

U.S. Department of Education
2023 National Blue Ribbon Schools Program

[] Public or [X] Non-public

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

Name of Principal Ms. Amy Sample

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

Official School Name Saint Xavier High School

(As it should appear in the official records)

School Mailing Address 1609 Poplar Level Road

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

City Louisville

State KY

Zip Code+4 (9 digits total) 40217-1343

County Jefferson

Telephone (502) 637-4712

Fax (502) 634-2171

Web site/URL https://www.saintx.com

E-mail asample@saintx.com

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

Date _____

(Principal's Signature)

Name of Superintendent* Dr. Mary Beth Bowling

E-

mail mbowling@archlou.org

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

District Name Archdiocese of Louisville

Tel. (502) 585-3291

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

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mrs. Teresa Riggs

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

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

Date _____

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

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

**Non-public Schools: If the information requested is not applicable, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

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

1. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2023 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award.
7. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2022-2023) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

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

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

☒ Urban (city or town)
☐ Suburban
☐ Rural

3. Number of students in the school as of October 1, 2022 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Students
PreK	0
K	0
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	0
9	273
10	293
11	251
12 or higher	271
Total Students	1088

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

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 2 % Asian
 - 6 % Black or African American
 - 3 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 87 % White
 - 2 % Two or more races
 - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2021 - 2022 school year: 2%

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

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2021 until the end of the 2021-2022 school year	7
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	20
(3) Total of all transferred students [sum of rows (1) and (2)]	27
(4) Total number of students in the school as of October 1, 2021	1128
(5) Total transferred students in row (3) divided by total students in row (4)	0.02
(6) Amount in row (5) multiplied by 100	2

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

English Language Learners (ELL) in the school: 0 %
0 Total number ELL

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

Total number students who qualify: 115

8. Students receiving special education services with an IEP: 22 %
Total number of students served 236

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP should be reflected in the table below. It is possible that students may be classified in more than one condition.

<u>1</u> Autism	<u>120</u> Multiple Disabilities
<u>0</u> Deafness	<u>1</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>75</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>23</u> Specific Learning Disability
<u>12</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>0</u> Intellectual Disability	<u>3</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 0 %
Total number of students served: 0

10. Number of years the principal has been in the position at this school: 3

11. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	7
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	88
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	9
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	0
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	11

12. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 12:1

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

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	97%	97%	97%	97%	97%
High school graduation rate	100%	100%	100%	100%	100%

14. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2022.

Post-Secondary Status	
Graduating class size	306
Enrolled in a 4-year college or university	91%
Enrolled in a community college	5%
Enrolled in career/technical training program	1%
Found employment	2%
Joined the military or other public service	0%
Other	1%

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

Yes X No

If yes, select the year in which your school received the award. 2016

16. In a couple of sentences, provide the school's mission or vision statement.

Saint Xavier High School, a Catholic college preparatory school engages young men in rigorous academic programs and extracurricular activities that foster respect, honor, and service to God's world.

17. Provide a URL link to the school's nondiscrimination policy.

<https://www.saintx.com/about/non-discrimination>

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

PART III – SCHOOL OVERVIEW

Since 1864, Saint Xavier has been a traditional college preparatory school for young men in grades 9-12. We have received the Blue Ribbon four times since 1984, and our applications have always focused on the same strengths. We celebrated our elite academic standing and the impressive scores of our students. We touted our campus, academic offerings, awards, National Merit recognition, AP pass rate, and innovations in education. However, diversity within our school and programming to close achievement gaps for at-risk students was not strong. In 2016, our racial diversity was 8%, and our students needing special education services was 13%. We served those populations adequately, but most of our success was still with the elite tier of students.

Since 2016, our school has deliberately emphasized whom we serve and how we educate them. We built support systems and programs to reach out to a more diverse population of students. Instead of waiting for a more academically and racially diverse student body to come to us, we decided to develop a comprehensive environment and programming, unlike anything we had prior, that supported and ensured success for those populations. We went to schools with diverse populations in our community and spoke to school leaders, parents, and students. We created partnerships with these middle schools so that those students knew that an education at our school was open to everyone. We approached families by letting them know that our school community needed their son and the gifts he would bring to our school family. We intentionally made sure the outreach was not seen as an act of charity. Families and students felt wanted, valued, and supported. Our racial diversity for this current school year increased from 8% to 13%, and our students needing IEP services grew from 13% to 22%. Our student population has consistently grown to come from 58 zip codes, 17 religions, and over 91 middle schools.

We knew that our tuition created barriers for underprivileged families, so it was crucial for us to address that issue. Since our last Blue Ribbon in 2016, we established the Men of Excellence Fund to ensure that all qualified students who want to attend Saint Xavier can do so. The needs-based scholarship program gave opportunity to families who did not believe Saint Xavier was in financial reach. The original fund in 2016-2017 totaled \$200,000 and helped 31 students. By 2022-2023, \$814,525 was awarded to 61 students. Since its establishment, 283 need-based scholarships have been awarded, totaling over \$3.5 million.

Catholic high schools generally have similar elementary schools that feed into their population. Those elementary students usually perform on grade level and are prepared for the rigors of our programming. As we brought in more non-traditional students, we saw a significant need to increase remediation for students who were behind grade level, as well as recruit more diverse teachers. Through the implementation of a learning support center and new programming, we have been able to meet the needs of our struggling learners and prepare them for our curriculum. Hiring more teachers who were trained in special education and learning differences was also key to the success of this shift in our population.

Other crucial aspects of an education at our school involve service and retreat programs, wherein students in all grades come to recognize the universality of the human condition and learn to respond to global needs with empathy and energy. Our service program is committed to teaching students how to create systemic change that goes beyond merely collecting service hours. They are challenged in and out of the classroom to “fall in love with the service of God” as stated by the mission of our founders, the Xaverian Brothers.

And finally, we could not be more pleased with the work we have done since our last Blue Ribbon because it has pushed us outside any comfort zone we had as an institution. In 2016, we were one of the top schools in the region and country, and we could have easily continued that storied tradition with the same routine effort. However, our current school structure truly reflects the mission the Xaverian Brothers had when they started our school 158 years ago. We have reshaped our outreach and created a school where all students are welcome and can learn, not just the academically gifted students in our region. When we currently speak of our Brotherhood, we see faces of many colors and many abilities, and we know that it is a true reflection of who we are called to be . . . Many Brothers, One Brotherhood.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Reading/English language arts curriculum content, instruction, and assessment:

The English Department conducts a four-year program that develops students as readers, writers, and thinkers. Our freshman courses at every level work to bridge gaps of preparedness from our wide range of feeder schools. The American literature focus of sophomore year combines with the British literature work junior year, so that students move into the senior focus on world literature with a variety of perspectives across time and cultures. In each course, students work in poetry, drama, fiction, and non-fiction to build college and career readiness as readers and writers.

Whether tracking behind, at, or ahead of grade-level on summative tests, all students have four years of reading and writing development. In every English classroom, students are guided in the writing process to develop their sense of audience and their comfort in drafting, editing, and publishing skills. Membean's vocabulary-expansion program and No Red Ink's grammar familiarity program enhance classroom discussions to build writers' access to the language and structures of mature writing, as well as provide formative assessments. Students also spend significant time with peer editing, and they are guided to develop awareness of how and why to improve writing. Summative assessments include Socratic seminars and other performance-based ways that students can demonstrate their understanding, such as on-demand writing.

In most courses, teachers seek to provide students with a diverse range of texts to meet students where they are as readers and thinkers and guide them to grow as both. Most courses feature at least one unit of student-choice readings, while many students enjoy year-long independent reading opportunities, typically seeking topics and voices most compelling to them. Seeking diverse voices, teachers continue to refine text-selection to bring in contemporary voices from a broad range of cultures to augment the historical perspectives that had comprised traditional literature study.

Beginning sophomore year, students have access to journalism and speech courses to enhance their access to writing opportunities and skill-building. Journalism has expanded its offerings to students enrolled in the course and to the student body, increasing its content output from seasonal publications in 2019 to its current, daily online features and reports. Enrollment in the course has tripled in the last two years.

Beginning junior year, students have access to AP Language, and senior year students have access to AP Language and AP Literature coursework. In 2016, 22% of seniors had taken an AP English course. Now, we have 34% of our senior class enrolled in an AP English class. This increase has come from the department's focus on increasing access to AP courses to all levels of students. We expected our pass rate to decrease with a wider range of students, but we have seen an increase in our AP Language from 3.96 in 2018 to 4.13 in 2022. In AP Literature, we have moved from 3.58 in 2018 to 3.95 in 2022.

Teachers also have worked to design and refine a student-led writing lab, where upperclassmen make themselves available during their study hall to confer with fellow students for editing and revision guidance. This forum for writing-specific tutelage is populated by students nominated and encouraged to enroll during their junior year.

1b. Mathematics curriculum content, instruction, and assessment:

In response to COVID, the Math Department has made significant changes to its curriculum in the last few years. They have had to respond to two extremes in ways other departments have not had to do. One extreme is the increasing number of students who are significantly behind their grade level, and the other extreme is our growing population of students who outpace our advanced AP courses and Calculus 3. This had to be accomplished while still meeting the needs of all the students in between those extremes.

Even though we offer five academic levels of math classes, after COVID, we needed more. Since this was not possible with scheduling, the math curriculum had to adjust to meet every student where they were, which was a wider range than we had ever seen. Students enter our school in varying levels of Algebra 1, Algebra 2, and/or Geometry. We have numerous sophomores prepared for Precalculus, and we have that option available to them.

Our four-year math program has multiple paths for students to reach their choice of math for senior year, and that includes taking courses over the summer. The department has tripled its enrollment in College Algebra by adding a dual credit component, which gave college credit opportunities to students not ready for AP. We created a Financial Algebra course in 2019 that focused on practical math applications in the real world for our most struggling students. In our middle levels, we bolstered our offerings with the addition of Statistics in 2019. That enrollment has also tripled. For our advanced students not wanting to take AP, we built a dual credit honors Precalculus class that has also tripled in enrollment the last three years.

For our highest level of math students, we grew our offerings beyond Calculus 3 to include Linear Algebra in 2017. While the last few years have not seen significant growth in our math AP scores, we proudly maintained the following pass rates over the last five years: AP Calculus AB – 2.8, AP Calculus BC – 3.5, AP Calculus BC/Subscore – 3.8, and AP Statistics – 3.2. During this time, we have also averaged 34% of our seniors taking a Calculus course, which includes middle and honor level students.

Assessments in math have traditionally been worksheets with math problems disconnected from any real-world application. With their performance-based focus, the department is moving from classic math worksheets and tests to making the connections between math and its function in the real world. Teachers expect students to be able to show how to use geometry formulas to design a studio or create a blueprint for a home, not use their formulas to complete a worksheet of problems. Students are also challenged with essential questions when they approach math concepts to achieve a deep level of understanding. Teachers have found that class discussions with essential questions provide great formative assessment feedback as well. The Math College Readiness Standards are used as the foundation of all math curriculum.

1c. Science curriculum content, instruction, and assessment:

Our science curriculum provides a broad, laboratory-based learning experience that hews closely to NGSS and ACT College Readiness standards, as we believe these standards to be current and relevant. All students are required to take three years of lab science. The majority of students (94%) will take biology, chemistry, and physics. Students who struggle as freshmen may be encouraged to take integrated physical science or environmental science as sophomores, allowing these students to mature academically prior to attempting chemistry. These students are subsequently encouraged to take physics as seniors. Though we only require three years of science, 79% of seniors currently take at least one full-year science course, and 21% of seniors are taking at least one AP science course. We offer five AP science courses and are one of the few high schools in Kentucky to offer AP Physics C.

Our science courses employ a multi-faceted pedagogical approach. Most courses provide a healthy mixture of lecture, laboratory, guided problem-solving, and mastery learning. During a school year, biology students complete 8-10 labs, chemistry students complete 20-25 labs, and physics students complete 10-15 labs. Teachers utilize a mixture of formative and summative assessments, with labs being used in both methods. Assessments are used to measure student growth and inform pedagogy. Teachers make extensive use of Vernier LabQuest data collectors, allowing students to develop proficiency with data collection and analysis while learning scientific principles.

Beyond our core curriculum, we offer numerous science electives for students. These courses serve to help students explore potential career pathways. Such courses include anatomy, forensic science, exercise physiology, two engineering courses, and our STEAM Capstone course. The engineering courses use PBL to explore the engineering problem-solving process. The STEAM Capstone course allows students to develop a personalized learning experience based on their educational goals and career interests.

1d. Social studies/history/civic learning curriculum content, instruction, and assessment:

Our three-year social studies curriculum includes World Geography, World Civilizations, and U.S. History. The curriculum seeks to create good citizens with a broad understanding of our diverse, globalized world. It continues to evolve to meet this need. For example, since 2019, we have worked to integrate robust civics instruction into all courses.

The curriculum offers twelve elective courses such as economics, civics, philosophy, and global issues. Among those are seven AP courses, including U.S. Government/Politics, Psychology, and Comparative Government/Politics. While we encourage all academic levels to take AP classes, the AP Psychology, Macroeconomics, and Human Geography courses are specifically designed to offer opportunities to non-traditional AP students. The five-year AP scores for all courses ranged from an average of 3.3 to 4.2, with an average of 3.6 for all AP social studies courses.

Learning standards were established through a backwards design process. The department developed big ideas and learning objectives and then reverse engineered our curriculum and assessment process to match these standards. The department uses formative assessments to measure what students already know and what they have learned. Our online learning platform has made these sampling assessments easier to utilize and analyze. This analysis is used to determine how much time is spent on a given subject and if re-teaching is necessary. Summative assessments have been reshaped to include more depth of knowledge questions. These assessments now ask students to apply their learning, analyze a situation, or think critically about content to demonstrate their mastery of the learning standards.

Teachers implement a variety of instructional methods. Brief lectures are complemented by student presentations, class discussions, and lively debates. Students are challenged to master content and also to think critically and analytically. Special emphasis is placed on the development of students' research and writing skills. A universal rubric, built in tandem with the English Department, is used to foster and reinforce good habits.

1e. For schools that serve grades 7-12:

Our curriculum and programming support college/career readiness in a variety of ways beyond our AP course offerings. All graduates complete college preparatory coursework. That said, as our graduates' post-secondary plans continue to evolve, we adapt in order to meet their needs. Nationally, student post-secondary plans are changing post-COVID, a trend reflected in our graduates. While our graduation rate remains constant at 100%, our four-year college matriculation rate has gradually decreased from 97% in 2016 to 91% in 2022. More students are opting for two-year colleges or technical/trade schools. As we continue to enroll a broader, more diverse range of learners, we are working to provide courses and programs to meet our students' widening array of post-secondary goals.

We offer numerous dual-credit opportunities for students who want to earn college credit but not take an AP-level course. For many years, we have offered dual-credit precalculus and college algebra, and this year we added French. A total of 76 students are enrolled in these dual credit courses, including 12% of our current senior class. Each year we hope to expand our dual-credit options by one course as staffing permits.

Additionally, we implemented courses that provide students with valuable career training and professional certification opportunities. Our STEAM Capstone course arranged a mechanical engineering internship for a senior. He was able to leave school early to work onsite at a local engineering firm. Similarly, our Technology Leadership course was implemented to provide hands-on experience for students interested in IT careers. Students work alongside our IT department as they address the daily challenges of iPad troubleshooting, network security/management, and PC repair. Simultaneously, these students work through certification in PC repair or network security and intern with our IT department in the summer. The wonderful success of this program pushed us to create a unique technology innovation space for these students.

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

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

In Fine Arts, sophomores, juniors, and seniors are provided with traditional visual, musical, technical, and dramatic art experiences, such as ceramics, acting, percussion, and photography. We have many students interested in more technologically-focused fine arts, like composing digital media music or creating visual works using graphic arts programs to enhance individual expression. Creative writing courses teach skills to produce dramatic scripts, novels, poetry, and short stories. Our thespian students in 10-12th grade can take acting, improvisational theater, and production direction courses. AP courses are offered in Music Theory, Studio Art 2D/3D/Drawing, and Art History. These courses are also offered at honors level, so students who want to pursue fine arts in college or participate in national contests have the opportunity. We require one year of fine arts credit, so this department reaches all students. There are student requirements for performances in music and theater for parents and the general public. We also have an expansive art show where students display and discuss the different mediums used. Art students, each year, create portraits of children in poorer countries, sharing letters, names, and photographs, and then our students send back artist-rendered portraits to those young people. The results are powerful. Teachers also regularly use our innovation lab (3D printers, laser cutters, etc.) for projects.

2b. Physical education/health/nutrition

Prior to COVID, our Health course was designed to encourage a lifestyle of fitness through the creation of fitness plans, using personal interests and fitness goals. It also included a unit on suicide prevention. We had a classic Health/PE program that met our needs. As we have dealt with the mental health impact of COVID on teenagers, we expanded and amplified our suicide unit with freshmen. That was pivotal in our school addressing the post-COVID mental health challenges. Because of the success in the Health classes, we also implemented a four-year program in other courses using research-based programs, so that we made sure every student had the resources and tools necessary. These changes have produced a significant increase in the self-reporting of suicidal thoughts, which has given our counselors opportunities to provide support and services.

Our PE course runs simultaneously with our Health course, and those freshmen spend one week in Health, and the next week in PE. As a school that won seven state athletic championships in 2021-2022, we have a huge population of athletes. Beyond the required Health/PE course for freshmen, we have a Strength and Fitness course available to sophomores, juniors, and seniors. The focus is on technique with different training methods, including the correlation with nutrition and exercise.

2c. Foreign language(s), if offered (if not offered, leave blank)

Our World Languages Department has focused on performance-based assessment. To measure growth in that area, they assess multiple grades with the STAMP tests each year in three of our four offered languages (Spanish, French, and German). We do not have this option for our students in Chinese. This four-fold criteria (listening, speaking, reading, and writing) has helped us improve our teaching. In Spanish, student performances exceed national standards, and in French and German, students score near the national averages. When we have fallen short, we have still made gains apart from the 2020-2021 hybrid year. We added the Global Seal of Biliteracy in 2019 to offer students another avenue for recognizing their proficiency. Additionally, our five-year average with AP scores are French – 3.6, Spanish – 4.4, and German – 2.0. We require two consecutive years of a language for graduation, and we have many students who take four years. Incoming freshmen have the option of testing into a higher level of all languages, but Spanish seems to be the main class where this occurs. We are back to taking students on international summer trips to continue their experience in the language and immerse them in the culture they have studied.

2d. Technology/library/media

In 2021, we opened our renovated library/media center that was designed to meet the current needs of our students. This included a large commons area where students can gather to study and collaborate. Along with collaborative furniture that can be arranged by students, we included stadium seating in front of a huge video wall. Announcements and other important information scrolls on this throughout the day. We also broadcast national interest news when necessary, and we allow NCAA March Madness to play as well.

This new space includes our learning support center, so it is in the main hub where students spend their time. Our new state-of-the-art production studio includes an audio/video production control room and a versatile studio set that has capabilities for chroma-key virtual sets or traditional backdrops. This facility and equipment is used for our morning WSTX news as well as the new Tigers Sports Network, which allows our students to broadcast and announce live school sporting events on local radio. Students are now able to learn play-by-play and color announcing for various sports, and then put those skills into practice for a live radio audience. Behind the scenes, students learn to make highlight reels, interview players and coaches, and give analysis on the game.

2e. Any other interesting or innovative curriculum programs you would like to share

As our non-traditional student population has grown, and we have invested in numerous academic and financial support structures for that group, we understood that we needed to focus on school culture as well. Many of our incoming students had very little experience with routine, accountability, brotherhood, and mission, so we needed to focus on more implicit teaching of school culture. A committee of teachers, counselors, and administrators discussed the implementation of an introductory course for all freshmen. This programming, called STX101, included the history of the school, the mission of the Xaverian Brothers, leadership skills, conflict management, time management, communication/interpersonal skills, self-advocacy, stress response, positive thinking, and a significant SEL component.

While as a school, we weave SEL components into all four years, we recognized the need to add a more direct component with our freshmen. As COVID arrived, we had to minimize this program and use it during homeroom time. Its tremendous impact given its limited exposure to students pushed us to make this a required course for freshmen, and this fall, all freshmen will start the first quarter of their year in STX101. We believe this is vital, not only to the success of each student, but also to their comfort and feeling of belonging at Saint Xavier.

3. Academic Supports

3a. Students performing below grade level:

Since our last Blue Ribbon, this area has been the major focus of our school. We previously offered limited special programming for freshmen and sophomores behind grade level. Their direct support ended after sophomore year.

We moved from a part-time support person for these students to a teacher dedicated to them full-time. We started using placement test scores to identify students below grade level, and we began additional testing and remediation with those students in the spring of their eighth grade year. Also, at the beginning of the summer, prior to their 9th grade year, we have a team of teachers spend two weeks working with these students to identify the strategies our teachers will need on the first day of school. Students also have a dedicated period in their schedule where they meet with the team of teachers for academic support and life skills work.

Reading level was a significant concern with this population, so we implemented a resource called Reading Plus. With this, we have seen huge gains in remediation with our freshmen. In 2021-2022, we achieved average grade equivalent gains of 3.7 years, which has also improved student confidence. As noted, ACT scores also show good progress, or at least held steady, in the pandemic setbacks, which was a significant success. We strategically increased the number of times we assess student progress, so we use data to add or change supports. The teachers who work with these students have a common planning period to discuss individual student progress and review data. This team-teaching approach provided these teachers with the

time to deepen interventions and add more individualized exercises to educational plans. We have also found a math-based approach that we are introducing this year to complement the reading efforts.

3b. Students performing above grade level:

In general, working with this population of students has always been a strength and focus for our school. Our academic structure serves these students well and continues to produce strong ACT averages (with seven perfect ACT scores in our Class of 2022). National Merit finalists and our acceptance rate with highly selective universities continues to be the best in our region. As the Catholic school population in our city has declined in the last three years, we remain at the top in this area. Based on ACT scores, our school has improved our national performance by 5% in terms of how many of our students are above the national mean score. In 2016, we had 22%, and this past year, 2022, it was 27%. More specifically, at the higher performing end of our students, since 2016, we have seen a 3% gain, from 24% to 27%, in the number of students who take an AP course, an indicator that we challenge more of our students to grow and get to the collegiate level. To further specify by subject, 34% of our seniors leave having studied Calculus, either at the AP or standard academic level; this rate has been maintained for at least seven years, even while the school's student body has slightly declined. In English, 22% of our seniors took an AP class in 2015. By 2023, that amount is now 34%, a major sign of growth, and further evidence of a balanced approach to excellent learning.

3c. Students with disabilities:

We put a great deal of time and resources into our students below grade level, and we have equally put that focus on our special education students. At the time of our last report, this was another area where we were meeting the minimum. Honestly, our school was intimidating to this population, and the previous administration was very clear with the limits of what we would offer regarding accommodations. In the last four years, we have transformed the way we recruit and work with these students. We hired a full-time director and created an expansive learning support center. Our director had previously retired from a local, top-tier learning differences school, and his knowledge and leadership has been tremendous. He spends his days working with students and teaching our teachers how to meet the many accommodations our students have.

We have expanded our accommodations to meet the needs of all students we accept. Through our curriculum renewal, professional development, and strategic teacher/counselor hires, we have created a program that parents trust and that gives special education students the level playing field they need to excel. This population has grown from 13% to 22% since our last report, and their test scores exceed state benchmarks for college readiness.

In our Class of 2022, 26.5% of the seniors required special education services for diagnosed learning differences. In math, the entire class average was 24.2 on the ACT. This subgroup averaged a 21.5, which is well above our state benchmark and close to the 22 national benchmark. In reading, the results were even better. The entire class average was a 27, and this subgroup averaged 25.8, far exceeding the state and national benchmarks.

3d. English Language Learners:

We do not have ELL students who need additional services. We do have significant outreach services to their parents, so they have communication they can understand in school news and also school events.

3e. Other populations, if a special program or intervention is offered:

Since 2016, our population of free/reduced lunch students has increased from 4% to 11%. As mentioned in other areas, the increase of this population was intentional to better align with the founding mission of our school in 1864. We addressed tuition concerns by creating the Men of Excellence Fund that has awarded over \$3.5 million. We also created the Tigers Care Fund to make sure these students have everything else they need—from books and clothes to iPads and food. We knew mentorship for these young men was critical

to their continued success and happiness at our school, so we created a mentorship program that connects these students with alumni who faced similar challenges. The relationships this has built has been key to the success of these young men.

We also wanted these students to have all of the academic resources necessary to bridge any gaps. We removed a teacher from the classroom and made her the full-time resource person for these students. She works with counselors and teachers to prepare remediation. She works one-on-one with students, helps teachers create a plan for how they would address the student's weaknesses, and tracks data as a team.

Students in this population at Saint Xavier performed exceptionally well given the support and resources put in place. In math, the entire class average was 24.2 on the ACT. This subgroup averaged a 20, which is above our state benchmark of 19. In reading, the results were again better. The entire class average was a 27, and this subgroup averaged 22.4, beating both the state and national benchmark for reading.

These results were only possible because of the support and resources put in place to give these students the edge they needed to be successful.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

As a large school, we make sure students feel like more than a number. We provide an exciting, energetic atmosphere for students. This is supported by the results from the 2021 Johns Hopkins School Culture survey. For example, when responding to the prompt, “How do students and teachers treat one another? How much disagreement is there among . . . the school community?”, our students cited this as a strength, indicating a broad level of satisfaction with the school climate. This is critical given the recent rise in adolescent anxiety.

Another main focus was to change the number of times we gathered as a school community. School gatherings were previously considered to be an interruption to class time and consisted of Masses and two pep rallies. We now come together multiple times a year for assemblies and celebrations. We begin the first day of school with a Kick-Off assembly to celebrate being back together. An alumnus speaks to students about the impact of our school, and our student ambassadors lead us in the fight song. It has been a game changer for our school, and it gets our year started with brotherhood and mission. We also started a Tiger Mentor Program, which connects all incoming freshmen with an upperclassman whom they meet with regularly to discuss classes, homework, and school life. This relationship building has made a tremendous impact with the onboarding of our new freshmen, and it has provided them with the support they need their first year of high school.

Our best strength is our teachers. They are always with students before and after school, providing academic support and mentorship. Our learning center works in concert with our counselors to support students with learning differences. We work diligently to be able to offer five academic levels of varying rigor. It makes scheduling difficult, but we are committed to students enrolling in courses best suited to their academic needs, abilities, and goals.

During COVID, we realized that we needed to be intentional in balancing students’ emotional needs with their academic progress. Teachers thoughtfully considered homework load, emphasizing rigor and essential learning over volume. Additionally, teachers reviewed their courses to focus on what was absolutely vital to continued academic growth. Both measures were successful in helping address student anxiety. As we move beyond COVID and return to typical school, many teachers have incorporated these measures as standard practice to balance our academic standards and students’ mental health.

2. Engaging Families and Community:

We have been blessed with a wonderful relationship with our community and families. It takes a great deal of work, but it is a priority. After 2020, our families felt disconnected, so we hosted picnics at the beginning of the school year for our families to meet, talk to teachers/administrators, and learn about the myriad ways they can be involved on our campus. The picnics were such a success that they are now a part of our beginning-of-the-year tradition. We have a fully-attended Mass each Friday before school for parents and students, and it is followed by our parent prayer group.

Through COVID, we learned to do many evening events on Zoom, and we continue to offer events on Zoom and in person so that parents have two ways to attend. We developed a Parent Tech Academy with posted videos and articles on how to support their son’s digital citizenship and education.

Our administration created partnerships with several local middle schools and organizations who serve at-risk students to make sure they felt welcomed at Saint Xavier. With tuition aid and other resources, we gained their trust. Now, with many of those students being successful at our school, the trust is even stronger.

Our campus is actively used by many in our community. To name a few, we host Special Olympics events, Alcoholics Anonymous meetings, alumni gatherings, Archdiocesan-wide events, LD conferences, and local

police department SCUBA and K-9 training.

We partnered with the University of Louisville's engineering department to create opportunities for our students to learn from college professors. Our Aviation Club was started by alumni in our community, and they have brought in speakers from NASA and UPS. We regularly have guest speakers from local businesses like General Electric and regional hospitals to address our business management classes and Medical Careers Club.

Our city endured the shooting of Breonna Taylor in June 2020, so we had to deal with COVID and racial unrest in our city. Our president actively sought out city leaders for meetings, including the president of the Urban League, local minority business leaders, and the priest who leads the Black Catholics in Louisville.

Finally, our service program keeps us connected to all the local agencies who serve the underprivileged in our community. The Class of 2022 completed over 16,300 service hours and worked with over 20 local agencies. These relationships are perhaps the most important to our mission and what grounds our students in their faith and service.

3. Creating Professional Culture:

With the change in our school's leadership, significant strides have been made in our professional culture. Perhaps the most significant change was moving from an independent professional development approach that occurred outside of the school day to one that is systematic and built into regular school hours. This new approach allows us to focus on our long-term goal of implementing a Backward Design curriculum. Additionally, this built-in, whole-faculty approach has allowed us to present our faculty with DEI training to give them the skills and insights they need to best reach our diversifying population.

Teachers have been made to feel valued and included in the decision-making process with the development of a school improvement team and a faculty council. The school improvement team is the driving force behind our school-wide push toward implementing the UbD curriculum. The faculty council is an elected body that brings concerns or ideas to the administration on an ongoing basis. Both of these groups give faculty more voice in our school. The administration requests feedback from teachers on school calendars, scheduling, and other major decisions that affect what they do. Surveys are also sent after events, like parent-teacher conferences, to determine if changes are needed.

In addition to these steps, we have also taken action to improve the overall culture and climate in which our faculty work. Specific actions include monthly faculty awards that are recognized publicly, a morale team that plans small activities and enjoyable experiences, and a wellness team that organizes activities designed to reduce stress and help our teachers achieve balance. Additional faculty fellowships for our distinguished teachers provide funding for professional development and other benefits.

During COVID and our hybrid schedule, we allowed several teachers to teach from home. This was in addition to teachers having a generous allowance for sick leave; we have continued such responsiveness in our HR policies to support faculty and staff. Finally, we demonstrated a commitment to the environment in which our faculty members work by renovating the first-floor classrooms in our main building, using teacher input. Results are more comfortable, quieter spaces, which allow for more teamwork and active learning. We also moved away from teachers traveling to different classrooms all day and assigned them rooms. This move increased efficiency, a sense of ownership, professionalism, and even decor, resulting in a greater sense of community between teachers and students.

4. School Leadership:

After the sudden passing of our school president in 2019 and the departure of our principal in 2020, our school hired a president from 700 miles away and the first female principal in the school's 158-year history. This was a huge departure for our school that tended to hire within. The fresh perspective of our new leadership team helped take the work we were doing to the next level. Even though they both started during the first year of COVID and enormous racial unrest in our city, they planned and put structures in place to

move the school forward by focusing on a more diverse student population, as well as a more diverse faculty and staff.

The principal took away individual titles from the assistant principals, such as Dean of Studies and Dean of Faculty so that they could work as a team and discover their own strengths in leadership. This approach promoted collaboration, innovation, and responsiveness, especially as the team navigated the pandemic while onboarding its new members. We also welcomed our first black administrator. The assistant principals are really the heart of an administration, and Saint Xavier is blessed with the best. Their care and work with our teachers and students are a true gift.

The president and principal's relationship with the board of directors was always very formal and only dealt with reports and data. The new team changed that relationship to be one where the board knew more than data points. The principal spent time with the board acknowledging the great tradition of the school and then openly explaining where the school needed to focus. We could not be a school that celebrated itself based purely on scores and awards; we needed to be a school that actively made changes and looked in different directions than the past. At the time, we had a new building being constructed on campus to increase classrooms, and only months before it was to be completed, the principal requested that the president and board approve taking three of the future classrooms and turning them into a learning support center for students so that the school had a dedicated space to support high needs and at-risk students. This was a significant request, but the board of directors and president agreed without hesitation because they were committed to increasing those populations.

5. Culturally Responsive Teaching and Learning:

As we have seen a significant increase in the diverse needs and backgrounds of students, we quickly found that helping students afford our tuition and remediate their learning was only part of the support they needed. We added a DEI director to help faculty understand our shift in population and their role in supporting those students in and out of the classroom. One of the most important areas we needed to cover was equitability. The majority of our increase in diverse students included students at or below the poverty line. Our administration and faculty made sure these students walked in on the first day of school with clothes, books, iPads, transportation, lunch money, and any other item they needed to feel equal with their classmates. This turned into an official fund that we now call the Tigers Care Fund. Any donation to this fund is solely assigned to creating an equitable field for students at risk. In addition, this fund now helps students with other important necessities, like eyeglasses or food over long holidays.

Our administration has actively recruited and hired a more diverse teaching staff, including on our administrative team. Since 2017, we have hired six educators with multi-ethnic backgrounds, two of whom have doctorates. While this is great for all of our students, it is also a visible commitment to being a culturally responsible school. Since we are an all-male high school, we focus each day on our school as a Brotherhood. Anytime we come together as a school, we speak about taking care of each other and appreciating our differences. Since our population represents 58 zip codes, 17 religions, and over 91 middle schools, it is essential for us to make sure our students are constantly reminded about brotherhood. Each time our president gets in front of our students, he says, "What hurts my brother..." and our students reply in unison, "...hurts me." Then he says, "What helps my brother..." as our students reply, "helps me."

Prior to the pandemic, we partnered with professional development educators, called E3, to promote education, equity, and excellence. The trainings partnered with public educators and focused on asset-based perspectives, using engagement, relationships, and skill-building. We coupled these efforts with a continued student diversity group that remained active, even during COVID, partnering via Zoom with local public schools and community leaders, including state representatives and candidates. This year, we started a Black Student Union, which was long overdue.

PART VI - STRATEGY FOR EXCELLENCE

“Respecting the man that the boy will become” is a phrase from one of our former principals, now passed, and this reflects an approach we take to heart. This belief implies an idea that each of our students is called to his full potential and has a place in the world for which we prepare him. This approach is personal, seeing individuals belong in a community, requiring engagement, outreach, and connection. It also involves time, sometimes all 175 school days, through all four years, and yet we trust that, together through shared responsibility and mutual cooperation, we can succeed. This strategy, a key aspect of our mission, challenges students and teachers alike, and we commit ourselves to it within a context of our five core values: compassion, humility, simplicity, trust, and zeal.

We have compassion and know that learning requires trial and error; young people will make mistakes, and we are called to grow from them. We have the humility to understand that no one succeeds all alone; we all get support, and we are called to give what we can. We try to keep things simple, focusing on larger purposes and what is most important—growth, love, justice, and peace. We trust this will happen and have the patience such trust implies, believing that colleagues, mentors, and peers will do what is right and needed to stay faithful to our mission. We also have zeal that one can feel an enthusiasm, a spirit, in the classrooms, the halls, courts, stages, fields, and pool. We write and speak of a spirit of study to our students, and it is part of how we respect the man in the boy.

Respect, in its root, means to look again, and we go beyond first impressions; we know that growth takes time, and we help the boy see, again and anew, that the world needs men who sacrifice, stand up, and speak out for others to create a better world. When we renew our curriculum, plan our future, or respond to challenges, the charge to respect the man in the boy inspires us to help equip young men, to build their capacity, and to inform their vision of themselves and others, with what they need to serve and lead, on our campus and out in society. This strategy has its demands, and it motivates us in ways that only high, and even holy, expectations can.

PART VII - NON-PUBLIC SCHOOL INFORMATION

1. Non-public school association(s): Catholic

Identify the religious or independent associations, if any, to which the school belongs. Select the primary association first.

2. Does the school have nonprofit, tax-exempt (501(c)(3)) status? Yes X No
3. What is the educational cost per student? \$20079
(School budget divided by enrollment)
4. What is the average financial aid per student? \$7665
5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 13%
6. What percentage of the student body receives scholarship assistance, including tuition reduction? 31%

PART VIII – NON-PUBLIC SCHOOL ASSESSMENT RESULTS

FOR NORM-REFERENCED TESTS

Non-public schools must report norm-referenced test (NRT) results in reading and mathematics for students tested in grades 3 and higher in the most recent administration of the test within the most recently completed school year (2021-2022)¹. Each school must obtain grade level summary reports from the test publisher for students tested in reading and mathematics for each of these grades.

These reports must include:

1. the number of students tested;
2. the average student scale score or the national percentile equivalent of the average scale score in reading and mathematics **for all students in each tested grade; and**
3. the average student scale score or the national percentile equivalent of the average scale score in reading and mathematics **for each sufficiently large subgroup² in each tested grade.**

Please make notations on these reports to explain results that represent fewer than 95 percent of the students enrolled at the time of testing (e.g., the number of students who took alternative assessments³).

A copy of these reports (in a PDF file) must be uploaded through the National Blue Ribbons Schools Portal.

Also, one hard copy of these reports must be submitted by mail to CAPE with two hard copies of this application.

¹ Because of school closings due to COVID-19, schools may use test results obtained in the fall or spring of 2019 or the fall of 2020.

² Possible subgroups are those identified in Items 4, 6, 7, and 8 in Part II of this application (racial/ethnic groups, ELL students, students eligible for free or reduced meals, and students receiving special education services). A sufficiently large subgroup is one that represents at least 10 percent of the school enrollment as reported in these items.

³ Alternate assessments are used to evaluate the performance of students who are unable to participate in a school's norm-referenced test (NRT) even with accommodations. These assessments are based on the grade-level content covered by the NRT, but at reduced depth, breadth, and complexity. (adapted from National Center on Educational Outcomes)