

**U.S. Department of Education**  
**2014 National Blue Ribbon Schools Program**

---

[ ] Public or [X] Non-public

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

Name of Principal Mr. Frank P. Smith

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

Official School Name Our Lady of the Lake Roman Catholic School

(As it should appear in the official records)

School Mailing Address 316 Lafitte Street

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

City Mandeville State LA Zip Code+4 (9 digits total) 70448-5827

County St. Tammany State School Code Number\* 506034

Telephone 985-626-5678 Fax 985-626-4337

Web site/URL  
http://www.ourladyofthelakeschool.org E-mail fsmith@ourladyofthelakeschool.org

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

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

E-mail: superintendent@arch-no.org

Other)

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

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

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

Name of School Board

President/Chairperson Br. Raymond Bulliard

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

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

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

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

## **PART I – ELIGIBILITY CERTIFICATION**

---

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

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

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

## PART II - DEMOGRAPHIC DATA

---

All data are the most recent year available.

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

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

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

2. Category that best describes the area where the school is located:
- Urban or large central city
  - Suburban with characteristics typical of an urban area
  - Suburban
  - Small city or town in a rural area
  - Rural
3. 9 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
<b>PreK</b>	49	57	106
<b>K</b>	37	42	79
<b>1</b>	26	41	67
<b>2</b>	38	36	74
<b>3</b>	41	43	84
<b>4</b>	41	44	85
<b>5</b>	50	40	90
<b>6</b>	42	51	93
<b>7</b>	24	45	69
<b>8</b>	0	0	0
<b>9</b>	0	0	0
<b>10</b>	0	0	0
<b>11</b>	0	0	0
<b>12</b>	0	0	0
<b>Total Students</b>	348	399	747

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 1 % Asian
  - 0 % Black or African American
  - 1 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 96 % White
  - 2 % Two or more races
  - 100 % Total**

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

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 1%

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, 2012 until the end of the school year	3
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	8
(3) Total of all transferred students [sum of rows (1) and (2)]	11
(4) Total number of students in the school as of October 1	771
(5) Total transferred students in row (3) divided by total students in row (4)	0.014
(6) Amount in row (5) multiplied by 100	1

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: 2 %  
 Total number students who qualify: 18

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

9. Students receiving special education services: 7 %  
55 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>0</u> Autism                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deafness              | <u>6</u> Other Health Impaired                 |
| <u>0</u> Deaf-Blindness        | <u>10</u> Specific Learning Disability         |
| <u>0</u> Emotional Disturbance | <u>33</u> Speech or Language Impairment        |
| <u>1</u> Hearing Impairment    | <u>0</u> Traumatic Brain Injury                |
| <u>0</u> Mental Retardation    | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>5</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	4
Classroom teachers	37
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	8
Paraprofessionals	10
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

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 20:1

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

<b>Required Information</b>	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	97%	97%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

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

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

<b>Post-Secondary Status</b>	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
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. 2004

## **PART III – SUMMARY**

---

Our Lady of the Lake School (OLL), a Roman Catholic parochial school in St. Tammany Parish, has served the Mandeville, Louisiana, community since its founding in 1890. With over five hundred families, including 750 students from 3-year-olds – 7th grade, OLL is part of the Archdiocese of New Orleans and follows state and archdiocesan policies and procedures. The school community consists of students, teachers, administrators, teachers' assistants, staff members, priests, parents, grandparents, alumni, parishioners, and the many friends of OLL. The school involves the parish and surrounding community in school life. OLL's mission provides a framework for the entire school community; each person strives to personify the mission in his or her daily life.

In a nurturing, Christ-centered environment, Our Lady of the Lake Roman Catholic School provides a strong moral and academic foundation for all students to achieve excellence in their education, confidence in their efforts, and responsibility for their actions as they face the challenges of the ever-changing world.

The most recent graduating class faced several challenges. As pre-kindergarteners, they dealt with the devastating effects of Hurricane Katrina. The storm resulted in one million dollars worth of damage to the campus and immeasurable financial and emotional turmoil for its families. The OLL community came together to repair the damage and return to school within weeks of the storm, an impressive feat for a campus situated merely blocks from Lake Pontchartrain. Additionally, OLL accommodated a number of new students whose homes had been lost or damaged; the students welcomed new friends and said good-bye to others on an almost daily basis. Through this, they maintained their solidarity and standards of academic excellence.

Amazingly, these same students ended their tenure at OLL with a storm that similarly affected the campus. Last year, Hurricane Isaac resulted in several hundred thousand dollars worth of damage and could have caused the loss of many school days. Working in classrooms heated to 140° F, administrators, teachers, parents, and community volunteers returned the students to school without missing even one day more than any others in the Archdiocese of New Orleans. Some returned to temporary classrooms, while others dealt with their families' personal losses. The Class of 2013 graduated with a glowing academic legacy; this class maintained high academic standards throughout its career at OLL. Its standardized test scores were in the top 15% nationwide, and each student was accepted into his or her first choice high school, among all of the top-ranked high schools in the greater New Orleans area.

An impressive SACS CASI/AdvancEd report, completed at the beginning of the school year, commended OLL, and the review team awarded the school an unprecedented 14 powerful practices and recognized it as a model in the Archdiocese of New Orleans for differentiated instruction and grouping. The team recognized the school's resilience and commitment to excellence and noted, "Although the school suffered flooding to several buildings one month before the review visit...classrooms were fully restored and decorated and in full use by teachers and students." They commented on the "mammoth" effort and the students' adaptability in the face of such a situation.

The school was also praised for its "highly qualified professional staff," "its protection of instructional time and allocation of resources" to support the success of its mission, and its personnel designated to "support students that have unique learning needs." The team recognized that the school's leaders have "fostered a culture of high expectations for all stakeholders," that "a clear understanding of the mission statement by all stakeholders was evident," and that "what the school does best is prepare students spiritually, academically, and socially" for their future endeavors.

The school's curriculum and instructional program were also praised. The review team indicated that students were "actively engaged in activities that differentiated to address learning styles, interests, achievement, and ability levels." The school's academic consistency and communication with stakeholders were acknowledged.

Recognizing the demands of the “ever-changing world,” OLL integrates technology into every aspect of the educational process. The campus is equipped with wireless Internet, Promethean Interactive Boards, iPads, mobile Macbook laptop labs, and Apple TVs. OLL was the first elementary school in the Archdiocese of New Orleans to institute a 1:1 Macbook program for Middle School students. The team noted the “exceptional collection of media and resources,” that “every classroom is its own unique media center,” and that technological tools are used with “significant purpose at all levels.”

OLL’s students continually strive to achieve academically and maintain results at the highest level of schools in the nation. For the school to be again honored as a Blue Ribbon School of Excellence would be a fitting tribute to the students, having successfully weathered two devastating storms, and their families, many of whom made significant sacrifices to continue their children’s education at OLL.

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

---

### **1. Assessment Results:**

a) OLL administers the TerraNova Third Edition, a norm-referenced test developed by the CTB McGraw-Hill Company, to all students in grades 1-7 each spring. The TerraNova is administered in three parts to OLL's students in grades 1-3 and 5-7; these include the Complete Battery, the InView (a cognitive ability test), and the Plus (skills in word analysis, vocabulary, language mechanics, spelling, and math computation). Students in grade 4 complete the Multiple Assessments, the InView, and the Plus. The Complete Battery tests reading, language, math, science, and social studies, and is comprised solely of selected-response questions in the form of multiple choice. The Multiple Assessments includes the same content areas but intersperses the multiple-choice questions with several constructed-response items in each section.

The school's most recent TerraNova 3 results place it firmly in the top 15% of schools in the nation. Similar results are evidenced in all years reported, which is indicative of the fact that OLL's expectations for levels of performance remain consistently high.

Not only does the school maintain a favorable comparison with schools throughout the nation, it remains consistently superior to schools in the Archdiocese of New Orleans, both throughout the district and within the civil parish. OLL strives to be one of the top performing schools in the nation.

b) Review of OLL's TerraNova data over the past five years indicates that its students consistently achieve exceptional scores in both reading and math in all grade levels tested, with grade-level scores that often exceed the 80th national percentile. Teachers and administrators track individual students' TerraNova scores to determine strengths and opportunities for growth. Grade level scores are also tracked longitudinally and indicate that, not only do students at OLL perform at exceptional levels when compared to others throughout the nation, they also display growth from one grade level to the next. Middle school students' scores increased in both reading and mathematics from third grade through the 2012-2013 school year, some very significantly.

Students maintained TerraNova scores above the 2013-2014 cut scores in both reading and mathematics for the past four years. The 2008-2009 school year, the first year TerraNova was administered, resulted in only one grade level (5th) scoring below the current cut scores. Using the reports provided by CTB/McGraw-Hill, as well as generating reports at the individual, class, and school levels, OLL identified opportunities for growth. As are all students at OLL, these 5th graders were tracked through their graduation year (2011), and as 7th graders, their scores placed them well above the cut scores, at the 74th national percentile in reading and the 75th national percentile in mathematics.

Each spring, teachers and administrators meet to discuss their students' test scores. These meetings, in addition to professional development on the analysis of standardized test data, result in planning and implementing instruction aimed at increasing levels of student success. Faculty members track individual student growth using NCE scores from each of their student's most recent TerraNova assessment. They examine the scores, modify assessments to reflect the question types that will be encountered on standardized tests, and prescribe interventions for individual students, as well as the entire class. This, coupled with the teachers' active revisions of their instruction, culminates in increased TerraNova scores. Teachers are given their incoming students' TerraNova scores in the fall and plan differentiated instructional activities to maximize strengths and target opportunities for growth. This ensures that faculty members are aware of each student's individual strengths and can monitor progress throughout the student's career.

Student performance is also evaluated using DIBELS results, report card grades, and classroom observations. Faculty evaluations are conducted annually. During these evaluations, each individual student's NCE scores from the current test year are compared to those from the previous year to measure growth.

As part of the school's mission to prepare students for the challenges of the ever-changing world, OLL tracks its students' high school placement results. For the past nine years, every OLL graduate has been accepted into his or her first choice high school, among the most prestigious schools in the greater New Orleans area. Assessment data is used to place students into advanced mathematics and English classes in middle school, subsequently allowing students to complete advanced courses in high school. OLL's students generally perform in the upper percentiles on high school placement tests, resulting in placement in honor classes in several content areas.

OLL prides itself on preparing its students for life beyond 7th grade. The school maintains relationships with most of the area's high school principals, several of whom are members of OLL's Advisory Board. These relationships not only allow for the exchange of valuable information to ensure a smooth transition into high school, they also keep the school abreast of its graduates' accomplishments. OLL is proud to have many of the highest-ranking graduates in area high schools, as well as a number of National Merit Semifinalists as alumni.

## **2. Using Assessment Results:**

The school establishes and maintains a clearly defined and comprehensive student assessment system. At the school level, report cards, adhering to a uniform grading scale, are issued quarterly. OLL administers the TerraNova standardized test, and TerraNova data is tracked and continuously drives the reevaluation and revision of instruction.

A comprehensive assessment system, including formative and summative assessments and TerraNova scores is utilized. Individual student performance is analyzed, and trends in student test scores, progress reports, report card grades, and informal assessments are noted in order to demonstrate verifiable growth and provide appropriate and reasonable opportunities for students to experience academic success.

TerraNova scores are tracked throughout a student's career to support the school's expectations for student learning across grade levels. These scores indicate that OLL students perform in at least the top 15% of all students in the country. Data, comparing the performances of each grade level in each subject with the performances of other schools in the Archdiocese of New Orleans, are compiled and presented at the Parent Teacher Cooperative Club (PTCC) meeting in the fall.

The comprehensive assessment system allows students to be tracked individually, by class, and by grade. Individual student performance helps to determine qualification for advanced courses, tracks student progress, and aids in identifying students in need of an Individual Needs Committee (INC) assignment.

Professional and support staff members are trained in the evaluation, interpretation, and use of data. Professional development focuses on adequately measuring student growth. Teachers track students' Normal Curve Equivalent (NCE) scores in all content areas in grades 1-3 and in their respective content areas in grades 4-7 and meet with administration to discuss student growth as evidenced by NCE scores. In addition, class and grade level scores are tracked, and strengths and opportunities for growth are discussed.

All teachers in grades K-3 were trained to administer the DIBELS test and interpret the results. Teachers in these grades also meet with the school's reading specialist to discuss the results of the testing and make and receive recommendations for classroom interventions or small-group instruction with the reading specialist. This allows potential issues in language arts to be immediately addressed so that students move seamlessly from one grade to the next.

Communication with representatives from area high schools, many of whom are members of the school's Advisory Board, keeps administration abreast of student performance beyond 7th grade. OLL's 7th graders, for several years, have been accepted into their first choice high schools, and many students graduate at the top of their class. To further paint a picture of student success, InView, an ability test, is administered to students in grades 3-7 as part of the TerraNova standardized test.

Results are communicated to stakeholders using various methods, including the school's website, "Tuesday Note," Advisory Board meetings, PTCC meetings, faculty meetings, and Daily Teacher Bulletins. Data is accessible to all stakeholders throughout the school year. OLL continuously utilizes assessment data to improve instruction and student learning in order to maximize student success.

### **3. Sharing Lessons Learned:**

OLL shares lessons learned in a variety of ways. The principal serves on the Superintendent's Academic Advisory Committee for the Archdiocese of New Orleans and regularly attends regional principals' meetings in order to discuss relevant issues, achievements, concerns, and future endeavors facing our schools today. The curriculum coordinator is a Fellow of the School Leadership Center of Greater New Orleans, wherein networking and collaboration are key tenets of the program. Additionally, an administrator from each of the area Catholic high schools serves on OLL's Advisory Board, which enables reciprocal communication of lessons learned throughout each school year.

Advisory Board meetings provide an outlet for area school leaders to discuss curriculum, instruction, upcoming events, and educationally relevant topics. Programs and strategies that result in student success are included in the meeting agendas and discussed to benefit all area educators. Strategies to ensure a smooth transition into high school are discussed, as are the accomplishments of OLL's graduates.

The entire faculty, staff, and administration attended the National Catholic Educators Association conference when it was held in New Orleans, allowing them to collaborate with other Catholic educators and further their educational pursuits. Members of the administration have also attended the Summer Leadership Institute held at Loyola University. During this institute, school leaders have the opportunity to exchange ideas and grow as leaders and educators. The religion teachers also have many opportunities to share successful strategies with other schools when they attend certification coursework and conferences.

Following the publication of the school's fourteen powerful practices and being recognized as the model school for differentiated instruction and grouping, a number of schools contacted OLL to visit the campus and observe the teachers and students in action. The curriculum coordinator visited another exemplary school in the area to share ideas about differentiation and grouping. Furthermore, OLL has hosted visitors from local schools interested in recommendations for technology implementation.

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

OLL creates cohesive partnerships among parents, students, faculty, the church, and the surrounding community. As such, communication is of great importance at all levels of the school. Mission and vision statements and the Profile of a Graduate are reviewed annually, in a process completed during administrative, faculty, Advisory Board, Parent Teacher Cooperative Club (PTCC), and various student group meetings. The school's website displays all of the aforementioned in addition to the student handbook. The school's mission is displayed in all classrooms and recited at daily morning assemblies.

OLL strives for consistent improvement, and with the input of the pastor, faculty, staff, parents, students, and the Advisory Board, administration establishes school-wide goals, in conjunction with those from the previous improvement plan, each year. Surveys, administered to stakeholders annually, guide the goal-setting process. Teachers create course outlines, which are published on the school's website, with these goals in mind. Communication between parents and faculty members occurs in a variety of ways, including email, the school's website, the "Tuesday Note" (weekly administrative newsletter), teachers' weekly newsletters, telephone calls, SchoolReach, PowerSchool (student information system), conferences, and StudyWiz (intranet virtual classroom).

Each OLL parent is a member of the PTCC, and volunteer opportunities are made available to all parents who are able to give of their time, talent, and treasure in a variety of ways. The PTCC supports the school in innumerable ways and forges a bond of cooperation that ultimately results in increased student learning. Several of the PTCC's initiatives support community businesses and charities, including the Covington Food Bank, the Samaritan Center, Community Coffee, and area restaurants. The school values its relationship with the surrounding community.

The school includes the community in several ways, all of which are mutually beneficial. Each fall, OLL hosts the American Girl Fashion Show and Dinner/Tea. This event provides a wonderful opportunity for students to participate in a fun, historically educational show, while inviting the community onto the campus and fundraising for school improvement. Additionally, OLL hosts the Taste of Tammany auction and dinner in the spring, the proceeds from which recently enhanced the school's technology and renovated the flood-damaged playground. Both events highlight local restaurants while simultaneously benefiting the students.

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

---

### **1. Curriculum:**

OLL provides equitable and challenging learning experiences that ensure students successfully develop learning, thinking, and life skills and are successful at the next level. The core curriculum is enriched by the inclusion of foreign language, library skills, physical education, and theatre arts. Cutting-edge instructional technology is integrated into the curriculum. The entire OLL curriculum meets all Bulletin 741 standards for nonpublic schools and is aligned with the Louisiana Department of Education's Grade Level Expectations and the Common Core State Standards. These standards determine backward-driven objectives, and standardized and classroom assessments and data are examined to monitor and adjust instruction when necessary. Teachers complete yearly course outlines, which are published on the school's website as an additional tool for parents and students.

Religion is an integral part of every facet of the curriculum at OLL, and instruction is based on the Archdiocese of New Orleans' Catholic Identity standards. Members of the school community embrace the Catholic faith in all areas of school life. The dedicated religion department teaches students from 3-year-olds through seventh grade daily, and the community participates in a variety of religious events each year.

The mathematics curriculum establishes a conceptual framework and foundational skills for students to build upon at each grade level. The skills include number sense, algebraic thinking, and problem solving. In middle school, students are given the opportunity for advanced class placement.

OLL's reading/language arts curriculum begins with developing basic phonetic skills while fostering a love of reading. Students are exposed to a variety of literature, genres, and writing styles while developing listening, reading, speaking, and writing skills at appropriate developmental levels. Students are also guided to develop independent reading practices throughout their academic career.

OLL students are introduced to life science, earth science, and physical science throughout each grade level. They explore examples of science concepts through literature and hands-on activities that are pertinent to their daily lives and apply the scientific method to various inquiries. The 6th grade science program focuses on the basic concepts of physical science, while the 7th grade science program focuses on the basic concepts of life science. Both programs integrate a wide range of hands-on experiences in the state-of-the-art science lab, critical thinking opportunities, real-world applications, and connections to other sciences.

The social studies curriculum offers a wide range of topics and exposure to historical events for all students. Younger students begin with an overview of communities, government, geography, and history. Students in fourth grade focus on the importance of location, place, human-environment interactions, and movement within the regions of the United States. Fifth grade students explore the time periods from the ancient Americas through the Industrial Revolution. In middle school, students study world geography and American history.

The library program begins in PreK-4 with fostering a love of reading in the students. Throughout the program, students are taught library skills, use of reference sources, research skills, and independent reading strategies.

Our Lady of the Lake School is in compliance with the program's foreign language requirements. The Spanish program begins in preschool with an introduction to basic Spanish vocabulary and culture through interactive and developmentally appropriate lessons. In kindergarten through third grades, the main goal of the program is to provide students with the appropriate vocabulary to acquire and develop basic communicative skills. This is achieved through practice involving listening, speaking, reading, and writing. Spanish, for all students in grades four through seven, is designed to further develop these skills in the Spanish language. Students also learn about Hispanic culture through songs, short stories, and games. Conversing in Spanish is a part of every class.

The theatre arts program allows students in kindergarten through third grades to explore their talents in the visual and performing arts twice a week. Art, music, dance, and drama are introduced as the students work to put together a production showcasing all of their talents.

The physical education program consists of three main areas of focus: movement, motor skills, and health. These are introduced throughout the program; they help students relate physical activity to a variety of health concepts and give more purpose to their participation. All games, sports, and activities are conducted at developmentally appropriate levels with an emphasis on safety.

## **2. Reading/English:**

OLL begins to develop reading instruction in the 3 and 4-year-old programs through hands-on learning, song, play, and centers-based instruction. The Letter People program, from Abrams & Co. Publishers Inc., is used in PreK-4 to introduce basic rules of phonics and decoding of letters. In kindergarten through fifth grades, StoryTown Reading and Language Arts Program by Harcourt School Publishers is used. This is a research-based, developmental reading program, which has a foundation of high-quality children's literature. StoryTown features an organized, direct approach to teaching reading by emphasizing explicit, systematic instruction in the areas of phonemic awareness, phonics, vocabulary, fluency, comprehension, and writing. Ample practice and application of these skills, using a variety of meaningful tools and activities suited to different types of learners, is used to reinforce instruction and learning.

Beginning in 3rd grade, novels are used in addition to the StoryTown program in order to enhance students' exposure and understanding of a variety of literature. Fourth and fifth grade reading instruction reinforces basic reading skills previously learned with a focus on initial understanding, interpretation, critical analysis, and strategies. The students learn new skills through direct and guided instruction using the stories in the text and novels. The goal is to teach all students to become skillful, independent readers of a variety of genres.

The sixth and seventh grade reading programs utilize Elements of Literature by Holt, Rinehart, and Winston, in addition to reading novels. The students are immersed in rich literature while experiencing a variety of genres through the reading of novels and selections from the course textbook. Through this literature, students learn strategies to improve reading comprehension, become critical thinkers, and develop vocabulary.

All grade levels at OLL employ a variety of research-based instructional strategies to reach each unique learner in the classroom. In addition to the main reading program, the Accelerated Reader program is used in grades one through seven to promote independent reading; this program allows students to select books according to interest and reading level. Furthermore, kindergarten through third grade teachers administer DIBELS three times per year to monitor students' reading progress. Students who are below benchmark are identified and offered the reading resource program in addition to regular classroom instruction. Students who are identified above benchmark are given opportunities within the classroom to be challenged and grow as readers.

## **3. Mathematics:**

OLL's mathematics curriculum is centered on research and proven classroom strategies. The curriculum begins with an introduction of numbers, number sense, and shapes through child-centered instruction in the 3 and 4-year-old programs. Kindergarten through fifth grade uses the enVisionMATH Common Core series by Scott Foresman-Addison Wesley, which was adopted for the 2013-2014 school year after careful review and consideration by teachers and administration. The enVisionMATH series is research-based, written by experts, and offers many activities and strategies to help students succeed in math through hands-on, interactive, and visual learning. Daily lessons consist of direct instruction, independent practice, hands-on activities, group activities, daily math practice activities, and math computer games. Teachers also differentiate instruction to meet the needs of each individual learner.

The kindergarten curriculum initiates foundational skills and cultivates both the procedures and conceptual understanding called for in the Common Core State Standards. Grades one, two, three, four and five build upon this foundation while introducing new skills and concepts. The sixth and seventh grades use Prentice Hall Mathematics: Courses 1, 2, and 3 Common Core, which helps foster student engagement, builds a conceptual understanding of mathematics, and develops mathematical reasoning skills while preparing them for high school mathematics. Students in middle school have the opportunity to qualify for advanced placement, and placement decisions are based on standardized test scores, placement test scores, classroom grades, and teacher recommendations.

Teachers in all grade levels prescribe interventions and provide extra support for those students who struggle in the math program. Additionally, OLL has a resource teacher available for students who qualify for services through academic evaluation. Students who are above grade level are given opportunities for enrichment and extra support in addition to advanced class offerings in middle school. Teachers are able to accomplish meeting the needs of all students through differentiated instruction.

#### **4. Additional Curriculum Area:**

As stated in the school's mission statement, OLL creates a nurturing, Christ-centered environment where students can experience excellence in their education, confidence in their efforts, and responsibility for their actions. While English language arts, mathematics, social studies, science, religion, physical education, and foreign language are all of paramount importance, OLL also recognizes the need to incorporate the arts into the curriculum. This is evident not only in the current research but also in stakeholder feedback. The school has most recently highlighted this focus with the inclusion of a theatre arts program in the elementary grades.

All students in kindergarten through third grade now have the opportunity to participate in musical theatre productions in front of a live audience consisting of their families, friends, teachers, administrators, and community members. These developmentally appropriate productions provide outlets for varied intelligences, including auditory, visual/spatial, musical, and kinesthetic. It is rewarding to watch the students embrace their talents beyond the classroom and gain confidence in their creative abilities.

The school created a theatre, complete with stage and curtains, as well as staffed the program with a highly qualified, certified, experienced drama educator, as well as a highly qualified, certified assistant. The extremely low student to teacher ratio allows for the cultivation of individual talent as well as develops a level of comfort for the students, and the program provides them a creative outlet while fostering a sense of community among grade levels as they collaborate in the productions. The excitement surrounding the program is immeasurable as students acquire cross-curricular skills while singing and performing, and grade level teachers work closely and collaboratively with the theatre arts teacher. Knowledge and skills garnered extend far beyond the stage and include, in addition to academic subjects, teamwork, acceptance, and a respect for the gifts and talents of others.

#### **5. Instructional Methods:**

Differentiated instruction is both a hallmark and constant goal at OLL. Recently, the school was recognized as a "model for differentiated instruction and grouping in the Archdiocese of New Orleans." As such, teachers strive to teach to the strengths of the individual child while implementing strategies for growth. Students are flexibly grouped in various ways, according to ability and learning styles, and teachers use both standardized assessments and classroom data to inform grouping decisions. Instructional methods and assessments are designed to include a variety of abilities and intelligences, while focusing on appropriately leveled higher-order cognition. Teachers provide opportunities for enrichment, often in the form of anchor activities, as well as interventions for students in need of remediation.

OLL is one of the only schools in the Archdiocese of New Orleans to offer an academically gifted program, providing enrichment for qualifying students on campus. The school's reading resource specialist assists emerging readers in the early elementary grades in a small-group setting, and two certified special education teachers work with small groups of qualifying students daily. This allows students in need of interventions

beyond the classroom to benefit from OLL's mission and vision while receiving services in a small group setting, and remediation for emerging readers provides a foundation for future success.

Students and school personnel use a range of media and information resources to support the school's educational programs. OLL was also the first elementary school in the Archdiocese of New Orleans to provide Middle School students with laptop computers that are taken home throughout the year. Mobile MacBook labs and/or iPads are available for use by all students from 3-years-old - 5th grade. There is wireless Internet throughout the campus and LCD projectors and Promethean Interactive Boards in all K-5 classrooms. Recently, all middle school classrooms were outfitted with televisions and AppleTVs, allowing for any computer or iPad in the room to be mirrored on the screen.

The school provides services that support the counseling, assessment, referral, and educational needs of all students. Upon referral from a teacher or parent, the school counselor initiates a response. The Individual Needs Committee meets periodically to review the effectiveness of a qualifying student's classroom accommodations. This process may become the starting point for further evaluation of the student's learning needs.

## **6. Professional Development:**

All teachers and administrators are encouraged to maintain current certification and attend internal and external professional development in all aspects of pedagogy. On-site professional development is provided. The school invites professors from area universities and nationally recognized speakers and presenters to the campus regularly. Additional funds are allocated for faculty and staff to attend workshops and graduate level courses. At the beginning of each school year, new teachers attend a New Teacher/Staff Orientation Program and are provided with a comprehensive resource manual describing all school operations, policies, and procedures. Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.

Additionally, faculty and administration meet regularly to revisit all areas of the curriculum. A collaborative learning community is important to OLL. Time is allotted for faculty, grade, and multi-level meetings, during which areas of need are discussed, and interventions are selected based on research and best practices. The results of these interventions are measured by tracking individual student performance on formal and informal assessments and by analysis of relevant data both at the grade and school levels. Teachers also meet among grade levels and content areas to review exit expectations and ensure a smooth transition for students between grades.

Recently, professional development has focused on differentiated instruction, best classroom practices and strategies, and implementing the Common Core State Standards. OLL has a questionnaire that faculty and staff members complete following each professional development experience. This ensures that faculty members reflect on their activities and that the focus of all professional development remains on student achievement. Teachers are encouraged to share their newly acquired knowledge at faculty meetings.

Teachers are consistently evaluated via the Archdiocese of New Orleans Teacher Assessment Instrument and Professional Growth Plan. Teachers set professional goals and meet with administration to discuss and plan for achievement of these goals. Also, administrators observe faculty members throughout the year and meet with them to discuss strengths and opportunities for growth.

## **7. School Leadership**

The school's administrative team, including the principal, assistant principal, curriculum coordinator, religion coordinator, dean of discipline, and counselor, in conjunction with the pastor and under the guidance of the Archdiocese of New Orleans, establishes policies, programs, relationships, and support practices that focus on student learning. Hiring practices ensure that well-qualified personnel enact the school's mission; all homeroom teachers are currently state certified or are pursuing certification. Mechanisms for monitoring effective instruction and assessment include surveys, TerraNova test results, report card grades, and classroom observations.

Faculty, grade, and multi-level meetings, during which areas of need are discussed, allow interventions to be selected based on research and best practices. OLL's administrators meet with the pastor to discuss plans for school improvements and educational programs that are aligned with the school's vision. The principal, financial administrator, a certified accountant, the pastor, and the Advisory Board, meet monthly to ensure the successful allocation of funds.

Faculty and staff members, parents, and students complete surveys to highlight the school's strengths, as well as identify opportunities for improvement. Survey results are communicated at PTCC and Advisory Board meetings, and the school's leadership solicits the knowledge and skills of stakeholders and formulates a plan of action to capitalize on opportunities for improvement, as well as to build on areas of strength. Some notable results include a reduction in class size, the inclusion of an academically gifted program, and the creation of a theatre arts program.

Leadership evaluation processes result in improved professional practice and student success. All teachers are encouraged to maintain current certification and regularly engage in professional development. On-site professional development is provided, and additional funds are allocated for faculty and staff to attend workshops and graduate level courses.

OLL's leadership continues to promote and support student performance and school effectiveness. Included in the External Review Team's powerful practices was that "school leaders have fostered a culture of high expectations for all stakeholders aligned with the school's purpose." Parents and teachers shared opinions that what the school does best is prepare students spiritually, academically, and socially for "what comes next and for life." Parents described meetings with the principal who, when asked about new procedures or activities, answers, "And how would that affect the students?" It is this consistent focus on student success that makes Our Lady of the Lake a Blue Ribbon School of Excellence.

## PART VI - NON-PUBLIC SCHOOL INFORMATION

---

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

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

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

2. Does the school have nonprofit, tax-exempt (501(c)(3)) status?      Yes X      No
3. What are the 2013-2014 tuition rates, by grade? (Do not include room, board, or fees.)

### 2013-2014 Tuition

Grade	Amount
K	\$4678
1	\$4678
2	\$4678
3	\$4678
4	\$4678
5	\$4678
6	\$4678
7	\$4678
8	\$0
9	\$0
10	\$0
11	\$0
12	\$0

4. What is the educational cost per student?      \$6029  
(School budget divided by enrollment)
5. What is the average financial aid per student?      \$228
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?      10%

## PART VII - ASSESSMENT RESULTS

### REFERENCED BY NATIONAL NORMS

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>TerraNova</u>
<b>Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>2008</u>
<b>Publisher:</b> <u>CTB/McGraw-Hill</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Mar	Mar	Mar	Apr
<b>SCHOOL SCORES</b>					
Average Score	77	82	80	74	75
Number of students tested	83	89	82	80	93
Percent of total students tested	99	100	99	99	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<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>Math</u>	<b>Test:</b> <u>TerraNova</u>
<b>Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>2008</u>
<b>Publisher:</b> <u>CTB/McGraw-Hill</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Mar	Mar	Mar	Apr
<b>SCHOOL SCORES</b>					
Average Score	72	79	76	74	72
Number of students tested	89	89	75	89	87
Percent of total students tested	99	100	99	99	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<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>Math</u>	<b>Test:</b> <u>TerraNova</u>
<b>Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>2008</u>
<b>Publisher:</b> <u>CTB/McGraw-Hill</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Mar	Mar	Mar	Apr
<b>SCHOOL SCORES</b>					
Average Score	73	72	71	74	67
Number of students tested	91	74	89	86	85
Percent of total students tested	98	99	99	99	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<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>Math</u>	<b>Test:</b> <u>TerraNova</u>
<b>Grade:</b> <u>6</u>	<b>Edition/Publication Year:</b> <u>2008</u>
<b>Publisher:</b> <u>CTB/McGraw-Hill</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Mar	Mar	Mar	Apr
<b>SCHOOL SCORES</b>					
Average Score	75	68	68	67	73
Number of students tested	74	90	81	80	78
Percent of total students tested	99	100	98	99	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<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>Math</u>	<b>Test:</b> <u>TerraNova</u>
<b>Grade:</b> <u>7</u>	<b>Edition/Publication Year:</b> <u>2008</u>
<b>Publisher:</b> <u>CTB/McGraw-Hill</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Mar	Mar	Mar	Apr
<b>SCHOOL SCORES</b>					
Average Score	79	75	75	81	76
Number of students tested	88	74	80	72	85
Percent of total students tested	99	95	99	99	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<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>TerraNova</u>
<b>Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>2008</u>
<b>Publisher:</b> <u>CTB/McGraw-Hill</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Mar	Mar	Mar	Apr
<b>SCHOOL SCORES</b>					
Average Score	76	76	74	70	71
Number of students tested	84	89	82	78	92
Percent of total students tested	100	100	99	96	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<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>TerraNova</u>
<b>Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>2008</u>
<b>Publisher:</b> <u>CTB/McGraw-Hill</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Mar	Mar	Mar	Apr
<b>SCHOOL SCORES</b>					
Average Score	73	78	74	75	77
Number of students tested	90	89	76	90	87
Percent of total students tested	100	100	100	100	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<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>TerraNova</u>
<b>Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>2008</u>
<b>Publisher:</b> <u>CTB/McGraw-Hill</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Mar	Mar	Mar	Apr
<b>SCHOOL SCORES</b>					
Average Score	75	74	74	73	66
Number of students tested	93	74	90	86	85
Percent of total students tested	100	99	100	99	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<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>TerraNova</u>
<b>Grade:</b> <u>6</u>	<b>Edition/Publication Year:</b> <u>2008</u>
<b>Publisher:</b> <u>CTB/McGaw-Hill</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Mar	Mar	Mar	Apr
<b>SCHOOL SCORES</b>					
Average Score	79	73	76	77	79
Number of students tested	74	89	82	81	76
Percent of total students tested	99	99	99	100	97
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<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>TerraNova</u>
<b>Grade:</b> <u>7</u>	<b>Edition/Publication Year:</b> <u>2008</u>
<b>Publisher:</b> <u>CTB/McGraw-Hill</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Mar	Mar	Mar	Apr
<b>SCHOOL SCORES</b>					
Average Score	73	73	74	80	77
Number of students tested	89	75	81	72	85
Percent of total students tested	100	96	100	99	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<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:**