

U.S. Department of Education
2019 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. David Vanderpoel

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

Official School Name Trinity Christian School

(As it should appear in the official records)

School Mailing Address 11204 Braddock Road

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

Fairfax VA 22030-5405
City State Zip Code+4 (9 digits total)

County Fairfax

Telephone (703) 273-8787

Fax (888) 226-0512

Web site/URL https://www.tcsfairfax.org

E-mail ohm@tcsfairfax.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*Dr. David Vanderpoel E-mail ohm@tcsfairfax.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Trinity Christian School District Tel. (703) 273-8787

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 Mr. William Moss
(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

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.

1. 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, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2019 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.
3. 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.
4. The school has been in existence for five full years, that is, from at least September 2013 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2014, 2015, 2016, 2017, or 2018.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
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

Data should be provided for the most recent school year (2018-2019) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools)

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

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban
 - Rural or small city/town
3. Number of students as of October 1, 2018 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	13	15	28
1	20	23	43
2	16	21	37
3	15	16	31
4	24	17	41
5	21	25	46
6	28	23	51
7	36	36	72
8	19	30	49
9	28	38	66
10	39	30	69
11	32	37	69
12 or higher	25	36	61
Total Students	316	347	663

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 14 % Asian
 - 4 % Black or African American
 - 4 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 66 % White
 - 12 % 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 2017 – 2018 school year: 2%

If the mobility rate is above 15%, please explain.

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, 2017 until the end of the 2017-2018 school year	4
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2017-2018 school year	7
(3) Total of all transferred students [sum of rows (1) and (2)]	11
(4) Total number of students in the school as of October 1, 2017	669
(5) Total transferred students in row (3) divided by total students in row (4)	0.02
(6) Amount in row (5) multiplied by 100	2

6. Specify each non-English language represented in the school (separate languages by commas):
Korean, Angolan Portuguese, Amharic

English Language Learners (ELL) in the school: 1 %
4 Total number ELL

7. Students eligible for free/reduced-priced meals: 0 %
Total number students who qualify: 0

8. Students receiving special education services: 10 %
67 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.

- | | |
|----------------------------------|--|
| <u>1</u> Autism | <u>1</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>1</u> Deaf-Blindness | <u>42</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>30</u> Specific Learning Disability |
| <u>10</u> Emotional Disturbance | <u>2</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>3</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 13

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	14
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	59
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	24
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	10
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	7

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 11:1

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

Required Information	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	0%	0%	0%	0%	0%
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 2018.

Post-Secondary Status	
Graduating class size	53
Enrolled in a 4-year college or university	96%
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	4%

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

Trinity Christian School exists to educate students to the glory of God by pursuing excellence for mind and heart. By God's grace, through his word and Spirit, Trinity seeks to transform students by the renewing of their minds after the image of him who created them. We desire to bring into conscious subjections to God what has been redeemed through in and through Christ. The mission of the school is accomplished through the pursuit of three fundamental principles: Truth, Character, and Service.

PART III – SUMMARY

Trinity Christian School of Fairfax is located on a twenty-five acre campus located twenty-five minutes southwest of Washington, D. C., in the heart of Fairfax County, Virginia. Fairfax County boasts a population of 1.1 million with a large and growing immigrant community. Asian Americans account for 19% of the county's population, Hispanics contribute just over 16%, and African Americans make up a little under 10% with 38% of the households speaking a language other than English in the home. 60 percent of the residents over the age of 25 hold a bachelor's degree or higher, and the median family income is just under \$130,000. Trinity is an independent, inter-denominational Christian school enrolling 663 students in Grades K – 12. Trinity's student population includes 80 Asian students, 69 students from 2 or more races, 27 students who are Hispanics, 29 African American students, and 39 Middle Eastern students. Drawing students from 430 families, 59 zip codes, and over 100 churches, Trinity employs over 100 full and part-time faculty with close to 60% holding advanced degrees. Approximately 15% of our paid staff are minorities including Hispanics, Asians, African Americans, Coptic Egyptians, and Asian-Indians.

Founded in 1986, Trinity Christian School is a community of believers in Jesus Christ who desire to raise their children in the historic Christian faith. Trinity seeks to impart truth, which is the Word of God, written and Incarnate; instill character, which is the courage to live the truth of God's Word uncompromisingly in a compromising age; and inspire service, which is the imitation of Christ. Our goal at Trinity is to see God's image manifested in each of our students so that they walk humbly with God in their minds, love mercy in their hearts, and act justly in their lives. We seek excellence for mind and heart by presenting excellence to our students through academic rigor, spiritual vitality, and living together in community. Each pupil's calling at this time in his or her life is to be a student and to diligently pursue the knowledge of "wisdom and instruction, to understand words of insight, to receive instruction in wise dealing, in righteousness, justice, and equity; to give prudence to the simple, knowledge and discretion to the youth –" (Proverbs 1:2-4). In keeping with this mission, our school's capstone project is a 15-20 page senior thesis which students must defend before a panel of faculty members. The goal is to ensure that our students not only know what they believe but are able to defend it in the face of critical scrutiny.

Trinity has made a concerted effort to be more inclusive of traditionally underserved populations within the Christian school community. Regarding economic diversity, the Board has consistently set the cost of tuition 15% below what it takes to fund the program. This year, we provided one million dollars in financial aid to economically challenged students. In order to diversify our student academic profile, we established a Writing and Math Center in 2012 to provide free on-site tutoring. Students with varied learning differences were also served with the launch of the Learning and Institutional Resource Center which provides certified NILD therapy, ESOL services, and Executive Function coaching. This center supports students with diagnosed learning disabilities that have accommodation plans. These students would normally not meet our school's rigorous admission standards, but our Learning Center has elevated their success in the classroom and on standardized testing. Over the last three years, our Comprehensive Testing Program results have shown a significant reduction in the achievement gap between these students and the general student population. In 2016, our school launched an international student program to further promote ethnic diversity within the student body.

Trinity Christian School has committed to providing students with a technology-rich program focused on actively engaging students in the learning process and extending the classroom experience for every child. Responsibly utilizing technology on a regular basis doesn't just allow our students to understand the valuable role it plays in their education—it allows them to develop the skills they need for the future. Starting in 2013, the school invested in Samsung tablets for classrooms in Grades K – 4, Laptop carts for classrooms in Grades 5 – 7, and implemented a 1:1 Bring Your Own Laptop program for students in Grades 8 – 12. Students are provided with onsite technical support staff, instruction regarding online safety and digital citizenship, security and web-filtering software, full MS Office suite, enhanced e-curriculum (in Grades 8 – 12), and video recording and editing software to facilitate online learning and collaboration.

Our school is proud to provide our students with a safe learning environment, facilitated by qualified experts. Considering the growing national concern regarding school safety, this year we have significantly

upgraded our school's security measures and infrastructure, installing 55 digital cameras across campus and hiring a Director of Security who also serves as an auxiliary sheriff in Virginia. Additionally, in 2015, our school established a Safe Harbor Team that meets regularly to discuss how we can best meet the socio-emotional needs of students. This team consists of administrators and health services staff of three Registered Nurses (RN) and two licensed counselors (LPC).

1. Core Curriculum:

1a. Reading/English language arts:

Learning standards for all subject areas are defined clearly in a cohesive K – 12 Scope and Sequence document designed to vertically and horizontally align our school’s core curriculum. The language arts curriculum prepares students to effectively read and analyze a variety of literature and to eloquently communicate their knowledge, ideas, and faith. Literature is consciously chosen for its masterful writing which is a reflection of Trinity’s mission to “pursue excellence for mind and heart.” Toward this end, students in Lower School receive direct instruction in phonological awareness, phonics, grammar, and spelling, while the study of word roots equips students to expand their vocabularies in all content areas. In Lower School, students are flexibly placed in small ability-based groups for differentiated reading instruction. They learn key comprehension strategies, such as inference, to think deeply about texts. Through the Comprehension Testing Program and the Developmental Reading Assessment, teachers identify instructional goals and track student progress. In addition, students may receive reinforcement or enrichment from the Language Arts/Reading Specialist, who also meets with classroom teachers to plan instruction that maximizes achievement for all students. Upper School students choose from college-preparatory, honors-level, and AP literature courses that allow them to thoughtfully discern and evaluate authors’ worldviews and develop their own interpretative and rhetorical skills. They study philosophical views, proper modes of discussion, speech, and recitation to best prepare them for college and beyond.

Through a cohesive K – 12 writing program, students at Trinity develop into capable writers who compose clear, insightful essays and oral presentations. Lower School students learn the writing process using the Six Traits model. Upper School teachers apply that model in the curriculum with a clear focus on writing as the best means to communicate mastery of both content and skills. Trinity students are well-prepared for college; 100% of Trinity students who took the ACT college readiness test in the past five years met the benchmark for English composition.

1b. Mathematics:

The mathematics program provides a thorough approach to understanding the symbols, operations, techniques, and processes that can be utilized to apprehend mathematical concepts. Students emerge from with the necessary critical and analytical skills that provide a foundation for a life of learning and numerous career opportunities.

The Kindergarten to Grade 6 Singapore Math program focuses on problem-solving with multiple methods being explored and encouraged. When introducing new concepts, teachers use concrete manipulatives before pictorial representations or abstract algorithms. Students are taught to think flexibly by decomposing and composing numbers, using mental math strategies, visualizing images, solving puzzles, and playing math games. Students may receive reinforcement or enrichment from the Math Specialist, who also meets with classroom teachers to plan instruction. Each teacher uses both formative and summative assessment, as well as CTP data, to identify specific student needs and adjust instruction accordingly.

At the end of Grade 6, students are evaluated and positioned into tracks that match their cognitive aptitude and achievement potential. Honors-level students will progress through the required honors classes that culminate in AP Calculus. There are additional math electives to supplement their education. Students in the regular track move through two years of Algebra and Geometry before being presented with electives tailored to their interests and career considerations. In each track, learners are engaged with direct instruction, collaborative and cooperative opportunities, and rigorous, meaningful tasks and projects that are intended to develop full agency in the global mathematical environment. Students who have shown an improvement in their aptitude may move into the higher track at several points. Students in need of remedial assistance have access to our Learning Assistance and Institutional Resource Center, where faculty members and peer tutors can target specific deficiencies and provide meaningful assistance. Additionally,

mathematics faculty provide our gifted and high-achieving learners with meaningful enhancements that can add a deeper understanding connected to their unique paths of interest.

1c. Science:

Trinity has sought to provide students with a rigorous experience in the sciences that integrate challenging inquiry-based laboratory exercises, based on real-world problems with appropriately leveled STEM skills. With vertically and horizontally aligned curricular objectives, students explore and interact with the physical and living world surrounding them through hands-on inquiry-based labs and simulations beginning in Kindergarten. Students in Grades 1-6 have a dedicated science lab and lessons allowing students to engage in the learning process. Lessons incorporate specific aspects of the physical and living world as well as integrate practices, concepts, stewardship, and organizational patterns. Laptop carts in each lab allow student to link scientific concepts with mathematics and technology. Lower School science studies culminate with science fair projects emphasizing the scientific method and the interpretation of evidence and patterns.

In the Upper School, our program is designed to ensure that students are prepared for studies at the collegiate level. Students in Grades 7 & 8 expand their studies of the physical and living world by evaluating and examining the role of energy in sustaining life and energy transfer/transformation. Beginning with Grade 9, students may pursue advanced levels of studies by choosing between six honors and advanced placement courses. Students are expected to complete Biology and Chemistry before their junior year and then may choose between many college preparatory science electives in various fields. Regardless of courses selected, students complete independent research studies in contemporary issues within that field. For example, students in Grade 10 will examine the impact of carbon sequestration and the effects of oxidation on the remains of the USS Arizona. Students in our advanced placement science courses typically score above the national average, and alumni consistently report that they were well equipped to handle the challenges involved with collegiate-level laboratory exercises as well as the integration of mathematics and technology in their scientific studies.

1d. Social studies/history/civic learning and engagement

In the Scope and Sequence of the social studies curriculum, students K – 12 critically examine multiple perspectives of history and analyze those perspectives through a Biblical worldview. Through departmental and grade-level objectives, our graduates can independently conduct historical research and write a historical analysis. Students should know how to analyze and interpret primary and secondary sources, discover and organize information using modern research tools, and produce well-organized and cogent evaluations of historical events and trends.

Beginning in Kindergarten, students learn about the local and global community. Students in Grades 1 & 2 focus on American history, citizenship, geography, and symbols of national importance. Grade 3 explores Virginia history with Grade 4 expanding upon the study of United States history. Grades 5 & 6 conduct a sweeping history beginning with the ancient history of Egypt and Greece through the Reformation era. Students use Samsung tablets and classroom laptops to create WikiProjects, make PowerPoints, and access educational applications to extend learning.

Upper School students complete a minimum of four credits of history. Students are taught to discern and articulate the historical, spiritual, and philosophical underpinnings of American constitutional democracy through AP United States History, Civics, Government and Political Theory, and AP Government. Seniors participate in a model senate, arguing legislation and following all house and committee rules. Students distinguish the values of the Western culture in contrast to the Christian intellectual and moral tradition (AP European History and World History I & II). Students in our advanced placement history courses typically score above the national average, and alumni consistently report they are adequately prepared to meet the challenges involved with collegiate-level history courses.

1e. For secondary schools:

A credited Educational Internship program allows students to work as teacher aides in Lower or Upper School classes to receive mentoring in the art and craft of teaching, to assist with classroom duties, and eventually to teach a lesson. More recently, we expanded this program to provide credited IT and Communications internships. Our college advising staff provides a school-developed handbook to support families throughout the college search and application process, hosts information meetings and school visits with college admission professionals, meets individually with juniors and seniors, utilizes self-assessment programs such as Strengths Explorer and Career Interest Profiler, and leads Career Week each spring.

1f. For schools that offer preschool for three- and four-year old students:

2. Other Curriculum Areas:

The Fine Arts program at Trinity begins in Lower School with weekly music instruction in a dedicated space, culminating in semi-annual performances. Beginning band, strings, and chorus are available after school as well. Bi-weekly visual arts classes introduce students to the language of art through art history, critiques, and experiencing several techniques and media.

Upper School performing arts offers Band, Strings, Chorus, and Theater classes at the intermediate, advanced, and honors levels. Instrumental and choral ensembles perform for the school and community multiple times throughout the year. Musical skills are cultivated through exposure and repertoire performance in varying styles and genres. Students participate in District and State competitions. Theater arts classes are open to all students. Fall and spring drama or musical productions are staged with open auditions for the Upper School student body. Students learn basic elements of stagecraft with exposure to many theater genres and are encouraged to perform in school productions. Visual arts offer classes focus on Drawing, 2D Design and 3D Design. Required visual journaling allows students to develop their voice through artmaking. Award-winning students in AP Studio Art classes prepare and submit portfolios to national organizations such as Scholastic Art Awards and the College Board.

Physical education at Trinity educates students in Grades K – 12 in the principles of fair play and a healthy lifestyle. The curriculum emphasizes fitness, personal responsibility, and sportsmanship. Students are encouraged to meet challenges despite their limitations and grow throughout that process. Grades K – 4 have class two times per week, and Grades 5 & 6 have class up to three times per week. Grades 7 & 8 take Team Sports and Wellness while Grade 9 takes Lifestyle Fitness and Health to improve their motor skills and overall wellbeing. While Grades 10 – 12 can take electives such as Weight Training and Gryphon Games (an individual and team sports hybrid). Overall, Physical Education at Trinity desires to mold students' hearts and minds after their creator.

All Foreign Language courses connect students' understanding of literature, history, religion, government, and geography to the target language skills, vocabulary, and grammatical forms. Both the Spanish and French programs train students to listen, speak, read, and write in the target language, while the Latin program equips students to read, understand, and interpret the language. Students develop their understanding of the relationship between the practices and perspectives of the culture studied with empathy and hospitality in order to responsibly analyze and critique the perspectives by means of a Christian worldview. Students may begin taking foreign languages in Grade 7 and take either three years of one language or two years of two languages to graduate. In the spring, all students participate in National Language Exams. Extracurricular language opportunities include membership in club, National Language Honor Societies, and peer tutoring, all of which enable students to use the language and culture outside of the classroom.

The library media centers serve Trinity's community with resources that support various aspects of the curriculum in addition to providing areas conducive for testing, reading, and group collaboration. The lower and upper school library media centers consist of 9,000 print and technology resources. The upper school library is also supported by the use of two academic databases, JSTOR and EBSCO Host, which provide scholarly research to students.

The librarians also assist faculty and students with tutorials on the use of the school video platform, Panopto. Panopto is used for flipped classroom instruction, online video tutorials for students, student project submissions, and Trinity's virtual learning days. The librarians

All students are required to take Christian Studies courses each year. In the Lower School the focus is on familiarizing students with the basic teachings of the Bible and how it applies to daily life. Emphasis is placed on knowing what one believes and building Christ-like character. The Upper School focuses more on the critical reflection and proper application of the Bible. Emphasis is placed on knowing why one believes as they do, how those beliefs impact the way one views and approaches the world (as well as various academic disciplines and life vocations) and being able to defend those beliefs in the face of competing worldviews. Students take courses in the Old and New Testament, Ethics, Christian Doctrine, Philosophy, Apologetics, and Aesthetics. At the conclusion of their high school course of study, students are required to write a 15-20 page senior thesis, which they then orally defend in front of a panel of faculty members.

3. Special Populations:

A long-held vision for Trinity was the development of a Learning Center designed to serve students with learning differences. Launched in 2014, the Learning Center, housed within the Gryphon's LAIR (Learning Assistance and Institutional Resources), began supporting students, parents, and faculty. Using CTP test scores and teacher referrals, students were identified with possible learning challenges requiring educational support through scaffolded intervention programs to close the achievement gap. From the lowest to the highest level of intervention and support, our programs which address student learning variance are:

Executive Functioning (EF) Services

Addressing Executive Function deficiencies, EF coaching helps students develop goals, test-taking and study strategies, initiate and complete tasks, advocate for themselves, and improve emotional self-regulation. Students in Grades K – 6 are offered coaching with a 2:1 teacher-to-student ratio while older students have a 6:1 ratio. No specialized testing is required for EF assistance.

Robust Accommodations Plans

Student accommodation plans are our next level of support and are developed from psychoeducational testing. Designed to level the playing field for students with disabilities, accommodations are implemented by the classroom teachers after receiving training from the Learning Center staff. Due to an increase in the number of students with diagnosed disabilities, we have hired individuals to work as teaching assistants in the classrooms. With a higher concentration of students receiving accommodations, the aides free teachers to provide more direct assistance to students. Accommodations might include extra time on assessments, provision of teacher notes, chunking of information, graphic organizers, auditory books, etc.

English for Speakers of Other Languages (ESOL)

Through our partnership with Fairfax County Schools, students can receive a free ESOL proficiency assessment which provides a diagnostic evaluation of the student's language development. Students identified with a specific linguistic need receive one-on-one instruction in the four modes of communication: listening, speaking, reading, and writing. The ESOL coach utilizes work from students' classes, integrating online standards aligned with the language-based program Imagine Learning which enable us to build core reading and academic language skills that includes support in 15 languages.

National Institute of Learning Development (NILD)

To provide early intervention for struggling students in Grades K & 1, Search and Teach® is an effective tool for catching possible learning disorders before a downward spiral of failure begins. In twice-per-week, 40-minute sessions, qualifying students receive one-on-one instruction in essential readiness skills, including auditory processing and visual-motor skills.

NILD educational therapy is a direct, language-based therapy, for students in Grades 2 – 12 who have undergone comprehensive testing in which there was an identification of a more serious learning deficiency. NILD therapy addresses the roots of deficiencies and aims the intervention just above the student's level of

NBRS 2019

functioning and raises expectations for performance. Students receive one-on-one, individualized intervention with a licensed school therapist. Students develop independent learning skills and build competencies in cognition and processing, thus allowing more efficient and effective acquisition of knowledge.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Trinity works hard to provide a climate that supports and values students. After-school enrichment programs such as Martial Arts, Intro to Coding, Intro to Robotics, LEGO Robotics, Art Mixed Media, Spanish, and Latin are available for Lower School students in Grades K – 6 allowing them to engage in STEM and the arts as well as gain early exposure to a foreign language. Trinity offers a summer enrichment program that offers many academic courses that Upper School students can take for credit.

In Grades 7 & 8, students meet with an assigned advisor to help ease the transition into Upper School and to create a smaller community for students. Upper School students also start the year with Day Away, an off-campus field trip focusing on team building exercises between faculty and students. To address the social-emotional needs of our population, two full-time school counselors are available for students and parents as needs arise. Counselors go into classrooms and teach lessons on digital citizenship and as well as host parent forums on various mental health issues. Additionally, every new Upper School student is matched with a peer mentor to help students have a successful, supportive transition into Trinity.

Trinity's robust athletic program provides students the opportunity to use their God-given athletic talent, developing character and resilience through eleven different sports. In Grades 6 – 12, Trinity offers eight middle-level teams, four junior varsity teams and 16 varsity teams that compete in the Delaney Athletic Conference.

Weekly chapel centers on God's word and congregational singing led by students. TCS has 25 clubs and student organizations providing every student the opportunity to make connections with like-minded students. Formed in 2014, the Student Ethics and Leadership (SEAL) Training Team, consisting of 12 juniors and seniors, provides training and counsel in ethical decision-making to help US students live an honorable life.

Trinity creates an environment where teachers feel valued by trying to minimize non-teaching duties such as carpool, lunch duty, or other monitoring duties, allowing them to focus on their craft—teaching. Teacher schedules were aligned to allow for frequent professional development during the school day, eliminating the need for after-school meetings. A New Teacher Mentorship program was created to support new teachers in their first year of working at Trinity. Additionally, each faculty member meets with a designated principal to go over his/her individual professional development goals and talk about ways that the school can support him/her in achieving those goals. The administration is committed to fostering a culture of care through personal notes of encouragement, surprise treats, and covering duties for faculty.

2. Engaging Families and Community:

Trinity Christian School purposely engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress. Parents are informed via the website, teacher newsletters, the school portal, teacher emails, and even Facebook and Twitter. Teachers update grades regularly and are available in a new phone app that has been provided to make it even easier for parents to stay informed about their child's assignments and progress.

TCS has developed a New Family Guide to assist families as they begin their educational journey at Trinity. Trinity encourages parents to stay involved by hosting New Family Events, Back-to-School Night, Open House, Headmaster's Brunch, and several Parent-Teacher Conference Days. TCS parents are often seen helping distribute lunches to Upper School students or reading to students in Lower School during lunch.

Our Parent Teacher Organization works hard to schedule events for families, such as the annual Fall Family Picnic, bingo night, teacher appreciation luncheons, and our annual spring fundraising Auction. Parents also participate in school governance and improvement efforts, serving on our school board, accreditation

teams, and School Improvement Teams.

To fully partner with our parent community to ensure student success, TCS has developed a Course Selection Night which informs parents and students about available courses in the Upper School. In addition, many parent forums are scheduled throughout the school year to cover relevant topics such as handling homework, how to interpret CTP data, dealing with ADHD and anxiety, and parenting in a smartphone generation.

Each Veterans Day, we host a special chapel honoring area veterans for their service. We also require all Upper School students to complete 40 hours of community service each year, partnering with numerous non-profit organizations. For example, AP Environmental Science students raised money to build wells and wash basin centers in Africa through the Water Project. Many students exceed the 120-hour graduation requirement, earning Presidential Service Awards. Both Lower and Upper School students have partnered with numerous non-profit organizations, such as the LAMB Center and Operation Christmas Child, to support our community by conducting clothing, food and bike drives, and contributing supplies for poor and homeless.

3. Professional Development:

All faculty members are provided with a Professional Development handbook that ties the school mission and objectives to specific educational and performance standards that each teacher is expected to use in building learning experiences in the classroom. This handbook also delineates the school's overall professional development plan, CEU (Continuing Education Units) options to pursue, and resources for teachers. All teachers are required to establish and complete an annual Professional Development Plan (PDP) that will be submitted and approved by their division administrator and used to direct individual professional growth throughout the school year. Teachers have the opportunity to participate in curriculum development, school improvement teams, independent research projects, webinars, and off-site conferences. The school also provides significant reimbursement for faculty members pursuing graduate credit in education.

In both Lower and Upper school, regularly scheduled grade-level meetings provide an opportunity for authentic collaboration about cross-curricular connections, discussions about student learning, the examination of student work, and feedback from math and reading specialists about best instructional practices. In the Upper School, six department-level meetings are scheduled for professional growth with an intentional focus on discipline-specific curriculum development and pedagogies in areas such as mathematics, science, English, history, fine arts, foreign language, and physical education. Department chairs facilitate peer-to-peer observations, lesson plan development, and the sharing of websites, digital tools, and resources that have been beneficial in their content area. This past year, we launched a mentorship program pairing new faculty members with veteran teachers to help acclimate them to the school culture and provide someone other than an administrator or department chair in whom they can turn to with questions. This layer of support is above and beyond the three days of in-service training provided to all new hires.

Each Fall, Trinity hosts the Learn Teach Lead Professional Development Conference focusing on a school-wide initiative or an area of weakness within our program. Open to all educators, this one-day conference gives us a chance to serve the broader community of Christian Educators in Northern Virginia as well as our own faculty. Following a keynote presentation, multiple breakout sessions are taught from our faculty as well as educational leaders from area schools. In 2017, this conference focused on using assessment data to drive instruction. The school provided follow-up training opportunities for teachers to build competency in reading standardized testing data and identifying ways to meet deficiencies in student performance.

4. School Leadership:

Trinity Christian School is governed by an independent, self-perpetuating Board of Trustees. Trinity has been blessed throughout its history with trustees who are well-qualified both professionally and spiritually to provide leadership as the school has grown. The Board is responsible for hiring the Headmaster (a full

voting member on Board decisions), who in turn hires all other faculty and staff members and oversees the day-to-day operations of the school. The Board is not involved in the day-to-day operations of the school or in determining specific school policies and procedures. The Board is actively involved in the financial operation of the school (collaborating with the Headmaster and Assistant Headmaster for Operations on setting the school budget), maintaining the school's fidelity to mission, and advising the Headmaster on critical decisions confronting the school.

Our school strives to engage all stakeholders in the process of running the academic program. On the programmatic level, the Assistant Headmaster for Academics leads the Administrative Leadership Team (ALT) in providing development and guidance for the academic program, Grades K – 12. The ALT is comprised of our two Upper School Principals (Grades 7 – 12), Lower School Principal (Grades K – 6), Dean of Curriculum and Instruction, Dean of Records and Advising, and Dean of Students. The ALT meets every other week to provide feedback on the program and plan for program innovation, as well as deal with administrative details about the day-to-day operation. Stakeholder feedback is obtained through an annual year-end parent survey, classroom evaluations provided by students, and teacher surveys given at the beginning and end of each year. Using this feedback, the ALT develops annual school improvement teams (SITs) focusing on specific areas of need, determines topics for parent forums, sets the theme for our various professional development opportunities throughout the year, and evaluates student testing data to assess curriculum changes, program innovations, and student needs. SITs are comprised of a cross-section of parents, teachers, and administrators. This past year's SITs focused on improving technology use in the classroom, identifying professional development needs of faculty, and addressing concerns on homework loading across divisions.

Additionally, we have key personnel to oversee both academic and social emotional needs of students. The Dean of Curriculum and Instruction specifically works with the principals and department chairs to evaluate assessment data and identify curricular changes. Along with teacher input, this collaboration has led to significant program changes in math instruction resulting with an improvement in student achievement. The Dean of Students works with the school counselors to conduct parent education forums, facilitate digital citizenship training for students, and oversee student clubs, government, and social activities.

PART VI – STRATEGIES FOR ACADEMIC SUCCESS

National Blue Ribbon Schools are held up as educational models, and as such are often called upon to explain what makes them so successful. While excellent schools employ multiple strategies, please describe, in approximately 400 words, the ONE practice—whether academic, assessment related, or socio-emotional—that has been the most instrumental to the school’s success.

The Learning Assistance and Institutional Resources Center (LAIR) was established in 2014 to collocate student support resources. The ability to address these needs signified a shift in our school’s mission. While Trinity continues to emphasize preparing students for college, the LAIR has allowed us to admit and support students that might not otherwise be able to manage the academic rigor of our program. The academic and socio-emotional resources provided have allowed us to lead these students to success, significantly closing the achievement gap that initially existed between these students and those not receiving services. The LAIR currently houses our Learning Center, College Advising, Math and Writing Labs, Registrar, IT support, and student counseling. The LAIR has organically transformed our school into a place that welcomes and supports all students.

Within the open space of the LAIR, Upper School students make appointments to work with Writing Lab and Math Lab tutors when writing research papers and preparing for exams. Staffed with an English and math teacher as well as student tutors during the school day, tables are available where students can meet in small groups or work independently. Private testing rooms are available for Lower and Upper School students, as well as prospective students visiting campus to take placement exams. The LAIR Conference Room plays host to Executive Function Study Halls, parent forums and conferences, college representative visits, and professional development seminars to equip teachers in working with students with disabilities and accommodation plans.

Of all the services located in the LAIR, it is our Learning Center that has been the most impactful to our school’s culture and the academic success of our students. Before the Learning Center, students with learning differences often struggled silently, lacked confidence, and carried a stigma as not being as capable as their peers. Today, however, because of the targeted scaffolded support and collaborative approach of the staff in the LAIR, the stigma of being less than capable is being replaced with a growth mindset. Students have scaffolded areas of support that range from executive function coaching, academic tutoring, accommodation learning plans, early intervention through Search and Teach, NILD language-based therapy, and ESOL one-on-one support. Because of the collocation of so many services, the casual observer will not be able to distinguish between students coming to receive academic support, those simply seeking assistance with their laptops, or students requesting a copy of their transcript.

See below comparison of Trinity students’ academic gains as evidenced by CTP scores over three years.

Average growth in CTP scaled scores from 2015-2018:

	-----General Student Population-----	Accommodated Students----	NILD Students
Quantitative Reasoning.....	2%.....	4%.....	4%
Verbal Reasoning.....	2%.....	5%.....	6%

PART VII – NON-PUBLIC SCHOOL INFORMATION

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

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? \$15647
(School budget divided by enrollment)

4. What is the average financial aid per student? \$5975

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 12%

6. What percentage of the student body receives scholarship assistance, including tuition reduction? 35%

PART VIII – ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2017

Test: CTP 4th Edition
Publisher: ERB

Grade: 10
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Feb
SCHOOL SCORES	
Average Score	364
Number of students tested	64
Percent of total students tested	93
Number of students alternatively assessed	0
Percent of students alternatively assessed	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:

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2017

Test: CTP 4th Edition
Publisher: ERB

Grade: 11
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Feb
SCHOOL SCORES	
Average Score	374
Number of students tested	52
Percent of total students tested	82
Number of students alternatively assessed	0
Percent of students alternatively assessed	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:

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2017

Test: SAT
Publisher: College Board

Grade: 12
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Jan
SCHOOL SCORES	
Average Score	652
Number of students tested	54
Percent of total students tested	91
Number of students alternatively assessed	0
Percent of students alternatively assessed	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:

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2017

Test: ACT
Publisher: College Board

Grade: 12
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Jan
SCHOOL SCORES	
Average Score	27
Number of students tested	27
Percent of total students tested	49
Number of students alternatively assessed	0
Percent of students alternatively assessed	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:

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2017

Test: CTP 4th Edition
Publisher: ERB

Grade: 3
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Feb
SCHOOL SCORES	
Average Score	324
Number of students tested	38
Percent of total students tested	97
Number of students alternatively assessed	0
Percent of students alternatively assessed	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:

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2017

Test: CTP 4th Edition
Publisher: ERB

Grade: 4
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Feb
SCHOOL SCORES	
Average Score	322
Number of students tested	43
Percent of total students tested	98
Number of students alternatively assessed	0
Percent of students alternatively assessed	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:

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: N/A

Test: CTP 4th Edition
Publisher: ERB

Grade: 5
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Feb
SCHOOL SCORES	
Average Score	331
Number of students tested	46
Percent of total students tested	98
Number of students alternatively assessed	0
Percent of students alternatively assessed	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:

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2017

Test: CTP 4th Edition
Publisher: ERB

Grade: 6
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Feb
SCHOOL SCORES	
Average Score	336
Number of students tested	72
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	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:

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: N/A

Test: CTP 4th Edition
Publisher: ERB

Grade: 7
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Feb
SCHOOL SCORES	
Average Score	356
Number of students tested	47
Percent of total students tested	98
Number of students alternatively assessed	0
Percent of students alternatively assessed	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:

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2017

Test: CTP 4th Edition
Publisher: ERB

Grade: 8
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Feb
SCHOOL SCORES	
Average Score	356
Number of students tested	61
Percent of total students tested	98
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Students with disabilities	
Average Score	352
Number of students tested	12
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2017

Test: CTP 4th Edition
Publisher: ERB

Grade: 9
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Feb
SCHOOL SCORES	
Average Score	363
Number of students tested	66
Percent of total students tested	99
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Students with disabilities	
Average Score	347
Number of students tested	10
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2017

Test: CTP 4th Edition
Publisher: ERB

Grade: 10
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Feb
SCHOOL SCORES	
Average Score	374
Number of students tested	66
Percent of total students tested	96
Number of students alternatively assessed	0
Percent of students alternatively assessed	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:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2017

Test: CTP 4th Edition
Publisher: ERB

Grade: 11
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Feb
SCHOOL SCORES	
Average Score	376
Number of students tested	57
Percent of total students tested	95
Number of students alternatively assessed	0
Percent of students alternatively assessed	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:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2017

Test: ACT
Publisher: College Board

Grade: 12
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Jan
SCHOOL SCORES	
Average Score	28.4
Number of students tested	27
Percent of total students tested	49
Number of students alternatively assessed	0
Percent of students alternatively assessed	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:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2017

Test: SAT
Publisher: College Board

Grade: 12
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Jan
SCHOOL SCORES	
Average Score	33
Number of students tested	54
Percent of total students tested	91
Number of students alternatively assessed	0
Percent of students alternatively assessed	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:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2017

Test: CTP 4th Edition
Publisher: ERB

Grade: 3
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Feb
SCHOOL SCORES	
Average Score	342
Number of students tested	38
Percent of total students tested	97
Number of students alternatively assessed	0
Percent of students alternatively assessed	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:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2017

Test: CTP 4th Edition
Publisher: ERB

Grade: 4
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Feb
SCHOOL SCORES	
Average Score	349
Number of students tested	43
Percent of total students tested	98
Number of students alternatively assessed	0
Percent of students alternatively assessed	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:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2017

Test: CTP 4th Edition
Publisher: ERB

Grade: 5
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Feb
SCHOOL SCORES	
Average Score	352
Number of students tested	47
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	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:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2017

Test: CTP 4th Edition
Publisher: ERB

Grade: 6
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Feb
SCHOOL SCORES	
Average Score	360
Number of students tested	72
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	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:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2017

Test: CTP 4th Edition
Publisher: ERB

Grade: 7
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Feb
SCHOOL SCORES	
Average Score	365
Number of students tested	47
Percent of total students tested	98
Number of students alternatively assessed	0
Percent of students alternatively assessed	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:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2017

Test: CTP 4th Edition
Publisher: ERB

Grade: 8
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Feb
SCHOOL SCORES	
Average Score	366
Number of students tested	62
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Students with disabilities	
Average Score	354
Number of students tested	12
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2017

Test: CTP 4th Edition
Publisher: ERB

Grade: 9
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Feb
SCHOOL SCORES	
Average Score	371
Number of students tested	62
Percent of total students tested	93
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Students with disabilities	
Average Score	355
Number of students tested	10
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: