

U.S. Department of Education
2014 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 Mr. Frank M Moore

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

Official School Name Blessed Trinity Catholic High School

(As it should appear in the official records)

School Mailing Address 11320 Woodstock Road

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

City Roswell State GA Zip Code+4 (9 digits total) 30075-2548

County Fulton State School Code Number* N/A

Telephone 678-277-9083 Fax 678-277-9756

Web site/URL http://www.btcatholic.org E-mail fmoore@btcatholic.org

Twitter Handle https://twitter.com/BTCatholic Facebook Page https://www.facebook.com/blessedtrinitycatholic Google+ _____

YouTube/URL http://www.youtube.com/user/BTcatholicitans Blog http://news.btcatholic.org/wordpress/ Other Social Media Link _____

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

Date

(Principal's Signature)

Name of Superintendent*Dr. Diane Starkovich
(Specify: Ms., Miss, Mrs., Dr., Mr., E-mail: dstarkovich@archatl.com

Other)

District Name Archdiocese of Atlanta Tel. 404-920-7710

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

Date

(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Vincent Baker

(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 that it is accurate.

Date

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

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) 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 a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) 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, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any 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.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
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 (Question 1 is not applicable to non-public schools)

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

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 14 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 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	0	0	0
8	0	0	0
9	119	135	254
10	97	141	238
11	111	130	241
12	113	123	236
Total Students	440	529	969

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 3 % Asian
 - 2 % Black or African American
 - 7 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 86 % White
 - 2 % 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.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 1%

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 <i>to</i> the school after October 1, 2012 until the end of the school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	10
(3) Total of all transferred students [sum of rows (1) and (2)]	10
(4) Total number of students in the school as of October 1	969
(5) Total transferred students in row (3) divided by total students in row (4)	0.010
(6) Amount in row (5) multiplied by 100	1

7. English Language Learners (ELL) in the school: 0 %
0 Total number ELL
 Number of non-English languages represented: 0
 Specify non-English languages:
8. Students eligible for free/reduced-priced meals: 3 %
 Total number students who qualify: 33

If this method is not 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.

9. Students receiving special education services: 16 %
153 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

- | | |
|--------------------------|---|
| 4 Autism | 0 Orthopedic Impairment |
| 0 Deafness | 3 Other Health Impaired |
| 0 Deaf-Blindness | 53 Specific Learning Disability |
| 2 Emotional Disturbance | 1 Speech or Language Impairment |
| 0 Hearing Impairment | 0 Traumatic Brain Injury |
| 0 Mental Retardation | 2 Visual Impairment Including Blindness |
| 38 Multiple Disabilities | 0 Developmentally Delayed |

10. Use Full-Time Equivalent (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	4
Classroom teachers	70
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	4
Paraprofessionals	0
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

11. 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 14:1

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

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	96%	97%	97%	95%	97%
High school graduation rate	100%	100%	100%	100%	99%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

Post-Secondary Status	
Graduating class size	223
Enrolled in a 4-year college or university	98%
Enrolled in a community college	2%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

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

Yes_ NoX

If yes, select the year in which your school received the award.

PART III – SUMMARY

“Blessed Trinity Catholic High School exists to provide a nurturing educational environment that transforms lives in Christ, integrating spiritual formation, academic excellence, artistic sensibility, and athletic achievement.” This mission statement was formulated by a committee of Blessed Trinity faculty, administration, students, and parents during the school’s inaugural year, which began in the fall of 2000. The last nine words form the four pillars of Blessed Trinity’s mission, and every decision regarding the school’s programs and policies must further at least one of those pillars. Four major senior awards are given to graduates who best exemplify each of those pillars.

Blessed Trinity was one of the fastest growing Catholic high schools in the United States during its formative years, beginning with 164 freshmen and 55 sophomores, and then expanding over the next three years to 465, 680, and 840 students. The school enrollment is now stable at over 950. Located in a northern suburb of Atlanta, Blessed Trinity students are primarily from middle class backgrounds. The parents are largely college-educated and employed in professional positions. The student population is 87% Catholic, with each freshman class representing over 50 middle school programs. The school’s curriculum is college preparatory, with at least 98% of graduates attending four-year colleges throughout the United States. Admission is by application and includes a review of middle school grades, standardized testing, and recommendations from the students’ principal and mathematics and language arts teachers. There are no cut scores on standardized testing; the entire application package is reviewed through the lens of whether there is a good prognosis for success over four years.

The following summarizes some of Blessed Trinity’s accomplishments, which are tied to the school’s mission:

Spiritual Formation: All students take a theology class every semester and all are required to perform at least 15 hours of community service each year, with most students doing many hours more. A culminating event is the Senior Service Day, in which the entire class spends a day cleaning, landscaping, and painting at a local group of residences for families transitioning from homelessness. Four years ago, the Blessed Trinity chapter of Habitat for Humanity was recognized by Habitat International as one of the top five campus chapters in the United States.

Academic Excellence: Students at Blessed Trinity take full advantage of a rigorous college preparatory curriculum, which includes 23 Advanced Placement courses. Enrollment in those classes has steadily increased, but the school has maintained each year an 82% or higher “pass rate” score of 3, 4, or 5 on the AP exams. Last year, 393 students took one or more AP courses and exams, with 143 students named AP Scholars, twelve of those being National AP Scholars. The 223 members of the Class of 2013 received 854 college acceptances to 162 different colleges throughout the United States and were offered \$17.3 million in scholarships.

Artistic Sensibility: The fine arts play an important role in the lives of Blessed Trinity students. All are required to take at least three semesters of coursework in the visual arts, performing arts, or in various fine arts appreciation courses. The Blessed Trinity dance program is the most honored in the state, with nine students in the program being chosen for participation in the Georgia Governor’s Honors Program since 2006. Only sixteen dancers are chosen each year statewide for this acclaimed summer program.

Athletic Achievement: This pillar is not defined by winning championships, although teams have won 25 state titles in the school’s eleven-year history of varsity competition. Achievement is defined as coaches, fans, and student-athletes representing their teams and school with dignity and a high degree of sportsmanship. This was recognized statewide, when the Georgia Athletic Directors Association honored Blessed Trinity’s athletic director in 2011 as the all-classification Athletic Director of the Year, singling out Blessed Trinity’s quality program from over 400 in Georgia.

Nurturing Educational Environment: This is the most important phrase in the mission statement. To further this aspect of the school, in 2007 Blessed Trinity began a house system. A twelve-person team of teachers,

administrators, and students visited a Catholic high school in Kentucky that employed a house system, and the team modified that program to fit the Blessed Trinity culture. All students are randomly placed into one of eight houses, and within each house, into one of five families, each consisting of about 24 students representing all grade levels. Families meet once a week for fifteen minutes and engage in various team-building activities and discussion of school issues. With Blessed Trinity students coming from so many middle school programs, the house system helps students assimilate quickly, feel comfortable around older students, and be a part of something more intimate than their grade level.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

a) Blessed Trinity administers the following standardized tests: Freshmen the ACT PLAN, sophomores and juniors the PSAT, and juniors and seniors the ACT and/or SAT.

For the PLAN, the school does not have a desired level of performance, since freshmen have been enrolled for only two months. The test is valuable, however, as an additional measure of the academic performance of the newest students, verifying or questioning course level placements made using information provided on the students' applications.

Regarding school averages, the school considers acceptable PSAT performance to be scale scores of at least 50 on each of the Critical Reading, Mathematics, and Writing Skills subtests, combined with a significant increase from the sophomore to junior testing. In addition, the Summary of Answers and Skills (SOAS) Report provided by College Board gives an analysis of how Blessed Trinity students performed on each question compared to students in a "comparable group." The target for proficiency is that the difference in the percentage of Blessed Trinity students answering a given question correctly compared to the comparable group, if not exceeding that group, is never less than 5% lower. Annually average score and question benchmarks are attained or are short of attainment by just a few questions.

Proficiency target compared to the Georgia averages on the SAT is 80 points per subtest and 20 points per subtest as compared to the other members of the Georgia Independent School Association. These targets have been met each of the past three years. Proficiency target on the ACT is 80% minimum of Blessed Trinity students affirming readiness for college level work according to ACT's College Readiness Benchmarks in the categories of English, Mathematics, Social Science and Science. This target has been met in all areas except Science.

b) In terms of performance trends, Blessed Trinity has seen increased usage of the ACT or ACT Plus Writing between the academic years of 2009 – 2013, and appreciable score increases in the mathematics and reading sections of the tests. The school's overall ACT scores have improved each year, and the performance of ethnic minorities in the school's population mirrors the school's overall gains in mathematics and reading portions of the ACT.

Concurrent with the national trend, more Blessed Trinity students are now taking the ACT than they did in previous years. The Guidance Department has encouraged students to attempt both the SAT and ACT Plus Writing in the eleventh grade, with a recommended second testing in the fall of twelfth grade. Blessed Trinity students are now utilizing both tests almost equally, whereas only a small percentage took the ACT in the first seven years after the school opened in 2000-2001 school year. School-wide efforts are made within the classrooms to enhance students' skill levels through warm-ups, question of the day, and other classroom exercises. Blessed Trinity's academic departments continually strive to provide reinforcement designed to prepare the students for changes in the format of college entrance examinations.

In October of each academic year, Blessed Trinity's ninth graders take the ACT PLAN, which is usually their first experience with the ACT test format. The test provides the students with exposure to the ACT test itself, as well as a career planning tool. The ACT PLAN also gives the faculty another instrument to use in the course placement process, in conjunction with other assessments and classroom performance evaluations. Blessed Trinity made the decision to utilize the ACT PLAN in order to provide students with a frame of reference to help students and parents discern where each individual student's particular strengths may lie and which content areas might need reinforcement. The "College Readiness Benchmarks" section of the ACT PLAN score report serves as a useful guide in determining a student's strengths and weaknesses.

On a daily basis, Blessed Trinity's teachers are encouraged to do classroom activities in their content area to help students prepare for college entrance testing. Using older tests, the Mathematics Department members challenge the students with problems that have appeared on former SAT and ACT exams, and the English

teachers utilize the grammar or reading exercises from the SAT and ACT for practice. The Blessed Trinity Learning Center posts a math and English question on a white board every class cycle for the Learning Center students to complete as a test preparation exercise. These ongoing practices have been instrumental in students' preparedness for both the SAT and ACT.

Additionally, Blessed Trinity offers two test preparation programs on-site on the weekends and afternoons after school. Applerouth Education has conducted ACT workshops that involve the completion of a mock test as a baseline, a workshop to provide content review in each ACT subject area, and a post-test to assess students' progress. Two Blessed Trinity teachers from the Mathematics and English Departments, also present subject review and test preparation in a fee-based series of classes. Many students take advantage of these courses, with very good results.

2. Using Assessment Results:

Blessed Trinity uses assessment data from teacher-constructed tests and other assessments and from a variety of reports provided by nationally normed tests. Within each academic department, teachers work collaboratively to plan lessons and construct tests and exams to ensure that course objectives are met.

Standardized test results are used extensively to guarantee that students are mastering knowledge, critical thinking, and problem solving skills. The ACT PLAN, given to freshmen, provides comparison data between Blessed Trinity students and national norms, which helps verify the school's newest students' initial course placements, and in some cases, suggests to the departments that placement may need to be changed. The NCEA IFG:ACRE (Information for Growth: Assessment of Children/Youth Religious Education) is given to freshmen the first month of school and an advanced version to seniors during their last semester. The summary report from NCEA compares school and national results. The principal meets with the Theology Department Head and Chaplain to analyze each student's growth over the four years. Based on ACRE results and how Blessed Trinity students compare with other Catholic school students nationally, two courses – Church History and Vocations – were recently removed from the Blessed Trinity curriculum and replaced by courses in Sacraments and Ecclesiology.

All sophomore and junior students take the PSAT in October. The College Board provides the school with a tool for analyzing each question, the Summary of Answers and Skills Report (SOAS). This report provides details of how Blessed Trinity students performed on every question compared to both national results and to a "comparable group," a statistically generated group of students whose overall performance was similar to the Blessed Trinity student population. The principal meets with the English and Mathematics department heads to identify topics and types of questions that gave Blessed Trinity students trouble. These results are then taken to the departments to determine if a mathematics or English curriculum revision is needed. The College Board also provides the AP Potential tool, which predicts success on AP exams based on PSAT scores. Departments use this as an aid in determining which students are best suited for various AP courses.

Blessed Trinity offers 23 AP courses. Over the past five years, the number of students taking one or more AP classes has grown from 261 to 326 to 357 to 393 and this year to 444. In spite of making AP courses available to more students, the percentage of students scoring at the "college level" score of 3+ has remained between 82% and 87%. This is due largely to the Instructional Planning Report provided by College Board, which breaks down the school results on each AP course by topic, comparing this school's students with national results. The AP Coordinator meets with each AP teacher to review the IPR, which sometimes leads to curriculum or teaching method adjustment.

Standardized testing results are shared with parents in individual meetings scheduled with the students' guidance counselors. Aggregate results are shared at grade-level parent meetings.

3. Sharing Lessons Learned:

Blessed Trinity representatives of all academic departments have served on Archdiocesan curriculum review committees for the K-8 Catholic schools. The Mathematics, Science, and Foreign Language Departments have hosted visiting middle school teachers to discuss curriculum ideas for high school preparation. When

the State of Georgia changed to an integrated mathematics curriculum, the Blessed Trinity principal (and former math teacher) did a presentation for the Catholic elementary and high school administrators on how to transition students transferring from public schools into the traditional curriculum, including information on a new freshman math class developed by the Blessed Trinity Mathematics Department for students entering Blessed Trinity from a public school integrated math curriculum.

The following are examples of outreach efforts outside the archdiocese:

The Director of Student Activities hosted groups from high schools as far away as New York to observe the Blessed Trinity house system and to illustrate how this can boost school spirit and reduce attrition. An English teacher this spring will do a presentation at the NCTE convention –Pre-Writing Meets Core Standards.

The band director hosted music clinics for local high school and middle school bands. The drama director gave a workshop for teachers on public speaking, one on media literacy, and taught a two-day workshop for middle school drama teachers on the techniques of directing plays and musicals. The dance teacher is a guest choreographer at other local high schools.

The robotics course teacher and team coach gave a presentation at Kennesaw State University for coaches of beginning teams on good practices, pitfalls, and how to secure grant funding.

Blessed Trinity teachers are active in the Georgia Independent School Association (GISA), which has an annual conference each November for its 159 member schools, with over 1200 teachers attending. Blessed Trinity teachers have shared many successful strategies in sessions there, geared primarily to upper school/high school teachers, with some open to a wider grade-level audience. Presentations by teachers from the past several years include the following: Theology –The Commonalities of the Abrahamic Faiths. Social Studies (2) – Utilizing African-American Literature in Teaching U.S. History; Creative Teaching Approaches for World History. Mathematics (2) – Trigonometry Without Memorization; Fun Activities from Algebra to AP Calculus. Business/Technology (4) – Moodle: A Learning Management System; Why Personal Finance?; Teaching a Course in Robotics; How to Start a Robotics Team. Administration – How to Start a House System in Your School.

4. Engaging Families and Community:

Blessed Trinity embraces the involvement of families and community members. The school has four parent organizations, all of which provide volunteer support and assist with fund-raising efforts and providing material goods for student activities.

Fine Arts Association – works with the Fine Arts Department to develop the budget and volunteers at all theatrical productions and concerts.

Athletic Association – works with the athletic director in setting the athletic budget and provides volunteers for all athletic contests.

Home and School Association – multiple committees that support spiritual life, student and community activities, used uniform sales, and textbook exchanges.

Advisory Council – primary purpose to help with long-range planning.

The annual Career Day features parent and alumni speakers. Blessed Trinity hosts and provides judges for the annual middle school Archdiocesan Oratorical Contest.

Communication from the school is centered around a weekly BT Happenings email sent to all families, occasional email blasts, and the newest offering, Trinity Press, an online newspaper that is a merger of the former student newspaper and monthly parent newsletter. The Trinity Press features articles and videos prepared by teachers, administrators, and students.

Rather than collecting everyone's email addresses (100% of families have email and web access), parents and students are given a "btcommunity" email address with passcodes for access to important

announcements and email blasts. This also enables personal access to student grades in PowerSchool and Naviance, which assists students and parents in the college search process. Also, teachers communicate with entire classes and parents of students through PowerTeacher.

Required grade level information meetings:

Freshman parents have an orientation meeting at the beginning of the school year with the principal and representatives of the parent organizations. Another required freshman parents' meeting in January prepares them for the course registration process for the sophomore year and helps them set up a four year plan with the guidance counselors.

Sophomore parents have a required meeting in February to prepare them for the important college search process, which formally begins early in the junior year.

Junior parents and students meet with guidance as a group in October and then individually in the fall and winter with their guidance counselor to begin looking at the options for post-secondary education. Senior parents and students meet with guidance as a group in August to review the college application process and avenues for applying for financial aid.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Blessed Trinity's curriculum is designed around the four pillars of the mission statement: spiritual formation, academic excellence, artistic sensibility, and athletic achievement. All students earn four credits in theology, English, social studies, mathematics, and science; two credits minimum in the same foreign language. All students complete a minimum of 1.5 credits each in fine arts, business/technology education, and physical education. A total of 28 credits of the possible 32 are required for graduation.

All core courses are college preparatory, with many offered on three levels: Honors/AP, Advanced, and Academic. While the curriculum is parallel, with each level of the course having similar goals and objectives, the level of instruction varies by methodology, degree of difficulty, and amount of independent work required. The curriculum is delivered on an A/B block schedule, with students taking four 90-minute classes per day over a two day period. Each class period has multiple activities, consisting of some combination of warm-up exercise (usually a sample ACT/SAT question in math and English classes), lecture, group work, student presentation, and culminating assessment.

The theology curriculum is in full compliance with the guidelines of the United States Conference of Catholic Bishops and is designed to help each student, both Catholic and other faith, to grow in their knowledge of Catholic/Christian doctrine, traditions, and social justice. In keeping with the norms of the Catechism of the Catholic Church, the courses address the four key areas of Christianity: creed and revelation, liturgy and sacraments, Life in Christ, and prayer. Second semester seniors take World Religions, which helps them understand the belief systems of many faiths, essential as they prepare to enter the larger world.

The English Department emphasizes effective communication skills in speaking, listening, reading, and writing, as well as a life-long appreciation of literature. A research paper continuum guides students through their four years in the techniques of researching and writing papers.

The Social Studies courses focus on the development of reflective, concerned citizens through the study of relationships in the global community. The students learn their rights and responsibilities and how to create the future based on the historical past. Social Studies and English work collaboratively in the teaching of research techniques, with junior students writing one research paper reviewed by both departments. A new course offering this year, Historical Fiction, is team-taught by an English and a Social Studies teacher. Mathematics stresses skill development, logical reasoning, problem solving techniques, and applications to real-world situations. All students are required to have a graphing calculator to assist them in regression and other modeling problems.

All science courses are lab-based and provide students with methods of acquiring, organizing, analyzing, and explaining scientific information, with the goal being to develop students' respect for the order and beauty of creation and an awareness of the forces that shape our physical and biological world.

The Foreign Language Department (Spanish, French, Latin) emphasizes the study of speaking, reading and writing in a second language, including exploration of culture, society, and history. All foreign language students take the national foreign language exams in their language. Blessed Trinity remains in full compliance with the foreign language requirements expected of Blue Ribbon Schools of Excellence.

The Fine Arts Department offers 29 courses in visual art, photography, drama, dance, vocal and instrumental music. Many of those courses are performance and skill based (Symphonic Band and Dance Company, for example), while others are designed for guiding students to better understand and enjoy the arts throughout their lives (AP Art History and Film History/Criticism, for example).

The Physical Education/Health curriculum promotes the development of individual wellness and lifetime activities, regardless of individual abilities.

The Business and Technology Education Department offers traditional business courses (Entrepreneurship and Business Law, for example) and courses in both applied technology (Multimedia Design, for example) and programming (AP Computer Science, for example). The department is also committed to support the entire school curriculum by preparing students to use technology in their other courses.

Curriculum revisions are the result of individual meetings with administration and each department head. Input from national councils, such as NCTE and NCTM, and the results from the comprehensive survey of alumni after their freshman year in college are discussed.

2. Reading/English:

b) The English Department fulfills the “Academic Excellence” pillar of Blessed Trinity’s mission statement through required courses and elective options. The four year requirement:

English 1: Offered on Honors, Advanced, and Academic levels, these courses provide a balance of writing, applied grammar, and literature, which in turn covers fiction, nonfiction, drama, poetry, the novel, and mythology. The research paper continuum (RPC) begins with a mini-research project and lessons on plagiarism and MLA documentation.

World Literature: Also offered on three levels, these courses survey a variety of world literature from Greek and Roman classics through traditional works from various countries. The RPC continues with students preparing a four to six page research paper with full documentation.

AP English Language and Composition or American Literature: The emphasis on literary works in both courses is American authors. The RPC includes a 10-12 page research paper assigned and graded jointly with the teachers of U.S. History.

AP English Literature or British Literature: The emphasis on literary works in both courses is British authors. The RPC concludes with a literary research paper.

Elective course offerings that appeal to a wide variety of students and prepare them for college include Mythology, Shakespeare’s Comedies, Creative Writing, and Historical Fiction (team taught by an English and a Social Studies teacher).

All courses include intensive writing to prepare students for college level work, including a minimum of three major essays in each core class.

The English teachers use a plethora of different strategies to reach all levels of learners. Some examples: At the Academic Level students construct storyboards to enhance their understanding of each scene in Julius Caesar.

Personal experience narratives completed after reading Chinese and Japanese philosophies enable students to reflect on their own experiences and connect their decision making strategies to those of people in other cultures.

American Literature students compose tweets from a character’s perspective in *The Crucible*. By limiting the number of characters they could use, students utilized higher level vocabulary to succinctly present their ideas. Students form Socratic Seminars to discuss texts and develop communication skills. Students taking the Historical Fiction class use alternative assessments such as Wikis, student made films, and blog posts.

Freshmen who need supplemental assistance take Foundations of Mathematics and English, a class team-taught by a math and English teacher, and in which there is a major emphasis on study and organizational skills.

3. Mathematics:

The Blessed Trinity Mathematics Department provides a multi-level college preparatory curriculum that stresses logical reasoning, problem solving, and applications to real-world situations, and includes a variety of problem-solving techniques, including the development of graphical, analytical, numerical, and verbal skills. By placing each student in an appropriate level of Honors/AP, Advanced, or Academic, students can learn at a pace and rigor that challenges them yet enables them to be successful. The Mathematics Department designed placement tests for this purpose.

The Blessed Trinity mathematics curriculum is of a classical nature. Emphasis is placed on strong foundational Algebra 1 skills. The general sequence is Algebra 1, Geometry, Algebra 2, Precalculus, and AP Calculus or one semester each of Introduction to Calculus and Statistics. Geometry is taught between Algebra 1 and 2 to give students more time to develop cognitively in order to better understand the abstract concepts that are introduced in Algebra 2. AP Statistics is also offered as an alternative to AP Calculus or for those students who wish to double enroll in mathematics.

One course unique to Blessed Trinity is Extensions of Algebra and Geometry (EAG), originally designed for freshmen coming from public middle schools teaching an integrated math curriculum and who had exposure to Algebra 1 and geometry but had not completed a full course in either. The course is also valuable for students who need additional reinforcement of algebra skills, without retaking a full year of Algebra 1. EAG consists of an intensive Algebra 1 review combined with geometry. Although compressed, none of the essentials of geometry is omitted. This rigorous course provides a strong foundation for those students before they take Algebra 2 as sophomores and keeps these students on a pace for calculus their senior year.

The Mathematics Department utilizes a variety of instructional methods in the classroom. The teachers provide direct instruction through explicit teaching and provide more interactive instruction through cooperative learning groups, simulations, and games. Teachers post notes on Moodle so students can access them outside of class. All students are required to have a graphing calculator, and all classrooms are equipped with a SmartBoard. The math teachers are available every day before and/or after school for additional help. The school day ends at 2:45 and no team practices or club meetings are scheduled earlier than 3:30 so that students who need help are able to seek it.

4. Additional Curriculum Area:

Theology:

Theology at Blessed Trinity is designed to be both a serious academic endeavor and an aid for each student, Catholic or other faith, to grow in their religious beliefs and personal spirituality, fulfilling the mission statement mandate of “spiritual formation.”

The theology curriculum is divided into eight required courses, one each semester, with an additional elective, Morality in the Media, available to juniors or seniors. The required course sequence begins with Fundamentals of the Catholic Faith and progresses through courses in Morality, Scripture, Sacraments, and Ecclesiology.

The culminating courses for seniors -

Apologetics (first semester senior) addresses the philosophical nature of theology. Students are taught the skills of the apologist, with emphasis on techniques of argumentation and logic. This course is often cited by graduates as the most valuable course they had in high school.

World Religions gives students the skills to compare and contrast Christianity to the other major world religions, as they prepare to enter the larger world. One goal of this course and Apologetics is to be able to discuss faith without attacking another’s beliefs or ideals.

The “Light of the World” service program requires every student to put Christian Charity into practice in the community by performing a minimum of 15 works of mercy hours in service to the poor each year.

Visual and Performing Arts:

The “artistic sensibility” pillar of the Blessed Trinity mission statement is supported through course offerings and after school participation opportunities. Blessed Trinity requires all students to take a least three semesters of courses in the fine arts.

Students choose from 29 fine arts courses. Performance classes include dance, chorus, symphonic band, and drama. Advanced Placement courses in Studio Art, Music Theory, and Art History are offered. Examples of other courses include Film History and Criticism, Film Production, Songwriting/Music Theory Lab, Theater Production, and World Percussion. The comprehensive dance program consists of four levels of dance and is considered to be the best in the State of Georgia. Stagecraft, a new course next year, will be taught by a professional in lighting and set design.

After school groups include The Trinitones (co-ed a cappella singing group), Theatrical Alliance (drama club), Titan Strings, and Drum Line. The visual arts are spotlighted throughout the school and include 5x8 foot original oil interpretations of recorded Biblical events lining the hallways of the theology wing. Concerts and theatrical productions occur almost monthly, culminating with the spring musical. This collaborative event is developed by students in multiple areas: pit orchestra, dancers, chorus members, actors and set designers are all showcased.

Two new extracurricular theatrical production opportunities were provided this year: The 10-Minute Play Festival was created with particular outreach to the wider theatrical community. Of the eleven plays this year, three were written by faculty, one by a student, and seven by local theater professionals. All performers and some directors were students. Improvisational Theater was also introduced. The Improv Group, taught by a former Second City member, did its first ever show in December, complete with improvisational suggestions from the audience.

Business and Technology:

The Blessed Trinity Business and Technology Department supports the entire school curriculum by preparing students to use technology in their other courses and by working with teachers to implement technology in their classrooms. The ten courses taught by the department consist of six technology-based and four traditional business classes.

Blessed Trinity requires all students to earn at least three semesters of credit in this department, with one of those semesters being an open elective. Required: All freshmen take a semester of either Robotics or Multimedia Design. Robotics provides an introduction to object-oriented programming, and Multimedia Design introduces students to several web-based software design programs. As juniors or seniors, all students are required to take Personal Finance. This course teaches students to challenge the current trends in such areas as debt and spending, while learning about the positive benefits of budgeting, saving, and investing. Formerly an open elective, this course became a requirement for all classes beginning with the Class of 2016, based on feedback from the annual alumni survey.

Two of the teachers in this department teach half time and serve, with the computer system administrator, as instructional technology leaders. They research software, e-book options (all departments have at least one course taught using an electronic textbook), and help teachers with all technology hardware and software issues. They frequently inservice the Blessed Trinity faculty on new educational software. It was through their efforts that Blessed Trinity incorporated Moodle for file sharing, homework listing, video lesson posting, and self-check/interactive quizzing.

Due to the popularity of the Robotics class, the Robotics teacher formed a Robotics Team, which qualified in its rookie year in 2013 for the national competition and finished in the top 100.

5. Instructional Methods:

Blessed Trinity teachers provide a variety of instructional methods to assist the diverse needs of all students. The teachers are careful to employ different teaching styles and techniques over the ninety minute block to maximize student engagement and learning. For example, in mathematics classes, interactive

SmartBoards are utilized for hands-on learning as well as providing better understanding for visual learners. In the science department, labs are conducted as a part of each course to assist in student comprehension and achievement in the belief that the students learn better through active learning. In English, a class doing a poetry unit may consist of reading the work aloud, then groups meeting to analyze the poem, followed by an all-class discussion. In the Business Law classes, students conduct a mock trial to develop a better understanding and grasp of the laws they have studied. The AP Statistics students create an elaborate game day where students create games that are based on the laws of probability they have studied. The students then set up their games in the Media Center and other classes are invited to come and play the games of chance.

Blessed Trinity is a "bring your own device" school, with students using a variety of tablets and laptops to access e-books and online resources provided by their teachers.

In addition to the techniques and strategies the teachers utilize in their classrooms, Blessed Trinity has a Learning Center that is staffed by two resource teachers who work specifically with students who have been diagnosed with learning disabilities. They also support other students who may be at risk for other reasons, such as weak organization skills. While Blessed Trinity does not modify curriculum for these students, learning specialists work with the teachers to modify the instructional methods to improve student learning and achievement. The modifications in instruction include extended time on assessments, use of a computer for note-taking and actual assessments, use of the Echo Smartpen to assist in note taking and note conversion, audio textbooks through Learning Ally, audio books for reading assignments in English and history, and for a few of the students with dyslexia, verbal assessments in lieu of written. In addition, the learning specialists communicate regularly with each student's teachers and parents to ensure that the student is receiving the instructional support they need to maximize their success at Blessed Trinity.

6. Professional Development:

Blessed Trinity teachers are engaged in professional development activities organized by the Archdiocesan Office of Catholic Schools, through the school itself, and through individual initiatives. The school budgets at least \$30,000 each year for school-initiated professional development activities and as an aid in funding conferences, workshops, institutes, and advanced degree work for teachers. In addition, the school applies each year for federal Title IIA money through the local education agency, Fulton County. Title IIA has provided over \$15,000 of additional funding annually for the teachers.

Blessed Trinity's dynamic faculty has taken advantage of these opportunities. In the past five years, seven teachers have earned advanced degrees, including one doctorate, and nine more are currently in process. Their efforts have been funded all or in part through the professional development allocations.

Archdiocesan inservices, one every year and a second on alternate years, have provided system-wide training, presented by nationally-known speakers, in new curriculum initiatives and methods of instruction. Over the past several years, these inservices have focused heavily on technology integration in the classroom. This has also been the major focus of in-school inservices. As Blessed Trinity transitions to more electronic textbooks through the virtual bookshelf provided by the school's textbook clearinghouse, MBS Direct, the three instructional technology experts on the faculty have reviewed e-book options with the academic department heads and set up training for the teachers within the departments. Also on the local level, teachers have received extensive training on Moodle and Hapara, the platforms used for online instructional support and integration of Google Apps, enabling students to get assignments, view instructional videos, and communicate with each other and their teachers electronically from any device, whether on campus or at home.

Another major focus of in-school inservices is in sharing instructional techniques to maximize teaching in a block format. Teachers new to the school receive two days of training on teaching in the block, followed by support in both individual and group settings as part of the teacher mentoring program. At least once every two years a school inservice day is devoted to members of each department sharing with all the teachers what strategies they have implemented with longer class periods to maximize the development of students' critical thinking and problem solving skills.

7. School Leadership

The principal is the educational and spiritual leader of the school and is supported by a leadership team comprised of two assistant principals, chaplain, athletic director, admissions director, computer system administrator, business manager, director of student activities, and director of communication. The principal reports to the Superintendent of Catholic Schools, who ensures that all policy decisions are within the guidelines of the Archdiocese of Atlanta.

The leadership philosophy is collaborative and “bottom up” in design, with weekly meetings rotating from Academic Council (administrators and academic department heads), to department meetings (administrators participate in these), and then full faculty meetings. Major initiatives are brought to the council and then go through departments and the faculty for input and discussion before implementation.

Although working in different areas of school operation, the team works collaboratively toward the mission statement’s key phrase of providing a “nurturing educational environment.” The chaplain oversees the religious life of the school, including the community service program, school liturgies and student retreats, and interfaces with the director of student activities and athletic director in planning liturgies for teams and other school organizations. The admissions director leads the admissions committee and works with the business manager in the awarding of financial aid to families in need. The director of communication is in constant contact with all members of the leadership team to prepare press releases and maintain the website. This year she combined the student newspaper and parent newsletter into one electronic document, The Trinity Press, where student journalists work with her and other administrators in keeping school stakeholders informed.

The principal, assistant principals, and admissions director (a former assistant principal) work together in student registration and course placement. One feature of the administrative structure not found in many high schools is the division of duties of the assistant principals. One works with the freshman and sophomore students; the other with the upper grades. Dividing duties in this way gives each the opportunity to review how well each student is performing in terms of both their academics and conduct. Very often a problem in one area manifests itself in another, and the assistant principals are better able to help students succeed because of this structure. In addition, the admissions director heads up the mentoring program for new teachers and holds weekly meetings to help them integrate into the school culture.

PART VI - NON-PUBLIC SCHOOL INFORMATION

The purpose of this addendum is to obtain additional information from non-public schools as noted below.

1. Non-public school association(s): Catholic

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 X No
3. What are the 2013-2014 tuition rates, by grade? (Do not include room, board, or fees.)

2013-2014 Tuition

Grade	Amount
K	\$0
1	\$0
2	\$0
3	\$0
4	\$0
5	\$0
6	\$0
7	\$0
8	\$0
9	\$11300
10	\$11300
11	\$11300
12	\$11300

4. What is the educational cost per student?
(School budget divided by enrollment) \$14907
5. What is the average financial aid per student? \$6228
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 5%
7. What percentage of the student body receives scholarship assistance, including tuition reduction? 18%

PART VII - ASSESSMENT RESULTS

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>ACT</u>
Grade: <u>12</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>ACT</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Jun	Jun	Jun	Jun	Jun
SCHOOL SCORES					
Average Score	25.1	24.9	25	24.3	24.3
Number of students tested	202	202	184	159	172
Percent of total students tested	91	89	86	88	86
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Hispanic/Latino					
Average Score	25	24.5	24.4	20.8	23.3
Number of students tested	24	23	19	13	17
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Testing month listed at June, as this was the last of the six ACT administrations during the school year.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>ACT</u>
Grade: <u>12</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>ACT</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Jun	Jun	Jun	Jun	Jun
SCHOOL SCORES					
Average Score	26.3	26.4	25.7	26.2	25.6
Number of students tested	202	202	184	159	172
Percent of total students tested	91	89	86	88	86
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Hispanic/Latino					
Average Score	27	26.3	26.3	23.1	24.5
Number of students tested	24	23	19	13	17
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Testing month listed at June, as this was the last of the six ACT administrations during the school year.