

U.S. Department of Education
2020 National Blue Ribbon Schools Program

[] Public or [X] Non-public

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

Name of Principal Mr. Domenic Joseph Franconi
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Assumption of the Blessed Virgin Mary School
(As it should appear in the official records)

School Mailing Address 6393 Belmont Avenue NE
(If address is P.O. Box, also include street address.)

City Belmont State MI Zip Code+4 (9 digits total) 49306-9701

County Kent

Telephone (616) 361-5483 Fax (616) 361-2553

Web site/URL https://www.schoolassumptionbvm.com/ E-mail dfranconi@abvmschool1.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.

(Principal's Signature) Date _____

Name of Superintendent* Mr. David Faber E-mail dfaber@grcatholicschools.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Diocese of Grand Rapids Tel. (616) 243-0491

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.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mr. Benjamin Soldaat
(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.

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

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

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.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2020 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration 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.
4. The school has been in existence for five full years, that is, from at least September 2014 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2015, 2016, 2017, 2018, or 2019.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2019-2020) 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. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
- Suburban
- Rural

3. Number of students as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
PreK	24	27	51
K	11	13	24
1	9	12	21
2	5	10	15
3	9	2	11
4	9	7	16
5	9	14	23
6	6	7	13
7	11	13	24
8	9	9	18
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	102	114	216

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

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 5 % Asian
 - 2 % Black or African American
 - 0 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 91 % White
 - 2 % Two or more races
 - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2018 - 2019 school year: 6%

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

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2018 until the end of the 2018-2019 school year	6
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	7
(3) Total of all transferred students [sum of rows (1) and (2)]	13
(4) Total number of students in the school as of October 1, 2018	216
(5) Total transferred students in row (3) divided by total students in row (4)	0.06
(6) Amount in row (5) multiplied by 100	6

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: 11 %

Total number students who qualify: 23

8. Students receiving special education services: 0 %
1 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>0</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>2</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>0</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>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 3
10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	10
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	1
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	2
Student support personnel e.g., school 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 18:1

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

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	96%	95%	95%	95%	95%
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 2019.

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

Assumption is dedicated to nurturing a joyful community of faith. Our goal is to promote the Good News of Christ within a rigorous academic environment.

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

PART III - SUMMARY

Assumption of the Blessed Virgin Mary Catholic School is located in Belmont, Michigan. Most of our students come from middle to upper class families. Ninety-one percent of our school population is Caucasian. We are blessed to have the Assumption Education Endowment fund that grants \$40,000.00 in scholarship money each year for families in need.

Our school encourages students to discover their God-given purpose as well as what ignites their souls. We believe the best way to discover this is through prayer and hands-on experiences. Assumption also teaches that religious education and prayer are the foundations for a great life of service and success. Our academic schedule includes time for prayer, worship, fellowship, service and helping others. To ensure that students succeed in all that they do, we offer learning support and guidance programs.

Our staff uses a variety of tools to assess, monitor, and guide the instruction of our students. We evaluate that data on a regular basis and use it to monitor and assess faculty performance. After a school wide assessment has been administered, the principal, teacher, and interventionist meet to review and interpret the data. Assessment results are utilized in team and staff meetings to create a plan for continued student growth.

Assumption's students are provided with a school counselor, interventionist, and a school wide behavior management program. Qualifying students receive pre and post assessments for services. Our families are made aware of the services and all students have access to them if needed. We also partner with Rockford Public Schools to provide additional special services and non-core curriculum to students.

Students are provided many opportunities in and out of the classroom to further develop their gifts and talents. We offer many clubs, sports, and volunteer opportunities to students throughout the school year and into the summer. Some of our co-curricular and extra-curricular activities include: Girl and Boy Scouts, Math Club, MathCounts, Science Olympiad, Million Words Club, Band, Choir, Student Council, along with many others. To foster the message that we are all stewards of God's creation, our students participate in the care and keeping of our school grounds, go on nature and river walks, and grow wildlife from egg to adulthood. All parents are invited and encouraged to coach, aide, or lead students in many of these activities.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas

Assumption School’s highly qualified faculty and staff is dedicated to creating a Christ-centered, supportive community of learners in pursuit of academic excellence. Using innovative teaching techniques, student collaboration, and technology, we seek to promote the mutual exchange of each child’s God given gifts. Assumption School graduates are prepared for a fully human life and for the life of the world to come. Our graduates are known for their love and commitment to Jesus’s call to use their talents to serve their communities always inspired and guided by the Gospel.

1b. Reading/English language arts

Assumption School utilizes the English Language Arts standards developed by the Diocese of Grand Rapids. Per Jill Annable, Assistant Superintendent for Curriculum, Instruction, and Technology Integration, “The sources used to create our diocesan curriculum standards vary by content area, but each is rooted in the Catechism of the Catholic Church and the Cardinal Newman Society’s Catholic Curriculum Standards. Additionally, the curriculum standards from various dioceses and national organizations of educators; curriculum guidelines from Michigan and other states; material from professional organizations, such as College Board, which produces the Scholastic Assessment Test (SAT) suite and the Advanced Placement (AP) assessments; and Northwest Evaluation Association (NWEA), which produces the Measure of Academic Progress (MAP) assessments, were used as references.”

Because the teachers have had a hand in helping develop these rigorous standards, the courses are vertically aligned and teachers know the grade level expectations above and below their own grade level.

Each grade level at Assumption incorporates all aspects of literacy instruction. Students spend each day interacting with text through direct instruction, small group work, independent reading, literature circles, daily writing, grammar and vocabulary studies, and writing over an extended period. Students examine a variety of novels and informational texts that support cross curricular topics. Students closely analyze content and author’s craft when writing a piece of effective, engaging text. Both research and informational text are blended with creative projects. Student writing includes narrative, informational or explanatory, and argumentative. Students are also encouraged to enter writing contests for publication. Students collaboratively discuss, present, and evaluate presentations.

The English Language Arts curriculum emphasizes expanding literacy, critical thinking, and communication skills while fostering a love of reading. Creating life-long readers is paramount in our language arts classrooms. Teachers meet readers where they are and differentiate instruction in small groups or individually. A variety of tools are utilized in making dynamic groups such as Dibels and Fountas and Pinnel. Those results are used to design instruction suited for those individual groups of students. In the intermediate and middle school levels, students also use technology based individualized instruction to ensure they improve in the specific areas in which they are lower achieving.

Standardized assessments are one tool used in our Catholic schools to monitor academic progress. These are considered to be one data point among many that inform us about a student’s progress. We recognize that students learn at unique rates – not every student learns to accomplish the same goal on the same day as others. We strive to find the just-right learning pace and path for each student, and meet that student where s/he is academically. Given this recognition, we know that a standardized assessment is simply a snapshot of where that student is in his/her understanding on that date.

1c. Mathematics

Assumption School uses The Mathematics Curriculum Standards developed by the Diocese of Grand Rapids and the Office of Catholic Schools. The standards were established in 2018 using a rigorous process of research and collaboration among teachers, content experts, and leaders of our school community. The process standards of our mathematics curriculum include problem solving, representations, reasoning, communication, and making connections. We invite students to analyze, summarize and share data in math, science, and social studies classes.

The content standards of our curriculum are supported by the Everyday Mathematics resources and Pearson resources as well as intervention support using Delta Math materials. The middle school mathematics instruction begins with students solidifying the algorithms and applications of the four operations of adding, subtracting, multiplying and dividing five types of numbers; whole numbers, decimals, fractions, mixed numbers and integers. Seventh grade objectives center on the skills, properties, uses, and applications of pre-algebra, pre-geometry, and applied arithmetic. With the work of pre-algebra and pre-geometry completed, eighth grade students take a full year of Algebra I. Students write, solve, and graph multiple forms of linear equations as well as systems of linear equations for real-world situations. Students also write, solve and graph absolute value, exponential and quadratic functions in everyday applications.

Assumption's students develop the process standards of mathematics in a variety of ways each year. In science classrooms across the grade levels, students use our salmon tank to make predictions, record data regarding hatch dates, examine survival rates, as well as growth rates. Fourth, seventh and eighth grade students host a Family Math, Science, and Economy Night that we call STREAM Night (Science, Technology, Religion, Economy, Art, and Mathematics). Student groups host math and science games and activities, while the fourth grade students make products to sell or host a concession stand to analyze the supply, demand, and pricing of products.

Students are supported in their instruction using a variety of formative assessments including exit slips, white board work, and Delta Math Intervention resources on the power standards from each grade level. These are standards that have leverage across other curriculum areas, have endurance in the years that follow, and have a readiness factor for skills and applications that will follow in later grade levels. Small group remedial instruction is conducted based on formative assessments including online Delta Math results and Easy CBM. This reteaching is offered during class with homeroom teachers and with our Interventionist. Middle school reteaching is conducted during class, before school, at lunch recess, and after school once per week for each middle school grade level.

Enrichment opportunities are an exciting part of our mathematics program. We have competed in the National MathCounts Program for the past 25 years competing with area schools and making it to the State Championship Round on several occasions. Middle School students practice for MathCounts on Fridays after school from September until February. Each practice the students complete challenging math problems collaboratively and then present their solution to the group. For lower grades, our middle school students host a Math Pentathlon Club where students play a series of five games at their instructional level. Games can be played by all learners with varying degrees of strategy.

Our mathematics instruction is deeply rooted in the belief that all students, without exception, are able access the patterns of mathematics. Our approach is to present a rigorous curriculum with plenty of opportunities to connect math in the classroom to math in the real world. Supporting students working to master and expand their understanding of mathematics concepts is a priority for our school community.

1d. Science

The science curriculum at Assumption of the Blessed Virgin Mary School is based on curriculum standards that were developed by the Diocese of Grand Rapids. These curriculum standards are skills and content standards that ABVM students are expected to demonstrate across all grade levels. The science standards are aligned with the NGSS and are rooted in the Catechism of the Catholic Church. The standards from the diocese provides educational best practices to inspire excellence in Catholic education. The goal of the NBRS 2020

curriculum is to provide problem-solving through inquiry that goes beyond the traditional science classroom. Assumption is able to do this through a variety of placed based educational activities that create opportunities to analyze scientific discovery. One of these educational activities is ABVM's participation in the Michigan DNR Salmon in the Classroom Program. Each fall Assumption picks up about 150 salmon eggs and raises them throughout the school year. The salmon are released each spring into the local Rogue River and then swim approximately sixty miles west to Lake Michigan in an effort to help restock the Lake Michigan salmon population. Caring for the young salmon encourages ABVM students to think about conservation and creates a connection between caring for the salmon and caring for our local and global environment. This problem solving, analysis and reflection through authentic investigations, moves Assumption students to develop a deep rooted understanding of science concepts and the world around them from a Catholic perspective.

Assumption uses a variety of tools to assess, monitor, and guide instruction. The data is generated and collected through a variety of formative, summative and norm based assessments, such as the NWEA MAP Test. The data is used to create plans for continued student and school growth.

1e. Social studies/history/civic learning and engagement

Social Studies enables students to be informed, thoughtful, and responsible citizens of our society, using their Catholic lens to discern moral decisions for the common good. Students exercise the rights and responsibilities of participatory citizenship, by possessing a comprehensive knowledge base in social studies, which will encompass historical, geographic, civic, economic, psychological, and sociological points of view from a Catholic perspective; by demonstrating the skills needed to acquire, organize and use information and to be ethical decision-makers in an ever-changing world; by utilizing their Catholic faith to acknowledge and respect the values of others and society through democratic and religious perspectives; and by accepting the responsibility to see, care and act on issues in the community, nation and world.

Teachers differentiate their instruction to meet the needs of every student. Themes are taught in a variety of ways including music, dance, projects, and direct instruction. Social studies lends itself naturally to project based learning. Students create dioramas, perform skits, and create posters to display their knowledge gained during their Social Studies lessons. Some school performances tied to Social Studies include the Geography Bee, student banking, Economy Night, Veterans Day Celebration, and Heritage Days.

Formative assessment is used daily to monitor student progress. Teachers utilize strategies such as exit tickets, journal writing, and student reflection to track student progress and to evaluate if students need remediation of a skill. Summative assessment is used after a unit is taught. Teachers use this data to see if students have mastered the content. Students that have not mastered the content will be given intervention and reassessed.

1f. For secondary schools:

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

To meet the standards in Language Arts/Early Literacy Development, Assumption provides an early childhood program rich in literacy experiences. The students participate daily in Reading Street Phonics to learn the alphabet. This program combines the visual of the letter, with a hand motion and the letter sound. Students are exposed to read alouds and shared reading daily. The book center is always open for students to "read" and to develop the love of reading.

Writing is an important part of Assumption's early childhood program too. Students learn how to hold writing utensils, learn to write their name, proper letter formation and simple sentences by the time they leave for kindergarten. The writing center is always open to students with a variety of coloring and writing utensils, paper to practice name writing and words and coloring sheets to work on fine motor skills.

Math and number sense are also taught daily in the early childhood program at Assumption. Students are exposed to calendar time where they practice number identification, counting, and patterns. Many counting

games and number sense activities are used in the classroom.

Assumption has many indicators starting in kindergarten with test scores that show Assumption students who have attended Assumption's Preschool and Developmental Kindergarten tend to have higher scores and are overall more prepared for school success in kindergarten and beyond.

Our program focuses on the whole child. We focus on academics and having each student prepared for kindergarten, but also focusing on friendships, outdoor play and communication skills.

2. Other Curriculum Areas:

Combined with talents in the Assumption of the Blessed Virgin Mary Parish community, researched educational practices, and the latest technology, teachers provide opportunities for students to not only discover their God-given talents, but to also share them in an environment that is safe and nurturing. Through classes and activities such as Liturgical Music, Art, Band, Theater, Choir, and Science Olympiad, students participate in a rich variety of meaningful experiences that promote creativity, service to others, and glory to God.

Students in kindergarten through 8th grade receive the following electives once a week: library, art, physical education, and technology. Students in Kindergarten through fifth grade receive music once a week. Middle school students are required to attend either band or choir three days per week. Fifth grade students receive band twice a week. Students in grades kindergarten through fifth grade receive Spanish once a week. Students in grades six through eight receive Spanish twice a week.

The goal of Assumption's art program is to teach every child how to express themselves through art. As a result, students learn to see and experience the world in a different way. Our program helps students understand the relationships between culture and history of art. Students use a variety of techniques and media throughout the year and participate in art shows and displays, including our annual Art Fair competition and show held in the spring.

Our developmental kindergarten through eighth grade music curriculum is based on learning the basic elements of music: rhythm, melody, harmony, tone color, form, expressive qualities, and notation. Activities are created which align with the national music standards of singing, playing instruments, improvising, composing, reading and notating music, understanding and applying criteria, and understanding relationships between music, history, and culture. Special events that occur each year include our music programs.

Students in developmental kindergarten through grade eight participate in physical education classes. Classes use the full-size gym across the street as well as the hard surface, sports field and cafeteria areas at the school. All students are assessed on growth based on developmentally appropriate skills.

Health topics include nutrition, personal hygiene, exercise, time and stress management, and goal setting. Subjects such as stranger danger and home, bicycle, and pedestrian safety are covered as well. Guest speakers and technology are used to enhance the curriculum.

Our guidance program involves creating a student-centered classroom climate. This entails knowing and communicating with students individually, being accepting and challenging, leading guidance activities, providing information, and consulting with other personnel. Guidance standards include understanding self and others; communication; safe-self; healthy body; violence and drug awareness; conflict resolution; and Christian responsibility.

Spanish language instruction begins in developmental kindergarten (DK) and continues through grade eight. With this early exposure, students gain facility in the language and enjoy learning about the culture of Spanish-speaking countries. Students reap the well-known cognitive benefits of early world language learning and develop a bigger view of the world.

Developmental kindergarten through eighth grade students use wireless technology in their classrooms to enhance what they are learning in all subject areas. Carts of Chromebooks, laptops, and iPads are available for easy access to the technology best suited to the work students are doing. Also, our traveling computer cart allows classes to focus on computer skills together, with each child provided his/her own computer. Our technology standards not only cover the skills each student should have but also go beyond. Students work on projects individually and in teams to deepen and enhance the learning process.

Technology provides teachers with effective ways to reach different types of learners and allows them to assess student learning through multiple means. Students use Google Drive to collaborate on projects and share their work with their teachers. We stress internet safety for the protection of our students.

3. Academic Supports:

3a. Students performing below grade level

Strategic support students are given extra support within small groups in the classroom. The teacher may reteach, develop a concept deeper, or individualize the lesson within the small group for better understanding of skills. The intervention teacher assists in the classroom during this time to help support the teacher in the differentiation process. The teacher may use more formative assessments to check for student learning, but the goal is for the students to take a similar (if not the same) summative assessment as the rest of the class.

3b. Students performing above grade level

Higher achieving students or students that are grasping skills at a quicker rate, and that demonstrate mastery of skills are able to move forward in the curriculum with the support of the classroom and intervention teacher. Some students may be able to move forward into the next grade level curriculum, and others may work on next level skills within the same level. Mastery of the current standards need to be evident via some form of documented assessment (pre-test, DIBELS, post-test...) before moving the student forward.

3c. Special education

Intensive support students are given extra support within the classroom and may receive additional intervention support, based on need and skills. Most intensive support students receive support within the classroom on an individualized basis. However, if working on a past or lower level skill, the student may be pulled out by the intervention teacher or a classroom volunteer, with the goal of getting back into the classroom and working on grade level skills. Formative assessments will be used throughout the intervention, and individualized summative assessments will also help to determine student learning and growth.

3d. ELLs, if a special program or intervention is offered

3e. Other populations (e.g., migrant), if a special program or intervention is offered

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Every student participates in Christian service programs to promote the lived reality of action in service of social justice. Intentional connection to Gospel values and Catholic faith teachings are offered as rationale for engaging in service. Assumption of the Blessed Virgin Mary School provides a plethora of service opportunities coupled with instruction on the purpose and understanding of the value of service.

Each day we begin our day with school prayer and students are recognized for the good behaviors they have displayed throughout the previous day. We recognize students for the following traits: Caring, Honesty, Respect, Integrity, Safety, Trust (C.H.R.I.S.T.). Our school theme this year is "In Jesus' Name". We are tying this to everything that we do throughout the day, whether that be using all of our gifts and talents, studying for a test, or loving our neighbor. Everything we do in Jesus' name.

We employ an interventionist to provide intervention and enrichment to students in need. We have also hired a counselor to meet with our students that may be experiencing anxiety, depression, or troubles at home.

Everything we do at Assumption is based upon the well-being of our students. We love each one of God's precious children and treat them as if they were our own.

2. Engaging Families and Community:

Each day we provide parents with opportunities to enhance the educational experience of our students. Parents are always invited into the classroom to volunteer, attend morning prayer, and join us weekly at mass. Our Eagle Eye Dad program is a big hit with students and brings fathers into school to volunteer in the classrooms for a day. Many of our events such as literacy night, S.T.R.E.A.M. Night, Math Club and Science Olympiad welcome the aid and attendance of parents.

Assumption's Home and School group, parent teacher association, is active and meets often to discuss ideas and fundraisers for the school. Just this year, we implemented a Million Words Book Club, that includes students, teachers, and parents as members.

All adults in the school community are invited to participate in Christian service programs to promote the lived reality of action in service of social justice. Participation is the norm. Assumption of the Blessed Virgin Mary School encourages participation in a wide variety of service opportunities to parents: Steps to Respect lessons, Advent Outreach, Seder Meal, local food bank drives, and the Lenten Service Project - Read to Feed. In addition, parents are asked to serve the school community as coaches, concession stand workers, gardeners, lunch and recess monitors, field trip chaperones, as well as, committee members. Assumption also hosts Muffins with Moms, Donuts with Dads, and a school-wide Christmas Program. These events bring our families together and showcase our students hard work and achievement throughout the year. We also have an Eagle Eye Dad program which brings a student's father into school to volunteer in the classrooms for a day.

3. Creating Professional Culture:

Assumption of the Blessed Virgin Mary School teachers are required to attend professional development on an on-going basis. Annual stipends, Title funding, and school budget are all utilized to support teachers in their ongoing development. At the end of each year, teachers are required to submit their professional development log and it is kept in their file.

A big part of our success as a group of professionals is our commitment to each other on a personal level. Each year we draw names and celebrates each staff member's birthday with a small present, treat, and a special birthday song is sung. In addition, we throw wedding and baby showers, meet outside of school for

Christmas parties, and have an annual teacher appreciation outing. We are more than a staff; we are a family.

4. School Leadership:

The principal of the school believes in Servant Leadership. He would never ask the teachers to do something that he himself would not do. Supporting the teachers and ensuring that they have everything they need to successfully instruct the students is a top priority. Building relationships is the key to a successful school. Each day the principal greets every student at the school doors with a smile and high five. Students feel safe and loved at Assumption School. Since we are a smaller school, teachers get to know the name of each student and takes care of them as if they are their own child. We have a "Buddy Program" where older students partner with younger students in various projects throughout the school year. Students sit with their buddy every Friday at our weekly prayer service. Our school morale is very high because teachers know that they are trusted and supported. You can feel the great energy in the building as soon as you walk through the doors of the school. Every policy that is put into place is to ensure the success of the students. We are here to serve Christ and His community and we strive to do that in everything that we do. By creating a loving environment throughout the school, students feel safe to ask questions, take chances, and learn to their fullest potential.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

We strive for an atmosphere where love for Jesus and the Catholic faith are apparent in every room and venue associated with Assumption of the Blessed Virgin Mary School. We work toward an environment of respect among our students, staff, parents, and neighbors. This creates an ideal setting for our students to grow in their relationship with Jesus, first and foremost, while preparing them academically to succeed in the future. Thus, each student will become the person God created them to be.

Assumption students will foster a keen awareness of the sacredness and dignity of human life through mutual respect, modesty, and service to others. Students' outward appearance and interactions reflect their desire for a virtuous life and contribute to positive peer relationships. They are provided with opportunities to be the hands and feet of Christ in their homes, at school, in our local community, and the world.

PART VII - NON-PUBLIC SCHOOL INFORMATION

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

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

2. Does the school have nonprofit, tax-exempt (501(c)(3)) status? Yes X No
3. What is the educational cost per student? \$4995
(School budget divided by enrollment)
4. What is the average financial aid per student? \$186
5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 6%
6. What percentage of the student body receives scholarship assistance, including tuition reduction? 23%