

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

[] Public or [X] Non-public

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

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

Official School Name Archbishop Hannan High School
(As it should appear in the official records)

School Mailing Address 71324 Highway 1077
(If address is P.O. Box, also include street address.)

City Covington State LA Zip Code+4 (9 digits total) 70433-0800

County St. Tammany

Telephone (985) 249-6363 Fax (985) 249-6370

Web site/URL <https://www.hannanhigh.org/> E-mail nbaird@hannanhigh.org

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

Date _____

(Principal's Signature)

Name of Superintendent* Dr. RaeNell Houston E-mail rhouston@arch-no.org

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

District Name Archdiocese of New Orleans Tel. (504) 866-7916

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

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

Date _____

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

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

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

PART I – ELIGIBILITY CERTIFICATION

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

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

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

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

PART II - DEMOGRAPHIC DATA

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

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

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

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

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

- ☐ Urban (city or town)
☐ Suburban
☒ Rural

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

Grade	# of Students
PreK	0
K	0
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	113
9	160
10	133
11	136
12 or higher	130
Total Students	672

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

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 0.6 % Asian
 - 3.4 % Black or African American
 - 1.8 % Hispanic or Latino
 - 0.1 % Native Hawaiian or Other Pacific Islander
 - 87.4 % White
 - 6.7 % Two or more races
 - 100 % Total**

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

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

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

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2021 until the end of the 2021-2022 school year	5
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	8
(3) Total of all transferred students [sum of rows (1) and (2)]	13
(4) Total number of students in the school as of October 1, 2021	646
(5) Total transferred students in row (3) divided by total students in row (4)	0.02
(6) Amount in row (5) multiplied by 100	2

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

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

7. Students eligible for free/reduced-priced meals: 6 %

Total number students who qualify: 41

8. Students receiving special education services with an IEP: 0 %
Total number of students served 0

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

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

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

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

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

	Number of Staff
Administrators	5
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	49
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	4
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	0
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	17

12. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 14:1

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

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	95%	94%	95%	96%	95%
High school graduation rate	100%	100%	100%	100%	100%

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

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

Post-Secondary Status	
Graduating class size	134
Enrolled in a 4-year college or university	97%
Enrolled in a community college	2%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	1%
Other	0%

15. 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.

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

Through an academically rigorous education and a Catholic, Christ-centered formation, Archbishop Hannan High School prepares faith-filled servant leaders that think critically, act with integrity, and respond with compassion to the needs of a complex world.

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

www.hannanhigh.org/about

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

PART III – SCHOOL OVERVIEW

Archbishop Hannan High School was founded in 1987 in Meraux, Louisiana and named after the late Archbishop Philip M. Hannan. Owned and operated by the Roman Catholic Archdiocese of New Orleans, the school falls within the penumbra of the Office of Catholic Schools. In August 2005, Hurricane Katrina destroyed the school's original campus. Over the course of the next three years, the school experienced even more significant change; it was relocated to Covington (over 60 miles from Meraux) in 2006. Shortly after that, its founding principal resigned, and in 2008, a new facility opened with a significantly smaller campus than the original. The school, at a very uncertain position, worked to establish itself in a new community. In 2010, with an enrollment of 231 students, the school underwent an almost complete reboot that included leadership, educational staff, marketing, and curriculum. The school's current mission and vision represent the voices of students, faculty, staff, and parents who experienced Archbishop Hannan High School in Meraux, in the difficult transitional years before 2010, and in its second life after 2010. Throughout this process, the school maintained the same familial atmosphere with a commitment to education founded on the tradition of Catholic education – all in the spirit of Archbishop Philip M. Hannan. This heritage stresses the development of excellence in the whole person: religious, intellectual, social, emotional, and physical, as well as commitment to using one's gifts in the service of others.

Since the year 2010, the school has experienced continual growth in enrollment. The current school enrollment is over 670 students. With that growth came growth in faculty and staff, curriculum, facilities, support services, and extracurricular activities. As Archbishop Hannan High School grew, the school transitioned to team-based leadership in a multitude of areas. Growth has also allowed the school's academic programs to offer positive social formation and stress respect for authority, character formation, and discipline. To encourage and challenge all students, Archbishop Hannan High School has diverse course offerings, including College Prep, Honors, Advanced Placement (AP), and Dual Enrollment (DE), to meet each student's learning needs. The school has a robust electives program where students can pursue their interests in the arts, STEM, business, history, leadership, psychology, education, languages, and media and technology. The pinnacle of the school's STEM program is the partnership with Project Lead the Way (PLTW) in both Engineering and Biomedical Sciences. In addition to the academic offerings, the school promotes well-rounded students by offering a wide array of athletic programs and extracurricular activities. Through Education First (EF) Tours, World Language classes and clubs, performing arts, and service learning programs, students are exposed to the world around them to foster cultural growth and awareness. By combining the spiritual, academic, social, and physical dimensions, Archbishop Hannan High School takes a vested interest in students and encourages them to pursue excellence in their academic and personal pursuits.

Within the past two years, the school has implemented several creative and innovative techniques to meet the needs of the students in a post-pandemic world. Students who do not complete classwork or homework assignments are recommended for After School Academic Hall, which is monitored by two Hannan teachers. The students are provided with a quiet, focused environment in which to complete their assignments and receive assistance if needed. To further help bridge learning gaps created as a result of the COVID-19 lockdown, the school implemented Academic Lab, which is designed to meet the needs of underperforming students. With a 5:1 ratio, Academic Lab is a place to receive one-on-one or small group instruction in the subjects in which students struggle. As evidence of the program's success, several students who participated in Academic Lab last year are performing well this year and no longer need the program. It is an in-and-out program; students are recommended to attend by teachers and can stay in the program on a flexible timeline, depending on whether or not they have mastered the necessary skills.

After highly collaborative discussions among leadership, coaches, and teachers, Archbishop Hannan High School implemented a new schedule in the 2022-2023 school year in order to protect instructional time. Student athletes in a particular sport take Strength & Conditioning together in order to work out and train as a team during the school day. These periods have been adjusted to always fall either at the first or the last period of the day, allowing for morning or after school practices to connect to their strength and conditioning time. These afternoon class blocks also minimize the amount of class time that these student athletes miss when they have to leave early for away games since they often check out during their Strength

& Conditioning period. Coaches also miss class less frequently, resulting in more consistent instruction for all students. In addition to this change, the school developed a four-day week schedule, modifying the schedule for the weeks when a holiday occurs; this schedule change allows classes to meet the same number of times a week thus maximizing instructional time and benefiting students and teachers.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

As state and national test scores are rapidly declining, Archbishop Hannan High School has shown growth, demonstrating effectiveness in the four core curricular areas.

The Archbishop Hannan High School English Department exposes students to the cultural, intellectual, and moral history that has shaped the modern world. By approaching great literary works with open, receptive minds, students in all English courses are challenged to think critically, to appreciate art and the manner in which it is expressed, and to value literature as the artistic record of shared human experience. Central to integrating and expressing said understanding is composition. These skills acquired or honed serve students well beyond the confines of the classroom; writing as a process, critical thinking, advanced literacy, the formation and effective support of a point of view, vocabulary acquisition, and research serve as the foundation for the successful student.

English classes span the levels of College Preparatory, Honors, AP, and DE. Students are placed in these courses based on a combination of class performance and previous PSAT and ACT scores. Students who score highly on the High School Placement Test (HSPT) may begin in an accelerated English course, thus affording them the opportunity to take English V at either the Honors or DE levels. The English curriculum is aligned with Louisiana State Standards and enhanced with differentiated and collaborative learning. Through yearly research papers, Socratic seminars, discussion boards, projects, gallery walks, tests, quizzes, and various other formative and summative assessments, students are given multiple opportunities to demonstrate content mastery across all grade levels. Study of class texts begins with a focus on literary elements and advances to both thematic and critical analyses. Collaboration and student engagement are evident across all levels with lessons enhanced through the use of technology. Further, the English department created a shared document that sets standards for writing across all levels. This document scaffolds writing competencies and targets specific skills for particular levels with the goal that all students can demonstrate strong writing skills upon completing the curriculum. The English department promotes cross-curricular learning through historical presentations, research papers, arts and media projects, etc. Students who demonstrate a passion for English are invited to apply for the National English Honor Society. Those with a love of reading enjoy thoughtful discussion within the Archbishop Hannan High School Reading Club as well.

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

Archbishop Hannan High School's math curriculum focuses on establishing a solid foundation in mathematical concepts for each student. Math teachers emphasize a deeper understanding of the purpose and practical application of each new concept to which students are exposed. To reach all students, teachers employ a variety of representations: numbers, algebra, graphs, and discussion. Students are challenged to articulate the processes used to solve problems and understand why this learning is important both outside of the classroom and in the future, going beyond the mere memorization of steps. Students take math every year while at Archbishop Hannan High School; standardized test scores are used at each grade level to measure progress in math skills. Students whose scores indicate a need for additional reinforcement of foundational skills attend Propel, a summer course offered to incoming students to help prepare them for the rigor of the math curriculum. Throughout the year, the school monitors students' progress and sends those who need additional support to Academic Lab where they receive small group instruction from a math specialist three days per week during the regular school day. Teachers also offer tutoring at least twice a week before and after school and encourage students to attend. Additionally, Mu Alpha Theta students offer supervised peer tutoring two days per week.

Archbishop Hannan High School places students in their mathematics courses based on their entrance exam scores and prior course work. Students start in either Pre-Algebra or Algebra I, depending on their grade

level and skills, then proceed through the traditional sequence of Geometry, Algebra II, Advanced Math, and Calculus. Honors level is offered for each course, and AP is available in Calculus, with plans to offer the new AP Precalculus course in the future. AP Statistics is available as an elective in the 11th or 12th grade year. At the end of each year, the department reassesses student progress and places students in the appropriate course for the following year; placement could result in moving up to Honors or down from Honors, and seniors can be placed in Advanced Math Functions and Statistics if needed. Teachers in the math department implement various technology tools to enrich the learning environment. Pearson's MathXL program provides adaptive practice and in-practice support as students master math skills and concepts. Use of this program also familiarizes students with the technology they will encounter in collegiate math courses. Teachers use Desmos, an online graphing program, probability simulation websites, and graphing calculators to visualize mathematical equations and concepts. Students receive feedback on their progress through homework assignments, quizzes and tests. Each core course uses a common end-of-semester exam, and teachers utilize the results of these common exams to plan future instruction. A substantial number of Archbishop Hannan High School graduates are, in fact, able to place out of freshman math courses – a direct result of the rigor encountered and mastery achieved via the math curriculum.

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

The Archbishop Hannan High School science curriculum is based on the Louisiana State Science Standards, which align with the Next Generation Science Standards (NGSS). The sequence of science offerings includes Physical Science, Environmental Science, Biology, Chemistry, and Physics, Earth Science, or Anatomy. Students are placed into Honors and AP courses based on testing scores and class performance. The instructional approach – grounded in a robust teaching strategy – is founded upon observation-based experiments, designed to help students make sense of laboratory experiences. This Model Development Stage is then followed by a Model Deployment Stage, which requires students to digest observational evidence and, from this, articulate coherent opinions and defend them through clear, concise argument.

Modeling exists as the central element of every science course. Scientific models integrate course content with universal scientific principles, thus developing student understanding (This approach is documented in the American Modeling Teachers Association website). Formative assessments are an integral part of the modeling approach and are often accomplished in “board meetings.” Student peer groups, equipped with individual whiteboards, defend evidence-based claims via Socratic discussion. Summative assessments include various styles, from the standard written tests and essays to practicum/clinical tests, where students must apply learned information to solve real-world problems. The department most prominently implements project based assessments; these represent the pinnacle of academic rigor, even to the point that these types of assessments often serve as midterm exams.

Finally, the science department engages students at the informal learning level through diverse club activities. For example, Science National Honor Society students have participated in a stargazing event sponsored by the Pontchartrain Astronomical Society. They likewise attended a microplastics research day of training and data collection, sponsored by the University of New Orleans Coastal Education Research Facility and The Pontchartrain Conservancy.

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

The scope and sequence for the social studies curriculum is primarily based upon the Louisiana Grade Level Expectations (GLE) and benchmarks. Teachers likewise follow standards established by the National Council for Social Studies, College Board AP standards, and the National Standards for High School Sociology and Psychology. Beginning in 8th grade, the Archbishop Hannan High School social studies course sequence is as follows: Louisiana History, World Geography, World History, American History, and Civics. Various elective offerings complement this curriculum; for instance, AP courses exist for all core classes starting in ninth grade, and a DE Sociology and AP Psychology course are available. The department encourages extracurricular involvement through membership in Rho Kappa (the National Social Studies Honor Society), Youth and Government, the Business Club, Girls State, and Boys State.

Social studies teachers utilize a variety of instructional strategies such as direct instruction, cooperative learning, whole-class engagement, differentiated instruction, individual research projects, public speaking activities, and a focus on current event instruction; the department is technologically equitable for all students so that they may become better digital citizens for the 21st century. The department challenges students through project based learning, writing, primary source analysis, and critical thinking skills. In an effort to increase student performance, the Professional Learning Community (PLC) collectively analyzes student data each semester in search of any skill areas needing attention; curricular practices are then implemented or refined. For example, the department has added timed reading activities to increase student comprehension and bolster standardized testing performance. In sum, social studies teachers are preparing students for active civic engagement in a global, inclusive society.

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

Archbishop Hannan High School ensures that students are college and career ready through several strategies. The rigorous schedule of eight classes per year allows students to select more electives over the course of their high school careers in addition to the Louisiana Core Four Curriculum. Students collaborate with counselors, teachers, and parents to select challenging, expansive courses for each academic year. In addition to offering College Preparatory and Honors courses in core curriculum, the school also has 14 AP course offerings. Students have demonstrated noteworthy success in AP courses, as evidenced by an almost 90% pass rate – significantly higher than the national or state average. Students can earn 15 hours of college credit through DE– a program set to expand drastically (by three courses) for the 2023-2024 school year. Over 80 diverse and innovative electives – including, but not limited to Intro to Business and Finance, Graphic Design, Video Productions, Computer Applications, Law Studies, Contemporary Issues, Engineering, and Biomedical Science – all prepare students for future, high-demand careers.

The school's curriculum and other initiatives, such as a partnership with Junior Achievement (JA), prepare students for leadership opportunities. Archbishop Hannan High School offers a Teen Leadership course; additionally, Student Council is an avenue for those students seeking to hone their leadership skills. On-campus internships are available for Leadership, Campus Ministry, Art, Marketing, Video Productions, Music, Library, and Technology, providing students hands-on experience in areas that interest them. Career Day is offered bi-annually, allowing students to explore a multitude of careers by the time they graduate. Archbishop Hannan High School recently partnered with a local franchise to open The Kettle, a coffee shop in the school library. To foster their entrepreneurial spirit and business skills, students are employed at The Kettle. Members of the 4H Club learn about agricultural careers.

At the heart of a Catholic education is a concern for the welfare of others; Archbishop Hannan High School students do just that. Students complete approximately 13,000 collective hours of service annually. Many extracurricular organizations are service-oriented, particularly Key Club and National Honor Society. Rho Kappa, as well as the social studies teachers, promotes civic engagement; many Archbishop Hannan High School teachers have won the Veterans of Foreign Wars (VFW) Teacher Award due to their dedication to students and their patriotic duties.

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

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

The Fine Arts and Media Department offers several opportunities for student development and achievement within the arts. The department offers many distinct electives and corresponding internships: Video Production, Digital Photography, Studio Arts (including AP Studio Art), Marching and Concert Band, Choir, Graphic Design, Fine Arts Survey, and Theatre, with internships in most. These electives begin in 9th

grade, thus allowing students who demonstrate passion in the arts to learn and excel through 12th grade; for those especially devoted long-term, the opportunity to join international honor societies (The National Art Honor Society and The International Thespian Society) is available. Students attend art and media elective courses three times a week – as frequently as they attend core classes – to demonstrate the significance of creativity and artistry in education. To supplement in-class learning, these disciplines often necessitate rehearsals or commitment beyond the classroom. The Blackfriars Theatre Troupe and Club produce two plays each year and sponsor several performance-based workshops. During summer, they also host a camp for young performers, while the band program welcomes incoming players during Band Camp. Both band and choir showcase their music through two concerts each year, as well as attend local and regional competitions and conferences. The entire Fine Arts and Media Department collaborates in a showcase at the conclusion of each year to highlight student accomplishment in the arts.

2b. Physical education/health/nutrition

The Athletic and Physical Education (PE) Departments strive to develop young men and women spiritually, mentally, and physically, providing holistic formation for students. Each class begins with prayer, followed by the lesson for the day. All students – athletes and non-athletes alike – are challenged daily to perform to their full potential. General PE classes participate in a full body warm-up each day, followed by a particular sport for that class. From volleyball to martial arts, everything is covered in detail with vigor. The Strength & Conditioning program coordinates with the athletic teams of Archbishop Hannan High School to provide in-house training sessions. Not only are athletes trained at a high level, but it is done in a manner that does not interfere with their academic and spiritual development; in fact, the training enhances it. The PE teachers also lead health classes for one semester, providing students valuable instruction in nutrition, social and emotional wellness, relationships, hygiene, decision-making, and substance abuse.

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

Aware of the student need for diverse opportunities, the World Language Department provides instruction in Spanish, Latin, and French. In addition to the introductory courses, the school offers Latin III Honors, Spanish III Honors, and DE Spanish.

The World Language Department prioritizes the best practices for language acquisition, some of which include project-based learning and performance based assessments. The department engages students by maximizing language exposure through Comprehensible Input and target language literature. By reinforcing knowledge of grammar, syntax, and word building, the department builds upon students' understanding of the native tongue. In an effort to boost standardized test performance, the World Language Department collaborates with the English Department, which has resulted in further emphasizing language skills. In the target language, the department provides cultural inclusion through projects that broaden geographic awareness. Students experience cultures from around the world in order to gain understanding of the context surrounding their languages. Through cooperative and collaborative learning, Archbishop Hannan High School's World Language Department fulfills its goals of language acquisition and cultural appreciation.

2d. Technology/library/media

Technology, incorporated into all curriculum areas, is an integral part of the learning environment at Archbishop Hannan High School and is constantly evolving to meet the needs of each student. Teachers and students receive MacBook Airls, and new student and teacher technology training sessions are hosted each summer. Students are taught to be responsible, digital citizens as they collaborate with each other, teachers, and administration. The technology support team assists students to maintain their devices.

Teachers instruct students on how to effectively use email, participate in online discussions via Canvas, the official learning management system of the school, and use interactive boards where students regularly collaborate and present to their peers. This interactive learning environment enabled students to successfully continue their classes at home during the COVID-19 lockdown.

The Library and Media Center embodies the school's mission by supporting an academically rigorous,

holistic education – namely, through flexible and equitable access to over 6,000 reference books and research articles available in print or on the digital platform (accessible via students’ Macbooks). The library facilitates research, reading, guest lectures, instructional technology (IT), and media services to support teachers and facilitate critical student thinkers. The library also has a substantial collection of books to help guide students toward becoming compassionate global citizens. The school’s technology and library both provide students the tools needed to be successful in college, their careers, and personal lives.

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

Archbishop Hannan High School participates in the PLTW Engineering and Biomedical strands. Through project based learning, students learn problem-solving strategies, critical and creative thinking, and collaboration. Students apply knowledge from course materials as they engage in activities reflective of real-world scenarios and careers.

Biomedical students begin with forensic science, clinical care, outbreaks, and emergencies. Students develop clay models of various organs, tissues, and vessels on a skeletal frame; build the central nervous system and explore the specific functions of each region of the brain; and learn how to fight infections, how to screen genes, and how to fight cancer. The capstone course requires students to design an emergency room, explore human physiology and ergonomics, design innovative medical devices, explore environmental health, learn how to combat a public health issue, and study molecular biology.

Engineering students study engineering design and problem solving including descriptive statistics and measurement. They use 3D computer-aided design (CAD) software; create a 3D prototype of a mechanical toy; apply coding fundamentals using Python®; and explore mechanisms, the strength of structures and materials, and automation. In the capstone course, students identify an issue and then research, design, and test a solution, ultimately presenting their solution to a panel of engineers who volunteer their time to mentor the PLTW students.

3. Academic Supports

3a. Students performing below grade level:

Before students even begin their education at Archbishop Hannan High School, placement test scores are reviewed. Students whose score falls below an established break are required to attend Propel – a summer program for students to receive remediation in English and math. Teachers, PLC Chairs, counselors, and the Academic Leadership Team (ALT) all share the responsibility of monitoring student performance. Students who perform below grade level experience multi-tiered support, depending upon their needs. For most struggling students, the basic level of support is tutoring. All teachers host tutoring sessions twice a week, with the majority agreeing to tutor students beyond designated hours. Mu Alpha Theta and National Honor Society offer tutoring as well. After School Academic Hall is another program in place for students who struggle with completing assignments on time and need a quiet, focused place to work after school. For those students needing more support, the school initiated Academic Lab, a pull-out program allowing students to temporarily leave an elective course in order to get targeted assistance in the core curriculum. If students still do not pass a course with this assistance, students participate in summer remediation to bridge understanding gaps and prepare for the next school year. Struggling students also benefit from standardized test prep from which teachers analyze data trends to make adjustments. Many teachers are ACT Certified Educators in ACT Basics, Math, Reading, English, Writing, and Science. All teachers are trained in MasteryPrep ACT programs and incorporate ACT bellringers in daily lesson plans. For those students who need more support with standardized testing prep, the school offers an ACT Prep class through Princeton Review, facilitated by an English and science teacher.

3b. Students performing above grade level:

Archbishop Hannan High School meets the needs of advanced students in a variety of ways. The robust AP and DE course offerings allow academically gifted students to engage in deep learning while earning college credits. Students in the capstone PLTW courses partner with local engineering firms and healthcare

facilities to earn internships and job shadow programs. An additional partnership with JA provides professional, hands-on experience in the areas of Finance, Business, and Health. Many advanced students are also extremely involved at the school whether in sports or clubs; juniors and seniors are allowed to take one Unstructured period, giving them designated time for academic focus within the school day. Archbishop Hannan High School offers students involvement in National Honor Society as well as subject-specific honor societies in the areas of English, science, social studies, math, world languages, theater, and music. Through these organizations, students collaborate to share similar talents and passions. Mu Alpha Theta, the math honor society, is highly involved; students have experienced success at weekend math competitions throughout the state of Louisiana. The school offers a weekend PSAT Prep Course as well as an ACT Prep course; though these classes are open to all students, the curriculum is tailored to higher performing students who are striving for National Merit recognition or greater scholarships with ACT. Advanced students have received recognition for their efforts, including National Merit Finalists, AP Scholars, and ACT 30+ Club. High performing students are recognized at the Honor Roll Assemblies twice a year as well as the End of the Year Academic Excellence and Achievement Assembly.

3c. Students with disabilities:

The school utilizes a multi-tiered approach to support learning. Students are able to participate in AP, DE, Honors, or College Prep classes. For students with a learning plan and an evaluation, counselors receive documentation regarding a student's need for accommodations and communicate regularly with parents. Students with learning differences are placed on an individual learning plan which often includes accommodations such as extended time, preferential seating, and repeated directions. Currently 11% of students have an individual learning plan. When students demonstrate greater needs, the Individual Needs Committee leader facilitates a meeting for the student, parents, teachers, and administration to identify further strategies for success which may include placement in Academic Lab, another tier of intensified support. The school is currently in the planning stages of piloting a mild-moderate special education program for the 2023-2024 school year. This program, called Grow, Rise, Achieve through Catholic Education (GRACE), will meet the needs of students who need smaller classes and more individualized attention thus providing another level of support for the students. It will be an inclusion program whereby students will receive core instruction from a Special Education teacher, while simultaneously taking elective courses – PE, religion, and various arts – in the regular classroom setting. All GRACE students will be partnered with a “Hawk Buddy” to foster an inclusive school community.

3d. English Language Learners:

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

The school is in its second year of utilizing a student support committee which is composed of all the counselors and the curriculum council members. This committee meets once a month to discuss students who are in need of extra support emotionally or academically. These students are assigned a mentor from the faculty and staff. Mentors consistently check in with their students, provide a listening ear or encouragement as needed, and check in with the counselors if they have concerns beyond their ability to assist. All faculty members have access to a list of students and their mentors in order to be able to speak directly to a student's mentor if needed. Other special interventions previously mentioned include Propel, After School Academic Hall, and Academic Lab – three programs utilized to strengthen student academic skills.

In addition, if students have an extenuating need for learning from home for a certain period of time due to emotional fragility, surgery, or parental illness, Archbishop Hannan High School accommodates those students. A meeting is held with the teachers and parents of those students to make a plan and ensure that the student is able to keep up with lessons and coursework via Canvas. The students are still required to come to school to complete assessments or present projects, and accommodations for location and time are made depending on the needs of the students.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Targeted faculty professional learning centers around student engagement. Total Participation Techniques (TPT), Visible Learning, and Differentiated Instruction have been the focus for the past five years. Data from Hawk Walks (10 minute classroom visits) indicate that students are doing most of the work in the classrooms demonstrating a high level of engagement. Because struggling students often experience academic disengagement amidst difficulty, Academic Lab and After School Academic Hall provide individualized support. This extra support remediates any missed concepts, and students return to their classrooms ready to be engaged in the learning process. Furthermore, the school boasts a diverse curriculum with students having input on elective offerings through an interest survey. ALT has an open door policy and is available for student input. For example, “Appetizers with ALT” was initiated to allow for meetings with groups of students during lunch.

To foster social engagement, the school offers 30 clubs, 17 sports, and 5 spirit clubs. Currently over 90% of the students are involved in at least one club or sport as indicated on a recent survey. Clubs meet at lunch, allowing for students to be simultaneously involved in athletics and extracurriculars. The school hosts an annual Club Day where involvement opportunities are showcased, and students can propose new clubs. Student Council is extremely active and well-known within the organization, having recently hosted the Louisiana Association of Student Councils state convention. In addition to extracurriculars, the school engages students through the 17 Louisiana High School Athletic Association (LHSAA) sports, providing students with a sense of work ethic and camaraderie. Coaches serve as mentors, often going above and beyond teaching athletic skills; coaches check on grades, discipline, and emotional needs. Among the activities is intramural sports, which students can partake in each quarter.

The schedule design is built to foster opportunities for student engagement. Each student has an advisor, and advisories gather weekly to socialize, attend Mass, go to pep rallies, etc. Advisory groups remain consistent throughout the student’s high school career, culminating in the advisor attending the Senior Trip. At Monday Assemblies, students gather as a student body to pray and hear various announcements: sports and student activity updates, each other’s recent accomplishments, senior scholarship offers, and more. Each year, students participate in a class retreat to foster bonding, spirituality, and team-building. Campus Ministry Nights are held quarterly to allow students to bond and grow in faith. These nights provide prayer, fellowship, games, and food for students seeking spiritual growth and community.

The school’s administration and counselors promote students’ emotional well-being as well as college and career readiness. Counselors meet with students at least three to four times a year to discuss emotional and academic issues. The Student Support Committee is used to monitor students’ emotional state. The school hosts guest speakers on topics such as suicide prevention, substance abuse, cyberbullying, cybersafety, and perseverance through adversity. Internships and shadow days provide opportunities for students interested in medicine, engineering, and business to further develop their passions and prepare for their futures.

2. Engaging Families and Community:

Archbishop Hannan High School, while committed to the formation of its students, strives to cultivate a community that welcomes and involves parents, grandparents, alumni, and all stakeholders. To begin each school year, the administration hosts New Parent workshops and socials as well as a Meet the Teacher night to welcome families to campus. Teachers also communicate with families regularly; student progress is transparent on PowerSchool with many teachers also leaving notes if student concerns exist. Canvas is utilized to post announcements and assignments available for both parents and students. Families receive weekly emails with important school information and events, and the administration has an open door policy for parental concerns. Parental engagement includes volunteering at events, attending school masses and pep rallies, and participating in school functions.

The school also hosts events to engage the general public, such as the Car Show, the Wild Game Feast, the

Gumbo Cook-off, the Crimson and Navy Gala, and the Golf Tournament- all of which serve to advance the vision of the school. The school's successful Summer Camp and Sports Camp programs provide opportunities for children to be on campus throughout the entire summer; these programs not only benefit the school but also provide much-needed childcare in a safe, affordable, and fun environment.

To enhance students' educational experiences, the school partners with a variety of organizations and businesses. Students participating in the JA job shadowing program gain valuable insight into the business and medical fields. Ochsner, a prominent healthcare system, is a strong partner with the school; the school has two dedicated athletic trainers that assist with not only the athletics program but also classroom teaching for Sports Medicine and Project Lead the Way courses. The school partners with Southeastern Louisiana University to offer DE courses. Career Day is another way for alumni and local professionals to broaden students' awareness of future opportunities. The UP 21 Foundation, a local nonprofit dedicated to supporting children with Down Syndrome, has provided assistance in the school's formation of the GRACE program. Abita Roasting Company works closely with the school for the operation of the Kettle, the on-campus coffee shop run by students.

The Advancement Team diligently works to form meaningful partnerships with the local community. To fulfill special projects on campus, the school actively seeks sponsors in exchange for advertisement. Rouses (a local grocery store) and many alumni-owned businesses are strong supporters of the school. The Advancement team similarly looks to bring those entrepreneurs to partner with families and seek ways to build stronger relationships with the local business community.

When a need is present in the community, Archbishop Hannan High School strives to give back. Students participate in Habitat for Humanity, Miracle League, Children's Museum clean up, Project Christmas, and local church fundraisers. The school supports the local food bank, hosts blood drives, and raises money for hurricane relief. The school's motto is "Charity Leads to Perfection;" in all things, the school strives to form students who are prepared to meet the needs of the community.

3. Creating Professional Culture:

Teachers complete 20 hours of Professional Learning (PL) each year, from both school-sponsored or teacher-selected opportunities. The school sponsored PL sessions are usually no more than 45 minutes in length to give teachers time to work in PLC's on the topics presented. In the 2018-2019 school year, PL included interactive presentations introducing faculty members to TPTs wherein students do something individually, then work with a partner or small group, and finally share and discuss as a class. Every faculty member received a book and was directed where to find the strategies modeled. The following school year, the theme continued with sessions of using TPTs to guide note taking and concept attainment. Since the 2020-2021 school year, there has been a mandatory PL session on TPTs for new faculty members as part of their orientation in August. New faculty members also receive a copy of the book, and all new faculty members also participate in instructional coaching for one-on-one support in using TPTs. Faculty members may continue to be coached, as requested or required. After two years of TPTs, monthly professional learning focused on Visible Learning, and teachers received a copy of the book targeted for their discipline to read over the summer. Finally, survey data and observational data indicated a need for increased differentiation in the classroom as a result of students' varied experiences during COVID lockdown. Therefore, current PL initiatives focus on differentiated instruction. The school also utilizes Title II funds to send teachers to conferences as well as to have them participate in webinars and virtual conferences or courses. These funds are used for teacher stipends when PL opportunities fall outside of the normal school days. New teachers also receive a mentor to guide them through their first year at Archbishop Hannan High School, and all teachers rely on the support of their PLCs and their PLC Chair.

The administration feels strongly that it is important to support teachers beyond professional learning. Each year begins with a faculty retreat, allowing teachers to come back feeling inspired. The Parents Club hosts several faculty appreciation lunches. Teachers are recognized for their years of service through longevity stipends. To give teachers a voice, administration meets monthly with PLC Chairs. ALT hosts monthly meetings with teachers and provides faculty with small tokens of appreciation throughout the year. The faculty lounge was recently remodeled, including complimentary soft drinks, coffee, and tea from Abita

NBRS 2023 23LA100PV Page 18 of 23

Roasting. Through these initiatives and more, the administration strives to show respect for the dedicated faculty.

4. School Leadership:

Collaboration and communication provide the cornerstones to building a healthy and thriving school community. The Administrative Team works hard to create an environment where all stakeholders have a forum to voice opinions, suggest new directions, celebrate successes, and discuss solutions. From informal meetings to more structured PLC meetings, every member of the school community has an avenue for participating in determining the school's future and direction.

In the 2019 - 2020 school year, the school began to transition to its current leadership structure. Whereas before there was one principal doing the job of a president and a principal, there is now a Head of School who handles the vision of the school and an Associate Head of School who handles the day to day running of the school typically done by a principal. This structure provides the efficiency needed to respond to the growing needs of the school.

The school utilizes a team-based governance approach. Replacing an Academic Dean, the ALT was formed, consisting of the Associate Head of School, Director of Academic Services, and Director of Supervision and Instruction. These three individuals are responsible for creating schedules, observing and coaching teachers, administering and reviewing standardized tests and data, monitoring student grades, revising handbooks, monitoring curriculum and textbooks, and addressing parent concerns. With this switch to ALT, teachers have responded positively, expressing that their voices are heard and positive changes are being made. The Campus Ministry Team was recently created to provide a greater outreach to students; instead of having a sole Campus Minister, two Campus Ministers plus four additional members of the team divide the responsibilities for Masses, campus ministry nights, retreats, safe environment, and service hours. As the school has grown, the Communications Team has increased; within this team are individuals in charge of internal communications (newsletters, Hawk Talk, school calendar, etc.) and external communications (social media, branding, website, etc.). This team meets weekly to ensure that the school is fulfilling its mission and effectively communicating with all stakeholders. The majority of these administrators also teach classes, keeping them engaged with students and aware of the realities of the classroom.

The PLCs, including all subject disciplines, technology, counseling, and library, meet monthly to discuss concerns from administration, review student work, study data, and discuss PLC-specific concerns. Items can then be sent to the monthly Curriculum Council meetings for discussion and recommendations. Curriculum Council members also review new initiatives to improve instruction. The Senior Staff and Curriculum Council operate in a continuous improvement mode to challenge and improve upon the status quo.

5. Culturally Responsive Teaching and Learning:

Through an academically rigorous education and a Catholic, Christ-centered formation, Archbishop Hannan High School prepares faith-filled servant leaders that think critically, act with integrity, and respond with compassion to the needs of a complex world. The school upholds the value and dignity of all people.

The Religious Studies curriculum includes many opportunities for students to become more culturally aware. Students in all grade levels come to know and appreciate various cultures around the world through studying how events of other nations' past have influenced the Church's past, the Catholic and Christian faiths are expressed with celebrating of the sacraments, the ways others live out various vocations, how social justice issues affect others in ways students have not personally experienced, and ways the faithful are called to help those that are marginalized. Within English and social studies classes, students have numerous opportunities to explore a variety of cultures and historically significant events. World language course offerings (Spanish, French, and Latin) promote global and cultural awareness. The band and choir classes incorporate music from around the world including songs in other languages and compositions from other cultures. This is an opportunity for students to learn about other cultures in their fine arts classes.

The service hours program increases student awareness of needs in the local community. Every student organization is encouraged to meet diverse needs via the club's service component. The National Honor Society partners with Project Christmas, hosting a successful toy drive as well as volunteering at the toy distribution day; leaders of the organization speak to the club about the need in the community, and volunteering for the event makes students realize the importance of charity. Spanish Honor Society participates in the Pulsera Project, a nonprofit organization that connects Central American artists with students through the sale of handwoven bracelets. Student Council hosts a weeklong "We Can Do It" project in partnership with the Covington Food Bank to provide those in need with food for Thanksgiving holidays. The school participates in National French Week and Hispanic Heritage Month through prayers in the target language, food sampling, and cultural activities for students.

To promote equity and respect in the classroom, the administration and teachers take steps to reach students where they are. The varied levels of courses offered, the resources such as Academic Lab, and the focus on differentiated instruction promotes respect for all types of learners. The anticipated inclusion of the GRACE Program will be another way for addressing diverse needs of students and families as many parents of children with special needs are seeking Catholic education for their children and options are limited. The Student Support Committee understands that some students have significant emotional needs and difficult situations at home; partnering students with a faculty mentor supports those students in their time of need. Financial aid packages are offered to allow more students the opportunity to attend Archbishop Hannan High School; the school also facilitates a work study program. Cognia surveys are given to ensure that the school is taking the appropriate steps to listen to the concerns of students, families, and staff to promote an equitable, respectful environment.

PART VI - STRATEGY FOR EXCELLENCE

Since its foundation in 1987, Archbishop Hannan High School has developed a unique set of expectations for its students and community. The school's philosophy, "The Hannan Way," provides the community with a unique worldview, rooted in the Gospel message, the faith and teachings of the church, and the ministry of Archbishop Philip M. Hannan, the school's namesake. More than just a codified set of rules and norms, "The Hannan Way" demands commitment to using all of one's God-given gifts and talents in the daily pursuit of excellence and in service to those in need. This mindset has been the most instrumental in the school's success.

"The Hannan Way" permeates every aspect of an Archbishop Hannan High School student's life - from the pride students show in how they present themselves at school and away, to the character and integrity they display on the athletic field or in extracurricular programs, and to their ongoing concern for the welfare of others. Students understand they are held to a higher standard of behavior, attitude, and action all day, every day. It is a mindset in the Archbishop Hannan High School community to sacrifice more, work harder, and reach out to others - not because they need to, but because "The Hannan Way" demands it.

Archbishop Hannan High School engages and empowers students to think, act, and serve their community as men and women of integrity. As dictated by "The Hannan Way," Archbishop Hannan High School instills in each of its students a deep commitment to exhibit the motto "Caritas Vinculum Perfectionis," or "Charity Leads to Perfection." Service events including "Stuff the Bus," "We Can Do It," Pink Pep Rally, Senior Service Day, Veterans' Day Assembly, and Miracle League North Shore benefit the school and greater community- serving to execute and further the mission. Students participate in dress down days to raise money and awareness for particular causes such as cancer and storm-ravaged communities, as well as donate blood once a semester. The school challenges students to fulfill their God-given potential within their families, their school community, and their world.

The entire community's quest for excellence truly exhibits "The Hannan Way" throughout each and every class assignment, service project, faith event, or extracurricular activity. These high expectations set forth are fully understood by all community members as they work collaboratively to build student success and pride in everything they do.

PART VII - NON-PUBLIC SCHOOL INFORMATION

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

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

2. Does the school have nonprofit, tax-exempt (501(c)(3)) status? Yes X No
3. What is the educational cost per student? \$13404
(School budget divided by enrollment)
4. What is the average financial aid per student? \$3288
5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 4%
6. What percentage of the student body receives scholarship assistance, including tuition reduction? 13%

PART VIII – NON-PUBLIC SCHOOL ASSESSMENT RESULTS

FOR NORM-REFERENCED TESTS

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

These reports must include:

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

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

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

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

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

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

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