

U.S. Department of Education
2014 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [X] Charter [] Magnet [] Choice

Name of Principal Mr. Lester S. Long

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name South Bronx Classical Charter School

(As it should appear in the official records)

School Mailing Address 977 Fox Street

(If address is P.O. Box, also include street address.)

City Bronx State NY Zip Code+4 (9 digits total) 10459-3320

County _____ State School Code Number* 84x346

Telephone 718-860-4340 Fax 718-860-4125

Web site/URL

http://www.classicalcharterschools.

org E-mail llong@southbronxclassical.org

Twitter Handle

https://twitter.com/SBClassical

Facebook Page

https://www.facebook.com/SouthBronxClas

sicalCharterSchool

Google+ _____

YouTube/URL

https://www.youtube.com/user/South

BronxClassical/

Blog _____

Other Social Media

Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

(Principal's Signature) Date _____

Name of Superintendent* _____ E-mail: _____
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name South Bronx Classical Charter School Tel. 718-860-4340

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

(Superintendent's Signature) Date _____

Name of School Board

President/Chairperson Stephen Baldwin

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below concerning the school’s eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 905 Elementary schools (includes K-8)
 - 310 Middle/Junior high schools
 - 541 High schools
 - 62 K-12 schools
- 1818 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 9 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	31	32	63
1	29	33	62
2	27	20	47
3	30	29	59
4	21	23	44
5	17	20	37
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	155	157	312

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 1 % Asian
 - 42 % Black or African American
 - 53 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 1 % White
 - 3 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 2%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	5
(3) Total of all transferred students [sum of rows (1) and (2)]	5
(4) Total number of students in the school as of October 1	312
(5) Total transferred students in row (3) divided by total students in row (4)	0.016
(6) Amount in row (5) multiplied by 100	2

7. English Language Learners (ELL) in the school: 7%
22 Total number ELL
 Number of non-English languages represented: 4
 Specify non-English languages: Afrikaans, Arabic, Haitian-Creole, Spanish
8. Students eligible for free/reduced-priced meals: 91%
 Total number students who qualify: 278

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

9. Students receiving special education services: 9 %
28 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

- | | |
|--------------------------------|--|
| <u>1</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>2</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>8</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>14</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	5
Classroom teachers	24
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	14
Paraprofessionals	0
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 16:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	95%	95%	94%	95%	94%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No X

If yes, select the year in which your school received the award.

PART III – SUMMARY

MISSION STATEMENT: South Bronx Classical Charter School prepares K-8th grade students in the South Bronx to excel in college-preparatory high schools. Through a classical curriculum and highly structured setting, students become liberated scholars and citizens of impeccable character who achieve proficiency in and advanced mastery of New York State Performance Standards.

South Bronx Classical is a high-performing elementary charter school that opened in August 2006 in the Longwood section of the Bronx. In 2008-09 we added a grade 3 and in 2009-10 we added a grade 4. Currently, the school has 340 scholars (chosen via lottery) from Kindergarten to sixth grade and eventually we will be complete as a k-8 school. We are proud of our high performance on State and nationally-normed assessments, our high attendance rate, passionate parent involvement, exceptional data-driven instruction and intervention, and solid financial footing.

Our schools are tuition-free, independent public schools that receive their support from the city and state. This year we received over 1,500 applications for 75 available seats. We work hard to ensure that our scholars get the best education possible. We expect all scholars to attend school on time, every day, in a clean and complete uniform, and be ready to learn. With these clear expectations in place, over the past couple years, we have enjoyed an average daily attendance rate of 95%.

Located in the poorest congressional district in the nation, our student body reflects the community: 45% of our scholars are African American and 54% are Hispanic, and 90% are eligible for free/reduced price lunch. The majority of students come from single-parent or non-parent households.

Our school is safe, but also unapologetically strict. Our behavioral expectations are high. Within our disciplined environment, teachers are able to teach and scholars are able to learn. We encourage positive scholar behavior through modeling and explicit behavioral instruction through our daily Character Education classes. The scholars strive to follow the character pillars of Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship. We enforce discipline through a positive and transparent set of expectations shared with families and scholars at orientations and throughout the year. These rules include recognition of the school's core values and clear consequences for infractions.

We enjoy and appreciate many supporters in the community, including the Bronx Borough President Adolfo Carrion, the City Council member Carmen Arroyo, our local State Senator Ruben Diaz, and many local businesses, including Headstart and daycare programs. Our school resides in a public school building, and we are proud to say we enjoy a positive and successful relationship with the other two public schools in the building.

South Bronx Classical Charter School is first among the elementary schools in District 12, and in the 93rd percentile among all New York State public schools, based on New York State Assessment data.

Our Board of Trustees is comprised of a diverse group of experienced professionals with expertise in education, law, finance, real estate, and community relations. We are authorized by the New York City Department of Education and the New York State Education Department, and must meet or exceed high standards set forth in our accountability plan, which includes high academic attainment and improvement, including an emphasis on character education and community service, high student attendance rates, financial sustainability and transparency, and strong and supportive family relationships.

We value our families, and appreciate that they are critical to our scholars' success. For young children to succeed academically, the school and parents must form positive and communicative relationships. All families receive regular communication regarding their scholar's academic and behavioral progress, including grades and test scores. Importantly, we have an active Family Advisory Council (FAC) which liaises between parents and administration. The FAC serves our parents and plans community events such as Family Day, Meet the Teacher Night, Community Gatherings, and Promotion Ceremonies. The FAC also

established a Parent Academy, which features experts educating parents on topics such as asthma prevention, domestic abuse, and healthy nutrition for children.

Ultimately, charter schools are businesses that must successfully manage their finances prudently to ensure the sustainability required to achieve community-changing effects. We are proud of the steps taken over the years to create that sustainability. Our audited per pupil spending, at slightly less than \$14,000, is among the very lowest of all New York City charter schools, and yet we are able to pay our first year teachers 17% more than comparable public school salaries. That premium rises to 50% by their fourth year.

Additionally, while our teachers are able to achieve outcomes among the very best in the city, we are passionate about making their job as sustainable as possible. We track their hours, and their stresses, and do a plethora of tasks small and large to respect their time and energy. While we still have a ways to go, we are excited about continuing to build a school that delivers a world-class education to scholars, communicates frequently and clearly with parents, and continues to professionalize teaching.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

a) South Bronx Classical Charter School administers the New York State ELA, Math, and Science tests to its 3rd to 6th grade scholars (we are currently a K-6). The performance levels provided by the New York State are from 1 to 4. A score of 3 signifies Proficiency and a score of 4 signifies Advanced Mastery. Our focus on success on state assessments is specifically embedded in our mission statement: A 2 signifies Below Proficient and a 1 signifies Well Below Proficient.

South Bronx Classical Charter School prepares K-8th grade students in the South Bronx to excel in college preparatory high schools. Through a classical curriculum and highly structured setting, students become liberated scholars and citizens of impeccable character who achieve proficiency in and advanced mastery of New York State Performance Standards.

Scholars who receive a 1 in any state test, or scholars who receive all scores of 2, are held over. In cases of a split (2 and 3, 2 and 4) we review the scholar's record to make a custom determination.

In addition to the state tests, the school administers the DIBELS and TerraNova assessments to its Kindergarten to second grade. The DIBELS scores are translated into three ranges: At Grade Level, Strategic Intervention, and Intensive Intervention. We consider "At Grade Level" to be acceptable for promotion. The Terra Nova provides a grade equivalent score (e.g., 4.2 means October of fourth grade). Because the Terra Nova is given in late May, a passing score would be an x.9 (e.g., 5.9 means May of fifth grade).

b) South Bronx Classical reviews and analyzes its state test data very closely. Because of the relatively massive changes in pass rate or rigor in 2010 and 2013, respectively, its 'pass rates' (percent of scholars who pass the state test) has varied remarkably over the past 5 years. Instead, generally, we use our ranking compared to other schools in the city and state as a more stable measure of our success.

Our first year of state test data, 2008-2009, was a year of building the systems for preparing for the state tests. We began a tradition of having 2 adults in each classroom, with 1 proctor being a non-teacher or a teacher in a non-testing grade. We began an after-school tutoring program, which runs for 12 weeks, 3 days per week, for 1.5 hours per day. Lastly, we gave our students old practice state tests beforehand, to acclimate them to testing conditions. Our results were strong relative to other NYC charter schools, especially in our first year (85th percentile across the city in ELA and Math).

Our second year, 2009-2010, was the year in which the state unexpectedly raised the cut scores. Therefore our pass rates dropped, as seen in the data. In this year, we outperformed 73% of NYC public schools. Our NYC Progress Report ranking was 9th percentile. Upon seeing the drop in scores, and relative ranking, the Executive Director set forth several strategic initiatives to improve the school's academic success. First, the Principal position was eliminated, and a Grade Team Leader model was established. Second, a plan was created to build a standards-based curriculum in-house. Third, data trackers were built for all major tests (unit tests, practice tests, and interim assessments) both going forward and retroactively. Fourth, the At-Risk program, where the lowest scholars received extra literacy instruction, was instituted. Fifth, our Operations team vastly increased its teacher support, performing such tasks as doing all teacher copies, vacuuming teachers' rugs, purchasing projectors for every classroom, etc.

These efforts bore fruit, quickly. In 2010-2011, scores rebounded, and the school outperformed 90% of NYC public schools. As measured by the NYC Progress Report, we were the most improved NYC public school, going from 9th to 97th percentile. In 2011-2012, as the former changes began to more fully permeate the school's culture, our scores rose again. In this year the school outperformed 98% of NYC public schools. Our NYC Progress Report ranking was 100th percentile. In 2012-2013, the state tests were changed again, this time to incorporate the Common Core Learning Standards. Our scores dropped significantly; however we still outperformed 90% of NYC public schools.

Our sub-group analysis of the 2012-2013 data yields some clear trends. On the positive side, scholars who receive Free and Reduced Lunch performed no worse than their wealthier counterparts. Also, performance by race also did not vary significantly. Unfortunately, the sub-groups that significantly underperformed the average were the scholars who received special education and the English Language Learners. These groups were far smaller than the general education groups, with 10 and 9 scholars in each, respectively. In response to this issue, we created a new senior position (Director of Special Services) that will manage the Special Education processes, ensure compliance with law, work with teachers on differentiation, and maximize the effectiveness of our service providers. Over the last 5 months, this has already yielded several benefits, including higher running record growth thus far in the 2013-2014 academic year.

2. Using Assessment Results:

South Bronx Classical believes that its assessment systems play a particularly critical role in its success. The data such systems provide inform the Board, Executive Director, and teachers on the real efficacy of our educational program. The Executive Director has developed and refined our internal and external assessment requirements, and has charged grade team leaders to analyze the resulting data. The Executive Director had successfully created and operated a number of quantitative analysis tools in his years as an investment banker, and he also created and analyzed various assessment tools such as regression analyses for strategic analysis.

Our approach to data is best understood through a review of how we will baseline data and ongoing data as critical components of ensuring that all students are learning in the core subjects throughout their time with us.

The first external assessment in reading, language, and math is the TerraNova, which is taken in September of Kindergarten, first grade, and second grade. This test is then given in June. The TerraNova is a national, research-based, norm-referenced assessment. (It is not, however, yet aligned with the Common Core Learning Standards.) These baseline scores allow us to measure a student's progress over the year. This data will also allow the Executive Director to demonstrate to the Board of Trustees, the authorizer, the City, State and parents that students are making progress both in comparison to their own and other comparable groups' baseline scores.

During the year, teachers use data generated through internal assessments (unit tests and interim assessments) to drive general weekly grade team meetings and professional development sessions. These meetings occur frequently in order to deliver the most timely instructional changes in response to that data. Teachers discuss each student's progress against the relevant standards. Most units are about 6 weeks long; the unit tests are administered immediately thereafter. Summative interim assessments occur every 2 or 3 units. Individual student scores give teachers a better understanding of that student's improvement toward the goal of high achievement on the State exams in June and to identify specific needs for prompt remediation. School-wide scores give an overall picture of the school's success at teaching standard content in its pursuit of school wide accountability, as well as to identify specific needs to adjust curriculum and/or instructional practices.

Importantly, the school collects, tracks, and acts on data in areas outside scholar achievement. For example, the school tracks scholar absences, scholar tardies, teacher attendance, scholar suspensions, scholar detentions, summer learning loss, and several forms of financial efficiency.

3. Sharing Lessons Learned:

South Bronx Classical takes seriously its responsibility to disseminate its experience with others. We seek to create global improvements in early education and to become an anchor institution to improve the at-risk communities we serve. To ensure that any best practices we develop is disseminated appropriately, South Bronx Classical invites other schools (or potential schools) to visit us to learn more about the work we do and to see the culture we seek to develop. We invite teachers and administrators from other schools to visit

and participate in our professional development sessions. Each year, we also host about 40 school leaders from around the country to spend 2 days with us, visiting classrooms and speaking to administrators specifically about our unique organizational model, our curriculum, data analysis systems, and our passion for structure. Our newly-created social media efforts, including Facebook, LinkedIn, and Twitter sites, help us get video and text content to all interested parties.

The school also communicates regularly with the other schools that share its building. Our positive and productive relationship with those schools (both public middle schools) runs counter to the media accounts of collocated buildings, but that relationship developed over years and mutual collaboration. We have submitted joint articles co-authored with our collocated, at the urging of the Department of Education, to the local New York City newspapers for publication. We publish articles on our website that provide an in-depth history of the school and its successes and struggles.

Our positive and long-standing relationship with the Department of Education has helped us connect with other schools. We have had at least 15 different New York City charter schools visit us in the past 3 years. We also invite potential charter school founders and leaders to visit as they plan their schools. Wendy Kopp, the founder of Teach For America, has visited the school several times, as have several elected officials over the last five years.

4. Engaging Families and Community:

South Bronx Classical focuses on scholar achievement and believes that frequent, tight-knit, mission-aligned communication with families is a critical ingredient to our success. The school's '5 Non-Negotiables' are designed to give parents a clear vision of their responsibility, ensuring that they're doing everything they can to support the school and their scholar. We believe that the following elements represent those key areas on which parents must focus in order to ensure their scholar's academic success:

Scholars are in school on time every day and ready to learn.

- Scholars are in a complete and clean uniform every day.
- Parents provide a quiet area for their scholars to complete homework.
- Parents ensure that their scholars get a good night's sleep.
- Parents support the school they chose!

The journey of becoming a South Bronx Classical community member starts during the enrollment process, when parents of accepted scholars are required to attend one of several parent orientations, during which parents learn about the school's policies and how by supporting the school they ultimately are supporting their child. Parents are encouraged to fully consider what saying "yes" to a South Bronx Classical education really means.

South Bronx Classical Charter School also organized a Family Advisory Council (FAC), whose primary goal is to develop and enhance communication among families and the school. The FAC is governed by a president, vice president, and a secretary. Meetings, held monthly, involve discussing school-wide issues, upcoming events, and initiatives to increase student achievement through parent involvement. The FAC also organizes our monthly Parent Academy.

The Parent Academy, led by FAC members and the Dean of Students, offers families support and mission-aligned education. The Parent Academy workshops are held monthly; average attendance at the meetings is 10-15 parents. Each workshop is led by local experts and centered around a specific topic designed to improve parenting skills, which in turn help scholars become better citizens. Recent topics have included:

- Creating an Effective Learning Environment at Home
- Discipline and Management Styles
- Understanding your Scholar's Learning Style
- Financial Planning

Lastly, each month the school holds Community Gatherings, in which the South Bronx Classical community celebrates our scholars' successes (and our parents' sacrifices) by coming together to hear scholars recite their work, listen to teachers "shout out" their scholars, and learn more about the "character pillar" of the month. The school community thus comes together as one to close out another month of successes.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Our curriculum is teacher-built, rigorous, backwards designed, standards-based, and modular, in all subjects including PE and our arts programs. In building it, the challenge was to determine how to create a curriculum that would be stable yet flexible in the appropriate places. To do so, we took the following course:

- Study the standards, because mastery of these standards is the end goal for every student
- Use them to build assessments and tasks that will demonstrate students' mastery of the skills and knowledge delineated
- Write lesson plans in a sequence developed to meet the assessment

We first strategically decided that our curriculum would be built based on the NYSED standards, which would serve as a “stable” foundation, on which scopes and sequences would rest. Unit plans, including daily objective calendars, would then be created from these internally-developed scopes and sequences. The final step would be writing lesson plans based on the unit plans. Based on this approach, each lesson would be clearly and directly aligned to the NYSED content strands. Then, to create the strongest scopes and sequences, teachers collaborated and finally developed scopes and sequences for all subjects and all grades. Thereafter, teachers then spent the 2010-2011 and 2011-2012 academic years writing our assessments, unit plans and lesson plans. This process was grueling, but through it, teachers better understood the content and skills their students were expected to master.

By 2012, we had created a stable, rigorous curriculum aligned at every level (scope and sequence, unit plan, lesson plan) with the state standards. This process took over 10,000 man-hours. The curriculum was appropriately flexible, as lesson and/or unit plans can (and should) be revised or adjusted when necessary. The strongest determining factor in whether revisions or adjustments are necessary is student performance data, based on assessments (that are also state standards-aligned). With the transition to the Common Core State Standards, our teachers and staff restructured our curriculum based on the new standards. This process consumed the 2012-2013 academic year.

In sum, a curriculum consisting of objectives, lesson plans, and assessments aligned to the standards also means that:

- Scholars will be taught, in each grade, all of the skills the state requires
- Scholar mastery of each skill can be effectively and accurately assessed
- Scholar mastery of the previous year's standards means that they will be ready and able to learn the skills required under the present year's standards
- Standards alignment across and within grades reduces gaps in knowledge that occur when students have not learned what they are expected to know

While we use the Common Core State Standards in ELA and math, and the New York State Standards in Social Studies, Latin, Fitness, Art, and Music, in 2013 we began building a Science curriculum built upon the Next Generation Science Standards.

Our Arts and Physical Education curricula are also standards-based, as above. Music incorporates a heavy emphasis on vocal and instrumental performance, with monthly school-wide performances. An extra school-derived internal goal is to have students singing in harmony by third grade. Art classes are similarly focused on creation more than appreciation. We have dedicated a hallway with 15 bulletin boards to art work display. Here our internal goal is having students painting with oils and canvas by fifth grade. Our Physical Education curriculum is built on skills development. Each year, students explore units on stretching, running, tennis, kickball, basketball, hockey, and soccer. We're also proud to participate in the Presidential Fitness Test.

We emphasize the history of this process because we believe that a passion for curriculum, and then for data, has been the most critical strategic initiative, and the core reason that the school's NYC Progress report score was the most improved of all public schools from the 2009-2010 to 2010-2011 academic year, and that the 2011-2012 Progress Report score was 100th percentile of all NYC public schools (out of over 1,400). In 2012-2013, the school ranked 13th out of 1,100 NYC public schools.

2. Reading/English:

a. South Bronx Classical focuses on scholars' reading through three (3) hours of daily reading and writing instruction, a balanced approach to literacy instruction, and a relentless emphasis on structured phonics lessons and guided reading. Since vocabulary development is an underpinning of strong literacy, we incorporate the study of Latin beginning in the third grade.

South Bronx Classical uses Fountas and Pinnell's assessment system to assess decoding, comprehension and extension in both fiction and nonfiction texts. Scholars are assessed monthly by their classroom teacher. These data provide us with a current picture of scholar strengths and weaknesses.

When each scholar was initially assessed, their reading goals were also calculated. Each scholar has two goals: an initial reading goal and a reach goal. The initial reading goal represents a year of growth, and the reach goal represents 1.5 years of growth. Since our school's mission states we are aiming for advanced proficiency of grade level standards, our internal goal for each scholar is the reach goal to put our scholars on par with scholars at top performing schools across the country. For the scholars, the dual goals, the first being attainable before the year ends, is aimed at illustrating the correlation between hard work and success.

Importantly, from these data we create Guided Reading Groups, which change monthly depending on the data. Each scholar knows his or her independent reading level, and they pick level-appropriate independent reading books for the 20 minute Independent Reading block. Scholars also receive 20 minutes per day of small group Guided Reading Instruction at their Instructional level (1-2 letters above their independent reading level). The Guided Reading Plans are teacher-created and map to the Fountas and Pinnell skills map.

There is a daily 30-minute Read Aloud built into our day. The purpose of the read aloud is to highlight, model, and practice a specific comprehension strategy while the teacher is controlling the text. These same skills are later worked on during Guided and Independent reading, once introduced in the intentional read aloud.

Lastly, our scholars spend 20 minutes a day studying the mechanics of writing, such as grammar, sentence structure, punctuation, etc. Once a skill is taught and mastered in grammar, it is expected to be incorporated into the scholar's personal writing.

3. Mathematics:

At South Bronx Classical, Math is taught with attention to the key steps of skill and knowledge needed to progress to the next level. This is initially done both through the concept and the algorithm. Our goal is for each student to be prepared for pre-algebra and have an introduction to geometry by the fifth grade. Math builds on itself (e.g., addition is repeated counting, multiplication is repeated addition, exponents are repeated multiplication), and a strong foundation in math numeracy is absolutely essential for success in later grades. Students highly skilled in the fundamentals of arithmetic, general numeracy, and pre-algebra will be prepared for demanding middle/secondary schools and colleges. Advanced learning is always promoted with the integration of exercises such as classic puzzles and mathematical problems that will excite and motivate students to think creatively using learned skills.

Like all our other subjects, our math curriculum is home-built, and incorporates all the unique aspects of the school. It is aligned to the Common Core Learning Standards and uses both unit tests and interim assessments to inform instruction and curricular revision.

Each math lesson begins with a “DMA”, a Daily Math Assessment, which is a 5 minute quiz typically containing 5 math problems. Teachers circulate during this time to assess scholar mastery of material from the previous week.

The core difference in math instruction at South Bronx Classical is in our reteach. Our passion for data provides teachers with complete, accurate, and useful data. Every week, all our grade teams meet with the data trackers associated with all our assessments and analyze them. They create small group and whole class instructional plans based on the deficiencies in scholar understanding. If the standards and associated skills were not mastered across the grade, they are retaught in a whole class setting. However, if only certain scholars are struggling, then they are retaught in a specific block of time for this purpose. After typically two weeks of ‘reteach’, scholars are re-tested in those specific areas. This is a critical step, as it ensures that scholars are able to move with competence and confidence to the next unit.

4. Additional Curriculum Area:

One mission-critical feature and strength of South Bronx Classical Charter School is our “classical” component. As our students excel and grow, and the fundamentals (reading, writing, math, and behavior) have been increasingly mastered, more and more of the classical aspects of our school begin to flourish. The first, and most notable, of these aspects is Latin instruction, which begins in third grade.

The language-rich curriculum of a classical education is further supported through the careful study of Latin, which helps students improve their English grammar and vocabulary skills as well as learn other languages. Latin’s beneficial effect on students’ verbal aptitude is well-documented, including on the SAT. Tests conducted by the Educational Testing Service (ETS) from 1988 to 1997 show that students studying Latin outperform all others on the verbal portion of the SAT.

There are many reasons for promoting Latin in inner-city elementary schools. One reason is simply vocabulary: over 60% of all English words are derived from Latin, as are 90% of those over two syllables. Through regular exposure to Latin, students learn the building blocks of English, its Latin roots, prefixes and suffixes. Also, nearly a billion people speak the “Romance Languages”, so-called since they are essentially Roman. About 80% of Spanish, French, Italian, Portuguese, and Romanian words are from Latin, so students gain a firm foundation for the study of Latin or a modern language in secondary school.

Our curriculum offers Latin stories set in the far-flung provinces of the Roman Empire. Students experience life in Roman Egypt, Spain, or Germany and learn how these cultures interacted with mainstream culture of Roman Italy. Their removal from the world of today allows students to rethink human questions and dilemmas and to consider issues and ethnic differences from a new perspective, which is part of our curriculum.

For textbooks, we initially used “Minimus” and “Latin for Beginners”, both of which use traditional and non-sectarian approaches to teaching, with teacher-led lessons. However, over time, we built our own standards-based curriculum that is more aligned with the specifics of our school. For our middle school years, we base our curriculum on “Ecce Romani”. Our Latin curriculum is both standards-based and built upon these texts.

5. Instructional Methods:

We passionately and firmly commit to the belief that all our enrolled scholars will not just ‘learn’, but can be affirmatively and objectively successful and college-bound.

South Bronx Classical has also made a critical paradigm shift. Most schools first label students (Special Education, English Language Learners, etc.) and then allocate them to a program. Instead, we first use data to ascertain whether the scholar is meeting with success or not, and to obtain clues as to how to remediate such deficiencies. Designations such as IEPs and ELLs are often given to scholars who do not need them, or

who are academically successful. We use several sources of data (teacher observations and anecdotes, results on several tests including the state tests, DIBELS, TerraNova, reading levels, behavioral trackers, etc.) to first decide if various forms of accommodations and designations are needed. For many scholars, our programs provide sufficient support to eliminate the need for formal IEPs or for other interventions. Regarding English Language Learners, we believe that our general education program is strong enough to greatly reduce the number of scholars whose Home Language Questionnaire denotes a home language other than English and yet failed the LAB-R (English proficiency test) when they enrolled in our school. Thus we look closely at the results of the NYSESLAT as an indicator of our success with those specific scholars.

Our At-Risk Program is a more proactive and cohesive approach to serving ‘at-risk’ scholars. In order to effectively educate our at-risk scholars, we designed a multi-tiered model to identify them using a more cohesive, data-driven approach; provide scholars with additional small-group instruction, differentiated based on data; and utilize high-quality, standards-based lessons with the most appropriate instructor, and ensure a responsive and accountable system of scholar assessment. Our classroom differentiation includes heterogeneous small-group instruction, varied-level questioning, and anticipated student responses embedded in the lesson plan.

Our At-Risk model also represents a movement away from making programmatic changes that often do not benefit scholars with learning or other differences. Instead, the model incorporates a ‘child-focused’ ethos to identify those differences to maximize scholar achievement. Also, by using a school-wide data tracker, the model rationalizes inter-grade prioritization of resource allocation.

6. Professional Development:

South Bronx Classical’s professional development provides a career path for all staff. Educators may start as Assistant Teachers, and become teachers, and then Grade Team Leaders, and then can move out of the classroom to become instructional coaches and administrators. We believe that this plan fosters a level of professionalism that reduces staff attrition. By providing a select cadre of experienced, home-grown, and mission-aligned teachers with additional leadership opportunities, we both develop our faculty and foster a ‘hire from within’ culture that reduces administrative turnover.

We provide four types of Professional Development:

1. Annual orientation: We conduct three weeks of summer professional development seminars for all teachers. The subjects of these seminars include: our mission and values, the achievement gap, basic classroom management, special education, etc.
2. Weekly grade team meetings: Grade team leaders hold weekly meetings to ensure that teams formally review scholar progress and team culture often with administrators or external consultants in attendance. Meeting topics include: behavior management, assessments, progress reports, report cards, unit planning, lesson planning, and mutual observation. Topics will include curriculum mastery and the most effective individual scholar modes of instruction and management.
3. Monthly school-wide meetings: Monthly school sessions are dedicated to specific topics provided to us directly by teachers. Each monthly session takes place on the first Friday of each month, from 1:15 to 4:30. On these days, scholars are dismissed early. Since much of our school design is based on the best practices of other schools, we remain focused on identifying, adopting, and developing our best practices. Staff visit other high-performing urban charter schools with the goal of improving our own practice.
4. Ongoing individual observations: Direct classroom instructional and curricular feedback is provided by the Instructional Coaches, while the Executive Director provides weekly leadership and management training and informal feedback to grade team leaders. Teacher observations are very frequent, and typically twice weekly. Teachers also have individual sessions with instructional leadership to review scholar performance on internal assessments to ensure that all resources are in place for scholars as cohort groups and as individuals. After bi-annual feedback meetings, teachers create their own Individual Professional

Improvement Plan (“IPIP”) and review their goals periodically with the Executive Director.

In addition, new teachers arrive a week earlier than returning teachers for concentrated Professional Development sessions. All teachers receive over 100 hours of professional development per year.

7. School Leadership

The South Bronx Classical leadership structure is called a matrix organizational structure. This model provides the school with a more disbursed, collaborative, and ultimately effective means of improving scholar achievement. Grade Team Leaders take responsibility for team management and culture-setting, teacher observations, curriculum development and vetting, meetings with the School Director, and implementation of special school-wide initiatives.

The matrix organizational structure is well developed in other industries and is used in many organizations that execute multiple projects, such as architectural or engineering firms, or in firms where management expertise requirements differ greatly from technical expertise, such as hospitals or investment banks.

The managerial structure of South Bronx Classical is similar to most schools and organizations. Teachers report to their Grade Team Leader, who in turn reports to the Executive Director. Directors of Curriculum and Instruction and Instructional Coaches observe and provide feedback to Grade Team Leaders and to their teams. This structure optimizes coordination of tasks and operational efficiencies, and is how most schools are run.

The technical organizational structure provides experts in several facets of education to assist teachers in ways that a typical principal is rarely able to navigate. These experts include: Directors of Curriculum and Instruction, Instructional Coaches, outside consultants, Special Education Coordinators, and Speech Pathologists, all of whom provide technical advice and support, without actually managing teachers. Thus, teachers are given expert advice, and are then empowered to accept or reject it.

The overall organizational structure allows managers to develop their teams while pedagogical experts focus on delivering the highest level of specific feedback to teachers and staff. To be sure, there are nuances and obstacles with all organizational models, but we find that this one works if leadership is truly committed to the empowerment and professionalism of teachers.

In addition to the formal structures noted above, our school features a mentoring program, where all new teachers are assigned a mentor for the full year. Teachers eligible for being a mentor are successful teachers, have at least 1 full year of experience teaching at our school, are not in the same grade as the mentee, and have distinguished themselves as a positive cultural influence in the school.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

All Students Tested/Grade: 3

Publisher: New York State

Test: Math

Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Jan
SCHOOL SCORES*					
% Level 3 plus % Level 4	48	96	89	84	100
% Level 4	10	36	9	33	19
Number of students tested	59	47	53	57	42
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Level 3 plus % Level 4	42	97	91	83	100
% Level 4	12	38	7	34	8
Number of students tested	52	39	45	47	37
2. Students receiving Special Education					
% Level 3 plus % Level 4		0	50	60	100
% Level 4		0	0	40	0
Number of students tested		2	4	5	3
3. English Language Learner Students					
% Level 3 plus % Level 4		0	86	92	100
% Level 4		0	0	50	50
Number of students tested		0	7	12	4
4. Hispanic or Latino Students					
% Level 3 plus % Level 4	57	100	84	86	100
% Level 4	14	40	6	34	20
Number of students tested	28	25	32	35	22
5. African- American Students					
% Level 3 plus % Level 4	38	91	95	82	100
% Level 4	7	32	14	30	18
Number of students tested	29	22	21	19	20
6. Asian Students					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
7. American Indian or					

Alaska Native Students					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
9. White Students					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
10. Two or More Races identified Students					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
11. Other 1: Other 1					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
12. Other 2: Other 2					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
13. Other 3: Other 3					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 4
Publisher:

Test: State Test
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Jan	Jan	Jan	Jan	Jan
SCHOOL SCORES*					
% Level 3 plus % Level 4	84	100	92	81	
% Level 4	27	67	45	25	
Number of students tested	44	43	51	36	
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Level 3 plus % Level 4	85	100	91	81	
% Level 4	28	68	44	25	
Number of students tested	40	39	45	33	
2. Students receiving Special Education					
% Level 3 plus % Level 4		100	67	100	
% Level 4		40	0	0	
Number of students tested		5	3	2	
3. English Language Learner Students					
% Level 3 plus % Level 4		100	100	100	
% Level 4		57	50	0	
Number of students tested		7	8	2	
4. Hispanic or Latino Students					
% Level 3 plus % Level 4	79	100	97	83	
% Level 4	33	63	47	17	
Number of students tested	24	24	32	18	
5. African- American Students					
% Level 3 plus % Level 4	90	100	84	78	
% Level 4	20	74	42	33	
Number of students tested	20	19	19	18	
6. Asian Students					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
7. American Indian or Alaska Native Students					
% Level 3 plus % Level 4					
% Level 4					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
9. White Students					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
10. Two or More Races identified Students					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
11. Other 1: Other 1					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
12. Other 2: Other 2					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
13. Other 3: Other 3					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 5
Publisher: New York State

Test:
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Jan	Jan
SCHOOL SCORES*					
% Level 3 plus % Level 4	69	100	97		
% Level 4	8	74	59		
Number of students tested	36	35	29		
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Level 3 plus % Level 4	67	100	97		
% Level 4	6	74	59		
Number of students tested	33	31	26		
2. Students receiving Special Education					
% Level 3 plus % Level 4	50	100	0		
% Level 4	0	0	0		
Number of students tested	6	1	1		
3. English Language Learner Students					
% Level 3 plus % Level 4	40	100	100		
% Level 4	0	100	100		
Number of students tested	5	2	1		
4. Hispanic or Latino Students					
% Level 3 plus % Level 4	75	100	100		
% Level 4	0	70	60		
Number of students tested	20	23	15		
5. African- American Students					
% Level 3 plus % Level 4	60	100	93		
% Level 4	7	83	57		
Number of students tested	15	12	14		
6. Asian Students					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
7. American Indian or Alaska Native Students					
% Level 3 plus % Level 4					
% Level 4					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
9. White Students					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
10. Two or More Races identified Students					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
11. Other 1: Other 1					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
12. Other 2: Other 2					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
13. Other 3: Other 3					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 3
Publisher: New York State

Test: ELA
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Level 3 plus % Level 4	48	89	64	51	86
% Level 4	2	11	0	7	81
Number of students tested	56	47	53	57	42
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Level 3 plus % Level 4	46	90	67	53	86
% Level 4	2	13	0	6	0
Number of students tested	50	39	45	47	37
2. Students receiving Special Education					
% Level 3 plus % Level 4		100	0	20	40
% Level 4		0	0	0	0
Number of students tested		2	4	5	5
3. English Language Learner Students					
% Level 3 plus % Level 4		0	29	42	75
% Level 4		0	0	8	0
Number of students tested		0	7	12	4
4. Hispanic or Latino Students					
% Level 3 plus % Level 4	62	88	56	57	82
% Level 4	0	8	0	9	5
Number of students tested	26	25	32	35	22
5. African- American Students					
% Level 3 plus % Level 4	39	91	76	45	90
% Level 4	4	14	0	8	5
Number of students tested	28	22	21	19	20
6. Asian Students					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
7. American Indian or Alaska Native Students					
% Level 3 plus % Level 4					
% Level 4					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
9. White Students					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
10. Two or More Races identified Students					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
11. Other 1: Other 1					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
12. Other 2: Other 2					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
13. Other 3: Other 3					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 4
Publisher: New York

Test:
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Jan	Jan	Jan	Jan	Jan
SCHOOL SCORES*					
% Level 3 plus % Level 4	67	93	67	47	
% Level 4	23	9	0	0	
Number of students tested	43	43	51	36	
Percent of total students tested	100	100	100	100	
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Level 3 plus % Level 4	69	93	64	47	
% Level 4	23	9	0	0	
Number of students tested	39	33	45	33	
2. Students receiving Special Education					
% Level 3 plus % Level 4		80	33	0	
% Level 4		0	0	0	
Number of students tested		5	3	2	
3. English Language Learner Students					
% Level 3 plus % Level 4		57	50	0	
% Level 4		0	0	0	
Number of students tested		7	8	2	
4. Hispanic or Latino Students					
% Level 3 plus % Level 4	67	88	66	33	
% Level 4	21	13	0	0	
Number of students tested	24	24	32	18	
5. African- American Students					
% Level 3 plus % Level 4	68	100	68	61	
% Level 4	26	5	0	0	
Number of students tested	19	19	19	18	
6. Asian Students					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
7. American Indian or Alaska Native Students					
% Level 3 plus % Level 4					
% Level 4					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
9. White Students					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
10. Two or More Races identified Students					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
11. Other 1: Other 1					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
12. Other 2: Other 2					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
13. Other 3: Other 3					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 5
Publisher: New York State

Test: ELA
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Jan	Jan
SCHOOL SCORES*					
% Level 3 plus % Level 4	50	89	83		
% Level 4	11	3	10		
Number of students tested	36	35	29		
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Level 3 plus % Level 4	52	89	89		
% Level 4	9	3	0		
Number of students tested	33	35	26		
2. Students receiving Special Education					
% Level 3 plus % Level 4	50	0	100		
% Level 4	0	0	0		
Number of students tested	6	1	1		
3. English Language Learner Students					
% Level 3 plus % Level 4	0	100	100		
% Level 4	0	0	0		
Number of students tested	5	2	1		
4. Hispanic or Latino Students					
% Level 3 plus % Level 4	45	87	87		
% Level 4	5	0	7		
Number of students tested	20	23	15		
5. African- American Students					
% Level 3 plus % Level 4	53	92	79		
% Level 4	20	8	14		
Number of students tested	15	12	14		
6. Asian Students					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
7. American Indian or Alaska Native Students					
% Level 3 plus % Level 4					
% Level 4					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
9. White Students					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
10. Two or More Races identified Students					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
11. Other 1: Other 1					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
12. Other 2: Other 2					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
13. Other 3: Other 3					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					

NOTES: