

ST. EDMUND'S ACADEMY

facts & figures 2009-2010

Welcome. 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. We believe our core values are a guide to achieving our goals and growing as people. We believe that learning takes place in the classroom, in the studio, in Chapel, on the playing fields and at home. Our PreKindergarten 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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WWW.STEDMUNDS.NET

The St. Edmund's Academy Profile

Type: Nonprofit, independent, coeducational, high school preparatory day school

Head of School: Dr. William Kindler

School Founded: 1947

Early Childhood: PreK I, PreK II & Kindergarten

Lower School: Grades 1-4

Upper School: Grades 5-8

Average size of class: 14

Student/teacher ratio: 7:1

Total enrollment: 287

Boys: 166

Girls: 121

Minority enrollment: 31%

Total faculty: 41

Faculty with Masters: 14

Accreditation: Pennsylvania Association of Independent Schools, Middle States Association of Schools and Colleges

Memberships: 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

Religious Affiliation: Nonsectarian

Governance: Board of Trustees

Financial Aid: 34% of student population receive need based aid

PreKindergarten I & II

PreKindergarten at St. Edmund's Academy is a developmentally appropriate environment that is designed to meet the needs of children 3 - 5 years of age. The goal for PreKindergarten is for each child to reach his or her potential by experiencing activities that enhance social skills, creativity, imagination, experimentation and problem solving.

PreKindergarten's nurturing, child-centered atmosphere provides cozy spaces for quiet play as well as carefully planned learning centers located throughout the room. A nearby play deck and playing field provide opportunities for outside time daily. In order to meet the developing needs of the children, PreKindergarten I (available for 3-year olds and young 4-year olds) and PreKindergarten II (available for 4 and young 5-year olds) separate into their own classrooms for planned, structured and guided activities. Both groups are designed to prepare children for St. Edmund's Academy's Kindergarten Program.

At St. Edmund's Academy, the children in the PreKindergarten classes explore the environment by using all of their senses through the art of play. Play provides 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.

Children in the St. Edmund's Academy PreKindergarten II program will leave the PreKindergarten II classroom to go to "specialty classes". These classes are taught by specialty teachers and include: music, computer, art, physical education and library. Younger children in the PreKindergarten I program will leave the PreKindergarten I classroom to attend library, computer and physical education.

A wide variety of activities are planned each day to provide a balance of developmental skills:

Table project: An art, science, fine motor and/or theme-based activity is available daily.

Circle time: A gathering time to provide daily schedules and information to the children and some small group activities.

Specials: Music, computer, physical education, art and library.

Story time: Daily stories often relating to planned themes.

Finger plays: Songs and poems sung after story time.

Snack time: Children participate by doing jobs such as passing out cups, napkins and snack. Snack is also a social time to talk about daily events and interact with peers.

Outdoor play: Gross motor activities and group games are available to children on a daily basis.

Rest time: Rest time occurs after lunch and provides a time for the children to rest their bodies in their own space. The children listen to soothing classical music. This period of the day helps children to learn to manage their own activity level.

Enrichment program occurs following a short rest in the afternoon. This program includes math, letter/phonics activities, creative story dictation, literature based activities, thematic art projects and dramatic play.

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 Kindergarten works to expand each child's competence and mastery in a multitude of areas.

Each day begins with 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 in order to risk making mistakes. Students then move into groups, making choices about which activities to pursue. Block corner, dramatic play, painting, construction projects and the like allow each child to work with classmates in a cooperative and self-determined way.

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

St. Edmund's Academy 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.

Snack, music, art, computer, world cultures, rest, library, physical education 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

First Grade

The First Grade classrooms and programs at St. Edmund's Academy are designed to establish the basic academic skills in children who learn quickly and who profit from 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.

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 is 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 prepares students for the introduction of cursive writing in Second Grade.

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

Vocabulary is developed through techniques, both formal and informal. 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 world culture 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

This 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 to develop their writing skills.

The study of mathematics centers on increasing accuracy and speed in computational skills, while expanding the

understanding of underlying concepts and problem-solving strategies. Manipulative materials help children learn the "ideas of math," and special math activities challenge students to think harder and deeper.

Social Studies establishes an understanding of community, our nation, the study of other times and places such as Early America, and 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. 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 special 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, providing extra practice or more advanced activities when indicated.

Field trips, such as a visit 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 remain 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.

The curriculum is reinforced through creative projects, hands-on activities and other group work and special presentations.

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 mid-year.

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 expansion. With the basic skills of learning well in place, fourth grade offers the opportunity to forge ahead in all areas. Organizational and study skills are a constant focus as students read novels that revolve around themes of children dealing with life's issues during medieval, Victorian and modern times.

Writing incorporates the more formal study of the English language, including the mechanics of writing, English usage, vocabulary and spelling.

The class writes, illustrates and produces quality pieces of writing. Journal writing continues as children learn that writing and thinking go hand-in-hand.

Social studies is a tour of the United States by region, with

emphasis on geography as well as culture, industry and historical background.

Mathematics continues to strengthen the speed and accuracy of computational skills, but moves to a more powerful focus on problem-solving and higher-level strategies for deciphering complex material. Math uses a variety of games and challenges to stress logic and analysis. Competitive academic teams make classroom learning both fun and exciting. Spelling and geography bees are weekly highlights.

Fourth grade introduces formal grading in most subject areas with tests and quizzes becoming a regular part of academic life.

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

Upper School, Grades 5-8

Grade 5

Language Arts
Math
Science
World Geography
Spanish/French
Physical Education
Computer/Library Research
Art
Music

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
Instrumental Music
Band/Chorus

The Upper School at St. Edmund's Academy encompasses grades 5-8. 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, 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.

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 age. They rejoin their homeroom for a midmorning snack, lunch, and at the end of the day. A 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 at the mid point of the first two trimesters. 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.

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. There is warmth and caring created by the closeness of the community and the fact that students are grouped in small classes. This allows 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.

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, or Camp Fitch on Lake Erie. Grade 5 traditionally has a day-long experience at Powdermill Nature Reserve later in the year.

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 and in interscholastic athletics. Our foreign language students in 7th and 8th grade take the National exams in French or Spanish and in Latin. In grades 6-8, students compete in field hockey or soccer in the fall, basketball in the winter and lacrosse in the spring. 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 as classroom 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 May of 2009, 92% of our current 8th grade students scored in the "above average" national stanine in Verbal Reasoning; 92% in Vocabulary, 100% in Writing Concepts and Skills, 96% in Quantitative Reasoning, and 96% in Math on the Educational Records Bureau (ERB) standardized testing. This achievement holds true not just against national averages, but also against the best independent and suburban schools in the country.

Upper School students consistently place in the top 10% nationally in foreign language testing. For many years individuals have scored among the top three foreign language students in the Region! Our top foreign language students will enter their freshman year in French III or Spanish III.

In 2008-09, 19 of 26 current 8th grade students were eligible to participate in the Carnegie Mellon Elementary Talent Search and Johns Hopkins Center for Talented Youth.

Our 2008 and 2009 St. Edmund's Academy graduates are attending the following schools:

Cardigan Mountain School, New Hampshire
CAS Program at Taylor Allderderice High School
Central Catholic High School
The Ellis School
Fox Chapel High School
Mercersburg Academy
Moon Area High School
Oakland Catholic
Shady Side Academy
Sherman High School, Texas
Sewickley Academy
Western Reserve Academy in Cleveland, Ohio
Winchester Thurston School

Students as Leaders

Without high school students to overshadow them, St. Edmund's Academy students grow as self-confident leaders for their school. Eighth graders play a special role in the weekly Chapel Service; serve as student ambassadors to prospective parents and are paired with Kindergartners for special activities. The yearbook, student newspaper, band, chorus and our sports teams provide many opportunities to lead and grow.

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:

- *Valentine's for Patients* - hand-made Valentines delivered to Presbyterian Hospital patients
- *Thanksgiving Food Drive* - donations of food items packed by 8th graders and delivered to the Network of Hope Foundation for families in need
- *Earth Day* - planting of trees and flowers on Darlington Road
- *Dress Down Days* - benefit breast cancer research, juvenile diabetes and the Fallen Police Fund

PreKindergarten: Christmas cards for Church of the Redeemer senior citizen shut-ins; Hanukkah cards and songs for seniors at the JCC; Valentine cards for Church of the Redeemer

Kindergarten: *Personal Care Drive* - donated personal care items are delivered to shelters for the holiday season

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

2nd grade: Participate in a "Ten Thousand Villages" project donating school supplies to send 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: *Used Book Drive* for the Carnegie Library; donate items to children removed from abusive homes through the Mercy Foundation's *A Child's Place* program

6th grade: *Operation Safety Net - White Socks Drive* (through Mercy Hospital) for the homeless

7th grade: Collect shoes for children in a South Africa village

8th grade: Pack Thanksgiving food boxes for families in need; participate in *Walk and Ride Against Hunger* sponsored by the Rainbow Kitchen and UPMC Health Services; 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.

Home & School Communication

Parent and Teacher Conferences: PreKindergarten I, PreKindergarten II and Kindergarten have three scheduled Parent-Teacher conferences per year; Grades 1-8 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 newsletter for parents each month, in addition to letters written by the Head of School and the Associate Head of School.

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.

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

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, someone from grades four 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.

Extended Day

Extended Day is the St. Edmund's Academy after-school program, available for all children in PreK through Grade 6. It runs daily from 3:20 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, ice-cream trips, movie evenings and splash parties.

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.

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 PreK I, PreK II and Kindergarten do not wear a uniform in physical education.

Enrollment

Applicants who are accepted 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 and lunch meals are the responsibility of the family.

2009 – 2010 Tuition

PreKindergarten:	\$6,400 • 5 half days per week
	\$8,600 • 3 full days/2 half days per week
	\$9,900 • 5 full days per week
Kindergarten:	\$12,900 • 5 full days per week
Grades 1 – 4:	\$14,975
Grades 5 – 8:	\$15,765

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)

Full Year: \$2,000.00

Daily Rate: \$16.00

Late Pick-Up Charge per minute: \$1.00

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

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.

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B.S. Group Work Education, George
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New York University; Ed.D.
Educational Administration and
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Elizabeth J. Harbist, *Upper School
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Faculty

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Curriculum and Instruction, Marshall
University; M.Ed. Early Childhood
Education, University of Virginia

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

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

Kimberly Calandra, *PreK II
Assistant Teacher*
B.S. Sociology, Rollins College; M.S.
Elementary Education, Chatham College

Emily Chiarizio, *PreK I Assistant
Teacher; Director of Extended Day*
B.A., Film Studies, University of
Pittsburgh; Children's Literature
Certification, University of Pittsburgh

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

Carol E. Costa, *PreK II
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

Sandra M. Ekstrom, *PreK II
Assistant Teacher*
B.S. Elementary Education,
Clarion University; M.Ed. Elementary
Education, University of Pittsburgh

Andrea M. Erbrecht, *Grade 2*
B.S. Early Childhood and
Elementary Education,
Grove City College

Megan Evangeliste, *PreK I
Teacher's Aid; Extended Day Staff*
B.A. Communications Studies,
Duquesne University;
Certificate in Intercultural Studies,
Duquesne University

Mindi Feldstein,
*Computer: PreK- Grade 4; Instructional
Technology: Grades 5-8; Webmaster*
B.S. Elementary Ed., Pennsylvania
State University; M.S. Instructional
Technology, Duquesne University

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

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 3;
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/
History and Education, Carlow
University; Secondary Social Studies
and Middle Level English Certificates,
Carlow University

Ini Hazatones, *Grade 3*
B.S. Elementary Education,
Millersville University

Kathy Helfrick, *Grade 1*
B.A., Elementary Education,
Point Park University

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

Samantha Klein, *PreK I Teacher's Aid*
B.A. Elementary Education,
Chatham University

Jessica Lange, *Kindergarten*
B.A. Psychology, University of
Pittsburgh; Elementary Education
Certification, Point Park University

Karen Larson, *Art: Grades 4-8*
B.A. Art Education, Carlow University;
M.A. Art Education,
University of Pittsburgh

Jennifer L. Losego, *PreK I*
Lead Teacher
B.S. Child Development,
University of Pittsburgh

Talai MacFarlane, *Grade 1*
B.A. Elementary Education, University
of Northern Colorado

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

Gail Novak, *Music: Grades 6-7;*
Band/Instrumental/Chorus/Drama Director
B.S. Music Education,
Duquesne 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

Lynda Green Scahill, *Kindergarten*
Lead Teacher
B.S., Early Childhood Education,
Duquesne University; Early Childhood
Certification, Carlow University

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

James G. Sciulli, *Grade 4*
B.S. Education, Duquesne University

Amy Shaughnessy, *PreK II*
Lead Teacher
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

Janis Sylves, *Grade 4*
B.A. Elementary Education,
Westminster College

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

Brook Zapf, *Grade 1*
B.S. Education, Early Childhood &
Elementary Education Certification,
Edinboro University; M.S. Elementary
Education and Reading Specialist,
California University

Staff

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

Camille Jackson, *Receptionist and*
Student Health Assistant; EMT-B

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

Heather Moreland, *Admissions*
and Marketing Associate;
Business Office Assistant
A.B.S. Pennsylvania State University

The Rev. Nathan Rugh, *Chaplain*
B.A. Philosophy, University of
Colorado Boulder; Master in Divinity,
Virginia Theological Seminary;
Certificate in Contextual Theology,
College of the Transfiguration

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

Lee Turner, *Business Office Associate;*
Data Specialist
B.S. Business/Accounting,
University of Phoenix

Maintenance Staff

Don Hibar, *Maintenance Manager*
Retired Air Force Noncommissioned
Officer, Maintenance Specialization;
Metal Fabrication & Construction
School; Professional Development
Leadership and Management;
Professional Locksmith School;
Asbestos Abatement Supervisor
Training Course; Supervisor Safety
Training

Vitaliy Andreyko, *Maintenance Staff*

Robert Ferrell, *Maintenance Staff*

Richard Ramsey, *Maintenance Staff*

Fall 2009

- Tuesday, September 1:** Classes begin for ALL students
- Monday, September 7:** Labor Day; No School
- Monday, September 28:** Yom Kippur; No School
- Monday, October 12:** Columbus Day; No School
- November 25-November 30:** Thanksgiving Break; No School
- Tuesday, December 1:** Classes resume for ALL students
- Friday, December 18:** 3:30 p.m. Winter Break Begins

Winter/Spring 2009

- Monday, January 4:** Classes resume for ALL students
- Monday, January 18:** Martin Luther King, Jr. Day; No School
- Tuesday, January 19:** Faculty In-Service; No School
- Friday, February 12:** Presidents' Day; No School
- Monday, February 15:** Presidents' Day; No School
- Tuesday, February 16:** Classes resume for ALL students
- Friday, March 19:** 3:30 p.m. Spring Break Begins
- Tuesday, April 6:** Classes resume for ALL students
- Monday, May 31:** Memorial Day; No School
- Wednesday, June 2:** Noon Dismissal for ALL Students;
4:30 p.m. 8th Grade Graduation
- Friday, June 4:** SEA Kennywood Day

Admissions decisions are based upon 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 Admissions Office to arrange a personalized tour or by attending an Open House.

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

Admissions testing for students applying to:

PreKindergarten I, PreKindergarten II, and Kindergarten will be assessed for developmental readiness, either on Saturday, January 9th or Saturday, January 23rd, 2010, 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 Admissions Department on Saturday, February 20th, 2010, beginning at 9:00 a.m.

PreKindergarten I, PreKindergarten II, and Kindergarten students usually apply by December, attend the assessment session in January, and receive notification letters in February.

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 receive notification letters in March.

Admissions 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 that are prepared to complete the high school preparatory program without regard to race, creed, color, sex or national origin.

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

St. Edmund's Academy

supplementary application form

Must be completed by parents. Application is incomplete without this form.

Dear Parent(s),

St. Edmund's Academy needs as much information about your child as possible in order to determine if the school is a good match for your child and, if required, that the school has the necessary resources for him/her. Please fill out the form below accurately and completely. It must be returned to the Admissions Office.

Child's Name:

Applying to Grade:

What expectations do you have of St. Edmund's Academy for your child?

What would you like to share with us about your child?

Grades 1-8: Please read the "Homework" section in our "St. Edmund's Academy Facts and Figures". Do the St. Edmund's Academy homework expectations differ from your child's current situation? If yes, why?

Has your child ever (check all that apply): Please provide an explanation for any checked boxes.

- had an educational evaluation
- been recommended for a "gifted" program
- been identified with language processing difficulties
- received speech/language services
- been diagnosed with ADD/ADHD
- had a psychological evaluation
- been seen professionally for school-related issues
- been diagnosed with a learning disability
- been put on probation or suspended from school
- Is there other information that you think would be helpful for us to know?

Please use another sheet of paper if necessary. Check here if so.

Enclosed is a \$50.00 non-refundable fee. This fee must be submitted with the completed application. It covers the cost for processing of student and school records and our applicant evaluation. Checks should be made payable to **St. Edmund's Academy**.

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

ST. EDMUND'S ACADEMY

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