

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 Mr. Kevin Goetz

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

Official School Name Trinity Lutheran School

(As it should appear in the official records)

School Mailing Address 6812 River Rd

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

City Newport News State VA Zip Code+4 (9 digits total) 23607-1848

County Newport News State School Code Number* _____

Telephone 757-245-2576 Fax 757-245-4111

Web site/URL http://www.trinitynn.com E-mail lfritzinger@trinitynn.com

Facebook Page https://www.facebook.com/TrinityLutheranLions?ref=br_tf Google+ _____

Twitter Handle _____ 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* _____ E-mail: _____
(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 Pastor Frederick Guy

(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):
- 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. 10 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	18	12	30
K	8	2	10
1	9	7	16
2	7	5	12
3	5	6	11
4	4	12	16
5	9	10	19
6	4	12	16
7	16	11	27
8	7	5	12
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	87	82	169

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 4 % Asian
 - 15 % Black or African American
 - 1 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 80 % White
 - 0 % 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: 3%

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, 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	2
(3) Total of all transferred students [sum of rows (1) and (2)]	5
(4) Total number of students in the school as of October 1	171
(5) Total transferred students in row (3) divided by total students in row (4)	0.029
(6) Amount in row (5) multiplied by 100	3

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: 0%
 Total number students who qualify: 0

9. Students receiving special education services: 0 %
0 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>0</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>0</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:

	Number of Staff
Administrators	1
Classroom teachers	14
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	3
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.	11

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 13:1

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

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	97%	98%	98%	97%	98%
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

Post-Secondary Status	
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: The mission of Trinity Lutheran School is to provide a challenging, internationally focused education within a Christian environment that nurtures the development of the whole child.

PART III – SUMMARY

Overlooking the James River in the Huntington Heights Historic District of Newport News, Virginia, Trinity Lutheran School is a socially, economically, and racially diverse co-educational day school serving students ages three through grade 8. Rich with tradition, the school was founded on February 1, 1960, by Pastor and Mrs. Elmer Bosserman of Trinity Lutheran Church. The school has grown from its traditional roots to an innovative environment that pioneers academic excellence. Despite the economic recession, Trinity Lutheran School has stayed on the cutting edge and has continued to reinvent itself over time, to meet the needs of an ever changing world.

Located in urban Newport News, Virginia, Trinity Lutheran School serves 170 students. The student body is comprised of young people from the surrounding cities of Hampton Roads (Newport News, Hampton, Suffolk, Smithfield, Carrollton, Poquoson, York, and Chesapeake). The mission of the school is to provide a challenging, internationally focused education within a Christian environment that will nurture the development of the whole child.

The original kindergarten and first grade classrooms in the 1960's have grown to include an independent preschool building and a three-story building for kindergarten through eighth grade. It houses a beautiful library, a technology lab, a science lab, and a social hall/cafeteria. Expansions have also included a renovated gymnasium, an outdoor classroom, an updated playground and the addition of spacious and modern classrooms and resource rooms. A new calling system (Parent Alert) has dramatically strengthened communication between school and home; and a new data system (ParentsWeb) allows parents access to the teacher grade book for monitoring progress. The teachers' webpages provide direct communication regarding homework, projects, rubrics, study tips, and links to on-line study resources. Involving parents creates a strong learning link and path to success.

Accredited by AdvancED, the world's largest education community and global leader in advancing educational excellence through accreditation and school improvement, Trinity Lutheran School currently is the only private school in Hampton Roads bearing the distinction of being an authorized International Baccalaureate World School. Trinity offers the International Baccalaureate Primary Years Programme (IBPYP) and strives to develop internationally minded people through teaching and modeling the "Learner Profile." Students are taught why they should know something, and how it connects to other subjects and the real world. This is achieved through high quality instruction, complementary initiatives and themed units of study. A Trinity education means a well-rounded, state-of-the-art learning experience that prepares young people to become the world leaders in tomorrow's world.

Through the Preschool Partners of the Virginia Peninsula, Trinity Lutheran Preschool has earned a 4-Star rating from the Virginia Star Quality Initiative. The Virginia Star Quality Initiative defines standards for early childhood education and creates a framework for accountability. Trinity's preschool and extended care programs are also licensed by the Commonwealth of Virginia's Department of Social Services. Trinity Lutheran School is a Hampton Roads Magazine's "Best of the 757" winner and has received a Daily Press Readers' Choice Award for Private Schools in the categories of "Best Private School" and "Best Child Development Center (Preschool)"

Trinity's faculty and staff, is one of its strongest assets, representing unique backgrounds, teaching abilities, educational experiences, and professional skills, all of which bring a richness to the learning environment. Their gifts are further enhanced through professional development in best practices, in differentiated instruction, in assessment tools, in data interpretation, in blended learning and in school initiatives such as Singapore Math.

Trinity's curriculum is dedicated to helping students succeed from an international perspective. Young people must be able to understand the dynamics of other countries and its impact on their own lives. To be competitive in the international arena will secure them for the future. IBPYP coupled with the school's constructivist approach provides this platform. National standards are used to take learners into and beyond

all realms that spell success: critical thinking, problem solving, producing and creating, humanitarianism, and leadership. Initiatives are adopted that complement this direction.

Students take pride in serving the community. International Baccalaureate attitudes and Trinity values are embedded into the curriculum and community service projects are numerous. They include: St. Jude's, Food Bank, SPCA, Pet Pantry, Salvation Army, Wildlife Foundation, PORT, and Christmas for families.

Extra-curricular activities reflect a commitment to "discovering one's forte". Science Bowl, Mathletics, LEGO Ship Repair Competition, spelling bees, art and writing contests, National Junior Honor Society, chess club, music, sports, band, Student Council Association, Head of School Advisory, yearbook, Outdoor Education and a variety of middle school electives that focus on student interests are some of the activities that come to mind.

While it is indisputable that high test scores make Trinity Lutheran School worthy of Blue Ribbon status, it is also through dedication, sacrifice, and open-mindedness that Trinity has propelled its young people into making a difference in this world.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Curriculum and instruction contribute to Trinity’s high level of student achievement for all students. To be competitive in the 21st century, students must have the knowledge, skills and values to succeed in college and in the workplace. Today, students are not just competing with their peers from other states, but with students from other countries. Therefore, international bench marking is important and Trinity Lutheran School utilizes the successes of other nations to provide guidance for its own decision-making in the areas of curriculum and instruction. National standards, Common Core standards, Next Generation standards along with current research in “best practices” are all considered in the development of curriculum and instruction at Trinity.

IBPYP provides the catalyst as students are taught why they should know something, how it connects to other subjects, and the impact it has in the real world. An inquiry approach assists teachers as they communicate learning goals, individualize and personalize lessons, design rubrics, create interdisciplinary projects reflecting 21st century skills, and generate probing and in-depth lessons.

The reading/language arts curriculum is derived from national standards. It includes print and phonological awareness, phonics, decoding and vocabulary, comprehension of various text, reading fluency, literary concepts, grammar, and written expression. A variety of literature and text types are provided to address individual student learning needs. These include both fiction and non-fiction literature. Based on current research and best practices, SuperKids (K-2) and HM Journeys (3-5) serve as selected resources for language arts. IBPYP units of inquiry (K-5) also integrate novel study as it relates to the major transdisciplinary themes: who we are, where we are in place and time, how we express ourselves, how the world works, how we organize ourselves, and sharing the planet. The Humanities Initiative (6-8) teaches in tandem language arts and social studies in the middle school. Writing, research and analytic skills are emphasized through deep exploration topics in world geography, government and the American history.

Mathematics follows NCTM standards that focus on math concepts and number sense, numbers and operations, algebra, geometry, measurement, data analysis, probability and problem solving. Singapore Math (Math in Focus) has been adopted in grade K-5. Singapore Math is the world’s #1 math program for the last three decades as measured by U.S. and International studies. Students in middle school are placed according to testing results in the following courses: math applications, pre-algebra, Algebra and Geometry. A sustained hour of math is consistent across all grade levels to allow for flexible grouping. Khan Academy, Mathletics, Videotext, and Reflex Math are some of the additional resources used to differentiate within the classrooms. Study hall and elective block in the middle school provide additional opportunities for teacher support.

The science curriculum follows national and Next Generation standards for inquiry instruction and scientific method. Students explore, explain, extend and elaborate through demonstrations, experimentation, and projects. IBPYP units of inquiry include school programs from Jefferson Lab, NASA, VA Aquarium, VA Air & Space Center, Children’s Museum, Mariner’s Museum, and Living Museum along with programs in oyster gardening. Partnerships with universities have allowed students to provide protocols for scientists as well as investigate real world issues. International Student Carbon Footprint Challenge (ISCFC), Lego Ship Repair, oyster gardening, and GLOBE are just a few of the additional programs embedded within the curriculum.

Social Studies links past, present and future and integrates geography, societal structures and cultural experiences in the curriculum. In the Lower School the IBPYP units of inquiry focus on the study of people, their environment and their society. They encourage curiosity and consideration for a world that is constantly changing. Students develop an understanding of their personal and cultural identities. They develop the skills and knowledge needed to participate actively in their classroom, their school, their community and the world. In middle school courses of study are 55 minutes. The Humanities Initiative has social studies and language arts combining under the guidance of the same teacher to create in-depth

investigations of content. Students develop knowledge and conceptual understanding along with research skills, the ability to analyze, interpret, and communicate. Various forms of literature further enhance this investigation.

Preschool Program

Trinity Lutheran Preschool shares the common purpose and mission found within all three levels of Trinity Lutheran School. Programs such as Virginia Star Quality Initiative, the International Baccalaureate Primary Years Programme (IBPYP), and the licensing through the Commonwealth of Virginia's Department of Social Services guarantee alignment with early childhood and academic standards within the preschool program.

ECERS (Early Childhood Environment Rating Scale) and CLASS (Classroom Assessment Rating Scale) are also utilized as tools for structuring the learning environment and for engaging each child in the teaching/learning experience. The IB units of inquiry fit nicely within the ECERS/CLASS structure guaranteeing a solid method to address the needs of three and four year olds.

Trinity Lutheran Preschool maintains a program with strong parental involvement, low teacher-child ratio, emphasis on social-emotional growth, warm and positive interactions with children, and a child focused environment. Spanish, PE, library and music are offered.

2. Other Curriculum Areas:

Through the International Baccalaureate Program, Trinity Lutheran School is committed in developing competent and caring leaders who will create a better world through intercultural understanding, sound decision-making and in-depth research. Units of inquiry are designed in collaboration with art, music, technology, library, and PE resources to deepen the understanding of concepts, skills and values.

The Spanish program is designed to encourage all students to become proficient in the language and to have an understanding of the culture. Spanish begins in preschool and culminates in Grade 8 with students leaving Trinity earning one year credit for high school. Trinity Lutheran School is definitely in compliance with the foreign language requirement. In fact, students in grades 6, 7, and 8 receive 110 minutes of instruction per week for the entire year. "Descubre Espanol con Santillana" supports Spanish instruction in the Lower School and "Realidades A & B" supports Spanish instruction in the Middle School. Las Posadas, Cultural Fair Week, and Hispanic Heritage Week are just some of the activities offered. In addition, the 8th grade class has a Spanish luncheon where they are expected to use their Spanish communication skills to communicate with Spanish speakers in a local Mexican restaurant. Attendance at local cultural performances such as Spanish Flamenco and Habaneros Quintet performances are available for students in the middle school. Students also perform the school's morning announcements in Spanish for the entire school. They communicate the time, weather, and a brief Hispanic fact of the day. Students perform Spanish songs for the annual Grandparent's Day celebration and also for the Barnes and Noble Book Fair.

Technology seamlessly integrates the curriculum enabling students in kindergarten to grade 8 to maximize their ability to access information for communication, online research and problem solving. Students utilize web based learning and basic productivity techniques. Hour of Code, Shark Tank, Lego Robotics, and video editing are some of the projects that have been integrated into IBPYP units of inquiry. Students in kindergarten to grade 8 have the opportunities to learn QR codes, keyboarding, PowerPoint, Prezi, Excel, and a host of other programs to prepare them for the 21st Century world.

Physical Education enables students in preschool to grade 8 to demonstrate competency in gross and fine motor skills along with developing physical fitness skills, individual and team sports skills, and a healthy life style. Outdoor Education is offered as an elective in middle school where students learn survival skills, caving, biking, white water canoeing, hiking, camping, and climbing. The broad goal of physical education is the development of lifetime skills and the desire to maintain a healthy body and lifestyle. Trinity Lutheran School's program aligns with national standards and encourages students to take part in physical activities outside of the school.

The preschool to grade 5 music program allows for creative expression in a wide variety of genres. The study of the basic elements in music leads students into developing skills and intellectual processes involving appreciation and cultural understanding. These experiences not only allow for creativity, but they enhance academic areas. Students participate in band, chorus and music classes with integration and collaboration occurring in various units of study. World drumming, chimes, recorders, chorus, Trinity's Got Talent, band recitals, keyboards, Lessons & Carols, and Spring Concert provide an arena whereby students incorporate music skills as well as presentation skills. It is the music program's goal for students to be tuneful, "beat-ful," artful and joyful in making music.

The art program is a developmental and sequential approach to teaching art elements, principles and basics from colors to texture and space. Using a process oriented teaching approach with a strong emphasis on right brained learning and development; the goals are not only to develop art skills and techniques, but to develop creativity and visual problem-solving. Art is offered in grades 1-5 and as an elective in grades 6-8.

3. Instructional Methods and Interventions:

A variety of instructional methods and strategies can be found to meet the challenging academic work at Trinity Lutheran School. Due to the small class sizes and overall enrollment of approximately 170 students the administrator, faculty and staff all have personal knowledge and personal ownership in the learning of every child in the building. "It takes a village" has real meaning at Trinity. The small class size also allows for very personalized learning for each child.

The "IB Learner Profile" is at the center of the planning as teachers use differentiated instruction techniques such as scaffolding, demonstrations, role playing, problem-based and inquiry creating engaging, high level and in-depth learning experiences. Students in a class working on similar skills may have individualized approaches so various levels of complexities, various modalities, and various learner differences and abilities are considered. Instructional delivery philosophy draws heavily on Marzano's work where students become the center of the teaching/learning connection.

Authentic assessment is utilized to measure student success using a variety of formats from oral presentations, individualized projects, models, demonstrations, or musical performances. ParentsWeb provides families with immediate access to assessment. Diagnostic and instructional conferences are held quarterly whereby administration and teachers examine progress, pacing and individual student plans for success. Formative assessment, benchmark assessment and summative assessment can be found at each grade level with portfolios used in the Lower School as it relates to units of inquiry.

Opportunities to build character, time management skills, leadership development, and work ethic are not taken for granted but orchestrated in the daily instruction model. Morning Meeting occurs daily to bring a sense of community to each class. The Lasting Impressions Program recognizes contributions individuals make to others. It also provides assembly programs such as: "Coping Skills in the Middle School" and "Internet Safety". Chapel meets once a week. The school collaborates with the church on several different community service projects such as "Fighting Malaria" and "People Offering Resources Together" (PORT).

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

In grades K-8 the Stanford 10 Achievement Test(SAT) is administered annually as an assessment to identify academic needs, monitor student progress, and examine academic programs. Trinity uses the information provided by the SAT as an assessment tool to track progress. The data is used in the school improvement process to assess programs, initiatives and curriculum. The data is also used to identify strengths and weaknesses of particular content and skills so that meaningful interventions occur with individual students.

In analyzing the reading scores from the April 2014 SAT, students scored consistently in the upper quartile with a range of 82-87 in total reading. Examination of the same students and their progress in the span of the past 4 years indicate incremental growth in the majority of cases. This data shows success with several of the initiatives and instructional programs that have been implemented. It also shows consistency in scores over the course of time.

The math scores from this achievement test offer several indicators that the math program is highly successful. Upon examination of total math scores significant increases have occurred from grades K-7. Scores once more are in top quartile. This analysis does indicate that meaningful instruction is occurring. Notable are the substantial scores in grades 1 and grade 6 with increases over 25 points. Programs implemented that attribute to the success are Singapore Math, Springboard Math, Videotext, Reflex Math and sustained math block to allow for cross grade instruction.

The faculty uses this information as a springboard for long range planning. In addition to formal test assessment, there are informal assessments and curriculum-based measurements used to assess student progress in all subject areas. Student portfolios contain assessment information, as well as writing samples, and IBPYP units of inquiry assessments.

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

Trinity Lutheran School administers the Stanford 10 Achievement Test annually and evaluates the data as a tool to identify the strengths and possible weaknesses of the academic program. It also examines individual scores to determine student needs. The LEAD Team meets regularly and reviews overall school results. Patterns and trends determine possible initiatives and programs based on needs. For example, weaknesses in math concepts and number sense across grade levels resulted in the investigation and adoption of Singapore Math. LEAD Team continues to familiarize themselves with interpretation of data through a book talk using “How Teachers Can Turn Data into Action” by Daniel Venables. They share this information in small breakout sessions and relate findings in the book to actual results in the classroom.

Teachers review classroom results to determine the success of the students compared to other students nationally. Attention is given to the content and processes and the breakdown of subtests in content areas and the skills assessed at given grade levels. This data provides valuable information on areas of success while highlighting possible areas that would need further study and emphasis. Curriculum revisions, textbook adoptions and school initiatives are determined through the analysis of the data.

For the individual student, Trinity employs the test results as a valuable tool to measure achievement and to highlight possible differentiation that may need to happen in the classroom for a student’s success. Diagnostic and instructional conferences are held quarterly. Head of School meets with individual teachers to discuss progress and achievement of each student. During these meetings classroom success is compared with achievement test results which mark potential. Strategies and interventions are suggested and monitored through the diagnostic and instructional conferences.

Stanford 10 test results are sent home to parents and analysis of test results is shared with all stakeholders.

Part VI School Support

1. School Climate/Culture

Trinity is a leader in providing rigorous, values-driven, and individualized approaches to educate children in preschool through grade eight. Trinity creates a culture for learning that ensures that young people are not only prepared for the world of tomorrow, but are also ready to lead others. Its goal is to build the foundations for lifelong learning, strong character, and international mindedness, allowing students to confidently explore their interests, talents, and values. This is Trinity's culture.

Trinity Lutheran School communicates this culture and commitment to its students, staff and families. There is intentional selection of initiatives that complement the culture and purpose of the school. This selection is often referred to as “The Trinity Way”. It can be seen with the students. They actively engage in “The Trinity Way” daily. This is often found by observing a lesson in a classroom, watching exchanges in the hallways, glancing in the lunch room or just talking to students for five minutes. Besides the high academic caliber, there is a caring for others that transcends Maslow’s Hierarchy. Students serve in organizations, teams and clubs to promote worthy causes and to develop leadership. The chapel servers commit their year to weekly chapel services. Student Council Association (SCA) is found in both lower and middle school. Both organizations raise money throughout the year for worthy causes. National Junior Honor Society (NJHS) also seeks out ways to improve the world around us. This year they are collecting plastic for recycling and informing the school of plastics impact on the environment. Head of School Advisory Committee provides an opportunity for leadership and maintains a healthy dialogue between middle school students and the administration. They gather input on relevant needs. Their latest project is a penny drive to provide technology at the school. “The Lasting Impressions” program identifies acts of kindness weekly with positive office referrals sent to the Head of School. “Adopt a Spot” program is designed to provide students with an opportunity to care for the grounds and building.

“The Trinity Way” can also be found with the faculty and staff. It is a partnership that is often seen by how each member lends a hand to support others. This could be by providing meals for a family because the mother has cancer. It could be supporting a fellow teacher with prayers and deeds after the death of a loved one. The Trinity Way permeates through all facets.

2. Engaging Families and Community

Trinity Lutheran School recognizes that involvement of parents is critical to ensure student success. As partners in education, the school works closely with the parent community to ensure they are fully informed about student accomplishments, classroom happenings, and upcoming events. This is accomplished through a variety of communication methods.

The yearly donor report not only acknowledges contributions, but shares the vision and direction of Trinity. It is distributed to all stakeholders. “In the Halls” is a monthly publication that highlights school activities, initiatives, student accomplishments, pertinent information and reminders of upcoming events.

Trinity Lutheran School uses ParentsWeb and Parent Alert as the online vehicles to communicate student performance and events/activities. ParentsWeb allows families to view their student’s performance; check on homework, written assignments, and upcoming projects. In addition, the students in grades K-8 use a planner for recording homework as an extra parent/teacher communication tool. Teachers also provide monthly newsletters to share classroom information with their parents. Trinity’s website and Facebook share important information about the school and its culture. Parents Alert and Constant Contact are used to disseminate information that is time sensitive.

Trinity students give back to the community through countless activities such as recycling, PORT (People Offering Resources Together), Red Cross, Salvation Army, SPCA, Pet Pantry, Social Services, St. Jude’s and wildlife foundation. This year the school is working in conjunction with Trinity Lutheran Church to end malaria across the world through the ELCA project.

School sponsored events bring families together such as: Parent Orientation, Back to School Night, STEM Night, Trinity's Got Talent, Chili Cook Off, Cultural Fair Week, book fairs, Charity Games, Lessons and Carols, Stations of the Cross, Grandparent's Day, and a host of school plays and presentations. Families have open access to the school learning environment. Parents visit students for lunch, engage in celebrations, attend chapel and participate in academic activities.

PTO sponsors and supports the programs and events at Trinity Lutheran School and works in conjunction with the school to bring them to fruition. PTO operates the Trinity's Pride Spirit Store that is well stocked with spirit wear items and school supplies.

A nurturing environment that is tangible as your walk through the doors is ever present at Trinity Lutheran School. This is further exemplified with Adopt the Spot program where students adopt spots in the school to maintain and the Lasting Impressions Program that emphasizes Trinity's values and IB attitudes each and every day.

3. Professional Development

Ongoing professional development enhances the quality of instruction provided at Trinity Lutheran School with programs that are designed to improve faculty and staff expertise within their educational fields, as well as opportunities to investigate best practices and programs that complement the mission/ direction of the school. Preschool is licensed through VA Department of Social Services, partnered with Smart Beginnings Virginia Peninsula and authorized by the International Baccalaureate Primary Years Programme. Specific trainings and ongoing staff developments related to each occur annually. Preschool staff attends the Early Childhood Conference. They participate in trainings offered through Smart Beginnings Virginia Peninsula. CPR/first aid training, MAT(Medication Administration Training), along with additional offerings through VA Department of Social Services occur annually with Trinity's staff exceeding recommended number of hours.

The school provides 7 staff development days built into the calendar year. A variety of national instructors have been involved in delivering some of the professional development for school wide initiatives. Gayle Gregory provided staff development on differentiated instruction to support best practices. Teachers traveled to Maryland and Florida for IBPYP training. Stacey Shaener provided in-service on Foundations of Number Sense and Model Drawing as it relates to Singapore Math. NILD Learning Development Center has shared information on the foundations of reading, how to intentionally develop number sense in children, and how to understand non-verbal communication in today's learner.

A second component of the professional development plan involves in-house training. Trinity Lutheran School has established a culture whereby the administration and teachers work collaboratively. The school has established a Mentor/Mentee program for new teachers, and teachers are encouraged to plan in-house staff developments allowing them to share expertise in subject knowledge and teaching strategies. For example, our fourth grade teacher provided in-service on how to use skype.com as part of units of inquiry. As a result, teachers have begun experimenting with this site. The technology director provided in-service in the use of Prezi and teachers are now integrating it within units of study.

The results of the professional development program are reflected in the standardized test results as well as the success students experience in high school. The tracking of initiatives and their impact are also part of the professional development program as teachers analyze data in planning instruction. Recent book talk with the Lead Team has been ASCD's book "How to Turn Data into Action" by Daniel Venables.

4. School Leadership

The leadership structure at Trinity is established on the belief that the church council, school board members, the Head of School, the faculty and staff all share a common vision and direction for the school. Each plays a role in creating the positive climate and culture that is critical to the school's success.

The church and school share a building and have a symbiotic relationship. Both church members and parents serve on the school board and communicate regularly in creating the atmosphere of mutual respect and collaboration. Recently, AdvancED accreditation review team cited the partnership of the governing body at Trinity as a powerful practice whereby collaboration and the appropriate delineation of roles have provided governance and leadership that promote and support school effectiveness.

The school board has high expectations for integrity and academic excellence. They have several committees: strategic planning, finance, trustee, and development committees that meet regularly to ensure the mission and direction of the school. The Head of School serves on each committee as ex officio member. The school board charges the Head of School with the responsibility of ensuring that expectations are articulated and implemented in short and long term decisions.

The Head of School (HOS) has set an expectation for excellence and leads the school in a cycle of continuous improvement. She serves as the instructional leader and vision keeper who fosters collaboration and empowerment of the staff. The HOS leads the school and is supported by a Lead Team that facilitates and supports new teachers, the implementation of the IB program and many initiatives such as STEM, Singapore Math, Humanities Project, and Glasser Model. Teachers, staff, and support personnel are part of other important decision-making committees including: collaboration committee, crisis management team, celebrations committee, and technology committee. They meet monthly and share information at faculty meetings. School improvement plan is monitored through the Lead Team in regards to its implementation.

To ensure that policies, programs, planning and resources focus on improving student achievement within a cycle of continuous improvement, the HOS monitors instruction with daily walk-through observations, and formal/informal observations. The IB Coordinator assists in implementation of the International Baccalaureate framework through monthly meetings with staff. The HOS meets quarterly in diagnostic and instructional conferences with all teachers. Curriculum, pacing, student performance, initiatives and observations are discussed to create a game plan for each student's success.

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): Independent

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	\$6425
1	\$7075
2	\$7075
3	\$7075
4	\$7075
5	\$7075
6	\$7675
7	\$7675
8	\$7675
9	\$0
10	\$0
11	\$0
12	\$0

4. What is the educational cost per student? \$8492
(School budget divided by enrollment)
5. What is the average financial aid per student? \$1000
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 6%
7. What percentage of the student body receives scholarship assistance, including tuition reduction? 60%

PART VIII - ASSESSMENT RESULTS

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Stanford Achievement Test 10th Edition</u>
Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	81	83	78	77	636
Number of students tested	13	21	14		25
Percent of total students tested	100	95	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: In 2009-2010 the 2007 Norms were used. Per directions, scaled scores were used.
 In 2011-2014, the 2002 Norms were used. Per directions, percentiles were used.
 In 2014-2015 15 percent of the school's total enrollment (PS-8) was African American. The subgroup contained fewer than 10 students at any grade level.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Stanford Achievement Test 10th Edition</u>
Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	85	73	73	81	664
Number of students tested	20	15	11	22	14
Percent of total students tested	95	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: In 2009-2010 the 2007 Norms were used. Per directions, scaled scored were used.
 IN 2011-2014 the 2002 Norms were used. Per directions, percentiles were used.
 In 2014-2015 15 percent of the school's total enrollment (PS-8) was African American. However, the subgroup contained fewer than 10 students.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Stanford Achievement Test 10th Edition</u>
Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	87	62	79	82	665
Number of students tested	17	13	19	14	14
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
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: In 2009-2010 the 2007 Norms were used. Per directions, scaled scores were used.
 In 2011-2014 the 2002 Norms were used. Per directions, percentiles were used.
 In 2014-2015 15 percent of the school's total enrollment (PS-8) was African American. However, the subgroup contained fewer than 10 students.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Stanford Achievement Test 10th Edition</u>
Grade: <u>6</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	92	88	91	93	709
Number of students tested	27	22	19	26	30
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
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: in 2009-2010 the 2007 Norms were used. Per directions, scaled scores were used.
 In 2011-2014 the 2002 Norms were used. Per directions, percentiles were used.
 In 2014-2015 15 percent of the school's total enrollment (PS-8) was African American. However, the subgroup contained fewer than 10 students.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Stanford Achievement Test 10th Edition</u>
Grade: <u>7</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	89	86	86	82	722
Number of students tested	19	18	26	27	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
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: In 2009-2010 the 2007 Norms were used. Per directions, scaled scores were used.
 In 2011-2014 the 2002 Norms were used. Per directions, percentiles were used.
 In 2014-2015 15 percent of school's total enrollment (PS-8) was African American.
 However, the subgroup contained fewer than 10 students.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Stanford Achievement Test 10th Edition</u>
Grade: <u>8</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	83	84	78	90	722
Number of students tested	18	18	19	22	23
Percent of total students tested	100	100	95	100	1
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: In 2009-2010 the 2007 Norms were used. Per directions, scaled scores were used.
 In 2011-2014 the 2002 Norms were used. Per directions, percentiles were used.
 In 2014-2015 15 percent of school's total enrollment was African American. However, the subgroup contained fewer than 10 students.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Stanford Achievement Test 10th Edition</u>
Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	85	74	84	81	645
Number of students tested	13	22	14		25
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
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

- In 2011-2014, the 2002 Norms were used. Per directions, percentiles were used.
- In 2014-2015, 15 percent of the school's total enrollment was African American or Black. However, the subgroup contained fewer than 10 students
- In 2009-2010, the 2007 Norms were used. Per directions, scaled scores were used.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Stanford Achievement Test 10th Edition</u>
Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	87	81	76	79	664
Number of students tested	20	15	11	22	14
Percent of total students tested	95	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

- In 2011-2014, the 2002 Norms were used. Per directions, percentiles were used.
- In 2014-2015, 15 percent of the school's total enrollment was African American or Black. However, the subgroup contained fewer than 10 students
- In 2009-2010, the 2007 Norms were used. Per directions, scaled scores were used.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Stanford Achievement Test 10th Edition</u>
Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	87	65	82	77	660
Number of students tested	16	13	19	14	14
Percent of total students tested	95	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

- In 2011-2014, the 2002 Norms were used. Per directions, percentiles were used.
- In 2014-2015, 15 percent of the school's total enrollment was African American or Black. However, the subgroup contained fewer than 10 students
- In 2009-2010, the 2007 Norms were used. Per directions, scaled scores were used.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Stanford Achievement Test 10th Edition</u>
Grade: <u>6</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	85	80	79	90	715
Number of students tested	27	22	19	26	30
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
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

- In 2011-2014, the 2002 Norms were used. Per directions, percentiles were used.
- In 2014-2015, 15 percent of the school's total enrollment was African American or Black. However, the subgroup contained fewer than 10 students
- In 2009-2010, the 2007 Norms were used. Per directions, scaled scores were used.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Stanford Achievement Test 10th Edition</u>
Grade: <u>7</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	82	80	83	80	710
Number of students tested	19	18	26	27	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
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

- In 2011-2014, the 2002 Norms were used. Per directions, percentiles were used.
- In 2014-2015, 15 percent of the school's total enrollment was African American or Black. However, the subgroup contained fewer than 10 students
- In 2009-2010, the 2007 Norms were used. Per directions, scaled scores were used.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Stanford Achievement Test 10th Edition</u>
Grade: <u>8</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	83	84	81	87	717
Number of students tested	18	18	20	22	23
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
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

- In 2011-2014, the 2002 Norms were used. Per directions, percentiles were used.
- In 2014-2015, 15 percent of the school's total enrollment was African American or Black. However, the subgroup contained fewer than 10 students
- In 2009-2010, the 2007 Norms were used. Per directions, scaled scores were used.