

2008 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Public Private

Cover Sheet Type of School: (Check all that apply) Elementary Middle High K-12
 Charter Title I Magnet Choice

Name of Principal Mr. William C. Wacker
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Trinity School at River Ridge
(As it should appear in the official records)

School Mailing Address 601 River Ridge Parkway
(If address is P.O. Box, also include street address.)

Eagan Minnesota 55121-2499
City State Zip Code+4 (9 digits total)

County Dakota State School Code Number* 31-271-707

Telephone (651) 789.2890 Fax (651) 789.2891

Web site/URL www.trinityschools.org E-mail wacker.rr@trinityschools.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* N/A
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name _____ Tel. (_____) _____

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

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson: Dr. Paul De Celles, Chairperson
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

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

Mail only by FedEx or UPS original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, RM. 5E103, Washington DC 20202-8173

PART I - ELIGIBILITY CERTIFICATION

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

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. 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.
7. 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.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available. Throughout the document, round numbers 1 or higher to the nearest whole number. Use decimals to one place only if the number is below 1.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: _____ Elementary schools
 _____ Middle schools
 _____ Junior high schools
 _____ High schools
 _____ Other
- _____ N/A TOTAL

2. District Per Pupil Expenditure: _____ N/A _____
- Average State Per Pupil Expenditure: _____ N/A _____

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural

4. 17 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?

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

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7	27	31	58
K				8	31	36	67
1				9	34	27	61
2				10	29	31	60
3				11	30	32	62
4				12	31	26	57
5				Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							365

6. Racial/ethnic composition of the school:
- | | |
|-------------------|------------------------------------|
| _____ | % American Indian or Alaska Native |
| <u>2</u> | % Asian or Pacific Islander |
| <u>4</u> | % Black or African American |
| <u>2</u> | % Hispanic or Latino |
| <u>92</u> | % White |
| 100% Total | |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 1%

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	2
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	2
(3)	Total of all transferred students [sum of rows (1) and (2)]	4
(4)	Total number of students in the school as of October 1	384
(5)	Total transferred students in row (3) divided by total students in row (4)	.01
(6)	Amount in row (5) multiplied by 100	1

8. Limited English Proficient students in the school: N/A%
N/A Total Number Limited English Proficient
 Number of languages represented: N/A
 Specify languages:
9. Students eligible for free/reduced-priced meals: N/A%
 Total number students who qualify: N/A

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: N/A %
 N/A Total Number of Students Served

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

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

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u> 5 </u>	<u> 8 </u>
Classroom teachers	<u> 36 </u>	<u> 6 </u>
Special resource teachers/specialists	<u> </u>	<u> </u>
Paraprofessionals	<u> </u>	<u> </u>
Support staff	<u> </u>	<u> </u>
Total number	<u> 41 </u>	<u> 14 </u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 9:1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	97%	97%	96%	97%	97%
Daily teacher attendance	98%	98%	96%	98%	98%
Teacher turnover rate	12%	17%	5%	7%	15%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	0%	.5%	0%	.3%	0%

14. (*High Schools Only. Delete if not used.*)

Show what the students who graduated in Spring 2007 are doing as of the Fall 2007.

Graduating class size	<u>64</u>
Enrolled in a 4-year college or university	<u>89 %</u>
Enrolled in a community college	<u>6 %</u>
Enrolled in vocational training	<u>2 %</u>
Found employment	<u>2 %</u>
Military service	<u>0 %</u>
Other (travel, staying home, etc.)	<u>1 %</u>
Unknown	<u>0 %</u>
Total	100 %

PART III - SUMMARY

Trinity School at River Ridge (Eagan, MN), a Blue Ribbon Award recipient (1996), provides a classical education in the Christian tradition for students in grades 7 through 12. Currently, 365 students are enrolled. It is accredited by the Independent Schools Association of the Central States (ISACS) and North Central. Founded in 1987, Trinity School at River Ridge 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 Meadow View (Falls Church, VA). 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 years of drawing and painting, four years of music and two years of drama. Although the program is rigorous, Trinity School welcomes students of ordinary ability as well as the brightest. Student ACT and SAT scores always rank among the best in the state. The school also produces a high percentage of National Merit Scholarship award-winners. 23% of the current senior class (2008) are either national merit semi-finalists or commended scholars.

Trinity School is distinguished by small classes (18 is the maximum), single-sex instruction, high academic goals, the use of original texts and seminars and a highly trained and skilled faculty (of 39 FTE, 5 hold Ph.D.'s and 11 hold Masters Degrees).

Trinity School's mission is "to impart basic ordered knowledge about the world and train students in basic intellectual skills and qualities of mind. This is accomplished by a school culture marked by the discovery of truth, the practice of goodness, the creation of beauty, and the development of intellectual and aesthetic habits of mind. Trinity School is a community of learners characterized by the rigorous exploration of reality, the free and disciplined exchange of ideas, and active participation in the fine arts."

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 that they recognize and love beauty.

The school also seeks to develop particular skills and qualities in each student. These are: *linguistic literacy*—knowledge of how language works and the ability to employ it with accuracy and effectiveness; *mathematical literacy*—knowledge of how mathematics works, proficiency in its use and the ability to apply it in scientific settings; *scientific literacy*—knowledge of the basic facts, principles and concepts of geology, biology, chemistry and physics; *aesthetic literacy*—awareness of and appreciation for narrative structure, metaphor, order, proportion, line, color, rhythm, melody, harmony, etc.; *fundamental intellectual skills*—the ability to gather information from observation, experience, and reflection and to abstract, analyze, synthesize, apply, and evaluate knowledge; *qualities of thought*—a sense of wonder, strong imagination, clarity, precision, consistency, relevance, depth of inquiry, intellectual honesty and intellectual humility; *personal qualities*—the habitual vision of greatness, moral and spiritual seriousness, honesty and moral imagination, a recognition of the dignity of all humans and the ability to converse and dialogue intelligently.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The most recent class for which Trinity School at River Ridge has complete data is the graduating class of 2007. 94% of those students took either the ACT or the SAT exam. The averages for the class on Math and Reading on both exams exceed the cutoff scores for the top 10% of schools in the nation as established by the publishers of the exams. Many students took both exams and some took the exams multiple times. The averages reported in the Assessment Results Section reflect the best score in Math and Reading for each student who took the exams.

Over the last five years, at least 93% of Trinity School at River Ridge graduates have taken either the ACT or the SAT exams. These exams test for the critical thinking skills that are at the heart of a serious education. In each of those years, the average scores have been in or very near the top 10% nationally of college-bound students. Trinity School does not have specific courses designed to prepare students for these exams. Rather, Trinity School has taken the advice of both ACT Inc. and the College Board that the best preparation for college is a rigorous curriculum of English, mathematics, science, history, and other serious academic subjects.

To do well on the reading portion of both exams, the testing organizations encourage students to read extensively and develop good writing skills. Those are both key components of the humane letters curriculum. The outstanding reading scores of Trinity School students on both the ACT and SAT reading exams indicates that the rich selection of readings and the reading intensive environment at Trinity School at River Ridge prepare students well for the exams and for collegiate work. That also corresponds well with the feedback the school receives from its graduates about their preparation for college work.

The results on the mathematics portion of those exams indicate that Trinity School students have a solid foundation in basic mathematical skills and have well developed mathematical reasoning skills. The biggest challenge that Trinity School students face when it comes to the math portion of these exams is reviewing the skills that were mastered by them in the ninth and tenth grades. Most of the students have spent a whole academic year studying calculus by the time they take the exam near the end of their junior year. For those who take the exam in their senior year it is even longer since they worked with the skills tested by ACT and SAT.

Trinity School at River Ridge also administers the Stanford Achievement Series to students in the 7th, 8th and 9th grades. In the 10th and 11th grade, all students take the PSAT exam. The scores indicate that student averages increase on nationally normed tests from the end of the seventh grade to the 12th grade. For example, at the end of the 7th grade, the class of 2007 scored in the 88th percentile nationally on reading and 78th percentile nationally in math. When they graduated they were in the top 10% not only of all students nationally, but in the top 10% of students who are college bound. This would indicate that the rigorous curriculum and excellent teaching of the faculty enable students to make significant academic progress over the course of six years.

The consistently high scores over the last five years indicate that the common curriculum works well as preparation for all students.

2. Using Assessment Results:

In 1996, Trinity School at River Ridge received a Blue Ribbon School of Excellence Award from the U. S. Department of Education. Since that time the school has striven to maintain its commitment to excellence in education. The faculty and administration have continued to work at ever becoming better and never being satisfied with the status quo. As part of the ongoing process of self-evaluation, it has encouraged all of its students to take either the SAT or the ACT exam. The faculty and administration use the results as an independent measure of the rigor of the curriculum and the quality of instruction. The faculty constantly evaluates the quality of the Trinity School education. Graduates, college professors and admissions directors also report that Trinity School graduates do very well in introductory collegiate

courses.

Further, because Trinity School at River Ridge is able to track how students progress through the six years at Trinity School, it can measure how changes or adjustments in either curriculum or methodology effect the performance of the students. That the scores have been consistently high and trending slightly upward for the last five years indicates that the adjustments are working.

Students are encouraged to use the scores as one factor in making a good decision for college. Students will also retake one or other of the exams after a period of renewed effort in their own studies and some preparation for specific parts of the exam.

3. Communicating Assessment Results:

The school regularly communicates the success of the students to the larger community through press releases that indicate student scores, through promotional materials for admissions, and through materials that have been developed for donor solicitations and its website. Trinity School at River Ridge's SAT and ACT scores are among the highest in the State of Minnesota, and its tuition is approximately half of what the other schools with comparable scores charge. In a highly competitive market, it is important to remind parents that Trinity School produces an excellent education at a very reasonable tuition rate. The school has published charts that compare its SAT scores and tuition with those of other schools in its market. It also informs parents about academic success and awards in the monthly school newsletter.

4. Sharing Success:

Some portions of the Trinity School at River Ridge curriculum and pedagogy, the separation of students by gender and Socratic discussion for example, have been copied or imitated by at least eight private or charter schools in the Twin Cities of St. Paul and Minneapolis. The school regularly has visitors from other schools ask if they can sit in on classes, visit with the headmaster or other teachers. The administration has been very generous in sharing what Trinity School does with everyone who comes to visit. Trinity Schools Inc. has also worked with Charter Schools in Tempe, Arizona and with School Start here in Minnesota. As part of ISACS, Trinity School shares its best practices with other schools.

PART V – CURRICULUM AND INSTRUCTION

1. 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 function and transformation structure the high-school courses. In all grades, students develop proficiency in problem solving. Algebra, trigonometry, precalculus, calculus and group theory 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, waves and thermodynamics. Seniors investigate special relativity, electricity and magnetism, quantum mechanics and particle physics, using 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 understand and discover solutions to even more sophisticated problems in physics.

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.

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 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 *Nichomachean Ethics*.

Students study Latin in grades 7 through 10. In grade 10, they translate from Caesar, Cicero and Virgil. In the junior and senior years, students study a modern language, either French, German or Spanish. The foreign language curriculum meets the requirements of the NCLB-BRS program.

Scripture and Theology are taught in grades 7-10 and again in grade 12. In the seventh and eighth grades, students study the narrative accounts of the Old and New Testaments. In the ninth they learn the history and doctrines of the Christian churches. In the sophomore and senior years students revisit the Old and New Testament from a literary and historical point of view.

Fine Arts: Trinity students take 4 years of drawing and painting, 4 years of music and 2 years of drama. The fine arts program is performance-based.

2b. English:

The seventh and eighth grade Literature and Composition courses introduce students to the elements of English grammar and to the study of American and British literature and poetry. In the high school the Humane Letters Seminar meets daily and is the locus of the reading and discussion of literature and poetry and of the writing program. Following Adler and Van Doren's *How to Read a Book*, students learn to read actively. They also learn that works of imaginative literature, drama, history, philosophy and social science each demand a particular kind of approach.

The Human Letters Seminar readings are formidable. Among them: *The Red Badge of Courage*; *To Kill a Mockingbird*, *My Antonia*, and *The Jungle* in the ninth grade; *Crime and Punishment*, *Animal Farm*, *The Communist Manifesto* in the tenth; Plato's *Republic*, Socratic dialogues, and Augustine's *Confessions* in the eleventh; and Dante's *The Inferno*, Descartes' *Meditations*, Rousseau's *On the Social Contract*, Shakespeare's *Macbeth*, short stories by Flannery O'Connor, Ethan Canin and Ray Carver, and Dostoyevsky's *The Brothers Karamazov* in the twelfth. Poetry is included in each year's reading list. Trinity students will read and discuss over 50 major works of literature and philosophy in their high school career.

Students' reading skills are sharpened through the reading and discussion of these texts. They learn to comprehend and analyze dense complicated material without the aid of secondary sources. 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. Eleventh and twelfth grade students will write about 12 essays a year.

The Humane Letters Seminar is, like most of Trinity's curriculum, performance based.

3. Additional Curriculum Area:

Humane Letters Seminar. This course represents an integrated approach to the humanities, with the understanding that literature, history, philosophy, the social sciences, etc., while distinct disciplines, form a cohesive whole in the understanding of humanity. The reading and writing dimension of the course was discussed above. Here the focus is on the seminar.

The seminar is a guided discussion which is neither a polite conversation nor a lecture in disguise. Students read original texts without the aid of secondary sources and defend their own point of view. The discussion focuses on the text itself: what it actually says, not upon more abstract theories of its meaning. Sorting out what any serious text is expressing is hard intellectual work, and proposing and defending a particular reading demands evidence from the text itself.

In the seminar, students learn to read carefully, think analytically, speak precisely, keep to a topic, express themselves logically, uncover meaning and grow in their ability to listen and understand. This is often not easy for students, and it results in the refinement of their thought as they struggle to articulate ideas, receive feedback and respond to intellectual challenge.

In such seminars, the teacher is not present as an authority but as a guide and moderator of the discussion. He or she clarifies confusion, points out what had not been seen, and demands logical rigor and evidential support. He or she sets and keeps the bar high, but in the end, students are taught by the texts and by one another. This is the very heart of the community of learners, where everyone is a teacher and everyone is a learner.

4. Instructional Methods:

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 education, original texts, and a performance based curriculum where students had to read, discuss, write, create music, art and drama. Students have to engage in the appropriate intellectual or aesthetic activity, not pass tests.

Instructional methodology at Trinity School is also manifest in curricular design. Some courses, 7th and 8th grade science, for example, call for students to become aware of and begin to understand the world around them. These courses are based on real-time observation of nature, data collection and analysis. The whole enterprise depends on careful and accurate observation.

The Humane Letters Seminar is another example of the curricular paradigm: the instructional method is embedded in the course itself. Student participation in the discussion is required. Indeed, in the upper grades, 50% of the grade depends upon verbal participation in the discussion. The success of the course depends upon participation by the students and first-rate guidance by the teacher.

Trinity School has operated single sex classrooms for over 25 years and has learned that some courses are best approached with the methodology most suitable for the gender of the students in the class. Upper-division mathematics is a good case in point.

Finally, there is the usual repertoire of approaches that every good teacher should possess and be able to deploy as needed: well organized, user-friendly, and effective lecturing; sensitive coaching; and the ability to lead and guide discussions in the seminar mode.

Trinity School also continues to develop the serious and creative use of technology.

5. Professional Development:

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. The seminar meets 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, this year the faculty read and discussed *The Road* by Cormac McCarthy. In other years, the faculty has read and discussed works of literature and philosophy such as Richard Rorty's *Philosophy and Social Hope*, John Searle's *Mind, Language and Society: Philosophy in the Real World*, Barbara Kingsolver's *The Poisonwood Bible* and T.S. Elliot's *Four Quartets*. Other topics have included special relativity with lectures and selected readings from Brian Greene's *The Fabric of the Cosmos*, Darwinian evolution, and a hands on workshop on pencil drawing and watercolor.

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.

Trinity faculty members regularly receive time off from school duties and can apply for financial support in order to attend conferences and workshops.

PART VI - PRIVATE SCHOOL ADDENDUM

The purpose of this addendum is to obtain additional information from private schools as noted below. Attach the completed addendum to the end of the application, before the assessment data tables. Delete if not used.

1. Private school association(s): ISACS, North Central
 (Identify the religious or independent associations, if any, to which the school belongs. List the primary association first.)

2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes X No _____

3. What are the 2007-2008 tuition rates, by grade? (Do not include room, board, or fees.)

\$ _____	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
K	1 st	2 nd	3 rd	4 th	5 th
\$ _____	\$9,065	\$9,065	\$9,065	\$9,065	\$9,065
6 th	7 th	8 th	9 th	10 th	11 th
\$9,065	\$ _____				
12 th	Other				

4. What is the educational cost per student? \$9,563
 (School budget divided by enrollment)

5. What is the average financial aid per student? \$1,651

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 4 %

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

PART VII - ASSESSMENT RESULTS

ASSESSMENT RESULTS Trinity School at River Ridge

ACT
2006-2007
ACT Inc.

	2007	2006	2005	2004	2003
Testing month					
Grade 12					
Reading	28.1	28	27.8	27.2	28.6
Mathematics	25.1	26.1	25.1	25.8	25.9
Number of students tested	46	38	46	43	44
Percent of total students tested	72%	68%	73%	73%	80%
Number alternatively assessed	0	0	0	0	0
Percent alternatively assessed	0	0	0	0	0

ASSESSMENT RESULTS
Trinity School at River Ridge

SAT
 2006-2007
 College Board

	2007	2006	2005	2004	2003
Testing month					
Grade 12					
Reading	647	642	653	621	621
Mathematics	615	613	606	599	597
Number of students tested	44	39	54	48	46
Percent of total students tested	69%	70%	86%	81%	84%
Number alternatively assessed	0	0	0	0	0
Percent alternatively assessed	0	0	0	0	0

ASSESSMENT RESULTS
Trinity School at River Ridge

PSAT
 2007
 College Board

	2007	2006	2005	2004	2003
Testing month	October	October	October	October	October
Grade 11					
Reading	59.9	62	59.2	57.5	61.3
Mathematics	56.4	59	56.9	57.1	57.8
Number of students tested	58	58	64	56	63
Percent of total students tested	94%	92%	97%	97%	95%
Number alternatively assessed	0	0	0	0	0
Percent alternatively assessed	0	0	0	0	0
Grade 10					
Reading	54.8	56.2	57.1	55.1	54.1
Mathematics	52.4	55.1	53.9	53	53.9
Number of students tested	58	61	61	64	59
Percent of total students tested	97%	94%	95%	93%	89%
Number alternatively assessed	0	0	0	0	0
Percent alternatively assessed	0	0	0	0	0

ASSESSMENT RESULTS
Trinity School at River Ridge
Scores Reported as National Percentile

Stanford Achievement Test Series
 Task 1/A 2002*
 Harcourt Assessment Inc.

Scores are reported as national percentile rank.

	2007	2006	2005	2004	2003
Testing month	June	June	June	June	June
Grade 9					
Reading	88	89	91	91	93
Mathematics	88	87	89	72	67
Number of students tested	61	64	64	74	67
Percent of total students tested	97%	97%	91%	97%	96%
Number alternatively assessed	0	0	0	0	0
Percent alternatively assessed	0	0	0	0	0
Grade 8					
Reading	84	87	90	87	87
Mathematics	85	83	91	78	81
Number of students tested	62	72	62	66	74
Percent of total students tested	97%	100%	97%	94%	97%
Number alternatively assessed	0	0	0	0	0
Percent alternatively assessed	0	0	0	0	0
Grade 7					
Reading	84	85	85	90	89
Mathematics	88	86	89	76	77
Number of students tested	62	64	65	61	72
Percent of total students tested	95%	96%	93%	95%	97%
Number alternatively assessed	0	0	0	0	0
Percent alternatively assessed	0	0	0	0	0

* 8th grade test: Advanced 2/A; 7th grade test: Advanced 1/A. In years 2003-2004 and 2002-2004 it is the 1991 edition.