and staff volunteer concession involvement at local sporting events such as Arizona Cardinal's football games, Phoenix Suns basketball games, and other special community events. These funds help supplement the Saint Mary's athletic budget. A portion of the funds is used to supply additional opportunities to Saint Mary's clubs and sport organizations through a grant process conducted by The Saint Mary's Knight's Club.

Student Recruitment and Marketing

Saint Mary's Development Office assists with the recruitment of potential students through elementary school visits that target potential students and families. The Development Office staff participates in an average of twenty eighth grade open house evenings or school day visits to private and public schools throughout the valley.

The Development Offices also assists with Eighth Grade days on the Saint Mary's campus. In addition, the Development Office assists with preparation and implementation of the school's Open House. The Development Office also makes personal visits to the principals of various junior high/elementary schools and sponsors "zip code" parties that are hosted by current Saint Mary's families. These parties provide an opportunity for potential families to question and inquire about the personal experiences of current Saint Mary's families and students.

Volunteer Recruitment Campaign

Each year The Development Office surveys the potential need for parent and community volunteers from the faculty and staff. The Development Office then conducts a search to fill the volunteer positions. The average number of parent and community volunteers that assist each year is over two hundred. The Development Office helps coordinate the volunteers with the various activities, clubs, classes or organizations in need of assistance.

Areas of Strength

Saint Mary's High School:

- administration and affiliated School Board Finance Committee demonstrates and execute responsibility in resource management and planning with a vision for both the present and long-term financial stability of the school.
- financial operations are conducted with integrity and in accordance with generally accepted accounting standards.

Areas of Growth

Saint Mary's High School will strive to:

- increase marketing and recruitment strategies in order to increase student enrollment.
- continue to seek sources of income to offset tuition.
- continue to seek financial resources to assist with debt reduction and operational expense support.

Evidence

- School Operating Budget
- Budgeted Financial Statements
- Diocesan school Board Finance Committee Report "School Budget Review"
- Audited Financial statements

- Internal Controls Reporting- Accounting Procedure/Control Procedure Questionnaire
- Strategic Plan 2006-2009
- Revised 2005 Facility Phased Master Plan
- Capital Campaign Reports
- Development Office Records
- Diocesan Approved Capital Expenditures

Chapter Five

Saint Mary's High School Growth Area Action Plans

Saint Mary's High School Action Plan I

Spiritual Enhancement Program

Goal: Enhance student awareness of God with the formation of a community enrichment program which draws all to a deeper relationship with Christ.

Objective: Students and staff will embrace various opportunities to grow in their faith through Prayer, Celebration of the Eucharist, Penance Services, Retreats, Christian Service, Theology-based curriculum, special events/presentations/speakers, staff support, and parental support.

Description

Saint Mary's High School has a realistic understanding of where students are in a spiritual sense when they begin their education at our school. The Gospel instructs us to send students forth into the world as true disciples. The achievement and fulfillment of this goal render indispensable the participation of parents, faculty, staff and the community. The goal of this effort is to lead our young people to a deeper relationship with Christ, the Reason for this school.

Rationale

The Mission of Saint Mary's is to provide a quality Catholic Education by developing and sustaining a rich tradition grounded in Gospel and family values, discipline and respect.

Gospel Values themselves emphasize the development and nurturing of an intimate relationship with Christ. The need to remain true to our mission invites a fresh approach.

-Focus on Learning, Chapter 4, Categories A and C, Areas of Growth

Expected Schoolwide Learning Result Supported

- ❖ Followers of Christ's Gospel, with a deep commitment to the Catholic faith and respectful of other faiths.

Specific Steps:

- * Timeline
- * Action
- * Responsible Party

1. August 2009 - May 2015
 - Form a committee chaired by the Campus Minister and Chaplain with membership including students, staff members, and parents and meet quarterly to oversee the work accomplished on this goal
 - Campus Minister and Chaplain

2. August 2009 - May 2010
 - Create opportunities to dialogue about and assess success of current formation opportunities that exist on campus
 - Campus Minister and Chaplain

3. Topic Timelines:
 - Prayer and Catechesis
August 2009 - May 2010
 - Sacramental Participation
August 2010 - May 2011
 - Social Justice
August 2011 - May 2012
 - Scripture and Tradition
August 2012 - May 2013
 - Loving God and Neighbor
August 2013 - May 2014
 - Different Faiths
August 2014 - May 2015
 - Provide staff development for the Theology Department and the staff as a whole
 - Principal, Assistant Principal, Campus Minister, and Chaplain

4. Topic Evaluation Timelines:
 - Prayer and Catechesis
August 2009 - May 2010
 - Celebration of the Eucharist and Reconciliation
August 2010 - May 2011
 - Christian Service opportunities
August 2011 - May 2012
 - Curriculum and Text application with students
August 2012 - May 2013
 - Acts of Charity (example: Right to Life)
August 2013 - May 2014
 - Guest Speakers and dialogue on respect for other faiths
August 2014 - May 2015
 - Evaluate and Provide opportunities for renewal of various religious school events
 - Campus Minister, Chaplain, and Theology Teachers

5. Recruit outside support Timelines:
 - Prayer and Catechesis
 - August 2009 - May 2010
 - Celebration of the Eucharist and Reconciliation
 - August 2010 - May 2011
 - Christian Service
 - August 2011 - May 2012
 - The Bible
 - August 2012 - May 2013
 - Acts of Charity (example: Right to Life)
 - August 2013 - May 2014
 - Respect for other faiths
 - August 2014 - May 2015
 - Recruit various outside entities to support school events
 - Campus Minister and Chaplain
6. August 2009 - May 2010
 - Develop and disseminate written beliefs to students, staff, and parents
 - Principal, Campus Minister, Chaplain, and Advisory Board
7. August 2009 - May 2015
 - Build upon existing relationships and partnerships with parishes
 - Principal, Campus Minister, and Chaplain
8. August 2009 - May 2015
 - Create additional opportunities for the Campus Minister and Chaplain to be present in the classroom
 - Principal, Assistant Principal, Campus Minister, and Chaplain
9. August 2009 - May 2015
 - Assess yearly the impact of formation opportunities amongst students and staff members
 - Principal, Assistant Principal, Campus Minister, and Chaplain

Resources

The Hebrew Scriptures
 The Christian Scriptures
 Church Tradition
 The Catholic Catechism
 Documents of Vatican II
 Selected Published Works
 Selected Video Presentations

Methods of Assessing Progress

Survey...

- Campus Minister and Chaplain
- Staff Members
- Students
- Parents

End Results:

Students will...

- ✓ Embrace being a follower of Christ's Gospel with a deep commitment to the Catholic faith and respectful of other faiths
- ✓ Be actively involved at school and in the larger community
- ✓ Make well-balanced life choices reflective of Catholic values and teachings
- ✓ Strive to grow spiritually and personally
- ✓ Be respectful of themselves and others at all times
- ✓ Accept responsibility for the decisions they make
- ✓ Live the trait of reverence as a Knight/Lady Knight
- ✓ Increase opportunities for active participation in school religious events

Means to Report Progress to All Members

Progress will be reported to the community through administrative team meetings, staff meetings, Advisory Board meetings, Parent Organization meetings, school publications, and the website.

Saint Mary's Action Plan II

Student Assessment

Goal: Create a student-friendly assessment process that is valid, representative of the material covered, and constitutes a just reflection of student performance.

Objective: Teachers will participate in staff development and implement the program, titled *Designing Quality Selected Response Assessments for the Classroom*, created by Wendy Chalk and Steve Ramirez.

Description

During the 2007-2008 school year, the Diocese of Phoenix determined that as a diocese the schools were to move toward standards-based instruction and assessment. Resources were invested to train all Principals and Assistant Principals in the process with the expectation that the process would begin to be implemented in each school. Standards-based quality assessment is a set of tools used to measure the student achievement of predetermined learning goals as a reflection of the education process.

Rationale

Over the last six years, Saint Mary's has worked diligently at developing curriculum maps and analyzing the current assessment procedures that take place in the classroom. The next appropriate step in the process is to design standards-based quality assessment for the classroom in line with the expectation of the Diocese of Phoenix. This process will...

- Reflect upon the major principles that underline the development of an assessment system – curriculum, instruction, and assessment
- Create timely and relevant data needed to drive instructional decisions
- Reinforce accountability to improve the curricular and instructional program
- Provide the data needed to guide re-teaching efforts in the classroom
- Replace the teaching *model of coverage* with the teaching *model of continuous improvement*
- Increase the alignment of instruction with national achievement tests

-*Focus on Learning*, Chapter 4, Category B, Areas for Growth

Expected Schoolwide Learning Results Supported

- ❖ Academically prepare students to meet the challenges of an ever changing world.
- ❖ Provide students with opportunities to grow as leaders, independent thinkers and problem solvers.
- ❖ Provide students with opportunities to work cooperatively and effectively with others.

Specific Steps

- * Timeline
- * Action
- * Responsible Party

1. August 2009
 - Hold faculty meeting to introduce teachers to the program that will be implemented.
 - Principal and Assistant Principal

2. August 2009 - May 2011
 - Participation in staff development program that will answer the following questions and implement the following steps in designing various assessments:
 - Questions
 - What is an assessment system?
 - What are the major principles that underlie the development of an assessment system?
 - What types of assessment systems can be developed?
 - Steps
 - Identify key standards
 - Unpack standards
 - Research the format, academic language, and criteria for rigor
 - Establish design criteria for all tests or assessments
 - Conduct a pilot of items analysis
 - Build an assessment system that will result in the data desired
 - Designing
 - Selected Response Assessments
 - Essay and Open-Ended Questions
 - Performance Based Assessments
 - Principal, Assistant Principal, Department Chairs, and Teachers

3. August 2011 - May 2015
 - Administer questions in classroom settings
 - Teachers

4. August 2011 - May 2015
 - Evaluate success of use of test questions with students
 - Principal, Assistant Principal, Department Chairs, and Teachers

5. August 2012 – May 2015
 - Create opportunities for follow-up staff development with Ms. Chalk and Mr. Ramirez
 - Principal, and Assistant Principal

Resources

Diocese of Phoenix

Mr. Steve Ramirez and Ms. Wendy Chalk, Life Long Learning and Associates

Methods of Assessing Progress

Survey

Examination of actual assessment questions

Student response to assessment questions

End Results

- ✓ Increase in the number of teachers demonstrating knowledge and understanding of instruction and assessment.
- ✓ Increased quality of teacher-authored assessments.
- ✓ Increase in the number of exam questions that correlate with Diocesan Curriculum Standards.
- ✓ Increase in number of teachers using the item-analysis process to assess the quality of instruction demonstrated by the assessment.
- ✓ Completion of the individual written units of standards instruction and corresponding assessment instruments for each course.

Means to Report Progress to All Members

As definable levels of progress are achieved in this process, they will be reported to the school community through staff meetings, Advisory Board meetings, Parent Organization meetings, Power School, course syllabi, school publications, and the website.

Saint Mary's Action Plan III

Freshman Curriculum

Goal: Establish a freshman curriculum which will encourage, develop, and maintain an appropriate atmosphere of spiritual, academic, behavioral, and attitudinal expectations by promoting increased student performance and accountability.

Objective: Freshman students will enroll in a full-year course designed to enhance knowledge and appreciation of the school *Philosophy*, the *Expected Schoolwide Learning Results (ESLRs)*, the six traits of a Knight/Lady Knight, study skill techniques, and note taking methods.

Description

Freshmen are entering Saint Mary's with noticeably different spiritual, academic, social, and personal levels of need. The ever increasing number of feeder schools with each of their varied academic programs and standards presents new challenges in developing the Saint Mary's culture – faith, academics, standards of discipline, tradition – with these students. It is believed that we must provide additional curricular and co-curricular programming to assist students in their ability to transition to Saint Mary's High School in a timely and dedicated manner.

Rationale

-*Focus on Learning*, Chapter 4, Category B, Areas for Growth

-The *Philosophy* of Saint Mary's High School: "...acknowledges responsibility to help prepare students of varying levels to meet the spiritual, intellectual, and social challenges of life."

- The *Mission* of Saint Mary's High School: "...to provide a quality Catholic education by developing and sustaining a rich tradition grounded in Gospel and family values, discipline, and respect."

-*High School Placement Exam* results indicate a greater number of students entering with lower test scores

-Results of teacher survey and interview data indicate that incoming students demonstrate increased need for instruction and guidance in skills such as: time management, studying, note taking, life skills, taking responsibility, and following directions.

Expected Schoolwide Learning Results Supported

❖ All *ESLRs*

Specific Steps

- * Timeline
- * Action
- * Responsible Party

1. August 2009 - May 2010
 - Develop the curriculum and teaching strategies for the course
 - Principal, Assistant Principal, Campus Minister, Chaplain, Department Chairs, and Selected Teachers
2. March 2010 - May 2010
 - Select instructors to teach the course
 - Principal and Assistant Principal
3. March 2010 - August 2010
 - Educate chosen instructors on the curriculum and teaching strategies
 - Principal, Assistant Principal, Campus Minister, Chaplain, and Department Chairs
4. August 2009 - December 2009
 - Adjust graduation requirements to reflect introduction of new required course
 - Principal and Advisory Board Members
5. August 2009 - December 2009
 - Adjust graduation requirements and curriculum of other content areas impacted
 - Principal, Advisory Board Members, Assistant Principal, and Department Chairs
6. August 2009 - May 2015
 - Educate the school community (parents, students, Advisory Board members, and alum)
 - Principal, Assistant Principal, Campus Minister, and Chaplain
7. December 2009 - March 2010
 - Introduce course as part of Course Selection Process
 - Academic Counselors
8. August 2010 - May 2015
 - Participate in actual course
 - Teachers
9. August 2010 - May 2015
 - Provide ongoing staff development for teachers instructing the course
 - Principal, Assistant Principal, Campus Minister, Chaplain, and Department Chairs
10. May 2010 - May 2015
 - Assess development and maintenance of spiritual academic, behavioral, and attitudinal expectations
 - Principal, Assistant Principal, Campus Minister, Chaplain, and Department Chairs

Method of Assessing Progress:

Data...

- Student responses to assessment questions
- Student grades (progress reports, quarter grades, semester grades)
- Student disciplinary records (number and nature of disciplinary referrals)
- Student Attendance records
- Christian Service

Survey...

- Dean of Students
- Campus Minister and Chaplain
- Department Chairs and Faculty
- Freshman Students
- Freshman Parents

Resources

Curriculum guidelines and text for note taking and study skills

Saint Mary's High School Student-Parent Handbook (contains school's *Mission Statement, Philosophy, ESLR's, Six Traits of a Knight and Lady Knight*)

Saint Mary's High School Course Catalogue, 2009-2010

Freshman Counselor

Chaplain

Library/Librarian

Technology Faculty

Campus Minister

SST Team

School Nurse

Guest speakers – potentially

Methods of Assessing Progress

Progress Reports

Report Cards

Number and nature of disciplinary referrals

Dean of Students interview

Campus Minister interview

Faculty observation and input

Administrative observation and input

Freshman Teacher Study Team

Follow-up evaluations of the class through their sophomore, junior and senior years

End Results

Freshman students will...

- ✓ Uphold the *Expected Schoolwide Learning Results (ESLRs)*
- ✓ Strive to grow spiritually, academically, socially, and personally.
- ✓ Understand that all students have a right to learn and that all teachers have the right to teach
- ✓ Be respectful of themselves, others, and their school at all times
- ✓ Accept responsibility for the decisions they make

- ✓ Live daily the six traits of a Knight/Lady Knight (reverence, studiousness, respect, courtesy, loyalty, and obedience)

Means to Report Progress to All Members

Progress will be reported to the school community by the Freshman Student Study Team and Administration through staff meetings, Advisory Board meetings, Parent Organization meetings, Power School, school publications, and the website.