

# 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. Maria E. Kelly  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

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

School Mailing Address 6398 Nativity Lane  
(If address is P.O. Box, also include street address.)

Burke Virginia 22015-4064  
City State Zip Code+4 (9 digits total)

County Fairfax State School Code Number\* N/A

Telephone (703) 455-2300 Fax (703) 569-8109

Web site/URL [www.nativityschool.org](http://www.nativityschool.org) E-mail [mkelly@nativityschool.org](mailto:mkelly@nativityschool.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\* Dr. Timothy J. McNiff  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Diocese of Arlington Tel. ( 703 ) 841-2519

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/Chairman N/A  
(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**

**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 years.
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  
 \_\_\_\_\_ N/A 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. \_\_\_\_\_ 7 \_\_\_\_\_ 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	25	23	48	7	17	13	30
K	13	15	28	8	16	9	25
1	19	10	29	9	N/A	N/A	0
2	11	19	30	10	N/A	N/A	0
3	17	13	30	11	N/A	N/A	0
4	17	13	30	12	N/A	N/A	0
5	11	18	29	Other			
6	13	17	30				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>309</b>

6. Racial/ethnic composition of the school:
- |                   |                                    |
|-------------------|------------------------------------|
| 0                 | % American Indian or Alaska Native |
| 15                | % Asian or Pacific Islander        |
| 1                 | % Black or African American        |
| 15                | % Hispanic or Latino               |
| 69                | % White                            |
| <b>100% 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: 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	1
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	2
(3)	Total of all transferred students [sum of rows (1) and (2)]	3
(4)	Total number of students in the school as of October 1	309
(5)	Total transferred students in row (3) divided by total students in row (4)	0
(6)	Amount in row (5) multiplied by 100	1

8. Limited English Proficient students in the school: 3%  
10 Total Number Limited English Proficient  
 Number of languages represented: 19  
 Specify languages: English, Spanish, French, Vietnamese, Chinese, Korean, Lithuanian, Portuguese, Hindi, Tai, Arabic, Farsi, Armenian, Ebo, Tagalog, Finnish, Lebanese, Italian, and Bulgarian.

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.

10. Students receiving special education services: 6 %  
18 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>  1  </u> Orthopedic Impairment
<u>    </u> Deafness	<u>  1  </u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u>  7  </u> Specific Learning Disability
<u>    </u> Emotional Disturbance	<u>  6  </u> Speech or Language Impairment
<u>  2  </u> Hearing Impairment	<u>    </u> Traumatic Brain Injury
<u>    </u> Mental Retardation	<u>    </u> Visual Impairment Including Blindness
<u>  1  </u> Multiple Disabilities	

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

	<b>Number of Staff</b>	
	<b><u>Full-time</u></b>	<b><u>Part-Time</u></b>
Administrator(s)	<u>  1  </u>	<u>  1  </u>
Classroom teachers	<u> 14  </u>	<u>  4  </u>
Special resource teachers/specialists	<u>  0  </u>	<u>  2  </u>
Paraprofessionals	<u>  2  </u>	<u>  1  </u>
Support staff	<u>  4  </u>	<u>  4  </u>
Total number	<u> 21  </u>	<u> 12  </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 %	98 %	97 %	97 %	97 %
Daily teacher attendance	98 %	97 %	96 %	95 %	97 %
Teacher turnover rate	1 %	1 %	1 %	2 %	2 %
Student dropout rate (middle/high)	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school)	N/A %				

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### ***PART III – SUMMARY***

Since opening its doors on August 26, 1996, Nativity's mission has been to provide an atmosphere that values every student as a unique child of God, that inspires a life-long desire for learning, and that encourages each child to develop his or her full potential spiritually, academically, socially, emotionally, physically, and culturally. As an educational institution in the Diocese of Arlington, Virginia, Nativity fosters an environment that is rich in Catholic traditions and that provides a solid academic foundation. Nativity is committed to carrying out the mandate of the American Bishops in their pastoral letter, "To Teach as Jesus Did." The ministry of Nativity incorporates a three-fold dimension: God's message, Christian fellowship, and service to the community.

Nativity endeavors to create a school family that welcomes its diverse student body, encourages its dedicated faculty, and supports parents in their role as their child's first teachers. The school educates children from preschool age through eighth grade. With 309 students, the school maintains a student to teacher ratio of 19 to 1. The student body includes children of varied economic, racial, and cultural backgrounds. Using the percentiles provided by the U.S. Department of Education, Nativity consistently ranks in the top ten percent of all schools nationally in reading and math for grades two through seven. The faculty members average 12 years of teaching experience and thirty-two percent possesses a Masters Degree. Nativity's faculty has a low attrition rate; over its eleven-year history, the average faculty member has been at this school for four years. Many of the school's faculty members have been instrumental in helping develop the diocesan curriculum and policies in their particular subject area. Parents provide a true partnership in creating an optimal learning environment for their children. The school's Parent Teacher Organization has been vital in raising funds for school improvements and special projects as well as for providing support as volunteers and community liaisons for the school.

The curriculum, which is based on the guidelines, established by the Diocese of Arlington, helps prepare the students to be successful in a global, technological society while providing them with an academic and spiritual foundation for meeting the demands in an ever-challenging world. The school's technology plan has become a model for other schools in the diocese to follow. ActivBoards, visual presenters, LCD projectors, and DVD players are found in each classroom and are helping to revolutionize the students' learning process. The curriculum focuses on providing all of the fundamental skills needed in all subject areas. The curriculum includes a fine arts program (e.g. music, visual art, and band), an accelerated math program and a study skills course at the middle school level, and a foreign language program for all students. Additionally, the school provides extracurricular activities and sports experiences to help develop the whole child (e.g. scouting, Catholic Youth Organization, basketball, track). Nativity also hosts a vibrant extended care program to provide active care for children both before and after normal school hours.

The core of the school's Christian Outreach Program is the Virtues Program. Students focus on a different virtue each month, and their efforts culminate by integrating the virtue into a Christian service project benefiting the community. Some of the organizations and causes supported by Nativity's Virtues Program include: Food for the Poor, Nativity Parish Pantry, and St. Jude's Children's Hospital, soldiers in Iraq and Afghanistan, and victims of Hurricane Katrina. The school participates in the parish's Project Starfish that provides food, housing, and medical services to the people of Haiti. Nativity students adopted the Rainbow House in Haiti, which is an orphanage that cares for children with AIDS.

The parish facility Nativity occupies was originally built in 1992 and the school has since optimized the spaces to provide an environment conducive to learning while still supporting a variety of parish activities. Today there are seventeen classrooms to accommodate core instruction, science, art, and computers, with younger students located on a separate level from older students. The school facility also includes a library, special purpose rooms, a clinic, a chapel, an extended care room, a kitchen, a parish hall/cafeteria, and administrative offices. Students enjoy outdoor recreation opportunities and a separate playground structure. Nativity is committed to providing instruction that nurtures students to be faithful Catholics and productive citizens through a program that emphasizes diversity, academic excellence, parental involvement, a comprehensive curriculum, character, and community service.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

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### ***1. Assessment Results in Reading and Mathematics***

Nativity uses the TerraNova Achievement Test, First Edition, published by CTB/McGraw/Hill. TerraNova assesses student proficiency across the curriculum in areas that include reading comprehension, vocabulary, spelling, language mechanics, language composition, mathematical reasoning, and mathematical computation. TerraNova provides reliable and accurate information about student performance. Prior to the 2004-2005 school year, students in grades two through seven took the TerraNova test during the fall term in September; however, since then the school administered the test during the spring term in April to better assess student achievement and teacher effectiveness.

TerraNova test results are norm-referenced. The test compares individual students and groups of students with others in the nation. In addition, TerraNova derives criterion-referenced scores to assist teachers in defining strengths and weaknesses in their programs and in individual student's mastery of the Diocese of Arlington Curriculum.

Part VII of this packet includes TerraNova Reading and Mathematics Assessment Data tables for Nativity students in grades two through seven for the past five years. Nativity students consistently have attained outstanding scores when compared to national norms. The results of the TerraNova tests for students at Nativity show that in grades two through seven the school average consistently met or exceeded the National Percentile of the Mean Normal Curve Equivalent (NP of the Mean NCE) in the areas of reading and mathematics. For example, the NP of the Mean NCE for reading in grade seven is 77. Nativity's score for seventh grade is 83. In mathematics, the seventh grade NP of the Mean NCE is 75. For the seventh grade at Nativity, the score is 84. The one score that falls below the NP of the mean NCE is the 2006-2007 third grade Math Score. Through examination, Nativity has determined that the most likely reason for the drop in this score was due to the scheduling. As a result, the pace of the curriculum has been increased to ensure a better opportunity for mastery of the material prior to the test. Nativity is confident, with this change that the third grade test scores will return to a high level as in past years. Nativity accepts children with a variety of learning needs and all of these children participate in TerraNova testing. As a result, overall test score averages for each grade may vary from year to year depending on the learning needs of the children. Based on the cutoff scores published by the Department of Education, Nativity ranks within the top ten percent of all schools nationally in both reading and mathematics.

In addition to the TerraNova standardized tests for grades two through seven, Nativity administers additional tests to specific groups of students within the school. Children in kindergarten take the Metropolitan Readiness Test and those in eighth grade take the Scholastic Testing Service's High School Placement Test. The school administers the Early Prevention of School Failure assessment to students entering kindergarten to identify their developmental readiness. In the spring, all seventh grade students take the Iowa Algebra Aptitude Test. Nativity uses the results of this test, the TerraNova test results, and seventh grade math class averages to determine which eighth grade students are prepared to be successful in the Algebra I course that is offered for high school credit. Nativity takes pride in the performance of its students. The students' success is due to their hard work and perseverance to meet high expectations in a challenging curriculum, to the skill and dedication of the teachers, to the support of the parents, and to the administration's vision for achieving academic excellence.

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

Nativity receives TerraNova assessment results at the end of the school year. The principal and teachers immediately review and analyze these results to determine strengths and weaknesses in each curriculum area. Prior to the close of the school year, all teachers meet formally to analyze the test results from their current class. Teachers then categorize the students by mastery, partial mastery, and non-mastery of the specific test areas and look at the work of individual students classified in the latter two categories to determine techniques for improvement. The faculty documents the strategies used to teach

skill areas needing improvement and project strategies that could be used to achieve mastery. In addition, learning resource teachers evaluate the scores of students with special needs to determine if supplementary support services are needed. Based on the analytic results for assessment areas needing improvement, the school encourages teachers to enroll in diocesan summer seminar programs and purchase classroom materials that will best address the needs indicated in the testing results. The school reviews text and resource selections for targeted improvements.

At the beginning of each school year, teachers dedicate a full day to participation in a TerraNova test result “hand-off” process. During this day, previous and successive teachers meet to help flag students who may need additional help or resources in the new school year, and to provide feedback to the current teacher regarding successful teaching strategies. Teachers identify students who do not achieve mastery in a particular subject area. They discuss and implement teaching strategies that will assist students in targeted areas. Teachers receive a copy of *A Teacher’s Guide to TerraNova* that explains the tests in detail. It also provides sample test questions that are utilized by the teachers.

### ***3. Communicating Student Performance***

Parents receive student progress reports on a regular basis. They see graded papers on a daily and weekly basis. The school sends quarterly and mid-term reports to apprise parents of their children’s progress. At the end of the first quarter, all parents attend a parent teacher conference to discuss their children’s strengths and areas for growth. Students who achieve high marks for academic and behavioral successes receive honors. In addition to the academic honors, students have the opportunity to earn the Shining Star award that recognizes good citizenship and work habits. The school hosts an annual awards ceremony at the end of the academic year to honor students for excellence in various subjects. Nativity participates in several external awards programs including the Presidential Award for Academic Excellence, The Presidential Physical Fitness Award, and the Johns Hopkins University Center for Talented Youth.

Nativity mails the TerraNova test results to school parents/guardians in the spring of each year. The CTB report includes information to help the parents interpret the results and provides them with national percentiles. In the beginning of each school year, the principal posts the school testing results on the web page, which is accessible to anyone interested in the school. Also, early in the academic year, the school discusses testing results with the parents at the first general parent meeting.

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

Nativity’s technology program serves as a model for the Diocese of Arlington. Faculty, administrators, and religious leaders from many schools have toured our facility to view the state of the art technology found in all classrooms. The Diocese of Arlington spotlighted Nativity’s educational technology in its annual report. Nativity hosts an annual open house for all to see the programs offered.

The teachers share their expertise in various ways in the community. Many Nativity faculty members presented seminars for the diocese in their areas of specialty, including a popular one on utilizing ActivBoard technology in the classroom. The teachers have served on various diocesan committees developing curriculum guidelines and reviewing textbooks. Nativity teachers share lesson plans and successful strategies in various subjects with teachers from other schools during the diocesan institute and exchange ideas and lesson plans via e-mails.

The school shares students’ successes through the Nativity website, school newsletter, and local community newspapers. The artistic talents of Nativity students often have been recognized through artwork displays at the Pope John Paul II Cultural Center, the Lorton Art House, the Catholic Herald, and the Burke Connection newspapers.

Catholic Schools Week provides another opportunity for Nativity to share its successes. The week kicks off with a parish Mass in which several select students share essays highlighting the significance of their Catholic school experience. The school holds an open house during school hours for visitors from the community to gain a better sense of the educational opportunities available at Nativity. The faith fair allows the students to share their creative talents while fostering their faith formation.

## **PART V- CURRICULUM AND INSTRUCTION**

**I. Curriculum:** Nativity School provides a challenging, meaningful, and invigorating curriculum following the guidelines of the Diocese of Arlington.

Catholic identity and doctrine is the foundation of the **Religious Education** program that is integrated across other elements of the curriculum. Each month, teachers model a new virtue for students and examples span all curriculum areas.

The **Reading/Language Arts** program forms the foundation of academic instruction and emphasizes excellence in oral and written communication. Specific focus areas include comprehension, fluency, vocabulary, spelling, grammar, word and language patterns, oral presentations and written expression. The new automated Writing Roadmap program directly supports the written expression curriculum for fourth through eighth grades and the 6+1 Traits of Writing program provides excitement and motivation for budding authors in the primary grades.

The **Mathematics** curriculum emphasizes computation abilities and higher order thinking skills. It covers problem solving, number sense, estimation, statistics and probability, geometry, measurement, patterns, graphing, functions, and algebra. At the seventh and eighth grade levels, students have the opportunity to test into Pre-Algebra and Algebra I. Math manipulatives, technology, and integrated instruction further enhance our math curriculum.

The **Science** curriculum emphasizes a hands-on approach for students in the early grades, and develops into a comprehensive program that focuses on the use of the scientific method. This approach to scientific inquiry, which embraces both theory and experimentation, is the basis for exploration of a variety of concepts including biology, chemistry, physics, and technology. Students exercise analytical skills and participate in hands-on experiences. Students work cooperatively in groups. They participate in a school-wide science fair. Nativity received a \$50,000 matching grant during the 2005-2006 school years to upgrade the science program. The grant provided numerous science-related materials and books, and enabled remodeling of the science room to enhance the students' lab experience.

**Social Studies** lessons explore current and historical aspects of human activity and interaction, and cover cultural, economic, political, and social aspects of societies around the world. Students actively participate in programs which enhance classroom learning including: Junior Achievement, Colonial Day, historical simulations, Medieval Day, and the National Geographic Geography Bee.

Students in kindergarten through eighth grade participate in a full-time **Spanish** language program where they learn to read, write, and speak Spanish. The program encourages students to think in Spanish, and fosters an appreciation of their own and other Spanish-speaking cultures. Upper grades advance these skills and focus more on grammar and the technical aspects of the language. Eighth grade students complete the equivalent of high school Spanish. The foreign language curriculum meets the requirements of the NCLB-BRS program.

The **Fine Arts** program develops the students' artistic abilities. They work with a variety of media and tools. They share individual and group talents through art displays, the annual Christmas Pageant, and other venues. Band provides students with the opportunity to play a musical instrument, work together as a group, and to participate in formal performances.

The **Library** program builds a love of reading and an appreciation of literature while supporting the other components of the curriculum.

**Physical, Health and Safety Education** instruction encourages life-long fitness and health. The students learn the values of teamwork, fair play, confidence, dignity, and respect for all. The school also offers a variety of opportunities to participate in individual and team sports.

Daily classroom instruction incorporates cutting-edge **Technology and Computer Education**. Students in all grades participate in regular computer classes to develop computer literacy, computer application skills, and an awareness of how computers contribute to research and self-directed, continuous learning. The curriculum strengthens the students' abilities to access, interpret, and synthesize information and to apply technology to problem solving.

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

Nativity utilizes a strong, literature-based program to teach the curriculum. In grades kindergarten through fifth, an emphasis is placed on building a foundation that incorporates phonics, fluency, vocabulary, comprehension skills and spelling patterns. The Macmillan/McGraw-Hill Reading series encompasses all of these Language Arts areas for Nativity. The reading program nurtures progression in these skills and ties in with the TerraNova assessment format for each unit. The students integrate these skills across subject areas. Practicing these skills in writing assignments, oral presentations, and other projects reinforce these skills. The Accelerated Reader Program further enhances reading skills. The Kurzweil Reader Program helps special needs students succeed.

Parent volunteers participate in reading programs with students and chair discussion groups that develop individual student comprehension while stimulating critical thinking and discussion. Daily, students have the opportunity to read independently on topics related to assignments. Students reinforce these reading skills through a variety of written and oral book reports.

The program promotes a strong comprehension element that includes critical thinking skills. The students are encouraged to think analytically and creatively use their imaginations. A love of reading and books is fostered. Students visit the library's significant collection weekly to help find books that support current lessons and to conduct research.

With the reading foundation in place, middle school students begin to focus on an in-depth analysis of literature including theme, characterization, plot development, symbolism, and author's voice. Novel studies, literature responses, and plays supplement this focus. The eighth grade students participate in a Shakespeare unit that includes a study of the Elizabethan Era which culminates in the performance of a Shakespeare play. The students use the McDougal-Littell textbook series to augment and increase their literary analysis skills and love of literature. Regardless of the grade level, the curriculum heavily integrates and reinforces reading throughout all subject areas.

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

Nativity serves as a model for other diocesan schools because of its acquisition and use of state-of-the-art education technology. Teachers and staff from other schools regularly visit to see the latest technology in action. Nativity uses technology throughout the school at all grade levels to support and enhance the curriculum. All classrooms are equipped with LCD projectors, DVD players, computers, ActivBoards, and visual presenters. Teachers use hand-held devices called ActiVotes to quiz the students and to provide immediate feedback. The school is fully networked allowing teachers to implement exemplary, innovative technological programs to enhance teaching and student learning. The school's computer lab is equipped with 15 Windows XP, Dell computers with flat-panel monitors. In addition, Nativity boasts of a mobile laptop cart that provides teachers with laptops for children to utilize during classroom instruction.

Online subscriptions such as BrainPop, United Streaming, and Enchanted Learning reinforce curriculum areas. Every grade attends computer classes to learn new computer skills and to work on internet-based research projects. Students prepare slide shows using PowerPoint for science fair and research project presentations. The resource program employs reading, math, and language arts software to stimulate instruction for special needs students. Classrooms include visual presenters to demonstrate and magnify written material on topics. The school hall is equipped with a large screen projection that supports activities such as: fellowship, Dance Dance Revolution, and visualization of world events such as the Olympics. Subscriptions and software—such as Writing Road Map and Accelerated Reader help assess and improve reading and writing skills.

The school utilizes a computerized grading and book-keeping program, and teachers complete a monthly curriculum map that is posted on the network. Parents and teachers communicate via e-mail. Nativity disseminates administrative information weekly on the school's website and every homeroom teacher posts and updates curriculum-related information on their class web pages.

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

Teachers at Nativity recognize the need to present information in a variety of ways in order to respect the individuality of each student. Diversified instruction helps to meet the needs of the students' various learning styles. Teachers diversify instruction by addressing the range of aptitudes of all students and by incorporating a variety of techniques in planning whole class, small group, and individualized instruction. Teaching strategies routinely implement and apply differentiated instruction and cooperative learning, peer sharing strategies, large and small work groups, and one-on-one instruction. The teachers plan and facilitate the curriculum to enable students to grow and learn at their own paces. The teachers create a learning environment that is child-centered, nurturing, and success-oriented. To assist in meaningful instruction, teachers use various forms of assessments like observations, peer-evaluation, student self-evaluation, portfolios, tests, and quizzes.

Teachers make use of several techniques to vary instructional methods. ActivBoards and the visual presenters help teachers present lesson plans with audio and visual effects. Volunteers play an important role in practicing and reinforcing skills; they lead literature circles at different grade levels and provide assistance in art, music, library and P.E. classes. Students choose from creative options, according to their skills and talents, to demonstrate the information that they have learned. Students showcase their diverse talents and creative abilities within the classroom and in school-wide activities. Instructional assistants support teachers in pre-kindergarten, kindergarten, and first grade classrooms.

Nativity's learning resource center provides an inclusion program within the classroom learning environment to meet the needs of students with identified learning disabilities. Individual and small group instruction is provided in the center for those students requiring additional help.

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

Nativity continuously encourages teachers to participate in professional development opportunities at school and in other settings; these experiences help to strengthen our educational program. Teachers attend various educational workshops, conferences and institutes throughout the school year and during the summer. These professional development opportunities include training in school technology, special education, differentiated instructional methods, and classroom management skills. The school hosts several workshops throughout the year for teachers from across the diocese. Nativity incorporates guest speakers into the professional development program and invites professionals into the school community to share experiences and knowledge.

The professional education program takes advantage of varied resources to enhance instructional qualifications. The principal provides teachers with literature pertaining to subject and grade level matter that can help teachers in the classroom. The professional development library contains many relevant resources and is widely utilized by the teachers. Once a month, at the faculty meetings, teachers have the opportunity to present professional development topics for certification points. Several faculty members are enrolled in graduate programs; the cost of these programs is lessened by the \$300.00 annual allotment for professional development that teachers receive from the school budget and the PTO.

The principal encourages teachers to take full advantage of all professional development activities. Many teachers attend the National Catholic Educators Association Conference, which takes place every spring. The teachers and staff at Nativity attend and participate in programs to promote spiritual development throughout the year. Each year begins with a Spirituality Day and teachers hold regular fellowship gatherings throughout the year.

**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.*

Private school association(s): Virginia Catholic Education Association (VCEA); Virginia Council for Private Education (VCPE); National Catholic Education Association (NCEA); National Middle School Association (NMSA); National Council of Teachers of Mathematics (NCTM); National Science Teachers Association (NSTA)

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

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

<u>\$4,247.00</u> K	<u>\$4,247.00</u> 1 <sup>st</sup>	<u>\$4,247.00</u> 2 <sup>nd</sup>	<u>\$4,247.00</u> 3 <sup>rd</sup>	<u>\$4,247.00</u> 4 <sup>th</sup>	<u>\$4,247.00</u> 5 <sup>th</sup>
<u>\$4,247.00</u> 6 <sup>th</sup>	<u>\$4,247.00</u> 7 <sup>th</sup>	<u>\$4,247.00</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>      </u> Other				

- What is the educational cost per student?      \$5,220  
(School budget divided by enrollment)
- What is the average financial aid per student?      \$2,090 (15 students)\*
- What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?        4   %
- What percentage of the student body receives scholarship assistance, including tuition reduction?       99  % \*

**\*Church of the Nativity Parish subsidy is provided to every child to meet the actual cost of his/her education that is not covered by tuition. In addition, the school participates in the Diocese of Arlington Tuition Assistance Program. There are 15 students that receive financial aid to cover the cost of tuition that has already been reduced by the parish subsidy.**

**PART VII - ASSESSMENT RESULTS**

**ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS**

Test: TerraNova  
 Form, Year: Edition 1, CTBS-5/1997  
 Publisher: CTB Macmillan/McGraw Hill

Scores are reported as percentiles.

	2007	2006	2005	2003	2002
Testing month	April	April	April	September	September
<b>Grade 2</b>					
Reading	86	87	82	82	83
Mathematics	79	92	87	84	84
Number of students tested	31	30	30	30	30
Percent of total students tested	100	100	100	100	100
Number alternatively assessed	None	None	None	None	None
Percent alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
Subgroup: Hispanic or Latino					
Reading	--	--	--	--	--
Mathematics	--	--	--	--	--
Number of students tested	<10	<10	<10	<10	<10
<b>SUBGROUP SCORES</b>					
Subgroup: Asian/Pacific Islander					
Reading	--	--	--	--	--
Mathematics	--	--	--	--	--
Number of students tested	<10	<10	<10	<10	<10
<b>Grade 3</b>					
Reading	84	82	82	81	72
Mathematics	68	87	80	84	76
Number of students tested	28	30	30	31	30
Percent of total students tested	100	100	100	100	100
Number alternatively assessed	None	None	None	None	None
Percent alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
Subgroup: Hispanic or Latino					
Reading	--	--	--	--	--
Mathematics	--	--	--	--	--
Number of students tested	<10	<10	<10	<10	<10
<b>SUBGROUP SCORES</b>					
Subgroup: Asian/Pacific Islander					
Reading	--	--	--	--	--
Mathematics	--	--	--	--	--
Number of students tested	<10	<10	<10	<10	<10

<b>Grade 4</b>					
Reading	89	90	87	73	77
Mathematics	92	90	84	82	76
Number of students tested	30	31	30	30	30
Percent of total students tested	100	100	100	100	100
Number alternatively assessed	None	None	None	None	None
Percent alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
Subgroup: Hispanic or Latino					
Reading	--	--	--	--	--
Mathematics	--	--	--	--	--
Number of students tested	<10	<10	<10	<10	<10
<b>SUBGROUP SCORES</b>					
Subgroup: Asian/Pacific Islander					
Reading	--	--	--	--	--
Mathematics	--	--	--	--	--
Number of students tested	<10	<10	<10	<10	<10
<b>Grade 5</b>					
Reading	83	89	82	79	75
Mathematics	79	84	89	83	76
Number of students tested	30	29	29	30	29
Percent of total students tested	100	100	100	100	100
Number alternatively assessed	None	None	None	None	None
Percent alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
Subgroup: Hispanic or Latino					
Reading	--	--	--	--	--
Mathematics	--	--	--	--	--
Number of students tested	<10	<10	<10	<10	<10
<b>SUBGROUP SCORES</b>					
Subgroup: Asian/Pacific Islander					
Reading	--	--	--	--	--
Mathematics	--	--	--	--	--
Number of students tested	<10	<10	<10	<10	<10
<b>Grade 6</b>					
Reading	88	84	87	78	80
Mathematics	86	87	80	71	74
Number of students tested	30	27	26	28	31
Percent of total students tested	100	100	100	100	100
Number alternatively assessed	None	None	None	None	None
Percent alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
Subgroup: Hispanic or Latino					
Reading	--	--	--	--	--
Mathematics	--	--	--	--	--
Number of students tested	<10	<10	<10	<10	<10
<b>SUBGROUP SCORES</b>					
Subgroup: Asian/Pacific Islander					

Reading	--	--	--	--	--
Mathematics	--	--	--	--	--
Number of students tested	<10	<10	<10	<10	<10
<b>Grade 7</b>					
Reading	83	92	77	78	86
Mathematics	84	86	80	82	85
Number of students tested	26	26	26	30	30
Percent of total students tested	100	100	100	100	100
Number alternatively assessed	None	None	None	None	None
Percent alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
Subgroup: Hispanic or Latino					
Reading	--	--	--	--	--
Mathematics	--	--	--	--	--
Number of students tested	<10	<10	<10	<10	<10
<b>SUBGROUP SCORES</b>					
Subgroup: Asian/Pacific Islander					
Reading	--	--	--	--	--
Mathematics	--	--	--	--	--
Number of students tested	<10	<10	<10	<10	<10