# *U.S. Department of Education*
# *2023 National Blue Ribbon Schools Program*

[ ] Public or [X] Non-public

For Public Schools only: (Check all that apply) [ ] Title I  [ ] Charter  [ ] Magnet[ ] Choice

Name of Principal Dr. Katherine Yohe

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.)  (As it should appear in the official records)

Official School Name  Trinity School At Meadow View

(As it should appear in the official records)

School Mailing Address 2849 Meadow View Road

(If address is P.O. Box, also include street address.)

City Falls Church          State VA          Zip Code+4 (9 digits total) 22042-1310

County Fairfax

Telephone (703) 876-1920          Fax

Web site/URL https://trinitymeadowview.org/          E-mail mvinfo@trinityschools.org

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

_____Date_____

(Principal's Signature)

Name of Superintendent* n/a n/a          E-mail n/a@n/a.com

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

District Name Trinity          Tel. n/a

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

_____Date_____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Sam Claassen

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

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

_____Date_____

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

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

*Non-public Schools: If the information requested is not applicable, leave blank.*

# PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1.  All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.

2.  To meet final eligibility, all nominated public schools must be certified by states prior to September 2023 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.

3.  The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.

4.  The school has been in existence for five full years, that is, from at least September 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.

5.  The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.

6.  The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award.

7.  The nominated school has not been identified by the state as "persistently dangerous" within the last two years.

8.  The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

9.  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 OCR has accepted a corrective action plan from the district to remedy the violation.

10. 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.

11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if unlawful discrimination is later discovered.

12. 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.

**The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.**

# PART II - DEMOGRAPHIC DATA

**Data should be provided for the current school year (2022-2023) unless otherwise stated.**

**DISTRICT** (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district     0 Elementary schools (includes K-8)
   (per district designation):            0 Middle/Junior high schools
                                          0 High schools
                                          0 K-12 schools

                                          0 TOTAL

**SCHOOL** (To be completed by all schools. **Only include demographic data for the nominated school, not for the district**.)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: https://nces.ed.gov/ccd/schoolsearch/ (Find your school and check "Locale")

   [ ] Urban (city or town)
   [X] Suburban
   [  ] Rural

3. Number of students in the school as of October 1, 2022 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

| Grade | # of Students |
|-------|---------------|
| PreK | 0 |
| K | 0 |
| 1 | 0 |
| 2 | 0 |
| 3 | 0 |
| 4 | 0 |
| 5 | 0 |
| 6 | 0 |
| 7 | 31 |
| 8 | 35 |
| 9 | 36 |
| 10 | 34 |
| 11 | 37 |
| 12 or higher | 25 |
| Total Students | 198 |

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4.  Racial/ethnic composition of          0 % American Indian or Alaska Native
    the school (if unknown, estimate):   2.5 % Asian
                                          3.5 % Black or African American
                                          4.5 % Hispanic or Latino
                                          0 % Native Hawaiian or Other Pacific Islander
                                          80.9 % White
                                          8.6 % Two or more races
                                          **100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5.  Student turnover, or mobility rate, during the 2021 - 2022 school year: 2%

    If the mobility rate is above 15%, please explain:

    This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

| Steps For Determining Mobility Rate | Answer |
|---|---|
| (1) Number of students who transferred *to* the school after October 1, 2021 until the end of the 2021-2022 school year | 1 |
| (2) Number of students who transferred *from* the school after October 1, 2021 until the end of the 2021-2022 school 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, 2021 | 199 |
| (5) Total transferred students in row (3) divided by total students in row (4) | 0.02 |
| (6) Amount in row (5) multiplied by 100 | 2 |

6.  Specify each non-English language represented in the school (separate languages by commas):

    English Language Learners (ELL) in the school:     0 %

                                                       0 Total number ELL

7.  Students eligible for free/reduced-priced meals:     0 %

        Total number students who qualify:     0

8.    Students receiving special education services with an IEP:    0 %
                        Total number of students served         0|

      Indicate below the number of students with disabilities according to conditions designated in the
      Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving
      special education services with an IEP should be reflected in the table below. It is possible that students
      may be classified in more than one condition.

      0 Autism                                    0 Multiple Disabilities

      0 Deafness                                  0 Orthopedic Impairment

      0 Deaf-Blindness                            0 Other Health Impaired

      0 Developmental Delay                       0 Specific Learning Disability

      0 Emotional Disturbance                     0 Speech or Language Impairment

      0 Hearing Impairment                        0 Traumatic Brain Injury

      0 Intellectual Disability                   0 Visual Impairment Including Blindness


9.    Students receiving special education services with a 504:    2 %
                        Total number of students served:         4

10.   Number of years the principal has been in the position at this school: 7

11.   Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of
      school staff in each of the categories below. If your current staffing structure has shifted due to
      COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

|                                                                                                                                                                          | **Number of Staff** |
|---|---|
| Administrators                                                                                                                                                           | 11 |
| Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.                                | 19 |
| Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.                        | 0 |
| Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.                                                               | 0 |
| Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc. | 3 |

12.   Average student-classroom teacher ratio, that is, the number of students in the
      school divided by the FTE of classroom teachers, e.g., 22:1       10:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

| Required Information | 2021-2022 | 2020-2021 | 2019-2020 | 2018-2019 | 2017-2018 |
|---|---|---|---|---|---|
| Daily student attendance | 95% | 97% | 97% | 96% | 96% |
| High school graduation rate | 100% | 100% | 100% | 100% | 100% |

14. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2022.

| Post-Secondary Status | |
|---|---|
| Graduating class size | 32 |
| Enrolled in a 4-year college or university | 94% |
| Enrolled in a community college | 0% |
| Enrolled in career/technical training program | 0% |
| Found employment | 0% |
| Joined the military or other public service | 0% |
| Other | 6% |

15. Indicate whether your school has previously received a National Blue Ribbon Schools award.
Yes <u>X</u>          No

If yes, select the year in which your school received the award.          <u>2016</u>

16. In a couple of sentences, provide the school's mission or vision statement.

The mission of Trinity Schools is to impart basic ordered knowledge about the world and to train students in basic intellectual skills and qualities of mind so that they might be of use to God in the wise care and governance of his creation and in the building of his kingdom. We accomplish this by establishing a culture marked by the discovery of truth, the practice of goodness, the creation of beauty, and the development of intellectual and aesthetic habits of mind. Trinity School is a community of learners characterized by the rigorous exploration of reality, the free and disciplined exchange of ideas, and active participation in the fine arts.

17. Provide a URL link to the school's nondiscrimination policy.

https://trinitymeadowview.org/admissions/

18. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

# PART III – SCHOOL OVERVIEW

Trinity School at Meadow View (Trinity School) provides a classical education in the Christian tradition for students in grades 7 through 12. Currently, 198 students are enrolled, and Trinity School has been accredited by the Virginia Association of Independent Schools (VAIS) since 2010. Founded in 1998, Trinity School is owned and operated by Trinity Schools, Inc., which also owns and operates two other schools: Trinity School at Greenlawn (South Bend, IN) and Trinity School at River Ridge (Eagan, MN). All Trinity Schools have the same mission, goals, curriculum, and pedagogy.

Trinity School students follow a common core curriculum that includes six years of mathematics, science, writing, literature, religion, and foreign language (four years of Latin, two semesters of modern language). They also take four semesters of drawing and painting, four semesters of music, and two semesters of drama. Families that choose Trinity School range economically from middle class to affluent, with 50% of families receiving financial aid. With so many private school options in Northern Virginia, what distinguishes Trinity School is its vision of education and how it is manifested through the curriculum, community, and culture.

The educational objectives of Trinity School can be arranged under the categories of the true, the good, and the beautiful. With regard to truth, the goals are that students develop the ability to discover and understand the truth, possess a sense of wonder and knowledge of reality, and desire to learn more about it. With regard to goodness, the goals are that students desire the good in their own lives and in the world, develop the ability to recognize the good, and appropriate the practices that will produce goodness in their own lives and in the lives of those around them. With regard to beauty, the goals are that students develop the ability to produce beautiful things in art, music, and drama and to recognize and love beauty. Since Trinity School students all take the same curriculum, they are challenged to engage in topics they may not have pursued elsewhere. All are exposed to the best Western civilization has to offer—from the works of Dostoyevsky, to ideas in advanced calculus, to performing Shakespeare. This curriculum trains all students to be versatile thinkers; it trains future engineers to be strong communicators and future policymakers to be well-versed in analyzing scientific data.

This search for the true, the good, and the beautiful is an enterprise that human beings carry on together. It is a task that relates us to one another as well as to those who have gone before and those who will come after us. Thus, Trinity School understands itself as a community of learners. The foundation of any community is what its members hold in common. At Trinity School, learning and teaching are what is held in common. Faculty and students read together, discuss ideas, learn from one another, and share insights. This community of learners does not, however, seek some sort of bland or cheap agreement among its members. Indeed, the search for truth that is carried out together is often marked by argument and disagreement, but it is a civilized and disciplined conversation in which each person participates and from which each person learns.

A key component to the success of Trinity School is the idea that it is a faculty-run school. The faculty constitutes the center of the community of learners and works hard to ensure that the appropriate culture exists in the school. Each teacher is, more fundamentally, a learner. Therefore, teachers are required to participate actively in the intellectual life of the school. All of the teachers' desks are arranged in two large faculty rooms to make dialogue commonplace among the faculty. Teachers who teach the same course regularly talk to one another and to their master teachers about the course materials and what goes on in their classrooms. This dialogue greatly enriches classroom instruction. Furthermore, all faculty participate in faculty seminars that meet several times per year. Topics for recent seminars include a discussion of a short story and a study of modern art.

For the benefit of the entire student body, students at Trinity School participate in the annual Quest competition. This year-long competition has each grade competing for points in an effort to be crowned school champion. Competitions include volleyball, tug-o-war, a chili cook-off, and quiz bowl matches. Quest events pump life into the school and provide a means for students to form relationships outside the classroom.

Trinity School's 2016 Blue Ribbon Award provided a nationally-recognized accolade that exposed its program to more families in Northern Virginia. Trinity School cited the award throughout admissions materials and saw an increase in applications and enrollment during that time.

# PART IV – CURRICULUM AND INSTRUCTION

1. **Core Curriculum, Instruction, and Assessment**.

**1a. Reading/English language arts curriculum content, instruction, and assessment:**

In the ninth through twelfth grades, all of the humanities are studied together in Humane Letters. Literature, history, philosophy, and theology are taught through reading, discussion, and writing about issues that emerge from the study of original texts and source documents. The Humane Letters seminar meets for two hours every day throughout high school. Careful reading, disciplined discussion, and clear and cogent writing are demanded throughout the curriculum. The Literature and Composition courses in the seventh and eighth grades lay the foundation for the Humane Letters curriculum in high school.

Students' reading skills are sharpened through the reading and discussion of over 50 major works of literature and philosophy in their high school career. They learn to comprehend and analyze dense, complicated material without the aid of secondary sources. Additionally, a major goal of the humanities program is to generate enthusiasm for and appreciation of literature.

Trinity School students receive writing instruction in a unified, step-by-step program through every grade level. In grades seven and eight, they learn the fundamentals of English grammar, how to write a formal paragraph, and how to read a text carefully. In grades nine and ten, students begin writing analytical essays by learning how to craft a thesis statement and how to use methods of development. In grades eleven and twelve, students work on style and expression to deepen both the analysis and content of their essays. In particular, students begin to focus on the refinement of style, the selection of just the right word, and the formation of clear and expressive sentences and paragraphs, all executed in the correct grammatical form. In the upper grades, students write about twelve essays per year.

To support students in their development as writers and thinkers, teachers return essays with copious comments and suggestions. In the lower grades, it is often the case that students will need to rewrite their essays. This is taught as part of a growth mindset in which students recognize that great writing usually means great rewriting. Faculty are available before and after school to work with students who need additional help. The primary forms of assessment in Humane Letters are essays and seminar participation, as well as an oral exam at the end of the year.

In ninth grade, Humane Letters focuses on American literature and poetry. This course introduces the analytical essay and three methods of development for the five-paragraph essay. Students are also shown how to brainstorm and cluster to develop a thesis statement. Students read from authors such as Harper Lee, Willa Cather, and Frederick Douglass.

In tenth grade, Humane Letters focuses on European literature and poetry. Three more methods of development are introduced, and students continue to refine their essay-writing skills. The literature component includes works by Charles Dickens, Jane Austen, and George Orwell.

In eleventh-grade Humane Letters, students read, discuss, and write on texts drawn from the classical Greek and early Christian eras. The development of students' writing turns towards clarity and grace in explaining their ideas. Authors studied include Homer, Plato, and Athanasius.

In twelfth-grade Humane Letters, students wrestle with a wide variety of texts in medieval to modern literature, philosophy, theology, and poetry. The reading list includes works by Thomas Aquinas, Dante, John Locke, James Agee, and Fyodor Dostoyevsky.

**1b. Mathematics curriculum content, instruction, and assessment:**

The Trinity School mathematics program has as its goal that each student develops proficiency with mathematics that reflects a comprehension of the substance and structure of mathematics itself, allows the

student to use mathematics effectively as a tool in understanding other disciplines, and adequately prepares the student for any advanced study. To achieve this goal, mathematics is taught from numerical, geometric, and symbolic points of view. In the early grades, one viewpoint is used at a time, while in the later grades, the viewpoints are integrated. The concepts of a function and transformation structure the high school courses. In all grades, students develop proficiency in problem-solving. The six-course sequence goes from Prealgebra to Linear Algebra. Students learn to use graphing calculators and the technical programming language Matlab as an aid to their mathematical thinking.

Students learn the basic skills in math by working through many problems and having the teacher serve as a coach. Trinity School math teachers allot substantial class time for students to work problems in their presence. A common scene in classrooms is the use of individual whiteboards, which allow faculty to provide instant feedback to students. Additionally, the math faculty annually reviews the eight mathematics teaching practices put forward by the National Council of Teachers of Mathematics (NCTM). The faculty emphasize the concept of productive struggle and a growth mindset in becoming proficient mathematicians. The idea of procedural fluency through conceptual understanding is also emphasized by faculty engaging in discussions about mathematical ideas so that the students can have an encounter with the concept rather than simply memorize a procedure.

In addition to traditional tests, math assessments include group projects, presentations, and writing assignments. Since Trinity School provides a single curriculum, it is inevitable that some students will struggle. If regular additional help is needed, Trinity School has a robust peer-tutoring program that matches struggling students with an older student. When students are advanced, Trinity School offers horizontal enrichment in which, rather than the student moving vertically through the curriculum, the student works on material that he or she would not have experienced in the traditional sequence.

The mathematics sequence for all Trinity School students in grades seven through twelve is Prealgebra, Algebra I, Geometry and Precalculus A (both in ninth grade), Precalculus B and C, Calculus A and B, and Multivariable Calculus and Linear Algebra (both in twelfth grade).

In the eleventh and twelfth grades, the mathematics curriculum is aligned with the science curriculum to help reinforce the concept that mathematics can be a powerful tool to describe the physical world through the study of calculus-based physics.

**1c. Science curriculum content, instruction, and assessment:**

The science program begins with wonder and puzzlement about the physical universe and proceeds to scientific explanation. The science curriculum is designed to engage the student in direct observation of the world and to elicit the desire for explanation. Once wonder is aroused, students are introduced to the tools that will enable them to satisfy it.

Seventh-grade and eighth-grade students focus on life and earth science. Freshmen study biology, sophomores study the basic concepts of chemistry, and juniors and seniors study calculus-based physics. Topics in the junior year include mechanics and oscillators. Seniors investigate special relativity, electricity and magnetism, quantum mechanics, and particle physics. Juniors and seniors are given laptop computers and are taught to write computer code in Matlab in order to model physical scenarios in an effort to understand and discover solutions to even more sophisticated problems in physics.

In grades seven and eight, the science courses require the student to concentrate on making detailed observations, and the instructor guides the class through analysis of the individual observations of the same event. After an initial discussion, the class realizes they need more careful observations, so they make them and then synthesize the results once more. Only after the observations have been made and patterns discovered does the teacher formally define concepts and introduce the scientific terminology. A goal of the program is to have an "educated hiker" who understands the ground beneath him, the weather around him, and the flora near him in a detailed way. Assessments are done primarily through the students' observation notebooks.

Students learn the basic skills in high school science by discussing observations, working through many problems, and having the teacher serve as a coach. Trinity School science teachers allot substantial class time for students to have discussions and work problems in their presence. The high school science courses introduce a more formal lab component in which the student is expected to analyze the data independently. Assessments in these classes include tests, labs, and presentations.

**1d.** **Social studies/history/civic learning curriculum content, instruction, and assessment:**

The study of the humanities is, appropriately, the study of humanity. It is one way in which students take part in the conversation that humankind has been having with itself for centuries in an attempt to understand itself and the world in which it lives. This is achieved through studying its accomplishments (history) and through studying its own ideas about itself, the world, and God (philosophy, literature, theology). Finally, students take part in the conversation in an active way through written and oral expressions of these ideas, as they attempt not only to understand and explain them but also to grapple with them individually and come to terms with them.

Seventh-grade and eighth-grade history is an introduction to the roots of Western civilization, spanning a range from 5000 B.C., when the first settlements in the Tigris-Euphrates River Valley emerged, to A.D. 1450. Along the way, the history teacher introduces the students to the major elements of civilization as they developed in the West: science and technology, commerce, fine and practical arts, government, religion, education, warfare, and daily life (family order, fashion, food, and leisure activities).

In grades nine through twelve, history is part of Humane Letters, which meets two hours per day, every day. The course is an integrated approach to the humanities, with the understanding that the various fields of the humanities—literature, history, philosophy—while distinct disciplines, ultimately are not separate. They form a cohesive whole in understanding humanity. The heart of the program is the seminar. Assessments primarily consist of seminar participation, tests, and essays, as well as an oral exam at the end of the year.

During the ninth and tenth grades, students learn the narrative of American and Western European history, with a focus on the development of liberal democracy and the ideas from which it springs. Thus, it also serves as an introduction to political theory, through reading original works of the United States founders and other political theorists of the time. At this level, the seminar teacher is a very active part of the discussion and forms them in the method of learning in the seminar setting.

In the eleventh and twelfth grades, the historical narrative moves to the background, and the courses focus on the ideas and issues that are articulated in the readings. The skills necessary for careful reading, effective analytical writing, and discussion have been developed through the work of the previous four years, and they are now employed as the means of learning in these last two years of the program. The students begin to deal seriously with questions of philosophy, theology, and political theory through reading the writings of the great thinkers of the Western world.

Additionally, the seniors participate in a World Issues Colloquium that serves as a capstone for Trinity School's history and theology programs. Students examine the political and cultural realities of the contemporary world, including the forces of globalization, post-colonialism, technology, and secularization, and seek to discern ways they could help humans flourish within these contexts. This course thus gives students an opportunity to explore practical aspects of the school's mission to educate students to "be of use to God in the wise care and governance of his creation and in the building of his kingdom."

**1e.** **For schools that serve grades 7-12:**

Although Trinity School does not label itself as a "college preparatory" institution, the reality is that approximately 94% of our graduates immediately go to college. When surveying this cohort, the alumni continuously respond that they are well-prepared for the rigors of writing at the collegiate level. Those who go into STEM fields often have an advantage with having been exposed at Trinity School to calculus, calculus-based physics, linear algebra, and Matlab. Many of our alumni find the first year of their collegiate career to be a smooth academic transition. Regardless of the intended major or career path, Trinity School

alumni are trained to read carefully, think critically, and possess a love of learning that goes beyond the classroom.

One benefit from having a common curriculum for all students is that it allows them to fully explore the various fields of inquiry (humanities, STEM, fine arts) to develop a better sense of what they want to study. Many graduating seniors express gratitude for having been required to take classes they would not have elected, as it kindled interest in them that they did not know they had. Additionally, Trinity School's small class sizes allow for students and faculty to foster sincere relationships with each other. This naturally trains the students in how to relate to adults (including professors and employers) and gives them confidence moving forward.

**1f. For schools that offer preschool for three- and/or four-year old students:**

**2. Other Curriculum Areas**:

**2a. Arts (visual and/or performing)**

Music is a required, semester-long course in grades seven, eight, nine, and ten. The curriculum each year focuses on the areas of fundamentals, performance, listening, and composing. The main instrument is the recorder. In the seventh grade, each student performs solo and ensemble works on the alto recorder, and in the eighth grade, students perform in mixed recorder ensembles. In the ninth and tenth grades, students apply their skills to the study and performance of choral music. In addition to singing, students study four-part harmony and compose pieces in the chorale style. In both grades, students perform in curricular choirs whose repertoires are grounded in the styles they study.

Trinity School gears its visual arts curriculum toward giving every student strong basic skills in drawing and painting, as well as an understanding of how the visual arts fit into the history of human expression. Through careful observation of life and emulation of masterworks, as well as exposure to the history and analysis of art and its distinct vocabulary and working parts, students gain a repertoire of technical skills, experience with multiple artistic media, and an appreciation of excellence and beauty in human visual expression. All students take a semester-long art course in grades seven, eight, eleven, and twelve. The eleventh-grade and twelfth-grade courses also include elements of art history. The historical components are introduced in order to inform the techniques and methods being studied in the studio. The students learn the analytical tools of art appreciation, including line, color, texture, light, and spatial relationships.

All students take a semester-long drama course in the eleventh and twelfth grades. The basic skills developed include movement, voice, and interpretation of the text and character. The students perform a dramatic work at the end of the semester. Students are involved in all areas of the production: text and character interpretation, blocking, sets, music, costumes, and props.

**2b. Physical education/health/nutrition**

Trinity School does not offer a formal physical education program. Nevertheless, the student body is very active in the extracurricular sports offerings. Over 85% of students participate in at least one Trinity School sport, and many of them participate in multiple sports throughout the year. The offerings for boys are cross country, soccer, basketball, lacrosse, and track and field. For girls, the available sports are cross country, volleyball, basketball, soccer, and track and field.

**2c. Foreign language(s), if offered (if not offered, leave blank)**

Trinity School students study a foreign language every year. All students take Latin for a full year in grades seven through ten. The program culminates in a year spent reading selected works of Caesar, Cicero, and Virgil in the original Latin and discussing their content and style in a seminar format. Upon completion of

the Latin program, students have acquired linguistic skills and root vocabulary that allow them to study a modern Romance language at an accelerated pace. In the eleventh and twelfth grades, the Trinity School curriculum offers students the choice of one of two Romance languages, to be studied for two consecutive semesters. The focus of each course is principally the study of grammar and vocabulary, with the goal of reading original texts.

## 2d. Technology/library/media

Trinity School does not offer a stand-alone program on technology or use of media. Students at Trinity School receive training in how to research a subject in preparation for Project Week. This is the first week of the second semester during which all students engage in a research project that is related to the curriculum. Seventh-grade students research an endangered species and generate a report and model of the animal's habitat. Eighth-grade students produce a scaled model of a medieval castle or church. In grades nine and ten, students select a topic associated with the historical component of the Humane Letters class and prepare a ten-page paper. In the junior year, students research an event from the past fifty years for the paper. Seniors research bridge designs and construct a balsa wood bridge. In preparation for each Project Week, students learn how to research both online and at the local library. This training is done in the appropriate class— science, history, Humane Letters, and physics—and is woven into the standard curricular time.

## 2e. Any other interesting or innovative curriculum programs you would like to share

Religion and theology courses are taken in grades seven through eleven. The program is designed to expose students to the foundational study of the Scriptures and to answer the questions, "What would this message have sounded like to its original audience?"; "What questions would they have had in their minds that are being addressed here?"; and "What do these books tell us about the character of God?" In the seventh and eighth grades, students study the Old and New Testaments, respectively. Both courses seek to give the students an overview of the story line of the Scriptures. In the ninth grade, students are separated into courses that cover the distinctive teachings of different Christian denominations. Since Trinity School is an ecumenical Christian school with families from multiple faith backgrounds, there is a course on Roman Catholic Doctrine and a course on Protestant Doctrine. Students are free to take either course. Students participate in a seminar reading of the Old Testament in tenth grade and of the New Testament in the eleventh grade.

## 3. Academic Supports

## 3a. Students performing below grade level:

Since Trinity School offers a single curriculum for all students, it is inevitable that there will be a range of abilities in the classroom. Trinity School uses several approaches to help students who are behind in the curriculum. The primary approach is additional coaching offered by the faculty member. With the student-teacher ratio being so low—10:1 as a school and no more than 18 students in a classroom—the teacher can readily keep track of a student's performance. Faculty are encouraged to provide differentiated assignments as a way to tailor the curriculum to students. When a student falls behind or struggles with a topic, the teacher will set up a time to meet with him or her. Trinity School teachers are expected to be available before school, during lunch, and after school to address these needs.

When it is clear that the student is significantly behind, the teacher notifies the associate head of school (AHOS), who oversees academic concerns. Trinity School has a peer-tutoring program, and the AHOS will coordinate with the struggling student and his or her family and set them up with the peer tutor. The tutor has been selected by the faculty as an individual who not only shows a strong command of the subject but also has the appropriate disposition to work with other students. If a more robust tutoring program is needed, Trinity School provides families with a list of professional tutors who understand the school's curricular program and have worked with students in the past.

Occasionally, a student may have to complete work over the summer to show mastery of the necessary skills in order to advance in the curriculum. In these instances, a program is selected and overseen by a veteran

faculty member for the summer. These decisions are made in consultation with the teacher, the family, and the AHOS.

**3b. Students performing above grade level:**

When students at Trinity School are ahead in the curriculum, two approaches are offered. The first approach is for students who have not necessarily seen the material before but are clearly learning it quickly and are eager for more exploration. Faculty create differentiated assignments and craft problems and projects that will challenge these students.

Occasionally, there are students who have seen the majority of a course prior to taking it at Trinity School. Since Trinity School offers a single curriculum, it is not an option simply to advance a student to the next course. These students take pretests of the content to check for mastery of the material. Students who demonstrate mastery are provided with horizontal integration in the subject area. Trinity School values the input in discussion and development of ideas that these students can contribute, and they are expected to participate in classroom conversations. When it comes to homework or similar assignments, they work through different material independently. This is often seen in math and Latin classes.

Over the years, Trinity School has developed a suite of materials that students can use to continue to grow in the subject area without outpacing their peers. For example, all ninth-grade students take geometry at Trinity School in the first semester. There will occasionally be transfer students who had the course in eighth grade. In those cases, the school provides materials in non-Euclidean geometry and topology that will support and enhance what they have already learned.

**3c. Students with disabilities:**

As a small, independent school, Trinity School is able to provide only basic accommodations for students with learning disabilities. Trinity School does not have a separate special education system in place.

**3d. English Language Learners:**


**3e. Other populations, if a special program or intervention is offered:**

# PART V – SCHOOL CLIMATE AND CULTURE

## 1. Engaging Students:

Trinity School believes that students are the primary agents of their education. The role of the teacher is to awaken wonder in the students by facilitating encounters with reality. The word "facilitating" is carefully chosen. No one can encounter reality for another person. The old adage about a horse and water certainly applies in education. Faculty can, however, facilitate encounters. They can lead the students toward the infinite stream of reality. Many of them will choose to drink from this stream, and any who do will experience a sense of wonder.

In working with students, there are at least three kinds of encounters teachers can facilitate: direct encounters with reality, mediated encounters with reality, and reflective encounters with reality.

When teachers ask students to observe the natural world, to dissect a starfish, to conduct an interview, or to do a watercolor painting from real life, teachers are facilitating a direct encounter with reality. Wherever possible, especially in the sciences, faculty seek to bring students into direct contact with reality.

When students read a work of fiction, a text of political theory, or a passage from Scripture; when students work through a textbook description of a period in history; or when faculty describe experiences they have had that illuminate the world for them, teachers are facilitating a mediated encounter with reality. This is a necessary part of education. Mediated encounters are probably the primary way in which Trinity School teachers facilitate encounters with reality for students. Even when faculty have to rely upon textbooks, it is with the aim of using them to help students encounter reality.

Among the basic skills Trinity School helps students acquire is the ability to gather information from observation, from experience, and from reflection. When students are asked to talk about what they have seen or experienced themselves, teachers are facilitating a reflective encounter with reality—one that is particular to each student but can be shared with others. These kinds of encounters can be powerful not only in restoring a sense of agency to the students but also in cultivating one of the other basic skills Trinity School wishes to develop—a sense of relevance.

In whatever courses faculty teach, they seek to offer such encounters on a regular basis. Such encounters will not elicit wonder from students every time, and not every student will be awakened by the opportunity. Awakening wonder and inquiry, however, is the intention with every encounter that the faculty facilitates.

The primary mechanism for eliciting a sense of wonder and depth of inquiry is the process of problem-posing and problem-solving. Whether it be a historically-conditioned political challenge, a scientific question to which the students do not yet know the answer, or a philosophical puzzle about which they have not yet read, most of what faculty are asking students to do should appear to them as a problem to be worked out through investigation.

## 2. Engaging Families and Community:

Parents play an essential and positive role as partners in the life of Trinity School. The school needs and expects the cooperation of parents who understand and embrace the school's mission, share its core values, and fully support its culture, curriculum, faculty, and staff. Joined by a common purpose and set of beliefs, the school and parents form a powerful team with far-reaching positive effects on the students and the entire school community. Working together, parents and faculty exert a strong influence on students, which helps them embrace the rigorous education offered through the Trinity School curriculum. They also help students to mature by modeling healthy adult working relationships based upon trust, civility, honesty, and respect.

In addition to the daily support of their own children in their homes, parents support the larger Trinity School community through extensive volunteer activities, event support, and committees. By virtue of having a current student at Trinity School, all parents are members of the Parent Service Association (PSA)

and work with the administration and teachers to serve the unique mission of the school. While all parents are considered part of this association, some are in a position to be more actively involved than others. Because of the generous service of those who can help more, Trinity School has not required a specific amount of service hours for all parents.

To best serve the students, it is important that Trinity School and the families share a common understanding of the mission of the school. To that end, Trinity School often hosts some form of a "Mission and Vision Night" once a semester. This is an opportunity for parents to listen to faculty members address a portion of the curriculum or a broader pedagogical element of the school. Recent topics include Trinity School's approach to grades, the high school math and science sequence, and the pedagogy of encounter.

Trinity School's relationship with the technical software company MathWorks has proven very fruitful. Beginning in 2005, Trinity School became one of the first schools in the country to teach students how to code in Matlab. This educational agreement with Mathworks has allowed Trinity School students to learn how to think critically and solve problems through mathematical modeling. Many alumni have reported that their exposure to Matlab has helped them in college. Matlab is used in the curriculum in both the math and science sequence during the last two years of high school.

### 3. Creating Professional Culture:

As a school that values the authentic intellectual life of the faculty, Trinity School has always had a particular approach to faculty development and culture.

Rather than each teacher having his or her own classroom, Trinity School has two common faculty rooms that serve, first, as the centers of the community of learners and, second, as faculty workspaces. Discussion, debate, and sharing in the faculty rooms focus on topics from the day's classes, the intellectual or artistic interests of the faculty, or similar matters. All faculty are encouraged to join in. Every faculty member tries to initiate and sustain this discussion. Each faculty room contains teachers from across the disciplines in order to foster well-rounded conversations.

The faculty room is also a place where faculty can work on research, developing and assembling classroom materials, having impromptu meetings with others teaching the same course, and preparing classes. These are usually activities that remove one from the ongoing conversation. Nonetheless, they are important activities that advance the faculty member's knowledge and enhance teaching skills.

The faculty seminar is the focal point of the community of learners' activities during a given year. It is an opportunity for faculty to learn together about some text, topic, or aesthetic practice that may be familiar to some but will be unfamiliar or new to many. This activity cultivates the faculty as a community of learners. Most commonly, the faculty reads one or more books during the year, but seminars have also involved art instruction, watching a film, choral development, and other activities fitting to the well-developed and well-rounded life of the mind. Though some faculty may have outside expertise or specialized training in the text or topic under discussion, the spirit of the formal seminar itself is appropriate to amateurs or even those with no experience.

Trinity School values professional development that at the same time makes the faculty member a richer, deeper, and more well-rounded thinker and increases their classroom effectiveness or ability to contribute to curriculum development and oversight. Active participation in the community of learners is the key to professional development at Trinity School. Faculty should be growing in knowledge and in the development of intellectual and artistic skills. Trinity School funds coursework, travel, or anything else the faculty can think of that fits this vision for professional development. Priority is given to requests for professional development with a high degree of coherence with Trinity School's mission and vision of education. Recent examples of funded projects include a humanities teacher's pursuit of a Master of Fine Arts for creative writing and a math teacher's coursework in applied mathematics at a local university.

Additionally, it is expected that faculty develop in the area of teaching techniques and classroom management. New teachers are assigned master teachers to work through a course for the first three years.

Trinity School also has a new teacher mentor to coach new faculty on the rhythm of the year and communication with parents.

### 4. School Leadership:

Trinity School considers itself to be a faculty-run school. There are several ways in which this is true, the most significant being the fact that there is no stand-alone administration at Trinity School. The head of school, associate head of school, deans, local program coordinators, master teachers, and anyone else with an administrative role affecting the educational activities of a Trinity School is a member of the faculty teaching at least half time. The preservation, development, and support of the community of learners are the focus of the entire organization. Trinity School's structure allows for faculty to have ownership of the school's mission, which, in turn, better serves the student body.

Two of the core operational principles of Trinity School are the principle of subsidiarity and the principle of authority and responsibility. The commitment to subsidiarity means that decisions should normally be made by the least-centralized person who is competent to make the decision, in which competent does not mean capable but possessing the right level of decision-making power. The school's commitment to authority and responsibility means that these two should always accompany one another. Everyone given the responsibility to complete a task or oversee an area of the life of the school is given the accompanying authority. Correspondingly, everyone with authority with respect to a task or area of the school similarly understands it to be his or her responsibility to see that task accomplished or see that that area is working well.

The leadership structure for Trinity Schools, Inc., consists of a president whose primary responsibility is to lead and care for the community of learners and to execute the educational mission across the three campuses. Each campus has a head of school and associate head of school who lead and care for the community of learners and oversee the execution of the educational mission at a local level. Additional roles and responsibilities include a dean of boys and a dean of girls; each have oversight of the student culture. This can include issues concerning the well-being of students, classroom management, and discipline. Trinity School also has local program coordinators (LPCs) who are responsible for overseeing the effective implementation of a curricular area. Trinity School has LPCs for mathematics, science, humanities, Latin, and Scripture. Trinity School also has an executive director whose primary responsibility is to fill and fund the school. The executive director provides oversight in caring for the culture of alumni, alumni parents, donors, and corporate partners. The executive director reports directly to the president of Trinity Schools, Inc.

### 5. Culturally Responsive Teaching and Learning:

All Trinity School students study the Scriptures in seventh, eighth, tenth, and eleventh grades. In both the Hebrew and Christian Scriptures, students study multiple passages that highlight God's call to care for the suffering and to do works of justice. Even while Israel as a people is given a particular call, it is in the context of God's love for all nations. The latter is a clear focus in Christ's mission.

There are several ways in which Trinity School students have lived out this concern for the poor and for justice. For over a dozen years, they have sponsored an annual Chili Cook-Off to raise funds for a charity they choose. The charities have included work with lepers in Vietnam, funding a well in Uganda, a home for orphans in Romania, and an inner-city school in Washington, D.C. Additionally, students organize an annual 5K run to support the work of the International Justice Mission (IJM). IJM's work relates to freeing modern-day slaves across the world. Beyond these annual events, students have organized more spontaneous fundraisers for an immediate need: relief for victims of a flood or hurricane or a food drive for a local pantry.

In the wake of the murder of George Floyd, Trinity School leadership initiated extended conversations with some older Black students about how they were doing, their experience at Trinity School, and ideas they had for areas of improvement. A fruit of those conversations was supporting a student-initiated World Cultures club at Trinity School. This is one of the few clubs that was active in the 2020-21 school year, amid the

extensive COVID protocols."

Over that summer, the chairman of the board, president, head of school, and associate head of school attended a Zoom-facilitated public forum, sponsored by Trinity Schools alumni, on racial injustice. The alumni who were organizing the forum wanted to provide an opportunity for sharing stories and ideas. For the forum itself, Trinity School's leadership were asked to attend as listeners. Before and after the forum, those in leadership offered a chance for personal conversations, and several alumni accepted the offer.

Trinity School had already planned a summer 2020 faculty summit on the history and humanities programs, and faculty and leaders across all three campuses attended either in-person or remotely. During this summit, extensive conversations were held about the national re-examination of the ongoing wounds caused by racism and how these reflections interfaced with the Trinity School culture and curriculum. In preparation for the summit, the president of Trinity Schools studied and read widely literature on the topics of racism and anti-racism. He shared highlights of his studies with those who attended the summit and then with the rest of the faculty during the opening-of-the-year meetings. He also engaged in conversations with the board leadership.

In the curriculum, the issue of racism within the United States is covered most in the ninth-grade Humane Letters class, which has a focus on American history. Since the summer of 2020, Trinity School has revised the World Issues course, a senior capstone course, to bring into play more topics immediately relevant to an ever-changing world. For example, some texts, films, and videos that have been used in the course now include "Things Fall Apart," "The Mystery of Capital," "LA92," and "Emanuel."

# PART VI - STRATEGY FOR EXCELLENCE

When alumni, parents, and current students are asked what they enjoy most about Trinity School, the faculty and the students' relationships with them is the most cited element. For example, a recent alumna noted, "It really felt like we were all scholars together, the students and the teacher discussing as equals. This helped us deeply form our own ideas and discussion skills." Additionally, a current ninth-grade student recently commented, "Trinity awakens and invites a love of learning, and the teachers truly want their students to succeed."

The key component that creates this dynamic is the commitment by Trinity School to establish and maintain a vibrant community of learners. Since the founding of Trinity School, the vision has been that the foundation of an excellent education involves bringing students into a regular and long-term relationship with a community of learners composed of intelligent, educated men and women who have a passion for the discovery of truth, the creation of beauty, and the practice of goodness.

Trinity School has distinct features to sustain the community of learners. Rather than each teacher having his or her own classroom, Trinity School faculty share a room with about 12 other teachers. These faculty rooms are places of lively discussion not only of curricular topics but also of teachers' individual intellectual interests as well. The entire faculty also meets several times a year to engage in seminars and colloquia. These are times for the faculty to work through literature, poetry, theology, and other topics together. This intentional fostering of the intellectual life of the teachers creates a positive work environment for faculty, who then transfer that to a positive classroom environment for the students. It is the cultivation of the community of learners that serves as the foundation for everything Trinity School wants to accomplish.

The primary responsibility of a faculty member with respect to the students is to draw them into the community by enacting the culture, curriculum, and pedagogy of the school. The quality of a Trinity School education is directly proportional to the quality and dynamism of the community of learners constituted by the faculty. Thus, the most important task for a Trinity School faculty member is to be an active and dynamic member of the community of learners. When faculty candidates are interviewed, the school is looking not only for someone with knowledge in a content area but also for individuals who are actively engaged in learning and want to share this passion with students.

The value of Trinity School's community of learners was underscored during the height of the COVID pandemic. For two academic years, Trinity School was able to rent space from a nearby church and split the student body between two campuses. While this allowed for Trinity School to be open and maintain the recommendations for spacing from the Centers for Disease Control and Prevention (CDC), it meant the communal aspect of being a faculty member was severely limited. Faculty rooms could only hold four faculty members, faculty were commuting between the campuses at the expense of engaging in conversation, and the ability to foster meaningful relationships with the students was diminished by the necessary COVID protocols. The joy that fall 2022 brought with the consolidation back to a single campus was palpable amongst the faculty. That time emphasized how important it is to have a vibrant and active community of learners.

# PART VII - NON-PUBLIC SCHOOL INFORMATION

1.  Non-public school association(s): <u>Christian</u>

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

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

3.  What is the educational cost per student?             <u>$21566</u>
    (School budget divided by enrollment)

4.  What is the average financial aid per student?        <u>$10659</u>

5.  What percentage of the annual budget is devoted to       <u>25</u>%
    scholarship assistance and/or tuition reduction?

6.  What percentage of the student body receives
    scholarship assistance, including tuition reduction?       <u>50</u>%

# PART VIII – NON-PUBLIC SCHOOL ASSESSMENT RESULTS

## FOR NORM-REFERENCED TESTS

*Non-public schools must report norm-referenced test (NRT) results in <u>reading and mathematics</u> for students tested in grades 3 and higher in the most recent administration of the test within the most recently completed school year (2021-2022)[1].  Each school must obtain grade level summary reports from the test publisher for students tested in reading and mathematics <u>for each of these grades</u>.*

These reports must include:

1. the number of students tested;
2. the average student scale score or the national percentile equivalent of the average scale score in reading and mathematics **for all students in each tested grade; and**
3. the average student scale score or the national percentile equivalent of the average scale score in reading and mathematics **for each sufficiently large subgroup[2] in each tested grade.**

Please make notations on these reports to explain results that represent fewer than 95 percent of the students enrolled at the time of testing (e.g., the number of students who took alternative assessments[3]).

A copy of these reports (in a PDF file) <u>must be uploaded</u> through the National Blue Ribbons Schools Portal.

Also, one hard copy of these reports must be submitted by mail to CAPE with two hard copies of this application.

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[1] Because of school closings due to COVID-19, schools may use test results obtained in the fall or spring of 2019 or the fall of 2020.

[2] Possible subgroups are those identified in Items 4, 6, 7, and 8 in Part II of this application (racial/ethnic groups, ELL students, students eligible for free or reduced meals, and students receiving special education services).  A sufficiently large subgroup is one that represents at least 10 percent of the school enrollment as reported in these items.

[3] Alternate assessments are used to evaluate the performance of students who are unable to participate in a school's norm-referenced test (NRT) even with accommodations.  These assessments are based on the grade-level content covered by the NRT, but at reduced depth, breadth, and complexity.  (adapted from National Center on Educational Outcomes)