The Parent Information Resource Centers (PIRCs) was founded in 2000 by the U.S. Department of Education to provide an opportunity for foreign students and their families to learn about U.S. higher education. The PIRC projects currently serve foreign students from over 150 countries, representing over 100 languages. The PIRCs are sponsored by a consortium of higher education institutions and are funded by the U.S. Department of Education. The PIRCs provide resource materials, as well as an online clearinghouse for school improvement projects. For example, the PIRC serving Spain is a student-led project that helps students and staff in the community work together to improve student achievement. The PIRCs also provide professional development opportunities for educators interested in federal education policy, as well as opportunities for organizations interested in federal education policy. The PIRCs are available to educators, parents, and community leaders interested in federal education policy. For more information, visit http://www.ed.gov/parents/parentinfo-resource-center.
In reading and math. For detailed results, visit http://www.nationsreportcard.gov.

Since the 2001 release of the NAEP at a national level, the most recent results of students tested in grade 5 and grade 8 have yielded the following scores:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 5</td>
<td>500</td>
</tr>
<tr>
<td>Grade 8</td>
<td>500</td>
</tr>
</tbody>
</table>

A number of parents expressed concern that their children were not learning enough. In fact, as many as 35 percent of students tested in grade 5 and grade 8 scored below basic proficiency.


The results are in:

The National Assessment of Educational Progress (NAEP) is administered to students in grades 4 and 8. Each year, states and the District of Columbia are required to report detailed results for their students. The results are reported in the form of state averages, which are then compared to national averages.

The exception is a fifth-grade reading test, which is administered only in 25 states and the District of Columbia. The test is designed to measure reading comprehension and reading fluency, with a focus on reading for meaning and reading for content. The test is given to students in grades 4 and 8, and is designed to measure reading comprehension and reading fluency, with a focus on reading for meaning and reading for content.

The results of the 2007 NAEP are reported in the form of state averages, which are then compared to national averages. The results are reported in the form of state averages, which are then compared to national averages. The results are reported in the form of state averages, which are then compared to national averages.

For example, the state average for grade 4 reading is 500, and the national average is 500. The state average for grade 8 reading is 500, and the national average is 500.

The results of the 2007 NAEP are reported in the form of state averages, which are then compared to national averages. The results are reported in the form of state averages, which are then compared to national averages. The results are reported in the form of state averages, which are then compared to national averages.

For example, the state average for grade 4 reading is 500, and the national average is 500. The state average for grade 8 reading is 500, and the national average is 500.

The results of the 2007 NAEP are reported in the form of state averages, which are then compared to national averages. The results are reported in the form of state averages, which are then compared to national averages. The results are reported in the form of state averages, which are then compared to national averages.

For example, the state average for grade 4 reading is 500, and the national average is 500. The state average for grade 8 reading is 500, and the national average is 500.
2001 National Assessment of Educational Progress: the Math 4 Report

Grade 4

<table>
<thead>
<tr>
<th>Percentage Proficient</th>
<th>English Language Learners</th>
<th>Rural</th>
<th>Free and Reduced-Price Lunch</th>
<th>Total Students</th>
<th>Grade Span</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;50%</td>
<td>&gt;46%</td>
<td>46%</td>
<td>&gt;46%</td>
<td>≥1,100</td>
<td>3-5-8</td>
</tr>
</tbody>
</table>

Since the 2001 National Assessment of Educational Progress in Math 4, CCA has made significant improvements. In the most recent testing, 60% of CCA’s students scored at or above grade level. Of the bottom 25% of students, 25% of them showed significant growth in their performance. This reorganization has provided a greater chance for developing a supportive and engaging school environment for students from the neighborhood. The reorganization has continued to provide data for teachers to provide every student the opportunity to develop to his potential. CCA continues to be an exciting educational experience for all students.
In addition, the bill may provide tuition assistance of up to $4,000 per year—for a total of up to $16,000 over four years—to students in low-income families to attend certain public or private four-year colleges. The program would be administered by the state in which the applicant resides through a public, private, or public charter school. To be eligible, the student must demonstrate leadership or academic excellence, or both. Students also must agree to teach in a high-needs school district for at least four years.

Since the 2001 opening, CCA has been more than just a school; it has been a force for change in the lives of its students. Its graduates have gone on to attend some of the nation’s finest colleges and universities. CCA’s students are either academically superior or dramatically gaining ground, or both. A number of parents interviewed said that the academic gains were at least four times more than what they expected. The gains are especially notable since the law was implemented.

In its first five years, CCA has produced graduates who have scored significantly above the norm on the SAT, with scores of at least 1,400. CCA students have been accepted to some of the nation’s most prestigious universities, including Harvard, Stanford, and the University of California—Berkeley.

In addition, the school has seen a dramatic increase in the number of its students who have been accepted to four-year colleges. Since the school opened in 2001, CCA has had a 100 percent college acceptance rate. The school has also been recognized by the National Alliance for Charter Schools and the National Association of Charter Schools.

"The New York City Department of Education won the year’s Broad Prize for Urban Education. Funded by the Broad Foundation, the annual award highlights leading urban schools in the United States that make significant progress in improving student achievement while reducing achievement gaps among disadvantaged and minority students, meeting state standards, and raising state assessments and teacher standards.

Paper Arts Class: Cesar Chavez Academy teachers and students work on their crafts. The school offers various clubs and activities, including art classes. The students create traditional mexican art and travel to museums. The school also has a partner program with a local company called "Art of Education." The program connects students with local artists and allows them to participate in art workshops and gallery openings. The school has also partnered with a local museum to create an exhibition space for student art. The students create their own artwork and display it in the school’s art gallery. The program helps to foster creativity and artistic expression among the students. The school has also partnered with local artists to create murals and sculptures in the school’s hallways. The students work with the artists to create the designs and then help to paint and install the murals. The program helps to foster creativity and artistic expression among the students. The school has also partnered with local artists to create murals and sculptures in the school’s hallways. The students work with the artists to create the designs and then help to paint and install the murals. The program helps to foster creativity and artistic expression among the students.

Since the 2001 opening, CCA has been more than just a school; it has been a force for change in the lives of its students. Its graduates have gone on to attend some of the nation’s finest colleges and universities. CCA’s students are either academically superior or dramatically gaining ground, or both. A number of parents interviewed said that the academic gains were at least four times more than what they expected. The gains are especially notable since the law was implemented.

In addition, the bill may provide tuition assistance of up to $4,000 per year—for a total of up to $16,000 over four years—to students in low-income families to attend certain public or private four-year colleges. The program would be administered by the state in which the applicant resides through a public, private, or public charter school. To be eligible, the student must demonstrate leadership or academic excellence, or both. Students also must agree to teach in a high-needs school district for at least four years.

Since the 2001 opening, CCA has been more than just a school; it has been a force for change in the lives of its students. Its graduates have gone on to attend some of the nation’s finest colleges and universities. CCA’s students are either academically superior or dramatically gaining ground, or both. A number of parents interviewed said that the academic gains were at least four times more than what they expected. The gains are especially notable since the law was implemented.

In addition, the bill may provide tuition assistance of up to $4,000 per year—for a total of up to $16,000 over four years—to students in low-income families to attend certain public or private four-year colleges. The program would be administered by the state in which the applicant resides through a public, private, or public charter school. To be eligible, the student must demonstrate leadership or academic excellence, or both. Students also must agree to teach in a high-needs school district for at least four years.
Nov. 11-17
Geography Awareness Week: an annual week-long, year-round celebration that highlights the importance of geography as part of a 21st century, globally interdependent world. It is designed to increase the awareness of the importance of understanding the geography of the world.

Nov. 13-16
International Education Week: an annual event that raises awareness of the benefits of educating Americans about the world. It celebrates the contributions and achievements of the nations’ students, immigrants, and citizens.

Nov. 17-28
White House Faith-Based and Community Initiative Conference, Las Vegas, Nev. This conference is sponsored by the U.S. Department of Health and Human Services for parents and community leaders to discuss the importance of integrating faith and community efforts to address critical issues such as drug abuse, substance abuse, and violence.

Nov. 20-Nov. 21
Supplemental Educational Opportunity Program (SEOP) Conference, Las Vegas, Nev. This conference is sponsored by the U.S. Department of Education for SEOP staff and other educators.

Nov. 30-Dec. 2
National Hispanic Heritage Month: a time to celebrate the cultural contributions and achievements of the nation’s Hispanic citizens and their forebears.

The November edition of Education News Parents features an in-depth look at the National Institute for Innovative Educators (NIE), a program that focuses on preparing parents, grandparents, and community leaders to take on the role of educating children at home. This program is designed to help parents understand the role of school in today’s world and to provide them with the tools they need to succeed in their educational roles.

The DoD/BACSE Education News Parents online edition features a special section on the U.S. Department of Education’s new initiative to support families in making informed decisions about their child’s education, the Parent Information and Resource Centers (PIRCS). The PIRCS are a nationwide network of family information centers that provide support and services for parents and their children.

For more information about the Parent Information and Resource Centers, visit http://www.mywonderfulworld.org.
Nov. 11–17

Geography Awareness Week
Globally, we live in an interdependent world, as part of a truly global community. Celebrate the diversity of people, places, and natural resources around the globe.

Nov. 12–16

International Education Week
The Week celebrates the benefits of international education and heightens awareness of the many benefits that international education offers to individuals and society at large. To learn more, visit http://www.usembassy.gov.

Nov. 27–28

White House Early Reading Challenge
The White House Early Reading Challenge is an effort by the Federal Interagency Early Reading Partnership to increase the reading achievements of young children by engaging the American public, Federal agencies for preschool to grade 3 and community partners in reading at home.

Dec. 6

Dec. 6, Jackson, Miss. Visit the Department of Education to participate in the National Conference on Education, Literacy, and Community Initiatives. Attendees will participate in a series of workshops, presentations, and a quiz about cities of the world, living in the United States to prepare students for college and the workforce.

The most powerful thing they’ve done to have chosen their kids’