



Kindergarten through Twelfth Grade

A Classical and Christ-Centered Education



SCHOOL PROFILE 2010/2011

*"That they may be called trees of righteousness, the planting of the LORD, that He may be glorified."
Isaiah 61:3b*

903 E Basin Road, New Castle, DE 19720 ~ 302-738-3337
Located on the grounds of The First Baptist Church of Delaware
Contact Us: info@talloaksclassicalschoo.org ~ Fax: 302-328-7886
Web Site: www.talloaksclassicalschoo.org



*An accredited member of the Association of Classical and Christian Schools
(www.accsedu.org)*

Welcome to Tall Oaks

“That they may be called trees of righteousness, the planting of the LORD, that He may be glorified.” Isaiah 61:3b

Thank you for your interest in Tall Oaks Classical School. Among the most life-changing decisions that parents make are those decisions relating to the education of their children. This school profile is designed to provide you with most of the information you will need to determine if Tall Oaks Classical School can assist you as you direct the education of your children from kindergarten through grade twelve.

I also invite you to visit our school’s informative web site at www.TallOaksClassicalSchool.org. There you will find out more about Tall Oaks and have the opportunity to view videos of teachers, parents, students and graduates reflecting on the education offered by our school. I think you will be impressed by how God has used a Tall Oaks education in the lives of these godly young men and women as they seek to please Him in their individual callings. If you would like to find out more about the classical method of education, we invite you to visit or call our office at (302) 738-3337 and request the free booklets we have available.

The best way to become acquainted with the Tall Oaks community is to visit our school. We hold Open House days monthly throughout most of the school year (see scheduled dates below). On these days, from 9:30 am until 4:00 pm, you can review displays of our curriculum materials and student work and take a guided tour of our facilities. You will have an opportunity to visit with Tall Oaks parents, talk with our dedicated teachers, meet our students and have your questions answered. If you arrive before 2:30, you will also be able to sit in on classes in session and experience the God-honoring culture for which Tall Oaks is known. If our Open House dates are not convenient for you, you may call our office and arrange for a private tour of our school.

If you need more information, please do not hesitate to call our office or email us at info@TallOaksClassicalSchool.org. We will be happy to take the time to answer your questions. May God bless you and grant you wisdom as you make these very important decisions for your family.

In Christ,

Donald Post

Donald Post
Headmaster

Open House Dates 9:30 am – 4:00 pm

October 5, 2010
November 10, 2010
December 2, 2010
January 11, 2011

February 9, 2011
March 10, 2011
April 1, 2011
April 19, 2011

Tall Oaks Classical School

A Classical and Christ-Centered Education

History

Inspired by Douglas Wilson's book, *Recovering the Lost Tools of Learning*, and the success of Logos School in Moscow, Idaho, a group of homeschooling parents from Elkton, Maryland founded Christ Classical Christian School. The doors opened in Elkton in September of 1994, under the leadership of administrator Richard Chenette and a volunteer board of directors. CCCS served twenty-one students in grades three through ten, employed two full time staff members, and was served by several part-time and volunteer teachers and staff.

The following year, the school moved to a church location in Newark, Delaware. In 1997, the school needed more space and relocated to Hockessin, Delaware. The name was changed to Tall Oaks Classical School. The Rev. Donald Post became the school's second administrator in 2001.

At the beginning of the 2006–2007 school year, Tall Oaks Classical School moved to the Faith City Family Church building in the Christiana area of Newark. In April 2009, we were accredited by The Association of Classical and Christian Schools. The beginning of the 2010 – 2011 school year brought us to our fifth home, The First Baptist Church of Delaware. Our new home has sufficient space, Lord willing, to enable us to grow to over 500 students. The school offers a Christ-centered and classical education and now serves over 200 students enrolled in kindergarten through twelfth grades. Tall Oaks Classical School employs forth-five faculty and staff.

Vision

Guided by the Word of God as our foundation, we will train Christian leaders who will righteously lead in their vocations, families and churches. Through these efforts, God will be glorified now and for generations to come.

Mission

The mission of Tall Oaks Classical School is to assist parents in preparing their children to excel in every duty and calling God has for them throughout their lives by providing a classical and Christ-centered curriculum designed to equip our graduates with the tools to acquire, process, express, and defend knowledge from a Biblical worldview.

Philosophy of Education

Tall Oaks Classical School seeks to equip students to learn independently, think critically, and communicate clearly and persuasively from a solidly Biblical worldview. To accomplish that goal, we educate with Christian principles, using classical methods. God is graciously blessing us with amazing results.

Christian Principles

Proverbs 9:10 tells us, "*The fear of the LORD is the beginning of wisdom, and the knowledge of the Holy One is understanding.*" At Tall Oaks, we know that if education does not stand upon the firm foundation of Biblical truth, the best results we can hope for are graduates who are well-read fools.

We also seek to apply the standards of God's Word to the conduct of the students and the staff and their interactions with one another and with parents. Our goal is personal holiness, confession of sin, and the pursuit of wisdom—all humbly sought, knowing it is only by God's grace that these blessings are granted.

"Since all truths converge towards God, he who is not to name God must have all his teachings fragmentary; he can only construct a truncated figure. In history, ethics, philosophy, jurisprudence, religious facts and propositions are absolutely inseparable"

R. L. Dabney
"Secularized Education" from *Four Articles on the Public Schools*

We agree with the Scriptures that parents, not the school or the civil government, are ultimately responsible before God for the education of their children. (Deut. 6: 4–9; Eph. 6: 1–4) Therefore, we see our role as assisting parents in that work. We provide communication between parents and teachers, and encourage a high level of parental involvement in our school.

Our dedicated teachers love their students and are committed to the Kingdom-building work of assisting parents as they provide a Christian education for their children.

Classical Methods

Since the Middle Ages, the leaders that have shaped history have been classically educated. Many schools include, as we do, classical content, such as Latin, logic, and classical literature, and yet do not use classical methods of education. The classical method of instruction recognizes three levels of learning and thinking, together known as the Trivium. These three are the Grammar, the Dialectic, and the Rhetoric stages, corresponding to the Biblical terms *knowledge, understanding, and wisdom*.

When we learn a new subject, we must first learn its grammar, that is, the basic facts and rules that form its foundation. At Tall Oaks, we emphasize the grammar of each subject from kindergarten through sixth grade, a time when children, because of their stage of development, enjoy memorizing information in chants, songs and other repetitive activities. We teach spelling and reading with a strong phonics-based program that teaches the students why words are spelled the way they are. Our students learn to write by imitating good writing. They learn the foundations of mathematics, a basic chronology of history, English grammar, Latin, (beginning in third grade), and a survey of the Bible.

“Classical education equips students to think clearly, to write and argue persuasively, and to understand where philosophies and ideas come from. I am convinced that men and women who are able to do this will always lead those who can’t.”

Susan Wise Bauer, *The Well-Trained Mind*

When the grammar of a subject is learned, we can go on to the Dialectic Stage, in which we apply reason to the facts we have learned in order to see inter-relationships, understand cause and effect, and analyze arguments. Although we teach logical thinking and analytical reasoning at all ages, we emphasize these skills and teach formal logic and debate in the middle school years. We teach our students to construct good arguments and to detect fallacious ones. We seek to develop in our students a Biblical worldview that is consistent with the truth that God reveals. Whether the subject being taught is mathematics, science, literature, geography or the arts, we help our students develop an integrated understanding of God and His creation.

The capstone of a classical education is reached in the high school years, when our students learn the rhetorical skills that allow them to master a subject and communicate it to others. They learn to conduct research, form their own conclusions, and effectively and persuasively communicate their understanding. The leaders of every field have reached this level of learning, which we call the Rhetoric stage. By the time our students reach high school, they are developmentally ready to begin formal training in rhetoric, and to practice applying that training in all their subjects. We give them opportunities to hone their rhetorical skills through written work, including major theses in their junior and senior years, as well as oral presentations. They learn to defend their faith humbly and intelligently. They develop the confidence and skills they need to succeed in higher education or to tackle any subject they want or need to learn. They are equipped to be lifetime learners and leaders.

Sadly, much of modern education, both secular and religious, underestimates the amount of basic information, (grammar), that young children can learn and fails to elevate its students to the Dialectic or Rhetoric levels of learning and thinking.

Amazing Results

The best advertisements for Tall Oaks are our students and our graduates. In a recent survey of Delaware area schools published in *Metrokids* family magazine, Tall Oaks Classical School was the among the highest in the three-year SAT average of all schools that were willing to report their scores. Ninety-five percent of our graduates choose to go on to college, and report that they are well prepared for higher education, often more so than their college classmates.

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Comparison of Educational Approaches

Classical Christian Education

Christ-centered education
Original documents based
Education for formation
Development of critical thinking – “Why?”
Emphasis on the true, good, and beautiful
Integrated interdisciplinary learning
Appreciation of western civilization
Latin taught as a core requirement
Humanities and fine arts emphasis
Requires the student to learn how to learn
Mastery as working to one’s fullest potential
Lifelong love of learning as the ultimate goal
Truth is objective, knowable, and absolute
Parents as primary educators

Modern Education

Man-centered education
Textbook based
Education for information
Development of correct procedures – “How?”
Emphasis on politically correct
Fragmented and disjointed learning
Critique of western civilization
Latin taught as an elective
Techno-rational emphasis
Requires the student to learn how to pass tests
Mastery as measured by test grades
Graduation as the ultimate goal
Self-actualization, achieving personal peace & affluence
Teachers as primary educators

Used by permission of Westminster Academy, Memphis, TN



Core Values

Excellence: Because of who God is and what He has done for us, all our efforts at TOCS deserve our best effort. Excellence is the standard to which we will aspire in all our actions and work at TOCS.

“His divine power has granted to us all things that pertain to life and godliness, through the knowledge of him who called us to his own glory and excellence.”
2 Peter 1:3

Perseverance: Things of value are not achieved in the short-term; they require steadfast effort over time. Our efforts to achieve the mission of TOCS will be marked with perseverance.

“But the one who looks into the perfect law, the law of liberty, and perseveres, being no hearer who forgets but a doer who acts, he will be blessed in his doing.” James 1:25

Joy: There is no value in joyless effort. All we do at Tall Oaks, we will do for the joy of it.

“Looking to Jesus, the founder and perfecter of our faith, who for the joy that was set before him endured the cross, despising the shame, and is seated at the right hand of the throne of God.” Hebrews 12:2

Tall Oaks Classical School

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"The fear of the LORD is the beginning of wisdom, and the knowledge of the Holy One is understanding." Proverbs 9:10

Administration

Mr. Donald Post	Headmaster
Mrs. Dory Zinkand	Principal
Mrs. Janet Baumann	Director of Admissions and Community Life
Mrs. Lisa Crowe	Office Staff
Mrs. Ranelle Groth	Accreditation Coordinator
Mrs. Dorothy Hinckley	Office Staff, Finance Assistant
Mr. Harold Naylor	Director of Stewardship
Mrs. Charlot Sanders	Administrative Assistant and Finance
Mrs. Louise Shaw	Athletic Director
Mr. Mark Unruh	Assistant to the Headmaster
Mrs. Beth Weber	Special Projects Staff

Faculty

Mrs. Fola Babatunde	4 th / 6 th Grade Math
Mrs. Andrea Baines	Teacher Aide and Nurse
Miss Bethany Bohn	Drama
Mrs. Judy Brearly	4 th Grade
Mrs. Resna Brunson	2 nd Grade
Mrs. Cheryl Buckalew	Librarian
Mrs. Jen Burrows	2 nd Grade
Mrs. Holly Chaffee	Kindergarten
Miss Abigail Clevenger	Dialectic / Rhetoric History, Civics and Pre-Algebra
Mrs. Laureen Davison	6 th Grade and Spanish I, II & III
Mrs. Maria Donnelly	5 th Grade
Mrs. Debbie Favuzza	Art
Mr. Rick Gray	World Cultures and Missions
Mrs. Robin Gray	Algebra I, II and Geometry
Mrs. Jenny Hardcastle	Teacher Aide
Mrs. Lori Hedding	5 th Grade
Mrs. Joan Henderson	Biology and Chemistry
Mrs. Shannon Horton	1 st Grade
Miss Kathryn Lort	Chorus and Music
Mr. Karl Mason	Dialectic Language Arts and Academic Reading & Writing
Mrs. Beth McGarvey	Physical Education
Mrs. Susan Palmer	4 th Grade and 3 rd / 4 th Latin
Mrs. Monica Pitts	Extended Day
Mrs. Barbara Post	Kindergarten
Mrs. Deborah Pozsonyi	Teacher Aide
Mrs. Heather Rash	3 rd Grade
Mr. Stephen Rippon	Literature, Argumentation & Debate and Rhetoric
Mrs. Christina Schneider	Logic, Pre-calculus, Calculus and Physics
Mrs. Louise Shaw	Physical Education and 6 th / 7 th Science
Mrs. Shelley Stone	Physical Education, Extended Day
Mrs. Barbara Sypher	1 st Grade
Mr. Nathan Tillman	5 th / 6 th Latin, Latin I, II & III
Mr. Steve Turley	Theology, Greek and Rhetoric
Mrs. Sue Vogelmann	3 rd Grade
Mrs. Stephanie Welch	4 th / 6 th Grade and Academic Coach
Mrs. Amy Willis	Librarian

Board of Directors

Mr. David Williams	Chairman
Mr. Kevin Shaw	Treasurer
Mr. Dan Mengel	Term Member
Mr. David Mitchell	Permanent Member
Mr. Jack Hayden	First Baptist Church of Delaware Representative
Mr. John Taylor	First Baptist Church of Delaware Representative
Mr. Rich Welch	First Baptist Church of Delaware Representative Alternate



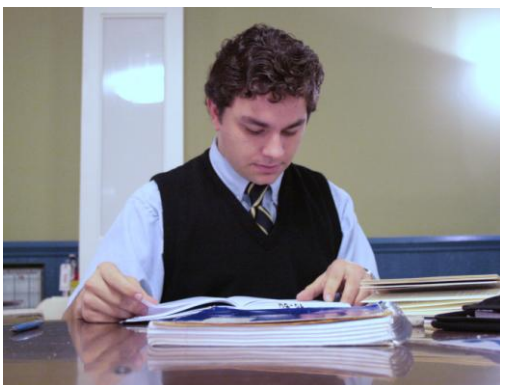
The task of any musician who is worth his salt is to take the great ideas translated by the composer into notes and emotion and to make them immanent and appealing to any listener. This is where one has to be able to dialogue with those foundational ideas and to process them into something meaningful so one does not become another talking head or simply add to the meaningless noise so very prevalent in our contemporary society. There are two examples that come to mind when thinking about this concept.

The first would be from my weekly guitar lessons that serve as the centerpiece of my Peabody education. I have had the extreme good fortune to be studying with a man who could serve as a living compendium of Western achievements in thinking. In a lesson he may approach a piece of music from a work of Sophocles, from the philosophy of Heidegger or perhaps the opening of the Book of John.

Because of classical studies in Greek literature and Greek language, from philosophical surveys in classes such as Christian Apologetics, and obviously from the Biblical underpinning to everything in the Tall Oaks curriculum, these are all ideas that are familiar to me and can be readily integrated into understanding the music I am playing. And what's more, I've been given the framework to understand that these ideas are not discrete ideas that have no connection to one another, but can be arranged into a larger worldview. The production of a note can be a finger crossing a string or pushing a key, or it can be nothing passing into being or a word becoming embodied in sonic flesh...

...When I was leading a class in which we were discussing the Confessions of St. Augustine, I overheard one of my fellow guitarists asked, "What does St. Augustine have to do with music? How is this making me a better musician?" The question gave me pause for quite a few days and didn't seem entirely invalid. But I finally came to the conclusion that what St. Augustine had to do with music was everything. He says, "My heart is restless until it rests in you." What Augustine is talking about is the foundation for everything we do and music, or art in general, is a recognition of the frailty of beauty in a fallen world and is striving to echo and make manifest the beauty and truth of God and to share it with others.

Iain Roush, Tall Oaks graduate



We are grateful to our God for providing you to this world. The systemic aversion to God, which is crippling our culture, presses us harder to see the extreme importance of Tall Oaks and the dedication and substantial personal sacrifices of the Tall Oaks staff. We are indeed grateful for this opportunity to help. We will continue to look for opportunities to do more.

Chuck and Elaine Cullen, Tall Oaks grandparents



Each student encourages other students in their school work, in their walk with God and in whatever sport the Titans are playing...The learning experience here is challenging but extremely engaging and rewarding to the students as there is a common theme in every class to know more about God and the plans He has for each of us. In my years at Tall Oaks I have been challenged and pushed to do my best. I have been nurtured in the most important areas of life—knowing God and how to live for Him—using invaluable tools received through an amazing education.

Carly Winstead, Tall Oaks graduate



What I found in college classrooms were high school graduates with little or no idea how to process the information given to them. Their learning process mimicked the learning process our first graders employ at Tall Oaks. Listen. Memorize. Repeat.

Even more apparent was their lack of ability to piece together a sound logical argument, much less a coherent sentence. Let me remind you that these observations impressed me while I was in the honors program. These students were supposed to be Delaware's best and brightest.

My favorite example came in an honors colloquium class entitled "Freedom and Equality". The class was meant to be a relatively open forum discussion on the difficulties in simultaneously enforcing both freedom and equality in a society. It was a disaster. Time after time the students would come in to class having read the assignments, most of which were the founding documents of this country, and having absorbed none of the meaning. This course was nothing more than a volley of canned arguments the students had heard elsewhere. Prodding them for any explanation would yield a repeat of the argument at a higher volume.

This was a class with two students who had scored 1600 on their SATs. Believe me now when I say that being "smart" had nothing to do with thriving in that setting. The tools to learn that were instilled in me at Tall Oaks were what enabled my comprehension of the subject and my ability to discuss it intelligently.

This was a theme that I found threaded through my years of undergraduate and graduate studies at both the University of Delaware and the University of Idaho. Whether it was English 101 or Honors Chemistry or my architectural thesis, I found myself thankful to God for the meager four years I had here learning about more than just the grammar of life. Those "archaic classics" that I read at Tall Oaks that I never thought would be applicable, are nothing short of the finest lessons history has to teach.

Brant Hauser, Tall Oaks graduate

Tall Oaks Classical School Curriculum

Kindergarten ~ Barbara Post & Holly Chaffee

Tall Oaks Classical Cursive Handwriting
Phonics using *Spell To Write and Read*
Saxon Math for Kindergarten
Reading Circle/Story time–Introduction to Children’s Literature
Bible Survey – Creation to Pentecost, Attributes of God
Memorization of Hymns, Poems and Scripture
Hands-on–Science with songs and chants
Community Awareness
Art – reflecting weekly phonogram, Physical Education and Chorus

First Grade ~ Barbara Sypher & Shannon Horton

Saxon Math for First Grade
God’s Plan – CSI
Science – Unit studies in Biology, Earth Science, Chemistry & Physics
Literature–based Reading Program
Phonics and Spelling using *Spell to Write and Read*
Tall Oaks Classical Cursive Handwriting
Shurley 1 English Grammar
Geography – Map Skills, Continents, Oceans, Delaware, Australia, Antarctica
Art, Physical Education, Chorus and Grammar of Music
Scripture Memory Program

Second Grade ~ Resna Brunson & Jen Burrows

Saxon Math for Second Grade
Bible Survey – Genesis through Deuteronomy
Science – Unit studies in Biology, Earth Science, Chemistry & Physics
Literature–based in–class Reading Program
Phonics and Spelling using *Spell to Write and Read*
Tall Oaks Classical Cursive Handwriting
English/Composition – *Shurley Grammar 2* and *Excellence in Writing*
History – Old Testament & Ancient Egypt, Map skills
Geography – Africa, US States and Capitals, Review of Continents
Art, Physical Education, Chorus and Grammar of Music
Scripture and Catechism Memory Program

Third Grade ~ Susan Vogelmann & Heather Rash

Saxon Math for Third Grade
Bible Survey Joshua through 1Kings 2 (death of David)
Science – Unit studies in Biology, Earth Science, Chemistry & Physics
Literature–based Reading Program
Phonics and Spelling using *Spell to Write and Read*
Tall Oaks Classical Cursive Handwriting
English – *Shurley Grammar 3*
Composition – *Excellence in Writing*
History – New Testament Times, Ancient Greece and Rome
Geography – Asia and the Middle East, Map Skills
Latin 3 – *Latin for Children, Book A*
Art, Physical Education, Chorus and Grammar of Music (Recorder)
Scripture and Catechism Memory Program

Fourth Grade ~ Judy Brearly, Susan Palmer & Stephanie Welch

Saxon Math 5/4
Bible Survey 1 Kings 3 through Malachi
Science – Unit studies in Biology, Earth Science, Chemistry & Physics
Literature-based Reading Program
Phonetic Spelling using *Spell to Write and Read*
Tall Oaks Classical Cursive Handwriting
English – *Shurley Grammar 4*
Composition – *Progymnasmata* (Fable)
History – Middle Ages, Renaissance and Reformation
Geography – Europe & Eurasia
Latin 4 – *Latin for Children, Book B*
Art, Physical Education, Chorus and Grammar of Music (Recorder)
Scripture and Catechism Memory Program

Fifth Grade ~ Maria Donnelly & Lori Hedding

Saxon Math 6/5
Bible Survey the Gospels
Science – Unit studies in Biology, Earth Science, Chemistry & Physics
Literature-based Reading Program
Phonetic Spelling using *Spell to Write and Read*
Tall Oaks Classical Cursive Handwriting
English– *Shurley Grammar 6*
Composition – *Progymnasmata* (Narrative)
History – Exploration, Settlement and Colonization of Early America
Geography – US States and Capitals in depth, South and Central America
Latin 5 – *Latin for Children, Book C*
Art, Physical Education, Chorus and Grammar of Music (Hand chimes)
Scripture and Catechism Memory Program

Sixth Grade ~ Laureen Davison, Louise Shaw & Stephanie Welch

Saxon Math 7/6
Bible Survey Acts to Revelation
Science – Unit studies in Biology, Earth Science, Chemistry & Physics
Literature-based Reading Program
Vocabulary – *Vocabulary from Classical Roots*
English – *Shurley Grammar 7*
Composition – *Progymnasmata* (Chreia/Maxim)
History – 1815 to Present
Geography – World Geography
Latin 6 – *Latin Alive*
Art, Physical Education, Chorus and Grammar of Music (Hand chimes)
Scripture and Catechism Memory Program

Grammar Aides ~ Andrea Baines, Jenny Hardcastle & Debbi Pozsonyi

Grammar of Latin ~ Susan Palmer (3rd & 4th), Nathan Tillman (5th & 6th)

Art ~ Debbie Favuzza

Chorus & Grammar of Music ~ Kathryn Lort

Physical Education ~ Louise Shaw, Beth McGarvey, Shelley Stone

**Overview of the Dialectic / Rhetoric Courses
2010 - 2011**

7 th	8 th	9 th	10 th	11 th	12 th
Grammar 7	Grammar 8, Composition and Literature	Classical Literature	American Literature	British Literature	British Literature
Pre-Algebra	Algebra I	Geometry	Algebra II	Pre-calculus	Calculus or Greek II
World Cultures and Missions	Western Civilization I	Western Civilization II	Foundations of U. S. History	Rhetoric I	Civics / Economics
General Science	Logic	Argumentation & Debate	Biology & Lab	Chemistry & Lab	Physics & Lab
Composition and Literature	Academic / Reading & Writing	Biblical Theology	Systematic Theology	Apologetics	Apologetics
Latin I	Latin II	Spanish I or Latin III	Spanish II or Latin IV	Greek I	Rhetoric II
Art	Art	Art	Art	Art	Art
6 th – 8 th Grade Chorus	6 th – 8 th Grade Chorus	9 th – 12 th Grade Chorus	9 th – 12 th Grade Chorus	9 th – 12 th Grade Chorus	9 th – 12 th Grade Chorus
Physical Education	Physical Education	Physical Education	Physical Education	Spanish III	College Prep and Service & Scholarship
Keyboard / Drama	Keyboard	Yearbook, Debate or Music	Yearbook, College Prep, Debate or Music	College Prep	Yearbook, Debate or Music

Graduation Requirements

Science (3 credits necessary)		* Credits
	Biology & Lab	1 1/5
	Chemistry & Lab	1 1/5
	Physics & Lab	1 1/5
Mathematics (4 credits necessary)		
	Algebra I	1
	Geometry	1
	Algebra II	1
	Pre-Calculus	1
	Calculus	1
Language (3 credits necessary – 2 in same language and 1 in Latin/Greek)		
	Latin III & IV	1 per year
	Spanish I, II & III	1 per year
	Greek I & II	1 per year
Bible (4 credits necessary)		
	Biblical Theology	1
	Systematic Theology	1
	Aesthetics	1/2
	Hermeneutics	1/2
	Apologetics	1
History (3 credits necessary)		
	Western Civilization II	1
	Foundations of U.S. History	1
	Civics	1/2
	Economics	1/2
Logic (1 credit necessary)		
	Logic	1
	Argumentation and Debate	1
Rhetoric (2 credits necessary)		
	Rhetoric I	1
	Rhetoric II	1
Literature (4 credits necessary)		
	Classical Literature	1
	American Literature	1
	Advanced Literature	1
	British Literature	1
Art (Four years)		
Chorus (Four Years)		
Physical Education (Two Years)		

*One credit represents one full year of course work (i.e. two semesters)

These graduation requirements apply to students who have been enrolled full time at Tall Oaks for ninth through twelfth grades. Students in seventh and eighth grades may receive credit toward graduation for high school level work completed in those years (e.g. Algebra I, Logic, Latin and History). **Subject to approval by the Headmaster, students transferring into tenth and eleventh grades may receive credit for courses completed elsewhere and develop an individual graduation plan.**

Athletics and Enrichment Programs

To enrich the education of our students, Tall Oaks offers many athletic and special-interest programs during our "8th Period" from 3:00pm to 5:15pm, as well as varsity and junior varsity sports.

The following programs will be offered during the 2010 - 2011 school year:

Grammar School Athletic Programs

Junior Titan Cheer Club, grades 3 to 5
Junior Titan Jump Rope Club, grades 3 to 5
Junior Titan Soccer, grades 3 to 5
Junior Titan Archery, grades 3 to 5
Junior Titan Basketball, grades 3 to 5
Junior Titan Running Club, grades K to 5



Middle School and Varsity Sports

Middle School Girls Volleyball, grades 6 to 8
Varsity Girls Volleyball
Middle School Cross Country, grades 6 to 8
Varsity Cross Country
Middle School Boys Basketball, grades 6 to 8
Middle School Girls Basketball, grades 6 to 8
Varsity Boys Basketball
Varsity Girls Basketball



Special Interest Clubs

Literature Discussion Group, grades 1 to 3
Literature Discussion Group, grades 4 to 6
Literature Discussion Group, grades 7 to 12
Spanish Club, grades 1 to 3
Spanish Club, grades 4 to 6
Drama Club, grades 2 to 12

Private Music Lessons

Tall Oaks offers its students the opportunity to have private music lessons on our campus during the 8th Period.

Violin
Piano
Band
String Instruments
Wind Instruments



A la Carte Policy

After regular enrollment has ended, selected classes are made available for qualified applicants from outside of the fulltime regular enrollees of Tall Oaks.

Students who enroll as a Tall Oaks á la carte student must commit to attending all classes for which they have registered and been accepted on a regular basis for one academic school year unless providentially hindered. The student will be considered an integral part of the class with all the rights and privileges thereof, and, therefore, will be expected to do all class assignments, including projects and tests. A report will be issued each quarter and a certificate will be issued at the end of the year, certifying that the course has been taken, completed and passed.

Students are expected to wear uniforms to class and to abide by all general policies applicable to full time Tall Oaks students as delineated in the Parent-Student Handbook, including receiving demerits and doing restitution for those demerits.

Students are expected to arrive for the class on time and then leave when the class is over. Students may not stay at Tall Oaks unattended. The parents are asked to contact the school office if they are going to be late in picking up the student.

Attendance as an á la carte student does not qualify the student to participate in activities of the school unrelated to the particular class taken, such as Protocol classes and special events. The student is invited to attend all field trips relating to their specific class and must pay additional admissions fees particular to the event. Arrangements may be made to take PSAT or ERB tests on a per test cost basis.

Interested families are required to apply to Tall Oaks through the regular admissions process and to include an application fee (\$100.00 per student / \$300.00 family maximum) with their application. Classes for 2010/2011 school year begin in August and end the last week in May, 2011. There are thirty-six weeks in one academic school year. Courses in the Grammar grades which may be made available include Latin, Choral Music and Art. All Dialectic/Rhetoric courses are available. Each child is limited to ten class meetings.

PSAT and SAT Scores

PSAT

	<u>Critical Reading</u>	<u>Mathematics</u>	<u>Writing Skills</u>	<u>Total</u>
2007	57	57	65	179
2008	60	59	58	177
2009	63	57	60	180

SAT

	<u>Critical Reading</u>	<u>Mathematics</u>	<u>Writing</u>	<u>Total</u>
2007	670	565	658	1893
2008	650	590	603	1843
2009	640	627	633	1900
2010	640	633	597	1870

TALL OAKS CLASSICAL SCHOOL

A Classical and Christ-Centered Education

At Tall Oaks Classical School, children are taught how to think and live with a Christian world-view. It is a loving environment that is safe and nurturing, where children may joyfully persevere in achieving excellence.

Tall Oaks Classical School...the right choice for your family!
We welcome you home!



Jesus said, "Let the little children come to me, and do not hinder them, for the kingdom of heaven belongs to such as these." Matthew 19:14

Tall Oaks Classical School

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