

U.S. Department of Education
2016 National Blue Ribbon Schools Program

[] Public or [X] Non-public

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

Name of Principal Mr. David L. Worland

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

Official School Name Cathedral High School

(As it should appear in the official records)

School Mailing Address 5225 East 56th Street

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

City Indianapolis State IN Zip Code+4 (9 digits total) 46226-1487

County Marion

Telephone (317) 968-7337 Fax (317) 968-5050

Web site/URL http://www.gocathedral.com E-mail dworland@gocathedral.com

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

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* _____ E-mail _____
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name _____ Tel. _____

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

_____ Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Matt Cohoat

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

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

_____ Date _____

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

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

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

Part I – Eligibility Certification

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

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The public school has met their state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) using the most recent accountability results available for the year prior to nomination.
3. To meet final eligibility, a public school must meet the state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) for the year in which they are nominated (2015-2016) and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2010 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2011, 2012, 2013, 2014, or 2015.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2015-2016) unless otherwise stated.

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

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

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. Number of students as of October 1, 2015 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	166	148	314
10	162	166	328
11	133	162	295
12 or higher	157	168	325
Total Students	618	644	1262

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 2 % Asian
 - 14 % Black or African American
 - 3 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 75 % White
 - 6 % 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 2014 – 2015 school year: 2%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2014 until the end of the 2014-2015 school year	8
(2) Number of students who transferred <i>from</i> the school after October 1, 2014 until the end of the 2014-2015 school year	22
(3) Total of all transferred students [sum of rows (1) and (2)]	30
(4) Total number of students in the school as of October 1, 2014	1289
(5) Total transferred students in row (3) divided by total students in row (4)	0.023
(6) Amount in row (5) multiplied by 100	2

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

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

Chinese, Montenegrin, Spanish

7. Students eligible for free/reduced-priced meals: 12%
Total number students who qualify: 147

8. Students receiving special education services: 8 %
104 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|--------------------------------|--|
| <u>11</u> Autism | <u>1</u> Orthopedic Impairment |
| <u>2</u> Deafness | <u>28</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>59</u> Specific Learning Disability |
| <u>2</u> Emotional Disturbance | <u>0</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>1</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

9. Number of years the principal has been in her/his position at this school: 14
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	6
Classroom teachers	96
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	3
Paraprofessionals	0
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	9

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 13:1

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

Required Information	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	93%	96%	96%	95%	95%
High school graduation rate	100%	100%	100%	100%	100%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2015.

Post-Secondary Status	
Graduating class size	296
Enrolled in a 4-year college or university	98%
Enrolled in a community college	1%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	1%

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

Yes No

If yes, select the year in which your school received the award. 2004

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

Cathedral, a premier Catholic high school in the Holy Cross tradition, transforms a diverse group of students spiritually, intellectually, socially, emotionally and physically to have the competence to see and the courage to act.

PART III – SUMMARY

Cathedral High School is located in an urban setting in Indianapolis, Indiana and is the largest private, co-educational college preparatory school in the state. Cathedral was founded in 1918 by Bishop Chartrand, who commissioned the Brothers of Holy Cross to serve as the educators for the school. Cathedral provides a faith-based holistic education to students in grades 9-12 from over 160 grade schools. Committed to a core value of diversity, Cathedral students represent a diverse economic and race/ethnicity backgrounds with nearly 25 percent of the population as students of color. Cathedral's objective is to create an educational experience that touches both the heart and the mind. This is done through a rigorous academic program at all levels that allows every student to be challenged to his/her highest ability. By using some traditional models, but also incorporating Next Generation tools, such as Design Thinking and the Harkness Method, teachers provide students with a transformational experience in the classroom. This experience also works along with excellent co-curricular programs, such as theater, band and choir which are the hallmarks of over 60 clubs and activities. Over 75 percent of Cathedral students participate in athletic endeavors and virtually every student is involved in at least one activity outside the classroom.

Mission trips allow students to see the global issues that others face day to day. Finally, the faith component upon which Cathedral was founded some 97 years ago remains steadfast as the pillar of its existence.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Cathedral High School is committed to engaging all of her students with the most challenging curriculum in which the student is capable of achieving success. Cathedral High School offers three academic levels: college preparatory, academic, and honors. To ensure that no child is left behind and that all levels are appropriately taught, we offer both core classes and elective classes in all three academic levels, as well as International Baccalaureate, Advanced Placement, and dual credit courses.

The English department is vertically and sequentially aligned to serve the diverse needs of her students. The department's goal is to teach students to read critically, to write insightfully, to speak correctly, and to think analytically and creatively.

The most able students study at the honors, AP, IB, and dual credit levels throughout their high school careers. Eighth grade students who are deficient in language arts skills are required to participate in Cathedral's English/Language Arts Bridges for Success Program the summer prior to ninth grade. Students diagnosed with dyslexia or other language learning differences enter our Language Support Program with specific curriculum and instruction appropriate for their needs. Additionally, the department hosts a Writing Center to assist any student in the craft of writing.

Regardless of level or program, all of Cathedral's students prepare for college by focusing on vocabulary, grammar/usage, critical analysis of literature, and foundations of writing. The process of constructing a research paper is taught each year. Cathedral's requirement of speech/debate and composition, in addition to the state-mandated English classes, allows students to earn ten semester credits of English in a four-year span, enhancing speaking and writing skills.

Cathedral's math department works to ensure that all students study mathematics successfully at a pace and depth that are appropriate to their individual needs. Algebra 1, Geometry, Algebra 2, and Pre-Calculus are all offered at three different levels: college preparatory, academic, and honors.

The school's most able math students will take honors core courses and then in their junior or senior years pursue studies in IB Math SL, AP Statistics, AP Calculus AB, or AP Calculus BC. Eighth grade students who are deficient in mathematics skills are required to participate in Cathedral's Mathematics Bridges for Success Program the summer prior to ninth grade.

Many opportunities exist for students to receive additional help, support, and enrichment outside of class. Faculty are available and generous with their time before, during, and after school. Additionally, peer mentors and National Honor Society students tutor students throughout the day. On Sundays, the school has a Math Open Gym. Students also participate in various mathematics competitions. Last year, more than 800 different students participated in a series of contests, which begin, believe it or not, with a massive tailgate party.

The department understands that students approach the study of mathematics from a broad spectrum of experience and needs. Yet, sound curricula, coupled with consistent and effective teaching and learning methodologies, permit students to not only learn skills but also to appreciate the richness of mathematics. The department's goals are for each student to be able to apply critical thinking skills in solving problems of everyday life, participate intelligently in civic affairs, compete in the high-performance workplace, develop connections among topics both within mathematics and between disciplines, and acquire an appreciation for the beauty and intrinsic order of mathematics.

The science department requirements are aligned with the state-mandated courses, biology (usually taken in the freshman year) and four additional semesters of science at a minimum. The majority of sophomores take chemistry and then juniors and seniors have a variety of sixteen other electives from which to choose, from Zoology and Forensic Science to Organic Chemistry and Physics. By combining classroom analytics

with real-world experiences, students engage cognitive skills and are challenged to think critically.

For students who are looking for significant challenge and rigor, there are multiple honors, IB, and AP courses for all the core science subjects – biology, chemistry, and physics. Students who are not as able take a physical science course in their freshman year and then enter biology as a sophomore. Tutoring is available for these students as well through the National Honor Society and peer mentors.

The social studies department requirements are also aligned with the state-mandated courses – World History, United States History, Government, and Economics. Students are then able to select from an array of fourteen other electives, from Sociology and Psychology to International Relations and Cathedral's nationally acclaimed We The People program.

With a total of fifteen AP, IB, and dual credit courses combined, the strongest students are challenged at a high level from their freshman year on. For students who are not as able, they are challenged and supported with eight courses at the college preparatory level. These offerings prepare all of Cathedral's students to be citizens of the world, competent and engaged in the global society.

The narrative above outlines a framework for how Cathedral students are prepared for the academic skills and broad perspectives needed for success in college. To that end, Cathedral is proud to note that nearly 99% of her students go to college, recently having earned a total of over 36 million dollars in merit scholarships.

2. Other Curriculum Areas:

Cathedral High School requires her students to take two semesters of fine arts classes, but with over fifty courses offered, there are plenty from which to choose, and many students do in large numbers. There is no particular year when these courses need to be taken, and many students take an arts course each semester.

The fine arts offerings include various drawing, painting, printmaking, sculpture, ceramics, jewelry, textiles, and photography courses. For instrumental music, Cathedral offers multiple ensembles (100+ member Marching Band and Guard, Concert Band, Pep Band, Jazz Band, and Orchestra), opportunities for individual work (whether solo competitions, recitals, or IB programs), and ten courses, from Music History and Appreciation to AP Music Theory. The theater art's no-cut program produces four major and four smaller productions each year, sponsors an improvisational competition, and offers 18 different courses, from set-design to directing.

The theater, music, and visual arts programs all strive to nurture commitment, responsibility, cooperation, and teamwork, as well as developing a knowledge of and appreciation for the arts.

In Physical Education, three semester credits are required. Both Health Education (first aid and safety, nutrition, and personal health) and P.E. 1 (various health-related fitness activities) must be completed by the end of the sophomore year. The third semester can be fulfilled by taking one of the various physical education classes, a self-defense course, or with participation in sports. For the latter option, though, students are required to write four reflection papers regarding goal-settings, time management, life-long lessons, and post-season reflections.

The World Language department offers courses in Latin, Spanish, French, German, and Chinese. Students are required to take two years of a language although many take three or more. Language study is usually begun in the freshman year. Students can begin at more advanced levels if their background and testing justify it; this process can allow students to complete levels 6 or 7 curricula. The department offers AP Language and AP Literature courses as well as multiple dual credit levels. Each of the five languages offers corresponding clubs and extra-curricular activities throughout the year. The department has also either sponsored or coordinated six overseas exchange, study, or mission trips.

The technology and engineering offerings at Cathedral High School are varied. While not required, interest

and participation in them is growing. Cathedral offers courses in Introduction to Robotics and Competition Robotics. There is also an opportunity to participate in the Robotics Club that competes in contests as well. Three Pre-Engineering courses are offered: Investigating Computer Aided Design (CAD) with architectural plans, Structural Engineering, and Digital Electronics. Two STEM courses are fundamentally design and problem-based learning courses. We also offer a Web Page Design class, and programming courses in Visual Basic and Java, including AP Computer Science. For those who like to investigate network structures and cyber security, Cathedral has a CyberPatriots Club that participates in an Air Force Association hacking and security competition, sponsored by Northrop Grumman.

Cathedral's business course offerings include Introduction to Business, Accounting, Sports & Entertainment Marketing, and Personal Financial Responsibility. All are elective courses. These courses provide valuable opportunities for all of Cathedral's students.

Lastly, because Cathedral is a Catholic school, Theology is an important part of the curriculum. Theology is required every semester and is taught at the college preparatory level. In the freshman year, students explore Cathedral's core values and traditions of the Congregation of Holy Cross as well as an introduction the different sections of the Bible. In their sophomore year, students are introduced to what it means to live morally as one of Christ's disciples. As juniors, students learn that they encounter the living Jesus Christ in the Church through the sacraments with an emphasis on the Eucharist. All seniors finish their Cathedral careers studying the manner in which the Catholic Church relates to other systems of belief and how they differ from the Catholic Church.

Some students, especially students who are pursuing an IB diploma will take the Theory of Knowledge course during their one semester each of their junior and senior years. Other seniors serve as peer mentors to younger students. Still others focus on how Christ's concern for people, especially the poor and needy, is present today in the Church's social teaching and mission.

3. Instructional Methods and Interventions:

Cathedral is dedicated to transforming a diverse group of students by igniting their intrinsic motivation and building their essential skills for today's economy, global community, and civic life. As we continue the process of preparing our students and teachers for the Next Generation, we strive to embark on building a learning community dedicated to continuous improvement.

Cathedral, a 1:1 school with every student having access to an iPad, increases the pedagogical approaches available to her teachers and learning opportunities for our students. Cathedral is dedicated to pedagogies proven to develop critical thinking, communication and collaboration, problem finding and problem solving, and experiential learning through service and leadership. Cathedral systematically organizes internal professional development that promotes and models inquiry-based learning. Our faculty meets in learning communities to mentor, model, research, and discuss research based instructional methods. Our school wide internal professional development is focused on 6 pedagogies: Harkness Method, Inquiry-Based Learning, Service Learning, Project-Based Learning, Design Thinking, and Differentiated Instruction. These pedagogies paired with expanded learning modes available by 1:1 technology provide for flexibility and multiple modes of curricular delivery. These diverse modes of instruction allow students with diverse learning styles to excel academically.

Cathedral's student body consists of students from more than 100 different middle schools; this wide variety of educational experiences creates inconsistent academic preparedness in our freshmen class. To ensure that students are prepared for the academic rigor of a college preparatory high school, we have created an Academic Resource class for freshmen. This resource offers students time to complete homework and receive academic coaching and tutoring. The freshmen resource also provides the students with a structured curriculum that builds basic study and executive skills. Additionally, incoming freshmen who have been identified as academically at risk attend a summer remediation program known as Bridges. This program address deficiencies in math, reading, and writing. An Academic Resource is available for academically at risks students in other grade levels. These students have been identified by teachers, parents, and/or counselors and are struggling to meet the academic expectations in Cathedral's core curriculum offerings.

Both Academic Resources provide a time and place for students in need or additional support to meet the curricular expectations.

4. Assessment for Instruction and Learning and Sharing Assessment Results:

Teachers at Cathedral use various formative and summative assessments within their courses. The results of those assessments are posted in PowerSchool online. Students, parents, counselors, and administrators have immediate access to these scores, providing an efficient mechanism for knowing if problems of performance or understanding need to be addressed.

Cathedral also uses the Northwest Evaluation Association's (NWEA's) Measurement of Academic Progress (MAP) to establish a baseline with a fall testing session. A spring testing session provides an opportunity to measure academic growth. Teachers, counselors, and administrators use individual, class, and course MAP reports to guide instruction, assist in course placement, and assess the effectiveness of our academic offerings and instruction.

The results of NWEA MAP and ISTEP, Indiana's Graduation Qualifying Exam (GQE), are emailed to parents with an explanation of the scores and an outline of remediation steps if scores do not meet expectations. Cathedral celebrates academic excellence of her students on the Honor Roll and academic awards in internal publications, local parishes, and an honors assembly to which we invite families to celebrate our students' academic accomplishments.

Cathedral admits students of varying academic backgrounds. Our mission mandates that we offer levels that meet our students academic needs and provide opportunity for growth. We accomplish this by offering three primary levels of instruction for all core courses (math, science, language arts, social studies, and world languages).

In addition to the three core levels, Cathedral also provides the opportunity for advanced academic studies through the International Baccalaureate Programme, 28 Advanced Placement courses, and 16 dual credit courses. Each program requires formalized exams and other summative assessments. The evaluations of those assessments are sent directly to the individual families. Cathedral teachers use those end-of-term assessments to help evaluate the programs and make adjustments accordingly.

Cathedral's Language Support Program addresses the needs of students with diagnosed learning challenges. The Language Support Program (LSP) supporting services includes smaller class sizes in English and composition, academic coaching and mentoring, and extended time for assessments.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Cathedral High School prides herself on our Holy Cross values and our tradition of educating the whole student—heart and mind. Everything we do must be student-centered and focused on creating a uniquely personal experience for each student. This philosophy motivates all who attend, work, and support Cathedral High School. Our approach is called Cathedral 360.

Cathedral 360 is a strategic educational philosophy focused on preparing students to succeed in today's colleges, careers, and global community. This map provides guidance for teachers and staff to personalize each student's experiences by knowing, serving, and challenging them as unique individuals.

Cathedral 360 is an approach that sets Cathedral apart from other schools. It integrates the unique aspects of student life such as the individualized academic plans, co-curricular choices, Christian service, spiritual development, leadership training, enhanced counseling, developmental assets, and lifelong connections.

We guide our students along a journey of information, formation and transformation. We strive to activate students' discovery of purpose and contribution to our world. Our school culture creates an environment where teachers feel valued and supported. This is achieved through our holistic approach focusing everything we do on the students and not on our adults. Our teachers know that they work in a community built on the bedrock foundation of faith, thriving relationships, and professional learning communities. Our teaching philosophy to education combines best practices in Next Generation teaching and learning with timeless values and traditions adopted over our 100-year history.

Cathedral 360 provides a positive environment that supports students' academic, social, and emotional growth. It is our benchmark for understanding individual student needs and holistic, healthy student development. We believe that data on each student, research on best practices in education, and nurturing developmental relationships should drive decision-making for programs and activities. The Cathedral 360 approach helps guide us both in the day-to-day life of the school and in planning for an even brighter future.

2. Engaging Families and Community:

People often refer to Cathedral as a family. As such, over her 98 years, Cathedral has established an extremely well connected network throughout the state of Indiana and beyond. Cathedral's Office of Lifelong Connections was created in 2014 as an expansion of her Alumni Relations and Advancement programs. The Office of Lifelong Connections oversees the Cathedral Alumni Association, Emerging Leaders (young alumni program), class reunions, the 100 Year Anniversary Committee, as well as fundraising efforts focused on alumni.

The Cathedral Alumni Association hosts six events over the course of the year, engaging over 1,750 alumni as well as an additional 800 parents, past parents, grandparents, and friends of the school. The Alumni Association also partners with local corporate sponsors to help facilitate their events. Additionally, corporate sponsorships have become an increasingly important part of Cathedral's overall event fundraising. Alumni, parents, past parents, and trustees are all encouraged to consider working with their businesses to sponsor upcoming events to not only raise money for the school but also increase awareness of our mission/vision by inviting prospective colleagues to learn more about Cathedral.

The Emerging Leaders program hosts social engagements in order to provide network opportunities for young alumni. These alumni have also been giving back to the Cathedral students through a new program called Lunch-N-Learns in which young professionals (and sometimes current parents) are invited back to Cathedral to speak with our students about their careers during school lunch periods. (In our initial spring semester we hosted 16 speakers and had over 250 students participate). This fall we hosted 17 speakers and have another 12 already committed for the spring of 2016. Emerging Leaders also serve as job shadow

hosts to over 30 juniors and seniors and have volunteered to speak with over 45 students about their careers through our new Speech Class partnership in which students learn to write a cover letter and a resume and perform in an interview.

In addition to general networking, Cathedral is currently working to create field specific continuing education for our constituents beginning with a Law/Legal focused gathering followed by an IT Panel and Finance seminar. In conjunction with these events, students interested in these careers are also invited to participate.

Faculty and staff also work with the Office of Lifelong Connections to identify Cathedral constituents who might be appropriate guest speakers within the classroom -- often using Skype and Facetime if the contact lives out of state or the country. Beyond the classroom our constituents are asked to serve on a number of panels and task force teams to address new programming at Cathedral as it relates to their career and expertise (STEM, counseling, etc.).

3. Professional Development:

Cathedral has two primary modes for delivering internal professional development. Professional Learning Communities (PLC) focus on intra-disciplinary design with vertical alignment (different courses of studies within each department) and horizontal alignment (within a course of studies differing academic levels). Each core discipline learning community regularly meets to establish, design, and share essential learnings, curriculum maps, lessons, and common assessments. The teachers compare outcomes using data to make curricular decisions. The second mode of internal professional development is newly implemented Communities of Practice (CoP). These are interdisciplinary learning communities focused on introducing, mentoring, and sharing researched-based pedagogies used across disciplines within the classes and courses. Both are intentional in building a learning community dedicated to the process of improvement and continued growth.

We believe that in order to be an effective school, we must have consistently high degrees of purpose, focus, engagement, and collaboration, particularly around learning, teaching, and instructional leadership. Our means of introducing these attributes of purpose, focus, engagement, and collaboration into the Cathedral culture is for our educators to adopt an organizational system called Communities of Practice. Communities of Practice (CoP) consist of networks of professionals who develop members' capacities through the exchange of knowledge, the transfer of best practices, and discussion of the problems of practice that occur as educators implement new pedagogies. The CoP's promote engagement by providing forums for professionals to learn, grow, and become more effective at their craft. This disrupts the extreme isolation among educators in many schools, instead promoting collaboration supporting professional practice and promotes innovation, risk taking, trying new approaches, and creating knowledge.

Whereas the PLC has been constructed more with the vertical accountability of essential learnings and skills, curriculum mapping and common assessments, CoP's have built a system of horizontal accountability. It is more reciprocal and relational grounded in affinity groups with similar and supportive pedagogical goals. The current CoPs are focused on 6 pedagogies: Harkness Method, Inquiry-Based Learning, Service Learning, Project-Based Learning, Design Thinking and Differentiated Instruction.

In addition, Cathedral budgets and uses Title IIA funds for external professional development to supplement areas of support and growth.

4. School Leadership:

At her highest level, Cathedral operates under the leadership of a Board of Directors. This Board is made up of alumni community leaders who focus on macro-level organizational leadership and fundraising. The President reports to the Board of Directors and also oversees the academic and business aspects of the school. The CFO also serves as the Executive Vice President and manages the business and advancement aspects of Cathedral. Also reporting to the President are the Vice President for Marketing, the Vice President for Development, the Vice President for Enrollment Management, the Vice President of

Operations, and the Chief Information Officer. The Principal reports directly to the President. Serving under the Principal are the Chief Academic Officer, the Chief Student Life Officer, and the Director of Athletics.

Cathedral's focus on student achievement is best illustrated through our allocation of donor funds. Most recently, a graduate of the class of 1993 donated a significant amount of money to Cathedral. We have elected to create a "Learning Resource Center" which will serve students who have diagnosed learning differences but do not meet the qualifications for enrollment in our Learning Support Program. Prior to the creation of this Learning Resource Center, we felt a portion of our student population was not receiving the services they needed in order to reach their potential. The Learning Resource Center will offer these students tutoring, personalized education plans, extended testing time, and other services designed to provide them with the most effective and extensive educational experience possible.

Two years ago, Cathedral instituted a program called "Cathedral 360." This program was put in place to ensure that each student has at least one adult whom they feel comfortable talking to about academic and non-academic issues. This relationship-building program is a top-down initiative in which the administration, teachers, and staff actively work to cultivate relationships with students to ensure that each member of the student body feels supported and understood at Cathedral.

This fall, Cathedral asked its parents, students, faculty, and staff to participate in a survey that evaluated the policies, climate, and culture of the school. This survey was conducted by a third party to ensure anonymity. Cathedral will develop a strategic plan stemming from the results of this survey and will work to improve any deficiencies.

PART VI * INDICATORS OF ACADEMIC SUCESS

Cathedral's mission to transform a diverse group of students dictates that we accept freshmen with considerable disparity in academic preparation. Our students' scores on the admissions placement exam range from 9th to 99th percentile. Indicators of the success of Cathedral's academic program are displayed by our high passage rate of 98.3% on Indiana's Graduation Qualifying Exam for math and English. Additionally, 100% of Cathedral graduates are accepted to institutions of higher learning. When considering our academic diversity, the Graduation Qualifying Exam scores are particularly significant. However, Graduation Qualifying Exam gives limited data to help form our instruction.

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 No

3. What is the educational cost per student? \$16443
(School budget divided by enrollment)

4. What is the average financial aid per student? \$0

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 16%

6. What percentage of the student body receives scholarship assistance, including tuition reduction? 44%

PART VIII - ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Measures of Academic Progress</u>
Grade: <u>10</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>NWEA</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	250
Number of students tested	300
Percent of total students tested	95
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. African American	
Average Score	244
Number of students tested	42
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>ACT</u>
Grade: <u>12</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>ACT</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Sep
SCHOOL SCORES	
Average Score	25
Number of students tested	271
Percent of total students tested	92
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. African American	
Average Score	21
Number of students tested	20
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Measures of Academic Progress</u>
Grade: <u>9</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>NWEA</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	246
Number of students tested	338
Percent of total students tested	99
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. African American	
Average Score	243
Number of students tested	57
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Measures of Academic Progress</u>
Grade: <u>10</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>NWEA</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	231
Number of students tested	310
Percent of total students tested	96
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. African American	
Average Score	226
Number of students tested	43
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>ACT</u>
Grade: <u>12</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>ACT</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Sep
SCHOOL SCORES	
Average Score	26
Number of students tested	271
Percent of total students tested	92
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. African American	
Average Score	22
Number of students tested	20
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Measures of Academic Progress</u>
Grade: <u>9</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>NWEA</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	229
Number of students tested	335
Percent of total students tested	99
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. African American	
Average Score	227
Number of students tested	56
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: