

# 2008 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

☐ Public ☒ Private

**Cover Sheet** Type of School: (Check all that apply) ☒ Elementary ☒ Middle ☐ High ☐ K-12  
☐ Charter ☐ Title I ☐ Magnet ☐ Choice

Name of Principal Ms. Kathleen O'Reilly  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Saint Brigid of Kildare School  
(As it should appear in the official records)

School Mailing Address 7175 Avery Road  
(If address is P.O. Box, also include street address.)

Dublin OH 43017-2702  
City State Zip Code+4 (9 digits total)

County Franklin State School Code Number\* N/A

Telephone ( 614 ) 718-5825 Fax ( 614 ) 718-5831

Web site/URL www.stbrigidofkildare.com E-mail koreilly@cdeeducation.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.

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

Name of Superintendent\* Mrs. Lucia McQuaide  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Catholic Diocese of Columbus Tel. ( 614 ) 221-5829

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.

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

Name of School Board  
President/Chairperson Mr. Joe Griffin  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

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

Mail only by FedEx or UPS original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, RM. 5E103, Washington DC 20202-8173

## **PART I - ELIGIBILITY CERTIFICATION**

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**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 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have 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 2002 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

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**All data are the most recent year available. 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.**

**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: \_\_\_\_\_  
 Average State Per Pupil Expenditure: \_\_\_\_\_

**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.   6   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	8	15		7	28	33	61
K	41	25	66		8	26	29	55
1	40	30	70		9			
2	34	36	70		10			
3	39	30	69		11			
4	30	22	52		12			
5	30	39	69		Other			
6	31	23	54					
TOTAL STUDENTS IN THE APPLYING SCHOOL →								581

6. Racial/ethnic composition of the school:
- |             |                                    |
|-------------|------------------------------------|
| <u>0</u>    | % American Indian or Alaska Native |
| <u>1.2</u>  | % Asian or Pacific Islander        |
| <u>0.5</u>  | % Black or African American        |
| <u>1.6</u>  | % Hispanic or Latino               |
| <u>96.7</u> | % White                            |
| <b>100%</b> | <b>Total</b>                       |

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: 4.9 %

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	8
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	19
(3)	Total of all transferred students [sum of rows (1) and (2)]	27
(4)	Total number of students in the school as of October 1	549
(5)	Total transferred students in row (3) divided by total students in row (4)	0.049
(6)	Amount in row (5) multiplied by 100	4.9% *

8. Limited English Proficient students in the school: 0.2 %  
1 Total Number Limited English Proficient

Number of languages represented: 1

Specify languages: Spanish

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 federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

\* Saint Brigid of Kildare School is located in an area populated in large part by men and women who work for large corporations and are therefore subject to corporate moves. Our mobility rate typically approaches 5% each year.

10. Students receiving special education services: 5 %  
28 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>2</u> Autism	<u>    </u> Orthopedic Impairment
<u>    </u> Deafness	<u>    </u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u>    </u> Specific Learning Disability
<u>    </u> Emotional Disturbance	<u>24</u> Speech or Language Impairment
<u>    </u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>    </u> Mental Retardation	<u>1</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><b>Full-time</b></u>	<u><b>Part-Time</b></u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>30</u>	<u>1</u>
Special resource teachers/specialists	<u>1</u>	<u>4</u>
Paraprofessionals	<u>10</u>	<u>4</u>
Support staff	<u>1</u>	<u>2</u>
Total number	<u>44</u>	<u>11</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 19:1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. 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 in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	96%	97%	97%	98%	98%
Daily teacher attendance	96%	95%	96%	96%	95%
Teacher turnover rate	10%	3%	7%	0%	* 29%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

\* This higher rate is attributed to three teachers who left teaching to raise their families, two teachers who were affected by their husbands' corporate moves, and two teachers who left the field of elementary education.

## Part III – Summary

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Saint Brigid of Kildare School opened its doors in the fall of 1996 with 328 students in preschool through grade six, the first new school in the Diocese of Columbus in over 35 years. Built on hundreds of years of tradition in American Catholic education, Saint Brigid School began forging its own identity in the suburban community of Dublin, Ohio, where a school in the Catholic tradition had never previously existed. Twelve years later, Saint Brigid is now home to 657 students in preschool through grade eight.

Members of the Saint Brigid of Kildare community include its students, 2 administrators, 36 teachers, 14 teacher's aides, and dedicated parents who selflessly support the faith-based education of their children. A tremendously supportive pastor and parish assist the school in all of its endeavors. The Home and School Association, comprised of 20 committees, includes hundreds of dedicated members who support the school in countless ways. The School Advisory Committee (school board) consults with the administrative team and pastor on issues of policy, staffing, and finances.

Saint Brigid of Kildare teachers have an average of 12 years of teaching experience. Teachers work on grade level teaching teams and with professional learning committees to advance their knowledge of unit design and assessment. Mentor teachers work with entry level teachers over a three year period.

Saint Brigid of Kildare School is accredited by the Ohio Catholic School Accrediting Association. As an accredited school, Saint Brigid uses its continuous school improvement plan as a guide for professional development and school growth. Currently, a *student learning* goal dealing with curriculum integration and a *Catholic identity* goal addressing the development of lives of respect and service are the focus of this work. Periodic progress reviews assist the administration in both fulfilling the requirements of the plan and assessing its effectiveness.

The mission of Saint Brigid of Kildare School is to “provide Catholic faith formation and strong academic foundations to inspire life long learners and leaders in the twenty first century.” Built on five supporting belief statements, this mission statement also helps to focus the students’ search for grace and wisdom. The students of each homeroom work together each fall to write a classroom mission statement to guide their actions. These mission statements, modeled after the school mission statement, are posted in the classrooms and on the school website.

Saint Brigid of Kildare students receive current, authentic instruction in religion, language arts, mathematics, science, social studies, health, art, music, physical education, and Spanish. Instruction in technology and library skills is integrated into the content areas. Instruction is based on state-approved courses of study, and designed using backwards-planning design and standards based assessment.

The Saint Brigid of Kildare campus supports wireless technology. Each classroom is equipped with a SmartBoard, a TV-DVD player, 2 computers, and a printer. Four laptop carts, each housing 32 laptop computers, travel between the classrooms for student use. Accelerated Reader and Accelerated Math, individualized computer assessment programs, are integrated into reading and math instruction. SmartBoards are used daily for instruction and also for streaming video and presentation of student work.

After school **L**earning and **S**ervice **O**pportunities are available for students through the ALSO program. Sessions in service learning, science, creative writing, cooking, and the fine arts are offered at no cost to students who wish to pursue additional endeavors after school.

The school’s stakeholders are its strongest advocates. In describing the school, they include phrases such as safe, caring, inclusive, child-centered, structured, academically rich, and nurturing the whole child.

## Part IV – Indicators of Academic Success

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**1. Assessment Results:** The Diocese of Columbus Office of Education mandates and oversees the administration of the Terra Nova achievement test and the In View cognitive abilities test in the fall of each year for students in grades 4-8. The school receives nationally normed achievement scores and a cognitive skills index score for each student. The diocesan office subsequently provides its schools with district composite data so that individual schools can track performance in reference to district averages.

Students at Saint Brigid of Kildare School typically score above diocesan and national averages in both reading and mathematics. They also typically score within the top ten percent of students in the nation.

When reviewing standardized testing data, correct interpretation is crucial. When referencing a national percentile obtained score, a score of 60, for example, indicates that the student performed better than 60 percent of the students in the nation in the norm group. Saint Brigid of Kildare School students over the past five years have an average group national percentile score of 82 in reading and 79 in math. Both scores exceed the national average by approximately 30 points. These scores also exceed the diocesan average group scores for the same period.

Because the InView portion of the Terra Nova standardized test provides a cognitive skills index score for each student, the data provided for each student includes both achieved scores and anticipated scores. The anticipated scores are predicted scores for each test that take into consideration each student's cognitive skills index. Saint Brigid of Kildare students typically outperform their predicted scores. As an example, the eighth grade data from the most recent testing period shows that 95% of these students scored at or above their anticipated scores in both reading and math (factoring in the standard deviation.)

Also of note is the fact that Saint Brigid of Kildare eighth grade students show great growth over the four year testing period in their scores on both the achievement test (Terra Nova) and the cognitive abilities test (InView.) This leads to the conclusion that the longer a child is a student at Saint Brigid of Kildare School, the greater his/her academic progress and cognitive growth will be.

## Part IV – Indicators of Academic Success

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**2. Using Assessment Results:** Assessment data is studied in three ways. First, the school's mean national percentile scores are reviewed and compared to both the previous year's scores and the district (diocesan) scores. Scores are reviewed in both a year-to-year comparison and in how each group of students progresses through the four-year period (grades 4-8.) Second, working in teaching teams with the assistant principal, the faculty meticulously reviews all standardized testing data throughout the month of January. Specific attention is paid to the Objectives Report, which provides information on the level of mastery exhibited by each student on each objective. Data is collected showing the comparison of students working at the high mastery, moderate mastery, and low mastery level. Teachers identify any student performing in the low mastery range on any one of the subtests and any student performing below his/her anticipated score on any subtest. Teachers also track each student's normal curve equivalent score in each of the five test areas. Third, as needs are identified, individualized plans are developed for the second semester so as to address specific areas of individual weakness and also areas of individual strength. Areas of weakness are targeted through instruction in the specific content areas. Literacy teachers and intervention team members also use the results to structure intervention strategies and to determine if a multi-factored evaluation is necessary or if a student learning plan should be written and accommodations approved. Areas of strength are targeted through advanced opportunities, particularly in reading and writing.

## Part IV – Indicators of Academic Success

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**3. Communicating Assessment Results:** Saint Brigid of Kildare School communicates student performance a minimum of ten times per school year. Quarterly interim reports and report cards allow parents to see their child's progress towards the curriculum standards in ten content areas. With the quarterly report card, parents also receive a report on Quality of Work and Effort. This report, designed by the Saint Brigid of Kildare School faculty, addresses issues of work ethic, conduct and attitude, quality of work, and Catholic values, all of which may affect academic performance and consistency. In the fall, parents meet with teachers to converse directly about academic performance, study skills, and behavioral issues. At the semester break, student-led conferences allow students to directly converse with their parents on these same topics.

After the fall standardized testing period, parents receive individualized reports illustrating their child's test results. National percentile scores in reading, language arts, mathematics, science, and social studies are recorded with an additional total battery score. Immediately thereafter, school-wide standardized testing results are published in the January newsletter. The School Advisory Committee (school board) receives a formal report of data at its January meeting. A comparison of Saint Brigid of Kildare student data and diocesan (district) data is shared with the School Advisory Committee as soon as this becomes available, typically within the following two months. At least one time per year, as an addendum to an issue of the monthly school newsletter, the members of the school community also receive a "Saint Brigid Report," sharing testing data, areas of growth, and a comparison of results over time.

## Part IV – Indicators of Academic Success

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**4. Sharing Success:** Saint Brigid of Kildare School has a tremendous commitment to sharing best practices with Catholic, public, and private schools throughout the state of Ohio and the Midwest region. At the Ohio Catholic Educational Association Convention held in October of 2007 in Cincinnati, Ohio, twenty-two faculty members were accepted as presenters of one-hour informational sessions. These sessions, attended by Catholic school teachers from Ohio, Kentucky, Indiana, and West Virginia, were designed by staff members to share information on topics such as assessment, curriculum design, technology integration, Spanish integration, and even brain training. Saint Brigid of Kildare School had more teacher-presenters than any other school in the four state region. At the previous OCEA convention in the fall of 2005, Saint Brigid of Kildare School again had more teacher-presenters than any other school in this region. Saint Brigid's principal and assistant principal frequently visit other diocesan schools to share information and best practices on the topics of standards based assessment and inclusion. Presentations by the technology team, dealing with technology integration across the content areas, have been accepted by the E-Tech Ohio Technology Conference each of the past four years. Saint Brigid of Kildare School's art educator has recently presented at state and national conferences. Teachers from other schools visit to observe Saint Brigid teachers, and pre-service teachers are frequently placed at this school. As this tradition of success continues to grow, Saint Brigid of Kildare teachers and administrators will seek new ways to share with and inspire fellow educators.

## Part V – Curriculum and Instruction

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### 1. Curriculum (*Reading and mathematics described in subsequent section*):

**Religion:** As a school in the Catholic Diocese of Columbus, Saint Brigid of Kildare School builds on hundreds of years of educational tradition and faith formation. Students learn the rich academic components of their our faith, and also the lifestyle to which we are all called. A yearly school theme based on our mission statement guides faith-based interdisciplinary work and allows the integration of grade level and school wide service learning projects.

**Language Arts:** A rich, standards-based curriculum integrating reading, writing, speaking, listening, phonics, grammar, spelling, and technology allows students to grow as fluent citizens of the 21<sup>st</sup> century. All students in grades K-8 complete reading and writing portfolios and reading genre checklists. Literature studies are the basis for reading instruction, and the Word Study program supports the development of spelling, phonics, and grammar skills.

**Science:** Students participate in a fully integrated, inquiry-based science program which encourages critical thought. A fully-equipped science lab and countless hands-on experiments and experiences support this program that includes physical, earth, and life sciences.

**Health:** Social, physical, and emotional health are the basis of this content area. Safety issues, including internet and online safety, receive great focus.

**Social Studies:** History, culture, government, economics, and current events are the pillars upon which the social studies program is built. Field trips and a school-wide service learning program combine to make this an authentic study of one's interaction with the world and its people. Great import is placed on answering essential questions based on personal responsibility and the nation's role in issues of justice and equality.

**Spanish:** Our K-8 Spanish curriculum meets the requirements of the NCLB-BRS program. Using the 5 C's Model (communication, culture, connections, comparisons, communities), students work to develop global awareness and a respect for cultural diversity. Lessons include a study of vocabulary, auditory recognition, visual recognition, written expression, and cultural experiences.

**Fine Arts:** Through their study of the fine arts, students learn to appreciate the beauty of the world around them. Weekly instruction in art and music allows for the development of the whole student and offers unique areas of expression.

**Physical Education:** A commitment to wellness is supported by weekly physical education classes. Based on cooperation rather than competition, students work together to develop life-long fitness skills and habits.

**Technology:** A wireless, state of the art campus allows for technology integration across the content areas. With the help of two technology specialists, students learn the skills needed to competently utilize Microsoft Word, PowerPoint, Excel, and Kidspiration. Safe and appropriate internet research skills, making tables and graphs, and manipulating photographs within text are also emphasized. SmartBoards are used in every classroom, including internet access and streaming video. SmartBoards are also used for block feeding video programming throughout the school.

## Part V – Curriculum and Instruction

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**2a. Reading:** The academic content standards of the Diocese of Columbus serve as the framework for a balanced reading curriculum based on research and best practices. The goal is to provide a strong reading foundation for comprehension of both fiction and informational texts while developing life long appreciation and enjoyment of literature. Student instruction includes explicit teaching of skills and strategies based on the needs of each student in the areas of phonemic awareness (grades K—3), word study (grades 1—3), spelling and vocabulary development, guided reading, and literal and interpretive comprehension through the study of novels, anthologies, and non-fiction texts. Classroom and literacy teachers collaborate in the planning, teaching, assessment, and intervention of all students.

Learning centers are used to allow students to work cooperatively and at their own pace following instruction. Students immerse themselves in literature experiences daily in all grade levels. The highly motivational Accelerated Reader program is used to individualize reading instruction, to monitor student practice, and to assess students on vocabulary development and comprehension. In the first three months of the 2007-2008 school year, students read over 3,400 books in a variety of genres and comprehended on a literal level of over 88%. Students also develop interpretive comprehension and critical thinking through participation in literature circles, poetry interpretation, and spoken and written reader responses. In fifth and sixth grades, students participate with great success in national contests that require them to write interpretively about books or to develop vivid characters for stories. Sophomores take the Ohio Graduation Test as a graduation requirement. 100% of Saint Brigid students continuing their studies in the diocese have passed the reading portion of this test, further proving the success of this program.

## Part V – Curriculum and Instruction

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**3. Additional Curriculum Area:** Mathematics is central to the Saint Brigid of Kildare School curriculum. It is the math program's goal, as referenced in the school's mission statement, to inspire life long learners and thinkers in this field of study. Following NCTM and Ohio Department of Education standards, Saint Brigid of Kildare School employs a multi-faceted approach to the teaching of mathematics. Beginning with the youngest students, technology is woven into this curriculum area. Use of the SmartBoard, various computer programs, and Accelerated Math allow teachers to provide students with many instructional approaches to best meet each student's needs. The school's Differentiated Math Specialist is a crucial asset to the math program. This teacher helps to individualize learning so all students can be successful in the areas of problem solving, computation, and mathematical communication skills. Additionally, students participate in authentic, meaningful experiences to help them connect math to their everyday lives. The math program at Saint Brigid of Kildare School is data supported through the application of Terra Nova scores for grades four through eight and the Diocesan Math Exit Exams for grades three, five, and eight. Student progress is also tracked yearly through the use of self-created, online math portfolios, which demonstrate growth at Saint Brigid of Kildare School. Using this multi-faceted, integrated approach, Saint Brigid of Kildare School students are able to meet the high expectations set for them. Sophomores take the Ohio Graduation Test as a graduation requirement. Ninety-nine percent of Saint Brigid students continuing their studies in the diocese have passed the mathematics portion of this test, further proving the success of this program.

## Part V – Curriculum and Instruction

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**4. Instructional Methods:** Teachers at Saint Brigid of Kildare School employ a myriad of instructional methods to help students from all grades reach their full potential. Walking through the halls on a typical day at Saint Brigid, one would see students working in a collaborative group with a teacher facilitating the discussion. Students would be working one-on-one with the Differentiated Math Specialist or one of the other intervention team members on skill work within the classroom. One would see a member of the literacy team, co-teaching with the grade level language arts teacher about a class novel. Parent volunteers would be found helping students in the computer lab with Accelerated Math. Volunteers might also be found reading to small groups of students. Students might be peer-teaching or working in learning centers around the classroom.

Saint Brigid of Kildare teachers realize that all students need different methods to be successful in the classroom. Differentiation is the key, then, in improving student learning. From teaching to the multiple intelligences to using technology to communicate the standards and maximize learning, teachers at Saint Brigid work to individualize learning for each student. Several examples of this include: Words Their Way (a differentiated spelling program), Accelerated Math and Accelerated Reader, SmartBoard technology, computer programs like Read, Write, Gold!, alternative assessment (portfolios, presentations, etc.) and hands-on authentic learning such as the 8<sup>th</sup> grade research project or the 5<sup>th</sup> grade compound machine show. Student-led conferences are also held yearly for all grade levels. Each student learns to engage in an active reflection and critique of his/her work and communicates these results in a clear, concise manner.

## Part V – Curriculum and Instruction

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**5. Professional Development:** In living out the mission statement of Saint Brigid of Kildare, teachers must also be lifelong learners and leaders. This is accomplished, in part, by the professional development opportunities promoted by the school. All professional development is tied to the improvement of student learning as documented in the school's continuous improvement plan. In line with the student learning goal for curriculum integration, teachers participated in an online course in Understanding by Design (UbD). After each lesson, teachers met in professional learning communities to discuss the tenants of UbD and how it could be applied in the school. The educators then designed units using the UbD style to show mastery of the concepts learned. Another learning community is being formed for continued discussion of curriculum integration through the use of professional books. Additionally, the teachers at Saint Brigid of Kildare School have studied the book *Reading Strategies that Work* and implemented these strategies in the classroom to improve the literacy of all students.

Teachers are encouraged to further their education and knowledge of the teaching profession in many ways. Many opportunities are given to earn continuing education credits, such as religion certification classes, content area workshops, conferences, and speakers. Teachers attend the Ohio Catholic Educational Association Convention every other year and also attend the Dublin Literacy Conference yearly. In-services are given on a variety of religious topics such as the Beatitudes and social justice. Many teachers are working on advanced degrees or taking supplemental classes at local universities. The school's Teacher Tuition Fund helps to fund these classes, further encouraging teachers to stay up-to-date with current trends in education.

## 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): Ohio Catholic Educational Association; National Catholic Educational Association

(Identify the religious or independent associations, if any, to which the school belongs. List the primary association first.)

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

3. What are the 2007-2008 tuition rates, by grade? (Do not include room, board, or fees.)

\$ <u>3185</u> K	\$ <u>4250</u> 1 <sup>st</sup>	\$ <u>4250</u> 2 <sup>nd</sup>	\$ <u>4250</u> 3 <sup>rd</sup>	\$ <u>4250</u> 4 <sup>th</sup>	\$ <u>4250</u> 5 <sup>th</sup>
\$ <u>4250</u> 6 <sup>th</sup>	\$ <u>4250</u> 7 <sup>th</sup>	\$ <u>4250</u> 8 <sup>th</sup>	\$ <u>      </u> 9 <sup>th</sup>	\$ <u>      </u> 10 <sup>th</sup>	\$ <u>      </u> 11 <sup>th</sup>
\$ <u>      </u> 12 <sup>th</sup>	\$ <u>4950</u> (out of parish rate) Other				

4. What is the educational cost per student? \$4950.  
(School budget divided by enrollment)
5. What is the average financial aid per student? \$ 700. \*
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 10 %
7. What percentage of the student body receives scholarship assistance, including tuition reduction? 96 %

\* The per-pupil cost at Saint Brigid of Kildare School is represented by the out of parish rate (other). The tuition of each student is reduced by \$700.00, which represents financial aid given by the parish to each student.

# **Saint Brigid of Kildare School**

## **Appendix A**

### **Assessment Data**

# ASSESSMENT RESULTS

## Saint Brigid of Kildare School

Name of Test    Terra Nova  
Form, Year        Second Edition – 2001; Form C  
Publisher          CTB/McGraw-Hill

Scores are reported as percentiles.

	2006	2005	2004	2003	2002
Testing month	October	October	October	October	October
<b>Grade 8</b>					
Reading	86	87	84	81	80
Mathematics	91	89	84	78	73
Number of students tested	41	62	46	54	60
Percent of total students tested	100	100	100	100	100
Number alternatively assessed	0	0	0	0	0
Percent alternatively assessed	0	0	0	0	0
<b>Grade 7</b>					
Reading	77				
Mathematics	74				
Number of students tested	60				
Percent of total students tested	100				
Number alternatively assessed	0				
Percent alternatively assessed	0				
<b>Grade 6</b>					
Reading	79	77	77	78	79
Mathematics	86	72	83	76	78
Number of students tested	64	62	50	67	56
Percent of total students tested	100	100	100	100	100
Number alternatively assessed	0	0	0	0	0
Percent alternatively assessed	0	0	0	0	0
<b>Grade 5</b>					
Reading	78				
Mathematics	78				
Number of students tested	55				
Percent of total students tested	100				
Number alternatively assessed	0				
Percent alternatively assessed	0				
<b>Grade 4</b>					
Reading	89	85	85	83	84
Mathematics	76	80	71	67	82
Number of students tested	68	57	70	65	42
Percent of total students tested	100	100	100	100	100
Number alternatively assessed	0	0	0	0	0
Percent alternatively assessed	0	0	0	0	0