

PART I - ELIGIBILITY CERTIFICATION

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 configuration includes one or more of 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 (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
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. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

Questions 1 and 2 are for Public Schools only.

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SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Urban or large central city

4. Number of years the principal has been in her/his position at this school: 3

5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	17	15	32
8	17	14	31
9	17	20	37
10	9	19	28
11	9	18	27
12	14	14	28
Total in Applying School:			183

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
10 % Asian
11 % Black or African American
1 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
78 % White
0 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting 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.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 3%
This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	0
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	6
(3)	Total of all transferred students [sum of rows (1) and (2)].	6
(4)	Total number of students in the school as of October 1, 2011	181
(5)	Total transferred students in row (3) divided by total students in row (4).	0.03
(6)	Amount in row (5) multiplied by 100.	3

8. Percent of English Language Learners in the school: 6%
Total number of ELL students in the school: 11
Number of non-English languages represented: 3
Specify non-English languages:

Trinity School at Greenlawn has eleven International Students. Five from China, five from South Korea, and one from Vietnam.

9. Percent of students eligible for free/reduced-priced meals: 14%
 Total number of students who qualify: 26

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 free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

Trinity School at Greenlawn does not participate in the free and reduced -price school meals program. Our Financial Aid office has calculated that 14% of our student body come from low income families. These numbers were generated looking at families who applied for financial aid.

10. Percent of students receiving special education services: 1%
 Total number of students served: 2

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>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>0</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>3</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>2</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>6</u>	<u>5</u>
Classroom teachers	<u>15</u>	<u>9</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>1</u>	<u>3</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>2</u>	<u>0</u>
Total number	<u>24</u>	<u>17</u>

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

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

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	97%	95%	96%	96%	97%
High school graduation rate	100%	100%	100%	100%	100%

14. **For schools ending in grade 12 (high schools):**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size:	<u>27</u>
Enrolled in a 4-year college or university	<u>96%</u>
Enrolled in a community college	<u>0%</u>
Enrolled in vocational training	<u>0%</u>
Found employment	<u>4%</u>
Military service	<u>0%</u>
Other	<u>0%</u>
Total	<u>100%</u>

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

No

Yes

If yes, what was the year of the award? 2002

PART III - SUMMARY

The mission of Trinity School is to impart basic ordered knowledge about the world and to train students in 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.

Since its 1981 founding, Trinity School has focused on providing excellent education in an ecumenical Christian culture. The school quickly established a strong academic reputation with its integrated core curriculum, its participation-based pedagogy, and its high academic standards, as evidenced by members of the first graduating class being accepted into elite universities including Notre Dame and Northwestern. This success continues. Each of the last two graduating classes has had more than 25% of its students admitted to the *U.S. News* list of top 20 national universities, and 100% of students in the past five graduating classes have been admitted to four-year colleges. Trinity School received the Blue Ribbon Award in 1989, 1993 and 2002. Our greatest strengths are our culture of learning, our core curriculum, and our pedagogy based on student engagement.

From the start, we envisioned Trinity School as a community of learners. We wanted the engagement of the mind and imagination with reality to be central to our approach. This demands a faculty who live a life of learning, both among themselves and with the students. Students are drawn into this community as they mature, gradually becoming full partners in the endeavor.

Many of the distinctive features of the school flow from this focus on active learning. Administrators are active teachers, even the headmaster and the deans. Class size is limited to 20 students. Most classes are single-sex, which we have found enhances learning by reducing social pressures in the classroom. We keep didactic teaching to a minimum, preferring seminars and individual student coaching in labs, writing sessions, and problem-solving sessions.

All Trinity School students take the same core curriculum. The upper-level math and science curriculum integrates calculus and physics with MATLAB programming, a powerful approach unique to Trinity School at Greenlawn and a few other schools using our curriculum. Every junior learns to program in MATLAB and to construct GUI tools for modeling in physics and mathematics. These allow students to explore physical systems and compare this behavior with experimental results. Graphical, numerical and matrix capabilities of this language enhance student knowledge in calculus, differential equations and linear algebra. Juniors and seniors end the year with group presentations of models that demonstrate the integration of mathematics, physics and programming.

The Humane Letters Seminar integrates literature, writing, history, philosophy and theology in a course that meets two hours per day for four years. Students read original texts, discuss them in disciplined seminars, and compose analytical essays. At the end of the program, a student has composed more than 30 analytical essays on original texts.

The school also offers a participation-based program in the arts, including studio art, art history, music performance and composition, and drama performance.

Though our graduates are known for high academic achievement, we are not a school that caters exclusively to the very brightest. Hard-working students of ordinary ability have often found success here. In recent years we have increased minority attendance through scholarships from the Freedom 22

Foundation. Since 2010, we have welcomed international students through participation in the SEVIS program. This school year, we began participating in Indiana's School Choice Scholarship Program and Scholarship Tax Credit Program, based on our vision of offering our educational opportunities to any area student who is willing and able to do the work, regardless of socioeconomic status. Participation in these programs has greatly increased the diversity of our student body, to the point that we have a minority student population of 21%.

The Trinity School program is used in two other Trinity Schools run by our parent organization, Trinity Schools, Inc. Those schools have earned three Blue Ribbon Awards between them. Our curriculum has also been adapted for charter schools in Arizona and Colorado. A January, 2013, *Phoenix Business Journal* article ranked the top 50 schools in Arizona on the basis of SAT scores, and five of the top ten were schools using versions of the academic program we developed. We are proud to have developed an academic program powerful enough that it has found success both here and in the other independent and charter schools where it has been implemented.

Trinity School at Greenlawn continues to be an innovative leader in education. We dedicate ourselves to three areas: humanities, fine arts and mathematics/science. Our dedication to the humanities allows our students to explore the depths of what it means to be human through literature, philosophy, history, political theory and writing. Our substantial fine arts program requires each student to produce art, sing choral music, compose music, perform in two full-production dramas, and study art history. This stretches our students to master areas that require creativity. Our rigorous mathematics and science program teaches all students to learn how to write MATLAB programs and create GUIs which model advanced physics concepts and solve problems in calculus and linear algebra. Our integrated and deep approach to all these areas produces students who have a substantial sense of wonder and depth of inquiry, and places our students at the crossroads of the humanities and STEM fields with communication skills and creativity that provide them with the facility to answer questions that have not yet been asked and solve problems that have not yet been encountered.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A. Trinity School at Greenlawn has been administering the PSAT standardized test to our tenth and eleventh graders for many years. The reason we use this test is twofold: the test serves as good preparation for the SAT, which many colleges and universities use as part of their admissions requirements, and the test allows students to qualify for the National Merit Scholarship Program. We do not specifically require the SAT or ACT of our students, but historically 100% of our students have taken one of these two tests. Since more than 95% of our students take the SAT, we have used it as the primary metric by which we judge school performance. Historically our students have scored 250 to 300 points higher than the national average, and we have regularly been among the top two or three schools in the State of Indiana with respect to average SAT scores.

Given the above, we have judged SAT scores in the combined (critical reading and mathematics) range of 1200 to be normal for our school. In the past we maintained a parallel curriculum named the Tutorial Program. The SAT scores for students in the Tutorial Program would often be much lower than students in our regular program, but, we were always able to place these students in colleges or universities where they were able to succeed. Students in the Tutorial Program typically scored a combined SAT score (critical reading and mathematics) of 1000. We no longer offer the Tutorial Program because of budget constraints.

B. The performance trends as we analyze them have been remarkably consistent over the years, and the past five years show this consistency as well. Our graduating class sizes over the past five years have varied between 26 and 38 students (rather small by most standards and prone to statistical anomaly). Some classes are stronger than others, but, our analysis shows that over the past five years we have not had significant gains or losses. For the most recent year tested, 2012, we had one African-American student who performed slightly more than 10 percentage points poorer than our respective averages in both critical reading and math. On the other hand, within the last five years of SAT data we have had more instances of minority students (both African-American and Hispanic) scoring higher than the class averages (in years 2007-08 in reading and in 2011-12 and 2007-08 for math) than lower than the class averages.

2. Using Assessment Results:

Trinity School at Greenlawn has been atypical with respect to national trends in grade inflation. We have in fact needed to normalize our grades so that they reflect the success our students have experienced on standardized tests, in particular the SAT. This is stated to set the context for the following answer: Trinity School has realized great success, in that our curriculum has supported outstanding PSAT and SAT results.

With respect to reading, writing and vocabulary building: Trinity School has encouraged the reading of many original texts at all grade levels, seven through twelve. Reading original texts requires students to grapple with original ideas for themselves, which builds their analytical skills considerably. In addition, reading original texts, like the *Federalist Papers*, builds a strong and useful vocabulary. Another aspect of our curriculum that supports a strong vocabulary is our language program, which requires every student to take four years of Latin. Our intense writing program has a specific focus and is vertically integrated throughout all six years. Students learn basic grammar and sentence structure, which builds toward writing topic sentences for paragraphs. By the end of eighth grade, students are able to write stand-alone paragraphs. By the ninth grade, students are writing five-paragraph descriptive essays, and in the tenth grade they begin to write analytical essays. In the junior and senior years, students continue to refine their grammar skills, but much more emphasis is placed on organization and analysis.

The mathematics program at Trinity School at Greenlawn is rigorous. All students are required to take six full years of mathematics, which consists of prealgebra, algebra, geometry, precalculus, calculus, and linear algebra. Trinity School has been criticized for requiring a mathematics program which is too difficult, and we have responded to that criticism by evaluating all programs at each grade level and spacing out the learning of difficult parts of the program over longer periods of time.

Trinity School also requires all students to take two full semesters of life science and earth science at the seventh and eighth grade levels and four full years of science in grades nine through twelve. Six years ago we implemented MATLAB programming in the junior and senior mathematics and physics classes.

Since Trinity School received its last Blue Ribbon award in 2002 we have implemented some significant changes. In the three areas mentioned above, -critical reading, mathematics and science,- we have continued to focus on engaging students as the principal agents in their own learning. To support student-centered learning in these areas (and to augment assessment results), we have introduced more time for them to learn critical mathematical skills, especially in grades seven through ten. We have revised our reading lists in poetry in grades seven, eight, and twelve. We have revised and revamped our literature reading list in grade twelve to include more modern literature. We have started teaching all our students to program using MATLAB during the junior year. Programming in MATLAB has caused our students to synthesize math concepts, logic, physical concepts and experimental data into a single entity-their written computer program. We have all our students pass a grammar mastery test and algebra diagnostic exam during the eighth grade and we have instituted a systematic way to teach the writing of formal research papers. Each student receives Kate Turabian's *Student Guide to Writing College Papers*, and this text is used in grades nine, eleven and twelve. These are just some of the improvements we have implemented at Trinity School over the past ten years. Parents and alumni have suggested some of these changes, and some have been the fruit of conversations among the teachers.

Parents, students and other constituents of our Trinity School community bring suggestions to our attention and we work with them in investigating the best ways to improve Trinity School. In order to make changes in an orderly and data driven-manner we publish our SAT scores on our website. We update our school profile annually and hand it out as requested. We are accredited through the Independent School Association of the Central States (ISACS), and through this organization we undergo a thorough self-study written by school faculty and staff once every seven years. This report takes into account all assessment tools and curricular changes. This document is made available to all constituent groups.

3. Sharing Lessons Learned:

Trinity School at Greenlawn has enjoyed an extremely successful curriculum over the course of its 30-year history. Trinity School has had numerous opportunities to share its curriculum with other schools. We have allowed approximately ten charter or private schools across the country to use parts or all of our curriculum. Trinity School at Greenlawn is a member of the Indiana Association of Independent Schools (IAIS) and regularly attends meetings that are intended to promote the success of independent Indiana schools. Trinity School at Greenlawn is accredited by ISACS and we participate in a self-study and site visit once every seven years. We have been an accredited member of ISACS for ten years. Trinity School faculty and staff are part of teams visiting other ISACS schools and also participate in professional development opportunities such as the annual ISACS heads of school conference. Trinity School at Greenlawn also belongs to CASE (Council for advancement and Support of Education) and NACAC (National Association for College Admissions Counseling). Trinity School at Greenlawn's College Guidance Director, John Kurdelak, proposed a topic, assembled a panel, and presented at the most recent NACAC conference. The panel was for the purpose of advancing college guidance at high schools that are small in size (under 200 students). Tom Finke, Trinity School's principal architect of its mathematics and science curriculum, attended the most recent conference for the American Association of Physics

Teachers and made a presentation on integrating MATLAB computer programming into upper-level math and physics courses.

4. Engaging Families and Communities:

Trinity School at Greenlawn has worked to improve its curriculum and teaching techniques. The primary strategies we have used involve partnering with local colleges and universities to provide additional educational opportunities in STEM fields. We bring academic experts into the school to present to the entire student body four times per year. We provide music performances for the faculty and students. We offer extracurricular activities that align with our mission. We offer networking options with alumni. We also work at engaging families. We provide two 30-minute evaluation meetings per semester for every student. For the seventh through tenth grades these meetings involve all the student's teachers and their parents. For the junior and senior classes these meetings include the student, the student's teachers and his or her parents. We also engage families with a Project Fair that displays projects created by seventh, eighth and tenth graders, to which we invite all faculty, parents and students. We have two fine arts nights per year that feature choral singing by the ninth and tenth grades and by our extracurricular chamber choir. This night also includes poetry recitations and displays of studio art. We offer a Study Skills workshop to all students new to Trinity School each year in September. We also hold a weekly math study hall that is optional but open to all students.

The strongest alliances formed locally involve the University of Notre Dame and Saint Mary's College. Trinity School has looked to academic professionals at both these institutions for regular review of its academic program and possible improvements. To that end we relied on Dr. Craig Lent, University of Notre Dame, for implementation of our MATLAB computer programming initiative. Dr. Lent, the Freimann Professor of Engineering at Notre Dame, took time out of his busy schedule to teach Trinity School's upper-level math and physics teachers how to teach MATLAB. Dr. Lent did this by teaching the MATLAB class at Trinity School at Greenlawn while Trinity School teachers supported him in the classroom. (Incidentally, Dr. Lent is now chairman of the Trinity School Board of Trustees.) More recently, Trinity School at Greenlawn partnered with Dr. Patricia Maurice, a professor of engineering at the University of Notre Dame, to place qualified junior and senior Trinity School students in laboratory settings at Notre Dame, assisting graduate students and professors in their original research. Approximately 10% of our juniors and seniors are currently participating in this collaboration. Lastly, Trinity School at Greenlawn has hired Dr. Toni Barstis, a professor of chemistry at Saint Mary's College, as an adjunct faculty member and science consultant. Dr. Barstis, working with Trinity School chemistry teachers John Lee and Erica Price, has overseen a weeklong chemistry project for Trinity School's sophomore class for the past three years. This project places all tenth-grade students in the Saint Mary's College physical chemistry lab for 20 hours of chemistry investigations that end with a written paper and a poster that the students present at the Project Fair held at Trinity School.

In addition, Trinity School at Greenlawn works to bring in guest lecturers and performers from the surrounding community. Some examples of recent University of Notre Dame lecturers are Dr. Brian Blake, Department of Computer Science, John Nagle, Law School, and Gerard Bradley, Law School. The University of Pittsburg Men's Glee Club performed last year. In January, 2013, Notre Dame Men's Glee Club and the Saint Mary's Women's Choir performed alongside our own Trinity School Chamber Choir. In February, 2013, the entire Trinity School student body and faculty will attend a music concert at Goshen College, performed by the Goshen College Chamber Choir.

We communicate news of all these events and strategies to families, alumni and other constituent groups via monthly bulletins, quarterly news bytes, weekly email updates, and other regular alumni communications.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The educational mission of Trinity School at Greenlawn is to impart basic ordered knowledge about the world and to train students in intellectual skills and habits of mind. Trinity School at Greenlawn 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.

The educational method of Trinity School is designed to encourage the active involvement of the student in the learning process. Rather than receiving knowledge passively, each student must actively apprehend concepts and relationships. Most classes are oriented toward participation and performance. For example, students read, discuss and write in humanities seminars, they solve problems individually and in groups in mathematics and science courses, they do experiments in science labs, they perform in music and drama classes, and they produce paintings and drawings in art classes.

Trinity School offers a six-year program, with one curriculum for all students. The curriculum is coherent and integrated. Though Trinity School operates according to a different educational philosophy than AP or IB, the courses compare favorably in terms of rigor. For example, each student who completes the Trinity School program has done the following:

In the humanities:

- Passed a grammar mastery test in eighth grade.
- Written at least 30 analytical essays and three substantial research papers.
- Mastered the art of disciplined discussion through participation in seminar classes that meet 10 hours per week for four years.
- Read many great literary and philosophical works in the Western canon. It is normal for the students to have one hour of reading per night.
- Studied foreign languages for 6 years, including 4 years of Latin and either French or Spanish. Trinity School at Greenlawn is in compliance with the Blue Ribbon School program's foreign language requirement.

In math and science:

- Passed an algebra diagnostic exam at the end of eighth grade.
- Learned the topics covered in the AP Calculus BC class, linear algebra, Newtonian mechanics and electromagnetism.
- Used calculus and physics to write graphical user interfaces (GUIs) with MATLAB, modeling physical phenomena and solving complex problems.
- Investigated science through 100+ hours of hands-on laboratory work.
- Spent 20 hours in a collegiate chemistry lab during Project Week of sophomore year performing chemistry investigations.

- Taken a full year of biology that includes studies on health, nutrition and physical education.

In the fine arts:

- Performed in two recorder recitals, both a solo performance and an ensemble performance.
- Learned how to draw using pencil, colored pencil and watercolor media and entered multiple pieces into art shows.
- Acted in two full-length drama productions and performed in four public choral concerts.
- Composed original music in four-part harmony, analyzed significant classical and modern pieces of music.
- Analyzed artworks, ranging from prehistoric to contemporary, and learned to produce art in a spectrum of styles and media.

Using technology:

- Learned how to use his or her own graphing calculator.
- Used Geometer's Sketchpad to explore geometry.
- Presented projects using Open Office.
- Composed music using Noteflight.
- Programmed in Alice as a ramp up to MATLAB.
- Programmed in MATLAB using GUIs to model physics experiments and solve upper-level problems in calculus and linear algebra.

Colleges and universities have stated that our high school curriculum compares favorably with the level of difficulty of Advanced Placement courses and the International Baccalaureate program.

2. Reading/English:

Literature (grades seven and eight). The seventh- and eighth-grade literature courses generate an enthusiasm for, appreciation of, and ability to understand story and poetry; introduce students to the concepts of plot, characterization, setting, theme, point of view, mood, allegory and symbol; increase vocabulary and dictionary skills by studying and using words encountered in the literature; and teach students to read carefully and to learn to argue from the text, preparing them for seminar discussion. At this level, much of the literature is read aloud in class, and students are taught how to mark up their books by underlining and adding marginal notes and comments. Through this process, students develop better listening and speaking skills, and can check their ability to read a text accurately.

Grade seven readings. Jack Schaefer, *Shane*; Kenneth Grahame, *The Wind in the Willows*; Roger Lancelyn Green, *Tales of the Greek Heroes*; Esther Forbes, *Johnny Tremain*; British and American poetry.

Grade eight readings. *Beowulf*; Roger Lancelyn Green, *The Story of King Arthur and His Knights of the Round Table*; J.R.R. Tolkien, *The Hobbit*; Charles Dickens, *A Christmas Carol*; William Gibson, *The Miracle Worker*; British and American poetry.

Humane Letters Seminar (grades nine through twelve). This 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: a daily two-hour discussion of ideas stemming from the reading of a primary text.

Here is a partial list of what each student reads in the upper grades:

Grade nine readings. Documents in American history; *The Federalist Papers* (selections); selections from the Lincoln-Douglas debates; Harper Lee, *To Kill a Mockingbird*; Henry David Thoreau, *Walden*, *Civil Disobedience*; Mark Twain, *Huckleberry Finn*; Frederick Douglass, *Narrative of the Life of Frederick Douglass, An American Slave*; Willa Cather, *My Antonia*; Sinclair Lewis, *The Jungle*; short stories by Willa Cather and Flannery O'Connor; Thornton Wilder, *Our Town*; American poetry.

Grade ten readings. Charles Dickens, *A Tale of Two Cities*; Robert Bolt, *A Man for All Seasons*; Jean-Jacques Rousseau, *Essay on the Origin of Inequality*; Edmund Burke, *Reflections on the French Revolution* (selections); Karl Marx, *The Communist Manifesto*; Fyodor Dostoevsky, *Crime and Punishment*; George Orwell, *Animal Farm*; British and European poetry.

Grade eleven readings. Homer, *Iliad*, *Odyssey*; Aeschylus, *Oresteia*; Sophocles, Theban Plays; Plato, *Gorgias*, *Apology*, *Crito*, *Meno or Phaedo*, *Republic*; Aristotle, *Nicomachean Ethics*; Thucydides, *History of the Peloponnesian Wars*; Athanasius, *On the Incarnation*; Augustine, *Confessions*.

Grade 12 readings. Augustine, *The Spirit and the Letter*; Thomas Aquinas, *Treatise on Law*; Martin Luther, *Letter to the Galatians*; Dante, *Inferno*; Montaigne, *In Defense of Raymond Sebond*; Descartes, *Meditations*; William Shakespeare, *Macbeth*, *Hamlet*; Jean-Jacques Rousseau, *The Social Contract*; Hegel, *Reason in History*; Mill, *On Liberty*; Fyodor Dostoevsky, *The Brothers Karamazov*; Flannery O'Connor, *Parker's Back*; James Agee, *A Death in the Family*; Raymond Carver, *A Small Good Thing*; contemporary American poetry.

We rarely encounter students who read below grade level. We deal with this issue sometimes in grades seven and eight and we provide tutoring for the students to get them to grade level. With advanced students we find that the texts we read provide substantial challenges; but again, because of our size (average class size of 15) we are able to challenge students at every reading level. For exceptionally gifted students we provide additional readings and meetings with a teacher outside normal class time.

Writing program. The Trinity School writing program provides intensive instruction in writing throughout the six-year tenure of a student. The goal of the writing program is to lead students into clarity and beauty of expression by deepening their thought so that they can analyze sophisticated ideas and thus enrich their expression. This depth of thought enables them to produce articulate, graceful essays that communicate with clarity and precision. Throughout the program, writing assignments are based on the texts read and discussed in class. At the high school level, freshmen and sophomores write at least six essays per year, and juniors and seniors 12 to 15. The Trinity School writing program is also limited: we use a very specific and focused methodology, with the goal that students learn to write excellent analytical essays. In our experience, students who graduate from our program easily adapt to other approaches to writing. We regularly have alumni report that they were exceptionally well-prepared for college-level writing.

3. Mathematics:

The mathematics program includes the study of quantities, of figures, and of relationships between quantities and figures. This study is marked by intuition, analysis, logical rigor, elegance and simplicity. Mathematics has a dual nature, which is reflected in our program. As a language, it has elegance, reflected most clearly in the study of patterns. We want our students to experience the same artistic

delight and creativity in mathematics as they do in music and painting and poetry. At the same time, we want them to be proficient in the application of mathematics to the real world. Additionally, we desire our students to acquire the basic skills and problem-solving acumen analogous to playing a musical instrument. The students need to be able to solve the problems for themselves. The teachers spend a great deal of time coaching the students through techniques at each level. The goal is proficiency. The school has chosen this approach because it incorporates two important aspects of mathematics: one, the students have many opportunities to see how elegant and beautiful math is, and two, math becomes a very powerful tool in the hands of the scientist and other professionals.

Each student studies mathematics for six years: prealgebra, algebra, one semester of geometry, three semesters of precalculus, three semesters of calculus and one semester of linear algebra. We work very hard to support each student individually, because all parts of the program are required. We offer weekly math study halls which are staffed by faculty. Trinity School's academic dean oversees a peer tutoring program for all students who are looking for extra help. Faculty regularly offer extra tutoring before, during and after school. We work hard to challenge gifted students, and each course offers challenging problems regularly, which gives excellent students an opportunity to hone their skills.

4. Additional Curriculum Area:

The fine arts aim to clarify our experience of ourselves and of the world around us, providing us with beauty, inspiring us and challenging us. They have their own language of discovery and expression, enabling us to see, feel and understand things in new and deeper ways. Since artistic expression is a vital and persistent aspect of human nature, the training of the aesthetic sensibilities is essential to the full development of the human person. The development of the aesthetic dimension at Trinity School has three expressions: art, music and drama. All students take several courses in each field during their six years. At Trinity School, the goal of the fine arts program is to allow every student to learn to create beautiful things as well as to appreciate them. Thus, the program combines theory with performance. A study of theory and technique, coupled with self-expression, undergirds all performances. In addition to study, fine arts are a regular part of the life of the school: student and faculty artwork and photography hang on the walls; students and faculty work together on chamber choir; faculty host a Fischhoff String Ensemble soirée for seniors and parents in the spring; together as a school we enjoy winter lunchtime performances, quarterly drama performances, seasonal recorder concerts, two fine arts nights, annual poetry recitations, and off-site field trips to Chicago area art museums and other local music and drama performances.

Trinity School at Greenlawn views the fine arts as an essential part of human history and life, and therefore expects all students to develop an aesthetic appreciation for beautiful human expression. In order to contribute to society in a meaningful and complete way, students need to be able not only to appreciate what is good and beautiful in the arts, but also to produce beautiful works themselves. It is through this active process of doing that the learner, the student, acquires intimate knowledge of what goes into the production of a piece of art, or music, or drama performance.

5. Instructional Methods:

Trinity School at Greenlawn offers a single curriculum for all students. It has been our experience, after working with evolving versions of this basic curriculum for 30 years, that we are able to challenge the very brightest students we encounter and we are also able to meet the needs of students of average ability who are willing to work hard. Given our average class size of 15 students, we are able to teach a single curriculum to the range of students we admit.

In the classroom we use a number of strategies to teach to all our students. Here is a summary of our instructional methods:

The teacher leads, forms, models.

We believe that the best way to learn is in the context of an authentic culture of learning—a community of learners. We also believe that the community’s order and vitality depend upon effective leadership in the classroom. The teacher provides that crucial element. The teacher’s dynamism, preparedness, knowledge, intellectual curiosity, and love for both the students and the subject establish the culture to which the students are meant to respond and against which their performance is measured. Any intellectual or aesthetic habit of mind that marks the school’s culture is modeled by the teacher. Any form of pedagogy we use always rests on the primacy of the teacher’s leadership.

The teacher asks questions.

We believe that all knowledge begins in wonder, and at the core of wonder is questioning. As a pedagogical means, questioning happens at every level of the curriculum. The teacher’s question is a key lead—sometimes, the key lead—into the text, phenomenon, topic, or problem under exploration. It is also the model for how the student is to ask questions and develop a sense of wonder and depth of inquiry. Finally, it is the chief means by which the student is challenged to press beyond the self-evident, the parochial, and the unexamined. The rigor of a teacher’s questioning increases as the student matures; thus, the most developed questioning happens in our advanced curricula.

The teacher coaches.

We believe that learning is largely a matter of trial and error, practice and performance. In the face of that reality, positive and negative feedback from the teacher is vital to the student’s development. In the practice of coaching, when a student performs proficiently, the teacher reinforces that performance; when a student makes a mistake or needs improvement, the teacher corrects the flaw or demonstrates the pertinent skill or method and guides the student to better performance. Every aspect of a student’s performance is under the direction of the teacher as coach. This requires great attention and energy on the teacher’s part. It requires an abiding affection as well: a love of learning and a love of the student experiencing the challenging process of learning. Coaching happens at every level of the program. It is the chief means we use to directly shape student performance.

The teacher instructs didactically.

We believe that all of our students should acquire basic ordered knowledge. One principal means for meeting that objective is the presentation of information that is largely factual, narrative, and formulaic. In order to convey that information, the teacher relies on didactic instruction: lectures, demonstrations, and explanations. All three modes of communication are filled out with questioning and coaching. At the same time, the teacher’s clear and lively presentation of the three modes of didactic instruction is necessary to a student’s adequate engagement of the subject matter at hand.

Technology is used at every grade level. Grades seven through ten use the computer lab to write papers and compose music. Juniors and seniors use their laptops to program, write papers, and do research. We have some e-labs at the upper levels, such as acquiring particle physics data from CERN and analyzing it online. All students are taught how to use their graphing calculator in grade nine. In addition, some teachers use projectors, tablets and televisions on a regular basis to present content.

6. Professional Development:

Trinity School at Greenlawn provides professional development for faculty and staff when appropriate to support the mission and vision of the school. There are two main areas that will be addressed here: one, professional development that pertains to supporting the academic standards, and two, professional development specific to administrators and support staff.

With respect to academic professional development, Trinity School provides new teachers with a New Teacher Institute as well as a new teacher mentor and a master teacher for each course being taught. The new teacher mentor, with the head of school, provides ongoing training sessions during the teacher's first two years. In addition, veteran teachers receive a full review every three years with written feedback from

the head of school. Because Trinity School places such a high emphasis on the faculty as a community of learners, the faculty are required to participate in four intensive seminars per academic year. These seminars vary in content and are usually led by the head of school or a veteran faculty member, if the topic is in his or her area of expertise. Trinity School's most recent seminar involved reading Richard Feynman's *QED*. For this seminar, two veteran faculty members, one an upper-level math teacher and the other an expert in particle physics, led the discussion. The head of school also hosts regular faculty colloquia, which are professional development times after school (school ends an hour early to provide extra time) where the faculty are able to encounter new ideas with no required outside preparation time. These happen four times per year as well.

Trinity School has provided funds for training in music composition by the Vermont Midi Project over a number of years. Faculty have presented papers at professional conferences, most recently in theology and in MATLAB programming. Faculty have attended the American Philosophical Association's national conference. Other faculty have received training in language, mathematics or science at various institutions or with private tutors.

Administrators and support staff have received training through ISACS, NACAC, and CASE, most recently in the areas of college guidance, leadership, alumni relations and development work. Currently the director of development and head of school are attending a nine-day Executive Fund Development Leadership Program sponsored by the University of Notre Dame's Mendoza College of Business and the Community Foundation of St. Joseph County.

All professional development opportunities are carefully vetted so that they are closely aligned with the mission statement of the school, which is focused on our students learning as much as possible.

7. School Leadership:

Trinity School at Greenlawn is a faculty-led school. In practice, this means that all visible leaders within the school are required to teach, including the head of school. The role of the head of school is to ensure that the mission is being enacted. The dean of girls and dean of boys function as advocates for the student body as well as overseeing discipline. The academic dean takes charge of ensuring that all the academic needs of each student are being met. Since the head of school, dean of boys, dean of girls, academic dean, director of college guidance and director of development all teach, this means that the primary leaders of the school are faculty who are intimately connected with the students and witness firsthand the day to day challenges present in the school. In addition to the individual leadership roles described above, faculty are asked to participate on the Admissions Committee, Academic Board, and Discipline Board. These groups support the work of the school and report to the head of school. The leaders of the school seek out the input of the faculty and staff on a regular basis. Clear communication is a high priority, and all faculty and staff understand that their input is important. Here is an example that illustrates this point. We are currently considering some renovations to support the science programs and administrative offices. The head of school brought these needs to the faculty and staff. They were given the opportunity to join one or more of the work teams that represented the initial integration of program needs, physical space and philosophy of the school. One goal was to bring the administrative team closer together to facilitate efficiency. There was the possibility that this reconfiguration would impinge on the centrality of the faculty and its faculty room (which houses all the faculty and their desks) as the heart of the community of learners. An extended conversation (still ongoing) was initiated in order to balance the practical needs of the school with the philosophy of our mission statement. Because all the faculty and staff know that they have a voice in this conversation, everyone has been heard, and the work team is committed to negotiating a solution that honors our mission statement.

A good way to sum up the leadership style at Trinity School at Greenlawn is to say that the leaders serve the faculty, students and staff and lead by example to bring the mission of the school to life.

PART VI - PRIVATE SCHOOL ADDENDUM

1. Private school association: Independent

2. Does the school have nonprofit, tax-exempt (501(c)(3) status? Yes

3. What are the 2012-2013 tuition rates, by grade? (Do not include room, board, or fees.)

K	1st	2nd	3rd	4th	5th
<u>\$</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>
6th	7th	8th	9th	10th	11th
<u>\$</u>	<u>\$8750</u>	<u>\$8750</u>	<u>\$8950</u>	<u>\$8950</u>	<u>\$8950</u>
12th	Other				
<u>\$8950</u>	<u>\$</u>				

4. What is the educational cost per student? (School budget divided by enrollment) \$13825

5. What is the average financial aid per student? \$1747

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
14%

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 51%

PART VII - ASSESSMENT RESULTS

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 12

Test: SAT

Edition/Publication Year: 2012 Publisher: The College Board Scores reported as: Scaled scores

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Jun	Jun	Jun	Jun	Jun
SCHOOL SCORES					
Average Score	594	590	594	629	617
Number of students tested	27	25	26	33	38
Percent of total students tested	100	93	100	97	100
Number of students alternatively assessed	0	2	0	1	0
Percent of students alternatively assessed	0	7	0	3	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
2. African American Students					
Average Score	***	***	***	***	***
Number of students tested	1	2	0	4	3
3. Hispanic or Latino Students					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	1
4. Special Education Students					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
6.					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

13PV210

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 12

Test: SAT

Edition/Publication Year: 2012 Publisher: The College Board Scores reported as: Scaled scores

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Jun	Jun	Jun	Jun	Jun
SCHOOL SCORES					
Average Score	614	616	610	626	628
Number of students tested	27	25	26	33	38
Percent of total students tested	100	93	100	97	100
Number of students alternatively assessed	0	2	0	1	0
Percent of students alternatively assessed	0	7	0	3	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
2. African American Students					
Average Score	***	***	***	***	***
Number of students tested	1	2	0	4	3
3. Hispanic or Latino Students					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	1
4. Special Education Students					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
6.					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

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