

ASSUMPTION HIGH SCHOOL

# ASPIRE

*2020-2021 Annual Report Included Inside*





# ASPIRE

LITERALLY MEANS TO STRIVE TOWARDS  
A PURPOSE OR GOAL; TO FLY HIGH!

With that in mind, I welcome you to Aspire, our new annual publication designed to inform all members of our community about the great strides we are making to ensure the future of Assumption High School. We aspire to continued success by creating and turning our vision into reality. This publication focuses on our strategic initiatives and the progress we are making as we implement them.

When I took on the role of President in 2014, it was clear that Assumption was beginning a new chapter of growth and accomplishment. We were ready to build on the success of the past but prepared to chart a new course, one that would be not just involve challenges but would also embody all of Assumption's deepest aspirations.

One of our first tasks at that time was to adopt a new strategic plan which has guided our growth and development ever since. This plan, which took us to 2020, served as the driving force behind much of what we have accomplished, including our recent campus expansion, and is the foundation for our current three-year strategic plan that will take Assumption forward to 2023.



In the following pages, you'll learn more about the progress we have made in several key areas:

- Enhancing our diversity, equity, and inclusion efforts
- Strengthening our overall financial position which includes, among other things, growing our endowment and increasing the amount of financial aid and scholarships offered
- Elevating and enriching our rigorous academic offerings and providing enhanced extracurricular opportunities through our LEAD Program
- Expanding and updating our campus and facilities to meet the demands of 21st century learning

Although our success is built on many fronts, it all starts and ends with the individual student in an environment of excellence and a culture of caring where we recognize each person as a unique individual. These initiatives ensure that Assumption remains the premier Catholic school of choice and providing an educational experience that develops young women in mind, body, and spirit to be the informed, compassionate, courageous leaders of tomorrow.

In the next few months, you will hear more about our continuing plans for the future. Work on our next strategic plan is already underway, and we will again seek input from you—our parents, alumnae, friends, and supporters—to help chart our future course. Certainly, there are challenges ahead, but even more, there are exciting possibilities. I look forward to working with you as we continue to build this bright future together.

Sincerely,

MARY LANG,  
PRESIDENT

## OUR MISSION

Rooted in the values of Jesus Christ and the spirit of the Sisters of Mercy, Assumption High School, dedicated to the development of the whole person, educates young women in a Catholic community where faith guides, compassion inspires, integrity matters, and excellence empowers.

## OUR VISION

Assumption thrives as the college preparatory school of choice for young women by providing a wide range of educational and co-curricular programs that are complemented by spiritual and physical development opportunities. This unique experience educates the whole person in a caring, Christian environment that is permeated with the charism of Catherine McAuley, foundress of the Sisters of Mercy. Assumption graduates are socially responsible women committed to gospel living, lifelong learning, and a life of leadership and service in society. We cultivate the investment and involvement of the community so that the legacy of this Catholic, Mercy-sponsored school lives on for generations.

## CONTENTS

- 4 Strategic Plan
- 6 AP at AHS
- 8 The Aviation Program
- 10 The Teacher Pathway
- 11 Numbers to Know
- 12 Open House Speeches
- 14 LEAD Curriculum
- 16 The Learning Support Center
- 18 Diversity, Equity and Inclusion
- 20 The Boeckmann Lab & Legacy
- 22 Alumnae in Action
- 24 Campus Highlights

4

*Strategic Plan*

6

*Students on the Move*

12

*Designed for Excellence*

17

*Alumnae in Action*

17

*Campus Highlights*



## LEADERSHIP

Mary Lang  
President

Martha Pfaadt Tedesco '90  
Principal

Judy Fieldhouse H'19  
Assistant Principal/Dean of Studies/  
Dean of Curriculum

Theresa Liebert Schuhmann '92  
Assistant Principal/Dean of Studies/  
Dean of Student Activities

Cindi Baughman H'08  
Assistant Principal/Dean of Students

Mary Ann Steutermann  
Executive Director of Mission Effectiveness

Michelle Coke Farmer '94  
Executive Director of Advancement

Lisa Raley  
Executive Director of Operations



# STRATEGIC PLAN

## HISTORY

Having successfully completed our 2015-2020 Strategic Plan, AHS made the decision to embark on a three-year Strategic Plan in order to focus and complete significant initiatives already underway from our previous plan.

Our 2020-2023 Strategic Plan is rooted in a strong foundation: our Catholic identity and the Mercy charism that enlivens everything that we do. Having recently celebrated the 65th anniversary of Assumption High School, we affirm that these core elements of our identity remain unchanged. Our Catholic faith grounds us as the Mercy charism guides us—yesterday, today, and tomorrow. Likewise, we also affirm our commitment to our mission and vision statements. Through them, we are compelled each day to educate and empower our students to be socially responsible women committed to Gospel living, lifelong learning, and leadership and service in society.

Although our commitment to these bedrock principles and statements remains unchanged, the world our students enter upon graduation does not. We are called by the Catholic Church and our founders, the Sisters of Mercy, to faithful citizenship as we work for social justice, especially in the areas of in the areas

of the Critical Concerns of the Sisters of Mercy, non-violence, anti-racism, immigration, care for the earth, and women. While our commitment to preparing our students to affect change in these areas of critical concern, we recognize the importance of continually evaluating our efforts and adapting our programming to a complex, ever-changing world.

Today, the world is calling us and the Gospel is compelling us to look closely at issues of diversity, equity, and inclusion. As such, Assumption has developed a separate, comprehensive DEI (Diversity, Equity, and Inclusion) plan that will help us implement our mission and vision in ways that ensure cultural and racial sensitivity.

In short, our Catholic identity and commitment to the Mercy charism are not goals within a strategic plan; they are the rock-solid foundation upon which our plan is built.

There are four key focus areas: Academics, Co-Curriculars, Finances, and Campus. The following is a synopsis of major points under each of the four categories.

FOCUS AREA

1

## ACADEMICS

- | To further elevate the academic achievement of all students.
- | Continue to increase ACT scores and National Merit recognition.
- | Fully implement Professional Learning Communities that ensure a rigorous academic curriculum, opportunities to gather and analyze data, and capacity for implementing needed interventions to help students excel and achieve.
- | Create an innovative school schedule that expands learning opportunities for all students.



FOCUS AREA

2

## CO-CURRICULARS

- | To implement a coordinated LEAD Program that provides enhanced opportunities for all students in the areas of leadership, engagement, advocacy, and direction.
- | Develop explicit, formalized leadership development and advocacy education curricula open to all students.
- | Ensure engagement of all students in some co-curricular activity or program.
- | Enhance the comprehensive advising program that helps students make effective choices about course selection, college and career planning, and personal growth and safety.

FOCUS AREA

3

## FINANCES

- | To ensure our financial future by engaging our many constituents, increasing our fundraising, growing our unrestricted and endowed funds, and funding key priorities.
- | Fund the campus expansion and grow the endowment.
- | Increase tuition assistance and scholarships.
- | Strengthen alumnae engagement and grow the annual fund.
- | Attract top talent by offering competitive salary and benefits, including incentives for teachers of color.



FOCUS AREA

4

## CAMPUS

- | To address critical space and circulation issues through the completion of a campus expansion.
- | Add additional classrooms, chapel, larger cafeteria, kitchen, and accessible main entrance, and complete the connector on all floors.
- | Create new Learning Differences Center and Visual Arts Center.
- | Expand STEM space.
- | Conduct an assessment to identify future facility needs.





# AP AT AHS

## Advanced Placement Classes Help Students Prepare for Higher Education

Throughout the 2020-2021 school year, students across the country regularly experienced meeting with classmates via Teams and Zoom meetings to engage in classes and other educational opportunities. But on a bright spring day this past April, a group of nervous but excited students gathered for a different kind of Teams call. The purpose of this online meeting was to provide this community of learners one last opportunity to help each other prepare and to offer support before each joined a Teams call for the scheduled presentation of her oral defense. On those Teams calls, each would be met by a committee of professionals to whom each would have the opportunity to summarize and answer questions on a year's worth of independent research on topics which addressed a gap in current published research and included titles such as:

"The Influence of Popular Musicians on the Young Voting Population: A Perception Study"

"Female Division I Sports and Mental Health: A Mixed-Methods Study to Determine How Universities Could Better Support the Mental Health of Female Athletes"

"The Exploration of Patient Education in Responsible Opioid Use by Kentucky Dental Surgeons"

"The Impact of Learning Disabilities in Working Adults: A Phenomenological Study"

"An Analysis of Sexism on Twitch.tv and Its Effects on Female Streamers: A Perception Study"

"Daniel Keyes's *Flowers for Algernon* and the Influence of Kant's Categorical Imperatives Theory on Ethical Guidelines for Psychological Experimentations"

The students anxiously awaiting their times meeting with this committee? Not students completing a dissertation, not students in a master's program. These were Assumption's 2021 AP Capstone Diploma candidates—seniors in the class of 2021 who were finishing an arduous but academically invigorating two year-long research process unique to Catholic high schools in Louisville as Assumption is the only Catholic high school in the Archdiocese and one of only 2,000 schools in the United States selected by the College Board to offer this prestigious program.

### AP COURSES

ART HISTORY

BIOLOGY

CALCULUS AB

CALCULUS BC

CHEMISTRY

COMPUTER SCIENCE A

COMPUTER SCIENCE PRINCIPLES

ENGLISH LANGUAGE

ENGLISH LITERATURE

ENVIRONMENTAL SCIENCE

FRENCH LANGUAGE

GOVERNMENT & POLITICS

HUMAN GEOGRAPHY

MUSIC THEORY

PHYSICS

PSYCHOLOGY

RESEARCH

SEMINAR

SPANISH LANGUAGE

STATISTICS

STUDIO ART: 3D DESIGN

STUDIO ART: 2D DESIGN

STUDIO ART: DRAWING

U.S. HISTORY

WORLD HISTORY

### WHAT IS AP CAPSTONE?

AP Capstone is a College Board program that cultivates curious, independent, and collaborative scholars and prepares them to make logical, evidence-based decisions while equipping students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges and employers. AP Capstone is comprised of two AP courses — AP Seminar and AP Research — and is designed to complement and enhance the discipline-specific study in other AP courses. After completing an arduous application process in the fall of 2016, Assumption was accepted into the program and began implementing these courses in the fall of 2017. The AP Capstone Diploma program allows students to create the academic focus that is most meaningful for them and provides a forum for students to explore their areas of interest in a rigorous classroom environment that expects college-level outcomes in their research. AP Capstone fits perfectly with Assumption's philosophy of learning. It builds upon the skills which have been a focus of learning in our classrooms for the last two decades. Assumption High School will use the AP Capstone program to provide unique research opportunities for current AP students and to expand access to AP by encouraging students to master the argument-based writing skills.

### RIGORS OF AP CAPSTONE

According to AP Seminar teacher, Colleen Murphy, "As a relatively new AP offering, AP Capstone is unique. It is a skills-based program, which the College Board made a priority when they were crafting this course of study. Students are learning how to ask better questions, how to communicate in teams, and what media literacy means." This plays out for students in the AP Seminar class throughout the year. Mrs. Murphy noted that during the year students turn in a portfolio, and as their teacher, she cannot give them "specific directive feedback" on that portfolio. Students have to learn how to find the answers on their own and provide feedback for one another, which she noted is a unique experience for high school students and is by far the most challenging aspect of the course. With that said, the product students submit in April is unparalleled. "Seeing them stand up and present a project which they have worked on for over a month with all of the poise and confidence that a month of research and preparation can provide—it is so rewarding!"

After a year of delving into the intricacies of the research process in Seminar, AP Research provides a new level of challenge as students use these research tenets to design, plan, and conduct a yearlong research-based investigation on a topic of individual interest which represents a gap in previous research in this area. According to AP Research teacher, Kelly Kirwan, "Especially in the Research course, students learn how to ask for help, how to collaborate with experts, how to find people who will support their learning so that they can move mountains. The program teaches the value and power of perseverance. Students achieve at a level that surpasses their personal expectations in a class that is full of ambiguity. They find a way to make sense of difficult ideas and concepts and offer solutions."

### DID YOU KNOW?

*Assumption is the only all-girls high school in Louisville to offer the prestigious AP Capstone Diploma Program.*



### ACADEMIC AND PERSONAL BENEFITS FOR STUDENTS

Lizzy Sweat '19, one of Assumption's first seven AP Capstone Diploma recipients, concurs. "In AP Capstone, the work-load and the complexity of the class make it extremely difficult to achieve on your own. Being able to collaborate, ask for help, and recognize when I needed to open the discussion to others for the sake of my own understanding was the key to my high school AP career. As I began college, I had never felt more prepared for anything in my life. Knowing through the AP Capstone Diploma program what I'm capable of as a scholar gave me all the confidence I needed to transition into the next stage of my life and take the world by storm."

Emma Bartley '19, Lizzy's Capstone classmate and current junior at Notre Dame University, also touts the benefits of the Capstone experience. "AP Research challenged my ordinary way of thinking. College is intrinsically different from high school in the way we are asked to think about things. AP Research helped me to develop a stronger work ethic. Much of the work that I do now in college is not in the classroom, and AP Research helped me to build those habits of working not just in class but outside. Beyond the academic benefit, Emma notes, "I think the most rewarding part of AP Research was that it was not like any class I had taken before and, as a result, it made me not only a better student but a better person overall. It helped me to be more resilient and to be more comfortable with the ambiguous!"

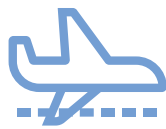


# THE AVIATION PROGRAM

Since 2015, the Assumption Aviation Program has provided the opportunity for students to take an advanced exploration in the areas of flying, aerospace engineering, and unmanned aircraft systems. In 2019, we were very excited to be accepted by the nationally recognized Aircraft Owners and Pilots Associations (AOPA) high school aviation science, technology, engineering, and math (STEM) curriculum. The curriculum is aligned to Next Generation Science Standards and Common Core State Standards and through crosswalks can be aligned to individual state standards.

This allowed students to begin taking courses as a part of their school day. These courses include Intro to Aviation and Aerospace, Foundations in Flights and Aircraft Systems, The Flying Environment and Flight Planning, and Flight Planning FAA Test Prep. The work students do in these courses lays the foundations for those seeking a private pilot’s license. The program as a whole is a stepping stone for students interested in engineering, UAS (Drone) part 107, airplane mechanics, or helicopter piloting.

## AVIATION COURSES



**INTRO TO AVIATION  
AND AEROSPACE**



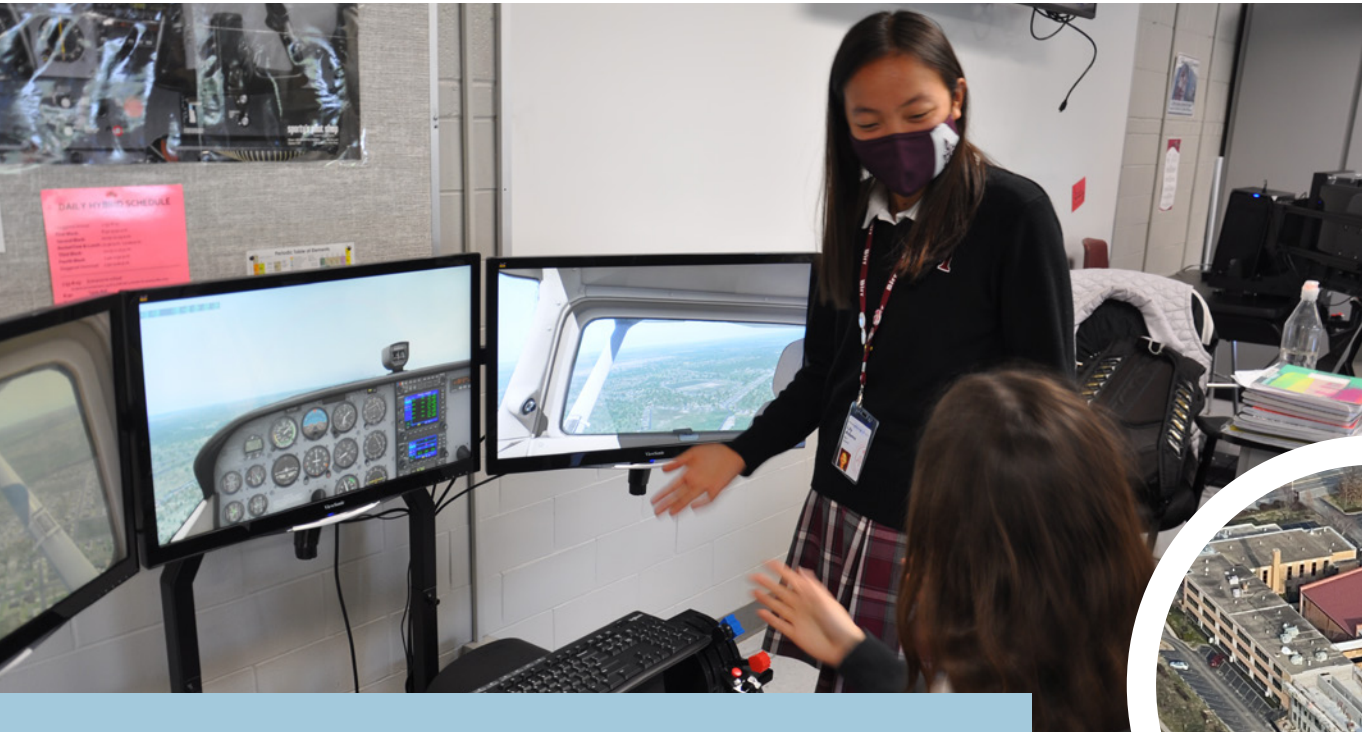
**FOUNDATIONS IN  
FLIGHTS AND AIRCRAFT  
SYSTEMS**



**THE FLYING  
ENVIRONMENT AND  
FLIGHT PLANNING**



**FLIGHT PLANNING FAA  
TEST PREP**



Aerial photo of Assumption's campus from Lily's flight.

## FLIGHT SIMULATORS

In addition, as a part of our new construction, the three flight simulators that were previously located in the Boeckmann lab were able to find a new home. Now, the Aviation program has two dedicated classrooms for student learning and the simulators, which now include a Gleim simulator and a Redbird simulator thanks to a grant from American Airlines.

Program instructor Debbie Judd shared that she enjoys observing the students as they problem solve through hands-on activities. The best part for her is “watching their excitement as they share stories about their flying experiences when they take lessons.” Of course, the most gratifying part of instructing the Aviation course is when “they tell me how much the class has prepared them for their flying lessons.”

As for the future of Assumption Aviation, Debbie stated, “In 2020 there was a projected shortage of over 8,000 pilots which includes both commercial and military sectors. Many more pilots are entering the mandatory retirement age, so there are definitely well-paying careers available for high school students to pursue, especially females. I think once female students start visualizing themselves in the aerospace fields, then there will be more and more enrollment in the program. I just can’t stress how many opportunities there are for them and so close to home! We have UPS and the Louisville International Airport right here in our backyard.”

Lily Adams '22 was drawn to aviation early on, as her dad is a pilot for UPS. Assumption Aviation has helped her passion for flying grow, and she has learned many new topics. Lily shared, “There is a variety of new information like weather, aerodynamics, engines, instruments, rules and procedures, navigation, airspace, airport layouts, decision making, and the construction of the plane.” All of this has helped her as she works towards her pilots license.

According to Lily, Assumption Aviation has helped her translate the knowledge side to the practical side, sharing that her flying lessons are much more efficient because she understands more. But the best part of all? She loves the view of flying and seeing the world in a different perspective.

*“It makes me feel small to see the world from above. The feeling of flying is hard to explain, but it’s a really special experience. I like learning the different aspects of operating an aircraft including flight maneuvers, stalls, and emergency procedures.”*

Lily took us along for a solo flight where she was accompanied by her instructor. Upon arrival, Lily performed a preflight check, thoroughly inspecting the plane, explaining in detail what each and every part meant and how it relates to the flight. She then ensured all powers and systems were ready for flight, checking instruments and controls.

During the flight, Lily spent about 40 minutes in the air, taking us all the way to Clark County, Indiana, for two touch-and-go landings where she landed on a runway and took off again without stopping. Before circling back to the Bowman Field Airport, Lily’s instructor received permission for Lily to fly over Assumption, giving a very unique view of our expansion!



# The Teacher Pathway

The Teaching and Learning Pathway gives students who are interested in the field of education a chance to explore that before they even step onto a college campus. They are able to switch from the standpoint of a student, something they are all experts in, to the perspective of a teacher. In these courses, they are challenged to grapple with the issues in education today, and they also have a chance to spend time in real classrooms around the city observing and applying what they are learning.

In collaboration with the Kentucky Department of Education (KDE), the University of Louisville, College of Education and Human Development provides high school students the Teaching and Learning Pathway in Kentucky high schools. This pathway provides high school students an opportunity to enroll in college-level courses that introduce them to teaching. This career pathway allows students to explore teaching as a career before graduating from high school.

Students in the pathway have opportunities to observe and work with children in classrooms. Students design and plan lessons while learning about varying teaching styles, policies that have shaped education, and laws impacting schools. They also understand the importance of creating a positive classroom community, how to address the needs of diverse learners, and much more. While in grades 9 through 12 students may complete three classes, or nine credit hours, that can apply toward a bachelor's degree in elementary education or middle and secondary education at the University of Louisville. In addition, the first course, EDTP 201, The Teaching Profession, also meets a UofL general education requirement in the social and behavioral science area.

The Teaching and Learning Career Pathway familiarizes students with teaching as a profession and catapults their college education at an economical tuition rate substantially lower than current tuition rates at higher education institutions in Kentucky and other states. UofL is accredited by the Southern Association of Colleges and Universities and, as a result, the course credit earned could be transferred to other accredited colleges and universities.



**IRELAND GREENE '23**  
"The Teaching Profession course has made me realize how excited I am for my future. It has taught me so many special things. I have gained new experiences that I will carry with me for the rest of my life. This class is preparing me to become a teacher with new perspectives. I have never learned so much about something that matters to me and I love it!"



**OLIVIA DORNFELD '23**  
"The Teaching Profession class has gotten me excited for my future in many ways. With the observations we set out to do at different schools, discussions in class, videos and fun projects given, it has helped me see that teaching may be the path for me. This class has given me a new look at education, teachers, and myself as a student."



**MARY CLAIRE STUKENBORG '22**  
"By taking this course, it has allowed me to grow in my knowledge as well as furthering my appreciation for my teachers. I have been given the opportunity to express myself as a student and to learn more about what goes into being an educator. I have a newfound appreciation for each of the teachers, and I am especially grateful for the chance to take this class."

## NUMBERS TO KNOW

STUDENTS COME FROM

**88** UNIQUE SCHOOLS  
**53** ZIP CODES  
**25%** COME FROM A PUBLIC OR PRIVATE MIDDLE SCHOOL

**18** AVERAGE CLASS SIZE  
**9:1** STUDENT TO TEACHER RATIO

CLASS OF 2021 TOOK AN AVERAGE OF

**7**

AP COURSES, WITH A MINIMUM OF

**4**

AND A MAXIMUM OF

**11**

**70+**

CLUBS AND STUDENT ORGANIZATIONS

**14**

VARSITY SPORTS

**59**

STATE AND NATIONAL CHAMPIONSHIP TITLES

**130**

ELECTIVES OFFERED

**160** STUDENTS IN LEARNING DIFFERENCES PROGRAM

**25** AP + **14** DUAL CREDIT = **39** COLLEGE CREDIT COURSES

**\$1,334,650**

IN TUITION ASSISTANCE AWARDED FOR THE 2021-2022 SCHOOL YEAR

**36**

NAMED SCHOLARSHIPS

**52**

RECIPIENTS

**170**

MCAULEY SCHOLARS, WITH AN AVERAGE ACT SCORE OF

**30.7**

THE 45 MCAULEY SCHOLARS IN THE CLASS OF 2021 EARNED

**\$15.3**

MILLION IN COLLEGE SCHOLARSHIPS WHICH ACCOUNTS FOR 47% OF THE

**\$32.7**

MILLION TOTAL IN COLLEGE SCHOLARSHIPS



## IN HER WORDS, OUR PILLARS

*Each year at Open House, our student speakers are selected to touch on the ways that the Assumption pillars influence their life. These four young women give you a glimpse into what it means to be guided by faith, grounded in integrity, inspired by compassion, and empowered by excellence.*

### GUIDED BY FAITH

*Jenna Miller '25, St. Gabriel*

When I was in grade school, I did not consider myself a person of faith. In early September, I had the opportunity to step back from school with my Limerick homeroom sisters on this year's first freshman retreat at Mount St. Francis. Again, I didn't consider myself the most faithful person. For me, I saw faith more like a checklist or more in others' examples, like my Confirmation sponsor. Faith was outside of me. I had attended a virtual retreat before Assumption, but I knew this retreat—only two months after school started—would be very different.

Early in the retreat, the leaders invited us to put away our phones to help focus on our time together. We may have hesitated at first, but choosing to be fully in the moment—not worried about taking pictures, Snapchat, or other day-to-day distractions—ended up being one of the best decisions. During our free time, my homeroom and I walked down to the lake and laughed about what we shared in common, even if we came from different middle schools. I started to see how we were more alike than we realized, even if our schedules or after-school activities were different.

Our time and reflection together made clear that faith isn't just something that happens in church or in my theology classes; it's part of my everyday life, in the people who surround me. The questions I ask aren't mine alone, and my sisters and God help me find the answers. We were put in homeroom together for a reason. Retreat taught me how faith gives the courage to do new things and take new risks. Being open to others and the experience may feel scary at first, but the love I felt on retreat has inspired me to help others feel the confidence and love I did. Faith isn't a checklist; it's a choice to put love into action. I've learned that I don't need to ask "Will I be enough?" My school and my faith show me that I am.

### GROUNDING IN INTEGRITY

*Sarah Brown '24, Noe Middle School*

Sometimes it's better to not make the team. After all my memorable freshman year experiences with the field hockey team, I tried out again...but didn't make this year's roster. Since the sport wasn't really my passion, it wasn't the end of the world. More than anything, I still wanted to belong to the team community. I reached out to Coach Schaefer, and when she replied, her offer surprised me: student manager for the freshman team.

I soon learned how I added to the team, quickly realizing how much responsibility Coach Schaefer had entrusted to me. I filmed games, hyped everyone up, helped run drills... I even played with the girls! As the season flew by, I understood how my character, my example was as important to the team as anyone on the field. Coach Schaefer had empowered me to help our Assumption team grow. I was able to give the freshmen advice and help them find their place, which made me more comfortable in mine. They helped me understand what fit their style better than I could have learned on my own.

What was at first nerve wracking and scary became second nature to me; I felt excited to help teach them the integrity of being a Rocket: being fully who they were and supportive of others. Being manager made clear that everyone is a part of the team. Everyone showing up with integrity matters. At the end of our last game, I gave a speech to the players. I told them how proud I was and how even though I may not have expected to join their season as manager, I was so grateful for how we had grown into a family. This season definitely pushed me out of my comfort zone, but it's made me realize that no matter what part we play, we all represent Assumption. I hadn't thought I could be a manager, but Coach Schaefer believed my example could help others. I've learned that when the right dedicated people come together, anything is possible. I may not have made the team at first, but in the end, I helped make the team.



### INSPIRED BY COMPASSION

*Abbey Holland '23, Our Lady of Lourdes*

Each day, Assumption halls are filled with compassion. In big ways and small, it inspires our community, motivates us to put forth a selfless effort to tend to each other's physical, mental, and emotional needs. In these acts of love and service, my experience at Assumption has been like being a part of a family. It's why, a lot of the time, we'll call each other sisters. Like a family, we go out of our way to show how much everyone means to each other.

An early Assumption role model for me was my senior "sister" Katie, who was one of my freshman retreat leaders. In just 48 hours, she became like an older sister to me and my group—giving us great advice, making retreat fun and memorable, and even once we got home, reaching out to us to check in. She was a shining example of compassion to me in my first year, and I looked up to her. Only a month after retreat, on my walk into school on Monday morning, I was told Katie has been diagnosed with cancer. I was horrified. This news sent me straight to my counselor. As I struggled to think of what to do, Mrs. Ruckriegel showed me compassion by comforting me, filling me in on what was going to happen, and helping me to start thinking of how I could respond. Now, it was up to me to model the compassion Katie showed me.

I teamed up with the non-profit organization St. Baldrick's, which raises money for childhood cancer, and formed "Team Pink" in Katie's honor. I dedicated myself to raising money, and the community of Assumption rallied behind me. I felt Katie's support too: while she fought cancer, she continued to check in with us in her small group. Our games, races, relationships, and everyday lives were still important to her. Her strength made me determined to raise even more money. Finally, in March of 2020, I cut my hair on a FaceTime call with Katie and celebrated how I had raised over \$1,000. It was a moment I will never forget, and one that means so much to both of us still today. Assumption has helped me unlock the true meaning of compassion and shown me that sisterhood doesn't just involve those you're related to. Once you're part of the Assumption family, you never have to worry about whether you belong. Your sisters walk with you every step of the way and each season of life. Each day, these halls and people show me I'm home.



### EMPOWERED BY EXCELLENCE

*Sarah Glenn '22, St. Michael*

In grade school, I never raised my hand to answer a question unless I was certain I had the right answer. I never wanted to endure the embarrassment of being incorrect. I was always an average student, so I kept quiet due to a lack of confidence. After all, I came to Assumption following in the footsteps of my older sister, Sydney, who was, in my opinion, the embodiment of what was to be excellent. So, like little sisters do, I tried my absolute hardest to be as "excellent" as Sydney.

Immediately, I strove to be excellent as a freshman entering a whole new world. I realized that high school was much more than good grades and middle school friends. I began enrollment in Honors and Honors 1 classes. With new teachers, new faces, and playing a high school sport, I had a hard time adjusting. The biggest struggle for me, however, was the learning difference that I was oblivious to at the time. After years of struggle in and out of school, I decided by my

junior year of high school to take initiative over my learning and received my diagnoses: severe anxiety. After opening up to my counselor, Mrs. Deweese, about my struggle with anxiety, I was enrolled in the Learning Support Center here at Assumption. After this diagnosis and a plan for my academic future, I was able to thrive in the classroom. I went from being an Honors-level student to an AP- and DC-level student. Because of the community of people that surrounded and supported me, such as Mrs. Erskine in the Learning Support Center, Mrs. Conway in the Achievement Center, and all of my amazing teachers, I was able to thrive academically. Only then did my idea of excellence change. It became apparent that my presence mattered to people here. I belonged. So, my hand shot up more often and I started to care a little less if I answered incorrectly. I took pride in my grades but also the accomplishments I made outside of the classroom, such as being elected as an ambassador, retreat leader, and even being asked to speak with you all today. I realized that the path to excellence is personal, and it was okay that the path I tried wasn't for me. I had molded the ideas of excellence I once carried to fit who I truly was as a person and as a student. I embraced me: authentic, imperfect, but excellent.

The meaning of the word excellence is entirely different to me now. I have learned throughout my journey here at Assumption that to be excellent is not necessarily to have a 4.0 GPA or receive a 100% on a test. Yes, those things are great accomplishments; however, they are not the sum of excellence. Excellence is not matching the achievements of your peers or siblings. Instead, excellence is a combination of hard work, goal setting, discipline, but also mistakes, failures, and imperfection. Excellence is trying to answer the question even if you get it wrong. In all, excellence at Assumption is this: utilizing the place you're in and the people you are around to thrive wherever you are. If I knew then what I know now, that excellence is more than a list of criteria for success, I would have never tried to be anyone but myself. If I could do it all again I would change one thing: allow myself to make mistakes, be imperfect, and grow.





L

LEADERSHIP

E

ENGAGEMENT

A

ADVOCACY

D

DIRECTION

Each year in mid-May, the students who have been elected as Class Officers and Family Council representatives for the next school year come together to decide what the theme for that will be. We continue to be amazed each year that they can land on a theme that perfectly speaks to who they are and who Assumption is at that precise moment in time.

This year is no exception. The theme they chose for the 2021-2022 school year is a bold call to action: “Unlock New Doors.” Certainly, this theme connects in a literal way with the exciting new expansion, but it also resonates with something far beyond new classrooms, chapel, and cafeteria. It speaks to what an Assumption education allows students to do: unlock new levels of learning and achievement, new opportunities for growth, new understandings of the world and their place within it, and new expressions of their talents and abilities.

We believe Assumption High School is the very best community in which young women can unlock new doors—intellectually, emotionally, socially, and spiritually. In fact, we’ve been known for our excellence in educating the whole person for decades. But just what is the “special sauce” that sets Assumption apart

## PERHAPS THE GREATEST THING ABOUT THE LEAD PROGRAM IS THAT IT’S NOT SOMETHING ONLY A FEW GET TO EXPERIENCE.

There are no applications, elections, grade requirements, or teacher recommendations. The beauty of our LEAD Program is that every Assumption student is already part of it! Every AHS student is nurtured in the areas of leadership, engagement, advocacy, and direction, and those with interest in taking advantage of opportunities to go even further are able to do so.

Assumption has been the launching pad for thousands of young women seeking to unlock new doors to their best selves and brightest futures as servant leaders committed to faith, compassion, integrity, and excellence. Our LEAD Program is how we help them dive into new experiences, step up into leadership roles, speak out for justice, and move forward in healthy ways. Our student leaders this year hit the jackpot with their theme. Not only did they set a path for the school year, but they also captures something of the “special sauce” that makes an Assumption education such a treasured asset.

and consistently guides students to unlock new doors to bright futures? What is it that makes so many alumnae credit Assumption for successes they never thought possible?

When we think of “school,” we usually think about the academics—a curriculum broken into subjects and delivered by teachers, the successful mastery of which culminates in the awarding of diplomas. Academics are what most people think of first when they think of school: math tests, English papers, lab experiments, art projects.

*But an Assumption education is so much more than simply our superior academic program.*

There’s a “second curriculum” at AHS that works in concert with it to promote growth that is not only scholastic in nature but also personally transformative as well. It’s the “special sauce” that sets Assumption apart. We call it our LEAD Program, which involves an acronym that stands for the four essential components of this “second curriculum:” Leadership, Engagement, Advocacy, and Direction.

## LEADERSHIP

**is something that all AHS students need to learn, not just those who take on roles in student government or become club presidents or team captains.**

We have developed both formal and informal leadership opportunities woven throughout our programming for students of every kind. This year we began offering Leadership Educational Opportunities (LEOs) before and after school to ANY student who wishes to participate. These LEOs are 30-minute lessons on individual leadership skills like managing meetings, nonverbal communication, action planning, persuasive techniques, and many more. Students can earn family points for participating, and those who complete at least one LEO in each of the five areas of leadership practice will receive a Christian Leadership Distinction at the honors assembly at the end of the year. At Assumption, leadership isn’t for a just a select few. Every student learns leadership skills through both required experiences and optional opportunities.

## ENGAGEMENT

**refers to the many opportunities that students have to become involved in student life.**

Research shows that students who are involved in school activities do better academically than those who aren’t. This involvement includes both required and optional activities like clubs, athletics, dances, pep rallies, prayer services, retreat, and hundreds more. At AHS, we teach students that everything in life is better when you are actively involved in it, so we provide countless ways for students to engage with people, ideas, and experiences that help them grow. Jesus never said that he came to make everyone happy; he said that he came so that we could have “life to the full” (John 10: 10). At Assumption, we provide countless opportunities for students to build full lives that lead to achievement, purpose, and fulfillment.

## ADVOCACY

**is any activity that seeks to bring about a change in a regulation or policy.**

We teach each student that she has a voice and needs to use it to both advocate for herself but also for the needs of the most vulnerable in society. We help students learn about the different ways one can advocate for a cause, and we provide opportunities to put that learning into action. Students have participated in a Rally to Protect Creation, others visited Frankfort to take a stand on gun violence in schools, some were part of Refugee and Immigrants Day at the Capitol, others visited Washington, D.C. for the March for Life, and still others met with Kentucky legislators in D.C. to advocate for legal protections for women who experience sexual violence. During “advocacy action meetings,” students are invited to come together to call and email their elected officials in support of the most important justice issues prioritized by the Sisters of Mercy who sponsor our school.

## DIRECTION

**refers to the many activities we provide to help guide students into bright futures.**

Some schools call this “advising,” but we call it “direction” because it’s not a one-way, top-down approach. It involves the countless activities and programs we offer that help students make confident, healthy choices not just while in high school but well into the future. Among them are the drug and alcohol prevention program, college and career preparation, student assistance counseling, retreat and service programs, interpersonal violence prevention activities, and countless others. These and many other supports for students’ socioemotional development help them learn to become self-reliant and sure of their own agency.





# THE LEARNING SUPPORT CENTER



## *From Principal Martha Tedesco '90*

In the fall of 1994 during my very first year of teaching at Assumption, I vividly remember a knock at my classroom door. I was tidying up the room after teaching my senior English class when the learning differences teacher stopped by to see me about a student. I was a young teacher just beginning to hone my teaching skills in the classroom and had a lot to learn about how to meet each student's learning needs. Despite my secondary education degree, I was not very informed when it came to learning differences and was so grateful for her assistance. When I graduated from Assumption in 1990, we did not have a learning differences program. But during my time away at college, the legacy had begun.

Thirty years ago, Assumption High School had the vision to establish a program to ensure that students with diagnosed learning differences were assured the support and indicated accommodations that would allow them to flourish in our college preparatory setting. The program was transformative for our students as well as our entire community. As teachers, we learned strategies to teach to different types of learners which benefited not only our students with diagnosed learning differences but all of our students. And our students in the program gained a greater understanding of their own learning styles and received the support they needed for individual success. Over the last three decades, the success of the program has been recognized at state and national levels, but more importantly, it is one that our students are proud to be a part of.

As a result of our Launching the Future Campaign, we are excited to share that the Learning Differences Program now has a new home on campus! The former cafeteria has been renovated to provide the Learning Differences Program with an enhanced area which matches the caliber of the work that happens within its walls daily. The new Learning Support Center is 5,000 square feet of dedicated space which includes four classrooms, a collaborative common area, a quiet testing room, a conference room, and offices where our students and our learning specialists can work together to help our students achieve their academic goals. We are blessed to have two full-time learning differences professionals, Laura Cronin and Judi Erskine, as well as administrative assistant Amy Koloff working with our students. We are proud of our inclusive program tailored to students of all academic abilities and course levels, including students in our McAuley Scholars Program.

As a teacher and administrator, I have seen firsthand the positive effects of the program as I've watched students grow and learn about themselves in and outside of the classroom over the years. But this year, I've gained a unique perspective as a parent of a freshman in the program. In just a few short months, I can already see the growth in my daughter as she has transitioned to the high school environment with the support provided to her in the Learning Support Center during her scheduled study block. She has learned and developed organizational and study skills that have helped her in the classroom, but she has also grown in confidence as an independent young woman not afraid to fail or succeed. She is learning how to advocate for herself, how to ask her teachers for help when needed, and, most importantly, how to navigate her world successfully.

The work that has taken place at Assumption to educate the entire community about how students learn differently as well as the incredible systems and processes that our learning differences specialists, counselors, and classroom teachers have put into place over the past 30 years is nothing short of amazing. We are thrilled to have a new space that is truly worthy of this incredible legacy!





# DIVERSITY, EQUITY, AND INCLUSION

I have blanket at home that I simply adore. Although I’ve had it over 15 years, it’s still in great shape. The colors remain vibrant, and the texture feels great against my skin. It’s never itchy or uncomfortable when I curl up in it to watch TV because it’s made of breathable natural fibers that keep me warm but not too hot. The material has softened a bit over the years, but it’s never lost strength. I spent a pretty penny for it in the early 2000s, but it was worth every last dime.

Textiles are created through the weaving of threads that run in two different directions. A loom is used to keep the vertical “warp threads” firmly in place while the horizontal “weft threads” move up and back through them creating different patterns. This patterning is what makes my blanket both strong and stunning at the same time.

The events of 2020 led individuals and organizations across the country to confront what the Church refers to as “the evil of racism.” At Assumption, we took time to listen to our students and parents of color, provide training for our faculty and staff on implicit bias and cultural sensitivity, and work with our board of directors on a five-year Diversity, Equity, and Inclusion Plan.

Just as a tapestry must have threads moving in both directions to be both strong and beautiful, our DEI plan focuses both on increasing diversity and providing an inclusive environment for students, faculty, staff, administration, and board.

Our plan’s “waft threads” are those goals and objectives for creating a more diverse school. We have added professionals of color to our board of directors who have also developed a recruitment plan for further enhancing board diversity. We also hired a teacher of color in our achievement center. However, much more work is needed so that our students of color have role models that look like them. We are currently working on partnerships with local universities to identify teachers for the future. While the percentage of non-white students has increased in recent years, we continue to work on recruiting students that reflect the racial and socioeconomic make-up of our larger community.

But focusing only on diversity can never be enough. Our DEI plan’s “weft threads” are the goals and objectives for ensuring that students enjoy a welcoming, inclusive school culture and that diverse employees experience an inclusive professional environment. To this end, we have implemented training for all staff, and we’ve taught our students how to have “crucial conversations” and use inclusive words and behaviors.

Also, school administrators have had multiple listening sessions with both students and parents of color. A Black Student Union was created, and our Diversity Club brought in numerous role models of color as guest speakers. Additionally, we added information about “bias incidents” in our student handbook and worked with our guidance counselors to ensure that any such incidents are addressed appropriately.

**IF DIVERSITY AND INCLUSION ARE THE DUAL THREADS THAT TOGETHER CREATE OUR COMMUNITY’S TAPESTRY, PERHAPS THE LOOM ITSELF ARE THOSE PRACTICES THAT SHINE A LIGHT ON HOW WELL THEY COME TOGETHER.**

This part of our DEI plan involves the procedures for collecting and assessing data. Thus far we have collected baseline data regarding multicultural representation in all our programs and activities. Likewise, an audit of representation across all resources in our media center is currently underway, and we are making plans to conduct a curriculum audit in February to clarify where and when issues of race and racism are taught across the curriculum.

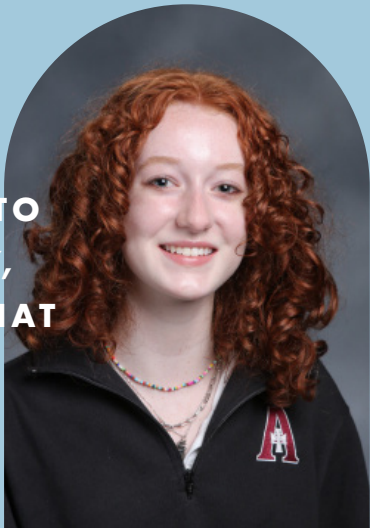
We have made some great progress towards our DEI goals, but there is much work to be done. The proper intersection of both diversity in students and staff along with a fully inclusive environment in which all can thrive is the ultimate goal. We look forward to implementing our mission in even more profound ways as we continue to weave the strong, beautiful tapestry that is the Community of Assumption.

**-MARY ANN STEUTERMANN,**  
**EXECUTIVE DIRECTOR OF MISSION EFFECTIVENESS**



**DIVERSITY AND INCLUSION IS VITAL IN THE DEVELOPMENT OF PEOPLE."**

**ELLA POWELL '22**



**I THINK DIVERSITY CLUB REALLY BRINGS PEOPLE TOGETHER AND BRINGS ISSUES THAT AREN'T REGULARLY TALKED ABOUT TO LIGHT. IT IS NICE TO HAVE A COMMUNITY, NO MATTER HOW BIG OR HOW SMALL, THAT ACCEPTS YOU FOR WHO YOU ARE."**

**MACEY FUSON '25**



**DIVERSITY CLUB HAS GIVEN ME A CHANCE TO PUT MY FEELINGS ABOUT THE CHALLENGES WITH DIVERSITY INTO WORDS. IT HAS BEEN AN OUTLET THAT I CAN USE TO COMMUNICATE WITH MY PEERS AND VOICE MY OPINIONS."**

**NEVAEH KING '22**



# THE BOECKMANN LAB & LEGACY

Colleen Boeckmann began her story at Assumption in the fall of 1978. Over the course of her four years, she was a volleyball player, class officer, and member of National Honor Society, Student Council, and Principal’s Advisory Committee. She wrapped up her senior year by being named to the senior prom court.

But her storied high school career marked by accomplishments led to a future of great challenge. During the summer between her sophomore and junior years of college, Colleen and her friends were involved in a car accident that left Colleen trapped in the burning car.

Badly injured and in a coma, doctors gave Colleen’s family little hope for her survival. The Boeckmann family continued to pray, trusting in God that no matter how bad her injuries, Colleen would make it. Amazingly, 100 days after the crash, Colleen woke from her coma. She spent the next several years undergoing plastic and reconstructive surgeries, physical and occupational therapy, as well as speech therapy.

Although the accident altered her physically, it didn’t diminish Colleen’s strong spirit. From time to time she was discouraged, but she rose above the pain and heartache, leaned on God, and showed everyone who she truly was—a woman of courage.

Colleen always had a love for computers, so in May of 1990, she made a gift to Assumption that allowed AHS to construct a computer lab. This lab, named the Colleen Marie Boeckmann Computer Lab, was supplied with computers, printers, and other equipment providing our students with opportunities to learn on high-end programs and state of the art technology.

Since that time, the Boeckmann Lab has continued to meet the everchanging technological needs of our students. In fact, the Boeckmann Lab provided the strong foundation AHS needed to embark on our long-standing and highly regarded one-to-one tablet PC program. Since 2011, our unique approach to educational achievement through immersive technology and the infrastructure that stands behind it has provided our students the most digitally advanced education of any high school in the area. The Boeckmann Lab has been a key element of an Assumption experience that prepares our students to meet not only the demands of college but also career.

Thirty years later, the Boeckmann Lab still serves as our technological hub and home to Assumption’s HP certified technology team providing daily tablet PC assistance, repairs, troubleshooting, and more. During our recent campus expansion, the Boeckmann lab was redesigned to better meet the needs of our students. This update includes a “genius bar” to expand our abilities to support students’ use of technology.

The Boeckmann Lab is not the only result of the Boeckmann family’s dedication and commitment to Assumption. Their legacy continues to this day with 13 members of the Boeckmann family having attended or currently attending AHS. We remain grateful to Colleen Boeckmann for her visionary gift to create our first computer lab back in 1990 and the Boeckmann family for their continued dedication and commitment to the mission of Assumption High School.



ALISON FISCHER HARRIS '79



COLLEEN BOECKMANN '82



LEIGH ANN BOECKMANN FULLER '87



TIFFANY SANDIFER BOECKMANN '91



KAITLAN HARRIS WIEDMAR '07



KRISTA HARRIS LINDNER '09



REAGAN FISCHER '16



KARLEE FULLER '17,



MEREDITH BOECKMANN '18



AVERY BOECKMANN '20



MADDIE FISCHER '20



CLAIRE FULLER '20



EMILEE FULLER '25







## JENNIFER HANCOCK '93

STARTED AT VOLUNTEERS OF AMERICA IN 2007. PRESIDENT AND CEO SINCE 2015.

The impact that an Assumption education has on our alumnae is profound in many ways. For many, the core values we teach our students become guideposts that lead them throughout the rest of their lives. One standout alum is Jennifer Hancock '93, who is the President and CEO of Volunteers of America. Jennifer shared with us that it was at Assumption and the teachers she had who influenced her to choose a career in social work. As a student, Jennifer's participation in A Christian Through Service, our ACTS program, changed her life forever.

"When I think about the most pivotal times in my life that helped me move into the trajectory of my career today, it was absolutely the ACTS program." After completing ACTS, Jennifer continued her passion for service by doing a service-learning project in the Smoketown neighborhood. She tutored students after school and spent time in a community much different than her own, which opened her eyes to Section 8 housing and people living at or below the poverty line. The students she worked with were eager to have her as a tutor and mentor, and those relationships helped kindle her passion for service ever since.

"The ACTS program was a catalyst; it had a tremendous influence on me professionally and personally." Jennifer has always valued the investment Assumption makes in "the whole person" - from relationships to spirituality to emotions. "From a mental health standpoint, I feel like Assumption touches each and every girl in a uniquely meaningful way. The service program and the retreats offered are just a couple great examples of that. There's just such great intention behind how those experiences are created and curated. And it absolutely had a fundamental impact on me in terms of shaping who I am today."

## AFTER GRADUATING FROM ASSUMPTION,

Jennifer took the organizational skills, study habits, discipline, and time management she learned with her to college. Jennifer received a four-year scholarship from Metro United Way, given to one senior in high school in Kentucky for her commitment to service work. Throughout college, Jennifer remained deeply engaged in service work while working and attending classes, both full time. She credits Assumption for the self-discipline, focus, drive, and time management skills that have propelled her success.

Jennifer graduated with her master's degree in social work and was placed in a program that treated families affected by addiction. She fell in love with the population and the work she was doing, which began her path to Volunteers of America. "I am passionate about the work we do, not only in our addiction recovery services, but frankly, we are providing some of the most high-quality services to some of the most challenging social issues of our day. Whether that's homelessness, addiction, or veterans who return home from service and need some additional supports, we are doing the hardest work on behalf of our community. I'm just so proud to get to be a part of an organization that is driven by people who are really mission focused and committed to quality and excellence in all that we do."

When Jennifer started at Volunteers of America, she saw a need for defining core values. She reconnected with her former theology teacher at Assumption, Maria Price, to help create those values. Maria's advice was that Volunteers of America brainstorm core values reflective of the organization. Through this brainstorm, VOA's focus on commitment, integrity, and compassion became clear. "I grew up in an environment at Assumption that was rooted in values. They were not just words on a piece of paper; they were embedded throughout the culture. That has remained very important to me as a leader—to make sure we have shared recognition of what's important and that we align ourselves around living them out."

"Learning about Catholic Social Teaching and wanting to participate in creating a just world that supports folks who are most marginalized, and being at the table and empowered to develop solutions to fix community problems, is something that I'm really passionate about. I see myself as a facilitator and a convener so that others can have access to the resources that will help them craft solutions that fit their communities. And that was deeply instilled in me at Assumption." Jennifer recognizes that how she approaches her work and sees the world today can be traced back to the groundwork that was laid in high school.



**I am absolutely a believer in giving back to Assumption for all the things that my education has done for me in my life. As soon as I could, I knew that I wanted to carve out an investment for Assumption and be really consistent and deliberate about making that investment year over year. My goal is to continue to increase my personal investment over time as I'm able. I also strive to answer the call to support our Assumption community in any way that I can. Whether that's through time, talent, or treasure, I absolutely know how fundamental my education was for my future. I feel a sense of responsibility and a real passion for wanting to pay it forward for the next generation of leaders that are coming through Assumption's doors today."**

**- Jennifer Hancock '93**

**I think that being at Assumption is such a unique opportunity to experiment with differences, to learn about different career paths, to grow as your true self, and to really give yourself permission to explore. The other thing I think is really essential is finding a mentor, someone who can be objective and accompany you during this process of exploration, both internally and externally. I'm very deliberate about finding different mentors to serve me in different ways based on where I am, professionally and personally. And I can think back to mentors that I had when I was at Assumption, one of whom was at my ACTS placement, who continue to serve as mentors to me. I know the pressures today are really so tremendous, and having peer support, family support, and teacher support is critically important."**

**- Jennifer Hancock '93**



# CAMPUS HIGHLIGHTS

THE EXTERIOR ISN'T THE ONLY THING THAT HAS CHANGED AT ASSUMPTION! TAKE A LOOK AT THE LATEST CHANGES ON CAMPUS.



DEDICATED CLASSROOM SPACE FOR OUR PHYSICS LAB, AVIATION FLIGHT SIMULATORS, 3D PRINT AND DESIGN.



NEW MAIN ENTRANCE AND MAIN OFFICE



MUSIC ROOM FEATURING SOUNDPROOF STUDIO





2ND AND 3RD FLOOR CONNECTORS FROM THE MAIN BUILDING TO THE CONVOCATION AND ATHLETIC CENTER



NEW CHAPEL AND ATRIUM



THE NEW COURTYARD BETWEEN THE NEW EXPANSION AND THE CAC WILL BE FINISHED BY THE END OF THIS SEMESTER!



# Preserving Memories of 2020-2021

Time Capsule will be opened in 2071



Making a mark on school history, Assumption is preparing to place a time capsule set to be opened in 50 years. This time capsule is a glimpse of what the school year was like during the campus expansion. Included inside is a current uniform, memoirs written by students about the pandemic, a newspaper, a student lanyard, our pandemic school year reopening plan, and much more.



ASSUMPTION HIGH SCHOOL

ASPIRE 2021

Non-Profit Org.  
U.S. Postage  
**PAID**  
LOUISVILLE, KY  
Permit No.

**Assumption High School**  
Nationally Recognized School of Excellence  
Sponsored by the Sisters of Mercy

2170 Tyler Lane  
Louisville, Kentucky 40205

*Change Service Requested*

*Assumption High School cares about the environment.  
Please recycle this magazine when finished or share it with a friend.*



*Shop the*  
**ASSUMPTION  
CAMPUS STORE**  
*for all of your Rocket  
spirit wear needs!*



**SHOP IN PERSON  
OR ONLINE.**  
For store hours or to  
place an order, visit

[www.ahsrockets.org/student-life/campus-store/](http://www.ahsrockets.org/student-life/campus-store/)

