

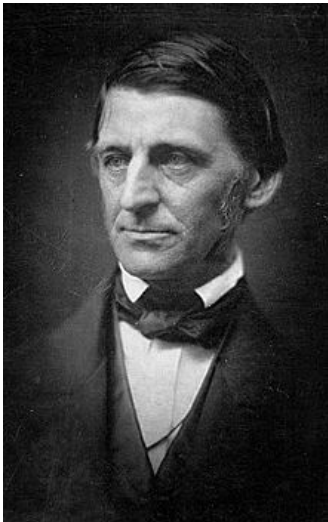
Palmarium

The Classical Academy exists to assist parents in their mission to develop exemplary citizens equipped with analytical thinking skills, virtuous character, and a passion for learning, all built upon a solid foundation of knowledge.



Reflections on Perspective

Assorted Quotes



R.W. Emerson

Ralph Waldo Emerson
(1803-1882)

photograph taken in 1857

Images from website:
http://en.wikipedia.org/wiki/Ralph_Waldo_Emerson

“If the stars should appear but one night every thousand years how man would marvel and adore.” *Ralph Waldo Emerson (1803-1882)*

“For what you see and hear depends a good deal on where you are standing: it also depends on what sort of person you are.” *C.S. Lewis (1898-1963) in The Magician’s Nephew.*

“It suddenly struck me that that tiny pea, pretty and blue, was the earth. I put up my thumb and shut one eye, and my thumb blotted out the planet earth. I didn’t feel like a giant. I felt very, very small.” *Neil Armstrong (1930-2012)*

“A truly great book should be read in youth, again in maturity and once more in old age, as a fine building should be seen by morning light, at noon and by moonlight.” *Robertson Davies (1913-1995)*

“No two persons ever read the same book.” *Edmund Wilson (1895-1972)*

“The pessimist complains about the wind; the optimist expects it to change; the realist adjusts the sails.” *William A. Ward (1921-1994)*

“I wonder how many people I’ve looked at all my life and never seen.” *John Steinbeck (1902-1968)*

Contents

Page 1 Quotes on *Perspective*
Pondering

Page 2 *Perspective: A Little Red Thoughts* Book – 32 Years Later; plus *Perspective* Definitions

Pages 3-5 TCAP Testing Results; *Testing* CMAS Update

Page 6 TCA Student Accolade; *Reflection* Henry David Thoreau quote

Page 7 Compliance Corner and *Due Dates* Upcoming Due Dates for Academic Services

Page 8 Harassment/Discrimination *Notice* Policy Letter

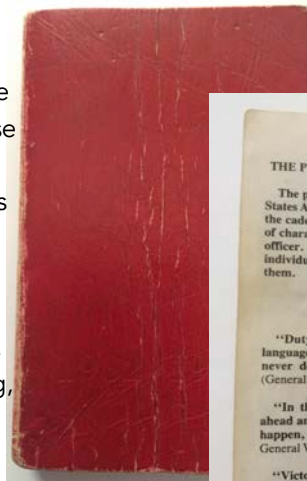
Pages 9-10 *Perspective* Posters: Asimov and Lincoln quotes on *Perspective*

- Whole Person Focused
- Relationship Based
- Classically Oriented
- Idea Centered

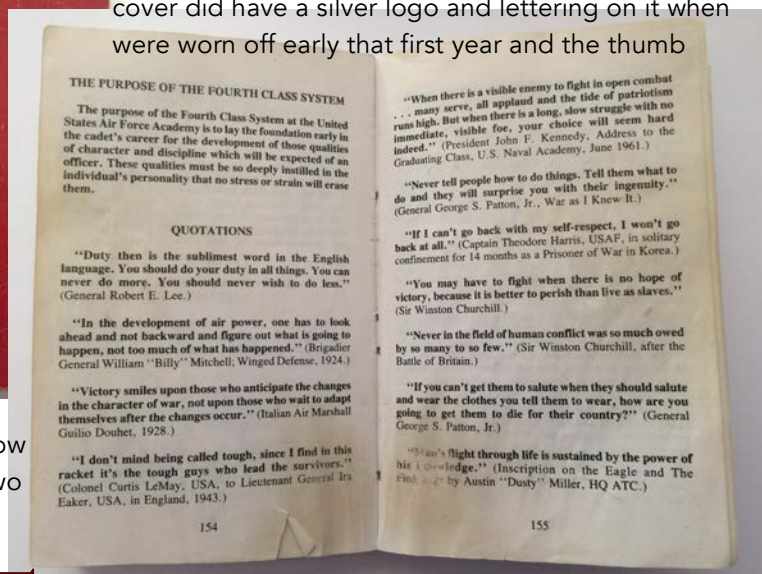


Perspective: A Little Red Book - Thirty-Two Years Later

For three months now we have focused on a different character trait. When reflecting on the topic of *perspective* while sitting in my study, my eyes were drawn to a little red book sitting atop a stack of two books, *The Elementary Spelling Book* by Noah Webster and *The Merchant of Venice* by William Shakespeare, printed in 1908 and 1904 respectively, that belonged to my grandmother, Myrtle Flowers. A handwritten note resides on the front page of the spelling book by my grandmother – nothing personal just a note about the book and who had used it. Those books are two of only a handful of items that I own that belonged to my grandmother. While sitting amidst hundreds of books in my study thinking on wisdom and perspective I am drawn to the past, to the pages of those books and the men and women I’ve read about and how they handled difficult situations, influenced me in a variety of ways, and to doolie year at the Air Force Academy. The given to me in the summer of 1982 – those smudges still show on the pages from the countless hours spent staring at the pages within, memorizing “The Purpose of the Fourth Class System” and various quotes on leadership. At the time, the little red book was not on my list of favorite things, it was rather associated with a challenging, and to many of us, a miserable year. But one thing is for sure, that little red book and that first year at USAFA developed in me many of the elements of *perspective* listed in the section below, and now as it sits in my field of view while typing this article thirty-two years removed, I’m more grateful for those difficult times and challenging lessons. Perspective.

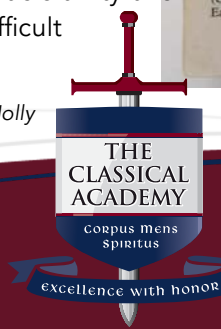


to individuals like my grandmother who have the little red book that was always with me during my cover did have a silver logo and lettering on it when were worn off early that first year and the thumb



by Wesley Jolly

Contrails Volume 28 (1982-83) The Air Force Cadet Handbook



CHARACTER STRENGTHS

chapter on “PERSPECTIVE [Wisdom]” in Seligman write: “Due to differing theoretical single definition of wisdom and perspective. Most psychologists have conceptualized wisdom in one of three ways: in terms of wise processes, wise products, or wise people. The good news is that the resulting characterizations of wisdom overlap, especially with respect to the one of most interest to us: perspective as a positive trait possessed by wise people If modesty did not intrude, individuals with the character strength of perspective would strongly endorse such statements as the following: I have self-knowledge; I bring both feelings and rationality into decisions; I realize larger patterns of meaning or relationship; I have a wider perspective; I have a strong need to contribute to others and society; I take into consideration the needs of others; I understand the limits of what I can know and do; I am able to see to the heart of important problems; I have an accurate view of my strengths and weaknesses; I am turned to for advice; I behave in a manner consistent with my own personal standards” (see pages 182-183 in Peterson and Seligman book cited below).

CLASSIFICATIONS and DEFINITIONS:

In their *Character Strengths and Virtues*, Peterson and and methodological approaches, psychology lacks a and methodological approaches, psychology lacks a and methodological approaches, psychology lacks a

Peterson, C., & Park, N. (2009). Classifying and measuring strengths of character. In S. J. Lopez & C. R. Snyder (Eds), *Oxford handbook of positive psychology*, 2nd edition (pp. 25-33. New York: Oxford University Press. www.viacharacter.org

Peterson, C., & Seligman, M. E. P. (2004). *Character strengths and virtues: A handbook and classification*. New York: Oxford University Press and Washington, DC: American Psychological Association. www.viacharacter.org



- CREATIVITY:** Originality; adaptive; ingenuity
- CURIOSITY:** Interest; novelty-seeking; exploration; openness to experience
- JUDGMENT:** Critical thinking; thinking things through; open-minded
- LOVE OF LEARNING:** Mastering new skills & topics; systematically adding to knowledge
- PERSPECTIVE:** Wisdom; providing wise counsel; taking the big picture view

2014 TCA TCAP Testing Results

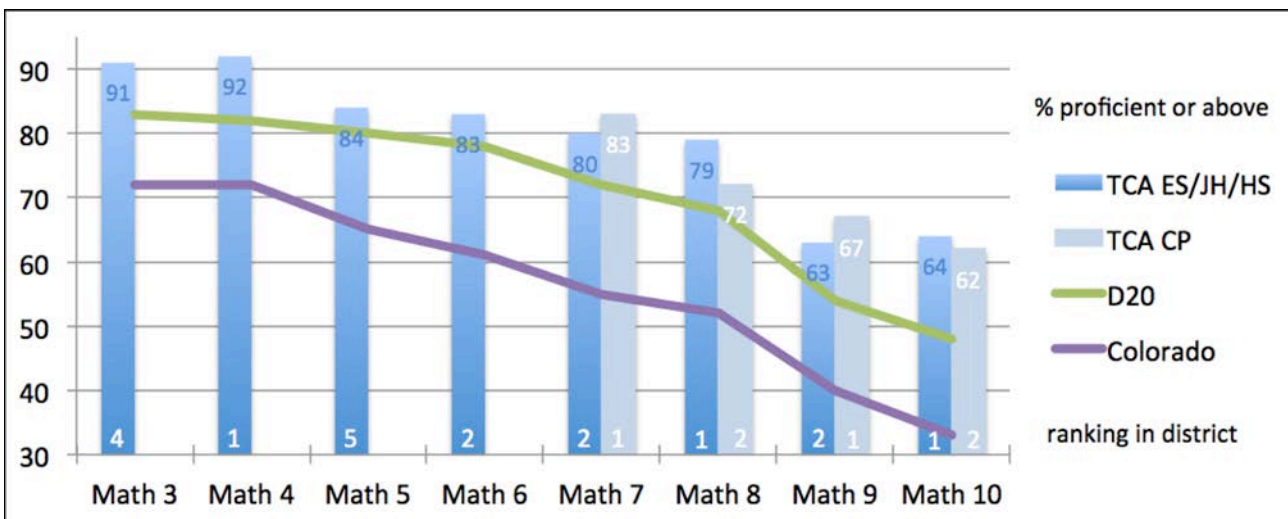
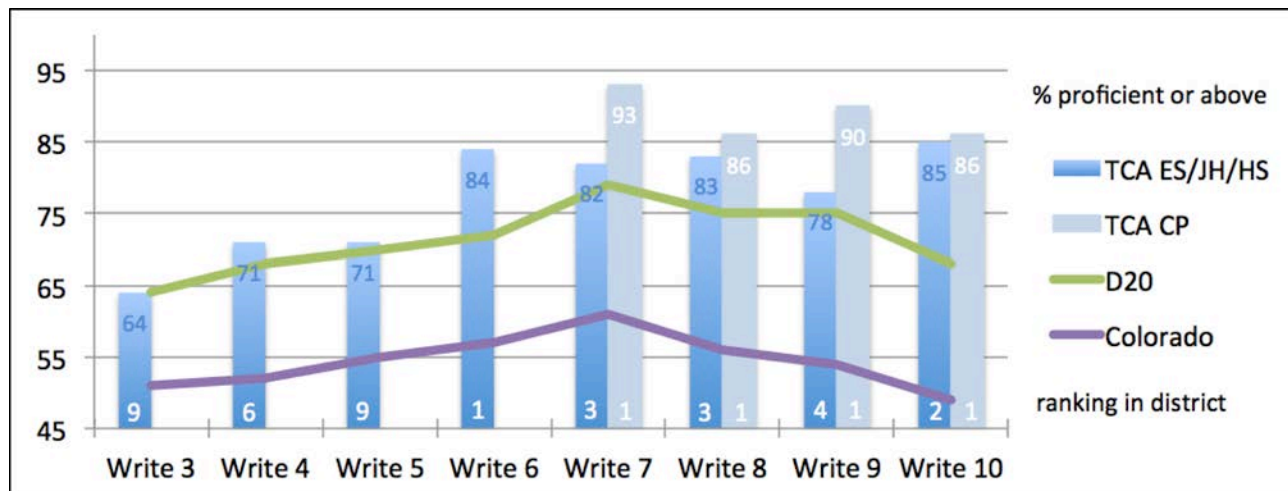
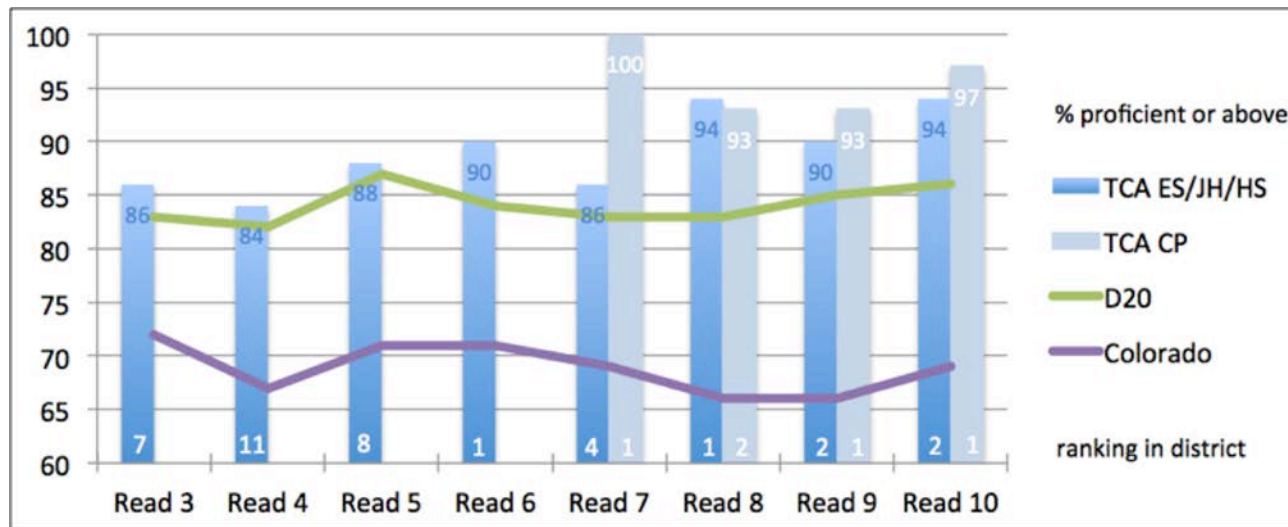
The recent Colorado Department of Education TCAP news release stated “student achievement results show slight declines in all subject areas . . . across all grades, all content areas had a decrease in the percentage of students scoring Proficient or Advanced compared to 2013.” For 2014, new Colorado Measures of Academic Success (CMAS) computerized tests were also given in Science (5th and 8th grades) and Social Studies (4th and 7th grades) in addition to the Reading, Writing, and Math results contained within this article. The results for the Science and Social Studies tests are not scheduled to be released publicly until later in October. The TCAP performance level descriptors will be changed on those new CMAS tests, for example, *Advanced* = *Distinguished Command* and *Proficient* = *Strong Command* (with those categories equating to “on track for college and career readiness”). Preliminary state results on the new testing show approximately 17% of students scoring in the Distinguished Command/Strong Command categories in Social Studies and around 33% of students scoring in the *Distinguished Command/Strong Command* categories in Science versus 52% scoring in the top two categories for Science in 2013 (last year was the first year for the Social Studies tests). The state testing director, Joyce Zurkowski, in a report given to the State Board of Education remarked regarding new testing (both CMAS – Social Studies and Science and the PARCC – English Language Arts and Math tests in 2015) that “There could be a drop of up to 20 to 30 percentage points. We are going to need to work on communication with parents and the public” [quoted in Chalkbeat Colorado article “Science, social studies tests could be a surprise”].

Of the 36 scored TCAP areas released so far **TCA exceeded the state average in every tested category and surpassed the district average in 35 scored areas – tying the district in one area (3rd grade writing)** – these numbers do not include Science or Social Science CMAS scores which had not been released at the writing of this report (*a general overview of pending CMAS results is provided later in this report*). TCA scores went up in 18 tested areas, decreased in 15 tested areas, and remained the same in 3 tested areas between the 2013 and 2014 testing cycles.

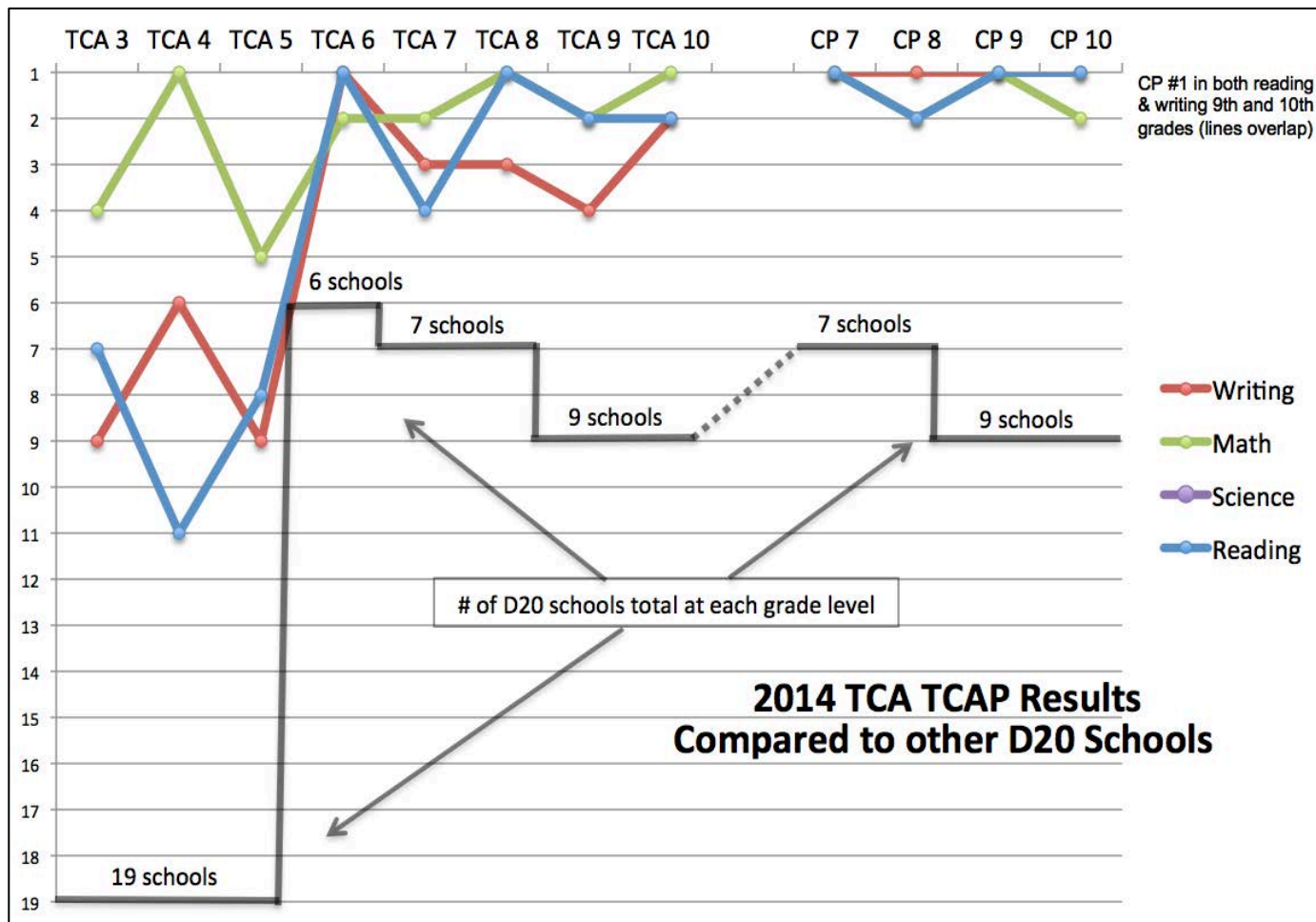
When analyzing TCA’s ranking in each tested area (reading, writing, and math) compared to other schools within D20, twelve grade levels tested in the three areas at TCA (3rd-10th grades – including both traditional and CP separately in the rankings for 7th-10th grades). **In those 36 grade level TCAP tests TCA ranked 1st or 2nd amongst D20 schools in 24 of the 36 tested areas** [four of twelve tested areas in elementary, nine of twelve tested areas in junior high (traditional and CP scored separately), and eleven of twelve tested areas at high school (traditional and CP scored separately)]. See attached charts for complete details.

TCA continues to perform well above average on state standardized assessments, as indicated in this report. This coming year we proceed with new assessments in reading, writing, and math. The transition from TCAP to CMAS and PARCC will be complete by the end of this school year, unless there is a legislative adjustment in the new session. The shift to Common Core content standards for evaluation purposes in English Language Arts and Math will impact all of Colorado and D20 testing scores, as indicated previously by the state testing director’s comments on the anticipated drop in overall performance. Whereas, I would note that TCA’s scores will most likely also drop in line with the state expectations I and other administrators will closely monitor as we move forward how the computerized testing methodology and national standards framework impacts TCA’s performance relative to other state and D20 schools.

2014 TCA TCAP Testing Results (continued)



2014 TCA TCAP Testing Results (continued)



Colorado Measures of Academic Success (CMAS) Update: CMAS results were publicly released by the Colorado Department of Education the last week of October. The two CMAS testing areas were Science (5th and 8th grades) and Social Studies (4th and 7th grades). Both Science and Social Studies testing were conducted, in April 2014, on computers for the first time. Also, this past year was the first time that testing has occurred in Social Studies at the state level. While TCA scored above state averages for strong and distinguished category ratings in both Science and Social Studies, we performed lower relative to the district in Science than in the past and at lower levels than expected overall compared to the district in Social Studies. Rest assured – we’re attentive to this situation. Having just received the detailed performance report ourselves, TCA administration at all levels have started investigating the results for greater understanding of the differences compared to previous accomplishments. Please note, we continue to uphold the curriculum focus, sequence, and pedagogical approach that have served us so well during our entire existence and intend to do so into the future. We do not believe that a child’s education is about chasing test scores. As is stated on the front page of our Core Values – “The foremost measure of our success now and in the future is how well we live up to the words of this document, and to a lesser extent by test scores, number of students enrolled, number of students on the waitlist, and other outside measures of success.” That being said, we remain sensitive to our assessment performance, and will continue to seek to understand our results and improve where possible, consistent with our educational philosophy.

Popular Mechanics: The Next Generation – 9 Future Breakthrough Award Winners

Popular Mechanics

Kevin Dupzyk writing for *Popular Mechanics* details nine young award winners that we “should get to know before they change the world.” The story included below taken directly from the link included at the end of this article includes one our own College Pathways students . . .

Matthew Hileman

Sophomore, The Classical Academy, Colorado Springs, Colorado

Breakthrough: Cube Satellites: Miniature Satellite Design and Pulsed Plasma Thrusters for Low-Budget Space Applications

Recognition: Intel International Science and Engineering Fair: First Award, Systems Engineering, and Fourth Award, Electrical and Mechanical Engineering; Colorado Science and Engineering Fair: Grand Awards, Third Place

Cubesats are the smartphones of satellites: They take a lot of features that used to be big, expensive, and separate, and consolidate them into something small and cheap but still highly functional. Cubesats aren't that cheap, though—yet. Hileman brought the price down to about \$1,000. By testing common components for their ability to function in space, he kept costs low but didn't skimp. His cubesat can measure altitude, position, radiation, and more. Next, he plans to add a pulsed plasma thruster to propel his satellite back to Earth post-mission. Right now, cubesats don't typically make a return journey but, rather, float aimlessly and clog space. That's going to be a problem when every hobbyist mission controller is launching his own.

<http://www.popularmechanics.com/technology/engineering/news/the-next-generation-9-future-breakthrough-award-winners#slide-2>



Henry David Thoreau
(1817- 1862)

“Let us settle ourselves, and work and wedge our feet downwards through the mud and slush of opinion and tradition, and pride and prejudice, appearance and delusion, through the alluvium which covers the globe, through poetry and philosophy and religion, through church and state, through Paris and London, through New York and Boston and Concord, till we come to a hard bottom that rocks in place which we can call reality and say, ‘This is and no mistake.’”

Henry D. Thoreau



Upcoming DAS Meetings and Due Dates:

ALT Meetings (11:00 am-12:30 pm):

- Wed, Nov 12: ALT Meeting - Colorado Room
- Wed, Dec 3: ALT Meeting - Colorado Room
- Wed, Dec 17: ALT Meeting - Colorado Room

Due Dates and Upcoming Events:

- Mon-Thu, Oct 27-30: Teacher-Teacher Conferences (CSP)
- Wed, Oct 29: CMAS Results Meeting (11:00-12:00)
- Mon, Nov 3: Cabinet Meeting (10:30-12:00)

Mon, Nov 3: TOWN HALL MTG - Capital Construction East Campus Gym (5:30-7:00 pm)
--

- Tue, Nov 4: DAS/Central Principal Mtg (9:00-10:00 am)
- Thu-Sat, Nov 6-8: TCA *Guys and Dolls* Presentation
- Fri, Nov 7: Teacher In-Service (Secondary)
- Fri-Sat, Nov 7-8: Classical Education Summit - Longmont
- Mon, Nov 10: TCA Board Meeting (6:00-10:00 pm)

Tue, Nov 11: Veterans Day - TCA Veterans Day Assembly

- Tue, Nov 11: DAS/North Principals/SSS Mtgs (morning)
- Thu, Nov 13: DAS/East Principals Mtgs (9:00-11:00 am)
- Thu-Sat, Nov 13-15: TCA *Guys and Dolls* Presentation
- Sat, Nov 15: College Pathways School Dance
- Mon, Nov 17: DAS/CCCI Meeting (8:30-9:30 am)
- Mon, Nov 17: Cabinet Meeting (10:30-12:00)

Mon-Fri, Nov 24-28: Thanksgiving Break for Students

- Mon, Dec 1: Cabinet Meeting (10:30-12:00)
- Tue, Dec 2: DAS/Central Principal Mtg (9:00-10:00 am)
- Thu, Dec 4: Ridgeview Classical Administration Visit
- Mon, Dec 8: TCA Board Meeting (6:00-10:00 pm)



Compliance and Accreditation Corner

Check here for updates on compliance and accreditation items as we move through the year:

SAC BUSINESS TO COMPLETE:

- quarterly meetings
- update SAC by-laws
- e-mail SAC minutes to Cheri throughout the year

ITEMS DUE IN FUTURE:

- **North Elementary Site Plan Training** – scheduled for *Tuesday and Wednesday, November 4-5.*
- **District Accountability Committee (DAC)** - reviews SIPs/UIPs on *Tuesday, November 18 and Tuesday, December 9.*



Dear TCA Staff, Parents, and Community,

The Classical Academy (TCA) is committed to a policy of nondiscrimination in relation to race, color, sex, sexual orientation, religion, national origin, age, marital status, disability, or any other legally protected class. Respect for the dignity and worth of each individual shall be paramount. Accordingly, we have a “no tolerance” policy with respect to acts of discrimination or harassment.

Protecting against and not tolerating discrimination and harassment is consistent with TCA’s Core Values and our Creed, which states that “Titans love, respect, and protect one another. Striving to be our best, do our best, and give our best to the world.”

Any student, staff member or parent should report any discrimination or harassment to any TCA principal, counselor, or the following liaisons:

For Students:

Cheryl Birkey
Compliance Specialist/Title IX Coordinator
975 Stout Road, Room 1114
Colorado Springs, CO 80921
719-488-6209
cbirkey1@asd20.org

For Staff:

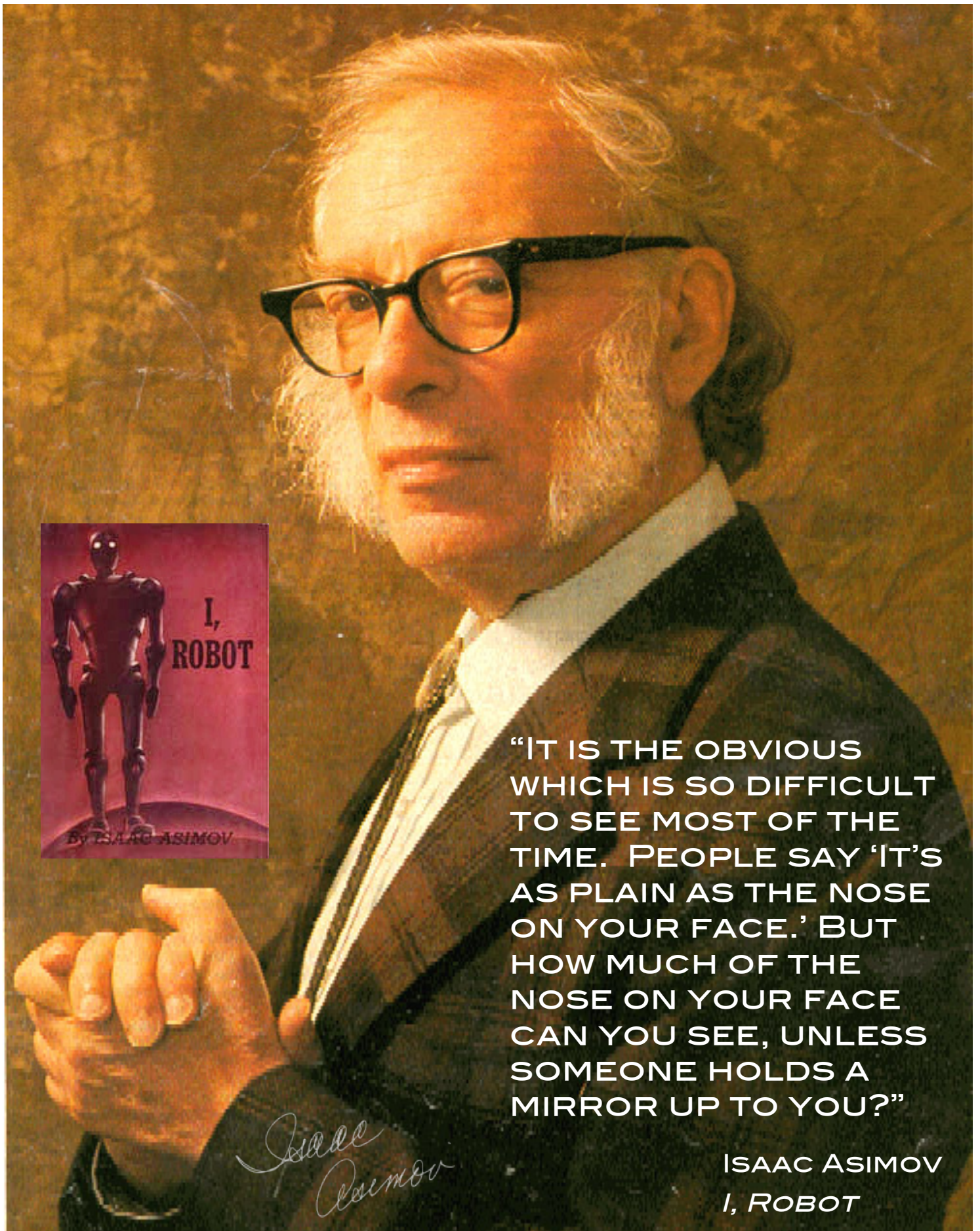
Katryna Lays
HR Generalist/Title IX Employee Liaison
975 Stout Road, Room 2200
Colorado Springs, CO 80921
719-488-6232
klays@asd20.org

The Classical Academy is committed to conducting prompt investigations. Any students or staff found to have engaged in any type of discrimination or harassment will be disciplined, and if circumstances warrant, suspension or expulsion of students may result. Let’s work together to prevent all types of discrimination and harassment!

We Are Titans!

Respectfully,
Dr. Russ Sojourner
TCA President

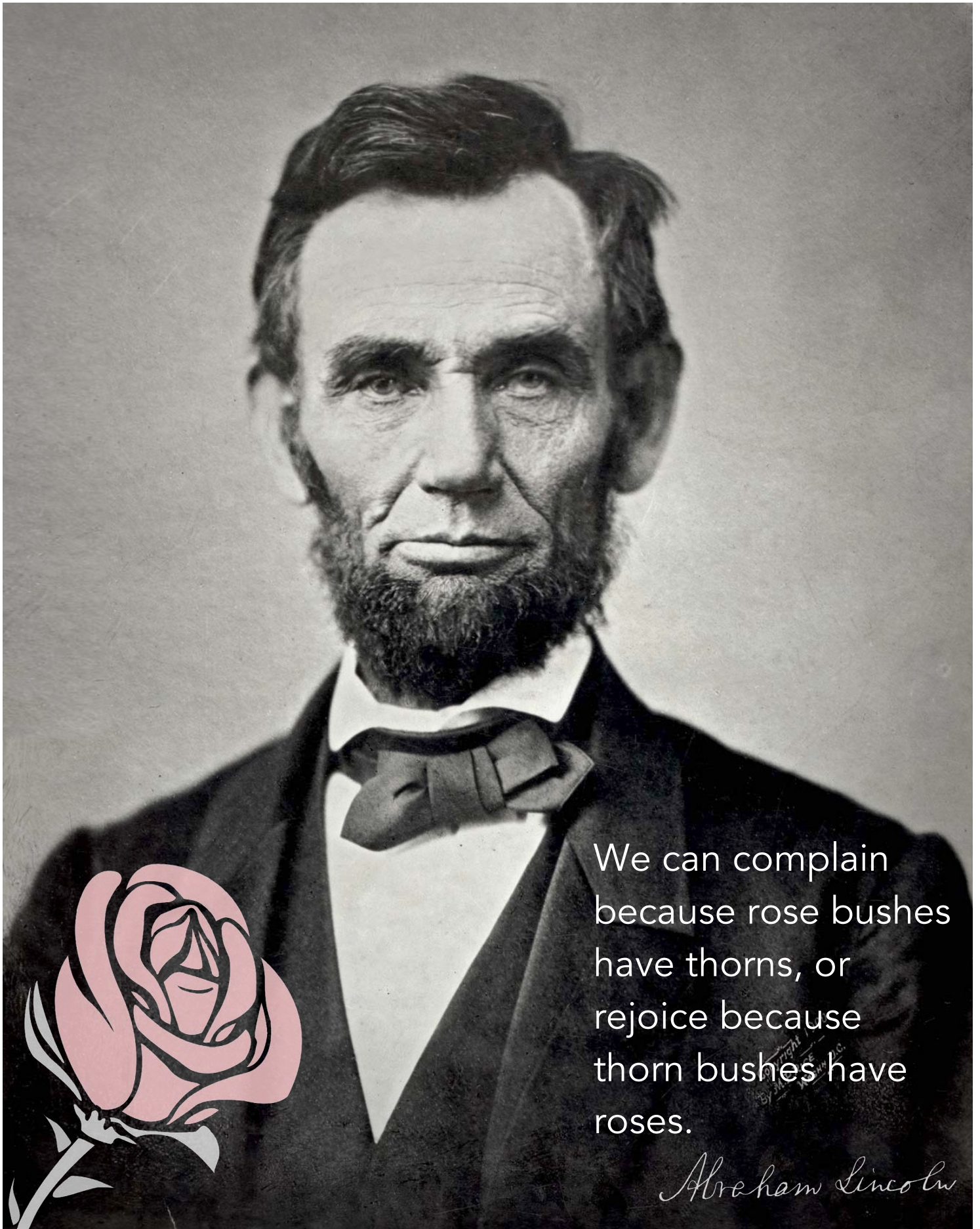




“IT IS THE OBVIOUS WHICH IS SO DIFFICULT TO SEE MOST OF THE TIME. PEOPLE SAY ‘IT’S AS PLAIN AS THE NOSE ON YOUR FACE.’ BUT HOW MUCH OF THE NOSE ON YOUR FACE CAN YOU SEE, UNLESS SOMEONE HOLDS A MIRROR UP TO YOU?”

Isaac Asimov

ISAAC ASIMOV
I, ROBOT



We can complain
because rose bushes
have thorns, or
rejoice because
thorn bushes have
roses.

Abraham Lincoln