

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

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[ ] Public or [X] Non-public

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

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

Official School Name Bishop Chatard High School  
(As it should appear in the official records)

School Mailing Address 5885 Crittenden Avenue  
(If address is P.O. Box, also include street address.)

City Indianapolis State IN Zip Code+4 (9 digits total) 46220-2840

County Marion

Telephone (317) 251-1451 Fax (317) 251-3648

Web site/URL https://www.bishopchatard.org E-mail jhasbrook@bishopchatard.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.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\* Dr. Brian Disney E-mail bdisney@archindy.org  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Indianapolis Tel. (317) 236-1400

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.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board  
President/Chairperson Mr. Bill Sahm  
(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.

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

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

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

## PART I – ELIGIBILITY CERTIFICATION

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

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

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

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

## PART II - DEMOGRAPHIC DATA

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

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

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

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

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

☒ Urban (city or town)  
☐ Suburban  
☐ Rural

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

Grade	# of Students
PreK	0
K	0
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	0
9	197
10	183
11	165
12 or higher	156
Total Students	701

\*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):
- 0.4 % American Indian or Alaska Native
  - 0.8 % Asian
  - 8 % Black or African American
  - 6.7 % Hispanic or Latino
  - 0.1 % Native Hawaiian or Other Pacific Islander
  - 79 % White
  - 5 % Two or more races
  - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2021 - 2022 school year: 3%

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.

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2021 until the end of the 2021-2022 school year	7
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	10
(3) Total of all transferred students [sum of rows (1) and (2)]	17
(4) Total number of students in the school as of October 1, 2021	666
(5) Total transferred students in row (3) divided by total students in row (4)	0.03
(6) Amount in row (5) multiplied by 100	3

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

Spanish, French, Arabic

English Language Learners (ELL) in the school: 1 %  
10 Total number ELL

7. Students eligible for free/reduced-priced meals: 8 %

Total number students who qualify: 56

8. Students receiving special education services with an IEP: 10 %  
Total number of students served 69

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

<u>2</u> Autism	<u>0</u> Multiple Disabilities
<u>4</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>35</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>36</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>11</u> Speech or Language Impairment
<u>4</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 10 %  
Total number of students served: 67

10. Number of years the principal has been in the position at this school: 1

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

	<b>Number of Staff</b>
Administrators	8
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	53
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.	2

12. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 13:1

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

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	96%	98%	97%	96%	96%
High school graduation rate	99%	100%	99%	99%	100%

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

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

Post-Secondary Status	
Graduating class size	156
Enrolled in a 4-year college or university	92%
Enrolled in a community college	3%
Enrolled in career/technical training program	3%
Found employment	1%
Joined the military or other public service	1%
Other	0%

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

Yes ☐ No ☒

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

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

Bishop Chatard High School prepares students for a life-long commitment to faith, learning, leadership, and service.

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

<https://www.bishopchatard.org/certification-of-non-discrimination/>

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

## PART III – SCHOOL OVERVIEW

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Bishop Chatard High School was founded in 1961 and named after Bishop Francis Silas Chatard, the first Archbishop of the Archdiocese of Indianapolis who was known as "the most scholarly clergyman in America." Bishop Chatard High School is an innovative, collaborative, and compassionate community located on the north side of Indianapolis. We embrace our mission to serve the cultural, socioeconomic, and academic diversity that exists within our community. We are caretakers, providing support and connection for those in need and guidance for those seeking direction. The Bishop Chatard school motto is Trojans for Life. To be a Trojan for life is to aspire to a life-long commitment to faith, learning, leadership, and service.

Bishop Chatard High School, the archdiocesan high school of the North Deanery, exists to provide a welcoming community that meets the academic and faith formation needs of its students while contributing to the development of the whole person. Course offerings and curriculum at Bishop Chatard strive to ensure each student is provided academic excellence in the form of innovative pedagogy to positively engage each learner. Students are formed in faith by professional educators that are committed to the school mission. Our teachers focus on building relationships and establishing rapport with students while challenging them to think both critically and creatively. The academic experience at Bishop Chatard is intentionally tailored to support the unique attributes of each individual student. The Guidance Department, with input from the Director of Academics and the Director of Instruction, reviews student grades weekly to ensure we meet students where they are and challenge them to grow to their full potential. We offer an extensive academic support program that addresses a broad range of student needs while at the same time challenging our highest achievers.

Most of our students are involved in extracurricular activities, and we consistently see a positive correlation between the number of extracurricular activities our students participate in and their overall GPA. A large number of our students participate in co-curricular activities as well, and students are offered the opportunity to explore different cultures in several of our course offerings and through club participation.

Leadership opportunities are numerous and are available on each of our men's and women's sports teams, the student council, the National Honor Society, senior peer ministers, student ambassadors, and more. Adding to the growth of the whole person, 98% of our students participate in class retreats. Further, all students must meet a minimum requirement of community service with expectations for each grade level reflecting the life of Jesus Christ and how he served.

Bishop Chatard operates on a rotating 7-period schedule. Built into our schedule is a consistent 30-minute time frame in the middle of the school day that we refer to as a seminar. Seminar was designed to enhance the academic culture and student academic experience by guiding student self-advocacy through the expansion of course offerings, club opportunities, enrichment activities, and academic assistance. A Seminar is an opportunity for a group of students to gather and engage in academic study, discussion, and/or enrichment under the direct supervision of a staff member. Students are given a choice to determine seminar placement. Participation in a seminar changes by quarter or semester.

There are 3 different types of seminars offered throughout the week. Seminar "A" days are Tuesdays and Thursdays and are used for Mass and alumni career speakers. Seminar "B" days are generally on Mondays and Wednesdays. Seminar "B" Days follow a traditional class structure. Students are either in a structured content-based study session, enrolled in an additional course, study hall, or in remediation. Seminar "C" days are generally on Fridays. A Seminar "C" Day is an opportunity for students and teachers to engage in a broad range of activities that do not normally fit into a traditional school schedule. This experience most likely involves "learning by doing." The intent is to support student development of "soft skills" and qualities such as teamwork, independence, initiative, personal responsibility, and life skills.

Bishop Chatard was well-positioned for success during the COVID-19 closure. Canvas, our established learning management system, 1:1 iPads, and our well-developed academic curriculum allowed us to maintain rigorous synchronous instruction throughout the pandemic via Google Meet. Educational applications such as Loom and Explain Everything enhanced virtual instruction and learning. Students with



internet issues were provided with hotspots and administrators met daily to ensure that all student and teacher needs were being met. Teachers reached out to students and any concerns were communicated to guidance and/or the school social worker. Our school marquee read “Standing apart, we stand together,” and the community spirit that is so often referred to when speaking of Bishop Chatard was truly palpable. When students were allowed to come back in person while maintaining a safe social distance, we quickly pivoted to a hybrid model that allowed students the important opportunity for connection through valuable face-to-face interactions with their teachers and their peers.

Not only was Bishop Chatard able to maintain high academic standards during the pandemic, but we were also able to grow and thrive as a result of the perseverance of our entire community. Bishop Chatard considers technology to be transformative in the educational experience of its students. The use of technology consistently benefits our school by allowing us to accommodate multiple learning styles, encouraging engagement and collaboration, providing instant feedback for teachers, and preparing students for the future.

As demonstrated by our exceptional graduation rate and college acceptance levels, our graduates leave Bishop Chatard High School spiritually, academically, and socially prepared for the opportunities that lie ahead of them.

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum, Instruction, and Assessment.**

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

Bishop Chatard's English curriculum is designed to serve the diverse strengths and needs of our students. Our mission is to guide students in their development as critical thinkers, readers, writers, speakers, and listeners.

At the freshman and sophomore levels, students take an integrated literature and composition course. Based on their placement test score and teacher recommendation, students are placed in English 9 or English 9 Honors their freshman year and English 10 or English 10 Honors their sophomore year. Both levels of each course follow a similar curriculum, with the academic level offering more scaffolding and the honors courses offering additional challenges and faster pacing. Courses at both levels cover literature from a variety of genres, time periods, and perspectives.

Students demonstrate understanding and critical thinking in Socratic seminars, written responses, sketch notes, creative projects, and analytical strategies. In conjunction with their studies of literature, students write formal compositions in a diverse range of genres, such as memoirs, research papers, arguments, rhetorical analysis, and literary analysis, as well as informal reading responses and writing prompts. Students conference with their teacher and classmates throughout the writing process to receive feedback on ideas and content, organization, fluency, and overall effectiveness.

On top of traditional reading and writing, students engage in project-based learning in their English courses. For example, both freshman-level English courses conclude the year with an inquiry project called Genius Hour, in which students research a topic of their choosing and apply the reading, writing, thinking, and research skills they have learned throughout the year to create a project and presentation on their topic. This project allows students to explore and share their diverse interests and apply English skills in a relevant way.

In addition to formative and summative assessments in the BCHS curriculum, freshman and sophomore students take the NWEA twice per year to gain insight into their progress and mastery of Indiana's ELA standards. Teachers collaborate to analyze student data and identify areas to support or challenge based on student's needs and strengths.

At every level of English at Bishop Chatard, independent reading is woven into the curriculum to give students voice and choice. Independent reading provides students with opportunities to explore and expand their reading interests, build reading stamina, apply reading and thinking skills independently, access diverse texts, and foster a lifelong enjoyment of reading. Independent reading is assessed through one-on-one conferences between teachers and students, as well as through written reflections and creative projects.

After completing their freshman and sophomore years, students have a wide variety of options to continue their English/Language Arts learning at the junior and senior levels. We offer an array of genre literature courses, such as Sports Literature, Science Fiction Literature, Contemporary Literature, and Themes in Short Stories, to allow students the opportunity to select a learning path that fosters their learning goals and interests. In addition to a literature course of their choosing, students also take a composition course in their junior and senior years to develop their writing and speaking skills. Composition 11 and 12 courses cover traditional writing, such as research papers and comparative analysis, as well as college and career writing like resumes, college essays, cover letters, and oral presentations. Students at the junior and senior level also have opportunities to earn college English credit and engage in more rigorous coursework by taking AP Language and Composition, AP Literature and Composition, W131 Dual Credit Composition through Indiana University, and Dual Credit Speech through Indiana University.

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

Bishop Chatard believes wholeheartedly in making math accessible to everyone. Several staff members attended Jo Boaler's Mathematical Mindsets conference at Stanford University four years ago, and the philosophy that everyone can achieve at high levels has permeated the math department ever since. The Algebra I curriculum has included Jo Boaler's material as well as the Big Ideas Math curriculum. The Big Ideas curriculum is being piloted in Geometry this year as well. The other math courses have been created on Canvas using a combination of state standards, textbooks, and online resources. Discovery and inquiry-based learning (POGIL) have been the topics of recent professional development as the teachers aim to engage students actively in their learning.

Most students start their freshmen year taking Algebra I, although about 20% test out of Algebra I by passing a proficiency test given each June. These students start with Honors Geometry and continue by taking Honors Algebra II, Honors Pre-Calculus, and AP Calculus. In an effort to make Calculus more accessible to students, many students who start with Algebra I will double up with Geometry and Algebra II their sophomore year, and then take Pre-Calculus junior year and Calculus as seniors. Bishop Chatard also offers an Honors Calculus class for students who are interested. Other options for students along the way include AP Statistics, dual credit Finite Mathematics, BC Calculus, and Probability and Statistics.

Each teacher has unique aspects to his/her pedagogy, but all math classes consist of a well-developed Canvas course that outlines content, online resources, and assignments. Daily lessons consist of lectures, guided notes, discovery activities, discussions, Desmos, IXL (9th and 10th grades), Albert (AP Calculus and AP Statistics), group work, and problem-solving. The 8 Mathematical Practices are used regularly, as different ones have been emphasized during different school years. Perseverance has been specifically targeted in recent years, with a growth mindset being highlighted and grit being rewarded.

Bishop Chatard gives the NWEA test at least twice a year to 9th and 10th-grade students. Test results have been used to help assure the correct placement of 9th graders and encourage them to challenge themselves by moving up to Honors or doubling up in math their sophomore year. Test scores are also used to pinpoint weaknesses that allow teachers to adjust curriculum or find supplemental instruction and practice. The IXL diagnostic test has been used in conjunction with NWEA results to find said instruction and practice. In addition, NWEA scores are used to monitor student growth from the fall to the spring and as a self-reflection tool for teachers to make adjustments in instruction and curriculum.

Finally, opportunities exist for students who excel in and enjoy mathematics beyond the typical classroom setting. Every year, around 40 students participate in the American Mathematics Competition (AMC 10/12) Test. The Math Club is back after a hiatus due to Covid and participated in the Math Madness competition this fall.

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

The Bishop Chatard Science Department strives to develop students into critical thinkers with opportunities to push themselves with differentiated rigor and subject matter. Indiana CORE 40 diploma requires 2 semesters of Biology I, 2 semesters of physical science, and 2 semesters of another science course.

We recently reorganized our sequence of courses to increase the number of students taking four instead of the three required years of science. Freshmen take Honors or Academic Biology 1. Sophomores fulfill the physical science requirement in Honors or Academic Chemistry 1, or Integrated Chemistry and Physics (ICP) depending on freshman performance. Elective options for the junior and senior years include AP Biology, AP Chemistry, AP Physics I, AP Environmental Science, Honors Anatomy and Physiology, and academic-level Physics, Earth-Space Science, and Environmental Science.

The science department and guidance counselors work closely to ensure that students are not simply tracked through courses. Each student's placement is individually considered each year to ensure that they are in an appropriate course and movement between academic, honors, and AP levels occur each year.

Science courses are taught with an intentional vertically aligned focus on lab-based instruction, and the development of science literacy and critical thinking skills. Additionally, the school's technology platform

allows teachers to effectively enhance their instruction with digital collaboration tools such as Classkick and Jamboard, and lab simulators like Phet and PivotInteractives labs. Electronic data collection and analysis utilizes the Vernier Labquest and the assorted specialized sensors appropriate for each discipline. Assessment comes in the form of traditional quizzes and tests, lab reports, and presentations. Physics and chemistry courses use standards-based grading to maximize student achievement and ownership of student learning and grades.

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

Bishop Chatard's Social Studies Department educates all students to become culturally and historically minded individuals that understand how society functions. We do this by meeting students where they are in either Academic, Honors, or AP classes and then encouraging their personal growth. Students are required to complete a World History, US History, Government, and Economics course while at Bishop Chatard. Multiple other electives we offer add to the student's experience. Just a few of these include Ethnic Studies, AP Psychology, Sociology, and AP European History.

Each course uses a variety of teaching strategies and assessments to encourage student engagement and growth. Some of these strategies include lectures, whole class and group discussions, reenactments of historical events, demonstrations of major concepts, guest speakers from the field, and peer teaching. Students also assess primary and secondary sources to make connections between events and concepts discussed in class. While all courses have at least some traditional exams, students are also assessed during their participation in discussions and debates as well as applying their knowledge in various projects or papers. Since all students have a school-provided iPad, technology enhances instruction by giving students access to sources as well as tools to create engaging projects such as videos, infographics, and presentations.

Outside of our traditional classes, there are many opportunities for students to engage in clubs that also assist students in learning how society functions. We offer a Social Justice Club, Mock Trial Club, Model UN club, and an Investment club. All of these add to the Social Studies department's goal of developing culturally, economically, politically, and historically aware students that are ready to engage in society.

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

Bishop Chatard provides opportunities both inside and outside of the classroom to prepare students for life beyond high school. Through our rigorous courses, demanding grading scale, community service expectations, and personal interest explorations, Bishop Chatard students acquire the skills needed for academic and personal success.

Our IDOE College and Career readiness score is 78.8% while the state average sits at 68.1%. We achieve this rating through student success in our 20 Advanced Placement courses, 5 dual credit offerings, and 23 honors-level courses. Bishop Chatard was also recently recognized by the Indiana Department of Education for exemplary performance on Advanced Placement exams, placing in the top 3% of Indiana high schools. Bishop Chatard continues to exceed the criteria for this award and in 2022, 65% of our AP students scored a 3 or higher on an Advanced Placement exam.

SAT preparation courses are offered on Tuesday evenings by our Math and English teachers. We also use our Seminar time to offer SAT practice.

We have a 4-year program designed to guide students through exploring their interests and career options. As freshmen, students participate in a personality assessment, sophomores explore career clusters, juniors take the YouScience assessment through SCOIR, which is our College exploration management system, and senior families are personally guided through the college application process by our College and Career Counselor.

Over 90 college representatives come to our building each fall and are available to any student wanting to learn more. We also provide quarterly presentations offered by alumni and community members in various careers.

The counseling department works closely with every student to be sure they are not only meeting the requirements for graduation but also challenging themselves through their course selections. Counselors guide students through the college admissions process and both teachers and counselors are involved in writing letters of recommendation for students.

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

**2. Other Curriculum Areas:**

**2a. Arts (visual and/or performing)**

Bishop Chatard has a robust fine arts program including classes in visual, musical, and performing arts. Students are required to choose at least 2 semester courses in fine arts. Students can choose from introductory, intermediate, and Advanced Placement level courses in visual arts. We also offer an Advanced Placement Art History course that meets the criteria to earn these credits. In music, students can choose from the following courses: Chorus, Band, or Beginning-level Piano, Guitar, and Ukulele. Our chorus ensembles include an A Capella choir, a Liturgical choir, and Standard chorus courses. Chorus classes are offered for both men and women and are designed for beginning, intermediate and advanced levels. The theater program offers Theater Arts levels 1 and 2, Technical Theater, and Improv Theater.

Students can also earn fine arts credits through Yearbook and Journalism courses. Our award-winning yearbook is created by a class of 12-15 students. Students apply to be on the staff and work closely with our advanced photographers and media students.

**2b. Physical education/health/nutrition**

Students must complete one semester of Health and 2 semesters of Physical Education. These courses are designed to teach students the value of healthy living including but not limited to: first aid, healthy behaviors, and choices, and physical and emotional wellness. Students learn a variety of physical wellness activities through sports, weight training, yoga, and conditioning. Upperclassmen also have the option to take advanced Physical Education courses such as Lifetime Fitness, which dives deeper into healthy living, or Athletic Weight Training, which focuses on proper techniques and benefits of strength training.

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

The World Language Department offers Spanish, Latin, and American Sign Language. Students are encouraged to take 3 years of 1 language or 2 years each of 2 different languages. Students can advance past beginning levels of Spanish or Latin through proficiency tests and can choose Honors or Academic level each year. Spanish and Latin also have an Advanced Placement level for a fourth-year option. Spanish courses emphasize listening, speaking, reading, writing, and comprehension. They also enhance fundamental grammar, vocabulary, and communication skills as well as teach about culture. Latin focuses on language, grammar, culture, and classical literature. American Sign Language focuses on signing, vocabulary, sentence structure, basic conversation, and culture. Bishop Chatard has a long-standing Spanish National Honors Society, a Spanish Club, and a Latin Club.

**2d. Technology/library/media**

Our Technology and Business Department offers AP Computer Science Principles, Principles of Engineering, Dual Credit Accounting, Introduction to Business and Entrepreneurship, Personal Finance, Marketing, and Business and Personal Law. These are elective courses our students take based on their interests. These courses provide students interested in certain careers the opportunity for experiences related to these fields. Classroom activities are organized to allow students to work in teams and use modern

technological processes as well as systems in developing and presenting solutions. Instructional strategies may include a school-based enterprise, computer/technology applications, real and/or simulated occupational experiences, and projects.

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

Theology is an essential part of the Bishop Chatard curriculum. Freshman and Sophomore year gives students a general understanding of scripture, the life of Jesus Christ, and the sacredness of the church. Juniors study morality and the sacraments. Seniors are able to choose 2 of 5 course offerings including History of the Church, Ecumenical Studies, Living as a Disciple (Social Justice), Sacred Scripture, or our new Dual Credit theology course, Moral Issues.

Unique to Bishop Chatard is the Summa program. It is designed to meet the needs of academically motivated students by offering courses that are both challenging and rewarding. The program encourages involvement and leadership in extracurricular activities and service by focusing on the growth and development of the whole person.

## **3. Academic Supports**

### **3a. Students performing below grade level:**

Bishop Chatard has an enrollment that represents a wide range of student learning. Those students who are not meeting grade-level expectations are identified by teachers, guidance counselors, and/or the director of academic support. These students are met where they are performing and offered daily and weekly instruction and reteaching from licensed teachers. Parents and the student are included in all intervention strategies and specific options that are offered. This includes a Response to Intervention (RTI) review after the student has had a chance to engage in the strategies offered.

Two specific semester-long courses are available to students working below grade level, an essential skills course for those who do not have a diagnosed medical need or disability and Language Arts/Math lab for those who do have a diagnosed disability that impacts learning. Teachers have daily office hours in which students may schedule or drop in for 1:1 or small group instruction. In addition, 4 days a week a 30-minute seminar session is offered in the middle of the day. Students may be assigned or self-select to work in academic-specific seminars to boost their learning. Peer tutors for the National Honor Society are available to work with students during seminars as well. Weekly after-school math tutoring is available to every student. Twice a month, a Saturday Academy is offered to all students. Math and English teachers are available for direct reteaching and/or guidance with executive functioning skills. Throughout all 4 years, students are taught how to be an advocate for themselves which significantly contributes to their growth as learners.

### **3b. Students performing above grade level:**

Bishop Chatard has been a long-standing leader in our geographic area with regard to graduation rates, honors diploma rates, AP scores, and college and career readiness. One hundred percent of the past senior classes earned a high school diploma with 63% of the most recent class earning an Indiana honors diploma. In addition, 83% of the most recent graduating class earned college credits with the average being 10 credits per student. Students performing above grade level have a choice of many dual credit, AP level courses, and honors level courses. Ninety-five percent of the most recent graduating class attended college, which aligns with our above-state average IDOE College and Career Readiness score. The state of Indiana reports the Bishop Chatard diploma strength at 99% compared with the state average of 79.1%.

Dual credit courses are incorporated into the Bishop Chatard schedule and taught by staff who have earned the certification necessary to become adjunct faculty members from either Indiana University, Marian University, or Ivy Tech Community College. Students start their college transcript while earning their high school diploma. Advanced Placement (AP) level courses are taught by teachers who have completed the rigorous College Board mandated trainings to provide the high level of course instruction necessary to earn

college credit.

Students at Bishop Chatard have opportunities to meet with teachers outside of class time to solidify their learning through daily teacher office hours and specialized seminar sessions dedicated to above-grade-level learners. Students who have earned National Honor Society and Spanish National Honor Society status provide peer tutoring sessions during Seminar and study tables throughout the week.

### **3c. Students with disabilities:**

Students identified as having a diagnosed disability or medical diagnosis that impacts learning are served through the academic support department. This program accounts for 20% of the total student population at Bishop Chatard. The Academic Support Department consists of a director of academic support who is a licensed special education teacher, two additional licensed special education teachers, and two instructional assistants. Upon enrollment, each student along with their parents meets at least once annually with the director of academic support to write an education plan tailored to the specific student's academic and/or medical needs. Our private high school is served by our local education agency (LEA) which writes all Individualized Service Plans (ISP). The LEA develops an ISP to support the individual learner in a private school rather than the public school Individualized Education Plan (IEP). In addition, since Bishop Chatard does not have permission to write 504s, we write our own school-based education plans for those students who would qualify for a 504 in a public school. All education plans include formal and informal assessments and accommodations for local, state, and national tests. All testing accommodations are offered in the ARC, the academic resource center, with ample room available for students to use for testing. The school-wide use of individual iPads enables students with disabilities to use many accommodations and supports which promotes further independence.

Students are offered direct classroom support services in math and science classes by a member of the academic support team present in class to provide on-the-spot redirection and behavioral support. Students are offered support for all other subject areas through additional opportunities. Students may select to enroll in a specialized class titled Language Arts/Math Lab which focuses on executive functioning skills practice, small group instruction for reteaching skills, supervised time for completing assignments, and social-emotional skills practice. Daily seminars led by the academic support team are offered 4 days a week for 30 minutes. The academic support team is available for daily morning study tables/tutoring. Teaching students how to self-advocate is taught in both seminar and class sessions. College and career exploration takes place throughout the four years with specific guidance on accommodations offered at the post-high school learning level. One hundred percent of the most recent senior class earned a high school diploma with 33% of the students in the academic support program earning an honors diploma.

### **3d. English Language Learners:**

Bishop Chatard has a growing enrollment of students who have been identified at an early age as English Language Learners (ELL). The Bishop Chatard guidance department and director of academic support have partnered with our middle school ELL teams to ensure the transition from middle school to high school is understood by all members of the family. All enrollment documents and, when needed, a high school-level individual language plan (ILP), are provided to the parents in the student's home language. An interpreter provided by the school is available for all meetings. The state of Indiana uses the World-Class Instructional Design Assessment, WIDA, an annual exam to identify students who continue to be in need of a specialized language program as they learn English. Students scoring below a 5 each year are included in a continuous language learning program through the use of an Individual Language Plan (ILP). An interpreter provided by the school is available for all meetings. All students who are ELL participate fully in classes at Bishop Chatard with verbal and written translation opportunities available. Additional academic accommodations are provided to students through the creation and implementation of their ILP. The school-wide use of individual iPads is a valuable tool for English language learners as it is used to bridge the language barriers through the use of technology and specific apps. Additionally, the director of academic support meets with each student's teachers at the start of each semester to share the details of the ILP as it relates to each classroom and subject area. A directed seminar, led by a teacher that meets 4 times a week, is available to

students for more direct instruction or clarification of the English language for the academic and social setting.

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



## **PART V – SCHOOL CLIMATE AND CULTURE**

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### **1. Engaging Students:**

Bishop Chatard High School is small enough to focus on the personal growth of each student while having the resources to offer dozens of unique clubs, sports teams, and leadership programs. From art to athletics, improv comedy to investment strategies, our club moderators and team coaches, many of them teachers, create diverse opportunities for students to continue their personal exploration and develop their unique gifts.

Involvement outside the classroom is emphasized in support of the value our mission places on developing the whole person. Success both in and outside of the classroom is stressed for all students, supportive of the talents they bring to Bishop Chatard. Our school offers 25 interscholastic athletic programs and over 35 student clubs. In the 2021-22 school year, 86% of the student body participated in at least 1 extracurricular activity, with 69% of students participating in at least 1 sport. Our data shows that the more engaged students are in our extracurricular programs, the more successful they tend to be in the classroom. As our students engage in student life, they make connections that enhance their high school experience, lay the groundwork for their college experience, and create friendships they will have for a lifetime.

Our Campus Ministry Department also engages students with several opportunities for spiritual formation and community building. Each year our students participate in class retreats that are designed for them to take a step back from the busyness of their lives to be truly present to themselves, their classmates, and God. Additionally, our students participate in a Christian Service Program that engages them in diverse ways, supporting the needs of the wider community that exists beyond the school's walls.

During COVID shutdowns, Bishop Chatard placed an emphasis on synchronous e-Learning instruction in order to keep our students engaged with their teachers and their peers. In addition, our Campus Ministry team offered several opportunities for students to connect digitally in informal ways outside of school time. Some activities included prayer sessions as well as online cooking lessons through "Cooking with Campus Ministry". Our athletic teams stayed engaged with each other by holding online team meetings and conducting at-home training sessions. We were also able to maintain many important Bishop Chatard traditions by offering modified versions of our Living Rosary, Honors Night, and graduation. These types of opportunities were invaluable for student mental health and served as important ways for our students to stay connected during a time of isolation. As we emerge from the pandemic this school year, we have enjoyed reinstating more events and traditions that had been canceled over the previous 3 years, giving life at Bishop Chatard a restored sense of normalcy.

### **2. Engaging Families and Community:**

Bishop Chatard appreciates the importance of engagement with our families and the larger community. Outreach to our feeder grade schools is instrumental. Our Enrollment Office has developed an enrollment marketing plan that includes parish school and athletic outreach. Regarding school outreach, BCHS boasts a robust shadowing program for potential incoming students, one-to-one prospective family tours given by our President and Vice President of Advancement, our Trojan Tour Open House, and our Wednesday Walk-Thru program (WWT). At a WWT, prospective families join us for a morning including a campus tour and presentations from school leadership and current students that discuss the transformative and Christ-centered educational experience afforded students at BCHS. We also feature our 8th Grade Chat program where a diverse group of alumni from a parish grade school return to their home parish school to "chat" with the current 8th-grade and/or 7th-grade students to discuss the transition to high school. The high school students answer questions related to 4 areas: academic rigor and expectations, extracurricular engagement, self-advocacy, and faith formation and service.

Our athletic teams connect our community through our North Deanery Catholic Youth Organization (CYO) Nights where students of all ages are invited to our campus to view a game and engage with our student-athletes and watch our Trojans compete. Many of our coaches also pair with our North Deanery grade

schools to host clinics, and presentations and otherwise be present for our community.

Our parent organization, the Trinity Club, is a key connection point too. The Trinity Club includes any current BCHS parent and is focused on: service, engagement, and prayer. Further, our Business Peer Mentor Program in our Business and Entrepreneurship courses includes 50 BCHS alumni who are paired with our business students and mentor them in business development, interviewing skills, and internships. In addition, an alumni career speaker series is available to students during their seminar period on Tuesdays to assist them in their career exploration process.

Our Development and Alumni Offices have engaged with community members to fundraise for various multi-million dollar projects including our auxiliary gym, home stadium, infrastructure upgrades, and recently, a grotto honoring Mary, Queen of Heaven. This collaboration with community leaders extends into relationships that provide other essential services for BCHS including heating/cooling, technology upgrades, and marketing materials. We keep our community partners, and prospective and current families abreast of all things BCHS through our weekly parent newsletter and our consistent presence on social media through Facebook, Twitter, and Instagram. We also use various internally-created Apps for coaches, employees, parents, and students.

### **3. Creating Professional Culture:**

Professional culture is of utmost importance at Bishop Chatard as it influences both teacher development and teacher retention. Teacher professional development is built into our school schedule every Monday morning from 7:30 am - 8:30 am. Bishop Chatard's professional development is intentional, ongoing, and directly tied to instructional strategy development that supports the school's improvement goals. Our school improvement goals are created after careful analysis of data from the ACT, SAT, AP exams, and NWEA. Critical thinking and literacy strategies are well-researched, developed by educational experts, and directed by Bishop Chatard instructional coaches. Teachers implement these instructional strategies and then reconvene to analyze student work, discuss how students responded, what was done well, and what could have been done better. We also use this time on Monday mornings for faith formation and department meetings. Teacher professional development, meaningful observational feedback, new teacher mentors, a great sense of community, and trust all lead to greater autonomy which benefits both teachers and students.

Bishop Chatard is very proud of its Catholic Educator Advancement Program (CEAP), which is an innovative instructional staff evaluation process that merges professional practice and professional learning while focusing on improved teacher compensation and development. Teachers are encouraged to continuously demonstrate growth in each of the 5 CEAP Domains; Preparation for Instruction, Classroom Environment, Instructional Methodology and Assessment, and Professional Development and Responsibilities.

Outside the walls of Bishop Chatard, many of our teachers belong to professional organizations and regularly attend professional conferences. We encourage our teachers to share what they have learned at conferences with their colleagues during our Monday morning professional development meetings. In addition, the Archdiocese of Indianapolis will provide financial resources to support the continuing education of Catholic educators through the Total Catholic Education Endowment Fund.

During the virtual portion of the COVID-19 closure, teachers were supported by daily check-ins from the Vice Principal of Academics. Department meetings were still held virtually to offer support, share strategies, ensure alignment, and maintain a rigorous curriculum. Technological upgrades were provided as well to facilitate virtual learning including gooseneck camera mounts. Videos of encouragement were created by the staff and shared with students. Once we were able to return to a hybrid model, Bishop Chatard teachers were made to feel safe through the use of UV lighting, proper social distancing, masks, and hand sanitizer containers at the door of every classroom.

### **4. School Leadership:**

As the Archdiocesan high school for the North Deanery of Indianapolis, Bishop Chatard is under the auspices of the Archdiocese of Indianapolis. Locally, Bishop Chatard operates under a President-Principal model. Our President is ultimately responsible for the stewardship of our mission: ensuring our students experience an authentic Catholic education modeled on the teachings of Jesus Christ and helping our students grow through faith, learning, leadership, and service. Our President and leadership team is advised by our Board of Regents, comprised of alumni, current and past parents, and community leaders. The Board members serve on various committees related to facilities and technology, marketing and advancement, finance, and strategic planning. The Board of Regents meets monthly.

Our academic leadership, the Principal, Director of Instruction, Director of Academics, and Vice Principal of School Operations, ensures that every student receives instruction, assessment, and feedback that is rigorous and focused on continual growth. It begins with our teachers who engage in weekly professional development centered on instructional practices, formative and summative assessment, collaboration for vertical and horizontal alignment, and faith formation. Oftentimes that professional development is led by our teacher leaders and department chairs.

The Bishop Chatard Advancement Office is led by our Vice President of Institutional Advancement. The VP of Advancement ensures that our core mission is promulgated to our larger community and is the outward-facing arm of BCHS. Included in the Advancement Office are the enrollment, development, alumni, special events, and marketing and communications departments. Our leadership team: President, Principal, VP of Advancement, Executive Director of Finance, Director of Academics, Director of Instruction, and Vice Principal of School Operations meet weekly to ensure that we all operate on the same page, that the mission of Bishop Chatard is at the forefront of all we do, and that each decision that is made considers who we are ultimately here to serve: the students, our community, alumni, and Christ. All 3 of these areas of leadership: President, Principal, and Vice President of Advancement strive to adhere to a data-focused approach to understand how to best serve all our constituents.

## **5. Culturally Responsive Teaching and Learning:**

Bishop Chatard aims to cultivate lifelong commitments to faith, learning, leadership, and service in each and every student. To accomplish this mission, Bishop Chatard is committed to educating the whole person, mind, body, and spirit, through strong partnerships with our parents and the greater community. This has created a diverse, inclusive, and welcoming environment while allowing our community to recognize areas we can grow.

To celebrate our diverse community, Bishop Chatard incorporates the four pillars of our mission on a student, staff, and community level. Our students help plan and engage our community through celebrations of our faith that are representative of our student body, such as our racial justice prayer service, social justice mass, multicultural mass, and others. Our students are also encouraged to lead continuous learning through various clubs and activities. Examples include our Black Student Union, Asian Student Union, Latino Student Union, Salsa Dancing Club, and our Ambassadors program, which help all students transition to Bishop Chatard, especially those from diverse backgrounds. These student-led groups have created unique opportunities at Bishop Chatard, such as visiting historic sites of prominent historical figures like Major Taylor and hosting Arts 4 Learning to explore different cultures through the Dance of West Africa workshop. Our students' leadership continues to impact not only our student body but also our staff.

Many staff members at Bishop Chatard have participated in equity in learning and discrimination professional development, such as the 'implicit bias' program offered through the Peace Learning Center. This development impacts our curriculum and lesson design, as we continue to ensure a curriculum that is representative of our community. Staff also act as club moderators for the groups mentioned, working closely with students on creating a more welcoming and diverse school atmosphere. Outside the classroom, our college counselor networks with the Indiana Latino Education Summit, AP College Board, and Historical Black Colleges and Universities to advance our students' college preparedness.

The social climate outside of Bishop Chatard has helped us realize that even though we do many things well, we are committed to continued growth in serving all of our students. Our 2022-2025 strategic plan includes

a commitment to advance the experience of minority students at Bishop Chatard. This plan incorporates continued diversity and inclusion training through partnerships with our Black Student Union, Latino Student Union, the Peace Learning Center, Learning for Justice, and others. Our goal is to ensure our student population is represented in our faculty and staff, as well as our board. It creates a parent committee to build stronger bonds with our minority families, allowing for more engagement in the community. This committee will help solidify the strengths of Bishop Chatard, while also helping us continue to grow in fulfilling our mission.

## **PART VI - STRATEGY FOR EXCELLENCE**

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Bishop Chatard has a unique daily schedule that we believe has contributed to academic and socio-emotional success inside and outside of the classroom. The schedule is unique in that it is a seven-period schedule that rotates throughout the week. Five classes meet on Monday and Friday, and 6 classes meet Tuesday through Thursday.

Every Monday begins with a delayed start for students and a built-in meeting time for staff. The first hour of the morning for staff is used for faith formation or staff and department meetings. The schedule also affords us the time for professional development in which staff members present instructional strategies that address our School Improvement Plan goals for English and math. Our students utilize the time by arriving early for study tables, making up a test, meeting with a teacher for academic assistance, or they can opt to benefit from an extra hour of sleep.

With the rotation of the schedule, students do not see the same class during the first period of the day, nor the same class during the last class of the day. This is a huge benefit to their learning as most teens are not fully awake at 7:50 in the morning and a chronically tardy teen does not miss some or all of the same class every day. Our schedule also allows for 60-minute classes. In 1 class period, our teachers are able to present direct instruction, lead an activity or discussion, give an assessment, and develop relationships with their students that a traditional 45 to 50-minute class period does not allow. Having fewer transitions during the instructional day eliminates the chaos of constant class changes. The socio-emotional impact of this calmness and the ability of our staff to develop healthy relationships with our students is immeasurable.

With this rotation, our students meet their classes 4 times a week. Students learn to plan ahead knowing that, for example, on Wednesday they will not have Physics; therefore, on Tuesday night they can spend more time on their U.S. History assignment. The autonomy that the schedule teaches students prepares them for college and career experiences.

When the discussion for this schedule was presented, some thought it would be too confusing for students, teachers, and parents, but the benefits that the schedule presented to our students were too great to ignore. Bishop Chatard's success is driven by determining what practices are good for our students, and our unique schedule has proven to be instrumental to our overall success.

## PART VII - NON-PUBLIC SCHOOL INFORMATION

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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?      \$14892  
(School budget divided by enrollment)
4. What is the average financial aid per student?      \$2565
5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?      31%
6. What percentage of the student body receives scholarship assistance, including tuition reduction?      74%

## PART VIII – NON-PUBLIC SCHOOL ASSESSMENT RESULTS

### FOR NORM-REFERENCED TESTS

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

These reports must include:

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

Please make notations on these reports to explain results that represent fewer than 95 percent of the students enrolled at the time of testing (e.g., the number of students who took alternative assessments<sup>3</sup>).

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

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

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

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

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