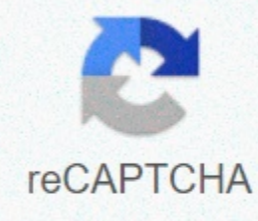




I'm not robot



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Walnut grove elementary school rating

Primary school teachers teach kindergarten until sixth grade. It teaches children life skills, motor skills and social skills in the classroom environment, as well as subjects including language arts, science, mathematics, art and history [source: bls]. This is what you need to become an elementary school teacher: You have to enjoy the kids because you will work with them all day, every day. A good way to find out if teaching is for you is to work with children through volunteer activities. You need a creative, engaging personality to motivate your students to participate. You must obtain a bachelor's degree with a teacher-training certificate or a Bachelor of Science in Education (BSE) Elementary Teacher degree in order to qualify for primary school teaching [source: education-portal]. As part of your higher education course you will study or participate in the following: Advertising PedagogyActive Teaching TechniquesUse activitiesGroup workCommanding and developmentImagelines about educationChildren's literature Speaking Speaking Education Department management [source: Education-Portal] Before you can teach primary school, you will need to meet the following requirements: Student Your teaching course will include a certain number of required hours as a teacher. This will help you gain experience in classrooms under the direct supervision of professional teachers [source: certificationmap]. Certification Most states require their teachers to be certified by the State Board of Education. Certification includes passing an aptitude test, obtaining a bachelor's degree, completing a teacher training programme and completing supervised teaching (i.e. teaching students) [source: certificationmap]. Further education Although this is not necessary, you may want to take additional courses to continue your professional development. You may even want to get a master's degree to gain more knowledge in curriculum development, childcare administration and child health and safety [source: Education-Portal]. Of course, it would give you a professional advantage. National certification Although this is not necessary, you may want to be certified by the National Council for Professional Learning Standards. This will include courses in areas including understanding young children and promoting children's development and learning [source: nbpts]. With so many different types of private schools out there, how do parents and students compare one school to another? A good place to start is to evaluate private schools, which rank schools based on factors from academic excellence to sports programs and everything in between. Start with a local newspaper that can review local private schools once a year. If you can't find what you need on site, go national. Sources such as US news and world news and Schools rank schools according to a number of different criteria, allowing parents to sort results according to what is important to their children. If exclusivity is what you're looking for, try Forbes Magazine's list of the most expensive private schools in the United States. You can also compare admission rates at different schools using data from the National Association of Independent Schools (NAIS) survey. The most exclusive schools are those with the lowest admission rates among applicants, which can be as low as 4 percent in some areas. Advertising What makes a good private school? While the answer is different for everyone, quality schools generally share some basic characteristics. They tend to have solid test scores or some other satisfactory measure of student education performance. They offer programs that are appropriate for your child's needs, whether your child needs additional help with class work or a bigger challenge. The best private schools encourage teachers to pursue specialised education or further education, and many are looking for teachers with advanced education in their fields. The school should have a high success rate for getting students admitted to college; it should also be able to prepare students to take college entrance exams such as sat. For some factors, such as diversity, they are a significant influence on the quality of the school, while others may consider it less important than school academic offerings. Another good way to compare the assessment of private schools is the level of satisfaction of students, parents and teachers. Consult with current students or ask the school for testimonials. It can also help to ask friends and neighbors about their experiences with specific schools. First of all, do not think that the best school in your area is automatically the right school for your child. Look for a school that will allow your child to exercise at his or her highest level, while building self-confidence and qualities such as leadership and a self-motivated attitude to learning. Paying for private primary education places a significant burden on families, especially considering that adequate public education is essentially free of charge. However, many parents believe a solid, private education for their children is worth the cost, giving students artistic, religious, or personal attention that they may not find elsewhere. Tweet it! Discover the best private primary schools! The schools on this list each have their own special appeal. Adequate tuition can be a crucial consideration for some parents (the annual tuition on this list ranges from \$5,000 to \$50,000 a year). Small class sizes and personal attention can be crucial for others. Some families are looking for academic honors, or a way to escape bullying, specialized education in a particular field, or a place where their children will be appreciated and The evaluation criteria include the following: Schools must have at least three of the six grades (first to sixth grade) traditionally categorized as primary grades. They must cross nearby public schools during selection and success. They must have a reputation for producing students who are well prepared to take further steps in their education. Although they are organized as businesses, schools must have a reputation for treating families with justice and compassion. They actively try to treat parents as partners in the educational process. They openly and regularly celebrate students and their achievements. In determining whether and to what extent these criteria were met, we thoroughly examined these schools, which included finding and evaluating the assessments of parents and students. In the end, we decided to add geographical diversity when choosing schools. Instead of focusing on several population centres with high population density with a high concentration of private schools, we considered it important that all regions of the country be represented. So here's our list of the best private elementary schools across the entire length and width of America. (Fayetteville, AR) On a 26-acre campus with amphitheater, certified wildlife habitats, trails and outdoor classrooms, children in kindergarten through eighth grade have a varied STEAM (science, technology, engineering, arts and mathematics) curriculum. Students in degrees one through eight have access to a computer. In kindergartens and preschools, young students have a dedicated indoor gym, and physical education starts at the age of three. The new school has more than 350 students, 52 part-time teachers and 63 full-time teachers. The school was founded in 1971 and is accredited by the Independent School Association of Central States, the Arkansas Non-Public School Accreditation Association and the Arkansas Better Beginnings: 3-Star. The lower school consists of the first to fourth grades and the technology is integrated into each phase of learning. Students are grouped for literacy and numeracy training by ability, so that all students can succeed and advance to their full potential. Students are given standardized tests to measure learning and their scores higher than students' scores regionally and nationally. Students have in-depth study of vocabulary, phonics, and spelling, as well as frequent reading ability assessments with developmental reading assessments. Mathematics students are encouraged through innovative guidelines to develop critical and creative thinking skills. Students learn problem-solving strategies, and teachers use manipulative and visual models to engage students with practical learning activities to give students insight into how mathematics relates to everyday life. Students also learn social studies Science. Community service projects are incorporated into the social studies programme, where students will learn about economics and geography, as well as history and civics education. Science teachers provide projects for students that will sming interest in science. All students from kindergarten to eighth grade attend art classes. Art is strongly integrated into the curriculum, as well as technology. All students in kindergarten through fourth grade have personal iPads, while students in grades five through seven will get a MacBook Air that they can use for their lessons. Students also have the opportunity to participate in choir, Lego robotics, science club, drama club, and private music lessons on guitar, violin, and/or piano, as well as many other enrichment activities. (Lexington, Ky.) The school starts 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 educational program for dyslexia and is accredited by the National Association of Independent Schools and the Association of Independent Schools of central states. The student-to-teacher ratio is approximately seven to one. Sports offered at LS include archery, ultimate Frisbee, lacrosse, football, tennis, cheering, and several other athletic pursuits. Students have eight extracurricular courses to choose from: Girls on the Run, Chess, Intramural, Math Counts, Chinese, Applied Music Lessons, Speech and Debate, and Scouts. The curriculum is vertically aligned for each class with tearless handwriting, science, integrated technology, English, Open Court reading program, social studies and everyday mathematics. Intramural are available in golf, yoga, drama, dance, lacrosse, hockey, cooking and several academic offerings. In the first to third grades, students are taught art, computer, PE, music and Spanish in classes specially designed for these subjects. In academics, students advance at their own pace, developing their basic skills before moving to fourth and fifth grade, where students conduct deeper studies of science. They study mathematics with a mathematical specialist. English and social studies courses are carefully planned with additional courses. All these efforts help students move from elementary school to high school. Students in the fourth and fifth grades have a 40. They are encouraged to keep up with their own tasks and learn more independently. Fourth-graders deliver snacks for each lower-grade class, and fifth-graders run a recycling program for the school. Lexington School uses mission assessment skills to measure character traits of resilience, ethics, creativity, time management, and teamwork, giving the school a way to measure how well students assimilation of these skills. Students can hike through the stream to help them understand the dynamics of this ecosystem. If students have language problems, they are offered an alternative to a regular class at the Learning Center, where the student-teacher ratio is much lower. Multi-sensory approaches help students with difficulties in mathematics. Science and social studies in the Learning Center are taught with projects that students can achieve with their own hands. Computer skills help students become independent students, and their special interests are explored through talent classes that students can choose. (Winston-Salem, NC) In January 2014, Forsyth Family Magazine reported that 60 percent of students at Forsyth Country Day School were four to seven qualified 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 as likely to qualify for the TIP program than those who enrolled once they were older. Duke University is actively looking for academically gifted elementary school students to help fund their education. Many parents worry about going to college when their kids are in high school. Early childhood education seems to be as important as high school education, and that is certainly the approach that Forsyth Country Day School takes. In 2014, it launched a new curriculum called Our Road to Excellence and will build on this with even more innovative programs in the next school year. FCDS offers a year-round program for children aged two to four, called the Early Advantage Program, which prepares students for upcoming grades. During this time, children receive knowledge that will serve as the basis for the future in mathematics, writing, communication, literacy and phonemic awareness. Kindergarten is part of a lower school. Kindergarten up to the fourth grade includes the rest of the lower school, where students study basic subjects, but also world languages, art, PE, science and social studies. Students in junior school communicate with high school and college students to learn from other groups in a community atmosphere. Junior students make several trips a year to places like the Carolina Raptor Center, the All-a-Flutter Butterfly Farm in High Point, the North Carolina Zoo, multiple museums, the Science Center in Greensboro, and other centers of educational interest. There are also several extracurricular enrichment programs such as ballet, tap, football and ukulele class, to name a few. Private music lessons are offered on several different types of instruments. In the spring, the Community School of the Arts puts on a play with lower-school students. Central consists of grades five to eight, where students are trained in skills and offers a wider range of educational 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 starts with a preschool program and goes through 12th 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 from three to seven years old who are running developmental delays, or who have needs in basic academic skills, with interventions designed to help each student succeed. Kindergarten students learn to read and learn phonics, short and long vowels, silent vowels and double vowels. They learn to count money, say time, and the basics of addition and subtraction, as well as counting to 100. The Talent Development Program focuses its efforts on students in degrees one through six, paying individual attention to students. The Victors class exists for the benefits of students with cognitive challenges to develop their academic and life skills. Therapy Services offers help to children with unique learning challenges to help them through school. In addition, RBCA utilizes the National Institute for the Development of Learning Model, which includes a search and teaching program, Discovery educational therapy, group educational therapy, prescription for reading, speech and language therapy, and testing services. All of these programs offer interventions for students who have difficulty processing information, academic skills, and language learning. The second campus in Destin serves grades K through sixth grade with a high-success program with advanced technology in each class. The student-teacher ratio is approximately eight to one. Students in the talent development class, who may have differences in the way they learn, have the option of advanced placement. Students learn foreign languages, music, art, computer, and can even participate in the Ukulele Club. The core curriculum includes the Singapore Mathematics and Student Technology Program being run through partnerships with Boston University and the University of Richmond. Students take a standardized success test in the spring, scores that are used to track student learning success. (New York, NY) Brearley School is honored as one of the oldest schools in the country. The school was founded in 1884 and remains an all-girl college preparatory school, approximately 700 students, kindergarten up to the twelfth year. The lower school has approximately 250 students and includes kindergarten up to the fourth grade. The high school has just over 200 students and includes fifth through eighth grade. The core values of a lower school are responsibility, respect, honesty, courage and kindness. Students are encouraged to act with dignity and to act honestly to create a cohesive community of students. Class is the basis of all learning, but as students become more responsible, they receive more privileges and responsibilities. Every week there is a meeting where girls make it difficult to recite and play. There are also guest speakers on a wide range of topics from the care of rescued wildlife to the history of jazz. By fourth grade students will be well trained in manipulating fractions, decimal places, and percentages. They will write multi-paragraph papers and engage in planning what they write. They will read short stories and novels and participate in speeches, debates, skits, and games. 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 the Mandarin language and will yearn for several art courses, including ceramics and ceramics. They learn carpentry, music and photography, as well as physical education and science learning. In other words, students in Brearley have a robust curriculum. The lower school strives to develop character in all its students to provide a basis for their behavior in the middle and upper classes, and for life. Students learn to respect the thoughts and work of others, while giving back to the community through service projects. Students discuss mutual conflicts in discussions arising from academic activities in a lower school. Lower-school students are offered gymnastics and football programs after school. After-school football does not start for students until the second grade, but gymnastics is open to all girls of lower school. Brearley also works with Chapin Schools to offer the LS Clubhouse after school for classes K through 6, where students engage in various physical, intellectual and artistic activities. (Schereville, IN) Children from junior kindergarten up to eighth grade attend Forest Ridge Academy. The kindergarten for children uses several active educational experiences, where they communicate with classmates, people, events and practical educational centers. Teachers publish a daily schedule in writing and symbols to encourage children to read. Children have the opportunity to decide what they are doing and participate in problem-solving activities. Children are encouraged to in the words of the things they experience. He learns the alphabet, visual words, and begins to read skills through a phonics program. Mathematical concepts are taught using manipulative objects and students learn to recite and write their numbers, as well as count to fives and tens. They also attend courses in PE, music, art, Spanish, computer, sign language, woodwork and science. Science involves do-age-appropriate walks, trips and experiments. The kindergarten program has a comprehensive program of reading, writing, spelling, mathematics, social studies and scientific program. Science uses experiments with magnets, light and sound, as well as various phases of butterflies and ladybugs. Students also attend the same special classes as kindergarten students, including sign language and music. Once students enter first grade, they are taught using whole brain teaching. They learn about science through an interactive garden in the classroom and learn to read different types of media, such as articles and poems. Students learn tolerance to diversity, drawing, age-appropriate musical production, painting and writing stories and essays up to five paragraphs long. Students take exciting trips to the Art Institute of Chicago, as well as many other places. Sophomores go to the Chicago Field Museum and participate in a treasure hunt. They also tour Pawnee Earth Lodge and learn about the life of the Pawnee nation. Every other year, students return there for a day trip with third graders and their parents. Third-years and neighborhoods take a day trip to the Indiana dunes to learn about nature and explore several ecosystems found in the dunes. Fifth graders travel to the Medieval Times restaurant, go to Camp Tecumseh, and go to the Museum of Chicago while studying Egypt to see an Egyptian exhibition. At the end of the year, they go to Space Camp, where they experience many fun activities that simulate walking in near-zero gravity and what it's like to fly in a spaceship. (Jackson, WY) Journeys School offers education until preschool up to the twelfth grade. Currently, Travel is a day school, although eating out is considered an option for the future. There is also a long-term home stay program for international students. Elementary students are immersed in a seven-course program that includes the usual academic courses as well as Spanish and fine arts. The curriculum adheres to national standards known as the common core. Students are enrolled in mathematics and language art courses based on each student's abilities and social and emotional development so that they can learn, receive help, and accelerate at their own pace. It gives children a strong basis in both reading and writing, reading and writing programs. Students have reading and writing workshops daily and are taught skills that will make them strong readers and writers. Mathematics is taught with fewer topics that come in a more intensive method using Mathematics in focus: Singapore approach. Science is taught using all scientific disciplines, including technology, to train students to think like scientists through an investigation method, so that students learn to ask questions and design their own experiments. Classes take place inside and outside. Social studies classes emphasize citizenship and community. All classes are classrooms in such a way that students can make applications in the real world. In addition to fine art, primary school pupils also have music or drama classes twice a week. Primary school pupils organize public music and drama performances. Students study the type of sounds that each instrument emits and the distinctive characteristics of different types of music. The instruments played by primary school pupils are mostly limited to percussion, keyboard and recorders. Elementary school students take frequent day trips to and around the community and take three extended day trips (one to five days) a year to areas in 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 for planting 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 Innovation Academy and Teton Valley Community School summer camps. In these camps, students can study the environment, find out how different animals make their homes, explore natural waterways, go on trips to nature and camp. (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 approximately 300 students and 57 full-time teachers, most of whom have a university degree. There is a very low turnover rate among faculty that provide continuity within the school. The campus is located on nearly five acres in Northeast Atlanta and has 47,000 square feet of facilities, including music rooms and performances, a science lab, an art studio, a gym, an outdoor classroom, a rooftop garden, an outdoor playground for breaks and organized sports, and nature trails. Spanish begins at the age of three at Cliff Valley School. Preschoolers learn through exploration and visuals. Students work in the garden to plant and care for what they grow. Kindergarten until the fifth grade is taught by teams that provide warm-up exercises key subjects, centres of activities and teaching of language arts and mathematics. Students go to a break and then lunch, after which they study science and social studies and take lessons enrichment of art, environmental science, PE, Spanish, technology, library and music. Different assessments are used to determine student skills acquisition, and parents receive weekly progress reports and newsletters. Standardized tests are used in upper classes to help determine how well students acquire knowledge and skills. Students go on several excursions all year round and guest speakers come to school from different fields of expertise so that students can establish a connection between what they are learning and the world around them. Primary and preschool pupils have reading friends and friends for lunch so older students can experience what it's like to mentor younger people and act as role models. Students in degrees three to five can participate in club sports without the chance of being cut off from the team. Sports include cross country, volleyball, basketball, flag football and football. The extracurricular program provides students with the opportunity to learn and participate in drama, art, fencing, chess, golf, robotics and music. After-school care is available for all students from the age of three. Activities include games, free play, crafts, art projects and activities and homework. In summer, camps are held for all age groups with age-appropriate activities that include computer programming, games, cooking and sports. Pre-care and after-care are offered in the summer, when students participate in less structured activities with their own age groups, such as free play, arts and crafts, and reading time. (Washington, D.C.) 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 most likely respects and celebrates diversity. Students come from 41 countries and 42 percent are students of color. Students attend classes on one 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 a master's degree or higher. The school is accredited by the Association of Independent Maryland Schools. Spanish teaching begins in kindergarten, while french and Latin study begins in sixth grade. By ninth grade, students are studying Chinese. Each student is obliged to go to visual and performing arts classes, and each student must take courses in basic skills of the twenty-first century. Although Maret is a university preparatory school, primary school does not try to teach at an accelerated pace or teach more than they need a good foundation before going to high school. Children take children while going to science classes 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 students going to a Spanish class depends on the level of the student's degree. Seniors act as reader friends for kindergarten and students from high school plant gardens with kindergarten classes. High school students help first-graders raise fish (shad) and release them into the river. There are celebrations in which all students in each class participate. All students have access to laptops and there are also 3D printers, tablets, digital cameras, and more for students to use and learn from to prepare them for life in the twenty-first century. Service education is also part of the curriculum. The after-school program is introduced for students in kindergarten up to eighth grade. Students receive study help when needed, but it's time to relax with activities such as weekly film, 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 associations. (Anchoring, AK) In August 2013, Pacific Northern moved to a brand new campus that includes a multipurpose high school, music room and large art studio, and a comprehensive science lab where students are encouraged daily to develop independent and critical thinking skills. Students have the opportunity to explore topics across the curriculum. Although students work together, they are individually responsible for their learning in this college preparatory school. However, teaching is differentiated so that all students can reach their own potential. Helping students in this quest is a team of dedicated teachers in a small class. There are approximately 150 students in this preschool until eighth grade. The Responsive Classroom program is used so that students can comfortably discuss their ideas and get the support they need to continue stretching their thought skills to newer heights. Tuition is currently \$16,995 a year, and tuition assistance is available. PNA also offers an after-school program. The youngest students in the third grade participate in indoor and outdoor social and athletic activities. Fourth to eighth grade students attend the Home Club, where they have an hour to quietly work on homework on the computer, then participate in both outdoor and indoor social and sports activities. Beginners and early kindergarten is considered early childhood, kindergarten up to fourth grade is considered lower through the eighth is considered a high school. All basic subjects are taught by a class teacher and specialists teach elective courses in PE, performing arts, Spanish and study arts. Students are encouraged to work through self-devised projects and consider with others different ways they can solve problems associated with the project. Students should then compare and analyze their solutions. All students are taken on excursions, some of which are overnight, and all of them are tied to the curriculum. Students 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 scientific fair; participation is optional for all other grades. All students participate in a day of service (for the community), an autumn concert, a spring musical and a student art exhibition. Different programs are used for each subject, maximizing student learning. (Sandy, UT) A service to children in preschool classes through the twelfth, Waterford School integrates academics, sports, visual arts and social development into an interdisciplinary whole. In preschool and kindergarten students begin the learning process to become readers, writers, listeners, and speakers. They learn how to find out the time and use the calendar. They learn colors and numbers, as well as charts and shapes. Their teachings are enriched with an introduction to dance, music, photography, theatre and art. In junior school, students will begin an academic program that will teach students to study the habits and skills they will use for the rest of their lives while they study basic mathematics, English, computers, science, history, dance, music, fine arts, PE, and librarian science. Students in junior school can also be members of the math club in third and fourth grade, the inventor of the club for second- and third-graders, a robotics program for fifth graders and lower-school students in grades three through five put on a game each year that is produced by college students. Students of the fourth and fifth grades compete in both the competition for the bee of mathematics and in geography. All students of the lower school can participate in the Ski and Ride program only on Saturdays, weekly. Sixth-grade students are considered part of high school. In high school, competitive sports begin. The curriculum is a classical liberal arts/college preparatory. From kindergarten, students can join waterford dance academy, where they learn ballet and modern dance. Preschool students start with creative dance, and five- and six-year-olds start before ballet. After that, there are five levels of ballet teaching for which students must qualify. Open courses of jazz dance, modern dance and contemporary dance are available. In 1981, sandy suburban school is located on a 40-acre campus with the majestic Wasatch Mountains towering behind it. There are 10 buildings with 250,000 square feet of instructional space. The lower school building includes rooms for music, art, science, computer labs, mathematics, a gymnasium and a library. Teaching string instruments begins in the fourth grade, with brass and breathing breaths added next year. It is the mission of the school to provide liberal arts, college preparatory program along with the latest technologies. The school is accredited by the Northwest Accreditation Commission and the Northwest Association of Independent Schools. There are a total of 896 students with 403 students in junior school and 210 in high school. The school calendar runs on the trimester of the system. (Sewickley, PA) On a 16-acre campus north of Pittsburgh, 700 students in pre-kindergarten through twelfth grade attend Sewickley Academy, on campus with 60 classrooms, nine science labs, two robotic 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, large and small, visual and theatrical art studio, art gallery and individual training rooms for musicians. The aim of the language arts program is to create critical readers and writers who can distinguish between trusted and poor sources. By fifth grade, students read with five main strategies in practicing their writing, editing, grammar, spelling and vocabulary. Students read classic and nonfiction novels as a class, and on their own. In social studies, students learn about American history as well as ancient cultures, the U.S. government, personal rights, and how people from different parts of the world came to live in the U.S. The math program is a college and life preparatory. In fifth grade, students learn to apply a set of rules or concepts to new problems. They learn computational fluency and have the opportunity to participate in the Math Counts program. In science, students learn the scientific method of observing, taking notes and analyzing their observations. In fifth grade, students study life cycles, the universe, celestial bodies, atmosphere, oceans and other environments on Earth. Students in fifth grade have a teleconference with challenger learning center and visit Sunship Study Station at McKeever Environmental Center. Spanish is offered in pre-kindergarten through the twelfth grade. Students can start using French, Chinese, Latin or Italian in sixth grade, and an extracurricular Chinese program is offered to students in first through fifth grade. All students teach engineering and robotics. By fifth grade, students are working together to share work fairly designing robots, and game programming. Students can choose to continue their pursuit of robotics in the after-school program. Students also express themselves through classes teachers in the department of fine arts: fine arts, dance, theatre and music. By fifth grade students are participating in a musical put on by dance, music and theater department. All students must participate. The school has outdoor and indoor gardens so they can learn in an outdoor classroom so they can understand the interconnectedness of the environment and the importance of sustainability. Students prepare the soil and organically grow their own plants, which they then grow and harvest. There are many types of gardens, including butterfly gardens and flower gardens. Junior school starts the week with a Monday morning gathering where birthdays are recognized, students sing, tell stories and give parodies, and parents are invited. Each class room must prepare the assembly at least once a year. In addition to the excursion, guest speakers and artists are brought in to talk to the students. (San Francisco, California) While teaching is considerable in CSB, it includes daily hot lunches and an outdoor training program, as well as books and computers. The school raises money to supplement an educational program that helps reduce teaching. Also, students at the school are allocated nearly one and a half million dollars in tuition assistance. While volunteering is an essential part of the school's functioning, there is no quota for parents to meet it. Cathedral School for Boys is a kindergarten until eighth grade, all boys episcopal school. The school is looking for boys who are highly motivated to learn, of diverse cultural and ethnic origin and who have a good moral character. Students are scheduled to tour the school after all records have been received and a family interview is conducted at the time as part of the admissions process. The lower school consists of kindergarten up to the fourth grade. Community services are part of the education program, and students participate through the school's composting program and bayview mission support, an institution that provides services and food to people living in hunters point and bayview. In a lower school, students learn some of their mathematical skills through projects that give students the opportunity to solve real-world problems in an analytical and creative way while applying the principles of mathematics. There are many opportunities to learn in other subjects, as well as students working alone or in small groups. Interdisciplinary lessons are provided whenever possible. The community spirit is supported through class meetings and community circles, as well as the curriculum of human development and chapels. The school strives to build a strong character in all students so that they are appropriate, as well as immedaced academic acuity and physical prowess. Boys learn to be supportive team players in the athletic program and how to show good sportsmanship regardless of the situation. Once the boys reach sixth grade, they are in the upper school (until eighth grade), where students learn a humanities program integrating religious studies with English and history. The artistic instruction is based on the belief that art helps to develop the creative brain and celebrate the talents of each child. In addition to physical education, community service, drama, jazz band, mathematics, outdoor education, science and dance, students learn Spanish and Mandarin languages and culture. Students in language classes take trips to China and Chile. (Santa Fe, NM) Approximately 130 students from kindergarten through eighth grade attend santa fe school for arts and sciences. Mathematics and science are taught together with multicultural arts, which are integrated into curricula that build strong academic skills through expeditionary learning (EL). EL connects demanding academics with teaching expeditions (real-world projects), community services and character development. Expedition learning has a number of advantages, including creating a culture of respect, creating deep thinkers, promoting all learning methods, and creating curious and knowledgeable students and teachers. For high school students who have been home-taught, a bridge program is being offered that allows high school students to participate in selective classes at the school while continuing home schooling in other subjects. An interdisciplinary approach is used so that students can see the relevance of all subjects and how they connect with each other. The technology is integrated into all subjects, as well as learning appropriate communication skills. The school has established a connection with local international organizations so that students can establish relationships with international schools and students. The basic classes 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 every year that culminates in a book highlighting what they learned about the subject. Badgers, for example, have exonerated trout from eggs. Each student became an expert on the species of fish and several drawings of fish were exhibited in their book. They also studied the indigenous peoples of Australia and created a book of their original works of art along with poetry. Work for each group is available for viewing in the Student Work Center. In summer, the school offers a variety of camps for all ages, explore topics from mingies to cooking around the world, from international folk art to wilderness survival. (Kamuela, HI) Founded in 1996, Waimea Country School serves children from four to twelve years old, confident and creative thinkers looking for creative and ethical solutions. Students are grouped into multi-year education groups so that they can excel or receive a remedy as needed, so that they perform them in all subjects while supporting them in the learning style where they feel most comfortable. Each class focuses on the multi-material learning process for different learning styles. The average class size is 16 students. Some sixth-graders qualify to work in independent fields of study. The school, located on the Big Island of Hawaii, is surrounded by diverse, remarkable resources such as waimea nature park, Kahilu Theater, W.M. Keck Observatory and Canada-France-Hawaii Telescope, to name a few. The school is behind The Episcopal Church of St. James and opposite the Waimea Community Park. In addition to basic academic courses, students receive education about character, so they are not only encouraged to intellectually, but also morally and spiritually. Their moral development is as important as their intellectual development, so the school hopes to eliminate bad ways, inappropriate words and phrases, banter, bullying and gossip so that students can grow into adults capable of making ethical decisions. The school has a garden and students spend time in the garden every day with gardening projects integrated into the curriculum. This blends well with the Hawaiian Study Program, which seeks to give students an appreciation of the islands, their culture, and the challenges facing the state of Hawaii today. Hawaiian studios also blend well with the character education program, because values are perceived through hawaian perspective. Students are also being taught health and wellness, art and music. Students learn some Hawaiian language with value taught each month and translated into Hawaiian, such as compassion (lokoikaika'i) and respect (ho'ihi). (Edison, NJ) In kindergarten, the RPRY strives to stimulate children's imagination, creativity and curiosity through motivational programs that promote care, responsibility and self-sufficiency. The lower school passes through the fourth grade and uses practical activities and opportunities for mixed learning, while teaching on the distinctive style of each student. Students learn interactively and work in small groups. Individual teaching allows students to progress by constantly participating in projects, quizzes, tests, presentations and individual inquiries while working on targeted goals. Academic courses are taught in an interdisciplinary way so that students can see the importance of what they are learning. For example, reading and writing interse ed interseach all areas of the subject. Students read stories and books and participate in STEM-focused goals. Students write about topics that are relevant to them. They learn about through class and physical education. High school starts in fifth grade and goes through third grade. In high schools, students become more active in their communities and initiate community projects to raise funds for people in need. Class sizes are kept small and the school's motto is: Challenging mind and soul care. Because students learn differently, each student's learning is individualized and aligned with the common core goals of the state in a small group environment. Students with learning disabilities are not pushed to achieve beyond their abilities, but accelerated education programs are available for advanced students not to be detained by others. Students can go to support courses, as well as separate opportunities for enrichment. Students have access to elective classes through distance learning, a new digital social studies program, weekly STEM classes, science, computers, and state-of-the-art science labs. RPRY ranks 6th among the 50 Best High Schools in the U.S. (Vienna, VA) Preparate students on green fences are being trained with the Montessori program. Elementary school teaches students in traditional grades one through eight. 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 approximately 190 students and 23 teachers, 57 percent of whom have advanced degrees. It started at the founder's house and had 10 students and one teacher. By 1955, the school had blossomed to 60 students, so four acres were purchased in Vienna, after which it expanded to all levels up to class eight. GHS is committed to achieving the resolution of its students' character while exploring opportunities. Students begin to learn French in preschool and Spanish in the fifth grade. Throughout primary school, students study music and art, as well as physical education. In the upper classes, they learn to play recorder and learn music theory. Students can also participate in a band starting in fifth grade. All grades go on age-appropriate trips, and starting in fourth grade, they go on day trips. Students begin to learn first-class technology skills by learning terminology, digital drawing, iPad navigation, and key skills. Keyboard skills are taught every year in basic classes. Starting with the fifth grade, students will begin participating in a science fair and begin learning before algebra. Art is integrated into the curriculum, not only because of the art itself, but also because students are amazed at how art is associated with history, science and language arts. By the time students are in fifth grade, they are sculpting, painting, and using clay and multimedia to create art projects. Also into fifth grade, students learn research skills how to cite links) and create your own media presentations. The school produces a monthly book called Snips, where school philosophy, teachers, parents and students are presented in various articles and interviews. The school sponsors several events throughout the year that bring together families such as Founders' Day, Grandparents Day, Dragon-Fest (afternoon games, competitions, food, face painting and more), spring concert, first class games and spring dance, to name just a few. In GHS, it's not just about education, but about a community where students, parents, community members, relatives and graduates can join students and teachers to celebrate what they're doing. (Bloomfield, MI) It may seem like some banal and clichéd goal, but just 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 component of a social contract that brings communities together. Roeper is a pre-kindergarten through fifth grade school with approximately 250 students and in lower schools children learn to work together, be kind to each other, and show respect for others. We hope that children will develop a desire to change the world through community engagement, personal and social awareness and respect for diversity. Roeper is looking for gifted students who are ready for postsecondary education. Students must have a gifted IQ test and many things are taken into account when a child applies for a place in Roeper, including strong academic performance in previous classes and teacher recommendations. Junior students are introduced to the arts as early as the age of three and have access to various media in which they create their own art. They are exposed to different kinds of art and are encouraged to master different things to get a sense of different textures. In phase 2 of the arts program, students are exposed to visual literacy using various tools and materials to develop the skills of individual students. In Stage 3 Of Art, students learn respect for the work of other artists as they explore various topics and other techniques. Finally, in Phase 4, students are given a wider range of artistic experiences while exposing students to the history of art and multiculturalism. There is also a four-stage program of performing arts in junior school and tries to expose children to different types of music, both oral and instrumental. Until the third stage they play the soprano and in stage 4 they can choose an instrument and play in a band or sing in a large choir. There is an initial and advanced band class for elementary students. Each elementary student starts the day in a class where English, mathematics and social studies are covered. Students then teach other science, PE, dance and movement, art, music and libraries and computer skills. (Chicago, IL) At cambridge school, students receive an individual curriculum based on their strengths and weaknesses, socially, academically and spiritually. Students are trained in a way that shows how all courses are interconnected, so students will develop critical thinking and long-term memory in the humanities, mathematics and sciences in classical education. The humanities include literature, writing, reading, poetry, history, geography, drawing and painting, drama and music. Every aspect of the curriculum teaches students to think critically and that spiritual life should not be treated separately, but as an integrated part of life. The science curriculum is based on a practical approach where students can take the time to appreciate nature. Spanish is taught to students from kindergarten to fourth grade. Latin and Greek are taught to students in grades three through eight. All students learn 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. Rather, they learn Christian worldview through curricula and 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. Primary school covers preschool through kindergarten, where students learn building blocks or basics on which to increase their academic knowledge. Grammar school is the first to sixth grade, and students begin to study ancient civilizations and move on to the rise of capitalism and industrialization in the fifth and sixth grades. Reasoning, writing and reading are becoming the main objective of the skills to be acquired at grammar school. The school was founded in 2005 and has about 160 students. There is also a tutorial. (Tualatin, OR) Arbor School is located on 21 acres and serves kindergarten through eighth grade students in a thematic curriculum trained in an interdisciplinary manner, and where mixed age groups are used. Students stay with the same teacher for two years and, thanks to a multi-age grouping, form bonds with older and younger students. Asas aims to help students acquire the skills needed to learn important ideas through investigation and self-expression to make sense of their learning. Students are divided into groups. The primary consists of kindergarten and first class. Juniors are in second and third grade. Intermediates are fourth and fifth grade, and seniors are sixth to eighth grade. Primates will learn about cycles (plants, small animals, water), Greek mythology, migrating animals and maps. In mathematics, they learn numbers and operations, geometry and while in literacy they earn the process of reading and writing. Juniors learn about geology, electricity, magnetism, clouds, water cycle, colonization of America, Native Americans, and westward expansion. In mathematics, they continue to learn, which began as a primary. Juniors read and write fluently and begin to learn about the plot and development of character. Sixth-grade students learn about plate tectonics, paleontology and genetics and begin the 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 be educated at the college level of Algebra I. All students have the opportunity to design two- and three-dimensional art projects that expand the theme they are learning at that time. Students use different media to create their art projects, some of which are listed on the school's website. Music includes movement, instruments and music. Intermediate students begin to play the soprano recorder and read music. Older students learn music that includes topics they study, such as cowboy ballads, as they study expansion to the west. Students will learn how to organize and perform orchestral compositions they have written that are used in school productions and/or concerts. Finally, students of all ages create and create independent projects, both individually and as a class. Students learn to attract the attention of the audience with their own words and visual aids. (Birmingham, AL) Founded in 1958, the Highlands School raises approximately 280 children in pre-kindergarten through eighth grade with 31 teachers. Students are provided with a STEM curriculum and the school has two modern STEM laboratories. Lower primary school students study STEM concepts in a common unit using everyday STEM, STEM in the Gym and Lego Education components. Primary school pupils will use the STEM lab, which is currently in the Learning Centre building, so students can work with practical experiments in teams. High school students will also use a new lab that will give students the opportunity to explore physical sciences and life on Earth with computer-controlled, practical learning. The school is divided into three sections: Elementary School (all grades to third grade), Elementary School (grades four and five) and High School (six classes through eight). In primary school, classes are self-sufficient with priority in early literacy and a strong foundation in mathematical concepts and skills. In primary school, students decide whether to study French, Spanish or Chinese. Students work in basic classes, as well as fine arts, performing tasks as group members and as individuals. At higher education institutions, students continue to take a demanding approach to the core and are given the opportunity to participate in leadership roles in the school, such as academic competitions, robotics, public speaking, yearbook, greenhouse sciences, art, music, drama and technology, as well as to continue studying the language (which they chose while in elementary school). Standardized testing is used to determine learning success. A full-time learning specialist is employed to help students develop strategies for testing, learning skills and planning and organization. The extended daily program provides childcare 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 develop good sportsmanship through fall and spring football, cross country, and basketball. A professional and certified North American Soccer Camp coach from England leads each team in practice once a week. Other times, parents act like coaches. (Seattle, WA) Learning is not limited to a formal class at Bush School, where students can find themselves outdoors or in urban settings, in a place in the wilderness, or in another country. Lower-level students often go on field excursions, and fifth-grade students go to retreat. The curriculum for lower school students focuses on different cultures and real situations. Students learn to solve problems and think critically through projects completed with other students, classroom discussions and cooperative learning groups. Each student's abilities are valued and respected so that students are not pushed to learn beyond their abilities. The aim of the lower school is for each student to participate actively in his own education. Students are trained in such a way that they develop the ability to think about solutions creatively and analytically and come to conclusions that are made within an ethical framework. With about 600 students, there are 85 teachers, some of them part-time, and 45 support and administrative staff in 10 buildings on the 6-acre campus. Bush has two gyms, seven teaching studios, an art building, a theater, a fitness center, a common room, a library and four computer labs. There are several places for students to play, as well as a training ground for organized sports. The Bush School is accredited by Washington state and the Northwest Accreditation Commission and is a member of the Northwest Association of Independent Schools and the National Association of Independent Schools. The school provides a variety of counseling services to assist children in their cognitive, social and emotional development through several 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 daily programme is offered for a lower school K through the second class in one group and the third to fifth grade in another (however, there are opportunities for groups to interact). Students have free play time, organized games, homework help, games, sports and science to enjoy and from which to gain enrichment. Lower-level students go on local trips and grade-level retreat programs starting fifth grade. Support services are offered to students and parents for social, emotional and academic support. The goal of the Bush School is for all students to develop self-confidence and self-esteem. Students learn about different cultures, and as they do so, they grow in the intellectual skills of problem solving and critical thinking. (St. Paul, MN) The billable classroom allows teachers to strengthen students' talents in a small classroom while teaching students to respect the opinions and ideas of others. Students are expected to be involved and contribute in the classroom. In a lower school, classes are grouped from flexible groups with two head teachers in each class. The day of lower-school students starts in class and they are in and out of class throughout the day as they go to other special classes in science, art, library, music, PE and Spanish. Specialized teachers work with teachers in the classroom to adjust and differentiate the teaching so that the learning experience is based on an individual experience. Because technology plays such a big role in culture, it is an important integrated part of the curriculum. Elementary students use a variety of technology devices, including iPads, SMART boards and Classmate PC Convertible tablets. There are facilities in the home premises and professional classes teach students computer skills in the lab. Starting with fifth grade, all students receive a laptop, which is used throughout the day. In summer, there are classes that students can take in academic courses, as well as special interest classes. In autumn 2015, the spa will open the Huss Center for Musical and Theatrical Performances. The kindergarten, through second-level students, has an active academic program in language arts, mathematics and social studies. Students develop their language skills and mastery through phonics, reading, writing, spelling and vocabulary, among other English subjects. In social studies, students are encouraged to learn about their families and friends, but also to learn about the culture of the city around them. They are introduced into the maps. In mathematics, they are focused on skills and concepts, as well as on computational processes. In classes three and four students build on language skills acquired in earlier classes and learn the difference between fiction, non-fiction, and literature. Students learn writing and proofreading. Mathematics and Social Studies Programs are interdisciplinary programs developed by McGraw-Hill, a bigger role in school. They hold school meetings twice a week. They also plan and implement a Thanksgiving food drive and an all-school bazaar. In addition, they run recycling, school searches and lost and found programs. They help students in lower classes and help teachers in the classroom and library. (Boise, ID) Serving preschool students through ninth grade, the Foothills School of Arts and Sciences is fully accredited by the Northwest Association of Independent Schools and has approximately 150 students. In 1994, the school moved to its current location in downtown Boise, where it has access to museums in the nearby art district, parks and rivers, cultural and arts organizations and Boise State University. Foothills School adheres to the national curriculum; however, query-based learning is used. Students learn by asking questions, gathering facts, and investigating. Students learn to consider all possibilities and come to the facts. Students learn to think, conduct research and solve problems, thus becoming critical thinkers. All teachings are differentiated to accommodate each student's individual learning needs and styles. The early education program focuses on the strengths of every child. Students learn to express themselves in the language of music, mathematics, art, performance art, discussion, science, drawing and many other ways so that they are not limited in how they learn. There are two classes in each class in the lower school. However, these dyads are flexible, and student grouping changes during the day depending on what students learn and what students' needs are. The same weight is given to academic, personal and social responsibility. Basic knowledge courses are emphasized in the lower school, especially mathematics and reading, to ensure success throughout the student's time at the school. Reading is used in every aspect of the curriculum and the math program. Investigation, is a nationally recognized program. Math lessons for all age groups take place at the same time every day, so students can attend the class that best suits their needs, regardless of age or grade. Physical education is a key component in lower school, as well as music classes where rhythm and movement are taught. Fifth and six-year-olds have a foreign language, performing arts and fine arts. They also participate in socratic seminars and other discussions in which students learn how to express their opinions respectfully and discuss how they have come to their conclusions. Students participate in service education through projects lasting only a week to six weeks in which they meet the curriculum objectives. Students are taught how to use technology to become lifelong technology students. (Portland, ME) The school educates preschoolers until eighth grade and has an enrollment of about 140 students. The school provides a balance between intellectual and social activities and instills the skills needed to be successful in academic skills. Students learn together at multi-level levels in interdisciplinary teams. The school, which was founded in 1956, owns a 21-acre nature reserve in Cumberland, about 10 miles north of the school's primary campus. The ratio of students to teachers varies by grade, but it is never more than 10 to one. The pre-school program is available for all grade levels, but only for breakwater students. The after-school program runs until 5:30 a.m. and is open to all class levels up to eighth grade for breakwater students as well as other schools. The extracurricular enrichment program offers a diverse selection of interesting activities and changes at the end of each rotation period. Activities included climbing, Lego robotics, ceramics and many other exciting programs. The school also provides educational 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 provided with lessons that connect the subjects they are learning with the real world. In addition to the academic classes provided by the class teacher, students also have classes in the fields of performing arts, science, world languages, art and music. Lessons are learned through interdisciplinary units created jointly by classroom teachers and elective teachers, giving students more opportunities to engage in practical project learning. First-grade students attend science twice a week for 50 minutes, and in the third grade they learn outdoors at the river sanctuary, pond and school gardens. Students in the first to fourth grades attend Spanish twice a week for 45 minutes,

and in the third and fourth grades the class is taught mainly in Spanish. In fifth grade, the sheerity of these classes intensifies as students become increasingly knowledgeable and confident in subjects. (Iowa City, IA) In Willowwind, students have one teacher who stays with them for most of the school years, and children learn in multi-year, multi-stage groups to develop students' social conscience, self-discipline, and academic skills, and to learn to solve problems creatively in an atmosphere of high self-esteem and mutual respect. Students are encouraged positively not to be afraid to fail or make mistakes and to have the courage to move on from their mistakes and learn from them. The nursery is based on the Montessori method, but the other grades are not. Still, they have small numbers, so teachers can use differentiated instructions to tailor learning to each student's learning style. The use of Singapore mathematics and learning is rigorous in all academic fields. Students learn Spanish and lessons for all subjects go beyond the curriculum, giving students the opportunity to learn experientially in practical tasks and projects. The school is accredited by the Independent School Association of Central States and the State of Iowa. Teachers present curricula based on the humanities and teach students how to develop appropriately, both socially and emotionally, through character education lessons. Students in Willowwind come from urban and rural areas, are economically, ethnically and socially diverse and have gained state recognition in writing, mathematics, chess, invention, spelling, history and science. Art galleries in the area display the art of Willowwind students, and students perform puppet shows in both French and English. They hold plays, perform and perform in university operas. Students who graduate from Willowwind are academically, socially and artistically successful. Graduates include engineers, entrepreneurs, writers and musicians. Students are given lessons in Spanish, while music supplied by experts. Students learn to be socially and community conscious and to exercise mutual respect for each other. WS's goal is to prepare students, academically, socially and emotionally, to leave school after sixth grade and to be successful, whether they go to public or private school. The after-school enrichment program is open to all WS students in six-week sessions. The summer program offers an abundance of courses that cover a wide range of fun subjects and are open to all children, not just WS students. (Dayton, OH) At Miami Valley School, students can start pre-kindergarten and continue through their senior year of high school. A big part of education in MVS is character education, which teaches personal responsibility, mutual respect, teamwork and empathy for others. There are almost 500 students and just over 60 teachers. The school covers 22 acres and has various clubs where students can participate. A school-wide gathering is held every Monday and there are often important guest speakers. Parents receive an electronic newsletter every other Friday and are asked to stop for a visit or ask a question. The early childhood group consists of three to five-year-old children. The lower school includes kindergarten up to fifth grade, while high school includes grades six through eight. Lower school students learn both Spanish and Mandarin languages and have an overview of Spanish and Chinese culture, geography, holidays, music and art. Students learn both speaking and listening skills. In lower schools, students begin studying science by studying ecosystems, part of which is done at the Outdoor Exploration Center, where students appreciate the natural world. By fifth grade, students are considering how they can positively influence the world while learning important scientific concepts. Students of the lower school are exposed to various methods in visual and performing arts. Once in the fifth grade, students can be in a band, choir or sketch ensemble. Students begin to paint, draw and create works with clay and ceramics. These skills are more intense and improved throughout the junior school. All students of lower schools participate in age-appropriate physical education. A reading being early on at MVS and a reading specialist is working with students in lower grades in conjunction with a teacher in the classroom so that students start to build a strong reading foundation from the beginning of their educational careers. Students begin to learn in time to communicate in writing. By fifth grade, students use their reading, writing and speaking skills in social studies and become big brothers and sisters to kindergarten students. They meet several times a month to play games, attend or participate in organized activities. Singapore maths is taught at school and students also have their maths classes supplemented by a mathematical journal called Dynamath. Even social studies are included in mathematics because students consider the problems faced by founding fathers and use their critical thinking skills to evaluate these problems and potential solutions. After school, junior students can have an extended day with recreation both indoors and outdoors. They also have snacks, play games, finish homework, or seek help with their school work. (Pittsburgh, Pa.) Although St Edmund's Academy originally began as a episcopal school for boys in 1947, it has become a co-education school for people of all faith systems who are united by the school's core values and standards. The six core values are service, responsibility, understanding, respect, honesty and high standards. These basic values are integrated into all lessons in each class that starts with kindergarten and passes through eighth grade. There are almost 300 students and 40 faculty members. It's no coincidence that eighth-graders attend St. Edmund's. The school is designed this way because research has shown that eighth graders who went to elementary school, which included first through eighth grade, performed better on standardized tests, performed better in ninth grade, and were less likely to submit to peer pressure in high school. The lower school consists of grades one through four. Skills are being used to enable them to be successful in individual and joint activities. In addition to their basic courses taught by teachers in the classroom, they receive lessons in computers and keyboard, world cultures, bookies, art, social health and physical education. Junior school they have unique projects, excursions and experiences created by their teachers to maximize their opportunities to learn and display what they have learned. The upper school consists of classes of five to eight and students in the upper school move on to newer and more challenging opportunities such as making school newspapers, participating in group competitive sports, choir, scientific projects, and essay writing competitions, to name a few. Fifth grade students have the opportunity to learn writing, Spanish or French, and a band or orchestra, as well as a scientific curriculum that includes robotics, ecology, physics and chemistry. The sixth to eighth grades have similar elective subjects, but they also add biology, geology, oceanography, meteorology and astronomy to subjects covered by fifth-grade science. In seventh grade, students stop writing and start latin. Each grade in college teaches a progressive math program with starting pre-algebra in sixth grade and culminating in algebra or geometry in eighth grade. Despite the school's departure from religious origin, students and staff still meet Thursday morning at the chapel, where visiting speakers talk to students about core values, community service, and developing acceptance of other people's differences. (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 degrees are library education so that they can learn the skills needed to adequately research topics. Students have the opportunity to participate in several art programs, including band and speech. In addition, students in the first to twelfth grades can take private piano, violin and guitar lessons during school hours. The school uses success tests to determine how well students learn at each class level. The aim of the school is to prepare every child for higher education. There are more than 300 students and 31 teachers in the school with an 11-to-one ratio. The school is accredited by the Southern Association of Colleges and Schools and is approved by the Louisiana Department of Education. Tuition for elementary classes is \$5,400, which is significantly lower than the cost of most private schools. The computer lab has 25 IBM desktops. The library offers computers for students, as well as research lessons, computer catalog cards, full text articles from magazines and several CD programs. The elementary school has internet access throughout the school. RPS strives to provide complete education so that students have knowledge and appreciation of every aspect of life, including philosophical, religious, social, aesthetic and intellectual. It's a small school, but it doesn't hurt his Students. Students can participate in music, library club, student council and helpers. There is also a pre- and after-school program. Most faculty members have advanced degrees. They provide tutoring before and after school. Nevertheless, students are encouraged from an early age to take responsibility for their teachings. Lower-school teachers are trying to instill good work/study habits as well as skills that students will need throughout their school years. Unlike many public schools, handwriting is taught. Mathematics is accelerated by one year in preschool age and spelling and grammar are accelerated year in first grade. Students go on excursions related to the curriculum. They are required to take instrumental music for one session during the fourth grade. Once they enter fifth grade, they are considered in high school and then add computer science and speech to the courses they are required to complete. High school students can participate in athletics, bands and library and science clubs. (Missoula, MT) Since opening in January 1971 as a nursery, Sussex School has continued to expand and grow to its current size of 120 students for preschool classes at eight. Each early learner is assigned an older student who acts as a guide and mentor, creating formal and informal interactions across multiple age groups. These groups are made up of what is known as Bigs and Littles. At the beginning of each year, the Sussex school family spends three days and two nights at Flathead Lake. There are several outdoor activities and household chores for parents, teachers, students and administrators that help build links between all groups. In October, the school has grandparents and a special day of friends, so friends and relatives 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 carve pumpkins together and everyone can visit a haunted house prepared by eight A-graders. On the last afternoon before the December holidays, students perform songs from a music class and show their artwork to the community. Each class then shares with the audience their Wish for the World. In January, all students participate in the snow program and travel one afternoon a week on skis or snowboards for five to six weeks. In the spring, each age group goes on excursions to places like Yellowstone National Park, where students receive instructions from their history and science teachers. Students pay for this trip by raising money cleaning up missoula areas and implementing community service projects. Sixth- to eighth-grade students participate in a math competition called Math Counts. The top four students to win in the state will represent Montana in the national championship. There have been several Sussex in the national team. Academically, children are trained with progressive emphasis with constructivist teaching through basic questions and understanding. The curriculum is project-based and is designed to teach students to develop the skills needed for academic success in high school and college. The curriculum is also designed to help students grow emotionally so that they can develop compassion and empathy. (St. Louis, Mo.) Children from the age of four (preschool) to sixth grade attend Rossman School, where there are 28 teachers and approximately 225 students. Each class has two full-time teachers and students receive a strong academic foundation in the fields of language arts, mathematics, social studies and science, as well as character teaching in attributes of honesty, responsibility, respect and kindness. In addition to elementary 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 across a wooded area. The school has cutting-edge technologies, including MacBook Air laptops, smart boards and iPads, with a full-time technology coordinator working with teachers to help them integrate technology into their lessons. Every Monday morning, all students and teachers gather for a meeting at the beginning of the week. Students have a field day during the school year, a Halloween parade, grandparents' day so family members can observe children at school, musical performances before the holidays, and a Spirit Day basketball game. To ensure that students learn as they should, the school administers a comprehensive testing program of the Office for Educational Records. Students at Rossman outsted students in the state in both public and private schools. Students from Rossman participate in the Missouri Math League, National Geography Challenge and Creve Coeur Arbor Day Art Contest, in which two Rossman students won first place in 2015 in two different categories. Tuition includes lunch food, but there is an additional fee for books and supplies, an extended daily program, PE uniforms, and camps, and an additional request for a \$1,800 per student donation each year. Fifth grade has a night retreat and sixth grade 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 gain enrichment in subjects such as cooking, robotics, filmmaking, art, foreign languages, sewing, dancing and theatre. Extracurricular sports offered include cross country, volleyball, floor hockey, football, softball, gymnastics, basketball and flag football. Students can also participate in the student council. Student council members help plan service projects, greet visitors, lead fundraising-raising campaigns, and conduct Monday morning meetings. The school also has a Scout section and a Scout section led by parents for students who want to participate. (Gulf Stream, FL) When Gulf Stream School began in 1938, it had 30 students. Since then, it has been accredited by the Florida Board of Nursery and the Florida Council of Independent Schools. There are currently 250 students with class sizes range from six to 18 on a five-acre campus on the ocean. There are three floors in the Gulf Stream. The first is a pre-kindergarten program for three- and four-year-olds, with two teachers per class and a teacher and an assistant in each of the two kindergarten classes. Preschool ends at 11:30 a.m. The second level is a lower school, which consists of classes one through four, with two classes for each class. Students in degrees two to four stay with one teacher for reading, writing, mathematics and social studies. They then change classes for science, Spanish, art, music, drama, PE, library and computer. Fourth-grade students leave at 2:20 a.m., and fifth and sixth grades leave at 3:15 a.m., or they can stay in the study room at school. The final level is a higher school that is for the rest of the students up to eighth grade. There are two teachers per class and students change classes according to their individual schedule. While the academic day ends shortly after 2:00 a.m., students have one after-school sports class and one extracurricular study class. They day ends at 4:15. For younger students, an extracurricular program is available, which passes 4:15 at the end of the higher school day. The curriculum emphasizes basic skills in English, mathematics, science and social studies, but also in language, music, art, computer and PE, in order to achieve a high school placement 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 have several opportunities for speaking in public to help them develop confidence and show composure when addressing the group. Students leave the Gulf Stream as self-confident and educated writers. Students receive character lessons from a school counselor, and these lessons are also interwoven into every additional lesson they teach at school. In addition, students have the opportunity to experience learning in person through trips to the Grand Canyon, Everglades, Kennedy Space Center and many other places. All fifth and sixth grade students take Latin, and Spanish lessons begin for all preschoolers 3. The Gulf Stream lies on the Atlantic coast approximately halfway between Palm Beach and Boca Raton. (Hopkinsville, Ky.) Many schools have multiple degrees, but UHA is unique arena, because students do not pass the day separated from the other degrees, and because all signs benefit. Younger students are able to see high school students during the school day, and therefore there is a bond between students throughout the school. UHA is a K-12 school that serves to prepare students for college as well as success in their lives. The school is accredited by the Association of Independent Schools of the Central States. Each school year starts with a parent group sponsored by Back-to-School Picnic and Fall Fling, which is an outdoor game and activity day. After the fall of Fliert is an evening for parents parents who want to contribute to school through the 100 Club, which is social, where each couple donates \$100. Later in the first semester, elementary students have Muffins with mom for a day and Donuts with dad the next day when the student gets breakfast with their parents. In the spring, elementary teachers run Camp UHA and each class chooses a topic and monitors activities to learn more about it. The aim of the basic grades is for students to develop socially, intellectually, spiritually and physically. Teachers adapt to different learning styles and learning difficulties. Students are guided by creative projects in drama, music and art. They are also given free play time as well as structured physical education classes. Primary school pupils go on excursions and teachers always introduce practical experiences to help students learn. The junior school also has a Spanish teacher. Grades five and below participate in the Governors Cup, a state competition with district and regional competitions. There are eight divisions and UHA elementary students participating in seven: On-Demand Writing, Written Tests in Science, English, Mathematics, Social Studies and the Arts/Humanities, and a section called Quick Recall. The school is accredited by the Independent School Association of Central States. It brought in 12 National Merit Scholarship finalists and 99 percent of graduates going to college. Each class is required to read the books of their choice in the summer and prepare book reports on these books. Teaching is very reasonable compared to other private schools and parents have the option to buy tuition insurance refunds if the student cannot complete the period for which the parent paid the tuition. (New York, NY) The studio school was founded in 1971 and teaches preschoolers until eighth grade. Classes are being taken from an interdisciplinary approach that promotes critical thinking skills, where students are invited to creatively solve problems. The studio school's approach uses knowledge of a child's development and how children learn to create curricula designed to support a child's natural intelligence while developing 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 social and emotional IQ. Children are grouped with children of a different age within a two-year range with a maximum of 16 students in the class. All classes up to the second class have a teacher and an assistant teacher. The environment of all classes is such that students are respected and learn to respect each other. Character is being taught as one of the most important attributes of each person, as well as individual integrity. Students are not expected to learn in just one way, so each child's educational plan is individual so that students learn to respect themselves and others. Students are encouraged to network what they are learning with who they are. The academic program is strong to prepare children for the future. The school is divided into three parts: kindergarten, elementary school and high school. Elementary school includes first through fourth grade, while high school includes fifth through eighth grade. Basic students learn foreign languages, writing, scientific research, reading, geography, history, art, PE and social sciences. They are encouraged to think about what they are learning and thinking and questioning things, while coming to logical conclusions that are well thought out. Approximately 115 students are enrolled in the school. The ratio of students to teachers varies depending on the age of the child. The outlines used are called Inscape. As part of the curriculum, students meet with teachers and other staff to discuss what the day will bring, as well as thoughts and concerns. Students learn to be both speakers and listeners. This is one of the ways that a sense of community and mutual respect develops. On Friday afternoon, there is a gathering where another aspect of their study is emphasized. Students cooperate or share what they have already achieved in one of their classes. At least once a month, students share their artwork or poetry with the rest of the school. (Lynnwood, Wa) 2015 will bring Brighton School to a new campus in Mountlake Terrace that will be larger and have more facilities that will serve 400 preschool students through to 8 a.m., where students will have meaningful experience in stem, arts and athletic syllabus. The new campus will be like a park, but will have a separate wing for preschool and special equipment for music, arts and science labs, as well as a media center, engineering/innovation lab, multipurpose room, several playgrounds and athletic training field. Brighton started in 1982 and consistently provides a safe environment where students will have a strong academic foundation and education in an atmosphere communities where all achievements 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, not just the mind. All elementary school students take drama, Spanish, art, PE, music, engineering and technology. High school students are offered optional substances in painting, creative writing, robotics, drama, cooking, computer programming and website design. Students in the third grade have the opportunity to visit Mount St Helens on a three-day expedition that includes learning about the geology of volcanoes. In addition, students go on trips to the camp, go hiking and explore the caves with monkeys. The district will visit the Olympic Park Institute and the Natural Bridge to study science at the International Biosphere Reserve. Fifth-grade students go to Camp Seymour on Puget Bay to learn about the wild nature in the area, as well as marine ecosystems. In addition, they also camped, hiked and canoeed. Sixth-grade students go to Camp Orkila for five days in the Orcas Islands, where they learn leadership skills and go through many physical problems. Finally, eighth-grade students take a 10-day trip where they stop in Washington, D.C., Virginia and New York as finals for history/government classes. In addition to visiting the historical sites they studied in the classroom, students can see the nation's capital. After school, there are several clubs, activities and camps for students to seek enrichment, entertainment and school help. This includes a six-week ski school. (Midland, TX) Pre-kindergarten through sixth-graders are educated at Hillander School, where teachers and staff try 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 every subject that is necessary before advancing to the next level of the class. Reading is taught in such a way that students learn techniques for analytical and organized thinking to understand what they are learning and why. Phonics is also being taught so that reading and spelling become second nature. Once students enter the second grade, they are exposed to more complex rules of phonetics and grammar. Students read classics and develop writing every year so that by the time they are in sixth grade, many are scoring at the high school student level when given standardized testing. Students analyze words based on a combination of letter sounds and learn how to select a keyword in each sentence. Finally, students will learn to summarize sentences, paragraphs, and chapters from the book. Students are also instructed to improve their vocabulary and understanding. The aim is to increase students' understanding and desire to read independently. The goal is to make students self-confident and confident readers. Mathematics is also progressive, with new concepts introduced each year after reviewing and enhancing what students have already learned. By sixth grade, students are in pre-algebra. Foreign language teaching starts in kindergarten and is taught every year. Science starts in third grade and computer technology in the fourth grade. Students start science in third grade and begin taking computer literacy classes in the fourth grade. Students in degrees two to five go on a maximum of two excursions per year. First-class students do not go on an excursion; rather, speak speakers come to school to address them. Sixth-grade students travel a maximum of five trips a year, not included visits to the lower secondary student considering for their future. The excursion must not be more than half a day. All students will be back before the end of the school day. The school educates nearly 300 students a year and employs 20 full-time teachers. Classes have no more than 21 students. In the fourth grade, students begin to leave their classrooms and the teacher attend specialized classes. (Charleston, SC) Although Cooper School is a relatively young school (founded in 2007), it has had success in educating its 75 students with nine teachers. Students study French, Spanish and Mandarin when they start school. In the fourth grade, students can choose which language they want to study further. They go from singing songs, conversations, and learning about culture, to reading, writing and having dialogues. All students have a foreign language and they are exposed to it through their social studies classes as well. When they do not study their foreign language in social studies, they learn about the world through maps, world cultures and artifacts of older cultures, so that when they are in the upper basic classes, they learn about the government and history of their language group and how social studies are connected to the real world. All students also study music, drama and fine arts. In lower classes, students learn about colors, shapes, and lines, and their lessons are often tied to their academic classes. The first elementary school pupils were shamed and learned about rhythm and movement, which gives them the basis for understanding how dance relates to music. In the middle basic classes, students will get acquainted with various instruments and classical music. Top elementary students learn 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, have an outdoor break twice a day. The development of the character of the child is an important part of the education of each child; therefore, students learn about controlling their emotions, creating positive relationships, making decisions and learning to resolve conflicts appropriately and peacefully. In addition, students are taught about language arts, mathematics and science. Teachers work together to make the curriculum challenging, but not impossible. Students take benchmark tests based on a common core. The school publishes on its website what students learn every week, so parents always have access to the curriculum. Teaching is not limited to class and students can find themselves outdoors, conducting experiments in science, or inside a honey tasting, after studying the unit on bees. Students learn the characteristics of different literary genres, and in the third grade students write their own fairy tales. Each class reads a lot and many lessons focus on reading. Excursions are used for other lessons in the classroom. For example, the second class visits the Birds of Prey conservatory after studying the unit on birds and creates its 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 approximately 225 students with a seven-to-one student-teacher ratio. There are two head teachers in preschool until fifth grade. The students come from Maryland, Virginia and the D.C. area. The school provides tuition for 27 percent of its students. CHDS provides more than 300 exclusors per year and the courses are interschool, building on topics and concepts. Children begin to learn French or Spanish while in kindergarten, and each class works on a parent-led community services project. Students after school can participate in interscholastic Sports, take tutoring or take various courses related to interest in chess, yoga, baseball, football, Tae Kwon Do and/or music lessons. A bus service is available to some areas. The basic curriculum is based on the project so that students learn by taking notes rather than sitting in a lecture after a lecture. The projects are collaborative and, in stages two to five of the curriculum, emphasize critical thinking in a creative way so that students can learn to solve problems and develop curiosity about what they are studying. Social teaching is integrated into a strong academic curriculum and students learn to take responsibility for the well-being of their classmates, respect them and learn positive conflict resolution strategies. Formal reading lessons begin with first-grade students, but in the fourth and fifth grades there are students what they read for literary elements such as theme, plot and setting. Students will also begin formal writing in elementary school. Mathematics is taught as a language, and teachers show students numerical relationships in formulas and try to teach them how to solve problems creatively. Students of the second to fifth grades study the topic in integrated curricula of history, literature, science, mathematics, art, music and modern language. (Durham/Chapel Hill, NC) Sandra E. Lerner Jewish Community Day School of Durham/Chapel Hill, founded in 1995, has approximately 130 kindergartens through fifth-grade students and 33 teachers and staff. There are four preschool classrooms and nine primary classrooms. In addition, the wooded building has a greenhouse, friendship gardens, an outdoor classroom and beds for plants. Classrooms are equipped with state-of-the-art technology such as smartboards, computers, computer carts and AlphaSmarts. There are three large playgrounds, a playground and a football field, basketball courts and a climbing platform. Preschool starts at the age of two. Lerner School is open to children of the Jewish community whose parents (parents) accept the school's mission. In addition to elementary classes, Lerner teaches students Hebrew language, PE, music, art and Judaism studies through a values-based curriculum. The school is accredited by the Southern Association of Independent Schools and the Southern Association of Universities and Schools. Students can stay for extracurricular enrichment courses in yearbooks, sports, crafts, home club, music, art, free play and many other activities and educational experiences. Starting with the fourth grade, students can join the group. Children in the second to fifth grades can sing in the choir. International students make up approximately 25 percent of the student population and students come from Durham, Orange, and Wake counties. The school pays individual attention to students in a common learning environment. Students create and present projects such as their own and produced games, compelling presentations and extemporaneous speeches that help build self-confidence. To make sure that all students are learning, the Gates MacGinle Assessment is administered to grades one and two and the Educational Records Bureau test for students in grades three through five. Student tours include The Morehead Planetarium, the Nasher Museum, Carolina Tiger Rescue, Duke Homestead and Triangle Training Center. Fifth graders are going on a three-day trip to Washington, DC. It's Lerner's method of training one child at a time to achieve academic excellence in a safe and diverse student body where a sense of community is shared by all. Lerner hopes that all students will learn to become socially responsible and approach problem solving through ethical thinking. Most students come from District area; However, there are 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 vegetarians. Each year the school has special events that include book fair, Hanukkah Program, Poetry in Bloom, 5K run, community family programs such as picnics, dinners and Durham Bulls games, and Lerner Carnival, as well as many others that help build a sense of community among staff, students and parents. (Overland Park, KS) Brookridge is unique because he raises children from two and a half to third grade. It scores in the state's top five percent in reading and math. The school's commitment to quality early grade education builds on its belief that solid early learning is vital to a student's learning foundation and ensures that students leave school with the life skills they need to succeed as they progress through higher grades. All teachers have a higher education either in primary education or in early childhood education. Some teachers are graduates and there is a very low rate of teacher turnover from BDS. Kindergarten is an all-day program with an emphasis on mathematics, writing, reading, social studies and science. Students learn to write with a program called Handwriting Without Tears. Students also practice speaking and listening skills every day. In addition, they learn Spanish, art, PE and music. Children experience special programs that will help them grow physically and emotionally. Students who go to first to third grade have a program with a strong emphasis on math and reading. All subjects emphasize reading and writing, as well as listening and speaking in public. The math program gives students real-life applications and focuses on eight math practices. Students actively participate in technology-based teaching and learn about different types of software to have a very functional knowledge of computer skills. Lunch and snacks are included in the tuition rate. Before and after school, care is provided for the benefit of parents who have to leave for work early or leave work late. The program is run by certified teachers as well as qualified aids, so students receive high quality care, whether during, before or after school. Teachers also contribute to a blog covering a wide range of topics for the benefit of parents. The school publishes a monthly newsletter, even in the summer. (Seattle, Wa) Tilden operates for approximately 104 students in kindergarten through fifth grade and is washington state approved school. Students learn listening skills and be respectful to others who speak and express their thoughts. All classes have the opportunity to work and play together. Students go on various excursions in a year. The kindergarten curriculum combines play and work, usually with a theme that brings together several subjects. The first class focuses on the development of social and academic skills. Students have the opportunity to discuss subjects in a group and solve problems in different ways. Reading is further emphasized in the second and third grades, as well as the following instructions and due dates. The goal is for students to read at or above the fourth grade level by the end of the third grade. Other subjects are examined to a greater depth. Fifth-grade neighborhoods and students are not considered primary students, but intermediate students who focus on acquiring basic skills and integrating different subjects. Students have the opportunity to try different artistic and craftsmanship skills with different media throughout their time in Tilden. The technical side of art is also taught to students to develop artistic skills and learn to appreciate various works of art. The introduction to music prepares students to be in a band, orchestra and choir. Students learn rhythm, movement and reading music to perform in musicals and talent shows. Drama is also being told through various dramatic media such as puppet games, skits, holiday celebrations, and many more. Physical education focuses on fitness as well as active play, in an effort to acquire skills such as hand and 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 speech in the classroom at 85-90 percent Spanish. Elementary school students have a great ability to acquire language through speaking and hearing. The Spanish curriculum uses this natural ability, so by the time students leave Tilden their oral fluency in Spanish will be profound. In technology, intermediates to the point that they use online research tools. They are given access to seattle's online public library as well as subscription databases. Students are also being told about plagiarism and the right way to cite sources. (Laguna Beach, California) ASWC students are starting to learn foreign languages in kindergarten. Starting with kindergarten and continuing through sixth grade, students receive formal lessons in Spanish and German. Many courses are taught bilingual and all teachers are encouraged to incorporate foreign languages into the course. Formal teachers are native speakers and students use textbooks obtained in Europe. Reading, writing, songs, games, art and dialogue are used to teaching a foreign language. Anneliese schools use California teaching standards, but often exceed those standards, giving students a strong academic foundation. Behavioral and academic they are strict, but thinking and playing creatively are also encouraged. The focus of education on ASWC is the nine components of intellectual thought, which includes social, artistic and musical elements. Art can kick-start children's creativity in thinking and practice, expand their ability to solve problems and think analytically. As part of their education, students will go on compulsory excursions, which are used as part of the curriculum and learning. Excursions are an important element in connecting classroom teaching with real experience. Students also learn outdoors in the school garden, where students learn about biology and life cycles, as well as other interdisciplinary lessons in mathematics, art, history, culture and language. Students also have lessons in the theater, which begin with storytelling and continue with class plays and play writing. In addition, students have physical education and crafts lessons, as well as formal classes in language arts, mathematics, science and social studies. Students start with a circle where they learn school values and resolve conflicts. The circle is carried out with multiple age groups. The after-school program continues on the school day and ends with a circle. The after-school program has many enrichment activities and subjects such as drama, crafts, cooking and sports, to name a few. Students can choose the enrichment class that is most interesting to them. They are also given time for free play, which is an important part of a child's day. The Willowbrook campus has nearly 400 students, from pre-kindergarten to sixth grade, and 20 teachers. (Cedar Rapids, IA) There are three programs at the school summit: the preschool program, the beginning program (which includes first and second grades), and the middle program (which includes the third, fourth and fifth grades). All students learn to think critically and ask questions through curricula that include basic classes as well as technology, art, foreign language and music. Students learn strategies that will help them develop as lifelong learner. Parents work with teachers to create individual student growth plans so that all students can learn at their own pace. All learning is multi-sensory. Preschool and kindergarten students have their own school gardens and 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-grade student education includes parents and educational communities. Higher grades develop their creative problem-solving skills by increasing the complexity of their academic studies. In summer, new pre-school pupils (aged three to five) can register for half a day to get to primary school for language, science and mathematics. Students will have a number of learning centers to experience and will be exposed to a phonics program to help create the alphabet in their minds as a basis for reading. First- to sixth-graders have summer-long camps that help close the gap in academic areas such as reading, writing and math. The tutoring program proposes individual training plans for students who need individual or small group tutoring assistance. Tutoring is offered in reading, spelling, writing, mathematics, algebra, geometry and Spanish, as well as in study skills. Students can also get tutoring help with homework. While tutoring sessions are usually held Monday to Friday (between 8 a.m. and 7 a.m.), some Saturday sessions are available. Also, an award-winning online program called Dreambox is available to students to improve math skills. Financial assistance is available for preschoolers up to fifth grade. (Raleigh, N.C.) Thales is a kindergarten through ninth grade with more than 530 students. Students of preschool age up to fifth grade receive direct instruction, while students in grades six through 12 are trained through classical curricula and socratic discussion. Multi-student discounts are offered to families who have more than one child attending school, and the school has one low, flat rate, with no additional fees or fund-raising. Students in degrees K - 7 are tested using the Iowa Basic Skills Test and consistently out-perform by other students in the state and nationally. Students learn Latin and Spanish (as well as other languages) through mixed learning, and school culture emphasizes character education. K-8 students use community iPads and Apple TVs. Students are drawn from classical curricula to help them develop into critical thinkers. Direct teaching for a lower school involves grouping students by skill, choral response, and rapid transition. Students have access to iPads in the classroom and there is also a computer lab. Students are offered a range of elective courses, including band and public speaking, and clubs such as Science Olympiad and Robotics. In fifth grade, math students will add and subtract fractions, graphs, identification patterns and learning of initial geometry, basic algebraic equations, and how to use money with oxen math. When reading, they will be able to identify different genres, read independently, identify meaning using contextual clues, analyze characters in stories, write, make predictions and learn to sketch. In science, they learn about erosion, food chains, the human body, celestial bodies, electromagnetism, and lenses. In social studies, he will learn about the Renaissance, geography of the USA, lakes of the world, ancient Indian cultures, civil war, expansion to the west, early Russia and early Japan. In language arts they will use Shurley English, 6+1 writing, thought maps and write from the Beginning. They will also teach parts of speech, figurative language, prose and poetry, the writing process, grammar, spelling, and vocabulary development. (Madison, WI) At Madison Waldorf School, students learn to express themselves creatively and artistically in preschool while staying in touch with nature. They engage in an imaginative game, both inside and outside. Teaching students gardening, cooking, washing and cleaning allows them to understand the role of cooperation in life. Students engage in singing and sharing in a circle, and students are constantly exposed to art by watching puppet shows, sculpture, music, drawing and watercolor. Many of these activities help students develop motor skills. Students are introduced in a mixed age environment to improve learning and spend a significant amount of time in the natural world every day. Elementary school students are encouraged to develop critical-thinking skills, artistic expression, athletic ability, and healthy reasoning with which they will have strong conclusions. Students learn painting, drama, movement and other courses usually perceived as elective subjects, so students will have a foundation on which to build a college preparatory education. Students do not use traditional textbooks from which they learn, but they create a record of their work with an annual portfolio filled with their best work. Through this portfolio, educators decide which group a student should be included in. Children are placed in their classes by age, but in the second class, students begin attending mixed classes, so the second and third are together. Students stay with their group throughout kindergarten until eighth grade. Students develop not a work ethic by getting grades, but by learning responsibility for their work. Students have a schedule that they adhere to, where the teacher takes students through teacher-led and age-appropriate activities. Children stay together with one group throughout their first to eighth year and learn to be part of the team, take care of the other and take responsibility for the work of the group. Good work habits are developed in every child through the development of a sense of responsibility for their work. There is one teacher for each class that teaches elementary classes in the morning. Some teachers can also teach special classes such as painting, woodworking, German and sculpture or ceramics. In summer, the school offers two camps after four weeks where students can do pottery, go kayaking, swim, garden, or exercise

through a yoga program. (Boulder, CO) Through fifth-grade students, the kindergarten attends this founded by parents with almost 180 students. Created to educate the whole child and recite the child for who he is, the School of Friends teaches in small, collaborative, multi-year classes where students learn to respect themselves and others. Each child receives a personalized education that keeps students at a rigorous academic level, but also gives each child an appreciation for the arts 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 fields. Core classes focus on academics, but support creative, critical thinking while teaching students to develop solutions in the real world in an ethically responsible way. Students work individually, in groups, or as a whole class to solve problems that help them understand the subjects they are learning. Teachers use technology, projects in art and drama, guest speakers and excursions to improve the classroom experience. In addition to basic academic classes, students are also trained by experts in spanish, music, PE, art, technology and library subjects. Children are taught to be perfect writers and passionate readers, with a strong foundation in math skills. Students leave the school of friends who know how to communicate effectively and appropriately and be independent thinkers. In addition to basic classes and professional classes, the School of Friends teaches social and emotional curricula. It starts with teachers visiting the homes of all new students in their classrooms so that the bond between the child and the teacher can begin before the child walks through the school door. When students come to school, they start and end each day in a circular time, where students can share compliments or practice conflict resolution and role-playing, or share themselves with a group. As part of the social/emotional curriculum, students participate in community service projects that are often formulated by students themselves, based on their interests and interests. As students take care of their world, they raise money for a humane society and raise awareness of ocean pollution and waste and how it affects the ecosystem. (Durham, NC) Integrity and respect are part of the education all students are required to amilate. In addition, students are expected to learn the value of kindness and empathy. They learn to be proud of their achievements and to celebrate the achievements of others. The school is kept small, so in this transitional kindergarten (TK) there will be a sense of community through eighth grade. Within this framework, all students have the opportunity to lead as well as the chance to serve. Because the school supports the atmosphere kindergarten children routinely communicate with students from higher grades in the corridors. The school was founded in 1991 and has an average class size of 15, with a student-to-teacher ratio of seven to one. Twenty-two percent of students receive financial assistance and the school has one class per class for students in a lower school with a total enrollment of 200. She is accredited by the Southern Association of Colleges and Schools and the Southern Association of Independent Schools and is a member of the Association of Independent Schools in North Carolina, the National Association of Independent Schools and the Office for Educational Records. The school is located on a 17-acre campus with a gymnasium, an art studio with a furnace, two science labs, a library, a computer lab, sets of iPads and Chromebooks, athletic fields and two classroom buildings. Pre-school and extracurricular enrichment programs are offered and each class with excursions. Lower-level students have a choir and co-curricular program of mathematics, science, reading, writing and social studies. Students also pe, Spanish, art, music, and character education. Students are also taking part in community service, working with local organisations to combat hunger in Durham and raising awareness of the environment by composting and growing things in the TDS garden. In general, these programs are further divided between grades TK - 2 and 3 -5, so all programs build on the knowledge and skills previously acquired in earlier classes. In sixth grade, students are considered part of high school. (Nampa, ID) Nampa Christian School serves children from six weeks to twelfth grade. The school is divided into four sections: childcare centre and primary, secondary and secondary schools. The primary school teaches basic courses in reading, English, science, social studies and mathematics. Students participate in standardized testing and score well above state and national averages. In addition to basic courses, students study art, bible, music and PE. Teachers have a license and experience. Preschool teachers provide social and emotional support for development through games and educational centers. Students are familiar with the alphabet and numbers while having language acquisition stimulated through stories and songs. NCS believes in providing quality education through a biblical worldview. In this way, students are growing up to be well rounded to face the challenges they will face at college and beyond. The history of the Nampa Christian School can be traced back to 1913. The school has undergone many changes in the last century, merging with other schools and moving places and adding buildings. The elementary school building was raised in 1979 and then expanded in 1994. In 2008, the high school moved to a new location. Basic and basic campuses are kept separate, even if they are within three miles of each other and older students have the opportunity to mentor the younger ones through fun activities such as track meet for third-to-fifth-graders, pre-kindergarten through fifth grade field day, annual Christmas program, annual speech meet, and grandparents' Day program. Part of the education students receive at NCS is through a community services program in which students have the opportunity to serve others. Each student must take three hours per quarter. In summer NCS puts on the Music Theater Camp, which is open for fifth grade through high school. Nampa is approximately 22 miles west of Boise. The area is called Treasure Valley, but is also known as the Lower Snake Valley or boise river valley. (Gig Harbor, WA) The school at Gig Harbor Academy starts kindergarten and goes through fifth grade. The area is located next to wetlands on 10 beautiful acres with four buildings where children can become environmentally friendly and responsible. Gig Harbor believes that children should get lost in learning, not get lost in the crowd. The area has an outdoor classroom, archaeological excavations, fitness and research trails, an athletic field and a large tree field. Gha's goal is for students to achieve academic excellence. Starting with kindergarten, 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 through exploration and observation. Pre-kindergarten takes these lessons one step further and helps students communicate properly with others and resolve conflicts in an acceptable way. All learning styles are accepted and celebrated. Pre-school is five days a week and lasts all day. Kindergarten is supposed to be academically challenging to help students think positively about learning. The lessons go through the curriculum and use multi-sense activities to help students learn through different media. After kindergarten, students will move to an elementary school, where they will study basic subjects within more precisely defined boundaries with programs such as FOSS Science Kits, CAFÉ and Junior Great Books. Each of these programs builds on each other every year. Once students reach third grade, they will begin exploring wetlands in areas on campus to become more aware of the importance of the environment. Fifth graders will get to Washington, D.C. and Colonial Williamsburg as part of their historical study. In addition, students study Spanish, art, technology, music and PE in age-appropriate classes. In summer, GHA offers several enrichment courses for students, including cooking, dancing, ceramics, robotics, football, and several other interesting programs. (Fast City, SD) The school started with one class of five preschool children in 1990 and is now an elementary school with 135 students in five classes. In 2001, the school became a state-accredited school and is governed by laws established for schools by the state of South Dakota, while applying montessori principles in teaching and curriculum. The vital skills needed for learning in later classes are instilled in students and begin to think abstractly as they age, performing their analytical skills to compare, infer, analyze, and evaluate. Students are grouped into a three-year span, which encourages children to learn from each other, but also promotes a community atmosphere. The Montessori program hopes to increase student intelligence and encourage students to work longer hours while being satisfied with their work. As students progress, they learn to work independently and develop their curiosity, as well as their desire to learn. Each student has a written study plan for the day or week out outstimating the tasks the child needs to complete. Children decide in what order they complete these tasks and how much time they spend on each task. Student progress is documented by students themselves through self-assessment and student work portfolios. Students with developmental delays or difficulties may not succeed even in this more unstructured environment. Pre-school care is offered for all classes. The school program uses practical curricula that are individually tailored for each student. Its goal is to provide children with an unbreakable foundation in reasoning, 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 approximately 75 students in preschool education up to the fifth. Last Updated: August 20, 2015 2015

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