

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: Elementary Middle High K-12

Name of Principal Mr. Robert C. Herring
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Nativity School
(As it should appear in the official records)

School Mailing Address 5936 Ridge Avenue
(If address is P.O. Box, also include street address)

Cincinnati Ohio 45213-1622
City State Zip Code+4 (9 digits total)

County Hamilton School Code Number* N/A

Telephone (513) 458-6767 Fax (513) 458-6769

Website/URL www.nativity-cincinnati.org/school/php E-mail nativityschool@nativity-cincinnati.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* Brother Joseph Kamis, SM
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Cincinnati Tel. (513) 421-3131

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. Gregory Bell
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, 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.*

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 of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or 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 2004-2005 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 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The 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 the 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: _____
 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. 20 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	15	22	37
K	22	20	42	8	19	25	44
1	17	23	40	9			
2	23	23	46	10			
3	23	21	44	11			
4	25	24	49	12			
5	25	20	45	Other			
6	22	19	41				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							388

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| <u>81</u> | % White |
| <u>18</u> | % Black or African American |
| <u>1</u> | % Hispanic or Latino |
| <u>0</u> | % Asian/Pacific Islander |
| <u>0</u> | % 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: 2 %

(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.	1
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	5
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	6
(4)	Total number of students in the school as of October 1	388
(5)	Subtotal in row (3) divided by total in row (4)	.02
(6)	Amount in row (5) multiplied by 100	2

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient
 Number of languages represented: N/A
 Specify languages:

9. Students eligible for free/reduced-priced meals: 9 %
 Total number students who qualify: 33

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.

14. (**High Schools Only**) Show what the students who graduated in Spring 2004 are doing as of September 2004.

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

PART III - SUMMARY

Nativity is an urban, K-8 Catholic school in the Archdiocese of Cincinnati that opened in 1921. It was named a National Exemplary School in 1988 and "Best for Families: Best Private School" by All About Kids in 1994. Our mission: *to provide a solid academic education with a global perspective in which the arts and technology are integrated into the curriculum—all rooted in the gospel of Jesus Christ.*

The academic program gets results: standardized test scores are consistently above Archdiocesan and national averages; graduates are admitted to the high schools of their choice, including private high schools with selective admissions; and five members of our 8th grade Class of 2000 attending five different high schools were named National Merit Semifinalists. Success is not only found among the students. Nativity staff members were invited to participate in the Catholic Schools Initiative at Xavier University (a professional development program), and in 2003 two teachers earned National Board Certification.

One of the best ways to prepare students to participate in the global community is to provide them with the experience of learning about and getting to know students from around the world. Since 1979 forty-three delegations of students and teachers have traveled to twenty-nine schools in twenty-one different countries on six continents. In 2004 Nativity was nominated by Cincinnati Mayor Charlie Luken and subsequently inducted into the Greater Cincinnati Chamber of Commerce International Hall of Fame in recognition of its connection to the global community. Nativity's principal received the Global Educator Award in 2002 from the National Association of Retired Peace Corps Volunteers.

The arts are an integral part of the Nativity experience. Since 1979 professional artists have worked with students through the Ohio Arts Council's Artist in Education Program. Choreographers, poets, sculptors, painters, basket weavers, authors, folk artists, musicians, dancers, actors, and mimes have provided unique arts experiences in residencies from three weeks to six months. The Young Americans provide an intense three-day performing arts workshop introducing Nativity's students to the world of musical theater. Band, chorus, seasonal performances, Nativity Players, and the Variety Show give students the opportunity to share their talent throughout the year. Nativity students have been annual award winners in the Pentel International Art Competition. In 1987 Nativity was nominated for the Post Corbett Award for its arts program.

Technology is an essential tool for students. At Nativity, students have access to computers in their classrooms (K-5), in a lab, and on carts with over sixty laptop computers. Nativity was one of thirteen schools nationwide, and the only Catholic school, selected to pilot the IGNITE program, a web based interactive approach to teaching early American history geared toward each student's preferred learning style. WNAT, presented by 8th graders, is a live, closed-circuit television broadcast of school news.

Religious education is the fundamental reason Nativity school exists. Assessment of Catechesis Religious Education (ACRE) test scores indicate students are well versed in Catholic teaching and tradition. The Students Serving Others program provides service opportunities. Architects of Catholic Culture: Designing & Building Catholic Culture in Catholic Schools (Cook, 2001) cites Nativity as a school that promotes Catholic culture through its practices.

Nativity serves older urban communities that are socially and economically diverse. The staff believes the home-school connection is key to student success, and they work hard to strengthen it. In addition to the Education Commission, the Principal's Advisory Committee provides a forum for parents to participate in the formulation of school policy, guidelines, finances, and long range planning. In Shaping School Culture (Deal and Peterson, 1999) Nativity is cited as an example of a school that is unusually effective in developing a strong school culture.

PART IV – INDICATORS OF ACADEMIC SUCCESS

Part IV – 1 Explanation of Assessment Results

Nativity School students take the Terra Nova Achievement Test every October as mandated by the Archdiocese of Cincinnati. This is a nationally normed group achievement test which compares second, fourth, sixth and eighth grade students across the country. The scores reported here are reported in percentiles. A percentile score reflects the percentage of students in the norm group whose scores fell below that level. A student at the 85th percentile in reading or math scored at or above 85% of the students nationwide in that subject area.

The overall reading scores are consistent across the grades, with the mean student percentile in the high 70th to mid-80th percentile. Looking over the past three years, it is evident that Nativity students' reading scores have been consistently stronger, across the grades and across the years, than math. In both reading and math, however, our students perform above the scores anticipated based on the In View cognitive measure. Nativity's Terra Nova scores are regularly at or above archdiocesan norms.

It should be noted that eighth grade scores tend to dip due to a number of students each year who transfer into Nativity for seventh grade. Many of these students tend not to have the higher level thinking skills measured by the constructed response items on the Terra Nova Test.

Because Nativity reading scores have consistently been stronger than math scores, the math teachers have worked over the past two years to develop interventions to improve the students' math skills. The focus on higher level thinking skills and problem solving skills, as well as strategies to involve parents in helping the children with these skills, have made a difference in the scores this year. Math scores on the Terra Nova have improved significantly in the fourth, sixth and eighth grades, coming much closer to the reading scores.

In analyzing the scores of the minority students (all African American), the pattern of their scores follows the same pattern of the class as a whole: reading is stronger than math. It is evident that their scores, while below those of classmates, improve each year from second to eighth grade. Because a significant number of minority students transfer into Nativity, the mean scores reported in the chart do not tell the whole story. It should be noted that in each of the past three years the range of scores of minority students in Grade 2 goes from below the 10th percentile to above the 89th percentile. As the African American students move through the grades, the range decreases as the lowest scores improve. By Grade 8, the lowest score is above the 35th percentile (2004-05), the 57th percentile (2003-04) and the 41st percentile (2002-03).

Once students enter Nativity they rarely leave before eighth grade graduation. The benefit of this is most evident among the African American students whose reading and math scores improve the longer they are at Nativity. The extra time and energy that go into the home-school partnership pays off. Overall, the Terra Nova achievement scores are higher than the predicted scores based on the In View cognitive test. At Nativity, students learn.

Part IV – 2 Use of Data to Improve Student and School Performance

There are several ways data are used to understand and improve student and school performance at Nativity.

The principal, classroom teachers, and school psychologist review the results from the Terra Nova standardized test. Each teacher looks at the scores to see if students are working at the expected level based on their daily performance. They also look for any areas that the class may have struggled with or any particular student that scored in an unexpected manner. If a class or grade level has had difficulty with a particular skill, the teachers in that grade level re-teach the skill or revise the method of presentation.

If a particular student has unexpected scores, either above or below the expected level based on daily performance or the anticipated (cognitive) score, then teachers consult with the school psychologist to determine the next steps. Follow-up often includes a team meeting with the school psychologist, reading specialist, speech pathologist, principal and parents.

The principal and the school psychologist review the scores for overall trends across the building by subject area and by grade level. Building and grade level trends are also compared to the previous years. Each curriculum team (e.g. the math department) uses building-wide scores to discuss changes in presentation, intervention, or testing strategies.

The principal reviews classroom teachers' use of Bloom's Taxonomy in tests, projects, and homework assigned to insure that students are expected to do much more than recall information. The results of the ACRE test are examined to pinpoint areas for improvement in religious education in the same way that the Terra Nova results are used.

Part IV – 3 Communicating Student Performance

Student performance is communicated to the parents, students and community in a variety of ways throughout the year. Parent information nights in September and January set the stage for helping parents to understand the academic and behavioral expectations for the first half and second half of the year respectively. Parents receive a copy of the scope and sequence for each subject as well as e-mail addresses for all of the teachers and staff who will be working with their children.

As the year continues, the primary grade teachers send home a weekly folder or packet along with a note. Parents are welcome to respond to the information with a note or e-mail to the teacher. Grades four, five and six also use weekly packets of graded student work to inform parents and students of academic progress. A mid-term progress report is sent home in Grades 4 through 8. Report cards go home at the end of each quarter with Parent-Teacher Conferences scheduled at the end of the first and third quarters. Team meetings are scheduled every five weeks with the parents of students experiencing academic difficulty.

The results of the standardized testing (achievement and ability) with an accompanying explanation are sent home to each parent. In addition, the results for each grade level are published in the school newsletter along with a narrative interpreting the results. Parents are offered the opportunity to meet individually with the principal or the school psychologist for a more detailed explanation of their child's scores. The principal presents the results of the standardized testing to the Education Commission and the Principal's Advisory Committee.

Part IV – 4 Sharing the Successes

There are a variety of venues Nativity uses to share its success with other schools. Over the past sixteen years Nativity has been a member of the Eastern Catholic Alliance of Schools for Excellence (E-CASE), a consortium of eight Catholic elementary schools on Cincinnati's east side. As a member of E-CASE, Nativity has participated in Best Schools and Project Based Learning, forums for sharing best practices. Nativity's teachers also participate in E-CASE sponsored peer in-service professional development where they meet with other teachers working at the same grade level to share strategies and intervention ideas.

Nativity's web site is frequently updated, highlighting student and staff accomplishments. It is a source of information not only for parents and friends of Nativity, but also for the wider community.

Under their Memorandum of Understanding (1996, 1999, 2003) Nativity and Torkinmaki School (Kokkola, Finland) sponsor a teacher exchange program. Staff members from each school spend three weeks in the partner school learning their best practices and sharing successful strategies. Mr. Herring, along with Mr. Johnson (Torkinmaki's principal), presented the benefits of their elementary school student exchange program at the 2003 Conference of the International Confederation of Principals in Edinburgh, Scotland.

Nativity staff members consistently attend the annual International School-to-School Experience (ISSE) International Conference, sharing ideas with member schools on best practices for a successful student exchange program. In the past ten years Nativity teachers have also presented at the Ohio Catholic Education Association's biennial convention.

Nativity is cited in Shaping School Culture (Deal and Peterson, 1999) as an example of a school with strong traditions and rituals, key components of a strong culture. Architects of Catholic Culture: Designing & Building Catholic Culture in Catholic Schools (Cook, 2001) mentioned Nativity as one school that promotes Catholic culture through its practices.

PART V – CURRICULUM AND INSTRUCTION

Part V – 1 Nativity’s Curriculum

Students at Nativity School are taught the subjects mandated by the Graded Course of Study for the Archdiocese of Cincinnati. In K-8 they receive instruction in language arts, math, social studies, science, religion, music, physical education, and the visual arts. The equivalent of high school ninth grade college prep level Spanish class taught over two years is offered to students in Grades 7 and 8. Students taking two years of Latin can test into Latin III. Beginning in the primary grades and continuing through Grade 8, math teachers go beyond fact and basic comprehension to application, analysis and synthesis in class discussions, homework assignments, and projects in all subject areas and across the curriculum.

A social studies project will include Internet research, reading the text, discussion, and a poster that compares and contrasts the life styles of various Native American communities. A math project with partner schools in Argentina, Ukraine, and Australia facilitated by I*EARN will teach kids to formulate a hypothesis, gather and analyze data, create charts and graphs, and incorporate geography. Conclusions will be presented in a variety of formats including use of spreadsheets, Power Point, and/or models. Students studying the universe do research in books and on the Internet, compose their own song that features part of their research, and make a book to convey the information.

By merging art with poetry, history, or science, every student creates an individual handmade book that uses archival quality paper in a variety of formats (accordion, pop up, tunnel, multiple folds) to creatively communicate the message. These books are showcased at the annual Publishing Center Open House.

Beginning in Kindergarten students are introduced to the world of technology where they learn word processing and write their own books. Students in Grades 3 - 8 conduct research on the Internet, create Power Point presentations, and take practice tests at home (via the Internet) using ExamView. Students in Grade 8 use the TI83 calculator to test and verify math principles they’ve learned. Higher-level thinking skills are taught through webquests, spreadsheets, and databases. The math curriculum spirals through Grades K-6 emphasizing basic skills in computation, geometry, probability, statistics, measurement, time, and money. Students must use higher level thinking skills to solve problems incorporated in cross curriculum projects based in authentic situations.

Through a systematic map studies program that begins in Grade 3 and continues through Grade 8, students acquire a comprehensive geographic literacy; they are expected to know the location of every country in the world as well as the location of major bodies of water, mountain ranges, deserts, seas, bays, etc. In three of the last four years, students have qualified for the state round of the National Geographic Geography Bee.

The visual arts program incorporates studio, art history, aesthetics and art criticism in the students’ experience. Higher level thinking skills are reinforced through opportunities for creative problem solving, divergent and fluid thinking, the experience and recognition of diverse solutions to the same challenge, and the time and space for self-expression and exploration. Music and performing arts involve process, product and appreciation. Junior high choir adjudication, the annual Variety Show, and a three-day performing arts workshop with the Young Americans are part of the Nativity experience. Band is an elective in Grades 4-8; choir is an option for Grades 3-8.

Nativity’s student population reflects an urban community. The diverse abilities, learning styles and home experiences require strategies that enable each student to succeed. The land lab provides a green space on an urban campus for students to grow flowers and vegetables and observe the life cycle of plants. The Engineer in Residence shows practical application of scientific principles. The Artist in Residence allows students to design and create works of art from a 2-story totem pole to original works of art installed throughout the school.

Part V, 2a. Reading Curriculum

The reading curriculum at Nativity School uses a literature based multi-modal approach. A combination of a phonics and literature-based program with an active parent component brings about the best results for primary and intermediate grade readers. The skills learned and habits developed are applied in junior high through analysis and critique of novels, short stories, plays, and poetry.

The Houghton Mifflin Reading Series is the core of the reading program in Grades K through 6. Students are taught in heterogeneous groups in the primary grades and in whole class lessons in the intermediate grades and junior high. Students in the primary and intermediate grades who struggle with reading skills work further on leveled readers that reinforce comprehension skills on a lower level. For those students who are working above grade level the basic presentation is embellished with opportunities to choose from a collection of over 200 trade books in each class. Phonics skills, presented in the primary and intermediate grades, are practiced through traditional work sheets and nontraditional games that relate to the stories being read. Comprehension is assessed by computerized tests, discussions, traditional written tests and hands-on demonstrations (e.g., developing a board game to explain characters, plot, etc.).

The home-school connection is a vital component of the reading curriculum in Grades K-3. Students are required to read 15 minutes each night and parents are coached on the importance of modeling “the enjoyment of reading” for their children. Students in K-8 who read Caldecott, Coretta Scott King or Newbery Award winning books qualify for membership in the Literary Award Book Club and receive the Lit Club T-Shirt. The Accelerated Reader program encourages students to read at home.

Part V, 3 Different Curriculum Area

As with all curriculum areas, the teachers at Nativity use many methods to teach the concepts and content of social studies. The social studies program at Nativity School is unique, however, in its integration with other curriculum areas, its use of technology, its emphasis on geographic literacy, and the student exchange program.

Teachers meet with the art and music specialists at the beginning of the school year to discuss the topics and concepts that will be taught in the current year. This collaboration across all grades results in a variety of projects, e.g., sixth graders create gargoyles while studying the Middle Ages, and third graders compose songs about the planets they have studied. Social studies and language arts teachers have students read novels, poetry and short stories that match the social studies curriculum, e.g., fourth graders read a book from the Little House on the Prairie series as they study about early settlers, and eighth graders read about Anne Frank as they study World War II. The Internet is available to all students for research. Seventh graders study early American history using interactive software designed by IGNITE that matches the preferred learning style of each student with the content presentation.

Since 1985, the goal of the map studies program (that starts in Grade 3) ensures that by the time students complete Grade 8 they will know the location of every country in the world as well as major physical features (rivers, mountains, deserts, bodies of water, etc.). The student scoring the highest on the 541-item Map Test of the World at the end of the year receives the Amerigo Vespucci Map Recognition Award.

There is no better way to know a country than to know its people. Since 1979 Nativity has sponsored forty-three student exchanges with twenty-nine schools in twenty-one different countries on six continents. From Kindergarten to Grade 8, one or more delegations from abroad per year will visit each classroom, eat with the students in the cafeteria, and play with them at recess. Nativity students are being prepared to be active citizens of the global village.

Part V- 4 Instructional Methods Used at Nativity

Variety is the hallmark of instructional methods used at Nativity. On any given day in any classroom one can see large group, small group and individual instruction. There will be students in Grades K-3 working with instructional aides and parent volunteers. Across the grades students will be reading out of a book, working in collaborative groups, accessing the Internet, or listening to a lecture. They will be presenting the results of their research through an oral presentation, a play they've written, a movie they've produced, or a song they've composed. There may be a Power Point presentation or a hand-made book of archival quality. Instructional methods include paper and pencil, hands on exploration, and demonstration, discussion or debate. Students are consistently challenged to use higher level thinking skills to go beyond simple recall to analysis and application. Different students learn in different ways. The instructional methods employed at Nativity are geared to match the students' preferred learning styles in order to improve student learning.

Students who experience difficulty with the curriculum receive assistance through the remedial reading specialist and the speech/language pathologist. Some parents choose to hire their own tutor who works closely with the classroom teacher(s). When necessary, students are offered accommodations and an adjusted curriculum. A collaborative team approach is used when teachers or parents have a concern about student learning. The team may include, but is not limited to, parents, teachers, principal, speech pathologist, remedial reading teacher, psychologist, and any outside therapist or tutor. The team identifies the concern, formulates a plan, and agrees to meet within five weeks to monitor progress. Because social/emotional issues can have an impact on academic performance, the plan often considers factors beyond academic concerns.

Part V- 5 Nativity's Professional Development Program

Teachers develop an Individual Professional Development Plan (IPDP) each year that is aligned with the goals of the School Continuous Improvement Plan. Each teacher, therefore, has a goal to improve his/her knowledge of technology and content area(s). Opportunities to meet that goal are provided by Nativity, the Office for Catholic Schools, Xavier University, and a variety of educational agencies.

Ongoing professional development is also provided for all teachers through E-CASE's Best Schools and the Project Based Learning programs. E-CASE provides on-site support throughout the year as teachers implement the best practices in technology integration. Additional E-CASE sponsored workshops are optional and available throughout the year, e.g., grade level peer in-service.

The Catholic Schools Initiative sponsored by Xavier University is a five-year program that targets math and science in the primary and middle grades. Three Nativity teachers are currently enrolled and are learning best practices.

Teachers attend regional meetings of professional organizations and associations (e.g., National Council of Teachers of Mathematics, Southwest Ohio Instructional Technology Association, Ohio Catholic Education Association, Archdiocesan Religious Education Congress, etc.). Staff members attend conferences abroad (International School-to-School Experience – Australia, Ecuador, El Salvador, Honduras, Mexico; International Education and Resource Network – China; International Confederation of Principals – Finland, United Kingdom; International Projects Week – Russia, Hungary, Netherlands).

Monthly faculty meetings and monthly department meetings (language arts, math, science, social studies, music, and religion) offer time for teachers to share information from the Catholic Schools Initiative, university level classes, workshops, and professional literature.

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.

1. Private school association(s): National Catholic Education 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 2004-2005 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$ 2,610</u> K	<u>\$ 2,510</u> 1 st	<u>\$ 2,510</u> 2 nd	<u>\$ 2,510</u> 3 rd	<u>\$ 2,265</u> 4 th	<u>\$ 2,265</u> 5 th
<u>\$ 2,265</u> 6 th	<u>\$ 2,265</u> 7 th	<u>\$ 2,265</u> 8 th	<u>\$ N/A</u> 9 th	<u>\$ N/A</u> 10 th	<u>\$ N/A</u> 11 th
<u>\$ N/A</u> 12 th	<u>\$ N/A</u> Other				

4. What is the educational cost per student? \$3,387
 (School budget divided by enrollment)

5. What is the average financial aid per student? \$ 992

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? * % * 4% of school budget
22% of parish budget

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 81 %

PART VII - ASSESSMENT RESULTS

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS NATIVITY SCHOOL

Subject: Reading Grade: 2 Test: Terra Nova

Edition/Publication Year: Second Edition/2001 Publisher: CTB/McGraw-Hill

Scores are reported here as NCEs _____ Scaled Scores _____ Percentiles X

	2004-05	2003-04	2002-03
Testing Month	October	October	October
SCHOOL SCORES			
Total Score	81.3	81.2	82.3
Number of students tested	39	47	53
Percent of students tested	100	98	100
Number of students alternatively assessed	0	1	0
Percent of students alternatively assessed	0	2	0
SUBGROUP SCORES			
1. African American	44.7	55.2	41.0
Number of students tested	7	9	8

The scores of the student with an IEP who was alternatively assessed were not factored into the class/grade scores.

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS
NATIVITY SCHOOL

Subject: Math Grade: 2 Test: Terra Nova

Edition/Publication Year: Second Edition/2001 Publisher: CTB/McGraw-Hill

Scores are reported here as NCEs _____ Scaled Scores _____ Percentiles X

	2004-05	2003-04	2002-03
Testing Month	October	October	October
SCHOOL SCORES			
Total Score	74.0	70.0	81.5
Number of students tested	39	47	53
Percent of students tested	100	98	100
Number of students alternatively assessed	0	1	0
Percent of students alternative assessed	0	2	0
SUBGROUP SCORES			
1. African American	43.0	40.7	41.0
Number of students tested	7	9	8

The scores of the student with an IEP who was alternatively assessed were not factored into the class/grade scores

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS
NATIVITY SCHOOL

Subject: Reading

Grade: 4

Test: Terra Nova

Edition/Publication Year: Second Edition/2001

Publisher: CTB/McGraw-Hill

	2004-05	2003-04	2002-03
Testing Month	October	October	October
SCHOOL SCORES			
Total Score	84.0	84.0	78.4
Number of students tested	43	49	45
Percent of students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. African American	56.2	68.8	59.3
Number of students tested	8	10	10

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS
NATIVITY SCHOOL

Subject: Math Grade: 4 Test: Terra Nova

Edition/Publication Year: Second Edition/2001 Publisher: CTB/McGraw-Hill

Scores are reported as: NCEs ____ Scaled Scores ____ Percentiles X

	2004-05	2003-04	2002-03
Testing Month	October	October	October
SCHOOL SCORES			
Total Score	83.7	63.0	72.5
Number of students tested	43	49	45
Percent of students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. African American	54.1	57.2	47.4
Number of students tested	8	10	10

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS
NATIVITY SCHOOL

Subject: Reading Grade: 6 Test: Terra Nova

Edition/Publication Year: Second Edition/2001 Publisher: CTB/McGraw-Hill

Scores are reported here as NCEs ____ Scaled Scores ____ Percentiles X

	2004-05	2003-04	2002-03
Testing Month	October	October	October
SCHOOL SCORES			
Total Score	82.0	84.0	84.3
Number of students tested	43	41	53
Percent of students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGOUP SCORES			
1. African American	66.2	67.0	60.9
Number of students tested	9	2	6

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS
NATIVITY SCHOOL

Subject: Math Grade: 6 Test: Terra Nova

Edition/Publication Year: Second Edition/2001 Publisher: CTB/McGraw-Hill

Scores are reported here as NCEs ____ Scaled Scores ____ Percentiles X

	2004-05	2003-04	2002-03
Testing Month	October	October	October
SCHOOL SCORES			
Total score	86.0	83.4	81.0
Number of students tested	43	41	53
Percent of students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. African American	72.4	52.0	54.9
Number of students tested	9	2	6

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS
NATIVITY SCHOOL

Subject: Reading Grade: 8 Test: Terra Nova

Edition/Publication Year: Second Edition/2001 Publisher: CTB/McGraw-Hill

Scores are reported here as: NCEs ____ Scaleds Scores ____ Percentiles X

	2004-05	2003-04	2002-03
Testing Month	October	October	October
SCHOOL SCORES			
Total Score	85.8	79.0	80.7
Number of students tested	36	44	51
Percent of students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. African American	66.8	71.4	62.0
Number of students tested	5	10	4

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS
NATIVITY SCHOOL

Subject: Math Grade: 8 Test: Terra Nova

Edition/Publication Year: Second Edition/2001 Publisher: CTB/McGraw-Hill

Scores are reported here as: NCEs ____ Scaled Scores ____ Percentiles X

	2004-05	2003-004	2002-03
Testing Month	October	October	October
SCHOOL SCORES			
Total Score	83.0	70.0	75.0
Number of students tested	36	44	51
Percent of students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. African American	61.8	64.0	57.0
Number of students tested	5	10	4