

I. EXECUTIVE SUMMARY

Mission Statement

The mission of Boys' Latin of Queens Charter School is to prepare young men for college matriculation by providing a rigorous contemporary/classical education that sets high standards for achievement, character development, and age appropriate conduct.

Boys' Latin of Queens Charter School will create a disciplined learning environment that educates and empowers young men of diverse cultural, socio-economic, and academic backgrounds to meet high expectations, achieve a deep understanding of complex subjects, and develop strong intellectual habits of mind while acquiring a clear sense of community and character.

Key Design Elements

- **Rigorous college-preparatory instructional program** – The rigorous college preparatory curriculum of Boys' Latin will provide our young men a firm grounding in critical reading, written expression, and cultural enlightenment through the study of Latin, art, literature, politics, science, and mathematics.
- **Single-gender** – Research suggests that the benefits of single-gender schools for African-American or Hispanic boys living in low socio-economic homes are particularly profound. “The performance of African-American and Hispanic students in single-sex schools is stronger on all tests, on average scoring almost a year higher than similar students in co-educational settings.”¹
- **Latin requirement** – Boys' Latin of Queens Charter School will develop in our students the ability to read significant works of Roman authors in Latin while growing in their understanding of and appreciation for the English language. We believe in the intrinsic value of Latin literature and therefore we will focus upon those skills that enable students to delve into the literature of the Romans such as vocabulary building and grammar acquisition. Through the study of Latin grammar and syntax, students will master the richness of English as a language and a literature, as well as gain a historical overview of how language and its structures develop and work. Students will be further encouraged in their study and appreciation of Latin through competitive activities and contests against other New York public school students.

It is our belief that the study of Latin needs to be set in its context, and that the content of the assigned readings can best be appreciated through the development of an understanding of Roman society, history and habits of thought. In advanced courses, class discussions regarding translation and multi-faceted projects will be incorporated into each trimester. It is our goal to have students, by the end of their senior year, be able to appreciate and read original works of Latin authors so that they might be able to take an advanced level college author class.

- **Service Learning** – At Boys' Latin of Queens Charter School, we believe in educating the whole person, developing the parts of a student that he might not have the chance to improve elsewhere. In this spirit, we require community service every year a student attends Boys' Latin. It is an opportunity for growth as well as an invitation to make a difference.
- **Extra-curricular activities** – Each student will be required to participate in two activities per year. These activities may be athletic, artistic, or academic such as mock trial, robotics, or model UN. Students must choose at least one athletic activity and one non-athletic activity. Athletic choices will

¹ Riordan, *Girls and Boys in Schools Together or Separate* (New York Teachers College Press, 1990).

include soccer, cross country, football, basketball, baseball and crew. Students can also choose a club sport such as: fencing, rugby, tennis and bowling. Artistic activities include choir and drama.

Board Management Capacity

The founding team of Boys' Latin of Queens Charter School currently consists largely of the board members of Boys' Latin of Philadelphia Charter School, after which Boys' Latin of Queens has been modeled. We are in the process of actively seeking board members for Boys' Latin of Queens and have already recruited Verone Kennedy, founding principal of Riverton Street Charter School, to join the school's board.

David P. Hardy

Lead Applicant

CEO, Boys' Latin of Philadelphia Charter School

In 2005, David Hardy had a vision of starting an all-boys charter school to address the unique academic and social needs of urban boys. Two years later, his vision became a reality when Boys' Latin of Philadelphia welcomed its inaugural class under Mr. Hardy's leadership. By 2008, Mr. Hardy handled the total transformation of a former Catholic school and church into one of the most modern, state-of-the-art school facilities in the region. Mr. Hardy is a nationally recognized authority on charter school education and school facility financing. He has been a presenter or advisor for multiple education and school facilities conferences and coalitions.

Verone Kennedy

Founding Board Member

Principal, Riverton Street Charter School

Mr. Kennedy is Founding Principal of Riverton Street Charter School, a National Heritage School, located in St. Albans, Queens. Riverton Street is currently in its first year of operation and is serving 196 students in grades K-3. Prior to serving as Principal, Mr. Kennedy served as Citywide Coordinator of Middle School Initiatives in a role appointed by the Deputy Chancellor of Teaching and Learning, where he was tasked with leading efforts to increase student achievement, close the achievement gap between targeted subgroups, and increase academic engagement and social/emotional development. Mr. Kennedy has also served as Chief Academic Officer for NYCDOE's Community Learning Support Organization and Founding Principal of Granville T. Woods Middle School in Crown Heights.

R. Richard Williams

Planning Team Member

Mr. Williams is currently Chairman of Seaboard Advisors, which provides consulting services. In addition, Mr. Williams serves on the Board of Directors of Hirtle-Callaghan & Co., Inc., is a General Partner of Conestoga Partners, L.P., an investment fund, and is a Trustee of Thomas Jefferson University Hospitals. Mr. Williams also founded Valquip Corporation, which became the country's largest distributor of quarter-turn automated valves and electric heat-tracing systems. Valquip was acquired by Tyco International.

Michael Coslov

Planning Team Member

Michael Coslov is the Chairman and Chief Executive Officer of Tube City IMS Corporation. Tube City IMS Corporation is a private company providing raw materials and services to the steel industry. Under the leadership of Mr. Coslov, Tube City has grown into a multi-divisional international corporation. Mr.

Coslov has been honored as Businessman of the Year by the Crohns and Colitis Foundation and in 2006 Mr. Coslov was the winner of the Ernst & Young Entrepreneur of the Year Award.

Dawn Chavous
Planning Team Member

Dawn Chavous is Chief of Staff to State Senator Anthony H. Williams (PA). Ms. Chavous serves as advisor and liaison between various governmental bodies, legislators, special interest groups, public/private agencies and staff throughout four senate offices. Ms. Chavous is also the co-founder of Greentree Education, a tutoring program she co-founded which serves students from low income families who attend low performing schools. In 2008, Ms. Chavous was awarded a prestigious Fellowship with the nationally recognized Education Policy and Leadership Center in Harrisburg, PA. Ms. Chavous is also a talented singer and performer. Her first solo album, *Life Without Limit*, sold out twice at Soul Brother Records in the United Kingdom and at Tower Records in Philadelphia.

Ann Baruch
Planning Team Member

Ms. Baruch is dedicated to empowering young people through both traditional and experiential education. She has served as a Board Member for several educational organizations, including the North Carolina Outward Bound School, The Haverford School, The Agnes Irwin School, and Outward Bound USA. Ms. Baruch also served as the Director of Development for North Carolina Outward Bound School for three years. Ms. Baruch was an integral part of bringing Outward Bound to Boys' Latin of Philadelphia. This program is now an important aspect of the Boys' Latin of Philadelphia community and culture.

J. Donald Bird
Planning Team Member

Mr. Bird is a Portfolio Analyst at Hirtle, Callaghan & Co., a privately owned investment advisory firm located in West Conshohocken, Pa., where he is responsible for client portfolios totaling more than \$1 Billion. He earned a bachelor's degree from The Fox School of Business and Management at Temple University and later earned an M.B.A. from LaSalle University's School of Business. Mr. Bird is also a Certified Financial Planner™ Professional.

Joe Conwell
Planning Team Member

Mr. Conwell is Managing Director and one of the founding partners of GPX Realty Partners, L.P., the real estate division of GPX Enterprises, L.P. He is responsible for overseeing all aspects of GPX Realty Partners, and is a member of the Real Estate Investment Committee. Mr. Conwell has more than twenty years of diverse experience in the real estate industry. Prior to embarking on his successful real estate career, Mr. Conwell enjoyed a five-year professional football career with the Philadelphia Eagles of the NFL and Philadelphia Stars of the USFL.

Marianne N. Dean
Planning Team Member

Mrs. Dean is a strong proponent of single sex education, having sent her three sons to The Haverford School. Mrs. Dean served for ten years on Haverford's Board of Trustees after heading the school's Parents' Association. She currently is a member of the Pennsylvania Academy of Fine Arts Women's Board and is a founding member of Globalislocal. In addition, she is a supporter of Presbyterian

Children's Village, Steppingstone Scholars, The Wellness Community of Philadelphia, and is a member of the Academy of Music committee.

James Doughan
Planning Team Member

Mr. Doughan is Investment Director with Context Capital Partners, a private equity firm aligning the interests of investors and operating managers from inception to final distribution. With a long and successful career and applied expertise in Fixed Income and Equity Derivative Trading models and techniques, Jim Doughan brings a unique perspective to his role with Context Capital Partners. In addition to his 18 years experience with SIG International, Jim has significant business development experience.

Isaac Ewell
Planning Team Member

Mr. Ewell is Director of the BAEO-Gates Small Schools Project at the Black Alliance for Educational Options. He leads the creation of a national network of 15 high-performing high schools, funded by a \$4 million grant from the Bill and Melinda Gates Foundation. Mr. Ewell also is the Co-Founder and Chief Business Development Officer for Soulgen.com, a fast-growing media lifestyle company geared toward exposing and promoting socially conscious and responsible living to a broader, more diverse audience through a music-based social networking website.

Steven F. Kempf
Planning Team Member

After spending nearly 20 years at his father's building materials business, Mr. Kempf founded his own company, the Steven Kempf Building Material Company, in 1994. The company operates from a state of the art facility located in Conshohocken. The company is focused on supplying building materials to major construction projects throughout the Delaware Valley and is known for providing extraordinary customer service to its contractor customers.

John Nostrant
Planning Team Member

Mr. Nostrant has been Athletic Director at The Haverford School for 12 years. Prior to this, he was a fourth/ fifth grade teacher at Haverford and Saint Albans School in Washington D.C. Mr. Nostrant is a member of the Senior Administrative Team at Haverford and was also Lower School Dean. He is a member of the Schools Facilities committee and serves as the boys' lacrosse coach at Haverford, where the team has won two state championships and nine league championships. He most recently was an Assistant Coach for the U.S. Men's Under 19 World Team, where the team won a Gold medal this summer in Canada.

Albert Oehrle, Esq.
Planning Team Member

Mr. Oehrle is a private attorney and has been in general practice in Norristown since 1965. He was also an attorney in the Montgomery County District Attorney's office for 5 years. Mr. Oehrle is a talented pianist. He plays the piano in small instrumental groups, including jazz players. Mr. Oehrle is a member of The Orpheus Club of Philadelphia, where he sings and arranges music for its 80 active members.

Sally Randolph

Planning Team Member

Ms. Randolph is a retired science teacher, department chair and secondary school administrator with over 37 years of experience preparing students for college and beyond. Having served her entire career at The Agnes Irwin School, she well understands the benefits of single-gender education. Ms. Randolph is also a dedicated community volunteer, serving as a board and committee member for several local schools and cultural and environmental organizations.

Dr. Priscilla G. Sands
Planning Team Member

Dr. Sands has been head of the Springside School in Chestnut Hill for fourteen years. She has a Doctorate in Educational Leadership from University of Pennsylvania, a Masters degree in Liberal Studies from Villanova and a Bachelor of Fine Arts degree from the University of Rhode Island. She has served on several private school boards, including The Haverford School, The Montgomery School and Delaware Valley Friends.

Dr. Philip Siegel
Planning Team Member

Dr. Siegel is Principal and Co-Founder of Pediatric Dental Associates, Ltd., and Co-Founder of Special Smiles Ltd. He has practiced at Episcopal Hospital in North Philadelphia for 32 years as part of the Temple Health System. Dr. Siegel is one of a small number of dentists nationwide to be board certified in both Orthodontics and Pediatric Dentistry. He is a member of the Pennsylvania State Board of Dentistry, and was the Government Relations Chairman for the Pennsylvania Dental Association.

Stephen Smith
Planning Team Member

Mr. Smith serves as Vice President for Development at The Jefferson Foundation. The Jefferson Foundation serves Thomas Jefferson University and Thomas Jefferson University Hospitals, partners in providing excellent clinical and compassionate care, educating the health professionals of tomorrow in a variety of disciplines and discovering new knowledge that will define the future of clinical care.

II. STUDENT POPULATION

A. Student Enrollment

Boys' Latin of Queens intends to serve grades six through twelve at full capacity with a student body of approximately 550 young men. We will begin with 150 students in grades six and seven, providing the opportunity to build culture and climate, and anticipate the growth pattern reflected below in the first five years of our charter.

Grades	Projected Enrollment Table				
	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
K					
1					
2					
3					
4					
5					
6	75	75	75	75	75
7	75	72	72	72	72
8		72	69	69	69
9			75	75	75
10				72	72
11					69
12					
Ungraded					
Totals	150	219	291	363	432

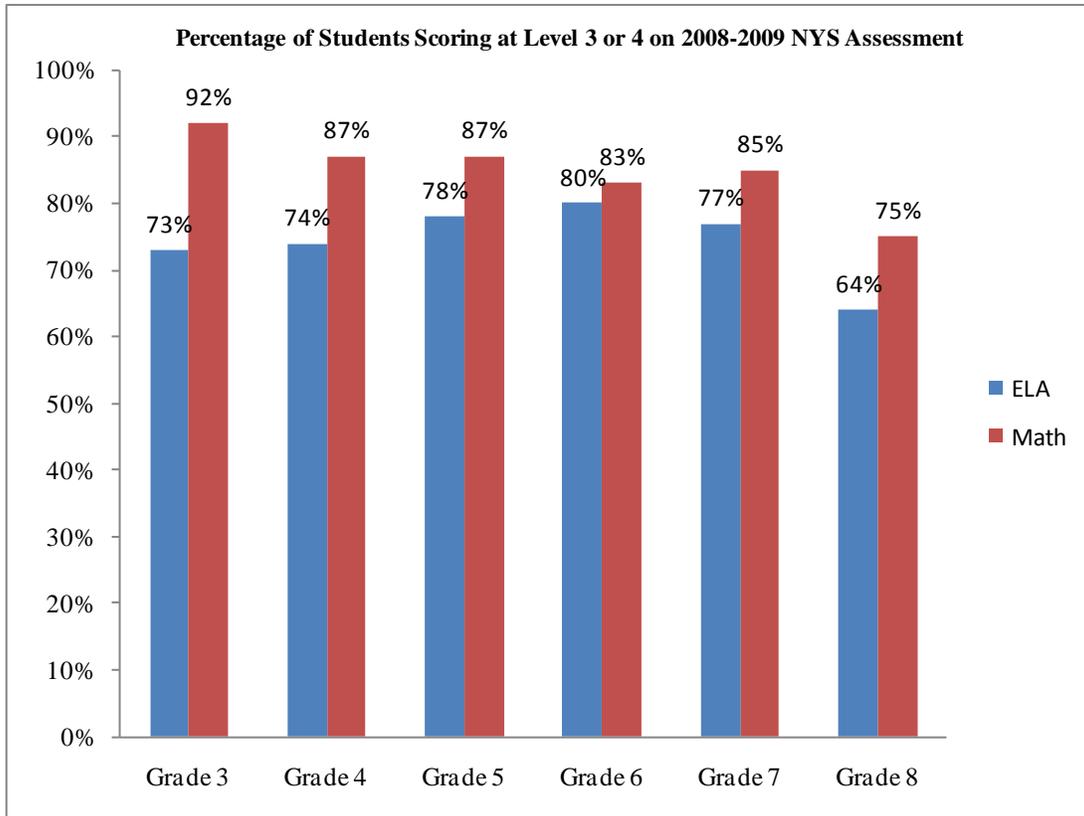
B. Target Populations

Boys' Latin expects the demographics of its students to mirror that of its proposed location, Community School District (CSD) 28². District-wide, the percentage of students eligible for free or reduced lunch is 68%. The student population is 30% Black or African American, 25% Hispanic or Latino, 29% Asian, and 15% White. Approximately 11% of the district's children have been identified as Limited English Proficient, and approximately 13% as students with disabilities.

Academic performance in District 28 has resulted in mixed success. As demonstrated by the graph below, only 64% of students in the 8th grade are scoring at proficiency on the New York State ELA Assessment and 75% on the Math Assessment in spite of 3rd grade scores at 73% in ELA and 92% in math. This trend is even more pronounced if we focus on males only. The percentage of third grade boys in District 28 scoring at proficiency on the 2008-2009 NYS Assessments was 69% and 92% in ELA and math respectively. In contrast, the percentage of boys scoring on those same subject area assessments in eighth grade was 58% and 71% respectively.

Only 48% of 6th grade boys in CSD 28 scored at or above grade level on the 2010 New York State ELA assessments, along with 56% on the Math test. Though higher than the citywide averages, this level of performance still represents a clear need for viable alternatives for the young men of the district.

² 2008-2009 District 28 Report Card
<https://www.nystart.gov/publicweb/District.do?year=2009&county=QUEENS&district=342800010000>



Boys' Latin intends to focus on the young men of District 28 to ensure that they continue to succeed through their middle school years, throughout high school, and beyond to the post-secondary institution of their choice.

Recruitment and retention of economically disadvantaged students, students with disabilities, and English language learners

In accordance with state law, as well as our mission statement, Boys' Latin is committed to attracting and retaining a comparable or greater enrollment of students with disabilities or limited English proficiency when compared to the enrollment figures of CSD 28. Any child eligible for admission to a traditional public school is eligible for admission to a public charter school, including economically disadvantaged students, students with limited English proficiency, and students with disabilities. Boys' Latin will ensure that all students are welcomed and served in a supportive and effective manner.

Some of the strategies our recruitment team will employ to attract students with limited English proficiency include:

- Designing marketing materials that will describe the type of program the school will provide for LEP/ELL students;
- Designing marketing materials that provide a description of how LEP/ELL students will have equal access to all programs and services including the following: instructional services (e.g., tutoring); support services (e.g., guidance and counseling); all school programs, including gifted, music, art, vocational, and technology programs; and all after school programs including athletics;

- Designing marketing materials that highlight the number of bilingual highly qualified teachers on staff; and
- Raising awareness of how the school will provide parental notices in multiple languages, has persons on staff who can communicate with them and how they are kept abreast of their rights and responsibilities.

Some of the strategies our recruitment team will employ to attract students with disabilities include:

- Designing marketing materials that highlight the number of special education teachers on staff;
- Designing marketing materials that contain a description of the special education and related services that the charter school will provide directly (inclusion model, etc.) and those that will be provided by the student's district of residence or other provider; and
- Designating one individual to oversee the provision of special education programs and services

Serving at-risk students

Boys' Latin will have several structures in place to assure that all students are given appropriate instructional support. Boys' Latin will use the Response to Intervention ("RTI") model and Pupil Personnel Committees to support our students.

Response to Intervention

In Boys' Latin's general education classrooms, teachers will differentiate instruction to address different modalities of learners (RTI Tier I). Teachers will make accommodations that target student differences which may include manipulatives in all subjects, small group instruction, adding visual resources during verbal lessons, or stations in social studies or science classes.

For students who are still struggling to master curriculum content and skills, Boys' Latin will use small group instruction, push-in Title I, and alternative supplies and materials (RTI Tier II). These Tier II interventions will be available to all students who need them, including students with IEPs.

RTI Tier III is remedial and intensive in nature. Tier III supports both students who have IEPs that mandate pull-out SETSS (NYC)/Resource Room and those general education students who are identified as needing additional support based on their student assessments. The goal of this level of intervention is to extinguish inappropriate behavior and remediate academic deficits. This process may identify a general education student who needs this level of intervention and may need special education services. For students who already have an individualized education plan (IEP), Tier III will provide the necessary information to request a review to adjust the IEP accordingly. In both instances, written parental consent is needed by the Committee on Special Education (CSE) to proceed. At this level, Boys' Latin will recommend that the student's parent be notified and encouraged to participate so that a referral is the result of collaboration and consent might be more forthcoming.

In any case, the Tier III Interventions must continue whether or not the parent gives CSE consent. Also, this student is now "presumed to have a disability" and to have rights under IDEA, even if he/she does not have an IEP.

Serving students with disabilities

In accordance with §2853 (4)(a) of the Education Law, Boys' Latin will provide special education services to students with disabilities as per their individualized education plan ("IEP") as developed by the Committee on Special Education (CSE) of the student's school district of residence. The planning team understands that the school has no authority to create or modify IEPs or conduct multi-disciplinary evaluations to determine whether a student has a disability, and that it is not the local education agency with respect to providing special education services. In short, these responsibilities are left solely to the CSE of the student's district of residence. Moreover, students with disabilities will receive an appropriate education as required by their IEP.

We strongly believe in inclusion of all students, including special education students, in regular classrooms and that all students should have access to the same curriculum and materials as their peers. Extra assistance may be provided to special education students as required by their IEP, but they will have the same resources available to them to improve their skills as their fellow students and will have access to the same curricular content. Furthermore, Boys' Latin will provide professional development to teachers and small class sizes that create an environment that supports learning for all students, including those with disabilities.

For those students with IEPs that require consultant teacher services and/or a resource room setting, the school will directly provide these special education services. For those students with IEPs that require related services, such as counseling, speech, occupational, and physical therapies, the school will contract with either the student's school district of residence or a private provider.

Should a student require more restrictive placement, such as a special class for part of the day, the school and parent will ask the CSE to convene an IEP meeting to determine whether the current recommendation is appropriate or if it can be modified.

Finally, any chosen facility will accommodate the special education program and services outlined above and will be ADA compliant. In addition, the proposed budget will include a special education position and expenses associated with the related special education services.

Serving English language learners

Identification of English language learners begins with a Home Language Questionnaire, which will be provided in both English and Spanish when appropriate, to screen all new entrants to New York State schools for potential limited English proficiency. The school is also prepared to translate the home language questionnaire into any language, as appropriate. If English is the only language spoken in the home as indicated on the Home Language Questionnaire (HLQ), then the screening process need not continue. If the home language is other than English or the questionnaire and/or teacher observation indicate the student's native language is other than English, then appropriate school staff should informally interview the student and the parent/guardian in English, or when necessary in their native language, followed by administration of the Language Assessment Battery-Revised (LAB-R). In addition, classroom teachers and administrators will receive in-service training sessions on communicating with students designated as English Language Learners and in techniques for detecting whether a student has English language deficiencies. Please note that minutes of all meetings regarding ELL students will be kept on site for external review.

A student who scores below the designated proficient level is limited English Proficient (LEP), thus eligible for ESL services. Parents will be notified in writing or through direct oral translation about their child's status. The LAB-R is administered only once to each incoming student.

Boys' Latin will serve all students with limited English proficiency using structured English language immersion so that they achieve proficiency in the English language as quickly as possible. The English language immersion model will include the following components:

- ELL students will receive the same academic content as native English speakers.
- All instruction will be in English and the level of English used for instruction – both verbal and written – will be modified appropriately for any ELL student (Students will not be forced to stop using their primary language while learning English.).
- ELL students will receive instruction practice for English language acquisition in the classroom with appropriate ESL staff support.
- ELL students who are struggling with the structured English will receive ESL pull-out instruction and/or assignment to an aide or teacher who speaks that child's non-English language.
- ELL students will receive additional instructional time for English language acquisition (for example, during the remediation period, after-school or on Saturdays).
- Specialized curricular materials and staff will be provided to enable ELL students to achieve proficiency and maintain a satisfactory level of academic performance.
- Classroom teachers and administrators will receive in-service training sessions on communicating with students designated as English Language Learners and in techniques for detecting whether a student has English language deficiencies.

The Title I teacher will be available during the school day to provide push-in and pull-out services for English Language Learners. In addition to this in-class support, the remediation/enrichment period will be used as an opportunity for the Title I teacher to work with students struggling with language acquisition on vocabulary development and literacy skills so that all our students are comfortable reading, writing, listening and speaking in English and Spanish.

We will ensure that the appropriate staff, curricular materials and the classroom space required for ESL instruction will be in place and used properly. The amount of staff, materials, and space will be based on expected enrollment rates of ELL students and adjusted accordingly to enable the students to achieve proficiency in the English language.

In addition, Boys' Latin plans to:

- seek ESL or bilingual certification for teachers;
- purchase English and native language materials, if available, so students can use the materials side by side to build English language fluency;
- provide space for limited pull-out when appropriate, as is done with Title I and special education students;
- provide ESL support staff to aid the classroom teacher with small group language instruction;
- translate all parent material in the appropriate native language;
- provide a translator for parent conferences; and
- provide professional development for all staff regarding English as a second language issues.

The ESL program will be assessed and modified continuously throughout the year using multiple measures. The principal and the classroom teacher(s) with ELL students will meet on a regular basis to:

- review student progress towards achieving English proficiency as per the NYSESLAT assessment and teacher observation;

- review student progress towards achieving the State learning standards as per the New York State assessments;
- inform parents in their home language on student progress;
- monitor students academic progress who have been exited from the program; and
- ensure ELL student records are maintained properly.

III. SCHOOL DESIGN

Boys' Latin of Queens Charter School will be modeled after Boys' Latin of Philadelphia Charter School, a highly well-regarded and successful school, based on the premise that inner-city at-risk boys will succeed within a gender-based, highly structured environment that includes proper support systems, a strong and diversified curriculum, and a host of enrichment activities to stimulate and broaden students' horizons.

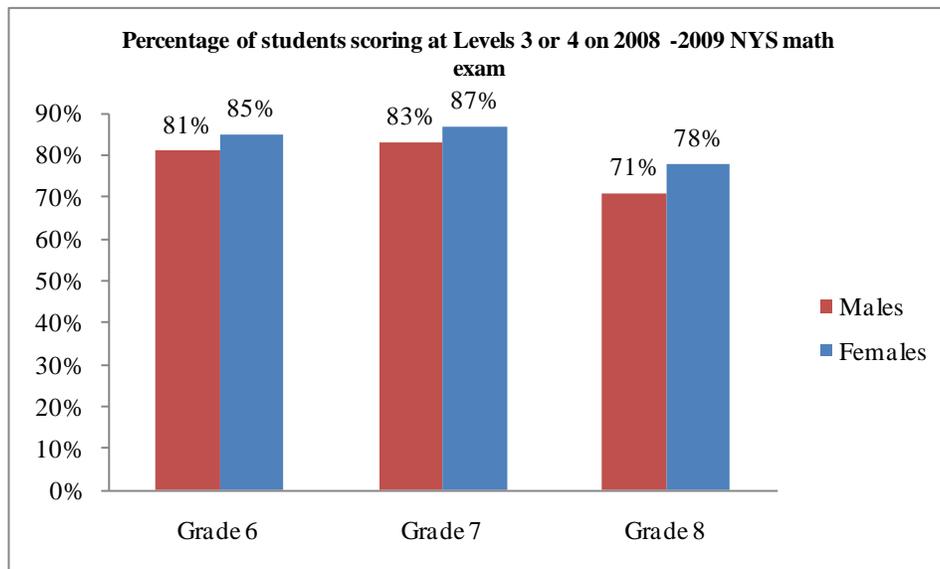
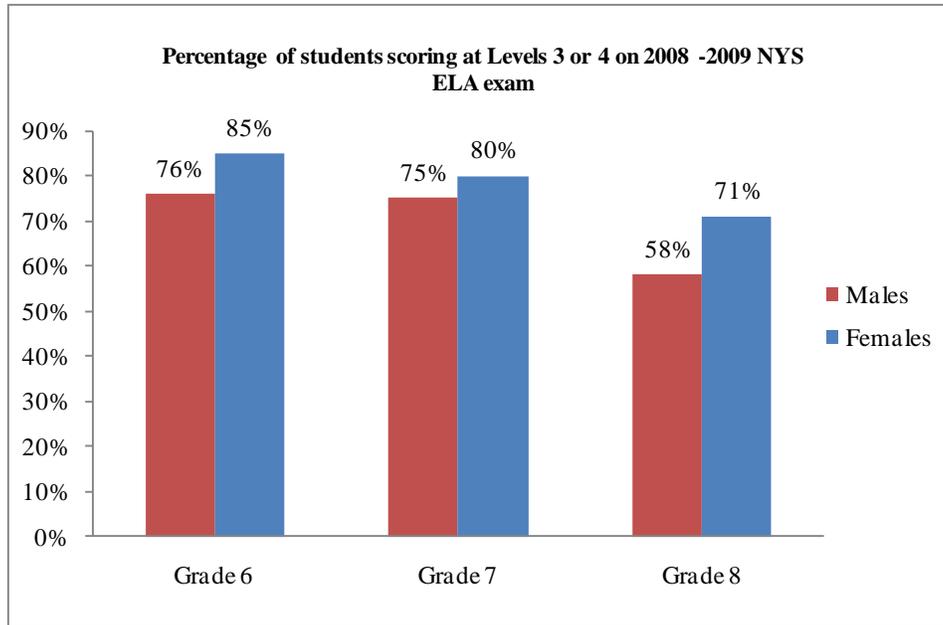
Like Boys' Latin of Philadelphia, our school will promote a comprehensive, standards-based educational experience that will build on the students' basic skills and knowledge and cultural awareness.

Students will receive their initial orientation to the Boys' Latin middle and high school curricula during the summers before they begin 6th grade and 9th grade respectively, through a two week intensive that includes an Outward Bound course. Through the Outward Bound experience, Boys' Latin students will embark on a three-day expedition across a nearby wilderness area. Some of the challenges students will encounter include rock climbing, rappelling, ropes course, canoeing and rafting, initiatives, and leadership workshops.

By successfully facing authentic outdoor challenges, Boys' Latin students will begin to realize their own capabilities. By living together in a wilderness setting and engaging in dialogue and discussion, students will foster powerful connections to each other and the environment. Exposing youth to unique, diverse, and engaging experiences supports one of the key goals of the Charter: To broaden students' appreciation of and interest in the world at large. Experiences such as the ones offered by Outward Bound will trigger curiosity, create a knowledge base beyond urban living conditions and reinforce the importance of a classical, 'traditional' curriculum – math, reading, writing, science, history – or the need to be well-rounded, well versed, and well prepared as 21st century leaders.

Why All Boys?

Statistically speaking, boys are far more likely to have problematic academic experiences and are 30% more likely to drop out of school. In fact, the academic performance of District 28, as highlighted below, suggests boys' academic performance is lagging behind their female counterparts at all grades tested on the New York State Assessments. Teachers in an all boys' school can teach effectively in ways which reach boys and appeal to their learning style. This allows a young man more ease in developing his full potential.



Extensive research has shown that boys tend to soften their competitive edge and become more collaborative in a single sex setting, allowing them to be themselves and not worry about the social stresses inherent in a co-educational environment. Boys are far more likely to participate in musical and artistic programming or learn a foreign language in single sex settings.

Why Study Latin?

Latin equips a student with a strong foundation for mastering Romance languages, modern inflected ones such as Russian and German, and even non-related tongues like Arabic, Chinese, and Japanese. Working with Latin broadens a person's notion of structures possible in English and other languages. In addition, 80% of the vocabulary of the Romance languages--French, Italian, Portuguese, Romanian, and Spanish--

is based on Latin. The non-English word structure and sentence patterns found in Latin help develop observant, analytical, and logical students.

Research shows that the study of Latin improves students' higher order thinking skills. In a paper entitled "Efficacy of Latin Studies in the Information Age", author Alice DeVane shares the following:

Higher order thinking skills, so necessary in today's information age, can be improved through the study of Latin. Carroll and Pimsleur listed four important language variables that are needed in order to learn a foreign language: phonetic coding, grammatical sensitivity, inductive language learning ability, and rote learning ability (Ganschow & Sparks, 1991). While modern languages require logical reasoning (Morgan, 1989), they focus on the four proficiencies of reading, writing, speaking and understanding the language. On the other hand, the study of Latin requires that students use the higher order thinking skills, like analysis, synthesis and evaluation while translating at greater levels of difficulty³.

A. Increase student achievement and decrease student achievement gaps in reading/language arts and mathematics

In keeping with our mission to provide a rigorous college preparatory education and set high expectations for academic achievement, Boys' Latin of Queens Charter School will maintain a strong focus on increasing student achievement and closing the achievement gap. The young men who attend Boys' Latin will be conscious players in their own educational success as they participate in their individual goal-setting process and reflect on their own performance. We believe by setting high expectations for performance, engaging students in their own success, and providing additional time and resources for students to follow their own individualized improvement plan, we will successfully increase student performance and certainly begin to close the achievement gap.

Boys' Latin's Instructional Program

The proposed college preparatory course of study at Boys' Latin offers an original and unique experience for young men looking for an intellectual challenge in the context of a nurturing environment. The four-year curriculum is an intellectual journey that provides a firm grounding in critical reading combined with learning multiple modes of written expression integrated into a body of knowledge that these students will carry on to university life.

- English Language Arts
Courses in English and Language Arts will focus on students developing an understanding of their values and their society so they might discover how to situate themselves in a dynamic and increasingly complex modern world. To facilitate this exploration, courses will center on careful examination of literature that both initiates and aids the development of these insights. We recognize that a student must master a variety of language skills if he is to participate successfully in our society. Among these skills is the ability to read critically, to interpret logically, and to communicate effectively in both oral and written expression. Throughout their career at Boys' Latin, students will learn how to communicate through various forms of written and oral language and read works representing diverse voices and experiences.

³ DeVane, Alice K., "Efficacy of Latin Studies in the Information Age", (1997). Paper submitted for PSY 702: Educational Psychology. Valdosta, GA: Valdosta State University.

- Mathematics
We will require that every student understand how to use mathematics to describe real-world phenomena and test and communicate their findings. Our intention is to have students assume responsibility for the mathematics they explore—to understand theorems that are developed, to be able to use tools and techniques appropriately, to know how to test results for reasonability, to learn to use technology appropriately, and to welcome new challenges whose outcomes are unknown. The goal is that students become self-sufficient in their learning and problem solving, able to access prior knowledge and appropriate resources in the pursuit of knowledge.
- History
The history curriculum at Boys' Latin will promote the idea that history continues to shape and influence our lives. In our courses, we will challenge our students to think critically, ask questions, and articulate ideas in historically supported arguments. We will consistently connect historical events to the modern day world so the students will understand the present, consider their own beliefs, and develop empathy for different cultures. We will support these ideas through a plethora of engaging activities such as Socratic seminars, role playing, debates, and writing assignments.
- Science
The primary goal of the Science curriculum will be to provide a comprehensive program to produce science literate students, well prepared to understand the world around them. To meet this goal, Boys' Latin will offer a variety of science classes directed towards students of all abilities and interests. Each course will offer a challenging, activity based curriculum infused with technology. Students will experience science through hands on labs, individual and group research projects, problem solving activities and class discussions. A broad based thematic approach will be provided in the entry level classes. Students may then choose more advanced classes in both physical and life science disciplines. Lab work is emphasized in all courses.
- Fine Arts
The Fine Arts curriculum at Boys' Latin will consist of Visual Arts, Acting, Presentation, Entrepreneurship, Music, Chorale, and Technology. The goal of the Fine Arts courses will be to bring out expression, talents, and introspection from our students. Boys' Latin students will get to choose the course they want based on their personal interests. Our dedication to the Fine Arts adds to the well-rounded education our students deserve.

B. Increase high school graduation rates and focus on serving at-risk high school student populations (including re-enrolled drop-outs and those below grade level)

Boys' Latin will provide extensive academic supports to ensure that our young men succeed not only through high school graduation, but are also well prepared to succeed in the post-secondary institution of their choice. Moreover, our school design, modeled after Boys' Latin of Philadelphia Charter School, which has been successful with at-risk high school students, emphasizes character building, leadership, and self-responsibility, all necessary elements for our young men struggling to rise above their circumstance. Our planning team has specifically designed our school to serve grades six through twelve, as we expect many of our students may be below grade level, to ensure sufficient time to provide the foundation necessary for high school success. We strongly believe we are well equipped to meet our young men where they are when they arrive and support them in reaching the high expectations we will set for them.

C. Focus on academic achievement of middle school student populations and preparation for transition to high school (if applicable)

Boys' Latin of Queens was modeled after Boys' Latin of Philadelphia Charter School, which serves young men from South Philadelphia in grades nine through twelve. We believe extending Boys' Latin of Queens down through grade six will allow us to better prepare our students for the rigors of high school. Our middle school students will be brought to grade level and cultured to share the responsibility for their own learning prior to reaching high school, allowing them a smoother transition. While Boys' Latin of Queens will accept students into ninth grade for open seats, we believe focusing on students during the middle school years will reduce the number of students requiring remediation as the rigors of the high school curriculum increase.

Studies have shown that “the dropout” mentality tends to take shape in the middle school grades. Students who are behind in elementary school tend to fall further behind in middle school. Peer pressure, changing classes and other factors create social pressures that can compound academic struggles. By high school, these students are often disengaged and more likely drop out of school⁴.

D. Utilize a variety of high-quality assessments to measure understanding and critical application of concepts

Boys' Latin's assessment process will be comprehensive and rigorous. We will primarily rely on standardized and diagnostic tests to assess student achievement throughout the life of the charter. The school will administer three types of assessments: criterion-referenced tests (CRT), and diagnostic unit and end of year tests. These assessments will provide the school with absolute, value-added and comparative measures.

Absolute/Comparative Measures

Boys' Latin will administer all New York State assessments, which will allow the school to assess how well the students are achieving the State learning standards in absolute terms and in comparison to similar schools in the district. We will also use any other state mandated assessments that are phased in subsequent to the application submission.

Growth Measures

Boys' Latin will use diagnostic interim assessments to provide intra-year assessments of student performance. The regular feedback provided by these tests will help students' teachers adjust and personalize student instruction throughout the year as necessary. These tests will measure grade level performance (i.e. below, at, or above proficiency) in specific skills and content knowledge (e.g., multiplying fractions, phonemic awareness, etc.). Also, these assessments allow instruction for a particular child's needs to be adjusted in real time each year, rather than waiting until end-of-year exams.

As highlighted below, students will undergo a benchmark assessment at the start of the year, which will be followed by a data review by instructional staff and subsequent grouping of students into one of the following six categories for both reading and math:

- Proficient in both – Students reaching proficiency are encouraged to set a goal that strives for advanced proficiency;
- Proficient only in one subject (either reading or math) – Emphasis is placed on the below basic subject and advanced proficiency in the other subject;

⁴ National Center on Education and the Economy. Tough choices or tough times: The report of the new commission on the skills of the American work force. Washington, D.C. 2007.

- Best shot at proficiency – Students just missing the mark, likely by one or two questions;
- Top of below basic – Students requiring a small amount of effort or support to achieve proficiency;
- Sitting solid – Students needing further support on specific concepts or topics; or
- Solid below basic – Students with large gaps in either understanding of content or effort.



Once students receive their categories and their performance/data report, they will be asked to undergo a brief reflection where they will be instructed to put a plus sign next to the category for which they performed the strongest, and a minus next to the two categories for which they scored the lowest. They will then work with their reading or math teacher, dependent on the subject area, to identify specific strategies they will use to improve their performance. Students will have opportunities in class, in study hall, or during Saturday school to work on improving their performance. Additional benchmarks will be administered to gauge improvement towards both individual and school goals over the course of the year.

E. Increase implementation of local instruction improvement systems to assess and inform instructional practice, decision-making, and effectiveness

Preparing middle school students will require rigorous use of student achievement data. Boys' Latin of Queens Charter School will collect data on students from multiple sources – formal and informal assessment, student work, teacher reports and disciplinary issues to form a complete picture of the student's progress and directly inform decisions about how best to support the student.

Data will also be used to improve the school as a whole. Assessment results will be tracked and analyzed in order to identify areas of the school's program or staff for improvement and correction. By rigorously studying the data generated through formal and informal assessment, Boys' Latin will develop a comprehensive and ongoing picture of the school's performance and instill a culture of continuous improvement.

F. Partner with low-performing, local public schools to share best practices

Boys' Latin of Queens Charter School will establish a relationship with low-performing district and charters in the surrounding community school district. The school will share best practices through annual seminars and workshops. By sharing our experiences and lessons learned, the schools in the vicinity of Boys' Latin will collectively improve the quality of instruction being provided.

Boys' Latin will have an "open-door" approach: Teachers and leaders from other neighborhood schools will be invited to come visit, observe classes and provide feedback at any time. Further, Boys' Latin will establish partnerships with elementary schools in CSD 28 to share information about the school's application process with parents.

G. Demonstrate the ability to overcome start-up challenges to open a successful school through management and leadership techniques

The planning team of Boys' Latin of Queens Charter School successfully planned and opened Boys' Latin of Philadelphia in 2007. The lead applicant is the founding principal of Boys' Latin of Philadelphia, bringing substantial awareness and expertise of the challenges of opening a new school, particularly a deep understanding of charter school facility acquisition, as well as critical knowledge of the inner workings and successes of Boys' Latin of Philadelphia. In addition, the planning team has begun conversations with Victory Education Partners, experts in supporting New York charter schools, regarding specific new school development and start-up support services.

H. Demonstrate the support of the school district of location and the intent to establish an ongoing relationship with such district

Boys' Latin of Queens Charter School will be designed and modeled after Boys' Latin of Philadelphia, where a deep relationship with the surrounding community has been key to the success of the school and the young men it serves. The founding team led the efforts to partner with the community in South Philadelphia and will lead the initial efforts to partner with the families, non-profit organizations, and businesses of CSD 28. In an effort to conduct significant outreach to the community, Boys' Latin will:

- Meet with the education committee of the local Community Board and Community Educational Council 28 to discuss the needs of the community and to establish a collaborative relationship.
- Host open houses in the community to introduce the founders, share information about Boys' Latin and its ability to educate all students.
- Create marketing materials in English, Spanish and other languages, as appropriate, which will contain a full description of the school's design and key elements.
- Place advertisements about the school in local newspapers such as El Diario and the Caribbean Times.
- Meet with local Faith-Based Organizations and conduct open houses for their membership.
- Meet with the Committee on Special Education (CSE) for CSD 28 to inform them about the school.
- Conduct a "listening tour" of the community. We will visit after-school programs and recreational centers, supermarkets, apartment complexes and organizations providing services to immigrant families to learn about community needs, and distribute promotional and recruitment materials.
- Establish partnerships with local Community Based Organizations to facilitate outreach and identify additional locations and organizations in the community to target.
- Provide a Spanish interpreter at recruitment events and information sessions.

All information pertaining to the Boys' Latin of Queens Charter School will be available in English and Spanish. Parents will be provided with interpretation and translation services to assist with completion of the application, answering questions or addressing concerns.

I. Provide access to viable education alternatives to students in regions where there are a lack of alternatives

Creating alternatives for young men at-risk of academic failure is central to the mission of Boys' Latin of Queens Charter School. The members of our planning team have seen firsthand how provision of a successful education alternative can change a community through its experience in South Philadelphia. There are currently few schools of choice in District 28 and families' options for secondary school are frequently constrained to the local district school or expensive private schools. In fact, there is only one elementary charter school in the district currently serving grades kindergarten through first. Boys' Latin seeks to create another option for CSD 28 families.