

2006-2007 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) Elementary Middle High K-12

Charter

Name of Principal Sister Anne Crampsie, R.S.M.
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Gwynedd-Mercy Academy Elementary
(As it should appear in the official records)

School Mailing Address 816 Norristown Road, P.O. Box 241
(If address is P.O. Box, also include street address.)

Spring House PA 19477-0241
City State Zip Code+4 (9 digits total)

County Montgomery State School Code Number* N/A

Telephone (215)646-4916 Fax (215)646-7250

Web site/URL www.gmaelem.org E-mail acrampsie@gmaelem.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

Date December 15, 2006
(Principal's Signature)

Name of Superintendent* N/A
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name N/A Tel. () N/A

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

N/A Date N/A
(Superintendent's Signature)

Name of School Board President/Chairperson Mrs. Mary Jeanne Broderick
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

Date December 15, 2006
(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2006-2007 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: _____ Elementary schools
 _____ Middle schools
 _____ Junior high schools
 _____ High schools
 _____ Other
 _____ N/A TOTAL

2. District Per Pupil Expenditure: N/A
 Average State Per Pupil Expenditure: N/A

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural

4. 11 Number of years the principal has been in her/his position at this school.

N/A If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			N/A	7	24	32	56
K	21	24	45	8	22	29	51
1	23	28	51	9			N/A
2	22	29	51	10			N/A
3	23	26	49	11			N/A
4	20	35	55	12			N/A
5	23	30	53	Other			N/A
6	27	28	55				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							466

10. Students receiving special education services: 0%
0% Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

- | | |
|-----------------------------------|---|
| <u> </u> Autism | <u> </u> Orthopedic Impairment |
| <u> </u> Deafness | <u> </u> Other Health Impaired |
| <u> </u> Deaf-Blindness | <u> </u> Specific Learning Disability |
| <u> </u> Emotional Disturbance | <u> </u> Speech or Language Impairment |
| <u> </u> Hearing Impairment | <u> </u> Traumatic Brain Injury |
| <u> </u> Mental Retardation | <u> </u> Visual Impairment Including Blindness |
| <u> </u> Multiple Disabilities | |

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>40</u>	<u>1</u>
Special resource teachers/specialists	<u>0</u>	<u>0</u>
Paraprofessionals	<u>4</u>	<u>1</u>
Support staff	<u>9</u>	<u>0</u>
Total number	<u>55</u>	<u>2</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 12:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	97 %	97 %	97 %	96 %	97 %
Daily teacher attendance	98 %	98 %	98 %	98 %	99 %
Teacher turnover rate	11 %	7 %	5 %	2 %	9 %
Student dropout rate (middle/high)	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school)	N/A %				

PART III – SUMMARY

Gwynedd-Mercy Academy Elementary (GMA), a private Catholic school established in 1861 by the Sisters of Mercy, provides a quality education built on Mercy tradition, rooted in Gospel values, and committed to excellence. In faithfulness to the mission of Catherine McAuley, the foundress of the Sisters of Mercy, GMA nurtures the whole child through a well-rounded, culturally-enriched academic program that enables students to actualize their potential, and prepares them to assume roles of leadership and influence, marked by Mercy values.

The Academy is committed to providing students with a comprehensive, challenging curriculum emphasizing religion, integrated language arts, math, science, social studies, and physical education, enriched by cultural development in Spanish, French, and Fine Arts. Technology is integrated throughout all areas of learning. The Challenge Center program supports the needs of academically gifted students in grades four through eight who fulfill established criteria. Primary students participate in Creative Thinking Skills classes to complement content skills. Participation in plays, band, dance, piano and voice concerts encourages creativity and love for the arts.

Developing the faith life of the school community is paramount at GMA fostered through daily prayer, reflection, liturgies, and a weekly Community Gathering for prayer and for special acknowledgments. Participation in the Community of Caring Program, based on the Olweus Anti-Bullying Program, fosters appreciation for one another, reinforcing pro-social skills. GMA participates in outreach programs at the local level, such as preparing meals for Manna on Main Street, collecting Thanksgiving supplies for St. Vincent's, and as far away as South America, with *Pennies for Peru*, to strengthen students' awareness of the Mercy commitment to connect one's gifts and resources to those in need.

One of GMA's greatest strengths is the highly committed faculty who value and develop the tradition of academic excellence inherent in Mercy education, while supporting the changing learning needs of students. Teachers utilize differentiated strategies to provide an in-depth learning experience responsive to the varied needs and gifts of all students. Classrooms are filled with happy and engaged children involved in active learning as they experiment in the lab, use manipulatives in math groups, support research through PowerPoint, practice a piano piece, all while interacting with teachers and cultivating a passion for learning. Beyond the classroom, students observe teachers as mentors, collaborating with students or peers, before, during, and after school. Teachers are recognized as positive, committed role models to the school community, serving as advisors, moderators, and coaches; many participate on various school committees, including the Curriculum Council. Teachers also serve on Archdiocesan Curriculum Committees, teach college classes, and present at educational workshops both locally and nationally.

At the heart of GMA are the 466 boys and girls from kindergarten through grade eight who learn to synthesize, analyze, and disseminate information to actualize their potential and to develop a love of learning. Students receive recognition for outstanding performances at various local, state, and national competitions such as science fairs, National History Day, and Johns Hopkins Center for Talented Youth (CTY). They are considered strong applicants to the local private high schools; many are placed in Honors classes. Academic and/or fine arts scholarships are awarded annually to students of each graduating class, including fifteen awarded to the class of 2006.

Students at Gwynedd-Mercy Academy, in partnership with parents, teachers, administrators, and the Board of Trustees, grow into confident, independent, socially responsible lifelong learners. Graduates of GMA carry the Mercy tradition with them throughout their educational experience and integrate these values as they assume leadership roles in society.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results

Gwynedd-Mercy Academy administers *TerraNova*, The Second Edition Complete Battery Plus Standardized Test, as well as the *InView* cognitive assessment component to all students in grades four through eight in the fall and to students in grades two and three in the spring. Utilizing the data of the 2005-2006 reading and mathematics test scores, eighth graders exceeded the 90th national percentile as measured by an assessment referenced against national norms. Moreover, scores for the last three years for grades two through eight reflect placement in the top ten percent of schools, as indicated in Part VII Assessment Results. Most students' actual Obtained Scores are higher than their Anticipated Scores, based on the standardized achievement test, in combination with the Test of Cognitive Skills Index (CSI). Scores are representative of all students; no alternative testing is provided.

Overall the GMA students demonstrated excellence in math. The Math Composite scores place eighth grade students in the 94th national percentile. These scores reflect the combination of the Mathematics and Math Computation tests. The Mathematics Test measures the ability of students to “know” math coupled with “doing” math. On this test students must recognize and apply concepts and procedures, and must find solutions through problem-solving techniques. The Mathematics Computation Test assesses the ability of students to perform the computation accurately. Overall the Math Composite indicates the ability of students to apply core math skills and essential concepts through reasoning and problem solving. These tests support the National Council of Mathematics Standards.

The Reading Composite score combines the reading and communications assessment with vocabulary assessment. The Reading Test focuses on comprehension, language usage and grammar, in addition to testing spelling, vocabulary and other related skills. The major concepts of reading skills tested are presented through a thematic approach, which supports the integrated development of reading and writing skills at GMA. The Vocabulary section focuses on identifying the meaning of specific words and applying strategies to support vocabulary mastery. Overall GMA students demonstrated excellence in reading. Eighth graders scored in the 91st national percentile on the Reading Composite, placing them in the top ten percent of schools nationwide.

The *TerraNova* test results are indicative of the high level of performance demonstrated by Gwynedd-Mercy Academy students, the quality instruction provided by a committed faculty, and the support of caring and committed parents.

Gwynedd-Mercy Academy has been involved with the Johns Hopkins CTY for over twenty years. The CTY identifies, assesses, and recognizes students with exceptional mathematical and/or verbal reasoning abilities. Students scoring at or above the 97th percentile on a nationally-normed standardized test may apply to participate in the Talent Search. Historically, almost half of the total number of seventh and eighth grade students has qualified for this program. One hundred fifteen students in grades five to eight qualified and participated in the Johns Hopkins Talent Search during the 2005-2006 school year. Seventeen students received awards of Distinction for verbal performance, and thirteen students were recognized with awards of Distinction for math performance. These statistics give testament to the tradition of academic excellence at GMA.

2. Using Assessment Results

Administrators, with support of the Curriculum Coordinator and Curriculum Council, utilize the *TerraNova* assessment data as an evaluation tool to review the overall effectiveness of GMA's academic program, and to establish instructional priorities for each grade. Teachers study students' performances in all content areas to validate instructional strategies, identify individual student's strengths and weaknesses, and adjust differentiated instruction planning to enhance learning for all students. After studying recent vocabulary scores for second, third, and fourth grades, *Vocabulary Workshop* has been integrated into the integrated language arts curriculum in those grades to strengthen vocabulary development. The *TerraNova* assessment data, in combination with classroom assessments, including formal and informal testing, projects, oral presentations, and student observation, provide a comprehensive analysis of each child's academic profile.

Strong *TerraNova* scores in math and reading, combined with criteria established by administration and faculty, are considered for student placement in Challenge Center and Honors Math, and participation in the Johns Hopkins CTY Talent Search. Over 53 percent of the students in grades four through eight qualify for Challenge Center, 30 percent of students take Honors Math classes, while 57 percent of students in grades five to eight qualified and participated in the CTY Talent Search for the 2005-2006 school year.

3. Communicating Assessment Results

One school-wide goal this year is to strengthen communication with parents and the surrounding community. During the August in-service, the faculty participated in a workshop to develop stronger communication skills and to create a professional communication plan for the year. Teachers are provided laptops for e-mailing parents, lesson planning, and posting homework, upcoming projects, and assessments on RenWeb, the administrative software. *TerraNova* scores are provided to parents through the Home Report received with the school's assessment data. To keep parents and the Board of Trustees abreast of the overall school results and to insure clarity in interpreting scores, an additional report is provided to explain overall test data, and to chart the scores of all grades tested for three consecutive years. Also included for comparison are the Montgomery County median scores in each content area. Parents may discuss these results with teachers, the Curriculum Coordinator, and administrators as requested or during the progress report conferences.

Report cards are issued three times a year, reflecting assessment grades and comments from teachers for all subject areas. Progress report conferences are scheduled with parents, students, and teachers to discuss academic progress during each of the trimester marking periods.

Recognizing that communication between home and school is an essential ingredient of student success, GMA utilizes the weekly "Mercy Memo" envelope, the *Mercy Monthly* newsletter, the school website, RenWeb, the *Mercy Spirit* yearbook, and the Annual Report to share students' achievements, and to acknowledge special events. Articles published in local newspapers and magazines broaden communication beyond the school community.

4. Sharing Success

Gwynedd-Mercy Academy is proud to share its long-standing success and accomplishments with other educators. The administrators of Gwynedd-Mercy Academy share with other principals through the Elementary School Administrators' Association, the Catholic Academy Principals' Association, and the Network for Mercy Education. The principal is a member of the La Salle College High School's Middle States Planning Team. Teachers share their expertise as adjunct college professors and participants on the

Archdiocesan Early Childhood and Elementary Social Studies Curriculum Committees. Membership in Montgomery County Science Association, Keystone State and Tri-County Reading Association, and the National Art Education and National Science Teachers Associations are just a few professional organizations to which teachers belong. The librarian chairs the Media Selection and Review Committee of the PA School Librarians' Association. The art teacher has presented at the NCEA convention for the last two years and wrote an article "Art of the Ages for all Ages," published in the September 2006 edition of *Today's Catholic Teacher*.

In September 2004 the doors of the new Gwynedd-Mercy Academy Middle School wing opened as the result of the successful *Vision to Reality* project. This expansion, supported financially by 90 percent of the families and 100 percent of the faculty and Board of Trustees, provides for smaller classes across the grades, affording greater opportunity for creative learning.

By far the greatest story of success is told through the students, especially when they volunteer to be tour guides for Open House visits. As they walk visitors and prospective parents throughout the school, they answer questions with confidence, while proudly articulating the special qualities of GMA. So often visitors take the time to acknowledge the maturity demonstrated by these students, and in many cases, they will share this experience with others.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum

Gwynedd-Mercy Academy strives to fulfill its mission to provide a quality education through a comprehensive and challenging curriculum that is aligned with Pennsylvania and Archdiocesan standards. Students are actively engaged in learning and are challenged continually to apply higher order thinking skills as they compose, create, experiment, and discover.

The religion curriculum is centered on spiritual and faith development to enable children to learn and live their faith. As children study about God, creation, prayers, sacraments and service to others, they learn how to integrate Mercy values and attitudes into their daily lives. The Community of Caring program supports the curriculum through class meeting discussions that center on acceptance and appreciation of differences.

The integrated language arts program promotes the development, encouragement, and enhancement of fluent readers, articulate writers and speakers, discerning listeners and discriminating researchers. Students develop critical reading skills to analyze and comprehend through exposure to quality genre. Strong emphasis is placed on research and writing across the content areas. Speech classes develop interpersonal communication skills.

The math program focuses on developing a strong number sense through a systematic and sequential approach. Students learn to apply rules, solve word problems, and reason, using analytical and critical thinking skills, as they progress to solving quantitative problems. Students participate in local and national contests to enhance skills and to promote a love for math.

The social studies curriculum opens students to the world and its people while learning about communities, geography, the history of America and countries of the past and present. Participation in National History Day at the middle school level broadens knowledge and helps students gain perspective of the role of a responsible citizen in this multicultural, interdependent world.

The science curriculum encourages students to observe, hypothesize, identify, and relate information about the wonders of the world, fostering environmental responsibility and respect for life in all forms. A combination lab and lecture approach supports the development of laboratory procedures and scientific inquiry. Eighth grade students create individual projects for competition in local, state and national contests.

The world language program provides the study of one-half year of French and Spanish for kindergarten through grade five for two periods per week. Sixth grade students select either language for further study also for two periods per week. Students in seventh and eighth grades continue their studies during three, forty-five minute periods per week. The goals of the program emphasize the ability to converse in a world language and appreciate its culture. The technology curriculum places emphasis on the development of technological literacy to support skills and application necessary for the Information Age. Integration and cross-curricular activities, as well as internet accessibility in the lab and classrooms, promote independent and collaborative lifelong learning.

Art, Music, and Dance classes comprise the Fine Arts education program and are essential to the development of the whole child. The art curriculum is designed for students to experience and appreciate art from a historical perspective. Music classes promote appreciation for music while singing, analyzing, reading notes and learning music theory. Students participate in choir, band, and voice training. Dance classes develop body awareness and movement. Physical education classes emphasize fitness, motor skill development, team concept, and perseverance. Health classes are conducted for students in grades six through eight. The athletic program complements the physical education program.

2. Reading

The reading program at Gwynedd-Mercy Academy emphasizes an integrated approach to reading, writing, speaking, and listening to develop skills for everyday learning. To meet the needs of emerging readers and writers, instruction in phonemic awareness, fluency, decoding, and word recognition builds the foundation for critical reading and quality writing. Spelling, vocabulary, grammar and research skills are integrated through stories from the anthologies. Through direct instruction or in small groups, students use metacognitive strategies to read and respond, listen and share ideas, and to strengthen comprehension skills. As young children illustrate or write simple sentences in response to reading, they begin to develop the writing process. The library, speech, and computer curriculums support language arts development.

As students progress into independent, critical readers, they learn strategies to analyze and interpret, using authentic literature, complemented by trade books, Internet research materials, and other genre. Reading for purpose and voice strengthen language skills, and encourage students to transfer literary elements and poetic devices to writing and reading, including literary pieces such as the *Taming of the Shrew*. Writing a persuasive essay for speech class, creating a poem in integrated language arts to fulfill a religion class assignment, or developing a co-curricular research paper in eighth grade for possible presentation at National History Day, provide meaningful experiences to help students make a connection to reading for comprehension and writing with a purpose. To support the varied learning needs and interests of students, teachers provide differentiated assessments, both formal and informal, at all grade levels to monitor progress. Comprehension may be demonstrated through book shares, skits, and speeches, working independently or in small groups. As an example, eighth grade students created and illustrated books explaining rock formation and read them to the first graders. Many students participate in Reading Olympics and in school, local, and national contests, often acknowledged with awards. To develop complex knowledge in any discipline, students are provided opportunities to read, reason, investigate, speak, and write.

3. Technology Curriculum

GMA's philosophy of technology has as its vision the empowerment of students, faculty, and administration to make intelligent, ethical, and morally responsible choices in accessing information through the use of technology. Within the framework of the GMA mission, students are prepared to embrace the opportunities and meet the challenges of technology as it transforms our world today.

The faculty is committed to utilizing technology to enrich the curriculum and enhance communication within and beyond the school community. Integration of technology within the learning environment is strongly emphasized at all grade levels. Used as an interactive tool, technology supports, extends, and enriches the curriculum by providing the capability to research and to access educational resources, such as electronic field trips. In support of the Paradigmatic Process for Reaccreditation for Middle States, a technology plan was created to provide an educational framework for implementing technology at GMA. A very successful Capital Campaign was developed to seek financial and technological support of parents and the extended community. This provided the strong foundation for the ongoing development of technology within the school environment, with the continued focus on enhancing communication and enriching the learning experience. Students and teachers can access information, utilizing over 300 computers available throughout the school. Interactive whiteboards and LCD projectors, located in every classroom, support interactive learning. The computer lab and library serve as resource centers, and can accommodate an entire class for research and instruction.

Based on Academic Standards for Science and Technology, the Technology curriculum incorporates computer applications and operations, interactive experiences, and acceptable use ethics. Beginning in kindergarten, students receive instruction in computer classes on the various component functions of the computer, with a strong emphasis on keyboarding, utilizing programs such as *Kid Keys* and *Read, Write and Type*. Ongoing skill development continues throughout the grades, as students learn to incorporate Word, Excel, PowerPoint and Publisher. Skills are integrated into classroom learning at all grade levels as they utilize Excel to create spreadsheets with formulas for math, use *Resume Wizard* for an integrated language arts assignment, create a slideshow for science, or explore other electronic searches to support differentiated learning. Each grade's instruction builds on the development of skills and exploration, educating students to become computer literate. Students are educated on internet safety and are challenged to recognize their ethical responsibility as users. In support of this, each student and faculty member sign the Acceptable Use Policy, developed with support from the local public school district.

4. Instructional Methods

In supporting the GMA Mission to provide a culturally-enriched, teacher-facilitated and child-centered academic program, teachers utilize multiple teaching methods to maximize learning possibilities for all. Through ongoing assessment of the learning needs of students and continued education around the best practice research, teachers create optimum learning environments, as they blend traditional learning strategies with the philosophy of differentiated instruction. Through quality planning and collaboration, teachers not only focus on the development of strong lessons to support the essential elements of content, process, and product, but also on teaching strategies that engage students in quality learning, while accommodating their varying learning needs. These instructional strategies support learning through whole group instruction, as well as individual and flexible groupings, always with a strong emphasis on developing skills through collaboration. Observation of student learning, as well as opportunities to support and enhance the lesson, with a focus on developing higher level thinking skills through multiple intelligences, are critical in a flexible classroom environment. Technology integration across the grades enhances learning through the use of laptops, instructional software, interactive whiteboards, and internet research. Specific learning activities such as pre-assessments, projects, demonstrations, reports,

performances, and portfolios, as well as formal testing, provide meaningful assessments of learning.

Involvement in Fine Arts productions, clubs, Study Buddies, service on Student Council, Honor Society, and sports teams, helps students connect classroom learning with real world experiences.

5. Professional Development

Professional development at GMA is rooted in the belief that all educators must be committed to and models of lifelong learning. At the start of each year, faculty and staff engage in a process of establishing professional goals both individually and for the school community. These goals provide the foundation for ongoing professional development activities for the individual educator as well as the total faculty.

The mission of GMA challenges us to provide a caring environment which is teacher-directed and child-centered, and to educate children for the Information Age. In support of this mission, differentiated instruction, technology integration, and education of the whole child have been the focus for professional development over the past few years. Teachers participate on teams to support collaboration and commitment, sharing experiences with peers at grade, unit, and faculty meetings.

Through courses, workshops held at school or off-site, peer observations, and visits to other schools, the faculty is provided opportunities to engage in learning experiences that promote further growth in professional competencies and performance. In addition to school sponsored in-service, faculty members are required to participate in at least one off-site workshop each year, funded by the GMA professional development budget. The Montgomery County Intermediate Unit supports professional development by providing workshops for teachers at various locations. Administrators and teachers attend national conferences, such as the National Catholic Educators Association, National Council of Teachers of Mathematics, and Association of Supervision and Curriculum Development, when possible. GMA faculty members have been invited to share their professional expertise as presenters at workshops on both local and national levels.

Informal observations such as the signing of plan books, classroom walk-throughs, and interactions with students, parents, and teachers, together with formal observations, provide the basis for teacher evaluation. Through strong professional development, new learning experiences emerge for both students and teachers, strengthening the Mission of Mercy education: providing quality education, rooted in gospel values, and committed to excellence.

PART VI - PRIVATE SCHOOL ADDENDUM

The purpose of this addendum is to obtain additional information from private schools as noted below. Attach the completed addendum to the end of the application, before the assessment data tables. Delete if not used.

1. Private school association(s): National Catholic Educators Association (NCEA), Association of Delaware Valley Independent Schools (ADVIS), Association of Supervision and Curriculum Development (ASCD), National Council of Teachers of Mathematics (NCTM), Middle States Association of Colleges and Independent Schools, National Middle School Association.
 (Identify the religious or independent associations, if any, to which the school belongs. List the primary association first.)

2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes No

3. What are the 2006-2007 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$ 9,360</u> K	<u>\$ 9,360</u> 1 st	<u>\$ 9,360</u> 2 nd	<u>\$ 9,360</u> 3 rd	<u>\$ 9,360</u> 4 th	<u>\$ 9,360</u> 5 th
<u>\$ 9,360</u> 6 th	<u>\$ 9,360</u> 7 th	<u>\$ 9,360</u> 8 th	<u>\$ N/A</u> 9 th	<u>\$ N/A</u> 10 th	<u>\$ N/A</u> 11 th
<u>\$ N/A</u> 12 th	<u>\$ N/A</u> Other				

4. What is the educational cost per student?
 (School budget divided by enrollment) \$ 9,945
5. What is the average financial aid per student? \$ N/A
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? \$ 1%
7. What percentage of the student body receives scholarship assistance, including tuition reduction? \$ 33% *
 * This percent reflects the 152 students who receive a sibling discount.

PART VII – ASSESSMENT RESULTS

ASSESSMENT DATA REFERENCED AGAINST NATIONAL NORMS

Without subgroups

GWYNEDD-MERCY ACADEMY ELEMENTARY

TerraNova, The Second Edition
 Complete Battery Plus and InView
 Form: C Levels: 12-18
 CTB McGraw-Hill

Scores are reported as percentiles.
 No students are excluded from the test.

	2005-2006	2004-2005	2003-2004
Testing Month	October	October	October
Grade 8			
Reading	91	87	89
Mathematics	94	87	88
Number of students tested	53	46	48
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
Grade 7			
Reading	85	87	82
Mathematics	91	92	88
Number of students tested	54	54	48
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
Grade 6			
Reading	88	84	84
Mathematics	88	85	92
Number of students tested	55	54	50
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
Grade 5			
Reading	86	86	83
Mathematics	86	85	82
Number of students tested	53	49	52
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
Grade 4			
Reading	89	82	92
Mathematics	94	84	91
Number of students tested	52	54	48
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0

**ASSESSMENT DATA REFERENCED AGAINST NATIONAL NORMS
Without subgroups**

**GWYNEDD-MERCY ACADEMY ELEMENTARY
(continued)**

	2005-2006	2004-2005	2003-2004
Testing Month	March	March	March
Grade 3			
Reading	79	82	82
Mathematics	83	90	90
Number of students tested	51	51	47
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
Grade 2			
Reading	87	84	87
Mathematics	87	84	89
Number of students tested	50	51	48
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0