



**BLACK RIVER**  
PUBLIC SCHOOL

*Preparing Students for College and Life.*

*2012 / 2013*  
*Information Guide*

# *Our Mission*

*To prepare each student for college and for life through a challenging curriculum which accommodates individual learning styles. We want to have our students discover responsibility for their own lives as well as empathy for all people and cultures. Through a deep respect for independent thinking, we strive to guide our students in their personal growth toward a genuine self-knowledge so that they can achieve their full human potential.*

# *Our Culture*

*To succeed in our mission we need the students' and parents' active partnership and agreement with the School Mission, which includes a personal commitment to serious academic challenge.*

*The atmosphere of the school is that of a safe place in which students feel free to develop individual ideas and styles. Our faculty stresses unanxious expectations; making errors is a necessary part of the learning process.*

*The culture of our school is one of mutually respectful interaction between adults and students; we recognize the need of living enlightened and humane lives.*

*We encourage a student population of social, economic and racial diversity.*

# *Our Methods*

*Our faculty are academic coaches, providing academic leadership as well as guidance toward learning and personal growth. We embrace the Socratic method and experiential learning as primary pedagogical tools.*

*Students will acquire the knowledge and skills needed to make personal decisions leading toward physical and emotional well being.*

*There will be a clear disciplinary code for all students.*

*Everything taught at our school endeavors to be a life-long skill, whether it be literary, linguistic, athletic, artistic, scientific, mathematical or historical.*

# *Welcome to Black River!*

*Thank you for considering Black River Public School for the 2012 – 2013 academic year! We understand you are making a choice and commitment to attend BRPS and we want to ensure your decision is based not only on the mission, culture, and methods we believe in, but also that Black River Public School is the best educational choice for your student. We encourage you to attend an information session, visit an open house, or attend a tour to learn more about what Black River has to offer.*

## **Information Night:**

*Thursday, January 12, 2012 @ 5:30 PM - K-5*

*Thursday, January 12, 2012 @ 7:00 PM - Middle School & High School*

*Please use the 20th Street entrance and park by the gymnasium. The above listed information sessions are geared towards adults and will last approximately 1.5 hours.*

## **Open House Events:**

*Saturday, February 4, 2012, 10-12 - Open House*

*Saturday, February 11, 2012, 10-12 - Open House*

*Stop in at your convenience on these dates and have a BRPS student be your tour guide! An excellent event for the whole family.*

## **Group Tours:**

*Tuesday, October 18 8:15 AM*

*Thursday, November 15 1:30 PM*

*Thursday, December 1 1:30 PM*

*Tuesday, December 6 8:15 AM*

*Thursday, December 8 1:30 PM*

*Thursday, January 12 1:30 PM*

*Thursday, January 19 1:30 PM*

*Tuesday, January 24 8:15 AM*

*Thursday, January 26 1:30 PM*

*Thursday, February 16 1:30 PM*

*Thursday, February 23 1:30 PM*

*To participate in a group tour, please report to our Main Building lobby. Please plan one hour for the tour. Prior RSVP is not necessary.*

## **Open Enrollment Deadline:**

*Wednesday, February 29, 2012 @ 3PM*

*Families will be notified of their child's acceptance or wait list status by March 15, 2012.*

*Questions? Contact Ginger Smith  
Phone (616)355.0055 x116*

# What Is Montessori?

## K-5

*The elementary grades at Black River Public School follow the Montessori Method of instruction, with accommodation made for standardized testing requirements. This method differs from the style of instruction to which most parents and students are accustomed. In making a school choice for your child, parents are invited to carefully read the following information, ask questions and visit our classrooms to inform yourselves fully about what you should expect from the Black River elementary program.*

### Where Does Montessori Come From?

Dr. Maria Montessori, the founder of the Montessori Method, graduated from the medical school of the University of Rome in 1896, and was the first woman to practice medicine in Italy. As a physician, Dr. Montessori was very involved with the care of young children. Through scientific observation, she came to see how children interacted with one another, learned through the use of materials she provided, and went through specific phases of development. Her approach to education was developed based on her observations, in collaboration with her background in psychology and her belief in the education of children as a means to create a better society. She continued to observe children around the world, and found that the universal laws of development she had recognized were common among children of all races and cultures. One hundred years later the Montessori approach to education continues to be respected and practiced internationally, and is continually validated by the results of modern educational research.

### What is the Montessori Philosophy?

Dr. Montessori believed that a truly educated individual continues learning long after the hours and years spent in a classroom because he or she is motivated from within by a natural curiosity and love for knowledge. Because Montessori education is successful in developing concentration, self-discipline, a love of learning and social skills with varying age groups, the child is better equipped to enter new situations and to easily adjust to new environments.

This creates the perfect foundation for Black River's educational mission and teaching philosophy. Already we have seen that students who came through the fourth and fifth grade Montessori classrooms are excelling in our middle school program.

### What is Different Inside a Montessori Classroom?

**Mixed Ages:** Classes are grouped according to the Montessori philosophy of mixed ages, in rooms of first through third graders, and rooms of fourth through fifth graders. Social and intellectual development is enhanced by this method of age grouping. Learning within these groups stimulates greater interest and encourages cooperation. The younger children learn through observation of the older children. In addition, the older student has the opportunity to become a leader and reinforce their knowledge as they help their younger friends. This legacy of responsibility and helping others is passed down in class.

**Independence:** The Montessori Method stresses that children learn and progress at their own pace so that fast learners are not held back, and slow learners are not frustrated by their inability to keep up. The program is designed to allow development at the student's own pace. It provides for a wide range of developmental needs of the student. Our Montessori-trained teachers present the curriculum in a manner that best fits the student, rather than making the student fit the curriculum. While core benchmarks and proficiencies in Language, Reading, Mathematics, History and Science are required to advance through the grade levels, students are encouraged to stretch beyond these basic competencies toward higher cognitive levels of learning.

**Freedom and Responsibility:** The Montessori environment strikes a fine balance between structure and freedom. The concept of freedom associated with responsibility is gradually introduced from the first day. Montessori students have a wide variety of constructive paths to choose. They gain the skills and tools to accomplish their choices and they are taught the social values that enable them to make enlightened choices. Dr. Montessori believed that freedom does not involve simply being able to do what you want to do. It does involve being able to distinguish what is constructive and beneficial and being able to carry that out.

## Why don't the classes mix very much?

An important aspect of the Montessori Method, is the development of a learning community within each classroom. This community develops spontaneously as a result of a couple of key elements:

***Ownership of and responsibility for the classroom environment.*** Everything in the room is geared toward the needs of the students and they are the key source of maintaining the daily order and care of the premises, plants, animals and materials.

***Responsibility for each other.*** Though the students work independently a large percentage of the time, they have freedom in their social relations, limiting their actions only when they interfere with the rights of others. Working together and interacting across age groups helps a natural concern and empathy for others to arise. This manifests itself in a strong sense of community within the classroom. Students instinctively reach out with help for those who need it, and take it upon themselves to help correct inappropriate behavior if it occurs. Fostering this important sense of ownership and community is not accomplished in a larger and fluctuating group, particularly in the first half of the school year.

Individual classrooms interact together in ways that allow meaningful instruction to take place; for example, writing exchanges and literature circles. Teachers are free to establish classroom interactions that complement their academic goals. During the program's first year, some combining of classes was tried for Spanish, art, music and physical education. This yielded poor results for both students and teachers and was discontinued.

As previously noted, students also have the opportunity at daily noon recess to intermingle by pairs of classrooms which share a common schedule.

## Curriculum

The Montessori curriculum is a sequential program designed for independent learning and meshes seamlessly with Black River's rigorous middle- and high-school academic program. One important question that is often asked by parents inquiring about Black River deals with the scope and sequence of the Elementary Curriculum. At a glance, the curriculum is not markedly different from that of other schools. However, because our elementary classrooms are based on the educational philosophy of Maria Montessori, the method of delivery and the preparedness of the classroom environment distinguish our school. Here is a brief overview of the curriculum.

Language Arts is a curricular area rich with a multi-faceted approach. From Kindergarten through Fifth Grade, the Montessori approach to reading is literature based. Reading alone, in small groups, in Literature Circles or using the Accelerated Reader program, a student's primary encounter with text is through literature found in classroom libraries. In addition, Montessori provides a strong focus on building a solid phonemic base, beginning in the Kindergarten classroom and extending into the following grades. Attendant language skills, such as word study of compound words, prefixes, suffixes, and homophones to name a few, are part and parcel of every classroom. Writing is integral to each classroom, as well, in the form of journals, projects and reports, as well as Writer's Notebooks and creative writing. Students use the Six Traits of Writing, enhanced by Power Writing and the Collins Writing programs as a basis for skill development. Grammar skills are taught right along with reading and writing skills and begin with parts of speech, transitioning over time to sentence construction and analysis. Spelling begins in Kindergarten with simple three-letter word construction with Montessori materials. Additionally in subsequent grades, students' spelling is individualized with the San Mateo Spelling Program. Students progress at their own rate with this integrated approach propelled by interest and ability.

In Mathematics, materials designed by Maria Montessori exemplify the use of concrete representations to teach abstract concepts. From the start in Kindergarten, students' work with numeration and the basic operations is always material-based. Students see and touch objects as they develop one-to-one correspondence critical for counting ones, tens, hundreds, and thousands. Materials are used to teach abstract concepts in every area of mathematics through the fifth grade. This aspect of the curriculum is singular to a Montessori environment. When studying basic operations: addition, subtraction, multiplication, and division, as well as fractions, and decimals, all concepts are presented with materials. Many of the same materials are used throughout the entire elementary program, from Kindergarten through Fifth Grade, with increasing levels of skill and depth of learning as students mature. Additional units of study included in the curriculum include time and money, temperature and measurement, ratio and proportion, and percents. Here again, materials are key to the first encounter a student has with each new idea. The discipline of geometry begins in Kindergarten and continues through Fifth Grade encompassing the study of lines, angles, triangles, quadrilaterals, polygons, and circles. The heart of the mathematics curriculum is a deep understanding of mathematical concepts through usage of materials that become so ingrained, that abstraction is a natural outgrowth of a student's work over time.

In the Montessori curriculum, the area of Cultural Studies embraces the wide panorama of history, geography, geology, zoology, botany and physical science. Studies in the cultural areas are material-based, beginning with the whole frame of reference in a given area and moving with increasing focus to its parts as students mature in their ability to investigate and synthesize information, concepts and ideas. Beginning in Kindergarten and continuing through Third Grade, learning often begins with nomenclature and quickly gives students an opportunity for research, hands-on exploration and project based learning. The Upper Elementary curriculum proceeds in the same manner, but with a fourth grade track and a fifth grade track. Here one additional emphasis is American history, a study that spans our country's Native American beginning through the Civil War. As a particularly rich element of every classroom, cultural studies encourage students to satisfy their abundant curiosity about the world around them.

Rounding out the curriculum are four subjects taught by specialists in their field: art, music, physical education and Spanish. Each of these disciplines is offered on a weekly basis to enrich the learning opportunities of each student.

Distinctive in its approach to learning, the Montessori curriculum is as wide-ranging as the interest and enthusiasm of the students within the classroom environment.

### **How are Reading and Math assessed?**

In order to place students accurately in the highly individualized Montessori program, assessment begins with a home visit by the teacher before the school year begins.

Students are assessed at the beginning of the year in Math using Albanesi Montessori assessments, and then are re-evaluated throughout the year when needed.

All students undergo an informal reading assessment at the beginning and end of the year in sight words, oral reading comprehension and vocabulary. At the end of the year this is repeated, with 5th graders also being assessed in silent reading comprehension. Spelling is also assessed at the beginning of the year and throughout the year so the student is placed and maintained at the correct level.

Writing assessments are given to all students (integrating with the middle school and high school program) at the beginning and end of each year, with their English portfolio then passed on to the next year's teacher.

## **The Montessori Method has been criticized in the areas of reading instruction and language arts. How does the Black River program deviate from Montessori in these subjects?**

Black River does supplement the Montessori curriculum in this area. The founder of our elementary program has her Masters degree with a specialty in reading and writing, and was part of the team that developed outcomes for the school's reading and writing curriculum. Elementary students follow the Collins Writing Program, which is wholly integrated with the reading and writing program of Black River's middle and high school curriculum. Students use writing workshops and participate in literature circles along with read-alouds, independent reading and other activities to meet their daily reading and writing requirements.

## **What is Project Term?**

The final four weeks of the school year are Black River's unique experiential education session. Through field trips and hands-on activities, students gain educational experiences that are difficult to provide in a more traditional setting. It is an opportunity for teachers to share their areas of expertise with students. Students in grades 4 and 5 select four mini-courses, one in the morning and one in the afternoon, for two weeks each. An abbreviated Project Term is offered for grades 1-3.

Some examples of elementary Project Term offerings are:

Economics	American Sign Language	Beginning Guitar
Tennis	Creative Drama	Woodworking
Sailing	Calligraphy	Arts and Crafts

## **Why aren't all the students in the same grade doing the same activities?**

Teachers at Black River enjoy a large degree of autonomy in their classrooms. Though the entire staff adheres to the demanding Black River curriculum, they are free to work within their classrooms in ways they deem best suited for each particular group of students. The Black River administrative team recruits teachers who thrive in an environment where they alone are responsible for the learning of their students and are therefore not directed by the administration or district office on how and when to teach each objective. For this reason, though instructional goals are shared, the means of achieving them will vary. In teaching the same concept one instructor may use a field trip; another, a classroom demonstration or guest speaker; and yet another, a hands-on project. It is the policy of Black River administration to encourage this independence in our teachers as a means of fostering the innovative and enthusiastic teaching that has yielded our superior results.

## **What is a typical day like?**

Montessori instruction is based on experience which shows that children do their best work when allowed a 3-hour uninterrupted work cycle. In order to accommodate other subjects considered important, children spend the morning in this uninterrupted work period, and then in the afternoon receive instruction in Spanish, music, physical education or art, along with additional classroom time.

## **How do lunch and recess work?**

Students eat lunch in the lyceum. Kids are seated, use conversational voices and enjoy a relaxed meal. Classrooms in grades 1-3 eat three classrooms at a time. Recess is scheduled either before or after lunch. All students in grades 4-5 eat at the same time and share similar recess. At this time students are free to choose their own activities, including playground equipment, kickball, soccer, 4-square, jump rope, etc...

## **What about Tulip Time and holidays?**

In keeping with Black River's emphasis on academics, as a general practice classroom parties and other non-instructional activities are rarely scheduled. Where feasible, holidays are recognized through academics and community service. One class, for example, spent time on Valentine's Day decorating cookies for the residents of the Alzheimer's unit at Fountainview. Classes are not interrupted for Tulip Time events.

## **Does the school provide transportation?**

It is the responsibility of parents to provide transportation to and from school. The school will assist to help interested families establish car pool arrangements. Bussing is provided for field trips and sports activities.

## What is the philosophy on field trips and community service?

### Field trips:

Once students have shown that they are responsible in maintaining the classroom environment, choosing their work with care, and working in harmony with others, they are given freedom beyond the classroom. It is a principle of Montessori education and a goal in Black River Public School's emphasis on "experiential learning" to encourage children to access the outside world as a doorway to instruction. Field trips are a natural outcome of the children's questions about their work and the need to research sources outside the classroom for their answers.

Children become part of the community at large when they study at the local library or visit a museum or retirement home. Students explore society beyond the school as a means to:

- Experience the cooperative effort required for a functioning community;
- Discover specific contributions that others are making to their society;
- Develop an awareness of the meaning and value of work;
- Develop further their independence and behavioral standards;
- Supplement their classroom studies with real-life, hands-on experiences.

### Community Service:

Community service was established as a part of the school's founding Mission Statement and is required of all Black River students in grades K through 12. The K-3<sup>rd</sup> grade students are responsible for 10 hours of community service and the 4<sup>th</sup>/5<sup>th</sup> graders are responsible for 15 hours. Many of these activities are generally handled as a class through nursing home visits; work in the school and community. Fulfillment of these requirements will vary by classroom.

### How can parents get involved? Who do I ask and what kinds of things can I do?

Opportunities abound at Black River for parents to be actively involved. Teachers encourage and appreciate your support. The Black River Parent Organization meets regularly and welcomes new members to assist in special events. Elementary parents currently are involved in a variety of ways, from greeting cars during morning drop-off, to chaperoning field trips. Parents should talk with the Parent Organization or their child's teacher to find about ways they can be involved. Parental involvement is valued as an important part of a child's academic success.

### Want to know more?

## *Recommended Montessori Reading List*

Introductory books on Maria Montessori and Montessori education:

Lillard, Paula P. (1996). *Montessori Today*. New York: Random House. Order through [NAMTA](#) or from your local bookstore. ISBN 0-8052-1061-X, 207 pages, bibliography, index.  
*Describes Montessori theory and contemporary American Montessori schools serving ages ranging from birth to adulthood.*

Lillard, Paula P.; Jessen, Lynn L. (2003). *Montessori from the Start*. New York: Schocken. Order through [NAMTA](#) or from your local bookstore. ISBN 0805211128. 304 pages.  
*What parents can do to help their youngest children in the process of self-formation.*

Montessori, Maria. (1948). *To Educate the Human Potential*. Madras, India: Kalakshetra Publications. Order Clio edition through [NAMTA](#).  
*Describes the needs of the elementary-aged child in the process of acquiring culture.*

Montessori, Maria. (1949). *The Absorbent Mind*. Madras, India: Theosophical Publishing House. Order Clio edition through [NAMTA](#). U.S. edition can be [ordered online](#) through Amazon.com.  
*Discusses the development of infants and young children from birth to three years. Gives a clear explanation of the basis of Montessori theory and method.*

Montessori, Maria. (1956). *The Child in the Family*. Chicago: Henry Regnery. Order Clio edition through [NAMTA](#).  
*A series of short essays about the child, the family, and the school, with a philosophical emphasis.*

# *We Invite You To Learn More!*

In addition to our group tours, open house dates and information night, BRPS also offers the opportunity for prospective families to visit a classroom to better understand the culture of our school. Students are welcome to shadow the grade they will be entering.

## *For The Parents...*

**Kindergarten Observations:** Parents are welcome to schedule an observation of the kindergarten classroom for 45 minutes.

**Grades 1,2,3 Parent Observations:** Parents are welcome to observe a 1-3 classroom for one hour.

**Grades 4,5 Parent Observations:** Parents are welcome to observe two classrooms, each for 30 minutes, for a total visit of one hour.

## *For The Students...*

**Grades 1,2,3 Shadows:** Students may shadow a BRPS student for one hour.

**Grades 4,5 Shadows:** Students may shadow a BRPS student for 3 hours.

**Grades 6-12 Shadows:** Students may shadow a BRPS student for either a whole or half day.

Visits must be scheduled in advance with Ginger Smith and all visitors must first sign in at the main office. Students shadowing in grades 6-12 are asked to pack a lunch and bring a book to read.

To contact Ginger Smith, email [smithg@brpsk12.org](mailto:smithg@brpsk12.org) or call BRPS at 616.355.0055 x116.

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Our website has a wealth of information. Bookmark us today!

**[www.blackriverpublicschool.org](http://www.blackriverpublicschool.org)**

While there, check out The Ripples, our school newsletter. The Ripples is updated regularly with some of the news and events going on at BRPS. You can also sign up to receive the Ripples electronically. Simply look for the icon on our homepage.



# Middle School & High School

Grades 6-12 follow a block schedule consisting of 7 classes, six of which meet three times per week, and an additional elective that meets twice per week. Class blocks are 85 minutes in length. Black River's academic calendar is aligned with collegiate calendars. First semester begins in late August with exams prior to winter break. Second semester begins following winter break with final exams in mid-May.

The final four weeks following final exams in May are known as Project Term. Project Term has been a favorite for students at Black River, and for good reason! These four weeks consist of 1,2,3 or 4 hands on learning classes. Subject matter is vast and changes yearly. Trip offerings are always popular and have brought students to international locations including Japan, Australia, Spain, Italy and Mexico. National trips have included Washington DC, Beaver Island, Smokey Mountains, and out west. Local classes range from golfing, sailing, sewing, cooking, photography and much more.

Black River has a highly successful arts program. Offerings in music include band, jazz band, orchestra and choir. Visual art classes include Foundational, 2D-3D, and Graphic Arts.

Black River has an interdisciplinary approach to subject matter to help students recognize relationships among the various subjects. Our middle school program will cover the same world region in the areas of English, History and Art. Students in 6th grade study Africa, Latin America and Middle East, 7th grade students Asia, and 8th grade students Early Europe. For further explanation about class offerings, please see our online Program of Study.

Typical class size at BRPS is approximately 20 students or less. Additionally, each grade level will have a graduating class size of 80 students.

## BRPS Daily Block Schedule

Period	Time	MON	TUE	WED	THU	FRI
1st	8:00-9:26	<b>A</b>	<b>A</b>	<b>B</b>	<b>A</b>	<b>C</b>
2nd	9:33-11:00	<b>B</b>	<b>C</b>	<b>C</b>	<b>B</b>	<b>D</b>
CAP / Lunch	11:05-11:30 11:30-11:55					
3rd	12:00-1:26	<b>D</b>	<b>F</b>	<b>D</b>	<b>F</b>	<b>F</b>
4th	1:33-3:00	<b>E</b>	<b>G</b>	<b>E</b>	<b>G</b>	<b>E</b>

Example:

A student with *A Block English*, would have English on Mondays, Tuesdays & Thursdays from 8:00—9:26 AM.

# Student Life at Black River

## Sports

Black River Public School is a member of the Michigan High School Athletic Association (MHSAA). Current athletic offerings include:

**Fall** Boys Soccer  
Girls Volleyball  
Boys & Girls Cross Country

**Winter** Boys Basketball  
Girls Basketball

**Spring** Boys Baseball  
Girls Soccer



Check out our school calendar online to attend a Black River game or event!

[www.blackriverpublicschool.org](http://www.blackriverpublicschool.org)



## Clubs

Club offerings are based on student driven interest and may change from year to year. Offerings may include:

GSA  
Art Club  
Ski Club  
Track Club  
Japan Club  
Dutch Dance  
Spanish Club  
Lacrosse Club  
Honors Choir  
HS Book Club  
United Way Club  
Science Olympiad  
Axis and Allies Club  
Odyssey of the Mind  
Community Service Club

## School Hours:

Morning Kindergarten: 7:55 – 11:10  
Afternoon Kindergarten: 11:55 – 3:10  
Elementary Grades 1-5: 8:00 – 3:10  
Middle / High School: 8:00 – 3:00

# Graduation Requirements

## HIGH SCHOOL GRADUATION REQUIREMENTS

Twenty-four credits is the minimum requirement for graduation from Black River. All courses required for graduation must be taken at Black River (or some school that Black River recognizes in case of transfers).

<b>Class of 2012, 2013, 2014, 2015</b>			
<b>Department</b>	<b>Credits</b>	<b>Department</b>	<b>Credits</b>
English	4.0	Math	4.0
Science	3.0	History*	3.0
Spanish**	2.0	Physical Education***	1.0
Fine Arts	2.0	Electives	5.0

### Minimum Credits = 24

\*Required: World History, Government, and US History (1 year each)

\*\*Must pass 3rd year proficiency

\*\*\* Three full seasons of Black River interscholastic sports participation will substitute for the PE graduation requirement. Weight Training and Conditioning also count toward meeting the PE requirement. Independent activities outside of school must be approved by administration for credit.

In addition to the above, all students must complete community service requirements, 3 years of project term, a senior project and be accepted into a 4-year college or university.

Black River's high school graduation requirements have been determined with the school's mission of college preparation as a guide. Successful completion of these graduation requirements is necessary to earn a diploma from Black River Public School. Students with disabilities will be assisted in meeting these graduation requirements as appropriate. Students with disabilities who are unable to meet these graduation requirements or for whom these requirements are deemed inappropriate may instead have an individualized course of study leading to a Graduate Equivalency Diploma.

## SENIOR PROJECT

Each senior is required to complete a "Senior Project." This project should reflect a specific interest of the student and is either an extension of work begun in an academic course or work outside of academic courses and must be pre-approved by the Head of School. The project should reflect a culmination of student knowledge and experience and represent the student's best work. The project should be ready for display and defense by the beginning of May. It will be presented before a group of faculty and peers prior to graduation.

## COMMUNITY SERVICE REQUIREMENTS

Our unique community service program is designed to involve every student at Black River in the life of our community and to foster concern for worldwide issues in order to aid students in discovering their ability and responsibility to make a positive difference in the world.

Elementary school students in grades K-3 must complete a minimum of 10 hours of service, elementary students in grades 4-5 a minimum of 15 hours of service, middle school students a minimum of 20 hours of service and high school students must complete a minimum of 60 hours before graduating. Transfer students will be evaluated on an individual basis and will have a prorated requirement.

## MIDDLE SCHOOL GRADUATION REQUIREMENTS

<b>Department</b>	<b>Credits</b>	<b>Department</b>	<b>Credits</b>
English	3.0	Math	3.0
Science	3.0	History	3.0
Spanish	2.0	Fine Arts	2.0
Electives	1.0	Physical Education	1.0
Keyboarding	Pass		

### Minimum Credits = 18

In addition to the above, all middle school students are required to pass 3 years of project term and complete 20 hours of community service. Middle school students are generally required to enroll in seven courses. Middle school students must pass the keyboarding test and achieve 30 WPM before graduation from Middle School. They can meet this requirement during middle school CAP.

Middle school students are encouraged to take advanced courses at the high school level when appropriate. However, most colleges and universities only recognize work completed between grades 9-12.

# Black River Report Card

## ASSESSMENTS AND STUDENT ACHIEVEMENT

*"Preparing students for college and life."*

2010-2011 Senior Graduates (58): over \$2,553,000.00 in scholarships  
2009-2010 Senior Graduates (58): over \$2,500,500.00 in scholarships  
2008-2009 Senior Graduates (48): over \$2,025,000.00 in scholarships

### ADVANCED PLACEMENT PROGRAM

2010-2011: Scores of 3, 4, or 5 were 67%. 213 examinations were given in 17 subjects (Art History, Biology, Calculus AB, Chemistry, English Language, Environmental Science, European History, US Government and Politics, Comparative Government and Politics, Macro Economics, Micro Economics, Physics C, Psychology, Spanish Literature, Statistics, Studio Art (Drawing), and US History). 96 students participated in testing. 70% of students in the Class of 2010 earned a "mastery score" (3 or higher) on at least one examination taken during the 2010-2011 academic year.

2009-2010: Scores of 3, 4, or 5 were 57% (62% for students in the Class of 2010). 220 examinations were given in 17 subjects (Art History, Biology, Calculus AB, Chemistry, English Literature and Composition, Environmental Science, European History, German Language, US Government and Politics, Comparative Government and Politics, Macro Economics, Physics B, Psychology, Spanish Language, Statistics, Studio Art (Drawing), and US History). 98 students participated in testing. 52% of students in the Class of 2010 earned a "mastery score" (3 or higher) on at least one examination.

### NATIONAL MERIT RECOGNITIONS

Class of 2010: 1 National Merit Semi-Finalist, 1 National Merit Commended Scholar

Class of 2008: 1 National Merit Semi-Finalist

### ACT

2010-2011: School Composite Score, 23.7; State Composite Score, 20.0; National Composite Score, 21.1

2009-2010: School Composite Score, 22.7; State Composite Score, 19.7; National Composite Score, 21.0

2008-2009: School Composite Score, 22.6; State Composite Score, 19.6; National Composite Score, 21.1

### SAT

2010-2011: School 1778 (Critical Reading, 604; Math, 587; Writing, 587); Nation 1500 (497, 514, 489)

2009-2010: School 1846 (Critical Reading, 629; Math, 627; Writing, 590); Nation 1509 (501, 516, 492)

2008-2009: School 1896 (Critical Reading, 636; Math, 620; Writing, 640); Nation 1511 (502, 515, 494)

### MME

11<sup>th</sup> Grade Composite Scores, Levels 1 and 2 percentages (Spring 2011 results for Class of 2012)

	<u>Mathematics</u>	<u>Reading</u>	<u>Writing</u>	<u>Science</u>	<u>SS</u>
BRPS	66	93	72	79	89
State	52	63	47	61	78

### MEAP

7<sup>th</sup>, 8<sup>th</sup>, 9<sup>th</sup> Grade Composite Scores, Levels 1 and 2 (2010-2011)

	<u>Reading (7.8)</u>	<u>Math (7.8)</u>	<u>Science (8)</u>	<u>SS (9)</u>
BRPS	95, 94	93, 95	89	92
State	79, 82	85, 78	78	73

Black River Public School made Annual Yearly Progress (AYP); district received "A" from state

### FINE ARTS

2010-2011: The Black River Jazz Orchestra performed at the New York City Jazz Festival held at the Lincoln Center.

2009 & 2011: Black River Fine Art students participated in the Grand Rapids ArtPrize.

2008-2009: The Black River Jazz Orchestra won the "Outstanding Band" award at the 2009 WMU Jazz festival.

# BRPS Grads College & University Acceptances

Adrian College	Eastern Kentucky University	Naugatuck Valley Community College	University of North Carolina
Air Force	Eastern Michigan University	New College of Florida	University of North Dakota
Alaska Pacific University	Eckerd College	New School of Jazz & Contemporary Music	University of Northern Colorado
Albion College	Edgewood College	North Central College	University of Notre Dame
Alma College	Eureka College	Northland College	University of Pennsylvania
Amherst College	Ferris State University	North Park University	University of Pittsburgh
Anderson University	Findley University	Northern Illinois University	University of Puget Sound
Aquinas College	Finlandia University	Northern Michigan University	University of San Diego
Arizona State University	Fisher College	Oakland University	University of San Francisco
Asbury College	Florida State University	Oberlin College	University of South Carolina
Auburn University	Foothill College (Los Altos Hills, CA)	Occidental College	University of Tampa
Aurora University	Fordham University	Ohio Northern University	University of Toronto
Austin Peay State University	Furman University	Ohio State University	University of Vermont
Ave Maria University	Gannon University	Ohio Wesleyan University	University of Wisconsin (Madison)
Baker College	Gonzaga University	Old Dominion University	Valparaiso University
Baldwin-Wallace College	Grace Bible College	Olivet College	Vanderbilt University
Ball State University	Grand Rapids Community College	Olivet Nazarene University	Warren Wilson College
Baylor University	Grand Valley State University	Penn State University	Washington University in St. Louis
Bellarmine University	Green Mountain College	Portland State University	Wayne State University
Belmont University	Hamilton College	Prescott University	Wellesley College
Beloit College	Hampshire College	Purdue University	Wells College
Benedictine University (Lisle, IL)	Heidelberg University	Ringling College	West Virginia University
Berklee College of Music	Hillsdale College	Ripon College	West Virginia Wesleyan College
<i>Bodenseeherf Bible School (Germany)</i>	Hobart and William Smith Colleges	Rollins College	Western Connecticut State University
Boston College	Holy Cross College	Roosevelt College	Western Michigan University
Boston University	Hope College	Rose-Hulman Institute of Technology	Western State College Colorado
Bowling Green State University	Houghton College	Saginaw Valley State University	Wheaton College
Brescia University	Illinois Institute of Art	Saint Mary's College (Notre Dame, IN)	Willamette University
Brigham Young University (Idaho)	Illinois Institute of Technology	San Diego State University	Wilmington University
Brigham Young University (Utah)	Indiana State University	Santa Clara University	Winona State University
Bucknell University	Indiana University	Savannah College of Art & Design	Word of Life Bible Institute
Butler University	Indiana Wesleyan University	School of the Art Institute of Chicago	Xavier University
California Baptist University	Iowa State University	Seattle University	Yale University
Calvin College	Ithaca College	Siena Heights University	
Carthage College	ITT Technical Institute	Southern Illinois University	
Case Western Reserve University	Johnson & Wales University	Southern Nazarene University	
Cedar Crest College	Judson College	Spring Arbor University	
Cedarville University	Kalamazoo College	St. John's College (Santa Fe, NM)	
Central College (Pella, IA)	Kalamazoo Valley Community College	St. Louis University	
Central Michigan University	Kellogg Community College	St. Mary's College	
Chaminade University	Kendall College (Chicago, IL)	St. Olaf College	
Coastal Carolina University	Kendall School of Art and Design	Stanley Harris School of Cosmetology	
Cole College	Kettering University	State University of New York at Oswego	
College for Creative Studies	Kuyper College	Syracuse University	
College of Charleston	Lake Forest College (Lake Forest, IL)	Trinity Christian College	
College of St. Catherine	Lake Michigan College	Tulane University	
College of the Ozarks	Lake Superior State University	United States Naval Academy (Annapolis, MD)	
College of Wooster	Lawrence Tech University	United States Navy	
Colorado School of Mines (Golden, CO)	Lewis & Clark College	Universal Technical Institute	
Columbia College (Chicago, IL)	Louisiana State University	<i>Universidad Complutense (Madrid, Spain)</i>	
Columbus College of Art & Design	Loyola University	University of Alabama	
Concordia University	Loyola University of Chicago	University of Central Florida	
Cornell College	Luther College	University of Charleston	
Cornell University	Macalester College	University of Colorado (Boulder)	
Cornerstone University	Malone College	University of Dayton	
Covenant College	Manchester College	University of Detroit Mercy	
Culinary Institute of America	Marian University	University of Evansville	
Davenport University	Marlboro College	University of Florida	
Denison College	Marquette University	University of Illinois	
DePaul University	Miami University (Ohio)	University of Illinois at Chicago	
DePauw University	Michigan State University	University of Kentucky	
Dominican University of California	Michigan Technological University	University of Miami (FL)	
Duquesne University	Milwaukee School of Engineering	University of Michigan	
Earlham College	Mount Mary College	University of Michigan College of Art and Design	
East Tennessee State University	Muskegon Community College	University of Minnesota	

# Admissions Policy

**Open Enrollment Period:** Spaces in each grade K-12 for the following school year will not be officially assigned until after 3:00 p.m. on the last Wednesday of February, at which time Open Enrollment closes. If the last Wednesday of February is not a school day, Open Enrollment closes at 3:00 p.m. on the next school day.

**Admissions Priority:** To identify which applicants may be admitted for the following school year, an Admissions Meeting will be held at the school shortly after the close of Open Enrollment at a publicized date and time to be announced via the School calendar. At that time, other applicants, if necessary, may be placed on a prioritized Wait List by grade based on the results of a random selection process.

**Priority Groups:** The order of priority in which spaces for each grade will be filled is as follows:

- 1) Students enrolled for the current school year who re-enroll on or before the last Wednesday of February. (Students with an Individual Education Program active on the first day of the following school year are automatically re-enrolled unless formally withdrawn.)
- 2) Siblings of students currently enrolled, if the sibling applies on or before the last Wednesday of February.
- 3) Siblings of newly enrolled students. When, at the close of Open Enrollment, one sibling is accepted into a grade that is not oversubscribed, or is accepted by lottery, any of their siblings in Priority Group 4 are immediately advanced to Priority Group
- 4) New students that enroll on or before the last Wednesday of February who do not have a sibling that was accepted, subject to space availability, which may be determined by random selection process.
- 5) Any applicant that applies after the last Wednesday of February. Such students would be accepted in Wait List order only if space is available.

**Priority Group 1 - Current Students.** If a student is enrolled at Black River Public School for the current school year, that student shall be allowed to enroll for the next school year if a Re-enrollment Application Form is completed and returned on or before the last Wednesday of February.

**Priority Group 2 - Brothers/Sisters of Current Students.** If a student is currently enrolled and has one or more siblings that wish to attend Black River Public School for next school year, the currently-enrolled student's siblings will be given enrollment priority if an Enrollment Application Form for each sibling is completed and returned on or before the last Wednesday of February.

**Priority Group 3 - Brothers/Sisters of Newly-enrolled Students.** Note that Black River Public School strives to allow brothers and sisters to attend the same school and tries to give all preference allowed by law to accomplish this during the Open Enrollment and, if necessary, the random selection process. As more fully explained below, if a family has two or more children that apply to Black River Public School, when one child is validly accepted and enrolled at the Admissions Meeting, all of that child's siblings who have applied are accepted and may enroll as long as space is available in that grade. If space is not available, they advance to the sibling wait-list. This preference is not available after the Admissions Meeting has been held and Open Enrollment is closed.

**Priority Group 4 – New Applicants.** If the number of applicants for a grade is less than or equal to the number of spaces available for that grade, all new applicants for that grade are accepted and are enrolled at the Admissions Meeting. If there are more applicants than spaces available, a random selection process will be used. Applicant families are encouraged to attend the Admissions Meeting, but are not required to attend or have representation.

**Priority Group 5 – Applicants After the Close of Open Enrollment.** For grades that are not oversubscribed at the end of Open Enrollment, applicants will be accepted on a first-come, first-served basis until the grade is full, at which time further applicants are placed on a Wait List. For each grade with a Wait List, all applications received will be placed on the Wait List. The Wait List has two parts: 5A) the Sibling Wait List and 5B) the General Wait List. For the purposes of enrollment priority, a parent's children, step-children, adopted children, and foster children are all considered to be each other's siblings. If an applicant to be placed on a Wait List is the sibling of an enrolled student, the applicant is placed on the bottom of the Sibling Wait List. If an applicant to be placed on a Wait List is not the sibling of an enrolled student, the applicant is placed on the bottom of the General Wait List.

**RANDOM SELECTION PROCESS (LOTTERY):** For each grade that has more applicants than spaces available at the close of Open Enrollment (making it a "Lottery Grade"), applicants in Priority Groups 1 and 2 will be admitted for the fall. Next, a random selection process (a "Lottery") will be performed to create a preference order for the applicants in Priority Group 4. Each applicant selected by Lottery has a numerical "Lottery Priority" ahead of each student subsequently selected by Lottery for that Lottery Grade.

For each Lottery Grade, a numbered "Lottery Priority List" will be created by grade to document the order of preference determined by the Lottery. If a new family has multiple children in the lottery (a "Multiple Applicant New Family"), all begin in Priority Group 4 and remain there unless and until one is enrolled via the Lottery. If there are Lotteries for multiple grades, the Lotteries will be performed from the lowest Lottery Grade to the highest Lottery Grade.

After the Lottery has been held for each Lottery Grade and the Lottery Priority Lists have been created, a New Family Re-Prioritization will be performed. For each Multiple Applicant New Family, if one of their applicants has Lottery Priority that assures him or her a space, all other applicants in that Multiple Applicant New Family are given status in Priority Group 3 and are admitted and enrolled as long as space is available in that grade. The applicants remaining in Priority Group 4 are accepted in order of Lottery Priority until all spaces for a grade are filled. The remaining applicants are placed on a Wait List in the order they were selected by Lottery.

**SELECTION FROM WAIT LIST:** If a space in a grade with a Wait List becomes available for any reason, the space will be offered to the next available applicant on that grade's Sibling Wait List. If there are no remaining applicants on a grade's Sibling Wait List, an available space will be offered to the next available applicant on that grade's General Wait List. It is the intent of Black River Public School to allow family members to attend the same school whenever possible. It is recognized and consistent with state law to accept applicants from the Sibling Wait List that may have submitted an application after some or all of the applicants on the General Wait List. If an applicant that is accepted from the General Wait List has siblings on the General Wait List of any grade, each of the accepted applicant's siblings move immediately to the bottom of the Sibling Wait List for their grade. If multiple spaces become available in a grade (for example the addition of 20 spaces to create an additional class within the grade), the Wait List is evaluated one space at a time, such that siblings may move from the General Wait List to the bottom of the Sibling Wait List in the middle of the process of filling the available spaces. If spaces become open for multiple grades, the grades will be evaluated sequentially from the lowest grade to the highest grade.

**ADMISSION IS CONDITIONAL:** Applicants are required to fully complete all required enrollment materials and provide all necessary information. This includes, but is not limited to, the enrollment application form, emergency contact card, copy of birth certificate, and immunization information. Making an omission of a material fact or a false statement in enrollment application materials may be sufficient cause for denying an applicant consideration for enrollment or for expulsion after enrollment.

**COMPLIANCE WITH CODE OF CONDUCT:** All students and prospective students must abide by the Black River Public School Student Code of Conduct and are subject to disciplinary action for violations thereof, up to and including expulsion. In other words, a prospective student is subject to the all school policies, practices and procedures (and consequences for violations), even before their first day of class.

**EQUAL EDUCATIONAL OPPORTUNITY:** Black River Public School does not charge tuition and does not discriminate in its pupil admissions policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, status as a handicapped person, or any other basis not permitted by Michigan's public schools. [Some testing may be required to determine the proper placement in a subject. Math and Spanish tests, for example, are generally required for new students to determine in which class they belong and to benchmark educational progress. Such tests are administered after a student has been accepted for admission.]



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