

2005-2006 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

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

Name of Principal Mr. Sean Paul Martens
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Trinity Lone Oak Lutheran School
(As it should appear in the official records)

School Mailing Address 2950 Highway 55
(If address is P.O. Box, also include street address)

Eagan MN 55121-1520
City State Zip Code+4 (9 digits total)

County Dakota State School Code Number* N/A

Telephone (651) 454-1139 Fax (651) 454-0109

Website/URL www.trinityloneoak.org E-mail principal@trinityloneoak.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 Mrs. Kim Zemke
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, 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.

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 with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or 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 2005-2006 school year.
3. If the school includes grades 7 or higher, it has 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 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. 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 the 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.

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
 _____ TOTAL
2. District Per Pupil Expenditure: _____
 Average State Per Pupil Expenditure: _____

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. 1 Number of years the principal has been in her/his position at this school.
 2 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	36	25	61	7	6	7	13	
K	9	5	14	8	4	3	7	
1	5	3	8	9				
2	5	7	12	10				
3	10	5	15	11				
4	8	2	10	12				
5	10	5	15	Other	102	71	173	
6	9	9	18					
TOTAL STUDENTS IN THE APPLYING SCHOOL →								

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| 93 | % White |
| 2 | % Black or African American |
| 1 | % Hispanic or Latino |
| 4 | % Asian/Pacific Islander |
| 0 | % American Indian/Alaskan Native |
| 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: 3 %

[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.	1
(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)]	3
(4)	Total number of students in the school as of October 1	115
(5)	Total transferred students in row (3) divided by total students in row (4)	.0261
(6)	Amount in row (5) multiplied by 100	2.61

8. Limited English Proficient students in the school: 0 %
 0 Total Number Limited English Proficient

Number of languages represented: 0 .
Specify languages:

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

Total number students who qualify: 0 *(Although we offer free and reduced-price lunches, currently no students qualify for the program)*

10. Students receiving special education services: 2 %
 3 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> 1 </u> Orthopedic Impairment |
| <u> </u> Deafness | <u> </u> Other Health Impaired |
| <u> </u> Deaf-Blindness | <u> 1 </u> Specific Learning Disability |
| <u> </u> Emotional Disturbance | <u> 2 </u> Speech or Language Impairment |
| <u> 1 </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> 1 </u>	<u> </u>
Classroom teachers	<u> 8 </u>	<u> 3 </u>
Special resource teachers/specialists	<u> </u>	<u> </u>
Paraprofessionals	<u> </u>	<u> 2 </u>
Support staff	<u> </u>	<u> 1 </u>
Total number	<u> 9 </u>	<u> 6 </u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 14:1 .

13. Show the attendance patterns of teachers and students as a percentage. 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 between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	97 %	98 %	97 %	97 %	97 %
Daily teacher attendance	98 %	99 %	96 %	96 %	96 %
*Teacher turnover rate	*25 %	*36 %	*27 %	0 %	17 %
Student dropout rate (middle/high)	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school)	%	%	%	%	%

14. **(High Schools Only)** Show what the students who graduated in Spring 2004 are doing as of September 2004.

Graduating class size	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other (travel, staying home, etc.)	_____ %
Unknown	_____ %
Total	100 %

**There are numerous reasons why Trinity Lone Oak Lutheran School has experienced a high Teacher turnover rate in these years. First, with a small teaching staff, when two or three staff members move on to other positions, it equates to a high turnover percentage simply because of the small size of the staff. Second, when the school principal resigned during the 2001-2002 school year, the position was filled with an intentional interim principal until a permanent replace was found (not until the 2004-2005 school year). Third, the salary scale at TLOLS was significantly lower than that of the district recommendation. This was largely remedied for the 2005-2006 school year. With the hiring of a full-time principal and improved salary scale, there was a zero turnover rate for the 2005-2006 school year.*

• PART III - SUMMARY

Trinity Lone Oak Lutheran School (TLOLS) has a long, storied history. Trinity Lone Oak Lutheran Church was established 125 years ago by German immigrants. From the very beginning, education was an integral part of the church; the school was begun in 1883. During the early years the school served the rural, agricultural community of Eagan, Minnesota. As the Minneapolis-St. Paul metropolitan area expanded to incorporate the Eagan community, TLOLS has adapted to serve a suburban population. Trinity Lone Oak Lutheran School is located in an area where the majority of nearby businesses are focused on the transportation industry. Currently, the majority of students commute greater than average distances to attend the school.

The facility is composed of nine classrooms on two levels, a library, a gym/multipurpose room, music room, and administrative offices. The school is connected to Trinity Lone Oak Lutheran Church, and church spaces are also utilized during the school day. The campus includes a full-sized soccer field and a newly completed playground (2005). A Minnesota state-designated “School Forest” and surrounding wetland lies adjacent to the property.

The mission statement of TLOLS is: To teach the Word of God in its truth and purity, to prepare children to be God's witnesses, to provide a quality education necessary to equip our children for a God-pleasing productive life in today's contemporary world, and to develop the gifts He has given each child for His service.

Today Trinity Lone Oak Lutheran School offers pre-school through eighth grade Christ-centered instruction, to prepare children to be God’s witnesses. TLOLS desires to be a learning community of Christian believers who love, care, and respect one another, offering a rigorous academic program that prepares students for school success at all levels. TLOLS teachers are highly qualified and committed to serving God and children, sharing the caring Christ in all they do. Although a small school, TLOLS emulates the programs of much larger schools, including athletics, vocal and instrumental music instruction, foreign language instruction, a departmentalized middle school, drama opportunities, and after school care. Since 1998, TLOLS has been accredited through National Lutheran School Accreditation (NLSA). A self-study needs assessment is in progress in preparation for NLSA accreditation renewal in 2006.

As TLOLS prepares for the future, there is a focus for leadership in curriculum implementation and technology tool utilization. Recently, TLOLS purchased a wireless networked mobile computer lab, video projector, and server to enhance the learning opportunities of students. Yearly, TLOLS teaching staff plan, evaluate, and implement curriculum.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:** Trinity Lone Oak Lutheran School students take the Iowa Test of Basic Skills (ITBS), one of the nation’s most used tests to determine student achievement. The ITBS is a battery of 13 tests (vocabulary, reading comprehension, spelling, capitalization, punctuation, usage and expression, math concepts and estimation, math problem solving and data interpretation, math computation, social studies, science, maps and diagrams, and reference materials) divided into the core areas of Reading, Language, and Math.

ITBS Reading Language and Math Scores
Percentile Rank of average SS-National School Norms (Spring 2005)

Test	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Reading	96	99	99	88	99	93	72	93
Language	95	98	99	98	99	92	61	99
Math	77	97	98	92	99	92	71	99

The above table summarizes TLOLS scores from the 2004-2005 academic year. The scores given are percentile ranks of the standard scores when compared to the national school norms, a score that tells the percent of schools that received lower raw scores on the test than Trinity Lone Oak Lutheran School. It shows the school’s relative position or rank in comparison to the schools that took the ITBS. Thus, a percentile rank of 98 means that 98 percent of schools across the nation would score lower than TLOLS while 2% would score higher. A score of 50 would place a school in the middle compared to all other schools across the nation.

The spring 2005 assessment demonstrated the outstanding achievement of Trinity Lone Oak Lutheran School students. Of our 8 grades that took the test, all but one scored in the top 4% of all schools across the nation. Of the 24 testing areas (8 classes times 3 tests), 19 out of the 24(79%) scored above the top 10% in the nation. Additionally, nearly half of the tests (11) were in the top 2% across the country.

The one grade that performed at the lowest level is the smallest class in the school (9 students) and 3 of the students (1/3rd) were new to the school. These scores were affected by the immigration of several students from a challenging educational background.

Using Assessment Results: Assessment data is used in many ways to improve education at TLO.

For a global perspective, class data is compared from one year to the next. Ideally, a class's scores should be the same or increase from year to year. Grades 3, 5, and 7 also take an additional test called the COGAT (Cognitive Abilities Test). This measures a student's I.Q. (Intelligence Quotient) or learning potential. The test evaluation that was used compares our student's learning potential (COGAT) to their achievement (ITBS). Put in another way, I.Q. explains how much can be put in their brains while the ITBS explains how much actually got into their brains. Therefore, if a proper educational environment is offered, students should be performing at or beyond their potential.

For the curricular perspective, assessment data is used to evaluate what is taught. If there is an area that is consistently lower than other areas, across all grades, this indicates an area that needs to be looked at for improvements. Just for an additional caveat, the largest influence, either up or down, on a small school's test scores is immigration and emigration. When good or poor testing students move in or out of a classroom, it can affect a class average more than any other factor. When scores are analyzed from year to year, additional consideration is given to the influence of these students' scores.

Finally, the most important use for tests is to monitor individual student progress. This is done year to year both to make sure students are not slipping as well as to compare individual achievement to potential in the years that the COGAT test is taken.

2. Communicating Assessment Results:

Individual student assessment data is communicated to the student's family during a parent-teacher conference. Each family receives a printout of the assessment data as well as an explanation from the teacher that interprets the data. The primary focus of the conference is the strengths of the student as well as areas to improve.

Our assessment data is communicated to the public through a yearly brochure discussing assessment. The current year's scores are reported along with an explanation of our school's strengths and areas of improvement. The brochure contains the following information:

The primary purpose for testing at TLO is to assess the progress of an individual student. Testing serves to identify individual educational needs. Testing is also used to ensure that our quality education program remains top-notch by comparing our school against other schools across the nation.

While testing academic performance is important, it cannot assess some of the most valuable things learned in school. We believe that our Christ-centered approach to academics not only prepares students for a productive life in today's contemporary world, but it also equips students with the knowledge of Christ's love and His desire for them to live with Him eternally.

3. **Sharing Success:**

Trinity Lone Oak Lutheran School is affiliated with the Lutheran Church Missouri Synod(LCMS). The LCMS is the second largest religious school system in the national. As such, there are numerous interactions between schools. On the nation-wide level, the Synod's Education office provides the Lutheran School Portal—a web-based communication system to exchange information for the good of the schools. Through the state's Synodical education district office, yearly district (state-wide) education conferences for all educators and a yearly administrator's conference. The regional (metropolitan area) elementary principals meet five times per year. There are numerous opportunities to share success stories through these events, both formally and informally; TLOLS staff have not only participated in these activities, but are also leaders in planning and presenting.

The Trinity Lone Oak Lutheran School administrative and teaching staff are members of the Lutheran Educators Association (LEA). The Lutheran Education Association links, equips, and affirms educators in Lutheran ministries, helping them become excellent educators. The TLOLS staff will either attend the nation-wide educators conference (every third year) or the administrator's conference (on the off years). Educators also participate in the email-based List Serve, linking educators and administrators from across the nation. LEA provides numerous opportunities for TLOLS to share our successes.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum: Our country has experienced a shift from an industrial to an information society. This shift is transforming school curricula at Trinity Lone Oak Lutheran School. Increasingly, students must master new modes of learning if they are to use their God-given potential to become productive citizens in the future.

Curricular instruction begins with basic skills and moves toward stimulating and challenging the student's intellect and curiosity. Curricula must nurture creativity while providing a variety of outside community resources for cultural growth. It must focus on gathering and utilizing relevant information rather than the rote memorization of arcane facts. Parents, communities, governments, and religious institutions are integral to the lives of Americans and must be integral to the school curricula. Ideally, the end product of our curricula would be students who quickly apply basic skills and knowledge learned in school to learning new, specialized skills in advanced education or careers. The curricula of TLOLS is taught to meet or exceed the rigorous standards for National Lutheran School Accreditation, standards developed by curricular Councils (such as the National Council of Teacher of Mathematics (NCTM) standards) and the standards adopted by the State of Minnesota.

Religious Instruction - Students at TLOLS have the special opportunity to study God's Word on a daily basis in the classroom. Students participate in daily devotions and use instructional materials prepared for use in Lutheran Schools. Special emphasis is given to applying God's Word to everyday life. Students have the opportunity to worship together in a weekly chapel service.

Language Arts - A great amount of time in elementary school is spent in the area of language arts, reading, writing, speaking, listening, media, and research. From reading their first book to the study of literature, and from writing their first sentences to composing a formal composition, the students are learning effective communication skills necessary in our complex world.

Mathematics - Students at TLOLS learn not only basic math facts, calculation, computation, geometry, and pre-algebra, but also how to problem-solve and apply the logic of math to math-related problems they are likely to encounter. The learning environment is often one in which the teacher facilitates the discovery process, providing the props, tools, or materials learners can use on their own to instigate and stimulate learning.

Social Studies - Social studies concerns people and their relationships with God, each other, and the world in which they live. From home and community to our state, country, and world, students study the history and culture of people. Students at TLOLS stay abreast with current events and geography to better understand the world in which they live.

Science - In science our Christian teachers direct students to the evidence of God's love, wisdom, and power. Through the study of the universe and the biological and physical sciences, students have the opportunity to experience God's creation. Our curriculum offers many opportunities for hands-on experiences.

Health and Physical Education - The study of health encourages development of positive life skills. The focus in the P.E. program is to foster personal life-long fitness activities, to encourage children's sense of self-confidence in order to achieve them.

Music - TLOLS offers an extensive music education program for children in all grade levels. Four vocal choirs for the various age groups meet during the school day. Music instruction takes place three times per week with a specialized music instructor. Instrumental music begins in fifth grade. These programs provide opportunities for developing performance skills and for praising God through music and drama.

Art - TLOLS offers an arts program in each grade to foster creativity and cultivate appreciation. We believe that each child is endowed by God with creative talent, and though this talent may vary, it is our goal to nurture it and encourage its growth.

Foreign Language – Spanish is taught twice a week in grades 2 through 8. The emphasis is to assist and encourage students to use Spanish conversationally. Additionally, students learn about the many Spanish speaking cultures.

2a. (Elementary Schools) Reading:

Philosophy - Preparing Christians for the future is the goal of Trinity Lone Oak Lutheran School. Successfully accomplishing this goal is multi-faceted, because of the fact that equipping children with the tools they need to be effective communicators is a challenging task. Using the Language Arts as a guide in conjunction with various basal series, staff development seminars, technological advances, and other educational materials, the faculty of Trinity Lone Oak aims to create fluent readers, writers, and presenters. The Language Arts are comprised of six main areas: reading, writing, speaking, listening, media, and research. These areas are interrelated, all relying upon the other to accomplish the goal of developing and refining a student's overall communication skills. From a young age, students can be immersed in literature, apply what they know in written or verbal form, listen to what others are presenting, use various venues to present their information, and have access to numerous sources of information for their educational and personal achievement. With all of these possibilities, educators need to help students decipher information and then apply it in a manner that consistently places our Lord at the forefront of their lives. Since our country has experienced a shift from an industrial to an information society, the modes of information transfer that students master will continue to transform. TLOLS will continue to enable students to utilize their God-given potential to become productive citizens.

Goals

- Societal goals include literate students, lifelong learning skills (which will enhance retraining), opportunity for all to learn, and an informed electorate capable of understanding issues.
- Educational goals for students include an appreciation for Language Arts and a growing confidence in their ability to read, write, listen, speak and research.
- Language Arts instruction goals are to provide a brain-compatible learning environment, to emphasize doing rather than knowing, and to make appropriate technology available to all students.

4. Mathematics:

Philosophy - The mathematics program at Trinity Lone Oak Lutheran School exists to meet the needs of the whole child, primarily serving to equip each student with the knowledge and skills in math to prepare him/her for a productive life in this age of information and technology.

All industrial countries have experienced a shift from an industrial to an information society. This shift has transformed both the aspects of mathematics that need to be transmitted to students and the concepts and procedures they must master if they are to use their God-given potential to become productive citizens in the future.

Therefore, the mathematic philosophy endorses and accepts the National Council of Teachers of Mathematics Curriculum and Evaluation Standards (NCTM Standards). Whenever possible, TLOLS will adopt curriculum materials that reflect the NCTM Standards. The Minnesota Mathematics Standards are also incorporated.

Goals

- Societal goals include mathematically literate students, lifelong learning skills (which will enhance retraining), opportunity for all to learn, and an informed electorate capable of understanding issues.
- Educational goals for students include a sense of appreciation for mathematics, a confidence in their ability to do mathematics, an ability to be mathematical problem solvers, and achievement in communicating and reasoning mathematically.
- Mathematics instruction goals are to provide a brain-compatible learning environment, to emphasize doing rather than knowing, and to make appropriate technology available to all students.

5. **Instructional Methods:**

The instructional methods used by Trinity Lone Oak Lutheran School are focused on the individual student. Students come from a wide variety of learning styles. Auditory learners will recall what they hear and will prefer oral instructions. Visual learners will recall what they see and will prefer written instructions. Tactile Learners understand directions that they write and will learn best through manipulatives. Kinesthetic learners also learn by touching or manipulating objects, but need to involve their whole body in learning. Global learners need information to be presented in an interesting manner using attractive materials. Analytic learners learn best when information is presented in sequential steps, goals are clear, and lessons are structured and teacher-directed.

With the wide variety of student learning styles, it is of up-most importance that teachers use a variety of instructional methods to improve student learning. TLOLS teachers extensively use cooperative learning, discussion, modeling, lecture, audio and video media, small groups, case studies, role play, guest speakers, lab activities, guided practice, independent practice, and assessment.

6. **Professional Development:**

Trinity Lone Oak Lutheran School is affiliated with the Lutheran Church Missouri Synod(LCMS). The LCMS is the second largest religious based school system in the nation. As such, there are numerous interactions between schools. There are opportunities for professional development on the national, state, local, and school-wide levels.

On the nation-wide level, the Synod's Education office provides the Lutheran School Portal—a web-based communication system to exchange educational ideas for the good of the schools. Through the state's Synodical education district office, yearly district (state-wide) education conferences for all educators are held as well as a yearly administrator's conference. The regional (metropolitan area) elementary principals meet five times per year and the regional educators will meet yearly to discuss topics of local concern. Finally, TLOLS provides inservice opportunities, financial assistance for educators to attend conferences, and financial assistance for educators to achieve advanced degrees.

The Trinity Lone Oak Lutheran School administrative and teaching staff are members of the Lutheran Educators Association (LEA). The Lutheran Education Association links, equips, and affirms educators in Lutheran ministries, helping them become excellent educators. The TLOLS staff will either attend the nation-wide educators conference (every third year) or the Administrator's conference (on the off years). Educators also participate in the email-based List Serve, linking educators and administrators from across the nation. LEA provides numerous opportunities for TLOLS to share our successes.

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.

1. Private school association(s): **Lutheran Church Missouri Synod, Minnesota South District(LCMS)**
National Lutheran School Accreditation

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

3. What are the 2005-2006 tuition rates, by grade? (Do not include room, board, or fees.)

\$ <u>4,130</u> K	\$ <u>4,130</u> 1 st	\$ <u>4,130</u> 2 nd	\$ <u>4,130</u> 3 rd	\$ <u>4,130</u> 4 th	\$ <u>4,130</u> 5 th
\$ <u>4,130</u> 6 th	\$ <u>4,130</u> 7 th	\$ <u>4,130</u> 8 th	\$ <u>N/A</u> 9 th	\$ <u>N/A</u> 10 th	\$ <u>N/A</u> 11 th
\$ <u>N/A</u> 12 th	\$ <u>1,325</u> (pre-school) Other				

4. What is the educational cost per student?
(School budget divided by enrollment) \$ 4,410

5. What is the average financial aid per student?
\$ 91 per enrolled student
\$ 1,277 per student requesting aid

6. What percentage of the annual budget is devoted to
scholarship assistance and/or tuition reduction? _____ 0 %

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

PART VII - ASSESSMENT RESULTS

TRINITY LONE OAK LUTHERAN SCHOOL REFERENCED AGAINST NATIONAL NORMS

Subject Reading Grade 8 Test Iowa Test of Basic Skills Form A

Edition/Publication Year 2001-2002 Publisher Riverside Publishing

Scores are reported here as (check one): NCEs ___ Scaled scores ___ Percentiles X

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	March	March	January	April	April
SCHOOL SCORES					
Total Score	<u>80</u>	<u>69</u>	87	72	72
Number of students tested	15	3	11	7	12
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
*SUBGROUP SCORES					
1. _____ (specify subgroup)					
Number of students tested					

**There are no subgroups for Trinity Lone Oak Lutheran School. TLOLS offers the federal free and reduced hot lunch program to all students through Minnesota Independent School District Number 197 (who administers the hot lunch program). Currently, there are no students at TLOLS that qualify for the program. Additionally, one racial group comprises over 90% of the student population.*

Trinity Lone Oak Lutheran School admits students of any race, color or national or ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color or national or ethnic origin in administration of its educational policies and athletic and other school administered programs.

TRINITY LONE OAK LUTHERAN SCHOOL
REFERENCED AGAINST NATIONAL NORMS

Subject **Reading** Grade **7** Test **Iowa Test of Basic Skills Form A**

Edition/Publication Year **2001-2002** Publisher **Riverside Publishing**

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles **X**

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	March	March	January	April	April
SCHOOL SCORES					
Total Score	<u>72</u>	<u>79</u>	55	83	71
Number of students tested	9	14	4	16	9
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
*SUBGROUP SCORES					
1. _____ (specify subgroup)					
Number of students tested					

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Trinity Lone Oak Lutheran School admits students of any race, color or national or ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color or national or ethnic origin in administration of its educational policies and athletic and other school administered programs.

TRINITY LONE OAK LUTHERAN SCHOOL
REFERENCED AGAINST NATIONAL NORMS

Subject **Reading** Grade **6** Test **Iowa Test of Basic Skills Form A**

Edition/Publication Year **2001-2002** Publisher **Riverside Publishing**

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles **X**

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	May	April	January	April	May
SCHOOL SCORES					
Total Score	<u>76</u>	<u>64</u>	80	75	73
Number of students tested	12	7	15	12	18
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
*SUBGROUP SCORES					
1. _____ (specify subgroup)					
Number of students tested					

**There are no subgroups for Trinity Lone Oak Lutheran School. TLOLS offers the federal free and reduced hot lunch program to all students through Minnesota Independent School District Number 197 (who administers the hot lunch program). Currently, there are no students at TLOLS that qualify for the program. Additionally, one racial group comprises over 90% of the student population.*

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TRINITY LONE OAK LUTHERAN SCHOOL
REFERENCED AGAINST NATIONAL NORMS

Subject **Reading** Grade **5** Test **Iowa Test of Basic Skills Form A**

Edition/Publication Year **2001-2002** Publisher **Riverside Publishing**

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles **X**

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	May	April	January	April	May
SCHOOL SCORES					
Total Score	<u>89</u>	<u>83</u>	68	75	72
Number of students tested	17	10	7	19	14
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
*SUBGROUP SCORES					
1. _____ (specify subgroup)					
Number of students tested					

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TRINITY LONE OAK LUTHERAN SCHOOL
REFERENCED AGAINST NATIONAL NORMS

Subject **Reading** Grade **4** Test **Iowa Test of Basic Skills Form A**

Edition/Publication Year **2001-2002** Publisher **Riverside Publishing**

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles **X**

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	May	April	January	April	May
SCHOOL SCORES					
Total Score	<u>72</u>	<u>89</u>	87	69	76
Number of students tested	15	17	11	11	18
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
*SUBGROUP SCORES					
1. _____ (specify subgroup)					
Number of students tested					

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TRINITY LONE OAK LUTHERAN SCHOOL
REFERENCED AGAINST NATIONAL NORMS

Subject **Reading** Grade **3** Test **Iowa Test of Basic Skills Form A**

Edition/Publication Year **2001-2002** Publisher **Riverside Publishing**

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles **X**

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	May	April	January	April	May
SCHOOL SCORES					
Total Score	<u>85</u>	<u>75</u>	87	72	69
Number of students tested	11	14	17	14	13
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
*SUBGROUP SCORES					
1. _____ (specify subgroup)					
Number of students tested					

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TRINITY LONE OAK LUTHERAN SCHOOL
REFERENCED AGAINST NATIONAL NORMS

Subject **Reading** Grade **2** Test **Iowa Test of Basic Skills Form A**

Edition/Publication Year **2001-2002** Publisher **Riverside Publishing**

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles **X**

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	May	April	January	April	May
SCHOOL SCORES					
Total Score	<u>86</u>	<u>84</u>	83	81	74
Number of students tested	12	11	14	21	13
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
*SUBGROUP SCORES					
1. _____ (specify subgroup)					
Number of students tested					

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TRINITY LONE OAK LUTHERAN SCHOOL
REFERENCED AGAINST NATIONAL NORMS

Subject **Reading** Grade **1** Test **Iowa Test of Basic Skills Form A**

Edition/Publication Year **2001-2002** Publisher **Riverside Publishing**

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles **X**

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	May	April	January	April	May
SCHOOL SCORES					
Total Score	<u>85</u>	<u>86</u>	95	92	80
Number of students tested	11	14	8	21	22
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
*SUBGROUP SCORES					
1. _____ (specify subgroup)					
Number of students tested					

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TRINITY LONE OAK LUTHERAN SCHOOL
REFERENCED AGAINST NATIONAL NORMS

Subject Math Grade 8 Test Iowa Test of Basic Skills Form A

Edition/Publication Year 2001-2002 Publisher Riverside Publishing

Scores are reported here as (check one): NCEs ___ Scaled scores ___ Percentiles X

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	March	March	January	April	April
SCHOOL SCORES					
Total Score	90	94	96	84	80
Number of students tested	15	3	11	7	12
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
*SUBGROUP SCORES					
1. _____ (specify subgroup)					
Number of students tested					

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TRINITY LONE OAK LUTHERAN SCHOOL
REFERENCED AGAINST NATIONAL NORMS

Subject Math Grade 7 Test Iowa Test of Basic Skills Form A

Edition/Publication Year 2001-2002 Publisher Riverside Publishing

Scores are reported here as (check one): NCEs ___ Scaled scores ___ Percentiles X

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	March	March	January	April	April
SCHOOL SCORES					
Total Score	<u>63</u>	<u>90</u>	87	82	83
Number of students tested	9	14	4	16	9
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
*SUBGROUP SCORES					
1. _____ (specify subgroup)					
Number of students tested					

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TRINITY LONE OAK LUTHERAN SCHOOL
REFERENCED AGAINST NATIONAL NORMS

Subject Math Grade 6 Test Iowa Test of Basic Skills Form A

Edition/Publication Year 2001-2002 Publisher Riverside Publishing

Scores are reported here as (check one): NCEs ___ Scaled scores ___ Percentiles X

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	May	April	January	April	May
SCHOOL SCORES					
Total Score	<u>78</u>	<u>73</u>	92	89	81
Number of students tested	12	7	15	12	18
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
*SUBGROUP SCORES					
1. _____ (specify subgroup)					
Number of students tested					

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TRINITY LONE OAK LUTHERAN SCHOOL
REFERENCED AGAINST NATIONAL NORMS

Subject Math Grade 5 Test Iowa Test of Basic Skills Form A

Edition/Publication Year 2001-2002 Publisher Riverside Publishing

Scores are reported here as (check one): NCEs ___ Scaled scores ___ Percentiles X

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	May	April	January	April	May
SCHOOL SCORES					
Total Score	<u>92</u>	<u>88</u>	87	94	87
Number of students tested	17	10	7	19	14
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
*SUBGROUP SCORES					
1. _____ (specify subgroup)					
Number of students tested					

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TRINITY LONE OAK LUTHERAN SCHOOL
REFERENCED AGAINST NATIONAL NORMS

Subject Math Grade 4 Test Iowa Test of Basic Skills Form A

Edition/Publication Year 2001-2002 Publisher Riverside Publishing

Scores are reported here as (check one): NCEs ___ Scaled scores ___ Percentiles X

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	May	April	January	April	May
SCHOOL SCORES					
Total Score	<u>78</u>	<u>90</u>	87	80	93
Number of students tested	15	17	11	11	18
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
*SUBGROUP SCORES					
1. _____ (specify subgroup)					
Number of students tested					

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TRINITY LONE OAK LUTHERAN SCHOOL
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Subject Math Grade 3 Test Iowa Test of Basic Skills Form A

Edition/Publication Year 2001-2002 Publisher Riverside Publishing

Scores are reported here as (check one): NCEs ___ Scaled scores ___ Percentiles X

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	May	April	January	April	May
SCHOOL SCORES					
Total Score	<u>85</u>	<u>83</u>	91	86	71
Number of students tested	11	14	17	14	13
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
*SUBGROUP SCORES					
1. _____ (specify subgroup)					
Number of students tested					

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TRINITY LONE OAK LUTHERAN SCHOOL
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Subject Math Grade 2 Test Iowa Test of Basic Skills Form A

Edition/Publication Year 2001-2002 Publisher Riverside Publishing

Scores are reported here as (check one): NCEs ___ Scaled scores ___ Percentiles X

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	May	April	January	April	May
SCHOOL SCORES					
Total Score	<u>84</u>	<u>77</u>	81	88	82
Number of students tested	12	11	14	21	13
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
*SUBGROUP SCORES					
1. _____ (specify subgroup)					
Number of students tested					

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TRINITY LONE OAK LUTHERAN SCHOOL
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Subject Math Grade 1 Test Iowa Test of Basic Skills Form A

Edition/Publication Year 2001-2002 Publisher Riverside Publishing

Scores are reported here as (check one): NCEs ___ Scaled scores ___ Percentiles X

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	May	April	January	April	May
SCHOOL SCORES					
Total Score	<u>68</u>	<u>74</u>	99	71	92
Number of students tested	11	14	8	21	22
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
*SUBGROUP SCORES					
1. _____ (specify subgroup)					
Number of students tested					

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