

U.S. Department of Education
2010 - Blue Ribbon Schools Program

Type of School: (Check all that apply) Charter Title I Magnet Choice

Name of Principal: Sister Maureen Gillespie

Official School Name: Ancillae-Assumpta Academy

School Mailing Address:
2025 Church Road
Wyncote, PA 19095-1124

County: Montgomery State School Code Number*: 22346050

Telephone: (215) 885-1636 Fax: (215) 885-2740

Web site/URL: www.ancillae.org E-mail: mgillespie@ancillae.org

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

_____ Date _____
(Principal's Signature)

Name of Superintendent*: N/A N/A

District Name: N/A Tel:

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

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: N/A N/A

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

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

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

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application 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 has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress 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, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals 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 and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. 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.
9. 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.
10. 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 (Questions 1-2 not applicable to private schools)

Does not apply to private schools

SCHOOL (To be completed by all schools)

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

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

4. 20 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	47	43	90	6	37	20	57
K	26	23	49	7	30	25	55
1	26	28	54	8	29	29	58
2	20	34	54	9			0
3	27	22	49	10			0
4	22	32	54	11			0
5	22	31	53	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							573

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
2 % Asian
6 % Black or African American
1 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
89 % White
2 % Two or more races
100 % **Total**

Only the seven standard categories should be used in reporting 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.

7. Student turnover, or mobility rate, during the past year: 2 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	3
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	6
(3)	Total of all transferred students [sum of rows (1) and (2)].	9
(4)	Total number of students in the school as of October 1.	584
(5)	Total transferred students in row (3) divided by total students in row (4).	0.015
(6)	Amount in row (5) multiplied by 100.	1.541

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 1

Specify languages:

English

9. Students eligible for free/reduced-priced meals: 0 %

Total number students who qualify: 0

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 22 %

Total Number of Students Served: 126

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>7</u> Autism	<u>3</u> Orthopedic Impairment
<u> </u> Deafness	<u>2</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>16</u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u>30</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> </u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </u> Multiple Disabilities	<u> </u> Developmentally Delayed

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

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>8</u>	<u>0</u>
Classroom teachers	<u>56</u>	<u>21</u>
Special resource teachers/specialists	<u>2</u>	<u>6</u>
Paraprofessionals	<u>1</u>	<u>0</u>
Support staff	<u>16</u>	<u>8</u>
Total number	<u>83</u>	<u>35</u>

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

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	96%	95%	95%	95%	95%
Daily teacher attendance	99%	99%	99%	99%	99%
Teacher turnover rate	8%	8%	8%	7%	11%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	_____	%
Enrolled in a 4-year college or university	_____	%
Enrolled in a community college	_____	%
Enrolled in vocational training	_____	%
Found employment	_____	%
Military service	_____	%
Other (travel, staying home, etc.)	_____	%
Unknown	_____	%
Total	_____	%

PART III - SUMMARY

Provide a brief, coherent narrative snapshot of the school in approximately 600 words. Describe the school by highlighting its mission or vision, its traditions and milestones, and the nature of the community and students served. Summarize the school's strengths and accomplishments; focus on what makes the school a unique and successful place worthy of Blue Ribbon School status.

Ancillae-Assumpta Academy is a private, co-educational, Catholic elementary school owned and operated by the Handmaids of the Sacred Heart of Jesus, an international religious congregation dedicated to the work of education. Ancillae-Assumpta's educational philosophy, given the acronym **R.I.C.E.**, promotes an integral understanding and practice of: Shared **R**esponsibility; Human **I**nterdependence; Dynamic **C**reativity; People **E**mpowerment. This R.I.C.E philosophy serves as a planning tool for the school to systematically advance major components of the school's visioning, curriculum, and staff development.

The Handmaid ministry is education in service of the Gospel. Whatever educates invites collaboration. Personal excellence in a warm friendly environment is tradition. A strong sense of family, participation, and commitment is normative. To meet the demanding challenges of a 21st century school, the Academy dedicates all its resources, quality teachers, structural know-how, a constantly evolving curriculum, and critical thinking skills to advance that mission.

A committed faculty provides a supportive foundation for nurturing and fostering students' personal growth and development. The student body of pre-school through grade eight is from 23 school districts within a thirty-mile radius of the Academy. A steadily maintained enrollment continues to bring with it a group of diverse and promising children. Graduates of the Academy attend a wide variety of area high schools, often choosing the most outstanding private and independent schools available.

In addition to the most up-to-date instructional areas and classrooms, complete with internet access and interactive whiteboards, the Academy houses three computer labs, two science labs, two world language classrooms, a MIDI lab, six studios for private music instruction, an art studio and kiln area, a computer graphics area, a 520 seat auditorium, cafeteria, gym, school chapel, and a 5500 square foot state-of-the- art school library. The Resource Learning Center addresses the diverse learning styles and needs of the students. Identified students receive instruction in math, reading, and organizational skills from a support staff which includes specialists in special education, reading, math and guidance. The Academy's outdoor facilities are comprised of two newly constructed play areas, an athletic field, a fitness walk, and a designated schoolyard science classroom.

Ancillae-Assumpta Academy is moving with confidence into its sixty-fifth year as a Catholic private elementary school. Since 1945, the Handmaids of the Sacred Heart of Jesus have provided a unique educational program for students in pre-school through grade eight. Ancillae-Assumpta Academy remains committed to providing a comprehensive educational program addressing the academic, spiritual, cultural, and physical needs of students. Inspired by the foundress, St. Raphaela Mary, a Handmaid education leads one to find God in all things...to celebrate God's unconditional love with a passion for wholeness, peace, and reconciliation. Today, 573 students grace the halls of the Academy and are encouraged and assisted to reach their potential as global thinkers guided by a skilled faculty who "educate with love and for love".

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Ancillae-Assumpta Academy's assessment results demonstrate strong academic achievement on the *Terra Nova*. Eighth grade students have earned a national percentile of the mean NCE of 92 in mathematics and 90 in reading in 2008-2009. When examining trends for school performance, it is apparent that each grade has made significant gains in achievement. During the 2004 -2005 school year while in the fourth grade, the current eighth grade earned a national percentile of the mean NCE of 85 for reading and national percentile of the mean NCE of 86 for reading. This report demonstrates that they have made significant gains over the five year period presented in this report. In 2008-2009, the median national percentile for math and reading was 91.2 for the eighth grade. This performance exceeds their anticipated achievement based on the results of the academic aptitude *InView* test. The *InView* is designed to predict students' potential acquisition of knowledge and skills, whereas the *Terra Nova* measures the students' acquired knowledge and skills. The *InView* indicated an anticipated median math percentile of 85.6 and median reading percentile of 84.0; students outperformed these percentiles by 5.6 points and 7.2 points respectively. Over the five years of data presented in this report, students at the highest grade level in the school have outperformed their anticipated achievement every year.

In the 2008-2009 school year, students took a new form of the *Terra Nova*. The content of the *Terra Nova, Third Edition* was not strictly parallel to the content of the previous edition *Terra Nova, Second Edition*, which is reported for the school years 2004-2005 to 2007-2008. The *Terra Nova, Third Edition* assesses higher depths of knowledge. Because of the difference in content and structure, year to year comparison is not directly possible by looking at percentiles. Comparison is possible when examining scale scores because the scale score describes achievement on a continuum. For example, the seventh grade in the 2007-2008 school year earned a mean scale score of 714.3 in math and a mean scale score of 704.8 in reading. That same group of students earned a mean scale score of 740.0 in math and a mean scale score of 723.7 in reading while in eighth grade during the 2008-2009 school year, demonstrating their growth and achievement in those academic areas.

The academic achievement of students at Ancillae-Assumpta Academy is confirmed by the number of students qualifying for participation in the Johns Hopkins University - CTY Talent Search. To participate in this talent search, students must demonstrate exemplary achievement with a standardized test score at the 95 percentile or higher. In the 2008-2009 school year, 16 fifth graders, 18 sixth graders, 28 seventh graders, and 32 eighth graders qualified to participate. Out of the seventh and eighth graders who chose to participate, three earned distinction in reading, one earned distinction in math, two earned high honors in math, and one student earned high honors in both reading and math. With 56% of the eighth grade qualifying for participation, this talent search corroborates the strong academic achievement of students having the benefit of Ancillae-Assumpta Academy's comprehensive curriculum.

Included in the total reporting of scores are the students with documented special needs. There are currently 16 students with diagnosed specific learning disabilities. Additionally, 74 students receive academic support in reading or math from school and local intermediate unit reading and math specialists. All of these students participate in standardized testing. Ancillae-Assumpta Academy does not exclude these students from the norming population.

2. Using Assessment Results:

Terra Nova results are used to improve instruction and learning. The information is analyzed by the administration, curriculum council, and faculty with a focus on student progress and achievement. Results are

useful in identifying the strengths and needs of programs and aid in the planning for improvement of these curricular areas. Teachers use the assessment results to monitor student progress and for instructional decision-making within the classroom. *Terra Nova* results are used by the teachers to modify and refine their teaching to better meet the needs of individual students. Additionally, *Terra Nova* results are used as one piece of data for grouping decisions in math in grades six to eight. The data is also used in planning for differentiated instruction at all grade levels for reading and math instruction.

The testing and resource learning coordinators review the individual student scores to identify individuals for academic support. The resource learning coordinator confers with teachers to determine if the data is a clear indicator of classroom performance, or if the scores represent a discrepancy from daily achievement. The school has committed resources to diagnostic testing, implementing various aptitude and achievement assessment tools. Particular emphasis is placed on the utilization of diagnostic instruments for reading and math. Auxiliary instruction is implemented to meet any articulated needs.

In addition to the *Terra Nova* standardized test results, the Academy administers the *Murphy-Meisgeier Type Indicator for Children* to students in grade five. Recognizing that all children learn differently, this assessment is valued as a tool to gain insight into personality differences and learning styles. This instrument provides deeper understanding of how students learn and how to address those differences. It also helps students understand what kind of learning and interactions are personal strengths and offers strategies to improve challenging areas.

3. Communicating Assessment Results:

The communication of assessment results occurs in several ways. The school's testing coordinator and administration analyze the data. The faculty receives the pertinent information to review and discuss. Individual student results are shared with parents in the Home Report which displays achievement using graphic representations. The results are discussed at parent/teacher conferences. In this forum, results are analyzed for future goal setting. The *Terra Nova* results are communicated in the *Family Newsletter*. In this publication, mean and median scores are published. Results for the Archdiocese of Philadelphia and the neighboring counties are provided for comparison.

In 2009, the testing coordinator held an information night about the *Terra Nova –Third Edition*. At this meeting, the following purposes for standardized testing were explained: evaluation of student progress, needs assessment, curriculum analysis, instructional planning, program evaluation, and flexible grouping. An explanation and overview of the aptitude (*InView*) and achievement (*Terra Nova*) portions of the testing was provided. Further, an explanation of norm-referencing was discussed. Finally, this presentation featured an overview of Ancillae-Assumpta Academy's performance compared with the performance of the Archdiocese of Philadelphia and a breakdown comparison with each of the five counties within the diocese.

In addition to standardized testing, student performance is effectively communicated both through the reporting of grades and conferencing. PowerSchool, a web-based student information system, enhances timely communication of assessment data including tests, quizzes, projects, and performance assessments. Parents can access grades, and students can set goals and monitor their own progress. Parent-teacher conferences are held twice a year. Students in grades five to eight attend conferences to review current achievement and work habits and to set goals for continued academic development. Report cards are issued on a trimester basis. Parents and teachers are encouraged to maintain regular communication.

4. Sharing Success:

The Academy is committed to sharing its successes through publications, professional memberships, and networking efforts to affirm student successes, faculty excellence, Catholic identity, and community relationships. Inherent in the mission statement is the notion "to share all that we are and have."

School publications, (the monthly *Family Newsletter*, the quarterly *FIAT*, and the annual *Progress Report*), document accomplishments and achievements. The Academy's website posts items to inform and form the public's interest.

Participation in professional organizations allows networking in the educational community. The school philosophy, R.I.C.E., has been presented at NCEA conventions, to the Middle States Association, and to various schools and organizations as a restructuring tool for reform. The faculty partners with local universities to provide fieldwork, internships, and student teaching assignments for pre-service teachers. Administration and faculty serve on Middle States evaluation teams. The Academy is registered as an accredited school on the Middle States website. Various local and national programs including *Library Spark* magazine, the Civil War Preservation Trust, Inspiration software and Voices of Inspiration have recognized faculty members for exceptional teaching and publications.

The Academy shares its resources, facilities, and professional services through the AAA Cultural Education Program which hosts international students who attend the Academy and benefit from the experiences of classroom learning, friendships, and hospitable families. Additionally, the Academy's summer enrichment camp program, funded through the Pennsylvania Department of Community and Economic Development, offers underserved students classes in literacy, technology, art, music, and cooking.

Students participate in service on local, national, and global levels thus developing an awareness of social justice. Since June 2004, faculty, school families, and alumni volunteer for mission work in El Salvador.

The Academy would consider the privilege of Blue Ribbon status, if granted, a serious responsibility to encourage and promote excellence in the educational community.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The curriculum emphasizes the development of strong academic skills, utilizing an integrative curricular model. Through this interdisciplinary structure, content goals are communicated and assessed. Goals are consistent with current research and diocesan, state, and national standards. The faculty is committed to a balanced assessment plan with multiple opportunities for success. Differentiation of instruction is critical to the optimization of learning opportunities and outcomes. Class size and flexible grouping facilitate the delivery of instruction. In all areas, students benefit from state-of-the-art networking systems and access to software applications that enhance learning. Classroom and instructional spaces are equipped with interactive whiteboards providing additional tools for quality instruction and improved achievement.

The **religious** education program endeavors to teach and form children in the Catholic faith. The curriculum encompasses creed, worship, morality, and prayer. Instruction is provided through direct teaching, scripture study, class discussions, journaling, prayer and liturgical experiences, the reception of sacraments, and opportunities for service.

The **mathematics** program takes its direction from the NCTM. Instruction is designed to fulfill two goals: to enable students to explore, reason logically, draw inferences, and employ a variety of mathematical methods to become math literate, and to develop students' abilities to select and use problem solving strategies. The curriculum provides a systematic progression from the Montessori Math (P/K) materials to the *Everyday Math Program* in grades one to five through basic middle grade level competencies to a complete Algebra I course in grades six to eight using the *McDougal Littell Math Series* (course 1, 2, 3 & Algebra).

The **library** curriculum provides quality literature, research resources and information literacy skills. The curriculum follows the philosophy outlined in *Information Power* published by the American Association of School Librarians and the Association for Educational Communications and Technology. Students learn to be responsible users of information and library resources.

Music education is provided for Stepping Stones through grade eight by a five member full-time music faculty. The program includes general music, Orff instruments, choral classes, and MIDI lab classes in keyboarding and guitar. The **art** curriculum is based on a spiral pattern of instruction. Students are exposed to art theory and appreciation, and media, including ceramics, computer graphics, advanced textiles, printmaking, and digital photography. The annual Spring Show demonstrates the integration of the **performing arts** for grades one to eight. Private lessons and ensemble experiences further enhance the performing arts.

Weekly **physical education** classes are provided by two PE teachers from Stepping Stones through grade eight. Students have participated in school-wide programs including Walk for Diabetes and the President's Challenge Physical Fitness Program.

Health classes address physical fitness, nutrition, safety, first aid, and drug education. Students in grades five to eight participate in an eight-week Life Skills program.

The **science** curriculum supports the National Science Education Standards through the development of scientific inquiry, thinking skills, and knowledge. The advancement of content and abilities promotes scientific literacy. In Kindergarten to grade eight, concepts of life, earth, and physical science are addressed. Lab skills, science fair participation, field trips, and software applications support instruction.

The **social studies** curriculum draws content from history and the social sciences, and makes connections through the humanities and fine arts. Geographic education is an integral part of all units of study. The series *History Alive* provides for dynamic and interactive instruction. Participation in the National History Fair and Geography Bee demonstrates acquired skills and knowledge.

The **Spanish** curriculum advances from pre-school through grade eight. All students in fifth to eighth grade receive 95 minutes of instruction per week. Each level incorporates the following educational strands: culture, conversation, grammar, vocabulary and real world applications. Supplemental materials include magazines and dynamic videos.

2a. **(Elementary Schools) Reading:**

(This question is for elementary schools only)

The reading/language arts curriculum develops reading, writing, grammar, spelling, and handwriting skills with the ultimate goal of teaching effective communication. The program is based on teaching and learning principles consistent with current research and diocesan, state, and national standards.

In the primary grades, teachers explicitly instruct students in phonics, phonemic awareness, vocabulary, fluency, and reading comprehension. The comprehensive program *Houghton Mifflin Reading* was selected because it incorporates these five areas of literacy instruction. Integrated writing instruction focuses on the writing process of prewriting, drafting, revising, editing, and publishing. Teachers provide direct, systematic skill instruction which is integral to reading and writing development at this stage.

The middle grade curriculum shifts from learning to read to reading to learn. Teachers place an increased emphasis on reading and writing informational content. Instruction focuses on constructing meaning from text using a repertoire of comprehension strategies. Development of vocabulary, word identification skills, fluency, and comprehension are stressed. Students analyze various literary genres for figurative language and apply these techniques to personal writing. Direct instruction on the writing domains of focus, content, style, organization, and language conventions develops quality writing.

The junior high curriculum focuses on literary analysis. Teachers guide students in the analysis of poetry, drama, short stories, and novels for various literary devices and appreciation of an author's writing style. The research curriculum provides the scaffolding necessary for students to use research ethically, differentiate essential from non-essential information, take notes, provide correct citation, and write a well-structured research paper.

Teachers differentiate instruction in the language arts through more intensive, systematic skill presentation for students needing practice in the requisite skills and strategies. Learning contexts are adapted to extend the proficiency of students demonstrating advanced skills in reading and writing. Assessment tools including journals, notes, conferences, projects, skill and theme tests, and writing portfolios provide both formative and summative information for instructional designs.

3. **Additional Curriculum Area:**

The National Educational Technology Standards for Students drive the integration of technology skills within the curricular areas. Additionally, our educational philosophy, R.I.C.E., is fundamental to every aspect of the school's short and long term planning including curriculum, staff development, and visioning. The technology curriculum embodies the four values of this philosophy.

Responsibility: Ancillae-Assumpta Academy is committed to involving our faculty, staff, and parents in implementing a technology plan that is routinely evaluated and assessed for its effectiveness and appropriateness. Hardware and desktop security standards are adopted and procedures are regularly reviewed.

Students are guided to a responsible use of technology. Technology support is provided by two full-time IT specialists.

Interdependence: Networking and internet access exist in all classrooms and other instructional spaces. Parents and students have access to curricular information and grades through PowerSchool, a daily homework page, and website communication.

Creativity: Typical use of technology by students includes skill building, practice, and enrichment. Learning tasks are supported by technological applications in four broad learning processes: Research (gathering information); Data Organizing and Analyzing; Desktop Publishing (Composing, Publishing); Multi/Hypermedia (Composing, Publishing). The fine arts curriculum and instruction is enhanced through two computer labs supporting music instruction in the MIDI labs and computer graphics in the art room.

Empowerment: Information literacy is included as an integral part of all appropriate student learning standards. Resources are comprehensive, providing faculty and students the opportunities to learn and strengthen their information literacy skills. Students in the Resource Learning Center utilize assistive technology software and devices to enhance their learning and assessments.

The ultimate goal of the technology curriculum is to provide students with the technical skills, discernment, and comprehensive ability to participate in a meaningful way in the 21st century.

4. Instructional Methods:

In November 2007, the Academy administered the *Murphy-Meisgeier Type Indicator for Children* (MMTIC) to students in grades five to eight, a practice that continues for each incoming fifth grade. The teachers utilize current data and research in order to improve instruction and learning. This report identifies individual learning styles and preferences which assist in optimizing the assets of students' learning preferences.

Teachers design quality lesson plans based on content standards and archdiocesan guidelines for effective instruction that include written strategies and activities addressing individual learning needs/styles. Daily lessons include measurable learning objectives, instructional strategies, material/resources, and evaluations. Teachers apply principles of differentiation of instruction to accommodate individual learning needs. Differentiation is achieved by providing tiered assignments, contract learning, and other strategies.

Trimester reporting grades are authenticated by various types of well-developed assessments. Teachers adhere to the school-wide assessment plan and uphold the Students' Assessment Bill of Rights. The faculty recognizes the importance of a balanced approach to assessment tools including both formative and summative assessments based on clearly articulated standards. The formative assessments monitor student progress and form instructional decision-making. These assessments include the use of journals, anecdotal notes, conferences, performance tasks with academic prompts, culminating projects, and presentations. The summative assessments evaluate student achievement. These include tests and quizzes that balance selected and constructed response items. The faculty recognizes the importance of student reflective assessment and therefore values the use of self-evaluation activities. These activities ensure that the student is central to the assessment process. The use of rubrics further deepens student involvement in the assessment process. There are two teachers in each homeroom in primary grades to provide differentiation of instruction in math and language arts. In grades five to eight, flexible varied groupings and smaller student-to-teacher ratios provide for a dynamic learning environment for our students.

5. Professional Development:

The Academy's committed faculty provides a supportive foundation for nurturing and fostering students' personal growth and development. The Academy provides several opportunities for professional

growth. Funding is budgeted for continuing education making it possible for all faculty and staff to enroll in post-graduate college courses, workshops, and programs offered by professional organizations such as the MCIU, PAGE, ASCD, and other groups. Participation in the staff development program includes goal setting, clinical supervision, and opportunities for professional growth. Annual Personal Growth Plans are designed by each individual to assist in the development of personal goals and strategies that are consistent with the school wide goals and philosophy. The school's comprehensive staff development program, approved by Pennsylvania Department of Education, facilitates the induction and mentoring of new teachers, clinical supervision structures, and the process for evaluation performance reviews.

Professional development series over the past five years have included workshops and in-services on differentiation of instruction, learning styles, authentic assessments, use of the interactive boards in instruction, and ensuring a positive social climate. Each curricular area conducts two meetings a year to strategize and review implementation of the curriculum according to national standards and archdiocesan guidelines.

The Academy values the sacred responsibility of ensuring that capable, competent, caring professionals serve our students well. Our educational mission, inspired by the sentiments of the Handmaid's foundress, St. Raphaela Mary, is *to educate with love and for love*.

6. School Leadership:

Ancillae-Assumpta Academy is sponsored by the Handmaids of the Sacred Heart of Jesus. The operation of the school is overseen by an eight member administrative team, which is composed of a Director, Assistant Director, Principal, Assistant Principal and Coordinators of the Religious Education, Montessori, Fine Arts and Admissions Programs. Through the shared responsibility approach to leadership, the Academy advances as a result of long-range planning, systematic evaluations of the school's programs and offerings, and responsible use of resources. On a weekly basis, members of the team evaluate classroom teaching. Clinical supervisions are conducted every trimester. Each administrator shares the responsibility to ensure that the vision and ideals of a Handmaid education is a lived reality for the school community.

The Curriculum Council, consisting of the administrative team and ten area chairpersons evaluates, designs, and implements curriculum development. The council meets four times a year and each area chairperson conducts area meetings twice a year. Components of the R.I.C.E. Process structure the design, implementation, and evaluation of curriculum, program offerings, and academic policies. Student achievement reports are shared and assessed at administration meetings, council meetings, and faculty meetings.

The Parents' Council is comprised of forty individuals who offer expertise, advice, and support to the administration. Council members promote participation at school events, plan and design fund raisers, and strengthen the spirit of the community through social networking and outreach. The Facility Advisory Council supports the administration's efforts to maintain and improve the buildings, facilities, and security issues. The Athletic Advisory Committee supports the administration in developing athletic policies, coach selection, and overall enhancements to the Academy's athletic program.

The leadership team shares authentically in creating an educational environment that benefits students' growth and achievement. The school culture and leadership actualize the values of shared responsibility, interdependence, dynamic problem solving, and empowerment.

PART VI - PRIVATE SCHOOL ADDENDUM

1. Private school association: Catholic
2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes No
3. What are the 2009-2010 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$7800</u> K	<u>\$7800</u> 1st	<u>\$7800</u> 2nd	<u>\$7800</u> 3rd	<u>\$7800</u> 4th	<u>\$7800</u> 5th
<u>\$7800</u> 6th	<u>\$7800</u> 7th	<u>\$7800</u> 8th	<u>\$0</u> 9th	<u>\$0</u> 10th	<u>\$0</u> 11th
<u>\$0</u> 12th	<u>\$0</u> Other				

4. What is the educational cost per student? \$ 10341 (School budget divided by enrollment)
5. What is the average financial aid per student? \$ 3000
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?
7 %

PART VII - ASSESSMENT RESULTS

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Subject: Mathematics

Grade: 2 Test: Terra Nova

Edition/Publication Year: Third Edition (2007) Publisher: CTB/McGraw-Hill

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	81	85	90	94	83
Number of students tested	47	53	54	51	54
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

The 2008-2009 scores were based on the Third Edition (2007) of the Terra Nova test. Terra Nova Second Edition (2000) was used for the years 2004 - 2005, 2005 - 2006, 2006 - 2007, 2007-2008.

