

# IMMACULATE HIGH SCHOOL

CEEB Code #070125

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## SCHOOL PROFILE

### 2018-2019

#### MISSION STATEMENT

In the Roman Catholic tradition, Immaculate High School fosters the development of the whole student by nurturing individual spiritual, moral, intellectual, physical and social growth through an academically rigorous college preparatory curriculum that encourages respect, responsibility, reverence, creativity and leadership.

#### OVERVIEW

Immaculate High School, a Catholic college preparatory school under the Diocese of Bridgeport, provides a challenging academic education in a wholesome and disciplined environment. Because Immaculate High School values character formation, moral development and spiritual direction, religious education is an integral part of the curriculum. Immaculate High School welcomes students from all religious traditions.

#### SCHOOL COMMUNITY

Immaculate High School enrolls 487 students, 48% male and 52% female. Approximately 31% of our student body resides in Danbury and the remainder in twenty-six surrounding towns in western Fairfield County, Litchfield County, and New York state. Approximately 26% of the student body is minority.

Of the fifty-four members of the professional staff, 2% hold doctorate degrees, 83% hold master's degrees and the remainder hold bachelor's degrees. Fifty-two are lay men and women and two are ordained; one a deacon and one a priest.

Immaculate High School is accredited by the New England Association of Schools and Colleges and recognized by the Connecticut State Department of Education. Immaculate High School is a member of the National Catholic Education Association, the Connecticut Association of Schools, and the Connecticut Interscholastic Athletic Conference.

Immaculate High School enjoys strong support from alumni and its parent community. Individual attention to student needs is a priority of the faculty and administration.

## CURRICULUM

Immaculate High School's academic program is exclusively college preparatory. It features 34 honors level courses in English, Social Studies, Foreign Language, Mathematics, Science, Business, and Fine Arts. Advanced Placement courses are offered in Biology, Calculus (ECE), Chemistry, Computer Science, English Language/Composition, English Literature/Composition, French, Government & Politics, Physics Part I, Physics Part 2, Psychology, Spanish Language, Studio Art: Drawing, U.S. History (ECE) and Graphic Arts (ECE).

In order to graduate, a student in the **Classes of 2019 and 2020** must have earned **23.5** credits, among which the following courses are required:

English	4 credits	Religion	4 credits
World Language	2 credits	Science	3 credits
Mathematics	3 credits	Social Studies	3 credits*
Physical Education	1 credit	Fine or Performing Arts	1 credit
Electives	1.5 credits	Senior Seminar	1 credit
		(Health/Personal Finance)	

\*A part of this three credit requirement is to complete one-half credit in American Government and one credit in American History.

In order to graduate, a student in the **Classes of 2021 and beyond** must have earned **25** credits, among which the following courses are required:

English	4 credits	Religion	4 credits
World Language	2 credits	Science	3 credits
Mathematics	4 credits	Social Studies	3 credits*
Physical Education	1 credit	Fine or Performing Arts	1 credit
Community Service	1 credit	Electives	1 credit
		Senior Seminar	1 credit
		(Health/Personal Finance)	

\*A part of this three credit requirement is to complete one-half credit in American Government and one credit in American History.

## Grading System

<u>Letter Grade</u>	<u>Grade Points</u>	<u>Numerical Equivalent</u>
A+	4.5	95 - 100
A	4.0	90 - 94
B+	3.5	85 - 89
B	3.0	80 - 84
C+	2.5	75 - 79
C	2.0	70 - 74
D	1.0	65 - 69
F	0.0	Below 65

## Honors

Distinguished Honors	4.3 minimum with no grade below C
High Honors	3.9 minimum
Honors	3.5 minimum

## **Class Rank**

A quality point system is used to determine rank in class. In an honors course, 0.3 is added to the grade point. In an Advanced Placement course, 0.7 is added to the grade point. Starting in the 2009-2010 academic year, Physical Education was included in the calculation of GPA.

## **Schedule of Courses**

Immaculate High School has 30 class periods per week, in a rotating drop schedule with 6 periods each day. Student benefits of the rotating schedule include increased instructional time of 55 minutes per day, increased one-on-one time with teachers, and allows students to obtain a deeper understanding of a more focused curriculum. Students must also complete a 25-hour community service requirement each year.

## **Academic Facilities**

Immaculate High School has converted the traditional library into a 21<sup>st</sup> Century Learning Commons. This facility provides individual and collaborative space for our students. Static books have been replaced with access to multiple databases and primary source materials.

## **Sports and Extracurricular Activities**

Immaculate offers 26 interscholastic athletic programs represented by 41 teams. In addition, many clubs and activities are offered. About three-quarters of our students participate in interscholastic athletics. Over 80% of our student-athletes are on the Honor Roll.

## **Release of Disciplinary Records**

The policy of Immaculate High School is that disciplinary records are not part of the academic record, so they are not in the purview of what we report. Information concerning student discipline is considered confidential information and is protected by FERPA, the Federal Rights and Privacy Act, which is the federal statute providing for the confidentiality of student records. Disciplinary records can only be released with the consent for disclosure from a parent or student who is eighteen years or older.

## **Student Profile**

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## **SCHOOL & CURRICULUM ENHANCEMENTS**

### **Digital Technology in the Immaculate Classroom**

The 2012-2013 school year marked the beginning of our iPad 1:1 initiative. Every student was required to utilize an iPad in the classroom on a daily basis. Many of the students' textbooks were available electronically as well. After five years, the iPad 1:1 initiative is delivering tremendous results in the teaching and learning environment. One hundred percent (100%) of our textbooks are digital. One hundred percent (100%) of our faculty are utilizing some type of hybrid/blended learning. Beginning in 2017, new incoming students use a Windows 10 laptop instead of an iPad. The purpose of the switch was to better prepare the students using the technology that they will use in college.

### **Virtual High School Course Offerings**

Immaculate High School has partnered with several online providers: **Virtual High School**, **EdOptions Academy**, **Educere** and **Rosetta Stone** to expand our program of studies. By working with these online providers, we now have access to an extensive list of accredited courses we could not otherwise make available to our students. The coursework is rigorous and is best suited for the self-motivated student who is an organized and independent learner. Students have a period built into their schedule of classes each day to attend their virtual class. The courses are credited and are indicated on our transcript with the letter "V". Grades for these courses are part of the permanent transcript and are weighted and calculated into the GPA.

### **Our International Student Program**

Immaculate High School initiated our International Student Program in the 2007-2008 school year with our first student from South Korea. The Program has grown tremendously since that time, resulting in 43 students for the 2018-2019 school year. The Program is part of our overall Immaculate Global Strategy to establish a collaborative, energetic learning environment in which students engage with one another in classrooms locally, nationally and internationally. Since the beginning of the program, we have had students from Brazil, China, Colombia, Ecuador, France, Germany, Haiti, Hong Kong, Lebanon, Portugal, South Korea, Belgium, Vietnam and Spain. These students fully participate in our rigorous academic curriculum and are aided in meeting all of our course requirements and academic expectations with the goal of being prepared to pursue a college education in the U.S. if they so desire. They are welcomed and encouraged to participate in all of our athletic and extracurricular activities, in order to develop their own interests and talents and to fully integrate into the school community. Students are required to meet all of our course requirements without any modifications in curriculum, expectations or grading which includes taking a Catholic Theology class each year they are at the school. The only exception to that is that their English classes count toward meeting our two-year World Language requirement. When preparing transcripts for our international students, we utilized grade scales from their previous school in their home country if a grade scale is provided on their transcripts. If not, we utilize grade scales from World Education Services for the translation of grades from other countries into their US equivalent.

### **Project Lead the Way**

Immaculate High School introduced the Project Lead the Way (PLTW) Engineering Program in 2017 and currently offers two engineering classes: Introduction to Engineering Design (IED) and Principles of Engineering (POE). The program empowers students to step into the role of engineer through problem-based learning. Students in the Introduction to Engineering Design class dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3-D modeling software and use an engineering notebook to document their work. Principles of Engineering students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students in the engineering program develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation.

## College Placement

Historically, 99% - 100% of Immaculate High School graduates continue their education.  
Students from the past five graduating classes have entered the following colleges and universities:

Albertus Magnus College - American University - Arizona State University - Assumption College - Auburn University - Ave Maria University - Barry University - Baylor University - Belmont University - Bentley University - Binghamton University - Boston College - Boston University - Bowling Green State University - Bryant University - Bucknell University - Canisius College - Carnegie Mellon University - Case Western Reserve University - Central Connecticut State University - Chapman University - Christopher Newport University - Clarion University of Pennsylvania - Clemson University - Coastal Carolina University - Colby College - Colgate University - College of Charleston - College of the Holy Cross - Community College of Rhode Island - Concordia College - New York - Cornell University - Dean College - Denison University - DeSales University - Drew University - Drexel University - Eastern Connecticut State University - Elon University - Embry-Riddle Aeronautical University - Emerson College - Fairfield University - Fairleigh Dickinson University/Florham Campus - Fairleigh Dickinson University/Metropolitan Campus - Fashion Institute of Technology - Florida Gulf Coast University - Florida State University - Fordham University - Franciscan University of Steubenville - George Mason University - Georgia Institute of Technology - Hampshire College - Hendrix College - High Point University - Hofstra University - Hood College - Indiana University at Bloomington - Iona College - Ithaca College - James Madison University - Johnson & Wales University (Providence) - Keene State College - Le Moyne College - Liberty University - Loyola Marymount University - Loyola University Maryland - Manhattan College - Manhattanville College - Marist College - Marquette University - Massachusetts Institute of Technology - Massachusetts Maritime Academy - MCPHS - Massachusetts College of Pharmacy & Health Sciences - Mercy College/All Campuses - Merrimack College - Miami University/Oxford - Michigan Technological University - Monroe College - Mount Saint Mary College - Mount St. Mary's University - Muhlenberg College - Naugatuck Valley Community College - Nazareth College - New England College - New England Institute of Technology - New York University - Northeastern University - Norwich University - Old Dominion University - Pace University/New York City - Pennsylvania State University - Pennsylvania State University Erie/The Behrend College - Post University - Providence College - Purdue University - Quinnipiac University - Rensselaer Polytechnic Institute - Roanoke College - Rochester Institute of Technology - Roger Williams University - Rutgers University/New Brunswick - Sacred Heart University - Saint Joseph's University - Saint Mary's College of California - Saint Michael's College - Salve Regina University - Savannah College of Art and Design - Seton Hall University - Skidmore College - Southern Connecticut State University - Springfield College - St. Bonaventure University - St. John's University - St. Lawrence University - Stetson University - Stonehill College - Stony Brook University - SUNY Albany - SUNY Maritime College - SUNY Polytechnic Institute - Syracuse University - Texas Christian University - The American Musical and Dramatic Academy - The Catholic University of America - The Culinary Institute of America/NY - The George Washington University - The New School - The University of Alabama - The University of Scranton - The University of Tampa - Trinity College - Tulane University - Union College - United States Coast Guard Academy - University at Buffalo The State University of New York - University of Bridgeport - University of California, Berkeley - University of California, Davis - University of California, San Diego - University of Colorado at Boulder - University of Connecticut - University of Connecticut at Stamford - University of Connecticut at Waterbury - University of Dallas - University of Dayton - University of Delaware - University of Hartford - University of Kentucky - University of Maryland, Baltimore County - University of Maryland, College Park - University of Massachusetts, Amherst - University of Massachusetts, Lowell - University of Miami - University of Mississippi - University of Nebraska at Lincoln - University of New Hampshire at Durham - University of New Haven - University of North Carolina School of the Arts - University of North Dakota - University of Notre Dame - University of Rhode Island - University of Richmond - University of South Carolina - University of South Florida, Tampa - University of Southern California - University of St Andrews - University of the Virgin Islands/St. Thomas - University of Vermont - University of Wisconsin, Madison - Vanderbilt University - Villanova University - Virginia Tech - Wagner College - Wentworth Institute of Technology - Wesleyan University - Western Connecticut State University - Western New England University - Williams College - Wofford College - Xavier University