

Annual Report

2018-2019

All Saints Academy is a Catholic School inspired by the Holy Spirit and dedicated to teaching and living as Jesus did. Our mission is to serve and partner with our families, parishes and communities as we focus on the spiritual, intellectual, moral, social, and physical development of our children.

All Saints Academy

Elementary Campus
2233 Diamond Ave.

Middle School Campus
1110 4 Mile Rd.

www.asagr.org

ROOT BELIEFS

We are One

FAITH



Alleluia Day

Alleluia Day is one of the hallmark days in the All Saints Academy K-8 calendar. Like All Saints Day, Catholic Schools Week and Via Dolorosa, it is one of just four days that the both campuses come together. Rotating between the Elementary and Middle School Campuses, this year's celebration took place at the Middle School and included the very important people in our students' lives.

We Can All Grow

LEARNING



Recognizing our Class of 2019

Presidential Academic Excellence Awards:

Awarded to students with an A average in Trimester 1 & 2 of 8th grade (3.5+) and an 85th percentile or above on the MAPs standardized test or PSAT.

2019 Recipients:

- Morgan Armock, Andrew Badjek, Julia Baker, Braden Druelle, Owen Ellis
- Sam Ferguson, Olivia Goode, Noelle Hall, Monica Hormouth, Maya Lenkiewicz
- Ckaya Levanduski, Jessica Martinez, Margaret Needham, Madeline Pastoor
- Ben Roberts, Jacob Sisk

St Francis Society (30 hours of service or more):

- Morgan Armock, Stephanie Ball, Braden Druelle, Sam Ferguson, Olivia Goode
- Margaret Needham, Madeline Pastoor, Jacob Sisk

Saint Teresa of Calcutta Award (over 40 hours of service):

- Morgan Armock, Stephanie Ball, Braden Druelle, Olivia Goode
- Margaret Needham, Madeline Pastoor

LOVING

SERVING

ROOT BELIEFS

Creativity and Innovation Promote Success



Invention Convention

The second annual ASA Invention Convention was held in May. There were approximately 100 inventions on display, all of which were designed, created and built by our Middle School students as part of the Middle School STEM classes. Students worked on their inventions since the start of school back in September.

The focus of the Invention Convention was for students to find a way to solve a problem or just another way to do something. Students were to stay at their invention throughout the night and promote it to the guests, as well as answer any questions.

All Things are Possible Through Christ

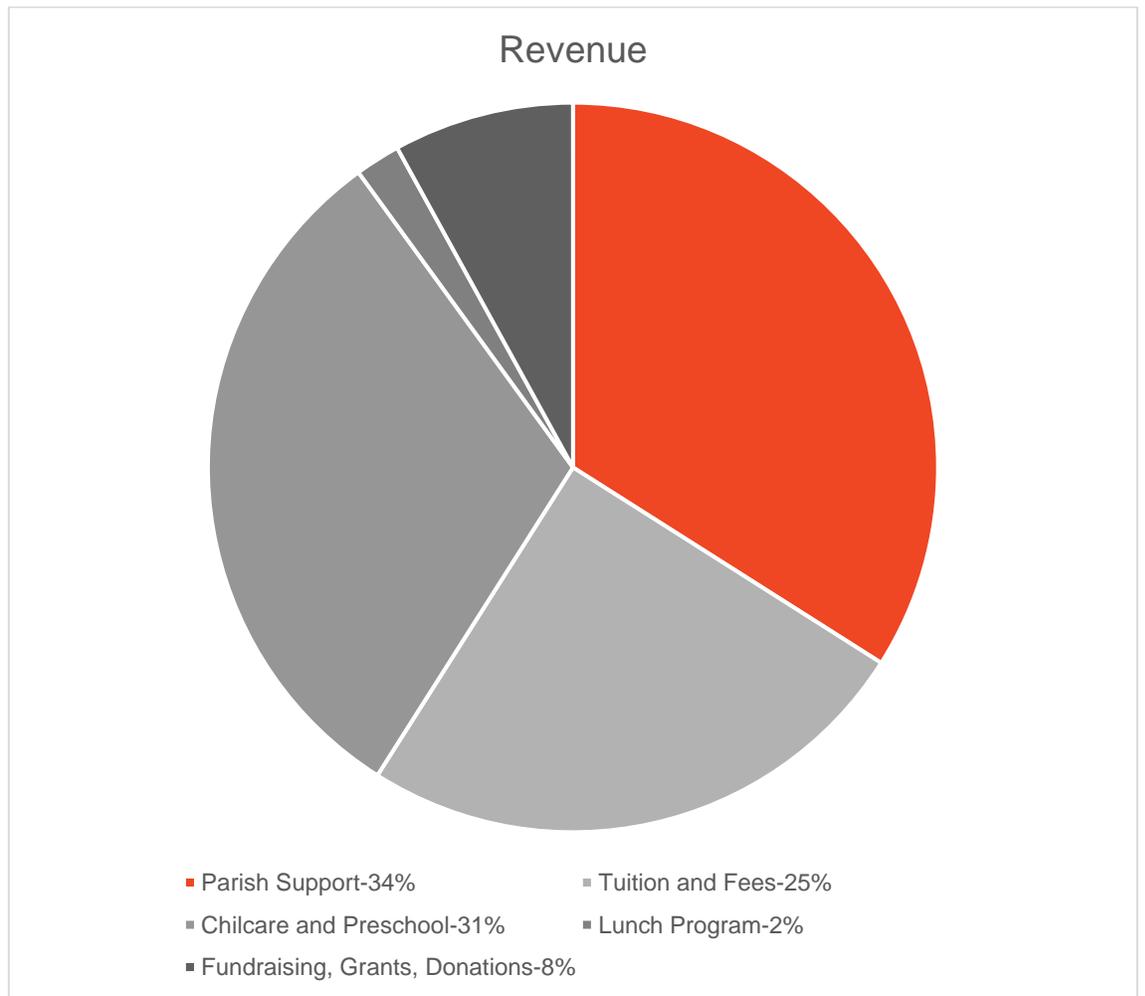


Talent Show

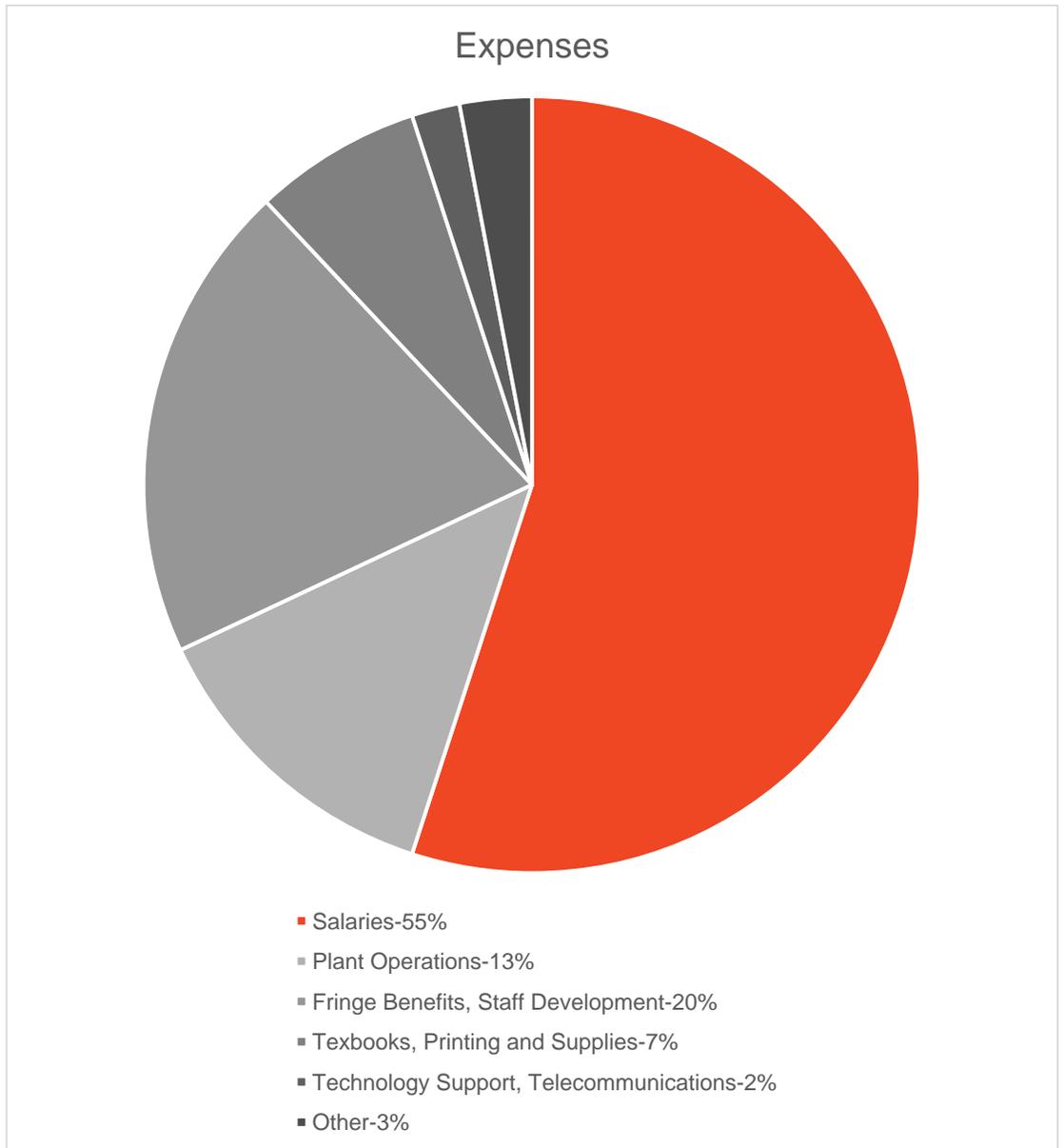
After a short praise concert practice and VIP refreshment break during Alleluia Day, students and guests packed into the gym for the All Saints Academy Talent Show. Acts ranged from musical solos to guitar playing to floor exercises. The final act, Izzy, stole the show with her rendition of Queen's "We are the Champions." Two big thumbs up to all of the participants, not just for their talents, but for their courage in sharing those talents with our school community.

Financial Summary

Year	2015-2016	2016-2017	2017-2018	2018-2019
Total Enrollment	300	272	295	315



Financial Summary



STUDENT BODY

2018-2019 Enrollment by Grade

	2018 19
Early Childhood	145
Kindergarten	23
1st	20
2nd	21
3rd	8
4th	15
5th	15
6th	26
7th	19
8th	23
Total K-8	170
Total Enrollment	315

2018-2019 K-8 Students by Parish

Parish	Students
Blessed Sacrament	74
St. Jude	47
St. Alphonsus	28
St. Isidore	4
St. Adalbert	2
St. Francis Xavier	2
St. Robert	2
Holy Spirit	1
Our Lady of Consolation	1
St. Pius	1
St. Mary-Lowell	1
No Affiliation	8
Total	170

Student Achievement

MAP Data

MAP assessments are computer adaptive and produce accurate, reliable data that reveal the precise learning level of every student, regardless of the student's ability or grade level. MAP identifies areas of strength and opportunity at the goal level of a subject, as well as overall performance. Educators use MAP data to inform in-the-moment instructional practices, gain insights into college readiness, and view grade independent academic growth.

Reading-Spring 2019			
Grade	ASA	Diocese	National
2	191	192	189
3	199	202	199
4	205	210	206
5	203	215	212
6	218	220	216
7	229	223	218
8	232	228	220

Mathematics-Spring 2019			
Grade	ASA	Diocese	National
2	192	193	192
3	196	204	203
4	212	214	214
5	213	222	221
6	222	226	225
7	227	233	229
8	237	240	231

ACRE Test

The ACRE test is administered to students in 5th and 8th grade.

- The acronym stands for Assessment of Catechesis/Religious Education.
- This test is published by the NCEA (National Catholic Educational Association).
- The NCEA ACRE is an assessment based on the Catechism of the Catholic Church and the most recent catechetical documents.
- The purpose of the NCEA ACRE is to evaluate the effectiveness of a religion program:

The printed curriculum communicated during a teaching-learning session and the formative experiences in and with the faith community, for example, Sunday Liturgy.

“No single evaluative paper and pencil instrument can measure a person’s love of God or faith. However, especially in the formative years, knowing where one stands in relation to knowledge of the faith and faith awareness can help engender a desire to know more about God and the Church. The goal of catechesis/religious education is to foster a relationship with Jesus Christ that leads to maturity in faith. Such maturity will only be achieved through a lifelong pursuit of prayerful faith formation based on the realization that “the love of God has been poured out in our hearts through the Holy Spirit who has been given to us” (Romans 5:5). The revised NCEA ACRE is a tool to assist school and parish catechetical leaders in providing a sound comprehensive religion program.”

2019 ACRE Test Data

Grade 5

	<i>Pillar 1: Creed</i>	<i>Pillar 2: Liturgy & Sacraments</i>	<i>Pillar 3: Morality</i>	<i>Pillar 4: Prayer</i>	<i>Overall Score</i>
ASA	62	57	57	52	58
Diocese	75	76	76	69	73
National	73	73	74	68	72

Grade 8

	<i>Pillar 1: Creed</i>	<i>Pillar 2: Liturgy & Sacraments</i>	<i>Pillar 3: Morality</i>	<i>Pillar 4: Prayer</i>	<i>Overall Score</i>
ASA	70	72	81	73	74
Diocese	75	80	85	75	79
National	72	72	81	75	76

Inclusive Education at All Saints Academy



The following excerpt was taken from a blog posted in May, 2019 from the Program of Inclusive Education at the University of Notre Dame.

*“Now the body is not a single part, but many.
But as it is, God placed the parts, each one of them, in the body as he intended. “
1 Corinthians 12:14 & 18*

“We can all grow” is a root belief at All Saints Academy (ASA). Over the years, the ASA leadership team has committed to evidence-based professional development for staff that complements our intentional building of an inclusive community, put in place with the help of our colleagues at the University of Notre Dame and the Program for Inclusive Education (PIE). Like the PIE team, we believe that we are called to educate all students regardless of need.

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Michael Debri, ASA Executive Director: I was once asked by a consultant, “When did you decide to become an inclusive school?” I paused, pointed to a crucifix in our middle school principal’s office, and replied, “About 2,000 years ago that Guy up there spread a message of love and salvation that wasn't intended for just a select few. Our faith is built upon that message and our schools are built upon that faith.” It was a valid assumption. How can we call ourselves “Catholic” schools and *not* open our doors to anyone who desires to walk or roll through them? Inclusion should be at the foundation of any school whose curriculum is centered around the Gospel.

Abby Giroux, ASA Middle School Principal: As we have partnered with PIE over the years, we have learned strategies to help our struggling learners, including Positive Behavior Intervention Supports (PBIS). PBIS is a framework that reinforces appropriate behavior and prevents behaviors that interfere with learning by allowing educators to focus on student strengths and desirable behaviors instead of using punishment first. I have become more and more convinced that PBIS is directly aligned to Christ’s commandment to love one another. Jesus took the time to see and talk to the blind man, the woman at the well, and countless others before he offered instructional stories and honest, fair, restorative redirection. We are inspired by Christ to build relationships with our students in order to understand their “why,” then we let that direct our response. Like Jesus, who taught us to forgive 70 times seven, PBIS calls us to continually teach and reteach, celebrate success and redirect students to use positive behaviors. This process is effective because we allow actual data to drive our decisions.

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Michael: The Program for Inclusive Education has been instrumental in our ability to serve our exceptional learners. We have partnered with PIE in just about every way imaginable. They have come to us here in Grand Rapids to lead professional development with our staff, we have worked through videoconferences, teachers have completed online modules, and two staff members are members of PIE's second cohort in the licensure program. I can't say enough about our teachers. The culture of welcoming exceptional learners has always been there. And as we continue to work alongside PIE, I am seeing our school become a place where these exceptional students truly belong.

Abby: ASA's partnership with PIE has connected teachers with valuable consultants on classroom behavior questions. I'm one of the two staff members who are a part of the second cohort, and the program has provided opportunities for national collaboration with other inclusive educators and allowed for analysis of problems of practice and capstone projects. These projects have helped us implement and evaluate actions plans based on research.

As we have opened our doors and welcomed families and students of varying needs, our partnership with PIE has provided us with valuable resources and support. Our friends at PIE have pushed us to learn and grow, to expand our vision and mission, and to strive to be as inclusive of a school community as possible. Success stories at ASA are possible because of the support PIE and many others have given our teachers, allowing us to all truly say "We want you here. We will work with you together to develop a plan for your child."