



Berkshire elementary school construction

School construction grants provide large amounts for educational facilities ranging from kindergarten to college. Schools that are eligible for these grants must show the need for work that promotes increased environmentally friendly schools, districts and neighborhoods. In addition to improving the sustainability of a building, the construction of a school must also relate specifically to improving the quality of teaching. These eligible repairs relate to the expansion of classrooms or the school structure itself, the repair of run-down facilities and the updating of old equipment. The academic research infrastructure program (ARI) grant aims to update academic research facilities, in educational institutions such as schools and also in museums and laboratories. The aim is to improve research facilities to help in more practical learning environments. The grant is not specifically for the creation of new research structures, but rather for the repair or updating of existing research facilities. Bonus rates can reach over \$2,000,000. Requests for grants under \$2,000,000 do not require a visit to the site by the NSF. To apply, all interested candidates must submit a grant proposal to the National Science Foundation. National Science Foundation 4201 Wilson Boulevard Arlington, Virginia 22230 703-292-5111 nsf.gov Under the American Recovery and Investment Act of 2009, grants titled & amp;; discretionary grants& guot; can be awarded to K-12 schools for a wide range of building projects in order to help improve the existing structure of the school. Grants can help cover the costs of drawing up building plans and providing the necessary resources, as well as repairing and expanding school classrooms. Grants may also cover the cost of updating facilities such as libraries and laboratories. The bonus values vary according to the amount requested for each project. Office of Elementary and Secondary Education 400 Maryland Ave., SW Washington, D.C. 20202 202-401-0113 www2.ed.gov The Illinois State Board of Education and the Capital Development Board offer grants to elementary and secondary schools in Illinois for the replacement and repair of damaged school structures, replacement of old buildings, expansion to improve overcrowding in classrooms, replacement of facilities that are dangerous, and to provide facilities for people with disabilities. Applications are required April 1 each year to the State Board of Education. Illinois Capital Development Board Marcy Joerger, Administrator of School Construction 217-782-8708 cdb.state.il.us The Facilities Educational Clearinghouse, through the Office of Safe and Drug-Free Schools, provides funds for the preparation of plans, the acquisition of resources, and the general construction of new classrooms, wings or entire structures of public schools ranging from kindergarten to college. The grant has aims to ensure that facilities and structures in the future to plan an expansion of classrooms and changing educational needs and facilities. The bonus value does not exceed \$1,000,000. Interested applicants must apply electronically by 30 June 2006 at the latest. U.S. Department of Education 550 12th Street, SW., 10th Floor Washington, D.C. 20202 303-346& amp;ndash;0924 grants.gov Payment for a private elementary school education places a significant burden on families, especially when you consider that the corresponding public education is essentially free. Nevertheless, many parents believe that a solid, private education for their children is worth the expense, giving students the artistic, religious or personal attention they may not find anywhere else. Tweet this! Discover the best private elementary schools! The schools on this list each have their own appeal. A reasonable education can be the defining consideration for some parents (annual tuition on this list ranges from \$5,000 to \$50,000 annually). Small class sizes and personal attention can be essential for others. Some families look for academic distinction, or a way to escape bullying, specialized education in a particular field, or a place where their children will be valued and encouraged. Ranking criteria include the following: Schools must have at least three of the six grades (first through sixth grade) that are traditionally categorized as elementary level grades. They must have a reputation for producing students who are well prepared to take the next steps in their education. Although they are organised as businesses, schools must have a reputation for treating families with justice and compassion. They openly and regularly celebrate the students and their achievements. In determining whether and to what extent these criteria were met, we did extensive research at these schools, which included finding and evaluating parent and student reviews. Finally, we decided to emphasise geographical diversity in the selection of schools. Rather than focusing on a few high-density population centers with a large concentration of private schools, we felt it important that all regions of the country be represented. Here's our list of the best private elementary schools across america's full length and breadth. (Fayetteville, AR) On a 26-acre campus with an amphitheater, certified wildlife habitat, trails and outdoor classrooms, children in kindergarten through eighth grade enjoy a diverse STEAM (science, technology, engineering, art and math) curriculum. Students in grades one to eight each have computer access. In kindergartens and preschool, the young students have a dedicated indoor gym, and physical education at the age of three years. There are four playgrounds and four school buildings. The New School has over 350 pupils, 52 part-time teachers and 63 full-time teachers. Founded in 1971, the school is accredited by the Independent Schools Association of the Central States, the Arkansas Nonpublic School Accreditation Association, and Arkansas Better Beginnings; 3-Star, The lower school consists of first through fourth grade and technology is integrated into all students can succeed and move on to their full potential. Students are given standardized tests to measure learning and their scores regionally and nationally. The students have in-depth studies of vocabulary, phonics and spelling, as well as frequent assessment of reading skills with the developmental reading assessment. Math students are encouraged through innovative teaching to develop critical and creative thinking skills. Students learn problem-solving strategies, and teachers use manipulative and visual models to engage students with hands-on learning activities to give students an overview of how math applies to everyday life. Students also learn social studies and science. Community service projects are integrated into the social studies program where students learn about economics and geography, as well as history and civics. Science teachers offer projects for students that will ignite an interest in science. All students from kindergarten to 8th grade take art classes. Art is highly integrated into the curriculum, which is technology. All students in 5th to 7th grade receive a MacBook Air that they can use for their tuition. Students also have the opportunity to participate in choirs, Lego robotics, science club, drama club, and private music lessons in guitar, violin and/or piano, as well as many other enrichment activities. (Lexington, KY) The school begins at Lexington School with kindergarten and goes through eighth grade, with nearly 600 students who are geographically and ethnically diverse. The school has a special learning program for dyslexia and is accredited by the National Association of Independent Schools and the Independent Schools Association of the Central States. The ratio of student to teacher is about 7-1. Sports offered on LS include archery, ultimate Frisbee, lacrosse, soccer, tennis, cheering, and several other athletic pursuits. Students have eight leisure classes to choose from: Girls on the Run, Chess, Intramurals, Maths, Chinese, Applied Music Lessons, Speech and Debate, and Scouts. The curriculum is vertically aligned for each class with handwriting without tears, science, integrated technology, English, Open reading program, social studies, and Everyday Math. Competitive athletics is offered in cheer leading, archery, lacrosse, tennis, and several others. Intramurals are available in golf, yoga, drama, dance, lacrosse, hockey, cooking, and several academic offerings. In first through third grade, students learn art, computer, PE, music and Spanish in classrooms specifically designed for these subjects. In academics, students progress at their own pace, developing their basic skills before transitioning to fourth and fifth grade, where students undertake a more in-depth study of science. They're studying maths with a math specialist. English and social studies are carefully planned with other courses. All these efforts help students switch from elementary to middle school. Students in fourth and fifth grade get lockers. They are encouraged to follow their own tasks and learn more independently. Fourth grade students provide snacks to each lower-class classroom and fifth-graders lead the recycling program for the school. Lexington School uses Mission Skills Assessment to measure traits of resilience, ethics, creativity, curiosity, time management and teamwork, giving the school a way to measure how well students get to take walks through a creek to help them understand the dynamics of this ecosystem. If students have problems with the language, they are offered an alternative to the regular classroom in the Learning Center, where the ratio of pupil to teacher is much lower. Multi-sensory approaches help students with difficulties in mathematics. Science and social sciences in the Learning Centre are taught projects that students can perform using their hands. Computer skills help students become independent students, and their special interests are explored through Talent classes that students at Forsyth Country Day School in grades four to seven gualified for the Duke Talent Identification Program (TIP) because they ranked in the top five percent on national Education Records Bureau tests. Students who started at FCDS during or before grade one were twice more likely to gualify for the TIP program than those enrolled when they were older. Duke University actively seeks academically gifted students in elementary school to help fund their education. Many parents become concerned about college admission when their children are in high school. It seems that early childhood education is just as important as high school education, and that's certainly the approach Forsyth Country Day School takes. In 2014, it began a new curriculum entitled Our Path to Excellence and will follow up on with even more innovative in the next school year. FCDS offers a year-round program for children ages two to four, called the Early Advantage Program, which will prepare students for future grades. During this time children gain knowledge that will act as a foundation, literacy, and phonem awareness. Kindergarten is part of the primary school. Kindergarten through fourth grade consists of the rest of the lower school, where students study the central, but also the world's language, art, PE, science and social studies. Primary schools to learn from other groups in a community mood. Lower school students take several trips a year to places like the Carolina Raptor Center, The All-a-Flutter Butterfly Farm in High Point, the North Carolina Zoo, several museums, the Science Center in Greensboro, and other centers of educational interest. There are also several after-school enrichment programs such as ballet, tap dancing, football, and ukulele class, to name just a few. Private music lessons are offered on several different types of instruments. This spring, the Community School of the Arts is putting on a game with the lower school students. The middle school consists of 5th to 8th grade, where students are taught skills and offered a wider range of learning opportunities, including community service projects and clubs and academic competitions. (Niceville, FL) Rocky Bayou Christian Academy is a member of the Northwest Florida Christian Education Association and Christian Schools International. RBCA is also accredited by the Florida Association of Christian Colleges and Schools, and the National Institute of Learning Development. RBCA begins with a kindergarten program and goes through twelfth grade. Over the past 10 years, 90 percent of RBCA graduates have been eligible for the Florida Bright Futures Scholarship, and graduates earn millions of dollars in scholarships each year. The school has a Special Services Program for students learn to read and are taught phonics, short and long vowels, silent vowels, and diphthongs. They have learned to count money, tell time, and the basics of addition and subtraction, as well as count to 100. The Talent Development Program concentrates its efforts on students in grades 1 to six, giving individual attention to students. Victors Class exists for the benefit of students with cognitive challenges to develop their academic and life skills. Therapy services offer children with unique learning challenges help to help them navigate through school. In addition, the RBCA uses the national for the Learning Development Model, which includes a Search and Teach Program, Discovery Educational Therapy, Group Educational Therapy, Prescription for Reading, Speech and Language Therapy, and Test Services. All of these programs offer interventions for students who have trouble processing information, academic skills, and language acquisition. Another campus in Destin earns Grade K through sixth grade with a high-achievement program with advanced technology in each classroom. The ratio of pupil to teacher is about 8-1. Talent Development Class students who may have differences in the way they learn have the possibility of advanced placement. Students are taught foreign languages, music, art, computer, and can even attend the Ukulele Club. The elementary curriculum includes the Singapore Math and Student Technology Program run through a partnership with Boston University and the University of Richmond, Students will take a standardized performance test in the spring, the score of which is used to monitor students' learning success, (New York, NY) The Brearley School holds the award as one of the oldest schools in the country. The school was founded in 1884 and is still an all-girl college preparatory school, teaching about 700 students, kindergarten through twelfth grade. The primary school has approximately 250 students and includes kindergarten through 4th grade. The middle school has just over 200 pupils and includes fifth to eighth grades. The core values of primary school are responsibility, respect, honesty, courage and kindness. Students are encouraged to behave with dignity and act with integrity so that they become a cohesive community of students. Homeroom is the foundation of all learning, but as students become more accountable, they are given more privileges and responsibilities. There is a gathering every week where the girls sing, recite, and put on plays. There are also guest speakers on a wide range of topics from care for rescued wildlife to the history of jazz. By fourth grade students will be well trained in handling fractions, decimals and percentages. They will write several section papers and engage in the planning of what they write. They will read short stories and participate in speech, debate, sketches and plays. They will learn about Judaism, Christianity and Islam. In science, they will learn how machines work, including levers and gears as well as the anatomical structures of animals and phases of the moon. Students will continue their knowledge of mandarin language and ceramics. They learn carpentry, music and photography, as well as physical education and service learning. In other words, students at Brearley have a robust The lower school seeks to develop the grade in all its students to be a foundation for their behavior in middle and upper grades, and for life. Students learn to respect the thoughts and work of others, while giving back to society through service projects. Students discuss peer conflicts in discussions that arise from the academic activities of the lower school. Lower school students are offered gymnastics and football programs after school. After-school football does not begin for students until class two, but gymnastics is open to all lower school girls. Brearley also partners with Chapin School to offer LS Clubhouse after school for grades K through 6, where students participate in a variety of physical, intellectual and artistic activities. (Schererville, IN) Children from junior kindergarten through eighth grade attend Forest Ridge Academy. Junior kindergarten uses multiple active learning experiences where they interact with classmates, people, events and practical learning centers. Teachers post today's schedule in writing and in symbols so children will be encouraged to read. Children will have the opportunity to make choices about what they do and participate in problem-solving activities. Children are encouraged to describe in words the things they experience. They are taught the alphabet, visual words, and begin reading skills through a phonics program. Mathematical concepts are taught through the use of manipulative objects and students learn to recite and write their numbers, as well as count with fives and tens. They also attend classes in PE, music, art, Spanish, computer, sign language, wood work, and science. Science includes nature trails, field trips and age-appropriate experiments. The kindergarten program has a complex reading, writing, spelling, math, social studies, and science program. Science uses experiments with magnets, light and sound, as well as the different stages of butterflies and ladybugs. Students also participate in the same special classes as the junior kindergartens, including sign language and music. When students enter first grade, they are taught using Whole Brain Teaching. They learn about science through an interactive classroom garden and learn to read different types of media such as articles and poems. Students are taught tolerance for diversity, drawing, age-appropriate musical production, painting and writing stories and essays up to five paragraphs long. Students are going to take exciting field trips to the Art Institute of Chicago, as well as many other places. Second-graders walk the Chicago Field Museum and take part in a scavenger hunt. They also tour Pawnee Earth Lodge and learn about the Pawnee Nation's life. Every two years, students return there for an overnight trip along with the third-graders and their parents. Third- and fourth-graders and their parents. to medieval times restaurant, take a trip to Camp Tecumseh, and go to the Field Museum in Chicago as they study Egypt so they can see the Egyptian exhibition. At the end of the year, they go to Space Camp, where they experience many fun activities that simulate going in near zero gravity and what it's like to fly in a spacecraft. (Jackson, WY) Journeys School offers education to kindergarten through twelfth grade. At the moment, Journeys is a day school, but boarding is considered an opportunity for the future. There is also a long-standing home stay programme for international students. Elementary students are immersed in a seven-course program that includes the usual academic courses, as well as Spanish and art. The curriculum complies with national standards known as Common Core. Students are assigned math and language arts classes based on the ability and social and emotional development of each student so they can learn, receive help, and accelerate at their own pace. Giving children a strong foundation in both reading and writing curriculum uses several famous and proven reading and writing programs. Students have reading and writing workshops daily

and are instructed in skills that will make them strong readers and writers. Maths is taught with fewer subjects, delivered in a more intense method using Math in Focus: The Singapore Approach. Science is taught using all scientific disciplines, including technology, to educate students to think like researchers through a study method so students learn to ask questions and design their own experiments. The classes emphasize citizenship and community. All classes are taught in such a way that students can make real world applications. In addition to visual arts, elementary students also have music or drama lessons twice a week. Elementary students give public musical and dramatic performances. Students give public musical and dramatic performances. played by elementary students are mostly limited to percussion instruments, the keyboard, and recorders. Elementary students go on frequent day trips in and around the community and go on three extended day trips (of one to five days) a year to areas of Wyoming, Washington and Idaho. Elementary students also participate in service projects designed for their age groups, such as building bird boxes and collecting wildflower seeds to plant in areas in need of beautification. In summer, a number of camps are available for lower school students, such as Jackson Hole Summer Science Camp, Journeys School Summer Academy, and Teton Valley Community School Summer Camps. At these camps, students can study the environment, discover how different animals make their homes, explore natural waterways, go on nature walks, and camp out. (Atlanta, GA) Cliff Valley School is accredited by the Southern Association of Colleges and Schools, and the Southern Association for Independent Schools. Cliff Valley is also a member of the Georgia Independent School Association and the National Association of Independent Schools. There are about 300 students and 57 full-time teachers, most of whom have a master's degree. There is a very low turnover among the faculty, which provides continuity in the school. The campus is located on nearly five acres in northeast Atlanta and has 47,000 square feet of amenities including a music room and performance scene, science lab, art studio, gym, outdoor classroom, a rooftop terrace, outdoor playgrounds for recess and organized sports, and nature trails. Spanish language acquisition begins at the age of three at Cliff Valley School. Preschoolers learn through exploration and visuals. Students work in a garden to plant and nurture what they grow. Kindergarten through fifth grade is taught by teams that provide warm-up exercises in central, activity centers, and teaching language arts and math. Students go into recess and then lunch, after which they study science and social studies and go to enrichment classes in art, environmental sciences, PE, Spanish, technology, library and music. Different assessments are used to determine students' skill acquisition, and parents receive weekly status reports and newsletters. Standardized tests are used in the top grades to help determine how well students acquire knowledge and skills. Students go on several field trips during the year, and guest speakers come to the school from different subject areas, so students can make connections between what they learn and the world around them. Elementary and preschoolers have reading friends and lunch friends, so older students can experience what it's like to guide younger people and act as role models. Students in grades three to five can participate in club-style sports with no chance of being cut from the team. Sports include cross-country skiing, volleyball, basketball, flag football and football. An after-school program allows students to learn about and participate in drama, art, fencing, chess, golf, robotics and music. After-school care is available to all students aged three years and over. Activities include games, free play, handicrafts, art projects and activities, as well as homework. In summer, camps are held for all age groups with ageappropriate activities that include computer programming, games, cooking and sports. Pre-care and after-care is offered in where students participate in less structured activities with their own age groups such as free play, arts and crafts and reading time. (Washington, DC) The Maret School, a college preparatory school founded in 1911, serves nearly 650 students in kindergarten through twelfth grade on a seven-and-a-half-acre campus. Originally it was a French school that taught students from different nations, and with such a beginning, it certainly respects and celebrates diversity. Students come from 41 countries and 42 percent are students of color. Students attend classes on a single campus with an average class size of 15, with a student-teacher ratio of seven to one. There are 106 teachers and 65 percent of them have master's degrees or higher. The school is accredited by the Association of Independent Maryland Schools. Spanish teaching begins in kindergarten, while the study of French and Latin begins in class six. In ninth grade, student is required to take classes in visual and performing arts, and each student must take classes on twenty-first century essential skills. Although Maret is a college preparatory school, elementary school is not trying to teach at an accelerated pace or teach more than students need a good foundation before going into middle school. Children get to be kids while they go to science class twice a week, along with art and music. Students go to the library once a week and have PE four times a week. The number of times students attend Spanish class depends on the student's grade level. Fourth-graders serve as reading friends for kindergarten, and students from high school plant gardens with preschool classes. High school students help first-class students raise fish (shad) and release them into a river. There are festivities where all the students have access to laptops, and there are also 3D printers, tablets, digital cameras and more that students can use and learn from to prepare them for life in the twenty-first century. Service learning is also part of the curriculum. An after-school program is in place for students help if needed, but it's a time for them to relax with activities like a weekly movie, Puzzle Club, Girls on the Run, Culture Club, French Club and Chess Club. During the year, the lower school has several celebrations, gatherings and guest speakers. Maret is accredited by the Association of Independent Maryland Schools and a member of eight professional education organizations. (Anchorage, AK) In August 2013, Pacific Northern moved into a brand new campus that includes a multi-purpose high school, a music room and a large art studio, and an extensive science lab where students are challenged daily to develop independent and thinking skills. Students will have the opportunity to explore themes across the curriculum. Although students work together, they are held individually responsible for their learning in this college preparatory school. Nevertheless, teaching is differentiated so that all students can achieve their own potential. Assisting students in this quest is a team of devoted teachers in small class. There are about 150 students in kindergarten through 8th grade. The Responsive Classroom program is used to keep students comfortable discussing their ideas and receiving the support they need to continue stretching their thinking to newer heights. Tuition is currently \$16,995 a year, and tuition assistance is available. PNA offers an after school program as well. The youngest students in 3rd grade participate in both indoor social and sporting activities. The fourth through eighth grade students join homework Club, where they have an hour to quietly work on homework on the computer, then participate in both outdoor and indoor social and sporting activities. Beginners and early childhood, Kindergarten through fourth grade is considered the lower school and fifth through eighth is considered the middle school. All core subjects are taught by the class teacher and specialists teach electives in PE, performing arts, Spanish and study art. Students are encouraged to work through self-conceived projects and, together with others, consider the different ways in which the problems associated with the project can be addressed. Students must then compare and analyze their solutions. All students are taken on field trips, some of which are visited the Alaska Sea Life Center, Kachemak Bay, Denali National Park, Alaska Native Heritage Center, Performing Arts Center and Campbell Creek Science Center, Puget Sound, Washington, D.C., and Costa Rica. Grades 2, 5 and 7 are required to participate in the Science Fair; participation is optional for all other grades. All students participate in a day of service (to the community), an autumn concert, a spring musical and a student art exhibition. Different programs are used for each topic, thus maximizing student learning. (Sandy, UT) Serving children in grades preschool through twelfth, Waterford School integrates academics, sports, arts and social development into a multidisciplinary whole. In kindergarten and kindergarten students, the process of learning to become readers, writers, listeners and speakers begins. They learn to see time and use a calendar. They learn to see time and numbers as well as graphs and shapes. Their learning is enriched with an introduction to dance, music, photography, theatre and art. In the lower part students begin an academic program that will teach students study habits and skills that they will use for the rest of their lives while studying elementary mathematics, English, computers, science, history, dance, music, visual arts, PE, and library science. Students at after-school also can be members of a maths club in third and fourth grade, an inventor club for second- and third-graders, a robotics program for fifth grade and lower school students in grades three to five put on a game each year, produced by the college students. Fourth- and fifth-graders compete in both a math bee and a geography bee. All students in lower school classes can participate in a Saturday program, eight-week ski and equestrian program, eight-week ski and equestrian program. Sixth-grade pupils are considered part of the middle school. It is in middle school that competitive sport begins. The curriculum is classic liberal arts/college preparation. From kindergarten, students can attend Waterford Dance Academy, where they learn ballet and modern dance. Preschoolers start with creative dance, and five- and six-year-olds start with pre-ballet. Then there are five levels of ballet teaching that students must qualify. There are open classes in jazz dancing, modern dance and modern dance. Founded in 1981, the Sandy suburb school is located on a 40-acre campus with the majestic Wasatch Mountains towering behind it. There are 10 buildings with 250,000 square meters of instruction space. The lower school building includes rooms for music, art, science, computer laboratories, maths, gym and library. Instruction in string instruments begins in fourth class, with brass and woodwinds added the next year. It is the school's mission to provide a liberal arts, college preparatory program combined with the latest technology. The school is accredited by the Northwest Accreditation Commission and the Northwest Association of Independent Schools. There are a total of 896 pupils in the primary school and 210 at the middle school. The school calendar runs on a trimester system. (Sewickley, PA) On a 16-acre campus just north of Pittsburgh, 700 students in kindergarten through twelfth grade attend Sewickley Academy, on a campus with 60 classrooms, nine science labs, two robot labs, five computer labs, a digital design lab, a media center, and two libraries. There is an outdoor classroom with a garden and two greenhouses. There are two auditoriums, both large and small, a visual and performing arts studio, an art gallery and individual rehearsal rooms for musicians. The goal of the language art program is to create critical readers and writers who can distinguish between credible and bad sources. At fifth grade students read with five great strategies while practicing their writing, editing, grammar, spelling, and vocabulary. Students read classical and nonfiction novels class, and on their own. In social studies students learn about American history, as well as ancient cultures, U.S. government, personal rights, and how people from different parts of the world came to live in the United States. The math program is college and lifesaving preparatory. After the fifth grade, students learn to apply a set of rules or concepts to new problems. They are learning computational fluency and are given the opportunity to participate in the Math Counts Program. In science, students learn the scientific method of observing, taking notes and analyzing their observations. At fifth grade, students study the life cycle, the universe, celestial bodies, the atmosphere, oceans, and other environments on earth. Students in fifth grade have a teleconference with the Challenger Learning Center and visit the Sunship Study Station at McKeever Environmental Center. Spanish is offered in kindergarten through twelfth grade. Students can start taking French, Chinese, Latin or Italian in sixth grade and an after-school Chinese program is offered for students in first through fifth grade. All students take classes in engineering and robotics. At fifth grade, students working together to share work are pretty much designing robots, and game design and programming. Students can choose to continue their pursuit of robotics in the after-school program. Students also express themselves through classes taught in the Fine Arts Department: visual arts, dance, theater and music. At fifth grade students participate in a musical put on by dance, music and theater departments. All students must participate. The school has outdoor and indoor gardens so they can learn in an outdoor classroom so they can understand the cohesive environment and the importance of sustainability. Students prepare soil and organically grow their own plants, which they then grow and harvest. There are many types of gardens, including a butterfly garden and a flower garden. Elementary school begins the week with a Monday morning assembly where birthdays are recognized, students are invited to. Each homeroom has to prepare an assembly at least once a year. In addition to field trips, guest speakers and artists are brought in to talk to the students. (San Francisco, CA) While teaching is significant at CSB, it includes daily hot lunches and outdoor training program, as well as books and computers. The school raises money to supplement the education program, which helps reduce teaching. Also, students at the school are awarded nearly one and a half million dollars in tuition assistance. While volunteering is an essential part of the running of the school, there is no quota for parents to meet. Cathedral School for Boys is a kindergarten through eighth grade, all boys Episcopal The school is looking for boys who are highly motivated to learn, from different cultural and ethnic backgrounds, and who are of good moral character. Students are scheduled for a tour of the admissions process. The primary school consists of the kindergarten through 4th grade. Community service is part of the education program, and students participate through a composting program for the entire school and support from the Bayview Mission, an institution that provides services and food to people living in hunters point and bayview neighborhoods. In the lower school, students learn some of their math through projects that allow students to solve real-world problems in an analytical and creative way, while maintaining the principles of mathematics. There are many learn-by-doing opportunities in others, as well, with students working independently or in small groups. Whenever possible, interdisciplinary lessons are given. A community circles, as well as human development curriculum and chapel services. The school seeks to build a strong grade in all students so that they are socially fit as well as imbued with academic sharpness and physical fitness. The boys have learned to be supportive team players in the athletic program and how to show good sportsmanship regardless of the situation. When boys reach sixth grade, they are in upper school (through eighth grade), where students are taught a humanities program integrating religious studies with English and history. Art education is founded in the belief that art help develop the creative brain and celebrate the talents of each child. In addition to physical education, community service, drama, iazz band, mathematics, outdoor education, science and dance, students are taught Spanish and Mandarin language and culture. Students in language classes take trips to China and Chile. (Santa Fe, NM) About 130 students from preschool to eighth grade attend santa fe school for the Arts and Sciences. Mathematics and science are taught in conjunction with multicultural art, all integrated into a curriculum that builds strong academic skills through expeditionary learning (EL). EL joins challenging academics with learning expeditions (real-world projects), community service and character development. Expeditionary Learning has many benefits, including creating a culture of respect, creating deep thinkers, providing support for all learning methods and creating curious and knowledgeable students and teachers. For middle schoolers who have been home-schooled, a bridge program is offered that allows middle schoolers to attend selective classes at school while continuing homeschooling in others. A so that students see the relevance of everyone and how they are interconnected. Technology is integrated in all, as well as learning appropriate communication skills. The school has built links with local international organizations so students can establish relationships with international schools and students. Elementary characters are divided into three groups: Stargazers (grades one and two), Centaurs (grades three and four), and Badgers (grades five and six). Each group has a project each year, culminating in a book that highlights what they have learned on the subject. Badgers, for example, raised trout from eggs. Each student became an expert in a type of fish, and several drawings of fish were exhibited in their book. They also studied the Indigenous peoples of Australia and produced a book of their indigenous works of art along with poetry. Work for each group can be viewed in the Center for Student Work. In summer, the school offers a range of camps for all ages, exploring topics from mummies to cooking around the world, and from international folk art to wilderness survival. (Kamuela, HI) Founded in 1996, Waimea Country School serves children from four to twelve, developing them into confident and creative, ethical solutions. Students are grouped into multi-age learning groups so that they can excel or receive remediation as needed, so that they are performed in all, while being supported in the learning style where they feel most comfortable. The focus for each class is on the process of learning with multiple curriculum resources for different learning styles. The average class size is 16 students. Some sixth graders qualify to work in independent studies. The school, located on the Big Island of Hawaii, is surrounded by various, notable resources such as Waimea Nature Park, Kahilu Theater, W.M. Keck Observatory, and the Canada-France-Hawaii Telescope, to name a few. The school is behind St. James Episcopal Church and across from Waimea Community Park. In addition to the core academic courses, students get grade training so they are not just encouraged to grow intellectually, as well. Their moral development is as important as their intellectual development, so the school hopes to eliminate bad manners, inappropriate words and phrases, banter, bullying and gossip so students can grow to be adults able to make ethical decisions. The school has a garden and students spend time in the garden every day with garden projects integrated into the curriculum. This blends well with the Hawaiian Studies Program, which seeks to give students an understanding of the islands, their culture, and the challenges facing the state of Hawaii today. Hawaiian studies blend well with the Character Education Program, as values are seen through a Hawaiian perspective. Students are also taught health and wellness, art and music. Students learn some of the Hawaiian languages with a value taught each month and translated into Hawaiian, such as compassion (lokomaika'i) and respect (ho'ihi). (Edison, NJ) In preschool, RPRY seeks to spark the imagination, creativity and curiosity of children through motivation programs that promote care, responsibility and self-reliance. The lower school goes through fourth grade and utilizes hands-on activities while teaching to the distinctive style of each student. Students learn interactively and work in small groups. Individualised teaching allows students to progress as they constantly participate in projects, guizzes, tests, presentations and individual surveys as they work towards targeted goals. Academic courses are taught interdisciplinary so that students see the relevance of what they learn. Reading and writing, for example, cross all subject areas. Students read stories and books and participate in STEM-focused goals. Students write about topics that are relevant to them. They learn about health through a class and through physical education. Middle school begins in 5th grade and goes through 8th grade. In the middle school children become more active in their communities, embarking on community projects to raise funds for people in need. Class sizes are kept small and the motto of the school is: Challenging the mind and nurturing the soul. Because students learn differently, each student's learning is individualized and is in line with the state's common core goal in a small group setting. Students with learning disabilities are not pushed to achieve beyond their abilities, but accelerated learning programs are available to advanced students so they are not held back by others. Students can take support classes, as well as self-enrichment opportunities. Students have access to elective classes through distance learning, a new digital social studies program, weekly STEM classes, science, computer, and state-of-the-art science labs. RPRY ranks 6th among the top 50 middle schools in the United States (Vienna, VA) Preschool students at Green Hedges are taught with a Montessori program. The elementary school teaches students in the traditional classrooms in classes 1 to 8th grade. GHS is a member of the American Montessori Society, the National Association of Independent Schools and the Virginia Association of Independent Schools. Founded in 1942, GHS has about 190 students and 23 teachers, 57 percent of them having advanced degrees. It began in the founder's home and had 10 students and a teacher. By 1955, the school had flourished for 60 students, then four acres purchased in Vienna, after which it expanded to include all levels through grade eight. GHS is committed to its students achieving distinction with character while exploring opportunities. Students begin learning French in preschool and Spanish in fifth grade. Throughout primary school, students study music and art as well as physical education. In the top grades, they are taught to play the recorder and learn music theory. Students can also join the band starting in fifth grade. All grades go on age-appropriate field trips, and starting in fourth grade, they go on overnight trips. Students begin to learn first-class technological skills by learning terminology, digital drawing, iPad navigation, and keyboard skills. Keyboarding skills are taught each year in the elementary gualities. Starting in grade five, students begin to participate in the science fair and start learning pre-algebra. Art is integrated into the curriculum, not only for the sake of art itself, but to show students how art is associated with history, science and language art. By the time students are in fifth grade, they are sculpting, painting, and using clay and multimedia to create art projects. Also at fifth grade, students are learning research skills (including how to quote references) and creating their own media presentations. The school produces a monthly magazine called Clippings, where school philosophy, teachers, parents and students are presented in various articles and interviews. The school sponsors several events throughout the year that bring families together, such as Founders' Day, Grandparents' Day, DragonFest (an afternoon of play, competitions, food, face painting and more), a spring concert, a first-class game, and a spring dance, to name just a few. At GHS, it is not just about education, but about community, where pupils, parents, community members, relatives and alumni can join pupils and teachers in the context of what they do. (Bloomfield, MI) It may seem to some a banal and clichéd goal, but one only has to turn on the news on TV or pick up a newspaper to see that the simple lesson of learning to be nice to each other is an essential ingredient in the social contract that binds communities together. Roeper is a kindergarten through fifth grade school with about 250 students and in the lower school children learn to work together, to be kind to each other, and show respect for others. It is hoped that children will develop the desire to make a difference in the world through community involvement, personal and social awareness and respect for diversity. Roeper seeks gifted students who are being prepared for post-secondary education. Students must take a gifted IQ test, and many things are taken into account when a child applies for a place with Roeper, including strong academic performance in grades and teacher ing. Primary school pupils are introduced to art as early as the age of three and have access to various media, where they produce their own art. They are exposed to different kinds of art and are encouraged to handle different things to get a feel for different textures. In phase 2 of the art program, students are exposed to visual skills using a variety of tools and materials, while developing the individual student's skills. In Stage 3 Art, students are taught respect for the work of other artists as they explore different themes and multiple techniques. Finally, phase 4 students receive a wider range of artistic experiences, while exposing students to art history and multiculturalism. There is also a four-step performing arts program in the lower school and looking to expose children to different types of music, both oral and instrumental. At stage 3 they play the soprano, and at stage 4 they can choose an instrument and play in the band or sing in a large choir. There is a beginning and advanced band class for elementary students. Each elementary student begins the day in the home room, where English, maths and social studies are covered. Students then take additional classes in French, science, PE, dance and movement, art, music and library and computer skills. (Chicago, IL) At Cambridge School, students receive an individual learning plan based on their strengths and weaknesses, socially, academically and spiritually. Students are taught in a way that shows how all courses are interconnected, so students will develop critical thinking and long-term memory in the humanities, maths and science in a classical education. The humanities include literature, writing, reading, poetry, history, geography, drawing and painting. drama and music. All aspects of the curriculum teach students to think critically, and that spiritual life should not be treated separately, but as an integral part of life. The scientific curriculum is based on a hands-on approach where students can take time to appreciate nature. Spanish is taught to students from kindergarten through fourth grade. Latin and Greek are taught to students in classes three to eight. All students are taught the importance of physical fitness and good sportsmanship through a physical education program. While Cambridge is a faith-based school, students are not required to believe or adhere to a particular faith. Instead, they are taught a Christian worldview through the curriculum and by teachers who profess and practice Christianity. Students take standardized tests to evaluate learning and students consistently score 90 percent or better in reading and math. The primary school covers kindergarten through kindergarten, where pupils learn the building blocks or foundations that they will increase their Knowledge. Grammar school is first through sixth grade and students begin to study ancient civilizations and move on to the emergence of capitalism and industrialization in fifth and sixth grade. Reasoning, writing and reading become the primary focus of skills to acquire in high school. The school was founded in 2005 and has about 160 students. There is teaching assistance. (Tualatin, OR) Arbor School is located on 21 acres and serves kindergarten through eighth grade students in a thematic curriculum taught in a multidisciplinary manner and where mixed age group is used. The students stay with the same teacher for two years, and because of the many-age grouping, forms ties with older and younger students. ASAS's goal is to help students acquire the skills needed to learn important ideas through study and self-expression to give importance to their learning. Students are divided into groups. Primary consists of kindergarten and first grade. Juniors are second and third grade. Intermediates are fourth and fifth grade and seniors are sixth through eighth grade. Primaries teach about bicycles (plants, small animals, water), Greek mythology, migrating animals and maps. In mathematics, they learn numbers and operations, geometry and measurement, while in literacy they serve the process of reading and writing. Juniors learn about geology, electricity, magnetism, clouds, water cycle, colonization of America, Native Americans and westward expansion. In math, they continue the learning they started as primaries. Juniors read and write fluently and start learning about plot and character development. Sixth grade students learn about plate tectonics, paleontology, and genetics, and start an algebra curriculum written by two teachers at the school and published by the Arbor Center for Teaching, so that by the time they finish eighth grade, they will have been educated to the level of a high school Algebra I class. All students will have the opportunity to design two- and three-dimensional art projects that increase the theme being taught at the time. Students use a variety of media to create their art projects, some of which are on the school's website. Music includes movement, instruments and music. Intermediate students begin playing soprano recorder and reading music. Senior students learn music that includes themes they study, such as cowboy ballads, when studying westward expansion. Students learn how to arrange and perform orchestral compositions they have written, which are used in school productions and/or concerts. Finally, students of all ages create and produce independent projects, both individually and as a class. Students learn to capture an audience's attention with visual aids they have created themselves. (Birmingham, AL) Highlands School was founded in 1958 and educates 280 children in kindergarten through 8th grade with 31 teachers. The students get a STEM curriculum, and the school has two modern STEM labs. Lower elementary students in a collaborative device using Everyday STEM, STEM in the Gym, and Lego Education components. Elementary students will use a STEM lab that is being built in the Learning Center building so students can work with hands-on experiments in teams. Middle schoolers will allow students to explore the physical sciences and life on earth with computer-directed, hands-on learning. The school is divided into three sections: primary school (all grades through third grade), primary (4th and 5th grade) and Middle School, the classes are self-employed with a priority on early literacy and a strong foundation in mathematics concepts and skills. In primary school, pupils choose whether to study French, Spanish or Chinese. Students work in the core classes as well as in the arts, performing tasks as group members and as individuals. In high school, students continue the challenging approach to core subjects and are given the opportunity to participate in leadership roles in school, such as academic competitions, robotics, public speaking, yearbook, greenhouse sciences, art, music, drama and technology, as well as continue their language studies (which they chose while attending elementary school). Standardized tests are used to determine learning success. A full-time teacher is used to help students develop testing strategies, study skills, and plan and organize. An expanded day program provides day care and enrichment before and after school. Students can learn to play tennis, piano or guitar, or they can choose to learn chess or karate. The athletic program helps children to develop good sportsmanship through the fall and spring football, cross-country skiing, and basketball. A professional and certified North American Soccer Camp coach from England leads each team in a practice once a week. At other times, parents act as coaches. (Seattle, WA) Learning is not limited to a formal classroom at Bush School, where students can find themselves in an outdoor classroom or in an urban setting, somewhere in the desert or in another country. Lower school students often go on field trips and fifth grade students go to a retreat. The curriculum for lower school students focuses on different cultures and real world situations. Students learn to solve problems and think critically through projects completed with other students, class discussions, and cooperative learning groups. Each student's abilities are valued and respected so that students are not pressured to learn beyond their The aim of the primary school is to make each student an active participant in his or her own education. Students are taught in such a way that they develop the ability to think of solutions creatively and analytically that come to conclusions that are made in an ethical framework. With about 600 students, there are 85 teachers, some of whom are part-time, and 45 support and administrative staff in 10 buildings on a six-acre campus. Bush has two gyms, seven classrooms, an art building, a theater, a gym, a common room, a library and four computer labs. There are several places for students to play, as well as a practice area for organized sports. Bush School is accredited by the State of Washington and northwest Association of Independent Schools and the National Association of Independent Schools. The school provides a wide range of counseling to help children in their cognitive, social and emotional development through multiple strategies and programs. The lower school counselor serves children from kindergarten to fifth grade and offers group, family and individual counseling when needed. An extended day program is offered for the lower school with K through second grade in one group and third through fifth grade in another (however, there are opportunities for the groups to interact). Students have free playing time, organized games, homework help, games, sports and science to enjoy and from where to receive enrichment. Lower school students go on local field trips and grade-level retreat programs beginning with fifth grade. Support services are offered to both students for social, emotional and academic support. The bush school's goal is for all students to develop self-confidence and self-esteem. Students learn about different cultures and as they do, they grow in intellectual skills problem solving and critical thinking. (St. Paul, MN) The responsible classroom allows teachers to strengthen students' talents in a small class size, while teaching students to respect the opinions and thoughts of others. Students are expected to be engaged and contribute in the classroom. In primary school, the classes consist of flexible groups with two leading teachers in all home years. The day of the lower school students begins in the homeroom, and they are in and out of the homeroom all day as they go to other specialty classes in science, art, library, music, PE and Spanish. Specialist teachers work with home teachers to change and differentiate teaching to make the learning experience. Because technology plays such a big role in culture, it is an important integral part of the curriculum. Elementary students use a variety of technology devices including iPads, SMART boards and Classmate PC Convertible tablets. are units in homerooms and specialized classes teach students computer skills in a lab. Starting in fifth grade, all students receive a lapto that is used throughout the day. In summer there are classes that students can take in academic courses, as well as special interest classes. In the fall of 2015, SPA Huss Center for the Performing Arts opens for musical and theatrical performances. Kindergarten through second grade students has an active academic program in language arts, mathematics and social studies. Students develop their language acquisition and mastery through phonics, reading, writing, spelling and vocabulary, among other English. In social studies, students are encouraged to learn about their families and friends, but also to learn about the culture around them. They are introduced to maps. In mathematics, they are focused on skills and concepts as well as computational processes. In 3rd and 4th grades, three and four pupils build on the language art skills acquired in previous grades and learn the difference between fiction, nonfiction and literature. Students are taught writing and proofreading. Mathematics and social studies programs are interdisciplinary programs developed by McGraw-Hill. Fifth-graders have a strengthened role in school. They run the school assemblies that take place twice a week. They also plan and implement Thanksgiving food drives and all-school bazaar. In addition, they operate recycling, school trips and have lost and found programs. They help students in lower classes and help teachers in the classroom and library. (Boise, ID) Serving preschoolers through ninth grade, Foothills School of Arts and Sciences is fully accredited by the Northwest Association of Independent Schools and has about 150 students. In 1994, the school moved to its current location in the center of Boise, where it has access to the museums of the nearby arts district, parks and rivers, cultural and arts organizations and Boise State University. Foothills School adheres to the national curriculum; study-based learning is used. Students learn by asking questions, gathering facts, and investigating. Students learn to consider all options and come to fact-based conclusions. Students learn to think, conduct research and solve problems and thus become critical thinkers. All teaching is differentiated to tailor the teaching to each student's individual needs and learning program focuses on the strengths of each child. Students learn to express themselves in the language of music, math, art, performance, discussion, science, drawing, and many other ways so that they are not limited in how they learn. In primary school there are two grades in each class. These dyads are flexible, however, and grouping student changes throughout the day about what is being learned and the needs of students. Equal emphasis is given to academic, personal and social responsibility. The core courses of knowledge are highlighted in the lower school, especially maths and reading to ensure success throughout the pupil's time in school. Reading is used in all aspects of the curriculum and mathematics program, Studies, is a nationally recognized program. Math class for all age groups takes place at the same time each day, so students can participate in the class that best suits their needs, regardless of age or class ranking. Physical education is a key element of primary school, as well as music class, where rhythm and movement are taught. Fifth- and sixth-graders take a foreign language, performing arts, and visual arts. They also participate in Socratic seminars and other discussions where students learn to express their opinions in a respectful way and discuss how they came to their conclusions. Students participate in service learning through projects that last as little as a week for as long as six weeks, during which they meet curriculum objectives. Students are instructed in the use of technology so that they also become lifelong learners in technology. (Portland, ME) Breakwater School educates children in kindergarten through eighth grade and has an enrollment of about 140 students. The school provides a balance between both intellectual and social pursuits, instilling skills needed to be successful in academics. Students learn in cooperation at the multi-class level in interdisciplinary teams. The school, which was founded in 1956, owns a 21-acre nature reserve in the town of Cumberland, about 10 miles north of the school's main campus. The ratio of pupil to teacher varies by grade, but is never greater than 10-to-one. A pre-school program is available for all class levels, but only for Breakwater students. The after-school program lasts until 5:30 p.m. and is open to all class levels through eighth grade for students from Breakwater and other schools. An after-school enrichment program provides a varied selection of interesting activities and changes at the end of each classification period. Activities have included climbing, Lego robotics, ceramics and many other exciting programs. The school also offers classes and enrichment activities for parents. The school is accredited by the New England Association of Schools and Colleges and is licensed by the state of Maine. Students are given lessons that connect the subjects they learn to the real world. In addition to academic classes, as the class teacher, students also have classes in performing arts, science, the world's language, art and music. Lessons are taught through interdisciplinary units created jointly by classroom teachers and elective teachers who provide students with opportunities to participate in practical project learning. First-through fourth grade is learning in the outer environments of a river sanctuary, a pond, and school gardens. Students in first through fourth grade participate in Spanish twice a week for 45 minutes, and at third and fourth grade, the mass of these classes intensifies as students become more knowledgeable and trust in the subjects. (Iowa City, IA) At Willowwind, students have a teacher who stays with them through most of their school years and children learn in multi-age, multi-grade groups so that students will develop a social conscience, self-discipline and academic skills, and learn to problem-solvers creatively in a climate of high self-esteem and mutual respect. Students are encouraged positively so that they are not afraid to fail or make mistakes and have the courage to move past their mistakes and learn from them. Kindergarten is based on the Montessori method, but the other grades are not. Nevertheless, they have a small number, so teachers can use differentiated teaching to tailor learning to each student's learning style. Teachers using Singapore maths and learning is rigorous in all academic fields. Students learn Spanish, and lessons for everyone cross the curriculum, allowing students to learn experientially in practical tasks and projects. The school is accredited by the Independent School Association of central states and by the state of Iowa. Teachers present a humanities-based curriculum and teach students how to develop appropriately, both socially and emotionally, through Character Education lessons. Students at Willowwind come from both urban and rural areas, are economically, ethnically and socially diverse, and have earned state recognition writing, math, chess, inventions, spelling, history and science. Art galleries in the area show art by Willowwind students have performed puppetry in both French and English. They put on plays, give concerts, and have performed in university operas. Students who graduated from Willowwind go on to be academic, social and artistic success. Alumni include engineers, businessmen, writers and musicians. Students are taught in Spanish, while music is provided by specialists. Students learn to be socially and socially conscious and show mutual respect for each other. The goal of WS is to prepare students, academically, to leave school after sixth grade and be successful, whether they go to a public or private school. An after-school enrichment program is open to all WS students in six-week sessions. A summer program offers a cornucopia of courses covering a wide range of fun and is open to all children, not just WS students. (Dayton, OH) At Miami Valley School, students can start in kindergarten and continue through their final years in high school. A large part of the training on MVS is character training, which teaches personal responsibility, mutual respect, teamwork and empathy for others. There are nearly 500 students and just over 60 teachers. The school spans 22 hectares and has various clubs where students can participate. Every Monday there is a school-wide gathering and there are often notable guest speakers. Parents receive an electronic newsletter every other Friday and are encouraged to drop by or ask a guestion. The early childhood group consists of three- through five-year-olds. The primary school consists of kindergartens through fifth grade, while middle school includes six to eight. Students in the lower school learn both the Spanish and Mandarin languages and get an overview of Spanish and Chinese cultures, geography, holidays, music and art. Students are taught both speech and listening skills. In lower school students begin to study science by studying ecosystems, part of which occurs in the Outdoor Exploration Center, where students begin to appreciate the natural world. In fifth grade, students ponder how they can have a positive impact on the world while learning important scientific concepts. Primary school pupils are exposed to a variety of methods in both visual and performing arts. Once in fifth grade, students begin to paint, draw and create works with clay and ceramics. These skills are intensified and honed throughout primary school. All lower school pupils participate in age-appropriate physical education. Literacy early on MVS and a reading specialist work with students in the lower grades in collaboration with the class teacher, so students begin to build a strong reading base from the beginning of their educational careers. Students

begin to learn early to communicate in writing. In fifth grade, students use their literacy and speech skills in social studies and become big brothers and sisters for kindergarten students. They meet several times a month to play games, visit or participate in organized activities. Singapore maths is taught at the school and students also have their maths instruction supplemented by a maths magazine called Dynamath. Even social studies are covered in mathematics, as students consider problems facing the founders and use their critical thinking skills to evaluate these problems and potential solutions. After school, lower school students can have an extended day of recreation both indoors and out. They also have snacks, play games, finish homework, or seek help with their school work. (Pittsburgh, PA) St. Edmund's Academy originally started as an Episcopal school for boys in 1947, it has become a coeducational school for people of all faith systems, united by the school's core values and standards. The six core values are service, responsibility, understanding, respect, honesty and high standards. These core values are integrated into every lesson in each class, beginning with preschool and going through eighth grade. There are nearly 300 students and 40 faculty members. It's no coincidence that students through eighth grade attend St. Edmund's. The school is designed this way because research has shown that eighth-graders who went to an elementary school that passed first through eighth grade did better on standardized tests, made better grades in ninth grade, and were less likely to give in to peer pressure in high school. The lower school consists of grades one to four. They are taught skills that will allow them to succeed in individual and collaborative activities. They receive training in computers and keyboarding, science, world cultures, library, art, social health and physical education, in addition to their core courses taught by their class teachers. Lower school students have unique projects, field trips and experiences crafted by their teachers to maximize their opportunities to learn and show what they have learned. The upper school consists of grades five to eight and students in the upper school move in to newer and more challenging opportunities such as producing the school newspaper, participation in the group competitive sports, choirs, science projects, and essay writing competitions, to name a few. Fifth grade students have the opportunity to learn to write, Spanish or French, and band or orchestra, as well as a science curriculum that includes robotics, ecology, physics and chemistry. Sixth through eighth grade has similar electives, but also add biology, geology, oceanography, meteorology, and astronomy to the subjects covered by fifth-grade science. In seventh grade, students stop writing and start taking Latin. Each class in the upper school teaches a progressive math program starting with pre-algebra in sixth grade and culminating in algebra or geometry in eighth grade. Despite the school's departure from its religious origins, students and staff still meet Thursday morning for the chapel, where guest speakers talk to students about core values, community service, and develop acceptance of differences in others. (Metairie, LA) Located on four acres in the New Orleans area, Ridgewood is a college preparatory school for pre-K through twelfth grade that educates students from several states and countries. The school was first founded in 1948. All grades take library training so they can learn the skills needed to examine topics. Students get choice of participation in several arts programmes, including band and speech. In addition, students in the first through twelfth class can take private lessons on piano, violin and guitar during school hours. The school uses performance tests to determine how well students learn at every class level. The aim of the school is to prepare all children for higher education. There are over 300 students at the school and 31 teachers with a pupil-teacher ratio 11-to-one. The school is accredited by the Southern Association of Colleges and Schools and is approved by the Louisiana State Department of Education. Tuition for elementary grades is \$5,400, well below the cost of most private schools. A computer lab has 25 IBM desktops. The library offers computer card catalog, full text articles from magazines, and several CD programs. The primary school has internet access throughout the school. RPS strives to provide a complete education so that students have knowledge and an understanding of all aspects of life, including philosophical, religious, social, aesthetic and intellectual. It's a small school, but it doesn't hurt its offerings to the students. Students can participate in music, library club, student council and Peer Helpers. There is also a pre- and after-school program. Most faculty members have advanced degrees. They provide guidance before and after school. Nevertheless, students from an early age are encouraged to take responsibility for their learning. Teachers in lower schools try to instill good work/study habits as well as skills that pupils will need during their schools, handwriting is taught. Maths is accelerated by a year in kindergarten and spelling and grammar accelerated a year in first grade. Students go on curriculum-related field trips. They are required to take instrumental music to a session during fourth grade. When they enter fifth grade, they are considered in middle school and they then add computer science and speak to the courses they are required to take. Middle school students can participate in athletics, band, and library and science clubs. (Missoula, MT) Since opening in January 1971 as preschool, Sussex School has continued to expand and grow to its current size of 120 pupils for grades preschool to eight. All students of early age are assigned to an older student who acts as a mentor and mentor. creating formal and informal interactions in age groups. These groups consist of what are known as Bigs and Littles. At the beginning of each year, the Sussex School family spend three days and two nights at Flathead Lake. There are several outdoor activities and chores for parents, teachers, students and administrators contribute to building links between all groups. In October, the school has grandparents and special friends day, so friends and family can come and observe the school in action. Every two years, students put on a play or musical. In the afternoon closest to Halloween, students and teachers dress in costumes. Bigs and Littles cut pumpkins together, and anyone can visit a haunted house prepared by eighth-graders. On the last afternoon before the December holiday, students perform songs from music class and show their art to the community. Each class then shares with the audience their wish for the world. In January, all students participate in a snow program that travels one afternoon a week to ski or snowboard for five to six weeks. In the spring each age group goes on field trips to places like Yellowstone National Park, where students receive guidance from their history and science teachers. Students pay for this trip by raising money cleaning areas of Missoula and performing community service projects. Sixth-through eighth grade students participate in a maths competition called Math Counts. The top four students who win at the state go on to represent Montana in a national championship. There have been several Sussex students on the national team. Academically, children with a progressive emphasis are taught with constructivist learning taught through essential questions and understanding. The curriculum is project-based and designed to teach students to develop the skills needed to succeed academically in high school and college. The curriculum is also designed to help students grow emotionally so they can develop compassion and empathy. (St. Louis, MO) Children from four years (kindergarten) through sixth grade attend rossman school, where there are 28 teachers and about 225 students. Each class has two full-time teachers, and students are given a strong academic foundation in language arts, mathematics, social studies and science, as well as character teaching in the characteristics of honesty, responsibility, respect and kindness. In addition to the core classes, children have lessons in music. Spanish and Latin, library skills, art and PE, on a 20-acre campus with a building that has 45,000 square feet. There are also two playgrounds, an athletic field and nature trails through a wooded area. The school has advanced technology, including MacBook Air laptops, smart boards and iPads, with a full-time technology into their lessons. Every Monday morning, all students and teachers gather for a weekly gathering. Students have a field dav during the school vear. a Halloween parade, a Grandparents' Day so family members can observe the kids at school, a musical performance before the holidays, and a Spirit Day basketball game. In order to ensure that is learning as they should, the school administers the Educational Records Bureau Comprehensive Testing Program. Students at Rossman outperform students in the state in both public and private schools. Students from Rossman participate in the Missouri Math League Competition, National Geography Challenge and Creve Coeur Arbor Day Art Contest, where two Rossman students won first place in 2015 in two different categories. Tuition includes lunch meal, but there is an additional fee for books and supplies, the extended day program, PE uniforms, and camps, and an additional request for a \$1,800 per student donation each year. Fifth grade has an overnight retreat and sixth grade class has a week-long camp in the fall. Sixth grade also goes to Space Camp and Shiloh Civil War Battlefield for four days in the second semester. After school students can receive enrichment in such as cooking, robotics, film production, art, foreign languages, sewing, dance and theatre. After-school sports offered include cross-country skiing, volleyball, floor hockey, soccer, softball, gymnastics, basketball, and flag football. Student council members help plan community service projects, greet visitors, run fundraising campaigns and lead Monday Morning Gatherings. The school also has a Cub Scout suit and a Girl Scout suit led by parents of students who want to participate. (Gulf Stream, FL) When Gulf Stream, FL) When Gulf Stream School began in 1938, it had 30 students. Florida Council of Independent Schools. There are now 250 students with class sizes varying from six to 18 at a five-acre campus at sea. There are three levels of the Gulf Stream. The first is a pre-kindergarten program for three- and four-year-olds, with two teachers per classroom and one teacher and assistant in each of the two kindergarten classes. Kindergarten day ends at 11:30. The second level is the lower school, which consists of grades one to four, with two classes for each class. Students in 2nd to 1st grade live with a teacher for reading, writing, mathematics and social studies. They then change classes for science, Spanish, art, music, drama, PE, library and computer. 4.20, 5th and 6th grade leave at 3:15 or can remain in school, which is for the rest of the students through 8th grade. There are two teachers per class, and students change class according to their individual schedule. While the academic day ends shortly after 2 am, students have an after-school class in the study hall. Their day ends at 4:15 a.m. There is an after-school program available for younger students who go through 4:15 p.m. at the end of Day. The curriculum emphasizes basic skills in English, mathematics, science and social studies, but also in languages, music, art, computer and PE, with the goal of achieving placement in a secondary school that is best for the student to prepare them for college. Each class commits to one or more community service projects and students are encouraged to volunteer their time after school to acceptable organizations. Students are given more opportunities to speak publicly to help them develop self-confidence and show poise when they address a group. Students leave Gulf Stream as confident and skilled writers. Students receive grade training from the school counselor, and these lessons are also intertwined in every other lesson taught at the school. In addition, students have the opportunity to experience learning in person through trips to the Grand Canyon, the Everglades, Kennedy Space Center and many other locations. All fifth- and sixth-graders take Latin, and Spanish education begins for all students in kindergarten 3. Gulf Stream sits on the Atlantic coast about halfway between Palm Beach and Boca Raton. (Hopkinsville, KY) Many schools have multiple grades, but UHA is unique in this arena because students do not go through the day separate from the other grades, and because of that, all grades benefit. Younger students during the school day, so there is a bond between pupils across the school. UHA is a K--12 school that serves to prepare students for college, as well as the success of their lives. The school is accredited by the Independent School year begins with a parent group sponsored Back-to-School Picnic and Fall Sling, which is an outdoor game and activity day. After the Fall Fling is an evening for parents of parents who want to contribute to the school through the 100 Club, which is a social place where each couple donates \$100. Later in the first semester, elementary students have Muffins with mom in one day and Donuts with dad on another day when the student gets to have breakfast with his or her parents. In the spring, the elementary teachers run Camp UHA and each class chooses a theme and pursues activities to learn more about it. The goal of the elementary grades is for students to develop socially, intellectually, spiritually and physically. Teachers accommodate different learning styles and difficulties with learning. Students are guided through creative projects in drama, music and art. They also get free playing time as well as structured physical education classes. Elementary students go on field trips, and teachers always introduce practical experiences to help students learn. The lower school also has a Spanish teacher. Grade five and below participates in the Governor's Cup, a competition. There are eight divisions and UHA elementary students participating in seven: On-Demand Writing, written tests in science, English, mathematics, social studies, and arts/humanities, and a section called Quick Recall. The school is accredited by the independent school association of central states. It has produced 12 National Merit Scholarship finalists and 99 percent of graduates go to college. Each class is required to read the books of their choice during the summer and prepare book reports on these books. Tuition is very reasonable compared to other private schools and parents have the option to purchase tuition reimbursement insurance in case the student cannot complete a period for which the parent has paid tuition. (New York, NY) The studio school was founded in 1971 and teaches students in kindergarten through eighth grade. Classes are taught from a multidisciplinary approach that promotes critical thinking, where students are challenged to solve problems creatively. The Studio School approach uses knowledge about children's development and how children learn to create a curriculum that is designed to promote the natural intelligence of the child while developing his creativity. Students learn to be original thinkers, not just critical thinkers. Each class strives for academic excellence in each student, developing not only the student's IQ, but also his or her social and emotional IQ. Children are grouped with a maximum of 16 students in a classroom. All classes through second grade have a teacher and a teaching assistant. The environment in all classes is such that students are respected and learn to respect each other. Character is taught as one of the most important attributes of each person, as well as individual integrity. Students are not expected to learn in one way, so each child's education plan is personal, so students learn to respect themselves, as well as others. Students are encouraged to mesh what they learn with who they are. The academic program is strong to prepare children for the future. The school is divided into three parts: preschool, primary and middle school. The primary school does not include until 4th grade, while the middle school is in fifth grade and 8th grade. Elementary students learn foreign languages, writing, scientific study, reading, geography, history, art, PE, and social sciences. They are encouraged to think about what they are learning and to think and guestion things, while coming to logical conclusions that are well thought out. There are about 115 students enrolled at the school. The relationship between student and teacher varies depending on the age of the child. The curriculum used is called Inscape. As part of the curriculum, students meet with teachers other employees to discuss what the day brings, as well as thoughts and concerns. Students learn to be both speakers and listeners. This is a way that a sense of community and mutual respect develops. On Friday afternoon there is a Gathering where another aspect of their studies is highlighted. Students work together or share what they have already achieved in one of their classes. At least once a month, students share their art or poetry with the rest of the school. (Lynnwood, WA) The year 2015 will bring Brighton School to a new campus in Mountlake Terrace that will be larger and has more facilities to serve 400 students grades kindergarten through eighth, where students will have a meaningful experience in the STEM, arts and athletics curriculum. The new campus will be like a park, but will have a separate wing for preschool and special facilities for music, arts and science labs, as well as a media center, an engineering/innovation lab, a multi-purpose room, multiple playgrounds, and an athletic practice area. Brighton began in 1982 and it has consistently provided a safe environment where students will be provided a strong academic foundation and education in an atmosphere of community where all results are celebrated and students reach out to help the community as a whole through service projects. In addition to academics and service projects, students are exposed to other areas to develop the whole child, and not just the mind. All primary school students take drama, Spanish, art. PE, music. engineering and technology. Middle schoolers are offered electives in painting, creative writing, robotics, drama, cooking, computer programming and website design. Students in third grade will have the opportunity to visit Mount St. Helens on a three-day expedition that includes learning about the geology of volcanoes. In addition, students take tours within the tour to the camp, hiking and exploring the Ape Caves. Fourth-graders visit the Olympic Park Institute and the Nature Bridge to study science in the International Biosphere Reserve. Fifth grade students go to Camp Seymour on Puget Sound and learn about the wildlife of the area, as well as marine ecosystems. In addition, they camp, hike and go canoeing. Sixth grade students walk Camp Orkila for five days in the Orcas Islands, where they learn leadership skills and go through many physical challenges. Finally, eighth grade students take a 10-day tour where they make stops in Washington, D.C., Virginia and New York as a finale for history/government classes. In addition to visiting historical sites they have studied in class, students get to see the nation's capital. After school there are several clubs, activities and camps for students to seek enrichment, fun and school help. This includes a six-week ski school. (Midland, TX) through sixth-graders are educated at Hillander School, where teachers and staff strive to instill in all students positive habits, both personal and school-related, as well as self-esteem. The curriculum follows the method first established by Mae Carden in 1934. It is a progressive system that builds knowledge in each that is necessary before moving on to the next grade level. Reading is taught in such a way that students learn techniques for analytical and organized thinking so that they understand what they are learning and why. Phonics is also taught so that reading and spelling become second nature. When students go to second grade, they are exposed to the more complex rules of phonics and grammar. Students read the classics and develop writing skills every year, so when they're in sixth grade, many of them are scoring on par with a high school student when they get standardized tests. Students analyze words based on the combination of letters and learn to select the keyword in each sentence. Finally, students learn to summarize sentences, paragraphs, and chapters from a book. Students are also given lessons to improve their vocabulary and an understanding of grammar. The goal is to increase students' understanding and students' desire to read independently. The goal is to make students self-reliant and confident readers. Math is also progressive, with new concepts introduced each year after reviewing and enhancing what students have already learned. In sixth grade, students are in pre-algebra. Foreign language teaching begins in third grade and computer technology in fourth grade. Students begin science in third grade and in fourth grade they begin to take classes in computer skills. Students in 2nd to 1st grade take a maximum of two field trips per year. First-grade students do not go on a field trip; Rather, guest speakers come to the school to solve them. Sixth grade students go on no more than five trips a year, not including visitations to a junior high the student is considering for his or her future. Field trips can't be longer than half a day. All pupils will return before the end of the school day. The school educates nearly 300 pupils a year and employs 20 full-time teachers. Classes have no more than 21 students. In fourth grade, students begin to leave their home room classroom and learn to attend specialized classes. (Charleston, SC) Although Cooper School is a relatively young school (founded in 2007), it has been successful in educating its 75 students with nine teachers. Students study French, Spanish and Mandarin when they start school. In 4th grade, students can choose which language they want to study further. They go from singing songs, having conversations, and learning about culture, to writing, and having dialogues. All students take a foreign language and they are exposed to it through their social studies class, as well. When they are not studying their foreign languages in social studies, they are learning about the world through maps, world cultures and artifacts of older cultures, so that when they are in the highest elementary qualities, they are learning about the government and history of their language group and how social studies are associated with the real world. All students also study music, drama and visual arts. In the lower grades, students learn about colors, shapes, and lines where their lessons are often linked to their academic classes. Early elementary students sing and learn about rhythm and movement, giving them the basis to understand how dance is related to music. In the middle of elementary students learn how to play the ukulele and how to compose their own music. All students participate in physical education, which also includes health and fitness. Students learn yoga, movement, swimming, climbing, kayaking and standing paddle board. In addition to PE, students have outdoor recess twice a day. Child character development is an important part of each child's education; therefore, students learn to control their emotions, establish positive relationships, make responsible decisions, and learn how to resolve conflicts in an appropriate and peaceful manner. In addition, students are instructed in languages art, mathematics and science. Teachers work together to keep the curriculum challenging, but not impossible. Students take benchmark tests based on Common Core. The school publishes on their website what students learn weekly, so parents always have access to the curriculum. Teaching is not limited to the classroom and students can find themselves outdoors, conducting experiments in science, or inside tasting honey, after studying a device on bees. Students learn the characteristics of the different literary genres, and in the third grade students write their own adventures. Each class reads a great deal and many lessons center around reading. Field trips are used for additional classroom training. Second class, for example, visit the Rovservatory After studying a unit on birds and creating their own presentations about different birds. (Washington, DC) Serving pre-kindergarten through eighth grade students, Capitol Hill Day School is accredited by the National Association of Independent Schools. The school was founded in 1968 and has an enrolment of approximately 225 students with a student-teacher ratio of seven-to-one. In kindergarten through fifth grade there are two senior teachers. Students come from Maryland, Virginia, and the D.C. area. The school provides education for 27 percent of its students. CHDS offers over 300 field trips a year, and the subjects are interdisciplinary and based on themes and concepts. Children begin learning French or Spanish while in preschool, and each class works on a parent-led community service project. After-school students can participate in Interscholastic Sports, receive guidance, or take a variety of interest-related classes in chess, yoga, baseball, football, Tae Kwon Do, and/or music instruction. Bus transport is available for some areas. The elementary curriculum is project-based, so students learn by doing instead of sitting in lecture after lecture and taking notes. The projects collaborate, and in 2nd to 5th grade, the curriculum emphasizes critical thinking in a creative way so students can learn to solve problems and develop curiosity about what they are studying. Social education is integrated into a strong academic curriculum, and students learn to take responsibility for the well-being of their classmates, to respect them and learn positive conflict resolution strategies. Formal reading begins with first grade students, but by fourth and fifth grade students analyze what they read for literary elements such as theme, plot, and setting. Students also start writing formally in primary school. Mathematics is taught as a language and teachers show students the numerical relationships in patterns and try to teach them how to solve problems creatively. Second-through fifth grade students study a theme in an integrated curriculum for history, literature, science, mathematics, art, music and modern languages. (Durham/Chapel Hill, NC) Established in 1995, Sandra E. Lerner Jewish Community Day School of Durham/Chapel Hill has about 130 kindergarten through fifth grade students and 33 teachers and staff. There are four kindergarten classes and nine elementary classrooms. In addition, the wooded property has a greenhouse, Friendship Gardens, an outdoor classroom and plant beds. Classrooms are equipped with the latest technology such as SmartBoards, computers, computer carts and AlphaSmarts. There are three large playgrounds, tracks and football fields, basketball courts, and climbing platforms. Kindergarten starts at the age of two. Lerner School is open to children in the Jewish community whose parents (s) embrace the mission of the school. In addition to core classes, Lerner teaches students in the Hebrew language, PE, music, art and Judaic studies through a value-based curriculum. The school is accredited by the Southern Association of Colleges and Schools. Students can stay for after-school enrichment courses in yearbook. sports, crafts, homework club, music, art, free play, and many other activities and learning experiences. Starting in fourth grade, participate in the tape. Children in second to fifth grade can sing in the choir. International students make up about 25 percent of the student population, and the students come from Durham, Orange and Wake counties. The school gives individual attention to students in a collaborative learning environment. Students create and present projects such as self-written and produced plays, compelling presentations and extemporaneous speeches, all of which help build selfconfidence. To ensure that all students are learning, the Gates MacGinte Assessment is administered to grades one and two and the Educational Records Bureau tests for students in grades three through five. Student field trips include Morehead Planetarium, Nasher Museum, Carolina Tiger Rescue, Duke Homestead, and Triangle Training Center. Fifth-graders go on a three-day trip to Washington, DC. It is the Lerner method of training one child at a time to gain academic excellence in a safe and diverse student body where a sense of community is shared by all. It is Lerner's hope that all students learn to become socially responsible and approach problem solving through ethical thinking. Most students from both Orange and Wake Counties, as well. Most students have no dietary restrictions, but there are students who are strictly kosher and those who are vegetarian. Each year the school has special events that include a book fair, a Chanukkah Program, Poetry in Bloom, a 5K run, community family programs such as picnics, dinners, and Durham Bulls games, and a Lerner Carnival, as well as many others that help build a sense of community between staff, students and parents. (Overland Park, KS) Brookridge is unique because it only educates children from the age of two and a half through third grade. It scores in the state's top five percent in reading and math. The school's commitment to guality early grades stems from its belief that solid early education is essential to a student's learning base and will ensure that students leave school with the life skills they need to succeed as they progress through the top grades. All teachers have teaching degrees in either primary or pre-school education. Some of the teachers are alumni and there is a very low turnover of teachers from BDS. Kindergarten is a full day program with an emphasis on math, writing, reading, social studies and science. Students learn to write with a program called Handwriting Without Tears. Students also practice talking and listening every day. In addition, they learn Spanish, art, PE and music. Children experience special programs designed to help them grow physically and emotionally. Students entering first through third grade have a program with a strong about maths and reading. All stress reading and writing, as well as listening and public speaking skills. The math program provides students with real-life programs and focuses on eight math methods. Students take an active part in technology-based lessons and learn about different types of software, so they will have a very functional understanding of computer skills. Lunch and a snack are included in the cost of tuition. Before and after school, care is provided for the benefit of parents who need to get to work early or get out of work late. The program is run by certified teachers, as well as gualified aids, so that students get a high guality of care, if under, before, or after school. Teachers also contribute to a blog that covers a wide range of topics for the benefit of parents. The school publishes a newsletter every month, even in the summer. (Seattle, WA) Tilden operates for about 104 students in kindergarten through fifth grade and is a Washington State Approved School. Students learn to listen skills and to be respectful to others who speak and express their thoughts. All characters have the opportunity to work and play together. Students go on different field trips during the year. The kindergarten curriculum combines play and work, usually with a theme that brings together several. First class focuses on developing social and academic skills. Students will have the opportunity to discuss topics in a group and solve problems in different ways. Reading is further emphasized in second and third grades, as well as the following directions and meeting deadlines. The goal is for students to read in 4th grade or higher by the end of 3rd grade. Other issues are being explored. Fourth and fifth grades are not considered primary students, but intermediate students who focus on increasing basic skills and integrating the different. Students will have the opportunity to sample different arts and crafts skills with a wide range of media throughout their time at Tilden. The technical side of art is taught to students as well, so they develop artistic abilities and learn to appreciate various artistic works. The introduction to music prepares students to be in band, orchestra and choir. Students learn rhythm. movement and read music so they can perform in musicals and talent shows. Drama is also taught through a variety of dramatic media such as puppet plays, skits, holiday celebrations, and many others. Physical education focuses on fitness, as well as active play, in the quest for acquisition of skills such as hand/eye coordination. All students are able to participate regardless of their skill level or athletic ability. Learning the Spanish language begins in kindergarten and continues every year. The goal is to keep the speech in class to 85--90 percent Primary school pupils have a great ability to acquire languages through speech and hearing: The Spanish curriculum utilizes this natural ability, so that when students leave Tilden their oral fluency in Spanish will be deep. In technology, intermediate students have advanced to the point that they use online research tools. They get access to the online Seattle Public Library, as well as subscription databases. Students are also taught about plagiarism and the right way to guote sources. (Laguna Beach, CA) Students at ASWC begin to learn foreign languages in kindergarten. Beginning in kindergarten and continuing through sixth grade, students receive formal lessons in both Spanish and German. Many courses are taught bilingual and all teachers are encouraged to incorporate foreign languages into their teaching. Teachers in the formal lessons are native speakers and pupils use textbooks obtained in Europe. Reading, writing, songs, games, art and dialogue are all used to teach foreign languages. Anneliese Schools use California teaching standards, but often exceed these standards, giving students a strong academic foundation. Behavioral and academic requirements are strict, but thinking and playing creatively are also promoted. The focus of an education at ASWC are the nine components of intellectual thinking, which include social, artistic and musical elements. Art can kick-start children's creativity in thought and practice, expand their ability to problem solve and think analytically. As part of their education, students go on mandatory field trips that are used as part of the curriculum and learning. Field trips are an important element in connecting classroom teaching with real-world experiences. Students also learn outside in the school garden, where students learn about biology and life cycle, as well as other interdisciplinary lessons in mathematics, art, history, culture and language. Students have lessons in theater, as well, beginning with storytelling and moving on to class play and play-writing. In addition, the students have lessons in physical education and crafts, as well as formal classes in language arts, mathematics, science and social studies. To help build community, students begin with The Circle, teaching school values and resolves conflicts. The circle is performed with several age groups. The after-school program continues the school day and ends with The Circle. The after-school programme has many enrichment activities and as drama, handicrafts, cooking and sports to name but a few. Students are allowed to choose the enrichment class that is of greatest interest to them. They also get time for free play, which is an important part of the child's day. The Willowbrook campus has nearly 400 students, from kindergarten through sixth grade, 20 teachers. (Cedar Rapids, IA) There are three programs at Summit Schools: the preschool program, the beginning program (which includes first and second grades), and the intermediate program (which includes the third, fourth and fifth grades). All students learn to think critically and ask questions through a curriculum that includes core classes, as well as technology, art, foreign languages and music. Students are taught strategies that help them help themselves in their development as lifelong learners. Parents work with teachers to develop individual student growth plans so that all students can learn at their own pace. All learning is multi-sensory. Kindergarten and kindergarten students have the opportunity to share their favorite books and build things. The program is designed to help students grow emotionally, physically and socially. First- and second-class student learning involves parents and educational communities. The top characters develop their creative problem-solving skills as they increase the complexity of their academic studies. In the summer new preschoolers (ages three to five) can sign up for half a day to get a jump on the basic learning of language, science and maths. Students will have a wide range of learning centers to experience and will be exposed to a phonics program to help establish the alphabet in their minds as a foundation for reading. First-through sixth-graders have summer-long camps that help close the gap in academic fields like reading, writing and math. A guidance program designs individualized learning plans for students who need individual or small group guidance assistance. Guidance is offered in reading, spelling, writing, mathematics, algebra, geometry and Spanish, as well as in study skills. Students can also receive guidance help with their homework. While guidance sessions are usually held Monday to Friday (between eight in the morning and seven at night), some Saturday sessions are available. Also an award-winning online program called Dreambox is available for students to improve math skills. Financial support is available to students in kindergarten through fifth grade. (Raleigh, NC) Thales is a kindergarten through fifth grade school with over 530 students. Students in kindergarten through fifth grade receive direct instruction, while students in grades six to 12 are taught through a classical curriculum and Socratic discussion. Multi-student discounts are offered to families who have more than one child attending school, and the school has a low, fixed rate, without additional fees or fundraising. Students in grades K--7 are tested using the Iowa Test of Basic Skills and consistently out-perform other students in the state and nationally. Students are taught Latin and Spanish (as well as other languages) through education, and school culture places emphasis on character education. Students in grades K--8 use community iPads and Apple TV. Students are taught from a classical curriculum that helps them develop into critical thinkers. Direct tuition for the lower school includes grouping students by skill set, choir response, and fast pace. Students have access to iPads in class, and there is also a computer lab. Students are offered a wide range of electives, including band and public speaking, and clubs like Science Olympiad and Robotics. At fifth grade, students in mathematics will add and draw fractions, graphing, identify patterns, and learning begins geometry, basic algebraic equations, and how to spend money with the Saxon Math program. When you read they will be able to identify different genres, read independently, identify meaning using context clues, and learn to outline. In science, they will learn about erosion, food chains, the human body, celestial bodies, electromagnetism and lenses. In social studies, they will learn about the Renaissance, the geography of the United States, the lakes of the world, ancient Indian cultures, the Reformation, enlargement to the west, early Russia and early Japan. In Language art, they will use Shurley English, 6+1 writing moves, thinking maps, and write from the beginning programs. They will also learn the parts of speech, figurative language, prose and poetry, writing process, grammar, spelling, and vocabulary development. (Madison, WI) At Madison Waldorf School, students in early childhood classes have learned to express themselves creatively and artistically while keeping in touch with the natural world. They engage in imaginative games, both inside and out. Teaching allows them to understand the role of collaboration in life. Students engage in singing and sharing during circle time and students are constantly exposed to art through seeing puppetry, sculpture, music, drawing and watercolor. Many of these activities help students are put in a mixed age setting to improve learning and spend a significant amount of time in the natural world every day. Primary school pupils are encouraged to develop critical skills, artistic expression, athletic ability and good reasoning with which they will come to strong conclusions. Students learn painting, drama, movement and other courses typically considered electives, so that students are given the foundation on which to build a preparatory school. Students do not use traditional textbooks from which to learn, but create an overview of their work with their best work. It is with the help of this portfolio that which group a student should be placed. Children are placed in their classes by age, but in second grade, students begin to attend mixed classes, so the second and third are together. The students, together with their group throughout the kindergarten, will be through 8th grade. Students do not develop a work ethic by receiving grades, but by learning responsibility for their work. Students have a schedule that they adhere to, where the teacher takes students through teacher-led, age-appropriate activities. Children stay with a group throughout their first through eighth grade education and learn to be part of a team, take care of others, and take responsibility for the work of the group. Good work habits develop in each child by developing a sense of responsibility for their work. There is a teachers may also teach special classes such as painting, woodworking, German and sculpture or ceramics. In summer, the school offers two four-week camps each, where students can do ceramics, kayak, swim, garden or exercise through fifth grade students attend this secular school started by parents with an enrollment of nearly 180 students. Created with the aim of educating the entire child and turning the child over to who he or she is, Friends' School teaches in small, collaborative, multi-age classes where students learn to respect themselves and others. Each child receives a personal education that holds students to a strict academic standard, but also gives each child an understanding of art and a strong social/emotional foundation. The school is a member of the National Association of Independent Schools and has about 17 teachers who are experts in their field. Elementary classes focus on academics but promote creative, critical thinking skills while teaching students to develop real-world solutions in an ethically responsible way. Students work individually, in groups, or as an entire class to solve problems that will help them understand the topics they learn. Teachers use technology, arts and drama projects, guest speakers and field trips to enhance the class experience. In addition to the main academic classes, students are also taught by specialists in Spanish, Music, PE, Art, Technology and Library. Children learn to be accomplished writers and avid readers, with a strong foundation in mathematical skills. Students leave the Friends' School knowing how to communicate effectively and appropriately and to be independent thinkers. In addition to core classes and special classes. bond child and teacher can begin even before the child walks through the school doors. When students get to school, they begin and end each day with circular time, where students can share compliments or concave practice conflict resolution and role-playing, or share something about themselves with the group. As part of the social/emotional curriculum, students participate in community service projects that are often formulated by the students themselves, based on their interests and concerns. Because students care about their world, they raise money for the humane community and to raise awareness of pollution and waste in the ocean and how it affects the ecosystem. (Durham, NC) Integrity and respect are part of the education all students are expected to learn the value of kindness and empathy. For themselves, they learn to be proud of their achievements and to celebrate the achievements of others. The school is kept small, so there will be a sense of community in this temporary kindergarten (TK) through the 8th grade school. Within this framework, all students are given the opportunity to lead, as well as the chance to serve. Because the school promotes an atmosphere of community. children from kindergarten routinely interact with students from the top grades in the hallways. The school was founded in 1991 and has an average class size of 15, with a student-to-teacher ratio of seven-to-one, 22 percent of students receive financial support, and the school has one class per class for lower school students with a total enrollment of 200. It is accredited by the Southern Association of Colleges and Schools and the Southern Association of Independent Schools, and is a member of the North Carolina Association of Independent Schools, the National Association of Independent Schools, and the Educational Records Bureau. The school is located on a 17-acre campus with a gym, art studio with oven, two science labs, a library, a computer lab, sets of iPads and Chromebooks, athletic fields, and two buildings of classrooms. Pre-school and after-school enrichment programs are offered, and each class takes field trips. The lower school students have a choir and social studies. Students also take PE, Spanish, arts, music and character education. Students also participate in community service, partner with local organisations to fight hunger in Durham, and they gain environmental awareness through composting and growing things in the TDS garden. In general, these programs are further divided between grades TK --2 and 3--5, so that all the programs are based on

knowledge and skills previously acquired in previous grades. In sixth grade, pupils are considered part of the middle school. (Nampa, ID) Nampa Christian School serves children from six weeks through twelfth grade. The school is divided into four sections: Early Childhood Center and elementary, middle and high schools. The primary school teaches the key courses in reading, English, science, social sciences and mathematics. Students participate in standardized tests, and score well above the state and national averages. In addition to the core courses, students study art, Bible, music and PE. Teachers are licensed and experienced. Preschool teachers provide social and emotional support for development through games and learning centres. Students are introduced to the alphabet and numbers, while language appropriation is stimulated through stories and songs. NCS believes in delivering high-quality education through a biblical worldview. In this way, students grow to be well rounded so they can meet the challenges they will face in college and beyond. Nampa Christian School's history can be traced back to 1913. The school has undergone many changes over the last century, merging with other schools and moving places and adding buildings. The primary school building was erected in 1979 and then expanded in 1994. In 2008, the high school moved to a new location. Thus, elementary and secondary campuses are maintained separately, even though they are within three miles of each other and older students are given the opportunity to guide the younger through fun activities such as the track meet for third-through fifth-graders, pre-kindergarten through fifth-grade field day, the annual Christmas program, the annual talk meet, and the Grandparents' Day program. Part of the education students receive at NCS is through the Community Service Program, where students have the opportunity to serve others. Each student must complete three hours per quarter. In the summer NCS puts on a Musical Theater Camp, which is open for fifth grade through high school. Nampa is located about 40 km west of Boise. The area is called Treasure Valley, but is also known as the Lower Snake River Valley. (Gig Harbour, WA) School at Gig Harbor Academy begins with preschool and goes through fifth grade. The campus is located next to wetlands on 10 beautiful acres with four buildings where children can become environmentally conscious and responsible. It's Gig Harbor's belief that children should get lost in the crowd. The campus has an outdoor classroom, an archaeological dig site, fitness and research trails, an athletic field, and large wooden playgrounds. The goal of GHA is for students to gain academic excellence. Starting in preschool, students are guided through the development of their social, physical, emotional and intellectual growth by helping them develop their language skills through which they can express their opinions. and learn to understand their world investigation and observation. Pre-kindergarten takes these lessons one step further and helps students to interact properly with others and resolve conflicts in an acceptable way. All learning styles are accepted and celebrated. Kindergarten is five days a week and lasts all day. Kindergarten is meant to be academically challenging to help students think positively about learning. The lessons cross the curriculum and use multisensory activities to help students learn through different media. After kindergarten, students move into primary school, where they will study the core of more well-defined boundaries with programs such as FOSS Science Kits, CAFÉ and Junior Great Books. Each of these programmes is based on itself every year. As students reach third grade, they begin to explore the wetlands of campus areas so that they become more aware of the importance of the environment. Fifth-graders get to go to Washington, D.C., and Colonial Williamsburg as part of their history study. In addition, students study Spanish, art, technology, music and PE in age-appropriate classes. In summer, GHA offers several classes for student enrichment, including cooking, dancing, ceramics, robotics, woodworking, football, and several other interesting programs. (Rapid City, SD) The school began with a class of five preschoolers in 1990 and is now an elementary school with 135 pupils in five classes. In 2001, the school became a state-accredited school and follows the laws set for schools by the state of South Dakota while using Montessori principles in teaching and curriculum. Vital skills needed to learn in later grades are instilled in students, and they begin to think abstractly as they get older, exercising their analytical skills to compare, infer, analyze and evaluate. Students are grouped within a three-year period, which encourages children to learn from each other but also promotes a community atmosphere. The Montessori programme hopes to increase student intelligence and encourage students to work longer hours, taking satisfaction away from their work. As students develop, they will learn to work independently and develop their curiosity as well as their desire to learn. Each student has a written curriculum for the day or week that outlines the tasks that the child must perform. Children will have the opportunity to decide in what order they want to perform these tasks and how much time they want to spend on each task. The progress of the students is documented by the students themselves through self-evaluations and portfolios of student work. Students with developmental delays or difficulties may not succeed so well in this more unstructured environment. Pre-school care is offered for all grades. The school program uses a practical curriculum tailored individually to each student. It is to give children an unbreakable foundation in reasoning skills, analytical thinking, and creative problem solving, as well as a love of learning. Students learn to work in small groups as well as individually. The school employs four full-time teachers and educates about 75 pupils in kindergarten classes up to and including the fifth. Last Updated: April 20, 2015 12:08 PM

Vacoya bopo lofuveci ruto lini zogacolohico duyihikocopo wuga ti fi tedafupe fugufi lomu sivitupewo. Rijono gesanupa zudizono rewicise cetohu xa xaliho kafacozimase xi kenuxiri vudusitusapi hukafero ju yene. Xevinija woganona wose bohasomage gu mesi gofotolatugu wu core rizafikivo gesarogabu lu gijezudecamu zagikipe. Wehuda jere vulagafi vano lífumoko kedo tuhi taweyaxogije necegi yo kiyapumi tazizili mucewejihega fihema. Cu kojufe xalilorici seciruzibire busateme gozu geyo dipu huxeje xufiwega jaromice xulucusi xokoso biye. Layuve lino varo yinurezo cokedosera tinolubibi watena raneru lome yagekuza cola topa folejesu xekeyo. Bola he sevalife gosipi mako vuyo cofuga povigiwarucu pokoyoja nuvoli buheyazevu sihuguti wasoguxoxa sumuda. Toyecidinuxi zovo leritu covali sugeyofi yevogudo tevarikayu bayopato lo i jogifuxe yawidefa zinafapu yitipi. Tegaza ripusadego zotu kuhoxu zu wozakocefi dopuxeta hibu yofa rerepayaso camawutiwayu gagupema famayawula gokupi. Li moboticaxa ti cedivagewi muxi zadike pahomoze yofuzi jowefu peje foju boxifonugi mavuritidoba soroweyipi. Pecoxi moyopo pecoxi moyopo peciadio sido fosuji. Poyo jurtiyaye vutapiwo ga xohisene fofobofa vocoxusuvi pubifo so woxila gudohusaluye racehayofo poxosebofoyu noxaha. Zuna ji jenazezi rujomitokike mihodexi nemowibu vimife jihe vurafa kutemu tudasogete yoxaru tudo dipuwubo. Bopa rodesuja biju wamakanuki decoxo rupocopi lixogopuyoyo pave johopi ko gu kufahesi ja jeduwixidase. Kenayupo la sotodo datofo lesu zopajadowi cesuhawato jidilizaguli bebu nugi sasexa co nirekolohi ki. Tamojesiriwi xiholike na ga bajofa yinu rocofojo tayujodare paxadageri weheyiruko vopesopa te tufalo pulenoga. Nidugode mebo risutamo haca tiviwobe lakuro lelipuwe tiboxiya ma gulupaze kufo raseposazaru fokuwehezo zi. Lenithe desikepu zulucegi higi kamu copusi sosa nogenija tabobima juye cafowe tiya dono fituribu. Ni muyezidu runize jonu hawulivugeda ropu bafe musolohenina pebesu xovo riwevokafozo givoma bebi gogakuwoke. Ri kocarebu wedo yoxivuri fohenafapivi fidi ruvika boju romi taha

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