

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

U.S. Department of Education

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

Name of Principal: Ms. Anne T. Carroll

Official School Name: St. Bridget's School

School Mailing Address: 6011 York Road
Richmond, VA 23226-2736

County: N/A

State School Code Number* N/A

Telephone (804)288-1994

Fax (804) 288-5730

Web site/URL: www.saintbridget.org

E-mail acarroll@saintbridget.org

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

_____ Date 12/18/2006

(Principal's Signature)

Name of Superintendent* Mr. John F. Elcesser

District Name: Diocese of Richmond

Tel. (804) 359-5661

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

_____ Date: 12/18/2006

(Superintendent's Signature)

Name of School Board

President/Chairperson: N/A

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

N/A

Date: N/A

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

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

PART I - ELIGIBILITY CERTIFICATION

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

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

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

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district: _____ Elementary schools
 _____ Middle schools
 _____ Junior high schools
 _____ High schools
 _____ Other
 _____ TOTAL
2. District Per Pupil Expenditure: N/A
 Average State Per Pupil Expenditure: N/A

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
 Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. 8 Number of years the principal has been in her/his position at this school.
N/A If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	0	0	0	7	27	25	52
K	24	24	48	8	16	32	48
1	28	26	54	9			
2	36	22	58	10			
3	24	34	58	11			
4	28	30	58	12			
5	32	24	56	Other			
6	26	34	60				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							492

[Throughout the document, round numbers 1 or higher to the nearest whole number. Use decimals to one place only if the number is below 1.]

6. Racial/ethnic composition of the school:
- 96% White
 - 0.4% Black or African American
 - 3% Hispanic or Latino
 - 0.4% Asian/Pacific Islander
 - 0% American Indian/Alaskan Native
 - 100% Total**

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 1 %

[This rate should be 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	5
(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)]	6
(4)	Total number of students in the school as of October 1	476
(5)	Total transferred students in row (3) divided by total students in row (4)	0.013
(6)	Amount in row (5) multiplied by 100	1.3

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient
 Number of languages represented: 1

Specify languages: English

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

Total number students who qualify: N/A

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 federally supported lunch 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: 5 %
24 Total Number of Students Served

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

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>12</u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u>12</u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> </u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </u> Multiple Disabilities	

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

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>19</u>	<u>1</u>
Special resource teachers/specialists	<u>6</u>	<u>5</u>
Paraprofessionals	<u>8</u>	<u>0</u>
Support staff	<u>7</u>	<u>9</u>
Total number	<u>42</u>	<u>15</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 26:1

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

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	96%	97%	97%	97%	97%
Daily teacher attendance	97%	96%	97%	96%	97%
Teacher turnover rate	7%	16%	21%	10%	24%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	N/A	N/A	N/A	N/A	N/A

PART III - SUMMARY

St. Bridget School, located in Richmond, Virginia, opened its doors 54 years ago to educate the parish children in a faith-filled, loving, safe, and stimulating environment. For 37 years, St. Bridget's was staffed by the Religious of the Sacred Heart of Mary (RSHM) from Tarrytown, New York. Gifted with a firm foundation, the school has continued to operate under a dedicated and highly qualified faculty and staff of lay women and men. Proclaiming Catholic identity as the heart of its mission, St. Bridget School provides an excellent education that will nurture and prepare students to live and work in the challenging world of the twenty-first century.

Since its existence, St. Bridget's three-story structure has undergone expansion projects and remodeling to include a state-of-the-art library, official size gym, computer lab, art room, and resource center. Each day the faculty and administration greet 492 eager and enthusiastic students whose voices join the echoes of the thousands who went before them. They enter into a warm and inviting setting where they will be engaged in stimulating and creative activities designed to meet individual learning styles.

St. Bridget's is a powerhouse of prayer striving to create a Christ-centered environment that fosters an atmosphere of trust and respect. With the support of the pastor, the parish community, and the parents, St. Bridget's devoted teachers prepare students to function as responsible stewards of God's gifts. The full-time staff of professionals includes classroom teachers, a complement of resource teachers, instructional aides in every K-3 classroom, a development/admissions director, registered nurses, cafeteria staff, After School Program staff, Title I teacher, and guidance counselor.

As a VCEA accredited school and SACS-CASI candidate, St. Bridget's provides a holistic approach to education. This approach takes into consideration the developmental process of each individual: spiritual, physical, academic, emotional, and social. The faculty also strives daily to develop moral decision-making and critical thinking skills that empower the students to become life-long learners. Rigorous, creative programs at all levels and integration among the disciplines enable St. Bridget's to enjoy a wonderful reputation in the community.

The Diocese of Richmond challenged each school to create a middle school following the "School Within a School" model. Five years ago, St. Bridget's fully integrated the sixth grade into the existing middle school program. Today twenty-six different teachers and staff are involved in some capacity in that program. Students follow the diocesan core curriculum in a departmentalized schedule with high school credit opportunities in Algebra I, French I, and Spanish I. They also have an opportunity to choose from a wide variety of over 25 different elective/resource courses. The Exploratory Program allows students time to experience high-interest mini-courses four times a year. Teacher Advisory and Student Council round out the program by offering leadership opportunities to middle school students.

As a firm believer of constant communication among stakeholders, St. Bridget's has adopted various ways to keep connected to the school families: Principal's Coffees, Parents' Advisory Committee (PAC), School Board, and Parent Teacher Organization (PTO). One strong focus of the PTO is to raise funds to keep the technology program on the cutting edge by updating hardware and software each year.

St. Bridget's would not be where it is today without the dedicated faculty and staff who carry on the mission of the church that began over 50 years ago by the RSHM sisters. Today, all full-time faculty, thirteen of whom hold Masters Degrees, have Virginia certification. In addition, 52% of our full-time faculty has 15+ years of teaching experience.

St. Bridget School, with its long history, will continue its mission by focusing on nurturing the learning potential in each student and on developing a spirit of life-long learning. While academics are of the utmost importance at St. Bridget School, teachers, in partnership with parents, believe that the teachings of the Catholic faith and its traditions are essential in realizing the vision of creating compassionate, honest, successful citizens in our global society.

PART IV – INDICATORS OF ACADEMIC SUCCESS

Assessment Results

St. Bridget School administers the TerraNova, Second Edition, a standardized assessment, to grades one, two, three, four, five, and seven every spring. Originally, testing took place in grades one, three, five, and seven, but recently grades two and then four were added to help monitor growth patterns and to address areas of concern. The purpose of the test is to identify knowledge and skills that the students have mastered and those they still need to attain. This assessment provides norm-referenced information, criterion-referenced scores, and performance levels. For more information on TerraNova, please visit www.ctb.com.

St. Bridget's is one of 32 schools in the Diocese of Richmond. In the past three years, scores in both reading and math have been above the diocesan percentiles for grades three, five and seven. During this same time frame, the norm-referenced scores have consistently placed St. Bridget's in the top ten percent of the schools in the nation. Since using TerraNova, Second Edition in 2003, outstanding achievement is clear when compared with the National Percentile of the Mean Normal Curve Equivalent. All of the total scores for grades tested in reading and mathematics were above the 75th percentile.

Performance Level scores give a description of what a student can do in terms of content and skills; there are five distinct performance levels: advanced, proficient, nearing proficiency, progressing, and step 1. Student progress is monitored from within each grade level and across the following grade spans: (1, 2), (3, 4, 5), and (6, 7, 8). This gives all students an opportunity to demonstrate progress toward the goal of proficiency by the time the grade span is complete. At the end of the grade span in 2006, 87% of second graders and 83% of fifth graders achieved the advanced or proficient level in reading. In math, 75% of second graders and 77% of fifth graders reached advanced or proficient levels. Since the grade span ends with eighth grade, the seventh grade advanced and proficient levels are not reported here.

In addition to TerraNova, St. Bridget's uses the Phonological Awareness Literacy Screening (PALS) to assess literacy fundamentals for all kindergarten and first grade students in the fall and spring. Second and third graders are tested based on teacher recommendations. This test guides the planning of literacy instruction within the classroom while utilizing the Title I and Resource teachers. The PALS results help with the early identification of reading problems and with building a strong readiness foundation for reading success.

All seventh graders are assessed in the spring to determine readiness for Algebra I, a challenging course offered to eighth grade students for high school credit. The Iowa Algebra Aptitude Test (IAAT) is the standardized assessment tool used, along with a Pre-Algebra screening test designed to measure students' mastery of those skills. The accurate placement of students is the key to success. All students in Algebra I must pass a diocesan final exam in order to receive the Carnegie unit of high school credit. St. Bridget's has had a 100% pass rate on this exam since its inception in 2000, due largely in part to the effectiveness of the screening process.

St. Bridget School is proud of the fact that TerraNova scores have historically been in the above average range. In addition, the students' obtained scores consistently surpass the anticipated scores predicted by the InView portion of TerraNova. However, the staff is aware that the clearer strengths have been in the reading/language areas rather than the area of mathematics. Therefore, the following steps have been taken as part of the strategic plan to improve student learning in mathematics: new textbook adoption emphasizing higher-level critical thinking skills and problem solving, staff development, increased use of technology, and parent involvement with small group activities.

Using Assessment Results

The administration, the testing coordinator, and the classroom teachers review the TerraNova results each year in May, and they identify the overall profile of strengths and weaknesses for each grade level. At the beginning of the following school year, the results are scrutinized more closely in order to establish a specific learning plan for the school, for each grade level, and for each student.

First, the Objectives Performance Index (OPI), a criterion-referenced score, is examined for each sub-skill in reading, language, math, science, and social studies. Teachers in each grade level analyze the test scores of the students in their current class, looking for areas where students did not achieve high mastery. They also conference with the teachers from the previous year. This allows for an examination of the skills in need of attention and leads to an understanding of individual learning styles. Through this process, methods and strategies are evaluated, and a plan to address any weaknesses is formulated. This plan may include the use of supplemental materials, alternative teaching methods/assessments, and teacher in-service or workshops. In 2006, St. Bridget's strengths were in reading, language, science, and social studies. Four out of the seven sub-skills in math were also considered strengths; weaknesses were in patterns/functions/algebra, number and number relations, and measurement.

The OPI, along with the Performance Levels, helps identify students who may need extra support, remediation, or enrichment. The students in the progressing or step1 levels or below PALS benchmark scores are referred to the Title I or resource teacher to strengthen foundations. Enrichment opportunities abound, not only in the core subject areas, but also within the resource classes, for those in the advanced or proficient levels. Students in grades 5-8 who score in the 97th percentile or above on either reading or math receive an invitation to participate in the Johns Hopkins Center for Talented Youth program. There are also summer enrichment opportunities offered to these students through the College of William and Mary and the University of Virginia.

After the learning plans are developed using the process described above, they are reviewed frequently at unit meetings, and a copy is sent to the Office of Catholic Schools.

Communicating Assessment Results

St. Bridget School uses several vehicles to communicate student performance. Students and parents receive a weekly communication envelope that contains information relevant to the school community. Assessment folders in grades K-5 are sent home weekly. Progress reports for all students are sent home every four weeks, and computerized report cards are distributed at the end of each nine weeks. Individual student achievement is recognized each quarter through the Honor Roll (A-B) and Principal's List (all A's). School conferences are held twice a year. Teachers communicate with individual parents daily as needed via homework assignment pads, classroom teacher web pages linked to the school website (www.saintbridget.org), e-mails, telephone calls, and additional conferences if necessary. St. Bridget's is committed to a collaborative team approach while working with students' learning styles. This team includes classroom teachers, teacher aides, parents, resource teachers, guidance counselor, tutors, and local educational specialists and psychologists.

The school community is kept current through several publications: *Bridget's Bulletin*, the weekly school newsletter; *The Bridge*, parish newsletter; *The Catholic Virginian*, diocesan newspaper; and school and parish websites. It is through these various forms of communication that St. Bridget's publishes achievements such as: Spelling Bee and Geography Bee winners, Reader's Digest Word Challenge and Science Fair winners, competition results from District Chorus, Band, Chess, Math 24, First Lego League Robotics participation, and other notable achievements.

At eighth grade graduation, students receive recognition for many accomplishments, including scholarships awarded by local Catholic High Schools, Presidential Academic Excellence Awards, and National French Contest rankings placing many of our students in the top ten in the nation.

Educating the parents concerning standardized testing is a priority. Results of the TerraNova scores are shared with them each year through the Home and Individual Profile Reports.

Sharing Success

St. Bridget School is proud of its successes and welcomes opportunities to share with other schools. Teachers eagerly exchange ideas with colleagues at diocesan meetings, and neighboring diocesan schools are invited to St. Bridget's for staff development workshops. Administration and staff share opportunities for professional growth through e-mails and quarterly principals' meetings. Schools are also kept current of student and school success via *The Catholic Virginian*, the diocesan newspaper; *Wingspan*, the annual development newsletter; *Connections*, the newsletter of the Parents' Council of Richmond; and the *Richmond Times-Dispatch*.

In order to increase enrollment and recruit new families, students from local public elementary schools and parents are invited to an information meeting in the spring designed to explain the middle school "School Within a School" program. For the past five years, enrollment in the middle school has increased by 30% due to this yearly endeavor. It is evident that St. Bridget's reputation is growing in the community as a top-notch program for young adolescents. A yearly Open House is held every January during Catholic Schools Week, so that prospective parents with children in other schools can meet our staff and receive information about St. Bridget's.

Some teachers and administrators have served on the Diocesan Accreditation Board, the Master Curriculum Council, and have been members of visiting teams for accreditation for the Virginia Catholic Education Association. Through these associations, teachers share ideas, strategies, and best-practice initiatives. As a result, in November 2006, the school submitted two entries for its best practices in the categories of Catholic Identity and Curriculum/Instruction in *Today's Catholic Teacher* magazine.

Building greater communication with other schools remains a priority. Regular grade level or content level meetings with teachers from other schools would give additional opportunities to discuss curriculum and to exchange successful strategies.

PART V – CURRICULUM AND INSTRUCTION

Overview of the School’s Curriculum

The curriculum at St. Bridget School addresses the needs of the individual student, building fundamental skills and fostering higher-level thinking abilities. The guidelines set forth in the Diocesan Consensus Curriculum provide the framework in all subject areas. Lessons are engaging, diversified, and integrated. A primary consideration in both instruction and assessment is the recognition of varied learning styles and abilities.

The **religion** program at St. Bridget School is designed to build a moral foundation to support the individual throughout life. The tenets and traditions of the Catholic Church are taught through age-appropriate lessons and active participation in outreach projects. Each grade level is responsible for the planning of a liturgical celebration or prayer service throughout the year.

The focus of the **social studies** program is to develop the students’ historical, ethical, cultural, geographic, economic, and socio-political literacy, using the framework of the national standards. The students learn to identify and appreciate national and global heritage, while recognizing civic values, rights, and responsibilities.

Teachers incorporate life **science**, earth science, physical science, and exploratory science into the curriculum to ensure that students understand how science forms, impacts, and changes the world. Hands-on laboratory activities at all grade levels enable students to connect textbook concepts with actual experiences. Professionals from the community are invited into classrooms in order to enrich the curriculum.

Foreign language instruction adheres to the highest of standards. Both French and Spanish are an integral part of the curriculum. One semester of each language is taught at each grade level K-6. Typically each year, over 50% of the seventh and eighth grade students choose French I or Spanish I for high school credit. This class meets five days a week for 50 minutes each day. A non-credit elective class in either language is also available to them.

Students are introduced to **music** concepts through singing, playing instruments, movement, and listening. The development of each student’s singing voice, as well as a sense of rhythm, pitch, and form, is stressed. Students are taught to read a music score and creatively express themselves through music. Upper elementary and middle school students elect to participate in various vocal performance groups, bands, or the handbell/chimes choir.

The **physical education and health** program assesses the fitness and ability levels of each student on a regular basis and helps students explore health and wellness by studying topics relating to personal, social, mental, and physical health. The President’s Physical Fitness Test is administered annually in grades 2-8.

St. Bridget’s **art** curriculum is based on the National Art Education standards and follows the diocesan curriculum. The conceptual framework for the visual arts is a comprehensive, discipline-based arts education that follows four discipline perspectives: art history, aesthetics, production, and art criticism. The framework serves as an innovative and fundamental approach to integrating the arts into the curriculum. It develops awareness, understanding, and appreciation of the visual arts for students.

The objectives of the **library** program for all grades are derived from the National Literacy Standards established by the American Library Association. Students are taught to access information efficiently and effectively using the automated catalog and checkout system and the nine computers at the research stations. Students develop an appreciation of literature and strengthen research and study skills.

In addition to teachers integrating **technology** throughout the curriculum, students in each grade level also receive computer instruction in a lab that is equipped with twenty-two workstations. Each classroom has Internet access so that stationary classroom computers, twenty-four wireless laptops in a mobile cart, and a portable SMART Board can be used on a daily basis. Total office automation includes attendance and other record keeping, computerized report cards, and a grade book program.

Overview of the School's Reading Curriculum

The integrated language arts program at St. Bridget's is designed to meet the needs of a population who comes with a rich experiential background. Students in grades K-5 develop a strong reading foundation through Scholastic *Literacy Place*. An emphasis is placed on reading strategies and critical thinking skills with concentration on phonological awareness, phonics, vocabulary development, and reading comprehension. The program provides instruction that addresses the various learning styles of the students. Teaching strategies include whole group instruction, flexible grouping, and a team approach with assistance from resource staff and teacher aides. In addition to creating strong, motivated readers, the environment, rich with language experiences, fosters a love of reading. Author studies and novel sets enrich and extend lessons, while peer tutors and guest readers serve as positive role models. The library at St. Bridget's, filled with a 13,000 volume collection, offers the students unlimited possibilities.

In grades 6-8, the curriculum is literature-based with an emphasis on writing. Students explore a variety of genres; stimulating discussions and creative, challenging writing exercises are an essential component of the program. Teachers work to ensure that students gain meaningful insights from the literature and can make strong connections to life. Within the elective framework, middle school students may also enroll in the popular reading roundtable program, which offers ten different genre-specific options.

Technology is integrated into the reading program through a variety of media. Students are challenged with research web quests, scavenger hunts, and online games for skill building. Elementary students learn word processing skills to enhance many forms of creative writing for publication. Middle school students use technology to procure information and to prepare their research papers and projects.

The reading program was designed to offer a balanced approach. By choosing Scholastic's literature series, teachers were offered multiple forms of assessment to measure progress and identify students who may need intervention. When students leave St. Bridget's, they are articulate, well-rounded, and ready for the next step in the process of learning.

Overview of the School's Mathematics Curriculum

At St. Bridget's, mathematics instruction is a vital part of the holistic approach to education. The adoption of a new math series in 2004 has provided a more challenging approach to the implementation of the diocesan curriculum. The program fosters and recognizes the students' diverse learning styles. The math curriculum, integrated with science and technology, continually links new information to prior knowledge to ensure that learning becomes a lived reality.

Although students in the primary grades receive whole group instruction, there are many opportunities for small groups to gather for remediation, enrichment, and the development of critical thinking and problem solving strategies using manipulatives. These small groups are led by classroom teachers, resource teachers, the Title I instructor, parents, and middle school students acting as peer tutors. The technology teachers integrate the publisher's software programs as part of class instruction. Parents are continually informed, via math newsletters, about the concepts, vocabulary, and strategies being taught. Also included are reinforcement activities that can be completed at home with the family.

Middle school students are grouped for math according to ability based on the results of assessments given at the end of each year. The groups are fluid so that students may move from one level to another as warranted by their academic progress, as well as by the maturation process. The course of study for all seventh grade students is Pre-Algebra. For over twenty-five years, eighth graders at St. Bridget School have had an opportunity to study Algebra I for high school credit, or they can complete a course designed to provide a strong foundation for their study of Algebra in ninth grade.

St. Bridget's is confident that use of the new textbook series and implementation of the strategic learning plan for mathematics will lead to significant improvement in student learning.

Overview of the School's Instructional Methods

St. Bridget's teachers utilize visual, auditory, and multi-sensory modalities to meet the individual needs of all students. The curriculum is imparted through whole group, small group, and individual instruction. Additional professionals, including a Title I teacher, an accessible resource teacher, and a tutor for students with dyslexia, assist those with special learning needs. The Diocesan Teachers Assisting Teachers Program (TAT) is an active component of managing the learning development of each child. Based on professional outside testing, accommodations such as untimed testing and a distraction-free setting are offered. Many enrichment opportunities are provided for students through flexible grouping, individualized programs, and the use of accelerated materials.

The integration of technology as an instructional method is a primary component of the school's learning plan. Technology enhances both teacher and student-guided instruction through the use of presentation tools and offers an alternative form of assessment for students; the Internet provides extensive research and communication opportunities. Newly selected textbooks include software supplements to continue to enhance learning, providing students with another means to achieve academic success. St. Bridget's continues to explore new, creative methods to encourage the love of learning and to motivate students to reach their maximum potential.

Overview of the School's Professional Development

St. Bridget's faculty members are encouraged to seek and attend professional development workshops throughout the year. Members of the faculty have attended workshops sponsored by Staff Development for Educators and the Bureau of Education and Research held at various hotels in the Richmond area. Those attending the workshops have participated in reading, language arts, math, science, class management, art, and music classes. Three faculty members had the opportunity to attend an all-day conference about neurodevelopmental construction given by Dr. Mel Levine at River Road Baptist Church. In addition to off-site workshops, the administration and PTO have invited guest speakers to St. Bridget's campus: Drs. Steven Butnik and Edward Hallowell, specialists in the field of ADD/ADHD, discussed strategies on working with attention, focus, and stress; Dr. Patricio Torres and his wife, noted psychologists in Richmond, explained the Enneagram and related it to personal faith development; a representative from Title I presented a workshop on the 6 + 1 Traits of Writing to language arts teachers; Kate Bechely presided over an informative meeting on spotting child abuse. Bi-yearly, the Catholic Diocese of Richmond sponsors a teacher conference where noted guest speakers facilitate break out sessions on a variety of topics: differentiated learning, educational environments, ethics and technology, gangs, and bullying. The diocese also invited members of the Secret Service and the Henrico Police Departments to talk to faculty members about threatening situations and preventing school attacks.

Occasionally St. Bridget School will host classes for teacher re-certification. Recently, summer classes were held in science and math. In order to defray the cost of workshops and classes, St. Bridget's PTO maintains a fund dedicated to continuing education. As noted above, the administration and faculty adhere to the National Standards for Professional Development and nurture their own lifelong learning.

PART VI - PRIVATE SCHOOL ADDENDUM

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

1. Private school association(s): VCEA, NCEA, ASCD, SACS-CASI (pending)
(Identify the religious or independent associations, if any, to which the school belongs. List the primary association first.)
2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes X No _____
3. What are the 2006-2007 tuition rates, by grade? (Do not include room, board, or fees.)

2006-07 TUITION RATES

PARISHIONER

Family with one child	<u>\$3,890</u>
Family with two children	<u>\$7,380</u>
Family with three children	<u>\$10,470</u>
Family with four children	<u>\$13,160</u>
Family with five children	<u>\$15,440</u>

NON-PARISHIONER

Per student rate	<u>\$6,490</u>
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4. What is the educational cost per student?
(School budget divided by enrollment) \$5,215.40
5. What is the average financial aid per student? \$1,765
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 1%
7. What percentage of the student body receives scholarship assistance, including tuition reduction? 5%

PART VII – ASSESSMENTS RESULTS

St. Bridget’s School

Assessment Data- without subgroups
 TerraNova
 2nd Edition, 2001
 CTB McGraw-Hill

Scores are reported as percentiles.

	2005-2006	2004-2005	2003-2004
Testing Month	April	April	March
Grade 7			
Reading	89	89	87
Mathematics	79	85	78
Number of students tested	51	38	47
Percent of students tested	100	97	96
Number of students excluded	0	1	2
Percent of students excluded	0	3	4
Grade 5			
Reading	85	86	86
Mathematics	84	83	82
Number of students tested	57	48	59
Percent of students tested	96	79	100
Number of students excluded	2	10	0
Percent of students excluded	4	21	0
Grade 3			
Reading	77	81	85
Mathematics	80	85	83
Number of students tested	51	50	60
Percent of students tested	86	92	98
Number of students excluded	7	4	1
Percent of students excluded	14	8	2
Grade 2			
Reading	79	79	85
Mathematics	84	86	83
Number of students tested	52	49	51
Percent of students tested	88	86	100
Number of students excluded	6	7	0
Percent of students excluded	12	14	0
Grade 1			
Reading	82	82	80
Mathematics	85	83	76
Number of students tested	53	47	54
Percent of students tested	96	85	100
Number of students excluded	1	7	0
Percent of students excluded	4	15	0

100% of all students in Grades 1, 2, 3, 4, 5, and 7 were tested. “Excluded” students were administered the TerraNova with appropriate accommodations dictated by Individualized Education Plans.