2017
ANNUAL REPORT

New Classrooms

Innovation Partners for Learning

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New Classrooms
Innovation Partners for Learning

Dear Friends and Supporters,

We celebrate and reflect on our fifth year of helping schools deliver student-centered learning models for the benefit of every student, every day. *Teach to One: Math* (TTO), our first school-based model, served students in 40 schools this year.

We're pleased to share that students participating in TTO continue to see consistent growth on on NWEA's MAP, a norm-based interim assessment derived from more than 10 million students in the U.S. This year, students made gains at 1.4 times the national average and underserved student populations also continued to perform well. Special education students and English language learners exceeded the national average growth by 50%.

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 diverse students.

Our team had an exciting year marked by expansion to new schools, new states, and new grades. This past fall, we launched our first high school programs and initial outcome data is promising. Each of our pilot schools made gains that were more than twice the national average, with one school exceeding three times the national average.

This year we also dug deeper into our research & development work in efforts to use data to improve the program and, ultimately, the learning outcomes of students. 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. With emerging new technologies, we will have more opportunities to accelerate student learning even further. Thank you for joining us on this journey.

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 personalize learning by redesigning how a classroom works – from the use of technology, time, and physical space to the instruction and content that engages each students. 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) under Chancellor Joel Klein and Mayor Michael Bloomberg. Co-founders Joel Rose and Chris Rush launched School of One to determine whether it was possible to ensure that each student is learning the right math lesson, at the right time, and in the right way that best meets their strengths and needs. *Teach to One: Math* (TTO), New Classrooms' flagship learning model, is the realization of this vision.

Solving a Core Problem

Our work is grounded in the belief that the traditional school model makes it nearly impossible for teachers to meet each student's unique needs. With one teacher, a set of textbooks, and 30 or so same-aged students in an 800-square-foot-room, this model prioritizes grade-level material over a tailored approach that meets students where they are. Too often, the traditional model fails those who enter behind grade level and hinders all students from reaching their potential.

This problem is especially acute in mathematics and presents a major obstacle to being college ready. Mastery of math concepts build on one another over time so when students fall behind, those gaps carry over as the years go by and their chances of catching up dwindle. If a student goes into ninth grade off track in math, they have less than a 1 in 5 chance of graduating high school college ready. Currently, two-thirds of students nationwide enter high school off track in math.

Math is essential to success beyond high school and college. To be successful in the new global economy, having strong math skills is a necessity. If we really want students to be ready, we have to think about what skills they need no matter their age or assigned grade level. That's a major driver behind TTO's growth to high schools, which you can read about in greater depth in this report.

TTO is just one of what we hope to be many new 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 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.

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.

Over the last six years, New Classrooms has continued to develop and refine TTO while also growing the number of partnership schools and districts across the country. This year, Teach to One served about 13,000 students in 40 schools nationwide.

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.

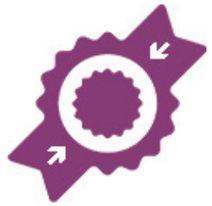
In 2014, a group of educators, advocates, philanthropies, and non-profit organizations came together to create a working definition and four common attributes of personalized learning:

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.

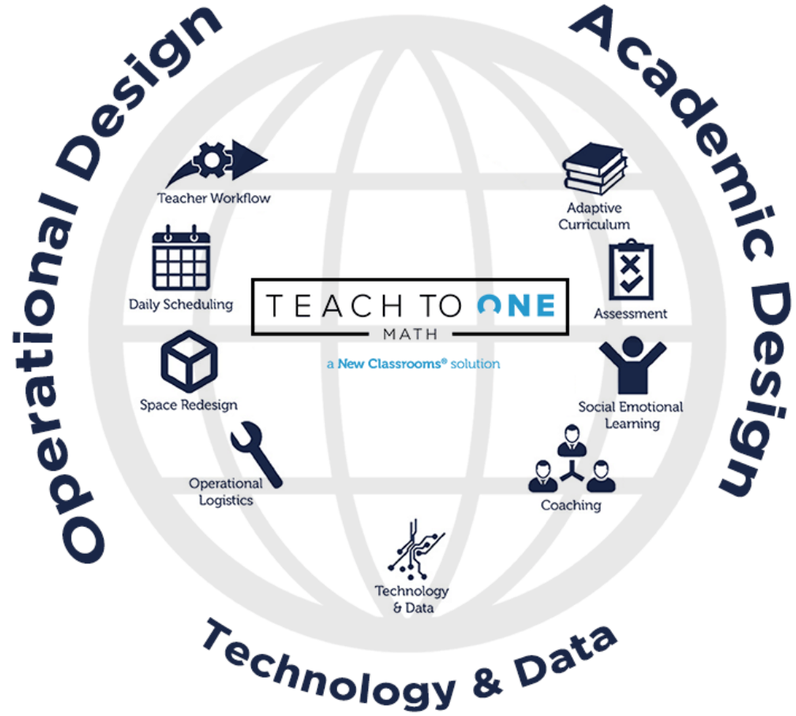
A Flexible Learning Environment

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.

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* (TTO) 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 TTO 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.

Core Design Tenets

We designed *Teach to One: Math* (TTO) 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.

Collective Teacher Responsibility

Teachers cultivate 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.

How it Works

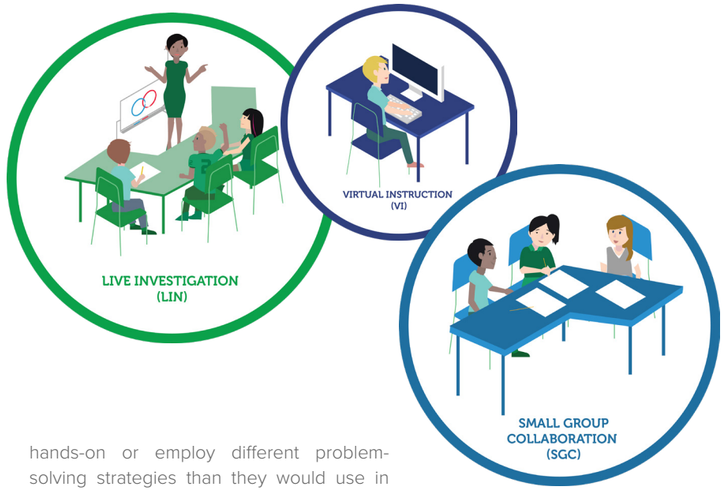
Deeper Learning Through Multiple Modalities

Anyone who's tried to master a complicated task—such as preparing the perfect coq a vin to impress your dinner guests—knows there's a disconnect between instruction and execution. You could have the greatest cookbook in the world, but conquering a difficult new recipe means trying, failing, changing your approach, and trying again (and again).

Neurological research helps us understand why. The more dendritic pathways the brain develops in association with a particular task, concept, or object, the deeper its understanding. In other words, there are a lot of learning steps to avoid serving your dinner guests a rubbery bird. You might spend some time on YouTube watching how to de-bone a chicken and consult a more experienced chef for braising techniques. And it wouldn't hurt to try out the recipe ahead of time before building a dinner party around it.

It's no different for an eighth-grader trying to understand linear functions. Having multiple and varied exposures to material when learning about skills and concepts leads to deeper learning. Some students may prefer to spend more time on the theory before tackling a tough math problem, while others might want to dive right in. Teacher-led instruction, small-group work, and independent learning, are other approaches that improve retention and lead to deeper learning.

In response to research showing the benefit of multiple modalities, it is becoming more and more common for teachers to augment traditional teaching methods with learning centers or learning stations. These are places where students can learn individually or in small groups, often in ways that are more hands-on or employ different problem-solving strategies than they would use in traditional teacher-student instruction.



Teach to One: Math harnesses the power of multiple modalities by creating a learning experience in which students are exposed to learning skills in different ways. In one day, for example, a student might move from teacher-guided live investigation to virtual instruction on a laptop or small group collaboration.

In total, TTO offers nine different instructional approaches grouped into three categories: Teacher Delivered Modalities, Student Collaboration Modalities, and Independent Modalities.

And we're excited to see students are responding positively to these changes. According to a November 2016 survey, 80% of students said that having multiple opportunities to master a math concept helps them learn.

Our Team & Leadership

New Classrooms is committed to an organizational culture that values imaginative thinking, superior execution, ongoing professional development, and open and purposeful collaboration. The individuals who make up the New Classrooms team possess a diverse set of talents. Our team of 120 professionals possesses a collective 300+ years of teaching experience, and many of our leaders previously served in key roles in leading educational and technology-based organizations.

Our Co-founders

Joel Rose, New Classrooms co-founder and Chief Executive Officer, began his career in education as a fifth grade teacher in Houston in 1992. Since then, Joel has served in a variety of leadership roles in education, including as Chief Executive for Human Capital at the New York City Department of Education (NYCDOE), where he led the creation of School of One. Joel's published articles include pieces in The Atlantic, Education Nation, and EdTech Magazine. He has spoken at numerous convenings, including the Aspen Institute's Ideas Festival; NBC's Education Nation; and the annual conferences for the American Federation of Teachers, National School Boards Association, and National Association of Independent Schools. Joel earned a bachelor's degree in political science from Tufts University and a law degree from the University of Miami School of Law, and he is a Pahara-Aspen Education Fellow at the Aspen Institute. Joel lives in Manhattan with his wife and two children.

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.t services at IBM and also founded a pair of small tech startups during the early dot-com era. He holds a BS in Information Systems from Penn State with concentrations in Computer Science, Technological Ethics and Critical Thinking; a MS in Information Technology from the American InterContinental University and a Project Management Professional (PMP) certification.

Department Leader

Susan Fine, Ph.D, 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.

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The New Classrooms Board of Advisors is a volunteer team of prominent education leaders who provide New Classrooms with strategic guidance on a range of academic and organizational issues such as student learning progressions, program research and evaluation design, school culture, teacher professional development, organizational design, fiscal management, governmental relations, and communications.

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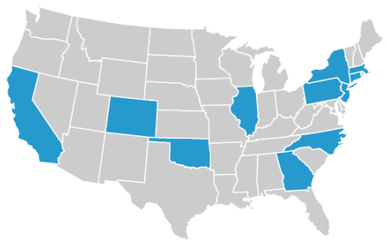
Key Accomplishments

The 2016-2017 school year was marked by expansion into new states, new grades, and new features for *Teach to One: Math* (TTO).



New Schools

TTO expanded to 40 schools serving more than 13,000 students in 10 states and Washington D.C.

New Grades

New Classrooms successfully launched a high school expansion of *Teach to One: Math* to help students prepare for and succeed in Algebra. In fall 2016, TTO ran pilots in four high schools–two public schools, one private school, and one rural charter school. Each school made gains that were more than twice the national average, with one school exceeding three times the national average.

New *Teach to One: Math* Feature

Re-anchoring For All Students

What began as a pilot targeted at advanced students led to breakthrough that benefited students with a wide range of academic backgrounds and abilities.

The pilot, which launched at Passaic Gifted and Talented Academy, in New Jersey, was initially designed to "re-anchor" students' work in a way that raised the academic bar. A seventh-grader, for example, was bumped up to target eighth-grade material while remaining in the same classroom with peers. With the same population of teachers and students, learning gains grew to 1.8 times the national average. And they weren't alone. When we looked at results across all 600 students in our expanded pilot—which included below grade-level high school students—we found that students grew at nearly twice the national average.

Partner Spotlights

Teachers share how personalized learning has improved teacher collaboration.

An Opportunity to Collaborate

In an Elizabeth, NJ middle school, a lively discussion is happening. Voices are flying over the desks with enthusiasm about a math lesson. This is exactly what we want to see happening among students in a *Teach to One: Math* classroom, but in this particular room the discussion is happening over teachers' desks.

Robert Morris School 18 adopted *Teach to One: Math* in the fall of 2015 as part of a $3M federal Investing in Innovation (i3) grant which supports the model, and a rigorous evaluation of its results, at five middle schools in Elizabeth, NJ. When Math Director Danielle Doyle first heard about *Teach to One: Math*, she was a bit skeptical. "At first, I thought an open space with over 100 kids and six teachers would just be too loud," she says.

Now, in its second year of implementation, Ms. Doyle has become a champion of the model and the way it increases collaboration among teachers and students. "I realized that it means students get the opportunity to work with every teacher, and are exposed to different modalities, which is really beneficial for them."

Interacting with an entire cohort of students can be a benefit for teachers, as well. "Instead of building relationships with just 30 or 60 kids, I like that now there are 200 kids I get to know, and they get to know you. While it can be challenging at first, you have four years with these kids to really help them progress consistently."

The math teachers at Robert Morris School 18 have become a true team since the implementation of *Teach to One: Math*. Before, planning and teaching were largely solo activities. Now, teachers meet daily for a common planning time and are able to discuss student growth and challenges, while supporting each other's professional development in and out of the classroom.

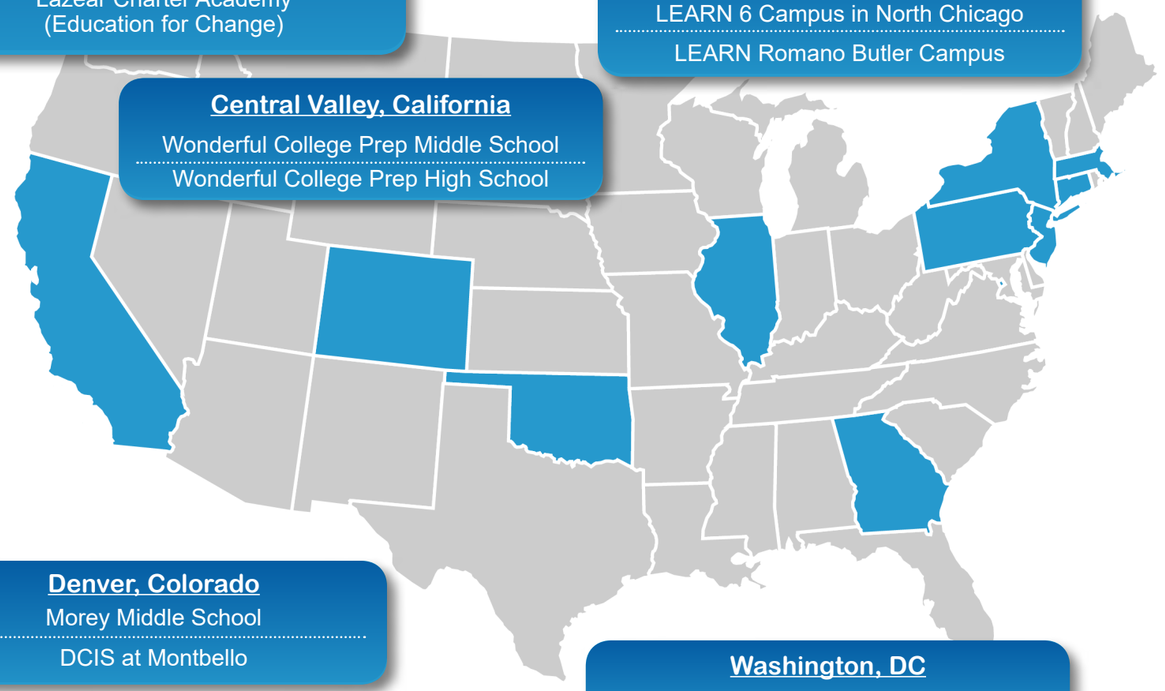
Robert Morris School 18 is taking its commitment to professional development even further by participating in a grant initiative to record and analyze selected *Teach to One: Math* class sessions to identify both exemplar practice methods and those that might be improved. This project aims to strengthen the instructional practices of teachers across the New Classrooms network in an intentional and data-driven way.

"The collaboration you get here does not happen when you are in your own classroom; you just can't find the time otherwise," says Ms. Doyle. "Other teachers didn't get to see what we do in our classrooms every day until *Teach to One: Math*, and that's really how you improve your practice: by watching each other teach."

TEACH TO ONE MATH

a New Classrooms® solution

2016-17 School Partnerships



Bay Area, California
- Moreau Catholic High School
- Roosevelt Middle School
- ASCEND (Education for Change)
- Lazear Charter Academy (Education for Change)

Central Valley, California
- Wonderful College Prep Middle School
- Wonderful College Prep High School

Chicago, Illinois
- William P. Gray Elementary School
- LEARN 6 Campus in North Chicago
- LEARN Romano Butler Campus

Denver, Colorado
- Morey Middle School
- DCIS at Montbello

Tulsa, Oklahoma
- Clinton Middle School
- Hale Jr. High School
- McLain Junior High School

Washington, DC
- Paul Public Charter School

Atlanta Metro Area, Georgia
- Camp Creek Middle School
- Bear Creek Middle School

New York City
- I.S. 228 David A. Boody
- J.H.S. 88 Peter Rouget

Boston & Springfield, Massachusetts
- TechBoston Academy
- Chestnut TAG

New London & Norwalk, Connecticut
- Nathan Hale Middle School
- Bennie Dover Jackson Middle School

Allentown, Pennsylvania
- Building 21 High 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
- George Washington School No. 1

2016-17 School Partnerships

During the 2016-17 school year, *Teach to One: Math* replaced the traditional mathematics instruction for nearly 10,000 students in 40 schools across California, Colorado, Connecticut, Georgia, Illinois, New York, North Carolina, New Jersey, and Washington D.C.

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* (TTO) 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*.

TenMarks an amazon company

MasterMath.info Middle School On-Line Math

MathXL® for School

CoreSpring

MANGAHIGH

Mc Graw Hill Education

Continental inspire every learner

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Year 5 Results

In the 16-17 school year, students in *Teach to One: Math* (TTO) demonstrated strong growth on NWEA's MAP math assessment, a norm-based interim assessment derived from more than 10 million students in the US. Participating TTO students, on average, achieved gains in math at 1.4 times the national average. 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. On Average, English language learners and special education students grew 50% more than the national average.

The promise shown in these growth results, and in prior year growth numbers, helped New Classrooms to win 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 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.

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 2016-17 fiscal year and through December 2017. We thank you for joining us on this journey and look forward to your continued support[1]

National Supporters

The following institutions and individuals have made single or multi-year commitments of $1 million or more to support New Classrooms.

Anonymous
Bezos Family Foundation
Bill & Melinda Gates Foundation
Carnegie Corporation of New York
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Dalio Foundation
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National supporters who have contributed or pledged between $100,000-999,999 include the below individuals and institutions.

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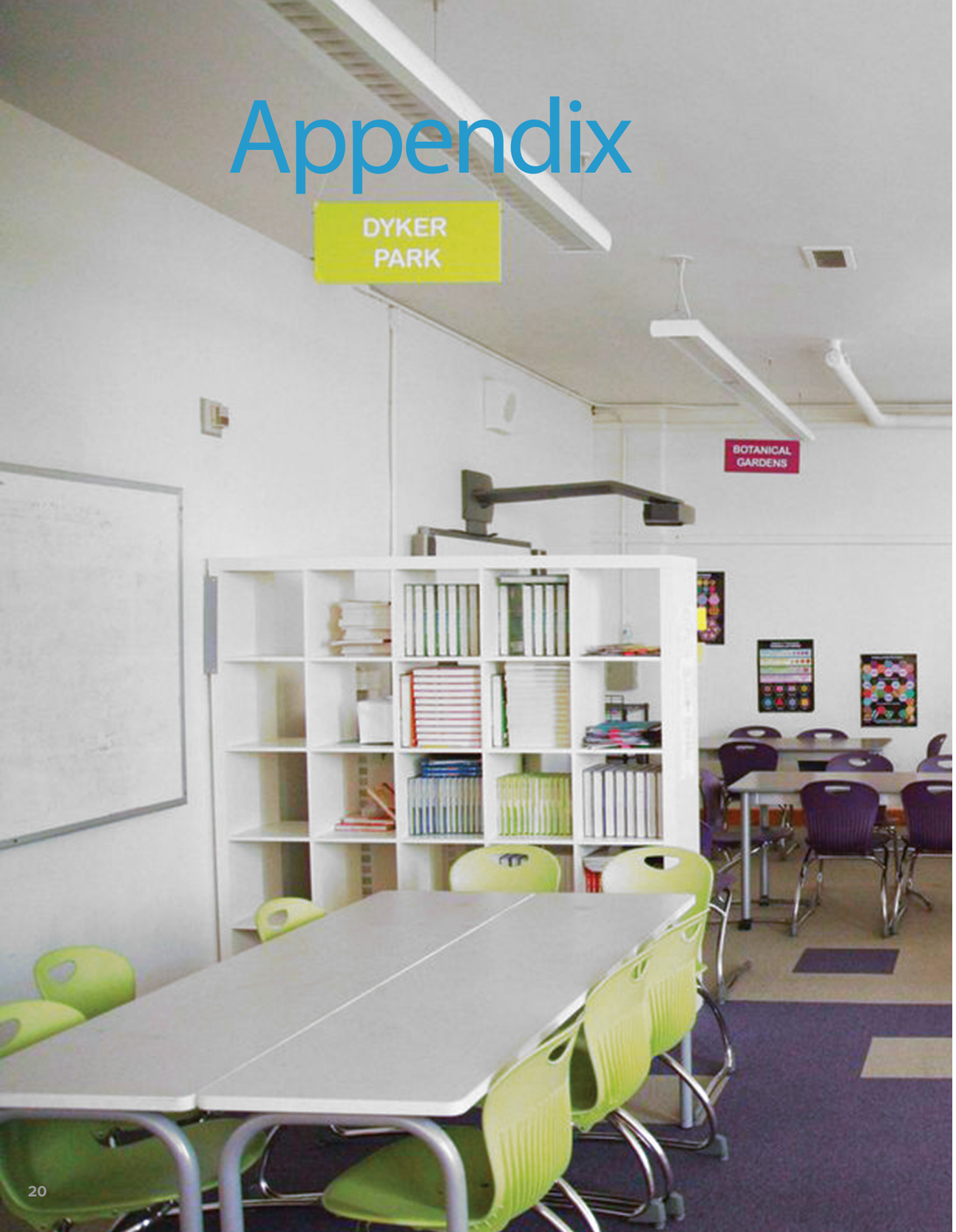

Appendix

Appendix A:
2016-17 New Classrooms Regional Enrollment

Region	Launch Date	# Students Served	**Grades**
Charlotte, NC	Fall 2013	925	**6-8**
Chicago, IL	Fall 2012	800	**5-8**
Denver, CO	Fall 2015	710	**6-8**
Fulton County, GA	Fall 2014	1775	**6-8**
New London, CT	Fall 2015	250	**7-8**
New York, NY	Fall 2012	1275	**6-8**
Northern New Jersey	Fall 2013	2575	**5-8**
Oakland, CA	Fall 2015	700	**6-8**
Washington, DC	Fall 2015	250	**6-8**
Total		**9260***	

Appendix B: School Data Sheets

School Data Sheets

The test result data included in this report were drawn from implementations of *Teach to One: Math* (TTO) at 35 partner schools during the 2016–17 school year. At each participating school, students in TTO took at least two assessments: Measures of Academic Progress (MAP), which measures growth, and annual state math exams that measure absolute performance against grade-level standards. Data sheets are provided for schools that implemented TTO for the entire school year.

Measuring Academic Progress (MAP) Growth Assessments

To measure learning gains, TTO partner schools administer the MAP assessment multiple times during the school year. Administration includes diagnostics to determine student growth throughout the year.

Students who take the MAP receive a RIT score based on a curriculum scale that uses the difficulty of individual questions to estimate student achievement. Individual student RIT scores aren't particular to a student's grade level, although they may be compared to national averages for a given grade. 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 57, for both the 2011 and 2015 NWEA status and growth norms.)

Both norms, however, are insufficient for understanding how students would have performed without TTO. While the national average provides some mooring in what is normal growth for students in the same grade, it doesn't control for all school environment variables: instructional quality, peer effects, leadership, district mandates, etc. It is important to keep in mind the limitations of national norms in the

absence of a more rigorous study that can control for these variables.

Because the MAP measures growth, students who were not present for all administrations of the exam are not included in the data sheets. New Classrooms also stays in accordance with NWEA's high stakes testing guidelines to help ensure data integrity. NWEA publishes these guidelines as an acknowledgement that MAP tests, which are designed to be formative assessments, can be used in high-stakes scenarios. Because MAP is the primary means of stakeholder evaluation of TTO, New Classrooms follows the high-stakes guidelines for MAP re-testing recommendations and evaluation data filtering. There are time and score related guidelines for identifying students with questionable tests during any testing period. We recommend that our schools retest when possible to reduce the number of students getting filtered out.

The key points of these guidelines are:

Score Based Guidelines Time Based Guidelines

	Score Based Guidelines	Time Based Guidelines
Typical Scenario	Typical fall to winter MAP growth ranges from approximately 2 RIT points (9th grade norms) to 6 RIT points (5th grade norms), and typical winter to Spring MAP growth ranges from approximately 1 RIT points (9th grade norms) to 5 RIT points (5th grade norms)	Typical time spent on the MAP test is approximately 30-50 minutes. If a student spends a great deal less time on an assessment compared to the previous or subsequent test, it calls into question the student's level of effort. The test will thus be considered invalid.
	Criteria for an Invalid Assessment	
Fall	• For returning students with prior year MAP data, drop of 10 points or more from spring of prior year For returning students with prior year MAP data, drop of 10 points or more from spring of prior year	• For returning students with prior year MAP data, student spent 30 minutes or more on spring test than fall test • Student spent 30 minutes or more on winter test than fall test
Winter	• Drop of 10 points or more from fall test	• Student spent 30 minutes or more on fall test than winter test • Student spent 30 minutes or more on spring test than winter test
Spring	• Drop of 10 points or more from winter test	• Student spent 30 minutes or more on winter test than spring test

Each assessment is evaluated separately. Once an assessment is identified as potentially invalid, it is kept out of any growth period analysis. When analyzing growth for a student, both tests from the time period chosen need to be valid. For example, fall to spring comparison requires fall and spring MAP tests to be "good", but not the winter MAP. Approximately 30% of our students are filtered out of each growth period. We only report on subgroups with 25 students or more.

State Exams

Students participating in *Teach to One: Math* across partner schools 34 partner schools also took state-mandated exams specific to their school's home state:

- **Partnership for Assessment of Readiness for College and Careers (PARCC)**
- **Smarter Balanced Assessment Consortium**
- **New York State Math Exam**
- **Georgia Milestones Exam**
- **Oklahoma Common Core Curriculum Exam**
- **Massachusetts Comprehensive Assessment System Exam**

All students who were on TTO rosters at the end of the school year are included in the state test results summary. We have not applied any filters. In instances where we could not obtain student level results matched to our rosters, we use publicly reported data, which may include a handful of students were not served by New Classrooms. 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: 2016-17 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 2016): 205.63

Approx Starting Point: 2 year below grade

Ascend MAP Data	Total Students	TTO avg Fall 2016 RIT	TTO avg Winter 2017 RIT	TTO avg Spring 2017 RIT	TTO avg Fall to Spring Gain
All Students	**64**	**215.60**	**222.10**	**226.80**	**11.20**
6th Grade*	16	NA	NA	NA	NA
7th Grade*	25	NA	NA	NA	NA
8th Grade*	23	NA	NA	NA	NA
Below Grade (Lower than Natl. Avg. RIT)	48	209.54	216.40	221.52	11.98
On/Above (At Natl. Avg. RIT or higher)*	16	NA	NA	NA	NA
Special Education*	6	NA	NA	NA	NA
English Language Learner	28	207.00	213.21	218.68	11.68

*Total Students too small after NWEA High Stakes filtering to report on this subgroup

ASCEND SBAC Exam

ASCEND SBAC EXAM***	Total Students***	% Level 1	% Level 2	% Level 3	% Level 4	Total % Proficient
6th Grade		40%	33%	27%	0%	27%
7th Grade		42%	29%	15%	15%	30%
8th Grade		31%	31%	17%	21%	38%

** At the time of publishing this annual report, New Classrooms had not yet received state test data for our students. These numbers reflect publicly reported data.

***Public data did not include Total Students

Bear Creek Middle School

Fulton County School District: 2016-17 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 2016): 208.9

Approx Starting Point: 1.5 years below grade

Bear Creek MAP Data	Total Students	TTO avg Fall 2016 RIT	TTO avg Winter 2017 RIT	TTO avg Spring 2017 RIT	TTO avg Fall to Spring Gain
All Students	**671**	**214.80**	**216.10**	**220.50**	**5.70**
6th Grade	206	208.89	212.15	217.28	8.39
7th Grade	239	216.48	218.57	222.48	6.00
8th Grade	226	218.47	216.98	221.38	2.91
Below Grade (Lower than Natl. Avg. RIT)	468	208.18	209.45	213.78	5.60
On/Above (At Natl. Avg. RIT or higher)	203	230.12	231.13	236.04	5.92
Special Education	139	207.75	208.15	211.74	3.99
English Language Learner*	9	NA	NA	NA	NA

*Total Students too small after NWEA High Stakes filtering to report on this subgroup

Bear Creek Georgia State Milestones Exam

Bear Creek Georgia Milestones Exam	Total Students	% Level 1	% Level 2	% Level 3	% Level	Total % Proficient
All Students	1064	37%	45%	15%	3%	18%
6th Grade	343	36%	41%	20%	3%	23%
7th Grade	384	35%	42%	17%	5%	22%
8th Grade	337	39%	53%	7%	1%	8%

Bennie Dover Jackson Middle School

New London Public Schools: 2016-17 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 2016): 208.43

Approx Starting Point: 2.5 years below grade

Bennie Dover MAP DATA	Total Students	TTO avg Fall 2016 RIT	TTO avg Winter 2017 RIT	TTO avg Spring 2017 RIT	TTO avg Fall to Spring Gain
All Students	**176**	**214.60**	**220.10**	**222.60**	**8.00**
All Students	134	209.50	212.60	215.20	5.70
7th Grade	87	208.43	210.79	213.03	4.60
8th Grade	47	211.43	216.06	219.19	7.76
Below Grade (Lower than Natl. Avg. RIT)	112	205.40	209.09	211.84	6.44
On/Above (At Natl. Avg. RIT or higher)*	22	NA	NA	NA	NA
Special Education*	18	NA	NA	NA	NA
English Language Learner	46	202.90	207.39	209.72	6.82

*Total Students too small after NWEA High Stakes filtering to report on this subgroup

Bennie Dover SBAC Exam

Bennie Dover SBAC Exam	Total Students	% Level 1	% Level 2	% Level 3	% Level 4	Total % Proficient
All Students	139	70%	25%	3%	2%	5%
7th Grade	61	72%	24%	2%	2%	4%
8th Grade	78	69%	26%	4%	1%	5%

Building 21 High School

Allentown School District: 2016-17 SY

Principal: Janine Mathesz
Initial Program Year: 2016-17
Grades Served: 9-10
Total # of Students in TTO: 150

Demographic Information:
White: 14%
Black: 67%
Hispanic: 2%
Asian: 0%
ELL: 14%
Free/Reduced Lunch: 100%

Measures of Academic Progress (MAP)

Average Incoming 9th Grade RIT Score (Fall 2016): 213.6

Approx Starting Point: 4 years below grade

Building 21 MAP DATA	Total Students	TTO avg Fall 2016 RIT	TTO avg Winter 2017 RIT	TTO avg Spring 2017 RIT	TTO avg Fall to Spring Gain
All Students	**100**	**213.60**	**214.50**	**222.00**	**8.40**
9th Grade	100	213.60	214.50	222.00	8.40
Below Grade (Lower than Natl. Avg. RIT)	92	211.86	213.05	220.17	8.31
On/Above (At Natl. Avg. RIT or higher)*	8	NA	NA	NA	NA
Special Education*	13	NA	NA	NA	NA

*Total Students too small after NWEA High Stakes filtering to report on this subgroup

Building 21 SBAC Exam

Building 21 State Test**						

**TTO high school students in Pennsylvania don't have a mandated end of course state test.

Camp Creek Middle School

Fulton County School District: 2016-17 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 2016): 209.35

Approx Starting Point: 2 years below grade

Camp Creek Middle School MAP Data	Total Students	TTO avg Fall 2016 RIT	TTO avg Winter 2017 RIT	TTO avg Spring 2017 RIT	TTO avg Fall to Spring Gain
All Students	**285**	**214.00**	**215.80**	**219.50**	**5.50**
6th Grade	88	209.35	211.84	215.65	6.30
7th Grade	116	212.64	213.97	217.74	5.10
8th Grade	81	220.85	222.32	226.04	5.19
Below Grade (Lower than Natl. Avg. RIT)	192	206.51	208.67	212.22	5.71
On/Above (At Natl. Avg. RIT or higher)	93	229.33	230.47	234.39	5.06
Special Education	27	196.26	196.93	199.48	3.22
English Language Learner*	1	NA	NA	NA	NA

*Total Students too small after NWEA High Stakes filtering to report on this subgroup

Camp Creek Georgia State Milestones Exam

Camp Creek Georgia Milestones Exam	Total Students	% Level 1	% Level 2	% Level 3	% Level 4	Total % Proficient
All Students	445	41%	46%	12%	2%	14%
6th Grade	137	42%	49%	8%	1%	9%
7th Grade	182	48%	39%	12%	1%	13%
8th Grade	126	30%	52%	15%	3%	18%

Chestnut TAG Middle School

Springfield School District: 2016-17 SY

Principal: Colleen O'Connor
Initial Program Year: 2016-17
Grades Served: 6-8
Total # of Students in TTO: 285

Demographic Information:
White: 14%
Black: 15%
Hispanic: 66%
Asian: 3%
ELL: 7%
Free/Reduced Lunch: 66%

Measures of Academic Progress (MAP)

Average Incoming 6th Grade RIT Score (Fall 2016): 220.69

Approx Starting Point: On Grade

Chestnut TAG MAP Data	Total Students	TTO avg Fall 2016 RIT	TTO avg Winter 2017 RIT	TTO avg Spring 2017 RIT	TTO avg Fall to Spring Gain
All Students	**145**	**225.80**	**230.10**	**235.20**	**9.40**
6th Grade	58	220.69	223.94	228.67	7.98
7th Grade	59	227.39	232.16	238.12	10.73
8th Grade	28	233.21	238.19	242.71	9.50
Below Grade (Lower than Natl. Avg. RIT)	45	212.89	216.63	223.31	10.42
On/Above (At Natl. Avg. RIT or higher)	100	231.66	236.30	240.59	8.93
Special Education*	4	NA	NA	NA	NA
English Language Learner*	20	NA	NA	NA	NA

*Total Students too small after NWEA High Stakes filtering to report on this subgroup

Chestnut TAG Massachusetts Comprehensive Assessment System(MCAS) Exam

Chestnut TAG Massachusetts Comprehensive Assessment System(MCAS) Exam	Total Students	% Level 1	% Level 2	% Level 3	% Level 4	Total % Proficient
All Students	222	3%	46%	47%	4%	51%
6th Grade	93	3%	45%	48%	4%	52%
7th Grade	82	4%	48%	45%	3%	48%
8th Grade	47	3%	43%	45%	9%	54%

Clinton Middle School

Tulsa School District: 2016-17 SY

Principal: Kyle Hilterbran
Initial Program Year: 2016-17
Grades Served: 6-8
Total # of Students in TTO: 425

Demographic Information:
White: 36%
Black: 23%
Hispanic: 14%
Asian: 1%
ELL: 7%
Free/Reduced Lunch: 89%

Measures of Academic Progress (MAP)

Average Incoming 6th Grade RIT Score (Fall 2016): 205.28

Approx Starting Point: 2 years below grade

Clinton MAP Data	Total Students	TTO avg Fall 2016 RIT	TTO avg Winter 2017 RIT	TTO avg Spring 2017 RIT	TTO avg Fall to Spring Gain
All Students	**223**	**210.30**	**209.70**	**215.00**	**4.70**
6th Grade	65	205.28	205.48	211.29	6.01
7th Grade	80	207.84	207.38	211.53	3.69
8th Grade	78	216.99	215.63	221.76	4.77
Below Grade (Lower than Natl. Avg. RIT)	174	204.60	204.34	209.14	4.54
On/Above (At Natl. Avg. RIT or higher)	49	230.49	228.82	235.98	5.49
Special Education*	0	NA	NA	NA	NA
English Language Learner*	1	NA	NA	NA	NA

*Total Students too small after NWEA High Stakes filtering to report on this subgroup

Clinton Oklahoma Common Core Curriculum Exam

Clinton Oklahoma Common Core Curriculum Exam**	Total Students***	% Level 1	% Level 2	% Level 3	% Level 4	Total % Proficient
6th Grade		58%	33%	8%	1%	9%
7th Grade		78%	15%	6%	1%	7%
8th Grade		83%	11%	2%	3%	5%
8th Grade	47	3%	43%	45%	9%	54%

** At the time of publishing this annual report, New Classrooms had not yet received state test data for our students. These numbers reflect publicly reported data.

***Public data did not include Total Students

William P. Gray Elementary School

Chicago Public Schools: 2016-17 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 2016): 214.64

Approx Starting Point: 1 year below grade

Gray MAP Data	Total Students	TTO avg Fall 2016 RIT	TTO avg Winter 2017 RIT	TTO avg Spring 2017 RIT	TTO avg Fall to Spring Gain
All Students	**315**	**221.70**	**225.30**	**231.20**	**9.50**
All Students	270	219.30	222.30	229.20	9.90
6th Grade	126	214.64	218.97	226.80	12.16
7th Grade	89	224.17	226.41	231.99	7.82
8th Grade	55	221.87	223.36	230.33	8.46
Below Grade (Lower than Natl. Avg. RIT)	145	209.59	212.94	220.37	10.78
On/Above (At Natl. Avg. RIT or higher)	125	230.46	233.20	239.51	9.05
Special Education*	0	NA	NA	NA	NA
English Language Learner*	0	NA	NA	NA	NA

*Total Students too small after NWEA High Stakes filtering to report on this subgroup

Gray PARCC Exam

Gray PARCC Exam**	Total Students****	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	Total % Proficient
6th Grade		17%	38%	29%	16%	0%	16%
7th Grade		19%	43%	27%	11%	0%	11%
8th Grade***							

** At the time of publishing this annual report, New Classrooms had not yet received state test data for our students. These numbers reflect publicly reported data

***We don't serve all Gray 8th graders in TTO, and thus we can't use the publicly reported numbers for 8th grade.

****Public data did not include N

Hale Jr. High School

Tulsa Public Schools: 2016-17 SY

Principal: Jody Parsons
Initial Program Year: 2016-17
Grades Served: 7-8
Total # of Students in TTO: 719

Demographic Information:
White: 21%
Black: 21%
Hispanic: 41%
Asian: 1%
ELL: 20%
Free/Reduced Lunch: 91%

Measures of Academic Progress (MAP)

Average Incoming 7th Grade RIT Score (Fall 2016): 206.74

Approx Starting Point: 3 year below grade

Hale MAP Data	Total Students	TTO avg Fall 2016 RIT	TTO avg Winter 2017 RIT	TTO avg Spring 2017 RIT	TTO avg Fall to Spring Gain
All Students	**299**	**208.80**	**209.50**	**214.20**	**5.40**
7th Grade	144	206.74	207.69	212.88	6.14
8th Grade	155	210.69	211.17	215.41	4.72
Below Grade (Lower than Natl. Avg. RIT)	255	205.10	205.88	210.77	5.67
On/Above (At Natl. Avg. RIT or higher)	44	230.16	230.65	234.00	3.84
Special Education	63	196.73	196.30	201.44	4.71
English Language Learner	65	197.65	196.16	203.11	5.46
Special Education*	0	NA	NA	NA	NA
English Language Learner*	0	NA	NA	NA	NA

*Total Students too small after NWEA High Stakes filtering to report on this subgroup

Hale Oklahoma Common Core Curriculum Exam

Hale Oklahoma Common Core Curriculum Exam*	Total Students**	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	Total % Proficient
7th Grade		78%	16%	6%	1%	7%	16%
8th Grade		89%	7%	2%	1%	3%	11%

* At the time of publishing this annual report, New Classrooms had not yet received state test data for our students. These numbers reflect publicly reported data

**Public data did not include Total Students

iPrep Academy

Elizabeth Public Schools: 2016-17 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 2016): 206.85

Approx Starting Point: 1 year below grade

iPrep Academy MAP Data	Total Students	TTO avg Fall 2016 RIT	TTO avg Winter 2017 RIT	TTO avg Spring 2017 RIT	TTO avg Fall to Spring Gain
All Students	**123**	**216.20**	**218.20**	**222.60**	**6.40**
5th Grade	34	206.85	208.76	214.97	8.12
6th Grade	30	216.30	220.10	223.77	7.47
7th Grade	28	218.79	221.96	227.14	8.35
8th Grade	31	224.00	223.58	225.55	1.55
Below Grade (Lower than Natl. Avg. RIT)	73	208.86	212.58	216.67	7.81
On/Above (At Natl. Avg. RIT or higher)	50	226.90	226.38	231.13	4.23
Special Education*	0	NA	NA	NA	NA
English Language Learner*	0	NA	NA	NA	NA

*Total Students too small after NWEA High Stakes filtering to report on this subgroup

iPrep 8 PARCC Exam

iPrep 8 PARCC Exam	Total Students	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	Total % Proficient
All Students	187	8%	39%	41%	11%	1%	12%
5th Grade	47	9%	40%	40%	9%	2%	11%
6th Grade	48	0%	40%	44%	17%	0%	17%
7th Grade	47	6%	36%	47%	11%	0%	11%
8th Grade	45	18%	40%	33%	9%	0%	9%

I.S. 228 David A Boody

New York City Dept of Ed: 2016-17 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 2016): 220.43

Approx Starting Point: 1/2 year above grade

IS228 MAP Data	Total Students	TTO avg Fall 2016 RIT	TTO avg Winter 2017 RIT	TTO avg Spring 2017 RIT	TTO avg Fall to Spring Gain
All Students	**248**	**222.20**	**223.40**	**229.50**	**7.30**
6th Grade	121	218.55	219.56	226.16	7.61
7th Grade	127	225.70	226.99	232.72	7.02
Below Grade (Lower than Natl. Avg. RIT)	110	209.71	209.65	216.51	6.80
On/Above (At Natl. Avg. RIT or higher)	138	232.17	234.55	239.88	7.71
Special Education*	0	NA	NA	NA	NA
English Language Learner*	0	NA	NA	NA	NA
ELL	3	N/A	N/A	N/A	N/A

*Total Students too small after NWEA High Stakes filtering to report on this subgroup

I.S. 228 New York State Exam

I.S. 228 New York State Exam	Total Students	% Level 1	% Level 2	% Level 3	% Level 4	Total % Proficient
All Students	404	19%	31%	24%	14%	38%
6th Grade	187	17%	27%	20%	20%	40%
7th Grade	217	21%	34%	27%	8%	35%

Lazear Charter Academy (EFC)

Education for Change Public Schools: 2016-17 SY

Principals: Sarah Morrill & Jennifer Koelling
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 2016): 204.03

Approx Starting Point: 2 year below grade

Lazear MAP Data	Total Students	TTO avg Fall 2016 RIT	TTO avg Winter 2017 RIT	TTO avg Spring 2017 RIT	TTO avg Fall to Spring Gain
All Students	**80**	**209.40**	**211.90**	**214.30**	**4.90**
6th Grade	30	204.03	204.60	207.23	3.20
7th Grade	26	206.58	209.38	211.42	4.84
8th Grade	24	219.29	224.73	226.33	7.04
Below Grade (Lower than Natl. Avg. RIT)	62	203.02	205.75	207.94	4.92
On/Above (At Natl. Avg. RIT or higher)*	18	NA	NA	NA	NA
Special Education*	4	NA	NA	NA	NA
English Language Learner	30	200.73	202.21	203.03	2.30
English Language Learner*	0	NA	NA	NA	NA

*Total Students too small after NWEA High Stakes filtering to report on this subgroup

Lazear SBAC Exam

Lazear SBAC Exam**	Total Students***	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	Total % Proficient
6th Grade		75%	21%	4%	0%	4%	
7th Grade		71%	20%	5%	4%	9%	
8th Grade		59%	18%	20%	4%	24%	

* At the time of publishing this annual report, New Classrooms had not yet received state test data for our students. These numbers reflect publicly reported data

**Public data did not include Total Students

LEARN 6 Campus in North Chicago

LEARN Charter School Network: 2016-17 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 2016): 211.93

Approx Starting Point: 1/2 year below grade

Learn 6 MAP Data	Total Students	TTO avg Fall 2016 RIT	TTO avg Winter 2017 RIT	TTO avg Spring 2017 RIT	TTO avg Fall to Spring Gain
All Students	**166**	**219.80**	**223.60**	**228.00**	**8.20**
5th Grade	44	211.93	217.27	222.52	10.59
6th Grade	42	215.45	219.86	225.29	9.84
7th Grade	44	224.36	227.30	231.30	6.94
8th Grade	35	229.89	232.60	235.06	5.17
Below Grade (Lower than Natl. Avg. RIT)	81	207.98	213.15	216.20	8.22
On/Above (At Natl. Avg. RIT or higher)	85	231.02	233.62	239.25	8.23
Special Education*	0	NA	NA	NA	NA
English Language Learner*	0	NA	NA	NA	NA

*Total Students too small after NWEA High Stakes filtering to report on this subgroup

LEARN 6 PARCC Exam

	Total Students	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	Total % Proficient
All Students	181	10%	31%	34%	25%	<1%	25%
5th Grade	50	6%	36%	32%	26%	0%	26%
6th Grade	46	9%	37%	26%	28%	0%	28%
7th Grade	49	12%	29%	35%	22%	2%	24%
8th Grade	36	14%	19%	44%	22%	0%	22%

McLain Junior High School

Tulsa Public Schools: 2016-17 SY

Principals: John Williams
Initial Program Year: 2016-17
Grades Served: 7-8
Total # of Students in TTO: 376

Demographic Information:
White: 12%
Black: 49%
Hispanic: 21%
Asian: 0%
ELL: 13%
Free/Reduced Lunch: 83%

Measures of Academic Progress (MAP)

Average Incoming 8th Grade RIT Score (Fall 2016): 205.61

Approx Starting Point: 4 years below

Mclain MAP Data	Total Students	TTO avg Fall 2016 RIT	TTO avg Winter 2017 RIT	TTO avg Spring 2017 RIT	TTO avg Fall to Spring Gain
All Students	**146**	**207.50**	**209.60**	**216.70**	**9.20**
8th Grade	54	205.61	204.98	212.54	6.93
9th Grade	92	208.67	212.52	219.17	10.50
Below Grade (Lower than Natl. Avg. RIT)	136	205.47	208.01	214.74	9.27
On/Above (At Natl. Avg. RIT or higher)	10	NA	NA	NA	NA
Special Education	35	193.80	195.47	202.86	9.06
English Language Learner*	0	NA	NA	NA	NA
ELL	37	198.41	198.95	204.54	6.13

*Total Students too small after NWEA High Stakes filtering to report on this subgroup

McLain Oklahoma Common Core Curriculum Exam

McLain Oklahoma Common Core Curriculum Exam**	Total Students****	% Level 1	% Level 2	% Level 3	% Level 4	Total % Proficient
8th Grade		90%	8%	1%	0%	1%
9th Grade***						

**At the time of publishing this annual report, New Classrooms had not yet received state test data for our students. These numbers reflect publicly reported data.
***TTO high school students in Oklahoma don't have a mandated end of course state test. No state test data to report.
****Public data did not include Total Students

DCIS at Montbello

Denver Public Schools: 2016-17 SY

Principal: Julie Murgel
Initial Program Year: 2015-16
Grades Served: 6-8
Total # of Students in TTO: 464

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 2016): 201.04

Approx Starting Point: 2.5 years below grade

Montbello MAP Data	Total Students	TTO avg Fall 2016 RIT	TTO avg Winter 2017 RIT	TTO avg Spring 2017 RIT	TTO avg Fall to Spring Gain
All Students	**223**	**205.20**	**205.50**	**210.50**	**5.30**
6th Grade	109	201.04	203.02	206.58	5.54
7th Grade	56	211.13	211.09	216.16	5.03
8th Grade	58	207.22	204.65	212.45	5.23
Below Grade (Lower than Natl. Avg. RIT)	189	200.99	201.59	206.52	5.53
On/Above (At Natl. Avg. RIT or higher)	34	228.44	226.62	232.71	4.27
Special Education*	19	NA	NA	NA	NA
English Language Learner	105	201.39	201.26	206.14	4.75

*Total Students too small after NWEA High Stakes filtering to report on this subgroup

Montbello PARCC Exam

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%

**At the time of publishing this annual report, New Classrooms had not yet received state test data for our students.
These numbers reflect publicly reported data.

Moreau Catholic High School

Hayward Unified School District: 2016-167 SY

Principal: Lisa Tortorich
Initial Program Year: 2016-17
Grades Served: 9-12
Total # of Students in TTO: 909

Demographic Information:
White: 14%
Black: 4%
Hispanic: 19%
Asian: 43%
ELL: N/A
Free/Reduced Lunch: N/A

Measures of Academic Progress (MAP)

Average Incoming 9th Grade RIT Score (Fall 2016): 224.70

Approx Starting Point: 3 years below grade

Moreau MAP Data	Total Students	TTO avg Fall 2016 RIT	TTO avg Winter 2017 RIT	TTO avg Spring 2017 RIT	TTO avg Fall to Spring Gain
All Students	**57**	**224.70**	**229.00**	**232.70**	**8.00**
9th grade	57	224.70	229.00	232.70	8.00
Below Grade (Lower than Natl. Avg. RIT)	36	218.83	225.21	228.47	9.64
On/Above (At Natl. Avg. RIT or higher)*	21	NA	NA	NA	NA
Special Education*	11	NA	NA	NA	NA
English Language Learner*	0	NA	NA	NA	NA

*Total Students too small after NWEA High Stakes filtering to report on this subgroup

Montbello PARCC Exam

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%

**At the time of publishing this annual report, New Classrooms had not yet received state test data for our students.
These numbers reflect publicly reported data.

Morey Middle School

Denver Public Schools: 2016-17 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 2016): 224.51

Approx Starting Point: on grade

Morey MAP Data	Total Students	TTO avg Fall 2016 RIT	TTO avg Winter 2017 RIT	TTO avg Spring 2017 RIT	TTO avg Fall to Spring Gain
All Students	**121**	**224.50**	**227.10**	**232.80**	**8.30**
6th Grade	35	224.51	228.94	233.71	9.20
7th Grade	29	210.79	210.76	216.83	6.04
8th Grade	57	231.56	234.39	240.39	8.83
Below Grade (Lower than Natl. Avg. RIT)	52	206.37	207.98	214.19	7.82
On/Above (At Natl. Avg. RIT or higher)	69	238.25	241.40	246.84	8.59
Special Education*	11	NA	NA	NA	NA
English Language Learner*	5	NA	NA	NA	NA

*Total Students too small after NWEA High Stakes filtering to report on this subgroup

Morey PARCC Exam

Morey PARCC Exam	Total Students	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	Total % Proficient
All Students	176	20%	20%	20%	29%	11%	49%
6th Grade	52	6%	13%	19%	40%	21%	59%
7th Grade	79	18%	23%	22%	29%	9%	51%
8th Grade	45	42%	22%	18%	16%	2%	34%

MS 4 - Frank R Conwell Middle School

Jersey City Public Schools: 2016-17 SY

Principal: Darren Mischel
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 2016): 208.54

Approx Starting Point: 2 year below grade

MS 4 MAP Data	Total Students	TTO avg Fall 2016 RIT	TTO avg Winter 2017 RIT	TTO avg Spring 2017 RIT	TTO avg Fall to Spring Gain
All Students	**195**	**213.40**	**213.50**	**216.90**	**3.50**
6th Grade	66	208.54	209.27	212.70	4.16
7th Grade	60	215.55	217.59	219.70	4.15
8th Grade	69	216.13	214.43	218.42	2.29
Below Grade (Lower than Natl. Avg. RIT)	156	209.74	209.73	213.50	3.76
On/Above (At Natl. Avg. RIT or higher)	39	227.97	227.49	230.38	2.41
Special Education*	0	NA	NA	NA	NA
English Language Learner*	0	NA	NA	NA	NA

*Total Students too small after NWEA High Stakes filtering to report on this subgroup

MS 4 PARCC Exam

MS 4 PARCC Exam	Total Students	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	Total % Proficient
6th Grade**							
7th Grade	83	30%	45%	22%	4%	0%	4%
8th Grade	87	31%	43%	26%	0%	0%	0%

**At the time of publishing this annual report, New Classrooms had not yet received state test data for our students. These numbers reflect publicly reported data.

MS 40 - Ezra L Nolan Middle School

Newark Public Schools: 2016-17 SY

Principal: Francine Luce
Initial Program Year: 2014-15
Grades Served: 6-8
Total # of Students in TTO: 223

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 2016): 211.42

Approx Starting Point: 2 year below grade

MS 40 MAP Data	Total Students	TTO avg Fall 2016 RIT	TTO avg Winter 2017 RIT	TTO avg Spring 2017 RIT	TTO avg Fall to Spring Gain
All Students	**121**	**209.70**	**211.50**	**215.90**	**6.20**
6th Grade	54	203.74	205.30	211.98	8.24
7th Grade	36	213.08	214.28	216.69	3.61
8th Grade	31	216.26	219.30	221.68	5.42
Below Grade (Lower than Natl. Avg. RIT)	98	205.69	208.17	212.50	6.81
On/Above (At Natl. Avg. RIT or higher)*	23	NA	NA	NA	NA
Special Education*	12	NA	NA	NA	NA
English Language Learner*	0	NA	NA	NA	NA

*Total Students too small after NWEA High Stakes filtering to report on this subgroup

MS 40 PARCC Exam

MS 40 PARCC Exam**	Total Students	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	Total % Proficient
6th Grade	99	40%	38.00%	14.00%	6.00%	1%	7.00%
7th Grade	87	14.00%	56.00%	26.00%	3.00%	0%	3.00%
8th Grade	96	58.30%	19.80%	18.80%	3.10%	0%	3.10%

** At the time of publishing this annual report, New Classrooms had not yet received state test data for our students. These numbers reflect publicly reported data.

MS 88 Peter Rouget

New York City Dept of Ed: 2016-17 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 2016): 214.28

Approx Starting Point: 1 year below grade

MS88 MAP Data	Total Students	TTO avg Fall 2016 RIT	TTO avg Winter 2017 RIT	TTO avg Spring 2017 RIT	TTO avg Fall to Spring Gain
All Students	**216**	**219.40**	**222.70**	**228.10**	**8.70**
6th Grade	93	214.28	219.10	224.23	9.95
7th Grade	81	221.26	221.62	228.20	6.94
8th Grade	42	227.31	232.90	236.29	8.98
Below Grade (Lower than Natl. Avg. RIT)	116	209.34	213.25	218.13	8.79
On/Above (At Natl. Avg. RIT or higher)	100	231.13	233.36	239.58	8.45
Special Education	33	207.55	209.78	216.42	8.87
English Language Learner*	0	NA	NA	NA	NA

*Total Students too small after NWEA High Stakes filtering to report on this subgroup

MS 88 New York State Exam

MS 88 New York State Exam	Total Students	% Level 1	% Level 2	% Level 3	% Level 4	Total % Proficient
All Students	303	28.71%	40.59%	20.46%	10.23%	30.69%
6th Grade	111	28.83%	37.84%	18.02%	15.32%	33.33%
7th Grade	116	25.86%	40.52%	25.86%	7.76%	33.62%
8th Grade	76	32.89%	44.74%	15.79%	6.58%	22.37%

Nathan Hale Middle School

Norwalk School District: 2016-17 SY

Principal: Albert Sackey
Initial Program Year: 2016-17
Grades Served: 6-8
Total # of Students in TTO: 579

Demographic Information:
White: 48%
Black: 19%
Hispanic: 31%
Asian: 5%
ELL: 6%
Free/Reduced Lunch: 41%

Measures of Academic Progress (MAP)

Average Incoming 6th Grade RIT Score (Fall 2016): 211.20

Approx Starting Point: 2 years below grade

Nathan Hale MAP Data	Total Students	TTO avg Fall 2016 RIT	TTO avg Winter 2017 RIT	TTO avg Spring 2017 RIT	TTO avg Fall to Spring Gain
All Students	**216**	**219.40**	**222.70**	**228.10**	**8.70**
6th Grade	93	214.28	219.10	224.23	9.95
7th Grade	81	221.26	221.62	228.20	6.94
8th Grade	42	227.31	232.90	236.29	8.98
Below Grade (Lower than Natl. Avg. RIT)	116	209.34	213.25	218.13	8.79
On/Above (At Natl. Avg. RIT or higher)	100	231.13	233.36	239.58	8.45
Special Education	33	207.55	209.78	216.42	8.87
English Language Learner*	0	NA	NA	NA	NA

*Total Students too small after NWEA High Stakes filtering to report on this subgroup

Nathan Hale SBAC Exam

Nathan Hale SBAC Exam	Total Students	% Level 1	% Level 2	% Level 3	% Level 4	Total % Proficient
All Students	193	36%	33%	20%	11%	31%
6th Grade	193	36%	33%	20%	11%	31%

Passaic Gifted and Talented Academy

Passaic Public Schools: 2016-17 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 2016): 209.94

Approx Starting Point: 1/2 year below grade

Passaic MAP Data	Total Students	TTO avg Fall 2016 RIT	TTO avg Winter 2017 RIT	TTO avg Spring 2017 RIT	TTO avg Fall to Spring Gain
All Students	**279**	**217.60**	**223.00**	**228.40**	**10.80**
5th Grade	106	209.94	217.60	223.40	
6th Grade	101	221.44	225.40	231.95	10.51
7th Grade	54	223.74	227.67	231.59	7.85
8th Grade	18	222.17	226.56	228.78	6.61
Below Grade (Lower than Natl. Avg. RIT)	116	206.17	212.36	217.90	11.73
On/Above (At Natl. Avg. RIT or higher)	163	225.67	230.45	235.92	10.25
Special Education*	7	NA	NA	NA	NA
English Language Learner*	4	NA	NA	NA	NA

*Total Students too small after NWEA High Stakes filtering to report on this subgroup

Passaic PARCC Exam

Passaic PARCC Exam**	Total Students	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	Total % Proficient
6th Grade	122	5%	18%	28%	43%	7%	50%
7th Grade	72	7%	19%	44%	29%	0%	29%
8th Grade	175	5%	13%	22%	53%	7%	60%

** At the time of publishing this annual report, New Classrooms had not yet received state test data for our students. These numbers reflect publicly reported data.

Paul Public Charter School

Paul Public Charter School: 2016-17 SY

Principal: Danielle A. Singh
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 2016): 206.70

Approx Starting Point: 2 years below grade

Paul MAP Data	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	**96**	**214.60**	**215.40**	**218.60**	**4.00**
6th Grade	30	206.70	209.53	211.23	4.53
7th Grade	36	213.19	212.53	216.19	3.00
8th Grade	30	224.33	224.73	228.80	4.47
Below Grade (Lower than Natl. Avg. RIT)	69	207.52	209.14	211.84	4.32
On/Above (At Natl. Avg. RIT or higher)	27	232.85	231.41	235.81	2.96
Special Education*	19	NA	NA	NA	NA
English Language Learner*	3	NA	NA	NA	NA

*Total Students too small after NWEA High Stakes filtering to report on this subgroup

Paul PARCC Exam

Paul PARCC Exam**	Total Students	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	Total % Proficient
6th Grade	66	29%	33%	29%	7%	2%	9%
7th Grade	68	21%	43%	29%	7%	0%	7%
8th Grade	92	39%	23%	13%	24%	1%	25%

** At the time of publishing this annual report, New Classrooms had not yet received state test data for our students. These numbers reflect publicly reported data.

LEARN Romano Butler Campus

LEARN Charter School Network: 2016-17 SY

Principal: Robin Johnson
Initial Program Year: 2015-16
Grades Served: 5-6
Total # of Students in TTO: 141

Demographic Information*:
White: <1%
Black: 95%
Hispanic: 4%
Asian: 0%
ELL: 3%
Free/Reduced Lunch: 96%

Measures of Academic Progress (MAP)

Average Incoming 5th Grade RIT Score (Fall 2015): 213.95

Approx Starting Point: 1 year below grade

Roman Butler MAP Data	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	**139**	**220.90**	**225.30**	**227.90**	**7.00**
6th Grade	43	213.95	218.28	223.12	9.17
7th Grade	42	214.31	220.62	221.79	7.48
8th Grade	54	231.46	234.44	236.57	5.11
Below Grade (Lower than Natl. Avg. RIT)	67	207.34	212.72	214.75	7.41
On/Above (At Natl. Avg. RIT or higher)	72	233.44	236.94	240.22	6.78
Special Education*	18	NA	NA	NA	NA
English Language Learner*	0	NA	NA	NA	NA

*Total Students too small after NWEA High Stakes filtering to report on this subgroup

Romano Butler PARCC Exam

Romano Butler PARCC Exam	Total Students	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	Total % Proficient
All Students	154	25%	40%	24%	10%	34%	13.80%
6th Grade	39	26%	44%	21%	8%	29%	16.20%
7th Grade	78	15%	45%	28%	12%	40%	12.60%
8th Grade	37	43%	27%	19%	8%	27%	

Roosevelt Middle School

Oakland Unified School District: 2016-17 SY

Principal: Clifford Hong
Initial Program Year: 2016-17
Grades Served: 5-6
Total # of Students in TTO: 526

Demographic Information*:
White: 1%
Black: 96%
Hispanic: 2%
Asian: 0%
ELL: 35%
Free/Reduced Lunch: 91%

Measures of Academic Progress (MAP)

Average Incoming 5th Grade RIT Score (Fall 2016): 207.61

Approx Starting Point: 1.5 year below grade

Roman Butler MAP Data	Total Students	TTO avg Fall 2016 RIT	TTO avg Winter 2017 RIT	TTO avg Spring 2017 RIT	TTO avg Fall to Spring Gain
All Students	**333**	**215.40**	**220.00**	**222.70**	**7.30**
6th Grade	103	207.61	213.50	217.36	9.75
7th Grade	112	215.55	220.29	221.71	6.16
8th Grade	118	222.08	225.76	228.43	6.35
Below Grade (Lower than Natl. Avg. RIT)	207	204.05	208.49	210.34	6.29
On/Above (At Natl. Avg. RIT or higher)	126	234.07	238.86	243.12	9.05
Special Education	27	196.70	201.12	204.52	7.82
English Language Learner	103	204.27	210.78	212.70	8.43

*Total Students too small after NWEA High Stakes filtering to report on this subgroup

Romano Butler PARCC Exam

Romano Butler PARCC Exam	Total Students	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	Total % Proficient
All Students	447	55%	22%	9%	14%	23%	13.80%
6th Grade	150	54%	25%	6%	15%	21%	16.20%
7th Grade	147	52%	22%	12%	14%	26%	12.60%
8th Grade	150	59%	19%	10%	12%	22%	

George Washington School 1

Elizabeth Public Schools: 2016-17 SY

Principal: Anthony Ziobro
Initial Program Year: 2016-17
Grades Served: K-8
Total # of Students in TTO: 622

Demographic Information*:
White: 6%
Black: 39%
Hispanic: 54%
Asian: 1%
ELL: 7%
Free/Reduced Lunch: 88%

Measures of Academic Progress (MAP)

Average Incoming 6th Grade RIT Score (Fall 2016): 211.00

Approx Starting Point: 1.5 year below grade

School 1 MAP Data	Total Students	TTO avg Fall 2016 RIT	TTO avg Winter 2017 RIT	TTO avg Spring 2017 RIT	TTO avg Fall to Spring Gain
All Students	**45**	**217.20**	**213.40**	**220.40**	**3.20**
6th Grade*	15	NA	NA	NA	NA
7th Grade	30	220.37	217.07	224.43	4.06
Below Grade (Lower than Natl. Avg. RIT)	30	211.43	206.07	213.37	1.94
On/Above (At Natl. Avg. RIT or higher)*	15	NA	NA	NA	NA
Special Education*	4	NA	NA	NA	NA
English Language Learner*	0	NA	NA	NA	NA
English Language Learner	103	204.27	210.78	212.70	8.43

*Total Students too small after NWEA High Stakes filtering to report on this subgroup

School 1 PARCC Exam

School 1 PARCC Exam	Total Students	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	Total % Proficient
All Students	136	21%	36%	33%	10%	0%	10%
6th Grade	44	36%	34%	18%	11%	0%	11%
7th Grade	46	11%	30%	54%	4%	0%	4%
8th Grade	46	15%	43%	26%	15%	0%	15%

School 3 Nicholas S. La Corte-Peterstown

Elizabeth Public Schools: 2016-17 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 2016): 210.14

Approx Starting Point: 1.5 year below grade

School 3 MAP Data	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	**94**	**218.70**	**219.90**	**228.00**	**9.30**
6th Grade	35	210.14	213.47	221.31	11.17
7th Grade	35	219.91	221.34	230.74	10.83
8th Grade*	24	NA	NA	NA	NA
Below Grade (Lower than Natl. Avg. RIT)	50	206.02	208.18	218.02	12.00
On/Above (At Natl. Avg. RIT or higher)	44	233.20	233.47	239.39	6.19
Special Education*	13	NA	NA	NA	NA
English Language Learner*	21	NA	NA	NA	NA

*Total Students too small after NWEA High Stakes filtering to report on this subgroup

School 3 PARCC Exam

School 3 PARCC Exam	Total Students	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	Total % Proficient
All Students	242	17%	37%	31%	14%	<1%	14%
6th Grade	71	14%	39%	32%	13%	1%	14%
7th Grade	95	19%	31%	35%	16%	0%	16%
8th Grade	76	18%	43%	26%	12%	0%	12%

School 9 Jerome Dunn Academy

Elizabeth Public Schools: 2016-17 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 6th Grade RIT Score (Fall 2016): 206.97

Approx Starting Point: 2 year below grade

School 9 MAP Data	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	**130**	**213.00**	**213.40**	**219.50**	**6.50**
6th Grade	59	206.97	206.91	214.29	7.32
7th Grade	44	215.52	216.55	221.23	5.71
8th Grade*	27	NA	NA	NA	NA
Below Grade (Lower than Natl. Avg. RIT)	90	205.96	207.35	212.64	6.68
On/Above (At Natl. Avg. RIT or higher)	40	228.80	227.58	234.85	6.05
Special Education	9	NA	NA	NA	NA
English Language Learner	39	200.87	203.33	209.92	9.05

*Total Students too small after NWEA High Stakes filtering to report on this subgroup

School 9 PARCC Exam

School 9 PARCC Exam	Total Students	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	Total % Proficient
All Students	253	24%	42%	25%	10%	0%	10%
6th Grade	85	26%	41%	21%	12%	0%	12%
7th Grade	80	21%	35%	33%	11%	0%	11%
8th Grade	88	24%	48%	22%	7%	0%	7%

School 18 Robert Morris

Elizabeth Public Schools: 2016-17 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 2016): 207.55

Approx Starting Point: 1 year below grade

School 18 MAP Data	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	**136**	**215.90**	**217.80**	**223.40**	**7.50**
5th Grade	47	207.55	209.33	215.04	7.49
6th Grade*	19	NA	NA	NA	NA
7th Grade	39	220.05	224.31	228.74	8.69
8th Grade	31	224.74	224.80	230.29	5.55
Below Grade (Lower than Natl. Avg. RIT)	67	205.96	207.44	213.25	7.29
On/Above (At Natl. Avg. RIT or higher)	69	225.52	227.54	233.28	7.76
Special Education*	8	NA	NA	NA	NA
English Language Learner*	12	NA	NA	NA	NA

*Total Students too small after NWEA High Stakes filtering to report on this subgroup

School 18 PARCC Exam

School 18 PARCC Exam	Total Students	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	Total % Proficient
All Students	214	16%	33%	33%	17%	1%	18%
5th Grade	59	15%	24%	36%	25%	0%	25%
6th Grade	50	22%	34%	26%	16%	2%	18%
7th Grade	50	16%	30%	48%	6%	0%	6%
8th Grade	55	11%	45%	24%	20%	0%	20%

School 21 Victor Mravlag

Elizabeth Public Schools: 2016-17 SY

Principal: Dr. Michael Wansaw
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 2016): 207.95

Approx Starting Point: 1 year below grade

School 21 MAP Data	Total Students	TTO avg Fall 2016 RIT	TTO avg Winter 2017 RIT	TTO avg Spring 2017 RIT	TTO avg Fall to Spring Gain
All Students	**134**	**211.40**	**213.30**	**220.10**	**8.70**
5th Grade	59	207.95	210.22	219.05	11.10
6th Grade	26	208.15	212.00	216.39	8.24
7th Grade*	21	NA	NA	NA	NA
8th Grade	28	218.61	219.81	223.61	5.00
Below Grade (Lower than Natl. Avg. RIT)	78	200.58	202.36	209.33	8.75
On/Above (At Natl. Avg. RIT or higher)	56	226.52	228.92	234.98	8.46
Special Education*	8	NA	NA	NA	NA
English Language Learner	35	199.80	201.06	206.57	6.77

*Total Students too small after NWEA High Stakes filtering to report on this subgroup

School 21 PARCC Exam

School 21 PARCC Exam	Total Students	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	Total % Proficient
All Students	233	21%	27%	32%	20%	<1%	20%
5th Grade	78	12%	30%	33%	24%	1%	25%
6th Grade	46	26%	26%	22%	26%	0%	26%
7th Grade	51	16%	20%	41%	24%	0%	24%
8th Grade	58	33%	29%	31%	7%	0%	7%

School 23 Nicholas Murray Butler

Elizabeth Public Schools: 2016-17 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 2016): 208.51

Approx Starting Point: 1 year below grade level

School 23 MAP Data	Total Students	TTO avg Fall 2016 RIT	TTO avg Winter 2017 RIT	TTO avg Spring 2017 RIT	TTO avg Fall to Spring Gain
All Students	**121**	**213.20**	**216.10**	**221.10**	**7.90**
5th Grade	45	208.51	212.41	217.29	8.78
6th Grade	25	207.32	213.16	218.56	11.24
7th Grade	28	216.46	217.77	224.29	7.83
8th Grade*	23	NA	NA	NA	NA
Below Grade (Lower than Natl. Avg. RIT)	68	202.94	206.88	212.93	9.99
On/Above (At Natl. Avg. RIT or higher)	53	226.26	228.29	231.60	5.34
Special Education*	14	NA	NA	NA	NA
English Language Learner*	0	NA	NA	NA	NA

*Total Students too small after NWEA High Stakes filtering to report on this subgroup

School 23 PARCC Exam

School 23 PARCC Exam	Total Students	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	Total % Proficient
All Students	238	21%	37%	31%	11%	0%	11%
5th Grade	67	21%	43%	22%	13%	0%	13%
6th Grade	62	21%	40%	34%	5%	0%	5%
7th Grade	52	23%	31%	35%	12%	0%	12%
8th Grade	57	21%	33%	33%	12%	0%	12%

School 28 Duarte-Marti

Elizabeth Public Schools: 2016-17 SY

Principal: Evelyn Rodriguez-Salcedo
Initial Program Year: 2015-16
Grades Served: 6-8
Total # of Students in TTO: 255

Demographic Information*:
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 2016): 203.95

Approx Starting Point: 2 year below grade

School 28 MAP Data	Total Students	TTO avg Fall 2016 RIT	TTO avg Winter 2017 RIT	TTO avg Spring 2017 RIT	TTO avg Fall to Spring Gain
All Students	**80**	**212.50**	**212.20**	**216.90**	**4.40**
6th Grade	39	203.95	205.97	210.38	6.43
7th Grade*	21	NA	NA	NA	NA
8th Grade*	20	NA	NA	NA	NA
Below Grade (Lower than Natl. Avg. RIT)	57	205.89	206.59	211.32	5.43
On/Above (At Natl. Avg. RIT or higher)*	23	NA	NA	NA	NA
Special Education*	7	NA	NA	NA	NA
English Language Learner*	3	NA	NA	NA	NA

*Total Students too small after NWEA High Stakes filtering to report on this subgroup

School 28 PARCC Exam

School 28 PARCC Exam	Total Students	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	Total % Proficient
All Students	254	25%	42%	26%	7%	0%	7%
6th Grade	95	24%	45%	22%	8%	0%	8%
7th Grade	81	20%	43%	31%	6%	0%	6%
8th Grade	78	32%	36%	27%	5%	0%	5%

Tech Boston Academy

Boston Public Schools: 2016-17 SY

Principal: Keith Love, Nora E Vernazza
Initial Program Year: 2016-17
Grades Served: 6-12
Total # of Students in TTO: 982

Demographic Information†:
White: 4%
Black: 67%
Hispanic: 23%
Asian: 4%
ELL: 23%
Free/Reduced Lunch: 60%

Measures of Academic Progress (MAP)

Average Incoming 6th Grade RIT Score (Fall 2016): 204.57

Approx Starting Point: 2 year below grade

TechBoston MAP Data	Total Students	TTO avg Fall 2016 RIT	TTO avg Winter 2017 RIT	TTO avg Spring 2017 RIT	TTO avg Fall to Spring Gain
All Students	**215**	**211.20**	**211.00**	**216.00**	**4.80**
6th Grade	58	204.57	205.25	210.31	5.74
7th Grade	56	210.05	211.11	215.66	5.61
8th Grade	101	215.61	214.21	219.44	3.83
Below Grade (Lower than Natl. Avg. RIT)	161	204.20	204.53	209.68	5.48
On/Above (At Natl. Avg. RIT or higher)	54	232.02	229.64	234.80	2.78
Special Education	34	195.62	193.33	200.24	4.62
English Language Learner	52	201.37	204.92	210.29	8.92

*Total Students too small after NWEA High Stakes filtering to report on this subgroup

Tech Boston Massachusetts Comprehensive Assessment System(MCAS) Exam*

Tech Boston MCAS Exam**	Total Students	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	Total % Proficient
All Students	312	37%	57%	6%	0%	6%	7%

** At the time of publishing this annual report, New Classrooms had not yet received state test data for our students. These numbers reflect publicly reported data.

Wonderful College Prep Middle & High School

Kern County Office of Education: 2016-17 SY

Principal: Kenny Moore
Initial Program Year: 2016-17
Grades Served: 6-12
Total # of Students in TTO: 658

Demographic Information†:
White: 1%
Black: 1%
Hispanic: 94%
Asian: 1%
ELL: 23%
Free/Reduced Lunch: 90%

Measures of Academic Progress (MAP)

Average Incoming 6th Grade RIT Score (Fall 2016): 201.59

Approx Starting Point: 2.5 year below grade

Wonderful MAP Data	Total Students	TTO avg Fall 2016 RIT	TTO avg Winter 2017 RIT	TTO avg Spring 2017 RIT	TTO avg Fall to Spring Gain
All Students	**362**	**208.70**	**212.20**	**218.00**	**9.30**
6th Grade	108	201.59	208.07	212.62	11.03
7th Grade	131	209.87	212.02	218.39	8.52
8th Grade	123	213.64	215.97	222.28	8.64
Below Grade (Lower than Natl. Avg. RIT)	290	203.10	207.08	212.57	9.47
On/Above (At Natl. Avg. RIT or higher)	72	231.15	232.19	239.82	8.67
Special Education	27	187.44	192.00	194.93	7.49
English Language Learner*	0	NA	NA	NA	NA

*Total Students too small after NWEA High Stakes filtering to report on this subgroup

Wonderful MS SBAC Exam

Wonderful MS SBAC Exam	Total Students	% Level 1	% Level 2	% Level 3	% Level 4	Total % Proficient
All Students	404	56%	26%	11%	7%	18%
6th Grade	125	58%	24%	10%	7%	17%
7th Grade	138	50%	30%	12%	8%	20%
8th Grade	141	59%	24%	11%	6%	17%

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:						
			Winter		Spring		Fall of Next Grade		
Grade	Mean	sd	Mean	sd	Mean	sd	Mean	sd	N
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 FY17 Financials

Ending June 30, 2017

Fiscal Year 2017 Financial Snapshot

Finances

Fiscal Year 2017 Financial Snapshot

ENDING JUNE 30, 2017

REVENUE		
Contributions		
Individuals	$1,333,297	6.6%
Foundations & Corps.	$12,764,286	63.2%
Government Grants	$957,069	4.7%
Program Service Fees	$4,896,073	24.2%
Pro Bono Services	$152,060	.8%
Other Revenue	$98,125	.5%
Total Revenue	**$20,200,910**	**100%**
EXPENSES		
Program Services	$13,045,082	79.0%
Management and General	$2,739,626	16.6%
Fundraising	$717,643	4.3%
Total Expenses	**$16,502,351**	**100%**
Change in Net Assets	$3,698,559	
NET ASSETS		
Beginning of Year	$5,078,607	
End of Year	$8,777,166	

New Classrooms

Innovation Partners for Learning

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