

2002-2003 No Child Left Behind—Blue Ribbon Schools Program Cover Sheet

Name of Principal Dr. Gregory A. Brandao (Specify: Ms., Miss, Mrs., Dr., Mr., Other) (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)

Baton Rouge LA 70806-5599 City State Zip Code+4 (9 digits total)

Tel. (225 ) 383-0397 Fax ( 225 ) 383-0381

Website/URL www.catholichigh.org Email gbrandao@catholichigh.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date

Private Schools: If the information requested is not applicable, write N/A in the space.

Name of Superintendent NA (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, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date

Name of School Board President/Chairperson Brother Francis David, S.C. (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

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

## **PART II - DEMOGRAPHIC DATA**

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: \_\_\_\_\_ Elementary schools  
 \_\_\_\_\_ Middle schools  
 \_\_\_\_\_ Junior high schools  
 \_\_\_\_\_ High schools

NA TOTAL

2. District Per Pupil Expenditure: NA

Average State Per Pupil Expenditure: NA

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city  
 Suburban school with characteristics typical of an urban area  
 Suburban  
 Small city or town in a rural area  
 Rural

4. 10 Number of years the principal has been in her/his position at this school.

\_\_\_\_\_ If fewer than three years, how long was the previous principal at this school?

5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
<b>K</b>	0	0	<b>0</b>	<b>7</b>	0	0	0
<b>1</b>	0	0	<b>0</b>	<b>8</b>	24	0	24
<b>2</b>	0	0	<b>0</b>	<b>9</b>	233	0	233
<b>3</b>	0	0	<b>0</b>	<b>10</b>	228	0	228
<b>4</b>	0	0	<b>0</b>	<b>11</b>	222	0	222
<b>5</b>	0	0	<b>0</b>	<b>12</b>	204	0	204
<b>6</b>	0	0	0	Other	0	0	0
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							<b>911</b>

6. Racial/ethnic composition of the students in the school:
- 92.5% White
  - 5.7 % Black or African American
  - 0.7 % Hispanic or Latino
  - 0.9 % Asian/Pacific Islander
  - 0.2 % American Indian/Alaskan Native

**100% Total**

7. Student turnover, or mobility rate, during the past year: 1 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	1
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	8
<b>(3)</b>	Subtotal of all transferred students [sum of rows (1) and (2)]	9
<b>(4)</b>	Total number of students in the school as of October 1	898
<b>(5)</b>	Subtotal in row (3) divided by total in row (4)	.01
<b>(6)</b>	Amount in row (5) multiplied by 100	1

8. Limited English Proficient students in the school: 0 %  
0 Total Number Limited English Proficient

Number of languages represented: 1

Specify languages:

English

9. Students eligible for free/reduced-priced meals: NA %

NA Total Number Students Who Qualify

We do not participate in the federally-supported lunch program. During the 2002-2003 school year, we are providing financial assistance to 87 students or 9.7% of our student body.

10. Students receiving special education services:  $\frac{10}{91^*}$  % Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>0</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>89</u> Specific Learning Disability
<u>0</u> Hearing Impairment	<u>0</u> Speech or Language Impairment
<u>0</u> Mental Retardation	<u>0</u> Traumatic Brain Injury
<u>0</u> Multiple Disabilities	<u>1</u> Visual Impairment Including Blindness

\* These students are mainstreamed into regular classes but do receive special accommodations (e.g., extended time for assignments and during testing; oral testing; teacher-generated notes).

11. Indicate number of full-time and part-time staff members in each of the categories below:

	<b>Number of Staff</b>	
	<b><u>Full-time</u></b>	<b><u>Part-Time</u></b>
Administrator(s)	<u>5</u>	<u>0</u>
Classroom teachers	<u>54</u>	<u>4</u>
Special resource teachers/specialists	<u>8</u>	<u>1</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff	<u>31</u>	<u>2</u>
Total number	<u>98</u>	<u>7</u>

12. Student-“classroom teacher” ratio: 16.4:1

13. Show the attendance patterns of teachers and students. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout and drop-off rates.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	97.3%	98.2%	98.4%	97.7%	98.1%
Daily teacher attendance	97.8%	97.4%	96.5%	97.3%	96.7%
Teacher turnover rate	9.9%	7.8%	10.6%	10.1%	8.5%
Student dropout rate	0%	0%	0%	0%	0%
Student drop-off rate	0.9%	0.7%	1.6%	0.4%	1.4%

14. (*High Schools Only*) Show what the students who graduated in Spring 2002 are doing as of September 2002.

Graduating class size	200
Enrolled in a 4-year college or university	99.5%
Enrolled in a community college	0.5%
Enrolled in vocational training	0%
Found employment	0%
Military service	0%
Other (travel, staying home, etc.)	0%
Unknown	0%
<b>Total</b>	100 %

## **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 that statement clearly defines religion as the school's essential reason for existence, Catholic High is by no means exclusively religious. Our holistic approach to education challenges each young man to learn from his total experience within the school setting. The school's programs, courses and policies address religious, academic, social, psychological, physical and cultural development of the young man in an orderly, disciplined atmosphere.

The Brothers of the Sacred Heart established Catholic High School in 1894 as an all-male institution with a student body of 106 boys. Plant and facilities expansion throughout the years has provided for accommodation of 911 boys with an average class size today of 22.8. Six brothers plus laity of 58 women and 40 men make up the total faculty and staff of 104.

As a college-preparatory school, Catholic High 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 enable each individual to attain his greatest potential and intellectual growth, students are encouraged to join one or more of the 30 extracurricular activities and 11 interscholastic sports.

The physical plant, on 18 acres in the mid-city area of Baton Rouge, includes modern classrooms, computer laboratories, science laboratories, fine-arts classrooms, a library, guidance facilities, cafeteria, faculty rooms, offices for institutional advancement and athletic facilities. Connected to the plant is the Brothers' residence, which includes a chapel for student use.

Our school culture is based on careful selection of nurturing teachers who contribute many hours of extra time in helping students learn to cooperate with their fellows in school activities and to take part in community projects that help persons who have limited material resources.

Maintaining educational vitality remains a priority. The school's administration works closely with a strong team of department chairs who, in turn, work closely and consultatively with their teachers and staffs. This system is particularly effective in student assessment, curriculum development and in acquisition of effective, modern technology under the direction of a technology coordinator.

Catholic High School 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.

Catholic High School has achieved a number of indicators of success, including recognition three 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 of the Sacred Heart in 1894.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

### **2. How Catholic High School uses assessment data to understand and improve student and school performance.**

On a continuing basis, academic departments within Catholic High School review data from standardized tests to determine the effectiveness of instruction and assessment throughout the school. Student subtest scores for STS, EDS, PLAN, PSAT, ACT, SAT, and AP are shared by administrators and guidance counselors with appropriate academic departments so that adjustments to curriculum, instruction, and/or assessment can be made to improve student learning and performance on these tests. Teachers in each discipline hold meetings as a department to review materials from producers of standardized tests and to make adjustments to assure that appropriate material is included in classroom instruction.

Each department conducts an extensive review of teacher-generated tests. Reviews check for consistency of tests among teachers of the same subject and the sequence of material in each successive course. Such reviews result in changes to scope and sequence in courses and revision of instructional strategies and tests. There is extensive sharing of teaching methods, content, and testing practices among teachers in every department. Adjustments to curriculum and testing are made in order to improve the quality of both teaching and learning.

Grades and grade distribution are reviewed each marking period. Administrators and teachers discuss grades to ensure that they reflect proper mastery of skills and that appropriate levels of difficulty are maintained throughout the school.

### **3. How Catholic High School communicates student performance, including assessment data, to parents, students and the community.**

In addition to quarterly report cards, mid-quarter academic status reports, as well as student-parent-teacher conferences for individuals who encounter problems, the school communicates general student performance through a number of channels. Such avenues include:

Publications: Bear Facts II – a quarterly bulletin to alumni, parents, friends and community

Facts About CHS – timely communiqués to prospective students, their parents and community

CHS newsletter – to parents (monthly)

Faculty and Staff Bulletin – to faculty and staff (weekly)

News Releases: Public Relations Department sends releases weekly to media and works with reporters on stories about student performances.

Web Site: Web Master updates web site daily. Latest news is on Home Page and there is a link to What's New site that highlights student achievements in academics, athletics, community services and extracurricular activities.

Announcements: Daily announcements to student body, faculty and staff include reports of student performances and encourage attendance at student activities.

Ads: Ads are taken in local newspapers and in Diocesan publication to highlight academic achievement and community services of students.

Special Events: Students and parents are invited to convocations that recognize student achievements in academics, athletics and extracurricular clubs. Prospective students and their parents are invited to an annual Open House where 60 percent of the student body is involved in academic presentations, athletic activities and extracurricular demonstrations.

#### **4. How Catholic High School will share its successes with other schools.**

Catholic High School shares its successes with other schools in a number of ways, several of which are listed below:

At workshops throughout the United States, faculty members who are AP specialists make presentations on AP teaching.

The principal and the public relations director speak in such venues as the National Catholic Educational Association convention, sharing factors of the school's success in marketing and recruiting.

The public relations director serves on the Collaborative Marketing Committee of the Catholic Diocese of Baton Rouge. She shares information on successful programs and assists diocesan schools in implementation of programs.

The school's development office helps area schools with planning and conducting fund-raising programs.

The alumni office shares information on implementation of alumni activities and techniques used in successful alumni projects.

A team of student ministers from Catholic High assists schools in developing a Student Ministry Team on their campuses.

At a national leadership convention, the Catholic High School Student Council made a presentation on formation of an Honor Code for students and discussed successes of the program.

The public relations director speaks at local workshops for public, private and parochial school educators on media and marketing ideas.

The principal's office assists a local inner-city school with the mechanism to qualify for reimbursements of funds from the State Department of Education.

Faculty members judge science and social studies fairs at local elementary schools.

## **PART V – CURRICULUM AND INSTRUCTION**

### **1. Catholic High School’s curriculum, including foreign languages (foreign language instruction is an eligibility requirement for middle, junior high, and high schools), and how all students are engaged with significant content, based on high standards.**

Catholic High School’s entire curriculum is college-preparatory. To graduate from Catholic High, students must earn a minimum of 26 ½ credits. All students must earn four credits in religion, English, and mathematics and at least three credits in science and social studies. Additionally, all students must earn at least two credits in the same foreign language and may earn as many as five credits in a foreign language. The Catholic High School Foreign Language Department offers courses in French, Spanish and Latin. Honors courses are open to qualified students in English, mathematics, social studies, science and foreign language. Each department establishes requirements for admission to honors and advanced-placement courses. Approximately 20% of our students are enrolled in such courses.

In order to ensure that high standards are consistently maintained and that all students are engaged with significant content, Catholic High regularly conducts a variety of evaluations of each course. Self-assessment by teachers and administrators includes examination of the curriculum, scope and sequence, and syllabi for courses and academic departments. As part of a recent re-accreditation process for the Southern Association of Colleges and Schools, teachers in each academic department analyzed their curriculum based on current state standards. This analysis enabled revisions of the curriculum where appropriate.

Every academic department participates in ongoing self-evaluation. Through these evaluations, teachers continue to critique and refine course content, presentation methods and assessment instruments. The results are shared at monthly Academic Council (department chairpersons) meetings in order to ensure that the expected high standards of the school are met by all departments.

Teaching and learning activities are evaluated by administrators to ensure that all students obtain a high degree of academic knowledge and that all students are challenged to use critical-thinking skills. Administrators require that teachers incorporate critical-thinking skills into each class and that students use these skills to complete research papers, debates, journals and group projects.

Student performance in the college-admission process is another means of ensuring that we maintain high standards for all students. Of the 200 graduates in the class of 2002, 199 were accepted into four-year colleges and one was accepted into a two-year college. Sixty-four of these students attended spring testing at Louisiana State University and earned 884 hours of advanced-standing credit. Catholic High School was recognized as the participating high school receiving the most credit hours. Additionally, 177 of the 200 students qualified for Louisiana’s Tuition Opportunity Program for Students (TOPS) program. Students earning TOPS are awarded full tuition at any public university in the state. This performance by such a large percentage of graduates demonstrates that students are meeting the challenge to achieve high standards at Catholic High School.

### **2. (Secondary Schools) Catholic High School’s English language curriculum, including efforts the school makes to improve the reading skills of students who read below grade level.**

Catholic High School’s English language curriculum integrates vocabulary, literature, grammar and writing. The study of literature emphasizes critical thinking skills and text analysis so that students develop skills that are so essential in every academic discipline. Students evaluate various literary devices through a systematic analysis of texts organized by genres and grouped by common literary conventions. The literature selected exposes students to a variety of writing models and provides them with opportunities to increase their vocabulary. Students also expand their knowledge of vocabulary through sequential, integrated vocabulary workbooks. Correct grammar and mechanics are taught not through isolated drills but through a sequential program that teaches the writing process. This program includes use of both working and permanent portfolios and stresses organizational skills and thesis development.

According to results of the High School Placement Test (HSPT), approximately 10% of incoming

freshmen test below grade level in reading. The placement committee analyzes these scores along with elementary school records to determine the validity of the scores on the HSPT. Students judged to be below grade level in reading are placed in a developmental reading course their freshman year and are not scheduled for a foreign language until their sophomore year. This full-year course provides these students with additional instruction in study skills, reading and vocabulary. Students are taught memory aids, test-taking skills and how to take notes in class. Students' reading ability is improved by teaching them comprehension techniques, context clues, skimming, scanning and reading for a purpose. Vocabulary is improved through reading, writing and a comprehensive study of word roots. Also, students practice basic sentence construction and paragraph organization. This class has been very effective in bringing these students to the level of proficiency necessary for success in Catholic High School's college-preparatory curriculum.

### **3. Another area of Catholic High School's curriculum and how it relates to essential skills and knowledge based on the school's mission.**

Catholic High's science curriculum for most students consists of Biology I in 9<sup>th</sup> grade, Physical Science in 10<sup>th</sup> grade, and Chemistry I in 11<sup>th</sup> grade. Because only three credits in science are required for graduation, Physics is not a required course for seniors. Nonetheless, more than 93% of the class of 2003 has elected to take Physics. Students pursuing the science honors curriculum take Biology I Honors in 9<sup>th</sup> grade, Chemistry I Honors in 10<sup>th</sup> grade, Biology II Advanced Placement or Chemistry II Honors in 11<sup>th</sup> grade, and Physics Honors in 12<sup>th</sup> grade.

The curriculum of the science department provides all students with experiences in design and implementation of problem-solving strategies, use of hands-on materials and group or team work. Also, all science courses include opportunities to develop methods of data collection and analysis, along with application of science concepts to everyday life. Regular use of laboratory experiments and teacher-led demonstrations provides many opportunities for skill development and knowledge acquisition.

This approach to science education includes varied instructional strategies designed to enable teachers to meet individual student needs and learning styles. Emphasis on learning new facts and concepts and then applying those to real situations promotes academic excellence for all students. This is a hallmark of Catholic High School and is one way its science curriculum contributes to the overall mission of our school. Also, science education at Catholic High includes examination of moral and social issues (such as human cloning) providing opportunities to teach application of Gospel values in situations that are relevant to the everyday lives of our students.

### **4. Describe in one-half page the different instructional methods the school uses to improve student learning.**

Teachers at Catholic High School employ at each grade level a variety of instructional methods designed to be effective with students who have different learning styles and abilities. To address these learning styles, teachers use audio-visual presentations, tactile and kinesthetic laboratories and student-developed presentations.

Augmenting the traditional "lecture" method for 8<sup>th</sup> and 9<sup>th</sup> grade students, teachers use detailed outlines to assist student note-taking. In upper grades, teachers provide less detailed information with 12<sup>th</sup> grade students expected to take notes from oral presentations without use of outlines. This progressive approach enables students to develop note-taking skills, organizational skills and the ability to discern relative importance of information presented.

In addition, teachers incorporate a variety of group work activities in classes. These activities range from use of lab partners in a science class to group demonstrations or presentations in a number of other disciplines. In such activities, students learn skills needed to work effectively with others in order to solve problems and to achieve goals.

At each grade level research papers and projects are assigned to provide students with opportunities to learn research methods, organizational skills and the ability to follow systematic instructions. Such

projects also require students to develop creativity and presentation skills as they share their work with peers.

Teachers at Catholic High School incorporate instructional technology into their lesson plans. Teachers and students use laptops and projectors, as well as computers in the library and computer laboratories, for technology integration, including: research and information gathering via the Internet, PowerPoint presentations, evaluation of data using various computer applications, interactive learning and project-based decision-making.

**5. Describe in one-half page the school's professional development program and its impact on improving student achievement.**

The professional development program at Catholic High 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.

Professional development begins with a required two-day New Faculty 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. The follow-up meetings provide an ongoing source of information for new teachers. These meetings focus on issues that enhance student achievement and provide opportunities for answering teachers' questions.

Supervision of instruction is a major component of the school's professional development program. Administrators conduct frequent clinical observations and administrative monitoring. Department chairs also observe classes and provide direction to department members. Teachers receive written and/or oral reports following each visit.

Faculty and department meetings provide opportunities for fostering professional development. During 2002-2003, these meetings focused on alcohol and other drug education and evaluation of assessment instruments.

All faculty members are encouraged strongly to earn advanced degrees. The Catholic High School Foundation provides reimbursement for all tuition expenses incurred by faculty members for course work within the field of education. Another component of the school's program of continuing professional development is attendance and participation in professional conferences, workshops and conventions.

Professional development at Catholic High is based on our conviction that enhancing the ability of our teachers contributes to our students' achievement of academic excellence.

## PART VI - PRIVATE SCHOOL ADDENDUM

Private school association(s): National Catholic Educational Association

(Give primary religious or independent association only)

Does the school have nonprofit, tax exempt (501(c)(3)) status?

Yes X

No \_\_\_\_\_

### Part II – Demographics

1. What are the 2001-2002 tuition rates, by grade? (Do not include room, board, or fees.)

\$ _____ K	\$ _____ 1 <sup>st</sup>	\$ _____ 2 <sup>nd</sup>	\$ _____ 3 <sup>rd</sup>	\$ _____ 4 <sup>th</sup>	\$ _____ 5 <sup>th</sup>
\$ _____ 6 <sup>th</sup>	\$ _____ 7 <sup>th</sup>	\$ <u>4,670</u> 8 <sup>th</sup>	\$ <u>4,670</u> 9 <sup>th</sup>	\$ <u>4,670</u> 10 <sup>th</sup>	\$ <u>4,670</u> 11 <sup>th</sup>
\$ <u>4,670</u> 12 <sup>th</sup>	\$ _____ Other				

2. What is the educational cost per student?  
(School budget divided by enrollment)

\$5,937.32

3. What is the average financial aid per student?

\$234.00

4. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?

3.4 %

5. What percentage of the student body receives scholarship assistance, including tuition reduction?

9.7 %

Grade 12

Test ACT

Edition/publication year \_\_\_\_\_ Publisher American College Test

What groups were excluded from testing? Why, and how were they assessed? NA

Scores are reported here as (check one): NCEs \_\_\_\_\_ Scaled scores  Percentiles \_\_\_\_\_

	2001-2002	2000-2001	1999-2000
Testing month			
<b>SCHOOL SCORES</b>			
Reading Scores	23.9	24.1	23.5
Math Scores	24.8	24.0	24.2
Number of students tested	190	210	167
Percent of total students tested	95%	98.6%	96.5%
*Number of students not taking the test	10	3	6
*Percent of students not taking the test	5%	1.4%	3.5%

\*Note: No one is excluded from testing by school policy.

Grade 9

Test Educational Development Series

Edition/publication year \_\_\_\_\_ Publisher Scholastic Testing Service

What groups were excluded from testing? Why, and how were they assessed? NA

Scores are reported here as (check one): NCEs \_\_\_\_\_ Scaled scores \_\_\_\_\_ Percentiles

	2001-2002	2000-2001	1999-2000
Testing month	October	October	October
<b>SCHOOL SCORES</b>			
Reading Scores	73	73	79
Math Scores	79	79	82
Number of students tested	230	235	230
Percent of total students tested	98.7%	100%	99.6%
*Number of students not taking the test	3	0	1
*Percent of students not taking the test	1.3%	0%	0.4%

\* Note: No one is excluded from testing by school policy.