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## Dear Friends and Supporters,



We celebrate and reflect on our fourth exciting year of partnering with schools to help bring personalized learning to every student, every day. *Teach to One: Math* (TTO), our first school-based learning model, was implemented in 28 schools this year with nearly 10,000 middle school students.

Student outcomes continue to be a top priority and we're pleased to share strong growth results on the MAP assessment. Students participating in TTO achieved gains in math exceeding the national average growth by 40%. Additionally, several student subgroups that typically struggle to succeed in school made even larger gains, demonstrating the power of TTO to meet the needs of all students. English Language Learners (ELLs) exceeded national average growth by 80%, Special Education (SPED) students grew 50% more than the national average.

**Reimagining the classroom and meeting students where they are with the right lesson, at the right time, and delivered in the right way is working to accelerate learning for all students.**

Our team had an exciting year marked by expansion to more schools and new states. Our model was in 10 states and Washington D.C. this year. We also took a hard look at how to continue improving the model to better meet students' needs. This resulted in the development of our Student Success Framework (page 9) which highlights students' academic and social-emotional needs. Our team partnered with Partnerships for Education and Resilience (PEAR) out of Harvard to explore ways to measure students' social-emotional growth—a critical part of ensuring students succeed.

This year marked the kickoff of our three-year strategic campaign to engage funders to help us crack the academic code. Given the data we're collecting on a daily basis, we have the unique opportunity to learn about learning—to better understand which combinations of learning experiences are most impactful for different kinds of students. What we learn on this journey will not only impact the students we serve, but can have far more reaching implications to K-12 schools everywhere. We'll be sharing more on our learning agenda in the coming months.



Our team has never been more committed to the mission of personalizing learning and transforming the traditional classroom to help both teachers and students reach their full potential. Early results continue to prove that personalization is not only possible, but drives significant student achievement for diverse students in diverse settings.

We look forward to the learnings and challenges of another school year and we're grateful to have you on this journey with us.



Joel Rose  
Co-founder and CEO



Chris Rush  
Co-founder and Chief Program Officer

# A New Approach to Personalized Learning

## Who We Are

In June 2011 we launched New Classrooms Innovation Partners as a 501(c)(3) to bring personalized learning to every student, every day to accelerate their math achievement and build habits for lifelong success. New Classrooms was founded by many members of the team that created School of One, an initiative incubated within the New York City Department of Education (NYCDOE) in 2009. Co-founders Joel Rose and Chris Rush launched School of One to determine whether it was possible to design a school-based learning model that integrated live, online, and collaborative learning in ways that met the unique needs of each learner each day.

New Classrooms' first order of business was to build a new learning model, *Teach to One: Math*, that would leverage many of the lessons learned from the School of One experience. In 2012,

*Teach to One: Math* is the culmination of thousands of hours of research and development from a veteran team of education and technology experts who created a new vision of personalized learning and a new approach to implementing personalization in all types of schools—public, independent and charters.

## Solving a Core Problem

Our team set out to solve a critical problem for schools, teachers and students—a model of learning rooted in a century-old school model with one teacher, a set of textbooks, and 30 or so same-aged students in an 800-square-foot-room. This model makes it nearly impossible for teachers to meet each student's unique needs. Instead of being based on research on how students best learn, it is a reflection of industrial era thinking, where factories provided the template for mass production.

who enter behind grade level and hinders those who enter near the top. And it's a model that burns out its most valuable resources—teachers.

It will take more than new textbooks, new computers, or new apps to bring about an evolution from the factory-model classroom. Many of these products and tools, while helpful, do little to challenge the underlying systems and structures that keep the factory-model classroom in tact. What we need are new, innovative, learning models.

*Teach to One: Math* is just one of what we hope to be many school-based learning models that will emerge over the next decade. Some of these models may be focused on specific subjects or grade spans, while others may apply more broadly. They will incorporate different pedagogical approaches, different educator roles, different ways to use technology, and different ways of using time and space. And they will reflect the very

**We imagine a world where personalized learning is just the way students learn — a world where every student attends a school that meets them where they are, adapts to the unique ways they learn, and develops habits for lifelong success.**

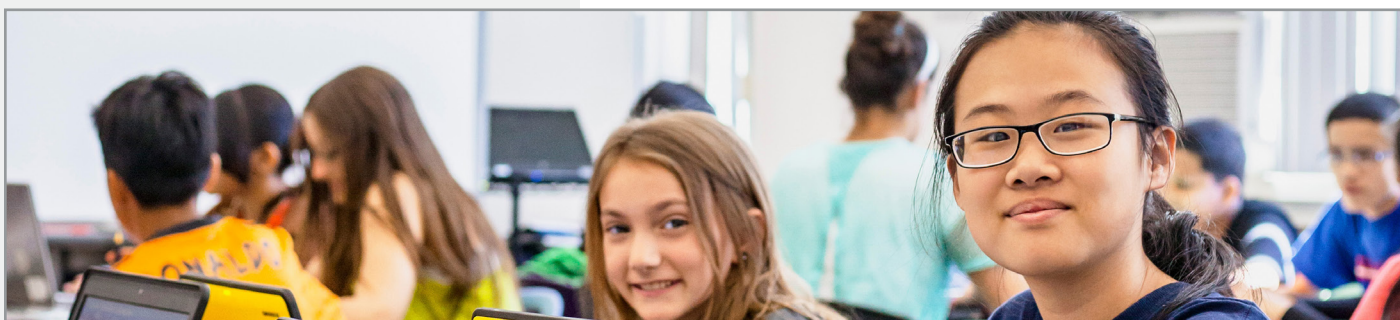
*Teach to One: Math* launched in both Washington D.C. and Chicago, and shortly thereafter, NYCDOE began to use *Teach to One: Math* to power its implementations of School of One. Since that time, New Classrooms has continued to develop *Teach to One: Math* while also growing the number of partnership schools and districts across the country.

Textbooks, bell schedules, grade-level standards, age-based learning cohorts, all work together to keep all but the least disruptive of innovations from penetrating the classroom walls. As a result, our nation remains stuck with the factory-model classroom. It's a model that prioritizes covering assigned grade-level material over meeting students where they are. It's a model that often fails those

best thinking from those operating both inside and outside of the system today.

Our theory of change is rooted in replacing the century-old classroom model and looking at personalization through the lens of what, when, how and where students learn.





# Defining Personalized Learning

Personalized learning describes the practice of making each student's needs the driving force in his or her education. It is an alternative to the traditional "one-size-fits-all" approach where students who happen to be the same age learn the same things at the same time.

In 2014, a group of educators, advocates, philanthropies, and non-profit organizations came together to create a working definition and four common attributes of personalized learning:

"Personalized learning seeks to accelerate student learning by tailoring the instructional environment—what, when, how, and where students learn—to address the individual needs, skills, and interests of each student. Students can take ownership of their own learning while also developing deep, personal connections with each other, their teachers, and other adults."

Personalized learning does not have to mean students are working in isolation. They can experience a variety of instructional approaches and can be continually regrouped with other students who share common needs. While technology can play a role, it does not mean that students must spend all of their time on computers.



## Learner Profiles

Each student has an up-to-date record of his or her individual strengths, needs, motivations, and goals.



## Personalized Learning Paths

All students are held to clear, high expectations, but each student follows a customized path that responds and adapts based on his or her individual learning progress, motivations, and goals.



## Competency-based Progressions

Each student's progress toward clearly defined goals is continually assessed. A student advances as soon as he or she demonstrates understanding.



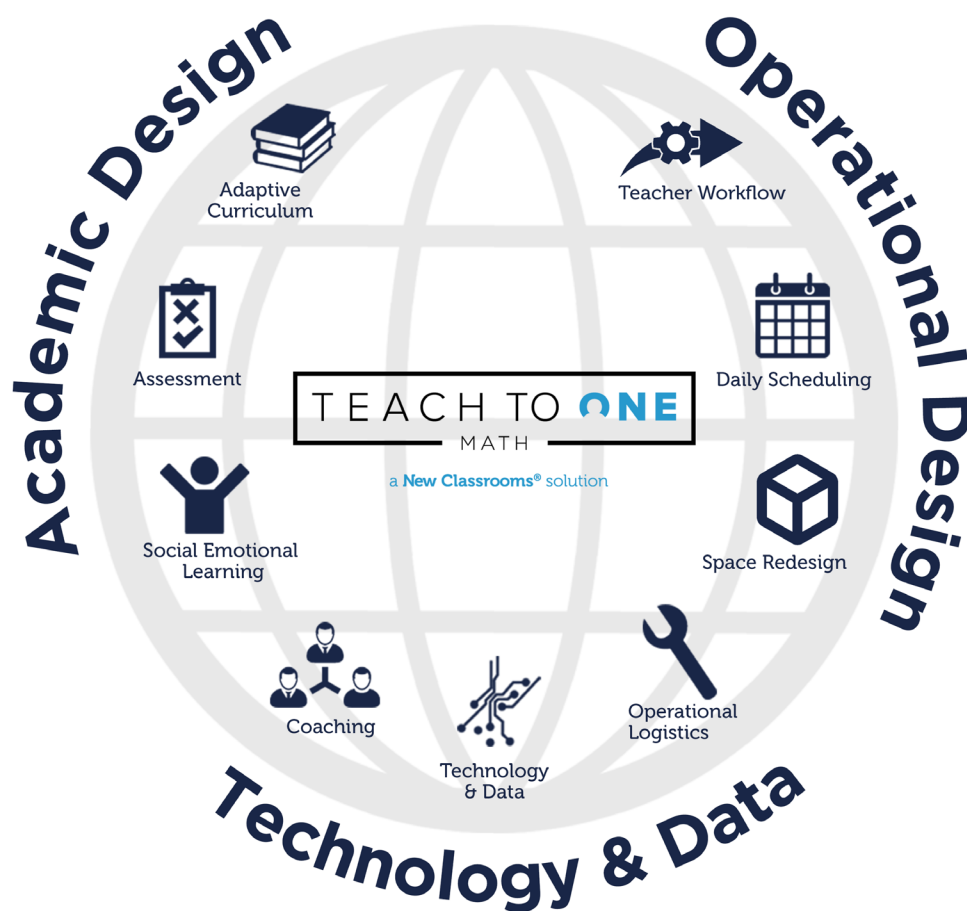
## A Flexible Learning Environment

Student needs drive the design of the learning environment. All operational elements—staffing plans, space utilization, and time allocation—respond and adapt to support students in achieving their goals.

# Developing School-based Learning Models

Schools have several options when exploring how best to support personalization. At one end of the spectrum are digital products and tools that teachers can use as learning supplements for their classroom. These products generally require the classroom teacher to determine how best to integrate them into their daily activities and workflow.

On the other end are comprehensive, school-based learning models such as *Teach to One: Math* that typically replace a school's core curriculum and embed personalization into all aspects of learning. School based models combine an academic design that articulates what students learn with a set of operating structures that shape where, when, and how students learn. They affect what the teacher does, what the student does, and the organization of the classroom.



Models developed by organizations such as New Classrooms have teams of academic, operational, and technological experts focused on the research and development required to support personalization. To date, hundreds of thousands of hours have gone into the details of *Teach to One: Math* on everything from learning progressions to instructional content to assessment to the logistics that enable personalized homework. Schools are then able to customize the model to meet the needs of their particular school community.



# Social Emotional Learning in *Teach to One: Math*

We designed *Teach to One: Math* to enable students to explore the beauty and complexity of mathematics while also building habits for lifelong success. By supporting our school partners, participating students, and their families, we strive to help students achieve these markers of social emotional learning:

## Productive Engagement

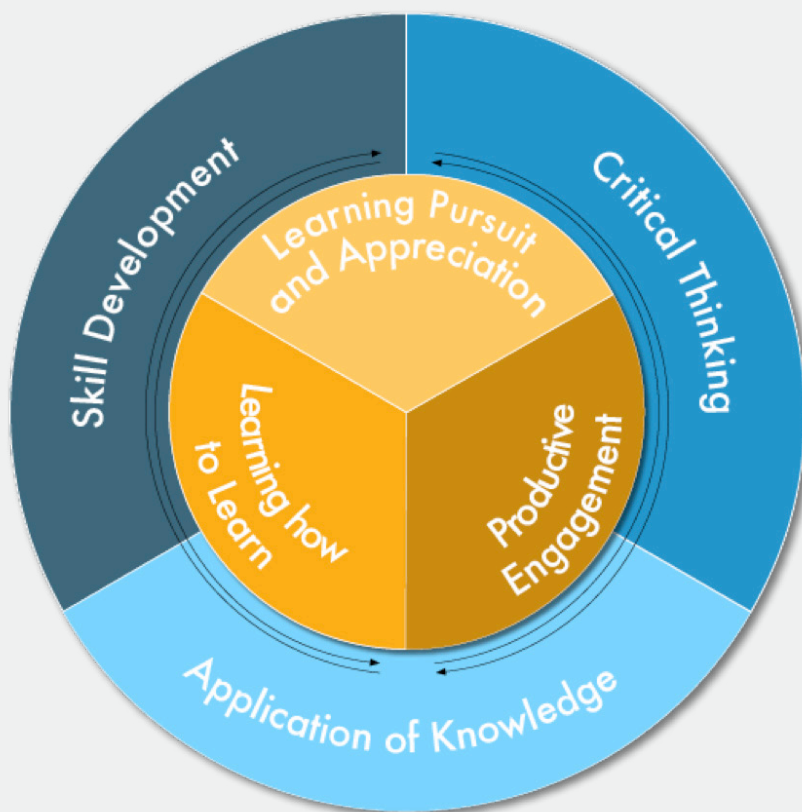
Students actively and intentionally engage with their learning assignments inside and outside the classroom; they are respectful citizens within the *Teach to One: Math* center culture, able to self-regulate their individual actions, as well as build their communication and collaboration skills with peers.

## Learning How to Learn

Beyond content knowledge, students follow their curiosities and needs through the reflective and iterative use of a range of independent, collaborative, and technological tools and strategies.

## Learning Pursuit and Appreciation

Students are motivated by a desire to learn, grounded in a recognition of the pleasures and importance of intellectual exploration; they are compelled by a growth mindset, believing that they can find a way to be successful as they set goals and persevere through challenges.





# Core Design Tenets

We designed *Teach to One: Math* to enable students to explore the beauty and complexity of mathematics while also building habits for lifelong success. The following 10 core design tenets guided the development of the model.



## Complete Learners

Students explore, question, defend, and build mathematical ideas, while also growing as curious, motivated, and collaborative members of their school community.

## Able to Meet Students Where They Are

Students learn what they're ready to learn in ways that are mindful of—but not exclusive to—grade-level expectations. This allows some students to catch up on pre-grade skills and others to get ahead with post-grade material.



## Personalized Pathways

Students have personalized learning paths that are frequently and thoughtfully tailored just for them. They are able to accelerate their own learning, regardless of their individual starting point.

## Multiple Integrated Approaches to Learning

Students coherently experience math through multiple integrated approaches to learning. This variety allows them to develop deep conceptual understandings, explore complex situations, and share their ideas.

# Our Team

## Our Co Founders



**Joel Rose** is the co-founder and Chief Executive Officer of New Classrooms Innovation Partners. Previously, he was the Chief Executive Officer of *School of One*. Prior to conceptualizing and leading *School of One*, Joel served as Chief Executive for Human Capital and as Chief of Staff to the Deputy Chancellor at the New York City Department of Education. He has been involved in education for over two decades, first as a fifth grade teacher in Houston and later as a senior executive at Edison Schools, where he served as the company's Associate General Counsel, Chief of Staff, General Manager, and Vice President for School Operations.



**Christopher Rush** is the co-founder and Chief Program Officer of New Classrooms Innovation Partners and a Pahara-Aspen Education Fellow at the Aspen Institute. Most recently, he led the overall conceptualization, design, and implementation of the School of One/

Teach to One personalized learning programs which were named one of Time Magazine's Top 50 Inventions of the Year. Previously, he led design and development of Amplify's (formerly Wireless Generation) mCLASS reporting systems and initiated the creation of their consulting services group, serving as its Executive Director. Additionally, Chris worked with the NYCDOE, co-leading the design of their citywide parent, teacher, and administrator longitudinal data system. Prior to that, Chris specialized in financial management & IT development services at IBM and also founded a pair of small tech startups during the early dot-com era.





## Collective Teacher Responsibility

Teachers create a culture of adult collaboration to benefit the needs of all students. Adult learning communities thrive when teachers grow together, share their practices, and partner with one another (and with us) in support of student learning.

## Shared Ownership Between Students and Teachers

Students and teachers build deep, caring relationships that enable them to share ownership for learning and feel collectively accountable for ambitious student learning outcomes.



## Competency-Based Learning

Student pace is driven by their individual progress, rather than that of a group. As students demonstrate their understanding of mathematical skills or concepts, they are able to move ahead to new ideas.

## Timely, Actionable Data

Teachers access info every day that allows them to plan their lessons based on timely, up-to-date, actionable data about student progress and lesson activities. Teachers always know what their students understand and what they are working toward.



## Continual Regrouping

Students work with anyone who shares their strengths and needs. Different students ready to learn the same mathematical skill or concept are continually regrouped with one another to work together and achieve their goals.

## Flexible Use of Space

Students learn in flexible classroom environments that can simultaneously support multiple approaches to learning in order to accommodate each student's daily activities.

Our team is composed of individuals committed to our core values and dedicated to helping New Classrooms achieve its vision. Our work ranges from providing direct, hands-on support to teachers and students to assessing the value of different lessons to designing, deploying, and managing technology. Accordingly, members of our team have experience in education, technology, product management, law, finance, operations, design, and data systems in the public, private, and nonprofit sectors.

In all, our team has expanded to include numerous employees who work in the field with our partner schools and in our central office supporting and improving our programs.

## Our Leadership



**Susan Fine** is the Chief Academic Officer of New Classrooms Innovation Partners. Susan served as Senior Academic Advisor for School of One since early 2011. Susan formerly worked as the

Executive Director of The Urban Assembly in New York City and the Director of Alternative Certification at Pace University. Susan has 15 years of diverse experience as an educator, having taught elementary and middle school for ten years in London and New York City and serving as a professor of education and education policy at Pace University, Queens College, and Teachers College. She earned her undergraduate degree in Elementary Education at the University of Illinois, Champagne-Urbana, and a Masters degree in Remedial Reading and a Ph.D. in Politics and Education at Teachers College, Columbia University.

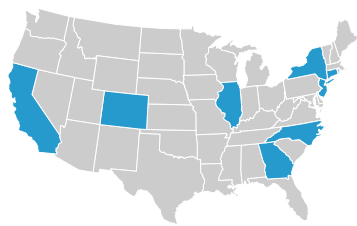


**Lizz Pawlson** is the Chief Growth Officer at New Classrooms Innovations Partners. Prior to joining New Classrooms, she was the Chief Operating Officer for Explore Schools, a Brooklyn-based charter management organization. While there,

she led organizational expansion and fundraising efforts resulting in growth from a single school into a network serving over 1,500 students and the achievement of organizational financial sustainability. Prior to her time at Explore, she served as the Director of New Site Development for the KIPP Foundation during the organization's growth from 38 to 88 schools nationwide. She holds an MBA from the University of North Carolina at Chapel Hill.

# Key Accomplishments

The 2015-2016 school year was marked by expansion, new partnerships, and new features for *Teach to One: Math*. We partnered with new schools, including public, charter, and Gifted and Talented schools. Our academic and technology teams released three critical new features for students and teachers to increase engagement while meeting students where they are.



## Expansion

*Teach to One: Math* expanded to 28 schools serving more than 10,000 students in California, Colorado, Connecticut, Georgia, Illinois, New York, North Carolina, New Jersey and Washington D.C.



## Partnerships in Education and Resilience

We kicked off a new R&D initiative in spring 2016, piloting a project centered around the socio-emotional learning of students in our program. In partnership with Dr. Gil Noam and his team at the PEAR Institute (Partnerships in Education and Resilience) at Harvard University, we gave PEAR's Holistic Student Assessment (HSA) survey to students at three of our partner schools. This survey provided students the opportunity to self-report about specific behaviors, beliefs and relationships that will ultimately enable us to tailor TTO to better support the social and emotional well-being of students in in our program.

Based on the data collected from this pilot, it is our goal to select a few constructs that appear to be particularly challenging or strong among students (such as perseverance) and design elements of our program to address these constructs. This early partnership work will inform our strategy around SEL, as we hope to better address both the academic and non-cognitive needs of students.

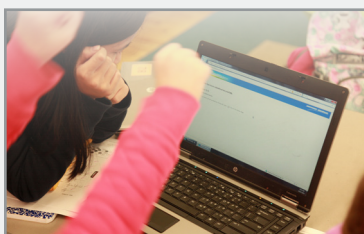


## Investing in Innovation Fund (i3) Award

In 2014 we secured our first federal grant, a \$3M Investing in Innovation Fund (i3) Development grant that supported the expansion and evaluation of *Teach to One: Math* in five additional schools in Elizabeth, NJ. This grant offered the opportunity to establish a high-profile proof point for personalization by enabling us to go deep in a single district (we are in over 25% of the district K-8 schools in Elizabeth, NJ) and to provide a rigorous evidence base for our program through a quasi-experimental design evaluation conducted by Professor Douglas Ready of the Consortium for Policy Research in Education (CPRE) at Teachers College, Columbia University. We just completed the first year of this grant.



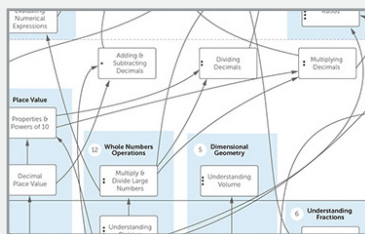
# New *Teach to One: Math* Features



## Advancing Even Faster with Prove Its

In the 2015-16 school year, we rolled out a new feature called Prove Its, an optional quiz on the *Teach to One: Math* Portal to demonstrate mastery of a skill. Prove Its allow students to take ownership of their learning by independently “proving” competency on a skill they previously struggled with or haven’t seen yet in class.

Last year, 479 *Teach to One: Math* students took five or more Prove Its. As a group, they passed 4,033 Prove Its and gained thousands of hours of class time to work on new skills, instead of reviewing what they already knew. These students also achieved, on average, an impressive 1.75 times the national average growth in math on the Measures of Academic Progress (MAP) exam.



## The Concept Map Connects Skills in an Organized Progression

*Teach to One: Math* skills are at the core of our personalization learning model, allowing us to locate and analyze students’ knowledge gaps.

This year, we developed a Major Concept Map, with over 290 skills, to visualize how these skills are related. We are now able to show students, teachers, and parents how skills are connected, across grades and domains, at a concept level. We are excited to evolve this visualization of student progression.



## Grade-Level Reanchoring Increases Student Growth for Advanced and Below-Grade Learners

We began pilots anchoring an entire enrolled grade into the skills targeted for the next grade-level. Advanced students were more appropriately challenged, but general education students also saw a boost.

The results of our initial pilots in re-anchoring suggest that students who are below grade level may catch up faster when anchored in more advanced skills while still being allowed to fill in the relevant pre-grade gaps.

# How it Works



a New Classrooms® solution



## A Student's Day

There's nothing typical about teaching and learning in a *Teach to One: Math* classroom. For students in traditional classrooms across the country (and around the globe), the school day can look very similar. Whether in Calgary, Mexico City, or Washington, DC, students shuffle through hallways towards their next class, where they sit in orderly rows, face the teacher standing at the front of the classroom, and study from a scripted scope and sequence crafted by whichever textbook publisher won the latest contract.

We believe this paradigm fails students, parents, and teachers. Over the last three years, we've designed and refined a new school model for mathematics that meets students where they are and empowers teachers to personalize learning for every student, every day.

## So, what does a day in the life of a student look like in *Teach to One: Math*?

First, students in *Teach to One: Math* take math in a large, open learning center that looks very different from the traditional 800-square foot classroom. In the math center, multiple lessons and learning experiences take place at the same time, enabling students to progress through their personal learning plans concurrently.

Students engage with mathematical concepts through multiple instructional approaches or learning modalities: with a teacher, collaborating with peers, or working independently with computer software or a worksheet.

Tracy is a seventh grader participating in *Teach to One: Math*. The first thing that Tracy does when she enters the math center is check her daily schedule on the big boards. She'll see what area of the math center she's working in, what teacher she's working with, and the learning modality she'll use to experience a new mathematical concept.



Today in session one, Tracy spends 35 minutes learning how to factor complex polynomials with Ms. Winterhalter and 15 of her peers in an area of the room called Northwestern.

At the end of the first session, music plays throughout the learning center, letting Tracy and other students know that it's time to move to session two in another part of





**Dr. Anthony Newbold, Principal  
Bear Creek Middle School**

*“It just made sense to me. It made sense that this is how education should be. There shouldn’t be this cookie-cutter format, where all students get the same lesson out of the same book on this particular day.”*

the room. In the next session, Tracy collaborates with a small group of students on a series of problems with real-world applications. Tracy and the other students get support from Ms. Young, a teacher resident who uses a variety of strategies to encourage discussion, debate, and collaborative problem solving.

and helping students discover the beauty and power of math.

Then, she’s off to her English class with Mr. Jones down the hall.

Before the end of the day, New Classrooms’ sophisticated scheduling algorithms will leverage Tracy’s results (and those of her peers) to create a unique and customized schedule for the following day. Teachers are able to access all of the resources and information they need for the next day, to make adjustments that ensure a successful student experience, and to substitute with their own teacher-led lessons when they feel it is appropriate to do so.

By meeting students where they are, *Teach to One: Math* is accelerating learning, deepening understanding,







# School Partner Spotlight

## Bennie Dover Jackson

Adapted from a speech by Dr. Alson Burdick, Principal of Bennie Dover Jackson Middle School.

In 2010, Bennie Dover Jackson Middle School had the highest rate of arrests of any middle school in the entire state of Connecticut. Our number one reason for police activity was violence and assault. In

a school where students didn't feel safe, it isn't surprising that students struggled academically.

About 1 in 3 students was proficient in math and reading. 1 out of 3. Our high school had the highest dropout rate in the state. We were labeled by the State of CT as a failing school. And we were failing.

So, in the spring of 2015 when Dr. Rivera (our Superintendent) and I learned more about New Classrooms and Teach to One, we were intrigued. A philosophy around teaching math that individually assesses and programs for students? A program that improves math outcomes for urban students like ours? We were in!

The first two months were not pretty. Students who only had typical math instruction, in a typical classroom, now had a whole new arena to perform in. Teachers who only delivered typical math instruction, in a typical classroom, now were together in one, open space. In many ways, it felt like we were back to square one.

However, I never doubted the decision we made to shift to Teach

to One. New Classroom's relentless focus on providing relevant instruction to our students was a consistent force in everything we did. Their instructional coaching team and technical support team were on the front lines with us. Modeling. Coaching. Strengthening. And we came together.

In March, we saw the first objective evidence of how all of these changes have had an impact on student performance. And although it is just one snapshot of data, it blew us away. Our little urban school that had once been labeled as failing is now excelling. Beating national averages. After just half a school year, our students grew 1.68 times the national average between the fall and winter. Last year we had upwards of 2,500 discipline referrals. This year, we have 400.

When students do well, they feel proud; they feel like they are part of something. This encourages them to continue working together. Students in Teach To One feel like they are active participants in their own learning. And our teachers know they're on a team and everyone is counting on them. We don't hear, "I'm sick," or my favorite, "I need a mental health day." And, I'm very pleased to say that all of our Teach to One teachers are planning on returning next year.

Teach to One has played an integral role in accelerating change and success at Bennie Dover.

**Address:**  
Bennie Dover  
Jackson Middle  
School

36 Waller St, New  
London, CT

### **Demographics:**

*Students served: 228*

*Students with  
Disabilities: 20%*

*Economically  
Disadvantaged: 81%*

*English Language  
Learners: 21%*



# School Partner Spotlight

## Morey Middle School

Adapted from a speech delivered at the 2016 Geek Out Breakfast, our annual celebration of R&D.

At Morey Middle School in Denver, Colorado, about one third of students are Highly Gifted and Talented, or HGT, students, and two thirds of students are in general education. While all schools have diverse learners, the gap at Morey was unique because there were high levels of students at both ends of the achievement spectrum with fewer students on or near grade level. Historically, students from these two groups rarely have academic classes together.

In partnership with the school, our shared challenge was to help create a single school culture where all of Morey's students could learn together, while still being both challenged and supported at their current academic levels.

We started to explore whether we could simply move the advanced students into the next grade level; just make the most advanced 6th graders into 7th graders, for example. But this created operational challenges and did not support the goal of a school culture of learning together.

If we couldn't move the students into a higher grade level, we could move the higher grade level to

the students. So we ultimately re-anchored the entire cohort in the next grade level up. For this example, all 6th grade students would now be anchored in 7th grade standards. All students would still be able to fill pre-grade gaps, but that would be in service of a skill that was more advanced than their assigned grade level would expect of them.

The first week the changes went into effect, the HGT kids noticed a difference. They were finally learning things they didn't know and they were being challenged in new and interesting ways.

General education students also had a boost. For students who are behind grade level, anchoring them in more advanced skills and then enabling them to fill the relevant pre-grade gaps may be a better approach for helping them to catch up.

We also introduced a new feature called Prove-Its. A student could sign up for an on-demand assessment of an assigned skill that the student believed she knew already, and if she scored high enough, she'd get the credit

for understanding that skill without using up any class time.

The combination of re-anchoring students in a higher grade level and the introduction of Prove-Its is enabling all students at Morey to thrive, and to thrive together. Students at all levels are now happily challenged at Morey.

### **Address:**

**Morey  
Middle School**  
840 E 14th Ave  
Denver, CO

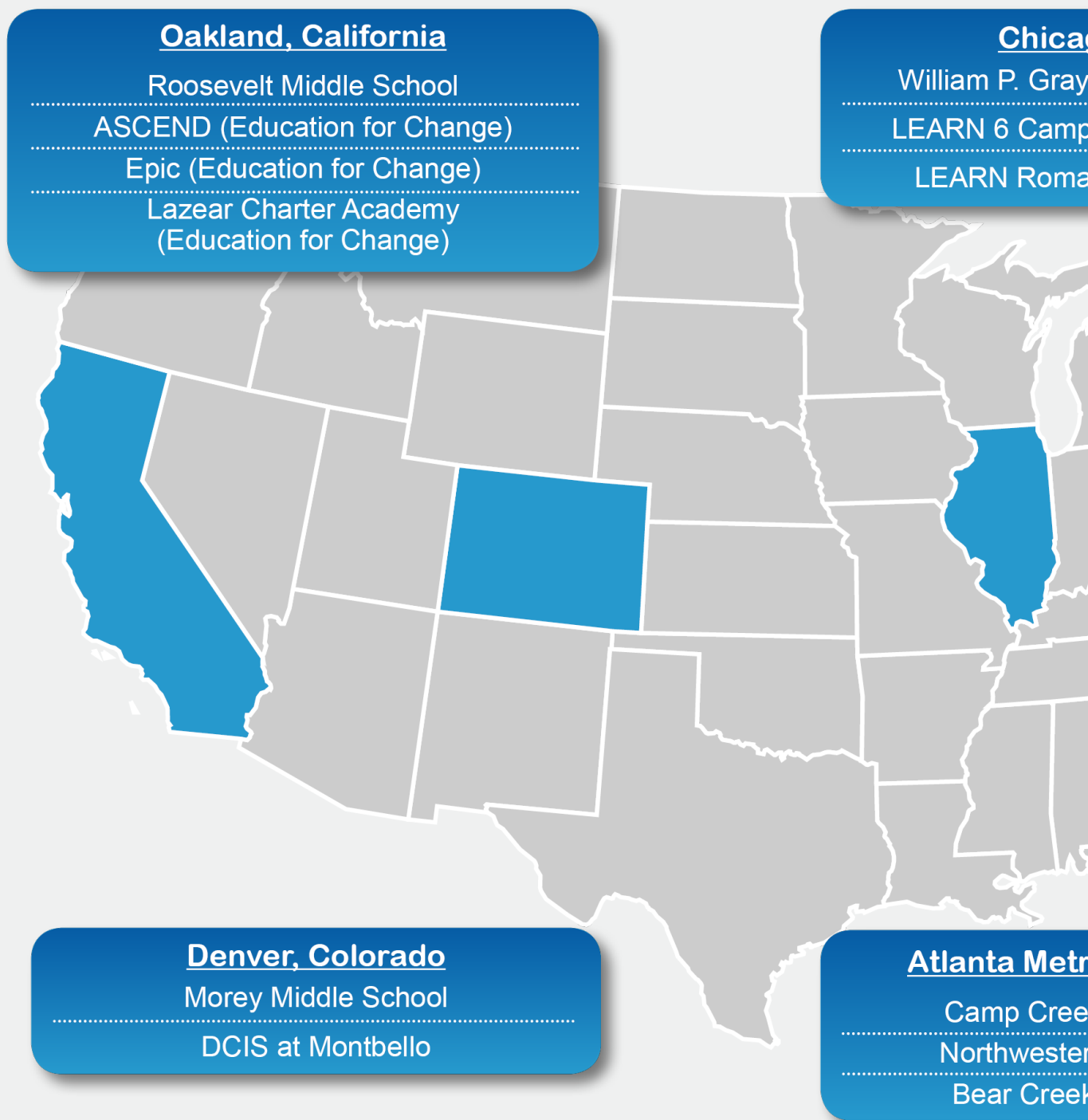
### **Demographics:**

*Students served: 272*

*Students with  
Disabilities: 12%*

*Economically  
Disadvantaged: 47%*

*English Language  
Learners: 16%*



## 2015-16 School Partnerships

During the 2015-16 school year, *Teach to One: Math* replaced the traditional mathematics instruction for nearly 10,000 students in 28 schools across California, Colorado, Connecticut, Georgia, Illinois, New York, North Carolina, New Jersey, and Washington D.C.



## Chicago, Illinois

.....  
Elementary School  
.....  
ous in North Chicago  
.....  
no Butler Campus

## New York City

.....  
I.S. 228 David A. Boody  
.....  
J.H.S. 88 Peter Rouget  
.....  
I.S. 49 Berta A. Dreyfus

## New London, Connecticut

Bennie Dover Jackson Middle School

## Northern New Jersey

.....  
Ezra L. Nolan Middle School  
.....  
iPrep Academy School  
.....  
Jerome Dunn Academy  
.....  
Passaic Gifted and Talented Academy  
.....  
Frank R. Conwell Middle School  
.....  
Nicholas S. La Corte-Peterstown  
.....  
Robert Morris School  
.....  
Victor Mravlag School  
.....  
Nicholas Murray Butler School  
.....  
Juan Pablo Duarte - Jose Julian Marti

## Washington, DC

Paul Public Charter School

## Charlotte, North Carolina

McClintock Middle School

## Atlanta Area, Georgia

.....  
k Middle School  
.....  
n Middle School  
.....  
k Middle School

New Classrooms is a nonprofit organization that strives to keep our program as affordable as possible for schools and districts. Costs to schools include two types of expenses: (1) fees to New Classrooms to implement and operate *Teach to One: Math* on a daily basis, and (2) school-based investments in technology and infrastructure to redesign space and upgrade

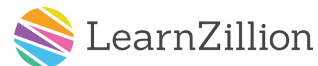
hardware to operate our model. The precise costs vary from school to school depending on school size and the number of years implementing the program.

# Our Content Partners

These are just some of the content partners that teachers and students have access to through *Teach to One: Math*.



MathXL® for School



Kendall Hunt





# Year 4 Results

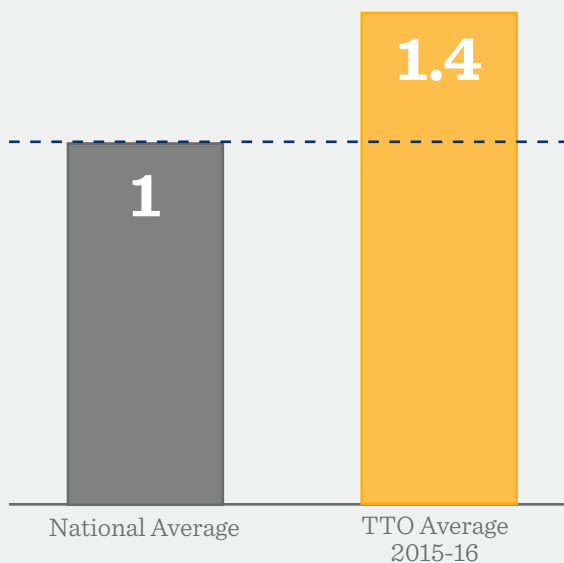
In the 15-16 school year, students in *Teach to One: Math* (TTO) demonstrated strong growth on the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) math assessment. Participating TTO students, on average, achieved gains in math which exceed the national average by 40%. Additionally, several student subgroups that typically struggle in school made even larger gains, demonstrating the power of TTO to meet the needs of all students. English language learners (ELLs), on average, exceeded national average growth by 80%, and special education (SPED) students, on average, grew 50% more than the national average.

In the previous year, New Classrooms won an Investing in Innovation (i3) grant from the federal government, to expand our implementation to five additional schools

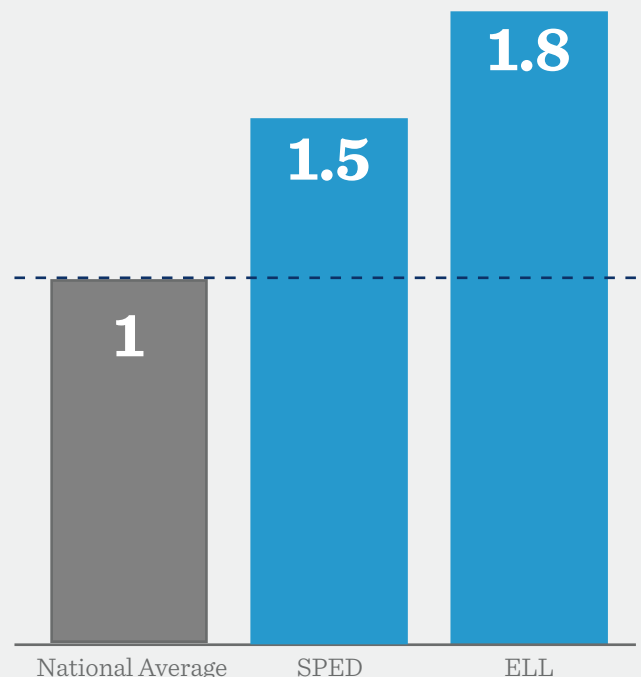
in Elizabeth, NJ, and conduct a causal impact study in partnership with the Consortium for Policy Research in Education (CPRE). Using a quasi-experimental design and three years of implementation data, starting this year in the Fall of 2015, CPRE will compare the state test outcomes of students in TTO schools to students in a statistically comparable group of Elizabeth schools.

Final study results will be available by the Spring of 2019. However, interim test results and data from classroom observations and teacher interviews will be provided by CPRE, annually, to help New Classrooms continually iterate and improve on our personalized learning model.

MAP Growth vs National Average



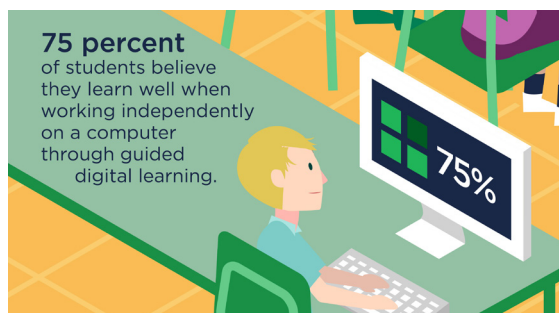
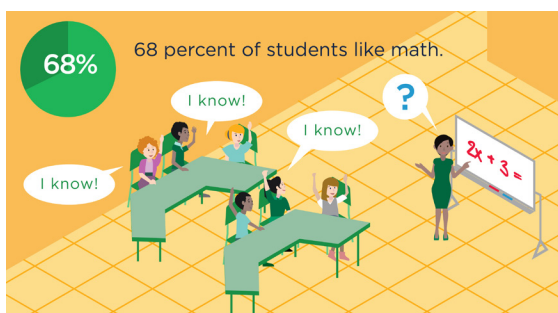
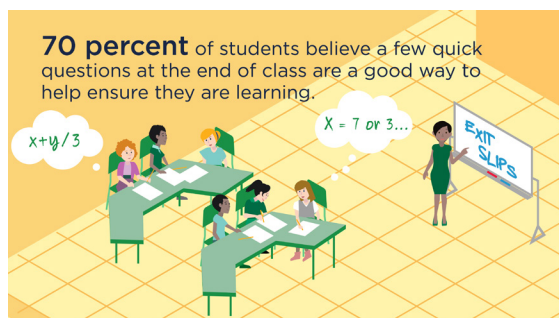
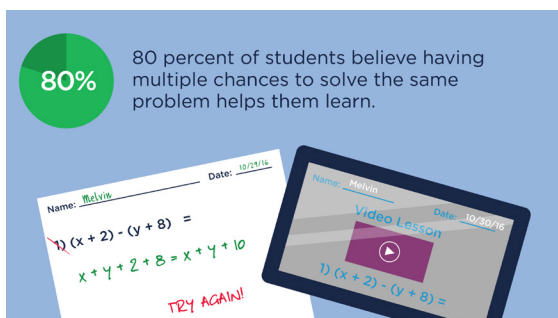
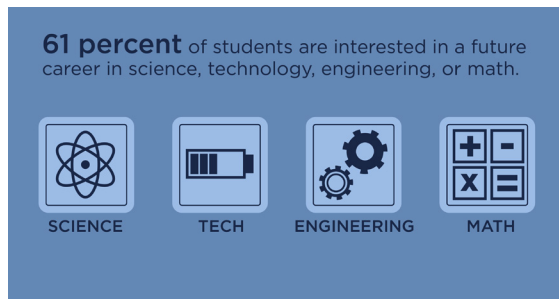
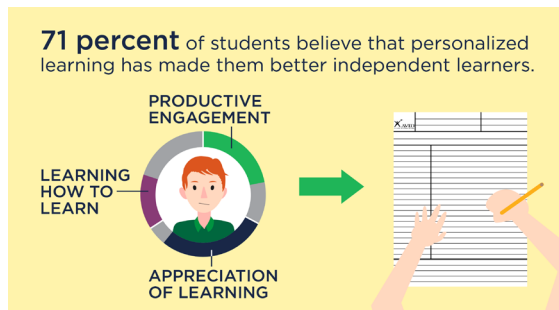
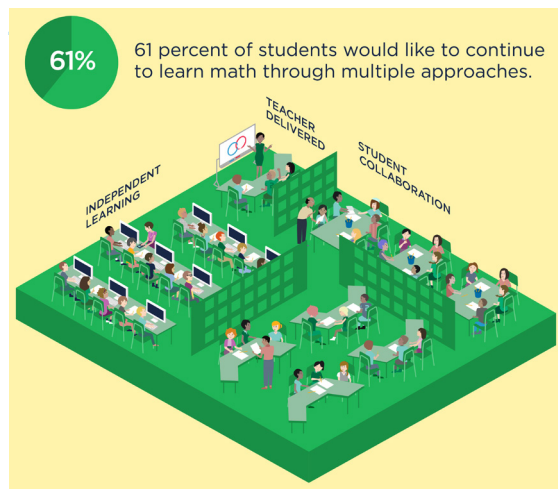
MAP Growth of subgroups in TTO vs National Average



# Student Satisfaction Survey

We surveyed more than 4,000 middle school students in the spring of 2016 to understand their attitudes about math and personalized learning. All of the students were using *Teach to One: Math*, a school-based learning model.

More than two-thirds of students reported benefiting from the opportunity to work with different students and teachers over the course of the year, highlighting the need for offering a variety of opportunities in which to learn.



# Our Funding Partners

The accomplishments outlined in this report could not have been possible without the generosity and strategic guidance of our supporters during the 2015-16 fiscal year and through December 2016. We thank you for joining us on this journey and look forward to your continued support<sup>1</sup>

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# Appendix





**Appendix A:**  
**2015-16 New Classrooms Regional Enrollment**

Region	Launch Date	# Students Served	Grades
Charlotte, NC	Fall 2013	843	<b>6-8</b>
Chicago, IL	Fall 2012	819	<b>5-8</b>
Denver, CO	Fall 2015	680	<b>6-8</b>
Fulton County, GA	Fall 2014	1753	<b>6-8</b>
New London, CT	Fall 2015	228	<b>7-8</b>
New York, NY	Fall 2012	1020	<b>6-8</b>
Northern New Jersey	Fall 2013	2186	<b>5-8</b>
Oakland, CA	Fall 2015	1046	<b>6-8</b>
Washington, DC	Fall 2015	229	<b>6-8</b>
<b>Total</b>		<b>8804</b>	

### School Data Sheets

The test result data included in this report were drawn from the implementations of *Teach to One: Math* (TTO) at 24 partner schools during the 2015–16 school year. At each participating school, students in *Teach to One: Math* took at least two assessments: one that measures growth (MAP) and one that measures student performance relative to grade level standards (annual state math exams).

#### Measures of Academic Progress (MAP) Growth Assessments

In order to measure student gains in mathematics, New Classrooms administers the Northwest Evaluation Association NWEA's MAP assessment to students in the fall, the winter, and the spring, or in accordance with a partner district's own MAP administration calendar. A pre and post test is necessary for determining student growth during the course of a school year.

The MAP is aligned with the Common Core State Standards. Students who take the MAP receive a RIT score, which is assigned against a curriculum scale that uses the difficulty of individual questions to estimate student achievement. Individual student RIT scores have the same meaning independent of a student's grade level, but these scores can be compared to national averages for a given grade, and gains can be compared to the national average gain made from fall to spring for students in a given grade, as determined and released by NWEA.

In the summer of 2015, NWEA released new national average growth norms, based on an extensive study of a larger pool of student test data than was available when NWEA did its last norming study in 2011. Across most grades and growth periods, the 2015 growth norms are slightly higher than the 2011 norms, while the 2015 status norms are slightly lower. In other words, under the new norms, students, on average, start the year with lower RIT scores, but grow more during the school year. This change better captures the summer learning loss that many students experience (See Appendix C, page 54, for both the 2011 and 2015 NWEA status and growth norms.)

Both norms, however, are an inadequate counterfactual to how students in TTO would have performed had they not experienced the TTO personalized learning model. While the national average provides some mooring in what is normal growth for students in the same grade, it doesn't control for all the variables that make a school environment unique: school culture, teacher quality, peer effects, district mandates, etc. Thus, in the absence of a more rigorous study that can control for these variables, it is important to keep in mind the limitations of national norms.

Because these exams measure growth, only students who were present for both the pre and post administrations of the MAP exam are included in the MAP data sample for each school. Furthermore, to help ensure data integrity, only students who experienced at least 70% of their school year in the *Teach to One: Math* program are included in the MAP data sample.

#### State Exams

Students participating in *Teach to One: Math* across the 24 partner schools also took state-mandated exams specific to their school's home state:

- **Partnership for Assessment of Readiness for College and Careers (PARCC):** Students in our Chicago, Washington, D.C., Denver, and New Jersey partner schools took the rigorous, Common Core-aligned PARCC exam. This new exam is in its second year of implementation, and schools are adjusting to the higher standards.
- **Smarter Balanced Assessment Consortium:** Students in our California and Connecticut partner schools took the rigorous, Common Core-aligned Smarter Balanced exam. This new exam is in its second year of implementation, and schools are adjusting to the higher standards.
- **New York State Math Exam and North Carolina End of Year Assessment:** Students in New York City and Charlotte, North Carolina took state assessments aligned with the Common Core standards, but not part of the national PARCC or Smarter Balanced networks. Both states introduced these more rigorous assessments, aligned to the Common Core standards, in the 12-13 SY.

As with the MAP exam, only students who experienced at least 70% of their school year in *Teach to One: Math* were included in the results. We caution against comparing state test results between states — since each state has different standards and is a different phase of transitioning to the Common Core. We hope that the following School Data Sheets will help further our goals of transparency and shared learning.

# ASCEND (Education for Change)

Education for Change Public Schools: 2015-16 SY

**Principal:** Morgan Alconcher  
**Initial Program Year:** 2014-15  
**Grades Served:** 6-8  
**Total # of Students in TTO:** 144

## Demographic Information:

White: 1%  
 Black: 1%  
 Hispanic: 94%  
 Asian: 3%  
 ELL: 60%  
 Free/Reduced Lunch: 93%

## Measures of Academic Progress (MAP)

**Average Incoming 6th Grade RIT Score (Fall 2015): 212.74**

**Approx Starting Point: 1 year below grade**

Grade	Total Students	TTO avg Fall 2015 RIT	TTO avg Winter 2016 RIT	TTO avg Spring 2016 RIT	TTO avg Fall to Spring Gain
<b>All Students</b>	<b>138</b>	<b>216.80</b>	<b>220.50</b>	<b>223.40</b>	<b>6.60</b>
6th Grade	42	212.74	215.93	219.83	7.09
7th Grade	48	215.67	218.98	220.94	5.27
8th Grade	48	221.5	225.94	229.00	7.50
Below Grade*	86	207.26	212.03	215.02	7.76
On/Above Grade**	52	232.60	234.42	237.27	4.67
Special Education†	62	207.95	212.58	214.13	6.18
ELL†	62	207.95	212.58	214.13	6.18

## ASCEND SBAC Exam

	Total Students	% Level 1	% Level 2	% Level 3	% Level 4	Total % Proficient
All Students	134	49.30%	28.40%	16.40%	6.00%	22.40%
6th	41	58.50%	17.10%	14.60%	9.80%	24.40%
7th	47	40.40%	38.30%	19.10%	2.10%	21.20%
8th	46	50.00%	28.30%	15.20%	6.50%	21.70%

\* Lower than national average RIT

\*\* At national average RIT or higher

† School has identified SPED and ELL students as the same



# Bear Creek Middle School

Appendix B:  
School Data Sheets

Fulton County School District: 2015-16 SY

**Principal:** Anthony Newbold  
**Initial Program Year:** 2015-16  
**Grades Served:** 6-8  
**Total # of Students in TTO:** 1,136

## Demographic Information:

White: 3%  
 Black: 84%  
 Hispanic: 12%  
 Asian: <1%  
 ELL: 0%  
 Free/Reduced Lunch: 83%

## Measures of Academic Progress (MAP)

**Average Incoming 6th Grade RIT Score (Fall 2015): 206.95**

**Approx Starting Point: 1.5 years below grade**

Grade	Total Students	TTO avg Fall 2015 RIT	TTO avg Winter 2016 RIT	TTO avg Spring 2016 RIT	TTO avg Fall to Spring Gain
<b>All Students</b>	<b>796</b>	<b>212.90</b>	<b>216.30</b>	<b>218.90</b>	<b>6.00</b>
6th Grade	259	206.95	212.12	215.37	8.42
7th Grade	251	215.05	218.24	220.19	5.14
8th Grade	186	218.10	219.26	222.17	4.07
Below Grade*	532	207.78	211.24	213.59	5.81
On/Above Grade**	164	229.29	232.48	236.23	6.94
Special Education	119	205.19	203.91	206.12	0.93
ELL	3	N/A	N/A	N/A	N/A

## Bear Creek Georgia State Milestones Exam

	Total Students	% Level 1	% Level 2	% Level 3	% Level	Total % Proficient
All Students	828	43.80%	40.20%	13.20%	2.80%	16.00%
6th	319	43.60%	37.90%	16.30%	2.20%	18.50%
7th	289	40.50%	38.40%	15.60%	5.50%	21.10%
8th	220	48.60%	45.90%	5.50%	0.00%	5.50%

\* Lower than national average RIT

\*\* At national average RIT or higher

# Bennie Dover Jackson Middle School

**New London Public Schools: 2015-16 SY**

**Principal:** Alison Burdick

**Initial Program Year:** 2015-16

**Grades Served:** 7-8

**Total # of Students in TTO:** 228

**Demographic Information:**

White: 13%

Black: 28%

Hispanic: 52%

Asian: 1%

ELL: 21%

Free/Reduced Lunch: 81%

## Measures of Academic Progress (MAP)

**Average Incoming 7th Grade RIT Score (Fall 2015): 210.93**

**Approx Starting Point: 2 years below grade**

Grade	Total Students	TTO avg Fall 2015 RIT	TTO avg Winter 2016 RIT	TTO avg Spring 2016 RIT	TTO avg Fall to Spring Gain
<b>All Students</b>	<b>176</b>	<b>214.60</b>	<b>220.10</b>	<b>222.60</b>	<b>8.00</b>
7th Grade	85	210.93	217.76	219.31	8.38
8th Grade	91	218.02	222.31	225.77	7.75
Below Grade*	119	206.38	212.80	215.47	9.09
On/Above Grade**	57	231.75	235.58	237.63	5.88
Special Education	15	N/A	N/A	N/A	N/A
ELL	53	204.15	208.98	212.72	8.57

## Bennie Dover SBAC Exam\*\*\*

	Total Students	% Level 1	% Level 2	% Level 3	% Level 4	Total % Proficient
All Students	373	53.35%	34.32%	8.85%	2.95%	11.80%
7th	196	48.00%	39.30%	10.20%	2.60%	12.80%
8th	177	60.00%	29.10%	7.40%	3.40%	10.80%

\* Lower than national average RIT

\*\* At national average RIT or higher

\*\*\* Publicly reported school level data, unable to get student level data at time of data reporting

# Camp Creek Middle School

Appendix B:  
School Data Sheets

Fulton County School District: 2015-16 SY

**Principal:** Keynun Campbell

**Initial Program Year:** 2014-15

**Grades Served:** 6-8

**Total # of Students in TTO:** 548

## Demographic Information:

White: 1%

Black: 96%

Hispanic: 2%

Asian: <1%

ELL: 0%

Free/Reduced Lunch: 91%

## Measures of Academic Progress (MAP)

**Average Incoming 6th Grade RIT Score (Fall 2015): 208.03**

**Approx Starting Point: 1.5 years below grade**

Grade	Total Students	TTO avg Fall 2015 RIT	TTO avg Winter 2016 RIT	TTO avg Spring 2016 RIT	TTO avg Fall to Spring Gain
<b>All Students</b>	<b>370</b>	<b>212.30</b>	<b>215.10</b>	<b>217.70</b>	<b>5.40</b>
6th Grade	145	206.23	209.76	212.39	6.16
7th Grade	101	216.46	218.18	220.68	4.22
8th Grade	124	216.05	218.68	221.46	5.41
Below Grade*	290	207.69	210.12	212.76	5.07
On/Above Grade**	80	229.06	232.92	235.59	6.53
Special Education	41	197.17	197.41	202.37	5.20
ELL	1	N/A	N/A	N/A	N/A

## Camp Creek Georgia State Milestones Exam

	Total Students	% Level 1	% Level 2	% Level 3	% Level 4	Total % Proficient
All Students	429	46.20%	41.30%	11.20%	1.40%	12.60%
6th	163	47.90%	42.30%	9.80%	0.00%	9.80%
7th	132	43.20%	35.60%	18.20%	3.00%	21.20%
8th	134	47.00%	45.50%	6.00%	1.50%	7.50%

\* Lower than national average RIT

\*\* At national average RIT or higher



# William P. Gray Elementary School

Chicago Public Schools: 2015-16 SY

**Principal:** Susan Gross  
**Initial Program Year:** 2012-13  
**Grades Served:** 6-8  
**Total # of Students in TTO:** 346

**Demographic Information:**  
White: 11%  
Black: 2%  
Hispanic: 84%  
Asian: 2%  
ELL: 26%  
Free/Reduced Lunch: 93%

## Measures of Academic Progress (MAP)

**Average Incoming 6th Grade RIT Score (Fall 2015): 215.85**

**Approx Starting Point: on grade**

Grade	Total Students	TTO avg Fall 2015 RIT	TTO avg Winter 2016 RIT	TTO avg Spring 2016 RIT	TTO avg Fall to Spring Gain
All Students	315	221.70	225.30	231.20	9.50
6th Grade	117	214.98	219.71	225.35	10.37
7th Grade	107	224.79	227.92	234.06	9.27
8th Grade	91	226.54	229.37	235.51	8.97
Below Grade*	151	209.32	213.58	219.91	10.59
On/Above Grade**	164	233.01	236.08	241.68	8.67
Special Education	42	209.10	212.29	220.05	10.95
ELL	25	210.88	215.52	220.80	9.92

## Gray PARCC Exam

	Total Students	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	Total % Proficient
All Students	317	18.60%	30.00%	29.70%	20.50%	1.30%	21.80%
6th	119	20.20%	22.70%	35.30%	19.30%	2.50%	21.80%
7th	103	15.50%	37.90%	24.30%	21.40%	1.00%	22.40%
8th	95	20.00%	30.50%	28.40%	21.10%	0%	21.10%

\* Lower than national average RIT

\*\* At national average RIT or higher

Elizabeth Public Schools: 2015-16 SY

**Principal:** Larry Roodenburg  
**Initial Program Year:** 2013-14  
**Grades Served:** 6-8  
**Total # of Students in TTO:** 176

## Demographic Information:

White: 9%  
 Black: 24%  
 Hispanic: 65%  
 Asian: 1%  
 ELL: 12%  
 Free/Reduced Lunch: 83%

## Measures of Academic Progress (MAP)

**Average Incoming 5th Grade RIT Score (Fall 2015): 206.93**

**Approx Starting Point: 1/2 year below grade**

Grade	Total Students	TTO avg Fall 2015 RIT	TTO avg Winter 2016 RIT	TTO avg Spring 2016 RIT	TTO avg Fall to Spring Gain
<b>All Students</b>	<b>167</b>	<b>216.70</b>	<b>220.10</b>	<b>222.60</b>	<b>5.90</b>
5th Grade	43	207.79	208.13	211.40	3.61
6th Grade	42	212.83	216.24	220.93	8.10
7th Grade	39	221.00	224.41	226.64	5.64
8th Grade	43	225.30	230.95	231.63	6.33
Below Grade*	99	208.20	212.63	215.07	6.87
On/Above Grade**	68	228.96	231.70	233.47	4.51
Special Education	8	N/A	N/A	N/A	N/A
ELL	2	N/A	N/A	N/A	N/A

## iPrep 8 PARCC Exam

	Total Students	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	Total % Proficient
All Students	164	14.00%	37.80%	36.60%	11.60%	0.00%	11.60%
5th	43	7.00%	44.20%	39.50%	9.30%	0.00%	9.30%
6th	41	17.10%	36.60%	34.10%	12.20%	0.00%	12.20%
7th	39	12.80%	28.20%	48.70%	10.30%	0.00%	10.30%
8th	41	19.50%	41.50%	24.40%	14.60%	0%	14.60%

\* Lower than national average RIT

\*\* At national average RIT or higher

# I.S. 228 David A Boody

New York City Dept of Ed: 2015-16 SY

**Principal:** Dominick D'Angelo  
**Initial Program Year:** 2012-13  
**Grades Served:** 6-8  
**Total # of Students in TTO:** 685

## Demographic Information:

White: 32%  
 Black: 9%  
 Hispanic: 27%  
 Asian: 31%  
 ELL: 11%  
 Free/Reduced Lunch: 84%

## Measures of Academic Progress (MAP)

**Average Incoming 6th Grade RIT Score (Fall 2015): 220.43**

**Approx Starting Point: 1/2 year above grade**

Grade	Total Students	TTO avg Fall 2015 RIT	TTO avg Winter 2016 RIT	TTO avg Spring 2016 RIT	TTO avg Fall to Spring Gain
<b>All Students</b>	<b>475</b>	<b>220.90</b>	<b>224.50</b>	<b>226.30</b>	<b>5.40</b>
6th Grade	194	216.74	220.25	223.64	6.90
7th Grade	223	223.14	226.96	227.64	4.50
8th Grade	58	225.90	229.89	230.22	4.32
Below Grade*	234	210.10	213.66	215.18	5.08
On/Above Grade**	241	231.32	234.75	237.14	5.82
Special Education	1	N/A	N/A	N/A	N/A
ELL	3	N/A	N/A	N/A	N/A

## I.S. 228 New York State Exam

	Total Students	% Level 1	% Level 2	% Level 3	% Level 4	Total % Proficient
All Students	536	24.40%	42.90%	19.80%	12.90%	32.70%
6th	213	24.40%	39.40%	17.80%	18.30%	36.10%
7th	255	25.90%	42.00%	22.00%	10.20%	32.20%
8th	68	19.10%	57.40%	17.60%	5.90%	23.50%

\* Lower than national average RIT

\*\* At national average RIT or higher



# LEARN 6 Campus in North Chicago

Appendix B:  
School Data Sheets

**LEARN Charter School Network:** 2015-16 SY

**Principal:** Kelly Tyson

**Initial Program Year:** 2015-16

**Grades Served:** 5-8

**Total # of Students in TTO:** 187

## Demographic Information:

White: 16%

Black: 42%

Hispanic: 36%

Asian: 2%

ELL: 16%

Free/Reduced Lunch: 54%

## Measures of Academic Progress (MAP)

**Average Incoming 5th Grade RIT Score (Fall 2015): 210.43**

**Approx Starting Point: on grade**

Grade	Total Students	TTO avg Fall 2015 RIT	TTO avg Winter 2016 RIT	TTO avg Spring 2016 RIT	TTO avg Fall to Spring Gain
<b>All Students</b>	<b>157</b>	<b>218.30</b>	<b>223.80</b>	<b>227.60</b>	<b>9.30</b>
5th Grade	46	210.43	216.67	218.78	8.35
6th Grade	41	215.07	220.98	226.88	11.81
7th Grade	36	226.31	232.14	235.81	9.50
8th Grade	34	224.24	227.97	231.79	7.55
Below Grade*	79	206.08	212.56	216.47	10.39
On/Above Grade**	78	230.68	235.10	238.91	8.23
Special Education	0	N/A	N/A	N/A	N/A
ELL	0	N/A	N/A	N/A	N/A

## LEARN 6 PARCC Exam

	Total Students	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	Total % Proficient
All Students	145	11.00%	28.30%	31.00%	25.50%	4.10%	29.60%
5th	39	10.30%	25.60%	43.60%	17.90%	2.60%	20.50%
6th	36	11.10%	33.30%	43.60%	30.60%	2.80%	33.40%
7th	33	6.10%	33.30%	24.20%	24.20%	12.10%	36.30%
8th	37	16.20%	21.60%	32.40%	29.70%	0%	29.70%

\* Lower than national average RIT

\*\* At national average RIT or higher

# Lazear Charter Academy (EFC)

Education for Change Public Schools: 2015-16 SY

**Principals:** Morgan Alconcher & Richard Zapien

**Initial Program Year:** 2015-16

**Grades Served:** 6-8

**Total # of Students in TTO:** 145

## Demographic Information:

White: 1%

Black: 6%

Hispanic: 90%

Asian: 1%

ELL: 50%

Free/Reduced Lunch: 92%

## Measures of Academic Progress (MAP)

**Average Incoming 6th Grade RIT Score (Fall 2015): 205.07**

**Approx Starting Point: 2 years below grade**

Grade	Total Students	TTO avg Fall 2015 RIT	TTO avg Winter 2016 RIT	TTO avg Spring 2016 RIT	TTO avg Fall to Spring Gain
<b>All Students</b>	<b>119</b>	<b>209.20</b>	<b>212.40</b>	<b>216.60</b>	<b>7.40</b>
6th Grade	46	205.07	204.80	209.63	4.56
7th Grade	36	208.08	215.17	218.06	9.98
8th Grade	37	215.54	218.81	223.70	8.16
Below Grade*	89	202.52	205.52	210.04	7.52
On/Above Grade**	30	229.17	232.40	235.87	6.70
Special Education	3	N/A	N/A	N/A	N/A
ELL	37	198.41	198.95	204.54	6.13

## Lazear SBAC Exam

	Total Students	% Level 1	% Level 2	% Level 3	% Level 4	Total % Proficient
All Students	128	61.70%	23.40%	12.50%	2.30%	14.80%
6th	48	70.80%	16.70%	10.40%	2.10%	12.50%
7th	37	48.60%	29.70%	18.90%	2.70%	21.60%
8th	43	62.80%	25.60%	9.30%	2.30%	11.60%

\* Lower than national average RIT

\*\* At national average RIT or higher

# McClintock Middle School

Appendix B:  
School Data Sheets

Charlotte-Mecklenburg Schools: 2015-16 SY

**Principal:** Paul Williams  
**Initial Program Year:** 2013-14  
**Grades Served:** 6-8  
**Total # of Students in TTO:** 843

## Demographic Information:

White: 22%  
Black: 52%  
Hispanic: 25%  
Asian: 7%  
ELL: 11%  
Free/Reduced Lunch: 83%

## Measures of Academic Progress (MAP)

**Average Incoming 6th Grade RIT Score (Fall 2015): 209.55**

**Approx Starting Point: 1 year below grade**

Grade	Total Students	TTO avg Fall 2015 RIT	TTO avg Winter 2016 RIT	TTO avg Spring 2016 RIT	TTO avg Fall to Spring Gain
<b>All Students</b>	<b>724</b>	<b>218.80</b>	<b>222.40</b>	<b>224.70</b>	<b>5.90</b>
6th Grade	266	215.46	219.05	221.88	6.42
7th Grade	267	222.66	225.72	228.14	5.48
8th Grade	191	218.16	222.53	223.86	5.70
Below Grade*	399	208.90	213.07	214.85	5.95
On/Above Grade**	325	231.01	233.94	236.81	5.80
Special Education	30	210.57	213.57	215.33	4.76
ELL	44	212.30	217.61	219.96	7.66

## McClintock North Carolina End of Grade Exam

	Total Students	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	Total % Proficient
All Students	776	43.90%	25.00%	4.60%	17.70%	8.80%	26.50%
6th	282	36.20%	23.80%	6.70%	23.00%	10.30%	33.30%
7th	285	39.60%	21.40%	4.20%	21.10%	13.70%	34.80%
8th	209	60.30%	31.60%	2.40%	5.70%	0.00%	5.70%

\* Lower than national average RIT

\*\* At national average RIT or higher

# DCIS at Montbello

Denver Public Schools: 2015-16 SY

**Principal:** Ruben Morris

**Initial Program Year:** 2015-16

**Grades Served:** 6-8

**Total # of Students in TTO:** 424

## Demographic Information:

White: 2%

Black: 12%

Hispanic: 80%

Asian: 1%

ELL: 71%

Free/Reduced Lunch: 94%

## Measures of Academic Progress (MAP)

**Average Incoming 6th Grade RIT Score (Fall 2015): 204.90**

**Approx Starting Point: 1.5 years below grade**

Grade	Total Students	TTO avg Fall 2015 RIT	TTO avg Winter 2016 RIT	TTO avg Spring 2016 RIT	TTO avg Fall to Spring Gain
<b>All Students</b>	<b>270</b>	<b>210.20</b>	<b>211.70</b>	<b>215.90</b>	<b>5.70</b>
6th Grade	102	204.90	208.96	214.06	9.16
7th Grade	92	209.98	208.40	212.20	2.22
8th Grade	76	217.64	219.20	222.82	5.18
Below Grade*	214	205.45	207.14	211.37	5.92
On/Above Grade**	56	228.45	228.96	233.14	4.69
Special Education	18	N/A	N/A	N/A	N/A
ELL	8	N/A	N/A	N/A	N/A

## Montbello PARCC Exam

	Total Students	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	Total % Proficient
All Students	248	17.74%	20.56%	19.35%	34.68%	7.66%	42.34%
6th	77	20.78%	16.88%	19.48%	33.77%	9.09%	42.86%
7th	73	16.44%	19.18%	16.44%	41.10%	6.85%	47.95%
8th	98	16.33%	24.49%	21.43%	30.61%	7%	37.76%

\* Lower than national average RIT

\*\* At national average RIT or higher



# Morey Middle School

Appendix B:  
School Data Sheets

Denver Public Schools: 2015-16 SY

**Principal:** Noah Tonk

**Initial Program Year:** 2015-16

**Grades Served:** 6-8

**Total # of Students in TTO:** 256

## Demographic Information:

White: 40%

Black: 24%

Hispanic: 27%

Asian: 2%

ELL: 16%

Free/Reduced Lunch: 47%

## Measures of Academic Progress (MAP)

**Average Incoming 6th Grade RIT Score (Fall 2015): 219.09**

**Approx Starting Point: on grade**

Grade	Total Students	TTO avg Fall 2015 RIT	TTO avg Winter 2016 RIT	TTO avg Spring 2016 RIT	TTO avg Fall to Spring Gain
<b>All Students</b>	<b>207</b>	<b>225.90</b>	<b>230.70</b>	<b>233.60</b>	<b>7.70</b>
6th grade	64	219.09	225.12	227.23	8.14
7th Grade	60	228.18	232.88	236.33	8.15
8th Grade	83	229.45	233.27	236.64	7.19
Below Grade*	84	208.32	212.86	215.56	7.24
On/Above Grade**	123	237.87	242.08	245.99	8.12
Special Education	16	N/A	N/A	N/A	N/A
ELL	12	N/A	N/A	N/A	N/A

## Morey PARCC Exam

	Total Students	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	Total % Proficient
All Students	248	17.74%	20.56%	19.35%	34.68%	7.66%	42.34%
6th	77	20.78%	16.88%	19.48%	33.77%	9.09%	42.86%
7th	73	16.44%	19.18%	16.44%	41.10%	6.85%	47.95%
8th	98	16.33%	24.49%	21.43%	30.61%	7%	37.76%

\* Lower than national average RIT

\*\* At national average RIT or higher

# MS 4 - Frank R Conwell Middle School

Jersey City Public Schools: 2015-16 SY

**Principal:** Joanna Veloz

**Initial Program Year:** 2015-16

**Grades Served:** 6-8

**Total # of Students in TTO:** 374

## Demographic Information:

White: 16%

Black: 25%

Hispanic: 49%

Asian: 9%

ELL: 12%

Free/Reduced Lunch: 67%

## Measures of Academic Progress (MAP)

**Average Incoming 6th Grade RIT Score (Fall 2015): 211.04**

**Approx Starting Point: 1 year below grade**

Grade	Total Students	TTO avg Fall 2015 RIT	TTO avg Winter 2016 RIT	TTO avg Spring 2016 RIT	TTO avg Fall to Spring Gain
<b>All Students</b>	<b>264</b>	<b>214.70</b>	<b>217.50</b>	<b>217.90</b>	<b>3.20</b>
6th Grade	101	211.04	214.28	215.64	4.60
7th Grade	54	210.48	214.93	213.28	2.80
8th Grade	109	220.22	221.69	222.20	1.98
Below Grade*	192	209.24	212.79	212.33	3.09
On/Above Grade**	72	229.31	230.09	232.63	3.32
Special Education	36	203.83	207.17	206.97	3.14
ELL	0	N/A	N/A	N/A	N/A

## MS 4 PARCC Exam

	Total Students	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	Total % Proficient
All Students	265	30.60%	41.10%	22.30%	5.70%	0.40%	6.10%
6th	77	16.90%	53.20%	28.60%	1.30%	0.00%	1.30%
7th	100	23.00%	45.00%	26.00%	6.00%	0.00%	6.00%
8th	88	51.10%	26.10%	12.50%	9.10%	1.10%	10.20%

\* Lower than national average RIT

\* At national average RIT or higher

# MS 40 - Ezra L Nolan Middle School

Newark Public Schools: 2015-16 SY

**Principal:** Francine Luce

**Initial Program Year:** 2014-15

**Grades Served:** 6-8

**Total # of Students in TTO:** 233

## Demographic Information:

White: 4%

Black: 62%

Hispanic: 23%

Asian: 7%

ELL: 3%

Free/Reduced Lunch: 91%

## Measures of Academic Progress (MAP)

**Average Incoming 6th Grade RIT Score (Fall 2014): 211.42**

**Approx Starting Point: 1 year below grade**

Grade	Total Students	TTO avg Fall 2015 RIT	TTO avg Winter 2016 RIT	TTO avg Spring 2016 RIT	TTO avg Fall to Spring Gain
<b>All Students</b>	<b>181</b>	<b>210.70</b>	<b>210.50</b>	<b>218.90</b>	<b>8.20</b>
6th Grade	67	208.94	209.09	213.30	4.36
7th Grade	46	211.63	211.14	216.87	5.24
8th Grade	68	211.72	211.42	225.68	13.96
Below Grade*	143	206.51	207.29	215.89	9.38
On/Above Grade**	38	226.32	223.43	230.03	3.71
Special Education	35	200.20	194.86	213.49	13.29
ELL	0	N/A	N/A	N/A	N/A

## MS 40 PARCC Exam

	Total Students	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	Total % Proficient
All Students	197	32.00%	44.20%	19.80%	4.10%	0.00%	4.10%
6th	65	24.60%	46.20%	24.60%	4.60%	0.00%	4.60%
7th	61	23.00%	49.20%	24.60%	3.30%	0.00%	3.30%
8th	71	46.50%	38.00%	11.30%	4.20%	0.00%	4.20%

\* Lower than national average RIT

\*\* At national average RIT or higher

# MS 88 Peter Rouget

New York City Dept of Ed: 2015-16 SY

**Principal:** Ailene Altman Mitchell  
**Initial Program Year:** 2012-13  
**Grades Served:** 6-8  
**Total # of Students in TTO:** 335

## Demographic Information:

White: 10%  
 Black: 12%  
 Hispanic: 59%  
 Asian: 18%  
 ELL: 14%  
 Free/Reduced Lunch: 88%

## Measures of Academic Progress (MAP)

**Average Incoming 6th Grade RIT Score (Fall 2012): 216.78**

**Approx Starting Point: on grade**

Grade	Total Students	TTO avg Fall 2015 RIT	TTO avg Winter 2016 RIT	TTO avg Spring 2016 RIT	TTO avg Fall to Spring Gain
<b>All Students</b>	<b>232</b>	<b>220.20</b>	<b>225.80</b>	<b>229.20</b>	<b>9.00</b>
6th Grade	80	216.84	221.96	225.58	8.74
7th Grade	83	224.83	230.61	235.69	10.86
8th Grade	69	218.55	224.19	225.49	6.94
Below Grade*	126	211.17	217.31	219.98	8.81
On/Above Grade**	106	230.94	235.32	240.08	9.14
Special Education	18	N/A	N/A	N/A	N/A
ELL	0	N/A	N/A	N/A	N/A

## MSn 88 New York State Exam

	Total Students	% Level 1	% Level 2	% Level 3	% Level 4	Total % Proficient
All Students	297	17.80%	44.40%	23.20%	14.50%	37.70%
6th	115	13.00%	41.70%	28.70%	16.50%	45.20%
7th	105	11.40%	40.00%	25.70%	22.90%	48.60%
8th	77	33.80%	54.50%	11.70%	0.00%	11.70%

\* Lower than national average RIT

\*\* At national average RIT or higher



# Passaic Gifted and Talented Academy

Appendix B:  
School Data Sheets

Passaic Public Schools: 2015-16 SY

**Principal:** John Mellody  
**Initial Program Year:** 2015-16  
**Grades Served:** 5-7  
**Total # of Students in TTO:** 346

## Demographic Information:

White: -%  
Black: -%  
Hispanic: -%  
Asian: -%  
ELL: -%  
Free/Reduced Lunch: -%

## Measures of Academic Progress (MAP)

**Average Incoming 5th Grade RIT Score (Fall 2015): 213.12**

**Approx Starting Point: on grade**

Grade	Total Students	TTO avg Fall 2015 RIT	TTO avg Winter 2016 RIT	TTO avg Spring 2016 RIT	TTO avg Fall to Spring Gain
<b>All Students</b>	<b>299</b>	<b>224.20</b>	<b>227.00</b>	<b>232.00</b>	<b>7.80</b>
5th Grade	97	213.12	217.06	223.37	10.25
6th Grade	97	225.98	230.00	234.14	8.16
7th Grade	105	232.67	233.26	238.07	5.40
Below Grade*	67	205.52	210.06	213.36	7.84
On/Above Grade**	232	229.54	231.89	237.42	7.88
Special Education	1	N/A	N/A	N/A	N/A
ELL	4	N/A	N/A	N/A	N/A

## Passaic PARCC Exam

	Total Students	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	Total % Proficient
All Students	316	4.40%	12.30%	26.30%	47.50%	9.50%	57.00%
5th Grade	106	4.70%	17.90%	27.40%	40.60%	9.40%	50.00%
6th Grade	100	4.00%	9.00%	21.00%	56.00%	10.00%	66.00%
7th Grade	110	4.50%	10.00%	30.00%	46.40%	9.10%	55.50%

\* Lower than national average RIT

\*\* At national average RIT or higher

# Paul Public Charter School

**Paul Public Charter School:** 2015-16 SY

**Principal:** Kenya Wilson

**Initial Program Year:** 2015-16

**Grades Served:** 6-8

**Total # of Students in TTO:** 229

## Demographic Information:

White: <1%

Black: 86%

Hispanic: 13%

Asian: 1%

ELL: 0%

Free/Reduced Lunch: 99%

## Measures of Academic Progress (MAP)

**Average Incoming 6th Grade RIT Score (Fall 2015): 206.68**

**Approx Starting Point: 1.5 years below grade**

Grade	Total Students	TTO avg Fall 2015 RIT	TTO avg Winter 2016 RIT	TTO avg Spring 2016 RIT	TTO avg Fall to Spring Gain
<b>All Students</b>	<b>163</b>	<b>213.90</b>	<b>217.20</b>	<b>219.60</b>	<b>5.70</b>
6th Grade	38	206.68	209.34	212.05	5.37
7th Grade	57	215.19	219.07	219.49	4.30
8th Grade	68	216.90	220.21	223.79	6.89
Below Grade*	113	205.92	209.63	211.54	5.62
On/Above Grade**	50	232.00	234.45	237.66	5.66
Special Education	20	N/A	N/A	N/A	N/A
ELL	9	N/A	N/A	N/A	N/A

## Paul PARCC Exam

	Total Students	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	Total % Proficient
All Students	192	20.80%	34.40%	29.70%	13.00%	2.10%	15.10%
6th Grade	41	29.30%	41.50%	24.40%	4.90%	0.00%	4.90%
7th Grade	68	14.70%	33.80%	33.80%	14.70%	2.90%	17.60%
8th Grade	83	21.70%	31.30%	28.90%	15.70%	2.40%	18.10%

\* Lower than national average RIT

\*\* At national average RIT or higher

# LEARN Romano Butler Campus

Appendix B:  
School Data Sheets

**LEARN Charter School Network:** 2015-16 SY

**Principal:** Robin Johnson

**Initial Program Year:** 2015-16

**Grades Served:** 5-6

**Total # of Students in TTO:** 141

## Demographic Information†:

White: 1%

Black: 96%

Hispanic: 2%

Asian: 0%

Multi-Racial/Other: 0%

Free/Reduced Lunch: 91%

## Measures of Academic Progress (MAP)

**Average Incoming 5th Grade RIT Score (Fall 2015): 210.65**

**Approx Starting Point: on grade**

Grade	Total Students	TTO avg Fall 2015 RIT	TTO avg Winter 2016 RIT	TTO avg Spring 2016 RIT	TTO avg Fall to Spring Gain
<b>All Students</b>	<b>116</b>	<b>212.80</b>	<b>215.30</b>	<b>220.50</b>	<b>7.70</b>
5th Grade	37	210.65	213.16	219.49	8.84
6th Grade	79	213.77	216.34	220.91	7.14
Below Grade*	70	205.11	207.39	213.14	8.03
On/Above Grade**	46	224.43	227.41	231.59	7.16
Special Education	0	N/A	N/A	N/A	N/A
ELL	0	N/A	N/A	N/A	N/A

## Romano Butler PARCC Exam

	Total Students	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	Total % Proficient
All Students	116	23.30%	19.00%	44.00%	12.10%	1.70%	13.80%
5th Grade	37	5.40%	24.30%	54.10%	16.20%	0.00%	16.20%
6th Grade	79	31.60%	16.50%	39.20%	10.10%	2.50%	12.60%

\* Lower than national average RIT

\*\* At national average RIT or higher

# School 3 Nicholas S. La Corte-Peterstown

Elizabeth Public Schools: 2015-16 SY

**Principal:** Jennifer A. Campel

**Initial Program Year:** 2015-16

**Grades Served:** 6-8

**Total # of Students in TTO:** 175

## Demographic Information:

White: 3%

Black: 16%

Hispanic: 80%

Asian: <1%

ELL: 23%

Free/Reduced Lunch: 89%

## Measures of Academic Progress (MAP)

**Average Incoming 6th Grade RIT Score (Fall 2015): 208.93**

**Approx Starting Point: 1 year below grade**

Grade	Total Students	TTO avg Fall 2015 RIT	TTO avg Winter 2016 RIT	TTO avg Spring 2016 RIT	TTO avg Fall to Spring Gain
<b>All Students</b>	<b>195</b>	<b>216.10</b>	<b>221.10</b>	<b>223.40</b>	<b>7.30</b>
6th Grade	81	208.93	214.79	216.36	7.43
7th Grade	62	216.84	221.08	224.44	7.60
8th Grade	52	226.58	231.08	233.15	6.57
Below Grade*	110	203.41	210.32	213.04	9.63
On/Above Grade**	85	232.64	234.87	236.82	4.18
Special Education	48	199.29	206.89	213.13	13.84
ELL	23	N/A	N/A	N/A	N/A

## School 3 PARCC Exam

	Total Students	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	Total % Proficient
All Students	195	14.40%	31.80%	32.30%	21.00%	0.50%	21.50%
6th Grade	81	13.60%	35.80%	30.90%	18.50%	1.20%	19.70%
7th Grade	62	16.10%	25.80%	37.10%	21.00%	0.00%	21.00%
8th Grade	52	13.50%	32.70%	28.80%	25.00%	0.00%	25.00%

\* Lower than national average RIT

\*\* At national average RIT or higher



# School 9 Jerome Dunn Academy

Appendix B:  
School Data Sheets

Elizabeth Public Schools: 2015-16 SY

Principal: Yalitza Torres

Initial Program Year: 2014-15

Grades Served: 6-8

Total # of Students in TTO: 210

## Demographic Information†:

White: 2%

Black: 29%

Hispanic: 67%

Asian: 1%

ELL: 35%

Free/Reduced Lunch: 91%

## Measures of Academic Progress (MAP)

Average Incoming 7th Grade RIT Score (Fall 2015): **222.5**

Approx Starting Point: **1 year below grade**

Grade	Total Students	TTO avg Fall 2015 RIT	TTO avg Winter 2016 RIT	TTO avg Spring 2016 RIT	TTO avg Fall to Spring Gain
All Students	181	215.60	221.00	223.60	8.00
6th Grade	53	208.45	215.39	217.98	9.53
7th Grade	53	217.98	222.84	224.43	6.45
8th Grade	75	218.93	223.85	227.03	8.10
Below Grade*	114	206.61	213.75	216.24	9.63
On/Above Grade**	67	230.85	233.70	236.18	5.33
Special Education	16	N/A	N/A	N/A	N/A
ELL	33	204.73	212.77	215.85	11.12

## School 9 PARCC Exam

	Total Students	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	Total % Proficient
All Students	179	13.40%	39.70%	34.60%	11.20%	1.10%	12.30%
6th Grade	52	13.50%	40.40%	32.70%	11.50%	1.90%	13.40%
7th Grade	53	7.50%	32.10%	52.80%	5.70%	1.90%	7.60%
8th Grade	74	17.60%	44.60%	23.00%	14.90%	0.00%	14.90%

\* Lower than national average RIT

\*\* At national average RIT or higher

# School 18 Robert Morris

**Elizabeth Public Schools:** 2015-16 SY

**Principal:** Oscar Crespo

**Initial Program Year:** 2015-16

**Grades Served:** 5-8

**Total # of Students in TTO:** 216

## Demographic Information†:

White: 29%

Black: 11%

Hispanic: 49%

Asian: 5%

ELL: 4%

Free/Reduced Lunch: 47%

## Measures of Academic Progress (MAP)

**Average Incoming 5th Grade RIT Score (Fall 2015): 204.24**

**Approx Starting Point: 1 year below grade**

Grade	Total Students	TTO avg Fall 2015 RIT	TTO avg Winter 2016 RIT	TTO avg Spring 2016 RIT	TTO avg Fall to Spring Gain
<b>All Students</b>	<b>203</b>	<b>217.10</b>	<b>220.20</b>	<b>222.80</b>	<b>5.70</b>
5th Grade	46	204.24	209.11	210.76	6.52
6th Grade	53	216.04	219.45	221.43	5.39
7th Grade	57	220.30	222.49	225.56	5.26
8th Grade	47	227.00	228.94	232.60	5.60
Below Grade*	104	206.94	212.11	214.42	7.48
On/Above Grade**	99	227.77	228.62	231.52	3.75
Special Education	14	N/A	N/A	N/A	N/A
ELL	29	204.24	209.00	211.62	7.38

## School 18 PARCC Exam

	Total Students	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	Total % Proficient
All Students	190	6.80%	31.10%	41.10%	20.50%	0.50%	21.00%
5th	45	8.90%	46.70%	31.10%	13.30%	0.00%	13.30%
6th	50	4.00%	30.00%	48.00%	16.00%	2.00%	18.00%
7th	50	8.00%	30.00%	42.00%	20.00%	0.00%	20.00%
8th	45	6.70%	17.80%	42.20%	33.30%	0.00%	33.30%

\* Lower than national average RIT

\*\* At national average RIT or higher

# School 21 Victor Mravlag

Elizabeth Public Schools: 2015-16 SY

**Principal:** Dr. Mari Celi Sanchez

**Initial Program Year:** 2015-16

**Grades Served:** 5-8

**Total # of Students in TTO:** 201

## Demographic Information:

White: 34%

Black: 8%

Hispanic: 56%

Asian: 2%

ELL: 16%

Free/Reduced Lunch: 47%

## Measures of Academic Progress (MAP)

**Average Incoming 5th Grade RIT Score (Fall 2015): 208.57**

**Approx Starting Point: on grade**

Grade	Total Students	TTO avg Fall 2015 RIT	TTO avg Winter 2016 RIT	TTO avg Spring 2016 RIT	TTO avg Fall to Spring Gain
<b>All Students</b>	<b>172</b>	<b>209.90</b>	<b>214.30</b>	<b>219.20</b>	<b>9.30</b>
5th Grade	44	208.57	213.93	217.34	8.77
6th Grade	50	205.22	208.92	217.36	12.14
7th Grade	44	211.91	217.16	218.86	6.95
8th Grade	34	216.03	218.88	224.85	8.82
Below Grade*	103	198.11	203.73	210.29	12.18
On/Above Grade**	69	227.57	229.87	232.55	4.98
Special Education	19	N/A	N/A	N/A	N/A
ELL	55	191.05	197.96	203.44	12.39

## School 21 PARCC Exam

	Total Students	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	Total % Proficient
All Students	128	16.40%	29.70%	35.20%	18.80%	0.00%	18.80%
5th	39	7.70%	25.60%	46.20%	20.50%	0.00%	20.50%
6th	37	24.30%	29.70%	27.00%	18.90%	0.00%	18.90%
7th	31	6.50%	25.80%	45.20%	22.60%	0.00%	22.60%
8th	21	33.30%	42.90%	14.30%	9.50%	0.00%	9.50%

\* Lower than national average RIT

\*\* At national average RIT or higher

# School 23 Nicholas Murray Butler

**Elizabeth Public Schools:** 2015-16 SY

**Principal:** Berthenia Harmon-Carolina

**Initial Program Year:** 2015-16

**Grades Served:** 5-8

**Total # of Students in TTO:** 219

## Demographic Information:

White: 5%

Black: 46%

Hispanic: 45%

Asian: 4%

ELL: 16%

Free/Reduced Lunch: 86%

## Measures of Academic Progress (MAP)

**Average Incoming 5th Grade RIT Score (Fall 2015): 208.57**

**Approx Starting Point: on grade**

Grade	Total Students	TTO avg Fall 2015 RIT	TTO avg Winter 2016 RIT	TTO avg Spring 2016 RIT	TTO avg Fall to Spring Gain
<b>All Students</b>	<b>186</b>	<b>214.30</b>	<b>216.40</b>	<b>220.40</b>	<b>6.10</b>
5th Grade	54	208.19	212.06	215.61	7.42
6th Grade	42	212.05	214.82	215.81	3.76
7th Grade	53	220.87	219.92	225.11	4.24
8th Grade	37	216.38	219.72	225.86	9.48
Below Grade*	101	204.92	208.64	212.84	7.92
On/Above Grade**	85	225.45	225.82	229.39	3.94
Special Education	12	N/A	N/A	N/A	N/A
ELL	4	N/A	N/A	N/A	N/A

## School 23 PARCC Exam

	Total Students	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	Total % Proficient
All Students	178	16.90%	34.80%	35.40%	12.90%	0.00%	12.90%
5th	51	15.70%	39.20%	31.40%	13.70%	0.00%	13.70%
6th	39	20.50%	30.80%	30.80%	17.90%	0.00%	17.90%
7th	52	9.60%	30.80%	46.20%	13.50%	0.00%	13.50%
8th	36	25.00%	38.90%	30.60%	5.60%	0.00%	5.60%

\* Lower than national average RIT

\*\* At national average RIT or higher

# School 28 Duarte-Marti

Appendix B:  
School Data Sheets

Elizabeth Public Schools: 2015-16 SY

**Principal:** Sulisnet Jimenez

**Initial Program Year:** 2015-16

**Grades Served:** 6-8

**Total # of Students in TTO:** 255

## Demographic Information<sup>†</sup>:

White: 3%

Black: 14%

Hispanic: 82%

Asian: 1%

ELL: 27%

Free/Reduced Lunch: 86%

## Measures of Academic Progress (MAP)

**Average Incoming 6th Grade RIT Score (Fall 2015): 212.52**

**Approx Starting Point: 1 year below grade**

Grade	Total Students	TTO avg Fall 2015 RIT	TTO avg Winter 2016 RIT	TTO avg Spring 2016 RIT	TTO avg Fall to Spring Gain
<b>All Students</b>	<b>224</b>	<b>220.3</b>	<b>219.4</b>	<b>231.40</b>	<b>11.10</b>
6th Grade	71	212.52	212.13	222.32	9.80
7th Grade	65	219.92	217.59	232.78	12.86
8th Grade	88	226.88	226.73	237.75	10.87
Below Grade*	114	208.39	207.9	221.41	13.02
On/Above Grade**	110	232.66	231.51	241.79	9.13
Special Education	13	N/A	N/A	N/A	N/A
ELL	28	206.46	203.7	218.57	12.11

## School 28 PARCC Exam

	Total Students	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	Total % Proficient
All Students	209	14.80%	38.30%	31.60%	15.30%	0.00%	15.30%
6th Grade	69	20.30%	42.00%	23.20%	14.50%	0.00%	14.50%
7th Grade	63	12.70%	33.30%	41.30%	12.70%	0.00%	12.70%
8th Grade	77	11.70%	39.00%	31.20%	18.20%	0.00%	18.20%

\* Lower than national average RIT

\*\* At national average RIT or higher



## Appendix C: NWEA Norms for 2011 and 2015

The following Measures of Academic Progress (MAP) math growth results use national grade level growth norms, from both 2011 and 2015 norming studies, as a comparison.

### 2011 Student Mathematics Growth Norms

Fall Status			Growth from Fall to:							N
Grade	Mean	sd	Winter		Spring		Fall of Next Grade			
			Mean	sd	Mean	sd	Mean	sd		
K	143.7	11.88	7.7	5.35	16.0	8.24	19.0	10.17	20,203	
1	162.8	13.57	9.5	5.02	15.9	6.85	15.3	8.72	20,041	
2	178.2	12.97	7.4	5.05	13.2	6.61	14.0	8.21	20,272	
3	192.1	12.58	6.4	4.86	11.0	6.10	11.6	7.41	20,294	
4	203.8	13.11	4.9	4.79	8.7	5.91	9.2	7.11	20,354	
5	212.9	14.18	4.9	4.81	8.1	5.99	7.6	7.22	20,356	
6	219.6	15.37	3.2	4.86	6.0	6.11	6.3	7.41	20,312	
7	225.6	16.79	2.6	4.84	4.9	6.05	5.6	7.33	20,263	
8	230.2	17.04	2.5	4.97	4.3	6.42	4.3	7.90	20,322	
9	233.8	17.65	2.0	5.30	2.2	7.27	2.5	9.21	20,259	
10	234.2	18.63	2.0	5.57	2.4	7.93	2.8	10.19	20,190	
11	236.0	19.63							38,334	

### 2015 Student Mathematics Growth Norms

Current	Fall		To Winter		To Spring		To Next Fall	
Grade	Mean	SD	Mean	SD	Mean	SD	Mean	SD
K	140.04	15.06	11.43	5.56	19.10	7.59	24.02	9.14
1	162.42	12.87	11.43	5.50	18.40	7.45	14.59	8.12
2	176.90	13.22	9.50	5.35	15.21	7.11	13.23	7.04
3	190.40	13.10	7.81	5.08	12.99	6.47	11.36	6.41
4	201.94	13.76	6.77	5.05	11.55	6.41	9.89	6.12
5	211.44	14.68	5.79	5.22	9.92	6.80	5.99	6.50
6	217.62	15.53	4.44	5.20	7.71	6.75	6.70	6.67
7	222.65	16.59	3.47	5.11	5.95	6.55	5.47	6.26
8	226.30	17.85	2.85	5.59	4.63	7.66	3.96	7.16
9	230.27	18.13	1.96	5.81	3.13	8.15	2.40	7.38
10	230.06	19.60	1.46	6.18	2.31	8.92	2.00	7.76

## Appendix D: Audited FY16 Financials

Ending June 30, 2016

Fiscal Year 2016 Financial Snapshot

### REVENUE

#### Contributions

Individuals	\$255,695
Foundations and Trusts	\$8,223,823
Corporations	\$-
Government Grant	\$978,507
Program Service Fees	\$3,186,022
Contributed Services	\$84,068
Interest income	\$7,060
Realized (loss) gain on investments	(\$14,037)
Other Revenue	\$119,120

**Total Revenue** **\$12,840,258**

### EXPENSES

Program Services	\$10,630,012
Management and General	\$2,614,292
Fundraising	\$541,986

**Total Expenses** **\$13,786,290**

Change in Net Assets (\$946,032)

### NET ASSETS

Beginning of Year	\$6,024,639
End of Year	\$5,078,607



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