

U.S. Department of Education
2017 National Blue Ribbon Schools Program

[] Public or [X] Non-public

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

Name of Principal Dr. Katherine Yohe

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

Official School Name Trinity School At Meadow View

(As it should appear in the official records)

School Mailing Address 2849 Meadow View Road

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

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

County Fairfax

Telephone (703) 876-1920 Fax _____

Web site/URL http://www.tsmv.org E-mail rlovdahl@trinityschools.org

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

Date _____

(Principal's Signature)

Name of Superintendent*N/A N/A N/A E-mail lent@nd.edu
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Falls Church Tel. (703) 876-1920

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

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Dr. Craig Lent
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Date _____

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

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

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

PART I – ELIGIBILITY CERTIFICATION

1. The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct. 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. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2017 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
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 2011 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: 2012, 2013, 2014, 2015, or 2016.
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 has not been identified by the state as "persistently dangerous" within the last two years.
9. 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.
10. 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.
11. 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.
12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2016-2017) unless otherwise stated.

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. Number of students as of October 1, 2016 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	12	11	23
8	19	5	24
9	15	10	25
10	11	8	19
11	16	12	28
12 or higher	15	13	28
Total Students	88	59	147

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 7 % Asian
 - 2 % Black or African American
 - 8 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 78 % White
 - 5 % Two or more races
 - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2015 – 2016 school 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, 2015 until the end of the 2015-2016 school year	4
(2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year	1
(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, 2015	157
(5) Total transferred students in row (3) divided by total students in row (4)	0.032
(6) Amount in row (5) multiplied by 100	3

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

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

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

Total number students who qualify: 0

8. Students receiving special education services: 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 conditions. It is possible that students may be classified in more than one condition.

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

9. Number of years the principal has been in her/his position at this school: 1

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

	Number of Staff
Administrators	6
Classroom teachers including those teaching high school specialty subjects	20
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	0
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	0
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	0

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 8:1

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

Required Information	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
Daily student attendance	96%	96%	96%	97%	97%
High school graduation rate	100%	100%	100%	100%	100%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2016.

Post-Secondary Status	
Graduating class size	25
Enrolled in a 4-year college or university	96%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	4%
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 X No

If yes, select the year in which your school received the award. 2009

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

Train skilled students in building God's kingdom by establishing culture to discover truth, practice goodness, create beauty, and develop intellectual and aesthetic habits of mind.

PART III – SUMMARY

Trinity School at Meadow View (Falls Church, VA) provides a classical education in the Christian tradition for students in grades 7 through 12. Currently, 147 students are enrolled. It has been accredited by the Virginia Association of Independent Schools (VAIS) since 2010. Founded in 1998, Trinity School at Meadow View is owned and operated by Trinity Schools, Inc., a 501 (c) (3) corporation, which also owns and operates two other schools: Trinity School at Greenlawn (South Bend, IN) and Trinity School at River Ridge (Eagan, MN). All Trinity Schools have the same mission, goals, curriculum and pedagogy.

Trinity School students follow a common academic core curriculum which includes six years of mathematics, science, writing, literature, religion and foreign language (four years of Latin, two years of modern language). They also take four semesters of drawing and painting, four semesters of music and two semesters of drama. Although the program is rigorous, Trinity School welcomes students of ordinary ability as well as the brightest. Student SAT scores always rank among the best in the state. The school also produces a high percentage of National Merit Scholarship award-winners.

Trinity School is distinguished by small classes (18 is the maximum in high school), single-sex instruction, high academic goals, the use of original texts and seminars and a highly trained and skilled faculty (of 20 FTE faculty members, 2 hold Ph.D.'s and 6 hold Masters Degrees). These components contribute to the success of the students. Trinity also provides weekly 90 minute study halls dedicated to math and Latin. Students who attend these can receive individualized assistance.

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

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

The faculty of the school constitutes the center of the community of learners and works hard to ensure that the appropriate culture exists in the school. Each teacher is more fundamentally a learner. Therefore, teachers are required to participate actively in the intellectual life of the school. New teachers attend a week-long training seminar in August and receive advice and support throughout the year from a New Teacher Mentor, the Head of School, and the Deans. All of the teachers' desks are arranged in two large faculty offices to make dialogue commonplace among the faculty. Different teachers teaching the same course regularly talk to one another and to their master teachers about the course materials and what goes on in their classrooms. This dialogue greatly enriches classroom instruction. Teachers also participate in faculty seminars that meet several times per year. Recent seminar topics include short stories, religious liberty, and concepts in biology.

Trinity's 2009 Blue Ribbon Award provided a nationally recognized accolade which exposed our program to more families in Northern Virginia. We cited the award throughout our admissions materials and saw an increase in applications and enrollment during that time of economic recession.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Instruction in mathematics, science, literature, history and philosophy is the heart of the Trinity School curriculum. However, every student also has the opportunity to become adept in two languages, scripture, theology, and the fine arts. All students take the same curriculum.

Mathematics is taught from numerical, geometric and symbolic points of view. In the early grades, one viewpoint is used at a time, while in the later grades the viewpoints are integrated. The concepts of a function and transformation structure the high-school courses. In all grades, students develop proficiency in problem solving. Algebra, trigonometry, pre-calculus, calculus and linear algebra are taught. Students learn to use graphing calculators as an aid to their mathematical thinking.

The science program begins with wonder and puzzlement about the physical universe and proceeds to scientific explanation. The science curriculum is designed to engage the student in direct observation of the world and to elicit the desire for explanation. Once wonder is aroused, students are introduced to the tools that will enable them to satisfy it. Seventh and eighth-grade students focus on life and earth science. Freshmen study biology; sophomores study the basic concepts of chemistry; juniors and seniors study physics. Topics in the junior year include mechanics and oscillators. Seniors investigate special relativity, electricity and magnetism, quantum mechanics and particle physics. Both courses use calculus to explain the physical world. Juniors and seniors are given laptop computers and are taught to write computer code in Matlab in order to model physical scenarios understand and discover solutions to even more sophisticated problems in physics.

Students learn the basic skills in math and 9th through 12th science by working through many problems and having the teacher serve as a coach. Trinity expects the math teachers to allot substantial class time for students to work problems in the presence of the instructor. This allows the student to go home confident of the concept. The 9th through 12th science courses introduce a more formal lab component where the student is expected to analyze the data independently.

In grades 7 and 8 the science course requires the student to concentrate on making detailed observations and the instructor guides the class through analysis of the individual observations of the same event. After an initial discussion the class realizes they need more careful observations so they make them and then synthesize the results once more. Only after the observations have been made and patterns discovered does the teacher formally define concepts and introduce the scientific terminology.

In the 9th through 12th grades, all of the humanities are studied together in the Humane Letters Seminar. Literature, history, philosophy and theology are taught through reading, discussion and disciplined writing about issues that emerge from the study of original texts and source documents. The Humane Letters Seminar meets for two hours every day throughout the high school. Careful reading, disciplined discussion and clear and cogent writing are demanded throughout the curriculum. The literature and compositions courses in the seventh and eighth grades lay the foundation for the Humane Letters curriculum in high school.

Students' reading skills are sharpened through the reading and discussion of over 50 major works of literature and philosophy in their high school career. They learn to comprehend and analyze dense complicated material without the aid of secondary sources

Trinity students receive writing instruction in a unified step-by-step program through every grade level. In grades 7 and 8 they learn the fundamentals of English grammar and how to write a formal paragraph. In high school, students begin by learning thesis formation and the forms of development of a five-paragraph essay. In grade ten they learn to write an analytic essay. In grades eleven and twelve, students work on style and expression, deepening both analysis and content. In their writing, students begin to focus on the refinement of style, the selection of just the right word and the formation of clear and expressive sentences

and paragraphs, all executed in correct grammatical form. In the upper grades, students write about twelve essays a year.

The history curriculum begins with the study of early civilizations and ends with the mid-20th century. Original source documents are read and discussed. For example, readings in the ninth grade include selections from The Federalist Papers, Jeffersonian documents and the Lincoln-Douglas Debates; readings in the junior year include the Iliad and Odyssey, Thucydides' History of the Peloponnesian War and Aristotle's Nicomachean Ethics.

In addition to reading primary sources from our founding fathers in 9th grade humane letters, Trinity's 11th grade course, World Issues Colloquium, seeks to have the students explore contemporary problems throughout the world and how civil societies confront such problems – or how they fall into and exacerbate such problems. The plight of people in these regions and in the midst of these problems is in particular focus. The course is intentionally scheduled in the junior year in an effort to help shape summer activities, college plans and vocations, and we have seen tangible results from how the course challenges students to become engaged in local and even international communities.

Each fall the entire Trinity community participates in a charity fundraiser. The charities have included an inner-city private school, the Heifer project, and International Justice Mission. One of the beneficiaries was Romanian Christian Enterprises (RCE) which works with local communities in Romania for the placement of disabled orphans with Romanian families. As a result of the fundraiser, several students subsequently went on a summer mission to Romania to serve with RCE. The students learn to serve others and give back to the broader community.

Although Trinity School does not label itself as a “college preparatory” institution, the reality is that approximately 93% of our graduates immediately go to university. When surveying this cohort, the alumni continuously respond that they are well-prepared for the rigors of writing at the collegiate level. Those who go into STEM fields often have an advantage with having been exposed to calculus, calculus-based physics, linear algebra and Matlab. Many of our alumni find the first year of their collegiate career a smooth academic transition. Regardless of the intended major or career path, Trinity alumni are trained to read carefully, think critically, and possess a love of learning that goes beyond the classroom.

2. Other Curriculum Areas:

FOREIGN LANGUAGE

Trinity School is in compliance with the program's foreign language requirements. All students take Latin for a full year in grades seven through ten. The program culminates in a year spent reading selected works of Caesar, Cicero and Virgil in the original Latin and discussing their content and style in a seminar format. Upon completion of the Latin program, students have acquired linguistic skills and root vocabulary which allow them to study a modern Romance language at an accelerated pace.

In the eleventh and twelfth grades the Trinity curriculum offers students the choice of one of two Romance language offerings, to be studied for two consecutive semesters. The focus of each course is principally the study of grammar and vocabulary.

MUSIC

Music is a required course in grades seven, eight, nine, and ten. The curriculum each year focuses on the areas of fundamentals, performance, listening and composing.

The seventh and eighth grades focus on developing the basic skills of musicianship in students, which are later used in composition and performance. The main instrument is the recorder. In the seventh grade, each student performs solo and ensemble works on the alto recorder, and in the eighth grade students perform in mixed recorder ensembles. By listening to works of great composers, students learn to identify basic elements of music. During these years students try their hands at writing melodies and simple duets.

In the ninth and tenth grades students apply their skills to the study and performance of choral music. In the

ninth grade, students study four-part harmony and compose pieces in the chorale style. In the tenth grade, students study and compose music in the sixteenth-century contrapuntal style. In both grades, students perform in curricular choirs whose repertoires are grounded in the styles they study.

ART

Believing that training in aesthetic sensibilities is an essential part of the humane and reflective life, Trinity gears its curriculum toward giving students strong basic skills in drawing and painting, as well as a basic understanding of how the visual arts fit into the history of human expression. Through careful observation of life and emulation of masterworks, as well as exposure to the history and analysis of art and its distinct vocabulary and working parts, students gain a repertoire of technical skills, experience with multiple artistic media, and an appreciation of excellence and beauty in human visual expression.

Students take art for one semester in grades seven, eight, eleven and twelve. The eleventh and twelfth grade courses also include elements of art history. The historical components are introduced in order to inform the techniques and methods being studied in the studio. The students learn the analytical tools of art appreciation: line, color, texture, light, spatial relationships, et cetera.

DRAMA

Students in the junior and senior years take one semester each of drama. In the eleventh grade, students are introduced to the fundamentals of acting and performance. The basic skills developed include movement, voice and interpretation of the text and character. The students perform a dramatic work at the end of the semester. The senior drama course reviews the techniques introduced in the previous year and implements these in a full-scale production. Students are involved in all areas of the production: text and character interpretation, blocking, sets, music, costumes and props.

RELIGION

Students study religion and theology in grades 7 through 10 and 12. The religion courses at Trinity School are in accord with all Trinity School at Meadow View course work in that they aim at the acquisition of knowledge, the acquisition of intellectual skills, and the development of certain habits of mind. The course sequence is not intended to evangelize or pastor students.

In the seventh and eighth grades students study the Old and New Testament. Both courses seek to give the students an overview of the story line of the Scriptures.

In the ninth grade they are separated into courses that cover the distinctive teachings of different denominations. Because of the present religious demographic of the student body there is a course on Catholic Doctrine and a combined course on Protestant Doctrine. Students are free to take either course.

In the tenth grade students participate in a seminar reading of the Old Testament and, in the twelfth grade, the New Testament.

3. Instructional Methods, Interventions, and Assessments:

At Trinity School the student is the primary agent of his or her education. This demands that the student be engaged. The necessity for student engagement led the founders of Trinity to design a school with small classes, single-sex instruction, original texts, and a performance-based curriculum where students have to read, discuss, write, solve problems, create music, art and drama. Students have to engage in the appropriate intellectual or aesthetic activity, not pass tests.

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

Trinity School believes that learning is largely a matter of trial and error, practice, and performance. Thus, feedback from the teacher is vital to the student's development. In the practice of coaching, when a student performs proficiently, the teacher reinforces that performance; when a student makes a mistake or needs improvement, the teacher corrects the flaw or demonstrates the pertinent skill or method and guides the student to better performance. Every aspect of a student's performance is under the direction of the teacher as coach. This requires great attention and energy on the teacher's part; it requires an abiding affection as well: a love of learning and a love of the student experiencing the challenging process of learning. Coaching happens at every level of the program. It is the chief means used to directly shape student performance. For example, an essay grade is not listed when returned to the student. Instead, the teacher provides substantial comments and meets with the student to ensure the comments were understood. This provides for a rich learning experience and a deeper understanding of how to produce organized thought.

Trinity School believes that all of its students should acquire basic ordered knowledge. One principal means for meeting that objective is the presentation of information that is largely factual, narrative, and formulaic. In order to convey that information, the teacher relies largely on didactic instruction: lectures, demonstrations, and explanations. All three modes of communication are filled out with questioning and coaching; at the same time, the teacher's clear and lively presentation of the three modes of didactic instruction is necessary for a student's adequate engagement of the subject matter at hand. Didactic instruction happens at all levels of the curriculum but most extensively in the seventh and eighth grades.

Further, because Trinity School has such a low student-to-teacher ratio (8:1) it is able to closely monitor how each student progresses through the material. Those who struggle are often engaged by teachers outside of class. Regular tutorials are set up after school for math and Latin. These meet for 90 minutes once a week. Those students who excel are given more challenging problems and assignments -- this is particularly true in the eleventh and twelfth grade courses. In math, the projects are often differentiated by ability allowing for low floor and high ceiling assessments.

Since each Trinity School implements the same curriculum, there is frequent conversation between the three schools concerning what is working and what needs to be adjusted. The faculty and administration use the results of the SAT as an independent measure of the rigor of the curriculum and the quality of instruction. The faculty and academic deans constantly evaluate the quality of the Trinity School education.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Trinity School truly is a community of learners. We believe that the community's order and vitality are dependent upon effective leadership in the classroom. The teacher provides that crucial element. The teacher's dynamism, preparedness, knowledge, intellectual curiosity, and love for both the students and the subject establish the culture to which the students are expected to respond and against which their performance is measured. Any intellectual or aesthetic habit of mind that marks the school's culture is modeled by the teacher.

With respect to achieving the goals of social virtue and the development of personal qualities of the habitual vision of greatness, Trinity School's respect for the freedom and dignity of each individual permeates our academic work. The faculty provide in the witness of their own lives a strong impetus toward the integration of Christian truth with life. At Trinity School the teachers are a community of Christian learners who draw the students into their community through the activity of the school. Through tutorials, seminars and other contacts the students become closely associated with their teachers. These student-faculty relationships are key to students developing in their own lives a strong commitment to God and to Christianity. These relationships are guided by the highest standards of human respect and Christian virtue. The very climate of the school trains the student in Christian living. Daily common prayer, relationships built on Christian charity, and the ideal of service to mankind are all powerful formative influences upon the student.

While the community of learners at Trinity School is centered on acquiring knowledge, there is a deliberate emphasis on maintaining the balance between that pursuit and other aspects of human life that are worth nourishing: family life, spiritual life, sports, recreation, and leisure, to name a few. In many cases the school actively supports these things by providing the space and structure for the students to experience them within the life of the school itself. For example, no athletic activities are held on Mondays in order to provide a day for extra-curricular choir and acting groups. This avoids a student having to choose between participating in the arts or athletics.

The faculty of the school constitutes the center of the community of learners and works hard to ensure that the appropriate culture exists in the school. Each teacher is more fundamentally a learner. Therefore, teachers are required to participate actively in the intellectual life of the school. The teachers' desks are arranged in two large faculty offices to make dialogue commonplace among the faculty. Different teachers teaching the same course regularly talk to one another and to their master teachers about the course materials and what goes on in their classrooms. This dialogue greatly enriches classroom instruction. Teachers also participate in faculty seminars that meet several times per year. Recent seminar topics have been short stories, poetry, and concepts in modern physics.

2. Engaging Families and Community:

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

Parents also support the Trinity School community through extensive volunteer activities and events. By virtue of having a student at Trinity School, all parents are members of the Parent Service Association (PSA). The PSA supports Trinity School by providing a forum for soliciting personal participation and involvement by parents in the life of the school. As participants in the Trinity School community, parents have varied opportunities to be engaged in their children's educational process and the Trinity School

culture. The PSA has established several standing committees to support the school in carrying out its many activities. Every parent is expected to be involved in projects overseen by the Sports Committee, School Events Committee, Social Events Committee and Fundraising Committee. All of this service is overseen by the Head of School, working through liaisons to the PSA committees. The result of all of this collaboration between faculty, parents, and students is a climate of camaraderie and a culture of mutual respect. Communication to the community occurs through monthly newsletters, a Facebook page, and emails through Constant Contact.

The school community is brought together at the end of each semester for fine arts night. Since studio art and music are studied throughout the curriculum, between the two semesters the entire school is performing either on stage or through their studio art. The school community is treated to poetry recitations, original student compositions for voice, recorder ensembles and chamber choir music. There is also a “gallery” of the students work in media including pen, watercolor and pastels. These events uplift the community greatly and are often used in recruiting new families.

Additionally, Trinity School has relationships with several local institutions that allow students to gain valuable experience outside the classroom. Since 2008, interested juniors and seniors have been invited to apply for paid summer internships at Vitreous State Laboratory (VSL) located on the campus of The Catholic University of America (CUA) in Washington, D.C. Students have worked with physics professors and scientists in topics involving particle detectors, nanofibers and recycling radioactive waste. Each student gives a presentation of his work in August and some have even gone to professional conferences to present posters.

3. Professional Development:

The members of the faculty are the key to the community of learners at Trinity School. They are themselves a dynamic community of learners and their role is to draw students into that community by enacting the culture, curriculum and pedagogy of the school. The quality of Trinity School education is directly proportional to the quality and dynamism of the community of learners constituted by the faculty.

At Trinity School, professional development is a constant and ongoing process. It is aimed at three goals: facilitating the participation of the faculty in the community of learners, supporting them as effective classroom teachers, and encouraging them to continually develop their intellectual depth and breadth both personally and professionally.

The faculty seminar, required for all full-time teachers, is foundational. These seminars serve to awaken intellectual curiosity in the faculty and inspire a sense of wonder thereby fueling an enthusiasm in the teacher to bring into his classroom and transfer to the students. The seminar meets three to four times per year and consists of the study of a specific topic and reading and discussion of selected texts. Typically, the topic is not directly connected to the curriculum or a teacher’s duties. For example, the faculty recently read “East of Eden” by John Steinbeck. In other years, the faculty has read and discussed works of literature such as James Joyce's “The Dead” and “Parker's Back” by Flannery O’Conner. Other topics have included Darwinian evolution, poetry seminars on Seamus Heaney, and a seminar on topics in modern physics.

Trinity oversees and helps develop new teachers with two-year New Teacher Institute and New Teacher Mentor programs. These programs include assistance in developing lesson plans, managing the classroom, grading and evaluation, and relating to students. Trinity School supports continued development and improved classroom teaching through the ongoing Master Teacher program, in regular faculty meetings, and through a teacher evaluation process.

In addition to development within the school, Trinity faculty members also attend external conferences and professional development courses. As a recent example, two math teachers taking a course at a local university on teaching algebraic thinking to all age groups. The fruits of this course were more open-ended tasks structured with low floors and high ceilings allowing for every student to be engaged in the task and view math as more than computation or a set of procedures. Additionally, Trinity’s college guidance officer attending the annual conference for the National Association for College Admissions Counselors

(NACAC), and Trinity's head of school attending the annual Virginia Association of Independent Schools (VAIS) meeting for heads of school. In each case networking was established and the attendees returned with some best practices which were implemented.

4. School Leadership:

Trinity Schools, Inc., headquartered in South Bend, Indiana, is the corporation that owns and operates the three Trinity schools. Its board of trustees is entrusted with the responsibility for assuring that the schools are carrying out the mission of Trinity Schools, for providing broad oversight of the operation of the schools, and for assuring the financial health of the institution.

Trinity's organization puts the community of learners at the top and the rest of the organization exists solely to support it. The preservation, development and support of the community of learners are the focus of the entire organization. Fundamental operational principles include unity, subsidiarity, transparency and cooperation. These are applied in all relationships within the community.

The president of Trinity Schools is the chief administrative officer of the corporation and is responsible for seeing to it that the schools carry out the work of education in keeping with the mission.

The head of school is responsible for overseeing the faculty and administrative staff of the school and ensuring that the curriculum, policies, and practices of Trinity Schools, Inc. are effectively implemented and maintained. Furthermore, he is charged with fostering unity and communication among the faculty, students, and parents; serving as public relations voice of the school; managing crises, changes, and conflicts; and managing the operational expenses of the school's budget. The head of school is required to teach at least 10 hours per week. This allows the head of school to maintain a real sense of the needs of the faculty and student body.

One woman and one man on the faculty have been designated as deans of the girls and boys respectively. Their leadership has as its mission to encourage right behavior, good communication, and school unity – all of which are vital to the life of the school. The deans utilize a variety of methods to achieve these goals— including meeting with an entire section, an individual student, and working closely with parents.

Trinity Schools, Inc. has academic deans who report to the president and assist him in his role as chief academic officer of Trinity School. Academic deans are assigned to specific curricular areas and their responsibilities include: appointing and oversight of master teachers, reviewing and updating all course guides and advising the president about strengths and weaknesses of the academic program. Master teachers and the new teacher mentor train and oversee new teachers in the areas of curriculum, classroom management, and communication in their first two years at Trinity.

Twelve faculty advisors, one for each section of students, and a faculty sponsor of our student organization, Trinity Life, meet with the students regularly to help them both lead and take advantage of what the school has to offer.

The above structure, which places a focus on the community of learners, supports students of all abilities. Our recent valedictorian commented in his address how much he valued the person relationships he was able to cultivate with his classmates as well as the faculty. These close relationships challenged him to engage in topics he was not naturally drawn towards and, as a result, he now has a deeper appreciation for imaginative literature and creating beautiful art. Another alumnus, who struggled through our curriculum, recently earned his third semester on the Dean's List at a Virginia state school. He visited us recently and spoke of how pleased he was that he persevered through our curriculum and how much he appreciated the additional help he received.

PART VI – STRATEGIES FOR ACADEMIC SUCCESS

Trinity School is located in the competitive private school market of Northern Virginia and is surrounded by strong public schools. Trinity resides on a two acre parcel of land and has modest buildings and no athletic venues. Yet, the growth that continues in enrollment is real and students of a range of abilities are learning as assessed by internal measures as well as external ones. A primary reason for the success of the students is the culture that is established by the community of learners at Trinity School.

PART VII – NON-PUBLIC SCHOOL INFORMATION

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

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 is the educational cost per student? \$17915
(School budget divided by enrollment)

4. What is the average financial aid per student? \$6994

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 17%

6. What percentage of the student body receives scholarship assistance, including tuition reduction? 44%

PART VIII – ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: SAT

Grade: 12

Edition/Publication Year: N/A

Publisher: College Board

Scores are reported here as: Scaled scores

School Year	2015-2016
Testing month	Jan
SCHOOL SCORES	
Average Score	612.92
Number of students tested	24
Percent of total students tested	96
Number of students alternatively assessed	
Percent of students alternatively assessed	
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: SAT tests were administered in various months throughout 2015-2016.

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: N/A

Test: SAT
Publisher: College Board

Grade: 12
Scores are reported here as: Scaled scores

School Year	2015-2016
Testing month	Jan
SCHOOL SCORES	
Average Score	634.58
Number of students tested	24
Percent of total students tested	96
Number of students alternatively assessed	
Percent of students alternatively assessed	
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: The SAT is administered in various months throughout 2015-2016.