

WELCOME

The American School of Antananarivo (ASA) was founded in September 1969, as an independent, non-sectarian, co-educational school. Its function is to provide an excellent education in an international setting for children from nursery through twelfth grade. The curriculum is that of an U.S. academic preparatory school and instruction is in English. The school also provides coursework in French, Spanish, music, art, computers, health, physical education, and instruction in English as a second language.

MISSION

The mission of the American School of Antananarivo is to provide an engaging, stimulating, and dynamic English-language education in an international environment that respects the diverse cultures of its students. We seek to develop each student's full potential to think independently and creatively, through a rigorous and challenging curricular program and a wide range of co-curricular activities. We are committed to fostering a sense of environmental awareness and social responsibility in the context of both Madagascar and the global community.

GOALS

Goals that drive the American School of Antananarivo and qualities that we strive to develop in each student are:

- The basic skills and fundamental processes of learning, relating to reading, mathematics, communication skills, research, and utilization of information
- The ability to think rationally, solve problems, follow principles of logic, employ various modes of inquiry, use and evaluate knowledge, and develop positive attitudes towards intellectual activity
- Moral integrity, a commitment to truth and high values, and the sound judgement to evaluate events and phenomena
- Concern for humanity in general, and an appreciation, knowledge, and respect for different cultures
- Productive and satisfying relationships with others based on respect, trust, cooperation, and caring
- Self-control and a willingness to accept responsibility for one's own decisions and their consequences
- The ability to engage in constructive self-criticism yet promote and maintain a positive self-concept
- Physical fitness, good health habits, and recreational skills
- An appreciation of the arts through the development of skills and creative expression.

WHERE WE EXCEL

The ASA is a small, intimate institution where children are educated in a climate of mutual caring, trust, integrity, and respect for both individual and group differences. The ASA is committed to academic excellence and encourages critical thinking, creative expression, conflict resolution, and problem solving. Classes are small (average fifteen students per class) with a nine to one teacher- pupil ratio that affords each student the attention they need to be successful. The campus is a very attractive facility set among trees, gardens, and flowers. It is a friendly and open environment where all feel welcomed and appreciated. The learning process is greatly enhanced by these pleasant surroundings and by the positive approach taken by teachers, staff, parents, and students. Parents are regularly invited into the classroom and attend scheduled parent-teacher meetings to stay abreast of their children's progress. There are also many opportunities for parents to get involved in school activities through the parent-teacher organization, the after-school activities

program, and the various school functions and events that take place during the year. Teachers are encouraged and supported in continuing their professional development. Each year, a series of in-service training days are set-aside for teachers to learn new skills, present workshops, and learn about new teaching methodologies and techniques.

GOVERNANCE

Parents, who are represented by the Board of Directors, technically own the ASA. The Board consists of six members elected by the ASA Association and one member appointed by the U.S. Ambassador. The ASA Association holds yearly elections. Membership in the Association is automatically conferred on parents of children enrolled in the ASA and on the ASA faculty. The Board sets the overall policy for the school and works closely with the Director on budget, personnel, curriculum, and contractual issues. Board meetings are held every month at 6:00 p.m. in the school library or game room. Meetings are open to the parent/teacher community.

STUDENTS

ASA Students as of September 30, 2009

Grade level	Female	Male	Total
Romper	2	3	5
Nursery	5	3	8
Pre-K	10	6	16
Kindergarten	6	8	14
Grade 1	10	8	18
Grade 2	11	6	17
Grade 3	8	15	23
Grade 4	8	13	21
Grade 5	6	11	17
Grade 6	8	5	13
Grade 7	6	8	14
Grade 8	11	7	18
Grade 9	10	8	18
Grade 10	12	5	17
Grade 11	9	8	17
Grade 12	6	3	9

Total number of students : 245

Approximately 18% are Americans, 21% Malagasy, 16% French and 45% represent 32 other nationalities.

CURRICULUM AND METHODS

The academic program at the ASA is an American-based curriculum consisting of core classes in language arts, mathematics, science, French, and social studies, as well as a choice of electives and other special classes. The program aims to foster a sense of environmental awareness and social responsibility in the context of both Madagascar and the global community.

THE ELEMENTARY PROGRAM (Romper-Grade 5)

Self-contained classrooms characterize the elementary school, with integration of various elements of the curriculum (science, math, social studies, and language arts) wherever possible. The goal of the program is to develop independent readers, writers, problem-solvers, and critical thinkers. Teachers strive to treat each child as a whole person. They seek to motivate students through intrinsic involvement and enjoyment of activities, and by giving them a certain degree of control over their use of time and their choice of activities. Student-centered classrooms provide authentic learning situations that focus on understanding concepts and learning basic skills, but also provide numerous opportunities for creative expression. The elementary

program is further divided into three groups: early childhood, lower and upper elementary.
students: 207

Early Childhood (Romper, Nursery, Pre-Kindergarten, Kindergarten)

The early childhood program aims to create a stimulating and inviting environment where children's love of learning is nurtured. The primary emphasis in romper and nursery is social development. Learning to play independently and to play well with others creates a solid foundation for future life. In pre-kindergarten/kindergarten, the focus shifts to beginning literacy and numeracy through specialized themes integrated into the curriculum. Following the philosophy that children learn best by doing, classroom materials are largely manipulative and are designed to be open-ended, providing students with opportunities to engage their imagination. The learning environment is child-centered, safe, and adaptable to the unique needs of each child. The early childhood program takes full advantage of being located in Madagascar with the organization of field trips to learn about this unique environment. Students are also exposed to library instruction, music, art, computers, physical education, and French.

Lower Elementary (Grades 1-3) Language Arts

The language arts program aims to encourage a love of reading among students through a wide range of children's literature, and other reading activities and materials. It seeks to develop language skills by providing multiple opportunities for creative oral and written language expression, both individually and cooperatively. Language arts are divided into four major areas: reading and literature, writing and mechanics (grammar, phonics, spelling), speaking and listening, and study and research skills. Each grade reviews, builds upon, and continues to expand and develop skills studied in previous classes using a Daily Language Arts Activities program. A large proportion of the program is integrated with other subject areas. Major emphases include: sound/letter relationships, basic reading and writing skills in grade 1, fluency in reading and correct sentence structure in grade 2, and in grade 3, oral and written comprehension in reading, and cohesion and description in written composition.

Lower Elementary (Grades 1-3) Mathematics

The math program, Every Day Math, aims to actively involve students in learning through experiences, which are at the same time, realistic, fun, and connected to their own lives. Activities, using a variety of materials, particularly manipulatives, are designed to promote critical thinking, develop problem-solving skills, boost self-confidence in mathematical ability, and create an atmosphere where students can feel successful. Content areas at each grade level include patterns, numeration, whole numbers, fractions, measurement, geometry, algebra, data, and problem solving. Each grade reviews, builds upon, and continues to develop skills studied in previous classes. Major emphases are: grade 1, beginning addition and subtraction, grade 2, addition and subtraction with regrouping with memorization of addition and subtraction facts 1- 20, and grade 3, basic multiplication and division equations with memorization of multiplication facts.

Lower Elementary (Grades 1-3) Science

The science program aims to develop students' critical thinking, problem solving skills, and the use of scientific method, through hands-on experiences and individual and group activities. Field trips are an integral part of the program and students are encouraged to observe, question, investigate, and explore science and study their natural world, not only in the classroom, but also in the unique environment offered by the school's location in Madagascar. Themes covered include: grade 1 ocean life and water systems, plants, the five senses, energy, houses and constructions, grade 2, dinosaurs, animals, the solar system, the human body, and weather, and grade 3, plants (rice), machines, volcanoes, and insects, with special emphasis on mosquitoes and ants.

Lower Elementary (Grades 1-3) Social Studies

The social studies program is integrated across the curriculum and provides students with an

introduction to the complex processes that make up today's world. Through a study of people and their social and physical environments, teachers seek to promote an understanding and appreciation of individual and cultural differences and thus help develop each student's positive self-image, as well as critical thinking and decision-making skills to enable them to function as contributing members of society. Various social studies topics that are emphasized include; friendship, respect for others, peer interaction, different communities and cultures both past and present, and maps.

Upper Elementary (Grades 4-5)

The upper elementary program follows the same basic teaching philosophies and goals as the lower grades. It reviews, builds upon, and develops skills acquired in earlier grades. Students receive instruction in core areas from two different teachers and are encouraged to become more independent as a step towards preparation for middle school. Student creativity and personal strong points are still highly valued, and teachers seek to motivate students to use these to find and pursue their own fields of interest, not only in school, but also outside school hours. Great emphasis is still placed on literacy and mathematics, but science and social studies become more prominent in the students' academic life.

Upper Elementary (Grades 4-5) Language Arts

The language arts program provides a more in-depth study of literature. Students are confronted with a greater variety of types of literature, both fiction and nonfiction, to summarize, analyze, compare, contrast, and evaluate in greater depth. They are also encouraged to develop and justify their own opinions of the texts they study. Spelling and grammar skills are refined, and editing and proofreading become part of everyday life. In addition, teachers seek to motivate students to explore the unlimited world of writing using appropriate phases of the writing process. They are encouraged to produce written products in a variety of modes and to enhance their work by adding detail and expanding their use of vocabulary.

Upper Elementary (Grades 4-5) Math

The math program, Every Day Math, aims to provide students with a solid understanding of numbers that will serve as a strong basis throughout the rest of their academic career. Students are encouraged to sharpen their mental math skills in order to achieve mastery of basic computation facts. Major emphases include problem solving, multiplication with regrouping, and division with remainders, while fractions, decimals, algebra, and geometry are studied in much greater depth.

Upper Elementary (Grades 4-5) Social Studies and Science

Upper elementary social studies and science are taught as individual subjects, but are also used as a tool for developing students' general academic skills, integrating both language arts and math. Using creative research projects and experiments, teachers endeavor to develop students' thirst for knowledge and pride in achievement. Science themes cover the three areas of earth science, physical science, and life science. Social studies themes include world geography, ancient civilizations, and continental studies.

THE MIDDLE SCHOOL PROGRAM (Grades 6-8)

Middle school students move from self-contained classes to a completely departmentalized format in grades six to eight. The curriculum is content-driven but encourages student creativity and independent thinking. Students learn through a variety of methodologies that include collaborative work, cross-curricular activities, and the use of technology in the classroom. Teachers use a variety of assessment tools to assess student achievement. Due to small class sizes, teachers are able to provide students with individualized instruction within their classrooms.

Middle School (Grades 6-8) Language Arts

The Middle school language arts program is designed to provide students with opportunities to further develop their writing and reading skills through the use of literature, independent and collaborative projects. Grade six integrates literature and history in the study of ancient cultures. To understand historical context,

students are required to explore current events each week. Writing original plays and public performance are included in the curriculum. Grade seven explores American literature through its history. American novels, short stories and poetry are read and analyzed. Students' original work is transformed for public performance. Etymology of the English language is introduced. Grammar and vocabulary studies are included. Grade eight focuses on social issues through related literature. Topics include slavery, genocide, and gangs. Current events discussions and journal writing further the exploration of historical values. Public speaking is included.

Middle School (Grades 6-8) Math

Middle school math consists of grade six math, pre-algebra (7th grade) and algebra (8th grade). Students learn to draw conclusions from statistical data, make predictions, develop critical thinking, and use math with real world situations. Students acquire the concepts and skills of arithmetic while the abstract concepts of algebra are slowly introduced. These necessary skills are achieved through a variety of learning methods such as cooperative learning and strong problem-solving strategies.

Middle School (Grades 6-8) Science

In science classes, students study earth science, life science and physical science. Students learn by frequent use of laboratory experimentation and individual and group research projects. Science skills are developed through questions, experiments, problem-solving activities, critical thinking, and creative activities. Technology skills are integrated into the curriculum to provide students with opportunities to improve their Internet research skills, as well as further their learning with Excel, PowerPoint, and other computer programs.

Middle School (Grades 6-8) Social Studies

In the process of developing the skills and knowledge necessary for an understanding of history, students are expected to gain a greater sense of personal identity and international perspective. "Internationalism" includes awareness and celebration of cultural differences, respect for the values of others, a sense of responsibility towards community and environment, and a sense of belonging to a "global village". In the teaching of history, students' perceptions are challenged to facilitate the development of independent and critical thinking. A balance of different approaches is adopted. Grade six focuses on world history from the period from 1500 until present. Grade seven is U.S. history from the colonial period through the civil war. Grade eight is civics, focusing on political and economic foundations, institutions, and citizenship responsibilities.

THE HIGH SCHOOL PROGRAM (Grades 9-12)

The American School of Antananarivo is committed to high standards of excellence within an American style college preparatory program for grades 9-12. The high school promotes a challenging yet supportive learning environment that encourages risk-taking without the fear of failure. Our small class sizes facilitate individualized attention, and the academic and co-curricular programs allow students to be productive and contributing members of our global community.

The courses offered prepare students for an American high school diploma and ready them for American, Canadian, British and other western colleges and universities. An American curriculum is followed, with advanced placement courses available for juniors and seniors. Foreign languages include French and Spanish. Apple computers with Internet access are used in the computer lab. An elective program allows the students to explore various academic subjects. Advanced Placement (AP) courses are offered in several areas based on student interest. A college guidance counselor aids students in selecting universities. The school provides SAT and TOEFL preparatory support. There are travel opportunities for students for social and academic purposes. Community service is mandatory for each student. Extra-curricular activities, including athletics, music, dance, and additional community services, are also offered.

High school courses promote more independent and critical level thinking skills. Students engage in student-oriented activities, including project-based, research-based, cooperative learning, peer assessment, media and technology integration, and other modern methodologies.

High School (Grade 9-12) English

High school English courses focus on building and expanding writing, reading, and comprehension and analytical skills. Grades 9 and 10 use multi-cultural literature, poetry, novel studies, and Shakespearean drama to master skills in creative writing, persuasive writing, and essay writing, and identifying, analyzing, and employing literary devices. Grades 11 and 12 are modeled after the International Baccalaureate program and study literary texts that are thematically linked. Students have at least one creative written piece (i.e. letter, poem, article), one analytical or literary essay, and one group project with an oral presentation to complete for each literary piece. Additionally, there are 1-2 vocabulary tests per unit. Exams are in essay format. Students compare and contrast the studied literary pieces based on content and style. AP English in language and composition is also offered during senior year.

High School (Grade 9-12) Mathematics

The high school math program at ASA is designed to provide a variety of courses to meet the needs of our diverse student body, while also meeting US curriculum requirements. Students gradually familiarize themselves with and use inductive reasoning to make discoveries and develop critical thinking and problem solving skills through a variety of methods, such as cooperative learning and real life applications. In grade 9, all students take geometry. In grade 10, high readiness level students will take Algebra II/Trigonometry while less ready students will take intermediate algebra. In grade 11, students who have successfully completed Algebra II/Trigonometry can take pre-calculus if they are interested in exploring science, math, or engineering at university. Students less interested in pre-calculus can take business math. Students who have successfully completed intermediate algebra take Algebra II/Trigonometry. In Grade 12, students who have completed pre-calculus can take either business math, or calculus if they are interested in studying math, science, or engineering at university. Students who have successfully completed Algebra II/Trigonometry can take either pre-calculus or business math. Either on campus or online, AP calculus and AP statistics courses are available for students that are interested and able.

High School (Grade 9-12) Science

The high school science program is designed to give students a broad science background that prepares them for any course of study at university while meeting US high school curriculum requirements. In grade 9, students take biology. In grade 10, students take chemistry. In Grade 11 and 12, there is a two-year rotation of science courses. Either physics and environmental science are offered, or AP chemistry and AP biology are offered. Students can take one of these courses or up to all 4, depending on their interest and readiness level. At all grade levels, students are given the unique opportunity for science study afforded by living in Madagascar.

High School (Grade 9-12) Social Studies

The study of history demands a truly international approach. It addresses a variety of cultures and times because of the increasing interaction within our modern world. Throughout the program, the fundamental concepts of "time", "continuity and change", "similarity and difference", and "causation and consequence" are developed and facilitated through both a thematic and a chronological approach to the teaching of the subject. The framework is broad enough to allow a world approach at each level, but also uses local resources as well as student and teacher interest to play a part in framing the program. In ninth grade, students study world geography addressing the fundamental themes in geography. Grade ten is U.S history, covering the period from Reconstruction to the present. Grade eleven is 20th century world history. Grade twelve offers students, in elective semester classes, an introduction to economics, philosophy, psychology and international relations.

SPECIALS PROGRAM

The ASA is committed to the development of the whole student. At the high school level, students are required to complete community service projects. In all grades, students must take either English as a Second Language (ESL) or French. Up through grade 8, students are required to explore a variety of subject areas in

addition to core areas including PE, music, art, and technology. In the high school, these classes become electives allowing students to learn in greater depth in areas that are of particular interest. In addition to core subject areas, the ASA offers the following specials from elementary through high school.

English as a Second Language (ESL)

The ESL program is designed to meet the specific needs of non-English speaking children at each grade level. Methods of language learning vary greatly and are adapted to the needs of each group. Beginners' classes focus primarily on speaking and listening to enable students to learn the necessary skills for daily survival. As students develop greater English ability, lessons continue to be oriented towards acquiring language in a natural and engaging way, through storytelling, plays, and creative writing activities. In the advanced classes, more emphasis is placed on reading and writing skills through literature study and increased focus on grammar. At higher grade-levels, ESL students also receive support to help them succeed in mainstream classes, especially English and social studies.

French

The French program begins in kindergarten and runs through grade twelve as a required subject for students who have achieved mastery of English language skills. Students have French daily and are divided into beginners, intermediate, and advanced. The program begins with a focus on oral communication and is followed by the introduction of reading and writing skills as the student becomes more proficient. The French department takes advantage of being in a French-speaking country by organizing field trips and exchanges with French and local schools. The main focus is for students to learn to communicate in a natural way. To support this goal, authentic documents such as movies, TV broadcasts, video-clips, and Internet resources are used in combination with the usual class books and workbooks. Drama is also integrated in the curriculum to improve communicative skills and there is also a strong emphasis on French culture. The “ Francophonie” International Day is celebrated with a concert where the students sing, act or dance. High school French further reinforces the students' capacities through the reading of authentic documents, essay writing, speech presentations based on international news, and preparation for the AP examinations in both language and literature.

Art

The school provides an art program for all students in grades kindergarten through 12. Students are given the opportunity, through an awareness and understanding of aesthetics, to develop skills necessary for creative self-expression and confidence building. Students use a variety of materials and are exposed to many different styles of art. They learn the basics of composition, design, and color, as well as an appreciation for art history.

Computers

Computer classes are required in elementary and middle school. In the high school, computer classes are electives that students may choose. The goal of the program is to provide all students with an understanding of the ways computers can enhance their learning. As students move through the program, they will develop skills in keyboarding, MS office programs, Internet research techniques, and multi-media programs.

Music

Performing arts classes are provided for grades K-12. Students learn the fundamentals of music including rhythm, pitch, harmony, form and style, color, tempo, dynamics, and performance. The program consists of vocal, instrumental, and technological instruction. Students learn to read music in the elementary school. The recorder is introduced in grade two and an instrumental band program is offered for students in grades five through twelve. All music students have the opportunity to perform throughout the school year. These performances are a highlight in the community and are well attended. Student assessment is through performance, skills, and examinations set by the teacher.

Physical Education

Physical education classes are provided for grades K-12. Children are introduced to a wide range of physical education activities ranging from motor skills to team sports. Classes are comprised of three basic components: physical fitness, sportsmanship, and athletic skill. The physical fitness component is designed to develop and maintain personal health through various cardiovascular, endurance, strength building, and flexibility activities. To attain a higher level of sportsmanship, desirable social standards and ethical concepts are emphasized. Instruction offers experiences that help children develop a positive self-concept. Through physical education, students learn skills that allow them to participate in and enjoy physical activity throughout their lifetime. Students are assessed by their participation, sportsmanship, knowledge of sport rules, and performance of skills introduced in classes.

Library

The library program aims at helping students to become enthusiastic and life-long library users by developing a love of books and a reading habit. The library provides students an access to a variety of literature genre and offers them a variety of activities such as story time, book fair, reading challenge, bookmark competition, and story writing.

The program also introduces information literacy and research knowledge skills by providing access to materials and resources from all points of view and by giving students instruction in library and research skills.

Electives

Additional electives are offered at varying grade levels depending on student interest, readiness, and availability of resources. These electives change yearly and range from beginning and intermediate Spanish to video production.

STUDENT SUPPORT SERVICES

Guidance Services

Several staff members in coordination with the guidance counselor provide guidance services. The school guidance/college counselor is a member of the Student Assessment Committee, which has the responsibility, with the assistance of the director, the administrative staff, and a faculty member, to review the admission of all students. The counselor addresses many of the academic, social, and emotional needs of identified students.

Special Needs Education

The ASA recognizes and addresses learning differences in all children and provides individually designed programs to support individual learning needs within inclusive classroom settings. Before making a decision to enroll a child with significant differences, families need to be aware of Madagascar's isolated location and lack of locally available educational specialists. Classroom teachers, shadow teachers, and tutors work together with a part time special needs coordinator to identify, assess, and implement adjustments to meet the needs of those with significant learning differences. In cases when a child can take part in specials classes but needs more academic support than an inclusive setting can offer, an Individualized Educational Plan (IEP) and a team approach guides the learning process. All salary and other non-accommodation costs of the adult tutor or teacher are borne by the parents of the concerned student.

Health

The health program is required for students in grades 6 through 8. This program deals with many of the physical and emotional issues that are encountered during adolescence. CPR and First Aid training are offered to staff. There is also a first aid room set aside for ill students to rest. The school has a full time nurse on the staff.

Food Services

All students and staff bring their own snacks and lunches from home.

Transportation Services

Most students use private transportation to travel to and from the school. Private vehicles and mini-vans are rented for field trips.

STUDENTS ACTIVITIES

The ASA activities program is supervised by a team of ASA faculty in consultation with parents and the PTO. Teachers are required to participate in the program during the year.

A variety of extra-curricular activities such as ballet, karate, soccer, basketball, volleyball, games, computers, dance, a variety of music programs, and art are offered after school hours on school grounds. The number of activities depends on the availability of instructors within the community in any given year. These activities sometimes require extra fees. The ASA is also involved in an interscholastic sports league and students have opportunities to compete in a variety of sports and grade levels. In addition to school-sponsored extra-curricular activities, nearby clubs offer tennis, swimming, and horseback riding. Private instructors are available for music and other lessons.

Class attendance is mandatory for the entire school day before a student may attend an extra-curricular activity. Participation in extra-curricular activities is an additional responsibility that should not conflict with the student's primary academic responsibilities. Elementary after-school activities are teacher-, parent-, or staff-supervised. A calendar of available activities is sent home to parents on a trimester basis.

FACULTY AND STAFF

The Director is responsible for the overall operations of the school and its programs and administrates the school. The school employs the services of an accounting firm, two bookkeepers, and two administrative assistants. The school employs twenty-six full-time teachers, two part-time teachers and nine aides. All are certified or specifically qualified for their jobs. The school also employs fifteen maintenance workers, two security guards and four policemen.

BUILDINGS AND GROUNDS

The school occupies a two-acre site in Ambodivoanjo-Ivandry, Antananarivo. In addition to the main building, there twenty-five classrooms, a music room, a science laboratory, a media center, four computer labs, a multi-purpose room, a large playing field, and a basketball court. All ASA classrooms are wired for the Internet and there is also wireless service available on both campuses.

The ASA library currently contains over 10,000 books plus a limited collection of AV items. There are also current subscriptions and a limited number of bound volumes of back issues of magazines. The library continues to increase the use of technology, and the Internet is available in both the library and computer rooms.

ENROLLMENT PROCEDURES

To apply for enrollment, parents must complete and submit the following documents:

- Completed Application Form
- All previous school records and transcripts in English
- A copy of the picture page of the student's passport or birth certificate
- A Completed Medical Questionnaire, Health and Immunization History, and Physical Examination sheets (these may be submitted at a later date, but must be prior to admission)
- A passport-sized photo

Students enrolling in the nursery shall generally be three years of age or more before September 15 of that academic year. Students enrolling in kindergarten shall generally be five years of age on or before September 15 of that academic year.

The ASA provides an ESL program for students not proficient in the English language. Admittance into this program is determined by past academic performance in the student's own language, the capacity of the ESL program, and the total number of ESL students in the school at any given grade level/class. Students with no English language skills are not admitted after the eighth grade.

Please note the following:

- After the above Application Package is received, students are placed on our registration wait list.
- No enrollment decision can be made until current school records and progress reports are received.
- Students entering 9th grade or above, must schedule a meeting with the Guidance Counselor to select their academic program.
- Students with special needs are admitted on a case-by-case basis.
- Students who enter the ASA from a school with a vastly different school calendar (i.e. January to November vs. August to June) will be placed in the grade they are currently attending if entrance is at the start of the ASA school year. If entrance is after November 1st, students will be placed at the grade level they have just completed.
- ESL students must take a placement examination before being admitted.

TUITION AND FEES

2009/2010 rates and payment schedule:

Early Childhood Program	Half Day (Romper-PreK)	\$3 775
Pre-Kindergarten	Full Day	\$7 925
K – Grade 4		\$11 580
Middle and High School		\$12 400
Capital Fee (One time only)		\$3 000
Annual Registration Fee		\$250
Annual Band Instrument Rental Fee		\$75

Tuition for the full school year should be paid by the first day of school.

The alternative is semester payments made no later than the first day of each semester.

A six per cent interest charge will be added to the second semester fee if you choose to pay by the semester plan.

STUDENT DRESS CODE

ASA students are expected to dress neatly and comfortably. Care should be given to the appropriateness of daily dress. Parental cooperation is requested with the following school rules:

- Gum chewing is not allowed on campus.
- Jeans or trousers with holes in them should not be worn to school.
- Hats are not to be worn in the classroom.
- Short shorts are not allowed at any grade level.
- T-shirts with inappropriate words or sayings written on them may not be worn to school.
- Special dress days occur during the year when students may choose different school attire.
- Midriffs for both boys and girls must be covered.