

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) Elementary Middle High K-12 Other
 Charter Title I Magnet Choice

Name of Principal: Mrs. Joan Hosmer

Official School Name: Our Lady of Mercy

School Mailing Address:
9222 Kentsdale Drive
Potomac, MD 20854-4529

County: Montgomery State School Code Number*: N/A

Telephone: (301) 365-4477 Fax: (301) 365-3423

Web site/URL: www.olom.org/school E-mail: jhosmer@olom.org

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

(Principal's Signature) Date _____

Name of Superintendent*: Dr. Patricia Weitzel-O'Neill

District Name: Archdiocese of Washington Tel: (301) 853-4518

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

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Richard Gibson

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

(School Board President's/Chairperson's Signature) Date _____

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

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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 one or more of 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.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. 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.
8. 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.
9. 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.
10. 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)

Does not apply to private schools

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

 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			0	7	8	15	23
K	12	18	30	8	10	14	24
1	13	19	32	9			0
2	17	14	31	10			0
3	18	13	31	11			0
4	15	16	31	12			0
5	29	23	52	Other			0
6	8	14	22				
TOTAL STUDENTS IN THE APPLYING SCHOOL							276

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
1 % Asian
1 % Black or African American
1 % Hispanic or Latino
1 % Native Hawaiian or Other Pacific Islander
87 % White
9 % Two or more races
100 % **Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 0 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	0
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	1
(3)	Total of all transferred students [sum of rows (1) and (2)].	1
(4)	Total number of students in the school as of October 1.	276
(5)	Total transferred students in row (3) divided by total students in row (4).	0.004
(6)	Amount in row (5) multiplied by 100.	0.362

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 1

Number of languages represented: 2
Specify languages:

Spanish, Portuguese

9. Students eligible for free/reduced-priced meals: 0 %

Total number students who qualify: 0

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 14 %

Total Number of Students Served: 39

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>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>24</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>4</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>6</u> Developmentally Delayed

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>1</u>	<u>1</u>
Classroom teachers	<u>18</u>	<u>5</u>
Special resource teachers/specialists	<u>2</u>	<u>4</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff	<u>2</u>	<u>0</u>
Total number	<u>23</u>	<u>10</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 13 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	97%	96%	97%	97%	96%
Daily teacher attendance	99%	99%	99%	99%	99%
Teacher turnover rate	7%	10%	0%	3%	3%

Please provide all explanations below.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0
Enrolled in a 4-year college or university	<u>0</u> %
Enrolled in a community college	<u>0</u> %
Enrolled in vocational training	<u>0</u> %
Found employment	<u>0</u> %
Military service	<u>0</u> %
Other (travel, staying home, etc.)	<u>0</u> %
Unknown	<u>0</u> %
Total	<u>100</u> %

PART III - SUMMARY

Our Lady of Mercy is a Catholic, co-educational, parish school which educates students of varied academic abilities in grades kindergarten through eight. Located in Potomac, Maryland, the school was dedicated in 1960 under the authority of the Archdiocese of Washington, DC, and the educational leadership of the Sisters of Mercy. Our Lady of Mercy has a tradition of academic excellence, strong moral and religious values, and an atmosphere of respect and acceptance.

Our Lady of Mercy is dedicated to creating a nurturing, inclusive, and challenging environment. With Christ as our model, we foster the spiritual, intellectual, moral, social, and physical development of each student. Our Mission is to inspire our students to reach their full potential, to live with faith and integrity, and to share their unique gifts and talents with others. Mercy's vision sets goals which foster personal growth, empower students as active learners, and encourage critical thinking and problem solving.

Currently, two hundred seventy-six students are enrolled and appreciated for the unique strengths and individual differences that they bring to our school. Fourteen percent of our students are eligible to receive academic accommodations or modifications as part of our Inclusion Program. This program serves a wide range of diverse learners: students with mild to significant learning disabilities, autism spectrum disorders, oppositional behaviors, Down Syndrome, and other developmental delays. Students who are highly able and motivated may take part in our Educational Extension Program and have individualized enrichment plans. These plans may include differentiated instruction, independent study projects, compacting, one-on-one academic instruction, and/or advanced placement in specific subject areas on and off campus. Based on standardized test scores, fifty-three percent of our student population qualifies to apply to the Johns Hopkins University Center for Talented Youth Program. By working with peers of varying abilities, students grow in compassion and embrace differences.

Mercy's instructional program is based on the academic standards of the Archdiocese of Washington and utilizes current research in best practices, teaching strategies, and learning environments. Differentiated instruction and an integrated curriculum enhance the learning process. Hands-on, investigative learning activities increase the role of students as active learners. Teachers participate in a variety of national, state, and local opportunities for staff development in order to sustain an environment of continuous growth. In 2005, Mercy initiated an innovative partnership with Marymount University in Virginia to offer an on-site M.Ed program for area teachers. Six of the twenty-three members of the cohort were Mercy teachers who received their degrees in Professional Studies in 2007.

The school's commitment to technology integration enhances cooperative learning, student creativity, and analytical thinking. Mercy's campus has a wireless network, computer lab, mobile laptop labs, and eleven classroom interactive whiteboards. The school's fully equipped and operational television studio provides students the opportunity to learn every aspect of program production. Our website facilitates communication and provides easy access to educational Internet sources.

Central to the Mercy philosophy is living the Gospel message through service to others. Our students participate in a variety of outreach activities including a walk for the homeless, food/gift drives, Special Olympics, cooking/serving meals at a community shelter, and visits to Byron House Assisted Living facility. These opportunities provide the foundation for becoming responsible citizens in the broader community.

Our Lady of Mercy School was recognized as a Blue Ribbon school in 1998, and in 2007 was re-accredited by the Commission on Elementary Schools of the Middle States Association of Colleges and Schools.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The Archdiocese of Washington determines the standardized testing policy for Our Lady of Mercy School. Each spring the CTB-McGraw Hill Company *TerraNova* and *InView* tests are administered in grades 2-8. The *TerraNova, Second Edition Complete Battery Plus* is given to students in grades 2, 3, 5, 6, and 8. This test measures achievement in reading, language arts, word analysis, vocabulary, language mechanics, spelling, mathematics, mathematics computation, science, and social studies. The test contains selected response (multiple-choice) items. Grades 4 and 7 are administered the *TerraNova, Second Edition Multiple Assessments Plus*. This test covers the same subject areas as the *Complete Battery Plus*. It contains selected as well as constructed-response items, asking students to create their own answers by writing a short paragraph or drawing a graph. The *InView*, a cognitive ability test, is administered to grades 2-8. It consists of five subtests: sequences, analogies, quantitative reasoning, verbal reasoning-words, and verbal reasoning-context. Standardized testing was not required of students in grades 2 and 8 in Archdiocesan schools until 2005.

All students are tested in the grades indicated with the exception of those identified with mental retardation. To comply with recommendations from formal psychological/educational evaluations, accommodations are provided during testing to students with identified needs. Only the test scores of students who are identified as developmentally delayed and receive a modified curriculum and modified testing are disaggregated. These students are indicated on the chart as students alternatively assessed.

The *TerraNova* provides individual and group objective performance reports, content area description proficiencies, and norm-referenced information including national and local percentile scores. The *InView* records individual norm-referenced results from all five subtests. It also provides total nonverbal and verbal scores and a cognitive skills index (CSI) indicating each student's overall cognitive ability relative to other students of the same age nationally. The combination of *TerraNova* and *InView* results provides anticipated achievement scores matched with obtained scores.

As evidenced in the data provided, Mercy students perform consistently well on the *TerraNova* assessments. There have been no significant gains or losses over the five-year period in math or reading. There is no significant disparity apparent between grade levels in the test data for reading and mathematics.

In the spring of 2008, the eighth grade's national percentile equivalent for reading was 82, which is above the 90th percentile National Blue Ribbon cut-off score of 77. The mathematics score of 90 far exceeds the required score of 77. High performance on the *TerraNova* is evidenced by fifty-three percent of our students in grades 2 through 8 scoring at or above the 95th national percentile in one or more of the following areas: reading, reading composite, vocabulary, math, math composite, science, social studies, or total score. This high level of achievement is the qualifying criteria to test for the Johns Hopkins Center for Talented Youth Program in which several students participate.

2. Using Assessment Results:

In August of each year, the principal presents an analysis of the *TerraNova* test results to the faculty. The school profile is used to facilitate the review and/or refinement of school-wide curricular goals and may influence the choice of instructional materials. *TerraNova* scores and input by staff and administration allow for shifts in curricular emphasis and levels of instruction. In fall 2006, based on *TerraNova* test objective discrepancies, school-wide curricular goals were created to emphasize vocabulary development and reading comprehension. In the summer of 2007, purchases of new reading and vocabulary series were made based on

their alignment with standards and the instructional levels of our students as identified by assessments. As a part of the Middle States re-accreditation process, a five year timeline was created to include program review using *TerraNova* assessment results, implementation goals, and teacher in-service.

Teachers evaluate class profiles and objective performance scores to implement instructional compacting, differentiation, enrichment, and re-teaching. Traditional and alternative assessments are administered throughout the year to determine and/or confirm gaps in performance. In order to address identified needs, a number of options may be implemented: new materials purchased, additional teaching time instituted, cooperative teaching activities initiated, small group instruction conducted, drill and practice time scheduled.

Individual student profiles are examined at the beginning of the year by previous and current teachers. Student strengths, weaknesses, and discrepancies between the anticipated achievement scores and obtained scores are noted, discussed, and used to create an effective learning program for that child. *TerraNova/InView* scores are one criterion used for participation in the Inclusion Program for students with special needs and the Extension Program for learners who are highly able and motivated. Analysis of test results assists in the development of Individual Education Plans in both programs. A student's annual review, using achievement scores and classroom assessments, documents progress and provides validation for instruction.

3. Communicating Assessment Results:

Student performance at Our Lady of Mercy School is assessed through formal and informal teacher observation, writing portfolios, electronic student response systems, content specific teacher-made tests, publisher-generated and standardized tests, and projects.

Students are kept apprised of their progress through daily formal/informal feedback, weekly graded assignments, tests, teacher-student conferences, interim reports, and quarterly report cards. Grades for middle school students are posted on-line through SnapGrades and may be viewed at any time by students and parents. Honors are given to show outstanding work in each subject.

Parents are informed of their child's progress through daily or weekly feedback, graded assignments, tests, interim grades, report cards, annual report card conferences, and parent/teacher round table meetings. As part of Mercy's writing program, showcase portfolio conferences are held annually for grades 1, 3, 5, and 7, where students present their personally selected writing pieces to their parents. Each student's standardized test scores are sent home with the fourth quarter report card. This report includes a clear bar graph with national percentile scores, as well as a detailed summary of specific knowledge, skills, and abilities that were assessed in each area of the test.

The principal shares information about standardized tests results and student achievements with the community during monthly meetings of the School Advisory Board and Mercy Parent Teacher Organization. In addition, the principal posts a weekly newsletter on-line to keep the community apprised.

4. Sharing Success:

Our Lady of Mercy teachers and administrators welcome the opportunity to share the success and achievements of the school. The Inclusion Program for students with special needs serves as a model for Catholic schools in the Archdiocese and surrounding states. The principal and the Inclusion Coordinator are members of the professional advisory board of the Catholic Coalition for Special Education sharing their knowledge and expertise, consulting with schools that wish to meet the needs of a more diverse range of learners, and offering onsite visits. The Educational Extension Coordinator organizes professional development workshops in the area of gifted/talented learners, inviting teachers and parents from Mercy and local schools to participate. Content area teachers attend small group meetings with other professionals and participate in online forums. The Technology Integration Specialist serves on the Archdiocesan Technology

Advisory Committee and offers professional workshops to other Catholic schools. The coordinator of the television studio works with students who write, produce, and broadcast in-house news programs and integrated projects. The coordinator shares with teachers across the Archdiocese her expertise in equipping a studio, developing shows, and overseeing productions. Our physical education teacher has served as a mentor for new teachers in the Archdiocese. Mercy's school nurse formed a Montgomery County healthcare provider network. She also created a "Get Moving Expo", with strong community support and local news coverage, exploring the benefits of a healthy lifestyle for children. The librarian served as president of the Archdiocesan Library Association bringing speakers, ideas, and new materials to the local media specialists.

Mercy welcomes the broader community as guests at the school's Open House, the Inclusion Open House, and for tours, consultations, and observations.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The academic program at Our Lady of Mercy is based on national standards and those of the Archdiocese of Washington. The school aspires to meet the unique academic and developmental needs of each student through a challenging, interdisciplinary, and differentiated approach to instruction.

Religion: The goal of the religion program is for students to develop a strong faith and moral foundation. School-wide participation in Mass, prayer, and the celebration of the Sacraments are the foundation of Mercy's Catholic identity. Catholic tradition and doctrine, the Gospel message, and service to others form the basis of our curriculum.

Language Arts: The language arts curriculum is a spiraling program including reading, writing, speaking, and listening skills with a strong foundation in grammar, spelling, and vocabulary. Teachers guide students in understanding and responding to a variety of genres, developmentally appropriate text, and other print and non-print matter.

Math: Number sense, computation, algebra and functions, geometry, measurement, and problem solving are taught within each level and grade. The math program engages students in hands-on activities, problem-solving strategies, and abstract thinking and reasoning. Application and reinforcement build skill proficiency. Verbal and written communication is used to assess the understanding of computation and concepts.

Social Studies: Social studies is an interdisciplinary subject including history, geography, civics and government, and economics. Students focus on the study of people in relation to each other and to their world. Emphasis is placed on primary sources, geography skills, current events, technology integration, and interactive tasks. The goal of the curriculum is to develop responsible, productive citizens.

Science: The science curriculum covers content related to life, earth, and physical sciences. A hands-on approach is complemented by scientific inquiry and problem-solving. Technology and math are seamlessly integrated into the science curriculum. Language arts is reinforced through the reading and writing of scientific informational text.

Spanish: Spanish is taught as a year long course in kindergarten through grade eight for a minimum of sixty minutes per week. Ninety-two percent of seventh and eighth graders take the course. Students explore Hispanic and Latino cultures as they build their listening, speaking, reading, and writing skills. Classroom instruction engages students through activities, games, songs, and integration with other subject areas.

Physical Education: All students participate in PE class two to three times per week. The development of motor skills and the importance of sportsmanship are emphasized and applied to team sports and group games. The benefits of exercise and a healthy lifestyle are stressed. A voluntary intramural sports program is available for students in grades 5-8.

Arts, Library, Music, Media/Technology: The arts, library skills, music, and media/technology are incorporated into Mercy's instructional environment, enhancing curriculum integration and interactive/project-based learning. Academic and thematic units covered in the core subject areas provide the framework through which standards are met.

2a. (Elementary Schools) Reading:

The reading curriculum, incorporating the academic standards of the Archdiocese of Washington, is a balanced approach to language arts. It combines guided reading in small, flexible groups, independent reading, book groups, read-aloud selections, DEAR time, and whole-group instruction. Continuity and spiraling instruction are provided in grades k-5 through the Macmillan/McGraw-Hill reading series, chosen for strong skill development and rich reading content in a variety of genres and non-fiction selections. Primary students focus on phonics, sequential reading-readiness skills, vocabulary development, fluency, and comprehension. Reading comprehension is coordinated with lessons on grammar, vocabulary, and spelling. Grades 6-8 use the Prentice Hall Literature series, chosen for its well-balanced selections in fiction, non-fiction, poetry, and prose. Teacher selected novels provide additional support for the study of diverse genres. In addition to applying reading comprehension, vocabulary, and fluency strategies, all students are challenged to expand their ability to think critically about their reading selections and to respond appropriately in writing.

The Four Square Writing Method and Sadlier vocabulary program have been instituted across grade levels to assist students in making connections between reading and writing. Students create progressive writing portfolios from first through eighth grades that document their progress in thinking and writing across the curriculum.

Developmentally appropriate research projects in grades k-8 provide cross-curricular integration. Regular communication among teachers and team planning facilitate the development, implementation, and assessment of these projects.

2b. (Secondary Schools) English:

This question is for secondary schools only

3. Additional Curriculum Area:

The math program at Our Lady of Mercy engages students in hands-on activities, problem-solving strategies, and reasoning. Application and reinforcement build skill proficiency. Communication skills, including reading, illustrating, speaking, listening, and writing, help develop a strong conceptual understanding. Through the use of interactive whiteboards, computers, graphing calculators, and manipulatives, children participate in cooperative learning activities. Students broaden their view of math when they investigate mathematical situations drawn from real life experiences and apply these skills in cross curricular activities.

All students are instructed in small homogeneous groups daily. Leveled instructional guidelines and teacher-generated materials are used to differentiate instruction along the math continuum to meet the needs of individuals and small groups. Bloom's Taxonomy and Gardner's Theory of Multiple Intelligences are incorporated into lessons, tests, and projects. Based on our academic standards, number sense, computation, algebra and functions, geometry, measurement, and problem solving are taught within each level and grade.

Student assessment results are analyzed to determine the effectiveness of instructional programs and methods, evaluate if core standard indicators are being addressed effectively, and identify areas where additional differentiated instruction is needed. In addition, results are scrutinized to ensure that challenging goals are being set for individuals and groups of students. Finally, results are evaluated to see if accommodations, modifications, or extension projects are needed for individual students.

Strengths of the math program include: consistently high national percentile scores in both concepts and computation on the *TerraNova*, over 30% of students in grades 2 - 8 scoring at or above the 95th percentile in the area of math, and advanced placement in high school math classes for many of our graduates.

4. Instructional Methods:

Students at Our Lady of Mercy benefit from differentiated instruction. The faculty participates in professional development workshops and graduate courses that address the needs of children with diverse learning styles and abilities. Bloom's Taxonomy and Gardiner's Theory of Multiple Intelligences are incorporated into lesson plans, student assessments, portfolio development, and student-generated products. Content and special area teachers meet regularly, allowing library, music, art, and media/technology to be keystones for many integrated projects. Teaching strategies are employed to support differentiated learning including: assistive technologies, interactive instructional design, independent and cooperative learning, ability groups, drill and practice, compacted curriculum, and directed and cued instruction.

Interventions are developed for students struggling to succeed in the general education program. If a student does not make adequate progress in response to these interventions, inclusion and classroom teachers collaborate to implement an appropriate program. Student performance is often enhanced with leveled instructional materials, books on tape, Kurzweil text-to-speech software, laptops, textbook CDs, manipulatives, and organizational tools. Strategies such as adjusting a student's workload may be implemented. Modified tests, quizzes and/or homework may also help the student be successful. A student's schedule may be supplemented with one-to-one or small group instructional time in specific content areas.

Interventions are also developed to challenge high achieving students. Classroom teachers may consult the Educational Extension Coordinator for teaching strategies, independent projects, and enrichment packets. The media specialist may also provide advanced novels and learning materials. Students who need additional academic challenge are recommended for the Extension Program where the curriculum is enhanced to meet their needs. Individual instructional time may be provided. Students in this program usually work one to three years above grade level.

5. Professional Development:

Professional development is an on-going process and integral to strengthening and improving student achievement at Our Lady of Mercy. In addition to annual opportunities provided by the Archdiocese, teachers are encouraged to attend workshops and conferences that explore current trends in education and to pursue advanced academic degrees. Funding for professional development is included in the annual budget.

Throughout the year, teachers participate in professional development sponsored by organizations such as the Bureau of Education and Research, PBS, Maryland Coalition for Gifted and Talented Education, Summit Professional Education, Counseling Advisory Network, and Staff Development for Educators. Additionally, Our Lady of Mercy has been the host site of in-services for teachers and parents on current topics such as Faith Formation and Character Development in Children, Queen Bees and Wanna Bees, Four Square Writing, Identifying Gifted and Talented Students, and Understanding Executive Functioning. In an effort to support teachers wishing to pursue an advanced degree, Our Lady of Mercy initiated the formation of a cohort with Marymount University through which participants received a Masters in Education in Professional Studies.

During weekly team meetings and monthly half-day faculty meetings, teachers are able to collaborate and share current research and information from professional workshops that they have attended. Topics include integrating technology in the classroom, differentiated instruction, best practices for inclusion of students with special needs, assessment of reading skills, curriculum mapping, character education, thematic integration of concepts, and writing across the curriculum.

6. School Leadership:

Our Lady of Mercy School operates under the authority of the Archdiocese of Washington. The administrative team consists of the pastor, principal, and assistant principal. The School Advisory Board,

comprised of ten school parents and two faculty representatives, offers advice and counsel to the administration on matters of school policy, finance, public relations, and long-term planning.

The principal works in collaboration with the faculty to implement the curriculum standards of the Archdiocese of Washington and to develop power standards based on the needs of the school. She leads the faculty in annual reflection and goal setting. In 2007, as part of the Middle States re-accreditation process, goals were identified with action plans and timelines established. The principal monitors the implementation of these plans by meeting with teacher committees to assess instructional outcomes and adjust timelines. Teacher evaluations are conducted through classroom observation, review of student achievement, and teacher conferences.

The principal is active in a number of professional organizations keeping Mercy on the forefront of educational trends. Her memberships include the International Reading Association, Council for Exceptional Children, Association for Supervision and Curriculum Development, and the National Catholic Educational Association. The principal has been a pioneer in developing an Inclusion Program in a Catholic parish school, welcoming all students, including those with learning and low incidence disabilities. She is a fervent supporter of the entire staff in their efforts to incorporate inclusive, respectful strategies in an academically demanding environment. In addition, she promotes and facilitates the integration of 21st century instructional technologies, creating an engaging, interactive learning environment throughout the school.

Professional development is integral to continuous improvement. The principal includes financial support in the budget and encourages teachers to participate in opportunities for professional growth through workshops, on-line courses, and graduate programs. She supports teacher creativity in projects that engage learners, including an annual school-wide reading initiative to promote literacy.

PART VI - PRIVATE SCHOOL ADDENDUM

1. Private school association: Catholic
2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes No
3. What are the 2007-2008 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$7500</u>	<u>\$7500</u>	<u>\$7500</u>	<u>\$7500</u>	<u>\$7500</u>	<u>\$7500</u>
K	1st	2nd	3rd	4th	5th

<u>\$7500</u>	<u>\$7500</u>	<u>\$7500</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
6th	7th	8th	9th	10th	11th

<u>\$0</u>	<u>\$0</u>
12th	Other

4. What is the educational cost per student? \$ 9605 (School budget divided by enrollment)
5. What is the average financial aid per student? \$ 3260
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
2 %
7. What percentage of the student body receives scholarship assistance, including tuition reduction?
7 %

PART VII - ASSESSMENT RESULTS

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Subject: Mathematics Grade: 2 Test: TerraNova
 Edition/Publication Year: 2nd/2001 Publisher: CTB/McGraw-Hill
 Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Apr	Mar	Mar	Mar	
SCHOOL SCORES					
Average Score	88	96	89	91	
Number of students tested	30	27	47	28	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Standardized testing was not required of students in grade 2 in Archdiocesan schools until 2005.

Subject: Mathematics Grade: 3 Test: TerraNova
Edition/Publication Year: 2nd/2001 Publisher: CTB/McGraw-Hill
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Apr	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	86	82	80	81	70
Number of students tested	31	48	26	31	29
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	0	0	0	0
Percent of students alternatively assessed	10	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Students identified as developmentally delayed who receive a modified curriculum and modified testing are disaggregated and reported as alternatively assessed.

Subject: Mathematics Grade: 4 Test: TerraNova
Edition/Publication Year: 2nd/2001 Publisher: CTB/McGraw-Hill
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Apr	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	86	92	86	77	90
Number of students tested	51	25	31	30	30
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics Grade: 5 Test: TerraNova
Edition/Publication Year: 2nd/2001 Publisher: CTB/McGraw-Hill
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Apr	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	94	91	88	90	89
Number of students tested	25	33	32	31	31
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	0	2	3	0
Percent of students alternatively assessed	8	0	6	10	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Students identified as developmentally delayed who receive a modified curriculum and modified testing are disaggregated and reported as alternatively assessed.

Subject: Mathematics Grade: 6 Test: TerraNova
Edition/Publication Year: 2nd/2001 Publisher: CTB/McGraw-Hill
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Apr	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	86	83	88	82	85
Number of students tested	28	24	27	29	33
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	3	4	2	0
Percent of students alternatively assessed	0	13	15	7	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Students identified as developmentally delayed who receive a modified curriculum and modified testing are disaggregated and reported as alternatively assessed.

Subject: Mathematics Grade: 7 Test: TerraNova
Edition/Publication Year: 2nd/2001 Publisher: CTB/McGraw-Hill
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Apr	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	87	93	90	94	90
Number of students tested	24	23	30	28	28
Percent of total students tested	100	100	100	100	93
Number of students alternatively assessed	4	3	3	1	2
Percent of students alternatively assessed	17	13	10	4	7
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Students identified with mental retardation do not take the TerraNova.

Students identified as developmentally delayed who receive a modified curriculum and modified testing are disaggregated and reported as alternatively assessed.

Subject: Mathematics Grade: 8 Test: TerraNova
Edition/Publication Year: 2nd/2001 Publisher: CTB/McGraw-Hill
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Apr	Mar	Mar	Mar	
SCHOOL SCORES					
Average Score	92	88	94	88	
Number of students tested	28	26	27	30	
Percent of total students tested	100	100	100	97	
Number of students alternatively assessed	3	1	1	1	
Percent of students alternatively assessed	11	4	4	3	
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Standardized testing was not required of students in grade 8 in Archdiocesan schools until 2005.

Students identified with mental retardation do not take the TerraNova.

Students identified as developmentally delayed who receive a modified curriculum and modified testing are disaggregated and reported as alternatively assessed.

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