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

U.S. Department of Education

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

Name of Principal __Mr. James Wilson____
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

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

School Mailing Address_____18926 Klein Church Road_____
(If address is P.O. Box, also include street address)

____Spring_____Texas_____77379-4999_____
City   State   Zip Code+4 (9 digits total)

County ___Harris_____ State School Code Number*____N/A____

Telephone (281) 376-5810   Fax (281) 251-1987

Website/URL__www.tkls.org_____   E-mail   wilsonj@tklc.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.

_____ Date_____
(Principal's Signature)

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

District Name_____N/A_____ Tel. (_____) N/A_____

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.

_____N/A_____ Date_____N/A_____
(Superintendent's Signature)

Name of School Board   Mr. Jim Brown
President/Chairperson ——————————————————————————————————
(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.

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

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

                                                  _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
      [x]   Suburban
      [   ]   Small city or town in a rural area
      [   ]   Rural

4.   __16__   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	23	25	**48**		7	24	21	**45**
K	19	22	**41**		8	23	26	**49**
1	19	28	**47**		9			
2	24	19	**43**		10			
3	32	28	**60**		11			
4	25	18	**43**		12			
5	29	24	**53**		Other			
6	31	21	**52**					
			TOTAL STUDENTS IN THE APPLYING SCHOOL →					481

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

6. Racial/ethnic composition of   __90__% White
    the students in the school: __1___% Black or African American
                                        __6___% Hispanic or Latino
                                        __2___% Asian/Pacific Islander
                                        __1___% 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: ___4_%

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

(1)	Number of students who transferred *to* the school after October 1 until the end of the year.	9
(2)	Number of students who transferred *from* the school after October 1 until the end of the year.	9
(3)	Total of all transferred students [sum of rows (1) and (2)]	18
(4)	Total number of students in the school as of October 1	481
(5)	Total transferred students in row (3) divided by total students in row (4)	0.0374
(6)	Amount in row (5) multiplied by 100	3.74 (4)

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: __2__%

        Total number students who qualify: __8__

    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: ___3_%

                              ___16 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.

__2_Autism	____Orthopedic Impairment
____Deafness	__2_Other Health Impaired
____Deaf-Blindness	__6_Specific Learning Disability
____Emotional Disturbance	__6_Speech or Language Impairment
____Hearing Impairment	____Traumatic Brain Injury
____Mental Retardation	____Visual Impairment Including Blindness
____Multiple Disabilities	

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

Number of Staff

	Full-time	**Part-Time**
Administrator(s)	3	0
Classroom teachers	23	11
Special resource teachers/specialists	0	2
Paraprofessionals	1	2
Support staff	3	11
Total number	30	26

12. Average school student-"classroom teacher" ratio, that is, the number of students in the school divided by the FTE of classroom teachers: __17:1__

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	98 %	98 %	98 %	95 %	95 %
Daily teacher attendance	98 %	97 %	99 %	99 %	97 %
Teacher turnover rate	19 %	4 %	4 %	4 %	4 %
Student dropout rate (middle/high)	0	0	0	0	0
Student drop-off rate (high school)	N/A				

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 %

PART III - SUMMARY

Trinity Lutheran School has been serving the Klein community (a suburban area north of Houston) for over 130 years. The school was established as a ministry of Trinity Lutheran Church in 1874. The school serves children from pre-school through 8th grade. Trinity Lutheran School is an accredited school with the Lutheran Schools Accreditation Commission on both a state and national level. This accreditation is recognized by the Texas Education Agency. The most recent accreditation renewal was given in June of 2005.

Trinity is one of the ten largest Lutheran schools in the country. A committed group of teachers empower students to achieve academic excellence. Students in grades 1 through 8 consistently rank in the top 10% of national achievement test norms. A well-equipped computer lab and readily accessible multimedia equipment provide the students with hands-on experience and opportunities to advance their technological skills. Middle school students have the opportunity to perform science experiments in an on-site lab. Students are motivated to become lifelong readers through the use of the Accelerated Reader program. Classes such as Spanish, computer graphics, computer keyboarding, band, choir, drama, and art give students the opportunity to discover and develop their unique gifts and talents. Trinity students participate in academic competitions such as Private Schools Interscholastic Association (PSIA), Academic Quest, and Bible Bowl to provide opportunities for academic challenge, achievement, and excellence. Trinity Lutheran School follows the same textbook cycle as the Texas public school system. A curriculum specialist and updated curriculum guides ensure the continuity of learning throughout the grade levels, providing the students with an orderly progression of skills and knowledge. Students who qualify for a more rigorous academic standard may take advanced courses that will count for high school credit. These credits include Algebra I, Spanish, and High School Keyboarding. Trinity is also known for having an athletic program that is highly competitive with other schools at the local, state, and national levels.

In the last five years, Trinity has added two components to assist in the achievement of educational success for all children. The Wings program is an intervention program designed to help children become stronger, more independent readers. Children may be in this small-group reading program for one semester, one year, or longer. Trinity Lutheran School has also added a special education teacher to oversee the educational requirements for students with special needs. This individual monitors qualifying students, sees to it that the IEP (Individualized Education Plan) is followed, and arranges for testing on an as-needed basis.

Trinity Lutheran School provides a loving, Christian environment in which the students experience the love of Jesus firsthand through the care and concern of a dedicated staff. Weekly chapel services emphasize the need for worship within a community of fellow believers and an intimate relationship with our Lord. The school's discipline system is based on responsibility, respect, and caring, ensuring that students are receiving the values and moral standards that are essential to leading a life that enables them to be individuals of good character and strong moral fiber. Parent involvement is encouraged at Trinity. Volunteers serve in a variety of capacities including working in the library, assembling handbooks, and assisting teachers with the preparation of classroom materials.

As a Christian community, the students and faculty of Trinity Lutheran School rejoice in the plans that God has for them. A Christ-centered education offers opportunities to know those plans more fully, so that each student may live his or her life to the glory of God and to the betterment of family and community.

PART IV – INDICATORS OF ACADEMIC SUCCESS

Section IV #1 – Assessment Results

Trinity Lutheran School (TLS) has a reputation for high student achievement and performance. In fact, the school's test scores have averaged at the 90th percentile or above for more than a decade. This is particularly impressive when one considers the fact that Trinity does not require children to take an admissions test to enroll in the school. All capable children are accepted from the surrounding community. Capable children have passing grades, good conduct, and regular attendance. TLS accepts children of all races and religions. Children are expected to excel – to perform to the best of their individual abilities.

Students of TLS take the Iowa Test of Basic Skills (ITBS) each year in February. This test is given to students in grades 1 through 8. All students take the test. No students' grades are excluded from the class average. This enables the administration to get a true picture of how the students are performing. There is no subgroup that makes up even 10% of the school's population; therefore, the scores are not broken down and studied in relation to these smaller groups.

The score information is broken down into smaller components that are very useful. The ITBS has three math subtests that add up to the total math score for each child. The first section covers math concepts and estimation. Problem solving is the focus of the second section, and the third part of the test checks for basic computation abilities. The way the test is broken apart allows the faculty to determine what is being taught very well and what needs to be improved upon. For example: If the scores in problem solving were to suddenly drop one year, there would be an attempt to determine what caused the change. Is there a new teacher who is lacking training in the area? Does that class need additional materials or software? The information is used diagnostically to improve teaching as well as to provide information used in the selection of new instructional materials.

Likewise, there are multiple subtests that comprise the Language Total for each child on the ITBS. These smaller elements include vocabulary, reading comprehension, usage and expression, spelling, capitalization, and listening. These subtest scores are very useful. Is there an overall drop in a particular area? Has something about the school's curriculum been changed recently that has caused scores in a particular area to rise or fall? These results frequently help teachers and administrators answer questions such as, "What can we do to improve in this area?"

It is to be noted that the scores from standardized tests do not affect whether a student will pass or fail. Scores from the standardized test do not affect a student's actual grades. They are added to the child's cumulative file and are simply one more piece of their total descriptive package. It is a known fact that some children do not perform well on tests. Likewise, some children will perform better on the test than they do on regular school assignments. Report card grades, in conjunction with annual test scores, provide a much better indicator of actual learning that has taken place, as well as revealing the potential of a particular learner.

Section IV #2 – Using Assessment Results

Trinity Lutheran School uses the information gleaned from standardized tests for three primary purposes.

- Instructional Assessment – Are the students being taught all that they need to know? Does the current curriculum guide address all the needs indicated on this test?
- Assessment of Curricular Materials – Does the current textbook meet teacher/student needs? Is there some component that needs to be added (e.g. manipulatives or software)?
- Professional Growth Opportunities – Do teachers need training in a particular area? Are there new strategies that could be used to better teach the concept?

This evaluation is a never-ending task. Every year new scores come in, and some variations do occur in the scores. The addition of new curricula or instructional strategies always brings a need to evaluate scores carefully. Did this new addition bring a desired change or have a negative impact on the class?

As long as the scores remain in the 90th percentile range, there will not be a strong reaction to the data. However, if there were a sudden drop into the 80th percentile, more investigation would be warranted. This would be especially true if the lower scores occurred in more than one grade level. Slight drops are a common occurrence and an overreaction could be detrimental to the learning environment.

Section IV #3 – Communicating Assessment Results

Student performance at Trinity Lutheran School is reported in a variety of ways. Report cards are sent home every six weeks. At the midway point (third week) a progress report is sent home with every child in grades 1-8. If a student suddenly has a drop in grades or the teacher observes any other problems, a teacher phone call will be made. Conferences are encouraged throughout the year. In the fall several days are dedicated to parent-teacher conferences.

When scores arrive for the Iowa Test of Basic Skills (ITBS), a letter is written by the principal explaining how to read the results. A special parent report is ordered from Riverside Publishing (ITBS publishers), and the two are sent home together. If parents are still unclear about how to read/interpret the scores, a conference can be scheduled.

Parents are informed of their child's progress on a more frequent basis if there is a situation involving a missing assignment. A Responsibility Form is sent home notifying the parent of the missing work. The work must be submitted to the teacher the following day, and the signed Responsibility Form must be turned in with the assignment. There is a 10% deduction on the assignment grade.

Teachers also communicate with students and parents via Teacher Web. Each teacher has a page at the school's web address (teacherweb.com). By referring to the site, parents can read about upcoming assignments, tests, projects, and school events. Teachers update their page on a regular basis (either daily or weekly).

Section IV #4 – Sharing Success

Sharing the successes of Trinity Lutheran School with other schools is very rewarding. This is done in a variety of ways. Because of the success we have enjoyed in a variety of areas, Trinity is seen as a leader among Lutheran schools, not just in the Houston area - but also statewide. Faculty members are frequently invited to lead workshops at district and local forums. This is rewarding for all involved. It is a pleasure to be able to assist other schools by sharing successful strategies that have worked for Trinity.

The administrators of Trinity attend monthly meetings of the Houston Area Lutheran Administrators' Conference. There is an opportunity at these meetings for administrators to share ideas that are currently working towards achieving success on their campus. Administrators will frequently ask for ideas from the others at the meeting if they are currently struggling with an issue on their campus.

It is not the practice of Trinity Lutheran School to publicly display standardized test scores. Parents who have children in our school are the best at communicating our successes and spreading the excitement about what is happening at Trinity.

Trinity participates in the Northwest Private Schools school fair. Each school has a booth, and the public is invited to attend for the purpose of gathering information about private and parochial schools in the area. Information about Trinity is shared through brochures, a display board, and a DVD presentation. Administrators are present at the booth and are happy to expound on the rewards of attending Trinity Lutheran School.

PART V – CURRICULUM AND INSTRUCTION

Section V #1 – Curriculum

The mission statement of Trinity Lutheran School reads as follows: *We empower students, through God's Word and meaningful relationships, to strive for excellence in our lifelong service to God, family and community.* This desire to empower children is the foundation for all the school does to prepare the students for their future. High academic standards are an expectation at Trinity. The use of technology in the teaching of all subjects is a requirement. This is one strategy that assists in keeping learning interesting and current. While religion is a specific subject taught in all grades, other subjects are integrated with the teachings of the Lutheran Church – Missouri Synod as well. TLS covers all objectives of TEKS (Texas Essential Knowledge and Skills), and considers these to be the minimum required. Students are challenged beyond this level whenever possible.

Trinity Lutheran School (TLS) places a strong emphasis on the teaching of language arts. The primary components of this program include phonics, literature, handwriting, spelling, grammar, and writing. Without sound teaching in these areas, all learning is impaired. The skills taught in language arts affect the student's ability to communicate effectively with others now and in the future. At TLS children are encouraged to become lifelong readers. A variety of programs are in place toward this goal. Accelerated Reader and Wings are the two programs that impact the most students at this time.   While Accelerated Reader encourages all children to read independently, the Wings program is a system whereby small group instruction is integrated with the reading instruction in the child's regular classroom. The writing process is taught throughout the grades. Writing topics are frequently cross-curricular and technology is utilized as a component in the process. Grammar and spelling are stressed in the final steps of the process.

The mathematics curriculum followed by TLS has been updated this year. Teachers utilize many manipulatives in the teaching of math. While knowledge and skills are demonstrated on a daily basis, students are also challenged to utilize math strategies in real-life problem solving situations. Students in grades 7 and 8 may qualify for the opportunity to be in an advanced math class – working toward high school credit.

The tremendous wonder of God's creations are evident in social studies and science. As children conduct experiments and complete projects involving research and synthesis, their eyes are truly opened to the world around them. Learning the principles of the scientific method and posing their own questions that lead to further study moves students toward being independent learners. Developing a better under-standing of geography, history, and the Christian principles on which this country was founded will encourage students to be upstanding and involved citizens.

By studying Spanish at TLS, students have the opportunity to earn a high school credit. The curriculum guide has been updated within the last three years and new instructional materials were purchased this year. These materials include textbooks, CD's, and videotapes. Students are challenged above grade-level expectations and are also expected to interpret and learn Bible passages in Spanish.

Students express their individuality in classes such as art, music, drama, and band. These classes enhance the students' abilities to express themselves in a variety of ways. Computer graphics is a new course in place at TLS. The school board and administrative staff are always on the lookout for innovative courses that will further enlighten TLS students.

Section V #2a – Reading

Trinity Lutheran School strives to provide children with the tools and initiative to become lifelong readers. A strong emphasis is placed on phonics instruction in the lower grades. Teacher instruction utilizes letter-sound cards, an ever-growing word wall, sight word reviews, and concept building with sentence strips. When Trinity adopted the Open Court Reading series for grades 1-6 four years ago, it was because the need for a strong phonics foundation was recognized. Along with the phonics instruction, students are surrounded by authentic literature, and cross-content reading experiences.

The Accelerated Reader program has aided in providing encouragement for students to move ahead in their independent reading and challenge themselves. Students are recognized for the independent reading of books both in and out of the classroom in a variety of ways. Student names are placed on the Trinity Wall of Fame and prizes are awarded to students who achieve specific point levels. Home readers are used in kindergarten through second grade, and parent involvement is seen as an integral part of the reading instruction at Trinity.

Students in grades 7 and 8 experience classic literature via the Prentice Hall – Timeless Voices, Timeless Themes series. Novel units are also utilized on a regular basis. Students experience the writing of highly regarded writers such as Shakespeare, Browning, O. Henry, and Poe. Vocabulary is stressed with specific lessons involving the origins of words and context clues. Students are required to continue participation in the Accelerated Reader program in the upper grades. Independent reading assignments outside the classroom are seen as key elements to building ingrained reading practices.

Section V #2b – English

The English curriculum at Trinity Lutheran School is based on using incremental steps to build strong writers. In the lower grades students learn the fundamentals of the English language through the Shurley Method. In this system children practice diagramming sentences, editing, and sentence building. This sentence building feeds into the writing process. Children experience the process of writing research papers, personal experience essays, informative papers, poetry, persuasive essays, and letters throughout their time at Trinity. Students in the upper grades (6-8) use Prentice Hall's Writing and Grammar series to continue to strengthen and reinforce grammar skills.

Since being a strong reader is a basis for becoming a strong writer, students in grades 1-4 who struggle with some of the basic reading concepts are referred to our small group reading program – Wings. Students who encounter obstacles in letter sounds, blending, vocabulary, and comprehension skills attend this class four times each week. It takes place during their class's regular reading period. Students read out loud with the teacher and use letter tiles and other manipulatives to practice building words and sentences. They also use the Essential Skills software components to improve their independent reading abilities. Most students do not require these services for the full four years. This year a fifth grade student is being incorporated into the program on an experimental basis. The addition of several New Orleans evacuees has moved us to expand this program in order to meet their needs.

The addition of a part-time special education teacher has also enhanced Trinity's program. This specialist can track the students in their other classes, see to it that the student's IEP (Individual Education Plan) is followed, and in some cases work individually with students. The implementation of these two components has led to fewer students falling behind in reading.

Section V #3 – Mathematics, Science, Art, etc.

Since part of the mission of Trinity Lutheran School is to *empower students.. . to strive for excellence . . ,* it only makes sense that we have a challenging math curriculum. The math program at Trinity is obviously a spiraling curriculum. Concepts are covered at each level in increasingly challenging levels of learning. The most basic levels of our math curriculum come from the TEKS (Texas Essential Knowledge and Skills). This is simply Trinity's starting point. The school's curriculum is augmented by the addition of computer assisted instruction, math centers, and other enrichment opportunities. The opportunities for hands-on math are emphasized in all grades. Students are actively involved in the learning process. This year a team of teachers is also working with the curriculum specialist to improve what is already a strong program by writing a new math curriculum guide.

Extra programs are in place to challenge those who excel in math. Students can come to school before regular hours to learn the mental math strategies of Number Sense. Some of these students will demonstrate these skills in competitive situations. PSIA (Private Schools Interscholastic Association) provides competition opportunities in other math areas as well (general math and calculator applications). Middle school students have the opportunity to take advanced classes and enter high school with an Algebra I credit. Selection for this advanced course work is based on grades, national test percentile rankings, and teacher recommendation.

Section V #4 – Instructional Methods

Using a variety of instructional strategies is an essential at Trinity Lutheran School. Numerous teacher-training sessions have been provided for the teachers in the areas of differentiation and learning styles. It is an expectation that teachers use a variety of techniques when teaching to ensure that all children can learn. These techniques include traditional direct teaching, demonstrations, video streaming (via lap top computers and ceiling projectors in every classroom), Power Point presentations (given by teachers and students), inquiry learning, and cooperative learning activities.

An intentional transition has been made encouraging the use of more open-ended assessments in all subject areas whenever it is possible to do so. Bloom's taxonomy is considered in the creation of tests and projects. Teachers monitor very closely the learning that is taking place in their classrooms. If it is necessary, they may choose to adjust the speed at which a concept is being covered. Teachers are provided with accountability charts on which they document the teaching of required objectives. This ensures that all objectives are covered by the end of the year.

An emphasis has been placed on using technology as a teaching tool in the classroom. Teachers have been given training on how to prepare Power Point lessons, use Teacher Web, and integrate Live Text into their everyday teaching. These elements have aided in providing variety for the students.

With the busy lifestyles of the modern family, students have many activities to keep up with beside their daily school assignments. As a result, the teaching of organizational skills has also received emphasis in the last few years. Students are responsible for copying assignments down on an assignment sheet (grades 1-4) or in an assignment book (grades 5-8). This simple practice aids students in becoming more independent and organized, hopefully for their whole life.

Section V #5 - Professional Development

The Board of Christian Day School and school administration have very high expectations for the teachers at Trinity Lutheran School. In order to encourage teachers to continue to learn and grow as professionals, teachers have a printed standard to meet, and their professional growth plan is part of an incentive pay plan. There have been various in-house training sessions dealing with technology. Teachers have been provided with laptops and classroom projection units. Workshops have emphasized using Power Point and Live Text to enrich the educational experience. The school has also hosted sessions dealing with gifted and talented students. Differentiation, learning styles, and teaching special needs students have also been recent topics. Lower grade teachers were also trained to administer the TPRI (Texas Primary Reading Inventory).

Teachers are encouraged to attend workshops presented by the Region IV Education Service Center, Klein Independent School District, and other publicized training opportunities. Faculty members are also sent to the Texas District Educator conferences and Early Childhood conferences that are put together each year by the Lutheran Church – Missouri Synod, Texas District.

The children receive direct benefit from the training the teachers receive. The instruction in the classroom is current and presented in a more interesting format. The students are more focused and intent on the content when it is presented in a manner that is stimulating and fresh. Teachers understand that children learn in different ways, and cookie-cutter lesson plans do not meet the needs of all children.

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): __National Lutheran School Association, Houston Area Lutheran Schools Assoc.__
    (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 2005-2006 tuition rates, by grade? (Do not include room, board, or fees.)

$ 4,840	$ 4,840	$ 4,840	$ 4,840	$ 4,840	$ 4,840
K	1st	2nd	3rd	4th	5th

$ 4,840	$ 4,840	$ 4,840	$_____	$_____	$_____
6th	7th	8th	9th	10th	11th

$_____	$_____
12th	Other

4. What is the educational cost per student? $ 4,370_
    (School budget divided by enrollment)

5. What is the average financial aid per student? $ 21____

6. What percentage of the annual budget is devoted to   __21__%
    scholarship assistance and/or tuition reduction?

7. What percentage of the student body receives
    scholarship assistance, including tuition reduction?   ___79_%

NOTE: Trinity Lutheran School uses an outside agency, Family Financial Needs Assessment (FFNA), to assess the financial needs of families who apply for assistance. Less than five percent of the families with children at Trinity apply for assistance. Trinity gives substantial tuition discounts to all families with more than one child and also to those families who are actively involved in worshipping at Trinity Lutheran Church. Trinity Lutheran Church assists in the funding of the school.

PART VII - ASSESSMENT RESULTS

Assessments Referenced Against National Norms

Trinity Lutheran School

Iowa Test of Basic Skills
Form A 2002
Riverside Publishing
Scores are reported as percentiles.
No students were excluded from the tests.

Year	**2004-2005**	**2003-2004**	**2002-2003**
Testing Month	**February**	**February**	**February**
Grade - 1			
Reading	96	93	90
Mathematics	90	85	88
Total Score (composite)	89	86	84
Number of Students Tested	41	46	39
Percent of Total Students Tested	100%	100%	100%
Number of Students Alternatively Assessed	0	0	0
Percent of Students Alternatively Assessed	0	0	0
Grade - 2			
Reading	86	88	90
Mathematics	82	85	81
Total Score (composite)	87	91	91
Number of Students Tested	57	34	48
Percent of Total Students Tested	100%	100%	100%
Number of Students Alternatively Assessed	0	0	0
Percent of Students Alternatively Assessed	0	0	0
Grade - 3			
Reading	85	83	80
Mathematics	85	79	86
Total Score (composite)	90	85	88
Number of Students Tested	38	49	47
Percent of Total Students Tested	100%	100%	100%
Number of Students Alternatively Assessed	0	0	0
Percent of Students Alternatively Assessed	0	0	0
Grade - 4			
Reading	88	81	86
Mathematics	84	86	84
Total Score (composite)	86	84	86
Number of Students Tested	48	43	44
Percent of Total Students Tested	100%	100%	100%
Number of Students Alternatively Assessed	0	0	0
Percent of Students Alternatively Assessed	0	0	0

Year	2004-2005	2003-2004	2002-2003
Testing Month	**February**	**February**	**February**
Grade - 5			
Reading	79	82	83
Mathematics	80	75	80
Total Score (composite)	80	78	81
Number of Students Tested	50	46	52
Percent of Total Students Tested	100%	100%	100%
Number of Students Alternatively Assessed	0	0	0
Percent of Students Alternatively Assessed	0	0	0
Grade – 6			
Reading	77	80	82
Mathematics	73	78	79
Total Score (composite)	76	76	78
Number of Students Tested	46	52	46
Percent of Total Students Tested	100%	100%	100%
Number of Students Alternatively Assessed	0	0	0
Percent of Students Alternatively Assessed	0	0	0
Grade - 7			
Reading	81	81	77
Mathematics	78	80	76
Total Score (composite)	78	78	73
Number of Students Tested	51	46	47
Percent of Total Students Tested	100%	100%	100%
Number of Students Alternatively Assessed	0	0	0
Percent of Students Alternatively Assessed	0	0	0
Grade – 8			
Reading	81	75	80
Mathematics	78	73	77
Total Score (composite)	79	72	80
Number of Students Tested	41	52	48
Percent of Total Students Tested	100%	100%	100%
Number of Students Alternatively Assessed	0	0	0
Percent of Students Alternatively Assessed	0	0	0