

"If we work upon marble, it will perish; if we work upon brass, time will efface it; if we rear temples, they will crumble into dust; but if we work upon immortal minds and instill into them just principles, we are then engraving that upon tablets which no time will efface, but will brighten and brighten to all eternity."

—Daniel Webster

GLANCE *Ahead*

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Wu Jia

2009

Gary Jack

2009

Erin A. Nix

2009

Michael Fisher

2009

YunSan Choi

2009

Lance Hancy

2009

Ryan Caven

2009

Sung Hui Lee

2009

Lauren Willford

2009

Kathryn Tracy

2009

Quick Facts*

School structure	K-12, non-profit 501 (c) (3), Protestant Christian
Accreditation	The Association of Classical & Christian Schools
Student enrollment	About 400 students in K-12
School day/ year	Similar to the public schools. About 170 academic days with a 6-7 hour school day
Average SAT	1306 on verbal and math 1960 including writing Nearly all students go to college On average, we have 2 National Merit Scholar nominees each year
Dress code	Uniforms in all grades. Uniform changes in 6th and 9th grade. Formal uniform required one day per week
Class size	About 20 in grammar school. Between 12 and 25 in secondary, depending on subject
Tuition	Between \$4000 and \$6000 for full-time students. Around \$2000 for ½ day K. Substantial multi-student discounts for larger families

*based on latest data available as of 2010





The Ambrose School Story

In 1995, Foundations Academy (now The Ambrose School) started in a church basement with three students in 2nd grade. Since then we have grown steadily to around 400 students in K-12 using the classical Christian method. Our success is not unique. Around the country, hundreds of classical Christian schools have been founded and many of those are thriving and enjoying rapid growth. To understand why, our story needs to take a brief look at history.

In a way, The Ambrose School's story dates back to the first century. When the Greek educational system of logic, language, and philosophy merged with the truth found in Christ, they combined to form an educational tradition that continued to train Christians to think well for over 2000 years.

The ancient Greeks developed classical education to help the ruling class govern with independence of mind, wisdom, and eloquence. Moving forward in time, this system continued to educate leaders, including all of our founding fathers. The founding fathers in turn established classical Christian schools throughout the colonies because they believed independence of mind, wisdom, goodness, and eloquence were essential for every citizen in our republic.

Between 1875 and 1940, progressive American educators changed what "school" meant. They repurposed school to meet the needs of a new society—essentially to train workers—abandoning the classical Christian roots of education. Numerous Christian

leaders emerged in the 1930's and 40's to defend the lost art of classical education, including C.S. Lewis and Dorothy Sayers. By 1980, the United States was in an educational crisis. In response, a few Christian leaders looked to history for guidance. One of these leaders established a school in Moscow, Idaho. That school's success inspired others, one of which was Foundations Academy started in Boise.

By 1996 Foundations Academy had 35 students and employed some of the leading minds in the classical Christian movement to develop our program. Our mission remained as our vision grew. In 2005, we established our high school (St. Ambrose Christian High School) and our sports programs (go Archers!). We were accredited in 2006 and graduated our first class the same year. Foundations Academy was renamed The Ambrose School in 2009 as we moved to our Meridian location. Between 2007 and 2009, we built a 44,000 square foot facility near the intersection of Chinden and Locust Grove near the three corners of Eagle, Meridian, and Boise.

The Ambrose School has gained national recognition as a school of excellence, able to recruit talent from throughout the nation. The Association of Classical and Christian Schools now has 220 member schools with over 32,000 students and continues to grow, despite the realities of the economy. Many other schools operate which are affiliated with other classical Christian organizations.

A Beginning that Lasts a Lifetime

We do not simply inject Christianity into the educational process. Rather, we capture the very term "education" and turn it around. From our emphasis on literature, poetry, and the arts, to its historical perspective, to a rigorous understanding of the natural world through science and math, we approach learning differently. We emphasize integration rather than specialization. This unique idea about what education *is* changes the very nature of education at our school.

The results speak for themselves. If history teaches us anything, it is that an uncertain world awaits our children. Socrates once said, *"Fellow citizens, why do you turn and scrape every stone to gather wealth and take so little care of your children to whom one day you must relinquish it all?"* K-12 education plays a critical role in

how your child will view the world, and how they will be prepared to contribute over the course of their lives. Far from just preparing them for college or getting them a job, classical Christian education

steers the whole student toward a purposeful life that brings joy, whatever may happen. Oh, and classical Christian education has a solid reputation for superior college preparation and admittance.



Our Facility is Inspired by Our Vision

When you step into our building, you sense a difference. Inspired by the architecture of old-world educational institutions, our Tudor facility provides a warm, home-like atmosphere with the beauty of traditional style. Just beyond the Providence Room (a gathering place) the library is the centerpiece of our school. A carefully selected collection of classic children's books and a computer alcove are found on the first floor with the second floor

library as a study area and reference library. We have dedicated science and art rooms for the grammar school as well as a state of the art science lab for high school classes. The media room and rhetoric room support our secondary programs in journalism, trial advocacy, and public speaking. Our gymnasium, regulation soccer field, and play structures support the classical Christian ideal of a complete education.





Three Factors That Make The Ambrose School Great



The strength of any good school is the combination of three key factors. As you consider making a life-long investment in your child, we hope you will find these factors helpful in selecting a school.

The Teachers: The most important factor in any school is the teaching staff. We seek teachers who make learning a passionate pursuit. We hire teachers with a contagious love and energy for what they teach. Our teachers are often recruited nationally and relocate from around the country. In our secondary, many teachers hold masters degrees from colleges like St. Johns, Knox, and the University of Dallas. We seek accomplished scholars who can challenge students while at the same time relate well with them. Sometimes our teachers have gone to teacher-college, but most often, they are experts in their field. Our teachers are trained in the classical method, and mentored in the classroom to help them build on already strong teaching skills. In short, we hire teachers with excellent qualifications who can reproduce themselves in students.

The Students: A great learning environment depends on the students. Good attitudes, diligence, and manners are contagious. We strive to create a culture where the peer pressure is positive. High standards for students translate into high standards in the classroom. Supportive families help students achieve their best. We carefully manage our culture to encourage friendly, mature, and joyful students.

The Program: The most tangible element of any school is the curriculum. With classical Christian education, our curriculum is both unique and excellent. It is unique in that few other schools use the time-tested materials and books that we use. It is excellent in that these materials have stood the test of time. Our curriculum is designed from kindergarten up to create thinking, articulate graduates with an exceptional maturity and a strong sense of responsibility. Our graduate's abilities are not accidents.



OUR HIGH STANDARDS MAKE SCHOOL ENGAGING



Education is the food of youth, the delight of old age, the ornament of prosperity, the refuge and comfort of adversity, and the provocation to grace in the soul.

—St. Augustine

K-6 students explore the world, past and present

- We provide a strong foundation in reading, writing, and math
 - After 3rd grade, our students typically read two to six years above grade level.
 - Students learn grammar, spelling, and excellence in writing which is measured yearly against a national college-preparatory standard.
 - Our math track is also advanced by one to two years.
- Challenging academics take all students further
 - We teach to the top of the class to ensure that nearly everyone is challenged.
 - Average students do exceptional when you encourage and expect it.
 - Kids love a challenge; students who achieve more typically take greater joy in learning.



Changing the Way You Think About Education

- **Structure, order and joy**
 - o Uniforms give order to our environment and make our sense of community stronger.
 - o Structure and order in the classroom keeps students engaged.
 - o Children are fascinated by depth. Rather than simplifying for children, we challenge them to explore the detail of a duck's wing, or the characters in the ancient Egyptian alphabet, or the vocabulary of a great book. We believe that no one, including a child, likes to be dumbed down, and our students appreciate this.
- **MAPS—music, art, physical activity, and science programs provide daily hands-on activity**
- **We go beyond the 3 R's**
 - o Speech meet, Shakespeare, and classical art and music programs bring students to an uncommon level of maturity and composure.
 - o Students regularly attend field trips for performing arts, science, geography, and history.
 - o Traditional dance, classical art and music begin the journey for students to a deeper appreciation of beauty.
- **We help students succeed**
 - o Occasionally, the rigor of classical education can highlight some cognitive challenges in average students. In these cases, we can often help build up students so they can take joy in academic work. Rather than simplifying class work, we provide resources to identify academic problems and correct them.
 - o Our PACE™ program has a track record of addressing cognitive weaknesses that make learning more difficult. The program, based in years of cognitive research and supported by scientific studies on development, has benefits for students in 2nd–8th grade, even if they score well on cognitive tests.
 - o In addition, we have partnerships with outside learning specialists that can help your child excel beyond his/her natural academic performance.
- **Transfer students**
 - o We test all incoming students for class placement. If the student is academically prepared, he or she can enter from the previous school at the same grade. Our Latin and math tracks are designed to accommodate new students. After 3rd grade, students may require some tutoring or extra work to catch up. However, once accepted, nearly all students are able to thrive in our environment after a short period of adjustment. We regularly accept transfer students in 1st–10th grade.



BEYOND REPEATING FACTS...

Secondary academics develop logic, wisdom, and persuasive eloquence.

- Our core course in grades 7-12 is Humane Letters. This course teaches students how to think well, speak well, and defend their beliefs.
 - We use primary sources called *The Great Books* (see "Our Reading Materials" on page 11).
 - This course integrates history, literature, philosophy, theology, and art.
 - The course is divided by era, with classical, medieval, and modern eras represented twice each between 7th and 12th grade.
 - Students learn around tables using the Socratic Method of questioning and methods adapted from The Great Conversation. Both of these methods have a long and successful track record of developing a student's ability to think, not just repeat facts and demonstrate knowledge.
 - Students integrate and connect ideas together and draw meaningful conclusions. We call this synthesis.
- Our writing and rhetoric track develops core writing skills early on and works students toward writing and orally defending a major thesis during their junior and senior years (see "Defend Yourself").
- Science begins with physical science in 7th grade and includes biology, chemistry, physics and AP versions of each in high school. Our math sequence begins with Algebra I in 8th grade and goes through calculus.
- Specialized classes in logic, theology, government, art, and music.

Defend Yourself

To graduate from The Ambrose School, juniors and seniors write and defend a 20 to 30 page thesis. The process further develops their ability to research, synthesize, construct an argument, logically support an argument, write in-depth, orally present, and finally defend a point of view before an examination board. Today, this process is normally reserved for masters and doctorate level work in college. We give students a head start.

Students learn the fundamental process of creating, writing, and defending a thesis in 10th grade rhetoric. In the 11th grade, they defend their first thesis on an issue related to government. This class is called "Summa Civitas." Their final thesis on theology is about a third longer and is examined by a board of outside academics and faculty. Frequently, we invite college professors and theologians to examine our senior "Summa Theologica" theses. Students leave prepared to write well. Given that writing and thinking are the two often lamented failings of college freshmen, we believe this training is essential.





TECHNOLOGY TO ASSIST *not to replace, good teaching*

Students at The Ambrose School learn in a variety of ways, and we help with the right balance of technology and teaching. Often, this means that we need to bring students to appreciate images of great art, visually understand geography, or experience life science up close. For older students, excellent video imagery of historic battles or far-away places can be brought into our classrooms, all through large-screen video and computer A/V systems in every classroom. Our servers store hundreds of maps, art, and other video images. Our systems even support the use of cameras for dissections and science work.

Our media center is outfitted with professional video and print production systems to support our in-school student productions. We also have two computer labs. Our library has 24 fixed student stations and our mobile laptop lab has 50 laptops.

In our fast changing world, we seek to enhance the educational experience through the use of technology, rather than teaching technology for it's own sake. We have chosen this path because technology is often quickly outdated. One of the tools we do equip students with related to technology is keyboarding, and we teach this in 6th and 7th grade.



THE GREAT CONVERSATION

Important ideas and their consequences

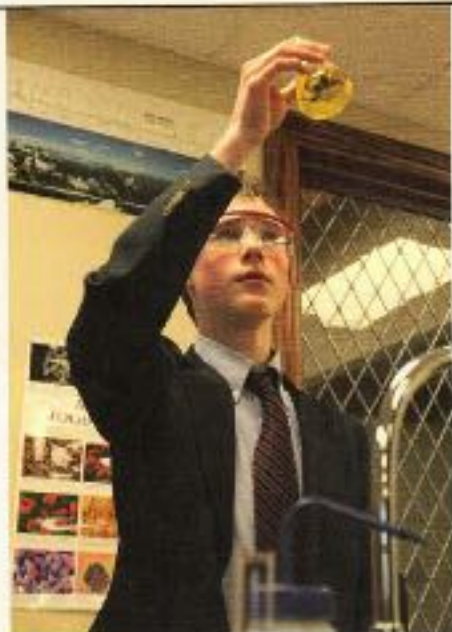
In our secondary school, we spend a lot of time thinking. We use the great philosophical ideas of history to challenge students. Our goal is to connect what we see in our world today with the ideas that created it.

For students, this begins with a table, not desks. These exercises at the table help students learn to debate and use logic as they are mentored by the greatest minds in human history. They develop an interest in higher,

more complex ideas. This creates an uncommon intellect and maturity in students. We hire teachers who are able to connect these ideas through history to the common events of today.

The test of a man's education is that he finds pleasure in the exercise of his mind.

—Jacques Barzun



*A dead thing goes with the stream, but
only a living thing can go against it.*
—GK Chesterton

THE RECIPE FOR A GREAT CONVERSATION

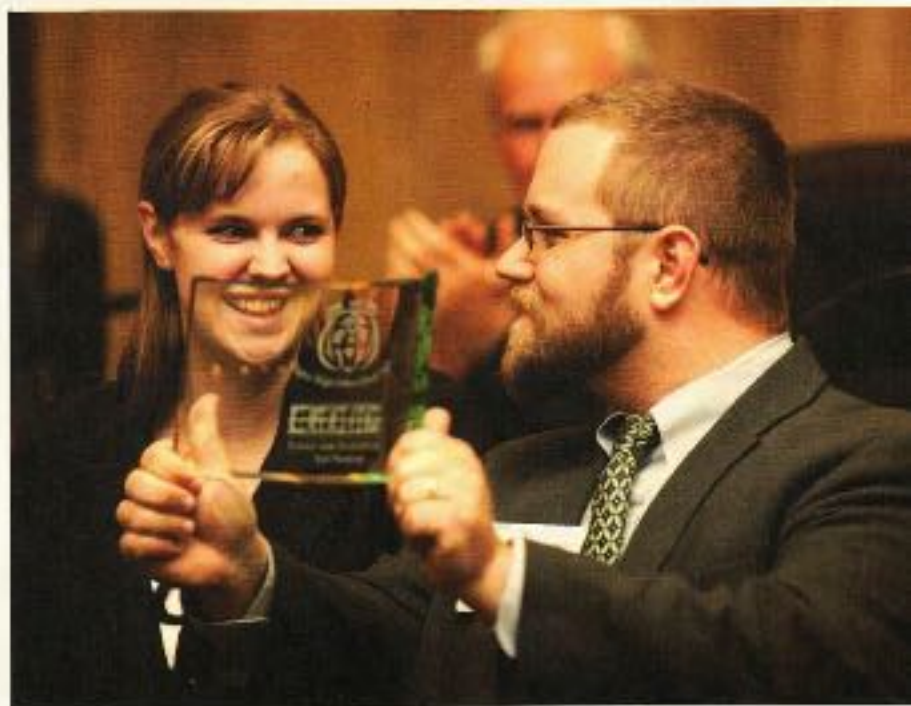
At The Ambrose School

Assemble 12 students around a table and give them a book that has stood the test of time. Choose any one of over 100 that we use, and that history's great leaders have read. For example, we'll choose Sir Thomas More's *Utopia*, written in 1516, a seminal work of today's progressive movement. Unpack it. Peel back the layers of metaphor and meaning to find its greatest ideas. Ask, "Where did this idea come from?" (In this case, the idea that man can create a perfect world through social means.) Guide the students to connect it to Plato's *Republic* (380 BC, the foundational book on a Republican form of government, widely cited by the Founding Fathers), which students read in a previous year. Ask students what St. Augustine said about this idea in *The City of God* (c. 410 AD)—a book written about human government. Now, have them connect *Utopia's* ideas of an ideal state to the present day. Ask them to map the path of this idea from antiquity to yesterday's news so they will understand why we think

the way we do.

Then, the great question: *Is this a good idea?* Prod the students to debate and discuss the idea itself and what effect it has had in history. What happened when civilizations past adopted this idea? Were the effects good? Bad? Both? What does scripture say about this idea?

In the end, students have a better perspective from which to view the world. Along the way, they pick up a broader vocabulary, excellent verbal reasoning skills, and a larger, deeper understanding of our world. In short, they are educated.





Our Reading Materials



The philosophy of the school room in one generation will be the philosophy of the government in the next.
—Abraham Lincoln

FRESHMAN SAMPLE READINGS:

- Gulliver's Travels
- The Pilgrim's Progress
- Selected writings of Winthrop, Edwards, and other Puritans
- Mayflower Compact
- Tale of Two Cities
- Autobiography of Benjamin Franklin
- Pride and Prejudice
- The Federalist Papers
- Declaration of Independence
- U.S. Constitution
- Common Sense

JUNIOR SAMPLE READINGS:

- 95 Theses, Luther
- Candide, Voltaire
- City of God, Augustine
- The Consolation of Philosophy, Boethius
- The Canterbury Tales, Chaucer
- Don Quixote, Cervantes
- The Inferno, Dante
- The Koran, Mohammed
- Paradise Lost, Milton
- The Prince, Machiavelli
- The Tempest, Shakespeare

SOPHOMORE SAMPLE READINGS:

- How to Read a Book, M. Adler
- Genesis
- Gilgamesh
- Enuma Eish
- Theogony, Works and Days, Hesiod
- Exodus
- Deuteronomy
- Code of Hammurabi
- Job
- Prometheus Bound, Aeschylus
- Psalms

SENIOR SAMPLE READINGS:

- The Pensees, Pascal
- On Miracles, Hume
- The Rape of Lucrece, Machiavelli
- Candide, Voltaire
- Democracy in America, Tocqueville
- Battle Cry of Freedom, Smith
- U.S. Founding Documents
- Wealth of Nations, Smith
- Faust, Goethe
- Brothers Karamazov, Dostoyevsky
- The Scarlet Letter, Hawthorne
- Gula Khan



Music, Performance & Art

While other schools may diminish their investment in the arts, our music and art department is growing. To be created in the image of God is, in itself, to be creative. Our creativity is to be brought into subjection to the beauty found in Christ, so we emphasize excellence in art.

Honors Orchestra—Our best musicians accompany our many choirs and perform works that challenge the best of musicians.

General Orchestra—Students learn the art of playing in an orchestra. Basic knowledge of the instrument is required.

Deevoe A cappella Choir—Our high school and junior high students practice traditional a cappella and occasional accompanied pieces.

Chime Choir—Students in K-8 play the hand-chimes at our annual Traditional Christmas Concert.

Ambrose Children's Choir—children in grades 2-6 audition for this selective choir which practices in the fall.

High School Drama—Typically in the spring, our high school drama program works to build dramatic skills in students. We begin drama in 5th grade so students are well prepared to join the high school program.



Archer's Athletics

Basketball, volleyball, and soccer form the foundation of our competitive upper school athletic program. We continue to add programs each year. We compete in the ISHAA (public, charter, and private school) 1A league. The Archers have also won several Christian School Athletic League conference championships.

At a school of our size, students enjoy an opportunity to play where they otherwise might not. Regardless, the entire school comes together to cheer on the teams. Our soccer program begins with the under-8 group and continues through high school. Basketball and volleyball begin in the 6th or 7th grade.



How We Think About You

THE STUDENT

STUDENT

Life



One of the best things about The Ambrose School is becoming part of an exceptional community.

We're all students—Everyone at The Ambrose School has the same occupation. We're students pursuing truth, goodness, and beauty. Learning is interesting when you ask questions and you seek Truth, when you engage with your friends every day on things that matter.

Respect—You're respected here. Our building, our challenging curriculum, and our environment is designed for one thing—joy-filled excellent learning to the glory of God. Not learning stuff simply to repeat on a test and jump through hoops, but learning ideas from thinkers who have steered the course of human history. We make meaningful judgments about how things should be, not how they are.

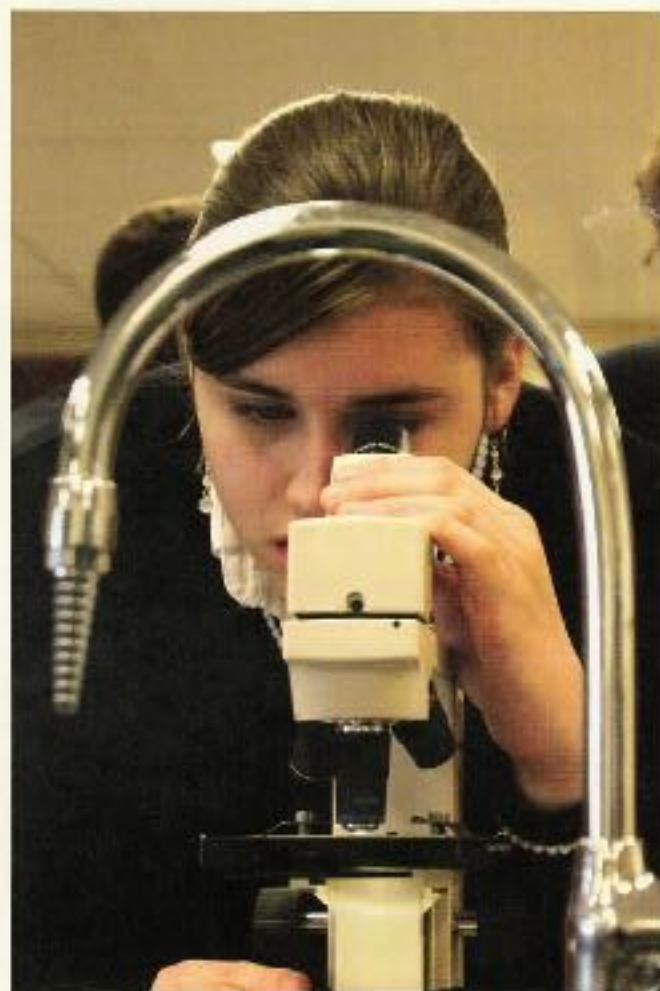
Faith—Every thought is taken captive to Christ. No one will try to stop you at an artificial line between your faith and the universe in which you live. This continuous integration of every subject with Christian Truth presents an environment where you come to know the Truth of Christ deeply.

Order—Here, you can learn without competing for attention, or trying to fit in. Our uniforms keep it simple. Our high standards keep things focused. Our friendly environment keeps it joyful.

A community where we love what God loves—The fruits of the spirit mean that you'll be welcomed into our family. We're a small community, so there can be occasional stress, but it's more like a family with brothers and sisters than a concrete-block institution. We like it that way and we hope you will too.

HOUSE ACTIVITIES

Every student in grades 7-12 participates in our intramural athletic and service program called House. This system also serves as our student government program where upper classmen develop leadership



skills as they mix with younger students. The program features over 10 intramural sports, academic contests, and community service activities.

Students are divided among four houses: Bradford, Winthrop, Whitefield, and Tennent. Named after Puritan leaders, each house has an advisor from among our teaching staff.

A house governor provides leadership training and organizes events for the group.

Houses do a variety of service projects around the school and in the community.



OTHER HIGH SCHOOL ACTIVITIES

Idaho High School Mock Trial Program—A national contest sponsored by the Idaho Law Foundation and other state bar associations. The Ambrose School has two of the top teams in the state of Idaho.

Senior Trip—Each year our seniors travel to Rome, France, and other European destinations as a culmination of their education in Western civilization.

The Quiver—Our annual yearbook is produced by juniors and seniors at The Ambrose School.

The Inkling—Our monthly student paper.

GRAMMAR SCHOOL ACTIVITIES

An ever developing set of activities at school keeps parents of younger children from running all over town. We offer soccer and martial arts on site, as well as chess club and chime choir. Music lessons and tutoring are also occasionally offered after school at our facility by older students, teachers, or outside organizations. Our PACE program offers one-on-one cognitive training to improve motor and brain function, or give students an extra edge.

OTHER AWARDS

2009 Mock Trial: Regional Finalist (2 teams), State 2nd & 3rd place overall

2008 Mock Trial: Regional Finalist

2007 National Chess Championships, 7th place

2007 Mock Trial: Regional Finalist, State Runner Up (2nd place)

Several Boise School District Spell-down champions

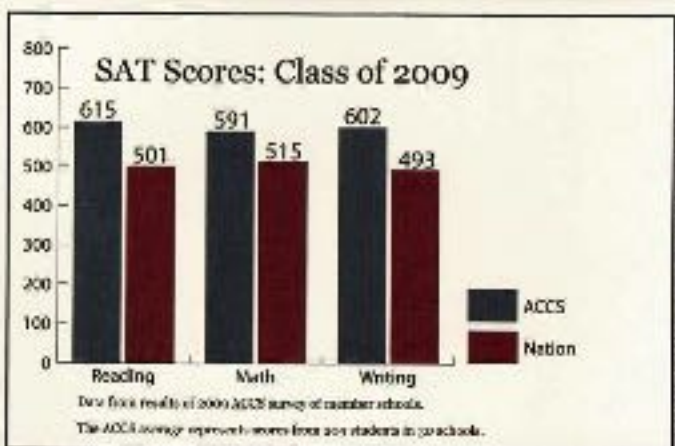
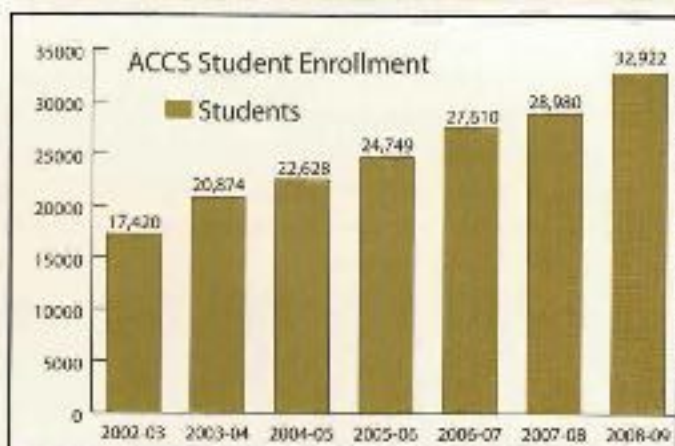
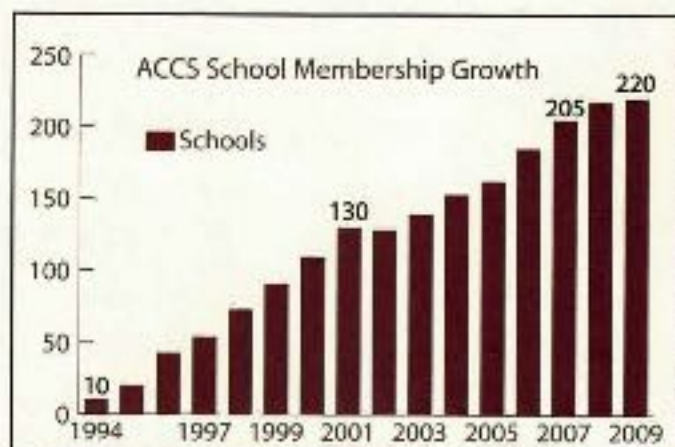
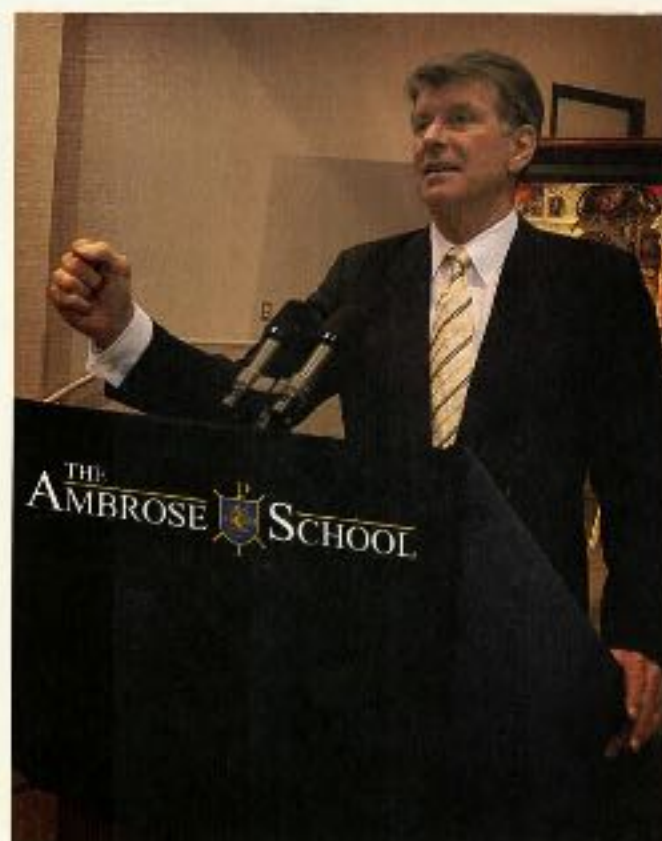
NATIONAL Acceptance

ACCREDITATION



Since 1980, classical Christian education has undergone a revival in the United States. In the early 1990's, Douglas Wilson published the book "Recovering the Lost Tools of Learning" based on an essay written by Dorothy Sayers, the famed British author. In the 1930's and 40's, Sayers, C.S. Lewis, Mortimer Adler, and many other scholars had predicted the problems to come in American education.

The Association of Classical Christian Schools (ACCS) was formed in response to the rapid growth and interest nationwide. Today, over there are over 300 classical Christian schools nationwide. ACCS Membership and accreditation continue to rise despite the economic times. The Ambrose School is an accredited member of ACCS.



A LOOK AHEAD

We plan to reach our maximum enrollment of near 500 by the 2012 school year. This size provides the balance of small-school community with a critical mass of students for our activities and a diverse social environment. We plan to continue expanding our athletic and music programs, while adding much more to our art programs in the next five years. We also will be adding electives that integrate subjects like architecture, trigonometry, statistics, logic, and natural history.

We are presently raising funds to add locker rooms and a few classrooms to our facility in the next two years. Then, for phase three of our facility, we plan to raise \$2.8 million for a performing arts center, auxiliary gym, cafeteria, and music facility to complete our vision.

Find out more

- Visit our website! You will find much more information, and links to more information on classical Christian education.
- Visit the school! Call to arrange a tour or drop by during school hours (7am-4pm weekdays).
- Visit for a day (4th grade and up). The student will be assigned a buddy for a day to help you learn all about us.
- Read any of the books or articles recommended on our website.



Steps to apply

- Fill out an application and return it to the school with your application fee.
- You will be contacted by our Admissions Director for student testing and a family interview. You may call for an appointment if you wish.
- On the appointed day, your student will test for between 30 and 90 minutes, depending on their grade level. You can schedule your family interview at this time if you wish.
- For students entering after the 2nd grade, you will need to complete a records transfer from the student's prior school.
- A family interview with the school's administration completes the process for the family.
- Applications turned in prior to April 16th will be held and evaluated for admission based on the family-school alignment. Our goal is to make a good match between the student, parents, and the school. Class space is limited, so applying early provides a better chance of admittance.
- Applications turned in after April 16th will be considered as they are received.



UNCOMMONLY MATURE STUDENTS

a proven method and a change of mind

FUTURE
planning



When Lauren entered The Ambrose School in kindergarten, she was bright and her parents needed to challenge her. After 15 years in The Ambrose School, she was challenged in ways her parents never anticipated:

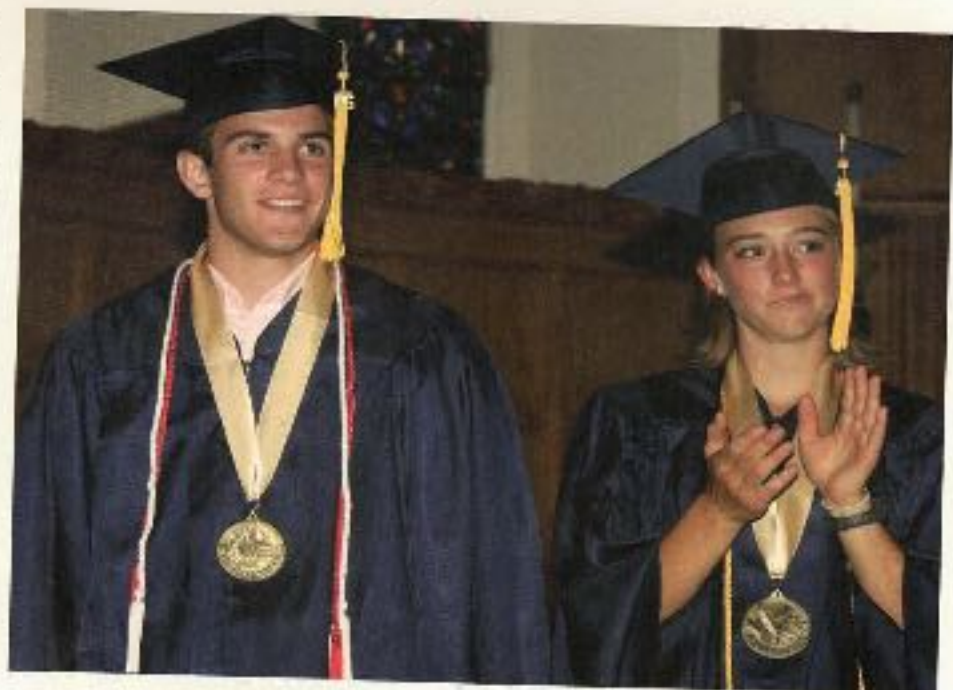
We received so much more than the challenging education we sought! Our oldest daughter, having received instruction in Latin, humanities, and mathematics (and much more), went on to become a National Merit Scholar in her senior year of high school at Ambrose and was awarded a full-ride scholarship to college. Besides receiving an excellent education in the classical method, our children have formed lasting relationships with the teachers, students, and administration, and would choose to attend no other school given the opportunity, despite the challenging curriculum! We choose to send our children to The Ambrose School because it truly is a school where God is honored and revered, education and the thinking process is held to a high standard, and children are loved and nurtured.

Kate entered The Ambrose School in kindergarten because her brothers had gone to The Ambrose School. She was a quiet student. Thirteen years later, she graduated. The following is an excerpt from her graduation speech:

[The reason that] we as seniors truly appreciate our education, is that it fuses Christian thought and worldview with the wisdom of the world, and integrates it in such a way that we can make sense of it all. C.S. Lewis says, "I believe in God as I believe that the sun has risen; not only because I see it, but by it, I see everything else." Our education provides a Christian lens through which we can look at man's knowledge in a context of God's truth and truly integrate our faith and man's reason and intellectualism. Kate Tracy, class of 2009.

The Boecks joined The Ambrose School recently after moving their family from California. Their children entered the school in 9th, 6th, and kindergarten.

We have been grateful and impressed with our kid's desire to learn, and the amount of reading that is both required and encouraged. The kids all thoroughly enjoy the learning and the teachers... Our decision to send our three school age children to Ambrose was based on the Bible first focus of the education. God was not an "add-on" to the education that they were to receive, but the foundation for teaching and from which the classical component would flow.



WORLDVIEW IS NOT A CLASS

It's in Everything We Teach

Christianity is not an idle part of our education. Every day as you enter our school, you pass under the words "Take Every Thought Captive To Christ." We believe education is essentially and inseparably theological because our beliefs about things in the world must be seen in the light of God's truth.

The Christian faith is reasonable and therefore, everything is better understood when you evaluate all subjects with questions that begin with should. The Bible provides answers to these types of questions. When we approach math, science, literature, art, history, and philosophy with questions that require Christian judgment, we start students down a path toward a rock-solid foundation for their faith.

We also believe that the truth is one, even as God is one. We believe, therefore, that the truth is systematic, and that the different truths are related.

—C. S. Lewis

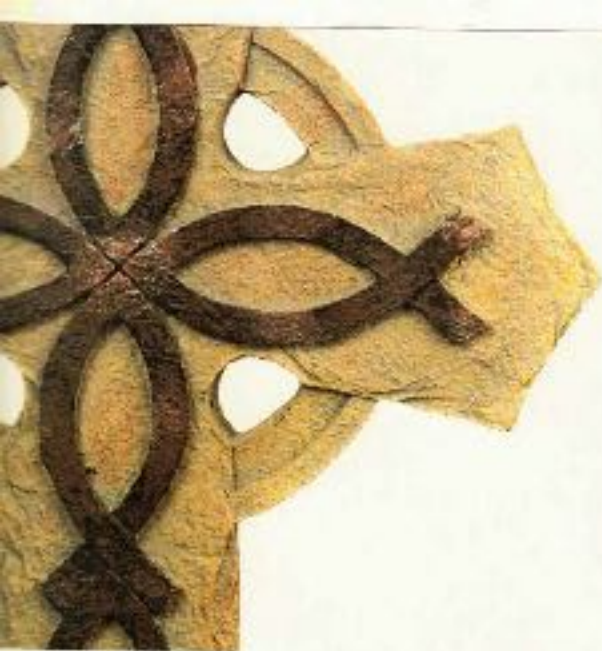
A School and A Community

When families share values, time, and a common cause, a special sense of community develops. Whether it is birthday parties, parent/student football games, or friends getting together in The Providence Room for coffee, we think you'll find more than a place to drop your kids for school—you'll enjoy a community of like-minded friends.

Heart obedience and the essence of Christian grace

- The hearts of students are our first priority.
 - o Christian character starts with scripture—we memorize verses and chapters of scripture, and we study theology throughout every subject.
 - o Manners and character are taught and expected, regardless of age.
 - o Our code: respect, order, unity, diligence, and honesty. Our rule: obey right away, all the way, with a good attitude, every day—focuses students on having the right heart-attitude rather than following rules.
 - o In our discipline, we seek restoration. This first requires confession and repentance by the student for their wrong doing, not just their poor decision. Following repentance, we lovingly restore them to our community with joy.

We encourage families to join in! Each year, we have two major picnics, one to christen the new school year and one to celebrate the last day of school. Our ever popular Chili Fest in October serves over 400 people while the kids play games sponsored by our Upper School House program. Our annual Traditional Christmas Concert is our biggest social draw of the year with over 1000 in attendance. In the spring, our annual dinner Auction, has a flare all its own. Parents often organize unofficial fun-runs and other school wide family activities on their own.



FINDING JOY IN CHRIST

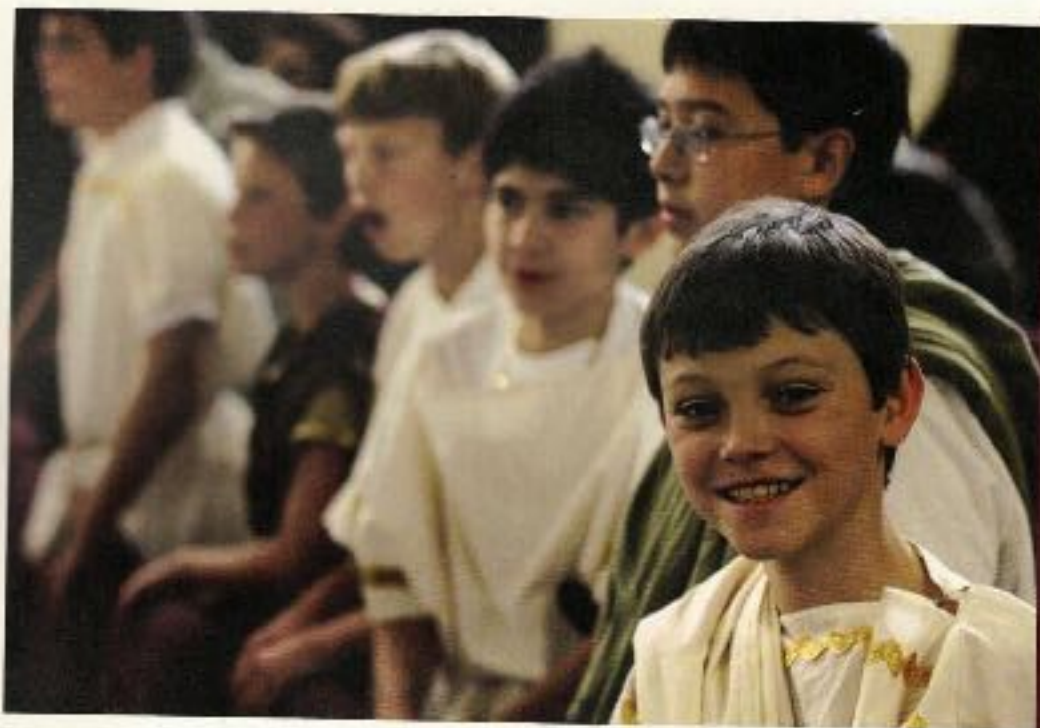
The Last Word

We hope you found this viewbook helpful, but we would be remiss if we did not communicate our highest priority with our last word. Our goal is that every student be equipped to serve the kingdom of God with Joy. A student who lives an examined life, who loves God, and who loves his fellow man will find joy in life, regardless of his circumstances. Francis Schaeffer, a 20th century theologian and critic of popular culture articulated this well:

"As I see it, the Christian life must be comprised of three concentric circles, each of which must be kept in its proper place. In the outer circle must be the correct theological position, true biblical orthodoxy and the purity of the visible church. This is first, but if that is all there is, it is just one more seedbed for spiritual pride.

In the second circle must be good intellectual training and comprehension of our own generation. But having only this leads to intellectualism and again provides a seedbed for pride.

In the inner circle must be the humble heart — the love of God, the devotional attitude toward God. There must



be the daily practice of the reality of the God whom we know is there...

When each of these three circles is established in its proper place, there will be tongues of fire and the power of the Holy Spirit. Then, at the end of my life, when I look back over my work since I have been a Christian, I will see that I have not wasted my life. The Lord's work must be done in the Lord's way."

—Francis Schaeffer

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