

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

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

Name of Principal: Ms. Marianne R. Finnegan

Official School Name: Grey Nun Academy

School Mailing Address:  
1750 Quarry Road  
Yardley, PA 19067-3910

County: Bucks State School Code Number\*: N/A

Telephone: (215) 968-4151 Fax: (215) 860-7418

Web site/URL: www.gnaedu.org E-mail: mfinnegan@gnaedu.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.

\_\_\_\_\_ Date \_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\*: N/A N/A

District Name: N/A Tel:

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.

\_\_\_\_\_ Date \_\_\_\_\_  
(Superintendent's Signature)

Name of School Board President/Chairperson: Dr. David Mino

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.

\_\_\_\_\_ Date \_\_\_\_\_  
(School Board President's/Chairperson's Signature)

*\*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

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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

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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.   3   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	7	5	12	7	12	13	25
K	13	13	26	8	8	14	22
1	12	10	22	9	0	0	0
2	10	6	16	10	0	0	0
3	10	9	19	11	0	0	0
4	14	8	22	12	0	0	0
5	11	13	24	Other	0	0	0
6	8	13	21				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							209

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
1 % Asian  
1 % Black or African American  
1 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
97 % White  
0 % 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: 1 %

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.	3
(3)	Total of all transferred students [sum of rows (1) and (2)].	3
(4)	Total number of students in the school as of October 1.	209
(5)	Total transferred students in row (3) divided by total students in row (4).	0.014
(6)	Amount in row (5) multiplied by 100.	1.435

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

Total number limited English proficient 0

Number of languages represented: 2

Specify languages:

Spanish, Hindi

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: 0 %

Total Number of Students Served: 0

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>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>0</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</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>3</u>	<u>0</u>
Classroom teachers	<u>17</u>	<u>7</u>
Special resource teachers/specialists	<u>1</u>	<u>0</u>
Paraprofessionals	<u>0</u>	<u>1</u>
Support staff	<u>3</u>	<u>2</u>
Total number	<u>24</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 10 :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%	97%	97%	96%	97%
Daily teacher attendance	97%	97%	96%	95%	98%
Teacher turnover rate	4%	24%	8%	12%	11%

Please provide all explanations below.

Teacher Turnover Rate 2006-2007

6 Teacher left the school for the following reasons:

- 1 - Moved
- 1 - Personal
- 1 - Study
- 1 - Sick child
- 1 P/T - left for full time
- 1 - Another position

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> %
<b>Total</b>	<u><b>100</b></u> %

## PART III - SUMMARY

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Sponsored by the Grey Nuns of the Sacred Heart, Grey Nun Academy is committed to the mission and philosophy of our foundress, St. Marguerite D'Youville. Our education is the result of a well-balanced approach that blends the interests, needs and talents of individuals into a welcoming community. It springs from a rich curriculum comprised of core academic subjects, special subjects and religious studies, enabling "each child to attain a fuller knowledge of self, world and God", as proclaimed in our school Mission Statement. This comes as seeing students not as blank books waiting to be filled but as artworks in progress, who discover their potential by questioning, thinking creatively and seeing the big picture. We have the distinction of being the only private, Catholic elementary school in Bucks County providing a spectrum of experiences that create the vibrant shades of GNA. Our graduates take on, not only a love of learning but also a sense of peace and social justice and that is a legacy they maintain through high school, college and into the workplace.

Nestled on ninety acres of land in Yardley, Pennsylvania, GNA connects children with the beauty of nature. Before reaching the school building, students pass D'Youville Manor, an assisted living facility and the Grey Nun Community Motherhouse. Students gain a unique perspective on life by the various intergenerational activities completed throughout the school year. Students frequently visit the assisted living facility, sharing stories and often times providing great comfort to the elderly residents. Our seventh grade students participate in a cross-curricular assignment where they interview residents about their lives during the Great Depression; then, students create a first hand journal entry with the information. We are proud to live and give witness to the legacy of St. Marguerite- "love, tender concern and compassion".

Education has seen monumental changes as schools across the country strive to meet the challenges of an influx of learning differences and changing family structures. Our teachers respond to educational and social challenges by creating an environment which exemplifies our motto, Growing, Nurturing, Achieving. Educators must re-visit, reflect on and revitalize their teaching methods each day. At Grey Nun Academy, we strive for excellence in our faculty, staff, curriculum and most importantly, the minds and souls of our students. It is not something we feel we should do, rather something in our hearts that we must do.

Our students are undaunted in their efforts to learn, aided by teachers who guide them in their understanding that this private education is worthy of their gratitude. In keeping with our religious mission of helping those less fortunate, GNA participates in ten to twelve highly successful outreach projects in our community each year. We stock local food pantries, provide Thanksgiving dinners, spend time with the elderly and collect Christmas presents for many needy families. This outreach to the community is organized by the staff, and carried out by students and their families. The GNA community realizes our moral obligation to nurture generous spirits in children and aid in making Gospel values real.

We acclaim spiritual formation with academic excellence. The Motherhouse chapel is home to our children, families and faculty for prayer and reflection. Technology integration has been an integral part of GNA's vision for the future, empowering teachers to compete within the ever-growing world of electronics. Interactive Smart Boards in each room, a state of the art science lab and a fully integrated computer and media center provide the students at GNA with every advantage in their educational goals. Educating children for their role in the world of the 21st century, we strive to inculcate values into relationships, interactions and learning each day.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

Grey Nun Academy administers *Terra Nova*, the Second Edition Complete Battery, as well as *In View*, yielding a cognitive skill index to all students in grades four through eight during fall testing. Spring testing is administered to students in grades two and three and is limited to the Second Edition Complete Battery. As part of the Archdiocese of Philadelphia, we are currently in year one of a two year transition plan, moving all Terra Nova testing to the spring. GNA does not participate in PSSA, the state assessments.

Utilizing the fall 2007 scores, the eighth grade class achieved an 87% composite in reading and a 90% composite in math, exceeding the eligibility cut-off determined by the US Department of Education. These scores clearly place the students above the 90th percentile nationwide. In reviewing individual and class reports, with few exceptions, the students' actual "Obtained Scores" surpassed their "Anticipated Scores" on the standardized achievement test. These scores represent all students. The Reading Composite, 87%, reflects reading comprehension and vocabulary assessment. At 83%, the five year average for this class from 2004-2008 is well above the normed 77%, indicating that these students are consistent in demonstrating "high performance" in this area of testing.

Historically, GNA students demonstrate a strong understanding of mathematical concepts and related computational skills. The math composite score places these eighth grade students in the 90th percentile, thirteen points beyond the required 77%. In reviewing these scores, the growth spanning five years from 2003-2007, at 80, 80, 83, 87 and 90 respectively, reflects increased achievement as students progress from grade to grade. Similar patterns of improvement correlate with longevity in our school program. Terra Nova results provide an objective measure of high level performance demonstrated by our students who are supported by strong home-school partnerships. The school utilizes these test results to assist with placing students in advanced Reading/Literature and Math courses in grades 6-7-8.

GNA students have long been invited to participate in the Johns Hopkins Talent Search. The CTY identifies, assesses and recognizes students with exceptional verbal reasoning and/or mathematical abilities. Students at or above the 95th percentile on a nationally normed standardized test qualify to participate. Spanning the last three to five years, 60% to 65% of the students in grades five through eight have qualified and/or participated annually in the Talent Search, numerous students receiving awards of distinction for math or verbal performance.

In an effort to track significant gains and losses and determine rationale for increase or decrease in scores, it seems apparent that several factors emerge. As part of our Strategic Plan, created in 2005-2006, all curriculum areas would be measured against the standards and realigned; new materials would be selected to support the standards-based curriculum. We have completed three curriculum areas- math, science and religion and are witnessing improved results. Secondly, we experienced significant teacher-turnover two years ago. At some grade levels (e.g. grade 4) the strengthening of the program increased two consecutive years of math scores at 68% to 83% last spring. Similar patterns are emerging in annual tracking of scores, as well. In addition, we are experiencing a significant percentage of the population manifesting focusing and/or organizational challenges, calling for a greater level of differentiation. We are confident that our students will continue to develop their full potential in this nurturing environment. Our students are accepted into the finest private high schools in the surrounding areas and beyond, having developed strong communication and math skills. With their tool box of skills and thought processes in hand, they will continue to assume their places in high school, college and beyond.

## **2. Using Assessment Results:**

At GNA we examine and interpret assessment results to improve student and school performance. The school counselor and department chairpersons, in collaboration with administration, evaluate Terra Nova scores and guide faculty in designing necessary remediation, while enriching mastered skills and concepts. All teachers (core subject and special area teachers) participate in discussions of the overall strengths and areas for growth across the grades, by division, by class and individually, then measureable goals are targeted for annual growth. Testing all grades, two through eight, allows us to track class and individual growth, as well as school-wide trends that need to be addressed. Textbooks and supplemental learning materials are selected in light of students' targeted learning goals at that time. Comparison of Terra Nova test scores with ongoing student achievement may confirm that students are actualizing potential or highlight discrepancies that may be indicative of possible learning disabilities, calling for further testing by the psychologist.

In relationship to individual students, teachers provide smooth transitions from year to year, meeting with upcoming teachers to share each student's academic profile assembled in a binder and utilized to guide discussion. Once a teacher has assessed the learning potential and mastery level of students, materials are selected and various assessments are created to promote success.

Professional communication is one of the hallmarks at GNA. Our upper division teachers meet on a weekly basis to discuss student life, ongoing assessment results and classroom management. Educating the whole child by meeting individual needs is our focus. We share knowledge of our students, with the utmost respect and an unwavering desire to assist students to achieve academic success.

## **3. Communicating Assessment Results:**

Effectively communicating assessment results to the parents of our students takes high priority and is accomplished through verbal communication, progress reports, parent conferences, report cards, the teacher/school website and Terra Nova results. Each grade level provides a Friday Folder, containing all assessments from the week. Assessment results are relayed in a positive manner. Students showing high levels of performance receive acknowledgement and acclaim, while students in need of extra attention receive a plan of action or assignments to intercede with understanding or comprehension. Each teacher updates the class webpage daily where homework assignments, test schedules and items of communication can be found. Formal parent-teacher conferences are held shortly after progress reports are issued, targeting areas of success, as well as areas for growth and improvement. Three-way conferences are required for students in grades six, seven and eight. Individual Terra Nova student scores, as well as a school report card are mailed to each family and the school counselor and/or principal meet with parents upon request.

Through the Advisor/Advisee program, teachers in the upper division meet regularly with students to discuss progress; assessment and performance results are highlighted. Our community stays apprised of the outstanding academic achievements of GNA students. Our local newspapers highlight the many accomplishments of our students in local, regional and state competitions such as Math Counts, Spelling Bees, Sciathalon and more. Sixteen of our students have participated in the Congressional Youth Leadership Conference since 2006 as result of school nomination. Our Board of Trustees is provided with an annual report on student performance. Perhaps though, the most telling sign of communication with the community lies within our graduates, who go on to attend academically challenging high schools in the surrounding areas. Acceptance to these schools is strongly competitive and accepting a student with a GNA education is highly respected.

#### 4. **Sharing Success:**

At GNA, we believe that students should share in each other's successes, both within our own school and schools in our community. The monthly school *Newsline* and Home and School *Gator Gram* highlight student achievements. Each year, GNA hosts a Kids Community Fun Day inviting families and schools in our community to participate in games and activities. Our two Open House events per year invite potential students and members of the community to visit our school and share in the spirit of GNA. The Yardley News, our local paper, has been very generous to our students, reporting on and providing photos of class projects and activities. Students in the upper division participate in an OXFAM "Hunger Banquet", in order to demonstrate an awareness of social justice. Our fourth grade class performs an annual "Pennsylvania Day", where each student researches, dresses as and performs a speech about an influential Pennsylvanian. Events such as these are publicized in the newspaper and on the website to allow for the greater community to share in a piece of the Grey Nun Academy story. In an effort to promote cultural diversity and respect, our second grade class participates in a "pen pal" program with an inner city school in Philadelphia. The teachers at both schools have a wonderful opportunity to teach writing and grammar skills, while broadening children's understanding of neighbors.

We are proud members of the Middle States Association, having completed our third accreditation. We received approval and commendations for the "clear and decisive goals" in our 2008 DOAS report. Our school successes are shared at Archdiocesan gatherings and Principal District Meetings, with our Trustees and our benefactors. Our principal has open lines of communication with Catholic, private and public schools in Bucks County. The Academy has shared its successes with many neighboring schools throughout its history, for learning experiences and sometimes just for enjoyment. Marketing materials and quality advertisements communicate the life and accomplishments of the GNA student body to the broader public. Accomplishing Blue Ribbon will take us to the next level in the eyes of our families, current and future, as well as the surrounding community.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

Our strong academic program is flexible by design and reflects an integrated, thematic approach. A specific curriculum area is reassessed each year with an eye to scope and sequence and opportunities for social, emotional and spiritual growth intertwined. Individual mentoring supports students' interests, needs and learning styles. Varied teaching methods foster creativity and authentic assessment. Students' core subjects, including language arts, math, science, social studies and religious education are balanced by special area subjects, including Spanish, music, art, health and physical education, computer technology and library. Advanced courses in literature and math are offered to qualified students in grades six through eight.

The Religion curriculum is at the heart of all we do. We strive to learn and live the Gospel message through shared prayer, participation in the sacraments, understanding of the Scriptures and developing a personal spirituality. Catholic Social Teachings are woven through all areas of the curriculum.

Language Arts encompasses reading, writing, grammar, speaking skills and literature. Students in grades six through eight incorporate all genres of literature into their learning. Critical analysis is stressed with a focus on the human condition; students delve into the social, political and religious relevance in literature. Public speaking skills are enhanced by theatrical readings and performances, while composition skills are developed through cross-curricular writing.

Mathematics continues to be strong at GNA. Students participate in a curriculum which focuses on concrete concepts, leading to abstract learning. Small group instruction in the primary and middle divisions allows students one-on-one time for reinforcement or enrichment. Students in grades six through eight have an opportunity for accelerated math, leading to completion of Algebra 1. Each classroom contains a wide variety of math manipulatives and upper division texts are available online. Teachers strive to develop an understanding of the process of operations to make real world connections in problem solving.

The Discovery of Learning is our theme in science. Students are engaged in "hands-on" laboratory experiments, as focused inquiry and investigation guide students through their study of life, earth, physical and environmental sciences. Field trips are coordinated, such as our seventh grade students traveling to Island Beach State Park to interact with beach ecosystems. Trips to the Franklin Institute and The Philadelphia Museum of Natural Science are annual adventures.

Citizenship is the focus in the area of social studies. Beginning with student roles in community and neighborhood and then expanding to their role in the global society, students are challenged to create a value-driven history. Understanding culture and history through a variety of media, instills a sense of cultural and global awareness.

Each grade level, Pre K-8, enjoys multiple classes per week in Spanish, gaining cultural awareness and language proficiency. Lessons are age-appropriate and theme-based, developed using the Language Standards. Students are active participants in their Spanish classes through a series of word games, songs and the study of holidays, traditions, people and historic events. The language curriculum is in compliance with the NCLB-BRS program.

Information literacy skills are taught through our library media specialist; the students use the Big 6 Information Problem Solving Model as a guide to locate, organize and present data. Students learn responsible use of information and how to properly cite their sources.

Our Fine Arts program combines vocal skills and instrumental lessons with comprehensive studies in music history, culminating in two musical performances each year. The art program invites student expression through a variety of mediums and is equipped with a state of the art kiln for pottery and sculpting, as well as a 2008 MAC with a variety of artistic capabilities.

The core areas in physical education are coordination, movement and exploration, cognitive game strategies, teamwork, trust-building and leadership potential. Students participate in the Presidential Physical Fitness program to promote health and wellness.

Students use technology applications as a tool to facilitate learning.

### **2a. (Elementary Schools) Reading:**

Grey Nun Academy implements a standards-based, integrated approach for reading, writing, speaking and listening from Pre K through grade eight. Our ultimate goal is to nurture strong communication skills and a lifelong love of learning. Students in Pre K thrive in a multi-sensory, language-rich environment which develops readiness for formal reading and writing. These young learners move into kindergarten as emerging readers and writers and are provided extensive instruction in phonemic awareness, decoding, word recognition and fluency. In K-5, an additional certified teacher partners with the classroom teacher, providing small, flexible groups for guided reading, skill development and building of comprehension and critical thinking. Students in grades 6, 7, 8 are divided into two sections to support active, engaged learning.

Our children experience authentic literature, selected novels, poetry and a plethora of materials to develop reading strategies and strong writing skills. Spelling, vocabulary, grammar and research skills are integrated from these materials. Classroom teachers support differentiation through use of technology, classroom learning centers, learning circles and multi-age integrated language arts experiences for enhancement in primary grades. Local authors are invited into classrooms.

The library and computer curriculums support development of language arts. Our librarian partners with the reading/language arts teachers to guide students' research and in preparing students to participate in Reading Olympics. Inter-disciplinary projects cross several subject areas. Summer projects are prime examples of this, alternating social studies and science from year to year with reading and writing for upper division students. Thematic, cross-curricular projects draw on higher level thinking to challenge students to analyze and synthesize as they read. For example, students read *The Slopes of War* in grade eight while studying the Civil War in social studies. Assessment is both formal and informal. Student understanding is demonstrated, through role-play, presentations, debates and performances as well as in written form, as we strive to empower our students to be discriminating readers.

### **2b. (Secondary Schools) English:**

This question is for secondary schools only

### **3. Additional Curriculum Area:**

In 2005, GNA set four specific goals for Middle States Re-Accreditation. The goals were: technology curriculum integration, continuing to purchase new and updated technology, creating a robust, enhanced technology plan and continuing staff and faculty development. We proudly report to have achieved all four goals for the follow-up report to MSA in 2008. Technology integration is woven throughout the curriculum. All classrooms are fully equipped with the latest technology including PC's, multimedia projection systems, and Smart Boards. Students receive instruction in technology at all grade levels in our state of the art computer lab. Each teacher possesses a laptop, providing a secure connection to the RenWeb student data system for online lesson plans, contact information, grade books, report cards and parent communication. Teachers are connected to United Streaming, having access to a vast array of videos, pictures and documentaries.

It is our responsibility to give all students the opportunity to augment their education with as many tools as possible. Soundfield Systems have been installed in grades K-5. We utilize the technology available to develop necessary techniques for our students to become functionally successful in our global community. In order to accomplish this goal, technology guidelines stress engaged learning through a progression of skills to achieve higher order thinking. Technology is expected to be an identifiable component in all lesson-planning.

Students are exposed to diverse applications, critical thinking, problem solving and creative responses in computer classes. When a student demonstrates ability to assist peers in achieving a skill, high levels of competency have been achieved. We place strong emphasis on project-based learning. Perusing databases, manipulating spreadsheets and creating multimedia projects provides the medium for engaged learning and empowered students. The culmination of ten years of computer technology instruction can best be exemplified in our graduate's yearbook, completed solely by the eighth grade students.

#### **4. Instructional Methods:**

Classroom learning clearly reflects a student-centered approach. Our goal of integrating differentiated instruction into math and reading, and then expanding these techniques to impact other content areas is becoming reality. Teachers conduct learning style inventories with their students early in the year, and then incorporate Gardner's Theory of Multiple Intelligences as one way to differentiate instruction to accommodate individual needs. Grouping may be determined by interest, learning style or a random group of students to explore, question and discover.

Through team teaching and one-on-one instruction, students benefit from our high teacher to student ratio. Small group learning provides valuable opportunities for both enrichment and support. Our students benefit from Catapult Learning Services, provided by the Bucks County Intermediate Unit, which supports speech/language services and remediation in math and reading. The full-time, school counselor works very closely with students to assist with study skills, test-taking tips and strategies to support students with unique learning needs. Accompanied by a rubric, alternate assessment allows students to demonstrate their knowledge and understanding of specific concepts or information in a variety of ways.

Beginning in third grade, students who qualify for admission to the gifted program, attend Challenge classes, which meet twice per week. This academically challenging curriculum engages students to think, process and create differently.

While the information provided in textbooks is necessary for student learning, supplementing that information takes priority at each grade level. We want our students to learn through research and experience as well as direct instruction. Field trips, assemblies and guest speakers are a collaborative way of bringing a topic to life. Some examples of this experiential learning include: trips to the Mercer Museum to explore our local history in Bucks County, adventures in Gettysburg during study of the Civil War, and attending fine arts performances in the areas of musicals, ballets and Broadway shows. As educators, we strive to empower our students to become self-regulated learners.

#### **5. Professional Development:**

Differentiated instruction workshops have been fundamental in our efforts to reach each student in a way that propels their learning. Funding is provided for one-on-one training for all interested teachers, allowing instructors to spend time in classrooms, offering recommendations for greater differentiation. Teachers from neighboring schools are invited to share their expertise with our faculty and we continue to share professional readings. Faculty members construct individual professional development plans. Several teachers are currently working on graduate studies, as well as dual area certifications. Graduate classes are funded up to

50% by GNA. In 2007-2008, the Home and School Association generously provided \$13,000 for professional development. The Office of Catholic Schools and the Bucks County Intermediate Unit offer a full menu of standards-aligned workshops to support Act 48 credits for teachers. Writing workshops, technology across the curriculum and Smart Board training are just a sampling. Primary reading teachers have received training in Orton/Gillingham. Teachers in each division work together and attend conferences based on information relevant to the age/development level of their students. Close proximity to Philadelphia allows our teachers to attend numerous national conferences as scheduled. Another key area of development for our faculty is working with students diagnosed with ADD. A noted speaker on this subject has worked with faculty, providing skills and strategies for the classroom. A night session was held for all interested parents, demonstrating the partnership between parents and faculty.

Teachers in grades six through eight are certified in their subject areas. As a direct result of various forms of professional development, teachers across the grades report an increase in student focus, motivation, participation and achievement. This can be witnessed in their confident, inspired attitudes toward learning.

## **6. School Leadership:**

Governance at GNA is assumed by a two tiered board: a Board of Trustees and the leadership team of the Grey Nuns of the Sacred Heart. The principal is hired by and answers directly to the chairperson of the Board of Trustees. The Board's role is clearly delineated in the academy's By-Laws. The principal keeps the Board chair informed of significant occurrences related to the mission and vision of the school as well as partnering with the Board in matters of policy, finance, marketing and development.

Day to day operation of the school, as related to faculty, staff, students, parents and curriculum rests in the hands of the principal. The principal shares leadership responsibilities with an assistant principal, a member of the sponsoring congregation of Grey Nuns. The principal and assistant principal visit classrooms regularly, providing an opportunity to observe classroom instruction and learning. High priority is placed on effective and frequent communication as well as ongoing professional development.

Our goal is to foster leadership in each teacher; dialogue is continuous. For organizational purposes, faculty functions in three divisions, Pre K-2, 3-5, 6-8. The faculty meets twice monthly for future planning purposes as well as general school business. Faculty receives detailed printed communication each week, highlighting the events which will take place the following week ensuring smooth operations. School policy and procedures are updated with extensive faculty input.

While being attentive to faculty and parent needs and requests, the primary focus of our leadership team is to be approachable and available to all constituencies while focusing on what will best serve our students academically, socially, emotionally, spirituality and physically. Current learning materials, updated technology and professional development opportunities for teachers receive high priority as we navigate this educational journey as a community of learners.

## PART VI - PRIVATE SCHOOL ADDENDUM

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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>\$9949</u>	<u>\$9949</u>	<u>\$9949</u>	<u>\$9949</u>	<u>\$9949</u>	<u>\$9949</u>
K	1st	2nd	3rd	4th	5th
<u>\$9949</u>	<u>\$9949</u>	<u>\$10365</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
6th	7th	8th	9th	10th	11th
<u>\$0</u>	<u>\$</u>				
12th	Other				

4. What is the educational cost per student? \$ 11510 (School budget divided by enrollment)
5. What is the average financial aid per student? \$ 0
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?  
4 %
7. What percentage of the student body receives scholarship assistance, including tuition reduction?  
35 %

# PART VII - ASSESSMENT RESULTS

## ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Subject: Mathematics                      Grade: 2    Test: Terra Nova  
 Edition/Publication Year: C12    Publisher: CTB McGraw Hill  
 Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	70	69	68	77	81
Number of students tested	19	25	26	26	26
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
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
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
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Subject: Reading                      Grade: 2   Test: Terra Nova  
Edition/Publication Year: C 12   Publisher: CTB MaGraw Hill  
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	69	81	83	83	82
Number of students tested	19	25	26	26	26
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
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
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
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Subject: Mathematics      Grade: 3    Test: Terra Nova  
Edition/Publication Year: C13    Publisher: CTB McGraw Hill  
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	61	68	78	86	87
Number of students tested	21	24	26	24	23
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
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
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
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Subject: Reading                      Grade: 3   Test: Terra Nova  
Edition/Publication Year: C13   Publisher: CTB McGraw Hill  
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	69	72	77	75	84
Number of students tested	21	24	26	24	23
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
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
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
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Subject: Mathematics                      Grade: 4    Test: Terra Nova  
Edition/Publication Year: C14    Publisher: CTB McGraw Hill  
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	83	85	83	87	80
Number of students tested	24	25	25	25	26
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
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
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
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Subject: Reading                      Grade: 4   Test: Terra Nova  
Edition/Publication Year: C14   Publisher: CTB McGraw Hill  
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	86	84	85	82	84
Number of students tested	24	25	25	25	26
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
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
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
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Subject: Mathematics                      Grade: 5    Test: Terra Nova  
Edition/Publication Year: C15    Publisher: CTB McGraw Hill  
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	83	74	88	80	87
Number of students tested	23	24	24	25	23
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
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
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
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Subject: Reading                      Grade: 5   Test: Terra Nova  
Edition/Publication Year: C15   Publisher: CTB McGraw Hill  
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	80	81	82	82	86
Number of students tested	23	24	24	25	23
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
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
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
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Subject: Mathematics                      Grade: 6    Test: Terra Nova  
Edition/Publication Year: C 16    Publisher: CTB McGraw Hill  
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	84	87	83	88	82
Number of students tested	25	23	24	20	26
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
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
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
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Subject: Reading                      Grade: 6    Test: Terra Nova  
Edition/Publication Year: C16    Publisher: CTB McGraw-Hill  
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	83	81	83	83	83
Number of students tested	25	23	24	20	26
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
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
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
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Subject: Mathematics                      Grade: 7    Test: Terra Nova  
Edition/Publication Year: C17    Publisher: CTB McGraw Hill  
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	79	87	89	89	78
Number of students tested	23	25	18	25	24
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
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
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
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Subject: Reading                      Grade: 7   Test: Terra Nova  
Edition/Publication Year: C 17   Publisher: CTB McGraw Hill  
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	76	78	82	84	69
Number of students tested	23	25	18	25	24
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
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
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
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Subject: Mathematics                      Grade: 8    Test: Terra Nova  
Edition/Publication Year: C18    Publisher: CTB McGraw Hill  
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	90	88	87	83	85
Number of students tested	26	14	26	25	18
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
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
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
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Subject: Reading                      Grade: 8    Test: Terra Nova  
Edition/Publication Year: C 18    Publisher: CTB McGraw-Hill  
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	87	87	86	80	84
Number of students tested	23	14	26	25	18
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
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
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
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

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