



A CLASSICAL CHRISTIAN ACADEMY

P.O. Box 141146
Spokane, WA 99214
Phone: (509)536-5955
Fax: (509)536-7877
High School Code: 481266
Website: www.theoakascca.org

Bruce Williams, Headmaster
Bruce.Williams@theoakascca.org

Lynn Gibson, Director of College Counseling
Lynn.Gibson@theoakascca.org

2009-2010 High School Profile

THE OAKS VISION STATEMENT

We aim to graduate young men and women who think clearly and listen carefully with discernment and understanding; who reason persuasively and articulate precisely; who are capable of evaluating their entire range of experience in the light of the Scriptures; and who do so with eagerness in joyful submission to God. We aim to find them well-prepared in all situations, possessing both information and the knowledge of how to use it. We desire they be socially graceful and spiritually gracious; equipped with and understanding the tools of learning; desiring to grow in understanding. And all these we desire them to possess with humility and gratitude to Christ.

THE COMMUNITY

Spokane, Washington has a population of 187,000 in the city (serving nearly 411,000 residents in Spokane County). Gonzaga University, Whitworth University, Spokane Falls and Spokane Community Colleges are all located in Spokane; as well as Riverpoint, a limited extension campus for Washington State University and Eastern Washington University. Spokane also provides most of the professional medical services for the Inland Northwest. Students come to The Oaks from throughout Spokane County as well as Post Falls and Coeur d'Alene, Idaho. The median family income of Spokane is \$32,273. The region's top employers are Fairchild Air Force Base and Sacred Heart Medical Center.

THE HIGH SCHOOL

The Oaks is a private, Christian, co-educational traditional day school for Grades K through 12 founded in 1996.
Total Enrollment: 270 (133 elementary/137 secondary)
Average High School Class Size: 22
Number of Families: 144
Number of Churches Represented: 55, various denominations
Calendar: The school calendar is divided into two eighteen week semester grading periods
On Time Graduation: 100%
Class of 2010: 18 students

HIGH SCHOOL ACADEMIC DAY

The school day is from 8:00 a.m. to 2:45 p.m. and includes seven class periods of 50 minutes. All classes meet Monday through Friday with the exception of electives which meet two days per week.

ACCREDITATION

The Oaks is accredited by the Association of Classical Christian Schools and meets all requirements and standards established by the association.

THE FACULTY

With a full- and part-time classroom teaching staff of 14, the high school is staffed at approximately 1:7. Six staff have Masters Degrees and one has a Doctorate. Eight of our secondary staff have been here for six years or more. Several of our teachers have taught in the past, or concurrently teach at Gonzaga and Whitworth Universities.

DIRECTOR OF COLLEGE COUNSELING

Lynn Gibson
Phone: (509) 536-5955 ext. 293
Email: Lynn.Gibson@theoakascca.org

SCHOOL AFFILIATIONS

The Oaks is a member of The College Board, National Association for College Admission Counseling (NACAC), Pacific Northwest Association for College Admission Counseling (PNACAC), and The Association of Classical Christian Schools (ACCS).

GRADING PROCEDURES

The academic year is divided into two semesters of two quarters each. Mid-semester grades are given at the end of the first and third quarters, and semester grades are assigned at the end of the second and fourth quarters. Semester grades become part of the student's permanent record and determine a cumulative grade point average.

GPA CALCULATIONS

All classes are graded on a 4.0 scale, unweighted, and calculated in grade point averages. The grading structure is as follows:

A = 4.0 B = 3.0 C = 2.0 F = 0.0 P = Pass

The school's passing mark is a 70%. We do not report pluses or minuses on our transcripts. Our classes are not taken on a block schedule.

RANK POLICY

Class rank is unweighted and calculated at the end of the seventh semester and at the end of the eighth semester. Due to small class sizes, only the rankings for the first and second ranked students are reported on the student transcript.

CURRICULUM FEATURES

Classical Trivium Pedagogy: The Oaks uses the classical teaching model of the Trivium, which incorporates three natural stages of learning: "Grammar," "Dialectic," and "Rhetoric." Incorporating this pedagogy, our curriculum strongly emphasizes mathematics, history, science, and languages. Classes are small so that teachers can engage the students in seminar-style discussions using the Socratic Method of probing and guided questioning to challenge students to formulate a position and defend it. Our teachers require students to read and derive conclusions from mainly primary sources (see Appendix). Our teachers do not "teach to a test," but rather "teach to the grain" of the student. The "Grammar," "Dialectic," and "Rhetoric" stages are emphasized in all subjects.

The "Grammar" stage provides students with the necessary tools and facts for learning a subject. In English, a singular noun does not take a plural verb. In Logic, A does not equal ~A. In history, time is linear, not cyclic. Each subject has its own grammar, which enables the student to learn the subject comprehensively, while understanding the inter-relatedness of all subjects.

The "Dialectic" stage takes the mastered information a student has acquired and brings it into ordered relationships. The Oaks teaches formal logic, logical fallacies, and reasoning skills through tools like the Socratic Method and Aristotelian logic. What is the relationship between the Reformation and the colonization of America? Or between gravity and elliptical orbits? As students move through this stage of the Trivium they are learning the science of accurate thinking.

The culminating stage is "Rhetoric." Spanning all subjects, students learn to articulate their ideas using concise verbal and written communication, and to relate those ideas to an audience with clarity and persuasion. Students are inspired to investigate, contemplate, debate, and persuade with the ultimate goal that knowledge leads to understanding and wisdom, and that students become life-long learners.

Honors Level Courses: We offer the following honors-level courses: Calculus, Physics, Rhetoric I, Rhetoric II, and Christian Literature. AP, IB, and Honors classes are not offered, though

advanced students are encouraged to take AP Exams and SAT Subject Tests.

Logic: One year of formal logic in middle school is a pre-requisite for entrance into our high school. A second year of formal logic is required during the student's freshman year. We do not have a computer lab. We believe logic is a more timeless tool in equipping our students.

Rhetoric I and II: Two years of formal Rhetoric are required during a student's junior and senior years, using Aristotle's *On Rhetoric* as a primary textbook. Teachers foster active classroom discussions by engaging students in Socratic-style teaching. Students are expected to clearly articulate their opinions and perspectives on various topics. In addition to presenting several twenty-minute speeches throughout the year, Rhetoric students are required to complete two Senior Thesis projects where they must research and write about a controversial topic of their choosing, and then present and defend their position before a panel of adult experts in that particular field of study. Students are evaluated according to ethos (their personal character), pathos (their appeal to the audience), and logos (the quality of their knowledge and its written and verbal expression).

Writing Program: Students are immersed in our Progymnasmata writing curriculum from grades 3 through 12. The program includes study in fable, narration, myth, legend, tall tale, fairy tale, folk tale, anecdote, chreia, maxim, refutation, confirmation, common topic, encomium, invective, comparison, characterization, description, thesis, defense or attack of a law.

Senior Independent Study Project: Students have the option to pursue a topic of interest for their senior independent study project. Each student works under a mentor's supervision to research, write, and present the topic to interested peers, faculty, and professionals in the community. In preparation for this endeavor, students draw upon *Rhetorica Ad Herennium's* six parts of discourse. Sample Senior Independent Study Projects:

- A student interested in ceramic engineering designed and constructed a kiln and then used it to create ceramic industrial products.
- A student studied viticulture and enology and then applied his knowledge to wine-making.
- A classical pianist student composed a prelude and fugue styled after a portion of the *Magnificat* by J.S. Bach. He then directed the entire secondary choir in a performance of his piece for the school's Spring Program and graduation.

Latin: Students ascending through our elementary and secondary grades have an eight-year foundation in Latin (from grades 3 through 10) with the goal that they are able to translate primary source materials. Some of our students are conversant in Latin.

Civil War Re-enactment: This annual event (which provides historical context and a unique grasp of military strategy), is played out across rolling hills where Secondary students divide into Confederate and Union forces, assume military rankings and uniforms based on their year, and re-enact a historical battle.

Grand Tour of Europe: During the summer prior to senior year, the senior class (along with several faculty and interested parents) embark on a two-week study tour of Italy and Greece as a culmination of their secondary education. Particular attention is given to history, literature, and Christian thought.

High School Protocol: Each year, our students receive a week of training in etiquette, finishing with an evening event that includes a formal dinner to showcase their protocol skills, and a cultural event (such as a Broadway show or symphony) at our city’s performing arts center.

History Emphasis Week: This immersion program enables the staff to extend invitations to individuals in the region who can share with our students their insights into significant periods of history. Students have the opportunity to engage in hands-on activities during the week, whether building catapults, launching rockets, or learning archery, calligraphy... whatever would be appropriate for the time period studied. Week-long topics have included in-depth studies of Lewis and Clark, World War II, and the history and influence of Islam. The annual event concludes with a student/parent formal Spring Ball.

GRADUATION REQUIREMENTS

Bible, 6 credits Math, 6 credits
 History, 6 credits Science, 6 credits
 English/Rhetoric, 8 credits Senior Electives, 11 credits
 Foreign Language, 3 credits

Total required credits for graduation is 46.

Students receive one credit for each course that meets five days each week during a semester. Students receive one-half credit for each course that meets two or three days each week during the semester.

All students are required to take SAT or ACT tests before graduation.

COURSES

	English	Bible	Math	History	Languages/ Other	Science	Sample Electives <small>not all offered every semester</small>
Freshman	American Literature	Bible Context	Geometry Formal Logic/ Debate	U.S. History	Spanish I Latin VII	Basic Science	Art Chinese Choir Christian World-view Debate Drama Greek Inklings Italian Latin Leadership Math Elective P. E. Publications Teacher Aide Wise Women
Sophomore	Classical Literature	Bible Interp. Bible Doctrine	Advanced Algebra	20th Century History Economics	Spanish II Latin VIII	Biology	
Junior	British Literature	Bible Doctrine Ethics	Trigonometry	Civics	Rhetoric I	Chemistry	
Senior	Christian Lit. (or Independent Study)	Apologetics	Statistics (or Calculus)	History of Political Philosophy	Rhetoric II Senior Thesis	Physics (or Independent Study)	

CLUBS AND ACTIVITIES

Due to limited facilities and a small student body, The Oaks does not offer standard club and activity fare, such as student government, letters in sports, and elected team captain positions. Our sports programs include boys soccer and basketball, and girls volleyball and basketball. We offer competitive Math and Debate teams, Drama, Choir, String Ensemble, and Band, as well as several annual traditions previously noted (Protocol, Spring Ball, History Emphasis Week, Civil War Re-enactment, and our Grand Tour of Europe).

No community service hours are required for graduation as school policy recognizes these activities fall under the jurisdiction of the student’s family and church.

COLLEGE ACCEPTANCES AND MATRICULATIONS

Air Force Academy
Apollo College
 Azusa Pacific University
Bangor University (Wales)
 Bethany College
Bethel College
Biola University, Torrey Honors Inst.
Cal Poly San Luis Obispo
 California Baptist University
Carroll College
 Coast Guard Academy
Davidson College
Eastern Washington University
Gonzaga University
Grove City College
 Harvard College
Hillsdale College
 Houghton College
Master’s College
Montana State University
 Montana Technical University
 Moody Bible Institute
New St. Andrews College
North Idaho College
 Northwest University
 Northwest Nazarene University
 Northwestern University, McCormick School of Engineering
 Northwestern University, Medill School of Journalism
 Oregon State University
 Pepperdine University
 Point Loma Nazarene University
 Rhodes College
 Rose-Hulman Engineering College
Santa Clara University
 Seattle Pacific University
Spokane Falls Community College
Stanford University
St. Louis University
The King’s College
 Union College
University of Alaska—Fairbanks
University of Idaho
 University of Montana
 University of Southern California
University of Southern California, Annenberg School for Communication
 University of Washington
 Vanderbilt University
 Vanguard University of Southern California
Washington State University
Washington State University Honors College
 Wheaton College

*Institutions in **bold** are those where students enrolled.

THE OAKS TEST SCORE INFORMATION

PSAT/NMSQT

# Tested	Class	Mean Scores
3/3	2003	Verbal—71.0; Math—65.0; Writing—74.0
3/5	2004	Verbal—59.3; Math—58.7; Writing—53.0
4/4	2005	Verbal—57.8; Math—56.8; Writing—65.4
13/13	2006	Critical Reading—62.1; Math—58.0; Writing—67.3
7/7	2007	Critical Reading—58.7; Math—55.6; Writing—59.3
11/11	2008	Critical Reading—60.2; Math—58.2; Writing—56.9
17/17	2009	Critical Reading—62.8; Math—57.1; Writing—63.2

SAT I

# Tested	Class	Mean Scores
3/3	2003	Verbal—723 Math—710
4/5	2004	Verbal—653 Math—650
4/4	2005	Verbal—660 Math—683
13/13	2006	Cr. Read—671 Math—623 Writing—648
7/7	2007	Cr. Read—630 Math—568 Writing—603
11/11	2008	Cr. Read—635 Math—587 Writing—608
17/17	2009	Cr. Read—656 Math—610 Writing—646

ACT

# Tested	Class	Mean Composite
1/3	2003	33
2/5	2004	25
2/4	2005	29
3/13	2006	31
2/7	2007	25
7/11	2008	27
10/17	2009	28

SAT SUBJECT TEST SCORES

Class of 2006-2009

Biology	670	2008	Math 1	780	2006
Chemistry	750	2009		700	2007
French	670	2006	Math 2	800	2006
German	600	2006		620	2007
Literature	740	2007		800	2009
	620/680	2008	Physics	690	2006
	730	2009	World History	720	2008

NATIONAL MERIT SCHOLARS

	# Tested	Scholars	Commended Scholars
Class of 2003	3	1	2
Class of 2004	5	0	0
Class of 2005	4	0	1
Class of 2006	13	1	5
Class of 2007	7	0	1
Class of 2008	11	0	0
Class of 2009	17	1	4

PRESIDENTIAL SCHOLARS

	# Nominees
Class of 2009	1

ACADEMIC SCHOLARSHIPS AWARDED

# Students Awarded	Class	Total Amount Received
2	2003	\$ 43,300
3	2004	\$ 104,900
2	2005	\$ 52,000
8	2006	\$ 683,884
4	2007	\$ 130,920
8	2008	\$ 683,006
16	2009	\$ 799,800
	Total To Date	\$2,495,810

THE OAKS CLASS OF 2010 GPA DISTRIBUTION

(based on six semester cumulative gpa)



THE OAKS CULTURE

The Oaks has a distinct culture as evidenced by these values:

- A permeating belief communicated by teachers, families, and staff that hard work is laudable and profitable.
- An aspiration to create leaders and mentors for our school, community, and world.
- An expectation that students contribute to the aesthetics of the school by assisting with daily, rotating chores.
- A strong encouragement by teachers that upperclassmen mentor younger students and demonstrate servant leadership.
- A genuine and enthusiastic love of learning that embraces the rigor and scope of our curriculum.
- A concern for others reflected in the classroom, on the playground, and throughout the halls of the school.
- A high premium placed on protocol, etiquette, and manners. Students wear uniforms and stand when addressing a teacher or fellow classmate in the classroom.
- An emphasis on personal responsibility and accountability and a priority on cultivating gratitude among students and staff.
- An intentional focus on offering tuition assistance to lower income school families.
- An atmosphere of lively discussion and debate among students outside of the classroom.

COLLEGE PLACEMENT

100% of our graduates have continued their education, 97% at a 4-year institution and 3% at a 2-year community college. Nearly 70% of these students went out-of-state. Our 60 graduates attend 25 different colleges and universities.

The cumulative average SAT scores by The Oaks' seniors rank among some of the top high schools in the state.

40% of Oaks' graduates have gone into engineering, science, and medical fields.

TUITION AND FEES

The annual tuition and book fee for The Oaks high school student is \$6,200.

APPENDIX
THE OAKS SECONDARY PROGRAM LITERATURE AND
PRIMARY SOURCES LISTING

2004-2010

The Fellowship of the Ring, J.R.R. Tolkien
The Black Arrow, Robert Louis Stevenson
Don Quixote, Miguel De Cervantes
Julius Caesar, William Shakespeare
Sir Gawain and the Green Knight, Wakefield Master
Dr. Jekyll and Mr. Hyde, Robert Louis Stevenson
A Tale of Two Cities, Charles Dickens
Fahrenheit 451, Ray Bradbury
The Chosen, Chaim Potok
Macbeth, William Shakespeare
Frankenstein, Mary Shelley
Pilgrim's Progress, John Bunyan
The Man Who Was Thursday, G.K. Chesterton
The Count of Monte Cristo, Alexandre Dumas
The Code of the Woosters, P.G. Wodehouse
Great Expectations, Charles Dickens
The Screwtape Letters, C.S. Lewis
Cyrano de Bergerac, Edmund Rostand
The Red Badge of Courage, Stephen Crane
The Scarlet Letter, Nathaniel Hawthorne
The Caine Mutiny, Herman Wouk
To Kill a Mockingbird, Harper Lee
Moby Dick, Herman Melville
The Bridge of San Luis Rey, Thornton Wilder
Up From Slavery, Booker T. Washington
The Old Man and the Sea, Ernest Hemingway
The Iliad, Homer
The Odyssey, Homer
On Rhetoric, Aristotle
On Poetics, Aristotle
The Book of Judges, Unknown
Greek Tragedies, David Grene
The Aeneid, Virgil
Metamorphoses, Ovid
Canterbury Tales, Chaucer
Hamlet, William Shakespeare
Henry V, William Shakespeare
The Scottish Chiefs, Jane Porter
That Hideous Strength, C.S. Lewis
Jeeves in the Morning, P.G. Wodehouse
Piers Plowman, William Langland
Idylls of the King, Alfred Lord Tennyson
Silas Marner, George Elliot
Robinson Crusoe, Daniel Defoe
Jane Eyre, Charlotte Bronte
Paradise Lost, John Milton
Pride and Prejudice, Jane Austen
Beowulf, Unknown
The Nine Tailors, Dorothy Sayers
Heart of Darkness, Joseph Conrad
The Imitation of Christ, Thomas A. Kempis
Confessions (Ch. 1-9), St. Augustine
On the Incarnation, St. Athanasius
Orthodoxy, G.K. Chesterton
Christ and Culture, Richard Niebuhr
Mere Christianity, C.S. Lewis
The Rule of St. Benedict, St. Benedict
The Cost of Discipleship, Dietrich Bonhoeffer

Shadow of the Almighty, Elizabeth Elliot
Here I Stand: The Life of Luther, Roland Bainton
Til We Have Faces, C.S. Lewis
Saint Francis of Assisi Trilogy, Thomas of Celano
On Marriage and Family Life, John Chrysostom
Ad Herennium, Trans. by H. Caplan
Between Heaven and Hell: A Dialogue Somewhere Beyond Death with John F. Kennedy, C.S. Lewis & Aldous Huxley, Peter Kreeft
An Inquiry Into the Nature and Causes of the Wealth of Nations, Adam Smith
The Prince, Machiavelli
Leviathan, Thomas Hobbes
Second Discourse on Civil Authority, John Locke

Selections from:
Bernard of Clairvaux
Summa Theologica, Thomas Aquinas
City of God, St. Augustine
The Institutes Book 1, Chapter 1, John Calvin
The Theology of Modern Literature, S. Law Wilson
Heretics, G.K. Chesterton
The Mind on Fire, Blaise Pascal
Foxe's Book of Martyrs, Foxe

"The Humanities classes at The Oaks strongly emulate the intellectual rigor and thought-provoking debate found in an Oxford Tutorial or Harvard Business School class."

*Don Ting, Chief Operating Officer
Pyrotek, Inc.
Stanford University, A.B. 1986
Oxford University, M.S. 1987
Harvard University, M.B.A. 1991*