

U.S. Department of Education
2014 National Blue Ribbon Schools Program

[] Public or [X] Non-public

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

Name of Principal Mr. Patrick Brian Carruth

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

Official School Name The Bear Creek School

(As it should appear in the official records)

School Mailing Address 8905 208th Ave NE

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

City Redmond State WA Zip Code+4 (9 digits total) 98053-4506

County King State School Code Number* 481592

Telephone 425-898-1720 Fax 425-898-1430

Web site/URL http://www.tbcs.org E-mail Alicia.Williams@tbcs.org

Twitter Handle	Facebook Page
<u>https://twitter.com/bc_grizzlies</u>	<u>http://www.facebook.com/TheBearCreekSchool</u>
YouTube/URL	Google+
<u>https://www.utube.com/user/TheBearCreekSchool</u>	<u>http://vimeo.com/thebearcrekschool</u>
Blog	Other Social Media Link
<u>http://www.tbcs.org</u>	<u>http://vimeo.com/thebearcrekschool</u>

Other Social Media Link
<u>http://vimeo.com/thebearcrekschool</u>

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

Date _____

(Principal's Signature)

Name of Superintendent*Mr. Patrick Carruth

(Specify: Ms., Miss, Mrs., Dr., Mr.,

E-mail: Patrick.Carruth@tbcs.org

Other)

District Name _____ Tel. 425-898-1720

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

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mrs. Andrea Lairson

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Date _____

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

**Non-public 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 (cover page) 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 configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

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

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	17	17	34
K	21	25	46
1	22	23	45
2	20	24	44
3	29	23	52
4	21	29	50
5	27	26	53
6	31	26	57
7	22	26	48
8	33	24	57
9	31	26	57
10	23	27	50
11	32	24	56
12	19	26	45
Total Students	348	346	694

5. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
 15 % Asian
 1 % Black or African American
 2 % Hispanic or Latino
 0 % Native Hawaiian or Other Pacific Islander
 73 % White
 9 % Two or more races
 100 % Total

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

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 2%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	6
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	8
(3) Total of all transferred students [sum of rows (1) and (2)]	14
(4) Total number of students in the school as of October 1	694
(5) Total transferred students in row (3) divided by total students in row (4)	0.020
(6) Amount in row (5) multiplied by 100	2

7. English Language Learners (ELL) in the school: 2 %
 15 Total number ELL
 Number of non-English languages represented: 9
 Specify non-English languages: Korean, Mandarin, Cantonese, Dutch, Romanian, Spanish, Russian, German and a couple dialects of Hindi are the current non-English languages represented in Bear Creek. Bear Creek currently has 15 international students on I-20 forms (English is their second language) who receive ELL support as needed.
8. Students eligible for free/reduced-priced meals: 0 %
 Total number students who qualify: 0

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.
 Bear Creek does not offer free and reduced lunch as an indicator of low income families. What we offer is tuition scholarship funding to low income families. 142 students benefit from tuition scholarship. This equals 23% of the student body.

9. Students receiving special education services: 0 %
0 Total number of students served

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

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

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

	Number of Staff
Administrators	11
Classroom teachers	66
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	0
Paraprofessionals	2
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 10:1

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

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	95%	96%	95%	95%	94%
High school graduation rate	100%	100%	100%	100%	100%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

Post-Secondary Status	
Graduating class size	45
Enrolled in a 4-year college or university	96%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	4%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes_ No X

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

PART III – SUMMARY

The mission of The Bear Creek School is to provide, “A high quality, Christian, liberal arts education in a nurturing environment that will enable each student to become the individual God intends”.

The Bear Creek School is accredited by the Northwest Accreditation Commission and the Northwest Association of Independent Schools (formerly Pacific Northwest Association of Independent Schools). A member of the Pacific Northwest Association of College Admission Counseling, Bear Creek complies with the NACAC Statement of Principles and Good Practice. Additionally, Bear Creek is a member of the Association of Classical and Christian Schools, the Washington State Board of Education, the Washington Federation of Independent Schools and the National Association of Independent Schools.

The liberal arts are the arts of free men and historically include subjects like language, philosophy, history, literature, math and science. These studies are intended to produce virtuous, wise and eloquent men and women. The Bear Creek School believes that every student should receive the best education possible, one which provides tools for future study and life. Our curriculum itself is designed to encourage the open examination, discussion, and exploration of man, his culture, and his diversity, preparing each student to engage culture with wisdom, compassion and courage.

The liberal arts model is sometimes referred to as the classical approach. As a classical school, our goal is the cultivation of wisdom and virtue, by nourishing the soul on truth, goodness, and beauty. The school seeks to teach students appropriately to their intellectual development.

Students at the school are provided with a rich, broad curriculum that examines ideas, cultures, societies, literature, and history. Students are taught to think critically for themselves and to consider fairly all sides of an issue. Character qualities and intellectual virtues are taught at every level. The curriculum has incorporated a focus on character across the subject areas. Ethics and morals are also of primary focus and importance as students are guided and taught throughout their school activities.

The Bear Creek School is committed to creating an environment in which the uniqueness of each individual is valued and respected. This is part of the original founding mission statement. With this in mind, the school is open and welcomes a diverse community in regards to race, color, national or ethnic origin, and denominational viewpoints. The school fosters a culture that promotes free and open inquiry toward the goal of a multi-denominational community where all feel welcome. The school has worked to train teachers and staff to provide an environment where the core tenets of the Christian faith, as found in the Statement of Faith, are the foundation, while denominational differences of opinion are respected. In many Christian communities and schools, denominational differences are not valued and often become something that divides the community.

For twenty five years, The Bear Creek School has established an exceptional reputation for academic excellence and faith integration. As we step into our next twenty five years, we remain committed to the mission of providing a high quality, Christian liberal arts education in a nurturing environment that will enable each student to become the individual God intends - a mission which challenges students to develop their hearts and minds to make a meaningful contribution in the world.

Bear Creek graduates are accepted and attend a variety of prestigious colleges throughout the United States and abroad. The school’s co-curricular programs include sports, student leadership groups, fine and performing arts, forensics, clubs and optional opportunities to travel abroad for academics, cultural, and mission experiences. The sports program involves 70-80% of our student population, with teams winning district and state level competitions. Many teams also earn academic achievement awards. The fine arts department presents plays and/or musicals yearly. All Upper School students complete a minimum of 100 hours of community service by the time they graduate.

The vision of The Bear Creek School is, “To be the premier Christian classical school in America, producing graduates of wisdom, compassion and courage who use their individual gifts to bring truth,

beauty and goodness to the communities in which they live”. The Strategic Plan, 2013 Journey to Distinction, provides a strategic blueprint to shape the journey from excellence to distinction. One of the five foundations of this plan is expanding a distinctive Upper School experience by constructing a new Upper School and Performing Arts Building on the same campus as our K-12 school.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

a). Bear Creek students experience an academically challenging environment where they are encouraged to reach high standards. The curriculum is rich and broad; carefully planned to provide the best in ideas, culture, science, history, literature, etc., and to advance the student to the next level. Teachers use knowledge in current brain research, child development and instructional methods to make the most of instructional time in the classroom and challenge each student to gain mastery and understanding.

New students coming into the school complete the ISEE exam, which is one of the entry components. These scores are evaluated along with other assets of the child and family. The goal of the admissions process is to find mission-fit students and families who will thrive at Bear Creek. Students score highly on nationally-normed, standardized tests, including CTP4, PLAN, PSAT, ACT, SAT and AP examinations and consistently in the top 10-15%. In 2013, 68% of the school's AP students scored a 4 or 5, well above the WA State average of 35%. Additionally, 89% scored a 3 or higher, again far exceeding the WA State average of 61%. In measuring the school against local NWAIS schools, Bear Creek does exceedingly well.

Although students perform at a high level in assessment tests, the school does not presently have a "target" standard that it is aiming for. Instead, the goal is for each individual student to achieve his or her academic potential and become the individual God intends. To that end, the school puts a great deal of emphasis on developing student character. In the words of Martin Luther King Jr., "Education which stops with efficiency may prove the greatest menace to society... We must remember that intelligence is not enough. Intelligence plus character – that is the goal of true education." The goal of Bear Creek is to guide students on their journey and to prepare them to make a contribution in the world, no matter how great or how small, by inclining their desires to love Truth, to create beauty, and to demonstrate goodness to a watching world. The school is training future leaders through rigorous academic, athletic, and artistic pursuits to be those who lead lives of integrity and influence for Christ.

b). The Bear Creek School is 25 years old. The first graduating class in 1998 was one student. The graduating class of 2013 was 45. During the growth of the school and the graduating classes, the school has had the privilege of looking at the 'end product'; the quality of each student academically and personally. This approach has allowed a constant evaluation of standards and practices. Due to this consistent attention and progression, the school's performance trends over the past five years are exceptional. The mission of our school aims at 'high quality' and test scores are evidence of this success.

The Upper School students of Bear Creek have always taken the appropriate College Board Exams for congruency with college applications. Students in Grade 4 through Grade 8 take the CTP4 exams, which allow us to more effectively compare ourselves with other independent schools.

CTP4 scores for Reading and Math have hardly changed over the last 5 years, but the main reasons for any variation experienced year-on-year are the unique demographics (variations in ability/aptitude) within each class/grade. It should be noted that the school is in the early stages of constructing a large and comprehensive database of all standardized test scores in order to create a clearer map of student aptitude and achievement, with a view to using such data to create truly individualized instruction plans for each child. Additionally, the school is using the data that it currently has to make minor adjustments in curricula that will ensure even greater success in CTP4 testing in the future.

SAT scores have shown more variation over the years, but again these largely reflect the unique demographics of each class/grade. As with the CTP4 data, the school is in the early stages of constructing a comprehensive database of all standardized test scores in order to create a clearer map of student aptitude and achievement. One thing in particular that the school is hoping to do is look at the degree to which it "adds value" to each student in the course of his/her time at Bear Creek and it aims to do this by mapping ISEE, CTP4 and SAT data to observe trends and correlations over time.

Bear Creek's English Language Learners participate in a class designed to support both academic subjects as well as successful completion of the listed Bear Creek iBT requirement. This class gives assistance in reading, vocabulary, speaking, listening, writing, and grammar, supporting all curricula areas, and offers extra help on a daily basis as needed.

2. Using Assessment Results:

Bear Creek recognizes the value and importance of formative and summative assessment, but places great weight on the former. Engaging students in the process of learning, checking for understanding and guiding practice are keys to success inside the classrooms. These are some examples from the English department:

- Teachers cultivate skills in the writing process by building on factual mastery. Students use class texts to develop their own writing skills by imitating style and form. Specific reading comprehension skills are taught, such as decoding syntax and recognizing basic plot elements. Literature-based projects, oral presentation, short story writing, and poetic creation foster student creativity throughout each grade level. Teachers promote original thought by encouraging students to take intellectual risks. Regular and varied checks for comprehension aid teachers in identifying student strengths and weaknesses.
- Frequent formative assessments such as text annotation, dialectic journaling, and class discussion are facilitated. Students apply skills in comprehension and creativity through written and oral expression. Student essays reveal skills in writing, grammar, and vocabulary. Teachers require students to rely on their skills in annotation and knowledge of background material for class discussion. Incorporating stylistic, literary, and rhetorical devices in both written and oral communication further demonstrate mastery of learned material. Students demonstrate higher level learning as they move from explicit to implicit thought as shown in synthetic and evaluative text interpretation. Oral analysis is accomplished through the use of Socratic discussion in class.
- Students articulate a high level of understanding by internalizing and examining the themes of diverse texts in connection with their own personal experience. Students also craft arguments which take the form of inquiry based essays, student led discussions, and debate.

Summative test data includes the following: projects, quizzes, in-class exams and end-of-semester Finals as well as nationally standardized tests, such as CTP4, SAT and AP examinations. All of these are used to inform teaching. For example, Bear Creek administrators, department heads and teachers regularly analyze the results of standardized scores to draw conclusions about content and skills, and to identify gaps in our curricular scope and sequence. Student scores are analyzed by classroom teachers to identify gaps in knowledge/understanding and assist instruction and student learning. The students are performing at a high level as evidenced in test scores; however, the school is striving to improve performance by using informative data to the full. To that end, Bear Creek is in the early stages of constructing a comprehensive database of all standardized test scores in order to create a clearer map of student aptitude and achievement, with a view to using such data to create truly individualized instruction plans for each child. By mapping CTP4, SAT and AP data to observe trends and correlations over time, the school is aiming to examine the degree to which it “adds value” to each student in the course of his/her time at Bear Creek.

Bear Creek uses an online database - Veracross - for assignment planning and grade reporting. Parents, students, teachers and administrators have access to this database, so that student progress may be closely monitored. At the end of each semester, a student's final grade is posted and parents are sent a hard copy report card. All grades make up a student's transcript that is used for later college applications.

Bear Creek standardized test scores are shared with parents, students, and the community on the web site as well as in newsletters, press releases, social media (Facebook, Twitter, etc.), and in an annual State of the School address led by the President and Headmaster. The school magazine, *Modus Vivendi*, is increasingly becoming the main media outlet for community school successes and achievements, especially with the broader community, including parents, extended family and alumni. To physically demonstrate success, the stairwell leading to the Upper School wing showcases a United States map highlighting where the graduates have been accepted or are attending colleges. Not shown on the map but included on a wall photo frame are

several international colleges. Bear Creek is actively pursuing additional awards, like the CAPE Blue Ribbon Award, to inform our local and broader community of the success of the program offered.

3. Sharing Lessons Learned:

The school contributes to the community through hosting speaker series and seminars, developing relationships with colleges and universities, connecting with local pastors, participating in community service, mission trips, and partnerships with international schools. Recently, the school hosted a free seminar open to the public. The topic of the seminar was preparing your child for success and featured six educators presenting on topics such as building responsibility and independence. Bear Creek is also a participant in the private independent school alumni cohort where we share best practices, strategies, and techniques that bring success. Teachers and administrators have contributed in other ways by writing articles for professional organizations such as the ACCS and presenting at annual forums, such as the NWAIS and CIRCE conferences, presenting at Eastside Schools Fairs, Christian College Fairs, and hosting NWAIS events at our facility.

The Headmaster is working to develop relationships with local college and university presidents and staff. He has met with the neighbors and pastors in the area. The Dean of Students meets with pastors in the area to partner in an effort to support the work that they are doing in the church.

Community service is a big part of the school culture and program. Upper school students participate in community outreach at least once per year as a school team and do other activities on their own. Graduates are required to complete 100 hours of community service to graduate. They participate in a Community Service Day in March that sends students to various local organizations in the Seattle area instead of a regular school day. These acts of service include volunteering at The Seattle Braille Library, Camp Gilead, Redmond Parks, Eagle's Nest, Girl Scouts Camp, and UGM-South Seattle Warehouse & Thrift.

National Honor Society and Associated Student Body set up and encourage commitment services in school, local community, and world projects. During the past few years, Bear Creek has organized an all-school Hopelink Food Drive, bringing in about two tons of food, organized onsite babysitting for an evening ParentNet (parent education) program, and sold concessions at the Shakespeare play during intermission. Funds earned by NHS are donated to either a school mission trip, Nothing But Nets (anti-Malaria campaign), or World Vision projects, etc. Students collected blankets (used and new) for Union Gospel Mission and made blankets for them as well. Students organized a peer tutoring program in which some NHS members volunteered one-on-one by mutual arrangement, and hold a tutoring lab open three afternoons per week. Money was also donated from the treasury to Northwest Harvest and World Vision.

4. Engaging Families and Community:

To develop student success and school improvement, the school starts by offering opportunities to each new family to learn more about the classical Christian approach to education. Students are hosted with a student/family mentor during the weeks and months before starting school and are given a half day prior to school started to tour the school and meet teachers. Then families are welcomed in a dinner at the school right before school commences.

During the school year, the school hosts a variety of 'Bear Creek 101' classes ranging from Classical Christian Education to College Advising. This year Bear Creek hosted the sixth annual Parenting Your Child for Success, a Saturday seminar open to parents and community members with a keynote speaker on Raising Resilient and Confident Kids. The school partners with ParentNet in presenting seminars on topics such as The Pitfalls of Perfectionism and Raising Money-wise Kids. In the last two years, Patrick Carruth has hosted a series of lectures entitled, The Headmaster Presents, on such diverse topics as the role of capitalism in society and Intelligent Design. These lectures have been open to the general public and have been well-attended.

Elementary school teachers have a large amount of parent participation in the classroom and facilitate many family and community opportunities such as fall festivals, Science Fair, and an annual 'Author & Arts'

evening each spring. Middle school hosts several socials as well as Musicales and Olympiad events. Upper school hosts class-specific trips, academic related trips and events, club events, and service opportunities abroad. In January 2013, the upper school hosted a major Forensics tournament for the first time, reaching into the local and state community.

Bear Creek has a solid Summer Camp program, with 70 separate camps offered over a seven-week period, available to enrolled families and the general public. Teachers, coaches and students work together to offer a variety of educational, recreational, and fine arts opportunities to all ages of student participants.

The Upper School's college advising program begins in freshman year and continues through the early college years, creating strong bonds between the school, the graduates, and their families. Communication between administration and the parents' association and the school's alumni is mostly accomplished through one-on-one meetings and correspondence from the school, such as school newsletters and magazines. Currently, greater attention is being paid to creating sustainable alumni contact points, electronic communication tools, and reunion events.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

The mission statement of Bear Creek is, "To provide a high quality, Christian liberal arts education in a nurturing environment that will enable each student to become the individual God intends".

In a classical liberal arts education, students learn how to think and, therefore, how to learn; preparing them for learning in college as well as in life. This is the foundation behind our mission and approach to learning. The curriculum is carefully planned throughout the grade levels to ensure that students are gaining all of the skills and knowledge needed to have a deep understanding of each subject area. We develop students who are well-equipped to be the top thinkers and leaders in any field of study that they pursue as they continue on to higher education and beyond.

Bear Creek offers a high quality education. Therefore faculty is accountable to implement foundational principles of good instructional pedagogy, learning styles, and brain-based learning. Teachers intentionally use the classical method of education, centered on the Trivium, which contains three areas of study; grammar, dialectic, and rhetoric stage.

The grammar stage emphasizes facts and accessing prior knowledge to build strong content knowledge and skills in each subject. The dialectic stage encourages making connections, reflection, problem solving, and seeing all sides of the material being studied. Finally the rhetoric stage is defined by clearly articulating knowledge and understanding of the material studied. Upper School has a greater emphasis on rhetorically based, inquiry based learning; pulling the how, why, and what from the curriculum. In addition to students' progression in this manner, every subject has its own grammar, logic, and rhetoric; thus students at all levels begin with the grammar of the subject, and then move to the dialectic and rhetoric within that discipline as they are able.

The Upper School curriculum is a rigorous college preparatory program in the classical and Christian liberal arts tradition, including 10-13 AP classes and, this year, approximately 75 'JanTerm' classes. Students share a common integrated curriculum, ensuring a broad academic background with a solid foundation in the humanities (English, literature, history, languages, and fine arts). The core curricula and classes of the humanities are strategically aligned around a common timeline to engage students in a rich liberal arts tradition of learning. An equally solid foundation in mathematics, including "math at your own pace" starting in elementary school, and the sciences is acquired through comprehensive programs with robust offerings. The Upper School curriculum also includes a health education course and opportunities to participate in physical activity and athletics. A common core curriculum encourages a powerful academic community with shared intellectual experiences. Students are able to make connections between subjects, as all students have taken the same courses and are able to integrate new information to classes previously taken.

The Bear Creek School is in compliance with the program's foreign language requirements.

Technology is integrated into each classroom during direct instruction as well as for cooperative learning experiences. In the classroom, teachers use classroom laptops and document cameras, directly linked with overhead projectors, as a learning tool to keep interest high and address multiple learning styles. The web-based Veracross system interfaces grade books, family directory, and more that supports teachers, families, and administrators. The online Atlas-Rubicon curriculum mapping system is used for tracking curriculum scope and sequence. Students are offered classes that teach and use technology as a part of electives.

It is not enough to train a student's mind without devoting instruction to character development and spiritual development. The purpose of the Christian Studies Department is to provide the student with a biblical, theological, and philosophical perspective against which to view and understand his/her world and culture. With this foundation the faculty strives to help the student develop those tools and disciplines necessary for spiritual growth in Christ and interaction with the world.

2. Reading/English:

2a. The Bear Creek School seeks to teach students appropriately to their intellectual development. Bear Creek's elementary program is built upon a classical foundation: three stages known as grammar, dialectic, and rhetoric stages. The grammar stage acknowledges and nurtures a student's natural ability to absorb foundational academic content for future studies. The dialectic stage supports and nurtures a student's innate curiosity. This stage is also called the logic or reasoning phase where students make logical connections between academic disciplines and begin to question, to analyze, and to seek truth. The rhetoric stage teaches students the art of communication; so that they engage in higher level thinking, draw conclusions from analysis and are challenged to articulate ideas that they have learned in verbal and written form.

Reading skills and practice must be implemented into many areas of the curriculum. The student's experience with factual mastery, skill development, creativity, comprehension, application, analysis, synthesis and evaluation is all based on each child's individual needs and is taught, learned, and experienced throughout the curriculum. Factual mastery begins with phonograms, the alphabet, experienced by learning sight words, and memorizing poetry/songs, as well as weekly memory of facts in subject areas such as spelling, math, vocabulary, poetry, social studies, Bible, science, and grammar. These facts are soaked up and stored in the students' brains, ready for retrieval during the other stages of learning.

Students are frequently asked: -who? – what? – when? – where? – why? and – how? during individual reading times and whole group discussions. Students analyze daily as they detect sight words in reading and writing activities, identify patterns, recognize similarities and difference, and apply past knowledge to current learning. Comprehension is practiced in reading in four main areas: finding the main idea, sequencing, and using the skills of inference and contextual clues. Time is spent daily developing writing skills in cursive, keyboarding, dictionary usage, research skills, and identifying parts of speech.

Creativity and thinking are addressed as central concepts in the curriculum at the school. Activating prior knowledge, asking questions while reading in any subject, identifying story elements, and summarizing all captivate and promote the thinking skills of gifted students and assist those struggling students in improving their comprehension and vocabulary.

Students participate in Shakespeare and science fair. Students publish several of their writing pieces, throughout the year. School community events provide students with the opportunity to see their work, enjoy the talent of their classmates, and celebrate creativity.

2b. The study of Upper School English is intended to cultivate the students' ability to understand, analyze, appreciate, and communicate worthwhile ideas regarding the human condition from a Christian worldview. Students accomplish this through a literature-centered curriculum which emphasizes the study of grammar, the acquisition of vocabulary, and the development of writing and speaking skills.

In order to accomplish these purposes, teachers employ a five-facet approach of instruction, emphasizing literature, writing, vocabulary and grammar, speaking, and listening. The literature component has an analytical and critical focus through the use of classic texts. Writing encompasses the literary and creative use of the modes of discourse. For vocabulary and grammar development, students learn literary terms, expand their vocabulary, and engage in contextualized grammar instruction. Oral presentation, analytical dialogue, and persuasive expression are emphasized for the development of speaking skills. The listening component of instruction includes a focus on following instructions and exercising discernment with what is heard. This English curriculum also integrates with the humanities thus enriching learning connections for all students through purposeful instruction.

The English department assesses both formative and summative student learning. Informal as well as formal work is evaluated through formative assessment. Class discussion, non-graded skill-building assignments, guided practice, and peer assessment are considered informal assessments. Formal activities include quizzes, creative writing emphasizing artistic expression, and literature-based projects. Summative assessment includes unit exams, final exams, essays, culminating literature-based projects, and creative writing.

Through the formative and summative evaluation, teachers are able to effectively address student needs throughout the year.

3. Mathematics:

The purpose of the mathematics program is to enable students to become mathematically literate in preparation for any college or career they may choose. In today's society, it is essential for students and employees to have the ability to analyze and solve problems. Students need to have the mathematical skills and techniques to understand, approach, and solve a wide range of problems. Students must also develop communication and interpersonal skills.

In order to meet these objectives, students begin learning how to represent and solve different types of word problems algebraically. Teachers discuss different approaches and methods for identifying, approaching, and solving word problems. The framework is provided for students to solve a wide variety of problems. Students learn a systematic way of approaching problem solving.

Mathematical ideas extend beyond the math classroom. Students need to see the purpose for learning mathematics, so teachers regularly show students real-world applications for the mathematics they are studying. The department choice of textbooks encourages the real-world application of mathematics on a daily basis. The textbooks offer basic mathematical problems on each topic and then moves into word problems and real-world application. This allows students to see the uses of mathematics for other disciplines. As communication of mathematics is also critical, students learn to describe mathematical methods along with the calculations. Students work in pairs or groups to compare answers, learn from each other, or complete larger tasks.

The math department works with students and administration in order to schedule students into the appropriate math class based on ability, talent, and curiosity rather than merely grade level. This allows students to be challenged at the appropriate level and also feel comfortable with their peers. Upper School students follow a linear progression of mathematics classes. Upper School courses offered include (in sequence): Algebra 1, Geometry, Algebra 2, Pre-Calculus and Calculus (AB and BC), with the option of studying AP Statistics en route. All students have access to courses that allow them to accelerate their content mastery by participating in a continuous stream of advanced math offerings. The objective is to effectively prepare students to seek advanced math courses each year during high school and by extension into the college years.

4. Additional Curriculum Area:

1a: The Science department aspires to equip every student with the understanding and skills to know science, to think like a scientist, and to do science. The faculty endeavors to instill passion for science and an appreciation for the wonders of this world as created by God. Students are taught to do science honestly, and with rigor. Ultimately, the hope is that students will be transformed in their way of thinking about the world, and moved to care for it responsibly.

The courses build on and integrate scientific knowledge, particularly reinforcing the process of science. The rigorous Upper School program requires a minimum of three years of lab-based science courses; however, more than ninety percent of students complete all four years. The Physics First approach has proven invaluable in helping students retain the knowledge acquired at each level of science. The grade ten Chemistry course builds on the grade nine Physics class, and the grade eleven Biology course applies much of the knowledge learned the prior year in Chemistry. In the junior year, students may opt for Advanced Placement Biology, and in grade twelve students choose between AP Physics, AP Chemistry or Advanced Topics. The Advanced Topics course incorporates a variety of semester long topics designed to interest students in less traditional high school science fields and introduce potential careers.

The integrity of their course is of primary importance to each faculty member – that by the end of the school year students have been thoroughly introduced to the depth and breadth of that course's material at a foundational, yet comprehensive level. Emphasis is given to fundamental concepts of theorizing,

empiricism, and reason. Frequent lab investigations bring science concepts to life, and introduce students to the character qualities necessary to do science well: curiosity, creativity, perseverance, honesty, humility, and rigor.

The school is a classical, Christian school. In the Science department, a classical method of study provides students with historical and contextual foundation on which to base their inquiry processes. As a Christian school, teachers aim to instill wonder for the intricacy and interrelationships of the created world. Students are asked to wrestle with worldview questions related to science, and challenged to develop an ethos for doing science to benefit others. Ultimately, the science education at the school should assist students in becoming passionate and compassionate citizens and scientists.

2a: The Language department includes Latin, French and Spanish. Of these, Latin has a special role as an essential piece of the grammar stage of the Trivium, but Spanish and French also contribute by teaching grammar. For the Language department, the grammar stage goal is to teach students to use grammar actively in reading, writing and speaking to solve problems of comprehension and expression. The department teaches the active use of grammatical terms and concepts. The Latin program, beginning in Lower School, teaches the Latin roots of English vocabulary, but these same roots will be encountered in Upper School French and Spanish. Students are taught throughout the department to be attentive to the literal meanings of words and to think well and carefully about words.

French and Spanish as spoken languages emphasize the students' listening comprehension and oral production in communicative settings. Although Latin is less concerned with these skills, the Latin curriculum does include them, particularly in the Lower and Middle Schools, both as a preparation for Spanish and French, and because these skills play a role in language acquisition as a whole. The department intends for students to learn enough Latin, French or Spanish in the three years required in Upper School to be confident they can learn another language at need.

The department encourages authentic interest in continued language learning, in advanced classes at the school and beyond. The department incorporates a further goal of advancing cultural awareness and self-awareness through language learning. The department envisions students who understand that a person cannot separate language and culture, whether it is a question of learning a foreign language or thinking about the person's native language. In Latin, the culture of Rome and Greece and early Christendom, provide a basis for other subjects such as English and History.

Worldview is an underlying theme in all language classes. The department encourages students to understand language diversity in terms of the Fall and Redemption. After the Fall, and after Babel, language is broken, causing us to work at language in order to understand one another. At Pentecost, when the Disciples speak in languages they do not know, we see that God's plan is for us to regain a full understanding and appreciation of one another. Christians are called to transcend differences of culture and language.

3a: The History Department strives to present all cultures as unique and important in the global community. It is recognized that all people are connected as human beings and are uniquely valuable. All people and all cultures are made and created in the image of God and are contributing members of society. History has taught humankind that all societies interact and affect one another and have impacted the world. The curriculum chosen reflects these principles and stems from a global perspective. The textbooks and supplemental materials are chosen to represent the diversity of society. The teachers encourage the students to interact with, and appreciate, those who are different than themselves.

The History department is committed to some specific objectives that involve the content, the student, and the teachers. The goal is to teach content that allows the student to appreciate the significance of history, and to understand the complexity and humanity of history. History is about facts, but also about people, their actions and decisions. If students grasp this, they are able to become critical thinkers and can evaluate history as it happened and can use their knowledge of history to evaluate current events. Crucial to this is a realistic understanding of God and His role in history.

The History department sees the need for students to read and write with excellence and effectiveness and seeks to offer opportunities for this to occur. As the above objectives are carried out, the faculty seeks to help students become people who are able to take a stand on issues and events and effectively articulate their views to others. A well rounded history student is one who sees that their responsibility is to be an engaged member of their community.

The purposes and objectives of the department are addressed in the following ways: Modeling is critical in the achievement of the History department objectives. Faculty value the need to model the love of history and to demonstrate the habit of life-long learning in daily contact with students. Within classes the history faculty must demonstrate via planned lessons the relevance of history to the students. Specific, routine opportunities will be planned so that students can improve their reading, writing, speaking, and listening skills. Student knowledge and critical thinking will be encouraged, built upon, and assessed.

1b: The mission of the Bear Creek preschool program matches that of the rest of the divisions, to provide a high quality, Christian liberal arts education in a nurturing environment that will enable each student to become the individual God intends. The curriculum was developed by looking at the components and skills needed in the K-12 grade levels, and backing up the instruction to the beginning building blocks of learning. The reading program is individualized and is structured similarly to the reading stations approach used in kindergarten through second grade. There is a wide range of normal academic development in this age group, so the individualized curriculum allows teachers to guide the students as far as possible in their learning.

By the end of prekindergarten, students are well prepared for kindergarten. Teachers move from reading readiness activities to early reading practice in order to provide a solid basis for K-3 reading success. Students participate in math units such as patterning, classifying, and number concept, developing basic math skills that are foundational for success in higher math levels. Young children are interested and ready to learn important knowledge, skills and behavior which are critical for a life time of positive learning experiences. We intentionally lay this foundation while nurturing creativity and curiosity so students are eager to learn and know more. Every area of the curriculum is designed intentionally in order to provide foundational knowledge and skills for future learning and academic achievement.

We believe that each child is uniquely created by God and brings his/her own personality, talents, and strengths to the classroom. The curriculum reflects recognition of the individual student and is tailored to meet each and every student's needs.

Reading is one of the most important things children learn in the primary grade years; therefore our preschool program focuses on critical skills needed for early reading and on-going reading success. The curriculum is taught in a way that engages young minds and makes learning fun through songs, games, and practice activities. An individualized approach allows each student to experience growth and progress quickly through the skills. Preschoolers master critical phonics skills, build vocabulary, and increase comprehension through a variety of activities which are kinesthetic, auditory, and visual.

Our hands-on interactive math program focuses on developing foundational number and shape concepts which are important for all of mathematics. While learning often looks like play, the teacher facilitates development of skills in patterning, classifying, graphing, arithmetic and basic geometry.

Young children love to learn facts and build up knowledge of historical figures and events as we study them through holiday and seasonal celebrations. Students develop an understanding of the roles and responsibilities of community members as they look at the classroom community and compare it to the community in which they live.

The goal of the science curriculum is to help instill a curiosity and wonder about the amazing world God created. Students soak up knowledge about the human body, animal characteristics, and plants through an experiential approach which fosters each child's natural inquisitiveness.

Preschoolers use many different media to express their creativity and explore the world of art. As they experience the creative process, they build confidence, increase fine motor skills, and feel confident and uninhibited in their ability to create art.

A Biblical worldview is central to all that we do in the preschool classroom and is integrated throughout the entire program. God's Amazing Creation is our curriculum theme. Students memorize Bible verses and learn many Bible stories related to this theme. Each student knows of God's great love for him/her through the activities and learning in the classroom. Students participate in a monthly chapel time. Lessons focus on concepts that preschool aged students are ready to learn, including knowing God, loving Him and living for Him.

One of the primary goals of the preschool program is to develop confident, kind, respectful and responsible individuals. We instill this in our students through our Character Counts Program where students practice manners, sharing, taking turns, and cooperative play. Through stories, games, modeling and practice students develop relational skills and grow in virtue.

To meet the needs of those families who are interested in an extra day of class, one day of class, or additional subjects, our weekly Enrichment Day class enhances regular classroom learning and gives children the opportunity to delve into new areas of interest. Enrichment Day includes subjects such as Spanish, physical education, cooking, drama, hands-on science, art, and music.

5. Instructional Methods:

One of Bear Creek's assets is its small class sizes. This allows teachers to consider each student as an individual and seek to meet the needs of each and every student. Students with particular learning issues are given extra time and attention from the faculty. The teachers provide individual tutoring during office hours, before school, and after school. When a student is struggling in a course, teachers meet with the parents to develop a plan that will help the student achieve success. This may incorporate modifications or differentiation in the approach.

When needed, teachers give students separate testing opportunities with extended time. Occasionally teachers provide differentiated testing methods such as oral testing to accurately assess the student master of learning objectives.

The teachers plan lessons with all levels of ability and learning styles in mind. They make an intentional effort to include visual, aural, reading/writing, and kinesthetic elements throughout the lessons and units to enhance learning, retention, and understanding. Document cameras and projectors in each classroom allow teachers to display visual images that provide another pathway to the brain to enhance understanding.

In the sciences, laboratory exercises provide tremendous opportunities for learners to grapple with materials and connect with the concepts using all senses. The labs are intentionally structured in a way to allow students with diverse needs and abilities success. With the hands on experiences provided through labs, each student experiences a high level of learning.

Technology tools greatly increase our teachers' ability to effectively meet the needs of all learners in the classroom. Students using individual devices such as laptops, iPads, or notebooks can increase understanding and retention. Students may use those devices in or out of school to organize information, access information, and access resources that enhance the learning experience. Teachers also use technology tools to capture the lesson notes, PowerPoint displays, and student samples during class to print and distribute to the students. This allows students to review the lesson at home at their own pace to increase understanding.

Bear Creek's information software program allows students to view assignments, grades, access assignment documents and/or resources, and access "pasted" guidelines in real time. This tool greatly enhances success for all students and particularly for those who struggle with distractibility or organizational strategies.

6. Professional Development:

Bear Creek has several growth plans in place for teachers and administrators. Professional development is scheduled and carried out internally and externally, for groups and individuals.

Internally, the school schedules entire division workshops focusing on the implementation of the school's process and accountability toward student learning. These workshops include content, pedagogy, process/procedures, curriculum revision & mapping, and classical Christian education. Each topic has a scheduled time-frame of activities throughout the year; some full day events, some hour long sessions, with goals for each activity.

For new teachers, Bear Creek offers a new teacher induction week plus a mentor/coaching program to assist teachers in effectively becoming comfortable with the qualifications and responsibilities of their positions. Throughout the year, this includes provision of a mentor teacher and two days of observation and discussion of 'master' teacher techniques with Administration at Bear Creek, as well as observation and support from department heads. Teachers who are in the first three years of their career and/or new to Bear Creek participate in a series of beginning teacher seminars throughout the year on topics such as lesson planning and classroom management.

Individually, administrators and teachers design plans, which include mentoring and coaching, goal-setting, and professional development classes (continuing education), or conferences. The annual Faculty Performance Evaluation that assesses the performance of all classroom teachers is a key part of this process, helping teachers to develop goals and identify professional development opportunities that will help them achieve their targets. Bear Creek offers a Graduate Degree Grant program, which offers financial assistance to any teacher desiring to undertake professional development at the graduate level that will directly impact classroom teaching and learning. Many teachers have taken advantage of this by completing professional certificates and Master's degrees in the field of education and specific subject teaching areas. Administration has found the internal growth plans to have the highest direct impact on classroom success because the training is purposefully designed to be applied immediately in the school.

Finally, Bear Creek has a summer teacher institute to train teachers in key areas of pedagogy, faith learning integration, and the classical Christian model. The goal of summer institute is to help teachers improve student learning, this ties directly to our mission, and it assists in performance evaluation movement upward.

7. School Leadership

The responsibility of Bear Creek's Governing Board of the school is to focus on three areas: 1) formulating and executing long-term strategy, 2) stewarding the mission of the school, and 3) ensuring the long-term financial viability of the school. The members serve on unique committees, task forces, and ad hoc committees along with the Headmaster to fulfill their roles and responsibilities. The Committee on Trustees has a Leadership Development Plan which serves to orient officers, especially new ones, to their duties and responsibilities under their position.

The Headmaster implements and carries out board policies and manages and runs the school with strategic, tactical, and logistical leadership. The Headmaster is the professional, institutional and educational leader of the school. The Headmaster oversees all administrative and operational functions of the institution as the sole executive employee of the Governing Board. While the Chair and the Headmaster have mutual respect for each other's respective spheres of responsibility, they have a keen awareness of their separate roles and responsibilities as they seek the higher good of the school.

The Board relationship with the Headmaster has been characterized by clarity, collaboration, cooperation, mutual respect and trust, frequent, open communication with frankness and candor, and a synergism which has benefited the entire school and its broader community. The Headmaster also works very closely with the Vice President for Academic Affairs.

The Vice President for Academic Affairs has overall responsibility for curriculum and instruction. His/her job, along with the Headmaster, Division Heads, Department Chairs and teachers is to ensure that the curriculum and teaching that is delivered in the classroom is high quality and Christian, liberal arts in nature. Teachers are observed in the classroom and the curriculum is reviewed on an ongoing basis by faculty. Standardized test results, college acceptance, and AP scores are also used to assess academic standards. To assess the extent to which the school's finished product resembles the individual God intends, the school looks at the student's character in school as well as the portrait of a typical graduate. With many of the school's alumni now in college, it is possible to assess the degree to which the school is 'hitting the mark'.

PART VI - NON-PUBLIC SCHOOL INFORMATION

The purpose of this addendum is to obtain additional information from non-public schools as noted below.

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

Identify the religious or independent associations, if any, to which the school belongs. Select the primary association first.

2. Does the school have nonprofit, tax-exempt (501(c)(3)) status? Yes X No
3. What are the 2013-2014 tuition rates, by grade? (Do not include room, board, or fees.)

2013-2014 Tuition

Grade	Amount
K	\$17150
1	\$17150
2	\$17150
3	\$17150
4	\$17150
5	\$17150
6	\$17150
7	\$19200
8	\$19200
9	\$19200
10	\$19200
11	\$19200
12	\$19200

4. What is the educational cost per student? \$18342
(School budget divided by enrollment)
5. What is the average financial aid per student? \$2338
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 11%
7. What percentage of the student body receives scholarship assistance, including tuition reduction? 23%

PART VII - ASSESSMENT RESULTS

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>SAT</u>
Grade: <u>12</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>College Board</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Jun	Jun	Jun	Jun	Jun
SCHOOL SCORES					
Average Score	622	639	621	605	634
Number of students tested	45	58	44	44	33
Percent of total students tested	100	100	98	98	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Asian					
Average Score	680				
Number of students tested	11				
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Although Asian is our second highest ethnic composition group, our 2013 twelfth grade class was the only grade level that had 10 or more Asian students. We have reported the Asian student scores for twelfth grade only, as per CAPE direction. (The other reported grade levels had between 4-9 Asian students.)

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>CTP4</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>ERB</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Dec	Nov	Nov	Nov	Nov
SCHOOL SCORES					
Average Score	322	315	318	315	315
Number of students tested	49	52	56	50	47
Percent of total students tested	98	100	97	96	90
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>CTP4</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>ERB</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Dec	Nov	Nov	Nov	Nov
SCHOOL SCORES					
Average Score	338	331	326	328	327
Number of students tested	49	58	53	45	57
Percent of total students tested	93	95	98	87	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>CTP4</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>ERB</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Dec	Nov	Nov	Nov	Nov
SCHOOL SCORES					
Average Score	358	352	352	351	352
Number of students tested	49	55	59	49	65
Percent of total students tested	100	96	98	94	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>SAT</u>
Grade: <u>12</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>College Board</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Jun	Jun	Jun	Jun	Jun
SCHOOL SCORES					
Average Score	610	638	628	619	641
Number of students tested	45	58	44	44	33
Percent of total students tested	100	100	98	98	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Asian					
Average Score	561				
Number of students tested	11				
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Although Asian is our second highest ethnic composition group, our 2013 twelfth grade class was the only grade level that had 10 or more Asian students. We have reported the Asian student scores for twelfth grade only, as per CAPE direction. (The other reported grade levels had between 4-9 Asian students.)

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>CTP4</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>ERB</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Dec	Nov	Nov	Nov	Nov
SCHOOL SCORES					
Average Score	352	342	345	344	344
Number of students tested	50	51	59	52	51
Percent of total students tested	100	98	100	100	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>CTP4</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>ERB</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Dec	Nov	Nov	Nov	Nov
SCHOOL SCORES					
Average Score	354	348	346	346	352
Number of students tested	52	61	54	48	57
Percent of total students tested	98	100	100	92	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>CTP4</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>ERB</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Dec	Nov	Nov	Nov	Nov
SCHOOL SCORES					
Average Score	361	360	359	357	358
Number of students tested	49	57	58	51	65
Percent of total students tested	100	100	97	98	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: