

PART I - ELIGIBILITY CERTIFICATION

12NY9

The signatures on the first page of this application 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 has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress 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, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals 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 and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. 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.
9. 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.
10. 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

12NY9

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 29 Elementary schools (includes K-8)
 (per district designation): 14 Middle/Junior high schools
15 High schools
0 K-12 schools
58 Total schools in district
2. District per-pupil expenditure: 13527

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Urban or large central city
4. Number of years the principal has been in her/his position at this school: 2
5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	54	42	96		7	0	0	0
1	66	56	122		8	0	0	0
2	90	93	183		9	0	0	0
3	60	76	136		10	0	0	0
4	63	49	112		11	0	0	0
5	0	0	0		12	0	0	0
Total in Applying School:								649

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
1 % Asian
75 % Black or African American
16 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
1 % White
7 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting 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.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 3%
This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1, 2010 until the end of the school year.	0
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	16
(3)	Total of all transferred students [sum of rows (1) and (2)].	16
(4)	Total number of students in the school as of October 1, 2010	541
(5)	Total transferred students in row (3) divided by total students in row (4).	0.03
(6)	Amount in row (5) multiplied by 100.	3

8. Percent of English Language Learners in the school: 6%
Total number of ELL students in the school: 38
Number of non-English languages represented: 7
Specify non-English languages:

Bambara, French, Fulani, Mandinka, Moldavian, Spanish, and Wolof

9. Percent of students eligible for free/reduced-priced meals: 77%

Total number of students who qualify: 498

If this method does not produce 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.

10. Percent of students receiving special education services: 15%

Total number of students served: 96

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>0</u> Autism	<u>3</u> Orthopedic Impairment
<u>0</u> Deafness	<u>12</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>23</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>59</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

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>6</u>	<u>0</u>
Classroom teachers	<u>39</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>10</u>	<u>7</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>7</u>	<u>0</u>
Total number	<u>62</u>	<u>7</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1:

28:1

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

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	96%	96%	97%	96%	96%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	_____ 0%

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

No

Yes

If yes, what was the year of the award?

Our mission is two-fold:

We serve our scholars by preparing them to graduate from selective colleges and succeed in life. We also reform the public school system in ways that help all children gain access to a world-class education.

By launching and sustaining excellent elementary schools that offer a broader base of learning for significantly less money than traditional public schools, SA intends to reverse the trend of low student performance. SA currently operates nine charter schools in New York City and expects to launch a total of 40 schools in the next 10 years, with five schools opening in August 2012.

Currently, the school is comprised of more than 90% African American or Hispanic students. More than 75% of the student body qualifies for Free or Reduced Price Lunch. Despite serving a high-need population, Success Academy Harlem 1 has defied the odds to achieve outstanding results on internal and external assessments year after year.

For the third straight year, Success Academy Harlem 1, remained one of the best public schools in New York State. In 2010, Harlem Success Academy outperformed the New York City average scores by over 40% and was the #1 charter school in the city. In 2011, the tradition of excellence continued. Success Academy Harlem 1:

- Outperformed its school district (District 3, which includes the Upper West Side of Manhattan) by 34 percentage points.
- Outperformed District 2 (the affluent Upper East Side of Manhattan, the wealthiest district in NYC) by more than 15 percentage points.
- Outperformed the wealthy suburb of Scarsdale, NY by 6 percentage points.
- Outperformed the New York City average by over 42 percentage points.

Though these results are one metric for success, we believe the state assessments are a low and narrow bar and do not give insight into whether children love learning, are excited to come to school, are engaged in their lessons and uphold the school values. Thus, we use our own standards to measure success, including in-class observations and parent and staff satisfaction surveys.

At Success Academy, we believe that from the moment you walk into a school, it is obvious whether the adults care about the students, whether the students love being there and whether everyone is focused on achieving common goals. That is what we call school culture. The foundations of our culture are closely linked to our shared values.

Our schools are focused on ensuring that our scholars will graduate from highly selective colleges. College is a hallmark of our culture and is infused throughout our schools. We begin by referring to our classrooms using the year the scholars will graduate from college. From the moment students are accepted into a Success Academy they hear and see the benefits of a college education every day. Scholars are not in Ms. Jackson's or Mr. Derek's class, but rather in Brown University or Spelman College (the alma mater of the classroom teacher). Every classroom is adorned with a college corner with banners and pictures of famous alumni from the teacher's alma mater complete with photographs of the teacher graduating from college. By the time our scholars graduate from middle school, they will have visited no fewer than nine colleges, from community colleges to Ivy League universities, making the goal of going to and graduating from college a natural link and a tangible goal. Success Academy also works with its

students and their parents on issues of college expectations, access, and affordability.

Our scholars know we have high expectations because we ask them and our entire community to go beyond expectations each and every day. They're asked to work harder today than they did yesterday, think creatively and never stop at what immediately meets the eye. We call this "Beyond Z," named after a famous book by Dr. Seuss. Take just a few steps down one of our hallways and you will see bulletin boards, posters and student artwork that all bring this idea to life.

We teach our scholars to live our school values by taking responsibility for their own actions, asking questions, giving their best, being honest and trustworthy, being nice and thoughtful members of their communities and never looking for the easy way out. Our teachers celebrate and reward scholars who demonstrate these values in variety of ways. There is a crown to wear for the day, a badge to proudly display on their uniform and a special "shout-out" during morning meeting.

These elements – from college readiness beginning in Kindergarten to living the values of our school culture – are all hallmarks of our school model. We have achieved outstanding results every year because we recruit, hire, and train the best and brightest teachers and school leaders and we strategically plan their responsibilities so they are solely focused on providing the most outstanding education to our scholars. This method has proven successful beyond the walls of our first school; we are growing to serve nearly 4,700 students in 14 schools next year.

1. Assessment Results:

Teachers at Success Academy – Harlem 1 (SA-H1) administer the Fountas & Pinnell Benchmark Assessment (F&P) to all scholars to track performance and growth in reading. F&P is a reading assessment administered one-on-one between a tester and scholar. During a testing session, scholars will read stories at their level while the tester tracks the accuracy of their reading with a running record. The tester then conducts a “comprehension conversation” during which the tester will ask the scholar questions about what s/he has read so the tester can gauge comprehension. The accuracy and comprehension scores help testers determine scholars’ “independent reading levels.” These levels help teachers understand what types of books scholars can read on their own.

Success Academies administers the F&P test at all its nine schools. Though it is administered one-on-one, we standardize administration in the following ways:

- a) All teachers receive the same training, which is provided centrally. All teachers within a grade across nine schools are trained simultaneously to ensure it is the same training for every teacher.
- b) Testing coordinators at each school quality control all tests in the following way:
 - studying all testing materials to ensure teachers recorded results accurately and that scholars’ independent reading levels were found properly
 - observing testers in action to make sure they are administering F&P in a consistent manner.
- c) Network testing coordinators visit each school to observe testers and study tests
- d) Testing is completed by different teachers across the grade so it is “random.”

SA-H1 holds its teachers and scholars to high standards of achievement as evidenced by F&P standards. The publishers provide users with benchmarks for what would be considered adequate end-of-year performance at each grade level. SA-H1’s performance goals are consistently at the top of these ranges, or higher.

Since it began administering state tests in the Spring 2009, SA-H1’s test scores have held steady despite two trends that have decreased scores for other schools and charter management organizations. First, since 08-09 SA-H1’s pool of scholars taking state tests has more than tripled. Testing grades also expanded from just third grade in 08-09 to grades 3-6 this year. Other organizations have struggled to maintain consistent results while scaling. Second, New York State has steadily increased the rigor of state assessments since 08-09. They began in 09-10 by dramatically increasing the stringency of the cut scores and requiring a much higher scale score to achieve proficiency. As a result of this shift, proficiency levels state-wide plummeted. SA-H1 did not see a similar decrease in proficiency rates. In 10-11, New York State increased test rigor by making the tests significantly longer. Most dramatically, on day one of the ELA test, the number of reading passages was increased from four to seven. This meant that last year, scholars as young as eight years old had to read seven reading passages in one seventy-minute block and answer 35 questions. Again, because of these changes, statewide proficiency rates decreased. SA-H1’s scores, however, held steady during this time.

The share of scholars scoring advanced in ELA dropped from 23% to 6.7%. In math, the advanced rate dropped from 70% to 47.1%. As discussed above, testing changes account for this decrease. However, SA-H1 continues to seek out strategies for challenging our highest performing scholars to ensure they are performing up to their potential. SA-H1 uses a variety of strategies to target highest performers including parental involvement, small-group enrichment tutoring and differentiated reading and math instruction. Teachers also conference with scholars themselves and establish growth targets so that scholars are always pushing themselves to improve.

The most recent test scores from 10-11 show that the only subgroup trailing all scholars by more than 10 percentage points was Students With Disabilities on the ELA test. Whereas 85% of all scholars achieved proficient, only 65% of Student With Disabilities did the same. To bridge this achievement gap, we have piloted a Leveled Literacy Intervention (LLI) program for all scholars reading below grade level. LLI provides teachers with a structured and scripted way to meet daily with small groups of struggling readers. It gives scholars “intensive support” to help them read on grade level.

For these struggling readers, we also offer tutoring afterschool and on Saturdays. Tutoring sessions are highly structured, allowing teachers to maximize learning.

2. Using Assessment Results:

Success Academies has created the infrastructure to translate assessment data into real-time improvement in the classroom. We have also built a culture where leaders and teachers eagerly anticipate assessment results to understand their scholars’ strengths and growth areas. SA-H1 is thus part of a web of schools, each with many sets of eyes studying assessment data and using it to drive instruction. In this way, SA-H1 both contributes to and benefits from this web, which is comprised of the network, schools and parents. Here we discuss how each entity learns about scholars’ performance and uses assessment data to increase scholar learning.

Knowing that time is our most precious commodity, we start with a testing calendar, our most important tool for building data-driven instruction. Before the beginning of the school year, Success Academies creates a testing calendar, which shows when every test that year will be administered. To that calendar we add dates by which teachers will be trained to administer the test, due dates for results to be sent to the network and dates by which data reports will become available to schools. We then preemptively schedule all data meetings to occur shortly after tests are completed. Planning the entire year allows everyone to anticipate tests and make time to study results. All this planning allows us to overcome the one major obstacle that prevents schools from being more data-driven: not having the time to do it. We build in that time so it’s part of the normal school day.

At the network level, once we gather assessment results from all schools, including SA-H1, we create reports in 12-24 hours. Network leaders meet soon thereafter to discuss trends in the data. We look at discrepancies between schools and teachers to understand question types and standards that scholars struggled with. We also look at year-over-year trends to see how current results stack up against results from previous years. We analyze all data with an eye towards actionable next steps. Our main goal when presenting results to leaders is to give folks 3-5 ambitious but achievable next steps.

Network leaders then meet with school leaders, which include principals and leadership residents, to discuss trends and next steps. Discussing results allows everyone to sharpen our collective understanding of results and the immediate steps we must take to improve instruction. As part of this collective discussion, SA-H1 is able to offer and gain insights to and from other schools within the network.

At the school level, SA-H1’s leaders meet with teachers within 48 hours of the test. The purpose of this meeting is to further to dig into the data. In preparation for this meeting, the network provides each school with line-item analyses and a breakdown of test items by standards. This allows schools to look at results on a more granular level to understand what topics must be re-taught to whole classes, which scholars require smaller group instruction, what topics to cover during tutoring, etc. Teachers work collectively in their grade-level teams to create re-teach lesson plans and share responsibilities in and around small group instruction.

In order to engage parents, SA-H1 has adopted formal and informal methods for communicating results home. Informally, teachers call parents to let them know how scholars performed on tests. Parents are also informed of when scholars take tests and often call teachers to find out how their scholars did. Each teacher has a school-issued mobile phone to ensure open lines of communication with parents and adhere to a strict 24-hour policy for returning parent calls.

SA-H1 has also set formal communications with parents. Teachers send home letters after major tests to inform them of their scholars' performance and growth. Also, every 8-10 weeks, SA-H1 also sends home progress reports, which aggregate assessment data by subject to give parents a holistic sense of how their scholars are doing.

3. Sharing Lessons Learned:

Success Academy Charter Schools CEO Dr. Eva Moskowitz was the first principal of Success Academy Harlem 1. Dr. Moskowitz travels to several conferences each year and speaks on panels sharing information about the Success Academy educational model. Dr. Moskowitz has presented at the National Charter Schools Conference, the Yale School of Management Education Conference, and numerous others. Audiences range from teachers and school leaders to leading education reform policy makers.

Our Director of Literacy, Arin Lavinia, along with Eva Moskowitz, have co-authored a book on the literacy curriculum developed in house at Success Academy Charter Schools. The book is scheduled to be published later this year. In addition to the written component of the book, there is a dvd included which shares several short video clips that demonstrate effective instructional practices on a variety of topics. The network has collected thousands of these videos of our own high quality teachers through our in-house online streaming media system, EduTube. On EduTube, teachers can view over 15,000 video lessons and share best practices. The book will provide an excellent opportunity to share what Success Academy has learned with a much wider audience.

We have an open door policy at all of our schools that allows visitors to observe our classes in action. Our best-in-class teacher development and training program is called "T School," as a play on Business School's nickname, B School. T School currently trains all of our teachers. In future years, we will have the capacity to welcome teachers from outside of the network to learn along with our teachers. This is a tremendous opportunity to share effective practices learned in every area- from classroom management to writing techniques.

Beyond learning from our own network of nine schools, teachers and school leaders enjoy learning from their peers at outside conferences. Some examples of conferences they have recently attended include: the Teachers' College Conferences, the National Council of Math Conference, National Science Teacher Association Conference, the DMI Math Conference, and the Understanding by Design Conference.

4. Engaging Families and Communities:

Each year, we provide several Family Academic Events for our parents to encourage deep involvement in their child's academic progress. The school is a collaborative environment where parents play an integral role in the successful education of students. We have found that parent involvement is a very important element of student success.

Parental involvement begins immediately after the admissions lottery in April. Each accepted child and his/her family attends at least five different school events as part of an extensive summer education process. Through this process, we familiarize parents with the culture and academics of the school. Showing parents ways to be involved gives them tools to support the schools' rigorous instructional program. These summer events are essential to our success. They familiarize children with their new school so when they arrive in August for school, classes can immediately begin the important business of learning. Strong parental involvement continues throughout the year through many family events such as family math nights, reading nights, science fairs, soccer games, chess tournaments, art exhibits, and music productions. To further reinforce education at home, parents are asked to complete monthly reading logs with their children by reading a book with them at least six nights each week.

Additionally, we work closely with schools and educational agencies across New York City – including zoned public schools, the Archdiocese and other charters such as Democracy Prep, Girls Prep, KIPP,

Explore, Uncommon Schools and Achievement First – to raise awareness about parent choice. Our partnerships with these groups have culminated in events like the Harlem Education Fair, which attracted 3,000 people at its peak. As part of our goal to promote education reform outside the walls of our schools, we also partner with the New York City Charter School Center and the New York Charter Schools Association on advocacy efforts. Success Academy worked with the Hunter College School of Education on our custom-designed video library, EduTube. Finally, we work with the Children’s Aid Society to connect our students to extracurricular activities.

1. Curriculum:

The educational goal is not merely proficiency on assessments or high school graduation, but rather a strong, well-rounded education that prepares scholars to graduate from college and succeed in life.

Our school day provides every scholar with a research-based and results-driven, rigorous curriculum aligned with Common Core and New York State standards. This gives them the ability to exercise their cognitive and physical muscles, bring out their inner artist or scientist and explore the world around them. On any given day, our scholars might dive into a compelling book, hypothesize about whether an object will sink or float, mold the perfect papier-mâché dragon head, sing songs, solve the word problem of the day, checkmate a fellow scholar, write a compelling story or score the winning goal. Using college graduation as our end goal, we identify the essential skills and concepts that are needed for our scholars to succeed.

SA has a keen focus on rigorous instruction in literacy, math, and science while also committing that these core academic subjects do not eclipse other important subjects and activities. Success Academy curriculum also includes geography, visual arts, music, dance, chess, typing, computer programming, and team sports. We use New York City as a vibrant classroom. Scholars explore countless museums, historical landmarks, and cultural places of interest on their weekly field studies. Then they create meaningful projects integrating what they've learned as part of their Social Studies curriculum.

Scholars also engage in visual arts, dance and music throughout the week to allow their creativity to flourish. We believe that the arts are an integral part of educating the whole child and we ensure that all scholars are able to participate in this kind of exploration.

Visual Arts give all scholars the opportunity to express themselves creatively through a variety of media. Scholars are also introduced to both Contemporary and Traditional Art History concepts to provide a baseline for understanding and points of connection. They participate in both independent and collaborative projects that support social growth.

Kindergarten through 2nd grade scholars study a variety of percussion instruments including drums, maracas and xylophones. Third grade scholars begin to explore the melodies produced by the recorder. Middle school scholars have the opportunity to play a school band instrument in the school's growing jazz band.

In Kindergarten through 2nd grade, we introduce our scholars to different types of sports and activities including things like soccer, basketball, dodge ball, track and field, and kickball. We use fun and encouraging ways to learn the rules of each sport. For 3rd grade and up, our curriculum builds on this introduction and concentrates on competitive team play as well as more complex sports like flag football or tennis.

2. Reading/English:

Our in-house literacy curriculum, THINK Literacy, was designed to prepare scholars for any reading or writing challenge they will encounter throughout their education.

There are five reading components to the curriculum:

Shared Text helps scholars interpret brief texts in a highly engaging way. It helps them develop and refine their critical thinking skills. First, scholars determine the meaning of the text and learn to find evidence to support their ideas. Then, scholars closely examine the use of language, punctuation and various literary devices to understand how the author conveyed the central idea. Scholars then write to show their

understanding of the text they've been reading.

Guided Reading is a powerful tool to help deepen our scholars' understanding of books and then help them rapidly improve the level at which they read and understand books. Small groups of scholars work with their teacher to read and understand a book that is one Fountas and Pinnell level above where they are reading independently. The teacher introduces the book and provides individualized coaching during Guided Reading so that scholars are able to read increasingly more difficult books.

Our Read Alouds and Book Discussions encourage scholars to fall in love with great books and to think critically about them. The teacher reads to the class and verbalizes what she is thinking as she reads to help scholars understand how an excellent reader thinks through a text. During strategic points throughout the book, the teacher asks scholars to discuss a part of the book to further their understanding. This leads into a whole class discussion involving scholars discussing and debating the book.

The daily Reading Workshop provides time for scholars to read each day and encourages them to think and write about the books they are reading. During the Reading Workshop, the teacher first introduces one aspect of excellent reading by explaining and modeling it. Scholars then go back to their reading spots with books that are appropriate to their reading level so they can read independently and continue to write about their reading.

Word Study covers phonics, vocabulary, spelling and grammar instruction in order to ground scholars in the fundamentals and conventions of written and oral language.

Students are grouped across classes and grades by reading ability level. Regrouping gives each teacher opportunities to work intensively with students, one reading level at a time. This curriculum was developed to meet our scholars' individual learning needs.

3. Mathematics:

The Math curriculum encourages scholars to develop theoretical, conceptual and practical mathematical skills. The program is centered on activity-based investigations, which encourage scholars to think creatively, develop their own approaches to problem solving and work cooperatively. Scholars are consistently writing, drawing and talking about math in order to strengthen their skills. The goal is to benchmark our students not against their U.S. counterparts, but more mathematically advanced countries such as Singapore, Korea, and Finland. These are the students they will compete against in the future.

Throughout the day, each scholar solves problems using their own mathematical strategies; these strategies are then shared with the entire class in order to advance all students' mathematical understanding.

We use adapted Cognitively Guided Instruction strategies, which we call "Number Stories." They solve problems independently while teachers scan their work, checking for understanding and looking for innovative and sophisticated strategies to share with the class to encourage both logical and creative solutions.

No Hesitation Math is a daily review of math facts to improve with quick computation. This complements the Number Stories curriculum with something more concrete.

We use a variety of techniques to build competency in math, including the Counting Jar. Every scholar has a jar with tiles of different quantities. They are responsible for counting manipulatives in two different ways and then they represent their counting work on paper. As scholars progress, they get more tiles in their jar. This activity is done regularly so scholars develop strong methods for counting, a basic skill for math. In third grade they advance to counting "money" in their jars. Our teachers help facilitate mathematical learning; however, it is the scholars' work that guides the lessons. The structure of our math and literacy programs provides built-in differentiation. For instance, the counting jar allows all scholars to practice counting skills aligned to their needs.

We use technology to differentiate math instruction through a program called DreamBox, a Common Core standards-aligned program that empowers teachers to differentiate. With real time data dashboard reporting for teachers, all student progress is carefully tracked and measured. All the while, students are engaged in a powerful, aligned tool that is so engaging it feels like a game. This system is available to them both at school and at home, so students can continue learning at home.

4. Additional Curriculum Area:

As any parent knows, children love to ask questions and our schools capitalize on our scholars' natural curiosity with a hands-on approach to science. We are one of the only schools in the country to offer science 5 days per week, starting in Kindergarten. By the end of Kindergarten, our scholars will have conducted 135 experiments. Scholars receive 50-minute lessons in a dedicated science lab every day in a unique discovery-based science program. Nationally, science has taken a back seat to literacy and math in many elementary schools, with the National Assessment of Educational Progress showing that only 3% of African-American high school seniors were proficient in science. In Harlem, only 25% of eighth-graders passed the state science test. At Success Academies, students do not simply read about squid, they dissect them.

We have dedicated Science teachers and labs for Science. It not taught by the scholars' core teacher as it is in a typical elementary school model. We have science labs where scholars are able to learn appropriate scientific procedures, handle lab equipment, and conduct experiments to support hands-on learning. At Success Academy Harlem 1 we incorporate the three main disciplines of science—Life, Physical and Earth—into every year. That means that on any given day, a scholar could be dissecting an animal, collecting data on plant growth, building a pulley, programming a robot, or even conducting scratch tests to identify minerals.

Scholars study plants by observing their growth, dissecting their parts and comparing their different methods of reproduction. Every year, plant units get more and more rigorous and by 3rd grade, scholars are learning about photosynthesis. Scholars study a different animal every year, conducting tests to determine what kind of habitat to which the animals belong.

Scholars learn the fundamentals of physics by building robots and simple machines. In Kindergarten, scholars program Bee-Bots to move across the room and hold "dance" competitions with their bots. By 5th grade, scholars are building and programming LEGO Mindstorm robots.

5. Instructional Methods:

At Success Academies, we offer a wide variety of supports to ensure student academic success. We believe that given the right supports all children can reach our rigorous benchmarks. Beyond the built-in differentiation of our curriculum, we also provide scholars who are struggling with supports that include: tutoring both during and after school, practice groups, additional homework, opportunity academies on the weekend and in the summer, and special education services.

We believe in teaching our scholars about technology by integrating it into our learning environment. Scholars receive instruction in typing and computer skills, but also interact with technology on a daily basis in the classroom. Beginning in 2nd grade, our scholars learn how to touch-type through a fun and interactive program. They also use various programs to differentiate such as DreamBox for Math instruction. In 5th grade our scholars receive laptop computers to use at school and to take home in addition to the shared use of e-readers. Providing scholars with access to cutting edge technology helps to differentiate, engage, and track student learning. It also provides access to our scholars so they will be prepared to compete with their more affluent peers in competitive colleges.

For at-risk students attending its schools, the Success Academy curriculum is designed to serve their academic needs. Success Academy's core THINK literacy curriculum is designed to meet students at their

individual reading and writing levels in a rigorous way. Another component of the instructional program is Success for All (“SFA”). The curricula is research-based and designed to provide rigorous instruction that meets the needs of at-risk students through targeted whole-class instruction and flexible small groups throughout the day.

The Success Academy literacy program uses an internal progress check quarterly for every child. Assessment data is used to design appropriate interventions, guide instruction, and move students into higher reading levels ensuring that no child is left behind. Professional development addresses in-class differentiation, using writing samples, guided reading support, and individual student differentiation plans.

Success Academy schools use an intensive intervention program to provide struggling students with remedial instruction. After each literacy and math assessment, an action plan is created through the Response to Intervention (RtI) process for any students identified as needing remedial instruction (any scholar assessed at below grade level). Through the RtI plan, any below grade level students receive targeted in-class or tutoring interventions that are tracked throughout the RtI cycle.

6. Professional Development:

We have found that investing in our teachers with our intensive year-round “T School” is creating invaluable returns on student achievement as well as our ability to grow future school leaders. SA has developed a battery of pedagogical strategies that use hands-on training and real classroom experience under master teachers to rapidly improve teachers’ practice, providing over 300 hours per year in best-in-class teacher development.

T School will serve nearly 3,500 teachers and school leaders over the next 5 years, both within our network of schools, as well as external fellows who can come train with us to learn the SA educational model. Elements of this program are highlighted here:

- Content Mastery - Our teachers develop an unwavering grasp of the material they will be sharing with their students and improve their own learning skills as they prepare lessons at daily Study and Implementation Meetings.
- Highly Effective Instruction - The complex skill set necessary to deliver lessons that fully engage students and create dramatically improved results is shared through observations of both live classes and the EduTube digital library, Teachbacks with master teachers, and Lab sites. Through these resources and experiences in additional workshops, teachers learn to accept direct feedback and analyze data from the classroom – both of which drive continuous instructional improvement throughout the year.
- Study and Implementation Meetings prepare teachers to deeply understand the content they will be teaching. These meetings also serve as a forum to study specific lessons and work to identify the underlying purpose and determine “pre-mortems” to identify where the adults might go wrong and where the students might struggle.
- Teach-backs rapidly improve teacher implementation through repeated practice and direct feedback around a single lesson or type of lesson. Highly-skilled Teachback leaders lead rapid-fire Teachbacks in which each teacher in a group of about ten teaches the same lesson in quick succession. After each person teaches for three minutes, the Teachback leader gives very direct feedback on what the teacher did well and what needs to be improved. The expectation is that after the first person receives feedback, the next teacher will incorporate that feedback, so the tenth teacher will do a significantly better job than the first. Each Teachback involves at least two rounds so the teacher who went first has a chance to incorporate the lessons learned from his or her peers who taught later.

7. School Leadership:

Within the Success Academy network, the ultimate instructional leader at the school is the principal. We call this role “Leader.” The school leader is focused on motivating and inspiring school staff, scholars and parents to meet and exceed our high standards. The leader of the school has a strong focus on instruction. She is held accountable for not only ensuring high levels of student achievement, but also for the continuous improvement of the school and its staff. Her most important responsibilities include supervising and evaluating instruction through daily observations and coaching of instructional staff. Jackie also builds on the strong community that exists and inspires everyone in the school community to live our values, continuously improve in student achievement, and to make school a joyful place for all of our scholars. We have a training program to prepare our school leaders for this rigorous experience. The Leadership Residency program is designed to provide training, resources and coaching to aspiring school leaders. In the same way that a medical student is a resident first, school leaders are trained through a yearlong, intensive, hands-on program that prepares them to lead.

We also divide many of the traditional roles of the principal among other staff members so the principal can focus on instruction. We have a team of other administrators including Deans, Business Operations Managers, and Student Achievement Managers to manage other aspects of the traditional principal role. The Business Operations Manager, for example, is responsible for logistics of all school-wide events, managing the school’s budget and overseeing all parent communications. They develop operational systems and manage the school operations team while our principals focus on instructional decisions and systems.

Because we have a network of support that provides top-notch services to the school, we are able to share learning across all of our schools. Centralized teams include Human Resources, Instructional Development, Data and Accountability, and many more. All of these centralized services empower the school to focus on raising the bar of rigor every day.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3
Test: NY State Math

Edition/Publication Year: Publication is issued each year

Publisher: CTB/McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May		
SCHOOL SCORES					
Meets proficiency standard + exceeds proficiency standard	98	97	100		
Exceeds proficiency standard	34	65	70		
Number of students tested	108	62	60		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets proficiency standard + exceeds proficiency standard	97	98	100		
Exceeds proficiency standard	32	67	73		
Number of students tested	79	49	43		
2. African American Students					
Meets proficiency standard + exceeds proficiency standard	98	94	100		
Exceeds proficiency standard	35	55	68		
Number of students tested	84	31	50		
3. Hispanic or Latino Students					
Meets proficiency standard + exceeds proficiency standard	100	100			
Exceeds proficiency standard	36	64			
Number of students tested	22	14	6		
4. Special Education Students					
Meets proficiency standard + exceeds proficiency standard	100	100	100		
Exceeds proficiency standard	7	50	60		
Number of students tested	14	10	10		
5. English Language Learner Students					
Meets proficiency standard + exceeds proficiency standard	100				
Exceeds proficiency standard	43				
Number of students tested	14	1			
6.					
Meets proficiency standard + exceeds proficiency standard					
Exceeds proficiency standard					
Number of students tested					
NOTES:					

Harlem Success Academy 1 opened in 2006 as an elementary school. As our students have grown into middle school grades, we have started incubating a middle school on the campus of our elementary school. The middle school has a separate leader and teachers and this summer will move into another building. Harlem Success Academy 1 Elementary School currently serves grades K-4, while the middle school serves students in grades 5-6 and will eventually grow to serve grades 5-8. The student achievement results scored by the students who are now in middle school at Harlem Success 1 are included in this report, but the demographics reported are only related to grades K-4 to appropriately capture the population at the elementary school. Since we grow one grade per year, 2010-11 was the first year we had scores for 5th grade. 2009-10 was the first year we had scores for 4th grade. We use the tests mandated by our state. Our largest subgroup is already reported within the results above.

12NY9

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: NY State ELA

Edition/Publication Year: Publication is issued each year Publisher: CTB/McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	Apr	May		
SCHOOL SCORES					
Meets proficiency standard + exceeds proficiency standard	81	89	95		
Exceeds proficiency standard	6	31	23		
Number of students tested	108	62	60		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets proficiency standard + exceeds proficiency standard	82	88	93		
Exceeds proficiency standard	6	35	33		
Number of students tested	79	49	43		
2. African American Students					
Meets proficiency standard + exceeds proficiency standard	80	84	94		
Exceeds proficiency standard	7	29	24		
Number of students tested	84	31	50		
3. Hispanic or Latino Students					
Meets proficiency standard + exceeds proficiency standard	91				
Exceeds proficiency standard	0				
Number of students tested	22	6	6		
4. Special Education Students					
Meets proficiency standard + exceeds proficiency standard	64		70		
Exceeds proficiency standard	0		0		
Number of students tested	14	9	10		
5. English Language Learner Students					
Meets proficiency standard + exceeds proficiency standard	86				
Exceeds proficiency standard	0				
Number of students tested	14				
6.					
Meets proficiency standard + exceeds proficiency standard					
Exceeds proficiency standard					
Number of students tested					
NOTES:					
Harlem Success Academy 1 opened in 2006 as an elementary school. As our students have grown into middle school grades, we have started incubating a middle school on the campus of our elementary school. The middle school has a separate leader and					

teachers and this summer will move into another building. Harlem Success Academy 1 Elementary School currently serves grades K-4, while the middle school serves students in grades 5-6 and will eventually grow to serve grades 5-8. The student achievement results scored by the students who are now in middle school at Harlem Success 1 are included in this report, but the demographics reported are only related to grades K-4 to appropriately capture the population at the elementary school. Since we grow one grade per year, 2010-11 was the first year we had scores for 5th grade. 2009-10 was the first year we had scores for 4th grade. We use the tests mandated by our state. Our largest subgroup is already reported within the results above.

12NY9

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: NY State Math

Edition/Publication Year: Publication is issued each year Publisher: CTB/McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May			
SCHOOL SCORES					
Meets proficiency standard + exceeds proficiency standard	100	93			
Exceeds proficiency standard	64	50			
Number of students tested	58	58			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets proficiency standard + exceeds proficiency standard	100	93			
Exceeds proficiency standard	62	51			
Number of students tested	42	43			
2. African American Students					
Meets proficiency standard + exceeds proficiency standard	100	94			
Exceeds proficiency standard	63	48			
Number of students tested	48	48			
3. Hispanic or Latino Students					
Meets proficiency standard + exceeds proficiency standard					
Exceeds proficiency standard					
Number of students tested	9	6			
4. Special Education Students					
Meets proficiency standard + exceeds proficiency standard					
Exceeds proficiency standard					
Number of students tested	7	8			
5. English Language Learner Students					
Meets proficiency standard + exceeds proficiency standard		93			
Exceeds proficiency standard		50			
Number of students tested	1	58			
6.					
Meets proficiency standard + exceeds proficiency standard					
Exceeds proficiency standard					
Number of students tested					
NOTES:					
Harlem Success Academy 1 opened in 2006 as an elementary school. As our students have grown into middle school grades, we have started incubating a middle school on the campus of our elementary school. The middle school has a separate leader and					

teachers and this summer will move into another building. Harlem Success Academy 1 Elementary School currently serves grades K-4, while the middle school serves students in grades 5-6 and will eventually grow to serve grades 5-8. The student achievement results scored by the students who are now in middle school at Harlem Success 1 are included in this report, but the demographics reported are only related to grades K-4 to appropriately capture the population at the elementary school. Since we grow one grade per year, 2010-11 was the first year we had scores for 5th grade. 2009-10 was the first year we had scores for 4th grade. We use the tests mandated by our state. Our largest subgroup is already reported within the results above.

12NY9

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: NY State ELA

Edition/Publication Year: Publication is issued each year Publisher: CTB/McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	Apr			
SCHOOL SCORES					
Meets proficiency standard + exceeds proficiency standard	86	86			
Exceeds proficiency standard	3	5			
Number of students tested	58	58			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets proficiency standard + exceeds proficiency standard	88	88			
Exceeds proficiency standard	5	2			
Number of students tested	42	43			
2. African American Students					
Meets proficiency standard + exceeds proficiency standard	83	88			
Exceeds proficiency standard	4	6			
Number of students tested	48	48			
3. Hispanic or Latino Students					
Meets proficiency standard + exceeds proficiency standard					
Exceeds proficiency standard					
Number of students tested	9	6			
4. Special Education Students					
Meets proficiency standard + exceeds proficiency standard					
Exceeds proficiency standard					
Number of students tested	7	9			
5. English Language Learner Students					
Meets proficiency standard + exceeds proficiency standard					
Exceeds proficiency standard					
Number of students tested	1				
6.					
Meets proficiency standard + exceeds proficiency standard					
Exceeds proficiency standard					
Number of students tested					
NOTES:					
<p>Harlem Success Academy 1 opened in 2006 as an elementary school. As our students have grown into middle school grades, we have started incubating a middle school on the campus of our elementary school. The middle school has a separate leader and</p>					

teachers and this summer will move into another building. Harlem Success Academy 1 Elementary School currently serves grades K-4, while the middle school serves students in grades 5-6 and will eventually grow to serve grades 5-8. The student achievement results scored by the students who are now in middle school at Harlem Success 1 are included in this report, but the demographics reported are only related to grades K-4 to appropriately capture the population at the elementary school. Since we grow one grade per year, 2010-11 was the first year we had scores for 5th grade. 2009-10 was the first year we had scores for 4th grade. We use the tests mandated by our state. Our largest subgroup is already reported within the results above.

12NY9

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: NY State Math

Edition/Publication Year: Publication is issued each year Publisher: CTB/McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May				
SCHOOL SCORES					
Meets proficiency standard + exceeds proficiency standard	98				
Exceeds proficiency standard	57				
Number of students tested	42				
Percent of total students tested	100				
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets proficiency standard + exceeds proficiency standard	97				
Exceeds proficiency standard	58				
Number of students tested	31				
2. African American Students					
Meets proficiency standard + exceeds proficiency standard	97				
Exceeds proficiency standard	56				
Number of students tested	36				
3. Hispanic or Latino Students					
Meets proficiency standard + exceeds proficiency standard					
Exceeds proficiency standard					
Number of students tested	6				
4. Special Education Students					
Meets proficiency standard + exceeds proficiency standard					
Exceeds proficiency standard					
Number of students tested	2				
5. English Language Learner Students					
Meets proficiency standard + exceeds proficiency standard					
Exceeds proficiency standard					
Number of students tested	1				
6.					
Meets proficiency standard + exceeds proficiency standard					
Exceeds proficiency standard					
Number of students tested					
NOTES:					
Harlem Success Academy 1 opened in 2006 as an elementary school. As our students have grown into middle school grades, we have started incubating a middle school on the campus of our elementary school. The middle school has a separate leader and					

teachers and this summer will move into another building. Harlem Success Academy 1 Elementary School currently serves grades K-4, while the middle school serves students in grades 5-6 and will eventually grow to serve grades 5-8. The student achievement results scored by the students who are now in middle school at Harlem Success 1 are included in this report, but the demographics reported are only related to grades K-4 to appropriately capture the population at the elementary school. Since we grow one grade per year, 2010-11 was the first year we had scores for 5th grade. 2009-10 was the first year we had scores for 4th grade. We use the tests mandated by our state. Our largest subgroup is already reported within the results above.

12NY9

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: NY State ELA

Edition/Publication Year: Publication is issued each year

Publisher: CTB/McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May				
SCHOOL SCORES					
Meets proficiency standard + exceeds proficiency standard	90				
Exceeds proficiency standard	14				
Number of students tested	42				
Percent of total students tested	100				
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets proficiency standard + exceeds proficiency standard	90				
Exceeds proficiency standard	16				
Number of students tested	31				
2. African American Students					
Meets proficiency standard + exceeds proficiency standard	89				
Exceeds proficiency standard	14				
Number of students tested	36				
3. Hispanic or Latino Students					
Meets proficiency standard + exceeds proficiency standard					
Exceeds proficiency standard					
Number of students tested	6				
4. Special Education Students					
Meets proficiency standard + exceeds proficiency standard					
Exceeds proficiency standard					
Number of students tested	2				
5. English Language Learner Students					
Meets proficiency standard + exceeds proficiency standard					
Exceeds proficiency standard					
Number of students tested	1				
6.					
Meets proficiency standard + exceeds proficiency standard					
Exceeds proficiency standard					
Number of students tested					
<p>NOTES: The 2010-11 School Year was the first year that the school served Grade 5. Harlem Success Academy 1 middle school began incubating on the site of the elementary school and for testing purposes was considered the same school. Next year, the middle school students will move offsite to another school building. The middle school model is grades 5-8.</p>					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Meets proficiency standard + exceeds proficiency standard	98	95	100	0	0
Exceeds proficiency standard	47	57	70	0	0
Number of students tested	208	120	60	0	0
Percent of total students tested	100	100	100	0	0
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets proficiency standard + exceeds proficiency standard	97	95	100	0	0
Exceeds proficiency standard	45	59	73	0	0
Number of students tested	152	92	43	0	0
2. African American Students					
Meets proficiency standard + exceeds proficiency standard	98	94	100	0	0
Exceeds proficiency standard	47	50	68	0	0
Number of students tested	168	79	50	0	0
3. Hispanic or Latino Students					
Meets proficiency standard + exceeds proficiency standard	100	94		0	0
Exceeds proficiency standard	48	64		0	0
Number of students tested	37	20	6	0	0
4. Special Education Students					
Meets proficiency standard + exceeds proficiency standard	95	88	100	0	0
Exceeds proficiency standard	21	55	60	0	0
Number of students tested	23	18	10	0	0
5. English Language Learner Students					
Meets proficiency standard + exceeds proficiency standard	100	93	0	0	0
Exceeds proficiency standard	43	49	0	0	0
Number of students tested	16	59	0	0	0
6.					
Meets proficiency standard + exceeds proficiency standard	0	0	0	0	0
Exceeds proficiency standard	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					

12NY9

STATE CRITERION-REFERENCED TESTS

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Meets proficiency standard + exceeds proficiency standard	84	87	95	0	0
Exceeds proficiency standard	6	18	23	0	0
Number of students tested	208	120	60	0	0
Percent of total students tested	100	100	100	0	0
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets proficiency standard + exceeds proficiency standard	85	88	93	0	0
Exceeds proficiency standard	7	19	33	0	0
Number of students tested	152	92	43	0	0
2. African American Students					
Meets proficiency standard + exceeds proficiency standard	82	86	94	0	0
Exceeds proficiency standard	7	15	24	0	0
Number of students tested	168	79	50	0	0
3. Hispanic or Latino Students					
Meets proficiency standard + exceeds proficiency standard	94	83		0	0
Exceeds proficiency standard	2	14		0	0
Number of students tested	37	12	6	0	0
4. Special Education Students					
Meets proficiency standard + exceeds proficiency standard	65	67	70	0	0
Exceeds proficiency standard	0	0	0	0	0
Number of students tested	23	18	10	0	0
5. English Language Learner Students					
Meets proficiency standard + exceeds proficiency standard	87	0	0	0	0
Exceeds proficiency standard	0	0	0	0	0
Number of students tested	16	0	0	0	0
6.					
Meets proficiency standard + exceeds proficiency standard	0	0	0	0	0
Exceeds proficiency standard	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					