

U.S. Department of Education
2021 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. Trevor Watkins AFSC
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Saint Paul's School
(As it should appear in the official records)

School Mailing Address 917 S. Jahncke Avenue
(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

Telephone (985) 892-3200 Fax (985) 892-4048

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

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

Date _____

(Principal's Signature)

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

District Name Archdiocese of New Orleans Tel. N/A

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

Date _____

(Superintendent's Signature)

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

Date _____

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

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

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

PART I – ELIGIBILITY CERTIFICATION

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

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2021 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2015 and grades participating in statewide assessments must have been part of the school for at least the three years prior to September 2019.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2016, 2017, 2018, 2019 or 2020.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for current school year (2020-2021) unless otherwise stated.

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

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

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

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

- Urban (city or town)
- Suburban
- Rural

3. Number of students as of October 1, 2020 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

| Grade | # of 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 | 184 | 0 | 184 |
| 9 | 173 | 0 | 173 |
| 10 | 189 | 0 | 189 |
| 11 | 163 | 0 | 163 |
| 12 or higher | 186 | 0 | 186 |
| Total Students | 895 | 0 | 895 |

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 1 % American Indian or Alaska Native
 - 1 % Asian
 - 1 % Black or African American
 - 2 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 92 % White
 - 3 % Two or more races
 - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2019 - 2020 school year: 2%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

| Steps For Determining Mobility Rate | Answer |
|--|---------------|
| (1) Number of students who transferred <i>to</i> the school after October 1, 2019 until the end of the 2019-2020 school year | 7 |
| (2) Number of students who transferred <i>from</i> the school after October 1, 2019 until the end of the 2019-2020 school year | 15 |
| (3) Total of all transferred students [sum of rows (1) and (2)] | 22 |
| (4) Total number of students in the school as of October 1, 2019 | 895 |
| (5) Total transferred students in row (3) divided by total students in row (4) | 0.02 |
| (6) Amount in row (5) multiplied by 100 | 2 |

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

N/A

English Language Learners (ELL) in the school: 0 %
0 Total number ELL

7. Students eligible for free/reduced-priced meals: 3 %

Total number students who qualify: 25

8. Students receiving special education services: 8 %

70 Total number of students served

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

- | | |
|-----------------------------------|--|
| <u>5</u> Autism | <u>18</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>2</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>9</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>35</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>2</u> Speech or Language Impairment |
| <u>2</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>14</u> Intellectual Disability | <u>1</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 6

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

| | Number of Staff |
|--|------------------------|
| Administrators | 6 |
| Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher, CTE teacher. | 66 |
| Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc. | 3 |
| Paraprofessionals under the supervision of a professional supporting single, group, or classroom students. | 1 |
| Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc. | 4 |

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 14:1

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

| Required Information | 2019-2020 | 2018-2019 | 2017-2018 | 2016-2017 | 2015-2016 |
|-----------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 98% | 97% | 98% | 98% | 98% |
| High school graduation rate | 100% | 100% | 100% | 100% | 100% |

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2020.

| Post-Secondary Status | |
|---|-----|
| Graduating class size | 196 |
| Enrolled in a 4-year college or university | 96% |
| Enrolled in a community college | 1% |
| Enrolled in career/technical training program | 0% |
| Found employment | 1% |
| Joined the military or other public service | 2% |
| 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. 2015

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

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.

16. Briefly describe how your school has been operating during the current 2020-2021 school year (e.g., open as usual, online only, a hybrid model, etc.)? If different grade levels in your building operate in different ways, include this. If the school began with one model and switched to another partially through the year, include this as well.

After thorough consultation with its health care providers and extensive planning, Saint Paul’s School (SPS) opened as usual on August 6. Teachers did substantial Google Classroom and Meet training during the summertime not only to be proficient but also to be able to train their students as school opened. As a result, quarantined students have been able to seamlessly follow instruction from home, and quarantined teachers have effectively taught from home while their students were on campus. Because of this, SPS has been able to continue on-campus learning without interruption.

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

PART III - SUMMARY

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 Abbey as a boarding and day school for boys, the property was purchased by the Brothers of the Christian Schools (La Salle) in 1918. Since that time, the Brothers and their lay colleagues have operated SPS as the only all-boys Catholic school in the area.

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.

During the last five years, SPS has further enhanced the elective program to boost its multi-year track system, offering students the opportunity to explore in-depth such fields as visual arts, biomedical sciences, theater, law, business, music, engineering, computer science, and/or foreign language. Many Advanced Placement, dual enrollment, and STEM courses have been added to the school's vast curriculum. 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 possible collegiate majors. Further enrichment opportunities include a Global Program that marries intensive study with travel and an exchange program that pairs Saint Paul's students with other Lasallian schools around the world.

The affirmation of the previous National Blue Ribbon award propelled Saint Paul's School to expand on several initiatives and programs to reaffirm the commitment to be "a school which offers strong academic, athletic, and extracurricular programs." The Blue Ribbon Award has brought national and international recognition to the school. For example, Lasallian schools in the U.S. and those abroad celebrated the award with SPS. Moreover, Chinese students and parents exploring educational opportunities at Saint Paul's divulged to the principal that they were aware of the accomplishment without being prompted. Next, the award has accompanied an unprecedented development of the school's facilities. Acting on research data collected in the school's community, SPS continues to strengthen, adapt, and add to its existing curricular and extracurricular programs to meet the ever-changing needs of its students. While the school gladly embraces these additions and improvements, Saint Paul's has embarked on a path that focuses on another of its Five Core Principles: Inclusivity.

Adhering to its mission which calls for school leaders to "seek a diverse student population" and responding to a need in the local community, SPS embarked on a plan to make the school and campus accessible to students traditionally underserved by Catholic schools: students with developmental disabilities. As a result, SPS implemented the Catholic Opportunity for a Responsive Education (CORE Pack) program. This program, catering to students who are not college-bound, was a radical break from the usual college preparatory curriculum. SPS faculty and students readily embraced these exceptional students and have provided care, mentoring, inclusion, and acceptance to boys who would otherwise never benefit from a Catholic environment for their high school education. For their part, the CORE Pack students have taught the school community patience, empathy, gratitude, and acceptance. SPS is a much more inclusive place as a result. The school has also enhanced services to special needs students by adding a special needs coordinator to the counseling staff, funding increased assistive technology, and upgrading all buildings to make them ADA compliant.

The present Covid-19 Pandemic has tested the school's strength and adaptability, but the school has acquitted itself in an exemplary manner as manifested by informal and formal stakeholder feedback. Last March SPS seamlessly transitioned to online learning and successfully completed the year, adapting rather than canceling culminating ceremonies to try to keep a sense of normalcy during abnormal times. This year SPS started with and continues on-campus instruction, responding to the overwhelming desire of families, students, and teachers to avoid remote learning. SPS partnered with Children's Hospital of New Orleans to

develop and implement strict safety protocols and trained the faculty during the summer to ensure a smooth beginning to the current academic year. In short, these efforts have allowed on-campus schooling to continue in a safe environment while further strengthening the bonds among all stakeholders.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

Saint Paul’s School has adapted its curriculum to be able to continue on-campus instruction without interruption. Teachers completed extensive training for Google Meet to continue seamless instruction and to be able to train their students on the first day of school. Consequently, quarantined students have remained engaged, and quarantined teachers have been able to successfully teach from home while a colleague monitors their students in the classroom on campus. Teachers and students have also been trained to continue assessments online through platforms such as Google Forms, Google Docs (including originality reports), ZipGrade, Google Whiteboard (Jamboard), etc. Teachers also record instruction for students to reexamine concepts after the school day has concluded. An unexpected, yet fortunate, byproduct has been the exponential growth of 21st-century skills for students and teachers alike.

While state and national standards are reviewed annually to ensure that all educational requirements are being fulfilled, Saint Paul’s School offers a curriculum that transcends what is nationally mandated. That is, the academic program is built to meet the diverse needs of all students because the heart of the Lasallian charism is to keep all decisions student-centered. College and career readiness standards are manifest in the students’ academic performance and their achievement on the national battery of tests administered at each grade level including the Pre-ACT 8, Pre-ACT 9, Pre-ACT 10, ACT, PSAT, and SAT. Administrators and counselors track progress beginning with a student’s entrance exam through the student’s commencement. Results are analyzed in conjunction with department chairs of all core subjects, and the data influence planning, instruction, and funding. Specifically, when the results on standardized testing manifested a potential plateau, Saint Paul’s School began a formalized test prep program to target the concepts that students were not mastering in the core subject areas. As a result, student performance has increased noticeably in the areas that were identified a few years ago. The test preparation plan has also allowed for early intervention for those at risk and has led to students to perform beyond predicted ranges when they began as pre-freshmen.

The curriculum at Saint Paul’s School is horizontally and vertically aligned, and team teaching and common assessments are mandated. Peer visitations are required to ensure that colleagues remain aligned and are sharing techniques for formative and summative assessments, and every teacher must plan at least one cross-curricular project with a colleague to encourage sharing best practices. Writing and presentational skills are emphasized throughout the core curriculum to prepare our students for collegiate and professional readiness. A variety of instructional techniques are employed by the instructors including direct instruction, cooperative learning, differentiated instruction (including tiered). Most importantly, it is a hallmark of a Saint Paul’s education for a student to be able to conduct himself with confidence, decorum, and eloquence.

Students acquire the foundational skills in English necessary to be successful during high school and college because of the common threads in the curriculum. Every year, students examine fiction, nonfiction, poetry, and drama, and the heart of the curriculum remains composition and speaking. Vocabulary enrichment and Socratic seminars are integral facets as are proper research techniques. Assessments are leveled for underperforming students, and Advanced Placement and honors courses are offered to the students performing above grade level.

Students acquire the necessary foundational skills in math as they matriculate through the program. Like all departments at SPS, math is aligned to national and state standards, but again, the curriculum exceeds expectations by the variety of accelerated, Advanced Placement, and Dual Enrollment courses. Students are initially placed by achievement on national standardized tests, and the math department also offers a proficiency test to students who want to enroll in accelerated (honors) courses. Students performing below level also have an opportunity to remediate with peers via school-sponsored organizations such as Mu Alpha Theta and National Honor Society. Lastly, 21st-century skills and college readiness are emphasized as all students are required to use Pearson’s web-based MathXL, a program utilized by most universities, for homework and class work.

and elective offerings. Saint Paul's School offers traditional core classes including physical science, biology, chemistry, and physics. Nevertheless, because SPS wanted to meet the needs of all students while preparing them for college and careers, the core science offerings were expanded to include courses such as Biology II, Chemistry II, and Environmental Science. Upon entering Saint Paul's School as pre-freshman, all students take the Gateway to Technology course which introduces them to the vast array of engineering and biomedical science courses that the school offers. Of course, students have the opportunity to take accelerated and Advanced Placement courses based on their ability and performance.

Saint Paul's social studies department prepares students for the future in very progressive and creative ways. Presentational and writing skills are perpetually reinforced in the curriculum too, and teachers encourage students to enter various local, state, national, and international contests where students consistently excel. Teachers plan units thematically in lieu of sequentially and stress proficiency with document-based questions (DBQ's). Accelerated and Advanced Placement courses are available to students who are ready for the challenge. Lastly, critical reading practice is a common thread throughout the department as manifested by the significant increases in ACT and PSAT Reading scores over the last five years.

1a. For secondary schools (middle and/or high school grades):

The Saint Paul's curriculum supports college and career readiness in multi-faceted ways. First, the academic program continues to expand to meet the needs of its students. Recently, AP Human Geography, AP Microeconomics, AP Macroeconomics, and AP Psychology have been added to the vast Advanced Placement offerings which have been embedded in the curriculum for years. Students also have the opportunity to take Dual Enrollment courses in English and math. SPS is also registered through the College Board as a testing center for CLEP exams to offer on-level students the opportunity to receive college credits. Lastly, the school is a testing center for ACT, PSAT, and SAT to be able to offer school-day testing in addition to the innumerable weekend tests. Students earn college credits because of their excellent performances on all of the aforementioned testing platforms. The hundreds of hours of collegiate credits that a typical graduating class leaves with is a stark manifestation of college readiness.

Saint Paul's acknowledges that today's students must be the standard-bearers in tomorrow's workforce and in the community. Accordingly, service-learning is stressed at all levels throughout the curriculum. As pre-freshmen, students must complete 20 hours of community service to matriculate, and each year, a little more is demanded of them. By the time that they are seniors, they must complete 50 hours of service. Because this is part of the school's culture, many students exceed the minimum requirements and continue to do service in college and beyond. School-sponsored organizations such as the Key Club, Habitat for Humanity Club, and Lasallian Youth Leaders complete innumerable hours of service at the local, state, and national levels.

Saint Paul's intentionally communicates with its current and former stakeholders to refine a curriculum that is also rooted in career readiness. Hence, the curriculum also offers a vast array of courses that are connected to clubs to allow students to explore their futures while they are still in high school. Students can choose a variety of elective tracks to gauge their future interests: business (accounting, finance, entrepreneurship), law, fine arts, engineering, robotics, computer programming, biomedical sciences, media, and internships.

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

2. Other Curriculum Areas:

The Saint Paul's curriculum supports not only the acquisition of essential 21st-Century skills but also the exploration of future careers at all levels. In other words, students have innumerable opportunities to see where their interests lie as they progress through the academic program. Many elective offerings have been added to the curriculum because SPS continually converses with current and former stakeholders. Current parents and students are surveyed annually. As a result, courses like Petroleum Engineering, Civil Engineering and Architecture, Law I/II, Accounting, etc., have been added to an expansive curriculum.

Because Saint Paul's offers on-campus learning, few adjustments have had to be made to the extensive elective offerings.

Students who are interested in the arts have many opportunities. The music program offers a myriad of opportunities: Revolutionary War instrumental music, music production, percussion, guitar, etc. Aspiring musicians also participate in jazz band, concert band, brass band, marching band, etc. The art department addresses the many forms of visual art by offering four different electives including sketch work, pottery, painting, and sculpting. Students who are interested in theater or film study have a multi-leveled track and work toward producing the school's fall and spring productions. Moreover, future writers have the opportunity to enroll in creative writing and to produce the school's literary magazine, *The Maelstrom*.

Many students want to pursue future careers in medicine, and to address this need, SPS offers a four-year biomedical science track: Principles of Biomedical Sciences, Human Body Systems, Medical Interventions, and Biomedical Interventions. Students are also offered a variety of other science electives to enhance their experience: Biology II, Chemistry II, AP Biology, etc. The school's HOSA organization (future health professionals) travels to conferences and competitions to further their career readiness.

Saint Paul's offers nine engineering courses to prepare the future workforce for the STEM careers of tomorrow: Introduction to Engineering Design, Principles of Engineering, Civil Engineering and Architecture, Digital Electronics, Computer Science Essentials, AP Computer Science Principles, and AP Computer Science A (Java programming). Engineering Design and Development, a capstone, is an open-ended engineering research course in which students work in teams to design and develop an original solution to a well-defined and justified open-ended problem by applying an engineering design process. Because many alumni work in the oil and gas industries, SPS also offers Petroleum Engineering biannually.

Students have foreign language options that transcend what is mandated by the state. Many students choose to take Spanish III, IV, and V to master bilingualism because of the department's approach: language immersion. Saint Paul's also offers American Sign Language as an alternative to more traditional courses.

Further career preparedness efforts include a law track which is accompanied by the Teen Court and Young Lawyers clubs. The business track offers a variety of classes including the entrepreneurship group that runs an on-campus franchise of a national coffee company; the accounting class handles the record-keeping and financials of that business. The media production classes produce the student news, documentaries, and short films. The journalism and yearbook classes enhance the students' digital graphic design and composition skills. The physical education department promotes healthy lifestyle choices in its curriculum by not only teaching proper exercise techniques and administering national physical fitness tests but also by hiring certified trainers to tailor athletes' workouts to the specific sports in which they participate. Furthermore, the health class is required for all students.

Lastly, Saint Paul's offers a global program to expand the horizons of its students. The following courses culminate in national and international immersion experiences orchestrated by an SPS instructor: Rise of China, Alternative Energy, Food, and Water (Iceland), Science, Technology, and Society (Boston), and Financial Crises (New York).

3. Academic Supports:

Three of the Core Principles which guide Saint Paul's and all schools run by the De La Salle Christian Brothers are Inclusive Community, Respect for All Persons, and Quality Education. Truly, the principles are intermeshed and demand that the individual needs of diverse learners are acknowledged and met. Therefore, Saint Paul's consistently works to ensure a successful experience for the following groups: special education, at-risk, on-level, and advanced students.

Saint Paul's began a program four years ago to serve students with special and/or exceptional needs. The Catholic Opportunity to Receive a Responsive Education program, or C.O.R.E. Pack, addresses the needs of students who had been underserved in the local Catholic school community.

The development of the students in CORE Pack has been remarkable. Moreover, the program has been equally impactful for the students who mentor these young men. Students during their junior and senior years can select Core Pack mentorship as one of their electives and work with the students academically during the school day and socially during extracurricular functions.

Next, enrichment programs exist at all levels for students to help those who are at-risk academically. Teachers, counselors, and administrators closely monitor the academic progress of students in their courses and on standardized tests. Students who are in academic jeopardy are placed in enrichment courses until they have remediated the concepts to get them back to being on-level. Because Saint Paul's requires as many as eight additional Carnegie units beyond what is state-mandated, there is latitude to pull students from elective offerings to be placed in enrichment. Furthermore, some advanced, upper-level students also choose to tutor at-risk students during their elective class times. Saint Paul's also mandates National Honor Society and Mu Alpha Theta tutoring for students who need intensive, multi-layered interventions.

Saint Paul's addresses the needs of the on-level students to offer them every advantage for their academic careers beyond high school. Five years ago, SPS hired a consultant to help with the implementation of a formalized test prep program to ensure college and career readiness. The results have been positive. Many on-level students are able to earn college credits based on their standardized test scores. Further opportunities include the Dual Enrollment classes in math and English which have allowed innumerable students to earn college credits before graduating. SPS also is a registered testing center for the CLEP exams offered by the College Board to further meet the needs of this group.

Saint Paul's also addresses the needs of its advanced students in a multitude of ways. This group, too, benefits from the aforementioned test prep program and consistently attains a remarkable amount of college credits. Many within the accelerated group have entered college as sophomores over the last decade. These students also perform well above state and national levels on Advanced Placement testing. Two years ago, SPS began its own test prep program for the PSAT orchestrated by SPS instructors. The inaugural results were affirming: Thirteen students were recognized by the National Merit Scholarship Corporation. Lastly, 104 students earned a 30 Composite or higher on the ACT during the 2019-2020 school year.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

A fundamental element of the mission of Saint Paul’s School is to foster a nurturing, yet disciplined, student-centered environment. Every administrative decision from the day-to-day to long-range school improvement plans begins and ends with considering what is best for the students. Granted that, the administrators at Saint Paul’s School work indefatigably to hire teachers and staff who continuously keep the students’ best interests at the center of everything they do including planning, interacting, teaching, coaching, moderating, volunteering, etc.

Because SPS is part of a global 340-year-old educational mission, Saint Paul’s School invests heavily in the formation of its staff and faculty. Teachers travel to conferences during the school year and to intensive, multi-year two-week graduate programs at Manhattan College to gain a mastery of the history, pedagogy, and spirituality of the Lasallian mission. All staff also participate in monthly formation activities to further their knowledge of the mission and to grow closer as colleagues. As a result, faculty and staff are able to foster an environment in which all students are welcome and validated. Students remain engaged because they are respected by the faculty.

The Saint Paul’s faculty also keeps students engaged because they are masters of their crafts. Over 70 percent of the faculty have advanced degrees (including 3 Ph.D.’s), and those that do not are incentivized to pursue graduate work. The teachers also forge strong relationships with their students which further engages the students. The school’s most recent accreditation process yielded almost perfect scores from parents and students regarding all students having at least one adult advocate on campus. Almost all faculty members moderate or coach at least one club or sport, and 96 percent of the students are involved in at least one extracurricular activity. This, too, solidifies the engagement of the students and further strengthens the bonds between faculty members and students. The school staff identifies the 4 percent of students who are not involved extracurricularly and offers options after gauging where their interests lie.

To accelerate emotional and social growth, Saint Paul’s offers over 50 clubs and 16 sports to engage students. Many clubs have begun because students articulated an interest during the annual Get Involved Day at the beginning of each school year. Byproducts from this day include the inception of clubs like Mountain Biking, Bass Fishing, Quidditch, Graphic Design, and Shell Eco Car, to name a few. This year, the president provided reasonable funding to the Investment Club to allow future financiers to try to outperform stocks and bonds in the school’s financial portfolio.

The school also addresses the emotional needs of its students. All students take part in a suicide prevention workshop, and frequent assemblies are held to address other difficult issues such as bullying in all forms, appropriate social media usage, substance abuse, etc. Mandated etiquette classes also accelerate the maturation of the students. Lastly, Saint Paul’s has semimonthly advisory groups that meet with individual teachers to further address the emotional and social growth of its students. The agendas vary from social justice to inclusivity to charity. Because these advisory groups are composed of students from each grade level, the older students are able to help the younger ones with their journey through SPS.

Although Saint Paul’s currently offers on-campus instruction, the school did shift to virtual learning during the 4th quarter of the previous school year. Engagement then was maintained by training teachers on the intricacies of virtual learning including taking daily attendance. If a student missed virtually during that time, staff, teachers, and administrators immediately communicated with the parents. The administration and tech department also polled parents to ensure that all students had devices and the internet. Those who did not have a device were given a school-issued one. Saint Paul’s also worked to maintain normalcy by sending daily alerts to students to begin school, daily announcements and prayer, and weekly virtual prayer sessions for all students to practice their spirituality.

2. Engaging Families and Community:

Saint Paul's Lasallian tradition maintains that stakeholders work "together and by association" to achieve our Mission. SPS does this, in part, through fostering family and community involvement, especially in the Age of COVID.

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, weekly parental email communication (especially concerning COVID protocols), parental support groups, and a welcoming campus atmosphere – all within COVID guidelines.

Many stakeholder partnerships exist, including Mothers' Club, Dads' Club, athletic and extracurricular activities, Booster Clubs, Renaissance Board (local business people who advise and fund-raise for student enhancement activities such as Etiquette Training, academic competition, etc.), Alumni Association, and Board of Trustees. These groups all work with the school administration to further the Mission.

To assist students with issues unique to their age, Saint Paul's collaborates with agencies to provide information and skills to students. These include Jewish Family Service (suicide prevention), Louisiana State Police (safe driving), Bosco's Restaurant (etiquette training for new students), local police departments (advice on safety plans and drug dog searches), Arc Point Labs (random-plus drug testing), alumni (Career Day), and local business, finance, and education experts (Life Skills Day.)

Saint Paul's does not merely take. SPS also gives through community service. For example, the Class of 2020 performed nearly 17,000 service hours during their SPS careers. The school annually gives awards to many students who earn 50 and 100 yearly service hours. Plus, Student Council organizes two annual food drives for the local food bank. In fact, Saint Paul's is the single largest supporter of this food bank. Our just-completed Thanksgiving drive delivered over 10,000 pounds of non-perishable food. In addition, the Environmental Science class maintains a vegetable garden, where seasonal vegetables are donated throughout the year.

Other yearly drives include a winter clothing drive for the needy, two blood drives, Christmas Adopt-a-Family Drive, Service Days for grades 8-10, Habitat for Humanity monthly workdays, and collaboration with Rotary Club's Christmas Feed the Needy program. While some of these programs have been impacted by COVID, SPS has striven to keep service at the forefront of our students. In addition, pre-COVID, 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. Saint Paul's also responds to numerous "emergency" requests throughout the year from the local community, e.g. hurricane relief.

In this pandemic, SPS has partnered with Children's Hospital to oversee and advise our COVID mitigation plan. The school regularly consults with the Louisiana Department of Health, the Louisiana Education Department, the Louisiana High School Athletic Association, and the local Office of Catholic Schools for the latest in safety protocols. Saint Paul's is compliant with all agency guidelines.

3. Creating Professional Culture:

It is a tradition for administrators to continue to teach in the schools operated by the De La Salle Christian Brothers, and Saint Paul's School is no different. In fact, administrators, including the president and principal, teach at least two classes. As a result, the school leaders are never in a position to ask the faculty to do something that they are not willing to do themselves, and the teachers feel supported and validated. Administrators also substitute classes and take on supervisory duties before school, during lunch, and after school. Servant leadership is an integral part of the school's Mission, and because the administrators model this, the faculty enjoys a strong degree of validation.

During the 4th quarter of the previous year, it was more important than ever that the administrators were still teachers. School leaders with little notice had to create a distance learning plan and then learn how to operate their own virtual classrooms. From there, they had to train the teachers to do the same. While there were some adjustments that had to be made on the fly, administrators kept the lines of communication flowing as they learned new, helpful elements of distance learning through trial and error in their own

classrooms. Beyond that, administrators and departmental chairs frequently called teachers to gauge how their classes were going and how they were doing emotionally. Despite the difficult, unprecedented time, teachers felt affirmed and supported and grew closer to the school leaders.

Saint Paul's School also targets very specific professional development for its teachers. English instructors are sent to writing workshops; engineering teachers go to ISTE conferences; the band director visits collegiate music directors around the country, etc. Consequently, the faculty feels further validated as school leaders avoid the "one size fits all" approach to professional development.

The Saint Paul's administration also realizes that showing gratitude and building camaraderie further affirm the faculty's efforts. The school hosts monthly faculty appreciation lunches, and teachers are recognized at the president's semimonthly assemblies for outstanding achievements. The bimonthly socials also are great venues for administrators to support teachers and for colleagues to support one another. The assistant principal holds faculty advisory board meetings every two weeks with departmental chairs to ensure that the teachers have a voice in school policy. The administration also consistently solicits the feedback of its teachers. Next, faculty service and retreat days also strengthen the bonds among the staff. Lastly, the president, at least once a semester, will show support and gratitude with thank you notes and thoughtful bonuses.

4. School Leadership:

Saint Paul's School intentionally operates with a very lean administrative team for an institution of 900 students and over 100 staff. Leading the entire team in John Carver's Policy Governance model is the president, hired by the Board of Trustees to ensure that all policies and procedures are followed and promulgated. The president hires the principal who manages the day-to-day operations of SPS along with the assistant principal for academics, the dean of students, the curriculum coordinator, and the athletic director.

Members of the SPS administrative team deliberately assume roles that are atypical so that they are personally vested and in tune with issues that arise among the faculty and staff and, most importantly, the students and their families. For example, the president also has the role of admissions director, personally getting to know each new student and family as they join the school. The principal solely handles substitutions, often doing them himself, in order to observe what is transpiring in different classes. The assistant principal for academics also serves as a department chair, ensuring a seat at the faculty advisory board, a structure designed for teacher input in administrative decisions. The curriculum coordinator takes on responsibilities typically associated with counselors. Teaching one or two periods a year, all of these administrators also stay in the classroom. Enabling them to experience firsthand the challenges and issues faced by teachers on a daily basis, the dean of students and athletic director take on lunch and other supervisory duties along with classroom teachers. The overarching goal of the administrative team is to stay personally connected with all stakeholders and to only ask staff to do what administrators themselves are willing to do. Because the administrators have to apply academic initiatives to their own lesson planning, instruction is positively influenced as is student achievement.

Lastly, the COVID pandemic has tested SPS in unanticipated ways. Beginning last March, the administration met regularly to anticipate and plan the move to online instruction. When the abrupt order came for schools to close in-person learning, our teachers and staff were ready and able to seamlessly move to online instruction and learning. Over the summer the administrative team regularly met with officials from the State Department of Health and established a partnership with Children's Hospital in New Orleans to develop safety protocols to guide our on-campus reopening in the fall. All activities at SPS from the ceremonial to the athletic to the daily class routine had to be evaluated in light of the new restrictions and protocols and continue to be reviewed and adjusted during this ever-evolving time.

5. Culturally Responsive Teaching and Learning:

Four of the Five Core Principles of Saint Paul's School are Quality Education, Concern for the Poor and Social Justice, Inclusive Community, and Respect for All Persons. These tenets have been the foundation of our global Institute for years, yet they are now more relevant than ever. Also, the mission of all schools directed by the De La Salle Christian Brothers is to provide human and Christian education open to all, especially those in need.

Ensuring equity, respect, and cultural awareness begins with a quality education at Saint Paul's School. The religion department dedicates part of its curriculum to world religions to engender an atmosphere of respect for students of various faiths and cultures. Furthermore, the school's campus minister recruits, transports, and moderates students to participate in Anti-Defamation League workshops to help form young men who are willing to fight against bigoted ignorance. Next, the social studies department dedicates daily instructional time to discussing and working through the more difficult social justice issues.

Saint Paul's School also has embedded respect for all and concern for the poor in its curriculum and extracurricular activities in various ways. The same teacher has moderated the Habitat for Humanity club for two decades, and the consistent weekend community service from the club has been remarkable. The students lead semiannual drives to benefit the local food bank, and these efforts have yielded thousands of tons of food over the years for those in need. The school also participates in a Twinning Program to financially benefit its counterpart in Marsabit, Kenya, also named Saint Paul's. Teachers and students have been fortunate enough to meet and dialogue with peer students and instructors in Africa. Moreover, faculty members have also sponsored local, national, and international immersion trips for our students to work in impoverished communities. Most importantly, service is a requirement in each student's journey as previously mentioned.

Administrators at SPS also embed inclusivity with all stakeholders via weekly communication. The president's weekly newsletter to parents and faculty members elucidates the equity and respect that the school instills in its young men. Next, the principal's surveys to parents, faculty, and students ensure that all stakeholders have an active, respected venue for feedback. Above all, the school has created a culture of respect and inclusion among its teachers, coaches, administrators, and students.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Although the school has consistently produced thriving academicians and professionals for over a hundred years, the one practice that has been most instrumental is socio-emotional: relationships. Teachers and students enjoy incredibly strong bonds with each other, and these relational ties lead to the intra- and interpersonal successes of its students.

The teachers and administrators who have been the backbone of the school since its inception have always understood that without strong relationships, the educational experiences of students would be mediocre at best. Saint Paul's School, therefore, heavily invests in the Lasallian formation of its teachers so peers can mentor one another and, most importantly, mentor the students. Teachers pride themselves on building bonds with students and advocating for them. Because of this, the faculty elicits extraordinary things from their students who might only achieve the ordinary in a different setting.

The strong bonds between teachers and students manifest themselves in multitudinous ways. Students often ask teachers to be their Confirmation sponsors. Alumni visit in droves and desire to be actively engaged in the school's success, participatively and financially, and many graduates are faculty members. The school's resident musician, a Christian Brother, is frequently asked to play at graduates' weddings. Alumni want to use the chapel for baptisms and weddings. None of the aforementioned would exist without these fruitful relationships between teachers and students.

For these reasons, parents are willing not only to pay tuition in an area that boasts quality public schools but also to entrust their most prized possessions to Saint Paul's School: their sons. The strong bonds among all stakeholders are the paramount reason why the school successfully administered online learning at the end of last school year and why students willingly returned to campus to begin this academic year. In a word, parents and students have faith in Saint Paul's School because of the strong relationships that have been forged since 1911.

The De La Salle Christian Brothers purchased Saint Paul's School from the local Benedictine monks in 1918 shortly before the Spanish Influenza epidemic began to impact the local community, nation, and world. The school survived then because of genuine interpersonal bonds between teachers and students and thrives today for the same reasons.

PART VII - NON-PUBLIC SCHOOL INFORMATION

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

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

2. Does the school have nonprofit, tax-exempt (501(c)(3)) status? Yes X No

3. What is the educational cost per student? \$9667
(School budget divided by enrollment)

4. What is the average financial aid per student? \$4052

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 5%

6. What percentage of the student body receives scholarship assistance, including tuition reduction? 11%

PART VIII – NON-PUBLIC SCHOOL ASSESSMENT RESULTS

FOR NORM-REFERENCED TESTS

Non-public schools must report norm-referenced test (NRT) results in reading and mathematics for students tested in grades 3 and higher in the most recent administration of the test within the most recently completed school year (2019-2020)¹. Each school must obtain grade level summary reports from the test publisher for students tested in reading and mathematics for each of these grades.

These reports must include:

1. the number of students tested;
2. the average student scale score or the national percentile equivalent of the average scale score in reading and mathematics **for all students in each tested grade; and**
3. the average student scale score or the national percentile equivalent of the average scale score in reading and mathematics **for each sufficiently large subgroup² in each tested grade.**

Please make notations on these reports to explain results that represent fewer than 95 percent of the students enrolled at the time of testing (e.g., the number of students who took alternative assessments³).

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

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

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

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

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