

# 2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public  Private

**Cover Sheet**

Type of School (Check all that apply)  Elementary  Middle  High  K-12  
 Charter  Title I  Magnet  Choice

Name of Principal Mr. Vincent DeRosa

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name The Classical Academy Charter School of Clifton

(As it should appear in the official records)

School Mailing Address 20 Valley Road

(If address is P.O. Box, also include street address.)

Clifton

City

New Jersey

State

07013-0000

Zip Code+4(9 digits total)

County Passaic

State School Code Number\* 915

Telephone (973) 278-7707

Fax (973) 278-7720

Web site/URL www.classicalacademy.org

E-mail magdaderosaclassicalacademy@e

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date \_\_\_\_\_

Principal's Signature \_\_\_\_\_

Name of Superintendent Mr. Vincent DeRose

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name The Classical Academy Charter School of Cli Tel. (973) 278-7707

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date \_\_\_\_\_

(Superintendent's Signature) \_\_\_\_\_

Name of School Board

President/Chairperson Mr. John DeVita

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date \_\_\_\_\_

(School Board President's/Chairperson's Signature) \_\_\_\_\_

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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Include this page in the school's application as page 2.

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind–Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

### DISTRICT (Question 1-2 not applicable to private schools)

1. Number of schools in the district: \_\_\_\_\_ Elementary schools  
 \_\_\_\_\_ 1 Middle schools  
 \_\_\_\_\_ Junior High Schools  
 \_\_\_\_\_ High schools  
 \_\_\_\_\_ Other  
 \_\_\_\_\_ 1 TOTAL
2. District Per Pupil Expenditure: \_\_\_\_\_ 7757  
 Average State Per Pupil Expenditure: \_\_\_\_\_ 12000

### SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:  
 Urban or large central city  
 Suburban school with characteristics typical of an urban are  
 Suburban  
 Small city or town in a rural area  
 Rural
4. \_\_\_\_\_ 9 Number of years the principal has been in her/his position at this school.  
 \_\_\_\_\_ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
Pre K			0	7	18	17	35
K			0	8	8	21	29
1			0	9			0
2			0	10			0
3			0	11			0
4			0	12			0
5			0	Other			0
6	13	24	37				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							<b>101</b>

6. Racial/ethnic composition of the school:
- |    |                                    |
|----|------------------------------------|
| 17 | % American Indian or Alaska Native |
| 3  | % Asian or Pacific Islander        |
| 55 | % Black or African American        |
| 25 | % Hispanic or Latino               |
| 25 | % White                            |

**100 % TOTAL**

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year 7 %

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

<b>( 1 )</b>	Number of students who transferred to the school after October 1 until the end of the year	2
<b>( 2 )</b>	Number of students who transferred from the school after October 1 until the end of the year	5
<b>( 3 )</b>	Total of all transferred students [sum of rows (1) and (2)]	7
<b>( 4 )</b>	Total number of students in the school as of October 1	101
<b>( 5 )</b>	Total transferred students in row (3) divided by total students in row (4)	0.07
<b>( 6 )</b>	Amount in row (5) multiplied by 100	7

8. Limited English Proficient students in the school: 0 %
- |   |   |
|---|---|
| 0 | Total Number Limited English Proficient |
|---|---|

Number of languages represented: 0

Specify languages: 0

9. Students eligible for free/reduced-priced meals: 40 %

Total number students who qualify: 40

If this method does not produce an accurate estimate of the percentage of students from low income families, or the school does not participate in the federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services:  $\frac{0}{0}$  % Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u>	Autism	<u>0</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>0</u>	Other Health Impairment
<u>0</u>	Deaf-Blindness	<u>0</u>	Specific Learning Disability
<u>0</u>	Emotional Disturbance	<u>0</u>	Speech or Language Impairment
<u>0</u>	Hearing Impairment	<u>0</u>	Traumatic Brain Injury
<u>0</u>	Mental Retardation	<u>0</u>	Visual Impairment Including Blindness
<u>0</u>	Multiple Disabilities		

11. Indicate number of full time and part time staff members in each of the categories below:

**Number of Staff**

	<u>Full-time</u>	<u>Part-time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>8</u>	<u>1</u>
Special resource teachers/specialists	<u>0</u>	<u>2</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support Staff	<u>1</u>	<u>1</u>
Total number	<u>11</u>	<u>4</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1  $\frac{17}{1}$  : 1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	97 %	97 %	97 %	95 %	96 %
Daily teacher attendance	97 %	97 %	95 %	97 %	97 %
Teacher turnover rate	0 %	10 %	11 %	12 %	10 %
Student drop out rate (middle/high)	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school)	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

## PART III - SUMMARY

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The Classical Academy can best be described by delineating its mission objectives, all of which have been exceedingly well realized in its 10-year history of high student attainment and fiscal competence. Overall, its mission is to be a model of education innovation by incorporating into its design and daily practice reforms which have long been advocated but never, for the most part, implemented in New Jersey public education.

The mission of the Classical Academy Charter school of Clifton (New Jersey) has six interrelated and mutually supportive elements. First, its mission is to offer a free, high quality public-school choice to residents of the urban city of Clifton, New Jersey. Many of these residents, because of the large size and overcrowding of Clifton's public schools, and because these schools habitually produce low educational results, are very desirous of a free public-school educational choice, a choice hereto financially unavailable to them before the Classical Academy's establishment.

Second, it is the school's founding bellied and operational practice that the most critical ingredient in achieving high student learning outcome is not money, but how 'time' is utilized. Attendant to the utilization of school-day time is the school 'environment' or 'culture.' Each day the school administration and teachers declare and reinforce the 'message,' conveyed clearly to students in a multiplicity of ways, that what is important, what is rewarded, and for what students are to strive, individually and collectively, is academic learning and the mastering of scholastic skills. Thus, the Classical Academy employs the most precious resource that of school-day time, in a more serious, unambiguous, and more academically directed way than that found in most other New Jersey public schools. This is also achieved by eliminating from its curriculum all non-academic subjects and the time students spend on subjects such as 'cooking,' 'shop,' 'dance,' 'sports,' etc offered as elective courses. This elimination of non-academic subjects makes it possible to mandate a prescribed Classical Academy program of studies consisting of seven (7) academically-rich courses each year for all students.

Third, the school has elevated the classroom teaching of academic subjects to the most important function in the school. There are no high-paid, non-teaching offices or functions, there is no bureaucracy. Even the school's Principal has daily assigned part-time teaching duties. To reflect the importance of teaching, teacher salary bonuses are paid based on student outcomes. The Classical Academy is one of very few New Jersey public schools which enhance teacher motivation and regard talent and effort with salary bonuses.

Fourth, the Classical Academy's has resurrected elements of a traditional 'classical education' not only to demonstrate the rich educational and learning benefits a classical education provides for all students, but to make such an education, generally associated with 'elite' students, available to low-income and immigrant students, or children of immigrant parents. The vast majority of the school's students are ethnic minorities many of who are foreign born or speak primarily a non-English language at home.

Fifth, the Classical Academy boasts not only superior student learning outcomes, but strong discipline with a 'Student Code of Conduct' rigorously enforced.

Lastly, the school's mission is to compel high standards and expectations for all its student, thus its is rightly proud of its 'no-tracking' program of academic studies, a program in which the Classical Academy has abandoned the use of 'levels' of instruction or 'student assignment' to lower-level courses based on past grades and past performance. This common practice invariably leads to a lowering of standards and expectations. In implementing our 'no-tracking program,' teachers, following the school's instruction policies, teach to the best four or five students in each class, while the weaker students or students of poorer preparation strive to reach, some with instructional assistance, those higher levels stronger and better prepared students generally attain. This Classical Academy's emphasis on 'bringing up the bottom,' is much more effective, as our scores on all standardized tests and the successes of our graduates over 10 years clearly attest, in raising student

achievement for all students, than the traditional 'leveling off' or segregating ('tracking') students by supposed 'ability,' past academic performance, or low motivatio

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

For well over a decade New Jersey has mandated standardized testing in its public schools, both traditional and charter schools. The primary 'assessment' for public middle schools (grades 6-8) such as the Classical Academy Charter School, is the 8th grade test known as 'GEPA' ('Grade Eight Proficiency Assessment'). The New Jersey GEPA is generally regarded as one of the country's more challenging state mandated standardized assessments.

Since March, 2006, in addition to the 8th grade test, New Jersey has mandated state testing in grades 6 and 7 in language arts and mathematics. The Classical Academy therefore has only two years of data for these lower grades. Our scores on the 6th and 7th grade tests, known as 'ASK-6, 7' ('Assessment of Skills and Knowledge Grades 6,7'), are appended hereto. The evaluator will notice that there is a distinct 'upward trend' represented by a greater percentage of our students meeting or exceeding proficiency on the 8th grade test than are achieving this same high standard on the 6th and 7th grade tests. This is clear evidence that our students attain greater learning and academic skills the longer they benefit from the educational worth of our three-year program, which begins in the 6th grade.

In each of the three tested subjects on the 8th grade test, student assessment is divided into three categories: 'Partial Proficient,' (not meeting state standards), 'Proficient' (meeting state standards), and 'Advance Proficient' (exceeding state standards). The New Jersey Department of Education website describing the state's standardized testing of its public school children is: [www.state.nj.us/education/assessment/](http://www.state.nj.us/education/assessment/)

On standardized, state mandated 'GEPA' (8th grade) assessments in every year of the past five years, Classical Academy Charter School of Clifton students have outperformed, often by very considerable margins, Clifton City students who attend the Clifton District Schools. The large percentage of Classical Academy students achieving the highest rating of 'Advance Proficient' is invariably more characteristic of student achievement in the state's more affluent schools, and not those of minority students residing in the urban city of Clifton. Furthermore, by the same measures, student academic and learning outcomes on the same standardized assessments place it each year in the top 10% (in some years often higher) of all New Jersey public charter schools, and well above New Jersey state 'passing rate averages.'

In addition to superior test results, each year 70% to 90% of Classical Academy 8th grade graduates qualify for high-school 'Honors,' 'Advance Placement,' or 'College Prep' classes in their 9th grade. Many Classical Academy 8th grade graduates have earned scholarship money at private high schools, some as much as 100% the cost of tuition.

By every measure of student outcome comparison, Classical Academy Charter School students are receiving a superior academic education. It has achieved these remarkable results among students whose backgrounds, ethnicities, and family incomes are usually those associated with low scholastic achievement. Even more remarkably, the Classical Academy has produced this achievement at about 40%-50% below the typical northern New Jersey per pupil cost. The Classical Academy well exemplifies the charter school ideal of 'high student results at lower costs.'

### 2. Using Assessment Results

Assessment data has been and continues to be used to maintain the high levels of student achievement and performance. The Classical Academy uses detailed analysis of assessment data to address weakness or to sustain strength in instruction and remediate gaps in student learning. Assessment data analysis is used also for procurement of more effective teaching materials, and helps determine emphasis (and duration) of topics, and attendant student skills development and reinforcement. Assessment data is used also to delineate the scope and depth of subject matter knowledge to be taught.

A good example of how data is used to improve student performance is that during the first few years of the school's existence, assessment, especially in mathematics, showed some significant

and rather widespread math deficiencies of students entering our 6th grade. Although through dedicated work on the part of our math teachers, and with some progress shown, still by the 8th grade too many of our students demonstrated poor math skills. From the beginning of the school we have mandated prescribed curricula for all students in which every student took two 'language arts' (English) courses per year, with fine results. We believed that such a 'double dose' of mathematics for every year of the three-year middle school program for all students could only have beneficial learning outcomes, we set about to get funding for instruction and materials for a 'second required math course' to supplement and correspond with the existing 'pre-Algebra' and 'Algebra I' courses. The school received a \$90,000 grant from the 'Wal-Mart Foundation' for this project and was able to purchase textbooks for its entire student body and receive a subsidy for another math teacher. Over the course of the last five years the second math course has had wonderful results; on the 2007 GEPA 92% of our 8th graders passed the mathematics test and 58% percent of these scored in the highest range of 'Advance Proficient' well above student outcomes for both the Clifton Public School District and New Jersey student passing averages.

### **3. Communicating Assessment Results**

As New Jersey requires, each year the school publishes every August an 'Annual Report.' Multiple copies of this public document are sent to officials of the NJ Department of Education and to the Superintendent of the resident (Clifton, NJ) school district. In the 'Annual Report' the Classical Academy produces detailed and extensive multi-year comparative assessment results in chart format showing how in rankings and in percentages our students performed amongst other relevant groups taking the same assessments. The comparative groups include students in the Clifton Public Schools, all other Jew Jersey charter schools, all public schools in the (Passaic) county, and state and county passing rate outcomes for each tested subject.

In addition to the school's 'Annual Report' which is a public document, the school each year sends 'press releases' to local media announcing the school's test outcomes for the 8th grade, and the many other achievements the school and its students have earned. It also produces 'notices' or 'newsletters' of assessment results which are sent to all members of the school's community: Board of Trustee members, teachers, parents, students, local elected officials and other interested parties. The school also posts assessment results and 'comparative data' in the school building.

Several times yearly, the school pays for advertisements in local newspapers both as a student recruitment instrument and as a way to publicly announce the school's standardized test results.

### **4. Sharing Success:**

The Classical Academy is a member of the 'New Jersey Public Charter Schools Association.' It attends seminars and association meetings at which it shares with other charter schools the Classical Academy success, practices, and policies which have consistently ranked it as one of the states premier charter schools. The school's founder and School Head/Lead Teacher for 10 years has provided mentoring for leaders of other New Jersey charter schools, those operating or those in the planning stages; and he has participated in the Associations' 'Leader to Leader' program for assisting other New Jersey charter schools in areas such as governance, curriculum and community relations.

Outside the Association, the Classical Academy, sharing its wide experiences in operating a New Jersey charter school, has in the past has been called upon and will surely in the future be solicited to assist other groups or individuals in their fledging attempts to start a New Jersey charter school, or to resolve problem once a charter school has begun operations.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

The curricular orientation is that of the 'Liberal Arts and Humanities.' At the core of the program of studies is a traditional 'classical curriculum.'

Centuries of scholastic history have demonstrated the worth and power of such a course of studies to educate, to inspire, and to acquire high levels of learning skills. A liberal arts curriculum with elements of classical subject matter, such as that which the Classical Academy requires all its students to experience, is a well-traveled path towards solid learning and skills enhancement for all students. The Classical Academy's curriculum is also superbly suited to incorporate New Jersey's 'Core Curriculum Content Standards,' and to develop and master the skills and proficiencies those content standards are intended to produce among all New Jersey youth.

The history of Classical Academy student successes proves that a 'liberal arts curricula' enriched with classical subjects and themes, a curricula long reserved for 'elite' students, has powerful learning effects on students from the lower echelons of our social-economic strata, the kind of students who attends the Classical Academy.

The Classical Academy mandates the same prescribed, highly academic, three-year curricula for every student. The learning program consists of seven(7) full-year academic subjects. There is no 'Tracking' of students and no students are assigned to 'lower-level courses' with correspondingly lower demands and expectations. The curriculum contains no 'non-academic' subjects, either required or as 'elective subjects.'

Every Classical Academy student, therefore, spends the entire school day in challenging, content-rich subjects in which one's knowledge and skills are developed and enhanced. Every Classical Academy student, regardless of previous grades and pre-Classical Academy scholastic record, is also engaged in 'significant (scholastic) content based on high standards.'

Classical Academy's prescribed three-year, high-learning content, Seven-subject curriculum is:

1: Latin: (grades 6-8); taught as a tool for mastery of English, especially vocabulary and English grammar. In fact there is no finer linguistic tool for obtaining thorough understanding of English grammar and English vocabulary than Latin. Latin is proved also to possess considerable 'transference' skills such as cultivating a disposition for precision, while strengthening 'reasoning skills'. Latin is also a fine basis from which to embark on modern languages studies.

The classical language of Latin is a required subject for the school's entire three-year middle school program (grades 6-8). The Classical Academy Charter school of Clifton is the only public school in New Jersey which requires all its students to study Latin.

2: English: concentrates on non-fiction readings to cultivate skills in reading demanding subject matter as well as to expand student knowledge in a wide array of topics. In English is also taught in a formal way grammar and writing.

3: Literature: concentrates on fiction readings and more creative student writing.

4: Science: traditional three-year course in 'earth science and living things', Physics (matter and energy) and space and planets, supplemented by adjunct readings.

5: Social Studies: two-years of American history (especially valuable since the majority of out students are children of immigrants or who were themselves born outside of the United States) and one year of 'World History and Cultures.' Other traditional social studies subjects are touched upon in history topics, such as geography, economics, and civics (American government).

6: Pre-Algebra (6th and 7th grades) and 'Algebra I' in 8th grade.

7: Middle School Mathematics (three years); provides a more solid foundation for the 'Pre-Algebra' and 'Algebra I' courses and 'fills the gaps' of students with poorer mathematics preparations.

8: Art: there are no discrete, self-contained 'art' classes. However, all teachers regularly assign student-generated art or assigned craft projects which relate to and emanate from subject matter in various courses. We find this more meaningful in that along with practicing a student's imagination and creativity, it expands and reinforces subject knowledge, since the artistic projects are directly related to academic subject-matter topics.

An important attribute of the school's learning program, is that all Classical Academy students take a 'double dose' of both language arts (reading and writing) and mathematics yearly 'twice the usual amount for the typical New Jersey middle-school student.

**2a. (Elementary Schools) Reading:**

The school employs no one reading program nor has it adopted a specialized reading program. We feel there is no need to do so. Students experiencing problems in reading at the 6th and 7th grade levels are assisted in improving reading deficiencies by assignment of special reading materials in addition to the normal class readings, particularly in the language arts classes. This, together with formal English vocabulary and grammar instruction, and the large amounts of reading required in its other courses, such as social studies and science (reading grade-level biographies of famous scientists and accounts of scientific discoveries, for example) helps improve at least to grade level most students reading skills.

**3. Additional Curriculum Area:**

There are no additional curricula to that enumerated above, however elements of a 'classical curricula' in addition to Latin are integral to the entire prescribed program of studies for all students. These classical subjects and topics include reading in English translations Homer's 'Iliad' and 'Odyssey;' Virgil's 'Aeneid;' three-years of classical mythology, and the history and culture of ancient Greece and Rome. These elements are incorporated into the school's Latin, literature, and social studies courses. All students are required to take yearly at all grade levels the 'National Latin Exams,' and the 'National Mythology Exams.' These secured, standardized exams are produced and scored by the American Classical League. All students are also required to participate in essay contests, such as those sponsored by the 'Daughters of American Revolution' ('DAR')

**4. Instructional Methods:**

The school's teachers are generally free to employ teaching methods they feel are effective in having students learn and make significant progress in the subject they teach. The school subscribes to no one overall scheme in instructional orientation. In fact the school's classroom instructional methods, and those the school directs its teachers to use, are rather basic and, some would say, 'antiquated.' Teacher modeling, student practice, repetition, and individual instruction, make it possible for students to achieve the goals of the course, and to demonstrate their honed skills and knowledge not only on standardized exams, but which also provide an excellent foundation for successful high school studies.

As a charter school and therefore a school of choice, not a protected monopoly as are traditional public schools, the Classical Academy is very cognizant that to continue attracting satisfied clients, and thus continue to exist, its teaching methods (and teacher effort) must achieve the overall objective of providing a superior education.

The Classical Academy is one of the very few New Jersey charter schools founded by an award-winning, practicing New Jersey classroom teacher. The school's founder, having held the position of 'School Head/Lead Teacher' since the school began 10 years ago, has regularly assigned teaching duties. He insures that teaching methods which he observes

on a daily basis are meeting school expectation, and are effective in enabling students to reach high levels of learning and skill acquisition.

**5. Professional Development:**

In the last four years, since the New Jersey Department of Education mandated all certified teachers obtain 100 hours of professional development improvement within five years, all Classical Academy teachers have satisfied this professional development requirement. All tenured Classical Academy teachers are now working on their second '110-hour five-year' requirement (80% of our teachers hold tenure at the school).

The Classical Academy allows paid time off from school for its teachers to attend school-approved professional development seminars and workshops. The school pays all fees and associated professional development costs for its teachers. The school also encourages its teachers to take evening or summer graduate courses at area universities and compensates teachers one-half the tuition costs for all such courses.

The guiding principle for the school's professional development program is that teachers partake of improvement efforts which directly relate to their subject matter by broadening a teacher's own knowledge of the subject and by developing teaching methodologies which can be directly used in their classroom instruction to improve student learning.

All the school's 8 teachers are designated as 'Highly Qualified' All our teachers have a college major (or graduate school degree) in the teaching subject or have passed a rigorous exam in their teaching field attesting to subject matter competence.

## PART VII - ASSESSMENT RESULTS

Subject Math Grade 8 Test Grade Eight Proficiency Assessment  
 Edition/Publication Year 2003-2007 Publisher Pearson Educational Measurement

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards	94	83	72	86	66
% "Exceeding" State Standards	53	39	12	35	0
Number of students tested	34	23	26	29	23
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
1. Hispanic					
% "Meeting" plus % "Exceeding" State Standard	95	75	67	88	50
% "Exceeding" State Standards	55	42	11	11	10
Number of students tested	100				30
2. Free or Reduced Meal Students					
% "Meeting" plus % "Exceeding" State Standard	100				30
% "Exceeding" State Standards	17				
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards	91	100	95	100	95
% "Exceeding" State Standards	12	0	0	15	9
Number of students tested	34	23	26	29	23
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
1. Hispanic					
% "Meeting" plus % "Exceeding" State Standard	85	100	88	100	93
% "Exceeding" State Standards	11				10
Number of students tested					
2. Free or Reduced Meal Students					
% "Meeting" plus % "Exceeding" State Standard	88				
% "Exceeding" State Standards	17				
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March			
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards	70	85			
% "Exceeding" State Standards	21	26			
Number of students tested	33	34			
Percent of total students tested	100	100			
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
1. Hispanic					
% "Meeting" plus % "Exceeding" State Standard	80	85			
% "Exceeding" State Standards	30	25			
Number of students tested					
2. Free or Reduced Meal Students					
% "Meeting" plus % "Exceeding" State Standard	73	80			
% "Exceeding" State Standards	13	40			
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March			
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards	88	94			
% "Exceeding" State Standards	18	6			
Number of students tested	33	34			
Percent of total students tested	100	100			
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
1. Hispanic					
% "Meeting" plus % "Exceeding" State Standard	100	95			
% "Exceeding" State Standards	20	0			
Number of students tested					
2. Free or Reduced Meal Students					
% "Meeting" plus % "Exceeding" State Standard	87	100			
% "Exceeding" State Standards	13				
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March			
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards	92	76			
% "Exceeding" State Standards	15	12			
Number of students tested	36	33			
Percent of total students tested	100	100			
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
1. Hispanic					
% "Meeting" plus % "Exceeding" State Standard	80	70			
% "Exceeding" State Standards	15	15			
Number of students tested					
2. Free or Reduced Meal Students					
% "Meeting" plus % "Exceeding" State Standard	90	75			
% "Exceeding" State Standards	15	16			
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March			
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards	83	82			
% "Exceeding" State Standards	3	12			
Number of students tested	36	33			
Percent of total students tested	100	100			
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
1. Hispanic					
% "Meeting" plus % "Exceeding" State Standard	80	85			
% "Exceeding" State Standards	3	20			
Number of students tested					
2. Free or Reduced Meal Students					
% "Meeting" plus % "Exceeding" State Standard	70	75			
% "Exceeding" State Standards	0	17			
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards	94	83	72	86	66
% "Exceeding" State Standards	53	39	12	35	0
Number of students tested	34	23	26	29	23
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
1. Hispanic					
% "Meeting" plus % "Exceeding" State Standard	95	75	67	88	50
% "Exceeding" State Standards	55	42	11	11	10
Number of students tested					
2. Economically disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	100				
% "Exceeding" State Standards	17				
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					