

U.S. Department of Education
2014 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 Mrs. Lisa D. Harvey

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

Official School Name Catholic High School

(As it should appear in the official records)

School Mailing Address 855 Hearthstone Drive

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

City Baton Rouge State LA Zip Code+4 (9 digits total) 70806-5512

County East Baton Rouge State School Code Number* N/A

Telephone 225-383-0397 Fax 225-383-0381

Web site/URL http://www.catholichigh.org E-mail lharvey@catholichigh.org

Twitter Handle twitter.com/CHS_BR Facebook Page http://www.facebook.com/chsbr Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link instagram@chs_br

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

Date _____

(Principal's Signature)

Name of Superintendent* _____
(Specify: Ms., Miss, Mrs., Dr., Mr., _____ E-mail: _____

Other) _____

District Name _____ Tel. NA

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

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Gerald Tullier
(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 that it is accurate.

Date _____

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

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

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

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, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

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

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 3 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	45	0	45
9	298	0	298
10	251	0	251
11	261	0	261
12	222	0	222
Total Students	1077	0	1077

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 2 % Asian
 - 7 % Black or African American
 - 2 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 87 % White
 - 1 % 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.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 2%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	3
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	18
(3) Total of all transferred students [sum of rows (1) and (2)]	21
(4) Total number of students in the school as of October 1	1039
(5) Total transferred students in row (3) divided by total students in row (4)	0.020
(6) Amount in row (5) multiplied by 100	2

7. English Language Learners (ELL) in the school: 0 %
0 Total number ELL
 Number of non-English languages represented: 0
 Specify non-English languages:
8. Students eligible for free/reduced-priced meals: 5 %
 Total number students who qualify: 51

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

CHS does not participate in the National School Lunch Program. Parents of students with financial need apply for financial assistance. Of those parents who applied for financial assistance for the 2013-2014 school year, at least 51, or at least 4.74% of the entire CHS student body, have an income for their household sizes below 185% of the 2013 federal poverty guidelines as published in the Federal Register, Vol. 78 on January 24, 2013.

9. Students receiving special education services: 10 %
110 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

- | | |
|--------------------------------|--|
| <u>1</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>75</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>26</u> Specific Learning Disability |
| <u>5</u> Emotional Disturbance | <u>3</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	5
Classroom teachers	68
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	5
Paraprofessionals	0
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	6

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 16:1

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

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	97%	97%	97%	97%	97%
High school graduation rate	100%	100%	100%	100%	100%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

Post-Secondary Status	
Graduating class size	233
Enrolled in a 4-year college or university	88%
Enrolled in a community college	9%
Enrolled in career/technical training program	1%
Found employment	0%
Joined the military or other public service	2%
Other	0%

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

Yes No

If yes, select the year in which your school received the award. 2003

PART III – SUMMARY

The mission of Catholic High School of Baton Rouge, Louisiana is to teach Gospel values in an environment of academic excellence according to Catholic tradition and the spirit of the Brothers of the Sacred Heart. Although this statement clearly defines religious faith as the school's essential reason for existence, Catholic High is not narrowly religious. This holistic approach to education challenges each young man to learn from his total experience as a member of the Catholic High community. The school's programs, courses, and policies address the religious, academic, social, psychological, physical, and cultural development of the young man in an orderly, disciplined atmosphere. The hallmark of this institution is the commitment to personal attention. Through efforts both in and out of the classroom, students experience teachers' care and concern for them on an individual basis.

The Brothers of the Sacred Heart established Catholic High School in 1894 as an all-male institution with a student body of 106 boys. Located in the culturally diverse mid-city area of Baton Rouge, expansion throughout the years has provided for an enrollment today of 1,077 boys. The faculty and staff (full-time and part-time) consist of 58 women and 66 men, including 3 Brothers and 23 graduates. The academically and culturally diverse student body is represented primarily by middle-class families intent on raising their sons within the Catholic faith.

As a college-preparatory school, CHS is keenly attuned to student needs. The school provides a constantly evolving curriculum with emphasis on core subjects, along with honors courses and advanced placement courses, in addition to a wide variety of elective courses. Furthermore, to enable each individual to attain his greatest potential, students are encouraged to join one or more of the 33 award-winning extracurricular activities and 11 championship-caliber interscholastic sports.

The school culture is based on careful selection of nurturing teachers who contribute many hours of extra time helping students learn, providing the personal attention for which Catholic High is known. The faculty also attends school activities and takes part in community projects that help persons who have limited material resources. Likewise, the philosophy of the Brothers of the Sacred Heart mandates that no student is ever turned down for admission because of the lack of financial resources. CHS sees as a priority giving financial aid to those families in need of assistance and dedicates a percentage of its operational budget to tuition assistance.

Catholic High students consistently score at least three to five points higher than the state and national averages on all standardized tests. Moreover, 99 percent of Catholic High graduates pursue post-secondary degrees at institutions across the country. In addition, Catholic High boasts a proud history of graduates attending United States military academies and/or serving in the United States military. Maintaining academic excellence by focusing on 21st century skills and increasing students' college readiness scores remains a priority. The school's administration works collaboratively with a strong team of department chairs who work closely and consultatively with their teachers and staffs. This system is effective in student assessment through common exams, curriculum development and responsible integration of effective, modern technology in the classroom under the direction of an instructional technology coordinator.

Professional development is a priority and the administration dedicates regularly structured and scheduled time for teachers to attend workshops and work collaboratively with their colleagues. Most recently, Catholic High has adopted and implemented a technology initiative equipping every student and classroom teacher with a laptop for school and personal use. This 1:1 initiative is designed to further develop the 21st century skills necessary to be successful in education, the workplace, and beyond. Starting this school year, every student has access to the tools needed to connect him to learning resources and opportunities for creativity and collaboration.

CHS maintains continuous efforts to foster family and community partnerships. Strengthening those partnerships are a board of directors (composed of Brothers and lay men and lay women), two parents' organizations, an alumni association and a number of standing and ad-hoc committees. In addition, the student body in 2012-2013 performed approximately 21,500 hours in the community assisting local

agencies, underprivileged individuals and other organizations whose purpose is to improve the lives of others. The Catholic High community recently completed a student-led initiative to raise the resources to completely fund and build a Habitat for Humanity home.

CHS has achieved a number of indicators of success, including recognition four times by the U.S. Department of Education as a Blue Ribbon School. Another of the school's most impressive success indicators is its alumni. As inheritors of the spirit of the Brothers of the Sacred Heart, the alumni have maintained a tradition of providing abundant encouragement and assistance for succeeding generations to achieve the excellence begun by the Brothers in 1894.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A. Catholic High utilizes the ACT family of tests as its primary source of standardized assessments. The EXPLORE is given to all incoming students as well as to all current eighth and ninth grade students. All tenth grade students take the PLAN, and all students are required to take the ACT by the end of their junior year. Catholic High students achieve well above the state and national mean scores. The 2013 ACT data shows that Catholic High's graduating students scored a mean score of 25.3 in reading, 24.8 in math, and 25.9 in English. Those scores translate to 4.2 points higher in reading than the national average, 5.6 points higher than the state average; 3.9 points higher in mathematics than the national average, 5.6 higher than the state; and 5.7 points higher in English than the national average, 6.5 points higher than the state.

Catholic High's primary goal is to prepare students to be college ready in all four areas of the ACT and deliberate steps are taken to ensure increased scores. Teachers have direct access to college readiness scores for each student and work to ensure that each student continues to move forward in his preparation for college. CHS is committed to adding value throughout the curriculum; therefore, linkage reports are utilized to track grade level progress to see each cohort's progress from the time they enter to the time of graduation. Linkage reports for the past five years indicate that all cohorts have value added in all four areas during the student's tenure at CHS.

In addition to the ACT family of tests, all juniors take the PSAT. Every year CHS has students who achieve national merit semifinalist and commended status. Likewise, AP testing by CHS students produces mean scores consistently above the state and national averages.

B. Catholic High School uses quantitative data to inform and improve skills and instruction for all students. Five-year ACT data trends indicate that Catholic High School student performance has mainly increased in both reading and math.

In the past five years, reading scores at Catholic High School have risen from 24.8 to 25.3. This gradual and steady increase is a result of the faculty and administration at Catholic High School creating an expectation and culture of addressing college readiness. Representatives in each of the core departments have attended training sessions in college readiness and then presented to the entire faculty strategies to increase student skills in each area. Reading was specifically addressed for each of the departments. The results of this collaborative process are reflected in the increase in reading scores over the past five years. In addition, all semester and final exams in the language arts, religion, and social studies were re-written to include a critical thinking section on reading comprehension. Faculty from each department used ACT college readiness skills to create the sections. As a result, the data from the exams are aligned with the ACT; therefore, the data from the exams are disaggregated in each department to specifically address college readiness in reading. Moreover, the language arts department has implemented an annual "Big Read" program that involves the entire school community. This program is designed to foster a community of everyone reading the same novel to provoke cross-curriculum critical thinking and reading skills. Each department creates an assessment that relates to its field, and all students and faculty participate in this program. The result of using data and creating a culture of readers has increased interpretation, analysis, and evaluation skills for all students.

Likewise, math scores have remained relatively consistent over the past five years. The score ranges have been from 24.8 to 25.4. There has been deliberate action on the part of the Catholic High School mathematics department to increase college readiness. Catholic High School's math department chair disaggregates all test data across the math department as well as ensures that each test for all department members specifically addresses ACT college readiness skills. In addition, each semester and final exam is co-written by department members. The exam data is then presented to the entire department to address any individual weaknesses of faculty members or to identify any student who may need additional assistance. In addition, the department reviews each student and his progress on the EXPLORE, PLAN, and ACT. The department individualizes instruction for each student by using individual EXPLORE and PLAN results in

order to address weaknesses before a student takes the ACT.

As a result, math scores and college readiness scores continue to improve. In both math and reading, EXPLORE and PLAN results are used to identify students who may need to join the Academic Support Program. The Academic Support Program is designed to help selected students increase their skills with the intention that they may be successful at Catholic High School and the next level. This after-school support program is mandatory for those incoming students whose EXPLORE scores indicate that additional college readiness skills are needed.

As a result of a deliberate focus on college readiness skills, Catholic High School has seen continuous improvement in college readiness skills for students.

2. Using Assessment Results:

Catholic High School systematically uses assessment data to improve student and school performance. Evidence of student learning is used to evaluate and improve the school's curriculum and instructional practices.

Over the past six years, Catholic High has taken deliberate actions to become a data-informed institution that addresses the needs of all students. The entire faculty is provided the EXPLORE, PLAN, and ACT (EPAS) trends; moreover, linkage reports are used to examine value added for cohorts. For example, college readiness data will be examined by teachers to track trends from high school acceptance until their graduation.

Teachers examine cohort trend data and individual student's data. Teachers use college readiness scores as a means to design curriculum and instruction. Before each school year, teachers are provided the EPAS scores of each student. The teacher identifies where each student is and sets a goal for each student in his or her class.

Trends and goals for the entire school are not only the responsibility of the faculty, but also the responsibility of the students. Before standardized tests are given, the previous year's data is given to the school community, typically in a school-wide assembly. Each grade level sets goals for its class. The previous year's information informs the students if they have met their goal and helps them create an objective for the following year.

In addition, teachers use data and college readiness skills to create common exams. The data from these exams is then used to examine instructional practices of teachers whose students have better scores. This data is also used to identify and help teachers whose students do not perform as well. This collaboration benefits all students by using data to evaluate all courses of study.

Academic departments meet bi-monthly to discuss strengths and weaknesses and to identify goals for continuous improvement. Any revisions to scopes and sequences based on data are discussed and implemented.

Ongoing formative and summative assessments are used to monitor all students' progress. A variety of assessments such as classwork, quizzes, projects, presentations, and technology are used to evaluate and monitor students' achievements. Edline, Catholic High's online grade book and communication tool, is updated regularly. This online tool helps teachers and parents use data to work collaboratively to monitor students' progress.

Data is also used for student placement and to identify low performing students who may need additional resources. The EXPLORE test data is used to identify students who will be in Catholic High's Academic Support Program. These students must attend this program after school in order to address academic deficiencies.

Guidance counselors guide and monitor a student's academic progress and make recommendations to the student for improvement. Moreover, the counselors inform stakeholders of students' progress. The counselors compile and distribute data on student scholarships and college acceptances.

Catholic High communicates student data and performance achievements to the wider community through publications, advertisements, the school website, the annual report, the monthly Principal's Newsletter, school e-mail notifications, parent meetings, school assemblies, and the Catholic High School Open House.

3. Sharing Lessons Learned:

As a school operated by the Brothers of the Sacred Heart, Catholic High embraces collaboration. The Brothers' guiding educational document, *Beyond Methodology*, states "working collaboratively means sharing expertise, skills, and techniques that will lead to our further professional development as teachers and ultimately to increased student achievement" (44).

Teachers and administrators make presentations at national conferences such as NCEA and conduct workshops on improving college readiness scores through deliberate instructional strategies, technology practices, and ministry activities. Locally, the principal attends monthly meetings with other diocesan principals to discuss curriculum, technology integration, classroom management, and leadership, all of which lead to increased student achievement. In addition, administrators and teachers serve on SACS/AdvancED accreditation teams.

The faculty and administration meet regularly to discuss strategies with other schools operated by the Brothers of the Sacred Heart. The assistant principal for instruction is sharing educational approaches learned at CHS with other Brothers' schools, helping them improve college readiness skills by using standardized tests data to inform classroom instruction and improve student test performance.

During the summer, faculty members with less than three years' service in a Brothers' school in the New Orleans Province, attend a three-day seminar. Brothers and administrators from the five schools in the Province present on basic educational philosophy and pedagogical techniques that are hallmarks of the schools. Because a student learns and succeeds through his experience of the total school environment, this seminar is devoted to educating teachers on the influence of "Christian values, an insistence on an orderly and disciplined atmosphere, a personal approach to education, and a commitment to academic excellence" (*Educational Mission & Ministry*, 4).

Faculty and staff participate in several other collaborations within the Brothers' network of schools. The Coindre Leadership Program pairs lay school leaders with a mentor to educate them for lay leadership within a Brother's school. Board Formation Workshops instruct members of the schools' boards in the Brothers' educational charism and history, enabling them to protect and extend the Brothers' mission. The Tri-Province Leadership Assembly is held every three years and is attended by school leaders from the New Orleans, New York, and New England provinces. The entire focus of the assembly is on sharing and collaboration among the schools on topics such as mission and charism, academics, discipline, and student life.

4. Engaging Families and Community:

Catholic High recognizes that parental and community involvement is essential for the cultivation of an academically, spiritually, and physically successful student. Partnerships with parents and other community stakeholders exist in a variety of avenues and levels both within and outside of the curriculum. Such avenues include: Technology Committee, Strategic Planning Committee, Master Planning Committee, Alumni Association, Mothers' Club, Men's Club, and Board of Directors. Throughout the year, these groups work collaboratively with the school to ensure the needs and interests of the school are realized. Within the classroom, representatives from Junior Achievement work with the Free Enterprise classes to engage students through interactive technology, enriching students' knowledge and understanding of the concepts of economics.

Committed to the emotional and physical development of its students, Catholic High has partnered with ICARE, an alcohol, tobacco, drug abuse, and violence prevention program in the Baton Rouge community, to collect data from students concerning their attitudes and behaviors towards these issues. Data collected is presented to parents five times annually during Parent-to-Parent, a mandatory program for all parents of eighth and ninth grade students. Representatives from ICARE, as well as the school administration, are present to encourage dialogue and positive parenting strategies to promote healthful decision-making among the students. Open to all parents, Parent-Teacher Collaboration Night is presented during the fall and spring semesters to address a variety of topics including alcohol and drug abuse, college readiness, and bullying. Parents are able to meet with school administrators, faculty members, and community leaders based on the topic at hand.

Not merely a beneficiary of community involvement, Catholic High promotes good citizenship among its members through service to the community. Catholic High hosts annual food drives for the Greater Baton Rouge Food Bank and has partnered with the Young Leader's Academy, an organization devoted to the development of leadership skills among low-income minority males, to provide service and educational opportunities among the young men in that program. Each February, Catholic High hosts The Big Buddy Burger Bash. Students and members of the Men's Club prepare and serve hamburgers to youth in the organization, with additional hamburgers sold to members of the community as a fundraiser for the program. A Faculty Day of Service is observed annually for all faculty, staff, and administration to have an opportunity to serve the local food bank, nursing homes, the state prison, and homeless shelters.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Catholic High offers a comprehensive college preparatory curriculum that exceeds the standards required by the state of Louisiana. Emphasis is on 21st century skills and college readiness as defined by the ACT battery of tests: EXPLORE, PLAN and ACT. Catholic High School is a private, non-diocesan institution that is autonomous in terms of the development of curriculum, instructional strategies and developing assessments. Though CHS is not formally adopting the Common Core State Standards (CCSS), the CCSS does align with ACT's College and Career Readiness System which Catholic High has implemented over the past five years. More importantly, the curriculum of CHS embodies the holistic, Gospel-centered philosophy of the Brothers of the Sacred Heart that teaches each student that he is loved by God and is a valued part of a faith community that extends well beyond the school.

The Business and Computer program provides courses in accounting, personal family finance, multimedia, webmastering, computer science, advanced technical drafting, and architectural drafting. These courses allow students to develop and enhance skills that translate readily to the economic and technological environment outside of the school setting.

The English program requires English I, II, III, and IV. Students may choose electives in Speech and Publications. The summer reading program includes three books: a student selection from a list of approved choices, a course required novel, and the school's "Big Read." English classes focus on critical analysis, grammar, and essay writing. Writing assignments require the use of electronic resources available through the library and prepare students for the writing expected of them in college. Honors courses are available beginning in the sophomore year. AP English Literature and Composition is available for the advanced student.

The Fine Arts program provides students with opportunities to study art history, music appreciation, marching band, jazz band, concert band, chorus, theatre, dance, and art. Advanced courses in band and chorus emphasize performance in competitions, and Art III and IV Honors students create works in a variety of media.

The Foreign Language curriculum requires all students take two units of Spanish, French, or Latin. Catholic High School is in compliance with the program's foreign language requirements. Courses emphasize grammar and writing, and include studies designed to enhance students' appreciation of the cultures that use the given language. Students may pursue two years of honors study of their chosen language, with Advanced Placement available for Latin, Spanish and French students.

All students complete two units of Health and Physical Education. Emphasis is on finding lifelong activities that contribute to a healthy lifestyle. Health instruction is a component of the H&PE curriculum, including education on proper diet, exercise, substance abuse and their physical effects on the body. The Sports Medicine elective allows students to learn the prevention and treatment of common injuries, along with the opportunity for hands-on training during athletic events.

The Religion curriculum includes Sacred Scripture, Sacraments, Morality, Catholic Social Teaching, World Religions, and Philosophy. Each course includes a service requirement. Emphasis is on helping students recognize the relevance of faith for their lives. The Campus Ministry program adds an essential component to the school's holistic curriculum through retreats, prayer services, liturgical celebrations, and a peer-ministry program.

Mathematics course offerings include Algebra, Algebra II, Geometry, Advanced Math, Pre-calculus, and Calculus. Advanced students follow the honors courses in Geometry, Algebra II, Pre-Calculus, and Calculus, with the most advanced students taking AP Calculus AB. Students use graphing calculators and ELMOs, along with critical thinking to develop collaboration skills in student-centered classrooms.

The Science curriculum consists of 4 units. The department offers courses in Biology, Environmental Science, Chemistry, and Physics; honors courses in Biology, Chemistry, and Physics; and honors electives in Biology II, Chemistry II, and AP Biology. The science curriculum recognizes the physical world as the site of God's creative activity. Students use a variety of technologies to capture and analyze data as they practice the critical thinking and lab skills necessary for college success in a scientific discipline.

The Social Studies curriculum offers core courses in Civics, Free enterprise, U.S. History, Western Civilization, and World History, as well as electives in Law Studies, Psychology, and History through Film. Advanced Placement courses are offered in U.S. History, Psychology, and World History.

2. Reading/English:

b) Catholic High School's English curriculum, integrating vocabulary, grammar, literature, and writing, reflects a commitment to building 21st century skills, especially the critical thinking skills essential to student success in other academic disciplines and in higher education. Curriculum content is designed and frequently reviewed in order to maintain a sequential program of instruction in all strands of the English curriculum. In addition to this vertical coordination, close collaboration among all teachers of each course has been formally instituted through regular planning meetings and the development of common examinations. Required reading in the summer and during the school year focuses on developing reading skills and fostering a love of literature. For the last four years, the English Department has spearheaded the "Big Read" as a common link of discussion among all disciplines in order to help students relate their academic knowledge with real-world situations.

In keeping with CHS's philosophy of providing personal attention to each student, the English department places students in courses where they can be most successful. English I-IV are courses designed for students working on grade level. Freshmen who have demonstrated a weakness in English Language Arts are required to take the reading class instead of a foreign language. The purpose is to enrich literacy strategies and study skills in order to help students excel in all disciplines. Students whose grades, standardized test scores, and prior classroom performance identify them as able to take on greater challenges are recommended for the advanced, honors, or AP classes so they may develop their critical thinking skills to a more sophisticated level.

As a part of the ongoing evaluation and improvement of the English curriculum, department members meet regularly to consider data from standardized tests, especially benchmark percentages for college readiness. Teachers have access to this data for entire grade levels as well as for individual students. In keeping with the focus on personal attention, this analysis allows teachers to recognize students in need of additional academic support and to tailor their work in specific skills. Though the grade-level percentage for college readiness in English has consistently been in the upper 90s, continued individual improvement remains a high priority.

Varied instructional methods in English have increased dramatically because each student now has his own laptop computer. Professional development for English teachers has focused on redesigning assignments so that students now more frequently use technology such as Googledocs, Turnitin, Noodle Tools and Edline.

3. Mathematics:

CHS offers a wide variety of mathematics courses based on student desire and ability. Honors and advanced placement opportunities are available throughout the curriculum for students demonstrating higher levels of proficiency. All students are required to take four years of math, with 51% of students finishing at the Pre-calculus level, 32% of students finishing at the Calculus level, and 17% finishing the college preparatory Advanced Mathematics course in 2012-2013.

The primary goal in mathematics placement at Catholic High School is to ensure that each student is positioned in a course that allows him to be both successful and challenged. Yearly placement is determined by academic performance, teacher recommendation, and standardized test scores. Although two tracks are offered, academic and honors, students are allowed to change tracks for the following year if students

struggle or if students feel the need for further challenge. This flexibility allows teachers to meet the individual needs of each student and allows the students to master mathematics in an atmosphere most appropriate for their background and ability. While the main mathematical concepts are covered in all tracks of a given math curriculum, the manner of presentation is different. In the academic track, the emphasis is on mastering the basic concepts with more practice time, while in the honors track, the students study the concepts in greater depth and put a larger emphasis on the derivation of the concepts. In both tracks, teachers encourage students to make connections on their own to a wider variety of application situations, showing a crossover of knowledge. Teachers work together to create common lesson plans, common assessments, and a common grading system. Mathematics teachers also use data on each student from standardized tests to inform them about skills individual students need to improve, along with determining those students who need additional challenges.

The Mathematics Department is committed to helping students recognize the importance of mathematics and its application across the curriculum. Teachers design challenging lessons utilizing critical thinking skills that accomplish school goals through a wide variety of activities, including student discovery, peer collaboration, direct instruction, and guided practice. Teachers and students use graphing calculators at the upper levels to teach students to learn to solve problems graphically and numerically, as well as algebraically. Technology is utilized in math classes through the program Math XL and the tablet function of student laptops.

4. Additional Curriculum Area:

Social Studies: One aspect of the school's mission as stated in Educational Mission and Ministry is that "we continually adapt our curriculum and methodologies to meet changing needs" (5). The Social Studies program exemplifies a curriculum that has evolved into innovative student-centered lessons that allow students to engage in project-based learning, collaborate with their peers, and utilize 21st century skills at every level. These multi-media filled history labs allow students to conduct in-depth investigation on a specific topic of debate or controversy in history. These challenging assignments allow students to analyze multiple sources of information and support arguments prompted by essay questions. Students are provided primary and secondary source documents, as well as images, video, music, and so on, in separate stations that they move through at timed intervals during a class period. Students are expected to evaluate those sources and decide what information is most convincing, why it is convincing, and why they might choose to value one source over another. Students also encounter conflicting sources so they have the opportunity to understand how history is created from positioned authors. Students are frequently given the opportunity to apply the information to the modern world as well. Once the students have completed the assignment, a peer review process begins where students use the assignment rubric to break the essay into parts to conduct further analysis of their peers' position.

Consistent with the 1:1 technology integration, the social studies department emphasizes the use of technology in the classroom to support a student-centered environment. As in the media labs, students are able to acquire numerous sources of information from multiple digital and print locations and filter that information to discern its usefulness and relevance to a given project. The evidence is then analyzed and applied to an essay prompt. The peer review portion of the assignment allows the students to think critically about their peers' process in forming their decisions as well as their own.

The mission of Catholic High demands that students see the relevance between the foundation of faith and its application across the curriculum. These history labs provide students with an opportunity to work through Bloom's Revised Taxonomy and challenge them to reach academic excellence. More importantly the labs allow students to analyze positions based on the morals and values of the Catholic Church so they are able to make informed and ethical decisions in the modern world.

Technology Education: Catholic High School began a 1:1 technology initiative during the 2013-2014 school year. This initiative provided a laptop computer to every student for home and school use in order to support instruction and develop students' 21st century skills, along with collaborating in learning communities in school and throughout the world. The ultimate goal of this program is to help students become life-long learners able to use and adapt technology and critical thinking skills in any educational or work-place

environment, while demonstrating a commitment to social justice through awareness and action.

In order to support the maintenance and repair of these computers, CHS instituted a student-run help desk. Students learn to troubleshoot and repair hardware and software problems. Many of these students volunteer their time to staff the desk, and others work the desk as students in the Computer Architecture class. Students are provided hands-on opportunities to learn real-life computer-based technology skills.

In addition to the Computer Architecture class, students are afforded the opportunity to take several other technology-based courses to become well-rounded computer users, critical thinkers, and digital content creators. In the Multimedia Productions course, students learn how to combine various sources of images, video and text to create visually appealing productions. In Webmastering, students learn how to create and design web pages through HTML, WYSIWYG editors, as well as Content Management Systems. In Computer Science, students practice computational thinking and algorithm design while learning to code software applications in multiple coding languages. Students who take advanced level Computer Science classes work to apply previously acquired Computer Science skills by creating and building actual products and devices. In Advanced Technical Drafting and Architectural Drafting classes, students are taught how to use the AutoCad program to create technical drawings or architectural drawings to provide them a skill that will be used for careers in engineering or architecture.

Finally, the school provides opportunities outside of the classroom to develop students' technology skills through Robotics, the Multimedia Club and the Bruin Broadcast Network. The robotics team designs and develops a robot every year for the annual Robotics First competition. The Multimedia Club works to design visually appealing multimedia productions, including video games, for the school and for competition events. The Bruin Broadcast Network is a student-run, live internet stream that broadcasts various CHS student activities, including athletic events, choir events, band events and student-run news broadcasts.

Fine Arts: The Catholic High School Fine Arts program provides interested students opportunities for a full curriculum in band, art, and chorus, as well as electives such as Music Appreciation, Theatre, and Fine Arts Survey. The choral and band programs consistently achieve top honors in state competition programs.

The 1:1 technology initiative has had a dramatic impact in both the band and art programs. Art students use Art Rage, a graphics program that mimics every medium in which art students work. Art Rage allows students to trace photographs, create overlays, save sketches, and try a variety of approaches to a design problem. Students in Art I use the program to understand the techniques of preliminary sketching, hatching, the concepts of negative and positive space, and proportion. Students now have the luxury of trial and error as they work to master a medium or technique. Once a student is satisfied with his product, he works in the actual medium to demonstrate his learning. Students are now using their creative drive to produce impressive work using only Art Rage, independent of a traditional medium.

Band students utilize the program Smart Music that allows students to play their instrument and have their performance recorded and critiqued by the program. Smart music tracks an instrumentalist's timing and pitch and provides instantaneous feedback. Instructors can view the progress of students, monitor the amount of practice they complete, and see the results of student performance with the program. Using the program, instructors are able to "flip the classroom" so that individual practice, which formerly required significant class time, can take place at home. Band directors are now able to devote more time to rehearsal with the entire band. Band directors' feedback is that the program is making a significant improvement in student playing ability. That improvement was particularly evident at the school's Christmas concert, featuring the band and chorus. The concert represented the coming together of academic effort, artistic creativity, personal commitment and religious values that helped the school community experience the meaning of the season.

5. Instructional Methods:

Catholic High employs a variety of instructional methods designed to be effective with students who have different learning styles and abilities. To meet students' diverse academic needs, Catholic High offers three tracks – Academic, Honors, and Advanced Placement levels. Students are matched to those courses that fit their ambitions and abilities. A student may pursue the honors curriculum in Mathematics and the academic

curriculum in Social Studies.

Student achievement is also supported by programs in the 8th and 9th grade year that assist students in gaining reading skills and studying strategies that will support their development throughout high school courses. Based on EXPLORE scores, identified students take a Reading course rather than a foreign language in their freshman year to address identified weaknesses and bolster student confidence. The Academic Support Program offers tutoring and afterschool homework mentoring to students identified as needing additional academic assistance.

One of the hallmarks of CHS is its emphasis on personal attention for all students. Faculty meetings at the beginning of each year provide time for teachers to disaggregate their students' standardized test scores to determine skills that need attention. Using the EXPLORE, PLAN, and ACT as a guide, teachers are able to select assignments that address student weaknesses. Teachers provide one-on-one instruction and support outside of class time, so that students are given every opportunity to succeed academically.

Group projects emphasize instructional methods that target critical thinking and reasoning skills. Professional development over the last three years has focused on such methodologies. Lab activities in science classes, collaboration among students, and group projects in a number of other disciplines use peer groups to support and enhance student learning.

Technology supports instruction in every class. In the 2013-2014 school year all students were assigned laptop computers for use at school and home. Programs such as Edline, One Note, Google Docs, Turnitin, and Dyknow, give students organizational capabilities along with opportunities to collaborate with classmates and teachers. Technology is part of teachers' daily educational routine. Students have access to the Internet, web tools, and software programs that encourage creative group projects and real world application of concepts. As a part of their instructional methods, many teachers use wikis, blogs, and online discussion as a part of course expectations. Surveys and other computer-based assessments provide immediate feedback to students and teachers. Online textbooks and other ancillary materials are also being used to support instruction.

6. Professional Development:

The professional development program at CHS is designed to foster within the faculty an understanding and acceptance of and commitment to education within the tradition of the Brothers of the Sacred Heart. CHS views academic excellence as the development of each student to the maximum of his potential. To accomplish this, teachers pursue ongoing professional development, work at presenting well-prepared and challenging classes, and continually adapt the curriculum and methodologies to meet standards as determined by the 21st century learning framework, college-readiness skills identified by ACT, and a rigorous college-preparatory curriculum. The success of this professional development is evident in students' achievements through standardized test scores, graduation rate (100%), and acceptance rate into colleges and universities (99%).

New faculty are required to attend a two-day orientation that outlines expectations of teacher performance as it concerns student achievement. Follow-up professional development includes monthly meetings for first-year teachers and bi-monthly meetings for second-year teachers. These meetings focus on issues that enhance student achievement and provide opportunities for interdisciplinary collaboration.

Supervision of instruction is a major component of the professional development program. Administrators observe classes according to a weekly schedule and provide written and/or oral reports following each visit. The focus of observations is the activity of students, indicating techniques used which contribute to students' success. Department chairs also observe classes and provide direction to department members.

Regularly scheduled faculty and department meetings provide opportunities for fostering professional development. During 2012-2013, meetings focused on the creation of effective common examinations, instruction designed to increase college readiness skills, and planning and education for the 1:1 technology integration. Meetings in 2013-2014 continue to focus on technology and 21st century skills in the classroom

and to dedicate time for instructional collaboration with colleagues. Departments are also evaluating skills taught in every class as they relate to the Common Core. The focus of this professional development is improving student outcomes and enhancing the already existing strong college preparatory curriculum.

To support the school's Catholic mission, all faculty members attend sessions and activities throughout the year to further their education on current Catholic teachings, to promote respect of all individuals, and to nurture their own individual faith journey.

Administrators encourage all faculty members to earn advanced degrees. The CHS Foundation provides reimbursement for tuition expenses incurred by faculty members for course work that will enhance instruction. Teachers are also encouraged to participate in professional conferences, workshops, and conventions.

7. School Leadership

School leaders in a Brothers of the Sacred Heart school view their role as an act of service to the school community with their utmost concern for the people entrusted to their care.

CHS leadership believes in a team approach and operates under the President/Principal model. The president has ultimate responsibility for the school and is the chief executive officer. The principal is the key educational leader and is the chief representative of the school. Additionally, the principal is responsible for the performance of all personnel and activities connected with the daily operation of the school.

In addition to the principal, the administration consists of the assistant principal for instruction who is responsible for the program of classroom supervision; the academic assistant principal who supervises curriculum, including program promotion and coordination of curriculum innovation and development; and the assistant principal for discipline who is responsible for application of the school's behavior policy.

This administrative team sees its primary responsibility as the development of the whole student in every aspect of education: mind, body, and spirit. The administration is assisted in this responsibility through the work of various directors and councils.

- The Academic Council (AC), a consultative group consisting of chairpersons from each department, shares in decision-making pertaining to academics and is the liaison between the administration and department members. The AC provides input concerning changes in policies and procedures as they affect instruction and student achievement. Examples include the implementation of common exams in order to guarantee similarity of instruction among teachers of the same subjects so that all students receive comparable college preparatory instruction, along with analyzing grade distribution reports at the end of each quarter to ensure rigor.
- The Academic Support Program Director is responsible for a mandatory after-school program in which identified students needing additional academic resources receive tutoring and structured time for study. Statistics demonstrate that this program has been highly effective in reducing student failures and in the retention of students.
- The Director of Formation is responsible for the education of students and parents on issues such as substance abuse, bullying and harassment, and assuring involvement in extra-curricular activities. Through surveys conducted by ICARE, statistics of students negatively affected by these issues are tracked.
- The Athletic Director ensures moral and ethical formation as a component of students' athletic experience.
- Campus Ministry devotes resources to students' religious formation and spiritual development.

PART VI - NON-PUBLIC SCHOOL INFORMATION

The purpose of this addendum is to obtain additional information from non-public schools as noted below.

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 are the 2013-2014 tuition rates, by grade? (Do not include room, board, or fees.)

2013-2014 Tuition

Grade	Amount
K	\$0
1	\$0
2	\$0
3	\$0
4	\$0
5	\$0
6	\$0
7	\$0
8	\$9005
9	\$9005
10	\$9005
11	\$9005
12	\$9005

4. What is the educational cost per student? \$10223
(School budget divided by enrollment)
5. What is the average financial aid per student? \$4571
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 5%
7. What percentage of the student body receives scholarship assistance, including tuition reduction? 12%

PART VII - ASSESSMENT RESULTS

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>ACT</u>
Grade: <u>12</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>ACT</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES					
Average Score	24.8	25.4	25.3	25.4	25
Number of students tested	236	229	229	245	192
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>ACT</u>
Grade: <u>12</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>ACT</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES					
Average Score	25.3	25.1	25.1	24.9	24.8
Number of students tested	236	229	229	245	192
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: