

U.S. Department of Education
2020 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 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

Telephone (225) 383-0397 Fax (225) 383-0381

Web site/URL https://catholichigh.org E-mail lharvey@catholichigh.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* _____ E-mail gtullier@catholichigh.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name _____ Tel. _____

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

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. 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, to the best of my knowledge, that it is accurate.

Date _____

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

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

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

PART I – ELIGIBILITY CERTIFICATION

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

1. 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 2020 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 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.
4. The school has been in existence for five full years, that is, from at least September 2014 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2015, 2016, 2017, 2018, or 2019.
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. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2019-2020) unless otherwise stated.

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

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

SCHOOL (To be completed by all schools)

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 as of October 1, 2019 enrolled at each grade level or its equivalent at the 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	64	0	64
9	269	0	269
10	271	0	271
11	272	0	272
12 or higher	247	0	247
Total Students	1123	0	1123

*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
 - 2.1 % Asian
 - 9.3 % Black or African American
 - 2.5 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 83.5 % White
 - 2.6 % Two or more races
 - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2018 - 2019 school year: ≤1%

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, 2018 until the end of the 2018-2019 school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	9
(3) Total of all transferred students [sum of rows (1) and (2)]	9
(4) Total number of students in the school as of October 1, 2018	1141
(5) Total transferred students in row (3) divided by total students in row (4)	<.01
(6) Amount in row (5) multiplied by 100	<1

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: 2 %

Total number students who qualify: 19

8. Students receiving special education services: 8 %

89 Total number of students served

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

- | | |
|----------------------------------|--|
| <u>5</u> Autism | <u>1</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>0</u> Other Health Impaired |
| <u>2</u> Developmental Delay | <u>80</u> Specific Learning Disability |
| <u>15</u> Emotional Disturbance | <u>0</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>2</u> Intellectual Disability | <u>2</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 9

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

	Number of Staff
Administrators	5
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	78
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	5
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.	10

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 14:1

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

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	96%	97%	97%	97%	97%
High school graduation rate	100%	100%	100%	100%	100%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2019.

Post-Secondary Status	
Graduating class size	274
Enrolled in a 4-year college or university	92%
Enrolled in a community college	6%
Enrolled in career/technical training program	0%
Found employment	1%
Joined the military or other public service	1%
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. 2014

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

To teach Gospel values in an environment of academic excellence according to Catholic tradition and the spirit of the Brothers of the Sacred Heart.

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

PART III - SUMMARY

Catholic High School (CHS) is an all-male school in Baton Rouge, La., founded in 1894 by the Brothers of the Sacred Heart (BOSH). CHS serves students in grades 8-12 and is independently owned and operated by the Brothers. With a current enrollment of 1123 boys, the mission of Catholic High School 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.

It is within this spirit that the school continues to operate today. The BOSH were founded in Lyon, France in 1821 by Father Andre Coindré. Coindré, a local parish priest, established an institution that provided a sanctuary for orphaned young men, giving them an education, faith formation, and a trade. To accomplish this goal, Father Coindré established an order of laymen, the BOSH, to operate his schools and relied on generous benefactors to ensure that all students could attend regardless of financial means, a philosophy continued today in BOSH schools.

Students currently enrolled at CHS matriculate from 62 different schools in the greater Baton Rouge area, including 11 Catholic middle schools. CHS families are primarily middle class with both parents working to provide for the needs of their families. To ensure that the school community remains diverse and financially available to all students who desire to attend, the school dedicates significant resources to tuition assistance. In the 2019-2020 school year, 1.1 million dollars in financial aid will be distributed to 17.5% of the school's population.

CHS is centered on the BOSH philosophy of a holistic approach to education with a focused commitment to personal attention. Students experience teachers' care and concern for them on an individual basis.

The school's academic programs are college-preparatory. In addition to the rigorous academic track, qualified students are able to choose from a variety of honors, AP, and dual enrollment classes. The school is in its 8th year of a 1:1 laptop program, with technology serving as just one tool for teachers to utilize in student-centered classrooms. Through personal attention, teachers give additional instructional assistance outside of class. CHS also provides an after-school Academic Support Program for identified 8th and 9th grade students who struggle academically, as well as a teacher-run open Math Lab. CHS has a Counseling Center staffed by eight certified counselors. One hundred percent of seniors graduate from CHS and 98% go on to the collegiate level.

With a long tradition as a school of excellence, CHS is never content to rest on its accomplishments. Since receiving the National Blue Ribbon Award in 2014, CHS has continued to institute programs that enhance the holistic environment that is a core element of its educational philosophy.

To strengthen personal attention and foster a school environment of sanctuary, CHS will implement a Student Mentoring Program for 2020-2021. This program will have groups of 10-12 students who will be mentored by a faculty member so that every student will be known by an adult other than his teachers, coaches, or club moderators.

In the last five years, Campus Ministry has held meetings with minority students, parents, and alumni to discuss ways to increase minority enrollment, as well as improve the experiences of current minority students. This has led to the creation of an affinity group for African-Americans and a Gay-Straight Alliance group.

CHS has implemented a standardized test preparation program, now in its 4th year, which has yielded significant gains in test scores. Due to the emphasis on holistic education, some of the special schedule sessions for 8th, 9th, and 10th grade students are centered on relaxation and stress reduction techniques to foster the emotional well-being of these newest students.

In the last five years a new Science, Technology, Religion, Engineering, Arts, Math (STREAM) program was established that allows students to take a variety of courses, including engineering electives. CHS was

recently named in the top 15% of STEM schools in the country by Newsweek magazine.

In the last five years, the installation of perimeter fencing and electronic gates has improved school security. CHS will activate the RAVE app in Spring 2020 to provide immediate communication with emergency personnel in the event of a crisis. All CHS students also have the STOP!T app which allows for anonymous reporting of bullying or other dangerous behaviors.

Facilities expansion is underway with the current construction of a \$12 million Student Center that will house a new cafeteria, five classrooms, a new faculty workroom, and a new Campus Ministry office. Completion date is fall 2020.

This school year marks the 125th anniversary of CHS. The slogan for this celebration year - “Celebrating the Past and Embracing the Future” - encapsulates the community’s pride in the history of the BOSH and the infinite opportunities for the future of the school.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas

CHS uses ACT College and Career Readiness Standards to align the curriculum so that students are prepared for postsecondary and professional work. Each department reviews the standards that relate to their subject area during their department meetings multiple times each year.

In order to gauge student progress, CHS administers standardized tests in the fall and spring semester. In the fall semester, 8th, 9th and 10th grade students take the ASPIRE Early High School summative assessment; 11th grade takes the PSAT and most 12th grade students take the ACT. In the spring semester, 8th and 9th graders take a retired EXPLORE test, 10th graders take a retired ACT test and all 11th graders take a district ACT test. Data from these tests is used to design the school's standardized test preparation program. Students are grouped into cohorts based on their most recent test results. Each semester, students receive 5½ hours of direct instruction tailored to their needs as identified through an analysis of the test data. Using the Naviance Test Prep program, custom study plans are created for each cohort to address specific content and skills needed to improve their performance. A team of teachers is assigned to work with each group in dedicated test prep sessions scheduled 10 times per year. Goals for student improvement are set for each cohort, and the results of the next testing series are used to gauge the effectiveness of the custom study plan. Students have access to Naviance for further individual use.

During professional development meetings at the beginning of each semester, the assistant principal for instruction prepares a standardized test data presentation for the faculty that analyzes longitudinal data and identifies goals for each grade level. Teachers are also given dedicated time during these meetings to review the test data on each of their students. Teachers use this information to develop interventions, differentiated instruction, and groupings in their classrooms. In addition to external standardized tests, all core subject teachers administer common exams at the end of each semester. Teachers work collaboratively to design these formal summative assessments for each course and analyze the results in order to improve instruction and student performance.

1b. Reading/English language arts

Through the English curriculum, students are offered both “mirrors and windows” – mirrors to see their own experiences reflected through literature and windows into other cultures and topics they have not yet experienced. In all courses, teachers seek to develop students as critical consumers of both literature and informational texts, preparing them for the information-saturated world in which they will be working.

English courses are required at every grade level for all students from English I to V with honors courses offered to selected students. Upperclassmen may also elect to take AP English Language and Composition or English Dual Enrollment through Louisiana State University (LSU). Both courses provide opportunities to earn college credit. Elective courses in English allow students to pursue their interests in journalism through three courses that produce publications for the school and the local community: Broadcasting, Yearbook, and Newspaper. Students can also elect to take a speech course focusing on effective communication and public speaking. Students come to CHS with a wide range of ELA skills. For those whose test scores indicate that they are below their peers, CHS offers a reading course in the freshmen year to enhance reading comprehension, writing, organization, and study skills.

ACT College Readiness Standards for both writing and English are used to focus instruction on skills required for high-level academic work. Teachers work collaboratively on all English courses, including a grade-appropriate vocabulary sequence designed to build fluency and range in expression. Writing in each course focuses on argumentative and persuasive writing. Research and writing projects are required each year, culminating with a major research project in English IV and V.

A variety of data is used to support student success. Students' work is collected at each grade level and added to their writing portfolios. Teachers consult this body of work and select student work to contribute to it. Standardized test results are available to each teacher through the gradebook program. This information is used to identify individual students in need of support in English language arts as well as to determine areas of focus for the entire grade level.

Summer reading is required for each course, along with a school-wide common book. Students engage with these readings through discussions, projects, and essays in several courses.

Classroom instruction and activities also seek to develop life-long readers and critical thinkers through a variety of activities. Collaboration, presentations, project-based learning, and technology-enhanced instruction create dynamic learning environments. English courses also support the mission of the school to teach Gospel values. Teachers select literature, both classic and contemporary, that provides the opportunity to deepen the students' awareness of the ultimate issues of being human, religious, and Catholic in today's world. Teachers give attention to the examination of Catholic Social Teaching regarding the dignity of the human person; respect for life; rights and responsibilities; family, community, and the common good; dignity of work; and the preferential options for the poor and vulnerable.

1c. Mathematics

The math curriculum at CHS focuses on establishing a solid foundation in math 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. Rather than being taught merely how to solve problems, 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.

The school's commitment to personal attention to each student is manifest in the course sequence in math which takes students from where they are and encourages consistent growth in their math skills. Students take math every year while at CHS, with the level depending on each student's placement when entering the 8th or 9th grade. CHS places students in their mathematics courses based on their entrance exam scores and prior course work from their middle schools. In order to address the skill level and aptitude of each student, CHS offers four tracks: foundations, academic, honors, and AP. Algebra I Foundations is offered to assist incoming 8th and 9th grade students whose test scores indicate a need for reinforcement of fundamental math skills before entering the regular academic track. This course is designed to give students the skills necessary to be successful in further math courses, as well as the confidence that they can be successful in math. The subsequent courses available, depending on the student's level, are Geometry, Algebra II, Advanced Math, Algebra III, Pre-Calculus, and Calculus. Honors level is available in each course and AP is available in Calculus. AP Statistics is available as an elective in the 11th or 12th grade year.

Teachers in the math department use a variety of technology tools to enrich the learning environment. Pearson's MathXL program is used to provide 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 future college math courses. Teachers use Desmos, an online graphing program, and graphing calculators to connect mathematical equations and concepts to visuals.

Standardized test scores are used at each grade level to measure progress in math skills. Students receive feedback on their progress through homework assignments, quizzes and tests. Each core course uses a common end-of-semester exam. Teachers use the results of these common exams to plan future instruction.

A substantial percentage of CHS students attend LSU after graduation and are able to place out of freshman math classes due to the rigor they encounter in the CHS math curriculum. Based on ACT math scores alone, 58% of the Class of 2019 placed out of the first LSU math course. CHS students who qualify can also attend LSU spring testing and another 184 credit hours were earned by CHS students in the second math course.

1d. Science

The science department at CHS offers students courses that focus on the natural world as the site of God's creative activity and its exquisite efficiency as evidence of his providential care. Several members of the science department have participated in the Science and Religion Initiative sponsored by the University of Notre Dame. The goal of this initiative is to enhance the dialogue between science and religion in Catholic education. Science and religion teachers from CHS collaborate to learn how to embrace the Catholic vision of creation while upholding the value of independent scientific investigation.

Students take four years of science courses including Biology I, Environmental Science, Chemistry I, and Physics. CHS offers honors and AP courses at each level. In addition, Chemistry II is available. A major component of each course is hands-on experience in a laboratory setting that allows students to experience the nature of scientific discovery and problem solving. In addition, laboratory activities focus on group work to motivate students, encourage active learning, and develop key critical-thinking, communication, and decision-making skills. Teachers use technology to enhance classroom instruction in exploring the world and solving real world problems. Each science classroom is furnished with subject-appropriate equipment from microscopes to scales to digital sensors to projectile launchers. Using these tools, students are provided opportunities to manipulate equipment, record data, analyze results, and discuss their findings. This real world engagement in scientific reasoning fosters a deeper understanding of the connection between science and the world outside of the classroom.

Using high interest issues in science as an engagement point, science teachers emphasize the skills needed to be good consumers of data in the 21st century. Students can also pursue their interest in the sciences through several extracurricular opportunities such as Science Fair competitions, Robotics teams that compete in tournaments around the state, and through field trips with the Science Club that explore the unique Louisiana environment and how changes in climate are affecting this delicate ecosystem.

1e. Social studies/history/civic learning and engagement

The social studies department at CHS seeks to provide students with the ability to critically evaluate the information that surrounds them in the social and political spaces they navigate in order to form them to be good citizens of a diverse and democratic society. Emphasis on the Catholic concepts of social justice, including the rights of workers, care for God's creation, the dignity of the human person, and the obligation of society to care for the poor and vulnerable are included in the curriculum.

Students at CHS take a social studies course every year. Students move from local history to global history as they progress through courses in Louisiana History, Civics, Economics, American History, and World History. AP and honors classes are offered at every grade level. A number of social studies electives are available including AP Psychology, AP Human Geography, AP Art History, and AP Economics. In addition, electives are offered to foster student talents and interests in the humanities including History through Film, Accounting, Personal and Family Finance, Law Studies, and Psychology.

The social studies department has developed a vertically aligned writing skills sequence. Incorporated in every grade level, this writing skills sequence adds continuity and support for skills progression as students move through the curriculum. Each course includes writing instruction and assessments that culminate in student writing that displays a comprehensive and sophisticated thesis, effective argumentation, and critical assessment of evidence. Critical reading of primary source documents and the ability to evaluate information from a variety of resources is emphasized at every level in an effort to equip students with the skills to be critical consumers of information, with an emphasis on the reliability of digital information concerning social and political issues. Diagnostic writing assessments at each grade level are used by team teachers to identify writing skills that need to be targeted, and common exams for core classes provide opportunities to gauge student progress.

1f. For secondary schools:

To prepare students for post-secondary and professional experiences, the CHS curriculum is based on a rigorous and robust implementation of academic supports. Within departments, teachers use students' standardized test data to inform their instruction to ensure students are on target with ACT College Readiness Standards.

Recognizing that college and career readiness involves far more than merely content knowledge, CHS offers a holistic education that fosters self-discipline in areas such as technology usage, academic honesty, and positive decision making. Research shows that such skills enable future success beyond high school.

As a 1:1 laptop school, teachers integrate technology with an emphasis on accountability and discipline that fosters behavioral skills of self-regulation and time management, all of which support successful performance in higher education and the workplace. The school's holistic approach to education includes graduation requirements that go beyond state requirements, necessitating 26 credits for graduation from CHS: 4 each in religion, English, math, science, and social studies; 1 fine arts; 2 foreign language; 2 health and PE; and 2 electives. The variety of course offerings, athletic opportunities, and extra-curricular clubs allows students to explore their interests.

Exposure to the CHS Honor Code gives students the experience of being held to the highest standards of academic honesty and integrity. Students write the Statement of Honor on every assessment submitted, validating that the work is their own. These core values are a part of the CHS culture and serve to instill an understanding of the positive impact that honesty and integrity have on their character.

Data from the National Student Clearinghouse Student Tracker Reports indicates that CHS graduates are well-prepared for college and career success. These reports indicate that 98% of CHS graduates enter college during the first year after high school and that the same percentage return for the second year of college, indicating strong freshmen to sophomore year persistence. In the most recent class to complete college, 70% completed their degrees within six years - far above the 57% national average.

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

2. Other Curriculum Areas:

CHS offers a robust catalogue of electives that allows students to explore their interests over a wide variety of areas. The school's philosophical commitment to holistic education permeates through the elective curriculum and students are encouraged to experience and pursue their passions.

The fine arts department offers 31 electives spanning from the visual to the performing arts, including AP options. In addition to traditional art courses, students can take courses in the media arts that include design-based classes, multimedia, music and technology, and technical drafting. In the performing arts, CHS partners with St. Joseph's Academy (an all-girls high school two blocks from CHS) to offer electives in band, choir, theatre, and dance. Twenty-two percent of the CHS student body participates in these programs and each program has several public performance opportunities to allow students to showcase their talents.

In the area of health and physical education, the school requires that all freshman take a semester of health, and all other grade levels are required to take a semester of physical education. The health curriculum develops positive health behaviors in students including physical and mental well-being. Students are instructed on topics including nutrition, mental disorders, and substance abuse. Additionally, students who are interested in health occupations can take up to two additional semesters of sports medicine classes. All students become CPR certified through their health course. Freshmen and sophomores are also required to attend a mindfulness class in both the fall and spring semesters. These classes include lessons about the body's reaction to stress and different techniques to cope with that stress. Students engage in either art, music, meditation, prayer, yoga, or a physical activity to help understand how those activities can relieve stress.

The foreign language department offers 5 years of electives in French, Latin, and Spanish. Students are required to take a minimum of 2 years in a single language, and any student that completes 4 years of foreign language courses and meets specific ACT requirements can receive a State Seal of Bi-literacy offered through the Louisiana Department of Education. Last year, 74 of the 274 graduates received this award. All classes beyond first and second year foreign language classes are honors or AP courses.

Thirty-nine percent of students in grades 9 through 12 elect to take classes in engineering and technology. The engineering courses survey all areas of the engineering field including civil engineering and aerospace engineering. Other technology courses include Computer Science, Computer Architecture, A+ Certification, and Web Design. Students enrolled in the Computer Architecture class staff the school's Help Desk and provide technical support to students. In cooperation with Fujitsu, these students are responsible for troubleshooting, repairing, and maintaining over 1,300 student and faculty laptop computers. Students who complete a specific prescription of courses in STEM, art, and religion are eligible for a STREAM certificate, which is awarded at the conclusion of their senior year. Over the last 8 years, approximately 20% of each graduation class has enrolled in the LSU College of Engineering and LSU reports that in 6 out of the last 8 years, CHS has had the highest number of graduates enrolling in their engineering programs.

All students are required to have a full year of religion at all grade levels. These classes expose students to theology, philosophy, logic, and history. All students are required to participate in community service each year to experience practical compassion for others that alleviates the real-world suffering of those in need. According to the BOSH, this philosophy of compassion is more than just sympathizing with others, but is designed to allow students to "suffer with" those they serve. In the senior year, students may choose from several religion options, including a dual enrollment course in world religion through LSU. Senior students who are in the STREAM program are required to take the course titled Religion, Science, and Humanity which has a specific focus on the ethical application of engineering.

Additional electives are offered in the core areas of social studies, science, math and English. These courses include Psychology, Accounting, Personal and Family Finance, History through Film, AP Biology, AP Environmental Science, AP Physics, Chemistry II Honors, AP Statistics, Speech, Yearbook, Newspaper, and Broadcast Journalism. The Broadcast Journalism class produces an internet live stream of various sporting and extracurricular events. Students in this class learn a variety of skills including visual and verbal communication, network architecture, digital image and video editing, video production, and troubleshooting. This student-operated live-stream channel has partnered with a local television station, with an estimated 20,000 viewers.

3. Academic Supports:

3a. Students performing below grade level

CHS's commitment to personal attention as a core foundation insists that each student is met where he is academically and then challenged to strive to reach his full potential. Upper classmen's standardized test scores typically surpass the scores predicted by their 8th, 9th, and 10th grade standardized tests. This data indicates that the CHS curriculum is successfully adding value and increasing students' potential. CHS does not experience an achievement gap of 10 or more percentage points between the test scores of all students and subgroups.

For students performing below grade level, CHS has a variety of interventions previously documented in narratives in this Blue Ribbon application. In addition to those cited, CHS employs a number of other interventions to assist struggling students who are performing below what CHS would consider average. The CHS administration requires that teachers personally communicate with the parent of any student with a D or F in a course at the mid-quarter point and discuss interventions and strategies to help the student become more successful. Teachers are given professional development time at the beginning of the year to create intervention strategies for the students in their classes who have the lowest standardized test scores among their peers. This includes determining what differentiated instruction will be needed and what testing accommodations will be most beneficial. The Counseling Center provides all teachers with a special needs list that details any learning disabilities that may require preferential classroom seating, extended testing

time, copies of notes, and in some cases, oral testing. Any student who scored below an identified minimum on the ACT that would allow eligibility for entrance into state colleges meets individually with the assistant principal for instruction, who develops test preparation material to improve their scores.

CHS operates its own credit recovery program during the summer (summer school) and requires any student with an F in a core course, either semester or full year, to attend this program. Summer school teachers receive an individualized report on each student, identifying the areas in which the student struggled so that instruction in summer school is targeted, relevant, and tailored to the student's needs. CHS began operating its own credit recovery in the summer of 2016 and the improvement in achievement for these struggling students has been remarkable. Summer school has improved students' content knowledge, enhanced their basic academic skills, and boosted their self-confidence for the following school year. In addition, students who earn a D in a core class have the option to attend summer school and a significant number of students take advantage of this opportunity.

3b. Students performing above grade level

Students who perform above grade level have numerous opportunities to make the most of their academic skills. CHS offers AP and honors classes in the majority of core classes in every grade level, as well as elective offerings. These courses are not open enrollment, but instead have stringent academic requirements for acceptance into the classes. School counselors meet with students in the top 10% of the junior class to encourage these high achievers to take the SAT in addition to the ACT, depending on their college choices, and SAT subject tests, if applicable.

CHS has a rigorous honors program. Students in this program must earn 13 honors credits in a specified curriculum, maintain a specific grade point average, and never earn lower than a C in any course. Students who complete this program successfully receive an Honors Diploma at graduation and the designation of Honors Program Scholar. In the class of 2019, only 21% of seniors achieved this noteworthy designation. In addition, each academic department awards the prestigious Golden Bear Award to the one senior who demonstrated outstanding proficiency in that subject throughout his CHS career.

The standardized test preparation program enables students performing at the highest levels on standardized tests to receive targeted instruction on additional skills needed to optimize their results. Divided into cohorts according to results from previous tests, these students make the most out of the dedicated test preparation time throughout the school year. The results have been impressive. In the 2018-2019 school year, CHS had 8 students (6 seniors and 2 juniors) with the highest possible score on the ACT of 36. An additional 51 students scored between 33-35 on the ACT. Many of these high achieving students are preparing to take the ACT again to try to reach that coveted 36.

Students who excel academically also have opportunities to participate in extra-curricular activities that offer competitions highlighting their academic skills. National Honor Society, Quiz Bowl, Mu Alpha Theta, and Youth and Government are just a few of the organizations that give students these opportunities.

3c. Special education

3d. ELLs, if a special program or intervention is offered

3e. Other populations (e.g., migrant), if a special program or intervention is offered

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

CHS recognizes that engagement in extracurricular activities is integral to students' intellectual, social, and emotional development. With 32 student organizations, ranging from academic to social, and 12 sanctioned athletic teams, CHS students are provided daily opportunities to expand and explore their individual interests, talents, and abilities. Sharing of these talents and abilities through acts of community service is required of all students. Through these engagements, students are able to connect with members of their school community, as well as their local and global communities. Examples of typical extracurricular experiences include fundraising for our partner school in Mozambique, performing as part of an international choir ensemble in the Sistine Chapel, repairing roads in Costa Rica, and hosting a city-wide math tournament each fall. Protocol and procedures are in place for student-driven initiatives for new extracurricular opportunities, ensuring the dynamic and diverse natures of student interests and needs are met. Formation of the African-American Affinity, Faith and Doubt, and the Gay/Straight Affinity groups are recent examples of this process.

Foundational to all student activity is the school's Honor Code. Developed through a student-led initiative in 1997, the CHS Honor Code calls upon students to act with integrity. Students are expected to do their own work, to present themselves and their work honestly, to hold themselves and their peers accountable when they fall short of these ideals, and to make the school a better place for their having been a part of it. Violations to the Honor Code are heard by the Honor Board, a group of 14 peers elected annually, with a spirit of justice, compassion, and confidentiality. Together, the Honor Code and the Honor Board promote and foster an environment of authentic academic and moral development.

Recognizing that young people are experiencing increased levels of anxiety, CHS is committed to the mental and emotional development of its students through personal attention. All full-time faculty members moderate an organization or athletic team, promoting student and teacher interaction beyond a traditional classroom setting. Based on data and input from various stakeholders, including parents, counselors, faculty, and administration, CHS will begin implementation of its Student Mentoring Program. In January 2020, faculty and staff will begin the training process so that full implementation can begin in August 2020, ensuring every student receives personal, individualized attention.

2. Engaging Families and Community:

CHS recognizes that partnerships with parents and members of the local community are essential in cultivating a holistic environment that is conducive to overall student success. Parents and community stakeholders partner with CHS in a variety of formal and informal levels, including the CHS Board of Directors, CHS Foundation Board of Directors, Mothers' Club, Men's Club, and Alumni Association. Throughout the year, these individuals and groups work collaboratively with school leadership to ensure the needs and interests of the school community are realized, providing school opportunities for students and families to engage with one another. Examples include serving snacks to students during lunch periods at the end of each quarter, hamburger suppers to recognize extracurricular participation of students, breakfast for seniors on their last day of regular classes, the annual Mother-Son breakfast, and the Grandparents' Day celebration, just to name a few. Additionally, the Office of Alumni Relations hosts several events throughout the year, such as the Fishing Rodeo, Golf Classic, and Homecoming Tailgate, to keep alumni actively involved with their alma mater.

Committed to the emotional and physical development of its students, CHS has partnered with a local addiction, anxiety, and behavior disorder counseling service, the East Baton Rouge Parish coroner, and a local defense attorney to present information concerning vaping, alcohol, and drugs, as well as other dangerous behaviors prevalent among adolescents. This Parent Drug Awareness and Prevention Program is mandatory for parents of new students. These school and community stakeholders are available to answer questions, encourage dialogue, and demonstrate positive parenting strategies to promote healthy decision making among students. During Back-to-School Night, which encompasses parents of students in all grade

levels, information is presented regarding students' digital safety. Administrators and counselors also survey parents to gain input on their experiences with CHS. Data collected is used for future planning and decision-making.

To keep all stakeholders informed about current events at CHS, the school has a Communications Department that oversees the school's website and social media accounts. Information promulgated includes all aspects of student achievement and accomplishments. Routinely highlighted are academic achievements such as National Merit Semifinalists, AP Scholars, awards recipients, ACT recognition, along with a host of other achievements. Students' athletic accomplishments, service work, Eagle Scout recognition, musical, and theatre talents are also publicized to the larger community.

The principal publishes a monthly newsletter that is emailed to all parents and posted on the school's website. This newsletter includes a list of the month's upcoming events so that parents will be informed and invited to participate in school activities, in particular school masses. The newsletter also provides parents with timely information about student health and safety, addressing such topics as the dangers of substance abuse, school safety initiatives, internet and social media safety, and sexual abuse and harassment.

3. Creating Professional Culture:

A professional culture is created among the CHS faculty by cultivating a strong connection to the mission of the BOSH. All CHS faculty and staff members are explicitly referred to as "Partners in Mission" and willingly adopt the mission as their own through a comprehensive professional development process. Ongoing professional and spiritual development, and a collegial professional environment, ensure that the faculty and staff of CHS feel valued and supported.

New faculty members are required to attend a two-day orientation in the summer prior to the start of their first year. They are exposed to the history and core values of the BOSH as well as instructed in the day-to-day operation of the school. First year faculty members meet as a group with the assistant principal for instruction on a monthly basis to discuss upcoming events and school procedures. New faculty are observed twice per week by administrators and academic council members, and frequently meet in one-on-one meetings with the assistant principals. Second year faculty meet 6 times per year with the academic assistant principal in a group setting to reflect on the values of the school in a classroom setting. Third year faculty members meet 4 times per year to learn more about the philosophy of the BOSH.

Ongoing professional development takes place with the entire faculty. There are 4 full days of professional development over the course of the year, and there are monthly faculty meetings. This professional development covers topics such as classroom methodology, technology, student stress and anxiety, improving student experiences, safety, and best practices in classroom instruction. Some meetings include time for teachers to collaborate within their disciplines. Teachers and support staff are encouraged to seek outside professional development opportunities in workshops and conferences, and last year alone the school spent over \$45,000 on conferences and workshops. Teachers are also encouraged to obtain higher degrees or take additional college courses through the use of the Brother Donnan Faculty Endowment Fund which offers reimbursement of college tuition costs on a 60-100% graduated scale.

All teachers are observed by administrators and the academic council on a regular basis. Each observation focuses on the core values of the BOSH, along with incorporation of best practices. Teachers are also required to observe other teachers inside and outside of their departments twice per semester and to visit other schools.

Additionally, the school commits time to the spiritual development of the faculty and staff. Each year, the faculty and staff participate in a day of retreat that focuses on their spiritual well-being and is generally centered around the spirituality of the BOSH. There is also a "Day of Experience" when faculty and staff members participate in some type of service or social justice experience. These experiences help teachers to incorporate Catholic values into the curriculum for the benefit of all students while connecting them to the greater mission of the BOSH and the Catholic Church.

4. School Leadership:

School leadership in a BOSH school is viewed as an act of service to the school community. Their utmost concern is 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 serves as the chief executive officer. The principal is the key educational leader and serves as 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. Promoting and fostering a school culture that provides a sanctuary for both students and faculty is the responsibility of the principal.

In addition to the principal, the administration consists of the assistant principal for instruction who is primarily responsible for the program of classroom supervision; the academic assistant principal who supervises the school's curriculum, including promotion and coordination of curriculum innovation and development; and the assistant principal for discipline who is responsible for implementing the school's behavior policy. In addition, the assistant principal for discipline is responsible for the education of students and parents on issues such as substance abuse, bullying, and harassment.

This administrative team sees its primary responsibility as the development of the whole student in every aspect of education: mind, body, and spirit. A number of faculty members and groups assist the administration in this responsibility.

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. AC efforts include the implementation of common exams in order to promote consistency 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 reduced student failures and improved student retention.

The Athletic Director ensures moral and ethical formation as a component of students' athletic experiences.

The Campus Minister oversees students' religious formation and spiritual development, including facilitating meetings of student affinity groups so that students have a safe place to share their concerns and experiences.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Catholic High School's commitment to the educational spirit of the BOSH is the source of its pursuit of excellence in every school endeavor and is what has led to the remarkable success of CHS for the past 125 years.

The BOSH spirit includes elements that touch every aspect of the school community: a commitment to the school as a sanctuary, holistic education, personal attention, academic excellence, religious values, friendly discipline, and a pedagogy that trusts in the inherent goodness of young people.

CHS ensures that the BOSH charism is woven daily throughout school-life in a variety of ways, with the first being the formation of the faculty members who serve as role models of the charism for the students. These efforts include: the principal's weekly faculty bulletin that contains a reading from BOSH foundational documents; teachers in their 1st, 2nd and 3rd years have meetings devoted to reading and reflection on the charism; teachers in their first 3 years must attend a three-day seminar on the BOSH charism; school leaders attend international seminars at BOSH historical sites to deepen their capacity to transmit the charism; and professional development throughout the year that involves charism formation for the entire faculty.

The effects of CHS's commitment to the charism is manifest in student life and outcomes in multiple ways. Seniors may select a religion course focused on the history and philosophy of the BOSH, and these students have published a book based on their interviews with Brothers of the Sacred Heart. The emphasis on sanctuary is present in two recently established student-led groups: the African- American Affinity Group, and the Gay-Straight Alliance. The current Academic Support Program and Student Mentoring Program set to begin in the 2020-2021 school year are both concrete examples of the commitment to personal attention. The trust CHS has in its students is an inherent component of the school's student led Honor Board, which handles incidents of student academic dishonesty with both dignity and compassion. The faculty's remarkable availability to students, before school, after school, at lunch, and in the Math Lab is a sign of both personal attention and academic excellence.

The BOSH philosophy of friendly discipline permeates the school climate. Each teacher is expected to hold students accountable with dignity and respect, provide correction when necessary, and reestablish a relationship of trust.

The commitment to religious values is witnessed through regular opportunities for prayer and mass, as well as to social justice causes. CHS operates a robust mission program, bringing students to both domestic and foreign missions each summer. Through the efforts of faculty and students, CHS has partnered with the local Habitat for Humanity program, providing funding and supplying the labor for three homes over the last five years. This project has allowed all involved at CHS to build relationships with the homeowners and the Habitat organization.

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? \$12895
(School budget divided by enrollment)
4. What is the average financial aid per student? \$6118
5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 6%
6. What percentage of the student body receives scholarship assistance, including tuition reduction? 15%