

U.S. Department of Education
2015 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 Mrs. Barbara Plunkett

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

Official School Name Mount Alvernia Academy

(As it should appear in the official records)

School Mailing Address 20 Manet Rd

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

City Chestnut Hill State MA Zip Code+4 (9 digits total) 02467+1018

County Middlesex State School Code Number* _____

Telephone 617-527-7540 Fax 617-527-7995

Web site/URL http://www.maa.school E-mail bplunkett@maa.school

Facebook

Page https://www.facebook.com/pages/Mount-Alvernia-Academy/

Twitter Handle https://twitter.com/MtAlverniaAcade

YouTube/URL http://www.youtube.com/user/mtalverniaacad?feature=results_main

Google+ _____

Other Social Media

Blog _____ Link _____

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

(Principal's Signature) Date _____

Name of Superintendent* Sister Donna Driscoll, mfc E-mail: ddriscoll@mfcusa.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Boston Tel. _____

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

(Superintendent's Signature) Date _____

Name of School Board

President/Chairperson Mrs. Virginia DiSanto

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

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

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

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

PART I – ELIGIBILITY CERTIFICATION

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

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

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

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district (per district designation):
- 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)

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

Grade	# of Males	# of Females	Grade Total
PreK	23	20	43
K	20	10	30
1	14	21	35
2	22	18	40
3	24	18	42
4	22	23	45
5	18	27	45
6	21	18	39
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	164	155	319

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 5 % Asian
 - 1 % Black or African American
 - 6 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 88 % White
 - 0 % Two or more races
 - 100 % Total**

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

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

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	7
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the 2013-2014 school year	0
(3) Total of all transferred students [sum of rows (1) and (2)]	7
(4) Total number of students in the school as of October 1	317
(5) Total transferred students in row (3) divided by total students in row (4)	0.022
(6) Amount in row (5) multiplied by 100	2

7. English Language Learners (ELL) in the school: 0%
4 Total number ELL
 Number of non-English languages represented: 4
 Specify non-English languages: Chinese, Korean
8. Students eligible for free/reduced-priced meals: 0%
 Total number students who qualify: 0

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

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

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

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

	Number of Staff
Administrators	2
Classroom teachers	18
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	11
Paraprofessionals	17
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

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 11:1

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

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	92%	89%	90%	90%	90%
High school graduation rate	0%	0%	0%	0%	0%

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

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

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

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

Yes No

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

15. Please summarize your school mission in 25 words or less: MAA's mission is to educate and nurture students in a challenging academic environment to become lifelong learners and responsible Christians in the Franciscan spirit.

PART III – SUMMARY

Under the auspices of the Missionary Franciscan Sisters of the Immaculate Conception, Mount Alvernia Academy (MAA) is a Catholic, Franciscan, co-educational school with students from Pre-Kindergarten to Grade 6. Located in Newton, Massachusetts, a suburb of Boston, it has been accredited by the New England Association of Schools and Colleges (NEASC) since 2002. The Academy opened its doors in 1927 as an elementary school—a day school for boys and a day or boarding school for girls. In 1950, the school transitioned from a boarding school to a Kindergarten-Grade 8, co-ed school and a girls' high school. The next change had Mount Alvernia High School moving to a new campus in 1972 which allowed for growth of the Academy. In 1994, the decision was made to shift to a Pre-K through Grade 6 program since students were leaving for secondary schools using a 7th-12th grade model. Presently, MAA has a healthy enrollment of 319 children.

The Academy appointed its first lay principal in 1999 and became separately incorporated by the Missionary Franciscan Sisters in 2006. A Board of Directors was appointed to assume governance of the Academy under the sponsorship of the Sisters. MAA is totally self-supporting, with the help of its Board of Directors, Home and School Association, parents, faculty, staff, and alumni, all of whom help MAA maintain affordable tuition and offer financial aid to qualifying families. This supports the Franciscan tradition of inclusivity and the MAA Mission Statement.

With its excellent reputation, MAA draws students from Newton, Boston, and 17 neighboring cities and towns. Due to its metropolitan location, the student body has varied ethnicities, religious affiliations, and socioeconomic levels. Since becoming a member of the Student Exchange Visitor Program (SEVP) in 2006, MAA welcomes international students into its community. These children enrich the lives of the student body as well as their own.

With its Christian beliefs and strong curriculum, the Academy educates its students to become lifelong learners who are leaders and community builders. Starting in Rainbow Nursery School (RNS), the children have opportunities for participation in liturgical experiences, community service, outreach programs, and student council -- learning to work cooperatively and to grow socially as responsible young people. The pride the children have in their school is reflected everywhere, but most powerfully in the student-run tours given to prospective families who often cite this as a deciding factor in choosing MAA.

The results of standardized testing indicate that the students are excelling academically with scores well above national norms. This is credited to small group instruction in math and reading, teachers' aides in Kindergarten and Grade 1, and a supportive faculty who work diligently to differentiate instruction as well as to integrate technology to enhance student learning.

The Home and School Association supports the mission and vision of the Academy working with the administration, faculty, and advancement director. Whether it is the Annual Fund, community events for families, volunteer opportunities within the school, or the Annual Gala, this association of parents models for the children the importance of sharing time and talents with others.

Having evolved over the years, the 'Make a Difference at Mount Alvernia Academy Program' is an official club at Boston College (BC), one of the school's neighbors. This organization has BC undergraduates volunteering to work with students in classrooms, on athletic fields, in the library, and in the technology center during the school day, after school, and at special events. Modeling the Franciscan way, these students are a gift to the Academy and the young children.

A trademark of a MAA graduate is strong Franciscan spirituality and academic achievement. Forming young men and women of strong moral character and compassion, MAA strives to teach the importance of working for social justice to make the world a better place. Social outreach and service begins in RNS and continues through graduation. Fundraisers, food drives, and monetary collections for victims of global or national disasters to assist charities happen regularly through the suggestions of the students and families.

Presently, MAA finds itself in a most fortunate position. Enrollment is robust. The Board of Directors, administration, and faculty are committed to excellence, and families are engaged and connected. The students are working to their potential as evidenced by the standardized test scores which are well above the average national norms. A strategic plan is in place which has enabled the Academy to purchase iPads, laptop computers, robotics, and implement the IXL math program. The initiative between BC and MAA promotes positive results for all. MAA strives to continue to meet the challenges of enabling students to become local and global leaders who will make the world a better place.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

MAA's curriculum is based on its philosophy and mission statement which assert the belief that all students can be educated and nurtured in a challenging academic environment to become lifelong learners and responsible Christians who share their gifts with others. By aligning MAA's curriculum to the Common Core State Standards and the Massachusetts Curriculum Frameworks, the Academy challenges its students while simultaneously weaving Catholic beliefs and morals into the children's experience. While applauding academic success, MAA strives to educate the whole child by promoting the personal and spiritual growth of its students.

Recognizing various learning profiles among students as well as different teaching styles among teachers, the faculty of MAA employs a variety of teaching modalities and technology to serve diverse learners. Using learning standards, MAA incorporates overarching educational goals to support the development of the whole child. To facilitate this, the Academy's support services include small group instruction, aides in lower grades, a learning support specialist, and a guidance counselor.

The reading curriculum offers instruction ensuring that all students gain exposure to a range of texts, genres, strategies, and tasks while broadening their understanding of themselves and their world. Students are required to read increasingly complex texts through the grades and are expected to meet specific standards while building skills and understanding. At each grade level, the small group structure within the reading program allows for differentiated instruction.

Reading skills are introduced, integrated, and reinforced within grades. The reading curriculum challenges students to develop solid phonemic and phonics skills enabling them to decode and construct meaning from text. Establishing a strong foundation, the reading program then supports students' fluency development, comprehension, and critical thinking skills in a cooperative environment which fosters self-confidence, respect, and an appreciation of different genres.

The mathematics program instills in children an understanding that math is a language of numbers, words, and symbols that is part of daily life. Starting with the use of manipulatives and strategies, the concepts of math are taught leading to fluency in math operations which is extended at each grade level. Critical thinking and problem solving skills build on the previous year's work. Competency development in whole numbers leads to fluency with fractions, decimals, and percents as well as understanding time and measurement. Presently, a relationship is developing between MAA and BC investigating mathematical problem-solving strategies using hands-on materials in Grade 1.

The strong foundation initiated in Kindergarten allows for the addition of more difficult concepts which are necessary for more advanced mathematics and an appreciation of its power and usefulness in everyday life. Again, homogeneous grouping allows for targeted teaching across all learning styles.

Within the English curriculum are writing, oral expression, grammar, and vocabulary disciplines. Verbal and written language is the means for communicating, organizing, and disseminating information which bridges the differences among all people. Students are taught in sequence with more demanding tasks at each level. Using the writing process enables children to approach all writing with a schematic in place. From sentences, to five-sentence paragraphs, to well-developed essays, students build on prior knowledge. Presentation of finished works is done in various formats. While grammar is taught as its own discipline, it is assessed in all students' work. The formal vocabulary program is taught in Grades 4-6 with each year building on the previous one. Using Greek and Latin roots and affixes, children are instructed to look inside words to extrapolate meaning from unfamiliar words.

The science curriculum provides a myriad of experiential opportunities to investigate, question, explore, experiment, predict, and draw conclusions. Using scientific method and critical thinking skills, children discover the wonders of God's world. Science provides students with another language to use to interpret

experiences of the world with the ultimate goal being respect for life, attention to the environment, and concern for the future.

Using the five themes of geography, the goals of the social studies program enable students to understand the relationship between the past and the present, to see connections among land masses, physical systems, and people, and to recognize the impact human beings have made on Earth through adaptation or modification. In addition, it is imperative today's students understand the role of global citizenship.

RNS integrates core curricula as well as physical education, music, and Spanish. The English language arts strand develops verbal skills while exposing children to various literary experiences creating a desire to read and write. Within the math curriculum, children use concepts expanding their understanding of numbers, shapes, sizes, and patterns in the world. Using children's natural curiosity, the science curriculum focuses on simple, concrete activities stimulating abstract thought and scientific concepts while social studies uses the school community to develop world awareness. Kindergarten screenings and fall readiness assessments indicate strengths of RNS children.

2. Other Curriculum Areas:

All the children at MAA are enriched by the entire curriculum. The children are immersed in the Catholic faith, study Spanish, sing and move with enthusiasm in music, experience many varied media in art, receive specialized library and technology instruction, participate actively in physical education, and integrate technology throughout the day.

MAA, a Franciscan school, lives its mission. Guided by the tenets of the Catholic Church and the Franciscan charism, the Academy integrates faith in all aspects of its curriculum, but it is foremost in the religion curriculum. The goals of the religion program are to have the students realize that each has been called by God (Isaiah 43:1) to enter fully into Christian moral and spiritual life through the Bible, the Sacraments, liturgical experiences and to have each student develop a lifelong relationship with God.

The Spanish program provides students with exposure to the Spanish language. Students learn basic vocabulary as well as rules of grammar and use these in simple written, oral, and multimedia communications. Additionally, they investigate Spanish-speaking cultures of the world. This helps them to realize that a rich world exists outside that of their personal experience. They are able to understand that people who speak different languages and live in different cultures are all part of God's creation.

The library curriculum encourages exploration through reading, research, and scaffolding activities. Pairing library time with discipline areas creates a solid collaboration improving student engagement, curiosity, awareness, and achievement. Collaboration between the library and technology curricula is ongoing. Creating lifelong readers and learners is the ultimate goal of literacy.

Technology's goals are to develop critical thinkers and problem solvers whose technological skills enable them to be digital citizens in the ever-changing world. Starting in Kindergarten, children are taught keyboarding, exposed to the Internet as a tool for content and communication, learn basic computer components and operations as well as begin to code which develops vital engineering skills. As a multi-disciplinary field, technology is embedded into the educational process rather than standing alone. Authentic integration impacts the learning thereby allowing students to explore, learn, and assimilate information. By Grade 6, children have mastered many software applications, chosen appropriate resources and apps for academic tasks, demonstrated proper citation and copyright procedures, administered an online community, created programs, collaborated digitally with teachers and peers, and articulated security/privacy concerns of the Internet.

The music program at MAA fosters a lifelong love of music, develops the basic music components that will advance self-confidence, and lays the foundation to continue music studies. MAA uses an active music curriculum, GAME PLAN, which is organized by grade level, using the Orff Schulwerk principles of combining music, movement, drama, and speech into lessons similar to play, and the Kodaly approach with its child-centered lessons based on discovery and music literacy. Rich in choral music, folk literature,

nursery rhymes, traditional singing games, the curriculum reinforces the spirituality of Catholic beliefs.

The art program's objective is teaching children to "see," not just to look, to appreciate nature as God's magnificent creation from which one can learn, and to use art as spiritual language for expressing oneself. All children have artistic gifts which can be manifested through instruction and exposure to art. The program broadens students' visual sensitivity, creates potential, and fosters self-esteem while giving them necessary knowledge, skills, and attitude to make rational aesthetic judgments.

The physical education curriculum uses concepts of movement and integrated movement which provide children of all abilities and interests with a foundation of challenging activities that improve skills and sportsmanship while instilling the importance of lifelong fitness and wellness. Offering team-based and individual activities, it promotes cooperation, teamwork, leadership, and respect through structured and sequential experiences. Within a positive learning environment, students have the skills to make decisions about physical activity, level of enjoyment and challenge, as well as the degree of social interactions for maintaining an active life.

3. Instructional Methods and Interventions:

MAA addresses the diverse needs of its students by ensuring that the Mission Statement is the overarching principle in all that is done.

With its small group instruction in mathematics and reading, MAA meets the needs of individual students by placing them in homogeneous groups which remain fluid during the year allowing for movement of students. Using standardized testing scores, teacher recommendations, student achievement, and individual learning profiles, small learning communities are created which allow for differentiating instruction while challenging the children and fostering individual growth.

In each of the Kindergarten and Grade 1 classes, the teachers have an aide who supports the learning for all the children in whole class instruction, small group teaching, and center activities.

The Academy has a learning specialist who instructs diverse learners at all grade levels. This intervention happens collectively within a grade should a number of children need assistance or individually if a child has a specific area of need. The learning specialist is critical in the lower grades for phonics instruction and reading development. Coupled with academic support in the upper grades, the role also involves being a resource for those with alternative learning styles. Teachers also work with individual students before school, during lunch time, or after school as needed.

Many instructional methodologies are incorporated into the students' day to create an effective learning environment. They include the following: project-based learning, cooperative assignments, technology and technology integration, cross-curricula activities, differentiated assignments and homework, oral and written presentations, authentic assessment, experiential projects, interactive SMART Board activities, science labs, field trips, manipulatives, wait time, problem solving, constructivism, modeling, coaching, scaffolding, debate, art, theater performance, field trips, creation of classroom museums, and school newspaper.

Technology is used to enhance the curriculum in the following forms: iPads, laptops, SMART Boards, classroom computers, technology lab, Apple TV, calculators as well as the software or apps to support these devices. Driven by curriculum, the technology becomes more relevant to the students.

The Academy's guidance counselor assists children spiritually, academically, socially, and emotionally. Dealing with school issues immediately and privately enables the faculty to focus on the curriculum. Assisting children early with academic, personal, or social problems promotes learning and academic achievement.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

With the goal of improvement, curriculum and assessment at MAA are under constant review by faculty and administration making a strong program stronger. The Stanford 10 assessment data provided reflects mean scaled scores higher than required by the “cutoff scores” document. This is a direct result of time spent reviewing curriculum, student performance, and assessment data.

With its firm commitment to the reading and mathematics curricula, MAA offers small group instruction targeting each child’s learning profile. This approach increases interaction and feedback between teachers and peers, greater instructional time, and differentiation.

A sound reading foundation needs direct instruction and practice in phonemic and phonics skills which lead to solid decoding and spelling skills. Exposure to various genres with increasingly complex text enables students to build comprehension while strengthening the development of critical thinking, vocabulary, and writing. Assessment is needed to measure learning and to adjust classroom instruction.

Introducing and using manipulatives and strategies familiarize students to mathematics. Taught in a developmental progression while monitoring each child’s progress assures the next level builds upon the preceding one. Constant practice, spiraling back, and the IXL program, a mathematics online site, allow children to build on what they know and to recognize math in everyday life. With the objective of increasing fluency in math operations, each year’s skills build upon the prior year’s work. This foundation supports more advanced mathematical concepts.

Following each cohort through its cycle of Grades 3-6, the performance trend has been upward. Starting with Grade 3 in 2010, each tracked cohort through 2014, exhibited positive growth in math and reading mean scaled scores. A challenging curriculum, numerous teaching modalities, high academic goals, and a willingness to reassess and modify continuously contribute to high scores in the assessment data tables and each cohort’s upward trend.

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

MAA uses Stanford 10 to analyze and improve student and school performance. Providing yearly data as well as longitudinal data by grade and student in all subjects tested, this data is reviewed by teachers to identify strengths and weaknesses of individual students and to target areas for additional instruction. The next review is by teachers and administrators for effectiveness of curriculum and instruction.

Using Stanford 10 Summary Reports to compare MAA’s students to students at the national level allows for evaluation of students’ performance. Weaknesses and strengths in curriculum are identified. Weaknesses are addressed within faculty and curricular meetings focusing on improving instruction. A review of testing data resulted in the creation of a Latin and Greek roots vocabulary curriculum in Grades 4-6. This review also led to more real-life integration of mathematics, as well as additional math instruction for Grade 2.

After Stanford 10, other summative assessments include unit tests, term/final exams, science fairs, projects and oral/digital presentations. Rubrics are important in summative assessments. Designed with clear expectations and given at the onset of a project, they establish explicit criteria which aid objectivity when final grades are derived.

Formative assessments include ongoing assessments, observations, questioning, quizzes, tasks, and homework. Measuring comprehension and evaluating students' day-to-day progress help drive future instruction.

Keeping communication open and ongoing is vital. At MAA, it is accomplished in many ways. Weekly packets of students’ work go home all year. Progress reports are issued halfway through each quarter.

Report cards are issued quarterly. Formal parent-teacher conferences occur biannually, but informal conferences happen frequently. Faculty members avail themselves to parents whenever needs arise. Voicemail, phone calls, notes, and email assure direct lines of communication. SchoolSpeak, MAA's student-information system, enables constituents to communicate easily and posts needed information for the school, classes, or groups.

Part VI School Support

1. School Climate/Culture

In the spirit of St. Francis of Assisi, MAA fosters a climate and culture enabling students to grow in faith and virtue by assisting them “to act justly, to love tenderly, and to walk humbly with your God” (Micah 6:8). Using faculty, parent, and student questionnaires from the NEASC accreditation process (2013), the clear indication is MAA’s requirements and expectations reflect its core values and mission as well as its effective educational program.

As the children are challenged to become responsible Christians, they are taught that it begins with them here and now. Compassion and forgiveness toward each other are paramount. Building on the home foundation initiated by the children’s first teachers, their parents, the faculty endeavors to broaden the perspective from the local community to the global one, to create an awareness of world events, and to explore ways to alleviate sufferings of others in an atmosphere of mutual respect.

The school environment is positive. The conscientious faculty, engaged students, and rigorous curriculum work collectively to promote success. The small group instruction accommodates individual learning profiles as does the extra support available before- and after-school. Instruction in technology, Spanish, music, art, library, and physical education as well as the after-school clubs offer students opportunities to discover and broaden their skills in a variety of diverse areas.

The Academy strives to promote leadership in its students. Children learn quickly that a leader does not have to be the one who makes decisions or gives instructions, but rather is the one who leads by quiet example—making right choices in difficult circumstances. The MAA Student Council promotes this with the “Gratitude Attitude” Board where faculty and students recognize the kindnesses of others. It is the mission in action.

The principal affirms faculty and staff in numerous ways for their dedication and work ethic. Since their input and expertise as master teachers are valued, faculty meetings are a time of lively discussion on improvements and implementation of the curriculum. This exchange of ideas has led to a stronger science program, a Greek and Latin roots vocabulary curriculum, and the after-school robotics program.

The Home and School Association and parents recognize faculty dedication in many ways: Thanksgiving and Teacher Appreciation luncheons, coffee and treats, special notes, and gifts.

A true reflection of the MAA Mission Statement is visible each day as teachers and students work together to be lifelong learners and leaders.

2. Engaging Families and Community

With the goal of developing the whole child into responsible Christians, moral citizens, and lifelong learners, MAA’s faculty and administration acknowledge the importance of involving families and the community into children’s lives.

It begins with clear, focused communication. To meet that aim, MAA initiated a new student-information system/parent portal, SchoolSpeak, which allows for the easy delivery of information to/from teachers, administration, staff, and parents about all aspects of school life.

“Make a Difference at MAA Program,” an official club at BC, began with a simple request. Needing assistance in the after-school sports program, the physical education teacher contacted an administrator at BC asking for undergraduate volunteers. This program currently has over 100 students sharing their talents in classrooms, library, science laboratory, fields, and courts.

MAA’s technology director’s involvement with the Catholic Schools Foundation (CSF) has had a direct

bearing on technology integration throughout MAA and some archdiocesan schools. As a result, many faculty members received a grant to attend the CSF Summer Technology Academy at BC, where the principal was a panelist relating how implementing technology across the curriculum has had positive effects at MAA. This opportunity and exchange of lessons, ideas, and perspectives have had a constructive impact on teachers, students, and curriculum.

The Academy lives its mission, and nowhere is it more evident than in outreach to others. Students touch the lives of many, both near and far. Some programs are organized through MAA's Student Council, while others are initiated by students and families. Always first to respond to natural or man-made disasters, MAA also supports traditional causes with funds or goods raised through raffles, tag days, or drives. Some are Veterans Day Service for Fisher House at VA Hospital, Boston; Thanksgiving Food Drive for Project Care and Concern, Boston; Christmas Giving for local charities; Spring Raffle for Franciscan Sisters' mission work; 'Be like Brit' for Haiti's earthquake victims.

The Academy celebrates families who are invited to all school events such as liturgies/prayer services and rosaries, musical performances, plays, science and social studies fairs, and basketball games. Two highlights are Grandparents' Day and Thank-You Night. Each event recognizes and thanks families and extended families of the students.

The Home and School Association, MAA's parent group, invites all families to participate. Sponsoring Back-to-School Pizza Nights, Catholic Schools Week activities, holiday festivals and dinners, uniform sales, and fundraisers for educational programs and field trips, this organization's welcoming presence permeates MAA.

3. Professional Development

Charged with educating 21st century students in a challenging environment to become lifelong learners and responsible Christians, MAA's faculty acknowledges the importance of professional development. John C. Dana expresses the faculty's belief, "Who dares to teach must never cease learning." The faculty accepts that to fulfill the Academy's mission one must continue learning. Hence, professional development is critical, and funds are allocated annually for these opportunities.

Professional development is engagement in one's craft. It is disseminating information, igniting interest, and offering opportunities. MAA's principal, recognizing this, encourages the faculty to explore all opportunities—serving as a NEASC team accreditation member, attending workshops, webinars, graduate seminars and courses, supplying professional periodicals, journals, and memos (ASCD, NCEA, AISNE, Marshall) for reading and discussing, and on-site training. No opportunity, small or large, is discounted that supports the teachers' work.

Integrating technology across the curriculum is the focus of MAA's five-year strategic plan. Professional development to use technology to enhance learning is ongoing through in-house training, intensive workshops, webinars, and graduate courses. Over recent years, teachers have participated in the following: workshops (offered by CSF and spaced over a year) on iPads in the classroom where three teachers created a collaborative unit to use and share with other attendees; week-long workshop (BC Summer Technology Academy) where five teachers integrated technology at all levels and disciplines; STEM program (Northeastern University graduate degree) where two teachers participated and then reviewed the Academy's mathematics/science curricula; focused-faculty meeting for curriculum review, technology integration, and assessment development. Faculty share what they have learned and integrate technology in appropriate ways aligning MAA's curriculum, Common Core State Standards, and Massachusetts Curriculum Frameworks.

The impact of professional development is evident. The study of the mathematics/science curricula led to additional science classes, the addition of the IXL math program, and an after-school robotics program for Grades 4-6. In-service days have been used for programs dealing with executive functioning, differentiated instruction, and annual retreats to reflect on the Academy's mission.

With collaborative instruction, teachers use technology to access and synthesize information thereby enabling the students to be curious, creative problem solvers. There are many opportunities for authentic learning using all the resources available to them—teachers, librarians, technology, and hands-on-application. Students learn at an early age that MAA’s faculty challenges them to be lifelong learners and global citizens.

4. School Leadership

MAA, a Franciscan Catholic school, is a separate incorporation under the sponsorship of the Missionary Franciscan Sisters of the Immaculate Conception. The Academy’s success is due to strong leadership comprised of the principal, vice principal, business manager, the Board of Directors, and elected leaders of the Missionary Franciscan Sisters of the Immaculate Conception. Establishing and supporting policies, programs, and relationships focused on students’ academic and spiritual growth, the leadership team’s vision is securely rooted in Gospel values and Franciscan traditions stated in the Academy’s mission.

“With God all things are possible!” (Luke 18:27) is the philosophy of the principal. Assisted by a vice-principal, this team builds positive relationships through effective communication. An ‘open-door’ policy assures all (faculty, parents, students) their concerns/ideas are important. Listening is vital to good leadership as are foresight and stewardship.

Communication is key to collaboration. Together they allow for outstanding education to happen and for relationships between school and home to complement each other. The principal articulates the school’s mission to faculty, students, and parents in communications, written and oral, morning announcements, emails to faculty and parents, and on MAA’s website. The introduction of SchoolSpeak, a student-information system, has broadened the principal’s and teachers’ reach. SchoolSpeak allows for effective transmission of school-related information by all MAA constituents.

The principal’s instructional leadership is visible in countless ways. At monthly faculty meetings, key issues are discussed. Be they improvement in spiritual or academic areas, all members are included, for together improvements are better. Professional development opportunities are offered for individuals and groups in academic and theological programs. Time is provided for cooperative planning and sharing which advances curriculum. Weekly review of teachers’ plan books, students’ work, and tests lets the principal be informed about curricula at each grade level/discipline. Teacher evaluations, formal and informal, allow for discussions and mentoring on pedagogy and alternative approaches.

As servant/leader, the leadership team strives to build community by listening, encouraging, and empathizing. Growth of community and individuals is paramount. Modeling to faculty and staff, to parents and students, the team guided by the MAA Mission Statement embraces each situation by following in the footsteps of Jesus, St. Francis, and St. Clare to make the world a better place.

PART VII - NON-PUBLIC SCHOOL INFORMATION

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

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

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

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

2014-2015 Tuition

Grade	Amount
K	\$8000
1	\$8000
2	\$8000
3	\$8000
4	\$8000
5	\$8000
6	\$8000
7	\$0
8	\$0
9	\$0
10	\$0
11	\$0
12	\$0

4. What is the educational cost per student? \$9950
(School budget divided by enrollment)
5. What is the average financial aid per student? \$1800
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 3%
7. What percentage of the student body receives scholarship assistance, including tuition reduction? 36%

PART VIII - ASSESSMENT RESULTS

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Stanford 10</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>Pearson</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	655.8	649.8	633.5	649.7	648.5
Number of students tested	42	40	47	34	44
Percent of total students tested	100	98	98	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: No subgroups of ten or more students in any given year.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Stanford 10</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>Pearson</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	674.2	658	660.7	650.3	660
Number of students tested	41	47	34	44	33
Percent of total students tested	98	98	100	100	97
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: No subgroups of ten or more students in any given year.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Stanford 10</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>Pearson</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	675.3	679.1	682.1	676.6	692
Number of students tested	42	32	40	33	33
Percent of total students tested	98	91	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: No subgroups of ten or more students in any given year.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Stanford 10</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>Pearson</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	707.5	699.9	703.1	706.5	700.5
Number of students tested	30	35	29	30	37
Percent of total students tested	97	97	94	100	97
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: No subgroups of ten or more students in any given year.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Stanford 10</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>Pearson</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	667.6	668.7	652.8	657.4	652
Number of students tested	42	40	47	34	44
Percent of total students tested	100	98	98	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: No subgroups of ten or more students in any given year.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Stanford 10</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>Pearson</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	691.5	682.9	675.2	672.7	673
Number of students tested	41	47	34	44	33
Percent of total students tested	98	98	100	100	97
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: No subgroups of ten or more students in any given year.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Stanford 10</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>Pearson</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	693.3	686	678.3	680.3	696.5
Number of students tested	42	32	40	33	33
Percent of total students tested	98	91	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: No subgroups of ten or more students in any given year.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Stanford 10</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>Pearson</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	699.2	711	701.6	707.8	707
Number of students tested	30	35	29	30	37
Percent of total students tested	97	97	94	100	97
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: No subgroups of ten or more students in any given year.