

# BETHESDA-CHEVY CHASE HIGH SCHOOL EDUCATIONAL FOUNDATION

October 2014

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## *Foundation Invests in Academic Excellence for All Students*

B-CC High School consistently ranks among the top high schools in the country while serving a broad mix of students from diverse economic backgrounds. This past school year, approximately 19% of its students had qualified for free or reduced-price meals, while 95% of its graduates headed to college. According to data released this past June on the 16-month college enrollment rates for MCPS students who graduated in 2012, B-CC High School has the highest college enrollment rate (81.3%) among MCPS high schools for graduates who have received free and reduced-price meals services.

There is a continuum of year-round support programs at B-CC for all its students – from those who are struggling academically and need intensive help and mentoring to those who are high achieving and need only periodic help to stay on track. The Foundation works with B-CC faculty and administrators to identify unmet needs and funds programs and initiatives that support all students to reach their potential.

During the 2013-14 school year, *TAP* (Time for Academic Progress), staffed by B-CC teachers, provided after-school academic help to students in all grades and at all levels (see p. 4). *BRAG* (Barons Reaching Academic Goals) offered mentoring and academic assistance during lunch and after school to 9th and 10th graders who needed extra help (see p. 6). *College Tracks* helped first-generation and low-income juniors and seniors navigate through the complex college admissions and financial aid processes (see p. 5).

Foundation grants supported various staff initiatives for our students in FY2014: the *Lunch Bunch English HSA* prep program which helped at-risk 10th, 11th, and 12th graders pass the English HSA, a graduation requirement (see p. 7); the *Writing Contest* that encouraged excel-

lence in writing (see p. 7); and the *Girls' Youth Leadership Group* which aimed to improve the overall achievement of African-American and Latino students (see p. 8). Foundation grants also helped pay for the *subscription to databases* used by IB diploma and certificate students (see p. 6), *textbooks* requested by the Media Center (see p. 7), the *Community Scholarship Fund* (see p. 7), and the *Tattler's Senior Magazine* 2014 (see p. 8).

Students across all grades and skills levels also benefited from the professional development grants provided by the Foundation. These grants supported staff attendance at conferences and workshops to receive leadership training, acquire new skills, and learn about advances in their fields (see p. 6).

The Foundation's Board of Directors approved changing its fiscal year end from September 30 to June 30 at its May meeting to better align with the school year, resulting in a shortened FY2014. All Foundation-supported programs that took place after June 30 this past summer will be included in the Foundation's FY2015 report. These programs met a range of needs, from the 9th Grade and 10th Grade Summer Academy program which helped at-risk rising 9th and 10th graders get better prepared for their work at B-CC, to the College Essay Workshop where students worked with two B-CC English teachers on developing ideas and completing several essays. The Foundation also looks forward to a staff initiative to better coordinate all support programs at B-CC to ensure that students receive the help they need.

The Foundation acknowledges gratefully the generosity of the B-CC community—parents, alumni, faculty, community members, and local towns and businesses whose donations, totalling \$145,697 in FY2014, made all these investments possible.

**BETHESDA-CHEVY CHASE  
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## *From the President*

Bethesda-Chevy Chase High School consistently ranks as one of the top public schools in the nation, and it rivals the area's most elite private schools. It does this while serving a broad mix of students from diverse economic backgrounds. This powerful combination of student diversity and high academic achievement is what distinguishes B-CC High School and is a source of pride for many members of our community.

For many years the B-CC High School Educational Foundation has funded a range of academic support programs for all students at our school to help ensure that every student, regardless of background or economic circumstance, can succeed. This has been central to our organizational mission. In 2014, in assessing our academic support initiatives, we asked ourselves a critical question: are we doing enough to reach the students who most need extra help and encouragement to be successful?

A wonderful group of smart and energized B-CC teachers and administrative leaders came together with us to wrestle with that question. They examined the student data, consulted with their peers, and came back to us with ideas for important enhancements to existing Foundation programs and brand new activities that they thought could make a big difference for B-CC students, especially the most vulnerable.

The passion and commitment of these B-CC teachers was inspiring to all of us at the Foundation. We responded with a pledge to take our programming to the next level. We dug deep, in fact into our reserves, to fund all the new pro-

grams the school requested. Those programs will commence in the 2014-15 school year.

I am delighted to welcome four new Board members to the Foundation this year. Kim Alfonso, Ann Hibbard, Kevin Martini, and Dana Rice, parents of students at B-CC or the elementary and middle schools that feed into B-CC, will bring a fresh set of ideas, experience and energy that will greatly enhance our work.

As we welcomed new members, the Foundation also said goodbye to two retiring board members. Joyce Gwadz, who served this board for 13 years, decided it was time to pass the baton to new leaders in our community. Joyce's contributions to the school and to this organization were significant. She led our grants committee for many years, bringing to the work a level of diligence and professionalism that has distinguished our grant making. And she was always a strong advocate for serving the disadvantaged students at B-CC. Andy Stern, a local businessman and B-CC alum, also completed his service on the Board this year after helping us strengthen our relationships with the local employer community. We are grateful for Joyce and Andy's service and leadership.

We appreciate greatly the continued generosity of the hundreds of donors who enable us to do such important work on behalf of B-CC's students. Thank you for your support!

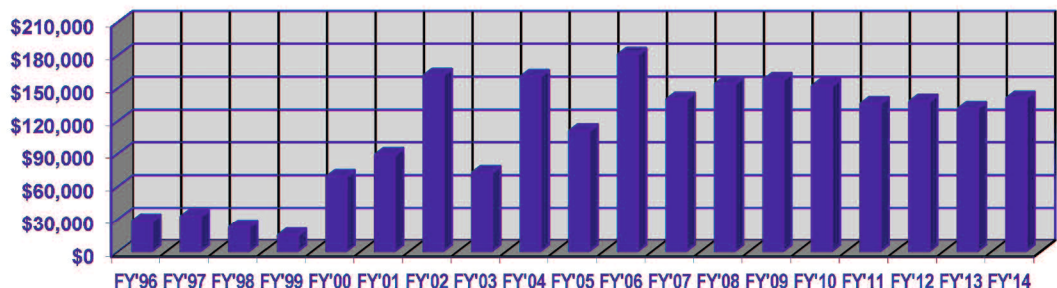


Matthew Gandal

## *Foundation Financials*

The B-CC High School Educational Foundation raised \$140,918 in FY2014, a slight increase from FY2013, bringing the total amount of funds raised since its inception in 1995 to \$2.09 million. 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, 1996-2014**



**BETHESDA-CHEVY CHASE  
HIGH SCHOOL  
EDUCATIONAL  
FOUNDATION, INC.  
P.O. BOX 31209  
BETHESDA, MD  
20824-1209  
www.  
bcedfoundation.  
org.**

## 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 9<sup>th</sup> 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.

### FY2014 Foundation-Funded Projects

The generosity of our donors during the 2013-2014 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, science, and social studies.

**B-CC CollegeTracks**—in-school, after-school, and evening workshops and trained mentors to help with the college application and financial aid processes 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.

**BRAG** (Barons Reaching Academic Goals)—mentoring support for 9th and 10th graders who have been identified as not reaching their full potential.

**Department Support**—lunch-bunch program for at-risk 10th, 11th, and 12th graders to help them prepare for the

English High School Assessment (HSA) test that is a graduation requirement; textbooks for the Media Center

**Extracurricular Activities**—the printing of the *Tattler's* Senior Magazine 2014; Writer's Workshop where students submit works for judging by local writers; and the Girls' Youth Leadership Group for 10th-12th grade African-American and Hispanic girls.

**International Baccalaureate Program**—subscription to the *Manage BAC* software package to streamline the administrative tasks of the diploma program.

**Professional Development**—grants for teachers to attend classes, workshops, and conferences.

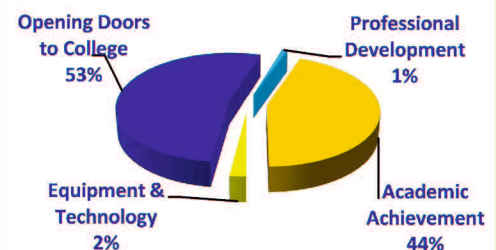
*\*Note: FY2014 was only 9 months long due to the change of the fiscal year end from September 30 to June 30 starting FY2014. Foundation-funded projects that took place after June 30, 2014 are not included in FY 2014 but will be included in FY2015.*

### Funding Priorities for FY2015

- A continuum of academic supports for all B-CC students during the school year and in the summer:
  - ♦ After-school academic support (TAP) for all students
  - ♦ CollegeTracks to improve college access for first-generation and lower-income students who are most at risk of not attending college
  - ♦ International Baccalaureate and Advanced Placement Programs
  - ♦ Mentoring (BRAG) for 9th and 10th graders identified as not reaching their full potential
  - ♦ Study Hall curriculum development to help students learn organizational and study skills
  - ♦ Summer Academy for at-risk incoming 9th and rising 10th graders
  - ♦ Summer workshops to meet a range of needs, from helping students work on their college application essays to helping those who have not passed one or more of the High School Assessments required for graduation
- Support for staff professional development, classroom enhancements, department initiatives, and equipment and technology.

*For these priorities, the Foundation seeks funds from the B-CC community. Please help us help our students - donate online or download a donation form at [www.bccedfoundationl.org](http://www.bccedfoundationl.org).*

**B-CC HS Educational Foundation  
FY2014 Grants by Categories\***



FY2014 total grants = \$104,476

## Time For Academic Progress (TAP)

In 10th grade, Shaina Adler, now a senior at B-CC, had met the enemy, and its name was chemistry. "It was just a really hard class," she recalls. "Everyone was struggling. My teacher, Ms. Lin, encouraged me to get extra help by going to TAP after school." Shaina says she went twice a week, and usually had Ms. Lin herself helping her. "Just sitting down with the teacher was so helpful....Honestly, I think the only reason I got a good grade in that class was because of TAP."

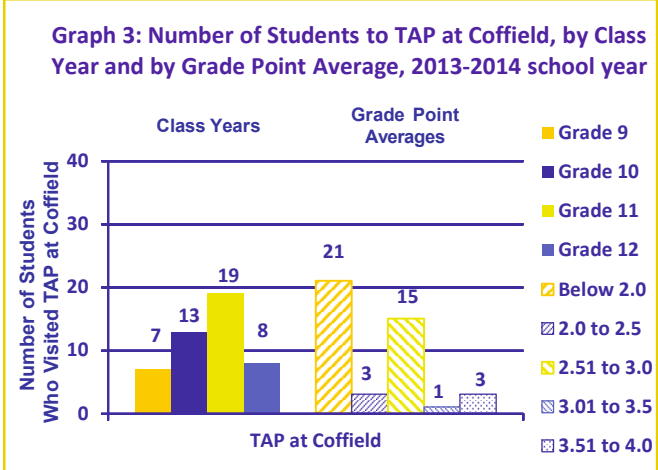
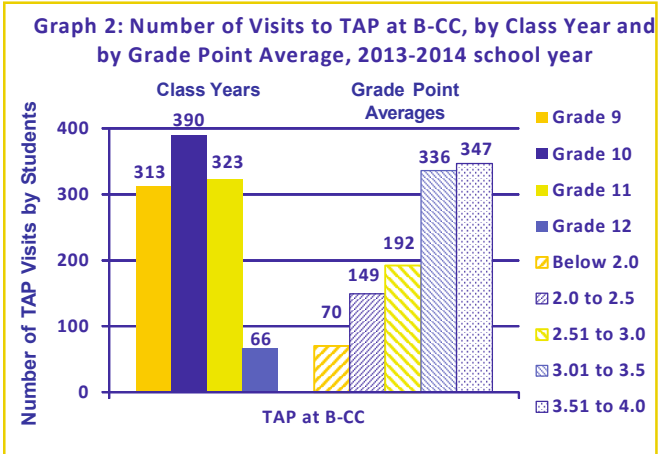
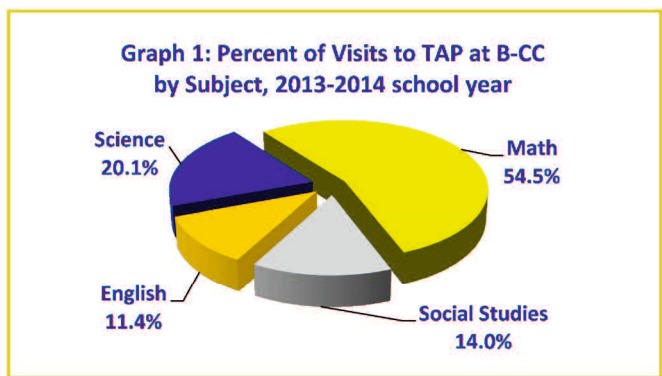
TAP is a Foundation-funded after-school academic support program staffed by B-CC teachers. It allows students who need extra help, in all grades and from on-level classes to the most advanced classes, to find that help after school. TAP is a "drop-in" program: students may stop by for help with a particular question and leave after a few minutes, or stay longer if they need help with completing an assignment, preparing for a test, or just understanding a specific concept.

During the 2013-2014 school year, TAP was offered from 2:15-3:15pm three days a week at B-CC, and from 3:30-5:30pm two days a week at the Gwendolyn Coffield Community Center in Silver Spring. FY2014 expenditures for TAP totaled \$36,671.

At TAP at B-CC, students could get help in math and science three days a week, and English and social studies two days a week. B-CC math, science, English, and social studies teachers shared the staffing of these sessions. Stacy Farrar, TAP coordinator, monitored attendance and determined appropriate staffing. Additional staff and classrooms were made available prior to significant tests.

TAP at the Coffield Center offered a more convenient time and place for those whose work or family responsibilities made it difficult for them to stay after school for TAP at B-CC. The program served a much smaller but needier group of students who benefited from the structure and small group support in getting their work done. Two B-CC teachers staffed these sessions and provided help in many subjects.

According to data collected by Ms. Farrar, B-CC students made 1,138 visits to TAP at B-CC during the 2013-14 school year. Most of the visits were to Math (54.5%) and Science (20.1%), followed by social studies (14.0%) and English (11.4%) (see Graph 1).



Having academic support throughout the school year contributes to high academic achievement at B-CC. Students have the assurance that, as they stretch themselves and try more advanced courses, help is available if they need it. Disaggregated data by class year and by grade point average show that students at all grade levels and with grade point averages ranging from below 2.0 to above 3.5 all sought help at TAP during this past school year (see Graphs 2 and 3).

At TAP at B-CC, 219, or 19%, of the visits this past school year were made by students with GPAs below 2.5, and 683, or more than 60%, of the visits were by students whose GPAs were above 3.0. At TAP at Coffield, on the other hand, among the 51 students who had reported their data at their visits last year, 21, or 41%, had GPAs below 2.0, and only 4, or 8%, had GPAs above a 3.0. Additionally, while only 15% of the visits to TAP at B-CC were by students in the free and reduced-price meals (FARM) program, 73% of the students who visited TAP at Coffield were in the FARM program.

To learn more about the B-CC HS Educational Foundation and its work, please go to [www.bccedfoundation.org](http://www.bccedfoundation.org).

## CollegeTracks at B-CC

CollegeTracks improves college access and success for students most at risk of not going to college – low income, first-generation-to-college, immigrant, and minority youth. Many of these students, though as college-ready as their classmates, simply do not know how to apply to college and find financial aid. Neither do they have family members who could help them with the complexity and cost of getting admitted and finding enough financial aid to attend. CollegeTracks staff and trained mentors help these students explore their interests and career options, identify colleges that fit their abilities and goals, search and apply for financial aid, and register for and take the required standardized tests.

The B-CC High School 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 contribution since 2008. CollegeTracks at B-CC has matured from an all-volunteer program to one with two full-time staff members and 19 trained volunteers. They help to ensure that students make it successfully through all the critical milestones of the college admissions/financial aid process.

Students can access the CollegeTracks staff and volunteers during lunch time or after school (except Wednesdays) at B-CC, or on Wednesday evenings at the Coffield Community Center in Rosemary Hills. Parents and students work with staff to complete financial aid applications such as the FAFSA (Free Application for Federal Student Aid) which is required to get federal, state, and most institutional aid.

Over the past 12 years, CollegeTracks has served more than 1,100 B-CC students. Nearly every student served has been admitted to a college or a technical school, almost 80% have enrolled, and almost half have attained degrees and now work across a wide range of industries and companies, including law, finance, entertainment, technology, health care, education, and public service.

In addition to helping students get into colleges, CollegeTracks' College Success Program, piloted in the spring of 2010, offers a wide range of guidance services to support CollegeTracks alums in their college experience and to help them succeed in getting the degrees they seek. The College Scholars – CollegeTracks alums who have joined the College Success Program – work with College Success coaches to master the skills they need to persist and graduate. They meet individually with their coaches twice each semester on campus to get help and guidance regarding academics, financial aid, extracurricular and personal endeavors.

Like many CollegeTracks students, **Gerardo** (2006) and **Samirna** (2008), were the first in their family to attend college. CollegeTracks helped them apply to college, find enough financial aid, and get their degrees. Gerardo, with two associates degrees and a B.S. degree (*magna cum laude*) in Construction Management Technology, is working currently as an Estimating Coordinator at a large mechanical contracting company while pursuing a Masters degree in Management at the University of Maryland University College. Samirna, with a degree in Kine-



### B-CC CollegeTracks 2013-14

#### Number of Students Served:

Total	303
College Scholars	75
Seniors	125
	(30% of senior class)
Juniors	90
	(19% of junior class)
Sophomores	13

#### Demographics:

African-American	38%
Hispanic	31%
Asian	11%
Multi-Racial	10%
White	10%
Countries of origin	
First-generation-to-college	74%
From low-income families	48%
Ever in ESOL	38%
Not native English speakers	65%

#### Outcomes for the 125 Seniors:

Admitted to at least one of 145 colleges & technical schools	99%
Admitted to at least one 4-year college	77%
Financial aid offered	\$3M
No. of colleges attending	48

In the 2013-2014 school year, B-CC CollegeTracks helped 303 B-CC students – 75 College Scholars, 125 seniors, 90 juniors, and 13 sophomores; 48% were from low-income families and 74% were first-generation college-bound. Among the seniors, 99% were admitted to at least one college or technical school and 77% were admitted to at least one 4-year college (see table above).

*Gerardo from the University of Maryland, is heading to graduate school in physical therapy at Hampton University.*

*Gerardo: "I learned that asking for help is not a point of shame or failure, but a stepping stone and a helping hand to lead you to success .... I am truly grateful for the staff at CollegeTracks and I hope they continue to help other individuals reach their dreams through their support."*

*Samirna: "My College Success coaches helped me maintain motivation and drive in my academics and life."*

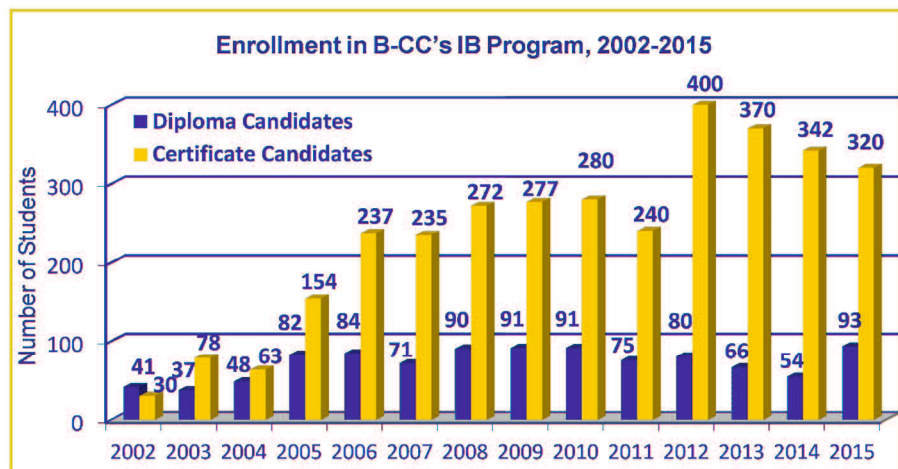
## B-CC's IB Diploma Program

B-CC's International Baccalaureate diploma program, instituted in 1996, was the first open-access IB program in Montgomery County Public Schools. The "open-access" model gives the students opportunities to stretch themselves to reach their academic potential: they do not have to be tested into the program or have to meet any entrance requirements to be enrolled in the program; and they can choose to be either a 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 B-CC HS Educational Foundation helped bring the IB program to B-CC in 1996 and provided the much-needed grants for curriculum materials and teacher training during those first few years when there were limited funds available from the County. It was not until the fall of 2001 that the program received a significant infusion of County funds. Since then, the Foundation has continued to provide annual grants to the program, totalling more than \$50,000 over these years, covering items such as lunch-time, after-school, and summer academic support for IB students, professional development for IB staff, and access to technology for students and staff.

In FY2014, the Foundation funded, for the fourth year in a row, the annual subscription of a software package called *ManageBAC* that helps diploma students log their CAS hours and track their CAS work in the diploma program. The software also helps streamline the IB exam registration process for the CAS coordinator and the diploma coordinator. The Foundation also continued to pay for the annual subscription to *Questia*, a web-based database of periodicals and texts that helps diploma students with research for their Extended Essay, and helps students in IB Anthropology, History, and Psychology classes.

The first IB class to graduate from B-CC, the Class of 1999, had 23 diploma students. Since then, B-CC's IB diploma program has served more than 4,200 students. This past school year, the IB diploma program had 54 diploma students and 342 certificate students; and 46 of the 54 diploma students successfully passed the diploma, an 85% pass rate, compared to the worldwide 82% and the US 75% pass rates. For the current 2014-15 school year, the diploma/certificate program serves about half of the juniors and seniors at B-CC: 93 diploma candidates in the senior class, 92 anticipated diploma students in the junior class, and a total of 320 certificate candidates in the two classes.



## BRAG 2013-2014

BRAG, Barons Reaching Academic Goals, is a follow-up mentoring program to the Summer Academy, a Foundation-funded summer program that helps at-risk rising 9th and 10th graders to be better prepared for the challenges at B-CC. BRAG provides continuing support during the school year to those 9th and 10th graders who were invited to the Summer Academy program, regardless of whether they did attend or not, as well as to other students whose GPAs fall below 2.0 during a grading period in the school year. (The 2014 Summer Academy, held in July after the end of the current fiscal year, will be included in the FY2005 Annual Report.)

During the 2013-14 school year, BRAG met every Thursday at lunch time. Students reported to a designated room at the start of lunch, told the staff what subject they were going to work on, and the staff matched them up with a corresponding tutor. Participants were primarily 9th graders and there was a regular group of 25-30 students per week at these sessions. Tutors were mostly National Honors Society students, as well as other students who have volunteered. Pizza was provided to the students while they worked. Deb Newman, Sharif Robinson, and ten teachers who have volunteered to help out once a month shared the staffing of these sessions.

Student attendance and grades were tracked on an ongoing basis throughout the school year, and reminder invitations were sent every week to each student eligible for the BRAG program. BRAG students also met regularly, in small groups or individually, with BRAG coordinator Deb Newman and the 9th grade administrator.

## Professional Development

Every year the B-CC HS Educational Foundation provides grants for teachers to attend courses, workshops, and conferences to help them keep abreast of the latest knowledge in their fields and gain new skills. One such grant was used by Pam Blair, special educator in Mathematics, to attend the 2013 National Council of Teachers of Mathematics' Regional Conference to learn how to effectively utilize discourse, and to acquire manipulative-based teaching strategies, in the classroom.

## Foundation's Grants Program

The B-CC HS Educational Foundation's grants program provides funds to meet departmental needs and to fund various initiatives at B-CC High School. These grants have allowed staff to develop new initiatives that require concentrated effort beyond the school day. TAP, the Summer Academy, CollegeTracks, and the IB program are examples of how such initiatives, through Foundation-funded seed money, have evolved into long-standing programs at B-CC. Through its grants program, the Foundation strives to promote academic excellence while serving the diverse needs of the entire B-CC student population:

*"If a student has to wait for practice to begin or wait at school before heading home to care for a younger sibling, students know that they can come to the Media Center to study and do homework without lugging twenty pounds of textbooks around in their backpacks." - Brian Baczkowski, Media Specialist.*

### Media Center Textbooks

B-CC HS Educational Foundation grants in the past two years have enabled the Media Center to purchase textbooks for students to use in the Media Center before school, during lunch, and after school. The FY2014 grant was used to purchase copies of textbooks for government, history, psychology, biology, and physics classes, some of which were AP and IB classes.

"Before the Foundation's [2014] grant, students used to run to the Media Center to ensure that they could check out one of the two textbooks, *The Americans*, so they could complete their weekly reading notes due every Fri-

day for every US History teacher. Now we have six copies to meet student demand. Almost any day you can walk into the Media Center and find at least one student answering Precalculus problems from one of our 4 textbooks we purchased with the Foundation grants.

"In the last two years, students have checked out these textbooks 3549 times, and that number grows every day. These textbooks are the most circulated items in the B-CC Media Center collection and wouldn't have been possible without the Foundation," reported Brian Baczkowski, Media Center Resource Teacher.

### English High School Assessment (HSA) Lunch Bunch Program

Started in the fall of 2012, the English High School Assessment (HSA) Lunch Bunch program targets at-risk 10th, 11th, and 12th grade students to help them pass the English HSA, a graduation requirement.

Based on various test scores, teacher recommendations, and HSA results, the staff identified 160 Lunch Bunch candidates among the 10th, 11th, and 12th graders this past school year. Teachers worked with the students to help them prepare for the HSA during these lunch sessions.

In addition, the program for 11th grade students was expanded this past year to include twice-a-week after school sessions at B-CC and evening sessions at the Coffield Center. These small group sessions targeted 11th grade students who have failed the HSA at least once and at-risk 11th grade students who have never taken the HSA.

Foundation funds paid for simple lunches and small incentives for the students participating in the lunch-time program and for the English Composition assistant who worked with these students in the after-school and evening sessions.

### B-CC's Tenth Annual Writing Contest

B-CC's first annual Writing Contest was held in the fall of 2004, sparked by the Foundation-supported Poet in Residence program in place at B-CC at that time. Now in its eleventh year, the Writing Contest continues to receive support from the Foundation to encourage and recognize students' excellence in poetry, short story, personal essay, and playwriting.

Students in grades 9-12 submit original short stories, poems, personal essays, and one-act plays to be judged by the staff at the Writer's Center in Bethesda. Judges from the Writer's Center volunteer their expertise and time, and the Writer's Center awards memberships to student winners and writing workshops to first-place winners. ?? students participated this past spring.

### B-CC Community Scholarships Fund

The Foundation has supported the B-CC Community Scholarship Fund since 2004, helping college-bound B-CC students who are facing financial hardship and who would otherwise not

be able to attend college. The tuition grants target those with severe and unaddressed financial need and help bridge the gap between college costs and financial aid for these students.

## Tattler's Senior Magazine 2014

Started in 2011 by seniors on the staff of B-CC's student newspaper *The Tattler*, the *Senior Magazine* has become a cherished B-CC tradition. A generous targeted donation from B-CC's Babson family, supplemented by an additional Foundation grant, funded the printing of the *Senior Magazine* at the end of the school year.

According to English teacher and *Tattler* adviser David Lopilato, *The Senior Magazine* adds to B-CC in many ways:

- It provides a list of where seniors are headed after graduation: university/gap year/military/other. The staff of *The Tattler* carefully checks in with 400+ seniors every year.
- It covers the many meaningful events of the last few months of the year. *The Pinetree*, B-

## Music Department Gets New Instruments

B-CC's award-winning Music Department offers six instrumental ensembles, three choral ensembles, guitar, piano, and IB music classes. Students also participate in the pep band, drum line/percussion ensemble, pit orchestra, and small quartets and combos. Nearly 500 students are enrolled in a music class each semester. Music students have benefited from Foundation-funded equipment and material, and accompanists for performances required of IB music students.

## Youth Leadership Group

B-CC's Youth Leadership Group was established in 2010 by B-CC counselors Colleen Desmond and Tammy-Mayo Blake. The original group, consisted of ten minority 9<sup>th</sup> grade girls—9 African Americans and 1 Hispanic, was created to deal with the high level of altercations and conflict that these students were involved in within the school. The original goal of the group was to promote healthy conflict resolution. The group then evolved to discussions about academics, goals, college, social/emotional issues, family support and relationships.

Out of the original group, three graduated last year and are attending four-year universities; and six, who are now seniors, still participate, along with seven underclassmen. The following information shows the changes in academic, social/emotional and school involvement since ninth grade amongst the six current original group members:

CC's yearbook, has to wrap its book up in March/April. *The Senior Magazine* covers those last important events (prom, award ceremonies, spring sports playoff, Baronpalooza) in a way that students can cherish for years to come.

- It is an important, feel-good way for seniors to feel connected to B-CC at a time when AP and IB exams dominate the calendar and disperse students in different directions according to different schedules.
- It features an interview with the commencement speaker.
- It provides an emotional, informative look back at a senior's four years at B-CC.
- It provides satire and cartoons that balance the humorous with the sentimental.

This past school year, the Music Department purchased a new bass and a new bass drum set with funds from two Foundation grants. With three additional bass players, the new bass was a welcome addition to the two orchestras and the jazz band. Students have commented on the warm sound it produces. The new bass drum set has replaced the existing 18-year-old drum set, and is used by the jazz band and combo, and by percussionists in other groups.

## Academic Growth

- All but one student's GPA has increased since 9<sup>th</sup> grade; average GPA increased overall by 2.1 points from 9<sup>th</sup> through 11<sup>th</sup> grade.
- All six students started out in 9<sup>th</sup> grade with a majority of on-level classes, and all have taken/are taking a majority of advanced level courses during their junior and senior years.
- All six students have taken/are taking an AP or IB class, and two have taken/are taking a total of four AP classes.

## Social Emotional Growth

- Starting out in 9<sup>th</sup> grade not focused on school and without academic goals, all six are now aiming for college after high school graduation.
- All six students are now leaders among their peers, reaching out and supporting younger students.
- Every member of the group is involved in at least one extracurricular activity and understands the importance of school involvement.

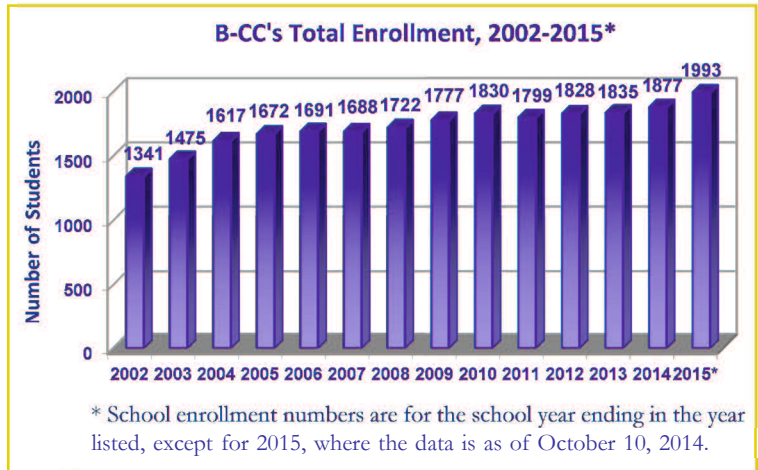
*"Although the magazine has only been around for four years, it is hard to imagine the end of the year without it..... Thanks to the generous support of the Babson family and the B-CC High School Educational Foundation, all B-CC students have the tradition of the Senior Magazine to look forward to and cherish." - David Lopilato, Tattler adviser.*



## B-CC Numbers

### B-CC Is Growing

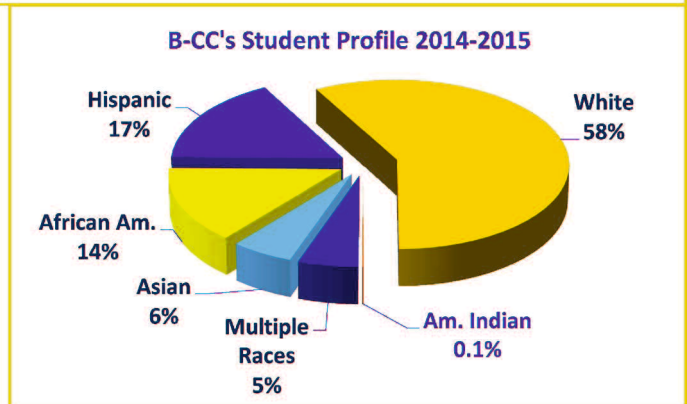
At the start of the 2014-2015 school year, B-CC registered 1,993 students, 116 more than last year. The total student population is now 49% higher than in 2002, when the last modernization was completed, and 85% higher than in 1995, the year the Foundation began.



*B-CC's 2014 commencement speaker was Martin O'Malley, 61st Governor of Maryland, 2007-2014.*

### B-CC Is Diverse

B-CC remains an ethnically and economically diverse school. As of October 10, 2014, 58% of the student body is white, 14% black, 17% Hispanic, 6% Asian, 0.1% American Indian/Pacific Islanders, and 5% reported two or more races. At the start of this school year, 13.3% of B-CC students is in the free- and reduced-price meals program.



*"I think the PTSA and the Foundation's work complementing and supporting the school administrative staff is invaluable. I hope that supportive relationship continues—our current generation of students certainly benefits." – B-CC Class of 1964 alum.*

### B-CC Is International

At the start of the 2014-15 school year,

- B-CC students come from 66 countries.
- B-CC has 86 ESOL (English for Speakers of Other Languages) students, representing 24 countries and speaking 18 languages.

### B-CC Challenges Its Students

*In the 2014-15 school year:*

- B-CC offers 58 AP/IB/Advanced level courses.
- Over 94% of students are enrolled in Honors/AP/IB/College-level courses.
- 85% of seniors are in at least one AP or IB course.
- The senior class has 55 IB diploma and 160 IB certificate candidates; the junior class has 95 diploma and 160 certificate students.

*In May, 2014:*

- 1,214 B-CC students took 1,614 AP tests, with 1,239 tests scoring 3 or higher.
- 333 candidates took 700 IB tests, with 566 tests scoring 4 or higher; 46 graduates in the Class of 2014 earned IB diplomas.

### B-CC Planning For Growth

When B-CC started the school year in the fall of 2002 at its then newly renovated campus, enrollment stood at 1,341. By this fall, twelve years later, enrollment has risen by 49% to 1,993, 301 students above current capacity. Four "relocatable" classrooms are on the school's tennis courts to accommodate the extra students. According to the school systems' projection, enrollment will reach 2,199 by 2018, exceeding capacity by over 500.

B-CC's much-needed addition, which will add up to 32 new classrooms and a small gym, is in the MCPS superintendent's recommended FY2015-2020 capital improvement program (CIP) budget for the next six years. Construction of the addition, estimated to cost \$30.8 million, is expected to start in January 2017 and completed by August 2018. B-CC staff and students will remain in the buildings during construction, although sports practices and games will be held offsite.

HELP B-CC STUDENTS BY CONTRIBUTING TO THE B-CC HIGH SCHOOL EDUCATIONAL FOUNDATION. PLEASE GO TO [www.bccedfoundation.org](http://www.bccedfoundation.org).

## *Businesses Support the Foundation*

During 2014, the Foundation continued its efforts to identify and solicit contributions from individuals and regional companies to fund the academic support and program needs at B-CC High School. We are pleased to report that our efforts generated gifts totaling approximately \$20,000.

Once again, a leadership gift from the Chevy Chase Land Company (the fourth year in a row!) led the parade, matched by a significant gift from our bank, EagleBank. Other significant gifts were received from EuroMotorcars, Safeway, Colorlab, Greenhill Capital Corporation, the Bethesda-Chevy Chase Rotary Foundation.

**The Chevy Chase Land Company** is a pillar of our community and completed a four-year pledge of \$20,000 to help the various academic support programs of the Foundation. Their final payment of \$5,000 is being used this year directly to help fund the Time for Academic Progress (TAP) after-school academic support program. We are pleased that the Land Company has renewed its charitable pledge for another four years. From their headquarters location in Chevy Chase Lake, the Land Company supports many community charitable activities. We remain grateful for their generous support 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, the Foundation's of-

ficial bank, completed a three year pledge. EagleBank is a prominent regional bank with its headquarters in Bethesda.

**The Bethesda-Chevy Chase Rotary Foundation** gave the Foundation a grant of \$4,500 to fund the 10<sup>th</sup> Grade Summer Academy. The Rotary Foundation is affiliated with the B-CC Rotary Club, one of the oldest and most prominent in the region.

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** and **Osterman, Pollak & Moses**; real estate companies **Gandal & Associates, Long & Foster Realtors—Phyllis Wiesenfelder and Cindi Chambers, Coldwell Banker/Jane Fairweather, and Kristin Gerlach**; **Bethesda Magazine, The Gazette, Ridgewell's Catering, Chevy Chase Supermarket, Giant Food, Honest Tea, Persimmon, and Round House Theatre.**

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!

## *Foundation's 8th Annual Community Event*

It's hard to go wrong with delicious food, friends, jazz and a good cause: On March 13, 2014, the Bethesda-Chevy Chase High School Educational Foundation's annual community event, "Evening of Wine, Chocolate and Cheese", proved to be another big success, as more than 200 guests attended and mingled with faculty, staff, and alumni and enjoyed the music of the B-CC Jazz Band.

The highlight of the evening was the presentation by three B-CC students who benefitted from three of the Foundation's signature programs: *Francis Navas-Ochoa, '14*, spoke about attending the Summer Academy the summer before his freshman year; *Grace Rosen, '16*, explained how much the TAP program has helped her with Algebra II; and *Jannah Madyun, '11*, a junior at the University of Maryland, College Park, described her experience with CollegeTracks while at B-CC and how instrumental the program was in helping her get into college. B-CC High School Educational Foundation President Matt Gandal and B-CC Principal Karen Lockard also spoke briefly about the importance of the Foundation to the school, and Foundation Secretary Bruce Rosenblum delivered advice to incoming parents and announced the winners of the drawing of gift cards from area merchants.

Mark your calendar for next year's event: **Thursday, March 12, 2015, 7-9 pm** at the Woman's Club of Chevy Chase. Details will be posted on the Foundation's website at [www.bccedfoundation.org](http://www.bccedfoundation.org). If you'd like to receive an invitation, please email [bcchsdfoundation@gmail.com](mailto:bcchsdfoundation@gmail.com).



*B-CC students Francis Navas-Ochoa, Grace Rosen, and Jannah Madyun with Foundation president Matt Gandal and B-CC principal Karen Lockard at the Foundation's 8th annual Wine, Chocolate and Cheese community event.*

## Thank You to Our Business Partners!

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Avalon Theatre	Grand Trunk - Illinois Central Rail PAC
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Steve and Susan Hull, Bethesda Magazine	Honest Tea
Bradley Food & Beverage	JennyCakes
Bread & Chocolate	Lerch, Early & Brewer
Pam Brown Events	la Madeleine Country French Café
The Chevy Chase Land Company	Mon Ami Gabi
Chevy Chase Supermarket	Monument Fine Wines
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*Thank you to our generous donors for supporting academic excellence for all B-CC High School students!*

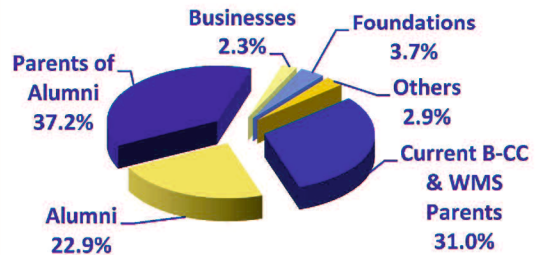
## Thank You to All Our Parents - Past and Present!

Parents of B-CC alums topped the list of donors in FY2014, with \$54,250 in total contributions, followed by parents of current B-CC and Westland Middle Schools students, with \$45,105 in total contributions. Together they accounted for 68% of the donations received by the Foundation in FY2014!

### Class Gifts

A big **Thank You** to the Class of 1949 for its class contribution of \$603.25, and to the Class of 1973 who celebrated their 40th reunion with a special \$1,000 donations to the Foundation.

### FY2014 Donations by Donor Categories



**Total Donations = \$145,697**

Note: Donor categories are mutually exclusive, in order of precedence as follows: current B-CC and WMS parents, alumni, parents of alumni, businesses, foundations, and others.

## FY2014 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	1952	150	1964	785	1976	1,175	1988	750
1939	100	1953	400	1965	1,025	1977	686	1990	250
1940	150	1954	50	1966	1,325	1978	4,135	1992	350
1941	100	1955	700	1967	750	1979	200	1993	250
1942	25	1956	875	1968	300	1980	60	1997	50
1943	70	1957	1,925	1969	200	1981	400	1999	75
1944	50	1958	805	1970	850	1982	350	2000	100
1946	300	1959	1,245	1971	218.10	1983	150	2007	10
1948	100	1960	1,350	1972	1,430	1984	125	2011	10
1949	628.25	1961	2,425	1973	2,324	1985	1,825	2013	2,500
1950	625	1962	1,330	1974	640	1986	50		
1951	300	1963	510	1975	1,325	1987	775	Total	39,711.35

## *Donor List FY2014*

### *Barons Scholars Circle Benefactors (\$5,000 and above)*

The Chevy Chase Land Company

Karen Degerberg and Andrew Sandler\*

### *Barons Scholars Circle Blue and Gold Donors (\$1,000 - \$4,999)*

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### SAVE THE DATE

On March 12, 2015, the B-CC HS Educational Foundation will hold its 9th annual community fundraiser, *Wine, Chocolate, and Cheese*, at the Woman's Club of Chevy Chase. Money raised by the event funds Foundation-sponsored academic support programs at B-CC.

The event attracts many alums, parents of former, current, and future B-CC students, former and current B-CC staff, as well as business and community members. Please join us on March 12th for a fun evening in support of B-CC High School.

For more details, please go to [www.bccedfoundation.org](http://www.bccedfoundation.org) or email Carole Brand at [csbrand@verizon.net](mailto:csbrand@verizon.net).

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