



CONVENT &  
STUART HALL

2020-21

HIGH SCHOOL PROFILE







## OUR FOUNDATIONAL STORY

In 1800, in the wake of the French Revolution, Madeleine Sophie Barat founded the Society of the Religious of the Sacred Heart and articulated her vision for a Sacred Heart education:

*...that education within the schools would be profound enough to inspire people to rebuild, renew and transform society, wherever they lived.*

We are deeply committed to educating our students to be knowledgeable, inquiring and compassionate thinkers. Through participation in a globally-tested curriculum, including the choice of the International Baccalaureate Diploma Programme in their junior and senior years, Convent & Stuart Hall students are able to put topics and issues into conversation and see them from multiple perspectives and lenses. Students are equipped to ask critical questions and to engage their own research, participating in a rigorously challenging academic environment that is reflective of their intellectual interests and commitment to learning. The academic program offered at Convent & Stuart Hall is optimally challenging in preparation for the most selective college environments and for life beyond.





## OUR GLOBAL IDENTITY

Sacred Heart education began its international reach when the Society appointed Rose Philippine Duchesne to establish a house in the Americas. By 1818, Philippine opened the first Sacred Heart school in the United States. Since its beginning, Sacred Heart education has held a deep respect for the capacity of young people, believing that a rigorous education, which challenges the intellect and nourishes the spirit, would prepare students to be wise and effective leaders in service of their world and its future. The transformational spirit of Madeleine Sophie and Philippine has brought Sacred Heart education to over 150 schools and communities across the globe.



## SACRED HEART SAN FRANCISCO

Founded in 1887 as the first Sacred Heart Academy west of the Rockies, Schools of the Sacred Heart San Francisco opened in twin victorians on Bush Street and moved twice more to accommodate a growing student body. In 1938, the school found a permanent home at 2222 Broadway with a generous gift from Maud Flood to the Religious of the Sacred Heart, declaring her wish that her home be “devoted to some useful and worthy purpose.” Nearly 60 years later in 1999, the school acquired the Morning Star complex at the corner of Pine and Octavia streets. The Morning Star Building holds significant importance in the history and culture of San Francisco’s Japantown. Convent & Stuart Hall continues to embrace the spirit of generosity and remembrance as embodied in the stories of our San Francisco campuses.

PRESIDENT: **Dr. Ann Marie Krejcarek**

HEAD OF CONVENT HIGH SCHOOL AND  
CHIEF ACADEMIC OFFICER: **Rachel Simpson**

HEAD OF STUART HALL HIGH SCHOOL: **Tony Farrell**



Convent & Stuart Hall's emphasis on strong communication skills, critical thinking, intellectual growth and a rigorous academic curriculum will benefit these students long after they graduate.

— Gary Ross Vice President for Admission and Financial Aid, Colgate University

## OUR CURRICULAR PROGRAM

The high school curriculum at Convent & Stuart Hall engages and challenges the whole person — in mind, Heart and body. The freshman and sophomore years provide foundational avenues of inquiry and discovery, engaging students in essential strategies of critical reasoning. In these years, students work on advancing written and presentational communication skills across the humanities, mathematics, sciences, languages and the arts. The ninth and tenth grade preparation sets the foundation for programming in the junior and senior years, which includes the options of the International Baccalaureate Diploma Programme and Advanced Placement offerings, along with a suite of higher level teacher-curated courses, at regular and honors levels. Convent & Stuart Hall's schedule operates over a two-day period, with eight scheduled blocks at 70 minutes each.\* All students enroll in six academic classes; a seventh elective class may be added in a particular field of interest.

\*Adjusted in Fall 2020, in reflection of COVID-19.

## SEQUENCE OF COURSE OFFERINGS & GRADUATION REQUIREMENTS

	FRESHMAN	SOPHOMORE	JUNIOR	SENIOR
English 4 years	English I / Honors English I: Introduction to Genre & Literary Expression	English II / Honors English II: The Other & the Outsider	English III / Honors English III: American Literature — Dreams: America & Beyond English IB HL	AP English Literature & Composition English IV: World Literature & Composition English IB HL
History & Social Science 3 years	AP Human Geography History of the Ancient World: Roots & Connections	AP Art History AP Human Geography AP U.S. History U.S. History: The Unfinished Nation	AP Art History AP Economics, Macro & Micro AP Human Geography Clashing Ideologies: The Cold War Global Politics IB SL, HL History IB SL, HL Oral History Production of the Civil Rights Movement Principles of Economics The Evolution of Protest in the 20th Century The Modern Middle East	AP Art History AP Economics, Macro & Micro AP European History AP Human Geography Clashing Ideologies: The Cold War Global Politics IB SL, HL History IB SL, HL Oral History Production of the Civil Rights Movement Principles of Economics The Modern Middle East
Mathematics 3 years required, 4 years recommended	Algebra I Algebra II / Honors Algebra II Geometry / Honors Geometry	Algebra II / Honors Algebra II Geometry / Honors Geometry Precalculus / Honors Precalculus	Algebra II / Honors Algebra II AP Calculus AB, BC Calculus Mathematics Analysis IB SL, HL Mathematics Applications IB SL, HL Precalculus / Honors Precalculus	AP Calculus AB, BC AP Statistics Calculus Mathematics Analysis IB SL, HL Mathematics Applications IB SL, HL Precalculus / Honors Precalculus
Laboratory Science 3 years	Physics / Honors Physics	Chemistry / Honors Chemistry	AP Biology AP Chemistry AP Physics C: Mech and E&M Biology Biology IB SL, HL Chemistry IB SL, HL Environmental Systems & Societies IB SL Physics IB SL, HL	AP Biology AP Chemistry AP Physics C: Mech and E&M Astronomy Biology IB SL, HL Chemistry IB SL, HL Environmental Systems & Societies IB SL Human Biology Introduction to Organic Chemistry & Biochemistry Physics IB SL, HL
Modern & Classical Language 3 years or up to Level III	French, Spanish, Chinese and Latin are each offered at all levels: I, II, III, IV, IB SL, IB HL, AP			
Religion, Theology & Spirituality 3.5 years	Religious Traditions & Texts	Ethics & Morality	Gender, Power & Ethics Leading the Mind, Body & Spirit through Sport Social Awareness & Action Theory of Knowledge I World Religions IB SL	Gender, Power & Ethics Leading the Mind, Body & Spirit through Sport Social Awareness & Action Theory of Knowledge II World Religions IB SL
Visual & Performing Arts 1 year	Art Foundations I: Digital Design Art Foundations I: Studio Art	Art Foundations II: Digital Design Art Foundations II: Studio Art	Advanced Art Portfolio I, II Visual Arts IB SL, HL	Advanced Art Portfolio I, II AP 2-D Art AP Drawing Visual Arts IB SL, HL
	Choir Drama Instrumental Music: Jazz Band Musical Theater	Choir Drama Instrumental Music: Jazz Band Musical Theater	Choir Drama Instrumental Music: Jazz Band Music IB SL, HL Musical Theater	Choir Drama Instrumental Music: Jazz Band Music IB SL, HL Musical Theater
Non-Departmental Electives	Computer Science	Introduction to Coding	AP Computer Science A Computer Science IB SL, HL Web Development	Advanced Data Structures AP Computer Science A Computer Science IB SL, HL Web Development
Journalism & Media	Introduction to Journalism	Journalism I	Journalism II Newspaper & Yearbook Design to Action Scholar	Newspaper & Yearbook
Independent Study	Design to Action Scholar	Design to Action Scholar		Design to Action Scholar
Summer Forward Credit	Algebra, Geometry, Physics, Biology, History, Modern & Classical Language Level I et al. as appropriate.			

SL=Standard Level, HL=Higher Level



# IBDP THE INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME

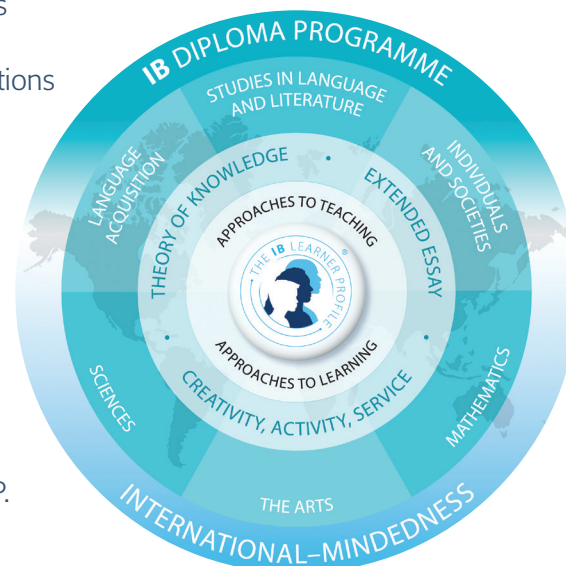
As a reflection of the strong match between the International Baccalaureate Diploma Programme's mission "to develop inquiring, knowledgeable and caring young people" and Convent & Stuart Hall's commitment to challenge and educate students in "mind, Heart and body," the school implemented the IBDP as a curricular offering in the 2016–17 school year. The IBDP is a two-year elective course of study for juniors and seniors. Students enrolled in the IBDP take IB courses exclusively, a majority of which are coed. Members of the Class of 2018 were the first to sit for IB Diploma examinations and earn the IB Diploma.

## IBDP Enrollment:

**61** in Class of '20

**72** in Class of '21

**78** in Class of '22



The Extended Essay is a signature component of the IBDP. Selecting their essay topic, crafting research questions, performing research appropriate to the field of the topic and writing their essays per the programme's subject area requirements, students are challenged to think globally and learn how to revise and refine their writing as they pursue their research. Examples of these wide-ranging Extended Essay topics are sampled here:

### Brooke '20

**Subject Area:** Global Politics

**Essay Title:** To what extent has the United Nations' "Ending Violence Against Women and Girls" program in the Pacific Islands and the Caribbean been effective in facilitating normative change and the improvement of the lives of women?

### Cole '20

**Subject Area:** Physics

**Essay Title:** Water Rocket Investigation: How does the shape of a bottle rocket's fins affect the rocket's maximum altitude?

### Phoebe '20

**Subject Area:** Philosophy

**Essay Title:** How can Kantian theory and deontology be used to navigate ethical dilemmas in the field of biotechnology?

# AP ADVANCED PLACEMENT COURSES

Advanced Placement offerings are rigorous, discipline-specific courses, each with a prescribed curriculum and examination designed by the College Board. Convent & Stuart Hall students select AP courses based on a desire to establish a strong academic profile and curate a course of study that reflects their interest for deeper content knowledge in particular subjects.

## AP Course Enrollment:

**79** in Class of '20

**86** in Class of '21

**23** in Class of '22\*

**46** in Class of '23

Students sat for 258 AP tests in May 2020

\*In addition to these numbers, all juniors take the AP Language & Composition test.



## AP Course Offerings:

**Art History**

**Biology**

**Calculus AB**

**Calculus BC**

**Chemistry**

**Chinese**

**Computer Science A**

**Drawing**

**English Literature & Composition**

**European History**

**French**

**Human Geography**

**Latin**

**Macroeconomics**

**Microeconomics**

**Physics C: Electricity & Magnetism**

**Physics C: Mechanics**

**Spanish**

**Statistics**

**Two-Dimensional Design**

**United States History**



## FACULTY EXPERTISE

Our faculty are experts in their field of study and creative practitioners in the classroom. Every employee is charged to excel professionally and uphold the Goals and Criteria of the Sacred Heart. Our faculty know their students and how to challenge each one; students reflect that the quality of the student-teacher relationship has a unique and inspirational impact on their educational experience. Among the faculty, 81% hold an advanced degree, and our teachers are educational thought leaders and graduates of universities from across the globe.

## ACADEMIC ADVISING AND COLLEGE COUNSELING

Throughout the four years of high school, a system of academic guidance informs each student's academic experience and co-curricular engagement. Every student benefits from a designated Grade Chair who supports individualized academic journeys and equips the students to be robust self advocates in their educational environment. The Chief Academic Officer and the Director of Academic Guidance and College Counseling oversee this four-year system of academic guidance, ensuring that each student is appropriately challenged, championed and supported by the faculty.

### Grades 9–10 Academic Guidance

In the ninth and tenth grades, this established student-to-Grade Chair relationship helps students navigate the foundational years of their high school program. The partnership with their Grade Chair enables students to design and continually develop a plan of study that supports their intellectual and personal development.

### Grades 11–12 Academic Guidance and College Counseling

In the eleventh and twelfth grades, students are fully engaged with their formal college counseling program. In the fall of junior year, division heads act as the students' primary academic adviser, helping them chart a path towards academic success in their program of study, standardized testing and in meaningful extracurricular engagement. From the spring of junior year and throughout their senior year, students engage in the college counseling program, and classes and workshops support the college search and college application process. Each student is matched with one of the College Counseling Department's three full-time college counselors, and their designated counselor is a guide through the college application process toward college admission.

## ASSESSMENT AND GRADING PHILOSOPHY

Students receive grades in academic courses that represent assessment of their performance. Assessments are varied, reflecting high expectations and standards of content mastery and communication skills in written and presentational form, as appropriate for each field of study. The school calculates both a weighted and unweighted GPA with IBDP, AP and honors courses receiving an extra grade point. The unweighted GPA is the official grade of record. Given the rigorous curriculum taken by all students, the school does not rank its students.





2017–20  
CONVENT  
COLLEGE  
MATRICULATION

American University  
Arizona State University  
Barnard College  
Belmont University  
Boston College  
Boston University  
Brown University



California Polytechnic State University,  
San Luis Obispo  
California State University, Long Beach  
Chapman University  
City College of San Francisco

Colby College  
Colgate University  
College of the Holy Cross  
Colorado College  
Colorado School of Mines  
Columbia University  
Cornell University  
Duke University  
Durham University  
Elon University  
Emory University  
Fordham University  
George Washington University  
Georgetown University  
Georgia Institute of Technology  
Gonzaga University  
Harvey Mudd College  
Hobart and William Smith Colleges  
Hofstra University  
James Madison University  
John Cabot University  
Johns Hopkins University  
Johnson & Wales University - Providence  
Kenyon College  
Lawrence University  
Lehigh University  
Loyola Marymount University  
Loyola University Chicago  
Loyola University New Orleans  
Marist College  
Middlebury College  
Mount Holyoke College  
New York University  
Northeastern University  
Pomona College  
Pratt Institute  
Providence College  
Purdue University  
Saint Mary's College of California  
San Diego State University  
San Francisco State University  
Santa Barbara City College  
Santa Clara University  
Sarah Lawrence College  
School of Visual Arts  
Seattle University

Barnard College  
Boston University  
Brown University  
Carleton College  
Claremont McKenna College  
Colby College  
Colorado College

Southern Methodist University  
St. Olaf College  
Stanford University  
Syracuse University  
Texas Christian University  
The American University of Paris  
The New School - All Divisions  
The University of Arizona  
Tufts University  
Tulane University  
University of British Columbia  
University of California, Berkeley  
University of California, Davis  
University of California, Irvine  
University of California, Los Angeles  
University of California, Santa Barbara  
University of California, Santa Cruz  
University of California, Merced  
University of Chicago  
University of Colorado at Boulder  
University of Denver  
University of Hawai'i at Mānoa  
University of Kansas  
University of Leeds  
University of Miami  
University of Michigan  
University of Nevada, Reno  
University of Notre Dame  
University of Oregon  
University of Oregon - Clark Honors College  
University of Pennsylvania  
University of Portland  
University of Puget Sound  
University of San Diego  
University of Southern California  
University of Washington  
Vanderbilt University  
Wake Forest University  
Washington and Lee University  
Washington University in St. Louis  
Whittier College  
Willamette University  
Xavier University  
Xavier University of Louisiana

Columbia University  
Cornell University  
Dartmouth College  
Duke University  
Emory University  
Georgetown University  
Georgia Institute  
of Technology, Main Campus

2017–20  
STUART HALL  
COLLEGE  
MATRICULATION

Academy of Art University  
American University  
Boston College  
Boston University  
Bucknell University  
California Lutheran University  
California Polytechnic State University,  
San Luis Obispo  
California State Polytechnic University,  
Pomona  
California State University Maritime Academy  
California State University, Bakersfield  
California State University, Long Beach  
California State University, Monterey Bay  
California State University, Northridge  
California State University, Sacramento  
Carleton College  
Chapman University  
City College of San Francisco  
Claremont McKenna College  
Colgate University  
College of Marin  
College of San Mateo  
Columbia University  
Connecticut College  
Cornell University  
Dartmouth College  
DePaul University  
Drexel University  
Duke University  
Elon University  
Fordham University  
Franklin & Marshall College  
George Washington University  
Georgetown University  
Gonzaga University  
Hartwick College  
Kenyon College  
Lehigh University  
Lewis & Clark College

Harvey Mudd College  
Johns Hopkins University  
Lehigh University  
Massachusetts Institute of Technology  
Middlebury College  
New Mexico Institute  
of Mining and Technology  
Northwestern University

Linfield College  
Loyola Marymount University  
Massachusetts Institute of Technology  
McGill University  
Morehouse College  
New Mexico Institute of Mining and  
Technology  
New York University  
Northeastern University  
Northern Arizona University  
Northwestern University  
Pennsylvania State University  
Pomona College  
Reed College  
Saint Mary's College of California  
San Francisco State University  
San Jose State University  
Santa Clara University  
Sarah Lawrence College  
School of the Art Institute of Chicago  
Sciences Po & Columbia University -  
Dual BA Program  
Seattle University  
Sierra College  
Southern Methodist University  
St. John's University  
Stanford University  
Syracuse University  
Texas A&M University  
The University of Arizona  
Tufts University  
University of British Columbia  
University of California, Berkeley  
University of California, Davis  
University of California, Irvine  
University of California, Los Angeles  
University of California, Merced  
University of California, San Diego  
University of California, Santa Cruz  
University of Chicago  
University of Colorado at Boulder  
University of Denver  
University of Georgia  
University of Illinois at Urbana-Champaign  
University of La Verne  
University of Miami  
University of Oregon

Pomona College  
Stanford University  
Tufts University  
Tulane University  
University of California. Berkeley  
University of California, Los Angeles  
University of Chicago

University of Portland  
University of Puget Sound  
University of Richmond  
University of San Diego  
University of San Francisco  
University of Southern California  
University of St. Andrews  
University of Washington  
University of Wisconsin-Madison  
Villanova University  
Wake Forest University  
Washington and Lee University  
Washington State University



Wheaton College MA  
Whitman College  
Xavier University  
Yale University

University of Notre Dame  
University of Pennsylvania  
University of Southern California  
Vanderbilt University  
Washington and Lee University  
Washington University in St. Louis  
Yale University

CONVENT &  
STUART HALL  
MOST SELECTIVE  
ACCEPTANCES



# ATHLETICS

Participation in Convent & Stuart Hall's athletics program has a positive impact on individual growth and development, not only through physical skills development and competition, but also through understanding the underlying values that sports offer. Lessons learned through athletic participation and physical education teach skills and values that go far beyond a game or competition. A core goal of the Athletic Department is to assist students in character development by teaching the values of humility, accountability, teamwork, work ethic, commitment, competition and fair play. Students develop lifelong leadership skills, build respect for themselves and others, and learn how to overcome adversity through robust competition. We offer multiple sports in every season of the school year, and there are opportunities to represent the school at the Varsity, Junior Varsity and Frosh-Soph levels.

Highlights from the 2019–20 athletic year include:

## SPORTS OFFERED:

Badminton  
Baseball (Stuart Hall)  
Basketball  
Beach Volleyball (Convent)  
Cross Country  
Fencing  
Field Hockey (Convent)  
Football (Stuart Hall)  
Golf  
Lacrosse  
Sailing  
Soccer  
Swimming  
Tennis  
Track & Field  
Volleyball (Convent)  
Wrestling



**STUART HALL BASKETBALL:** After winning the BCL West Tournament championship, Stuart Hall captured its second North Coast Section title. The team qualified for the Division IV state tournament and won a memorable first-round game after being ranked as the No. 1 Division V team in California throughout the league season.

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**CONVENT VOLLEYBALL:** As the No. 4 and No. 7 seeds in the Division V NCS and NorCal tournaments respectively, Convent varsity volleyball reached the semifinals of the NCS Championship and the quarterfinals of the NorCal Tournament.



**CONVENT SOCCER:** After finishing second in the second division of the BCL West round-robin tournament, the Convent varsity soccer team secured a playoff spot.

**CONVENT & STUART HALL CROSS COUNTRY:** At the NCS Championship, Stuart Hall placed fifth and Convent placed sixth, which advanced both teams to the State Championships for a second year in a row.

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**CONVENT GOLF:** The Convent golf team won the BCL West Tournament championship to earn a team berth to the NCS Tournament.



**STUART HALL TRACK & FIELD:** Before spring seasons were suspended, Stuart Hall sat in first place in the BCL West and was poised to claim a league title for the seventh year in a row.

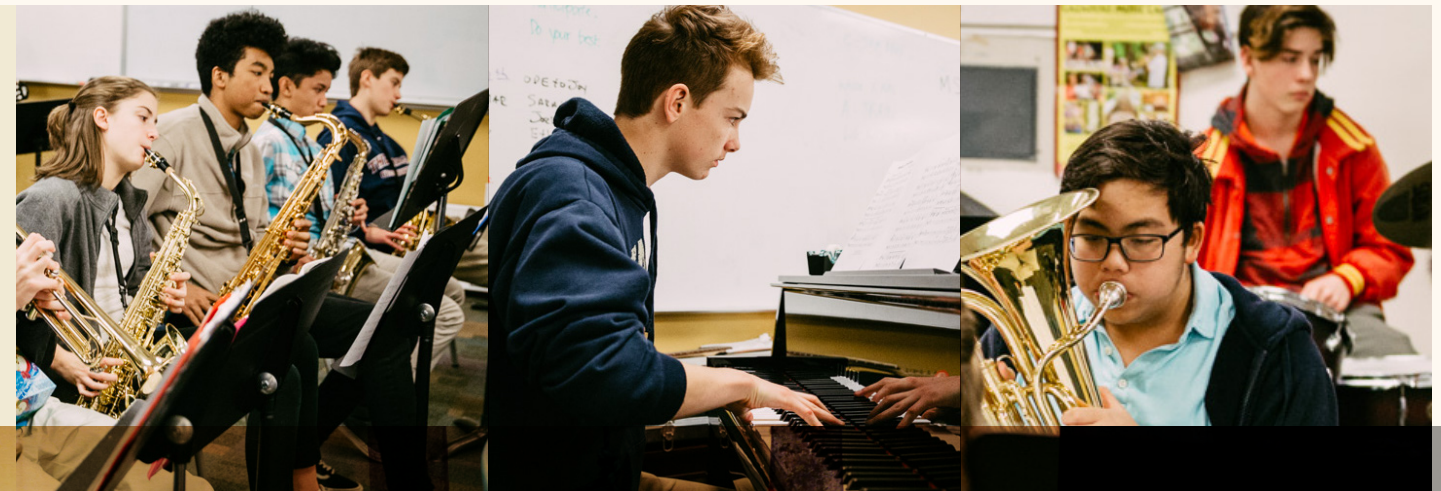




# VISUAL & PERFORMING ARTS

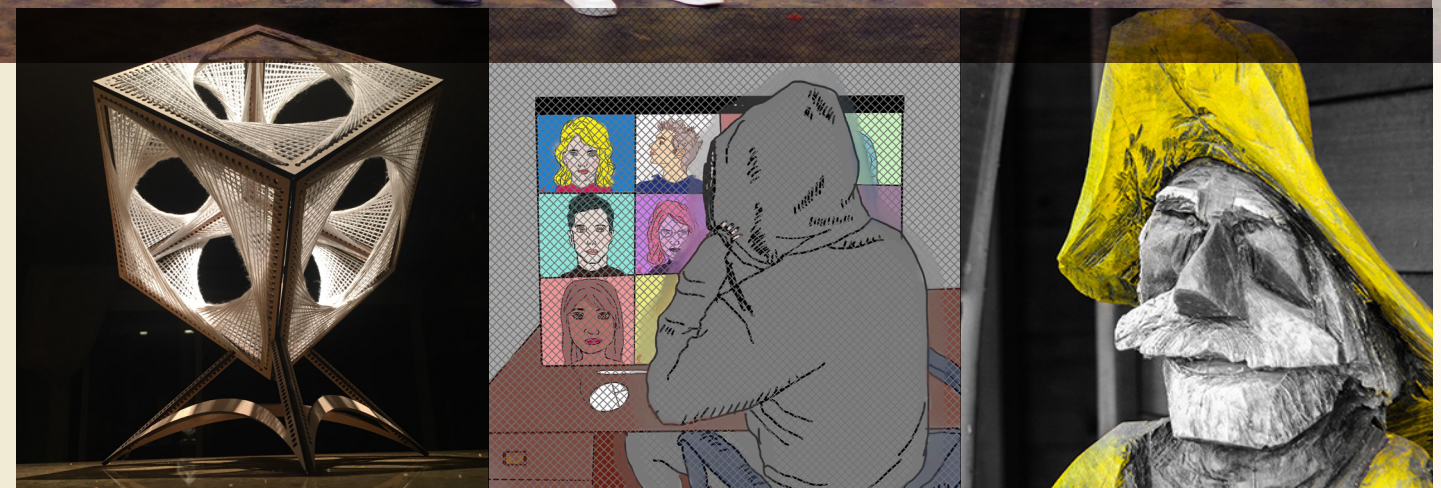
An education in the arts is a core requirement for all students in freshman and sophomore years, and is an additional core feature of our elective programming in the junior and senior years, including IBDP and college preparatory options in Drama, Music (vocal and instrumental) and the Visual Arts.

The Visual Arts Department encourages and assesses student learning and creative development through art-making processes and practices in diverse media. Students engage in studio practice, collaborative and cross-disciplinary thinking, process portfolio, critique and analysis of artwork,



curatorial practice and exhibitions, and installations. Visual Arts students engage in the creation and critical evaluation of the world, and the program implements both formative and performative standards for assessing student creative capacity and production.

In Performing Arts, students develop proficiency and eventual mastery in a chosen field: instrumental, vocal or theatrical. Through performance, students learn empathy for others and develop and stretch beyond what they think they can do themselves. In both performance and analysis of performed works of art, students develop an appreciation and capacity for composition and artistry.







## SERVICE

A commitment to service is a core component of the Convent & Stuart Hall experience. Students engage in service throughout their four years of high school and are encouraged to develop a service focus or project that reflects their interests and their commitment to serve others locally, nationally or globally. For some, service may take the form of social action, such as working on voting rights for young people; for others, it may involve connecting a love of sport to coaching and affording other young people access to that sport, or demonstrating a commitment to education through tutoring in reading or mathematics. Within the IBDP, a core of the experience is “CAS” (Creativity, Activity, Service), and each student must commit to and reflect on co-curricular experiences and service activities. The CAS project is a signature element of the IBDP and a collaborative product that resonates with the school’s goal of educating to social awareness in action.



## Connecting with Community Through Music By Nicholas and Rainier, Class of 2020

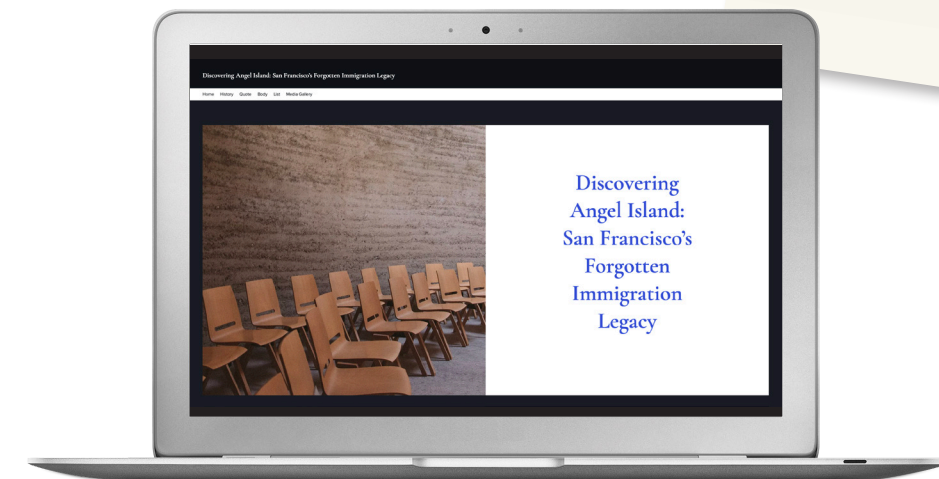
Using their arts and their own talents, Nicholas and Rainier collaborated to share their common love of music to bring joy to patients at California Pacific Medical Center. Living into the school’s goal to educate to the building of community, they created a community of care and connection with their music in an intergenerational setting.

## Celebrating Heritage: Sacred Heart Schools in North America By Estie, Cat, Abby and Brooke, Class of 2020

In recognition of our 2019–20 theme of “Heritage,” Estie, Cat, Abby and Brooke collaborated on an ambitious project involving researching, writing, illustrating and digitally publishing a children’s book about the founding of Sacred Heart schools in North America.



# EXAMPLES OF CAS PROJECTS



## Discovering Angel Island: San Francisco’s Forgotten Immigration Legacy By Vincent, Nicholas and Mark, Class of 2021

Inspired by a Religion, Spirituality & Theology course, Vincent, Nicholas and Mark designed a CAS project with the purpose of spreading awareness about the history of immigration and discrimination in San Francisco. As guest presenters in Middle and Upper Form classes, this group built empathy and community engagement while working collaboratively and truly considering the ethics of choice and actions.



# GLOBAL EDUCATION

The global education program at Convent & Stuart Hall prepares students to be responsible and educated global citizens by providing students with opportunities to develop the mindset and skills they need to engage actively and ethically in a global community.

Throughout the curriculum, including the IBDP, faculty educate students to understand their shared humanity while they explore the world and recognize their own and others' perspectives. We challenge our students to communicate with open dialogue, bridging linguistic, geographical, ideological and cultural differences.

As an internationally connected school, experiential learning is an essential component of the curriculum, and students are invited to participate in international and U.S. exchange programs ranging from two to six weeks. Through global exchange opportunities, students step out of their comfort zone and discover what it means to be a high school student in other parts of the world.

In addition to the annual sophomore class Costa Rica immersion experience, our students have made exchanges in over 10 countries across five continents, gaining a cultural competency and linguistic understanding of various countries around the world. The majority of student exchanges have taken place in France, Spain, Mexico, Germany, Japan, Australia and Argentina.



# SPIRITUAL GROWTH

Convent & Stuart Hall is an expansive and inclusive educational community — an independent Catholic school for people of all faiths.

With an education in mind and Heart, students learn to engage and navigate the world within them and the world around them. Developing a sense of reflective interiority is a hallmark of a Sacred Heart education, and each student is invested in the development of their core person and purpose. Through weekly reflections and chapels or assemblies, as well as within their Religion, Spirituality & Theology courses, students learn to ask and respond to life's "big questions" and know how to navigate their world's most pressing issues reflectively, ethically and purposefully.

Rooted in the Catholic tradition and the charism of the Society of the Sacred Heart, the school's program seeks to cultivate in each student an ongoing relationship with something greater than oneself. In addition to our foundation as a Sacred Heart school and in recognition of the lived experience of our students, Convent & Stuart Hall was invited to be a leadership school and partner with the Collaborative for Spirituality in Education based at Columbia University.



## STUDENT BODY PROFILE

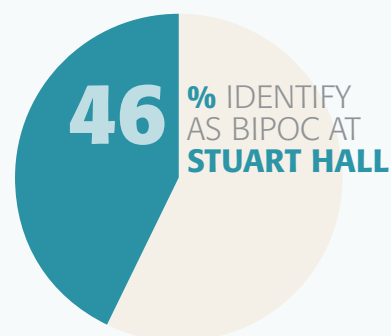
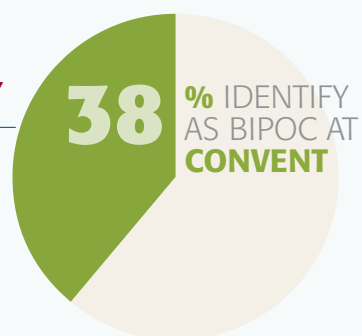
The **2020–21** enrollment at the high school is **436** students

As a Sacred Heart school, we are committed to nurturing a robustly diverse community where each member is invited to live fully into their gifts intellectually, spiritually, physically and personally.

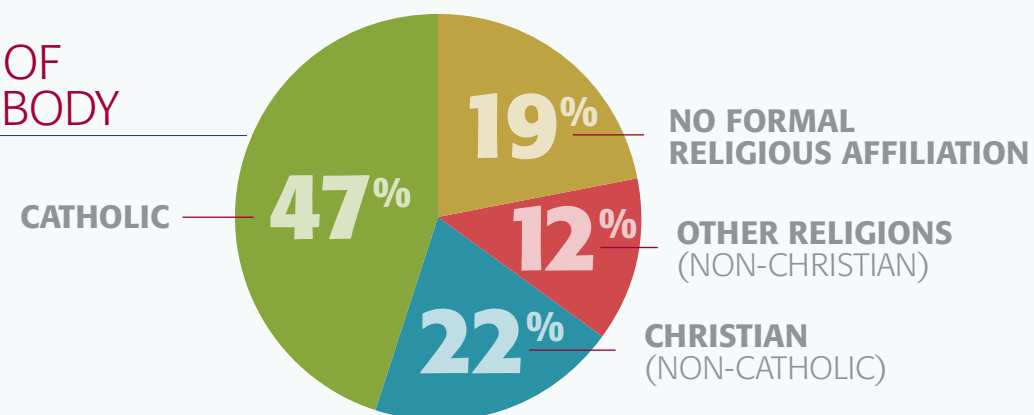
**224** at Convent High School  
& **212** at Stuart Hall High School

**43%** OF STUDENTS receive need-based financial aid with grants ranging from **\$5,000–\$47,600**

### ETHNICITY OF STUDENT BODY



### RELIGION OF STUDENT BODY





Convent & Stuart Hall's K–12 continuum engages a relevant foundational mission and embraces our five unifying Goals and Criteria, while looking ahead to ask what skills will be needed in the future.

## MISSION

*Convent & Stuart Hall educates mind, Heart and body, animating a zeal for discovery, inspiring a passion for justice and nurturing the strength to transform.*

## SACRED HEART GOALS

*a personal and active faith in God  
a deep respect for intellectual values  
a social awareness that impels to action  
the building of community as a Christian value  
personal growth in an atmosphere of wise freedom*

## STRATEGIC VISION

An education of mind, Heart and body that realizes the best in students so each may live with grace and intellect, preparing them to shape their present and future and to be a positive force, locally and globally, in their rapidly changing world.

The school's strategic thinking and planning centers on aiming at the best for each student — academically, personally and in community. We have devised an immersive environment — inspired by compassionate, talented adults and kind, intelligent peers — where learning is inspired through a pedagogy of space, where curriculum transcends textbooks and the use of technology augments intelligence.

### OUR THREE AREAS OF IMPACT ARE:

#### STUDENTS:

Educating to stretch human capacity — now and for the future

#### PLACE & EXPERIENCE:

Amplifying each aspect of the learning community experience to engage and stretch human capacity

#### SCHOOL:

Optimizing organizational structures and systems that demonstrate strategic agility, scaffolding student growth and inspiring effective community engagement



## DIVERSITY, INCLUSION AND JUSTICE

# COR UNUM

Rooted in the Society of the Religious of the Sacred Heart's foundational precept of "cor unum et anima una" (one heart, one mind), and grounded in 200 years of membership in a global network, the school promotes an inclusive culture of conversation and relationship founded on courage, openness and mutual respect. We understand that a diverse community provides essential opportunities for personal transformation, intellectual encounter and collective engagement. Through interaction inspired by deep intellectual sympathy, curiosity and shared humanity, we create an environment where innately human differences are recognized, honored and celebrated. We invite each member of the community to embrace and live into the core belief that there is a world within us and a world outside of us, and we must be able to engage and encounter both.

*Cor unum et anima una  
in Corde Jesu.*

"Cor Unum" draws all of us to the center of the heart of God. It is at that center that we believe all people are and must be held as equal, unconditionally loved and valued. Our statement of equity, named *Cor Unum* to honor this foundational principle, speaks to our philosophy and engagement with diversity, inclusion and justice. To read more about our *Cor Unum* philosophy and engagement, please visit [sacredsfs.org/about/cor-unum-statement](https://sacredsfs.org/about/cor-unum-statement).



As a member of the Network of Sacred Heart schools, we are called to renew and strengthen our commitment to diversity, inclusion and justice. We are called to fight institutional racism as we address our own implicit bias. We have a mandate to build a fair and just community which honors the innate dignity of every human person.

In our commitment to sustaining an inclusive learning community, Convent & Stuart Hall admits students of any race, color, national/ethnic origin or ancestry, religion, sex, sexual orientation, gender identity or disability. The school does not discriminate on the basis of race, color, national/ethnic origin or ancestry, religion, sex, sexual orientation, gender identity, disability, age, marital status or any other consideration protected by federal, state or local laws in the administration of its educational, admissions, financial aid and employment policies, or any other programs administered by the school.







**Broadway Campus:** 2222 Broadway, San Francisco, CA 94115

**Pine-Octavia Campus:** 1715 Octavia, San Francisco, CA 94109

415-563-2900

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