
2003-2004 *No Child Left Behind—Blue Ribbon Schools Program*
Cover Sheet

Name of Principal: **Mr. Patrick M. Dickens**, Headmaster

Official School Name: **Ascension Day School**

School Mailing Address: **1030 Johnston St.**

Lafayette LA

70501-7899

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

(Principal's Signature) Date _____

Name of Superintendent* N/A

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

District Name N/A Tel. () _____

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

N/A Date _____
(Superintendent's Signature)

Name of School Board President: **Mr. Houston Elkins**

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

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

**Private 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 certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. 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 the OCR has accepted a corrective action plan from the district to remedy the violation.
7. 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.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

SCHOOL

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

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

4. 13 Number of years the principal has been in his position at this school.
N/A If fewer than three years, how long was the previous principal at this school

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

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
PK3	24	15	39					
PK4	30	23	53					
K	35	32	67		7	25	8	33
1	29	27	56		8	10	18	28
2	29	28	57		9			
3	25	20	45		10			
4	31	25	56		11			
5	33	26	59		12			
6	19	18	37		Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL →								530

6. Racial/ethnic composition of the students in the school:
- 86 % White
3 % Black or African American
2 % Hispanic or Latino
9 % Asian/Pacific Islander
0 % American Indian/Alaskan Native
100% Total

7. Student turnover, or mobility rate, during the past year: .6 %
 (This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	1
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	2
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	3
(4)	Total number of students in the school as of October 1	530
(5)	Subtotal in row (3) divided by total in row (4)	.006
(6)	Amount in row (5) multiplied by 100	.6%

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient
 Number of languages represented: 0
 Specify languages:

9. Students eligible for free/reduced-priced meals: 0 %
0 Total Number Students Who Qualify

10. Students receiving special education services: 0 %
0 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

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

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

	Number of Staff	
	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>10</u>	<u> </u>
Classroom teachers	<u>39</u>	<u>2</u>
Special resource teachers/specialists	<u> </u>	<u>1</u>
Paraprofessionals	<u>11</u>	<u> </u>
Support staff	<u>2</u>	<u> </u>
Total number	<u>62</u>	<u>3</u>

12. Average school student-“classroom teacher” ratio: 14:1

13. Show the attendance patterns of teachers and students as a percentage.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	96%	97%	97%	97%	97%
Daily teacher attendance	97%	97%	99%	98%	96%
Teacher turnover rate	12%	4 %	16%	0	0
Student dropout rate	0	0	0	0	0
Student drop-off rate	-	-	-	-	-

PART III - SUMMARY

Provide a brief, coherent narrative snapshot of the school in one page (approximately 475 words). Include at least a summary of the school's mission or vision in the statement.

The Episcopal Church of the Ascension established Ascension Day School in 1959. It began as a one-classroom kindergarten with 17 students, a teacher, and an administrator. Ascension Day School became an elementary school in 1961 with a single first grade class. Grades two through eight were added as justified by enrollment. The preschool was relocated to the St. Barnabas Episcopal Church educational facility in 1972; and grades six, seven, and eight were transferred to form the Episcopal School of Acadiana in 1979. In 1999, the Vestry of The Church of the Ascension and the ADS Board of Trustees voted to re-establish a middle school. The sixth grade began that year with grade seven added in 2000 and grade eight in 2001.

Ascension Day School strives to provide academic excellence in a Christian environment. Additional emphasis is placed on growth in the moral, spiritual, physical, emotional, and social domains. The characteristics that make Ascension Day School special have nurtured a culture of mutual concern and respect among students, parents, alumni, faculty, and administrators. The school's goal remains to teach the whole child, measuring success by asking whether a student has been guided to achieve his or her full potential, whether each child has been provided the opportunity to fully develop his or her areas of talent, be they academic, artistic, social or athletic, whether the student has enjoyed the journey and learned the process of struggling to improve areas in which they have more difficulty; and whether each student has been given the moral guidance to face the pressures of the world with confidence and self-determination.

Everything Ascension strives to be is expressed in its mission statement - providing academic excellence in a Christian environment - with the goal of developing in each student the qualities in the school prayer - gentleness, generosity, truthfulness, kindness, and bravery. When students leave Ascension Day School, they will take with them not only an excellent education, but also a love of learning, the self-confidence necessary for further achievement and a treasure of happy memories.

The driving force in the development of the academic program of Ascension Day School are the principles set forth in our mission statement: ASCENSION DAY SCHOOL IS COMMITTED TO ACADEMIC EXCELLENCE IN A CHRISTIAN ENVIRONMENT. OUR GOALS ARE TO PROVIDE EACH STUDENT WITH THE OPPORTUNITY TO ACHIEVE HIGH ACADEMIC STANDARDS, TO GAIN APPRECIATION FOR THE FINE ARTS, AND TO GROW SPIRITUALLY, EMOTIONALLY, SOCIALLY, AND PHYSICALLY.

The goal of the curriculum is to teach lifelong learning skills. At each grade level developmentally appropriate goals are maintained, while recognizing the need to adapt the curriculum to meet the varying developmental stages present in a class. From the nurturing faculty to small class sizes, Ascension Day School strives to honor each student's learning style, provide support and assistance as needed, and actively seek parental support in all endeavors. The Student Development Program is one means of striving to meet the needs of students at both ends of the developmental spectrum. Teachers strive to provide differentiated instruction on a daily basis and adapt the curriculum to meet individual needs. Students thrive in an environment that allows authentic learning. This theory is implemented through the use of technology to support classroom instruction and extend student learning through the creation of meaningful projects.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Describe in one page the meaning of the school's assessment results in reading and mathematics in such a way that someone not intimately familiar with the tests can easily understand them.

For the last five years the school has selected the Stanford Achievement Test- Ninth Edition. The administration, faculty, and school board carefully review the results of standardized test performance annually in the spring. The school's performance as a whole allows a snapshot of academic achievement, while grade level analysis of individual subtests allows analysis of positive or negative trends in content areas. The report provided annually to the school board records the performance of each grade level as a National Individual Percentile Rank. This score represents performance of a typical student for that grade. For all scores reported as percentiles, the average is the fiftieth (50%) percentile, and the range of average is from the twenty-fifth (25%) to the seventy-fifth (75%) percentile.

In the areas of reading and math, students at Ascension Day School in all grade levels have scored significantly above average for at least five consecutive years. For example, the first grade class of 2000 had a class median of 88% in Total Reading and 83% in Total Math on the SAT-9. Continuing to follow the same group of students, they had a class median of 87% in Total Reading and 92% in Total Math as second grade students in 2001. As third grade students in 2002, the class median was 88% and 93% in the respective subjects. As fourth grade students in 2003, they earned an 86% class median in Total Reading and 90% in Total Math. As documented, specific groups of students have performed with consistency as they progress through our curriculum. Similar statistics are available on all other grades at Ascension Day School.

Using another analysis method, not only do specific groups of students excel as they move through the grade levels, student performance remains consistently above average for grades one through eight on standardized testing measures.

2. Show in one-half page (approximately 200 words) how the school uses assessment data to understand and improve student and school performance.

One measure of students' academic achievements is through annual administration of standardized assessments. While these tools can provide valuable information on individual student progress, they also provide a window for viewing strengths and weaknesses in academic programming. Following the administration of the SAT-9, the results are shared with parents to assess individual student growth and make suggestions for academic programming.

One example of the use of assessment data is the review of student achievement data for referral for academic enrichment programs. Students have the opportunity to participate in programming for academic excellence including the public school district's identification of gifted criteria. Those students who qualify are given additional opportunities for quality instruction in an enriched environment. Also, programming for students exhibiting academic excellence is available at the University of Louisiana at Lafayette. The school refers eligible students for participation. Additionally, middle school students may qualify for participation in Duke University's Talent Identification Program (TIP). Slightly over sixty percent of current seventh graders met the qualifications for nomination for TIP.

Students who exhibit difficulty maintaining their classroom performance are referred to the Student Development Program. A review of a student's assessment data is one component of the referral process. In the analysis of assessment data specific attention is placed on student performance trends, areas of strength and weakness, and data provided in grades two and four on the Otis-Lennon School Ability Test.

A final use of assessment data is the review of all academic areas across grade levels. The school determines if a specific performance gap may correlate to curriculum or instruction. One such finding included a relative weakness in spelling as students moved to upper elementary. The school then made significant curriculum adjustments to strengthen programming in this area throughout the elementary program. Since that time a positive improvement was noted on group performance in this area.

3. Describe in one-half page how the school communicates student performance, including assessment data, to parents, students, and the community.

Academically, students are measured for growth in weekly classroom assessments. Some are by tests, but many are by teacher observations that are shared with the student as well as parents. In the elementary grades, student papers are sent home weekly for parent review. In grades one and two, which are non-graded, the teacher will alert the parent if areas of concern arise, and efforts are made to handle areas of difficulty in a timely manner. In grades three through eight, interim reports notify parents of students in danger of making a grade of "C" or below.

Following the administration of the SAT-9, the results are shared with parents at the year end conference to assess individual student growth. Sometimes the results are used to suggest academic programming. Results of the SAT-9 are also shared with parents of prospective applicants. These parents are shown the class medians in Total Reading, Total Math, and the Complete Battery.

4. Describe in one-half page how the school will share its successes with other schools.

Ascension Day School is accredited by two agencies, the Independent School Association of the Southwest and the Southwestern Association of Episcopal Schools. The school received reaccreditation by both agencies in 2003. The procedures involved in the accreditation process require careful introspection and analysis of the school's philosophy, policies, and curriculum. Furthermore, it allows peers to make observations, commendations, and recommendations. This process is beneficial to both the participating team of accreditors and the faculty and staff who must analyze current practices. Through this process Ascension Day School has shared its success with schools of a similar mission. This information, along with all other exciting events happening at Ascension Day School, is published four times a year in the school's publication, *Class Notes*.

Many teachers of Ascension Day School have been called upon by the community to share the school's success in reading and math. These teachers have shared instructional methodology in an effort to assist students throughout the community. Student teachers from the University of Louisiana at Lafayette frequently observe classroom instruction and fulfill student teaching requirements under the supervision of Ascension Day School faculty. Many faculty members have presented teaching methodologies at local and regional conferences, reaching teachers and students far beyond our immediate geographic vicinity. These opportunities enhance the teaching experience of our faculty and serve a greater purpose in the education of future teachers.

Ascension Day School is fortunate to be in a community rich in the arts and cultural diversity. Ascension Day School has paired with Immaculate Heart of Mary School, a private Catholic school with a predominantly black population, and received an Acadiana Arts Council grant through the Louisiana Division of the Arts. The grant sponsors special programs celebrating and promoting diversity and increases the students' awareness of cultural diversity on a broader scale. ADS and IHM students have jointly attended and participated in various art projects, including theater, music, literature, and dance. Through this opportunity, Ascension Day School students and faculty share the experience of cultural enrichment with students of different backgrounds.

PART V – CURRICULUM AND INSTRUCTION

1. Describe in one page the school's curriculum.

A significant part of education revolves around developing an understanding of the practical application of skills and information. The faculty of Ascension Day School recognizes and values the instruction of basic skills as a foundation for educational excellence. Once mastery of skills is established, it is critical to guide students to the next level of learning. This basic premise is set forth in *Bloom's Taxonomy of Learning* and is embraced by our faculty as necessary for true learning to occur. Once students move beyond the levels of knowledge and comprehension, they must be guided to apply skills, analyze information, and synthesize data. Following the instruction of a unit of study, projects and activities are designed to promote the application of skills and understanding as well as opportunities for peer group interaction.

- ❑ **Reading/Language Arts:** In grades kindergarten through five, the reading/language arts curriculum is fully integrated with its goal being the creation of independent, strategic readers and writers. Students are taught to read for a variety of purposes, allowing them to utilize the tools they gain across the curriculum. As students progress to middle school, the development of critical thinking, fluent written expression, and creativity are emphasized.
- ❑ **Mathematics:** In the elementary mathematics classrooms each student actively participates in a dynamic hands-on environment. The basic skills are embraced as the foundation; however, students concentrate on understanding ideas, reasoning, problem solving, communicating, and connecting mathematic principles for practical applications. Mathematical skills are real world skills at the middle school level and are taught in a manner congruent with this premise. The students use mathematical problem solving for meaningful tasks.
- ❑ **Social Studies/History:** The elementary social studies curriculum emphasizes the students' interactions in their families, classrooms, communities, and world. Students study the world through literature and view themselves as individuals in a large, diverse world. During middle school, students explore the history of our world, state, and country. Continuous connections are made between the past and the present using current events in each course.
- ❑ **Science:** The elementary science curriculum involves the discovery method through hands-on learning. The teachers strive to develop an interest in science through exploration and observation using an integrated approach to content standards. Middle school science is a period for developing and nurturing scientific curiosity. The complexity of topics introduced makes experiments and projects necessary for student learning. Beyond the content and course requirements, the science program promotes critical thinking, problem solving, and cooperative work ethics.
- ❑ **Physical Education:** The physical education program strives to develop an appreciation of physical activities and fitness in general. Physical education facilitates the transfer of concepts learned in physical activities, games, and sports into everyday life while developing a positive self-image.
- ❑ **Technology:** At all levels, technology is used as a tool, by both students and teachers, for processing information, increasing productivity, solving problems, communicating with clarity, accomplishing tasks, and enhancing the quality of life. Students learn to utilize technology as an important resource for locating, analyzing, and synthesizing information for the problem solving process. Instructional technology allows for students with different learning styles and abilities to be motivated and challenged to link and generate knowledge across the subjects areas and in different contexts.
- ❑ **Foreign Language:** All elementary students are provided with a French enrichment period, while middle school students select French or Spanish as a core course. The acquisition of a foreign language requires immersion and practical usage for permanent learning to occur. As students progress through middle school French or Spanish, many opportunities are provided which incorporate real life situations.

- ❑ **Fine Arts:** The fine arts program includes offerings of music, art, and drama. The music program emphasizes music appreciation, basic music theory, and the development of self-esteem through small and large group performances. The creative needs of students are served through the art program, where students are given the opportunity to experiment with materials, appreciate the artistic process, and are taught to follow basic principles of design. The drama program involves students in all aspects of theatre production, including creation of props, scenery and costumes. The goal of the drama program is to develop confidence and good work ethics while participating in a performance.
2. Describe in one-half page the school's reading curriculum, including a description of why the school chose this particular approach to reading.

The reading/language arts curriculum is designed in such a way that it takes a child from the earliest years of language acquisition and understanding to a level beyond what is expected of an average eighth grade student. The goal of the Ascension Day School reading/language arts teachers is to provide a developmentally appropriate curriculum so that each student has a smooth progression from one grade level to another and, upon completion of the eighth grade, is capable of oral and written communication according to the rules of standard English.

The faculty committee recommended the current reading/language arts curriculum for adoption based on the principles described by the National Reading Panel on teaching children to read. The faculty committee reviewed the literature on current reading practices to ensure that the school's methods of instruction were congruent with best practices recommended. Ascension Day School's approach to reading incorporates structured and sequential phonemic awareness and phonics instruction at the preschool and early elementary level. Reading fluency is emphasized at the earliest stages of reading to foster improved comprehension. Finally, the direct instruction of comprehension strategies includes vocabulary development and text comprehension strategies.

Ascension Day School reading/language arts teachers recognize that children learn in a variety of ways, and make every effort to address those learning styles. The language arts curriculum is flexible and can be modified so that learning does not become a daunting task for any child. Ascension Day School reading/language arts teachers are dedicated to the development of the total, well-rounded child. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. Students are taught to adjust their use of spoken, written, and visual language as the audience and purpose varies. Students apply knowledge of language structure, language conventions, media techniques, figurative language and genre to create, critique, and discuss print and non-print resources. Research is conducted on issues and interests by generating ideas and questions and by posing problems. Students gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purposes and audiences. A variety of technological and informational resources are used to gather and synthesize information and to communicate knowledge. An understanding of, and respect for, diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles are developed.

3. Describe in one-half page one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.

The school's primary goal in mathematics instruction is to give every child the skills to face the challenges and opportunities ahead. Classroom instruction throughout the grade levels is designed to provide numerous opportunities for maximizing student potential. Teachers integrate math into the ongoing daily routines of the classroom as well as other subject areas. Math instruction is designed to

develop math abilities in computation, problem-solving strategies, mental math, estimation, measurement, geometry, and probability in sequential developmental stages.

The objective for preschool students is to develop an understanding of the patterns of mathematics through the use of concrete manipulatives. Computation skills are introduced in kindergarten and are maintained and extended throughout all grade levels. The mathematics program is enhanced by the 2001 McGraw-Hill Mathematics series, which is correlated and designed to parallel the NCTM standards. In addition, fifth grade math is departmentalized and includes enrichment programs such as Math Superstars, Hands-on Equations, and Accelerated Math. Math instruction in the elementary program develops the higher level thinking skills necessary for success in middle school. The middle school mathematics program consists of general math in sixth grade, pre-algebra in seventh grade and Algebra I in eighth grade. The classes are ability grouped according to their SAT scores and teacher recommendation. At each grade level, the students complete the Glencoe series of Courses 1, 2, 3 and Algebra I. The Accelerated Math program encourages students to review learned concepts and accelerates students who need the challenge.

This school has a history of high academic standards which are upheld in our mathematics program. Mathematics is taught at a level which challenges and addresses the learning styles of each student. In order to address the individual learning styles of each student, mathematics lessons include a variety of teaching methods such as cooperative groups and peer tutoring. Essential to the math program is creative problem solving and critical thinking needed to solve higher level math problems.

The strength of our mathematics program lies within the knowledge and professionalism of teachers as well as the intrinsic motivation and abilities of all students. Parents support the mathematics curriculum by valuing mathematics in their lives and in the school setting. The school has extensive resources of materials and manipulatives that enhance the curriculum. Teachers encourage hands-on learning, a critical factor in a student's formative years when they are learning the complex concepts of mathematics.

4. Describe in one-half page the different instructional methods the school uses to improve student learning.

Teachers at Ascension Day School embrace all learners and recognize the intrinsic strengths in all students. Teachers strive to provide differentiated instruction on a daily basis and adapt the curriculum to meet individual needs. Information regarding learning styles and multiple intelligences have been offered to diversify classroom instructional methods. At all grade levels, students are given the opportunity to demonstrate their knowledge using individual and group projects.

The classroom teacher has the primary responsibility for recognizing a student who is exhibiting difficulty in the curriculum or who may need supplemental instruction to enhance the curriculum. The school has designated procedures for evaluating the needs of these students. For a student exhibiting difficulty with the academic curriculum, the Director of Student Development works with the classroom teacher to determine individual strengths and weakness, conducts an academic screening or behavioral screening if needed, and makes recommendations on appropriate modifications of classroom work. Following an academic screening, several options are considered: continue regular classroom instruction with support services delivered through the Student Development Program; seek a private comprehensive assessment to determine specific strengths and weaknesses and evaluate if a specific learning disorder is present; or refer to the Lafayette Parish Pupil Appraisal System for evaluation and services if qualified. Students who appear to be working beyond grade level placement are provided opportunities by the classroom teacher to extend their knowledge through individual assignments and projects. If eligible, the student will be referred to the Lafayette Parish Pupil Appraisal team to determine eligibility for Gifted criteria and related programming.

Additional procedures are in place for first grade students. As it is recognized that students enter the first grade curriculum with varying degrees of readiness and may differ greatly in their development, the Director of Student Development works closely with the first grade teachers to maximize the potential of all students. Based on a review of entrance testing results and classroom teacher recommendations, students are selected for a screening process to determine the need for support or enrichment services that are conducted in a small group setting.

The goal of all teachers is to teach life-long learning skills. At each grade level, developmentally appropriate goals are maintained, while recognizing the need to adapt the curriculum to meet the varying developmental stages present in one class. From the nurturing faculty to small class sizes, the school strives to honor each student's learning style, provides support and assistance as needed, and actively seeks parental support in all endeavors.

5. Describe in one-half page the school's professional development program and its impact on improving student achievement.

Ascension Day School places a high priority on professional development and carefully monitors current trends in education. The administration recognizes that providing teachers opportunities to extend their knowledge in an area of expertise, develop new skills in technology, network with experts in a chosen area, and bring back dynamic instructional techniques benefits all teachers and students.

A Professional Development Committee, consisting of faculty and staff, promotes awareness of many diverse professional development opportunities. The committee approves the usage of the professional development money allocated in the operating budget. It is the goal of the school to send one representative from each grade level to at least one conference per year. When anyone attends a conference, paid expenses include travel, lodging, conference fees, and a food allowance. Most conference attendance requests are given consideration and fulfilled.

Connected University, an online university offering a wide variety of courses, has been a successful professional development opportunity for several years. The teachers who have taken advantage of the opportunity express that they have gained a great deal of motivation and information from the content and the forums in these classes. The courses are free to the teacher as it is supported by grant money. Teachers are also given the opportunity to apply these courses to college credit toward a higher degree. Through the grant, the school has also been able to award stipends for participation.

Students benefit from the school's professional development program by the variety of topics selected by individual teachers to enhance classroom instruction. The Professional Development Committee carefully reviews teacher opportunities for professional development. The committee considers factors such as curriculum needs, technology training, current reading and math practices, and opportunities. Additionally, all enrichment teachers in areas such as fine arts, foreign language, and physical education are equally encouraged to expand their program knowledge through professional development.

PART VI - PRIVATE SCHOOL ADDENDUM

Private school associations: Independent School Association of the Southwest, Southeastern Association of Episcopal Schools, National Association of Episcopal Schools

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

Part II - Demographics

1. What are the 2001-2002 tuition rates, by grade? (Do not include room, board, or fees.)

\$1815	\$2525	\$3470	\$3470		
PK3 (2 days)	PK3 (3 days)	PK3 (5 days)	PK4		
\$4120	\$5300	\$5300	\$5300	\$5300	\$5300
K	1 st	2 nd	3 rd	4 th	5 th
\$7130	\$7130	\$7130			
6 th	7 th	8 th			

2. What is the educational cost per student? \$6286
(School budget divided by enrollment)
3. What is the average financial aid per student? \$127
4. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 2 %
5. What percentage of the student body receives scholarship assistance, including tuition reduction? 5 %

PART VII - ASSESSMENT RESULTS

Stanford Achievement Test- Ninth Edition

Harcourt Brace and Company

National Student Percentile Rank reported

	2002-03	2001-02	2000-01	1999-00	1998-99
Testing month	April	April	April	April	April
Grade 1					
Reading	84	87	83	88	85
Mathematics	85	83	84	83	85
Number of students tested	54	49	45	56	54
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
Grade 2					
Reading	88	91	87	86	86
Mathematics	90	93	92	91	88
Number of students tested	54	46	54	57	54
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
Grade 3					
Reading	88	88	86	84	84
Mathematics	93	93	91	88	90
Number of students tested	46	54	58	58	54
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
Grade 4					
Reading	86	87	85	87	86
Mathematics	90	85	85	86	90
Number of students tested	53	56	65	53	56
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0

	2002-03	2001-02	2000-01	1999-00	1998-99
Testing Month	April	April	April	April	April
Grade 5					
Reading	90	88	87	88	86
Mathematics	93	91	93	91	93
Number of students tested	59	65	54	54	52
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
Grade 6					
Reading	85	82	86	85	*
Mathematics	89	92	89	89	*
Number of students tested	36	36	33	11	*
Percent of total students tested	100	100	100	100	*
Number of students excluded	0	0	0	0	*
Percent of students excluded	0	0	0	0	*
Grade 7					
Reading	80	85	81	*	*
Mathematics	88	90	79	*	*
Number of students tested	33	29	14	*	*
Percent of total students tested	100	100	100	*	*
Number of students excluded	0	0	0	*	*
Percent of students excluded	0	0	0	*	*
Grade 8					
Reading	88	78	*	*	*
Mathematics	90	81	*	*	*
Number of students tested	25	14	*	*	*
Percent of total students tested	100	100	*	*	*
Number of students excluded	0	0	*	*	*
Percent of students excluded	0	0	*	*	*

* Ascension Day School re-established a middle school program in 1999, at which time sixth grade was added, followed by seventh grade in 2000, and eighth grade in 2001.