

# ST. EDMUND'S ACADEMY

## facts & figures 2011-2012

**W**elcome. We are a vibrant, child-centered community focused on the important years of early elementary and early adolescent education. Our mission for education is broad and deep. We believe that our highest priority is to provide strong academics. Our Core Values, Core Virtues and Code of Conduct are a guide to achieving our goals and growing as people. We believe that learning takes place in the classroom, in Chapel, on the playing fields and at home. Our Preschool through Eighth Grade structure emphasizes the crucial formative years where, if we do our work well, the benefits will last a lifetime. We believe in a strong partnership between home and school, and we work together with one goal in mind: what is best for your child. Please visit us on Darlington Road to experience first-hand the community of St. Edmund's Academy.

### ST. EDMUND'S ACADEMY

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Minutes from Pittsburgh's Medical & University Communities

### The St. Edmund's Academy Profile

<b>Type:</b>	Nonprofit, independent, coeducational, high school preparatory day school
<b>Head of School:</b>	Dr. William Kindler
<b>School Founded:</b>	1947
<b>Lower School:</b>	Preschool, PreK & Kindergarten Grades 1-4
<b>Upper School:</b>	Grades 5-8
<b>Average size of class:</b>	15
<b>Student/teacher ratio:</b>	7:1
<b>Total enrollment:</b>	295
<b>Boys:</b>	152
<b>Girls:</b>	143
<b>Minority enrollment:</b>	29%
<b>Total faculty:</b>	45
<b>Faculty with Masters:</b>	53%
<b>Accreditation:</b>	Pennsylvania Association of Independent Schools, Middle States Association of Schools and Colleges
<b>Memberships:</b>	National Association of Independent Schools, Pennsylvania Association of Independent Schools, Pittsburgh Consortium of Independent Schools, Pittsburgh Area Independent School Teachers Association, Educational Records Bureau, National Association for the Education of Young Children, Pennsylvania Association for the Education of Young Children, Secondary School Admissions Test Board, Council for the Advancement and Support of Education
<b>Religious Affiliation:</b>	Nonsectarian
<b>Governance:</b>	Board of Trustees
<b>Financial Aid:</b>	38% of student population receive need based aid

## Mission Statement

**St. Edmund's Academy** provides an exceptional independent school experience for Preschool through Eighth Grade students combining rigorous academic curriculum with enduring core values and rich tradition in a nurturing environment.

## Philosophy Statement

St. Edmund's Academy is a coeducational day school enrolling students in Preschool through the Eighth Grade. With historic roots in the Episcopal tradition, the school welcomes families from all faiths and backgrounds. Character formation and intellectual preparation are woven into the experiences of the students on a daily basis. The school is both challenging and nurturing, as it seeks to provide each child with an academic, emotional, social, physical, and spiritual foundation upon which to grow. Within the context of a traditional core curriculum that incorporates a wide variety of teaching strategies, students become genuinely involved in their own education. Students leave St. Edmund's Academy well-prepared for secondary schools and for serving as contributing and productive members of a broader community.

## Core Values

A St. Edmund's Academy education is best understood through its six core values, which are woven into the daily life of the school. These values articulate the high expectations of St. Edmund's Academy students and help build a strong sense of self for its students.

- **Respect for the needs and feelings of others**
- **Understanding and appreciation of the differences among people**
- **The worthiness of service to others**
- **The importance of taking responsibility for one's own conduct**
- **The central role of honesty in relationships**
- **The value of setting high standards in all endeavors**

## Preschool

Preschool at St. Edmund's Academy is a developmentally appropriate environment that is designed to meet the needs of children who are 3 – 4 1/2 years of age. The goal for Preschool is for each child to reach his or her potential by experiencing activities that enhance social skills, creativity, imagination, experimentation and problem solving.

In Preschool, a nurturing, child-centered atmosphere provides cozy spaces, for quiet play as well as carefully planned learning centers located throughout the room. The Preschool

children explore the environment by using all of their senses through the art of play. Play provides the children with the opportunity to demonstrate their individual talents and challenges them to try new activities. Social skills and problem solving efforts are promoted and positively reinforced as teachers begin to guide the children in ways which exemplify our Core Values, Core Virtues and Code of Conduct.

In Preschool, small groups of children work together with a teacher to help enhance the individual child's developmental level. This also presents an opportunity to work on readiness skills in the areas of language, science, math, social studies, literacy, technology and the arts. Small groups are used throughout the day to help children attend to tasks at hand, listen and follow directions, and become more comfortable working independently.

The Preschool program provides an innovative curriculum with materials, experiences and teaching methods that are grounded in the National Association for the Education of Young Children (NAEYC) principles of child development. All Preschool teachers are members of NAEYC. There is one teacher with two assistant teachers for a classroom of 15 children - student to teacher ratio of 5:1.

Children in Preschool will leave the classroom to attend two twenty-minute "specialty" classes, computer class in the computer lab and physical education in the gym. Music and library are taught within the classroom by the music teacher and the librarian. A nearby play deck and playing field provide an opportunity for outside time daily. Lunch is served in the Preschool classroom.

Preschool parents have a choice between a Monday through Friday half-day session (8:00 a.m. - 12 p.m. without lunch) or a full day session (8:00 a.m. - 3:20 p.m.). We also offer Monday, Wednesday, Friday full day with Tuesday, Thursday half-day sessions. Family participation, such as reading a story, sharing a special project or joining a field trip, is always welcome.

## PreKindergarten

PreKindergarten is a literature-based Kindergarten readiness program that provides a developmentally appropriate, safe, supportive and nurturing school environment designed for children 4 - 5 1/2 years of age. The goal for the PreKindergarten program is to focus on a child's unique developmental level and individual learning style. The PreKindergarten curriculum optimizes developmental outcomes by providing children with play and hands-on experiences. Curious minds are shaped into creative and critical thinkers.

In PreKindergarten, literacy is promoted in the classroom through the use of the "Easy Street Reading Program" designed specifically for early childhood education. Numbers, sequencing and fundamental math concepts are introduced daily. The PreKindergarten children enjoy a wide variety of activities that are planned based on a weekly theme, a letter of the alphabet or a story from our reading program. Activities are developmentally appropriate, hands-on, and engaging for the children.

The PreKindergarten child will develop problem solving skills as well as conflict resolution skills. Teachers will guide the children in ways which exemplify our Core Values, Core Virtues and Code of Conduct. The children will be given the opportunity to be important members of an early childhood community where cooperation, respect for others, and acts of kindness are encouraged and positively reinforced.

The PreKindergarten program provides an innovative curriculum with materials, experiences and teaching methods that are grounded in the National Association for the Education of Young Children (NAEYC) principles of child development. All PreKindergarten teachers are members of NAEYC. There are two teachers and two assistant teachers for a classroom of 26 children, a student to teacher ratio of 7:1. Children in PreKindergarten will leave the classroom each day for two twenty minute "specialty classes" such as music, computer, art, physical education and library. A nearby play deck and playing field provide opportunities for outside time daily. Lunch is served in the school cafeteria.

PreKindergarten parents have a choice between a Monday through Friday half-day session (8:00 a.m. to 12 p.m. without lunch) or a full day session (8:00 a.m. to 3:20 p.m.). We also offer Monday, Wednesday, Friday full day with Tuesday, Thursday half-day sessions. Family participation, such as reading a story, sharing a special project or joining a field trip, is always welcome.

## Kindergarten

Kindergarten is a very special place at St. Edmund's Academy. The rooms are wonderfully spacious, complemented by nooks and crannies, delightful lofts and a wall of large windows looking out on the adjacent play deck. With four full-time teachers, students spend much of their day in small clusters working on projects, moving from center to center.

Creative, child-centered, spirited, comfortable, challenging and enthusiastic are a few ways to describe the energetic classroom. The program has been created with the developmental needs of five and six-year-olds in mind. Through a collection of carefully designed activities, St. Edmund's Academy's Kindergarten works to expand each child's competence and mastery in a multitude of areas.

Each day begins with a morning meeting to review the plans and schedule for the day, explore the calendar, and share ideas and experiences. Learning to listen to others, to express one's own thoughts clearly, and to internalize the day's structure are important to a feeling of predictability and trust. Children must feel safe, comfortable and understood in order to do their best. To grow in mind, spirit, and body, they must feel secure to risk making mistakes.

Students then move into groups, making choices about which activities to pursue. Block corner, dramatic play, painting, construction projects and other activities allow each child to work with classmates in a cooperative and self-determined way.

Small groups are teacher-determined and focus on the more academic tasks of Kindergarten: pre-reading and reading skills, mathematical problem-solving, and illustrating ideas.

St. Edmund's Academy's Kindergarten stresses activities that foster critical thinking, problem-solving and reasoning. While never "product-oriented," the program stresses trying the new, working hard and doing one's best. There is often no right or wrong, but there is always encouragement and praise for innovation, making connections and the satisfaction of knowing more and mastering new skills.

In the daily life of Kindergarten, the children will be guided by their teachers to behave in ways that exemplify the Core Values, Core Virtues and Code of Conduct.

Music, art, computer, snack, physical education, library, rest, and outdoor play round out a full and busy day.

The enthusiasm of five and six-year-olds is contagious, and despite the natural ups and downs of childhood, teachers and children leave at the end of the day tired, but with a smile.

**Kindergarten** at St. Edmund's Academy is understanding the whys, hows and wherefores of the way the world works, specifically:

- Independence
- Self-Confidence
- Risk-Taking
- Pride in Workmanship
- Letter Recognition
- Problem Solving
- Math Concepts
- Visual-Motor Coordination
- Communication
- Making Choices
- Following Directions
- Listening
- Cooperation with Peers
- Artistic Expression
- Resolving Differences
- Manners
- Respecting Others
- Handwriting
- Predicting Outcomes
- Completing Tasks
- Letter-Sound Correspondence
- Recognizing Similarities and Differences
- Understanding Time, Days, Months, Seasons
- Appreciation of Family and Friends
- Learning about and Living the Core Values

## First Grade

The First Grade curriculum at St. Edmund's Academy is designed to establish the basic academic skills through an enriched, varied and challenging environment. The classrooms are active, industrious, flexible, nurturing, safe, child-centered and very busy, as well as full of their fair share of enjoyment and fun. The teachers strive for a sense of accomplishment by developing clear expectations that build a sense of respect, cooperation and community outlined by our Core Values, Core Virtues and Code of Conduct.

The activities of the day expand each child's ability to:

- communicate through spoken and written language
- understand and manipulate number concepts
- build upon his/her natural fascination with the world
- negotiate, solve problems and work with other children and adults
- take increasing responsibility and acquire self-confidence

**Language Arts and Mathematics are at the core of our First Grade program.** Reading is central to the First Grade classroom; children's literature, in all its forms and charm, provides our basic texts. Literature moves beyond the page with such occasions as "The Very Hungry Caterpillar Breakfast" for students and their parents. The event combines wonderful food and the reading of the children's own stories.

Phonics and spelling are taught sequentially; with teacher guidance, the students discover and use the rules and patterns needed to turn the spoken language into a written one.

Handwriting instruction teaches letter formation through easy-to-understand directions. Students construct letters on writing lines that serve as start and stop points. We want them to acquire the motor skills necessary to write proficiently.

Daily Journal Entries related to reading, personal experiences, and math encourage creative writing.

Vocabulary is developed through both formal and informal techniques. Using words to express ideas accurately is consistently emphasized.

Mathematics is taught with a combination of text and manipulative materials. Such an approach ensures that all topics are covered in a manner which is concrete and tangible. Counters, unifix cubes, work mats, place value ten rods and ones cubes, as well as student clocks, are some of the manipulatives used to help students incorporate the abstract concepts of mathematics.

Specialty teachers in science, computer, physical education, art, music, world cultures and library complement the enriched classroom program with field trips and cultural events. Add lunch, recess and our Thursday Chapel Service, and the days pass quickly, combining accomplishment with a sense of enthusiasm and a love of learning.

## Second Grade

The Second Grade year strengthens and expands each child's abilities and skills with the written word. Focused work in comprehension strategies, phonics, and spelling mesh with the literature-based reading program. Children utilize the components of the writing process and the traits of writing to develop their writing skills.

The study of mathematics centers on increasing accuracy and speed in computation skills, while developing and expanding the understanding of underlying concepts and problem-solving strategies. Manipulative materials and interactive white board instruction and activities help children learn math concepts and skills. Special math activities challenge students to think harder and deeper.

Social Studies establishes an understanding of community, our country's landforms and resources, the history of our nation spanning from the First Americans through the Civil War, basic economic concepts and our nation's government. Integrated throughout is the development of chart and map reading skills.

Students learn the responsibilities of homework completion, preparation for class and the importance of respecting the needs and feelings of others. Great importance is placed on behavior

that exemplifies the Core Values, Core Virtues and our Code of Conduct. Study skills are emphasized, moving the students to increasing independence and self-reliance.

Higher order and critical thinking skills are developed through a variety of activities that teach children how to compare, select essential information, predict outcomes, draw conclusions and go beyond the obvious. The teachers are attentive to the developmental levels of individual students, and provide extra practice or more advanced activities as needed.

Field trips, such as visits to Meadowcroft and the Hall of Egypt at the Carnegie Museum of Natural History, complement classroom programs and Specialty teachers instruct in science, art, music, physical education, computer, library and world cultures.

## Third Grade

Third Grade is the year of major growth in a student's independence. More work is expected to be completed without constant teacher direction. Reading and writing skills have developed to the level where students can and are expected to work on their own for portions of the school day. Study skills are an important component of the program and preparation for formal tests is stressed. Students also begin to use a daily assignment book that helps to develop their organizational skills. Time management is another skill that is a focus as students begin to receive long-term assignments for which they are responsible.

Reading and writing programs still have strong components of phonics and spelling, but move to focus increasingly upon inferential thinking, understanding of main ideas and the sequencing of elements of a plot. As students read more fluently, attention is shifted to the ideas and information that are presented. Cursive writing is used and expected in all areas during the second half of the year.

The curriculum is reinforced through creative projects, hands-on activities and other group work and special presentations. Literature discussions and daily activities enhance the child's understanding and internalization of the Core Values, Core Virtues and Code of Conduct.

In Third Grade, the study of Pennsylvania is the focus in Social Studies. The children experience an in-depth exploration of their home state.

Mathematics moves beyond addition and subtraction to multiplication, division, place value, fractions, elementary geometry and developing strategies for problem-solving. Formal work is combined with manipulatives to ensure that both the mechanics and the concepts of math are integrated. Multiplication tables through 12 are mastered by year's end.

Specialty teachers continue to instruct in science, art, music, physical education, computer, library and world cultures.

This is a high-energy year that combines expanding skills with the natural enthusiasm and curiosity of this age.

# Fourth Grade

Fourth Grade is a year of continued growth and exploration of fundamental skills previously taught. Organizational and study skills continue to be an area of focus so that students are well prepared to meet the challenges of greater independence in the Upper School.

In Fourth Grade, the Core Virtues and Core Values are explored through literature discussions and group activities. The students and the Fourth Grade homeroom teachers create their own classroom rules during the first few weeks of school. These rules then become the responsibility of the class and students take ownership for their behavior as they follow the Core Values, Core Virtues and Code of Conduct.

Our reading curriculum is built upon authentic literature, which we explore through the use of literature circles, read aloud discussions and independent comprehension work.

Writing incorporates the more formal study of the English language, including the mechanics of writing, English usage, vocabulary and word study. Using the Six Traits of Writing as a guide, the class writes, illustrates and produces quality pieces of writing.

Mathematics continues to strengthen the speed and accuracy of computation skills while moving towards more challenging problem solving. Incorporating a variety of games, problem solving challenges and center work on a daily basis enhances the hands-on/minds-on approach to math making classroom learning both fun and exciting.

Social Studies is a tour of the United States by region, with emphasis on geography, culture, industry and historical background.

Specialty teachers instruct in science, art, physical education, computer/keyboarding, library, world cultures and music.

# Upper School, Grades 5-8

## Grade 5

English  
Math  
Science  
World Geography  
Spanish/French  
Physical Education  
Computer/Library Research  
Art  
Music  
Writing  
Health  
Instrumental Music  
Chorus

## Grade 6

English  
Math, Pre-Algebra  
Earth Science  
World Cultures  
Spanish/French  
Physical Education  
Computer/Library Research  
Art  
Music  
Health  
Instrumental Music  
Band/Chorus

## Grade 7

English  
Pre-Algebra or Algebra I  
Life Science  
U.S. History  
Spanish/French  
Physical Education  
Integrated Computer Instruction  
Art  
Music  
Latin  
Health  
Instrumental Music  
Band/Chorus

## Grade 8

English  
Algebra I or Geometry  
Physical Science  
U.S. History  
Spanish/French  
Physical Education  
Integrated Computer Instruction  
Art  
Music  
Latin  
Health  
Instrumental Music  
Band/Chorus

The tone of the Upper School is a combination of serious focus on academic work combined with a positive sense of camaraderie among the students and the teachers. Interactions among faculty and students reflect the importance that St. Edmund's Academy places on our Core Values by demonstrating respect for teachers and peers, by accepting responsibility for one's actions, and by considering the feelings of others. Students and teachers annually review the Code of Conduct and recommit themselves to the expectations central to our community.

The closeness of the community and the fact that students are grouped in small classes allow the teachers to monitor student progress and behavior closely, and be in touch with parents quickly when required. The atmosphere is characterized by a relaxed yet respectful relationship between students and faculty.

Upper School students are placed in small homerooms with their classmates. In these groups, students begin the day with announcements and attendance, combined with the usual socializing that comes with this age. They rejoin their homeroom for midmorning snack, lunch, and at the end of the day.

The 20-minute homeroom period at the end of the day provides time to meet with faculty to clarify an assignment or concept; start homework; and gather materials for the trip home.

The roles of the homeroom teacher are varied: to monitor the academic and social functioning of students; to serve as parent liaison when issues arise; to be the student's advocate in school life; to act as cheerleader and encourager; and to be a general resource for the students and their parents. Parent-teacher conferences are scheduled twice a year. Opportunities for additional parent-teacher conferences are available on an as-needed basis. In addition to the homeroom teacher, the Upper School Head, the Associate Head of School, and the Head of School are available to all Upper School parents as needed.

Fifth Grade is a bridge between the self-contained classrooms of the Lower School and the fully departmentalized program of grades 6-8. In the Fifth Grade, the students have core faculty members who teach math and all aspects of language arts and social studies, with specialists teaching the other subjects. In grades 6-8, all subjects are taught by specialized teachers.

Fifth Grade teachers work to help the students develop time management skills. Students are guided through a six-week long research project which culminates in a school-wide Travel Fair. This project is one of many designed to help fifth graders learn to successfully manage long-range assignments that are common in grades 6-8.

The school year begins with trips for grades 6, 7, and 8. These class trips are energizing and class-spirit-building excursions to such places as Williamsburg; Monticello; Luray Caverns; Dearborn, Michigan; and Camp Fitch on Lake Erie.

In addition to the fixed academic curriculum, there are opportunities to participate in a school musical, a play, orchestra and chorus; join the yearbook staff in 8th grade; participate in the school newspaper; participate in MathCounts; the Science Bowl; Robotics; and participate in interscholastic athletics. Our foreign language students in 7th and 8th grades take the National exams in French or Spanish and Latin. Health is taught in grades 5-8. Students learn nutrition, social health, adolescent development, and work towards certification in CPR/AED and First Aid. In grades 6-8, students compete in field hockey or soccer in the fall, basketball in the winter, and lacrosse in the spring. Our 5th grade students are included in spring lacrosse. Musical performances at each grade level present opportunities for being on stage. The Annual Christmas Pageant is performed by sixth grade and the 7th and 8th graders have the opportunity to perform in the spring drama production. Field trips to local museums or professional performances infuse a sense of city into our classrooms for our students.

With a student-to-computer ratio of 1 to 1, St. Edmund's Academy classrooms include the latest technologies, with computer use integrated into other subjects. Seventh and eighth grade students are able to incorporate the tools and skills taught to them in previous years to develop websites using Power Point presentations, music, videos and images.

## Academic Achievement

St. Edmund's Academy consistently produces outstanding academic results.

In 2010 and 2011, 91% of our 8th grade students scored in the "above average" national stanine in Verbal Reasoning; 93% in Quantitative Reasoning, and 92% in Math on the Educational Records Bureau (ERB) standardized testing.

Upper School students consistently place in the top 10% nationally in foreign language testing. For many years, our students have scored among the top three foreign language students in the region. On the 2011 National Spanish Exam, one of our 8th graders was the only student in the Western PA region to achieve a score over 380 and two St. Edmund's 7th graders placed 1st and 2nd regionally and 3rd and 4th nationally on *Le Grand Concours* National French Exam. Our top foreign language students will often enter their freshman year in French III or Spanish III.

On the 2011 National Latin Exam, two St. Edmund's Academy Upper School students achieved a perfect score. In the 8th grade, 3 students received the Gold Summa Cum Laude award and 63% of the 7th graders missed 5 questions or less.

Our 2009-2011 St. Edmund's Academy graduates are attending the following schools:

CAPA CAS  
Carlynton High School  
CAS Program at Pittsburgh Allderice High School  
Central Catholic High School  
The Ellis School  
Fox Chapel High School  
Grant High School in Portland, Oregon  
The Kiski School  
Mercersburg Academy  
Oakland Catholic  
Sewickley Academy  
Shady Side Academy  
St. Paul's School in Concord, New Hampshire  
Western Reserve Academy in Cleveland, Ohio  
Winchester Thurston School

## Academic Activities

History Bowl  
Congressional Youth Leadership Council  
Solar Car Race  
Robot Car Race  
Science Bowl  
Geography Bee  
MathCounts  
Scholastic Reading Counts

## Students as Leaders

Without high school students to overshadow them, St. Edmund's Academy students grow as self-confident leaders of their school. Students in grades 5-8 who exemplify all six of our Core Values are chosen by the faculty to be "Lead Students." Lead students take on leadership roles within the school and act as ambassadors to prospective parents and visiting students. All eighth graders play a special role in the weekly Chapel Service and are paired with Kindergarten buddies for special school activities. The yearbook, student newspaper, band, chorus and our sports teams provide many opportunities to lead and grow.

## Code of Conduct

At the heart of the institution are St. Edmund's Academy's six Core Values. School personnel will guide students to behave in ways which exemplify the Core Values through self-discipline methods and approaches.

St. Edmund's Academy places great importance on respect for teachers and peers, acceptance of responsibility for one's actions, and consideration for others' feelings and property. Students are expected to behave accordingly by learning and applying these values in developmentally appropriate ways.

The expectations of the School's behavior code can be summarized as follows:

1. All students are capable of behaving appropriately.
2. Misbehavior is a matter of choice.
3. A student will accept responsibility for his/her actions.
4. Teachers have the right to teach without disruption.
5. Students have a right and responsibility to learn.
6. Respect must be shown at all times.

## 2010-2011 Community Service

Each class designs and carries out community service projects, which helps underscore their importance in the community and in the world.

### Entire School projects:

- *Here to Help Japan* - creative fundraising for Brother's Brother Foundation Japan Fund
- *Thanksgiving Food Drive* - donations of food items packed by 8th graders and delivered to the Network of Hope Foundation for families in need
- *Valentine's for Patients* - hand-made Valentines delivered to hospital patients on Valentine's Day
- *Dress Down Days* - benefit breast cancer research and the *Caring Place* for grieving children

**PreKindergarten:** Hanukkah cards and songs for seniors at the Jewish Community Center

**Kindergarten:** *Personal Care Drive* - Collect and donate personal care items to be delivered to shelters for the holiday season

**1st grade:** Collect and donate new books to Children's Hospital

**2nd grade:** Participate in a "Ten Thousand Villages" project donating school supplies to needy children around the world

**3rd grade:** Visit seniors at Squirrel Hill Commons throughout the school year with special holiday cards, crafts, snacks and songs

**4th grade:** Participate in *Stash the Trash*, Mayor Ravenstahl's city-wide initiative and the *Ninos del Lago* program for impoverished Guatemalan children

**5th grade:** Collect clothing, books and school supplies for *Good Shepard Orphanage* in Ghana, West Africa

**6th grade:** *Food Drive* for the Greater Pittsburgh Food Bank

**7th grade:** Collect hats, scarves and gloves for the homeless at Bethlehem Haven

**8th grade:** Pack Thanksgiving food boxes for families in need; create *Empty Bowls* for the Just Harvest organization

## Homework

Homework is an integral part of daily school life and a valuable tool in the acquisition of new skills and the review of learned ones. Through independent study, students are further able to master concepts taught in the classroom, practice creative thinking and writing skills, and continually develop their capacity to teach themselves.

Well-planned assignments encourage the growth of study and organizational skills and a sense of competency and confidence in each student. Students in grades 3-8 are provided and expected to use a required SEA assignment book.

The amount of time required for assignments will increase as a student moves from the Lower School grades to the Upper School. St. Edmund's Academy urges all parents to arrange a regular time and a quiet comfortable place for working, free of distractions or interruptions.

Finally, while we believe in the necessity and importance of homework, we also believe in the importance of leaving some time in a child's day for play, relaxation, family time and extra-curricular activities. Students who use their time wisely at school will find that they need less time at home, particularly for the completion of less demanding work.

In the Lower School, homework takes the form of practice and drill in reading, mathematics, spelling and penmanship. It usually does not exceed 20 to 60 minutes each evening, increasing as the years progress. Recognizing that weekends are special family times, homework is generally assigned only Monday through Thursday.

In the Upper School, a student may be assigned approximately 20 to 30 minutes of homework in each academic subject. The purpose of assignments may be memorization of new words or concepts, completion of drills to reinforce concepts, reading new information, practice of writing and analytical skills, or studying in preparation for a test. Upper School students are responsible for all work missed during absences. It is the responsibility of the students to seek out the faculty to make arrangements for make-up work. No more than two major academic tests are assigned for one day.

In the seventh and eighth grades especially, long-range assignments such as essays, research projects and extended readings are frequently given. These require students to budget their time and organize materials beyond the scope of the daily work. When in need of help or direction, students are encouraged to seek assistance from subject area teachers in the morning before class, at lunchtime, during study halls or after school. Homework is important; students are held accountable for assignments and may be detained after school or during recess to complete assignments.

It is important to note that reading assignments, both short- and long-term, are considered homework, as is thinking through and/or analyzing conceptual items. The review of notes, concepts, and vocabulary covered in class on a day-to-day basis is also an understood, if unstated, homework expectation. Homework is assigned Monday through Friday.

## Home & School Communication

**Parent-Teacher Conferences:** Preschool, PreKindergarten, Kindergarten and Grades 1-4 have three scheduled Parent-Teacher conferences per year; Grades 5-8 have two Parent-Teacher conferences per year; as-needed Parent-Teacher conferences occur throughout the year.

**Progress Reports** are written for all students at the first mid-semester, and again at the second mid-semester. Report Cards are completed by all faculty members (with the exception of the librarian) for all students, at the end of each semester.

**Monthly Newsletters:** Each grade level publishes a monthly newsletter for parents, in addition to letters written by the Head of School and the Associate Head of School.

## Chapel

Every Thursday morning, we gather as a community to celebrate the spiritual values which bind us together. We meet in The Church of the Redeemer, next door to St. Edmund's Academy. Students in grades one through eight, along with their teachers and a number of parents and other guests, share in song, prayer, and stories. The Chaplain offers a short, child-friendly talk to connect ancient wisdom with our daily lives.

The service is designed to honor our Episcopal roots and include people of all faiths. The Chaplain often notes the parallels among the world's major religions. Throughout the year, we have guest speakers representing a variety of faiths. In addition, all who attend Chapel are reminded that participation in any specific song or prayer is optional, based on personal/family background or beliefs.

As part of our service, we offer commendations to students whose actions demonstrate our Core Values. As the list of commendations given by teachers is read, students stand to be recognized by the community. During the service, we also name our Lead Student, a student from grades five through eight who has clearly exemplified our Core Values. This student receives the Lead Student medallion from the Head of School and wears the medallion through Thursday of the following week, with the honor of leading the community in and out of the next Chapel service. Through our commendations and the naming of the Lead Student, we reinforce our belief that the Core Values are central in our lives.

## Athletics

Students participate on various interscholastic athletic teams. Participation is encouraged, and in fact is a hallmark of the St. Edmund's Academy experience. Students are expected to attend practice on a regular basis, contribute to the welfare of the team, exhibit good sportsmanship, maintain academic achievement and effort at a satisfactory level, and follow the SEA Core Values during practices and athletic events.

### Available Sports for Students

<b>Fall</b>	<b>Grade level</b>
Field Hockey (co-ed)	6-8
Soccer (co-ed)	6-8
Cross Country (co-ed)	2-8
<b>Winter</b>	<b>Grade level</b>
Basketball - girls	6-8
Basketball - boys	6-8
Basketball Clinic (co-ed)	3-5
<b>Spring</b>	<b>Grade level</b>
Lacrosse - girls	5-8
Lacrosse - boys	5-8
Tennis Clinic (co-ed)	1-5

## The Arts

Every child at St. Edmund's Academy has an opportunity to participate in the Arts.

Students in each grade, from Preschool to 8th, participate in their own class "on-stage" musical or dramatic production. Each child in Preschool through 8th grade will also submit art to be displayed in the Spring Fine Arts Festival. All children from Kindergarten through 4th grade perform in Winter and Spring concerts. 3rd and 4th grade students may participate in Glee Club. The 5th grade band performs in an instrumental performance. The 6th grade performs in our Christmas Pageant. The 7th & 8th grade begin to practice in January for a musical in March. The Lower School students may choose to perform in a Spring Talent Show. The Upper School students may participate in Band, Chorus and a String Ensemble. All Upper School students learn how to play the guitar in general music class and those in band receive weekly group lessons on their respective instrument.

## The School Uniform

Wearing a school uniform is a valued tradition at St. Edmund's Academy and has long instilled pride in being part of the St. Edmund's community. A school uniform adds to an atmosphere conducive to learning, as clothing is not a distraction. The school dress code is intended to accommodate the active school lives of our students, while distinguishing between school and leisure time. The dress code is outlined in the St. Edmund's Academy Handbook.

Physical Education uniforms will be provided by the School to all students in grades 1st-7th. Eighth graders are welcome to place orders for the physical education uniforms but are not required to wear the uniform in class. Students in Preschool, PreK and Kindergarten do not wear a uniform in physical education.

## Extended Day

Extended Day is the St. Edmund's Academy after-school program, available for all children in Preschool through Grade 6. It runs daily from 3:25 p.m. until 6:00 p.m. During that time, children have the opportunity to complete their homework and receive homework help from our qualified and experienced staff members. In the meantime, younger children enjoy playing games, using the playdeck and participating in craft activities. Nutritious snacks are provided daily and it is a wonderful social experience for the children to relax and unwind after school until they are picked up by their parents.

Throughout the year, Extended Day offers all-day supervision and play time on select days when school is not in session. The children enjoy fun activities from morning until evening that include, but are not limited to, intricate crafts, nature walks, scavenger hunts, ice-cream trips, movie afternoons and a pizza-splash party.

## Summer Camp

St. Edmund's Academy invites children ages 3-10 to spend a summer at play here at S.E.A. We taste, create and explore our way through themed weekly sessions. Structured days allow time for crafts, music, sharing, stories, sports, nature walks and water time. Field trips and picnics are also planned according to each theme, ensuring that even play can be educational.

Each day's schedule includes morning circle time with stories and songs, craft projects, group game time, science explorations or drama time and structured sporting activities. We also offer plenty of free time throughout the day so the children can creatively explore and use the playdeck and art supplies at their leisure.

Summer play offers full and half-day sessions, and runs for six weeks each summer, typically beginning the first week we are out of school. Typical session themes include "Around the World," where children can explore foreign cultures; "Hooray for the Red, White and Blue," which teaches American History through play and interaction, and "Creative Creatures," where children investigate and research Pittsburgh's creatures big and small.

Our camp runs daily from 8:00 a.m. until 6:00 p.m. and is staffed by quality, certified individuals who have a love of children and joy for teaching.

## PTA

The PTA at St. Edmund's Academy serves two primary roles: sponsoring events to support a sense of school community and fundraising to assist St. Edmund's Academy in obtaining items that benefit a majority of the student body and enhance education. Each year, the PTA organizes a Family Picnic in the fall, Bingo for Books in February and a Carnival in the spring to bring students and families together. Key fundraisers are the sale of Market Day foods, QSP magazine sale and our annual Holiday Bazaar. Money earned from these 2010-2011 events was used to support the purchase of items such as Smart Boards, a new sound system for school performances, a poster maker and printer stand and tables and tablecloths for school events.

All parents and guardians of students currently enrolled in St. Edmund's Academy are considered members of the PTA. Those who serve on the Board of Trustees, as well as the faculty, Head of School and Associate Head of School are also members. The PTA is led by a Board of Officers that meets monthly with elections for officer positions held each spring. There are many ways to participate in the PTA, including serving as a Homeroom Parent, helping to staff a fundraiser and serving as an officer. All parents and guardians of St. Edmund's Academy students are invited to participate in the PTA at any level that suits their interest and schedule.

## Enrollment

Applicants who complete the Admissions process and are accepted to St. Edmund's Academy receive a contract for enrollment. Contracts are sent out with a required return date that provides families adequate time to make a well-informed decision. When vacancies exist, students may be admitted during the school year. For specific information on the admissions process, please contact the Admissions Office: 412.521.1907 x121.

## Tuition and Other Costs

St. Edmund's Academy tuition covers all instructional expenses. Laboratory fees, athletic fees, textbooks, technology fees, activity fees, and field trip costs are also covered by tuition. Costs of uniforms, after school child care and an optional hot lunch program are the responsibility of the family. Miscellaneous expenses include the option to participate in Annual Fundraising, the Birthday Book program and classroom birthday and holiday snacks.

### 2011-2012 Tuition

<b>Preschool/PreK:</b>	\$ 6,875 • 5 half days per week
	\$ 9,200 • 3 full days/2 half days per week
	\$10,600 • 5 full days per week
<b>Kindergarten:</b>	\$13,850 • 5 full days per week
<b>Grades 1 – 4:</b>	\$16,000
<b>Grades 5 – 8:</b>	\$16,900

St. Edmund's Academy offers three payment plan options: 100% plan, 60%/40% plan and the 10 month installment plan. The Administrative fee is \$50 for those on the 60%/40% plan and \$250 for those on the 10 month installment payment plan.

A student's attendance is contingent upon prompt payment of all bills. A late fee of 1.5% per month (18% per annum) is charged on any monthly outstanding balance.

**Non-refundable Advance Deposit** is required with the return of each enrollment contract. This deposit will be credited to your tuition balance in December.

### Extended Day Program (After School Child Care)

<b>Full Year:</b>	\$2,000
<b>Daily Rate:</b>	\$16
<b>Late Pick-Up Charge per minute:</b>	\$1

**SEA Summer Camp** is offered each summer. Registration and pricing information is distributed to families in February.

## Financial Aid

It is the policy of St. Edmund's Academy to admit students without regard to family financial circumstances. The admission process and the financial aid process however are separate processes. Families are encouraged to apply for financial aid at the time of admission to ensure that a decision regarding financial aid can be made by the Financial Aid Committee in a timely manner.

Financial aid is awarded on the basis of economic need as determined by a program called the School and Student Service for Financial Aid (SSS) which is sponsored by the National Association of Independent Schools (NAIS).

Financial aid awards are given to families in the form of an award that reduces tuition. Applications, a due dates schedule and detailed information about the financial aid program are available from the Admissions Office or Business Office. All information submitted through the financial aid application process is kept confidential.

Applications for financial aid may be completed online at [sss.nais.org](http://sss.nais.org).

## Board of Trustees 2011-2012

**Nancy A. Bernstein**, *Chair*  
**Janet Hunt**, *Vice Chair*  
**Christopher McCrady**, *Vice Chair*  
**Cyndy Mosites**, *Vice Chair*  
**David Nicholson**, *Vice Chair*  
**John Rudolf**, *Treasurer*  
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**Christopher Fleischner**  
**Thomas M. Hardiman**  
**Debra Ladley**  
**Susanna M. Leers**  
**Lara Washington**  
**William Widdoes**

**Ex-Officio Member**  
**William L. Kindler, Ph.D.**,  
*Head of School*

## Faculty and Staff 2011-2012

### Administration

**Dr. William L. Kindler**, *Head of School*  
B.S. Group Work Education, George  
Williams College; M.A. Education,  
New York University; Ed.D.  
Educational Administration and  
Psychology; Ph.D. Post Doctoral  
Program Northern Illinois University

**Susan S. Miller**, *Associate Head of School*  
B.S. Elem. & Kdg. Ed., Pennsylvania  
State University; M.S. Ed. School  
Psychology, Duquesne University;  
Reading Specialist Certification,  
Duquesne University

**Diana E. McAllister**, *Director of  
Finance and Operations*  
B.S. Business Administration, Duquesne  
University; Certified Public Accountant

**Lucy King**, *Director of Admissions*  
B.S.W., University of Pittsburgh  
M.S.W., University of Pittsburgh

**Marion Key**, *Director of Development*  
B.A. Media Arts,  
New Jersey State University

**Elizabeth J. Harbist**, *Head of  
Upper School; Grade 5 English*  
B.S. Elem. Ed., University of Pittsburgh;  
M.Ed. Instruction and Learning,  
University of Pittsburgh;  
Reading Specialist Certification,  
University of Pittsburgh;  
Fellow, National Writing Project

### Faculty

**Sylvia Affleck**, *Latin: Grades 7-8*  
B.A. French; Minor in Latin, Sheffield  
University, England; Diploma of  
Education, York University, England

**Janice Beyer**, *Counselor: Preschool-  
Grade 8; Social Health: Grades 5-8*  
B.S., Cornell University;  
M.S.Ed., Duquesne University

**Elizabeth R. Bogaty**, *Grade 2*  
B.A. Early Childhood Education:  
Curriculum and Instruction, Marshall  
University; M.Ed. Early Childhood  
Education, University of Virginia

**Shannon C. Boyle**, *PreK Teacher*  
B.A. Elementary Education, Bethany  
College; M.S. School Administration  
and Supervision, Duquesne University;  
Principal Certification, Duquesne  
University

**Peter N. Bucci**,  
*Music: PreK-Grade 5, Strings*  
B.S. Music Education, Duquesne  
University; M.S. Educational  
Technology, Boise State University

**Emily Chiarizio**, *Preschool Assistant  
Teacher*  
B.A., Film Studies, University of  
Pittsburgh; Children's Literature  
Certification, University of Pittsburgh

**Sarah Ciummo**, *Preschool Assistant  
Teacher; Director of Extended Day*  
B.A. Art/Studio Art, Carlow University

**Sharon Rae Ciummo**, *Grade 3*  
B.S. Early Childhood Education, Carlow  
University; M.Ed. Early Childhood  
Supervision, Carlow University

**Robin Colin**, *Grade 4*  
B.S. Elementary & Kindergarten  
Education, Pennsylvania State University

**Patricia Cooper**, *Robotics: Grades 5-8*  
B.A. Psychology/Elementary Education,  
Carlow University; M.A. Educational  
Leadership, Carlow University

**Carol E. Costa**, *PreK Assistant Teacher*  
B.S. Elementary Education, Slippery  
Rock University; M.Ed. Elementary  
Education, Reading Specialist  
Certification, Slippery Rock University

**Lisa Marie Coyne**, *7th Grade  
Homeroom; English: Grades 7-8;  
Social Studies: Grade 7*  
B.A. Government & Communications  
Media, Simmons College; M.A.T.  
English and Government, Rice University

**Nicole DiTommaso**,  
*Kindergarten Teacher*  
B.S. Early Childhood Education,  
Kent State University

**Megan Evangeliste**, *PreK  
Assistant Teacher*  
B.A. Communications Studies,  
Duquesne University; M Ed. Early  
Childhood, Duquesne University;  
Certificate in Intercultural Studies,  
Duquesne University

**Mindi Feldstein**,  
*Computer: PreK-Grade 4*  
B.S. Elementary Ed., Pennsylvania  
State University; M.S. Instructional  
Technology, Duquesne University

**Michael A. Filosemi**,  
*Kindergarten Teacher*  
B.S. Physical Education & Health,  
Davis & Elkins College

**Devin Flynt**, *Music: Grades 6-8  
Chorus/Band/Instrumental*  
B.A. Music Education and Music  
Performance, State University of  
New York at Fredonia; M.M. Percussion  
Performance, Duquesne University

**Christopher C. Gathagan**, *Athletic  
Director; Physical Education: Grades 4-8*  
B.S. Physical Education,  
Slippery Rock University;  
M.Ed., University of Pittsburgh

**Stacey Gray**, *Art: PreK-Grade 1;  
World Cultures: Grades 1-2*  
B.A. Liberal Arts, Pennsylvania State  
University; Art Education Certification,  
Carlow University

**Amanda M. Gregory**, *Grade 5  
Homeroom; Social Studies: Grades 5  
& 6; Writing: Grade 5*  
B.A. Comprehensive Social Studies and  
Secondary Education; Middle Level  
English Certificate, Carlow University

**Ini Hazatonos, Grade 4**  
B.S. Elementary Education,  
Millersville University

**Donna Hansen, Nutrition: Grade 6**  
M.A. Clinical Nutrition,  
University of Texas at Austin;  
R.D., University of Texas at Austin

**Kathy Helfrick, Grade 1**  
B.A., Elementary Education,  
Point Park University  
M.A., Curriculum, Instruction &  
Assessment, Gannon University

**Don Hibar, CPR: Grade 7; First Aid:  
Grade 8; Supervisor for Safety Training**

**Matthew C. Holewski, Grade 5**  
*Homeroom; Math: Grades 5-6;  
Science: Grades 5-6*  
B.S. Elementary Education,  
Robert Morris University

**Judd R. Jenkins, Jr., Grade 8**  
*Homeroom; French: Grades 5-8;  
Secondary School Placement Counselor*  
B.A. French, St. John's University;  
M.A. French, University of Notre Dame

**Erin Lanigan, PreK Assistant Teacher**  
B.S. Elementary Education,  
Chatham University

**Jennifer L. Losego, Preschool Teacher**  
B.S. Child Development,  
University of Pittsburgh

**Katherine Mason, Art: Grades 2-8**  
B.A. Art Education,  
Washington and Jefferson College  
M.Ed. Art Education,  
Carlow University

**Katherine Moore, Kindergarten Teacher**  
B.A. English, Virginia Tech;  
M.A. Elementary Education,  
West Virginia University

**Alicia J. Patton, 8th Grade Homeroom;  
English: Grade 6; Social Studies: Grades 7-8**  
B.A. Elementary Education,  
West Virginia Wesleyan College

**Ruth Peterson, Grade 6 Homeroom;  
Science: Grades 6-8**  
B.A. Biology & French, Illinois  
College; Elementary Education  
Certification, University of Illinois

**Maria J. Pimentel-Schumann,**  
*6th Grade Homeroom; World Cultures:  
Grades 3-4; Spanish: Grades 5-8*  
B.A. Languages and Education, Hunter  
College; M.B.A., University of Pittsburgh  
Spanish PA Certificate, Seton Hill

**Lynda Green Scahill,**  
*Kindergarten Teacher*  
B.S., Early Childhood Education/  
Secondary Social Studies, Duquesne  
University; Early Childhood  
Certification, Carlow University

**Kathi Scheuermann, Librarian: PreK-  
Grade 4; Library Research: Grades 5-6**  
B.S. Library/English, Shippensburg  
University;  
M.L.S., University of Pittsburgh

**Rachael Schwartzmiller, Grade 2**  
B.S. Elementary Education,  
Robert Morris University

**Amy Shaughnessy, Grade 1**  
B.S. Early Childhood Education,  
Carlow University; Special Education  
Certification, Duquesne University

**Melissa Stiteler, Physical Education:  
PreK-Grade 3**  
B.S. Education,  
Health & Physical Education,  
Edinboro University of Pennsylvania

**Laura Trahan, Science: Grades 1-5**  
B.S. Elementary Education,  
College of Charleston; M.S. Applied  
Developmental Psychology in  
Education, University of Pittsburgh

**Robert Tucek, Jr., Grade 7 Homeroom;  
Pre-Algebra: Grades 6-7;  
Algebra I: Grades 7-8;  
Geometry: Grade 8; MathCounts**  
B.S. Mathematics,  
Pennsylvania State University

**Lisa Tweardy, Adolescent Health: Grade 6**  
RN/BSN, Carlow College;  
M.P.H., Karolinska Institute;  
CSN, Slippery Rock University

**Jessica Vanselow, PreK Assistant  
Teacher**  
B.S. Secondary Education & Social  
Studies, Slippery Rock University

**Dr. Lavinia Wingert, Math: Grade 8**  
B.S. Biology, Muhlenberg College;  
M.A. Molecular Biology, Dartmouth  
College; Ph.D. Crystallography,  
University of Pittsburgh;  
Secondary Science Teaching Certificate,  
University of Pittsburgh

**Brook Zapf, Grade 3**  
B.S. Education, Early Childhood &  
Elementary Education Certification,  
Edinboro University; M.S. Elementary  
Education and Reading Specialist,  
California University

## Staff

**Janice Beyer,**  
*Licensed Professional Counselor*  
B.S., Cornell University;  
M.S.Ed., Duquesne University

**Amy Farnsworth, Marketing,  
Design & Communications**  
B.A., French/Art History,  
Kenyon College; A.S. Graphic Design,  
Art Institute of Pittsburgh

**Sara Forder, Administrative Assistant**  
B.A., English Writing,  
University of Pittsburgh

**Stephanie Koerner,**  
*Admission/Marketing Associate*  
B.A. Art History/Studio Art, Duquesne  
University; M.A. Graphic Design,  
Savannah College of Art & Design

**Jon E. Kolenchak, Organist**  
B.S. Music, Indiana University  
of Pennsylvania; M.A. Music,  
Indiana University of Pennsylvania

**Jolene Lesic, Staff Accountant**  
B.S., Carlow University

**Anna H. Rutledge,**  
*Development Associate*  
B.A. English Literature, Miami University

**Pastor Cynthia Bronson Sweigert,**  
*Chapel Worship Leader*  
B.A., Religious Studies, University  
of Minnesota; Masters of Divinity,  
General Episcopal Seminary

**Lee Turner, Technology Support Specialist**  
B.S. Business/Accounting,  
University of Phoenix

**Lisa Tweardy, Receptionist &  
School Nurse**  
RN/BSN, Carlow College;  
M.P.H., Karolinska Institute;  
CSN, Slippery Rock University

## Maintenance Staff

**Don Hibar, Maintenance Manager**  
Metal Fabrication & Construction  
School; Maintenance Specialization;  
Supervisor for Safety Training

**Vitaliy Andreyko, Maintenance Staff**

**Andrew Sciuilli, Maintenance Staff**

**Jonathon Wehner, Maintenance Staff**

**Richard Ramsey, Maintenance Technician**  
City of Pittsburgh 4th Class Power Engineer;  
EPA Certified; HVAC Technician; NIULPE  
4th Class Power Engineer

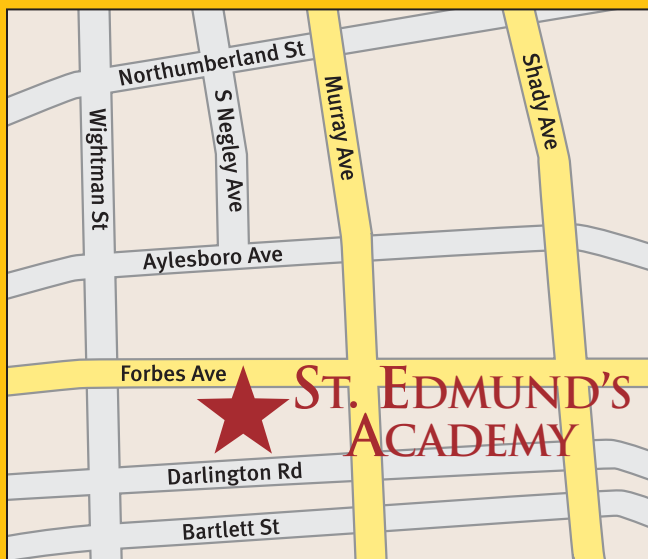
## Fall 2011

- Tuesday, August 30:** Classes begin for ALL students
- Monday, September 5:** Labor Day; No School
- Thursday, September 29:** Rosh Hashanah; No School
- Monday, October 10:** Columbus Day; No School
- November 23-27:** Thanksgiving Break; No School
- Monday, November 28:** Classes resume for ALL students
- Friday, December 16:** 3:30 p.m. Winter Break Begins

## Winter/Spring 2012

- Tuesday, January 3:** Classes resume for ALL students
- Monday, January 16:** Martin Luther King, Jr. Day; No School
- Tuesday, January 17:** Faculty In-Service; No School
- Monday, February 20:** Presidents' Day; No School
- Friday, March 16:** 3:30 p.m. Spring Break Begins
- Monday, April 2:** Classes resume for ALL students
- Friday, April 6:** Easter Break; No School
- Monday, April 9:** Easter Break; No School
- Monday, May 28:** Memorial Day; No School
- Wednesday, June 6:** Noon Dismissal; Last day of school for ALL Students; **5:00 p.m. 8th Grade Graduation**
- Friday, June 8:** SEA Kennywood Day

**St. Edmund's Academy** is located in the heart of Squirrel Hill, one block from the intersection of Forbes and Murray Avenues. We are just 1.4 miles from Carnegie Mellon University and 2.7 miles from UPMC in Oakland.



Admission decisions are based on a combination of several factors that include admissions testing, previous school records, report cards, standardized test results, teacher recommendations, and our observations of the child. Important also is the information and observations that you, who know your child best, share with us. The goal in Admissions is to work closely with a family and with our faculty to ensure that each child will have the support and stimulation needed to flourish.

## Application Process

**A parent visit:** You may begin by calling the Admission Office to arrange a personalized tour or by attending a Group Informational Session and tour.

**A completed application:** which includes an official school transcript, teacher recommendations, and a \$50.00 non-refundable Application Fee

**A student visit:** grades 1-8 visit for a full day

**Admission testing for students applying to:**

Preschool, PreKindergarten and Kindergarten will be assessed for developmental readiness, either on Saturday, January 7, or Saturday, January 21, 2012, beginning at 9:00 a.m.

1st grade will be given an assessment for developmental readiness on the day of their student visit.

Grades 2-8 will be given an Admission Test administered by the Admission Department on Saturday, February 4, 2012, beginning at 9:00 a.m.

Preschool, PreKindergarten and Kindergarten students usually apply by December, attend one of the assessment sessions in January, and notification letters are mailed on February 9, 2012.

1st Grade students usually apply by January, visit for the day in January and February, and receive notification letters in March.

2nd-8th Grade students usually apply and visit by February 1, attend the Admission Testing date in February, and notification letters are mailed on March 5, 2012.

Admission decisions are based solely on the availability of space and strength of the match between the child and the school. Late and mid-year applications will be considered as space allows.

St. Edmund's Academy admits students of any race, religion, color, gender, creed, or ethnic origin to all the rights, privileges, programs and activities generally afforded or made available to the students of the school. It does not discriminate on the basis of race, religion, color, gender, national or ethnic origin in the administration of its educational policies, scholarships, athletic, and other school-administered programs.

For additional information about Admission, we invite you to contact us:

**ST. EDMUND'S ACADEMY**  
 ADMISSIONS OFFICE  
 5705 DARLINGTON ROAD  
 PITTSBURGH, PA 15217  
 PHONE: 412.521.1907 x121 FAX: 412.521.2988  
 WWW.STEDMUNDS.NET

