

**U.S. Department of Education**  
**2018 National Blue Ribbon Schools Program**

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[ ] Public or [X] Non-public

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

Name of Principal Sister Maureen Gillespie  
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Ancillae-Assumpta Academy  
(As it should appear in the official records)

School Mailing Address 2025 Church Road  
(If address is P.O. Box, also include street address.)

Wyncote City                      PA State                      19095-1124 Zip Code+4 (9 digits total)

County Montgomery

Telephone (215) 885-1636

Fax (215) 885-2740

Web site/URL http://www.ancillae.org

E-mail alintner@ancillae.org

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\*Amy Lintner                      E-mail alintner@ancillae.org  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Philadelphia Tel. (215) 587-3700

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 \_\_\_\_\_  
(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, write N/A in the space.*

## PART I – ELIGIBILITY CERTIFICATION

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1. 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 and National Blue Ribbon Schools requirements, are true and correct. 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. 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 and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2018 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.
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 2012 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: 2013, 2014, 2015, 2016, or 2017.
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 has not been identified by the state as "persistently dangerous" within the last two years.
9. 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.
10. 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.
11. 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.
12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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Data should be provided for the most recent school year (2017-2018) unless otherwise stated.

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

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

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

2. Category that best describes the area where the school is located:
- Urban or large central city
  - Suburban
  - Rural or small city/town
3. Number of students as of October 1, 2017 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
<b>PreK</b>	41	36	77
<b>K</b>	25	32	57
<b>1</b>	24	22	46
<b>2</b>	19	37	56
<b>3</b>	27	25	52
<b>4</b>	26	25	51
<b>5</b>	26	34	60
<b>6</b>	25	35	60
<b>7</b>	28	32	60
<b>8</b>	32	26	58
<b>9</b>	0	0	0
<b>10</b>	0	0	0
<b>11</b>	0	0	0
<b>12 or higher</b>	0	0	0
<b>Total Students</b>	273	304	577

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 1 % Asian
  - 5 % Black or African American
  - 1 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 90 % 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 2016 – 2017 school year: <01%

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.

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2016 until the end of the 2016-2017 school year	3
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year	1
(3) Total of all transferred students [sum of rows (1) and (2)]	4
(4) Total number of students in the school as of October 1, 2016	582
(5) Total transferred students in row (3) divided by total students in row (4)	<.01
(6) Amount in row (5) multiplied by 100	<01

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

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

7. Students eligible for free/reduced-priced meals: 0 %  
 Total number students who qualify: 0

8. Students receiving special education services: 8 %  
44 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. It is possible that students may be classified in more than one condition.

- |                                  |  |
|----------------------------------|--|
| <u>4</u> Autism                  | <u>0</u> Multiple Disabilities                 |
| <u>0</u> Deafness                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness          | <u>15</u> Other Health Impaired                |
| <u>0</u> Developmentally Delayed | <u>19</u> Specific Learning Disability         |
| <u>0</u> Emotional Disturbance   | <u>6</u> Speech or Language Impairment         |
| <u>0</u> Hearing Impairment      | <u>0</u> Traumatic Brain Injury                |
| <u>0</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: 28

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

	<b>Number of Staff</b>
Administrators	10
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	58
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	13
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	1
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 8:1

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

<b>Required Information</b>	2016-2017	2015-2016	2014-2015	2013-2012	2012-2013
Daily student attendance	97%	97%	97%	96%	98%
High school graduation rate	0%	0%	0%	0%	0%

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 2017.

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

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

Yes  No

If yes, select the year in which your school received the award. 2010

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

Ancillae-Assumpta Academy is a private, Catholic, co-educational school for preschool through grade 8 that meets the needs of all learners and prepares students as global citizens.

## PART III – SUMMARY

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Ancillae-Assumpta Academy is a private, co-educational, Catholic school sponsored by the Handmaids of the Sacred Heart of Jesus. The Academy is located on a ten-acre campus in Wyncote, Pennsylvania, a suburb outside of Philadelphia. Once the estate of Saturday Evening Post editor George Horace Lorimer, the property welcomed Herbert Hoover, Norman Rockwell, and Agatha Christie as guests. It's no wonder that the Academy feels a special responsibility to value the diversity and creative abilities of our students, continuing the legacy of those who came before us and were part of the Academy's past.

In 1945, the Handmaids of the Sacred Heart purchased the property. In 1946, the sisters began kindergarten classes as their first educational endeavor, and one year later, opened a private elementary school for girls called Ancillae Academy. In 1957, the boys' school, Assumpta Academy, was started. In 1969, the two schools merged under a single administration and a single name, Ancillae-Assumpta Academy.

The school's educational philosophy, given the acronym, R.I.C.E., promotes an integral understanding and practice of: Shared Responsibility, Human Interdependence, Dynamic Creativity, and People Empowerment. Through the R.I.C.E. Process, the students learn in theory and experience to appreciate the importance of a global viewpoint and to see the interrelatedness of peoples, which prepare them for the challenges and demands of the future. Ancillae-Assumpta Academy's commitment to the goals of the R.I.C.E. process has been key to maintaining the level of quality that has earned our school awards, recognition, reaccreditation, and respect. In 1986, Ancillae-Assumpta Academy earned recognition for its excellence in education by the United States Department of Education. In 1990, Ancillae-Assumpta was one of the first six elementary schools to gain approval of an entrepreneurial project for accreditation purposes when it received a ten-year reaccreditation from the Middle States Association of Colleges and Schools for a special project on the R.I.C.E. Process. In 1992, and again in 2010, Ancillae-Assumpta Academy received the National Blue Ribbon Schools Award. Ancillae was reaccredited in 2012 by the Middle States Association and in 2016, the Academy earned the Apple Distinguished School recognition.

The committed faculty provides a supportive foundation for nurturing and fostering the students' personal and educational growth and development. The student body of pre-school through grade eight is from fifteen school districts within a twenty-mile radius of the Academy. The steadily maintained enrollment continues to bring 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. A strong sense of family, participation, and commitment supports these students throughout their journey at Ancillae-Assumpta Academy.

In addition to the most up-to-date instructional areas and classrooms, the Academy houses three science labs, a STEM lab, a MIDI lab, six studios for private music instruction, an art studio and kiln area, a computer graphics area, an auditorium, cafeteria, gym, school chapel, and a fully equipped library. The outdoor facilities are comprised of an outdoor classroom and gardens, two playground areas, a nature path, and an athletic field with a spectator area.

Ancillae-Assumpta Academy integrates technology in a 1:1 environment to maximize student opportunities for learning and to empower them to become self-directed learners. This integration promotes access, engagement, individualization, and authenticity in the learning process. Students create, publish, connect, communicate, collaborate, research, and problem solve. They engage in personalized, student-centered learning. Inherent in the collaborative and creative use of our school's technology is the application of the R.I.C.E. values of Shared Responsibility, Human Interdependence, Dynamic Creativity, and People Empowerment.

At Ancillae, we strive every day to attend to the intellectual, creative, and emotional diversity of our students in an effort to educate and nurture the whole child. This nurturing includes opportunities for expression in the fine arts, academics, and athletics. Strategic planning for this priority includes a commitment to professional development in the areas of differentiation, flexible learning environment, and mindfulness. Three of the Academy's programs devoted to the nurturing of the whole child include a

comprehensive Resource Learning Program for all grades, a three-year long Student Advisory Program for students in grades 6-8, and a Service Learning Program promoting civic engagement for all students at the Academy.

Ancillae-Assumpta Academy has twice received the National Blue Ribbon Award which created a tremendous amount of joy in the community. Administratively, the recognition inspired positive momentum in our strategic planning of mission, curriculum, networking, and staff development as we moved into our next accreditation process. For our faculty and staff, the recognition served to acknowledge their skill and hard work and to motivate them in their innovative teaching and learning practices. Our students took great pride in this accomplishment, which heightened school spirit. The recognition also increased our visibility and allowed more students to join the Ancillae family.



## PART IV – CURRICULUM AND INSTRUCTION

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### 1. Core Curriculum:

The curriculum emphasizes the development of strong academic skills, utilizing an integrative curricular model. Through this interdisciplinary structure, content goals, which are consistent with current research and standards, are communicated and assessed. Our 1:1 device program promotes a personalized and authentic learning experience. Our service learning curriculum, school-wide sustainability efforts, local community partnerships, and student government program cultivate civic engagement in and out of the classroom. The faculty is committed to flexible learning environments and differentiated instruction to support the success of all learners and to optimize their learning opportunities and outcomes.

The language arts curriculum integrates reading, writing, speaking, and listening. In the primary grades, the balanced, comprehensive program teaches reading through explicit instruction in phonics, phonemic awareness, vocabulary, fluency, and reading comprehension. Writing instruction is integrated with the reading program and focuses on the writing process. Direct, systematic skill instruction is integral to reading and writing development at this stage. The middle grade curriculum shifts in focus from learning to read to reading to learn. Increased emphasis is placed on reading and writing informational content. Strategy instruction focuses on constructing meaning from the text using a repertoire of comprehension strategies. Emphasis is placed on vocabulary, word identification skills, fluency, and comprehension. In 7th and 8th grade, the focus becomes literary analysis. Novels such as *The Giver*, *Animal Farm*, and *To Kill a Mockingbird* encourage analysis of government structures and basic political theory. These novels help students develop an understanding of the role citizens play in society. Students' written literary responses focus on this analysis and writing for different purposes and audiences. Our research curriculum provides the instruction and scaffolding necessary for students to use research ethically and to write a well-structured research paper. Analysis of student writing further guides teacher instruction of the application of language conventions.

The math curriculum enables students to acquire an understanding of and ability to work with numbers and number concepts and to apply that knowledge in early computational skills. Students in Grades 1-5 use instructional materials that combine 21st-century educational technology with modern content and dynamic interactivities to engage today's digital learners. Students in Grades 6-8 progress from basic middle grade level competencies through a complete Algebra I course. Every student is taught to think critically, reason logically, problem-solve, and apply his/her math knowledge in real-world applications.

The science curriculum addresses the need for students to learn about their world through scientific exploration and hands-on experiences. The curriculum supports the Next Generation Science Standards through the development of scientific inquiry, thinking skills, and knowledge. The advancement of content and abilities promote scientific literacy. In our annual Science Fair, each student conducts an experiment and researches a complex topic in a rigorous but rewarding experience, engaging in the scientific method. Students in eighth grade present their projects orally to the scientific community. Additionally, the program utilizes the Outdoor Classroom in its scientific endeavors and investigations and has in its course of study age-appropriate lessons on Physical Science, Life Science, Earth and Space Science, and Engineering.

The social studies curriculum promotes diversity, global interconnectedness, and intellectual excellence through the study of civics and government, economics, geography, and history. Our goal is to develop students who are informed, socially aware, civically engaged, and able to approach the world with a global perspective. Students in grades 6-8 participate in National History Day. A theme such as "Conflict and Compromise" exposes students to the productive ways people embrace controversy and engage in democratic dialogue to ultimately affect positive change. The culmination of study in our Social Studies curriculum is participation in a local history project about our township where students make a real connection between the location of our school and the history they study. Working with local historians, they answer the essential question of why the preservation of a local historical site is important and explore the location from a number of perspectives. Students compile their research, gained through interviews and site visits, to create a documentary which is shared back with the township for their use. This project teaches

how to ask challenging questions, how to consider varied perspectives, how to draw upon prior knowledge.

Following the standards for AMS Montessori Classrooms, our Montessori Preschool and Kindergarten program is designed to meet the individual pace and development of each child. It recognizes the importance of multi-sensory, hands-on learning in a well-prepared environment. Language, math, culture, science, and other Montessori areas are presented in individual and group lessons. The curriculum is enriched by weekly specialty classes in music, Spanish, gym, art, technology, library, yoga, religion, and sign language classes. Self-confidence grows with each new discovery, providing a foundation for the primary grades where they are prepared to meet the rigor of our elementary curriculum.

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

Fine arts education is provided for preschool through grade eight by a nine-member full-time faculty. The music program includes general music, Orff instruments, choral classes, and MIDI lab classes in keyboarding and guitar. The art curriculum exposes students to art history, 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 Wellness and the President's Challenge Physical Fitness Program.

Health classes address physical fitness, nutrition, safety, first aid, and drug education. Additionally, students in grade five participate in both Life Skills and Mindfulness programs.

Ancillae-Assumpta Academy is in compliance with the program's foreign language requirements. Our 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.

The Academy has created an innovative and compelling learning environment that engages students and provides tangible evidence of academic accomplishment. Ancillae's 1:1 World Program promotes access and engagement in the learning process. Students learn to create, publish, connect, communicate and problem-solve. Ancillae students have the added benefit of working in the STEM Laboratory. Through a systematic and sequential coding skill development, students in grades 1-4 work with both off-line and on-line coding and by eighth grade, students are writing Java script. The Academy has reimaged learning spaces to increase student engagement and success. With more than 850 iOS and OSX devices, students develop critical thinking, planning, and execution skills in coding, engineering, and project-based learning experiences, empowering them to meet the future.

The library curriculum provides quality literature, research resources, and information literacy skills. The curriculum follows the philosophy outlined by the American Association of School Librarians and the Association for Educational Communications and Technology. Students cultivate a love of reading and learn to be responsible users of information and library resources. Using current events, students learn media literacy skills to help them access and evaluate multiple media platforms, preparing them to participate as informed citizens and decision-makers in the world that awaits them.

The Student Advisory Program is designed to assist students in gaining essential academic, social, and life competencies. The program is based on the belief that students need the opportunity to develop relationships with adult educators who act as guides and advocates for the students. The curriculum emphasizes digital citizenship, role playing for decision-making and conflict resolution, and the development of leadership and self-advocacy skills. The advisory program offers guidance for students during adolescence and fosters the development of self-esteem and resiliency. Students in grades six, seven, and eight meet in small groups once a week with an advisor.

Ancillae-Assumpta Academy incorporates service learning into our rich curriculum with the intention of framing the students' academic development in the context of helping to shape their community's future and making a difference in our world. Beginning in preschool, students learn to appreciate and to care for the particular gifts and abilities they have received, especially their education. They will grow to recognize their responsibility to develop these gifts and to share them in creative ways, seeking a more meaningful life for all. Learning and service are connected to the intellectual and moral development of each student at each grade level.

Our school mission and vision statements reflect a commitment to sustainability. At Ancillae-Assumpta Academy, our students learn that the life systems on Earth are interdependent. We join our township's sustainability initiative through school-wide sustainability goal-setting and efforts. Students learn through recycling, composting, waste-reduction, gardening, and energy education a deepened sense of responsibility for the environment and the impact of sustainable practices. Our hope is to engage and educate our community to unite behind this shared set of goals to build a sustainable future. Throughout the grade levels, sustainability is a major curriculum emphasis, where students learn the connection between local actions and global consequences.

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

The Academy believes that every student has the right to respectful tasks. Teachers at Ancillae-Assumpta Academy have a staff development goal to be prepared with the knowledge and strategies to attend to the intellectual and emotional diversity of their students. The climate for teaching and learning has been positively impacted through several initiatives.

The Academy administers the Murphy-Meisgeier Type Indicator for Children (MMTIC) to 5th-8th grade students. This report identifies individual learning styles. It provides a deeper understanding of how students learn, how to address those differences in learning styles, and how to optimize learning preference assets. Students learn strategies for personal strength and challenge areas.

Our Resource Learning Center, serving the needs of over 90 students, provides remediation and student success skills. This faculty engages students in a variety of methods which best meet their learning differences. Instruction not only focuses on improving reading fluency and comprehension and math and writing skill development, but on study, time management, and organizational skills. This team provides direct assistance for teachers in meeting the diverse needs of all students and shares Student Learning Profiles and Class Profiles.

Teachers design quality lesson plans based on content standards 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 to accommodate individual learning needs through tiered assignments, curriculum compacting, contract learning, and other strategies. With two certified teachers in each classroom for math and language arts instruction in grades 1-4, flexible learning groups and co-teaching strategies are implemented to provide a differentiated learning experience. In grades five to eight, flexible varied groupings and smaller student-to-teacher ratios provide for a dynamic learning environment for our students.

<sup>[1]</sup>Project-based learning is integrated throughout the curriculum, and students engage in a variety of challenge-based activities in the STEM lab. Junior High students participate in a virtual simulation called e-Mission on hurricane preparation and evacuation delivered via distance learning. Students use entrepreneurial skills to design, develop, and promote new and improved products which are brought to life using our 3D printers.

Trimester reporting grades are authenticated by various types of well-developed assessments. Teachers adhere to the school-wide assessment plan and incorporate a balanced approach to assessment tools including both formative and summative assessments based on clearly articulated standards. The formative assessments monitor student progress and inform instructional decision-making. The summative assessments evaluate student achievement. The faculty recognizes the importance of student reflective

assessment. These activities, along with the use of rubrics, ensure that the student is central to the assessment process.

Ancillae-Assumpta Academy's standardized assessment results demonstrate strong academic achievement on the TerraNova. When examining trends for school performance, it is apparent that each grade makes significant gains in achievement as they progress each year through our academic program.

TerraNova 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. TerraNova results are used by the teachers to modify and refine their teaching. Additionally, TerraNova results are used as one piece of data for grouping decisions in math.

The Resource Learning Coordinator reviews the individual student scores to identify individuals for academic support and then 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. Auxiliary instruction is implemented to meet any articulated needs.

The academic achievement of our students is further 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 2017, 58% of eligible students qualified for this program. This talent search corroborates the strong academic achievement of students having the benefit of Ancillae-Assumpta Academy's comprehensive curriculum. Additionally, 20% of the class of 2017 earned academic high school scholarships.

## PART V – SCHOOL SUPPORTS

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### 1. School Climate/Culture:

As a school community that educates “with love and for love”, we strive to create an environment that welcomes and values all people. Students and families of Ancillae-Assumpta Academy engage in programs, activities, and events to enrich their educational and community experiences. Students participate in the Robotics Program, Green Team, Tech Team, Forensics Program, Student Council, Fine Arts offerings, athletic teams, and other clubs which explore their interests and engage them in the life of the school. Through the Olweus Anti-Bullying Program, Advisory Program, Life Skills, Mindfulness, and Morning Meetings, we endeavor to instill in our children a sense of belonging and create a learning environment of inclusion, equity, and respect. These programs support the growth of the whole child and have dedicated time in our schedule.

Our parents play an integral role in supporting this nurturing environment. Their involvement as classroom volunteers, running community events, and partnering with administration and faculty to support the school shows the students that caring and action create a vibrant community. Each day, parents are in our school serving in the lunch program, participating in math explorations, giving a classroom presentation, assisting in art preparation, or meeting to plan the next family event. To cultivate an environment that values the diverse ways all of our families enrich our school community, the Academy’s Diversity and Inclusion Program includes a threefold approach to celebrate diversity: student education, faculty training, and parent partnership.

Our teachers experience a strong sense of belonging. They plan together in area meetings, participate in professional learning groups, and are supported in their professional development through continuing education funds. New faculty are mentored, and all faculty and staff receive ongoing support and feedback from administrators as they work together to creatively problem-solve to meet the needs of all students. As demonstrated by our retention rate, our teachers view their positions as more than just a job, but as a ministry. At our 2017 end of year celebration for faculty and staff, we recognized 66 of 116 faculty and staff members who have been here for 10 years or more; 20% had been here for more than 20 years. In addition to these employment milestones, we always celebrate degrees, births, grandchildren, engagements, and weddings. This family supports one another in times of grief and hardship as well. Because of this community feeling, members know they are a valued part of the school family.

### 2. Engaging Families and Community:

Through communication and trust, parents and teachers partner together for student success. 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. PowerSchool, a web-based student information system, enhances timely communication of assessment data. Parents can access grades, and students can set goals and monitor their own progress. Canvas is the Academy's Learning Management System. Families with students in grades 5 - 8 can view course information, homework, collaborations, and other assessments. Canvas enhances the potential for parents to engage in their children's education.

The Parents' Council, the parent leadership of the school, 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 Athletic Advisory Committee supports the administration in developing athletic policies, coach selection, and overall enhancements to the Academy's athletic program. Compass, the parent diversity and inclusion group, brings families together to support the school's commitment to diversity and inclusion. The group works with administration to broaden awareness and educate our children about family types, cultures, races, national origins, religions, and abilities.

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, (website news articles, FIAT magazine, and the annual Progress Report), document accomplishments and achievements. The Academy’s social media informs and forms the public’s interest.

Participation in professional organizations such as ADVIS and NCEA allows networking in the educational community. 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. Through its recognition as an Apple Distinguished School, the Academy welcomes educators from other schools to explore our strategies for planning and implementing innovative teaching and learning.

### **3. 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, focuses on the development of best practices and facilitates the induction and mentoring of new teachers, clinical supervision structures, and the process for evaluation performance reviews. Our latest professional education plan includes the following staff development goals: 21st Century Classrooms (1:1 learning, blended learning/flexible learning environments, educational technology, and technology and ethics), Educating the Whole Child (differentiation, growth mindset, mindfulness, social and emotional needs), and Sustainability (protecting the environment, leading with education, reverencing the earth). Professional development series over the past five years have included workshops, in-services, and coaching on differentiation of instruction, learning styles, authentic assessments, integration of mobile technology, STEM, coding, robotics, and the benefits of mindful learning. All teachers participate in Professional Learning Groups. This year, PLGs are utilizing a blended learning model where faculty work through an online course with regular in-person meetings to collaborate with colleagues. In each learning group, faculty complete cycles of study, experiment, and reflection to gain competence and confidence in the area of choice which include: global collaboration, augmented/virtual reality, gamification, project-based learning/design thinking, digital storytelling. Each curricular area conducts meetings throughout the year to strategize and review implementation of the curriculum according to standards. The investment that the Academy has made in professional development offerings has translated into student achievement and school recognition.

### **4. School Leadership:**

Ancillae-Assumpta Academy is sponsored by the Handmaids of the Sacred Heart of Jesus. The school has a Board of Trustees that ensures that the mission and vision of the Academy and Handmaids are preserved and promoted for future generations. The Board’s composition reflects the expertise, resources, and perspectives needed to achieve the mission and strategic objectives of the Academy and works with the administration to support and promote Ancillae’s mission, vision, strategic goals, and policy positions.

The daily operation of the school is overseen by a ten-member administrative team, which is composed of a Director, Assistant Director, Principal, Assistant Principal and Coordinators of Religious Education, Montessori, Fine Arts, Business, Technology, and Admissions. Inherent in our R.I.C.E. philosophy is a shared leadership model. Through this shared leadership model, the administrative team at Ancillae-Assumpta Academy ensures that our students are actively engaging in the learning process and developing the skills of communication, collaboration, creativity, and critical thinking. Recognizing that a truly

transformative environment requires careful strategic planning, the administrative team, has developed several multi-year plans for the school's programs, curricular and co-curricular offerings, and responsible use of resources. On a weekly basis, members of the team evaluate classroom teaching. Clinical supervisions are conducted throughout the year. Each administrator shares the responsibility to ensure that faculty engage in best practices and innovative teaching that results in student success. Through this planning, supervision, and evaluation, the administrative team ensures the quality of education at the Academy and models the vision and ideals of the school mission.

The Curriculum Council, consisting of administrative team members and ten area chairpersons, evaluates, designs, and implements curriculum development. The council meets regularly and each area chairperson conducts area meetings. 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.

These leadership teams share 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 – STRATEGIES FOR ACADEMIC SUCCESS

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At the heart of Ancillae-Assumpta Academy's success is a shared vision and strategic planning. Nothing so professionalizes work in schools as educators who share visions of innovative education. We accomplish that through the R.I.C.E. Process (Shared Responsibility, Human Interdependence, Dynamic Creativity, and People Empowerment), which clearly articulates our shared vision for the advancement of our school. The R.I.C.E. Process is our systematic instrument to actualize our vision for education. The R.I.C.E. Process challenges us daily to have vision, planning, interdependence in the workplace, and a global viewpoint. This shared vision is a catalyst for change and positive action and continually gives us energy to move forward toward the future.

Inherent in R.I.C.E. is a commitment to strategic planning. For example, to attain a transformative learning environment for our students, the administrative team developed several multi-year plans for technology integration since the year 2000. The first plan focused on the early incorporation of computer labs. The next multi-year plan (2004-2007) concentrated on technology integration in the fine arts with a MIDI lab equipped with workstations for music instruction. In 2008, plans were developed for Ancillae's STEM Lab, which opened in 2010, as the geographical center of a school-wide commitment to STEM education. In this hands-on environment, students use materials to build and technology to design in ways that highlight their unique styles of expression. In 2011, we began an iPad pilot program in our music department. The most recent plan (2013-2017) developed through the shared leadership of our administrative team strategically positioned the school to redesign instruction through the personalization, collaboration, and experimentation in the 1:1 program. As a necessity, this plan focused on advancements in the infrastructure and the day-to-day, practical applications of technology, supported by a technology integration specialist. Coinciding with these advancements, a newly designed technology curriculum was also put in place. The virtualization of critical servers and the implementation of a learning management system facilitated the growth to 850 devices for students and faculty on campus.

Ancillae's total faculty is encouraged by the administration to continuously consider, reflect, and articulate their visions about the "why" of the technology in their classrooms, which is at the heart of school improvement. It is that sharing, reflection, and articulation that has been the catalyst for change in advancing our vision for education that engages students in the process of education, is flexible in its environments, and facilitates a more personalized experience.



## PART VII – NON-PUBLIC SCHOOL INFORMATION

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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?      \$12882  
(School budget divided by enrollment)

4. What is the average financial aid per student?      \$5000

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 – ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS**

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**REFERENCED BY NATIONAL NORMS**

**Subject:** Math

**Test:** TerraNova 3

**Grade:** 3

**Edition/Publication Year:** N/A

**Publisher:** McGraw  
Hill/CTB

**Scores are reported here  
as:** Scaled scores

School Year	2016-2017
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	653
Number of students tested	52
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

**Subject:** Math  
**Edition/Publication Year:** N/A

**Test:** TerraNova 3  
**Publisher:** McGraw Hill/CTB

**Grade:** 4  
**Scores are reported here as:** Scaled scores

School Year	2016-2017
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	661
Number of students tested	51
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

**Subject:** Math  
**Edition/Publication Year:** N/A

**Test:** TerraNova 3  
**Publisher:** McGraw Hill/CTB

**Grade:** 5  
**Scores are reported here as:** Scaled scores

School Year	2016-2017
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	681
Number of students tested	60
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

**Subject:** Math  
**Edition/Publication Year:** N/A

**Test:** TerraNova 3  
**Publisher:** McGraw Hill/CTB

**Grade:** 6  
**Scores are reported here as:** Scaled scores

School Year	2016-2017
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	720
Number of students tested	58
Percent of total students tested	98
Number of students alternatively assessed	1
Percent of students alternatively assessed	2
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

**Subject:** Math  
**Edition/Publication Year:** N/A

**Test:** TerraNova 3  
**Publisher:** McGraw Hill/CTB

**Grade:** 7  
**Scores are reported here as:** Scaled scores

School Year	2016-2017
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	725
Number of students tested	60
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

**Subject:** Reading/ELA  
**Edition/Publication Year:** N/A

**Test:** TerraNova 3  
**Publisher:** McGraw Hill/CTB

**Grade:** 3  
**Scores are reported here as:** Scaled scores

School Year	2016-2017
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	652
Number of students tested	52
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

**Subject:** Reading/ELA  
**Edition/Publication Year:** N/A

**Test:** TerraNova 3  
**Publisher:** McGraw Hill/CTB

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Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**



**REFERENCED BY NATIONAL NORMS**

**Subject:** Reading/ELA  
**Edition/Publication Year:** N/A

**Test:** TerraNova 3  
**Publisher:** McGraw Hill/CTB

**Grade:** 5  
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**REFERENCED BY NATIONAL NORMS**

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**Edition/Publication Year:** N/A

**Test:** TerraNova 3  
**Publisher:** McGraw Hill/CTB

**Grade:** 6  
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Number of students tested	

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

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**Test:** TerraNova 3  
**Publisher:** McGraw Hill/CTB

**Grade:** 7  
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Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
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<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**