

BETHESDA-CHEVY CHASE HIGH SCHOOL EDUCATIONAL FOUNDATION

November 2012

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B-CC's Growth Adds Challenges to Foundation

Parents are choosing to send their students to B-CC in record numbers. Ten years after moving back to a newly renovated school, B-CC is bursting at the seams. Enrollment has increased from 1,341 in 2002 to 1,842 this mid-October, almost 200 above current capacity. According to the school systems' projection, enrollment will reach 2191 by 2019, exceeding capacity by over 500. Two portable classrooms now occupy one of the tennis courts. Plans are underway for an addition to the school that will add up to 32 new classrooms and a small gym, to be completed by August, 2017.

With the growing student population comes an additional challenge for the school and the Foundation—ensuring that all students get the support they need to succeed in high school and beyond. B-CC serves a diverse group of students from a variety of backgrounds and economic circumstances, and demands are growing for the academic support programs funded by the Foundation.

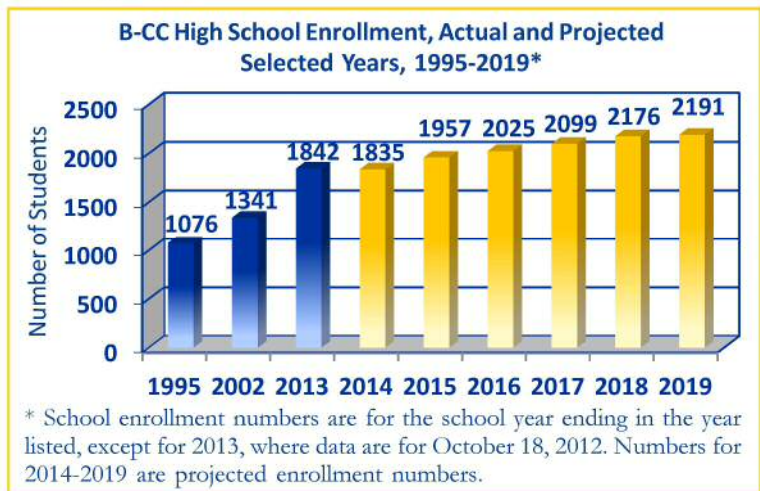
Time for Academic Progress (TAP) offers after-school academic help to a majority of students at all levels (see p. 6). The Summer Academy program helps incoming 9th graders and rising 10th graders who need extra academic support to successfully transition to high school and to be better prepared for college and career choices (see p. 5). College Tracks helps juniors and seniors who are most at-risk of not getting to college to successfully navigate through the complex college admis-

sions and financial aid process (see p. 8).

During the 2011-2012 school year, B-CC students made 1,426 visits to TAP, and 245 juniors and seniors sought help at CollegeTracks. This past summer, 72 incoming 9th graders and rising 10th graders participated in the Summer Academy program.

The Foundation also provides grants to B-CC staff to support professional development, classroom enhancements, department initiatives, and a variety of innovative programs aimed at strengthening instruction and improving the educational experience for all students (see p. 7).

The Foundation relies on the generosity of the B-CC community—parents, alumni, faculty, community members, businesses, and municipalities—to fund these programs. The cost of the Foundation's grants programs amounted to nearly \$123,000 in FY2012, and has totaled \$1.04 million over the past ten years. With higher student enrollment and the resultant increased demand for programs to support our staff and students, the Foundation will need even more generous help from our community.



PLEASE INCLUDE THE B-CC HS EDUCATIONAL FOUNDATION IN YOUR ANNUAL GIVING. YOU MAY DONATE ONLINE OR DOWNLOAD A DONATION FORM AT WWW.BCCEDFOUNDATION.ORG.

From the President

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As 2012 draws to a close, I want to take a moment and thank everyone who has supported the B-CC High School Educational Foundation this year. I am continually reminded of how broad and deep this school's impact is when I see the wide range of alumni, parents, students, faculty, local business and towns who step forward year after year to support the Foundation's work.

We are very grateful to all of our donors whose support allows us to continue to underwrite critical programming at B-CC. It's safe to say that B-CC would not be the vibrant and lively community of learning that it is today without the strong community engagement that has been its hallmark.

Our signature programs—Time for Academic Progress (TAP), CollegeTracks, and Summer Academy—continue to form the backbone of the academic support system at B-CC. And our other grants support a wide range of programs and priorities including teacher training, expansion of the IB & AP, college scholarships, mentoring, the *Tattler*, the art and music departments and much more.

Looking ahead, we see lots of changes on the horizon. As community confidence in the school

has increased, B-CC has seen a rapid growth in its student population. Currently at 1,842 students, the school's enrollment has climbed 71% since 1995, the year the Foundation began. The burgeoning student body necessitates additional classroom and extracurricular space, which is currently being discussed by county planners. The growth will also put a greater premium on programs designed to support students academically so that all students receive the attention and support they need. The Foundation stands ready to lend its support.

Finally, I want to thank Arnold Stewart and Nancy Fax, both of whom retired as members of the Foundation board earlier this fall, for their years of service. And we are delighted to welcome new Board members Maura Mahoney and Andy Stern. Our active and energetic volunteer Board is critical to the Foundation's ongoing success.

As always, we welcome your feedback, your ideas, and your support!

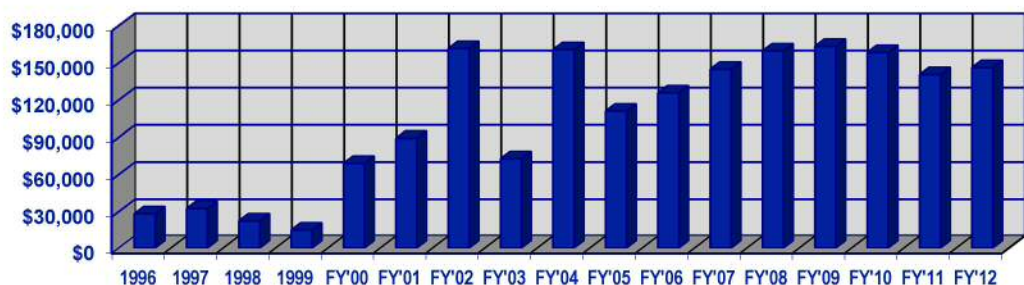


Matthew Gandal

Foundation Financials

The B-CC High School Educational Foundation raised \$146,243 in FY2012, bringing the total amount of funds raised since its inception in 1995 to \$1.8 million. The two-year technology campaign that ended in FY2002 and the language lab campaign in FY2004 were especially successful. Our fundraising efforts in the past several years to expand academic support for B-CC students at all levels have had significant results.

B-CC High School Educational Foundation
Annual Fundraising Results, 1996-2012



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Foundation's Mission and Priorities

Mission

The B-CC High School Educational Foundation is dedicated to providing the leadership and support necessary to ensure that students attending B-CC, now and in the future, enjoy the world-class education that is the school's historic legacy. The Foundation is committed to helping all students achieve high academic standards, attracting and retaining the highest-quality faculty, supporting a school environment where every student matters, and strengthening the bond between B-CC and the community it serves.

Goals

- Raise academic achievement—improve preparation of incoming 9th graders, support a rigorous curriculum, increase participation in advanced courses, provide tutoring and support to help students succeed, and ensure that all students are college-ready.
- Attract and retain the highest-quality teachers and staff—attract the most qualified candidates to B-CC, provide resources for teacher professional development, and improve communication among school, parents, and community.
- Support a school environment where every student matters—honor diversity, encourage mentoring and other student supports, and help maintain a small-school experience, even as enrollment increases.
- Strengthen the bond between the school and the community—build awareness of the school within the local community, reconnect with alumni, and foster partnerships with local businesses.

FY2012 Foundation-Funded Projects

The generosity of our donors during the 2011-2012 school year enabled the Foundation to fund the following projects that enhance academic excellence at B-CC High School:

Academic Support Program (TAP)—after-school support at all levels in English, math, and science; mentoring and diagnostic assessments for those students who need extra help.

B-CC CollegeTracks—in-school, after-school, and evening workshops, as well as trained mentors, to help with the college application and financial aid process for students who, although qualified, may be at risk of not going to college.

B-CC Community Scholarship Fund—scholarships for college-bound B-CC students who are facing financial hardships and would otherwise not be able to attend college.

B-CC Summer Academy and Mentoring Program—for incoming 9th graders: a three-week summer program for those who have struggled academi-

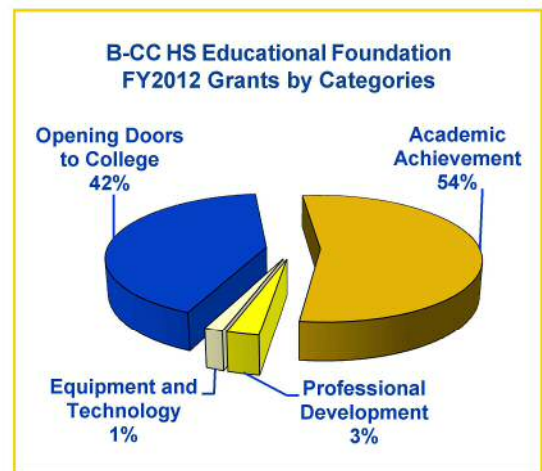
cally in middle school to work on English, math, science, study skills, and general school issues, with additional support throughout the school year; and for 10th graders: a one-week summer program to help them think about their post-high school options and plan their high-school work accordingly.

Department Support—digital photo printer and software, as well as a visiting artist to teach students art/life drawing in studio classes for the Art Department; lunch-brunch program for at-risk 10th and 11th graders to help them prepare for the English HSA; college visit program for ESOL students; audio books and players in the Media Center for special ed and ESOL students; accompanist for live public performances required of IB music students.

Extracurricular Activities—funding support for B-CC's student newspaper, *The Tattler*, and its online edition,

Funding Priorities for FY2013

- After-school academic support (TAP) for all students
- Summer Academy and mentoring support for at-risk incoming 9th graders.
- Summer Programs for 10th graders and pre-IB/AP students.
- CollegeTracks to improve college access for students who are most at risk of not attending college
- International Baccalaureate and Advanced Placement Programs
- Professional development for teachers
- Technology and equipment support



Tattler Extra, for a computer and related software for a “character generator” for B-CC’s live morning TV show “Wake-Up B-CC”; for Writer’s Workshop where students submit works for judging by local writers; and for the Counseling Department’s Youth Leadership Group for African-American and Hispanic girls in 10th-12th grades.

International Baccalaureate Program—subscription to the Questia periodical/textbook web-accessible database for IB students, and subscription to the *Manage BAC* software package to streamline the administrative tasks of the diploma program.

Professional Development—grants for teachers to take courses and attend workshops and conferences.

Local Businesses Step Up to Help

The Foundation continued its success during FY2012 in its efforts to identify and solicit contributions from individuals and regional companies to fund academic support and program needs at B-CC High School. Our efforts generated gifts totaling approximately \$24,000.

We were led again this year by a generous gift from Seth Goldman and Julie Farkas, founders of Honest Tea and B-CC High School parents, a leadership gift from the Chevy Chase Land Company, and an anonymous gift from generous parents. Other significant gifts were received from EuroMotorcars, Safeway, Greenhill Capital Corporation, and EagleBank.

Honest Tea started its road to success in our community. Its founders, Seth Goldman and Julie Farkas, value the work that the Foundation does to benefit all students. They have provided leadership financial support for the Summer Academy program, which gives extra help to selected incoming ninth graders to facilitate their integration into the high school academic curriculum.

The **Chevy Chase Land Company** is a pillar of our community and made a four-year pledge of \$20,000 to help fund the various academic support programs of the Foundation. Their second payment of \$5,000 is being used again this year directly to fund the Time for Academic Progress (TAP) after-school academic support program. We remain grateful for their generous help and their heritage of excellent real estate development projects benefitting our community.

Safeway, EuroMotorcars, Greenhill Capital Corporation, and EagleBank all made multi-year gifts to support

the Foundation's programs. EagleBank is now the Foundation's official bank, and plans to extend its activities throughout B-CC High School. EagleBank is a prominent regional bank with its headquarters in Bethesda.

Most of the other businesses who contributed this past year have been consistent supporters of the Foundation and B-CC High School over the years. Often, they employ alumni and/or have employees with children attending B-CC High School. Their continuing generosity has helped to support technology upgrades, as well as specific Foundation programs.

These gifts received ranged from \$250 to \$1,500. Significant gifts were received from accounting firms (**Gelman, Rosenberg & Freedman; Osterman, Pollak & Moses**); financial/insurance companies (**Calvert Asset Management; Wachovia Securities/Collins Investment Group**); real estate companies (**Gandal & Associates; Long & Foster Realtors—Phyllis Wiesenfelder and Cindi Chambers; Coldwell Banker/Jane Fairweather**); as well as **Colorlab Corp., Bethesda Magazine and The Washington Post**.

Business community solicitations will resume this fall and the Foundation hopes to continue building a strong group of loyal business supporters for financial assistance in the years ahead. Please be sure to thank (and to patronize) our business supporters!

To learn more about the Foundation's important work and to make a donation, please go to www.bccedfoundation.org.

Budgets for B-CC HS Educational Foundation's Signature Programs: FY2009-FY2013

	FY2009	FY2010	FY2011	FY2012	FY2013
Summer Academy					
9th Grade	\$ 25,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 19,300
10th Grade				4,800	4,800
Mentoring and BRAG	6,000	6,000		700	700
TAP					
TAP at B-CC	34,000	33,000	33,000	32,295	32,295
TAP at Coffield	12,000	12,000	3,500	10,000	10,000
CollegeTracks	48,000	50,000	50,000	50,000	50,000
Total	125,000	121,000	106,500	117,795	117,095

Summer Academy Helps B-CC Students Get A Head Start

At the end of every summer, several hundred freshmen step through the doors of B-CC to begin their high school journey. To help ensure that as many of them as possible are ready for the challenges they will encounter at B-CC, the B-CC High School Educational Foundation funds a three-week 9th Grade Summer Academy for at-risk incoming 9th graders—those who have struggled academically or socially at Westland Middle School.

The Summer Academy, one of the Foundation's three signature programs, provides the students the support, the skills, and the tools they will need for 9th grade. Participants attend four classes each day: English, Math, Study Skills, and a Seminar covering a variety of topics on life at B-CC. They also spend one day on community service to help them feel more connected to the school and the community at large.

The first Summer Academy was held in the summer of 1999, with an initial \$3,000 grant from the B-CC HS Educational Foundation and additional grants from the County school systems and the Bethesda Chamber of Commerce. All the 19 participating students had been recommended by the Westland staff. Since 2004, the Foundation has been the sole source of funding for the program, with an annual budget that averages \$20,000 and a participation rate of approximately 60 students per year.

In the fall of 2006, the Foundation extended its funding to include a follow-up mentoring program, "Barons Reaching Academic Goals" (BRAG), when it became clear that the Summer Academy students needed continuous support during their 9th grade year. In BRAG, Summer Academy participants, as well as other 9th grade students who have been identified as not achieving their fullest potential, are invited to a weekly lunchtime academic help session where each student is matched with a National Honor Society student. Teachers and staff members also serve as adult mentors, each working with two

BRAG students, meeting with them every week or two throughout the school year to provide guidance and support.

This past summer, the Summer Academy program was expanded to include a new college- and career-readiness component—a one-week program aimed at helping rising 10th graders think ahead about their post-high school options and learn to use the school's resources to explore possible choices.

"One of the [10th grade Summer Academy] goals is to help rising 10th graders identify possible career choices and the respective paths to lead them there," said Summer Academy Coordinator Deborah Newman. "In the process, students will recognize the need to challenge themselves to rigorous classes and the hard work that accompanies success."

The 2012 10th Grade Summer Academy hosted twenty-four students, all of whom had attended the 2011 9th Grade Summer Academy. After a mock 20th Year Class Reunion where students imagined themselves—in terms of careers, family life, and post-high school education or training—twenty years after graduation, the students spent the week working with the Naviance computer program to explore their chosen careers as well as others suggested by the Naviance program that matched their personality type and interests. In addition, the students used the Naviance program to consider possible college choices to pursue a chosen career.

The combination of the Summer Academy program and its follow-up BRAG mentoring program is making a significant impact in providing B-CC's rising 9th and 10th graders the initial boost and follow-up support to make their transition to high school and beyond as successful as possible.

Feedback from the Summer Academy participants has been positive. Not only did the fifty-seven 2011 9th Grade Summer Academy students rate the program very favorably, 67% of them also reported having participated in extracurricular activities or athletic teams, and 58% reported having done community service during the 2011-2012 school year. In both instances, the students credited their interest in participation to their Summer Academy experience.

The forty-eight 2012 9th Grade Summer Academy participants all rated themselves as "comfortable" and "prepared for 9th grade" in their post-program evaluations. Perhaps most compelling were their narrative remarks, such as the following two which capture the essence of those submitted:

"It was awesome. I love it here. I got to know some of the teachers and it was a very good three weeks" and

"It helped me be less afraid of high school. I think the Study Skills class helped the most because I never studied, but now I will."

The 2012 10th Grade Summer Academy also received positive feedback from its 24 participants, all of whom stated they got a lot out of the week.

B-CC's Summer Academy Program FY2008-FY2012

Year	Expenditures	No. of Participants
FY2008	\$21,598	62
FY2009	\$20,580	62
FY2010	\$20,000	52
FY2011	\$14,425	57
FY2012	\$19,432	72

Note: The number of participants includes only those in the summer programs (9th Grade Summer Academy and the 2012 10th Grade Summer Academy) but not in the BRAG program to avoid double counting.

Time For Academic Progress (TAP)

TAP, one of B-CC HS Educational Foundation's three signature programs, is an after-school academic support program which addresses the needs of students in all grades, from those in the on-level classes to those in the most advanced classes. It offers a structure under which students in need of extra help can find that help after school (and, unlike with private tutoring, at no cost to the students or their parents.) They can drop in to TAP to review course material, gain a better understanding of concepts, learn something they did not grasp in class, and get help with homework or preparing for tests. Staff members can also refer students to TAP and check their attendance through the school's online system.

At TAP, teachers help reinforce the belief that "effective effort leads to achievement"—that through working hard and effectively, students can learn the material and improve their grades. There are also secondary benefits. At TAP, students not only work with teachers, they also have an opportunity to work together and help each other, building a support network with the other students who are attending TAP. The program is a valuable resource to students and their families. More than half of B-CC students use TAP each year.

TAP is offered after school from 2:15-3:15pm each Tuesday, Wednesday, and Thursday at B-CC, and from 4:30-6:30pm each Tuesday and Thursday at the Gwendolyn Coffield Community Center in Silver Spring. The time for TAP at the Coffield Center has been moved earlier this year so students can get there before it gets dark.

TAP at B-CC offers sessions in English, math, and science. Four math teachers, two English teachers, and two science teachers share the staffing of these sessions. A TAP coordinator is in place to monitor attendance and determine appropriate staffing. Prior to significant tests, additional staff and classrooms are made available to assist larger numbers of students. The coordinator also makes an ongoing effort to ensure that all students know that this program is available for everyone and that student needs are being addressed.

TAP at Coffield offers another venue for students to receive academic support. The location is more convenient for students who live in the Rosemary Hills area. The late-afternoon hours also make it more convenient for students whose work or family responsibilities make it difficult for them to stay after school for TAP at B-CC.

TAP at Coffield serves some of the needier students and provides the structure for them to get their homework done. Students get help with academic subjects and study strategies, and learn good study habits and routines which help them throughout high school. Two current B-CC teachers work with the students, assisted by B-CC seniors who tutor in the subjects in which they have taken the advanced classes.

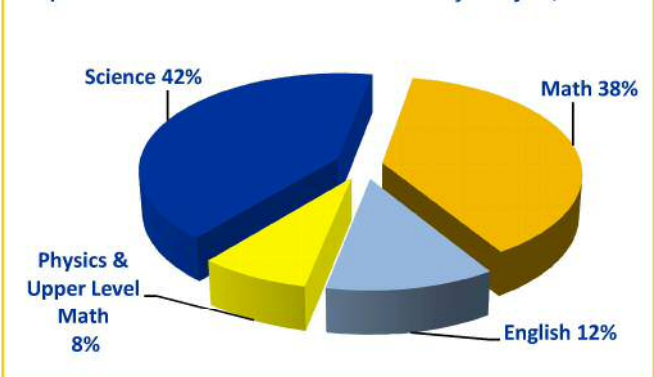
With fewer students attending the program at Coffield, tutors are able to work more closely with students and tailor the sessions to their individual needs. They provide support in many subjects but most frequently in math (calculus, geometry, and algebra), science (chemistry and biology), English, and history.

Data collected by TAP coordinator Stacy Farrar show that during the 2011-2012 school year, over 1,300 visits were made to TAP at B-CC. The greatest demand was in math (38%) and science (42%), which were offered three times a week, followed by English (12%) which was offered two times a week. Together science and math accounted for 80% of all visits to TAP at B-CC. The new once-a-week TAP sessions in physics and higher level math (including calculus and multivariable calculus) accounted for 8% of the visits (see Graph 1).



Math teacher Sarah DeCarolis helps students at a B-CC TAP session

Graph 1: Percent of TAP Visits at B-CC by Subject, 2011-12

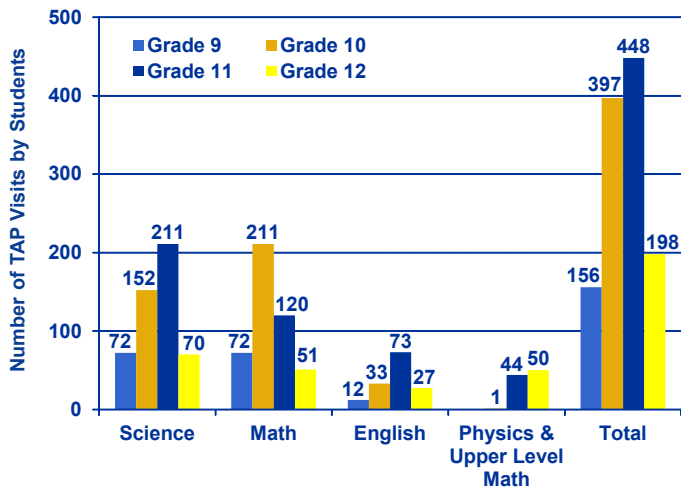


However, within each subject area, there are differences among classes. In Science and in English, more visits were made by juniors (211 and 73, respectively); in math, more by sophomores (211); and in physics and upper level math, more by seniors (50), compared to the other classes (see Graph 2).

Disaggregated data by class year and by grade point average show that TAP is indeed used by all students at all level. Students with grade point averages ranging from below 2.0 to above 3.5 all sought help at TAP during this past school year. However, there are differences between TAP at B-CC and TAP at Coffield.

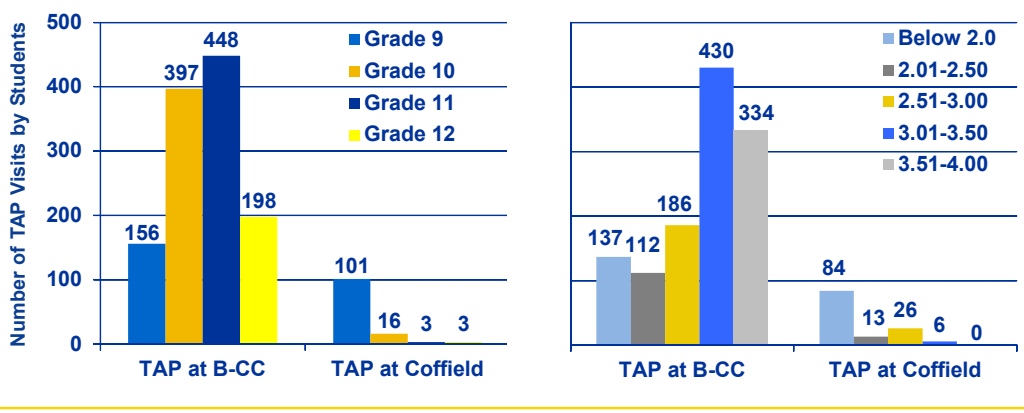
TAP is used by all students at all levels. Students with grade point averages ranging from below 2.0 to above 3.5 all sought help at TAP during this past school year.

Graph 2: Number of Visits to TAP at B-CC by Class Year and by Subject, 2011-2012



During the 2011-2012 school year, overwhelmingly more visits to TAP at B-CC were made by juniors and sophomores (70%) than by freshmen and seniors, while TAP at Coffield was used mostly by freshmen (82%). Students with grade point averages above 3.0 accounted for the majority of visits to TAP at B-CC (64%), while most of the visits to TAP at Coffield (65%) were by students with grade point averages below 2.0 (see Graph 3).

Graph 3: Number of Visits to TAP at B-CC and TAP at Coffield, by Class Year and by Grade Point Average, 2011-2012



(Note: Since not all students reported their class year or grade point average, the totals in the disaggregated data in graphs 2 and 3 are less than the total number of visits recorded for all students.)

2011 9th Grade Summer Academy participants credited their interest in participation in extra-curricular activities and community service during the school year to their Summer Academy experience.

Foundation Grants Support Department Initiatives at B-CC

In the 2011-2012 school year, the B-CC HS Educational Foundation, through its fall and spring grants program, supported various initiatives undertaken by the staff at B-CC with grants totalling more than \$13,300. Here are some of the initiatives taken:

Media Center specialist Brian Baczkowski used the Foundation grant as seed money to explore the cost effectiveness of offering audiobooks as an option for self-selection books for students. The Media Center has audiobooks of core texts to help students, especially the audio-learners, but never before had any for self-selection books. The grant enabled Mr. Baczkowski to buy four Playaways—portable mp3

players containing the audio recording of one book. Students’ reactions to the experience were positive. Based on the experiment, Mr. Baczkowski plans to order more Playaways to allow “reluctant and struggling readers to have more options when they need or want to pick a self-selection book.” The focus will be on books that are popular and in high demand to justify their expense.

With its grant money, the **Media and Film Department** was able to secure a desktop Character Generator for its daily morning announcement show, “Wake Up B-CC”. The character generator allows text to be superimposed on the video images. According to film and

(continued on page 12)

CollegeTracks

CollegeTracks, a program that aims to level the playing field for students at risk of not going to college, is a highly effective intervention with a huge return for students, their families, and our community. Many of these students would be first-generation college students or would otherwise not have anyone in their families to assist them with the college application process. CollegeTracks staff help students with identifying colleges to apply to, thinking about their interests and a possible major, searching and applying for financial aid, and registering for and taking the required standardized tests.

The B-CC HS Educational Foundation has funded CollegeTracks each year since its inception, from a modest \$1,500 start-up grant in 2002 to an annual \$50,000 budget since 2008 when it was added to the Foundation's signature programs. From an all-volunteer program, CollegeTracks has matured to one with a full-time staff and a large cohort of volunteers.

At B-CC, students can access the CollegeTracks staff and volunteers each day during lunch or Tuesdays after school. CollegeTracks volunteers are also available to work with students on some Wednesday evenings at B-CC. Parents can participate in the discussions with their seniors and work with staff around completing financial aid applications such as the FAFSA (Free Application for Federal Student Aid). CollegeTracks is the only organization in MCPS schools working with students and families to submit the FAFSA, which is required to get federal, state, and most institutional aid.

In the 2011-2012 school year, CollegeTracks served 245 B-CC students – 131 seniors (31% of the senior class) and 114 juniors (23% of the junior class.) Among these students, 65% were first-generation college-bound, and 49% were from low-income families. Among the 2012 CollegeTracks seniors, 99% were accepted to at least one college or technical school, 75% were accepted to at least one four-year college, 100% who were eligible submitted a FAFSA, and together they were offered more than \$1.8 million in grants and loans for post-secondary programs (see table on the right).

During the spring, students heading to Montgomery College receive additional help. CollegeTracks staff prepares them for the Accuplacer test to help them get placed into credit courses.

In addition to helping students in the college application process, CollegeTracks has a new program that links high school students with CollegeTracks alums and stays connected with former CollegeTracks students to support them in their college experience. The College Success Program, launched in 2010, has coaches who organize campus cohorts of CollegeTracks alums, check in with them during their first semester, offer individual coaching as necessary, and communicate with them constantly via Facebook and email. Forty B-CC CollegeTracks alums have registered for the program and participated in workshops to build their critical success skills (for example, time management, financial aid/budgeting, and note-taking/study skills) and to create a four-year plan to reach their graduation goal.

The B-CC HS Educational Foundation helped bring the prestigious International Baccalaureate Program to B-CC in 1996 and continues to provide grants to the program every year.

B-CC CollegeTracks 2011-12

Number of Students Served:

Total	245
Seniors	131
	(31% of senior class)
Juniors	114
	(23% of junior class)

Demographics:

African-American	36%
Hispanic	27%
Asian	13%
Multi-Racial	11%
Countries of origin	61
First-generation-to-college	65%
From low-income families	49%
Ever in ESOL	32%

Outcomes for 131 Seniors:

Admitted to at least one of 163 colleges	99%
Admitted to at least one 4-year college	75%
Submitted the FAFSA, if eligible	100%
Financial Aid offered	\$1.8M

HELP B-CC STUDENTS BY CONTRIBUTING TO THE B-CC HS EDUCATIONAL FOUNDATION. PLEASE GO TO www.bccedfoundation.org TO DONATE ONLINE OR DOWNLOAD A DONATION FORM.

IB Students Benefit from Foundation Grants

B-CC's well-regarded International Baccalaureate program has long been the beneficiary of grants provided by the B-CC High School Educational Foundation. The Foundation helped bring the IB program to B-CC in 1996, and awarded the program its first grant in the spring of 1998 – \$1,000 for program materials. Since then, the Foundation has awarded grants to the IB program every year, totalling over \$48,000 for a wide range of functions.

One example is a software wrap-around package called ManageBAC that the IB program has subscribed to with Foundation grants for the past two years. Designed by a couple of IB diploma graduates about five years ago, ManageBAC is helpful for both students and staff. For the IB students, it provides a way to easily log their CAS (Creativity, Action and Service) hours and track their CAS work in the diploma program. "The students also have a work calendar and a way to keep track of their progress on the many large projects of the diploma program," notes Beth Groeneman, IB diploma program coordinator. "For the CAS coordinator and the diploma coordinator, ManageBAC has totally streamlined the exam registration process – down to a few hours from a solid week of work, as well as allowing us to track work completed as we start to send assessments back to IB."

Since 2008, the Foundation has also paid for the annual subscription to a research database called Questia, commonly used by college students. It is a Web-based database of periodicals and texts that helps diploma students with research for their Extended Essay and for IB History and Psychology. Because the program is Web-based, the students can use it anywhere. There are utilities that help with doing citations for their research, as well as an electronic text markup that allows students to highlight relevant information.

The B-CC High School Educational Foundation has also supported professional development for diploma program teachers. Starting with the first teacher training grant in the fall of 1998, funds have been provided to help IB teachers get the skills they need, such as funds for training for IB Physics teachers in 2001 and 2002, and for sending two teachers to training for IB Psychology and IB Music in the fall of 2007 when the MCPS allotment for training had already been exhausted. The Foundation also enabled Ms. Groeneman to attend the IB Annual Regional Conference in 2011, an important venue for both networking and professional development.

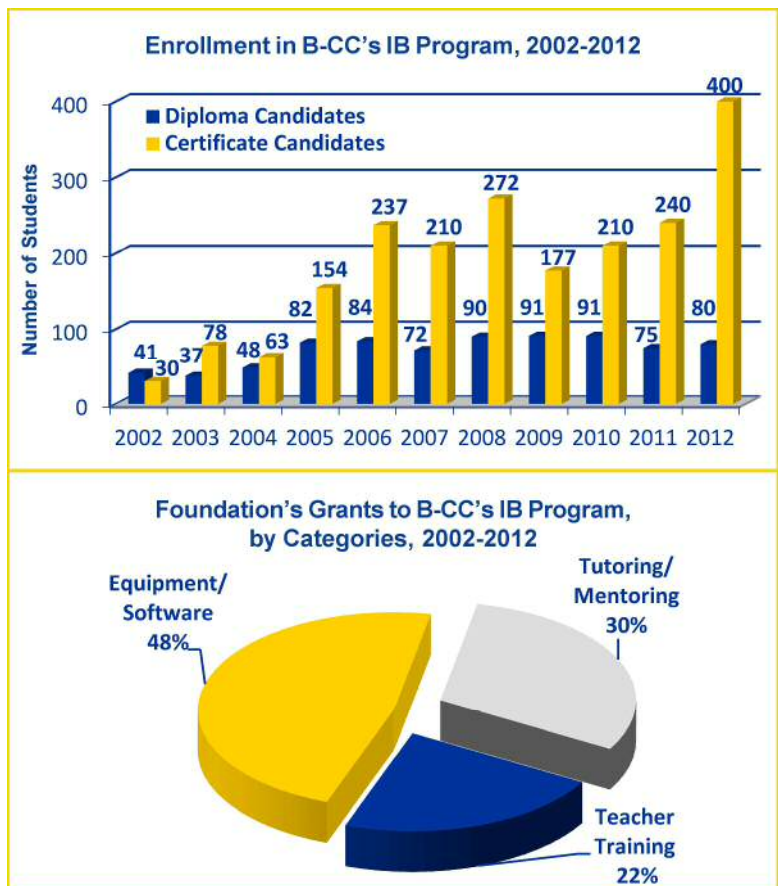
B-CC's IB program was the first open-access IB program in Montgomery County Public Schools. Students do not have to test in, or meet any entrance requirements to be enrolled in the program.

In addition, they can choose to be either a full diploma candidate and take the full complement of required courses, or a certificate candidate and take only the IB courses that they are interested in. Students make their selection in the spring of their sophomore year.

The first IB class to graduate from B-CC was the Class of 1999, with 23 diploma students. Enrollment in the program has increased steadily over the years. The Class of 2012 had 80 diploma students and 400 certificate students.

The "open-access" model reflects the philosophy of the B-CC community. Students are encouraged to stretch themselves to reach their academic potential. To ensure that the students have the extra help they need to succeed, the Foundation funds summer and after-school academic support programs for IB students.

The first such program was an IB preparatory program in the summer of 2005 for students entering the IB program who might need extra support. Since then, the Foundation has funded afterschool tutorial support for all AP/IB students in English, Science, and Social Studies; brown bag lunch-time seminars to help new and/or struggling IB students; as well as continuing summer support for incoming juniors newly registered for AP or IB classes to help them meet the challenges and successfully make the transition to these higher level classes.

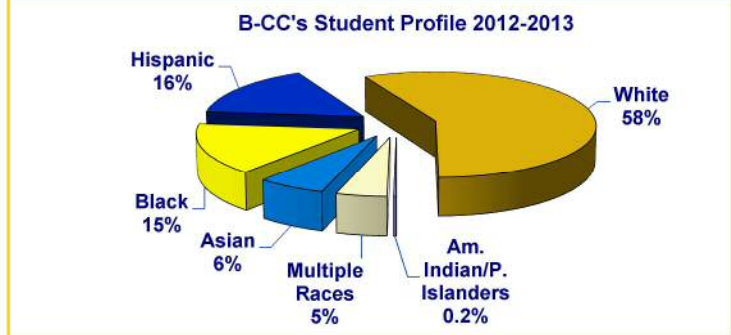
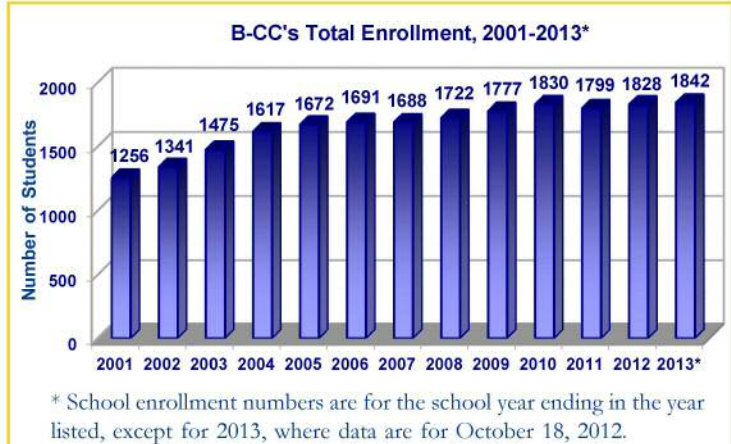


B-CC Enrollment 2012-2013

In the 2012-13 school year, B-CC has 87 ESOL (English for Speakers of Other Languages) students, representing 34 countries and speaking 24 languages.

At the start of the 2012-2013 school year, B-CC registered 1,842 students, 31 more than last year. The total student population is now 63% higher than in 2000, and 71% higher than in 1995, the year the Foundation began.

B-CC remains an ethnically and economically diverse school. As of October 18, 2012, 58% of the student body is white, 15% black, 16% Hispanic, 6% Asian, less than 1% American Indian/Pacific Islanders, and 5% reported two or more races. The proportion of students receiving free and reduced meals is at 8.4% this year, while 19% of the student body are, or have been, in the free and reduced meals program.



B-CC's 2012 commencement speaker was David Simon ('78), 2010 MacArthur Fellow; author, journalist, and writer/producer of television series "Homicide: Life on the Street", "The Wire", and others.

B-CC's Notable Numbers

- At the start of the 2012-2013 school year, 95% of B-CC students are enrolled in at least one honors-level course; among seniors, 97% are enrolled in at least one AP or IB course.
- B-CC offers 22 AP courses this school year – 5 in languages, 8 in social sciences, 8 in math and sciences, and 1 in fine arts. A total of 849 students took 1,692 AP tests in May 2012.
- B-CC offers 37 IB classes this school year, and has 400 IB certificate candidates and 80 IB diploma candidates, compared with 240 and 75, respectively, the year before; and 329 candidates took 904 tests in May 2012. Its IB program maintains an open admissions policy, and has a pass rate well above the international average.
- The Class of 2012 had an average SAT score of 1742, compared to 1637 for MCPS, and 1500 nationally, with higher scores in all three categories – critical reading, math, and writing.
- B-CC has a graduation rate of 96%; 75% of the Class of 2012 went to four-year colleges; and 20% went to two-year colleges.
- The Class of 2012 has 14 National Merit Semifinalists, 3 National Achievement Semifinalists, and 42 National Merit Commended Students.

Alum David Simon ('78)

Addresses the Class of 2012

David Simon, author, journalist, writer/producer of television series, and a B-CC alum, was B-CC's 2012 commencement speaker. His television credits include the NBC series "Homicide: Life on the Street," and the HBO series "The Wire" and "Treme". Simon was awarded the MacArthur Fellowship (nicknamed the "Genius Grant") in 2010.

"They don't usually vote on the graduating senior least likely to be invited back as the commencement speaker, or for any other reason. But if they had, I was certainly a favorite for the class of 1978." Thus began Simon's speech to the Class of 2012 in June.

He concluded with the following advice to the Class of 2012: *"In the end, when you, God willing, are lumpy and old, you may find that the harshest judgments on your lives will be your own. And whether you admit it now or not, the only judgment that will matter, the only metric on which you can stake any real meaning for your lives is this: Did I leave the world better than I found it, or worse?"*

The entire speech can be found at <http://davidsimon.com/graduation-remarks-bethesda-chevy-chase-high-school/>

Go Barons! 2011-2012 Titles

Baseball:	4A South Division Champs
Cheerleading	Division 3 Champs
Cross Country	Girls' 4A County, Regional and State Champs
Field Hockey:	Division 4A West Regional Champs, (23rd regional championship!)
Girls Soccer:	Division, Regional & State Champs, (record-breaking 4th consecutive state championship!)

B-CC hosts Its First Media & Politics Panel Discussion

B-CC hosted its first Media and Politics Discussion Panel for 10th grade NSL students and AP Government students on October 18 in the auditorium. The invited members of the press on the panel were: Fred Hiatt, editorial page editor for the Washington Post; Sheryl Gay Stolberg, political features writer for the New York Times; Patrick Haggerty, broadcast journalist for Agribusiness Weekly; and Todd Gillman, Washington Bureau Chief for the Dallas Morning News and the moderator of the evening's panel. Each of the panelists made an opening statement to the students about the role of the media in politics, followed by 25 minutes of questions from students.

The event was organized for students by NSL teachers Liz Welton, Kirsten Pasquale, Lesli Gillman, Dan Gallagher and Ben Wisniewski. All the speakers are parents of current B-CC students and Todd Gillman is the husband of B-CC teacher Lesli Gillman. "Students gleaned invaluable insight as the panelists answered their questions about how the media's role has changed with the advent of instant-news, YouTube, Facebook and Twitter," said Ms. Welton.

National Board Certified Teachers

Science teachers Rebecca Wheatley, Patrick Bilock, and Anne Merrell and Music Teacher Marshall White earned National Board Certification this past year, joining Deb Newman, Special Education teacher who earned the distinction years ago.

Alums Return to Teach at B-CC

Ryan Ingalls ('05):	Biology Teacher
Sean Nero ('03):	Special Education Paraeducator
Joe Sacks ('01):	Biology Teacher
Jim Tapley ('76):	Athletic Director
Sean Tracy ('00):	Special Education Teacher and Head Varsity Boys Basketball Coach

B-CC Students Shine in County's Science & Engineering Competition

In the County's Final Frontiers science and engineering competition last November, the B-CC team won two first-place and two third-place awards: 1st place for the accuracy in the Golf-Ball Barrage Launcher which projects a golf ball over a barrier striking a target on the floor; 1st place in the Mystery Event in which teams, with limited time and given material, prepared a device for a task unknown until the competition; 3rd place in Newton's Nightmare, a timed physics quiz solving a series of space-related problems; and 3rd place in the Aero Car competition for constructing a car that can travel the greatest distance using wind power.

B-CC's Award-winning Student Publications

Pine Tree, B-CC's yearbook, 2012: *Silver Medal Award of Excellence*, the Columbia Scholastic Press Association.

Chips, B-CC's literary magazine, 2012 edition: *Gold Medal Award*, Columbia Scholastic Press Association.

Tattler, B-CC's student newspaper: *2012 Silver Medal*, Columbia Scholastic Press Association; *Individual student awards*, *First Place* – Art/Illustration; *Second Place* – Computer-Generated Art/Illustration, Cartoon; and *4th Place* – Photo Layout; Columbia Scholastic Press Association.

Music Students Won Awards at Heritage Music Festival

Almost 200 B-CC music students took home more than a dozen awards at the Heritage Music Festival in Boston this past spring: Choral Adjudicator Award; Instrumental Adjudicator Award; Outstanding Band Award; Program Sweepstakes Award; Outstanding Orchestra Award; Symphonic Orchestra–Gold First; Chamber Choir–Gold First; Jazz Band–Gold First; Concert Choir–Silver; Wind Ensemble–Silver Second; Advanced Choir–Silver Second; Concert Band–Bronze; Symphonic Band–Bronze Second; Advanced Orchestra–Bronze.

Positive Coaching Alliance Scholarship Award for B-CC Students

Raphael Sacks and Claire Spellberg were amongst 26 student-athletes in the DC Metro area recognized by the Positive Coaching Alliance and awarded a Triple-Impact Competitor \$2,000 scholarship for post-secondary education. Awards are based on essays by students on how they could impact sport on three levels: make themselves better, make their teammates better, and make the sport better.

Foundation Grants Support Department Initiatives *(continued from page 7)*

“What the foundation does is give us choices for what we can do for the children of Bethesda-Chevy Chase and Silver Spring that other schools don't get to do.....The Foundation is committed to good education.....They don't just make us better by writing checks. They make us better by asking hard questions about what is going to help the kids and hence the whole community. They give us choices on how to work with our kids.” — Karen Lockard, speaking at the Foundation's 6th Community Event.

media teacher Matthew Boswell, *“The Character Generator has proven itself to be a useful piece of equipment for the morning show....All students associated with the show are now familiar with....how to key text to [go with] the audio portions of the show.... Students viewing the morning announcements now have important information like testing dates, email information, etc. presented both audibly and visually.”*

The Foundation's grant to the **ESOL Department** funded a visit to Montgomery College by 63 ESOL students. The students were well-prepared for their visit. They were given a power point presentation prior to the trip that explained the purpose of the trip and what to expect, a capture sheet for them to record the information about MC, and a list of questions to ask while they toured the campus. The visit started with an introduction and overview of the college by a college administrator. The students then broke into smaller groups and attended classes

or toured program facilities based on individual interests. *“[The grant] enabled B-CC English language learners to take their first steps toward learning about college in the United States,”* wrote ESOL teacher Rita Molyneaux. *“Overall their comfort, familiarity and interest in the whole idea of college in the US were significantly enhanced.”*

The **English Department's** Lunch Brunch Program used the Foundation's grant for materials and lunches for the participating 10th and 11th graders who have been identified as at risk of failing the English High School Assessment test—one of three tests (algebra/data analysis, biology, and English) that students must pass to graduate. Teachers help these students prepare for the test by working with them to improve their inferential-reading, grammar, writing skills and test-taking strategies. This past school year, 19 juniors and 100 sophomores were identified as Lunch Brunch “candidates.”

Foundation Honored CollegeTracks and Its Founders at the 6th Annual Community Event

The B-CC community gathered in celebration and to honor CollegeTracks and its founders at the Foundation's 6th annual Wine, Chocolate and Cheese Community Event on March 8. The enthusiastic group of 200 supporters enjoyed great food, wonderful camaraderie, and terrific music by our B-CC High School's very talented jazz combo. Participants included B-CC alums, former and current B-CC staff, parents of former, present and future B-CC students, as well as business and community leaders.

This year's event focused on the important work of one of the Foundation's Signature Programs, CollegeTracks—a program that aims to level the playing field for students at risk of not going to college. Three B-CC parents, Cathie Goltz, Nancy Leopold, and Nancy Zeller, launched the program, an all-volunteer effort, in October 2002 when they realized that a significant number of B-CC students simply lacked the college know-how: how to prepare for college, how to apply, and how to get financial aid. Many of these students were from low-income households and had no one in their families familiar enough with the American higher education system to help them navigate the complicated maze of applying to college and securing sufficient financial aid to attend.

Mark your calendar for next year's event: **Thursday, March 14, 2013, 7-9 pm** at the Woman's Club of Chevy Chase. Details will be posted on the Foundation's website at www.bccedfoundation.org. If you'd like to receive an invitation, please email Carole Brand at csbrand@verizon.net, or Susan Bank at sgbank@aol.com.



L to R: Cathie Goltz (CollegeTracks founder), Biniyam Abebe (former CollegeTracks student), Nancy Zeller (CollegeTracks founder), Karen Lockard (B-CC principal), Nancy Leopold (CollegeTracks founder), and Matt Gandal (Foundation's 6th annual community event).

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Two Join Foundation Board

Andy Stern and Maura Mahoney have been elected to the Board of the Bethesda-Chevy Chase High School Educational Foundation.

Andy Stern is the owner of Andy Stern's Office Furniture, Inc. and is a managing partner of three commercial real estate partnerships. He has held leadership roles in many community organizations including Leadership Montgomery, Jewish Community Center of Greater Washington, Green Acres School, and Wolf Trap Foundation for the Performing Arts. He currently serves as Chair of the Board of the Bethesda-Chevy Chase Chamber of Commerce. Andy and his wife, Eve, are both graduates of B-CC High School. They have two grown sons, Ben and Alex.

Maura Mahoney is a contributing writer for Bethesda Magazine. She has had a long career as a freelance editor and writer and also worked as an editor at Congressional Quarterly and Reader's Digest. Maura served for nine years on the Somerset Elementary School Foundation Board, including two years as president. Her daughter is a junior at B-CC.

Thank you to our generous donors for supporting academic excellence for all B-CC HS students!

FY2012 Alumni Contributions By Class

Class Year	Total Contributions	Class Year	Total Contributions	Class Year	Total Contributions	Class Year	Total Contributions	Class Year	Total Contributions
1935	50	1953	671	1965	825	1977	435	1990	293
1939	100	1954	100	1966	1,172	1978	2,970	1992	320
1940	150	1955	185	1967	1,085	1979	999	1996	50
1941	49	1956	800	1968	474	1980	150	1997	50
1943	595	1957	1,560	1969	75	1981	525	1999	50
1944	125	1958	1,046	1970	570	1982	100	2000	50
1946	175	1959	1,900	1971	170	1983	450	2001	3
1947	50	1960	875	1972	924	1984	197	2005	25
1948	125	1961	1,125	1973	600	1985	1050	2007	10
1949	150	1962	918	1974	365	1986	200	2011	10
1950	650	1963	730	1975	552	1987	215	All	
1951	225	1964	675	1976	850	1988	860	Classes	29,703

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On March 14, 2013, the B-CC HS Educational Foundation will sponsor its 7th annual community fundraiser, *Wine, Chocolate, and Cheese*, offering wonderful food and a chance to visit with friends and neighbors. Held at the Woman's Club of Chevy Chase, the event attracts many alums, parents of former, present, and future B-CC students, as well as business and community members. Money raised by the event funds Foundation-sponsored academic support programs at B-CC.

Please join us on March 14th for a fun evening in support of B-CC High School. Please go to www.bccedfoundation.org or email Carole Brand csbrand@verizon.net for more details.

Last year's photos can be seen on the Foundation's website www.bccedfoundation.org.

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