

**U.S. Department of Education**  
**2015 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. Trevor Charles Watkins, AFSC

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

Official School Name St. Paul's School

(As it should appear in the official records)

School Mailing Address 917 S. Jahncke Ave.

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

City Covington State LA Zip Code+4 (9 digits total) 70433-3724

County St. Tammany Parish State School Code Number\* 506101

Telephone 985-892-3200 Fax 985-892-9961

Web site/URL http://www.stpauls.com E-mail trevorw@stpauls.com

Twitter Handle \_\_\_\_\_ Facebook Page \_\_\_\_\_ Google+ \_\_\_\_\_

YouTube/URL \_\_\_\_\_ Blog \_\_\_\_\_ Other Social Media Link \_\_\_\_\_

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

\_\_\_\_\_  
Date

(Principal's Signature)

Name of Superintendent\*Dr. Jan Lancaster E-mail: superintendent@arch-no.org  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name \_\_\_\_\_ Tel. \_\_\_\_\_

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

\_\_\_\_\_  
Date

(Superintendent's Signature)

Name of School Board

President/Chairperson Brother Raymond Bulliard, FSC

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

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

\_\_\_\_\_  
Date

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

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

## **PART I – ELIGIBILITY CERTIFICATION**

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

The signatures on the first page of this application (cover page) certify that each of the statements below concerning the school’s eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

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

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

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

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

| Grade                 | # of Males | # of Females | Grade Total |
|-----------------------|------------|--------------|-------------|
| PreK                  | 0          | 0            | 0           |
| K                     | 0          | 0            | 0           |
| 1                     | 0          | 0            | 0           |
| 2                     | 0          | 0            | 0           |
| 3                     | 0          | 0            | 0           |
| 4                     | 0          | 0            | 0           |
| 5                     | 0          | 0            | 0           |
| 6                     | 0          | 0            | 0           |
| 7                     | 0          | 0            | 0           |
| 8                     | 153        | 0            | 153         |
| 9                     | 176        | 0            | 176         |
| 10                    | 180        | 0            | 180         |
| 11                    | 170        | 0            | 170         |
| 12                    | 184        | 0            | 184         |
| <b>Total Students</b> | 863        | 0            | 863         |

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 1 % Asian
  - 4 % Black or African American
  - 3 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 91 % White
  - 1 % Two or more races
  - 100 % Total**

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

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 2%

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, 2013 until the end of the school year             | 10            |
| (2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the 2013-2014 school year | 3             |
| (3) Total of all transferred students [sum of rows (1) and (2)]  | 13            |
| (4) Total number of students in the school as of October 1   | 863           |
| (5) Total transferred students in row (3) divided by total students in row (4)   | 0.015         |
| (6) Amount in row (5) multiplied by 100  | 2             |

7. English Language Learners (ELL) in the school: 0 %  
0 Total number ELL  
 Number of non-English languages represented: 0  
 Specify non-English languages:
8. Students eligible for free/reduced-priced meals: 3 %  
 Total number students who qualify: 26

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

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

- |                                 |  |
|---------------------------------|--|
| <u>4</u> Autism                 | <u>11</u> Orthopedic Impairment                |
| <u>0</u> Deafness               | <u>0</u> Other Health Impaired                 |
| <u>0</u> Deaf-Blindness         | <u>15</u> Specific Learning Disability         |
| <u>2</u> Emotional Disturbance  | <u>4</u> Speech or Language Impairment         |
| <u>0</u> Hearing Impairment     | <u>15</u> Traumatic Brain Injury               |
| <u>0</u> Mental Retardation     | <u>4</u> Visual Impairment Including Blindness |
| <u>13</u> Multiple Disabilities | <u>0</u> Developmentally Delayed               |

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

|   | <b>Number of Staff</b> |
|---|------------------------|
| Administrators  | 5                      |
| Classroom teachers  | 58                     |
| Resource teachers/specialists<br>e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.  | 2                      |
| Paraprofessionals   | 0                      |
| Student support personnel<br>e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc. | 5                      |

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 15:1

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

| <b>Required Information</b> | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|-----------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance    | 98%       | 98%       | 98%       | 98%       | 98%       |
| High school graduation rate | 99%       | 100%      | 100%      | 100%      | 99%       |

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

| <b>Post-Secondary Status</b>                  |     |
|---|-----|
| Graduating class size                         | 166 |
| Enrolled in a 4-year college or university    | 97% |
| Enrolled in a community college               | 2%  |
| Enrolled in career/technical training program | 0%  |
| Found employment                              | 0%  |
| Joined the military or other public service   | 1%  |
| Other   | 0%  |

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

Yes  No

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

15. Please summarize your school mission in 25 words or less: The Mission of schools conducted by De La Salle Christian Brothers is to provide human and Christian education open to all, especially those in need.

## **PART III – SUMMARY**

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Since 1911 Saint Paul's School (SPS) has nestled within a small-town, residential community on the north shore of Lake Pontchartrain north of New Orleans. Originally owned and operated by the Benedictine monks of the nearby St. Joseph Abby as a boarding and day school for boys, the property was purchased by the Brothers of the Christian Schools (LaSalle) in 1918. Since that time, the Brothers and their lay colleagues have operated SPS as the only all-boys Catholic school in the area. The residential component of the school traditionally attracted students from the Gulf Coast area as well as many foreign countries. The boarding school was closed in 2002 due to increased costs and limited space for the growing local applicants.

As the local community grew as a suburb of New Orleans, SPS adapted to the changing needs by expanding in both size and offerings. Today the 40 acre campus is a center of community activity and pride. The school boasts among its graduates many leaders in the local civic, business, medical, educational, and religious fields. The expansive and beautifully landscaped campus is open to the neighborhood and is a magnet to the local community. The facilities are available to the greater community and play host to numerous civic, athletic, and cultural events.

The centennial celebration in 2011 marked a turning point in the history of SPS. That year the last residential building on the campus was transformed from a dormitory to classroom space completing the transformation of the infrastructure from a boarding school to exclusively a day school. It also marked the removal of the temporary portable facilities necessitated to accommodate the tremendous post-Katrina growth in enrollment. Along with the enhanced physical improvements, SPS embarked on several academic and extracurricular enhancements.

In recent years SPS has enhanced the elective program to provide a multi-year elective track system, offering students the opportunity to explore in-depth such fields as visual arts, biomedical sciences, theater, law, business, music, engineering and/or foreign language. This gives students the option of a traditional, eclectic mix of elective choices or a more profound understanding of one or two fields of study while preparing them for a possible collegiate major choice. Extensive STEM offerings are nationally certified and expose students to 21st century skills. Saint Paul's students also have numerous opportunities to earn college credit including 9 AP subjects, several Dual Enrollment classes, and credits offered through PLTW (Project Lead the Way) collegiate affiliates.

As the only all-boys' Catholic school in the area, SPS has accommodated students of varied interests and talents. The multi-leveled core offerings utilize a myriad of instructional methods to accommodate the needs of students ranging from the struggling learner to the AP scholar. Early and prolonged interventions are used to assist students with special needs while still upholding the academic rigor needed for a college-preparatory curriculum. A full range of AP and honors courses are available to students, and they are actively encouraged to take the challenge of more rigorous classes.

SPS firmly believes that a student's education should extend beyond the classroom. Adhering to the philosophy that an involved student is a better student, SPS provides an extensive list of athletic and extracurricular offerings. Besides the 17 sports teams on multiple levels, the school has recently added numerous extracurricular offerings that directly complement the academic program. For example, Saint Paul's now boasts six clubs that support our engineering program with plans to add a seventh next year. Additionally, students are actively encouraged to enter academic competitions at all levels and in all areas where they regularly garner awards. Such groups include foreign language competitions, Mu Alpha Theta tournaments, robotics and engineering competitions, Science Bowls, Quiz Bowls, essay writing contests, young lawyer mock trials, Youth in Government competitions, Louisiana Scholastic Press Association, District and State Literary Rallies, and Shell Eco-Marathon car competitions, just to name a few.

In order to support the emotional, social, and spiritual growth of its students, the campus ministry program helps infuse the culture of SPS with Lasallian Catholic values through level retreats, services days, prayer services, and mass offerings. An extensive outreach service program keeps the faculty and students focused on giving back to the community. The fully-staffed counseling department offers a myriad of services to handle the academic, emotional, social, and collegiate counseling needs of students. SPS employs a multi-year standardized testing program for all students from entrance to graduation. Multiple test preparation opportunities are provided both during and after school. Data from these tests are used to assess student progress, proper placement, and curriculum decisions. All teachers involve themselves in some aspect of school community life outside the classroom. This provides extensive and varied opportunities for students to participate and belong. Most importantly, it fosters student-teacher relationships beyond the classroom.

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

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### **1. Core Curriculum:**

Saint Paul’s School offers a core curriculum that transcends the Louisiana Department of Education’s requirements. College and career readiness are manifested in both students’ academic performance and on the national battery of tests administered at each grade level: EXPLORE, PLAN, ReadStep, ASPIRE, PSAT, SAT, and ACT. Student progress is monitored from entrance through exit using this sequence from the College Board and ACT. Although SPS aligns with state and national standards (currently the Common Core), its curriculum far exceeds these expectations. Analysis of each student’s standardized test data aids in gauging his progress from the entrance exam through graduation. Standardized test scores, along with curricular assessments and teacher recommendations, help ensure that each student is placed in the appropriate setting to ensure his success, as SPS offers a variety of Honors, Advanced Placement and Dual Enrollment courses in addition to its college-preparatory courses. Academic interventions as well as promotions to more advanced courses are part of the routine for those who fall behind or exceed expectations. Lastly and most importantly, the 334 year old Lasallian charism remains at the center of Saint Paul’s curriculum.

Students acquire the necessary foundational skills in the English curriculum because of the common threads that run from grades 8 through 12. Every year, students examine fiction, nonfiction, poetry, and drama. The functions of grammar and composition are stressed throughout, and ACT and SAT prep are routine. Ultimately, SPS English courses are designed to prepare students for the kind of research and writing they will be expected to complete in college and beyond. Therefore, vocabulary enrichment and proper research techniques make up an integral part of the paradigm. Every course requires a research based presentation and oration, and all students participate in Socratic Circles. Assessments are leveled within courses for students who are underperforming, and those who are performing above grade level are promoted to Honors or Advanced Placement. Additionally, instructors work with counselors to provide adjustments for students who need academic interventions in a variety of ways.

Students acquire the necessary foundational skills in math as they matriculate through the program that has been horizontally and vertically aligned. Like all departments at SPS, math is aligned to state and national standards but far exceeds those expectations as evidenced by the variety of accelerated and Dual Enrollment offerings. Students are initially leveled by achievement on national standardized tests, and the math department also offers an entrance exam for students who seek to be placed initially in accelerated courses. Students performing below level are remediated in a variety of ways: NHS and Mu Alpha Theta tutoring; leveled testing and assessments that address various learning styles; accommodating schedules to provide increased time for individualized instruction, etc. Students who perform above level are placed in honors and AP courses. Lastly, 21st century skills are incorporated as all students are required to use Pearson’s web-based MathXL, a program utilized by most universities, for homework.

The science department at SPS meets the college and career readiness standards both by surpassing national standards in its core classes and by its outstanding elective offerings, such as environmental science, AP Biology, Biology II, and Biomedical Sciences I-IV (part of the Science Technology Engineering Mathematics, or STEM program), that are rooted in 21st century skills. The Gateway to Technology course (provided by Project Lead the Way, the nation’s leading provider of STEM programs) is offered to incoming 8th graders; this sets a strong foundation for further STEM learning in high school and beyond and challenges students to solve real-world problems while using the latest software and tools. Beyond the normal core classes such as physical science, biology, and chemistry, SPS requires that all students take physics. Teachers and students complete lab safety training to ensure the safety and efficacy of the department’s hands-on, cooperative learning approach. All students frequently practice technical writing when completing lab reports, a necessity for college and perhaps beyond. Students who fall behind are offered in-semester remediation, and those that excel are placed into honors and AP courses.

The social studies department prepares students for college and beyond in progressive ways. Critical reading practice is a common thread at all levels, and the success of this manifests in the significant increase in ACT

Reading scores. Teachers find new ways to engage students by posting assignments to Twitter and making the learning tangible via various field trips that range from an experience at a plantation in Louisiana to participating in a seminar at the National World War II Museum. SPS social studies teachers explore a skills-based, thematic approach in lieu of the traditional, chronological lecture paradigm. Research, writing, and presentation skills are also intermeshed throughout this department's curriculum.

SPS supports college and career readiness for each student, as evidenced by the school's extensive AP, STEM, Dual Enrollment, and career-oriented courses. The school not only aligns to the Common Core Anchor Standards but also endeavors to ensure that its students are professionally prepared. SPS is committed to continuous improvement, including a focus on effective curriculum alignment, realizing that these standards serve as the baseline of what students should know and be able to do after graduation. The Lasallian mission, stellar ACT scores, and varied, challenging curriculum all speak to the aforementioned support of Saint Paul's students' futures.

## **2. Other Curriculum Areas:**

In addition to its outstanding core curriculum, Saint Paul's supports its students' acquisition of essential skills and knowledge through its focus on religion, physical education, and the arts, and through its challenging, career-focused elective program. Beyond the normal theology track mandated by the Archdiocese of New Orleans, the Lasallian Five Core Principles are intermeshed deliberately into the curriculum of religion and all departments: Concern for the Poor and Social Justice, Inclusive Community, Respect for All, A Quality Education, and Faith in the Presence of God. Authentic service learning is an integral part of the religion department as each student is required to complete, in addition to 5 years of religious education, a minimum of 10 service hours annually. Many students are recognized for greatly exceeding this minimum. Service learning days are enmeshed in the curriculum. The faculty models this by taking students into the community to help at food banks, hospitals, retirement homes, public parks, etc. The expectation is that graduates will embrace their role as men of faith and servant leaders in their communities well beyond commencement.

The physical education and health department offers choices beyond what is required by the state. Students may opt to take Athletic P.E., a course focused on weightlifting, agility, and speed training, or traditional P.E. courses which are an amalgam of training, national fitness tests, and games. Although the state mandates 2 years of P.E. and one semester of health, students may opt to take one of these courses for all 5 years. Life-long fitness, sportsmanship, and nutrition are all byproducts of this program. Beyond that, a student may also enroll in the four-year Air Force Junior ROTC program, where leadership, life skills, management, communication, citizenship, and career opportunities are acquired for life beyond SPS.

Saint Paul's is in compliance with the program's foreign language requirements. The foreign language department's main objectives not only include effective written and oral communication but also an authentic understanding of the cultures of Latin America and Spain. Students are required to take Spanish I and Spanish II in 8th and 9th grade, respectively. These classes introduce and later enhance the four skills of communicating in a foreign language: speaking, listening, reading, and writing. Elective options include Spanish III, IV Honors, and V Honors which are taken during the sophomore, junior, and senior years in a continuum. In addition to the four skills, these classes focus on music, movies, culture, dance, body language, history, and politics. Students complete research projects in presentational and written formats at the honors level. The skills attained in the foreign language department will greatly benefit the students well into the 21st century regardless of their chosen vocations. Students interested in other languages are encouraged to complete a variety of offerings by accredited on-line schools.

SPS also offers business and law courses. Freshmen may enroll in Introduction to Business, a non-quantitative course that immerses them in small business, corporations, ethics, etc. From sophomore through senior years, students may opt for Management/Marketing, Economics/Finance, and Entrepreneurship, courses designed to aid in discerning possible careers in these fields. The elective law studies program begins in ninth grade with the prerequisite Criminology course which deals with the scientific study and prevention of criminal behavior. Next, students can enroll in Law Studies I and, subsequently, Law Studies

II. Here, students acquire the skills necessary to begin undergraduate law enforcement programs or post-baccalaureate law school.

The decorated journalism program is a one or two year elective that students can begin during the sophomore year. The only student-maintained electronic newspaper in the state, The Paper Wolf (thepaperwolf.com), mirrors what college journalism classes produce including video production, Op Ed pieces, sports articles, movie reviews, etc. Also, beginning in tenth grade, the Creative Writing elective allows students to present their own workshops and critique peers' stories which are published in the school's annual literary magazine, The Maelstrom. Both courses build on skills attained in the core English courses as students explore journalism and writing as professions.

The engineering program at SPS is only one of three to be certified by Project Lead the Way (PLTW) in Louisiana. There are four sequenced levels of engineering which students can begin as freshmen: Introduction to Engineering Design, Principles of Engineering, Civil Engineering and Architecture, and Digital Electronics. Additionally, the Computer Science and Software Engineering courses may be taken concurrently or independently. These project-based, hands-on courses give students 21st century skills that will lead to success in similar programs in college and professionally in these fields.

The biomedical sciences program, a four-year, elective track which can begin during a student's freshman year, includes Principles of Biomedical Sciences, Human Body Systems, Medical Interventions, and Biomedical Innovations (which has an internship element). Like engineering, the biomedical program's curriculum is driven by PLTW and is project-based and rooted in skills that encourage career readiness.

SPS has four levels of visual art that a student can begin during his freshman year. A student can complete the state's mandated two years of art electives (visual or performing) by completing Art I and Art II and may then continue this elective path by choosing Art III and IV during his junior and senior years, focusing on a variety of skills in preparation for careers in architecture, interior design, photography, sculpture, print making, painting, etc. Also, AP Art History is offered as a college-level elective for sophomores and beyond.

For budding performing artists, Theatre I, II, and III impart skills ranging from public speaking to writing, directing, and producing one act plays. Additionally, students participate in the fall play or spring musical productions that occur annually. The music curriculum offers the students a chance to explore musical interests that can become life-long avocations or vocations. The marching band instills integral life skills: work ethic, discipline, and leadership, and members may begin participating during the 8th grade year. Students are also eligible to audition for concert and jazz band, and they have the opportunity to take percussion, guitar, music theory, and music appreciation (beginning in the sophomore year).

### **3. Instructional Methods and Interventions:**

SPS utilizes varied instructional methods to meet the needs of students with diverse learning styles and abilities. Each student may enroll in a variety of College-Preparatory, Honors, and Advanced Placement courses in each content area based on ability and interest. Administrators and counselors meet to disaggregate the standardized tests scores of all students once accepted. Every effort is made to ensure that each student is placed where he can enjoy his greatest academic success.

Counselors, teachers, and administrators monitor each student's norm and criterion-referenced assessments and intervene if a student begins to fall below expectations. Teachers in each department schedule before and after school tutoring sessions to offer one-on-one academic coaching. The counseling department consistently communicates changes in a student's adjustments, and counselors aid teachers by providing extended time, oral testing, etc. The fully-staffed counseling department communicates frequently with the teachers and parents of students who need early and consistent intervention.

Because SPS accepts students of varying abilities, the school also offers an academic summer program, Success, for new students who are at-risk. This camp focuses on organizational and study skills and has greatly aided students through in-depth, early intervention.

SPS orchestrates a well-organized peer tutoring program using students in Mu Alpha Theta, National Honor Society (NHS), Spanish NHS, Junior NHS, and Peer Mentors. Moderators of these organizations monitor peer tutoring sessions for quality control. The school also intervenes in non-traditional ways. Supper clubs financed by the Mother's Club provide tutors and meals for at-risk students, and the counseling department has created tiered math intervention during the school day for students who fall below expectations.

Teachers differentiate instruction by leveling assignments and assessments by ability and learning styles, and department chairs and administrators supervise instruction and assessment. Lesson plans are reviewed weekly by the Assistant Principal and are posted on Edline, a web-based online and mobile learning system, for use by students and parents. Technology supports learning in a variety of ways. SPS purchased electronic tablets to ensure that walkthrough observations allow feedback on instructional practices and differentiation to be efficiently conveyed. After much research and discernment, SPS opted for a Bring Your Own Device policy and invested significant funds into the infrastructure of its wireless network. Teachers post grades, lesson plans, assessment reviews, and varied instructional aides to Edline. Technology-based learning is supported by computers in classrooms, mobile labs, and multiple computer labs on campus. Teachers and students utilize a variety of web-based services such as Google Docs, Turnitin, Khan Academy, and varied others to differentiate instruction and support learning.

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

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### **1. Assessment Results Narrative Summary:**

Saint Paul's School's main source of standardized testing is the ACT. Counselors use EXPLORE results to plan eighth grade placement; the administration uses the results to establish baseline data for both individual students and for the class. To measure academic growth, all freshmen take the EXPLORE/ACT ASPIRE EHS 9 and all sophomores take the PLAN/ACT ASPIRE EHS 10. Although Saint Paul's does not require the ACT for graduation, 100% of graduates over the last five years have taken it.

SPS consistently outperforms students both statewide and nationwide. The 2014 ACT data shows graduating students with a mean score of 25.6 in Reading which translates to 4.3 points higher than the national average and 6.1 higher than the state; a math mean of 24.6 is 3.7 higher than the national average and 5.7 higher than the state; an English mean of 26.3 is 6.0 higher than the national average and 7.4 higher than the state; a science mean of 24.4 is 3.6 higher than the national average and 5.3 higher than the state.

As a college preparatory school, Saint Paul's makes a concentrated effort to help students excel in all areas of the ACT. Although standardized scores continually rank among the strongest in the state and nation, the school continues to adjust instructional programs to improve academic excellence. Data derived from tests generate advancements in classroom instruction. College readiness scores ensure continued individual growth. According to five-year ACT data and EXPLORE/PLAN linkage reports, student progress has improved in all areas, especially in Reading and Math.

Prior to fall semester, counselors and faculty analyze EXPLORE data for each student entering high school. Individual weaknesses are examined in order to make proper curriculum placements and provide student support where needed. Periodic reevaluations determine whether additional modifications are needed.

In addition to the ACT series of tests, all sophomores and juniors take the PSAT. Each year, Saint Paul's students achieve national merit semifinalist and commended status. Following implementation of on-site PSAT test preparation for rising juniors in 2014, nine students received this honor, triple the previous year's number.

Over the past five years, SPS's ACT Reading scores have increased from 24.5 to 25.6. After receiving college readiness training, faculty began educating students on how to increase their reading skills in subject areas. Students now complete reading tasks during whole group discussions as well as independent reading assignments in each curricular area. Semester exams have been rewritten to include critical thinking sections using ACT college readiness skills.

After a dip to 23.0 in the reading score in 2011, Saint Paul's implemented Sustained Silent Reading (SSR) after conducting extensive research. For fifteen minutes daily, students and faculty read silently from a book or periodical of their choice. Additionally, the English department analyzed its content through curriculum mapping and revamped all curriculum levels to enhance formal vocabulary instruction and summer reading. These efforts have led to increased scores which far surpass state and national averages.

Five-year ACT data shows math scores ranging from 22.6 to 24.6. A one-year decline in 2011 prompted analyses through curriculum mapping to increase college readiness. Test data is disaggregated and all department members address ACT college readiness standards. All tests and semester exams are co-written by department members and aligned for each course. Test and exam data are examined by math instructors and counselors to address individual weaknesses that lie within levels or individual students.

The math department offers free daily tutoring to all who need it. Each student's progress on the EXPLORE, PLAN, and ACT is reviewed; consequently, instruction is individualized using test results to address weaknesses before students take the ACT. As a result, math and college readiness scores continue to improve.

## **2. Assessment for Instruction and Learning and Sharing Assessment Results:**

In an effort both to improve standardized test scores and individual student performance, Saint Paul's faculty members and counselors examine EXPLORE, PLAN, and ACT (EPAS) outcomes and college readiness trends from high school acceptance through graduation. This analysis begins with placement meetings before students begin their first year at Saint Paul's. Core teachers, department heads, and counselors examine EXPLORE test results, elementary standardized scores, and classroom performance to determine proper academic placement. Next, parents receive information at a spring scheduling meeting.

Lower performing students are identified on EXPLORE tests for additional assistance from Saint Paul's Academic Student Support Services. Prior to the school year, these students attend a program (Success) designed to improve study skills and address individual weaknesses. Each student is paired with an older student mentor who provides continued academic and personal support throughout the school year.

Students and parents receive results of all standardized tests. Explaining these reports thoroughly and addressing all questions, counselors share individual outcomes in each grade-level English and math class. Results are discussed with parents during four conference nights and at a college readiness night. After college readiness scores are shared, students are encouraged to set goals for the following year.

Teachers use data and college readiness skills to create common exams and core subject tests. The results of teacher-made exams and tests are further examined to identify the classes where students score higher. Teachers then collaborate on best practices and determine methods for boosting performance in all classes.

When the math department chair, administrators, and counselors recognized that multiple students were struggling in Advanced Math earlier this year, a tiered interventional course was created, and a master teacher was consulted to aid and remediate. Struggling students could choose to drop their elective and add the new math class during the school day. The projected outcome will result in increased scores on assessments for all involved.

In addition to standardized tests, semester exams, and unit tests, teachers use a variety of assessments for evaluating student progress. Individual homework assignments, daily quizzes, and in-class essays are frequently assigned. Both individual and collaborative presentations, portfolios, and technology projects are given regularly. Parents monitor student progress on the online grade book, Edline. Instant access to grades allows parents to quickly intervene and permits immediate collaboration between parents and teachers.

Bi-monthly departmental meetings are used constructively. Teachers review difficult curriculum material to determine the most effective presentation methods. Student weaknesses are assessed, and plans for progress are implemented. Student strengths are identified, and challenges are addressed. Individual student's struggles are discussed too, and solutions are proposed.

Examining grade reports every three weeks, counselors closely monitor student progress. Students failing to achieve their academic standards meet with a counselor. If necessary, a counselor schedules a meeting with the student, teacher, and parent to create an improvement plan, and tutoring options are explored. The counselor maintains close contact with all parties until the academic problem is resolved.

The senior counselor maintains data collection of all colleges accepting Saint Paul's students and of scholarship money offered. Last year, students received \$11,600,000 in scholarship offers, and most were admitted to their college of first choice.

Among the places the public is notified of Saint Paul's performance scores are the school website, the President's weekly newsletter, parental meetings, the annual report, email notifications, school assemblies, local media sources, and Open House.

## **Part VI School Support**

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### **1. School Climate/Culture**

Saint Paul's engages and motivates its students by providing strong academic and extracurricular programs in a safe and disciplined environment. Because the school is centered on young people and attentive to their needs, the students grow to understand that they are part of a brotherhood locally, nationally, and internationally. The De La Salle Brothers of the Christian Schools laid this foundation and have brought their lay employees or "Lasallian partners" into this unique educational setting with consistent formation experiences, faculty retreats, and multi-year programs such as the Johnston Institute, Buttimer, and Discerning Leaders. Similarly, students are provided several opportunities to grow via retreats, school liturgies, and a service program. This shared mission creates an engaging, positive learning environment for the students and faculty alike. The school's climate is ameliorated, too, by Christian Brothers who teach and administrate and by a very active retired Brothers' community located on campus.

The excellent faculty also helps foster a positive culture of learning in a myriad of ways. Teachers readily make themselves available before and after school for tutoring and extra-curricular activities. Because Saint Paul's offers 17 sports with various levels within each, many faculty members must also serve as coaches of a highly successful athletic department with multiple state championships. Furthermore, there are a plethora of academic and extracurricular clubs available to students. Regardless of a student's interests or talents, he will find a team or organization on campus.

It is an expectation that all faculty members coach or moderate at least one sport or club. The extracurricular role that faculty members enjoy helps to further foster a positive, engaging environment because of the relationship building between teacher and student. The teachable moments that happen outside class make faculty feel valued and fulfilled, and students develop academically, socially, and emotionally.

The teachers are supported in various ways. FAB, an academic advisory council comprised of chairs from each department, meets semimonthly to discuss academic policy and school improvement. The school's president offers 0% student loans for teachers to complete advanced degrees, and professional development money is made available for all types of teacher training including STEM, AP workshops, Lasallian formation, and coaching clinics. Additionally, the active Mother's Club provides monthly faculty luncheons, classroom supply donations, and countless other gestures that make the faculty feel valued and supported by all members of the school community.

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

Saint Paul's fosters parental and community involvement to achieve its Mission of providing human and Christian education to young people. This is motivated by the Lasallian belief that the adult community must work "together and by association" to achieve the Mission.

At the basic level, the school develops parental relationships through the administration's open door policy, parent-teacher conferences, real-time on-line grade access, extensive email communication, and a welcoming campus atmosphere.

Formal partnerships with stakeholders exist in many forms. They include Mothers' Club, Dads' Club, Booster Clubs for each sport and major extracurricular (e.g. band and drama), Renaissance Board (local business people who advise and fund-raise for student enhancement activities such as College Tour, Etiquette Training, academic competition, etc.), Alumni Association, and Board of Trustees. All of these groups work with school administration to further the Mission.

To assist students with developmental issues unique to the school's teenage population, Saint Paul's collaborates with agencies to provide needed information and skills to students. Some of these include Jewish Family Service (suicide prevention), Louisiana State Police (Teen Life Counts –a powerful drug,

alcohol, and safe driving program), N'Tini's (a local restaurant that provides etiquette training), local police departments (advice on the school's safety plans and drug dog searches), Psychemedics Corporation (random+ drug testing), alumni (Career Day), and local business, finance, and education experts (Life Skills Day).

Saint Paul's does not merely "take." We also build relationships by giving. Specifically, we stress community service. All students perform a minimum of ten service hours a year. Awards are given to many students who earn 50 and 100 yearly service hours. In addition, Student Council organizes a yearly Thanksgiving Food Drive for the Covington Food Bank. The 2014 drive delivered over 8 tons of non-perishable food. To complement this drive, the school's Environmental Science class maintains a vegetable garden, where fresh, seasonal vegetables are donated throughout the year. Other yearly service drives include a winter clothing drive for the needy (1000 items recently donated), a Blood Drive, Christmas Adopt-a-Family Drive, Service Days for grades 8-10, Habitat for Humanity monthly work days, and collaboration with Rotary Club's Christmas Feed the Needy program. In addition, senior religion classes serve as weekly reading tutors and role models at a local public Title 1 elementary school, where they are highly valued by that school's administration. The school also responds to numerous "emergency" requests throughout the year from the local community.

### **3. Professional Development**

Saint Paul's is financially committed to the professional development of teachers and administrators. The president offers a 0% loan for teachers to obtain advanced degrees and budgets for said development by allocating funds. Each department has money specifically allocated for this, and the president also maintains a separate annual professional development budget. Beyond using Title II funds for this purpose, SPS has a Renaissance Board (RB), a subcommittee of the Development Office, that raises and distributes funds for professional and student development (immersion trips, leaderships programs, etc.). Additionally, two grants have financed in-depth training for eleven instructors in our biomedical and engineering programs (PLTW). The president, principal, and assistant principal each instruct two courses to model school-wide instructional initiatives and to be the standard-bearers of school improvement plans which impact instructional time most closely.

Because life-long learning is a crucial element of successful instruction, administrators urge faculty members to attend graduate school. Professional development has been impactful, and over 50% of the faculty carry advanced degrees. Administrators, too, are required to develop by consistently attending conferences and workshops sponsored by the Archdiocese of New Orleans and by the San Francisco New Orleans District of the Brothers of the Christian Schools. Saint Paul's has implemented PLC's (Professional Learning Communities) within each department because research has proven these to be an effective way to affect school improvement. Teachers take more ownership of school change initiatives when they are directly involved in teaching colleagues and sharing a common vision. For example, one of the initial PLC's involved integrating ACT prep into the core curriculum. Department chairs of core classes created a plan for implementation, trained colleagues to successfully instruct the material, and monitored the curriculum to ensure quality and consistency of standardized test preparation. The result has been a significant increase in ACT scores over the last decade. Teachers are also required to make one full-period visitation of a colleague per quarter, fostering collaboration intra- and interdepartmentally.

Saint Paul's has always aligned its curriculum to state and national standards and most recently completed its latest alignment process. Because the current standards push students to think critically and to learn 21st Century skills, the curriculum ensures college and career readiness. Beyond the aforementioned alignment, SPS ensures the success of its students beyond graduation by offering choices for students that will carry them to successful careers: Dual Enrollment classes in math and English, biomedical sciences, engineering, law track, business track, etc. The effectiveness of the administration and faculty is manifested most importantly in the success of the students. Last year's class obtained over 11.6 million dollars in scholarships, and over 97% of graduates attend a four-year college. Lastly, six students this year were recognized as National Merit Semifinalists and three as Commended Scholars.

#### 4. School Leadership

The governance structure of Saint Paul's School (SPS) is rooted in the 334 year tradition of the Lasallian Brothers of the Christian Schools which organizes its schools throughout the world into districts. As part of the San Francisco New Orleans District, Saint Paul's operates under John Carver's system of policy governance whereby decision making is clearly defined by different leadership roles. The role of the president is that of CEO, making all major financial, development, and business decisions for the institution. This allows the Principal to focus on the instructional, educational, and mission side of the school. Duties are further divided among Assistant Principal for curriculum and instruction, a Dean of Students, and an Athletic Director.

Various advisory groups also support and advise these chief administrators. The Faculty Advisory Board, for example, is made up of the chairs of each academic department and regularly meets with the Principal and AP of Curriculum and Instruction to give advice on academic policy, whole school initiatives, scheduling, and other matters that affect the entire academic program. For example, after reviewing our standardized test scores in Reading, the Faculty Advisory Board agreed to institute a school-wide Sustained Silent Reading (SSR) program. Complementing SSR, each department assumed the responsibility for teaching and promoting reading skills across the curriculum and levels. This has resulted in improved Reading scores for students.

SPS encourages an open dialogue among all stakeholders: students, teachers, staff, administration, parents and alumni to encourage continuous improvement for all. Departmental teachers have scheduled common planning periods in order to work together to improve and align lesson plans. Seeking ways to adjust curriculum to improve student outcomes, they also use this time to review standardized test results. Teachers are encouraged to visit each other's classes to observe and learn from and critique their peers both within and across departments and levels. Administrators at SPS all teach limited schedules to model best practices and to remain aware of the challenges of the classroom teacher. Department chairs and administrators regularly visit classes to observe, help, and reinforce. Offering suggestions and advice on what helps them to learn and what does not, students themselves are asked to evaluate their teachers at the end of each semester. Parents and alumni are regularly consulted through surveys and personal interviews, giving them the opportunity to voice their concerns or approval of the functioning of the school. These groups are also active participants in support of the school's programs through various booster clubs, business relationships, and volunteer work.

## PART VII - NON-PUBLIC SCHOOL INFORMATION

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

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

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

2. Does the school have nonprofit, tax-exempt (501(c)(3)) status?      Yes X      No
3. What are the 2014-2015 tuition rates, by grade? (Do not include room, board, or fees.)

### 2014-2015 Tuition

| Grade | Amount |
|-------|--------|
| K     | \$0    |
| 1     | \$0    |
| 2     | \$0    |
| 3     | \$0    |
| 4     | \$0    |
| 5     | \$0    |
| 6     | \$0    |
| 7     | \$0    |
| 8     | \$7650 |
| 9     | \$7650 |
| 10    | \$7650 |
| 11    | \$7650 |
| 12    | \$7650 |

4. What is the educational cost per student?      \$8200  
(School budget divided by enrollment)
5. What is the average financial aid per student?      \$850
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?      4%
7. What percentage of the student body receives scholarship assistance, including tuition reduction?      6%

## PART VIII - ASSESSMENT RESULTS

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### REFERENCED BY NATIONAL NORMS

|                              |  |
|------------------------------|--|
| <b>Subject:</b> <u>Math</u>  | <b>Test:</b> <u>ACT</u>                                  |
| <b>Grade:</b> <u>12</u>      | <b>Edition/Publication Year:</b> <u>2014</u>             |
| <b>Publisher:</b> <u>ACT</u> | <b>Scores are reported here as:</b> <u>Scaled scores</u> |

| School Year                                | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month                              | May       | May       | May       | May       | May       |
| <b>SCHOOL SCORES</b>                       |           |           |           |           |           |
| Average Score                              | 24.6      | 24        | 23.5      | 22.6      | 24        |
| Number of students tested                  | 168       | 173       | 161       | 150       | 151       |
| Percent of total students tested           | 100       | 100       | 100       | 100       | 100       |
| Number of students alternatively assessed  |           |           |           |           |           |
| Percent of students alternatively assessed |           |           |           |           |           |
| <b>SUBGROUP SCORES</b>                     |           |           |           |           |           |
| <b>1. Other 1</b>                          |           |           |           |           |           |
| Average Score                              |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |
| <b>2. Other 2</b>                          |           |           |           |           |           |
| Average Score                              |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |
| <b>3. Other 3</b>                          |           |           |           |           |           |
| Average Score                              |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

|                                    |  |
|------------------------------------|--|
| <b>Subject:</b> <u>Reading/ELA</u> | <b>Test:</b> <u>ACT</u>                                  |
| <b>Grade:</b> <u>12</u>            | <b>Edition/Publication Year:</b> <u>2014</u>             |
| <b>Publisher:</b> <u>ACT</u>       | <b>Scores are reported here as:</b> <u>Scaled scores</u> |

| School Year                                | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month                              | May       | May       | May       | May       | May       |
| <b>SCHOOL SCORES</b>                       |           |           |           |           |           |
| Average Score                              | 25.6      | 24.6      | 24.7      | 23        | 24.5      |
| Number of students tested                  | 168       | 173       | 161       | 150       | 151       |
| Percent of total students tested           | 100       | 100       | 100       | 100       | 100       |
| Number of students alternatively assessed  |           |           |           |           |           |
| Percent of students alternatively assessed |           |           |           |           |           |
| <b>SUBGROUP SCORES</b>                     |           |           |           |           |           |
| <b>1. Other 1</b>                          |           |           |           |           |           |
| Average Score                              |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |
| <b>2. Other 2</b>                          |           |           |           |           |           |
| Average Score                              |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |
| <b>3. Other 3</b>                          |           |           |           |           |           |
| Average Score                              |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |

**NOTES:**