

PART I – ELIGIBILITY CERTIFICATION

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

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district (per district designation):
- 29 Elementary schools (includes K-8)
 - 6 Middle/Junior high schools
 - 8 High schools
 - 0 K-12 schools
- 43 TOTAL

SCHOOL (To be completed by all schools)

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

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	45	42	87
1	49	40	89
2	33	45	78
3	64	52	116
4	36	67	103
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	227	246	473

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 2 % Asian
 - 60 % Black or African American
 - 27 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 1 % White
 - 8 % Two or more races
 - 100 % Total**

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

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 4%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	21
(3) Total of all transferred students [sum of rows (1) and (2)]	21
(4) Total number of students in the school as of October 1	473
(5) Total transferred students in row (3) divided by total students in row (4)	0.044
(6) Amount in row (5) multiplied by 100	4

7. English Language Learners (ELL) in the school: 5 %
24 Total number ELL
 Number of non-English languages represented: 8
 Specify non-English languages: Spanish, Chinese, Foulani, French, Mandingo, Dioula, Bambara, Wolof
8. Students eligible for free/reduced-priced meals: 82 %
 Total number students who qualify: 389

Information for Public Schools Only - Data Provided by the State

The state has reported that 85 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 11 %
52 Total number of students served

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

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>5</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>6</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>40</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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

	Number of Staff
Administrators	5
Classroom teachers	33
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	14
Paraprofessionals	0
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	12

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 14:1

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

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	95%	95%	95%	95%	96%
High school graduation rate	0%	0%	0%	0%	0%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

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

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

Yes No

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

15. Please summarize your school mission in 25 words or less: Our mission is to provide students with a world-class and well-rounded education, preparing them for success in middle school, high school, college and throughout life.

PART III – SUMMARY

Founded in 2006, Success Academy Charter Schools (SA) exists to build exceptional, world-class public schools that prove children from all backgrounds can succeed in college and life; and, to serve as a catalyst and national model for education reform. SA is a charter management organization that operates 32 high-performing public schools located in the Bronx, Manhattan, Brooklyn and Queens that serve 9,000 students.

Success Academy Harlem 3 (SA H3) is part of the SA network. It was opened in 2008 and is located in New York City (NYC) School District 4. SA H3 serves 473 scholars (students) in grades K-4. Eighty-two percent of the scholars at SA H3 are eligible for free or reduced price lunch; 96 percent are minorities; 11 percent have special needs; and five percent are English language learners. The demographics of our young scholars—all admitted by random public lottery—reflect the neighborhood where SA H3 is located, yet the disadvantages our children face do not hold them back.

Scholars at SA H3 have reversed the achievement gap and collectively ranked in the top 1% in math and the top 2% in literacy in the entire State on the 2014 New York State (NYS) tests. They outscored NYC students by 54 percentage points in math and 40 percentage points in English Language Arts (ELA). In both subjects, African American and Hispanic scholars at SA H3 significantly outperformed white and Asian scholars across the City and State. Scholars at SA H3 outscored their peers at Mosaic Preparatory (SA H3's co-located school) by 81 percentage points in math and 57 percentage points in ELA. In fact, third grade scholars at SA H3 ranked ninth in math in the State (out of NYS's 2,392 tested schools). Further, 100 percent of the fourth grade scholars at SA H3 passed the 2014 NYS Science exam, with 97% of test takers earning an advanced rating—the highest possible score.

To achieve this incredible level of academic achievement, SA H3 believes that school must be interesting and engaging to children. We know that in order for scholars to fall in love with learning, to actively listen and participate in their own education, they must not be bored. Public speaking and strong writing, appreciation of the arts, chess, and deep knowledge of world history are present in every grade. Uniquely, each of our classrooms has its own library, containing as many as 2,500 titles, balanced in terms of fiction and non-fiction, and scholars have a minimum of 30 minutes of free reading time each school day. By the end of kindergarten, each scholar has read over 100 books based on his/her reading level. We also know our kids need to be ready for careers in math, science and technology, so we designed our curriculum to include science five days a week beginning in kindergarten. In their first year, our scholars perform more than 100 experiments.

There is a school-wide emphasis on setting goals and working hard to achieve them. College graduation is an expectation for all scholars. The benefits of a college education are communicated every day. In fact, our classrooms are named using the year the scholars will graduate from college. 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.

We also deeply believe that doing is at the core of learning. Therefore, scholars receive only 80 minutes of direct instruction every day, and our teachers and principal work tirelessly to make each of these minutes count. The rest of the day is devoted to small group instruction and hands-on learning. Throughout the entire day we emphasize letting kids do the thinking work. Giving scholars the opportunity to do the intellectual heavy lifting makes learning not only engaging and fun, but also deep and lasting. It is also important to note that our scholars have significantly more instruction time due to a longer day and a longer school year (mid-August through mid-June). Four days a week, the school day lasts from 7:45am until 4:00pm in kindergarten and until 4:30pm for the older grades. One day a week, scholars are dismissed at 12:30pm, and this time is devoted to professional development for teachers and principals.

Our innovative school model provides the highest quality schooling and demands accountability in all grades. Instead of treating each grade as a separate entity, SA H3 functions as one system, ensuring that scholars transition smoothly during critical stages of their academic development. As scholars advance from grade to grade, our teachers and principal communicate and collaborate on each child's academic and social-

emotional welfare. This personalized attention also makes it possible for scholars to advance or go back a grade during the school year in one or more subjects so that all are challenged while working at their own pace without being overwhelmed or bored.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Literacy

SA H3's THINK Literacy curriculum was developed by in-house experts and is designed to prepare scholars for any reading or writing challenge they will encounter throughout their education. The program is built upon the concept that scholars should love reading and discussing their ideas and is designed to meet our scholars' individual learning needs. Scholars are grouped across classes and grades by reading ability level. Regrouping gives each teacher opportunities to work intensively with scholars, one reading level at a time.

There are five components to THINK Literacy. Shared Text helps scholars interpret brief texts in a highly engaging way by determining the meaning of the text and learning to find evidence to support their ideas. During Guided Reading, 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. During Read Alouds, the teacher reads to the class and verbalizes what she is thinking to help scholars understand how an excellent reader thinks through a text. During Reading Workshop, the teacher introduces one aspect of excellent reading by explaining and modeling it, then scholars have independent reading time to practice what they just learned. Word Study covers phonics, vocabulary, spelling and grammar instruction in order to ground scholars in the fundamentals and conventions of written and oral language.

Mathematics

SA H3 uses a rigorous math program focused on building scholars' problem-solving skills, conceptual understanding, computational fluency, and assessment preparedness. Teachers use Cognitive Guided Instruction (CGI) to hone scholars' problem-solving abilities. This approach allows for differentiation of students according to their pace of learning, whether struggling or racing ahead. We pair this curricular approach with more concrete math facts (called No Hesitation Math) for a balanced approach, recognizing that scholars need to have a strong understanding of counting and basic computation facts in order to be successful in math. During Number Stories, a CGI adapted strategy, scholars 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. Our teachers facilitate mathematical learning; however, it is the scholars' work that guides the lessons.

Science

SA H3 is committed to implementing a strong science, technology, engineering and mathematics (STEM) based science program and is leading this charge through aligning our curriculum with the Next Generation Science Standards. We are one of the only schools in the country to offer science five days a week, beginning in kindergarten. Our laboratory-based science curriculum, developed by in-house experts, provides thoughtfully designed and sequenced content. It encourages all scholars to become knowledgeable and literate in the history of science, scientific understanding, and the scientific skills that are so important as they observe, question, and explore the natural world. We incorporate the three main disciplines of science—life, physical and earth—into every grade. That means that on any given day, a scholar could be dissecting an animal, collecting data on plant growth, learning about aerodynamics, or even conducting scratch tests to identify minerals.

Social Studies/History

SA H3 integrates social studies and history into a unique and comprehensive Project Based Learning ("PBL") curriculum. A PBL unit is a multidisciplinary, deeply intensive study of a specific topic, such as bridges, local neighborhoods, the Arctic, Native Americans and the NYC subway system. Through hands-on exploration with their class, scholars learn to gather information, gain communication skills, use their imaginations, and apply their knowledge learned from a variety of sources. Exploring a topic in such depth brings history to life and allows scholars to develop their own deep insights. For instance, during the Brooklyn Bridge PBL, second grade scholars conduct experiments to learn the engineering principles behind bridge construction, read about Emily Roebling, the project's chief engineer, and visit the bridge to record

their own observations and interview pedestrians. SA H3 scholars will participate in 23 PBLs during the 2014/2015 school year.

Supporting Scholars

In-the-moment coaching of scholars happens in every single classroom, every single day across all subjects. If a scholar is struggling, the teacher may pair them up with a scholar that is soaring, or rearrange the class for small group work. The teacher may assign extra homework or recommend additional books for scholars who need additional support or for those who need a challenge. Teachers also hold group and individual tutoring before school, during lunch, and after school.

2. Other Curriculum Areas:

Though SA H3 emphasizes rigorous instruction in literacy, math, social studies/history and science, we are also committed to ensuring that these core academic subjects do not diminish other important subjects and activities. The curriculum also includes chess, visual arts, music, dance, typing, fitness, and geography. We are committed to these course offerings because of the skills they cultivate and because they add to the “joy factor” evident throughout our school and drive our high daily attendance (95% on average.) Further, our hope is that early exposure to these subjects and activities will ignite a passion in scholars that will lead to more focused study later on, increasing scholars’ competitive advantage in college admissions.

Visual and Performing Arts

We believe the arts are an integral part of educating the whole child. All scholars have art class at least once a week where they experiment with different mediums including printing, oil pastels, and sculpture. Scholars study and are inspired by art from many different cultures; and they learn basics such as colors, geometry and perspective. During weekly music class, scholars learn how to analyze, interpret, and evaluate music. They also learn to participate in music as a musician through singing, playing instruments, and performing rhythms.

Fitness

Establishing lifelong habits that promote health, wellness, fitness and leadership is also an integral part of our curriculum for all grades. We believe children need activity breaks and recess. Learning sessions are often interspersed with a quick dance or jumping, and much cheering and acknowledgement of fellow scholars. Scholars also participate in fitness class once a week for 45 minutes. Sample fitness class activities include yoga, dance, cardio exercises, team building games and skill building exercises. Scholars have outdoor recess almost every day, and it is never taken away as a disciplinary action.

All fourth grade scholars learn ballroom dance. Team sports are offered in grades 3 and 4: soccer in the fall, basketball in the winter, and track & field in the spring. Scholars practice for four hours during the week and compete in intra-Network games on Saturdays. At the end of each trimester, we organize a Network-wide tournament to celebrate the athletic accomplishments of all scholars. We offer a karate program on Tuesday and Thursday afternoons and Saturday mornings in Harlem for all grades. SA H3 also boasts an outstanding dance team, in which 40 third and fourth grade scholars participate.

Field Studies

The field studies (field trips) program is a vital part of the SA H3 school design as it connects classroom curriculum to real-world experiences, infuses additional joy into the school day, and exposes our scholars to cultural experiences and institutions that they may not otherwise access. Every scholar visits a minimum of one to three major NYC cultural institutions each year. So far this school year, SA H3 scholars have already taken 21 field studies, including visits to the Apollo Theater, the NY Hall of Science, Morris-Jumel Mansion and the American Museum of Natural History. Also, not all field studies are off-campus; we have hosted six in-school assemblies including a King Salim Black History Month performance, We Love Jazz, and the ACTE II Opera!

Chess

Learning and playing chess sharpens scholars’ analytical and competitive instincts. Chess allows scholars to think strategically while having fun. Beginning in kindergarten, all scholars receive weekly chess instruction

for 50 minutes. Additionally, a select group of second, third and fourth grade scholars are members of the chess club, which meets two hours each week.

Technology

We know that the purposeful use of technology in classrooms is essential to creating a learning environment that will foster the growth of 21st-century learners. That is why, as a hallmark to our approach to learning and teaching, smart technology is found in every classroom. Through our blended learning approach, we combine traditional classroom instruction and e-learning. Beginning in kindergarten, scholars learn the fundamentals of engineering while using robots and simple machines. They learn how to program Bee-Bots to move across the room and hold classroom Bee-Bot competitions!

3. Instructional Methods and Interventions:

At SA H3, we offer a wide variety of supports to ensure academic success. Beyond the built-in differentiation of our curriculum, we also provide scholars who are struggling with supports that include: tutoring before, during and after school, practice groups, additional homework, and special education services for those who need it.

For scholars who are soaring or struggling in one or more content areas, teachers and the principal have the flexibility to move scholars to a content lesson within a different grade level. For instance, if a scholar is reading at several grade levels beyond his or her peers, that child can join the next grade's Shared Text or Guided Reading lesson. The same applies for scholars who would benefit from review of concepts learned in the previous grade. Importantly, the principal does not hesitate to move scholars between grades during the school year. This practice ensures that leaders and teachers can remain maximally responsive to scholars' needs—every child is able to advance without being overwhelmed or bored. Teachers and the principal are very deliberate about scholar placement, ensuring each class has a range of academic ability.

SA H3 employs a rigorous Response to Intervention ("RtI") process, whereby scholars who demonstrate a need for additional academic, social, or emotional support receive appropriate, targeted interventions to support them in achieving positive academic gains. Through the RtI plan, below grade level students receive targeted in-class or tutoring interventions that are tracked throughout the RtI cycle. At weekly RtI meetings, faculty and leaders meet to analyze individual student data and develop targeted interventions to most effectively address student needs.

Through the RtI process, teachers develop student intervention plans that ensure that students are on track to meet SA's ambitious academic goals. If a scholar continues to struggle academically, he or she will undergo evaluation by the school psychologist, and, as needed, by occupational therapists and speech and language therapists, to accurately assess and provide additional support services based on the child's individual needs. SA H3 then initiates the referral process with their Committee on Special Education to determine if special education services (an Individualized Education Program) are needed.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Scholars at SA H3 have continued to excel academically on NYS’s math and ELA exams since the 2009/2010 school year (marking the first year we had scholars in testing grades.) Every year since—with the exception of 2012/2013, which was the first year NYS introduced the Common Core State Standards—our scholars have made significant academic gains. Even though there was a drop in scores in 2012/2013, our scholars still ranked in the top 1% in math and 8% in ELA in the State.

SA H3 has a deep commitment to serving children with disabilities. About 11% of our scholars have special needs, and SA devotes considerable resources to serving them including hiring special education teachers and therapists, and offering Collaborative Team Teaching in second, third and fourth grade. The subgroups with more than a 10% achievement gap on the 2014 NYS exams compared to all students include: third and fourth grade special education (SPED) students in ELA and fourth grade SPED students in math. We are proud to report that 100% of our third grade SPED students achieved proficiency on the math exam, with 42% scoring an advanced level 4! Further, SPED scholars at SA H3 outperformed all NYC and NYS students (including general education students) on the 2014 math and ELA exams. One hundred percent of our SPED scholars passed the 2014 NYS Science exam.

To better serve SPED students, we have made a number of changes in our school design that are yielding tremendous dividends. Our Special Education Teacher Support Services provider has adjusted her schedule, allowing her to spend additional time with more scholars. We are focusing more intently on developing close reading skills. Our parent communication strategy has intensified—our teachers and administrators spend significant time calling and meeting with parents to let them know when their child is doing well, and when their child needs additional support.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

SA H3 uses a variety of internal and external assessments to measure students’ academic progress. All of our assessments are aligned to Common Core Math and Literacy standards and NYS Science standards, and these help us maintain the most responsive, highest-quality instruction possible. We also administer the Fountas & Pinnell Benchmark Assessments four times annually (three times a year in kindergarten) to track scholars’ reading levels, ensuring they continue to grow as readers throughout the year and providing additional reading support to scholars that need it. SA’s in-house data management platform, the Scholar Management System (SMS), tracks all aspects of scholar data from daily attendance to internal assessments to a scholar’s historical proficiency levels on New York State tests.

It is through the careful study and analysis of scholar work, including assessments, that SA H3 teachers and the principal adjust instructional practice. Our curriculum is built in such a way that course adjustments can meet the needs of students. Benefitting from Success Academy’s nine years of experience and centralized approach to professional development, SA H3 teachers are trained to preempt the pitfalls and shortcomings we have seen over the years and truly transform the quality of student learning. Our professional development strengthens our principal and teachers’ capacity to know how to effectively react and alter instruction based on student demand.

Communication with parents about their child’s progress—and more broadly, about the curriculum and school events—is continuous. After every assessment, we send parents a report with detailed information on their child’s academic progress including a recap of past assessments and in what area the scholar has improved/needs improvement. The report also provides a comparative analysis for the child’s class and for other scholars in the same grade across the network. SA H3 sends home weekly ACTION newsletters, updating families on recent and upcoming school activities as well.

Part VI School Support

1. School Climate/Culture

At SA Harlem 3, respect for others and proper behavior are explicitly taught, modeled, expected, and rewarded. Values and good character are a part of our daily instruction, starting in kindergarten. The schools' core values spell the word "ACTION," and scholars are encouraged to show and are rewarded for demonstrating these values:

- Agency: Every member of our community takes ownership! We take responsibility for making sure that our schools and scholars are fulfilling the highest possible standards across the board.
- Curiosity: Our schools are fueled by wonder. Our scholars are encouraged to ask about the world and use their newfound knowledge to ask more questions. Teachers explore new tactics to refine their craft and together with staff continuously ask, "What if?"
- Try and Try: We don't expect success to come easily. Our entire community understands that tackling tough challenges takes elbow grease, grit, and perseverance.
- Integrity: Our community is based on honesty and professionalism. We are open and transparent.
- Others: We never forget to look out for and be aware of each other. From helping someone else on a project to simply smiling in the hallway, we build a community of mutual respect and support.
- No Shortcuts: Learning takes time and effort.

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. We also incentivize scholars and their parents to arrive at school on time, in uniform, and prepared for the day by holding Dean's List breakfasts for students and their parents.

At SA H3, ensuring our teachers feel valued and supported is an integral part of mission. The principal works hard to ensure all teachers have an opportunity to shine—teachers that excel in certain aspects of classroom management or in a particular content area are invited to lead a professional development session, or teach a lab site class. The Success Academy staffing model and emphasis on professional development provides teachers with clear opportunities for career growth. Many of our most successful principals began as teachers and progressed to greater leadership roles: Grade Team Leads, Lab Site Teachers, and Assistant Principals. At each level, SA provides in-depth training, feedback, and coaching.

2. Engaging Families and Community

SA Harlem 3 knows it cannot be successful in educating scholars unless parents are active partners in delivering that education. We take an active approach in establishing and growing relationships with our parents and communities. At the beginning of every school year, SA H3 holds a school-wide meeting with parents, emphasizing the importance of parent involvement and actively providing input to the school. Parents are encouraged to join the Parent Council and Parent Council Executive Committee. These groups ensure open lines of communication through scheduled check-ins with the school operations team, and frequent meetings to solicit feedback and keep parents informed.

SA Harlem 3 prioritize communication and input from parents, from its 24-hour policy for returning phone calls, to its open door policy on visiting schools and speaking with administrators and/or teachers. We also organize approximately 24 parent events a year, including Math Bee, Spelling Bee, Multicultural Day, Ballroom Dance Performance, Family Appreciation Week, Art Show, Field Day, and Graduation. To encourage parents to become involved in the school community and their child's development, we take care to schedule family events at times that are convenient for parents.

SA does not permit parents to hold bake sales or school fundraisers; instead, we encourage parents to focus their scholar's academic success: reading with them six nights a week, checking homework, and more important than they realize – getting them to school on time. For families with limited literacy or for whom English is not the first language, SA provides audiobooks or books in the family's first language.

Parent responses to the NYC Department of Education 2014 School Survey (http://schools.nyc.gov/OA/SchoolReports/2013-14/Survey_2014_M385.pdf) demonstrate that parents are overwhelmingly happy with SA H3:

- 99% are very satisfied or satisfied with the education their child received
- 97% are very satisfied or satisfied with the overall quality of their child's teacher
- 96% strongly agree or agree that SA H3 gives their child extra help when he or she needs it
- 96% of parents strongly agree or agree that SA H3 is responsive to parent feedback;
- 99% of parents feel welcome
- 98% would recommend SA H3 to other parents.

The Success Academy network works closely with schools and educational agencies across NYC—including zoned public schools, the Archdiocese and other charter schools—to raise awareness about parent choice. SA also partners with Families for Excellent Schools, New York City Charter School Center and the Northeast Charter Schools Network on broader charter school initiatives. We partner with Touro College to provide a certification and master's degree program for select new teachers.

3. Professional Development

SA H3 is set apart by its investment in developing strong, capable teachers that are intellectually prepared to deliver purposeful, well-planned lessons, built around questions and scholar interaction. To enable scholars to achieve at high levels, SA H3 actively participates in the SA network's centralized and standardized professional development training. Every teacher and administrator at SA H3 receives the equivalent of 13 weeks of professional development every year. A multifaceted curriculum fully prepares teachers in both content and practice—not just classroom management, but all the many delivery and interaction skills that produce excellent learning.

We believe in the radical notion that while schooling is for children, it begins with the professional development of the adults. We start by clearly demonstrating a model of excellence; then provide conceptual training around tactics; move to abundant practice with feedback; use data and scholar work to inform and improve adult practice; and celebrate adult success. This process of reflection, practice, and feedback continues until the habit is ingrained. We have found that this cycle of performance improvement is key to great professional development.

Our standards for content mastery are also exceptionally high. If teachers do not have subject mastery, we cannot expect kids to excel. Even for kindergarten we believe the concepts matter. We expect educators at every grade level to thoroughly understand the big idea in the lesson and throughout the unit; preparation for us is largely about study and the role of both the teacher and principal are key to this preparation. Training teachers on great writing instruction, for example, first involves having the teachers deconstruct high-level writing, going line by line and looking at what the author does well (for example: sets the tone, develops characters through dialogue, builds tension, uses detail.) Teachers then write their own piece using the techniques they've just learned. The piece that they've written serves as their model writing, which they deconstruct with their students the same way they did in their own training.

4. School Leadership

To be effective and to achieve the best possible student outcomes, professional development at SA H3 starts with our school principal. She must be a masterful teacher and exemplar of ACTION values; and she is responsible for the development of her faculty—transmitting all that she learns to her staff. Her role is to motivate and get the best performance from teachers, while ensuring they feel valued and supported. The principal is also the key to ensuring that teachers learn how to manage school culture and parent engagement. To that end, she leads weekly professional development for her staff on Wednesday afternoons (scholars are dismissed at 12:30pm), and she is the on-the-ground coach at the moment of application in the classroom on a daily basis.

The primary role of the principal includes: setting the vision of excellence for the school community; setting smart goals for the schools that are bite-sized yet high impact; smart follow-through on goals; smart people management in the context of schooling; and implementing systems and routines for excellence. The principal at SA H3 works hard to deliberately set a positive tone and create a unified classroom community, which is essential for high levels of learning to occur. Recognizing that she cannot manage the school on her own, it is her investment in her team that truly sets her apart.

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 a Leadership Resident (Assistant Principal), Dean, and Business Operations Manager to help manage other aspects of the traditional principal role, allowing the principal to focus entirely on instructional decisions and systems. The Business Operations Manager, for example, is responsible for logistics of all school-wide events and managing the school's budget. 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 principal to focus on raising the bar of rigor every day.

Teachers at SA H3 had overwhelmingly positive feedback about their principal on the NYC DOE's 2014 School Survey. 98% of teachers surveyed strongly agree or agree: 1) that the principal communicates a clear vision for the school, 2) understands how children learn, and 3) is an effective manager who makes the school community run smoothly.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>New York State Mathematics Assessment</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	May	Jan
SCHOOL SCORES*					
NYS Level 3 and above	97	80	93	93	
NYS Level 4	72	38	33	30	
Number of students tested	106	125	129	69	
Percent of total students tested	100	100	100	100	
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
NYS Level 3 and above	97	80	92	91	
NYS Level 4	71	42	34	26	
Number of students tested	91	106	103	47	
2. Students receiving Special Education					
NYS Level 3 and above	100	52	87	75	
NYS Level 4	42	4	20	0	
Number of students tested	12	23	15	4	
3. English Language Learner Students					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
4. Hispanic or Latino Students					
NYS Level 3 and above	97	81	97	95	
NYS Level 4	78	36	46	36	
Number of students tested	36	47	35	22	
5. African- American Students					
NYS Level 3 and above	97	78	91	91	
NYS Level 4	68	40	27	28	
Number of students tested	66	68	88	46	
6. Asian Students					
NYS Level 3 and above					
NYS Level 4					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
7. American Indian or Alaska Native Students					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
9. White Students					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
10. Two or More Races identified Students					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
11. Other 1: Other 1					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
12. Other 2: Other 2					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
13. Other 3: Other 3					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					

NOTES: In 2009-10, Success Academy Harlem 3 did not have a Grade 3.

The 2013 state assessments were the first for New York students to measure the Common Core Learning Standards that were adopted by the State Board of Regents in 2010. Commissioner John King said at the time that, as expected, the percentage of students deemed proficient was significantly lower than in 2011-12. This change in scores – which effectively created a new baseline of student learning – was largely the result of the shift in the assessments to measure the Common Core Standards, which more accurately reflect students' progress toward college and career readiness. Commissioner King emphasized that the results do not reflect a decrease in performance for schools or students. The new assessments are a better, more accurate tool for educators, students, and parents as they work together to address the rigorous demands of the Common Core and college and career readiness in the 21st century. Additional information can be found in the news release materials at: <http://www.p12.nysed.gov/irs/pressRelease/20130807/home.html>.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>New York State Mathematics Assessment</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Jan	Jan
SCHOOL SCORES*					
NYS Level 3 and above	91	89	99		
NYS Level 4	62	45	70		
Number of students tested	117	115	77		
Percent of total students tested	100	100	98		
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0		
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
NYS Level 3 and above	89	87	98		
NYS Level 4	64	47	66		
Number of students tested	96	91	50		
2. Students receiving Special Education					
NYS Level 3 and above	79	29	100		
NYS Level 4	37	14	20		
Number of students tested	19	7	5		
3. English Language Learner Students					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
4. Hispanic or Latino Students					
NYS Level 3 and above	90	95	100		
NYS Level 4	56	59	77		
Number of students tested	39	37	26		
5. African- American Students					
NYS Level 3 and above	91	85	98		
NYS Level 4	66	37	66		
Number of students tested	68	75	50		
6. Asian Students					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
7. American Indian or Alaska Native Students					
NYS Level 3 and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
NYS Level 4					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
9. White Students					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
10. Two or More Races identified Students					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
11. Other 1: Other 1					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
12. Other 2: Other 2					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
13. Other 3: Other 3					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					

NOTES: In 2009-10 and 2010-11, Success Academy Harlem 3 did not have a Grade 4.

The 2013 state assessments were the first for New York students to measure the Common Core Learning Standards that were adopted by the State Board of Regents in 2010. Commissioner John King said at the time that, as expected, the percentage of students deemed proficient was significantly lower than in 2011-12. This change in scores – which effectively created a new baseline of student learning – was largely the result of the shift in the assessments to measure the Common Core Standards, which more accurately reflect students' progress toward college and career readiness. Commissioner King emphasized that the results do not reflect a decrease in performance for schools or students. The new assessments are a better, more accurate tool for educators, students, and parents as they work together to address the rigorous demands of the Common Core and college and career readiness in the 21st century. Additional information can be found in the news release materials at: <http://www.p12.nysed.gov/irs/pressRelease/20130807/home.html>.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>New York State English Language Arts Assessment</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	May	Jan
SCHOOL SCORES*					
NYS Level 3 and above	72	51	86	72	
NYS Level 4	8	0	4	4	
Number of students tested	106	125	129	69	
Percent of total students tested	100	100	100	100	
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
NYS Level 3 and above	69	48	86	70	
NYS Level 4	8	0	4	4	
Number of students tested	91	106	103	47	
2. Students receiving Special Education					
NYS Level 3 and above	33	26	53	25	
NYS Level 4	0	0	0	0	
Number of students tested	12	23	15	4	
3. English Language Learner Students					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
4. Hispanic or Latino Students					
NYS Level 3 and above	72	40	97	77	
NYS Level 4	8	0	6	5	
Number of students tested	36	47	35	22	
5. African- American Students					
NYS Level 3 and above	71	59	84	70	
NYS Level 4	5	0	2	4	
Number of students tested	66	68	88	46	
6. Asian Students					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
7. American Indian or Alaska Native Students					
NYS Level 3 and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
NYS Level 4					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
9. White Students					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
10. Two or More Races identified Students					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
11. Other 1: Other 1					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
12. Other 2: Other 2					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
13. Other 3: Other 3					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					

NOTES: In 2009-10, Success Academy Harlem 3 did not have a Grade 3.

The 2013 state assessments were the first for New York students to measure the Common Core Learning Standards that were adopted by the State Board of Regents in 2010. Commissioner John King said at the time that, as expected, the percentage of students deemed proficient was significantly lower than in 2011-12. This change in scores – which effectively created a new baseline of student learning – was largely the result of the shift in the assessments to measure the Common Core Standards, which more accurately reflect students' progress toward college and career readiness. Commissioner King emphasized that the results do not reflect a decrease in performance for schools or students. The new assessments are a better, more accurate tool for educators, students, and parents as they work together to address the rigorous demands of the Common Core and college and career readiness in the 21st century. Additional information can be found in the news release materials at: <http://www.p12.nysed.gov/irs/pressRelease/20130807/home.html>.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>New York State English Language Arts Assessment</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Jan	Jan
SCHOOL SCORES*					
NYS Level 3 and above	69	57	95		
NYS Level 4	28	9	21		
Number of students tested	118	115	77		
Percent of total students tested	100	100	98		
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0		
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
NYS Level 3 and above	65	56	96		
NYS Level 4	23	9	22		
Number of students tested	97	91	50		
2. Students receiving Special Education					
NYS Level 3 and above	53	29	40		
NYS Level 4	21	0	0		
Number of students tested	19	7	5		
3. English Language Learner Students					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
4. Hispanic or Latino Students					
NYS Level 3 and above	64	62	92		
NYS Level 4	28	8	27		
Number of students tested	39	37	26		
5. African- American Students					
NYS Level 3 and above	75	55	96		
NYS Level 4	30	9	18		
Number of students tested	69	75	50		
6. Asian Students					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
7. American Indian or Alaska Native Students					
NYS Level 3 and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
NYS Level 4					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
9. White Students					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
10. Two or More Races identified Students					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
11. Other 1: Other 1					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
12. Other 2: Other 2					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
13. Other 3: Other 3					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					

NOTES: In 2009-10 and 2010-11, Success Academy Harlem 3 did not have a Grade 4.

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