

**U.S. Department of Education**  
**2015 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 Mrs. Mary Cassels

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

Official School Name Trinity Academy

(As it should appear in the official records)

School Mailing Address 235 Bloomfield Ave

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

City Caldwell      State NJ      Zip Code+4 (9 digits total) 07006-5115

County Essex      State School Code Number\* \_\_\_\_\_

Telephone 973-226-3386      Fax 973-226-6548

Web site/URL http://www.Trinityk8.com      E-mail mcassels@trinityk8.com

Twitter      Facebook  
Handle @trinityk8      Page http://www.facebook.com/Trinityk8      Google+ \_\_\_\_\_

YouTube/URL \_\_\_\_\_      Blog \_\_\_\_\_      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. Margaret Dames      E-mail: damesmar@rcan.org  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name \_\_\_\_\_ Tel. \_\_\_\_\_

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. Kenneth Jennings

(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 2014-2015 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):
- 0 Elementary schools (includes K-8)
  - 0 Middle/Junior high schools
  - 0 High schools
  - 0 K-12 schools
- 0 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. 2 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	43	34	77
K	5	9	14
1	3	11	14
2	5	2	7
3	10	10	20
4	4	12	16
5	7	10	17
6	12	7	19
7	9	15	24
8	10	11	21
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
<b>Total Students</b>	108	121	229

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 2 % Asian
  - 1 % Black or African American
  - 0 % Hispanic or Latino
  - 1 % Native Hawaiian or Other Pacific Islander
  - 95 % White
  - 1 % 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 2013 - 2014 year: 2%

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	3
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the 2013-2014 school year	1
(3) Total of all transferred students [sum of rows (1) and (2)]	4
(4) Total number of students in the school as of October 1	163
(5) Total transferred students in row (3) divided by total students in row (4)	0.025
(6) Amount in row (5) multiplied by 100	2

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: 2 %  
 Total number students who qualify: 5

9. Students receiving special education services: 5 %  
13 Total number of students served

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

- |                                |  |
|--------------------------------|--|
| <u>0</u> Autism                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deafness              | <u>2</u> Other Health Impaired                 |
| <u>0</u> Deaf-Blindness        | <u>11</u> Specific Learning Disability         |
| <u>0</u> Emotional Disturbance | <u>0</u> Speech or Language Impairment         |
| <u>0</u> Hearing Impairment    | <u>0</u> Traumatic Brain Injury                |
| <u>0</u> Mental Retardation    | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed               |

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

	<b>Number of Staff</b>
Administrators	1
Classroom teachers	12
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	6
Paraprofessionals	3
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

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 19:1

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

<b>Required Information</b>	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	95%	96%	96%	96%	95%
High school graduation rate	0%	0%	0%	0%	0%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

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

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

Yes  No

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

15. Please summarize your school mission in 25 words or less: Trinity Academy's mission is to provide its students with the means for growth in Christian principles and the pursuit of academic excellence.

## **PART III – SUMMARY**

---

Trinity Academy is a Catholic elementary school located in Essex County, New Jersey. The school, accredited by the Middle States Association of Colleges and Schools, was founded in 1990, as the result of the reconfiguration of three schools: Saint Aloysius in Caldwell, Our Lady of the Blessed Sacrament in Roseland, and Notre Dame in North Caldwell. Students from four counties, and a range of socio-economic backgrounds, compose the student population.

Trinity Academy's mission statement and philosophy are not just words in a book; they are the essence of daily life in our hallways and classrooms. Students are encouraged to embrace their roles as citizens of this planet and caretakers of creation. As future leaders students are equipped with the skills they will need to succeed in the highly competitive, ever changing global community.

Many students begin their Trinity education in the Pre-kindergarten program, and remain through grade eight. From the youngest children to the most experienced, students are always helping those who are in need through community out-reach programs and other traditions that make the atmosphere at Trinity Academy resemble that of a close-knit family. The upper grade students assist younger members of the school as book buddies; liaisons to the pre-kindergarten students; and as volunteers for several local community projects. Younger students are inspired by the achievements of their predecessors, many of whom are awarded academic scholarships and are invited to participate in advanced placement classes in high school.

It is the people who truly make Trinity Academy the vibrant, active community that it is. When the students are in the building there is vivacious energy that greets all who enter. When the students are on a sport's field, or attending academic competitions representing the school, it is evident that they are the life and the pride of Trinity. The administration, pastors, faculty, support staff, and parents work collaboratively to ensure that each child is valued and has a sense of self-worth. The dynamic activities that make Trinity Academy a unique and exciting school are designed to inspire, motivate, and develop within every student a sense of pride and ownership in the school.

The students eagerly anticipate the happenings that are the hallmarks of Trinity Academy. Catholic Schools Week celebrates the uniqueness and individuality of Trinity Academy while recognizing the importance of being a member of the nation-wide family of Catholic schools. The Christmas and Spring Concerts, the Talent Show, the Liturgical Choir, and the Drama and Forensic Clubs invite students to showcase their many gifts and talents. The Trinity Tablet, an annually published literary magazine, and the Briks4Kids, Lego, and Chess Clubs are perfect avenues for students to develop intellectual curiosity. Athletics is an integral part of Trinity Academy and "Saint" spirit is evident as students compete in soccer, basketball, baseball and softball and participate in the Running, Yoga, Swimming, and Fencing Clubs. The Builders Club is an active part of the culture of Trinity Academy. Through community outreach and involvement in charitable works, the club helps to build and shape compassionate and empathetic leaders of tomorrow.

Each month, the Trinity family gathers together as a school community to celebrate First Friday Mass. Students in each grade have the opportunity to celebrate and live their faith as they lead the congregation in joyful song and prayer. Parents and parishioners are invited to celebrate and actively participate in all liturgical services.

Parents are vital to the success of Trinity Academy. Their tireless energy and enthusiasm help to make Trinity a community cognizant of the need to include all members of the learning community in meaningful ways. The parents are active organizers and participants in the fundraisers that keep the tuition costs manageable for families. In addition to financial contributions, the parents' commitment of their time and their willingness to share their talents are extraordinary. Creating holiday themed class parties, making elaborate decorations for events, volunteering to work at the annual Book Fair, Reindeer Run, and assisting with lunch time, library time, and countless other activities are all evidence of the parents' dedication.

The faculty works exuberantly to generate the positive culture and climate that permeates the school and makes learning enjoyable, accessible and successful for all students. The willingness to embrace new methodologies while implementing proven strategies enhances student growth. Unparalleled commitment is the result of viewing the role of teacher as a lifelong vocation.

Trinity Academy students are well prepared for the challenges of secondary and post-secondary education. Trinity is dedicated to each student's success, and has confidence that graduates will lead our world with compassion and dedication. These qualities make Trinity Academy worthy of Blue Ribbon recognition. As Trinity Academy prepares to commemorate its 25th anniversary, the community celebrates its accomplishments and looks forward to an exciting and promising future.

## **PART IV – CURRICULUM AND INSTRUCTION**

---

### **1. Core Curriculum:**

Trinity Academy's academic program conforms to the Archdiocese of Newark Curriculum Guidelines which encompass the New Jersey Core Curriculum Content Standards. The development of every child's innate curiosity to learn and explore is cultivated and students become enthusiastic lifelong learners. Trinity Academy provides a challenging curriculum with classroom instruction tailored to meet the academic needs of all students. Remedial instruction is provided in collaboration with teachers and aides provided by Essex Regional Educational Services Commission. Children receive compensatory, supplemental, and speech instruction as indicated by assessment or Child Study Team intervention.

Reading/English Language Arts- The reading program fosters a love of reading. The building blocks necessary to develop reading fluency, comprehension, and vocabulary analysis skills are the cornerstones of the program. Students are given opportunities across the curriculum to: read aloud, evaluate ideas, make inferences, draw conclusions, and form opinions.

The components of the reading series support differentiated instruction. Teachers reach all learners with a variety of materials which enhance skills. Journal writing and written story responses draw on each student's individual experiences. The primary grades utilize the Wilson Literacy Program for remediation and enrichment. A literature based series is used for grades six through eight. Critical thinking, communication skills, and creativity are developed through exposure to various genres of literature and informational texts. Comprehensive support through literary analysis, vocabulary building, and writing applications is provided. From Seuss to Shakespeare to Wiesel, classic as well as contemporary selections are chosen to broaden the students' appreciation of the written word.

Correlations are made between the importance of reading and the development of effective writing. A school-wide approach to the writing process and a concentration on the development of grammar skills are supported through the use of the Loyola Press English series. A focus on spelling and vocabulary is enhanced through a vocabulary series used in grades two through eight.

Mathematics- Basic mathematical concepts and skills are mastered in the primary grades. Self-confidence in applying math skills is fostered. Mathematical reasoning and problem solving skills are emphasized in the intermediate and middle school grades. Students recall prior knowledge and apply it to real world situations to facilitate the understanding of new concepts. The bridge from concrete to abstract develops higher order thinking skills necessary for advanced mathematics. Teachers are attentive to assessing the needs and learning styles of all students. Beginning in grade six students are grouped based on mastery of prerequisite skills for appropriate placement in math classes which include standard grade seven and eight mathematics or pre-algebra and algebra classes.

Lessons are infused with opportunities for visual, auditory and kinesthetic learners. Classroom learning includes the use of manipulatives and technological resources and incorporates small group, peer tutoring, and cooperative learning. All students are engaged in the exploration of the world of mathematics through multi-sensory tasks which help create a solid foundation for understanding more advanced concepts. The math program is supplemented by a variety of computer based programs to meet the needs of all students.

Science- The science program integrates life science, earth science, physical science, and space and technology. Hands-on projects, experiments, and exploration of the world stimulate the natural curiosity of students; it is the focus in primary grades. All disciplines of science are based on the scientific method and are taught with an emphasis on enhancing an understanding of the global community. A fully equipped Science Lab is utilized by all grades. An annual Science Fair challenges students to engage in scientific inquiry, demonstrate mastered concepts, and employ creativity.

Social Studies- Students develop a deeper understanding of their place in the world. Primary grades explore concepts of the past and present and local and global families. Intermediate grades focus on geography,

history, and the governments of this country and countries around the world. Junior high students engage in an in-depth study of the history of the United States and ancient civilizations. The development and promotion of citizenship is common at all grade levels. Trinity Academy's affiliation with The Gilder Lehrman Institute of American History provides the school with access to an impressive collection of primary documents and resources for the teaching of American History.

The Pre-kindergarten program provides an opportunity for young children to come together in a Catholic-Christian atmosphere. A positive, secure, child-centered setting enables children to participate in a variety of age appropriate activities intrinsic to the nature of childhood. Children are treated as unique individuals with special talents and abilities. The core of the pre-kindergarten curriculum is a multi-sensory approach to the stages of development. The thematic focus integrates: religion, language arts, science, social studies, art, music, physical education, mathematics, and reading readiness. Strong foundations lead to seamless transitions to the primary grades as learning moves from concrete to abstract.

## **2. Other Curriculum Areas:**

**Religion-** The religion curriculum is designed to form students in the faith and to provide knowledge of Catholic doctrine. The life and teachings of Jesus, Scripture, prayer, the sacraments, and the lives of the saints are taught at all grade levels in daily classes. Students are guided to live moral lives based on the Gospel message. Liturgical celebrations and service to others provide opportunities for all students to express a love of God and neighbor.

**Visual and Performing Arts-** Through comprehensive visual arts and music programs, students have numerous opportunities to participate and share their gifts and talents with the school community. Weekly art lessons for all students incorporate the National Visual Arts Standards and include a variety of mediums and techniques which emphasize elements of design, art history, and digital technology. Art exhibitions and displays highlight student creativity and promote self-esteem.

Weekly music classes introduce students to theory, history, and liturgical music. Students are invited to join the children's choir and participate in the annual Christmas and Spring Concerts. Choir members participate in a local competition and perform for members of the local community including parents, grandparents, and senior citizens. Instrumental music is offered for students grades four through eight for one thirty minute period per week. String, percussion, and wind instruments are taught and budding musicians form a band which performs at the Christmas and Spring Concerts. Students in grades five through eight are given the opportunity to join the Drama Club and participate in an annual musical through which they learn about the many aspects of a theatrical production.

**Physical Education-** Improving motor skills and promoting sportsmanship are the focus of weekly physical education classes. All students participate in the Presidential Fitness Award program. Classes include warm-up exercises and activities designed to develop physical agility and facilitate team building. Current event topics on health and nutrition are discussed. A daily outdoor recess period allows all students free play time and encourages physical movement and activity.

**Foreign Languages-**Spanish is taught to all students in pre- kindergarten through grade five on a weekly basis. The emphasis is on building vocabulary, and developing conversational skills. An immersion in Spanish culture and customs are part of the program. Students in grades six, seven, and eight have Latin classes three times a week. Building vocabulary, etymology, and the study of classical culture and history are part of the Latin classes. Trinity Academy is in compliance with the Blue Ribbon Program's foreign language requirements.

**Technology-** Computer technology is incorporated into the curriculum and includes weekly instruction. Instruction follows the National Educational Technology Standards (NETS) and emphasizes creativity, communication, collaboration, critical thinking, problem solving, and digital citizenship. Programs such as Microsoft Office, Google Apps for Education, and many Web 2.0 tools are used in this endeavor. An emphasis is placed on the critical analysis and proper use of web based resources and databases. Research skills and the ethical use of materials are stressed.

Pre-kindergarten and kindergarten students use Kidpix to tell digital stories and to reinforce math skills. Students learn the language of the computer and start to see the potential of technology in their education. Primary and intermediate students use blogs to publish writing and communicate with the global community. For the 21st century student research does not always conclude with a written report; junior high students use Audacity and Windows Movie Maker to produce video commercials which showcase inventions and new working products. Eighth grade students employ digital photography, word processing, and publishing programs to create the annual school yearbook. Junior high students use a collaborative wiki for assignments and resources.

All students Skype with professionals in concentrated fields and learn about new careers, new places, and new adventures. Digital tools afford students a way to collaborate safely with children around the world using the Epals site. Tools such as Google Earth and Discovery Education enhance all curriculum areas. Technology at Trinity Academy is not restricted to the computer lab. It is woven in a meaningful way throughout the curriculum. Students graduate with the technological skills that enable them to succeed in the 21st century.

### **3. Instructional Methods and Interventions:**

The Trinity Academy faculty believes that all students can learn. To meet the needs of a diverse student population, teachers employ various instructional methods. Differentiated instruction is incorporated in all classrooms to maximize learning potential. The presentation of content is modified through the use of leveled books, small group instruction, and cooperative learning. The theory of multiple intelligences is implemented in the classrooms by presenting material to students through various methods. This provides opportunities for all students to be engaged in learning and experience success.

Instruction is differentiated through the use of technology including, Smart Boards, Smart Tables, netbooks, and iPads. These tools give students with diverse learning styles opportunities to process information in meaningful ways. Teachers utilize strategies that help meet individual needs through programs such as the Wilson Reading Program, "Foundations," Touch Math, learning center activities, the use of manipulatives, and tiered learning. Activities that promote higher level thinking are employed in all academic disciplines.

Teachers consider the auditory, visual and kinesthetic learner when developing lesson plans and include activities and strategies that meet the needs of various learning styles. Students are given ample opportunity to work collaboratively with their peers to generate new ideas and foster cooperation and communication. Students learn personal responsibility and decision-making skills that facilitate cooperative learning. Research-based, interdisciplinary assignments allow students to apply critical thinking skills.

Throughout the curriculum explicit instruction regarding skills that support student learning is provided. These skills include the use of graphic organizers, outlining, note taking, time management, and organization. Classroom instruction includes the use of research based instructional strategies such as: identifying similarities and differences, summarizing, non-linguistic representations, concept maps, and setting objectives. The fundamental skill of question formation is integrated into the curriculum. Learning to build on peer questions gives students the opportunity to appreciate that while much has been learned, much knowledge can still be acquired.

Teachers use multiple methods to assess student learning and to identify the need for intervention. Tests, quizzes, projects, oral presentations, class discussions, portfolio assessments, student-teacher conferencing, the use of exit slips, progressive writing walls, literacy circles, and the use of computer based programs such as IXL, provide students opportunities to demonstrate knowledge. Using these assessment methods teachers monitor student progress and develop plans for subsequent instruction. Reflecting on effort and providing recognition of accomplishment facilitates student achievement.

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

---

### **1. Assessment Results Narrative Summary:**

Trinity Academy administers the TerraNova, 3rd Edition, a nationally normed standardized test published by CTB/McGraw-Hill in March each year. Achievement in reading, language arts, mathematics, science, and social studies is measured. In 2014, students in grade two took the Complete Battery form of the TerraNova, 3rd Edition, which is a multiple choice test. Students in grades three through eight took the Common Core version of the test which is a combination of multiple choice and constructed response items.

Trinity students' mean scores on the TerraNova assessment in reading and math are generally well above the national average. Trinity Academy's 2014 TerraNova reading scores for each grade exceed the Blue Ribbon cut scores by at least six points, with grade three exceeding the cut score by twenty-eight points. Reading scores for the past five years have been in the above average range of the national percentile scale. Impressive academic achievement in reading and language arts can be attributed to an effective phonics component, the exposure to fiction and non-fiction material, and an emphasis on vocabulary, grammar, and writing.

TerraNova math scores for grades three, six, seven and eight exceed the Blue Ribbon cut scores by ten or more points. An analysis of TerraNova scores over the five year period from 2010 to 2014 indicates that math achievement in grades four and five is consistently lower than the level of achievement reflected in the scores for grades three, six, seven and eight. Instructional improvement plans focus on the teaching of foundational skills at the primary level in order to facilitate the development of stronger mathematical reasoning skills in the intermediate grades.

The faculty reinforces concepts and includes math instruction across the curriculum. Differentiated instruction, state of the art technology, and the availability of professional development opportunities will continue to ensure that academic skills will improve.

### **2. Assessment for Instruction and Learning and Sharing Assessment Results:**

An exploration and inquiry process occurs upon the receipt of the TerraNova test results. The administration, test coordinator, and faculty examine the achievements and deficiencies. An examination of student responses, class percentiles, and the relationship to the national norm occurs. Attention is given to areas where weakness in student achievement is noted. The faculty articulates the observed and assessed strengths, weaknesses, and academic needs with teachers who will educate students the following year. Educators then make plans to meet these needs to better assist, and challenge every student.

The faculty is committed to employing assessment data collected through various methods to tailor instruction to meet the needs of every child. Using such information enables the teachers to enhance, correct, and when appropriate, reform teaching strategies. Annual Instructional Improvement Plans are developed from the analysis of the standardized testing data, and teacher observations. Teachers are aware of individual learning styles and use test results to ensure that learning is expressed in a variety of modes.

Parents are provided with pertinent information about their child's testing strengths and weaknesses. The TerraNova Home Report is mailed to all parents and is accompanied by an interpretation of the scores. The principal meets with the Home School Association (HSA) to provide an overview of school level test results. Parents are apprised of academic progress through Powerschool Parent Portal, interim progress reports, and trimester report cards. Annual Parent-Teacher Conferences are scheduled and teachers are available to conference with parents upon request.

Students participate in a variety of academic and extracurricular competitions. Trinity Academy students have been recognized as exemplary writers, artists, and public speakers. Achievements and awards are highlighted in the local newspaper, on the school website, the school Facebook page, on Twitter and announced to the school community.

## **Part VI School Support**

---

### **1. School Climate/Culture**

Trinity Academy provides a learning environment where all students can excel by becoming active participants in the educational experience. There is a focus on student-centered learning and the faculty's responsibility to address the intellectual, social, and spiritual needs of each child. To emphasize self-awareness and the increasing willingness to learn, the school halls display students' work and the website gives testimony to daily life at Trinity Academy. Videos of school plays and activities are posted online. The announcement of awards in forensic competitions, essay, poetry, and art contests are shared with the local newspapers. Numerous scholastic and sports awards are displayed around the school to celebrate the talents of Trinity students. Catholic traditions and service to others are part of each day and children appreciate their role as caretakers of the legacy of Trinity Academy.

Teachers, parents, and children are keenly aware that a safe, nurturing environment is paramount to academic success and personal fulfillment. Teacher availability for additional academic support before and after school confirms that students are the priority. All are taught that to whom much is given, much is expected. High expectations for personal responsibility, time management, self-discipline, and cooperation allow teachers and students to engage in meaningful experiences that create independent, confident, competent learners. Empathy, sympathy, and compassion for those near and far are taught in all subjects across the curriculum. Older children relish the role of mentor and friend to the younger children, and younger students learn to read, write and live as productive members of a larger family. Students view Trinity as an extension of home. Through the enthusiasm and devotion of the teachers, the dedication and commitment of the parents, and the joy and excitement of every child, an educational environment has been created that recognizes and responds to the needs of the whole child.

The teachers at Trinity Academy feel valued and supported by their colleagues, the administration, and the parent community. Teachers sustain a Professional Learning Community with collaboration, the sharing of ideas, and the enjoyment of a professional camaraderie. The differences in teaching and learning styles are embraced, shared, and appreciated. The administration recognizes the importance of a shared vision for the school and encourages involvement in and creation of academic undertakings. An active School Board and Home and School Association encourage and invite the faculty to participate in school activities and fundraising events.

### **2. Engaging Families and Community**

Trinity Academy employs many methods to engage families and the community. Frequent and effective communication is viewed as a priority. A school website is used to inform families and the community of all activities occurring at Trinity Academy. Parents are informed through Digital-Backpack and the Honeywell Instant Alert System. Academic and non-academic awards given to students and alumni are proudly displayed on the school website, the school Facebook page, and on Twitter. Several teachers share classroom experiences through class websites. The art work of Trinity students is exhibited at local libraries and at "Art on the Avenue," an annual community event. Local newspapers, community magazines, church bulletins and bulletin boards also spread "the good news." Private tours and several Open Houses for current and prospective families are conducted annually. Trinity students serve as ambassadors for the school by giving tours during open houses.

Trinity students interact with the local community in a variety of ways. Local senior citizens are entertained every year by the Drama Club and the choir. The choir also takes part in an Archdiocesan program entitled "I Sing," an opportunity for evaluation that encompasses constructive criticism for future musical endeavors. Trinity Academy has a booth at the annual Caldwell Street Fair and each December hosts "The Reindeer Run," a health conscious community 5K Run/Walk that draws a large number of participants from many surrounding communities.

The Caldwell police department works with the fifth grade through the D.A.R.E. Program. Junior High classes travel to the New Jersey shore each year to participate in a beach clean-up and recycling program. The school organizes collections for individuals or groups in need of supplies or donations throughout the year. The judges and guests who attend the annual Science Fair comment positively on the quality of the projects. Presentations from guest speakers, author visits, assembly programs, and career days broaden educational experiences.

Parents and teachers work together organizing community service projects to increase each student's awareness of his or her role in alleviating suffering and injustice in the world. These opportunities also develop critical thinking, organizational and leadership skills.

Trinity Academy is committed to continuing the partnership between school, family, and community that is essential to its existence. Blue Ribbon status would add national recognition to a school that has long been regarded as an outstanding example of academic excellence and quality education.

### **3. Professional Development**

The professional staff is committed to creating the best spiritual and academic environment possible for the students. Professional development is critical to this commitment and ensures teachers are aware of, and proficient in, the most current educational techniques. Professional development opportunities include: workshops given by the Archdiocese of Newark, educational consultants, professional associations, universities, online resources, and peer sharing.

Workshop topics have included educational technology, math, reading, anti-bullying, and Common Core State Standards. These workshops offered the opportunity to work collaboratively and share ideas with teachers from other schools. The Archdiocese of Newark is currently engaged in curriculum mapping and Trinity Academy teachers have fully participated in this endeavor. Trinity teachers have been trained and served as facilitators and scribes. Teachers of various academic disciplines examined component standards in each discipline and collaborated on how to bring mathematics, reading, language arts skills, and technology into all subjects.

To ensure success, a certified Wilson Language Training instructor held faculty workshops and visited the school to coach teachers in "Foundations," a Wilson Reading Program for supplemental instruction in reading, phonics, and comprehension. As a Gilder Lehrman Affiliate School, teachers participate in a training cohort program, teacher seminars, and professional enrichment opportunities. Online meetings and webinars in a variety of academic disciplines and management techniques allow the faculty to learn from additional resources.

A collegial relationship with neighboring Caldwell University has long existed. Countless undergraduate students have been mentored by Trinity faculty members as part of the teacher training process. An additional partnership with the university has begun; its goals are to learn and apply the latest in instructional techniques and academic learning at Trinity while offering university students pursuing masters or doctoral degrees opportunities to work interactively in an educational environment. This endeavor will strengthen the goal of providing the best education for each of our students and will foster collaboration with the educational leaders of the future.

Faculty members are offered the opportunities to attend workshops and educational conferences. The sharing of information and ideas from these professional conferences occurs at monthly faculty meetings. The technology coordinator informs the faculty of instructional webinars and other educational resources available online. Teachers enthusiastically attend in-house workshops maximizing the use of educational technology products including Smart Boards and Smart Tables, iPads and Chromebooks.

#### **4. School Leadership**

Trinity Academy is a Catholic community of learning whose mission is to provide its students with the means for growth in Christian principles and the pursuit of academic excellence. Keeping Christ at the center of the school's mission ensures that everyone is treated with respect and dignity. His words mandate an optimal education for EVERY student. Within a strong academic setting Catholic identity fosters knowledge, skills, and a desire for learning that enables students to pursue excellence and become the leaders of tomorrow.

The principal is the administrative head of the school and is accountable to the Superintendent of Schools for the Archdiocese of Newark. The principal is responsible for the effective operation of the school. With the support of the pastors of the three local parishes associated with Trinity Academy, and in consultation with the School Advisory Board, faculty and parent community, the principal sets policy, and provides leadership in religious and educational matters. The principal's effective leadership inspires creativity in both teachers and students so that the greatest growth and development may be achieved. Supervisory responsibilities provide for improvement in the quality of instruction through purposeful, constructive, documented and consistent visitation. The principal plans, permits and suggests professional development opportunities for teachers to update and use best practices in all areas of the curriculum. Overseeing the implementation of the regulations of the police, fire, and health departments, and all other community agencies is also the principal's responsibility. Establishing a marketing team to assist in the recruitment, registration and the retention of students is a priority in a private school. In addition, the principal is responsible for communication with the parents and the public highlighting the goals, objectives, and successes of an excellent Catholic School.

Trinity teachers are true professionals and go beyond their contractual responsibilities. The school administration recognizes the essential role and valuable contributions of the teachers in the effective day to day operations of the school. Teachers embrace the administrative philosophy that all decisions must be made with the best interests of the students in mind and they join the school leadership in respecting the dignity of each person. The leadership looks for opportunities to validate and encourage the special talents that teachers bring to the school community. The principal's collaborative and supportive leadership style furthers the mission of Trinity Academy. The uniqueness of each child is celebrated by the faculty and administration.

## PART VII - 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 2014-2015 tuition rates, by grade? (Do not include room, board, or fees.)

### 2014-2015 Tuition

Grade	Amount
K	\$5600
1	\$5600
2	\$5600
3	\$5600
4	\$5600
5	\$5600
6	\$5600
7	\$5600
8	\$5600
9	\$0
10	\$0
11	\$0
12	\$0

4. What is the educational cost per student?  
(School budget divided by enrollment)      \$7370
5. What is the average financial aid per student?      \$1770
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?      25%
7. What percentage of the student body receives scholarship assistance, including tuition reduction?      33%

## PART VIII - ASSESSMENT RESULTS

### REFERENCED BY NATIONAL NORMS

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>TerraNova, 3rd Edition (Common Core)</u>
<b>Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>2012</u>
<b>Publisher:</b> <u>CTB/McGraw-Hill</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	94	80	79	78	80
Number of students tested	20	20	34	27	33
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:** Prior to March 2014 schools in the Archdiocese of Newark administered the 2008 version of the TerraNova, 3rd Edition.

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>TerraNova, 3rd Edition (Common Core)</u>
<b>Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>2012</u>
<b>Publisher:</b> <u>CTB/McGraw-Hill</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	67	59	65	56	64
Number of students tested	17	33	21	29	32
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:** Prior to March 2014 schools in the Archdiocese of Newark administered the 2008 version of the TerraNova, 3rd Edition.

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>TerraNova, 3rd Edition (Common Core)</u>
<b>Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>2012</u>
<b>Publisher:</b> <u>CTB/McGraw-Hill</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	69	73	70	73	69
Number of students tested	25	24	27	34	36
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:** Prior to March 2014 schools in the Archdiocese of Newark administered the 2008 version of the TerraNova, 3rd Edition.

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>TerraNova, 3rd Edition (Common Core)</u>
<b>Grade:</b> <u>6</u>	<b>Edition/Publication Year:</b> <u>2012</u>
<b>Publisher:</b> <u>CTB/McGraw-Hill</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	82	74	80	65	73
Number of students tested	17	19	18	28	32
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:** Prior to March 2014 schools in the Archdiocese of Newark administered the 2008 version of the TerraNova, 3rd Edition.

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>TerraNova, 3rd Edition (Common Core)</u>
<b>Grade:</b> <u>7</u>	<b>Edition/Publication Year:</b> <u>2012</u>
<b>Publisher:</b> <u>CTB/McGraw-Hill</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	81	89	71	77	86
Number of students tested	20	18	36	29	31
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:** Prior to March 2014 schools in the Archdiocese of Newark administered the 2008 version of the TerraNova, 3rd Edition.

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>TerraNova, 3rd Edition (Common Core)</u>
<b>Grade:</b> <u>8</u>	<b>Edition/Publication Year:</b> <u>2012</u>
<b>Publisher:</b> <u>CTB/McGraw-Hill</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Jan	Jan	Jan	Jan
<b>SCHOOL SCORES</b>					
Average Score	89				
Number of students tested	15				
Percent of total students tested	100				
Number of students alternatively assessed					
Percent of students alternatively assessed	0				
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:** Prior to March 2014 schools in the Archdiocese of Newark administered the 2008 version of the TerraNova, 3rd Edition. TerraNova testing of Grade 8 students was optional within the Archdiocese of Newark prior to March 2014 testing.

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>TerraNova, 3rd Edition (Common Core)</u>
<b>Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>2012</u>
<b>Publisher:</b> <u>CTB/McGraw-Hill</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	93	82	83	76	76
Number of students tested	20	20	34	27	33
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:** Prior to March 2014 schools in the Archdiocese of Newark administered the 2008 version of the TerraNova, 3rd Edition.

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>TerraNova, 3rd Edition (Common Core)</u>
<b>Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>2012</u>
<b>Publisher:</b> <u>CTB/McGraw-Hill</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	80	65	74	73	75
Number of students tested	17	33	21	29	32
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:** Prior to March 2014 schools in the Archdiocese of Newark administered the 2008 version of the TerraNova, 3rd Edition.

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>TerraNova, 3rd Edition (Common Core)</u>
<b>Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>2012</u>
<b>Publisher:</b> <u>CTB/McGraw-Hill</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	73	80	76	83	84
Number of students tested	25	24	27	34	36
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:** Prior to March 2014 schools in the Archdiocese of Newark administered the 2008 version of the TerraNova, 3rd Edition.

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>TerraNova, 3rd Edition (Common Core)</u>
<b>Grade:</b> <u>6</u>	<b>Edition/Publication Year:</b> <u>2012</u>
<b>Publisher:</b> <u>CTB/McGraw-Hill</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	81	83	87	76	79
Number of students tested	17	19	18	28	32
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:** Prior to March 2014 schools in the Archdiocese of Newark administered the 2008 version of the TerraNova, 3rd Edition.

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>TerraNova, 3rd Edition (Common Core)</u>
<b>Grade:</b> <u>7</u>	<b>Edition/Publication Year:</b> <u>2012</u>
<b>Publisher:</b> <u>CTB/McGraw-Hill</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	81	89	74	78	85
Number of students tested	20	18	36	29	31
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:** Prior to March 2014 schools in the Archdiocese of Newark administered the 2008 version of the TerraNova, 3rd Edition.

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>TerraNova, 3rd Edition (Common Core)</u>
<b>Grade:</b> <u>8</u>	<b>Edition/Publication Year:</b> <u>2012</u>
<b>Publisher:</b> <u>CTB/McGraw-Hill</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	95				
Number of students tested	15				
Percent of total students tested	100				
Number of students alternatively assessed					
Percent of students alternatively assessed	0				
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:** Prior to March 2014 schools in the Archdiocese of Newark administered the 2008 version of the TerraNova, 3rd Edition. TerraNova testing of Grade 8 students was optional within the Archdiocese of Newark prior to March 2014 testing.