



Charter Schools Institute

The State University of New York

Replication Proposal Transmittal Form

1. School Information

Proposed Name of Charter School

Proposed Location (School District or CSD & Region for NYC)

Proposed Enrollment & Grades	Grades Served	Proposed Enrollment
Year 1	Kindergarten - 1st grade	150-190
Year 2	Kindergarten - 2nd grade	220-250
Year 3	Kindergarten - 3rd grade	330-380
Year 4	Kindergarten - 4th grade	435-510
Year 5	Kindergarten - 5th grade	600-675

Proposed Opening Date

Proposed Charter Term

2. Proposed Affiliations

Educational Service Provider or Management Company (if any)

Public Contact Info (Name & Phone #)

Partner Organization (if any)

Public Contact Info (Name & Phone #)

3. Lead Applicant Contact Information

Lead Applicant Name & Affiliation

Name of Existing Education Corp.

Mailing Address

City

State

Zip Code

Office Phone #

Cell Phone #

E-Mail

Lead Applicant Media/Public Contact Phone # (required)

Lead Applicant Signature

Submit Completed Proposal to:

Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, New York 12207

Phone: (518) 433-8277

Fax: (518) 427-6510

Web: www.newyorkcharters.org

Note: Authenticated Digital Signatures accepted. If a handwritten signature is used, at least one copy of the submitted proposal must bear an original (e.g., not photocopied) signature. By signing this Proposal Transmittal Form, the Lead Applicant certifies that the information contained in this Proposal to establish a charter school pursuant to the New York Charter Schools Act of 1998 (as amended) with the State University of New York Board of Trustees is true and accurate to the best of his or her knowledge.

FOR OFFICIAL USE ONLY: Received By:

Date Received



Charter Schools Institute

The State University of New York

Replication Proposal Summary Form

1. Proposed Charter School Name

Success Academy Charter School - Manhattan 1, 2 and 3, and Brooklyn 5, 6 and 7

2. Name of Existing Education Corporation

Harlem Success Academy Charter School 3

3. Charter Replication Type

Single Education Corporation with Multiple Schools

4. Proposed Charter School Location

New York City CSDs 2, 2, 4, 13, 17, 17

5. Management Organization Name (if applicable)

Success Academy Charter Schools, Inc.

6. Other Partner Organization(s) (if applicable)

N/A

7. Student Population and Grades Served

	School Year	Grades Served	Total Enrollment
Year 1	2013-2014	Kindergarten - 1st grade	150-190
Year 5	2017-2018	Kindergarten - 5th grade	600-675

8. Applicant(s)

	Name	Bio & Education Corporation Affiliation
X	Samuel A. Cole	Board Chair, Harlem Success Academy Charter School 3

Add New Applicant

9. Proposed Board of Trustees

	Name	Bio
X	Samuel A. Cole	Trustee of Harlem Success Academy Charter School 3; Trustee of Harlem Success Academy Charter School 5; additional bio provided in Response 15(g) - Board Member Information
X	Bryan Binder	Trustee of Harlem Success Academy Charter School 3; additional bio provided in Response 15(g) - Board Member Information
X	Jay Bryant	Trustee of Harlem Success Academy Charter School 3; Trustee of Success Academy Charter Schools, Inc.; former Trustee of Harlem Success Academy Charter School 5; additional bio provided in Response 15(g) - Board Member Information

X	Sandeep Chainani	Trustee of Harlem Success Academy Charter School 3; Trustee of Harlem Success Academy Charter School; additional bio provided in Response 15(g) - Board Member Information
X	Donna Kennedy	Trustee of Harlem Success Academy Charter School 3; Trustee of Harlem Success Academy Charter School 5; additional bio provided in Response 15(g) - Board Member Information
X	Lance Rosen	Trustee of Harlem Success Academy Charter School 3; Trustee of Harlem Success Academy Charter School 4; additional bio provided in Response 15(g) - Board Member Information
X	Gregory Sawers	Trustee of Harlem Success Academy Charter School 3; Trustee of Harlem Success Academy Charter School 2; additional bio provided in Response 15(g) - Board Member Information

Add New Trustee

10. Management Organization Information (if applicable)

Founded in 2006, the mission of Success Academy Charter Schools ("Success Academy") is to provide children in New York City with an exceptionally high-quality education that gives them the knowledge, skills, character, and disposition to meet and exceed New York State standards and the resources to lead and succeed in school, college, and a competitive global economy.

Success Academy currently operates nine high-performing charter schools in New York City, and will operate three more elementary schools starting in the 2012-2013 school year. Success Academy schools have achieved unprecedented results. They consistently rank in the top 3% of New York City public schools in student performance—matching or exceeding Gifted and Talented programs (based on New York City Department of Education Progress Report results). Amongst 3,500 public schools in New York State, Success Academy schools are in the top 5% in reading, science, and math (based on New York State Report Card results). In 2011, 100% of Success Academy 4th graders passed the science exam, with 95% earning the top advanced rating, compared to 43% of students receiving an advanced rating citywide (based on New York State Report Card results).

By creating world-class schools, Success Academy not only reverses the trend of low student performance in neighborhoods that need high quality schools, it ensures that its students overcome the achievement gap to become competitive with students from the country's most elite schools. Success Academy schools serve low-income and/or mixed-income students residing within the Community School District of location of the charter school, including English language learners and students with special education needs. Success Academy schools intend to serve these student populations with a view to educating all students at the same high level, irrespective of socioeconomic, racial, ethnic, and/or other status. Success Academy deeply believes that ethnically and socioeconomically integrated school settings provide important benefits to both students and the community at large. Indeed, it is a core principle at Success Academy that every child should have access to a high-quality public school option.

Success Academy provides a full complement of charter school management services, including start-up, financial modeling, curriculum development and planning, human resources, information technology, teacher and principal professional development, data analysis, fund-raising, student recruitment and enrollment, government relations, facilities renovation and management, and more.

11. Overview of the Proposed Program

In order to provide an exceptionally high-quality education, the proposed schools will operate on both an extended school year and extended school day. The first day of the 2013-2014 school year will be on or around August 21, 2013 for Kindergarten (approximately one week later for 1st grade), and the last day will be on or around June 12, 2014. Breakfast will be served from 7:15 a.m. to 7:45 a.m., and instruction will start at 7:45 a.m. The school day will conclude at 4:00 p.m. for Kindergarten, at 4:30 p.m. or 5:00 p.m. for 1st - 4th grade, and at 5:00 p.m. or 5:30 p.m. for 5th grade (except dismissal will occur one day per week between 12:30 p.m. and 2:00 p.m. for staff professional development).

The proposed curriculum follows Success Academy's successful program that embraces whole-child education. Because of the extended school day, the school model is able to offer a variety of subjects including, but not limited to, Success Academy-developed THINK Literacy, TERC Investigation math, Success Academy's discovery-based science program, the arts, chess, sports, and a variety of other programs that may include music, yoga, ballroom dancing, theater, and/or others.

In addition to a rich academic curriculum, the proposed schools intend to teach a set of core values to its students. These include ACTION: Agency, Curiosity, Try and Try, Integrity, Others, and No Shortcuts. The goal is to ensure the graduates are not only intellectual scholars, but also good citizens.

On a regular basis, students will be formally assessed using the Fountas and Pinnell reading assessment and math interim assessments. The results are immediately reviewed, and teachers create action plans for all students. Strategies and specific goals are set for the upcoming cycle.

Success Academy views its teachers and school leaders as Olympic athletes who must constantly train and improve their skills. Professional development is an essential ingredient in the school model and is a key requirement for Success Academy teachers. Each year, teachers receive approximately 400 hours of quality professional development. This starts with an intensive multi-week program before school starts and continues one afternoon each school week along with approximately eight professional development days. In addition, teachers are given many opportunities to observe excellent teachers at other schools (both inside and outside of Success Academy), and attend workshops designed to master effective teaching techniques.

Each proposed school will have a principal focused solely on teaching and learning and a business operations manager focused on the operational and financial aspects of the school. A student achievement coordinator will assist the principal in special education and test administration. An operations coordinator will focus on facilities and supply management, and a community relations coordinator will focus on parent involvement and communication. In subsequent years, the school leadership team will expand to provide even more academic and operational support.

1. Community Need

(a) Community Description

Describe the community from which the proposed school will recruit and draw its students. This response should include:

- **Community demographics;**
- **Rationale for selecting that community; and**
- **Existing educational options including local public (including charter) and private schools and their grade configurations.**

The proposed schools will be located in Community School Districts (“CSD”) 2, 2, 4, 13, 17, and 17.

The demographics of CSDs 2, 13, and 17 are representative of a wide-range of racial and ethnic groups and income levels. The proposed schools in these CSDs align with Success Academy Charter School’s (“Success Academy”) mission of achieving economically and racially integrated school settings that provide tangible and important benefits to both students and the community at large. In CSD 4, which also includes part of East Harlem, where a high percentage (86%) of the student population qualifies for the federal Free and Reduced Price Lunch (“FRPL”) program, the proposed school would be furthering the mission of providing a first-class education to children from low-income families. Success Academy has successfully served a similar demographic for more than six years.

CSD 2: CSD 2 is comprised of a wide variety of ethnic groups and is socioeconomically diverse. According to statistics published in the New York City Department of Education (“DOE”) School Demographics and Accountability Snapshots (“Snapshots”) database,¹ 21% of students identify as white, 19% identify as black, 36% identify as Hispanic, 23% identify as Asian, and 1% identify as other. English language learners constitute 12% of the student population, and 60% of the student population is eligible for the FRPL program. Because parts of the district are racially and socioeconomically mixed, there is strong potential in CSD 2 for an integrated school.

Although CSD 2 has many underperforming schools, New York City Charter Center data shows that CSD 2 contains no charter elementary schools and only 1 charter middle school. Private schools are financially out of reach for the vast majority of families. According to records from the National Center on Education Statistics (“NCES”), there

¹ Available at <http://schools.nyc.gov/NR/ronlyres/2DC1923F-96D9-443B-943B-F5CBC29C47D0/0/CEP6162011FINAL.xlsx>

are approximately 40 private elementary/secondary schools in CSD 2. However, these are concentrated in the wealthiest sections of the district, such as the Upper East Side, and cater to parents who can shoulder tuitions that are approaching \$40,000 per year. One CSD 2 private school, The Brearley School, will charge \$38,200 per year in 2012-13.² For more information on existing public school options in CSD 2, please refer to Response 1(c) below.

CSD 4: CSD 4 has a relatively high percentage of black and Hispanic students. According to Snapshots, 3% of students identify as white, 29% identify as black, 62% identify as Hispanic, 5% identify as Asian, and 1% identify as other. English language learners constitute 13% of the student population, and 86% of the student population is eligible for the FRPL program.

There are eight charter schools with grades K-8 in CSD 4 (with 2 serving middle school grades only). In addition, there are six private elementary/secondary schools in CSD 4, according to NCES data, although several of these are inaccessible to most families for financial reasons. For more information on existing public school options in CSD 4, please refer to Response 1(c) below.

CSD 13: CSD 13 contains a mix of low-income neighborhoods, such as Bedford-Stuyvesant, and mixed-income neighborhoods, such as Fort Greene. According to Snapshots, 9% of students identify as white, 58% identify as black, 15% identify as Hispanic, 17% identify as Asian, and 1% identify as other. English language learners constitute 5% of the student population, and 79% of the student population is eligible for the FRPL program. Because parts of the district are racially and socioeconomically mixed, there is strong potential in CSD 13 for an integrated school.

There are six charter schools with elementary or middle school students (with two serving middle school grades only). In addition, there are 12 private schools in CSD 13, according to NCES data. Several of these are specialized religious schools. For more information on existing public school options in CSD 13, please refer to Response 1(c) below.

CSD 17: Many of the schools in CSD 17 serve high-needs populations, which is reflected by the overall demographic figures. According to Snapshots, 1% of students identify as white, 82% identify as black, 13% identify as Hispanic, 2% identify as Asian, and 2% identify as other. English language learners constitute 10% of the student population and 87% of the student population is eligible for the FRPL program. However, because some areas of this large district are racially and socioeconomically mixed, there is strong potential in CSD 17 for an integrated school. For instance, the northwest portion of the

² Jenny Anderson and Rachel Ohm, *Bracing for \$40,000 at New York City Private Schools*, N.Y. TIMES, Jan. 27, 2012, <http://www.nytimes.com/2012/01/29/nyregion/scraping-the-40000-ceiling-at-new-york-city-private-schools.html>.

district (U.S. Census Tracts 215, 217 and 305) is significantly more diverse than most areas: 29% white, 48% black, 14% Hispanic, 6% Asian, and 4% other.³

There are four charter schools with elementary or middle school students (with two serving middle school grades only). In addition, there are 26 private schools in CSD 17, according to NCES data. Some of these are specialized religious schools. For more information on existing public school options in CSD 17, please refer to Response 1(c) below.

As described throughout this Proposal, the communities served by the proposed schools have a strong need and demand for expanded choice in quality public education. CSDs 2, 13, and 17 are comprised of students from a wide array of ethnic and racial groups and socioeconomic backgrounds. Replicating Success Academy's school design in these CSDs will prove beneficial to all the concerned demographics irrespective of income level. Students from low-income families benefit academically from attending mixed-income schools,⁴ and the establishment of high-quality mixed-income schools raises the bar generally for lagging schools.⁵ In districts where the income gap is wider, such as CSD 4, access to a high-quality education becomes critical given that schools in such districts consistently underperform when compared to other schools in the city of New York in more affluent neighborhoods. As such, parents in these districts are clamoring for high-quality options in public education.

(b) Target Population

Describe the specific population of students that the proposed charter school intends to serve.

The proposed schools will serve low-income and/or mixed-income students residing within CSDs 2, 4, 13, and 17, including English language learners and students with special education needs.

As described above, there are compelling reasons to open Success Academy schools to educate the students in CSDs 2, 4, 13, and 17. One such reason is to further Success

³ 2010 U.S. Census is available at <http://projects.nytimes.com/census/2010/map>.

⁴ See, e.g., Stephanie McCrummen & Michael Birnbaum, *Study of Montgomery County Schools Shows Benefits of Economic Integration*, WASH. POST. Oct. 15, 2010, <http://www.washingtonpost.com/wpdyn/content/article/2010/10/14/AR2010101407577/html>.

⁵ See, e.g., Stephanie Banchemo, *Middle-Class Schools Miss the Mark*, WALL ST. J., Sept. 12, 2011, <http://online.wsj.com/article/SB10001424053111904103404576556793425227416.html>.

Academy's mission of ethnic and socioeconomic integration of schools that, in sum, raises the bar for schools generally. Another reason is to ensure that children, irrespective of income level but especially those children from low-income neighborhoods who languish in chronically underperforming schools in their CSDs, have a free public school option that guarantees them a first-class education.

(c) Need for the Proposed Charter School

Explain the need for the proposed charter school in the identified community, including the performance of the local schools and the extent to which that performance supports that need.

Explain any lack of quality public school alternatives for the community or the target population, and how access to the proposed charter school would provide a new alternative that would offer the greatest educational benefit to students.

The proposed CSDs are severely lacking in free public school options that offer a high-quality education with an integrated student-body across racial and socioeconomic demographics.

CSD 2: While CSD 2 has some high performing zoned public schools, many are underperforming. In addition, there is a large achievement gap between white students and their black and Hispanic counterparts.⁶ Table 1 reflects English Language Arts ("ELA") pass rates by ethnic demographic for each district.

Table 1 – ELA Pass Rates

*data in %	Asian	Black	Hispanic	White	All students
CSD 2	78	55	55	81	67
CSD 4	64	35	38	71	44
CSD 13	55	38	35	56	41
CSD 17	35	38	37	32	37

⁶ New York City Department of Education, ELA and Math Test Results are available at <http://schools.nyc.gov/Accountability/data/TestResults/ELAandMathTestResults>.

Even in CSD 2, the difference in pass rates between black and Hispanic students and their white counterparts, is a staggering 26%.

Moreover, according to Snapshots, many schools in CSD 2 fail to reflect the diversity of the community. Out of 108 total schools in the district, for instance, 33 serve a proportion of black students that is less than half the district average. Ten schools serve more than twice as many black students than CSD 2 as a whole.

This achievement gap is unacceptable, and Success Academy's track record shows that it has been successful in fighting these trends. In fact, black and Hispanic students at Success Academy schools outperformed white students across the state in both reading and math on the 2011 state exams.⁷ Moreover, given the diverse range of income levels in CSD 2, Success Academy would fulfill its mission of achieving high-performing and integrated schools that benefit communities at large.

While Success Academy does not currently operate a school in CSD 2, it does operate a school in neighboring CSD 3, Upper West Success Academy Charter School ("UWSA"), where parent demand for seats is high. There were 10 applicants for every Kindergarten seat in the 2011-2012 school year. With five weeks until the deadline for the 2012-2013 school year, UWSA already has 10 applicants for every Kindergarten seat.

CSD 4: Of the 28 schools in CSD 4 serving grades K-8, nearly half of them reported less than 50% of their students passing the 2011 statewide math exams, and only eight schools reported more than 50% of their students passing the 2011 ELAs. More alarming still is the pronounced achievement gap. Seventy-one percent of white students passed in comparison to 35% of black students and 38% of Hispanic students. The need to provide excellent public school options is all the more compelling considering that 86% of the student population qualifies for the FRPL program, which suggests that, where income levels are depressed, the achievement gap between children from low-income families, typically minorities, and their more affluent peers is worse than in communities where income levels are higher.

Success Academy currently operates one school in CSD 4, Harlem Success Academy Charter School 3, where its relationship with the community is strong.

CSD 13: Of the 31 public schools in CSD 13 serving grades K-8, only 10 schools reported 50% or more of their students passing the ELA tests and only 12 schools passed 50% or more of their students in the math exams. As Table 1 reflects, CSD 13 shares the troubling achievement gap that is common to all the chosen districts.

⁷ New York State Education Department database of 2011 state exam results published at <http://www.p12.nysed.gov/irs/ela-math/>.

There are vast differences in school quality among CSD 13 schools located in close proximity to each other. At one elementary school in downtown Brooklyn, for instance, 30% of students passed the 2011 ELA exam. Three quarters of a mile away, at another downtown Brooklyn elementary school, 81% passed. The proposed Success Academy school would serve both school communities and provide a diverse, high-performing choice for all parents.

CSD 17: Despite encompassing neighborhoods with a range of socioeconomic levels, CSD 17 suffers from a dearth of viable public school options. Out of 36 public schools serving grades K-8, only seven of them have 50% or more students at grade level in literacy and only 14 report 50% or more of their students performing at grade level in math. Overall, 87% of the student population qualifies for the FRPL program. Table 1 shows that the quality of education in CSD 17 is so low that it levels the playing field in the opposite direction, irrespective of race or ethnicity.

Meanwhile, there are far more children eligible to apply to Success Academy's proposed schools than there are seats at CSD 17 schools that are not failing. Only four elementary schools have more than half their students reading at a proficient level in a district that educates more than 14,000 elementary-level students.⁸

The discussion above demonstrates that, even in a district like CSD 2, with some viable options for parents, the stratification of student performance along ethnic and racial demographics persists. Success Academy has proven to be one of the most capable charter school organizations to close this achievement gap through academic rigor and an instructional model that achieves dramatic improvements for all students irrespective of a student's racial, ethnic, or socioeconomic background.

The proposed schools will give the CSDs' students additional choices that will give them a firm foundation to prepare for middle school, high school, college, and beyond.

⁸ The New York City Department of Education 2011 enrollment register is available at <http://ppes.nycenet.edu/cognos/cgi-bin/ppdsisapi.dll>.

2. Addressing the Needs

(a) Mission and Vision

Provide the mission statement and vision for the proposed charter school.

The mission for each of the proposed schools is to provide children in New York City with an exceptionally high-quality education that gives them the knowledge, skills, character, and disposition to meet and exceed NY State Common Core Learning Standards and the resources to lead and succeed in school, college, and a competitive global economy.

The proposed schools seek to provide this exceptionally high-quality education to all students residing within the Community School District ("CSD") of the school location, including English language learners and students with special education needs, irrespective of socioeconomic, racial, ethnic, and/or other status.

(b) Addressing the Need

Explain how the proposed charter school will address the needs presented in Attachment 01 - Community Need.

As discussed in Response 01(a-c) – Community Need, there is a dire need for more high-quality public schools in CSDs 2, 4, 13, and 17. There is a wide variety of needs in these districts, and Success Academy Charter Schools ("Success Academy") has experience in, and a strong track record of, serving children from a variety of backgrounds.

CSD 4 has a large percentage of English language learners (ELLs). Existing Success Academy schools have had great success in graduating children from ELL services. Success Academy schools in Harlem and the Bronx have had many children who enter the school with little to no understanding of the English language, who quickly acquire language and reading skills. For example, in 2010, Success Academy ELL students taking the New York State English as a Second Language Achievement Test ("NYSESLAT") had a passing rate 20% higher than their counterparts in CSD 4. Additionally, Success Academy operates a school in CSD 4 that every year has significant demand from the community.

CSD 2 is one of the largest and most diverse districts in New York City. However, there is a large achievement gap in this district between black and Hispanic children and their white classmates. Success Academy has flipped the achievement gap, with black and Hispanic children in existing Success Academy schools in Harlem outperforming many of

their white counterparts across New York State on the 2011 English Language Arts, Math, and Science tests. Success Academy schools have a track record of serving black and Hispanic children at an exceptionally high level. Success Academy schools also have a record of providing high-quality differentiated instruction. Reading instruction is delivered according to each child's individual needs. In a community such as CSD 2, which has a wide range of socioeconomic and performance levels, Success Academy's record of meeting each child's needs on an individualized basis will be an asset to neighborhood families. In addition, 11 out of 30 elementary-only schools in CSD 2 (37%) had more than 20 students on Kindergarten waiting lists for the 2011-2012 school year. These are among the longest waiting lists in New York City and keep many of the community's best educational options unavailable to most families.

CSD 17 has a high-needs population that does not have access to many top-notch schools. Success Academy schools have had great success in serving children with high needs. In addition, CSD 17 public schools have very little diversity, yet there are neighborhoods with diverse residents. Success Academy can open one school in the exceptionally high-needs areas and/or one in an area that has great need for an integrated school setting.

CSD 13 has one very high-performing school, while most of the other schools are not performing at a high level. There is a clear need for more choice in this community. Success Academy's academically rigorous school model will help to reverse a trend of low performance in this community.

(c) Programmatic Impact

Describe the *programmatic* impact of the establishment of the proposed charter school on existing public and nonpublic schools in the same geographic area.

Success Academy intends to have a positive impact on the programmatic offerings of existing public and nonpublic schools in CSDs 2, 4, 13, and 17. Success Academy schools have a culture of high expectations, which is immediately apparent when one walks into the school building. Success Academy has seen culture shifts in existing public schools in which Success Academy schools co-locate. Zoned schools that are co-located with existing Success Academy schools have already begun adopting some of the Success Academy best practices. For example, one such school has modeled parts of its school culture on a Success Academy school in Harlem, including posting college paraphernalia on classroom doors and hallways.

In addition, Success Academy is publishing a book to share reading and teacher training best practices. Success Academy will welcome school leaders and educators from surrounding schools to visit and observe best practices.

(d) 5% Districts

If the proposed charter school will be located in a district where more than five percent of students are enrolled in charter schools, either provide evidence that the school district of location approves of the establishment of the proposed charter school or explain how the proposed charter school will have a “significant educational benefit” to the students who attend that school.

The proposed schools will not be located in a district where more than 5% of students are enrolled in charter schools.

2. Addressing the Needs

- (e) Draft Accountability Plan. If the proposed accountability plan would be different from the plan of the pattern school please explain why.**

Schools operated by Success Academy Charter Schools (“Success Academy”) provide an educational program and a learning environment that allow each student, regardless of background knowledge or prior educational opportunity, to meet or exceed New York State performance goals on each state assessment administered within the school. Additionally, the following student achievement goals have been set:

ENGLISH LANGUAGE ARTS

Goal: Students will demonstrate proficiency in reading, writing, and comprehending the English language.

Absolute Measures

- Each year, 70 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State ELA exam.
- Each year, the school’s aggregate Performance Index (PI) on the State ELA exam will meet that year’s Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.

Comparative Measures

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State ELA exam will be greater than that of students in the same tested grades in the local school district.
- Each year, the school will exceed its predicted level of performance on the State ELA exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

Growth Measures

- Each year, assuming the State ELA exam has remained consistent over the previous two years, all grade-level cohorts of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year’s State

ELA exam and 70 percent at or above Level 3 on the current year's State ELA exam. Assuming the exam has remained consistent over the previous two years, if a grade-level cohort exceeds 70 percent at or above Level 3 in the previous year, the cohort is expected to show a positive gain in the current year.

- Each student, beginning in Kindergarten will take the Fountas & Pinnell Benchmark Assessment System (F&P) or similar reading assessments, and at least 70 percent of students will increase in reading performance by a minimum of one grade level equivalent each year.

MATHEMATICS

Goal: Students will show competency in their understanding and application of mathematical computation and problem solving.

Absolute Measures

- Each year, 70 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State mathematics exam.
- Each year, the school's aggregate Performance Index (PI) on the State mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Comparative Measures

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State mathematics exam will be greater than that of students in the same tested grades in the local school district.
- Each year, the school will exceed its predicted level of performance on the State mathematics exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

Growth Measures

- Each year, assuming the State mathematics exam has remained consistent over the previous two years, all grade-level cohorts of students will reduce by

one-half the gap between the percent at or above Level 3 on the previous year's State mathematics exam and 70 percent at or above Level 3 on the current year's State mathematics exam. Assuming the exam has remained consistent over the previous two years, if a grade-level cohort exceeds 70 percent at or above Level 3 in the previous year, the cohort is expected to show a positive gain in the current year.

- Each student not in a grade taking state exams will take a nationally normed assessment (such as MAP) each year and, and at least 70 percent of students will increase by a minimum of one grade level equivalent each year.

SCIENCE

Goal: Students will understand and apply scientific principles at a proficient level.

Absolute Measures

- Each year, 70 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State science exam.

Comparative Measures

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on a State science exam will be greater than that of students in the same tested grades in the local school district.

NCLB

Goal: The school will make Adequate Yearly Progress.

Absolute Measure

- Under the state's NCLB accountability system, the school's Accountability Status will be "Good Standing" each year.

**RESOLUTIONS
OF THE BOARD OF TRUSTEES OF
HARLEM SUCCESS ACADEMY CHARTER SCHOOL 3**

February 15, 2012

APPROVAL OF REPLICATION APPLICATIONS

WHEREAS, Harlem Success Academy Charter School 3, a New York not-for-profit education corporation duly organized under the laws of the State of New York (“HSA3”) proposes to submit applications to the Board of Trustees of SUNY to replicate its educational program model to create six new public charter schools governed by HSA3 that will open in August 2013 (the “Replication Applications”);

WHEREAS, the Board of Trustees has reviewed, fully considered, and vetted the relevant facts and circumstances concerning the Replication Applications and the creation of six new public charter schools contemplated thereby;

NOW, THEREFORE, BE IT RESOLVED, that after thorough consideration of all relevant issues, the Replication Applications and the creation of six new public charter schools governed by HSA3 are determined to be in the best interests of HSA3 and are hereby approved and adopted in all respects.

RESOLVED FURTHER, that the Board of Trustees hereby ratifies, approves and adopts the proposal to locate the six respective public schools contemplated by the Replication Applications at any location within the following respective New York City Community School Districts ("CSD"): CSD 2 (two schools), CSD 4 (one school), CSD 13 (one school), and CSD 17 (two schools).

RESOLVED FURTHER, that the officers and trustees of HSA3 be, and each of them hereby is, individually or together, authorized and directed, in the name and on behalf of HSA3, to execute and deliver the Replication Applications, to take any and all actions to file any and all necessary or appropriate notices, applications or other forms or certificates and to execute any and all documents, agreements, certificates, notices, applications and instruments deemed necessary or appropriate in connection with the Replication Applications.

RESOLVED FURTHER, that the taking of any of the foregoing actions and the execution and delivery of such documents, agreements, certificates and instruments by any officer or trustee of HSA3 shall be conclusive evidence that such actions or documents, agreements, certificates and instruments were necessary or appropriate, and the same hereby are approved in all respects.

RESOLVED FURTHER, that any trustee or officer of HSA3 be, and each of them individually hereby is, authorized to appoint any person as agent of HSA3, to do and carry out any or all of those actions and activities as are permitted to be done and carried out by such

trustees or officers in connection with the execution and delivery of the documents necessary to fully carry out the foregoing resolutions and the purposes and intent thereof, and the same hereby are approved in all respects.

RESOLVED FURTHER, that any acts of HSA3 and of any person or persons appointed and authorized to act by HSA3, which acts would have been authorized by these resolutions of HSA3 except that such acts were taken prior to the adoption of such resolutions, be, and they hereby are, severally ratified, confirmed, approved and adopted as acts in the name and on behalf of HSA3.

RESOLVED FURTHER, that all actions of any kind heretofore or hereafter taken by any trustee or officer of HSA3 or any appointed or authorized person or persons authorized to act on behalf of HSA3 in connection with the matters contemplated by the foregoing resolutions be, and each of them hereby is, confirmed, ratified, approved and authorized in all respects.

3. Proposal History

(a) Applicant Information

Identify whether the proposed school(s) intends to become a separate education corporation or if an existing SUNY authorized education corporation would operate the proposed school within its existing legal structure.

If the school would become a new education corporation, provide a brief description of the applicant(s) and the school(s) that are proposed to be replicated, including relevant background and experience and whether each applicant is a parent, teacher, administrator and/or community resident as required by the Act.

If the school would be operated by an existing SUNY authorized education corporation, identify that school and provide a copy of minutes or a resolution from the education corporation board meeting that authorized applying to operate an additional school. Also provide the name of the school board chair as a nominal applicant.

In the case of an existing charter school seeking authority to operate another school, please provide a brief description of the school including when it was founded and how many and what types (short-term, full term) of renewals it has earned.

Harlem Success Academy Charter School 3 will operate the proposed schools within its existing legal structure.¹ Attachment 03(a) - Resolution is a copy of the resolution of the Board of Trustees of Harlem Success Academy 3 that authorized applying to operate six additional schools. The Board approved this resolution at its meeting on February 15, 2012.

Harlem Success Academy 3, a SUNY-authorized education corporation, was issued a charter on March 11, 2008. Harlem Success Academy 3 will seek a full-term renewal prior to the expiration of the charter on March 10, 2013.

Samuel Cole is Board Chair of Harlem Success Academy 3. Dr. Eva Moskowitz, the Chief Executive Officer of Success Academy Charter Schools ("Success Academy"), is the proposal contact. Jenny Sedlis and Dr. Moskowitz are the media contacts. Contact information for these three individuals is below.

¹ The Harlem Success Academy Charter School 3 education corporation will be changing its name to Success Academy Charter Schools – NYC.

Applicant:

Samuel A. Cole

[REDACTED]

Montclair, NJ 07042

[REDACTED]

Proposal contact:

Dr. Eva Moskowitz

Chief Executive Officer

Success Academy Charter Schools

[REDACTED]

Media contact:

Jenny Sedlis

Director of External Affairs

Success Academy Charter Schools

[REDACTED]

(b) Founding Group Members

Describe how the founding group was formed and the relationship of its members to each other and the school to be replicated. Include a brief description of their relevant experience or skills, their role in the group or contributions to the proposal, and their proposed role, if any, in the school if approved, e.g., school leader, teacher, board member, service provider, etc. Use the following table to list the active members of the founding group (including the applicants) who developed this proposal.

In the case of an existing charter school seeking authority to operate another school, please provide the names of the current school trustees and their roles as well as any proposed new trustees or members of committees that would have a governance role for the additional school. Include as well any founding members for the additional school such as community partners.

Founding Group Members

The founding group members are listed in the table below. The biographies and relevant experiences and skills of the founding members are listed in Response 03(f) – Founding Resumes.

All of the founding members are employees of Success Academy and will oversee their respective functions across all of the proposed schools. The founding members lead Success Academy and are committed to redefining what is possible in public education. Collectively, these dedicated leaders have backgrounds in both business and education so that the schools operated by Success Academy can deliver an exceptional education to children through schools that are run effectively and efficiently.

The founding members have worked closely with the Harlem Success Academy 3 Board of Trustees and the Boards of other Success Academy schools, including the four additional Harlem Success Academy schools involved in the proposed merger. Samuel Cole, the chairperson of the Harlem Success Academy 3 Board and Proposal applicant, and other Board members have provided oversight of the founding members.

Current School Trustees

The Board of Trustees will consist of a minimum of 5 members and will include the following members and any other trustees (voting and non-voting) or successors appointed as necessary:

Samuel Cole (Chairperson)
Bryan Binder (Secretary)
Jay Bryant
Sandeep Chainani
Donna Kennedy
Lance Rosen
Gregory Sawers

Please refer to Response 15(a-c) – Governance for additional information.

Name	Relevant Experience/Skills and Role in Founding Group	Proposed Role(s) in School (If any)
Dr. Eva Moskowitz	Co-founder and Chief Executive Officer, Success Academy	Support start-up, school design and operation of proposed schools; oversee instruction and leadership development
Keri Hoyt	Chief Operating Officer, Success Academy	Support start-up and operation of proposed schools; facilitate negotiations with NYC Department of Education; oversee teacher training
Shannon Kete	Chief Operating Officer, Success Academy	Oversee start-up from a non-instructional standpoint; oversee facilities renovations and preparation; assist in hiring of non-instructional leadership
Ryan Alexander	Chief Financial Officer, Success Academy	Provide financial management to support start-up and operation of proposed schools; oversee human resources functions
Emily Kim	Chief Legal Officer, Success Academy	Provide legal guidance to support start-up and operation of proposed schools
Jenny Sedlis	Co-founder and Director of External Affairs, Success Academy	Manage public outreach and student recruitment; negotiate facilities with NYC Department of Education; oversee board recruitment, and manage donor cultivation
Paul Fucaloro	Director of Instruction, Success Academy	Provide instructional start-up support and assist in training and development of school leaders
Arin Lavinia	Director of Literacy, Success Academy	Oversee rigorous literacy program and develop reading initiatives

(c) Proposal Development

Describe the process used to develop the proposal. The response should address who contributed to designing the school and to writing the proposal, which may include individuals outside of the founding group, such as advisers or consultants.

The Board of Directors for each of the existing Success Academy schools and the founding members decided to pursue the proposed merger of Success Academy's Harlem schools and the proposed replication of Harlem Success Academy 3 for several reasons. The May 2010 amendments to the Charter Schools Act of 1998 ("May 2010 Amendments") and SUNY's January 2012 Request for Proposals ("RFP") opened a path for this next phase, as a single education corporation may now operate multiple charter schools, permitting charter school replications and legal mergers of charter schools.

The Boards, including the Board of Harlem Success Academy 3, determined that Success Academy should pursue the next phase: scaling growth of its network of charter schools so as to maximize the number of high-quality seats it may offer. Year after year, Success Academy has demonstrated its ability to create high-quality charter schools that consistently provide outstanding educational programming and outcomes for all students, particularly students at risk of academic failure. Success Academy has further demonstrated the ability to operate its schools in a fiscally and legally sound manner. Its highly successful school model has become efficient, self-sustaining, and replicable. The newly available replication and merger processes will allow Success Academy and its schools to make a broader impact on raising the standards for public education in New York City generally.

Accordingly, the Harlem Success Academy 3 Board proposes to both replicate Harlem Success Academy 3 and simultaneously merge its five Harlem education corporations into Harlem Success Academy 3.² The end result will be a single education corporation (Harlem Success Academy 3³) operating 11 separate SUNY-authorized charter schools (five existing Harlem schools and six new schools). This plan, if approved, will (1) enable two or more of Success Academy's Harlem elementary schools to feed into a single middle school, which is critical because of space and financial constraints; (2) allow the transfer of students between separate schools to make important additional special education programming feasible; (3) establish a financially self-sustaining charter school

² Four of the five Harlem schools are SUNY-authorized. The other school, Harlem Success Academy Charter School ("Harlem Success Academy 1"), is authorized by the New York State Education Department.

³ As noted above, the Harlem Success Academy 3 education corporation will be changing its name to Success Academy Charter Schools – NYC.

model on a network-wide basis; and (4) enable Success Academy to reduce administrative inefficiencies, thus freeing the schools to maximize their focus on educating students at the highest level. Each of the foregoing items is critical to Success Academy's ability to continue to operate its growing number of schools efficiently and at the same high level.

Following the determination by the Boards and founding members to apply for merger and replication, the various Boards and the staff of Success Academy engaged in a thorough analysis of the fiscal, operational, legal and other impacts that such actions will have on the charter management organization as well as the existing schools in the Success Academy network. Success Academy's founding members, including Dr. Eva Moskowitz, drafted the proposal under the oversight of the Board of Harlem Success Academy 3.

(d) Community Outreach

Please explain:

- **the methods used to inform stakeholders in the intended community about the proposed charter school;**
- **the strategies used to solicit community input regarding the educational and programmatic needs of students and the plan to meet those needs;**
- **the form and nature of feedback received from community stakeholders and the process for incorporating that feedback into the submitted proposal; and**
- **the extent to which community input regarding the educational and programmatic needs of students was incorporated into the final proposal.**

Success Academy and the Harlem Success Academy 3 education corporation have actively solicited input from leaders, parents, and individuals in the community with respect to the application to open the proposed schools. Success Academy and the Harlem Success Academy 3 education corporation, which plan to continue to solicit feedback, have used a variety of methods to invite the involvement of local stakeholders and to seek feedback on the proposed schools. Listed below are specific examples of how the input of the communities in Community School Districts ("CSDs") 2, 4, 13, and 17 was solicited and considered.

Outreach Methods Employed in All Districts

1. As noted in the January 19, 2012 Letter of Intent, Success Academy sent letters to approximately 38 community stakeholders and leaders in CSDs 2, 4, 13, and 17. The letters indicated that an application will be submitted to the SUNY Trustees to open the proposed school(s) in August 2013 in the relevant CSD(s) and the intended location, target population, proposed grades and enrollment, mission, and academic program of the school(s). The letters also actively solicited public comment and included the e-mail address and a phone number to use in order to do so. Please refer to Attachments 03(g) – Community Outreach A and B for a sample copy of the letter as well the list of individuals who received the letter.
2. Success Academy announced the application for six proposed schools on its website on January 30, 2012. The website indicates that an application will be submitted to the SUNY Trustees to open six proposed schools in August 2013 in the relevant CSDs and the intended locations, target population, proposed grades and enrollment, mission, and academic program of the schools. The website also actively solicits public comment and includes a web-form and a phone number to use in order to do so. Please refer to Attachment 03(g) – Community Outreach C for a screenshot of the website.
3. Success Academy announced the application for six proposed schools on its Facebook page on February 21, 2012, and invited public comment by linking to the Success Academy website referenced above. Please refer to Attachment 03(g) – Community Outreach D for a screenshot of the Facebook page.
4. Success Academy purchased print advertisement space in several publications with distribution throughout the five boroughs of New York City. The advertisements indicated that an application will be submitted to open six proposed schools in August 2013 in CSDs 2, 4, 13, and 17, and the proposed grades of the schools. The advertisements also actively solicited public comment, included an e-mail address to use in order to do so, and directed the public to the Success Academy website for additional information. These citywide advertisements included:
 - a. A printed advertisement in *AM New York*, a daily newspaper with a circulation of approximately 322,000, that ran on February 14, 2012, February 15, 2012, February 16, 2012, and February 17, 2012. (Attachments 03(g) – Community Outreach E, F, G, and H.)
 - b. A Spanish printed advertisement in *El Diario*, a daily newspaper with a circulation of approximately 294,000, that ran on February 16, 2012,

February 17, 2012, and February 18, 2012. (Attachments 03(g) – Community Outreach I, J, and K)

- c. A Spanish printed advertisement in *La Voz Hispana*, a weekly newspaper with a circulation of approximately 57,000, that ran on February 16, 2012 and February 23, 2012. (Attachments 03(g) – Community Outreach L and M, see page 34.)
5. Success Academy ran an online advertisement on nymetroparents.com, which averages approximately 200,000 unique visitors per month, that is appearing on the website from February 17, 2012 through March 18 2012. The advertisement indicates that an application will be submitted to open six proposed schools in August 2013 in CSDs 2, 4, 13, and 17, and the proposed grades of the schools. The advertisement also actively solicits public comment and it allows visitors to click through to a web form to submit comment. (Attachment 03(g) – Community Outreach N.)

District-Specific Outreach Methods Employed

CSD 2:

1. In addition to the general outreach and letters to community stakeholders and leaders described above, Success Academy staff called the elected leaders and their staff from CSD 2 listed below. The conversations were constructive and involved an open dialogue about Success Academy's mission and the academic goals for the proposed schools. The conversations were primarily informational and did not yield educational or programmatic feedback, though such feedback was invited.
 - i. Jan. 17, 2012 – Christine Quinn, City Council Speaker,
 - ii. Jan. 23, 2012 – Rosie Mendez, City Council Member (a message was left),
 - iii. Jan. 23, 2012 - Carolyn Maloney Congresswoman, 14th District (a message was left),
 - iv. Jan. 23, 2012 - Liz Krueger, State Senator, District 26 (a message was left),
 - v. Jan. 20, 2012 - Jessica Lappin, Councilwoman, District 5,
 - vi. Jan. 20, 2012 - Dan Gardonick, Councilman, District 4,
 - vii. Jan. 20, 2012 - Brian Kavanaugh, Assemblyman, District 74,
 - viii. Jan. 20, 2012 - Dan Quart, Assemblyman, District 73,
 - ix. Feb. 2, 2012 - Melanie La Rocca, District Chief of Staff to Speaker Christine Quinn,
 - x. Feb. 7, 2012 – Chuck Meara, Chief of Staff to Speaker Christine Quinn, and
 - xi. Jan 24, 2012- Shino Tanikawa, President, Community Education

Council, District 2.

2. Success Academy ran print advertisements on February 16, 2012 and February 23, 2012 in *Our Town* and *Our Town Downtown*, weekly newspapers that cover several Manhattan neighborhoods, and each has a circulation of approximately 60,000. The advertisements indicated that an application will be submitted to open a proposed school in August 2013 in CSD 2, and the proposed grades of the school. The advertisements also actively solicited public comment, included an e-mail address to use in order to do so, and directed the public to the Success Academy website for additional information. (Attachments 03(g) – Community Outreach O, P, Q, and R.)
3. On January 31, 2012, Success Academy organized a CSD 2 parent information session, during which Success Academy staff discussed its application to open the proposed schools in August 2013 in CSD 2, the school design and anticipated opening dates, and other information with the parents in attendance.
4. On January 24, 2012, the *Daily News* published an article announcing Success Academy's intention to open two new schools in CSD 2. Please refer to Attachment 03(g) – Community Outreach S for an electronic copy of Rachel Monahan, *Eva Moskowitz seeks to expand Success Academies to Chelsea, Upper E. Side*, N.Y. DAILY NEWS.

CSD 4:

1. In addition to the general outreach and letters to community stakeholders and leaders described above, Success Academy ran advertisements on February 16, 2012 and February 23, 2012 in *Harlem Community News*, a weekly newspaper that has a circulation of approximately 25,000. The advertisements indicated that an application will be submitted to open the proposed school in August 2013 in CSD 4, and the proposed grades of the school. The advertisements also actively solicited public comment, included an e-mail address to use in order to do so, and directed the public to the Success Academy website for additional information. (Attachments 03(g) – Community Outreach T and U.)

CSDs 13 and 17:

1. In addition to the general outreach and letters to community stakeholders and leaders described above, Success Academy ran advertisements on February 16, 2012 and February 23, 2012 in *Brooklyn Community News*, a weekly newspaper that has a circulation of approximately 10,000. The

advertisements indicated that an application will be submitted to open the proposed schools in August 2013 in CSDs 13 and 17, and the proposed grades of the schools. The advertisements also actively solicited public comment, included an e-mail address to use in order to do so, and directed the public to the Success Academy website for additional information. (Attachments 03(g) – Community Outreach V.1 and V.2.)

2. On February 22, 2012, Success Academy staff presented at a committee meeting of Community Board 2 in CSD 13. For roughly 45 minutes, Success Academy staff discussed the application to open the proposed school in August 2013 in CSD 13 and invited comment. Success Academy staff discussed Success Academy's track record, philosophy, and plans for growth, and the proposed school's target population, proposed grades and enrollment, mission, and academic program. Success Academy staff answered numerous questions. Quorum was not met at the meeting, but the Board expressed no objections to Success Academy's plan to open a school in CSD 13. Some of the members were vocal supporters of the plan. Members of the Board indicated that they look forward to working with Success Academy in the future. Please refer to Attachment 03(g) – Community Outreach W for a copy of the agenda from the committee meeting.

Petitions and Flyers

As described in 16(a-c) – Community Relations, Success Academy canvassed the neighborhoods of each CSD to gather petition signatures in support of the proposal and to distribute flyers in English and Spanish seeking public comment.

Please refer to Attachments 03(g) – Community Outreach X, Y, Z, AA, BB, and CC for English and Spanish copies of the flyers for CSD 2, 4, and 13 and 17. The flyers indicate that an application will be submitted to open the proposed school(s) in August 2013 in the relevant CSD(s), and the proposed grades of the school(s). The flyers also actively solicit public comment, include an e-mail address to use in order to do so, and direct the public to the Success Academy website for additional information. As noted in 16(a-c) – Community Relations, approximately 9,000 people took the time to sign the petitions, and many received flyers (approximate signature totals are 2,750 from CSD 2; 1,625 from CSD 4; 1,450 from CSD 13; and 3,175 from CSD 17).

These flyers were also distributed at local day-care centers, recreational centers, small businesses, and on busy street corners in order to publicize this Proposal and seek public comment.

Community Input

Success Academy received dozens of comments via e-mail and web-forms, and from calls with elected officials and meetings with parents, a community board, and other individuals. Many comments were general expressions of interest or support. All comments were considered in the preparation of this Proposal, and none contemplated any specific changes. All comments received via e-mail or web-mail are available at Attachment 03(g) – Community Outreach DD. A sampling is included below:

Commenter highlighted that the school model seems like a great model, but wanted to know where exactly the school would be located. The commenter requested the specific location of the school.

Response: The commenter was informed that Success Academy is in the process of applying to open these new three proposed schools and that no space has been determined. The commenter was also informed that the applicants are required to submit the charter proposal before the Department of Education has assigned the space and therefore is unable to provide a specific location for the school.

Commenter stated that she has heard that charter schools do not service students with special needs. She requested information on how our Success Academy schools serviced this population.

Response: The commenter was informed that approximately 15% of scholars at Success Academies have special needs. The commenter was also informed that we have a successful track record of servicing students with special needs.

Commenter highlighted that the curriculum seems very rigorous. The commenter requested information on how Success Academy developed its curriculum, particularly its science curriculum.

Response: The commenter was informed that Success Academy conducts visits to excellent schools around New York City and the country in order to ensure that its standards are high. The commenter was informed that Success Academy visits high-performing public, private, charter, and parochial schools to inform its decisions about how to build or adapt the curriculum.

Commenter is a public school teacher and wanted to know, given the high percentage of black and Hispanic students that attend existing Success Academy schools, how Success Academy incorporated instruction about the cultural history of the students into the curriculum.

Response: The commenter was informed that Success Academy understands the importance of promoting cultural awareness to the population of students that it services and that cultural awareness is reflected across many different curricular areas.

Commenter stated that they heard that Success Academy schools do not take English language learners. Commenter wanted to know how does Success Academy plan to recruit English language learners.

Response: The commenter was informed that the schools' admission policies do, in fact,

give preference to children who are English language learners. The commenter was also informed that Success Academy has a successful track record of servicing English language learners.

Commenter wanted to know how Success Academy plans to begin to build relationships with the community and sustain those relationships.

Response: The commenter was informed that Success Academy understands the importance of building strong relationships with the communities in which its schools are located. The commenter was also informed that Success Academy has a track record of building strong partnerships with community organizations that are located near the existing schools.

(e) Withdrawn, Rejected, and Concurrent Proposals (SUNY and/or Other Authorizers)

Indicate whether this proposal was previously withdrawn from or rejected by the SUNY Trustees. If so, provide:

- **Name of the proposed charter school when previously submitted;**
- **Date of the previous submission;**
- **Summary of what has changed in the proposal since its previous submission and the reasons therefore; and**
- **Whether the applicant and/or founding team has previously or currently applied for a charter from a charter entity other than the SUNY Trustees. If so, provide:**
 - **Name of the charter entity;**
 - **the name(s) of the proposed school(s) and the date(s) when the application(s) were submitted;**
 - **Status of those applications; and**
 - **If the application was withdrawn from consideration, provide the reasons for the withdrawal. If the application was granted, but the charter school is no longer in existence, please provide an explanation.**
 - **if the application was denied by a charter entity other than the SUNY Trustees, include a copy of the letter or summary from the charter entity stating the reasons for denial.**

This proposal was not previously withdrawn from or rejected by the SUNY Trustees.



3. Proposal History

(f) Founding Resumes

Provide a resume or biographical statement for each member of the founding group.

Dr. Eva Moskowitz (Chief Executive Officer): Dr. Moskowitz, a native and current resident of Harlem and mother of three public school children, is a former New York City Council Member and Chair of the Council’s Education Committee. During her tenure as Chair, she held more than 100 oversight hearings. No aspect of education – from toilet paper to teacher quality – was too insignificant or too controversial to be explored. She remains a forceful advocate for education. She returned to her roots in teaching to implement everything she learned while visiting many of the New York City’s 1,600 zone and public charter schools. After completing her Ph.D. in American History at Johns Hopkins University, Dr. Moskowitz was a history professor and taught civics at Prep for Prep, a program for gifted minority students. Dr. Moskowitz is the Founder and Chief Executive Officer of Success Academy Charter Schools (“Success Academy”). Dr. Moskowitz currently runs nine schools and will be opening three new elementary schools in August 2012.

As founder and CEO, Dr. Moskowitz is responsible for overseeing all activities and functions of Success Academy. As the former Education Chair of the New York City Council, Dr. Moskowitz was hailed by the New York Times as the Council’s “unapologetically demanding voice.” She insisted on two things from the city’s education bureaucracy: accountability and competence. In her widely publicized education hearings, Dr. Moskowitz would ask what the city was doing to measure and improve teacher quality. During her tenure as Education Chair, she visited over 400 schools and examined all elements of school operations from financial reports to operational processes. Dr. Moskowitz has examined schools, school networks, and educational service providers both good and bad to craft the Success Academy school model. She demands that everyone on her staff raise the bar for competence and continue to think of new, innovative, and more efficient ways of handling school operations and instruction so that Success Academy can bring about real educational equity and achievement for its students.

Keri Hoyt (Chief Operating Officer): Ms. Hoyt started with the Princeton Review in 1991. In quick succession she ran Marketing for the Palo Alto office, ran the Graduate Services department for the Boston office, and then took over the Boston office itself. With Ms. Hoyt at the helm, the Boston office doubled in revenue and received the best office award 5 years in a row. While growing her team and her revenue line, Ms. Hoyt established a company-wide reputation as an innovative thinker, motivational manager, and emerging leader. It was this reputation and her stellar results that attracted the

attention of the Princeton Review corporate office in New York City. In 2001, Keri moved to New York where her input was eagerly sought in many of the company's initiatives including Content, Higher Education Services, Admissions Services, Supplemental Education Services, Test Prep, and Institutional products and sales. In 2004, the company sent Ms. Hoyt to Wharton's Executive M.B.A. program where she excelled. As a freshly minted M.B.A., Ms. Hoyt took on increasingly larger responsibilities within the company naming her one of its most senior executives. It was always the impact she and the company's services had on students that motivated Ms. Hoyt. Since joining Success Academy in June 2009, Ms. Hoyt has eagerly applied her hard-earned knowledge and experience as she drives the organization's business operations, including conceptualizing strategy, implementing operating plans and budgets, and achieving targets through oversight and leadership of the External Affairs, Operations, Learning, and Data & Accountability departments.

Shannon Kete (Chief Operating Officer): Ms. Kete joins the Success Academy team with experience in change management for mid and large-sized organizations. Shortly after earning her M.B.A. from Harvard, Ms. Kete worked for the New York City Department of Education and was a Director in the Chancellor's office tasked with the implementation work for Mayor Bloomberg and Joel Klein's education reform initiatives for New York City public schools. Before joining Success Academy in 2011, Ms. Kete was the COO of Project Lead The Way, a project-based STEM curriculum organization serving over 4,000 schools nationwide. Ms. Kete has also worked extensively in finance, most recently as the Chief of Staff for U.S. Private Wealth Management at Goldman Sachs. At Success Academy, Ms. Kete is responsible for Operations, Student Recruitment and Enrollment, Marketing, Information Technology, and Facilities.

Ryan Alexander (Chief Financial Officer): Mr. Alexander is responsible for the day-to-day financial operations of the organization, as well as longer-term strategic initiatives. Mr. Alexander also oversees the Human Resources team, which is responsible for functions including benefits administration and teacher and leadership recruitment. Mr. Alexander has held numerous senior executive positions during his career. Mr. Alexander was a founding Trustee and Treasurer of Harlem Success Academy Charter School 5.

Emily Kim (Chief Legal Officer): Ms. Kim focuses on advancing Success Academy's innovative initiatives and programming within the strictures of existing laws and regulations. She also aims to reform bureaucratic processes that pose obstacles to school growth, operations, and innovations. Additionally, Ms. Kim manages litigation and ensures school compliance with legal and authorizer requirements. Ms. Kim received her law degree from Columbia Law School. She also holds master's degrees in teaching from Teachers College, Columbia University, and in English literature from the University of Pennsylvania, where she also received her bachelor's degree in English literature. Prior to entering law practice, Ms. Kim was a public high school English teacher in New York. She also served as an Education Director of an Early Intervention

Program in Philadelphia serving children with developmental delays, from birth to school-age. Prior to that, she worked in the Special Education department of the School District of Philadelphia. She has also taught writing and English literature courses at the Community College of Philadelphia and English as a second language in a high school in Guinea, West Africa.

Jenny Sedlis (Director of External Affairs): Ms. Sedlis was a co-founder of Success Academy in 2006. She handles all government relations, press relations, and interaction with school Trustees and Success Academy Trustees. Ms. Sedlis oversees efforts to open schools in new neighborhoods as well as the student recruitment effort that in previous years has led to oversubscribed admissions lotteries. Ms. Sedlis manages development for Success Academy and its schools, overseeing relations with national foundations and individual donors. Prior to joining Success Academy, Ms. Sedlis ran the district office for City Council Member Eva Moskowitz.

Paul Fucaloro (Director of Instruction): Mr. Fucaloro has an M.B.A./terminal degree in Statistical Marketing Research and over 38 years of education experience working as a classroom teacher, math specialist, literacy coach, and teacher trainer with the New York City Department of Education. He is a trained statistician, an adjunct/associate professor at Long Island University, and an expert in Success Academy's THINK Literacy and math curricula. Mr. Fucaloro has been with Success Academy since its founding as the Director of Instruction. He is responsible for ensuring that school principals are consistently working to improve their leadership skills and their schools. Mr. Fucaloro spends a significant portion of his time working directly with Success Academy school principals, coaching them on how to effectively observe and provide feedback to teachers. He also works directly with teachers at Success Academy schools to ensure they constantly and consistently provide the highest level of instruction possible. He regularly observes teachers in order to provide coaching, feedback, and support that will help teachers to constantly improve their pedagogical techniques. Mr. Fucaloro is also responsible for the development and refinement of the Success Academy curriculum. He regularly meets with outside curricula providers to examine and evaluate their products. He also evaluates the strengths and weaknesses of the Success Academy curriculum in order to determine how to best improve it. Mr. Fucaloro is responsible for preparing students for success on high stakes tests. He works with the Data & Accountability Department and school leaders and teachers to develop and implement a plan to ensure student success on New York State mandated assessments.

Arin Lavinia (Director of Literacy): Ms. Lavinia is a former Staff Developer at Columbia University's Teachers College Reading and Writing Project, Literacy Consultant, and New York City Public School Teacher. She has worked to improve the quality of literacy instruction and teacher training both in New York City schools and nationally. Ms. Lavinia joined Success Academy as the network's first Director of Literacy in 2009 and in collaboration with school leaders has designed and developed THINK Literacy, a common sense approach to balanced literacy that puts critical thinking front and center,

as well as Success Academy's methods for training principals and teachers. Ms. Lavinia is also responsible for the design and refinement of a network wide literacy curriculum and assessment plan. She oversees the planning and provision of professional development for school leaders and teachers in the area of literacy.

310 Lenox Avenue, 2nd floor, New York, NY 10027, Telephone: (646) 597-4641, Fax: (646) 961-4739

January 19, 2012

Robert Rodriguez
Assemblyman
New York State Assembly, District 68
55 East 115th Street
New York, New York 10029

Dear Assemblyman Rodriguez:

I am writing to inform you that Harlem Success Academy Charter School 3 (“Success Academy Harlem 3”) will be submitting an application to the Trustees of the State University of New York to open a new public charter school in Community School District 4 (“New Success Academy”).

The mission of the charter school will be to provide students with an exceptionally high quality education that gives them the knowledge, skills, character, and disposition to meet and exceed New York State standards, and the resources to succeed and lead in school, college, and a competitive global economy.

The school will serve low-income and/or mixed-income students residing within Community School District 4, including English Language Learners and students with special education needs. The aim would be to educate all students at the same high level, irrespective of socioeconomic, racial, ethnic, and/or other status. We deeply believe that economically and racially integrated school settings provide important benefits to both students and the community. Students from low-income families benefit academically from attending mixed-income schools, and the establishment of high-quality mixed-income schools raises the bar generally for lagging middle-class schools. It is a core principle at Success Academy that every child should have access to a high-quality public school option

If approved, the New Success Academy would open in August 2013 with



310 Lenox Avenue, 2nd floor, New York, NY 10027, Telephone: (646) 597-4641, Fax: (646) 961-4739

Kindergarten and 1st grade, and add one grade each year until it served Kindergarten through 5th grade. We currently intend for the school to ultimately serve up to 8th grade. The planned total enrollment in the school's fifth year of operation is 600-675 students.

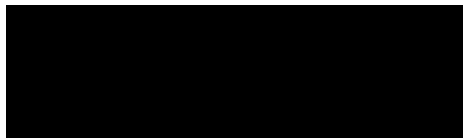
The academic program will include daily reading, writing, math, and exploratory-based science instruction, totaling approximately four-and-one-half hours each week. On any given day, students might dive into a good book, hypothesize about whether an object will sink or float, mold a papier-mâché dragon head, sing songs, solve the word problem of the day, challenge a fellow student in chess, write a compelling story, or score the winning soccer goal. Success Academy scholars are critical thinkers who love learning and are college-bound.

The school day will run from 7:45 a.m. until 4:00 p.m. in Kindergarten and until 4:30 p.m. or 5:30 p.m. for all other grades, except one day each week, the school day will run from 7:45 a.m. until 12:30 p.m. or 2:00 p.m. Extensive professional development will be provided for teachers on those afternoons. Teachers will use student assessment data to drive instruction, and employ a research-based, results-driven curriculum that goes well beyond New York State standards and Core Curriculum state Standards.

We welcome your comments, which may be made via e-mail at newschoolsd4@successacademies.org. To leave a voicemail with your comments, please call (646) 545-6918, and be sure to specify the school your message concerns. We want to serve your great community, and we will endeavor to incorporate the community's input as we embark on this exciting mission.

We look forward to working with you and becoming an integral part of your community.

Sincerely,



Eva Moskowitz
Chief Executive Officer
Success Charter Network

Success Academy Charter Schools

está gestionando la apertura de una nueva escuela primaria charter pública en Distrito 4.

Cuándo: agosto de 2013

Dónde: Distrito escolar comunitario (CSD) 4

Grados: kinder y 1.º grado para el año escolar 2013-2014 y se continuará hasta completar todo el ciclo de kinder a 8.º grado

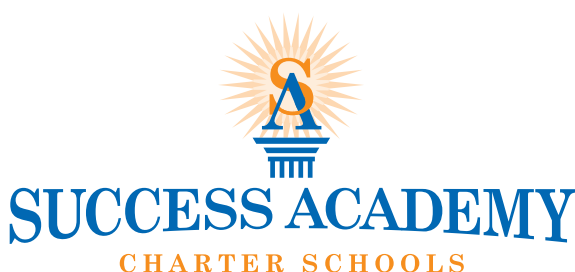


Success Academy tiene una comprobada trayectoria de excelencia; nuestros alumnos califican en el 5 % más alto de las 3,500 escuelas públicas del estado de Nueva York en lectura, ciencia y matemática.

Para saber más sobre de las nuevas escuelas propuestas de Success Academy visite:

SuccessAcademies.org/newschools

No dude en enviar sus sugerencias:
newschoolsD4@successacademies.org



**Success Charter Network
Community Outreach Stakeholders**

CSD 2 Community Stakeholders						
First Name	Last Name	Title	Office	Address	Borough	Zip
Dan	Quart	Assemblyman	New York State Assembly District 73	360 E. 57th Street (Mezzanine)	Manhattan	10022
Brian	Kavanagh	Assemblyman	New York State Assembly District 74	237 1st Avenue (14th Street), Room 407	Manhattan	10003
Jose	Serrano	Senator	New York State Senate District 28	157 East 104th Street (Ground Level)	Manhattan	10029
Daniel	Garodnick	Councilmember	District 4		Manhattan	10017
Jessica	Lappin	Councilmember	District 5		Manhattan	10065

CSD 4 Community Stakeholders						
First Name	Last Name	Title	Office	Address	Borough	Zip
Charles	Rangel	Congressman	United States Congress 15th District	163 West 125th St., Suite #737	Manhattan	10027
Robert	Rodriguez	Assemblyman	New York State Assembly District 68	55 East 115th St	Manhattan	10029
Jose	Serrano	Senator	New York State Senate District 28	157 East 104th Street (Ground Level)	Manhattan	10029
Melissa	Mark-Viverito	Councilmember	District 8		Manhattan	10029
Matthew	Washington	Chairman	Community Board 11	1664 Park Avenue, Ground Floor	Manhattan	10035
Hector	Nazario	President	Community Education Council District 4		Manhattan	10035
Bill	Perkins	Senator	New York State Senate District 30	163 West 125th Street Harlem State Office Bldg., Suite 912	Manhattan	10027

CSD 13 Community Stakeholders						
First Name	Last Name	Title	Office	Address	Borough	Zip
Stephen	Levin	Council Member	District 33		Brooklyn	11217
Letitia	James	Council Member	District 35		Brooklyn	11217
Albert	Vann	Council Member	District 36		Brooklyn	11216
Brad	Lander	Council Member	District 39		Brooklyn	11215
Chris H.	Olechowski	Chair	Community Board 1		Brooklyn	11211
John	Dew	Chairperson	Community Board 2		Brooklyn	11201

**Success Charter Network
Community Outreach Stakeholders**

Henry L.	Butler	Chairperson	Community Board 3		Brooklyn	11216
Daniel M.	Kummer	Chairperson	Community Board 6		Brooklyn	11201
Ben	Greene	President	Community Education Council District 13		Brooklyn	11238
Nydia M.	Velazquez	Representative	United States Congress 12th District	16 Court St., Suite 1006	Brooklyn	11241
Edolphus	Towns	Representative	United States Congress 10th District	186 Joralemon Street, Suite 1101	Brooklyn	11201
Daniel L.	Squadron	State Senator	New York State Senate District 25	209 Joralemon Street Borough Hall, Room 310	Brooklyn	11201
Velmanette	Montgomery	State Senator	New York State Senate District 18	30 Third Avenue	Brooklyn	11217
Joan L.	Millman	Assemblywoman	New York State Assembly 52	341 Smith Street	Brooklyn	11231
Hakeem	Jeffries	Assemblyman	New York State Assembly 57	55 Hanson Place	Brooklyn	11217
Joseph R.	Lentol	Assemblyman	New York State Assembly 50	619 Lorimer Street	Brooklyn	11211

CSD 17 Community Stakeholders						
First Name	Last Name	Title	Office	Address	Borough	Zip
Mathieu	Eugene	Council Member	District 40		Brooklyn	11226
Nizjone	Granville	Chairperson	Community Board 8		Brooklyn	11213
Charlene	Gayle	Chairperson	Community Board 9		Brooklyn	11225
Alvin M.	Berk	Chairman	Community Board 14		Brooklyn	11230
VP Kenneth	Wright	President	Community Education Council District 17		Brooklyn	11216
Yvette D.	Clarke	Representative	United States Congress 11th District	123 Linden Boulevard	Brooklyn	11216
Eric	Adams	State Senator	New York State Senate District 20	572 Flatbush Avenue	Brooklyn	11225

**Success Charter Network
Community Outreach Stakeholders**

James F.	Brennan	Assemblyman	New York State Assembly District 44	416 Seventh Avenue	Brooklyn	11215
Annette	Robinson	Assemblywoman	New York State Assembly District 56	1360 Fulton Street, Room 417	Brooklyn	11216
Karim	Camara	Assemblyman	New York State Assembly District 43	1216 Union Street	Brooklyn	11225

Success Academy Charter Schools

is applying to open three new elementary public charter schools in Brooklyn.

When: August 2013

Where: 1 school in Community School District (CSD) 13 and 2 schools in CSD 17

Grades: K and 1st grade for the 2013-2014 school year and serving K-8th grade at full scale



The Success Academy network of public charter schools has a proven record of excellence, with our scholars consistently scoring in the top 5% of all 3,500 public schools in New York state for reading, science and math.

To learn more about Success Academy's proposed new schools please visit:

SuccessAcademies.org/newschools

We encourage your input:
newschoolsbklyn@successacademies.org



SUCCESS ACADEMY
CHARTER SCHOOLS



Proposed New Schools

Success Academy Charter School - Harlem 3 ("Success Academy Harlem 3") will be submitting an application to the Trustees of the State University of New York to open new public charter schools in [Brooklyn](#) and [Manhattan](#) ("New Success Academies").

Mission

The mission of each charter school will be to provide students with an exceptionally high-quality education that gives them the knowledge, skills, character, and disposition to meet and exceed New York State standards, and the resources to succeed and lead in school, college, and a competitive global economy.

Target Population

The schools will serve low-income and/or mixed-income students residing within the [Community School District \(CSD\)](#)*of location, including English Language Learners and students with special education needs. The aim would be to educate all students at the same high level, irrespective of socioeconomic, racial, ethnic, and/or other status. We deeply believe that economically and racially integrated school settings provide important benefits to both students and the community. Students from low-income families benefit academically from attending mixed-income schools, and the establishment of high-quality mixed-income schools raises the bar generally for lagging middle-class schools. It is a core principle at Success Academy that every child should have access to a high-quality public school option.

*Find Your CSD

Grades and Enrollment

If approved, the New Success Academies would open in August 2013 with Kindergarten and 1st grade, and add one grade each year until they serve Kindergarten through 8th grade (middle school grades subject to government approval). The planned total enrollment in the school's fifth year of operation is 600-675 students.

Academic Program

The academic program will include daily reading, writing, math, and exploratory-based science instruction, totaling approximately four-and-one-half hours each week. On any given day, students might dive into a good book, hypothesize about whether an object will sink or float, mold a papier-mâché dragon head, sing songs, solve the word problem of the day, challenge a fellow student in chess, write a compelling story, or score the winning soccer goal. Success Academy scholars are critical thinkers who love learning and are college-bound.

The school day will run from 7:45 a.m. until 4:00 p.m. in Kindergarten and until 4:30 p.m. or 5:30 p.m. for all other grades, except one day each week, the school day will run from 7:45 a.m. until 12:30 p.m. or 2:00 p.m. Extensive professional development will be

provided for teachers on those afternoons. Teachers will use student assessment data to drive instruction, and employ a results-driven curriculum that goes well beyond New York State standards and Core Curriculum state Standards.

Proposed Schools

Brooklyn:

Success Academy Charter School - Brooklyn 5 in CSD13

Success Academy Charter School - Brooklyn 6 in CSD17

Success Academy Charter School - Brooklyn 7 in CSD17

Manhattan:

Success Academy Charter School - Manhattan 1 in CSD2

Success Academy Charter School - Manhattan 2 in CSD2

Success Academy Charter School - Manhattan 3 in CSD4

Comments:

We welcome your comments. Please use the form below to submit your comments and be sure to select the CSD, if any, to which your comment refers.

To leave a voicemail with your comments, please call (646) 545-6918, and be sure to specify the school your message concerns. We want to serve your great community, and we will endeavor to incorporate the community's input as we embark on this exciting mission.

We look forward to working with you and becoming an integral part of your community.

Contact Us:

First Name*

Last Name*

Email Address*

Phone & Ext. Block
Phone
Ext

Community School District (CSD)*

Comments*

Submit

Success Academy Charter Schools | 310 Lenox Avenue, 2nd Floor, New York, NY 10027 | Office: (646) 597-4641 Fax: (646) 961-4739
Contact Us | Privacy Policy | Site Map

1k

Like

Success Academy Charter Schools

está gestionando la apertura de tres nuevas escuelas primarias charter públicas en Brooklyn.

Cuándo: agosto de 2013

Dónde: 1 escuela en Distritos escolares comunitarios (CSD) 13 y dos escuelas en CSD 17

Grados: kinder y 1.^{er} grado para el año escolar 2013-2014 y se continuará hasta completar todo el ciclo de kinder a 8.º grado



Success Academy tiene una comprobada trayectoria de excelencia; nuestros alumnos califican en el 5 % más alto de las 3,500 escuelas públicas del estado de Nueva York en lectura, ciencia y matemática.

Para saber más sobre de las nuevas escuelas propuestas de Success Academy visite:

SuccessAcademies.org/newschools

No dude en enviar sus sugerencias:
newschoolsbklyn@successacademies.org



SUCCESS ACADEMY
CHARTER SCHOOLS

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Success Academy Charter Schools

[Like](#)

Education · New York, New York



Wall

Success Academy Charter S... · Everyone (Top Posts) ▼

Share: [Post](#) [Photo](#) [Video](#)

Write something...



Success Academy Charter Schools

Success Academy Charter Schools is applying to open 6 new elementary public charter schools in Manhattan and Brooklyn! We need your input! Visit SuccessAcademies.org/NewSchools to provide public comment!

Like · Comment · Tuesday at 2:47pm · 🌐

👍 Christopher Rosaschi, Mysteriously Ciara Detres-Phillips, Teyora Nicole Graves and 13 others like this.

SuccessAcademies.org



[Wall](#)

[Info](#)

[Photos](#)

[We Welcome](#)

Subject: Form Submission Received for form: Comments for Proposed New Schools

Date: Thursday, February 23, 2012 9:46:56 AM ET

From: Success Charter Network

To: Kesav.Wable@successacademies.org

Form Name: Comments for Proposed New Schools

Submitted: 02/23/2012

Submission ID: 769

Contact Us:

First Name

██████

Last Name

██████

Email Address

████████████████████

Phone & Ext. Block

Phone

646-765-8149

Ext

Community School District (CSD)

CSD2

Comments

My son is was born in ██████ I am looking to apply for Kindergarten for 2014-2015 school year.

Results for all submissions: https://www.successacademies.org/cf_forms/admin.cfm?cmd=results&formid=14

Subject: Form Submission Received for form: Comments for Proposed New Schools

Date: Tuesday, February 21, 2012 6:31:57 PM ET

From: Success Charter Network

To: Kesav.Wable@successacademies.org

Form Name: Comments for Proposed New Schools

Submitted: 02/21/2012

Submission ID: 768

Contact Us:

First Name

[REDACTED]

Last Name

Freeman-Gassem

Email Address

[REDACTED]

Phone & Ext. Block

Phone

[REDACTED]

Ext

Community School District (CSD)

General

Comments

I support the SA and think that all students are entitled to a quality education and look forward to their growth in many neighborhoods.

Results for all submissions: https://www.successacademies.org/cf_forms/admin.cfm?cmd=results&formid=14

Subject: Form Submission Received for form: Comments for Proposed New Schools

Date: Tuesday, February 21, 2012 3:51:55 PM ET

From: Success Charter Network

To: Kesav.Wable@successacademies.org

Form Name: Comments for Proposed New Schools

Submitted: 02/21/2012

Submission ID: 767

Contact Us:

First Name

[REDACTED]

Last Name

[REDACTED]

Email Address

[REDACTED]

Phone & Ext. Block

Phone

[REDACTED]

Ext

Community School District (CSD)

General

Comments

I would like too put my son on the waiting list for the bronx thank you.

Results for all submissions: https://www.successacademies.org/cf_forms/admin.cfm?cmd=results&formid=14

Subject: Form Submission Received for form: Comments for Proposed New Schools

Date: Monday, February 20, 2012 9:07:42 AM ET

From: Success Charter Network

To: Kesav.Wable@successacademies.org

Form Name: Comments for Proposed New Schools

Submitted: 02/20/2012

Submission ID: 764

Contact Us:

First Name

██████

Last Name

██████

Email Address

██

Phone & Ext. Block

Phone

██████████

Ext

Community School District (CSD)

General

Comments

Would like to discuss collaborative partnership with leadership expanding school offering using "hybrid model" learning .

Results for all submissions: https://www.successacademies.org/cf_forms/admin.cfm?cmd=results&formid=14

Subject: Form Submission Received for form: Comments for Proposed New Schools

Date: Friday, February 17, 2012 10:16:21 PM ET

From: Success Charter Network

To: Kesav.Wable@successacademies.org

Form Name: Comments for Proposed New Schools

Submitted: 02/17/2012

Submission ID: 762

Contact Us:

First Name

[REDACTED]

Last Name

[REDACTED]

Email Address

[REDACTED]

Phone & Ext. Block

Phone

[REDACTED]

Ext

Community School District (CSD)

General

Comments

Hi,

I am residing in woodbridge new jersey, and i have read about your school in the new york post, and i am searching for a magnet program and wealthy school for my daughter but unfortunately no luck in new jersey. Are you going to open success academy in some new jersey areas as well? While i am searching for top rank school for my daughter i was very disappointed that in new jersey state does not have any magnet public school, whereas all other state like md, ms and many more uprisng in education level. Please advise if i have any luck i would really appreciate your help.

Thanks,

[REDACTED]

Subject: Form Submission Received for form: Comments for Proposed New Schools

Date: Friday, February 17, 2012 9:40:17 PM ET

From: Success Charter Network

To: Kesav.Wable@successacademies.org

Form Name: Comments for Proposed New Schools

Submitted: 02/17/2012

Submission ID: 761

Contact Us:

First Name

[REDACTED]

Last Name

[REDACTED]

Email Address

[REDACTED]

Phone & Ext. Block

Phone

[REDACTED]

Ext

Community School District (CSD)

General

Comments

Yo vivo en el [REDACTED] r.NY.10031 quisiera saber si dan bus escolar para esta area. quisiera aplicar para la escuela #5. Para 3 grado

Results for all submissions: https://www.successacademies.org/cf_forms/admin.cfm?cmd=results&formid=14

Subject: Form Submission Received for form: Comments for Proposed New Schools

Date: Thursday, February 16, 2012 6:16:23 PM ET

From: Success Charter Network

To: Kesav.Wable@successacademies.org

Form Name: Comments for Proposed New Schools

Submitted: 02/16/2012

Submission ID: 758

Contact Us:

First Name

[REDACTED]

Last Name

[REDACTED]

Email Address

[REDACTED]

Phone & Ext. Block

Phone

Ext

Community School District (CSD)

[REDACTED]

Comments

When do you plan to open up schools in this district? When will you accept applications and for what grades?

Results for all submissions: https://www.successacademies.org/cf_forms/admin.cfm?cmd=results&formid=14

Subject: Form Submission Received for form: Comments for Proposed New Schools

Date: Wednesday, February 15, 2012 3:53:24 PM ET

From: Success Charter Network

To: Kesav.Wable@successacademies.org

Form Name: Comments for Proposed New Schools

Submitted: 02/15/2012

Submission ID: 727

Contact Us:

First Name

[REDACTED]

Last Name

[REDACTED]

Email Address

[REDACTED]

Phone & Ext. Block

Phone

[REDACTED]

Ext

Community School District (CSD)

General

Comments

p

Results for all submissions: https://www.successacademies.org/cf_forms/admin.cfm?cmd=results&formid=14

Subject: Form Submission Received for form: Comments for Proposed New Schools

Date: Wednesday, February 15, 2012 11:22:44 AM ET

From: Success Charter Network

To: Kesav.Wable@successacademies.org

Form Name: Comments for Proposed New Schools

Submitted: 02/15/2012

Submission ID: 716

Contact Us:

First Name

██████

Last Name

██████

Email Address

████████████████████

Phone & Ext. Block

Phone

Ext

Community School District (CSD)

CSD2

Comments

I am interested in learning more.

Results for all submissions: https://www.successacademies.org/cf_forms/admin.cfm?cmd=results&formid=14

Subject: Form Submission Received for form: Comments for Proposed New Schools

Date: Tuesday, February 14, 2012 10:03:41 AM ET

From: Success Charter Network

To: Kesav.Wable@successacademies.org

Form Name: Comments for Proposed New Schools

Submitted: 02/14/2012

Submission ID: 710

Contact Us:

First Name

[REDACTED]

Last Name

[REDACTED]

Email Address

[REDACTED]

Phone & Ext. Block

Phone

[REDACTED]

Ext

Community School District (CSD)

CSD17

Comments

I would like to find out how I can enroll my daughter who will be starting school in 2013?

Results for all submissions: https://www.successacademies.org/cf_forms/admin.cfm?cmd=results&formid=14

Subject: Form Submission Received for form: Comments for Proposed New Schools

Date: Sunday, February 12, 2012 11:48:05 AM ET

From: Success Charter Network

To: Kesav.Wable@successacademies.org

Form Name: Comments for Proposed New Schools

Submitted: 02/12/2012

Submission ID: 694

Contact Us:

First Name

[REDACTED]

Last Name

[REDACTED]

Email Address

[REDACTED]

Phone & Ext. Block

Phone

[REDACTED]

Ext

Community School District (CSD)

CSD2

Comments

Hi there, I wanted to know more details of the opening of the school in District 2 in Manhattan, such as, if the opening of the school is still on target for August 2013 and where the location/ school will be. I am supporter and advocate of what Eva Moskowitz and her team are doing. With all the challenges faced in "The Lottery" documentary, they are doing a phenomenal job! Keep up the good work!

Results for all submissions: https://www.successacademies.org/cf_forms/admin.cfm?cmd=results&formid=14

Subject: Form Submission Received for form: Comments for Proposed New Schools

Date: Saturday, February 11, 2012 4:37:39 PM ET

From: Success Charter Network

To: Kesav.Wable@successacademies.org

Form Name: Comments for Proposed New Schools

Submitted: 02/11/2012

Submission ID: 692

Contact Us:

First Name

[REDACTED]

Last Name

[REDACTED]

Email Address

[REDACTED]

Phone & Ext. Block

Phone

[REDACTED]

Ext

Community School District (CSD)

General

Comments

I am a veteran teacher and am planning to retire from California schools sometime in the next couple of years. I continue to be excited about teaching and hope to continue teaching after I leave California schools. I am currently working on another Master's Degree, focusing on Science - K-8. I've recently heard about Success Academy and would like to learn more about these charter schools.

I would like to visit New York and learn more about Success Academy. Do you have any programs in place for potential applicants to visit a school?

Results for all submissions: https://www.successacademies.org/cf_forms/admin.cfm?cmd=results&formid=14

Subject: Form Submission Received for form: Comments for Proposed New Schools

Date: Wednesday, February 8, 2012 6:45:25 PM ET

From: Success Charter Network

To: Kesav.Wable@successacademies.org

Form Name: Comments for Proposed New Schools

Submitted: 02/08/2012

Submission ID: 674

Contact Us:

First Name

██████

Last Name

██████

Email Address

██

Phone & Ext. Block

Phone

6468949512

Ext

Community School District (CSD)

General

Comments

i was wondering if there are schools that are for 1st grade and more..please call me to let me know please thank you

Subject: Form Submission Received for form: Comments for Proposed New Schools

Date: Monday, February 6, 2012 8:37:58 AM ET

From: Success Charter Network

To: Kesav.Wable@successacademies.org

Form Name: Comments for Proposed New Schools

Submitted: 02/06/2012

Submission ID: 648

Contact Us:

First Name

[REDACTED]

Last Name

[REDACTED]

Email Address

[REDACTED]

Phone & Ext. Block

Phone

[REDACTED]

Ext

Community School District (CSD)

CSD17

Comments

I am impressed with your success with the Harlem schools and am looking forward to want you will bring to Brooklyn.

Results for all submissions: https://www.successacademies.org/cf_forms/admin.cfm?cmd=results&formid=14

Subject: Form Submission Received for form: Comments for Proposed New Schools

Date: Tuesday, January 31, 2012 11:47:25 PM ET

From: Success Charter Network

To: Kesav.Wable@successacademies.org

Form Name: Comments for Proposed New Schools

Submitted: 01/31/2012

Submission ID: 643

Contact Us:

First Name

[REDACTED]

Last Name

[REDACTED]

Email Address

[REDACTED]

Phone & Ext. Block

Phone

Ext

Community School District (CSD)

General

Comments

I live in Jamaica Queens, district 29, and we NEED this school in Queens. There is such a demand for better schools in district 29. Our children are suffering. Please look into for 2013. The children will start lining up NOW! Thanks for allowing me to leave feedback.

Results for all submissions: https://www.successacademies.org/cf_forms/admin.cfm?cmd=results&formid=14

Subject: Form Submission Received for form: Comments for Proposed New Schools

Date: Tuesday, January 31, 2012 10:01:36 PM ET

From: Success Charter Network

To: Kesav.Wable@successacademies.org

Form Name: Comments for Proposed New Schools

Submitted: 01/31/2012

Submission ID: 642

Contact Us:

First Name

[REDACTED]

Last Name

[REDACTED]

Email Address

[REDACTED]

Phone & Ext. Block

Phone

[REDACTED]

Ext

Community School District (CSD)

CSD17

Comments

i need a school for my doughter in 6 grade

Results for all submissions: https://www.successacademies.org/cf_forms/admin.cfm?cmd=results&formid=14

Subject: Form Submission Received for form: Comments for Proposed New Schools

Date: Tuesday, January 31, 2012 2:44:24 PM ET

From: Success Charter Network

To: Kesav.Wable@successacademies.org

Form Name: Comments for Proposed New Schools

Submitted: 01/31/2012

Submission ID: 636

Contact Us:

First Name

[REDACTED]

Last Name

[REDACTED]

Email Address

[REDACTED]

Phone & Ext. Block

Phone

347-451-0173

Ext

Community School District (CSD)

General

Comments

I am interested in applying for the success academy the williamsburg section

Results for all submissions: https://www.successacademies.org/cf_forms/admin.cfm?cmd=results&formid=14

Subject: Form Submission Received for form: Comments for Proposed New Schools

Date: Monday, January 30, 2012 4:29:58 PM ET

From: Success Charter Network

To: Kesav.Wable@successacademies.org

Form Name: Comments for Proposed New Schools

Submitted: 01/30/2012

Submission ID: 634

Contact Us:

First Name

[REDACTED]

Last Name

[REDACTED]

Email Address

[REDACTED]

Phone & Ext. Block

Phone

Ext

Community School District (CSD)

General

Comments

I am in CSD 21 and am inquiring if SA plans to open a school here. I reside in Midwood and am concerned about the zone school in my district.

Results for all submissions: https://www.successacademies.org/cf_forms/admin.cfm?cmd=results&formid=14

Subject: Form Submission Received for form: Comments for Proposed New Schools

Date: Monday, January 30, 2012 4:18:08 PM ET

From: Success Charter Network

To: Kesav.Wable@successacademies.org

Form Name: Comments for Proposed New Schools

Submitted: 01/30/2012

Submission ID: 633

Contact Us:

First Name

[REDACTED]

Last Name

[REDACTED]

Email Address

[REDACTED]

Phone & Ext. Block

Phone

[REDACTED]

Ext

Community School District (CSD)

General

Comments

I WOULD LIKE TO OBTAIN INFORMATION ON THE JHS IN MANHATTAN AND BROOKLYN

Results for all submissions: https://www.successacademies.org/cf_forms/admin.cfm?cmd=results&formid=14

Success Academy Charter Schools
is applying to open six new elementary public charter schools in Brooklyn and Manhattan.

When: August 2013

Where: Community School Districts 2, 4, 13 and 17

Grades: K and 1st grade for the 2013-2014 school year and serving K-8th grade at full scale



Success Academy has a proven record of excellence, with our scholars consistently scoring in the top 5% of all 3,500 public schools in New York state for reading, science and math.

To learn more about Success Academy's proposed new schools please visit:

SuccessAcademies.org/NewSchools

We encourage your input:
NewSchools@successacademies.org



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is applying to open six new elementary public charter schools in Brooklyn and Manhattan.

When: August 2013

Where: Community School Districts 2, 4, 13 and 17

Grades: K and 1st grade for the 2013-2014 school year and serving K-8th grade at full scale



Success Academy has a proven record of excellence, with our scholars consistently scoring in the top 5% of all 3,500 public schools in New York state for reading, science and math.

To learn more about Success Academy's proposed new schools please visit:

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Success Academy Charter Schools
está gestionando la apertura de seis nuevas escuelas
primarias charter públicas en Brooklyn y Manhattan.

Cuándo: agosto de 2013

Dónde: Distritos escolares comunitarios 2, 4, 13 y 17

Grados: kinder y 1.º grado para el año escolar 2013-2014 y se
continuará hasta completar todo el ciclo de kinder a 8.º grado



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Pueden seguir rentando auditorios de escuelas públicas.

Senado aprueba ley a favor de las Iglesias

Por votación de 55 votos a favor y 7 en contra el Senado de New York acaba de aprobar la Ley Numero S6087, introducida por el Senador Republicano Martin Golden y que autoriza a las Iglesias a continuar rentando los auditorios de las escuelas públicas para conducir servicios religiosos.

“Yo como Senador y Ministro tengo que felicitar al Senador Golden y al liderato republicano del Senado quienes tomaron este problema de las Iglesias en sus manos y en menos de tres semanas

“Es lamentable que estos siete Demócratas votaran en contra de la ley, cuando todas las Iglesias afectadas, sus pastores y membresía en su mayoría son Demócratas y localizadas en áreas

de Sección la llevaron al Comité de Educación y hoy (Lunes 6 de Febrero) fue traída al piso del Senado donde todos los 62 Senadores tuvimos la oportunidad de votar a favor ó en contra de ella”, dice el Senador Rubén Díaz Sr.

Solo siete Senadores, todos Demócratas, votaron en contra de la ley, ellos fueron: Suzi Oppenheimer, Liz Krueger, Velmanette Montgomery, Tom Duane, Bill Perkins, Toby Ann Stavisky, y Daniel Squadron.

“Es lamentable que estos siete Demócratas votaran en contra de la ley,



cuando todas las Iglesias afectadas, sus pastores y membresía en su mayoría son Demócratas y localizadas en áreas netamente Demócratas” -agrega Díaz-, “también es notable que el Concejal Fernando Cabrera perteneciendo al Concejo Municipal que es totalmente

Demócrata no ha podido conseguir que ese cuerpo aprobase una simple resolución a favor de las Iglesias”.

Por el otro lado la Asamblea del Estado también controlada por los Demócratas está jugando el juego de los tontos con el Asambleísta Nelson Castro,

“cuando todos sabemos que si nada sucedía antes del domingo 12 de Febrero, fecha límite que le dió el Alcalde Michael Bloomberg a las Iglesias, estas serían expulsadas de las escuelas y perderían el derecho de usar los auditorios escolares”, agregó.

Asambleísta Marcos A. Crespo apoya legislación para incrementar el salario mínimo a \$ 8.50 en Nueva York

El Asambleísta Marcos A. Crespo estuvo en Albany, la Capital del Estado de Nueva York para apoyar nueva legislación la cual promete aumentar el salario mínimo en Nueva York a \$8.50 dólares la hora e índice a la inflación para asegurar los salarios no se erosionan en el futuro. Dicha legislación fue presentada por el altavoz de la Asamblea Sheldon Silver y el presidente del Comité del Trabajo, Asambleísta Keith Wright.

“Me alegra mucho ser parte de una legislación que hará mucho bien a varios neoyorquinos. Como ya se podrán haber dado cuenta, el aumento en el sueldo mínimo en el estado es una de mis prioridades durante esta sesión legislativa. Es importante garantizar que los individuos que trabajan en nuestras comunidades puedan seguir manteniendo sus familias ya que el costo de la vida en aumento.”

“El año pasado comenzó el proceso de inculcar la equidad en el código fiscal de Nueva York, y ahora estamos abordando las inequidades de



Marcos A. Crespo

la escala salarial”, dijo Silver. “Es absurdo esperar que alguien pague el costo de vida actual y ser capaces de invertir en su futuro en una tasa de pago de \$ 7.25 por hora. Es por eso que esta inequidad entre el costo de la vida el sueldo mínimo es mi prioridad en esta sesión legislativa.”

La legislación (A.9148) requiere que el salario mínimo aumente a \$ 8.50 en enero de 2013.

“El aumento del salario mínimo y la indexación a la inflación es un asunto de justicia económica, y

nuestro plan recompensará cada hombre y mujer trabajador(a) que están tratando de ganarse la vida”, dijo el asambleísta Wright. “De acuerdo con el Censo de EE.UU., casi la mitad de todos los estadounidenses han caído en la pobreza o se unieron a las filas de los trabajadores pobres. Este no es el sueño Americano. Neoyorquinos que trabajan a tiempo completo, no deben ser pobres. ¡Es tan simple como eso!”

El salario mínimo en Nueva York sólo ha aumentado diez centavos en los últimos seis años. El salario mínimo federal tuvo un aumento de \$ 7.25 la hora en el 2009. Antes de eso, el salario mínimo era de \$ 7.15, que fue establecido en el 2007.

El Distrito de Columbia, Massachusetts, Connecticut, Vermont y otros 15 estados tienen tasas de salario mínimo más alto que el estado de Nueva York.

Diez estados han aprobado leyes de indexación del salario mínimo para garantizar el salario mínimo no se erosionan cada año que el costo de vida aumente.

**LA VOZ
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Las empleadas de hoteles de Nueva York

Tendrán un 'botón de pánico'

Los operadores de hoteles de Nueva York han llegado a un acuerdo para la firma de un nuevo contrato que además de incrementar los salarios y las contribuciones a pensiones y seguros establece la disposición de un 'botón de pánico' personal para pedir auxilio en caso de necesidad, según informa el diario 'Los Angeles Times'.

Este anuncio se produce meses después del escándalo provocado por el presunto asalto sexual del ex director gerente del Fondo Monetario Internacional (FMI), Dominique Strauss-Kahn sobre una empleada de un establecimiento.

La portavoz del hotel Assn, Lisa Linden, señaló que el acuerdo supone "un reconocimiento conjunto" de que los trabajadores de los hoteles necesitan protección.

"Es algo de lo que ciertamente hemos hablado por algún tiempo", señaló Linden, quien agregó que el incidente de Strauss Kahn evidenció la necesidad de estas medidas.

El portavoz de la unión de trabajadores New York Hotels Trades Council, John Turchiano, señaló que durante años ha habido problemas con actuaciones inapropiadas de huéspedes de los hoteles.

Estos incidentes no ocurren habitualmente, pero citó ejemplos de asistentes del mini-bar que han sido preguntados por "ganar algo más de



dinero", o de huéspedes metidos en la cama sin ropa en el momento en el que las empleadas del hotel entran en la habitación.

"Creo firmemente que los hoteles están tan preocupados por la seguridad de sus trabajadores como la unión", señaló Turchiano, quien detalló que no fue duro llegar a un acuerdo sobre la cuestión y que además no se trata de una cuestión de dinero, ya que la implantación del sistema no es cara.

La instalación del 'botón de pánico' requiere que los empleados del hotel

entren a las habitaciones equipados con dispositivos que puedan transportar y que puedan ser fácilmente activados para su efectiva y pronta localización.

Tanto Linden como Turchiano señalaron que debido al variable tamaño de los hoteles, el contrato no prescribe qué dispositivos específicos deben instalar los hoteles.

Los operadores de los hoteles deberán implantar estos dispositivos a partir del 1 de julio de 2013, pero Turchiano señaló que se espera que algunos hoteles lo apliquen antes.

POR LOS PRECINTOS

Polémicas detenciones y revisiones de Policía de NY: nuevo récord

La Policía de la ciudad de Nueva York realizó una cifra récord de 684.330 detenciones en la calle el año pasado —de las cuales 87% fueron a latinos o negros— en el marco de una política que ha sido calificada como racista por grupos defensores de los derechos humanos, pero que ha sido elogiada como una herramienta esencial para el combate a la delincuencia.

El número de detenciones representa un incremento de 14% con respecto al 2010. De las personas paradas en la calle, aproximadamente 12% fueron arrestadas o recibieron un citatorio judicial. El resto no fueron acusadas.

En la década desde que el alcalde Michael Bloomberg ha estado en el cargo, la cifra se ha incrementado de aproximadamente 97.000 en 2002 a la cifra actual. Se trata de un total de 4,3 millones de detenciones.

Intercosores por los derechos humanos aseveran que la práctica se enfoca injustamente en negros y otras minorías inocentes y que se realizan muchas detenciones sin causa debida. Durante una conferencia de prensa el martes, líderes locales pidieron al alcalde y al comisionado de Policía que admitan que existe un problema con la política.

"No es un delito caminar por la calle en la ciudad de Nueva York", dijo Donna Lieberman, directora ejecutiva de la Unión de Libertades Civiles de Nueva York. "No obstante, a diario, neoyorquinos negros y morenos son convertidos en sospechosos por hacer simplemente eso", enfatizó.

La práctica es legal. Una decisión de la Corte Suprema en 1968 estableció la llamada "sospecha fundada" —un patrón que es menor a "causa probable"—, necesaria para justificar un arresto.

Paul Browne, vocero del Departamento de Policía, dijo que hubo el año pasado 413.573 arrestos y 400.000 citatorios judiciales adicionales, con base en el estándar de causa probable.

Al detener, interrogar y registrar a una persona, los registros de la Policía indican que los agentes son motivados por comportamiento sospechosos: movimientos furtivos, acciones que indiquen que alguien pudiera estar sirviendo de centinela, cualquier cosa que muestre un posible negocio de drogas, o una persona cargando herramientas para realizar un robo, como una barra metálica.

"Las detenciones salvan vidas", dijo Browne. "En los últimos 10 años hubo 5.430 homicidios en la ciudad de Nueva York, en comparación con 11.058 en la década previa a que el alcalde Bloomberg llegó al cargo. Ese es un logro notable, 5.628 vidas salvadas, atribuibles a estrategias policíacas proactivas que incluyen detenciones", agregó.

El departamento tuvo aproximadamente 23 millones de contactos con el público el año pasado, indicó. De las detenciones, se decomisaron en total 8.263 armas, incluidos 5.872 cuchillos y 819 armas de fuego, dijo Browne.

El portavoz añadió que la población de raza negra representó más de 53% de esas detenciones del año pasado y 66% de los sospechosos de crímenes violentos. Dijo que los hispanos representaron el 34% de las detenciones y 26% de los sospechosos de delitos con violencia.

Sin embargo, algunos activistas dijeron el martes que si los blancos fueran detenidos a la misma tasa, la Policía probablemente también encontraría una razón para acusarlos.

Hijo de jefe de Policía N.York vuelve a platós tras retirarse caso violación

El hijo del jefe de la Policía de Nueva York, Greg Kelly, regresó a los platós de su programa de televisión después de que la Fiscalía decidiera no presentar cargos tras investigar una denuncia por violación en su contra que se conoció hace dos semanas.

"Han sido un par de semanas muy difíciles, obviamente", declaró Kelly en su regreso a "Buenos días Nueva York", donde agradeció el apoyo recibido por parte de la cadena Fox, así como el de su familia, amigos y de los telespectadores.

Kelly volvió así al



programa que lleva presentando desde 2008 tras retirarse de él temporalmente hace dos semanas, cuando salieron a la luz las acusaciones presentadas en su contra por una mujer que dijo haber sido violada por el hijo del jefe de la

Policía neoyorquina en octubre pasado.

"Tras analizar las pruebas, hemos concluido que los hechos establecidos no constituyeron un delito según las leyes penales de Nueva York", aseguró la oficina del fiscal de Manhattan, Cyrus Vance, tras desestimar el caso contra Kelly.

A finales de enero, una joven acudió a una comisaría de policía para denunciar que en octubre se había encontrado con Kelly en la calle y fueron a un bar, tras lo cual se dirigieron al despacho de abogados en el que trabaja ella, donde supuestamente se produjo la agresión

sexual. Según el relato de la mujer, ella siguió en contacto telefónico con Kelly tras la supuesta violación, fruto de la cual quedó embarazada y tuvo que abortar, siempre según su versión.

Cuando su novio se enteró de lo que había ocurrido, éste acudió a un acto público del jefe de la Policía de Nueva York, Raymond Kelly, y le dijo que su hijo había "arruinado la vida" de su novia. Para evitar un posible conflicto de intereses, la Policía pasó el caso a la Fiscalía, que mostró "serias dudas" sobre la veracidad de las acusaciones.

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FERREIRA



Personajes históricos colombianos

"EL SALTO DE TEQUENDAMA Y LA CACICA GAITANA"

Hola Amigos de la VOZ HISPANA, seguimos con esos elementos, lugares y personajes míticos de la América aborigen. Esta semana les he traído dos leyendas: el Salto de Tequendama, ese lugar miste-

rioso que fue un día, último refugio de los enamorados camino del averno y una leyenda de honor: la cacica Gaitana, una india aguerrida que vengó con sangre el asesinato de su amado hijo en manos de un agresivo invasor durante la conquista

española en tierras amerindias.

Cada trimestre en Bacatá, noble ciudad de los chibchas que descansa mansamente sobre las fértiles y extensas llanuras de la majestuosa sabana, durante tres días con sus noches se organizaban fiestas en honor de

"LA CACICA GAITANA"

Corría la historia en primera mitad del siglo XVI deslizándose insólita entre paeces y yalcones, grupos de laboriosos indígenas asentados en los alrededores de Timaná de la extensa región colombiana del Tolima grande.

En 1538, luego de que Pedro de Añasco recibiera la orden de fundar un asentamiento de españoles en la región, las exigencias del español exasperaron a la población indígena. Por este motivo se empezaron a presentar manifestaciones de rebeldía entre los nativos, una de las cuales surgió cuando Añasco ordenó que el hijo de la "Cacica", nombre este que se le daba a los jefes de las tribus locales, fuera ante él. La Gaitana era una mujer viuda y bella, de rasgos fuertes y temple de acero. Como el joven no hizo caso al invasor con la celeridad deseada, Añasco lo hizo prender y decidió quemarlo vivo en presencia de su madre, cuyas lágrimas y ruegos no fueron escuchados.

Presas del dolor por la muerte inaudita de su amado hijo y con el coraje impotente ante la muerte de su hijo, la Gaitana buscó el apoyo de los dirigentes paeces, piramas, guanacas y yalcones para tomar venganza del español.

Más de diez mil yalcones, encabezados por el cacique Pioanza, quien fuera su más importante aliado, y otros muchos guerreros de los demás cacicazgos, la Gaitana ejecutó con frialdad su plan de venganza, atacaron con arrojo a los españoles y tomaron preso don Pedro. Entonces la madre lastimada desató en el pobre infeliz los tormentos ideados por una mujer que nunca pudo perdonar al cobarde que se permitió por motivo tan baladí matar a su hijo abrasado por las llamas. Le sacó los ojos y le perforó debajo de la lengua para pasarle una sogá, de donde lo llevaba arrastrando de pueblito en pueblito y de mercado en mercado, mostrándolo vergonzante a todos los confines de los asentamientos y haciendo grandes fiestas para celebrar la victoria. Cuando Añasco tenía el rostro hinchado y desenchajado a fuerza de tirones y era previsible su próxima muerte, le empezaron a cortar, de tiempo en tiempo, sus extremidades. Al morir, su cabeza fue cortada para hacer vasos y su cuerpo desollado y relleno de cenizas para exhibirlo como trofeo. La carne fue utilizada para celebrar una gran fiesta a la que asistieron los dirigentes aliados de la cacica Gaitana, y durante la cual hombres y mujeres entonaron cantos en los que narraban sus hazañas y las flaquezas y cobardías de los españoles.

Este episodio desafortunado que desató la ira y el dolor de una mujer de honor y que terminó con el oprobio del capitán usurpador, significó el fortalecimiento de la resistencia de los pueblos indígenas ante la toma por asalto del nuevo mundo recién descubierto. El continente americano plétórico de riquezas de toda índole, tierras exuberantes, oro y esmeraldas, piedras finas y minerales de valor incalculable, cacao, papa,

tabaco, frutas exóticas, fauna y flora sin iguales; pueblos y costumbres milenarias arrasados en nombre de una civilización que con este simple ejemplo podemos demostrar a ciencia cierta, ¿qué tanta civilidad podrían traernos con esa perversidad y el despotismo que hicieron gala los españoles?

La lucha estaba encabezada por la Gaitana contra los invasores, su figura hierática se erigió como emblema indiscutible de la resistencia indígena, ya que la Cacica continuó adelantando acciones de aglutinamiento de la población y de sus líderes contra el invasor. Inicialmente los indígenas obtuvieron varios triunfos sobre las tropas enviadas para vengar la muerte de Añasco, lo que favoreció el engrosamiento de sus filas. En 1539, más de doce mil guerreros atacaron a los españoles en Timaná, aunque su acción no fue exitosa, debido en gran parte a la delación, a causas de la tortura, del cacique Imando, vecino de Los yalcones y



aliado medroso de los españoles. Sin embargo, las consultas hechas por la Gaitana a sus dioses, ya que ella también fue dirigente religiosa, le dieron pie para pronosticar la derrota del enemigo. En esta oportunidad se le unieron otros grupos, entre ellos los panaes o pamaos y los pinaos o pijaos, con lo que se formó un ejército de más de quince mil guerreros. De nuevo la delación de Imando les impidió alcanzar el éxito, aunque hizo que los españoles pensaran en abandonar la región. La posterior llegada de refuerzos españoles impidió que este proyecto se llevara a cabo y con impresionante rapidez se colocó a los indígenas al borde de la extinción.

Según informaciones del cronista fray Pedro Simón, quien escribió alrededor de 1626, de catorce o quince mil indios que había cuando se pobló la villa de Timaná, en la vasta región del Tolima grande, quedaron sólo unos seiscientos indígenas, como consecuencia de las inauditas carnicerías de los españoles, del exceso de trabajo, las epidemias de viruela y las guerras. En este caso, como en muchos otros, la invasión europea dejó a los indígenas americanos sin alternativas. Ni la guerra contra el invasor, ni el sometimiento al rey y a sus encomenderos, les permitieron librarse de su triste destino por esas fuerzas venidas de lejos a usurpar sus dominios que los empujaron sin remedio a la destrucción. Viva amerindia. Buen tiempo y buena mar.



Bochica; eran días enteros de celebración bailando y bebiendo hasta el paroxismo en honor de su Dios protector.

Las festividades se repetían también cuando se prolongaba la temporada de lluvias que amenazaba con anegar los labrantíos destruyendo las cosechas. Porque por estas fechas las lluvias se volvieron tempestades y las tempestades diluvios. Estos fenómenos ocurrieron porque Chibchacún se enfureció al ver que la gente de la comarca no adoraba como debieran a los dioses en manantiales y lagunas, y abandonando sus cultivos, se dedicaron al escarnio peleándose constantemente.

En una ocasión memorable los espesos nubarrones comenzaron a cubrir de gris los azules cielos de la sabana, convirtiendo el día en una capa espesa de noche oscura. Entre incontables rayos caían pesadas las gotas de la lluvia como esferas de plomo. Las nubes gigantes que se revolían sin cesar se tornaron en monumentales cataratas que anegaban las quebradas, los ríos y todas las fuentes de agua de la tierra exterminando sin piedad la vegetación, los animales, plantíos y poblados dejando a la población inerte y despavorida.

La población corrió entonces a refugiarse en los pináculos más altos de las montañas, con el hambre y el frío de muchas jornadas de terror, mientras la

lluvia pertinaz se hacía eterna. Los sacerdotes, mensajeros del pueblo ante las puertas del cielo, imploraban perdón a las divinidades pero las aguas continuaban aumentando día por día rebasando las cumbres más altas de la cordillera central del altiplano.

Hasta que un día Bochica sintió piedad por su pueblo; pensaba que esa no era la forma mejor de castigarlo, que el diluvio era demasiado severo y que su pueblo moría.

Se paseaba el buen Bochica caminando majestuoso por sobre el arco iris y los chibchas lo saludaban pesarosos con cánticos de alabanza. Allá en lo más alto de la cordillera donde se amontonaban las aguas con las nubes, casi en el límite del propio cielo, Bochica con un golpe certero de su vara de oro abrió las peñas y entonces el agua se lanzó precipitadamente desde las alturas. Así se formó el mayestático Salto del Tequendama.

Una vez que las aguas abandonaron la sabana y volvieron a sus cauces los arroyos y los ríos. Bochica condenó a Chibchacún a cargar eternamente la tierra sobre los hombros, que antes descansaba serena sobre vigorosos guaya-canes.

Cuando Chibchacún siente cansancio y cambia de hombro su pesada carga y es cuando ocurren los terremotos.

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ABRE UNA CUENTA EN MACY'S Y RECIBE 20% DE DESCUENTO EXTRA LOS 2 PRIMEROS DÍAS, HASTA \$100, Y VENDRÁN MÁS PREMIOS. La tarjeta de crédito Macy's está disponible condicionada a aprobación de crédito; los descuentos para nuevos titulares son válidos en el día en que se abre la cuenta y al siguiente; excluye servicios, ciertos departamentos arrendados, tarjetas de regalo, restaurantes, comida gourmet y vino. Hay un límite de \$100 en los descuentos para nuevas cuentas al comprar muebles, colchones y alfombras; la aplicación debe ser aprobada al momento para recibir los descuentos extras; los empleados de Macy's no pueden participar.

EDITORIAL

Desafío del periodismo digital

La demanda informativa de la sociedad de la información hace que los cibermedios multipliquen esfuerzos para atender el acontecer diario, pero en ocasiones, los productores de contenido incurren en atajos para sostener la dinámica operativa y contribuir al número de visitas en el sitio Web.

La nueva generación de redactores y periodistas digitales podrían tomar como "normales" prácticas poco éticas y deshonestas, si desde las salas de redacción no se fijan manuales de estilo que definan citas, coberturas minuto a minuto, inserción de contenido multimedia, propiedad intelectual, derechos reservados y usos del Creative Commons para llevar una jornada informativa.

La sobreexposición de las redes sociales hizo que la mayoría de los medios digitales cayeran en una competencia por tráfico y orientaran sus labores operativas para que sus contenidos circulen por Twitter, Facebook y LinkedIn primero antes que los escritos por otros portales. Precisamente, el desenfoque operativo fomenta que se duplique contenido de portales internacionales, traducciones textuales, copy-paste, uso de fotografías protegidas y especulaciones en función de updates de terceros.

Algunas propuestas para fomentar el periodismo digital ético, serio y responsable:

1. En primer lugar, es fundamental que desde la coordinación de redacciones se determinen esquemas de trabajo para noticias de último minuto, noticias de gran alcance, seguimiento de un suceso y cobertura de eventos. En ese sentido, el flujo de trabajo mejorará si un equipo se dedica a rastrear datos a través de redes sociales o plataformas multimedia; mientras que otros empleados construyen una nota con información confirmada.

2. Si un texto estará compuesto por datos extraídos de portales internacionales, es vital citar el autor, medio que hace la publicación y un enlace al contenido original. Este recurso multiplica la credibilidad del medio ante las audiencias.

3. Hay varias formas para reflejar contenidos externos, pero la que está cobrando más fuerza entre los periodistas estadounidenses y españoles consiste en citar de forma indirecta la información señalando la fecha y hora de publicación.

4. En los últimos meses se ha generado mucha polémica por el uso no autorizado de fotografías, así que para evitar conflictos legales es prudente obtener imágenes con la licencia de Creative Commons, que pueden ser obtenidas desde Flickr o un banco de recursos. Si las gráficas no han llegado de las agencias, es preferible abrir con un recurso de archivo.

5. Twitter y Facebook pueden usarse como canales informativos para realizar avances mientras se produce la primera versión de la noticia, lo cual puede ser ventajoso para cumplir el rol informativo, y luego profundizar la nota con datos corroborados.

6. Youtube resulta un importante recurso para ilustrar un hecho noticioso, porque los smartphones modernos convirtieron a los usuarios en reporteros ciudadanos que atestiguan eventos y los suben a la red para colaborar con la sociedad de la información.

Por último es necesario determinar que el trabajo no concluye con la publicación del texto, porque hay que rastrear su impacto en los social media, verificar comentarios que aporten y buscar nuevos recursos digitales que signifiquen otras visiones.

Isaías Elías Blanco

EL BUZON DE TODOS

Sr. Director

Desde la aparición del hombre lleva inmanente el don más preciado de la humanidad: la libertad; que configura el faro luminoso que disipa la sumisión convirtiéndose en la fuente de la dignidad. Esta eterna condición universal es la piedra angular donde se sustenta los principios de tolerancia y justicia. Igualmente para lograr la tan ansiada convivencia pacífica es imprescindible la defensa

irreductible de este atributo. Sin embargo, para que elementos civilizadores se hagan visibles debemos practicar la diversidad del pensamiento y el respeto mutuo.

Venezuela fue escenario genuino donde nació y triunfó la idea emancipadora no solo para ejemplo del sub continente americano, si no para el resto del mundo. Así mismo, puedo aseverar que en el corazón glorioso de nuestras llanuras se fecun-

daron los primeros genes de ese invaluable valor. La estirpe intrépida que configuraban los lanceros de Páez era considerada fuerza inexpugnable que lucharon contra el yugo esclavizador. Estos soldados bajo el epónimo de "Bravos de Apure" al comienzo de la guerra únicamente obedecían a los dictados de esa estoica naturaleza que los parió como el viento huracanado de la libertad.

José Félix Betancourt

Escribanos al 159 East 116 Street, New York, NY 10029 o al mail lvheditor@gmail.com

LA OTRA OPINION

El final...



FRASE DE LA SEMANA

Un consejo es algo que pedimos cuando ya conocemos la respuesta, pero quisiéramos no conocerla. - Erika Jong

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Si o No... una decisión sencilla que se complica por la inacción

Por **Juan A. Moreno-Velázquez**

www.juanmorenovelazquez.com
juanmoreno1547@aol.com

Para que los puertorriqueños nos pongamos en acuerdo en la persecución de una idea se necesita de DIOS y su buena ayuda. Cuando la decisión es sobre un asunto político, un acuerdo general se torna en una imposibilidad. Y así apunta la discusión en torno a la consulta plebiscitaria del 2012.

En primera instancia, y tal como he venido pregonando durante los últimos años, el problema de Puerto Rico no lo resuelve el estatus, ya que el problema de la colonia comienza con los colonos.

El problema en el país gira en torno de la falla de los colonos en establecer foros de discusión común, a fin de cuentas, una serie de conversatorios dirigidos a discutir y encontrar soluciones sobre los problemas que aquejan al país como el crimen, la droga, el desempleo, la desculturación, y la economía. Esa es la única manera de establecer una agenda criolla sobre las soluciones a los problemas que aquejan al país.

Estos son problemas reales, que aquejan a cada uno de los puertorriqueños en manera diaria y consistente, y estos problemas han sido hábilmente echados al lado por esta administración durante este cuatrienio.

Claro, como bien decía mi querida amiga Margarita Calderón Lozano, "es que la no brega es también una manera de brega". Y precisamente, esa es la brega de LGF y esta administración al no enfrentar los problemas en que vive la nación boricua. Ya que si estos no se discuten, entonces, estos problemas no existen.

Ahora, bajo la excusa de la consulta plebiscitaria, nuevamente se destaca la política y la administración novoprogresista se desliga de sus claras fallas administrativas durante los pasados ocho años.

Si, digo ocho años, ya que aunque esta administración se ha hartado de echarle culpas a Aníbal Acevedo Vilá, obviando el que la legislatura y el Mesías, Pedro Roselló González, le hicieron la vida imposible al ex gobernante popular durante el pasado cuatrienio, mientras martirizaron como consecuencia a la enfermedad económica boricua, creando la situación económica en que vive el Puerto Rico de hoy. Esa es una clara realidad que los estadistas han estado echándole pajas durante este cuatrienio. Pero todo aquél boricua consiente sabe que esa fue la realidad política en el país entre el 2004 y el 2008.

Nuevamente, el plebiscito del 2012 le presenta un respiro a la maltrecha administración de LGF que ha de buscar navegar en la discordia político-partidista durante los próximos nueve meses en busca de desenfocar la crítica criolla de su mal gobierno.

Al mismo tiempo, este respiro político les presenta la oportunidad de entonar a las huestes novoprogresistas en la persecución de su sueño estadista, a pesar de que los entendidos de la materia, e incluso los exgobernadores Carlos Romero Barceló y Pedro Roselló González, han concluido que esta consulta ha de resultar en una pesadilla para el ideal de la estadidad.

Al igual que en el pasado, el PNP ha decidido sacrificar los mejores intereses del



Aníbal Acevedo Vilá

país dentro de una estrategia político-partidista que solo favorece los intereses personales de sus líderes, mientras que esta traiciona los mejores intereses ciudadanos.

Esto no es nuevo, esta estrategia se remonta a la traición del ideal independentista por parte del PPD hace más de medio siglo y el dedo del caudillo Luis Muñoz Marín, que señaló a Luis Negrón López y, esa demostración de la política de personalismo, le dio su primera victoria electoral al PNP. Estos son ejemplos claros de la soberbia política que nos caracteriza.

En este caso, esta consulta plebiscitaria traiciona los mejores intereses de los seguidores de la estadidad y es otro movimiento horroroso de esta terrible administración Fortuñista que solo busca opciones para mejorar su posición, una que, sin lugar a dudas, persigue una agenda claramente personalista.

La trifulca dio comienzo de inmediato cuando ALAS, un grupo que apoya el desarrollo del Estado Libre Asociado (ELA) criticó la postura asumida por el Partido Popular Democrático de cara al próximo plebiscito. Esta estrategia persigue el que los seguidores del ELA voten con un SI a favor de que se mantenga el status tal y como está al día de hoy y dejar en blanco la segunda papeleta.

"Triunfó el inmovilismo impulsado por el Lcdo. Rafael Hernández Colón", aseguró el presidente de la organización Alianza pro Libre Asociación Soberna (ALAS), Luis A. Delgado Rodríguez, quien en declaraciones escritas también asegura que la posición asumida "constituye un subterfugio para esconder el enredo espiritual e ideológico que alberga el liderato del PPD".

Añadió que con esta estrategia, el PPD, legítima y válida el proceso de consulta que siempre criticaron y llamaron "embeleco".

La retórica desde la gobernación no se hizo esperar cuando Luis G. Fortuño se montó en la yola plebiscitaria para continuar el debate añadiendo que "en un giro anti-histórico, el Partido Popular se reafirma en el estatus colonial para Puerto Rico. Aun ante las claras posturas de cuatro presidentes de los Estados Unidos que han apoyado las tres maneras aceptadas en derecho internacional para descolonizar a Puerto Rico, Alejandro García Padilla y su partido se obstinan en defender la colonia y el lastre negativo que ello representa para la Isla y su desarrollo

futuro".

El gobernador calificó como "increíble que luego de haber favorecido la soberanía" el PPD favorezca nuevamente el mantener a la isla como territorio.

Según el gobernador esto trae consigo limitaciones nefastas porque "no solo se nos restringen poderes, el continuar en un estado de inmovilismo como lo es el territorio, simplemente es inaceptable".

Pero el comentario popular no se hizo esperar cuando la exgobernadora Sila María Calderón expresó su sentir sobre la estrategia del Partido Popular Democrático en torno al voto plebiscitario pronunciando que "esta consulta es un proceso que no atiende seriamente el tema del status. Se trata de un engaño político para favorecer al gobierno actual en las elecciones", dijo la ex mandataria. "El voto por el Sí aglutina el rechazo de nuestro pueblo ante una consulta amañada y ante los desaciertos del gobierno actual que tan indignados nos tienen a todos. El voto por el Sí representa la afirmación de un pueblo que se quiere dar a respetar", añadió Calderón, al agregar que votar "Sí" en la primera pregunta de la consulta "es lo mismo que decirle "No" al gobierno actual, concluyó la ex gobernadora.

Ah cará, aquí es donde los huevos se ponen a peseta. Ahora los populares pretenden enseñar a sus feligreses el que un voto de SI a la primera pregunta en el plebiscito es un NO rotundo a la política general de Luis G. Fortuño. Señores, ¿se peinan o se hacen rolos?

Es claro, esta consulta plebiscitaria ha sido todo un esquema político novoprogresista dirigido a desenfocar al pueblo y buscando una posición ventajista en la desenfrenada carrera política en el país.

Es igual a evitar la discusión sobre 26,667 padres y madres de familia que sucumbieron ante la fatídica Ley 7, el estruendo judicial que ha de causar la supermayoría en el Supremo, la Reforma Electoral y sus posibles consecuencias, el voto electrónico, un proyecto peligroso, costoso e innecesario, el proyecto del gasoducto, que ha de beneficiar a unos pocos amigos de la gobernación y a lastimar nuestra flora, nuestra fauna y nuestros bolsillos, la conducta administrativa hacia el Instituto de Cultura Puertorriqueño, El Ateneo y el Colegio de Abogados, la mala utilización de los fondos federales para la educación y la consecuente baja escolaridad de nuestros niños. Nadie ha de hablar sobre esto, ahora hay que hablar del SI y del NO, que manipulación la de la administración de turno.

Señores, este es otro de los ridículos consecuentes a que se somete, involuntariamente debo añadir, a nuestro pueblo. La situación criolla es fácil, hay que mantener el enfoque en lo que verdaderamente nos concierne y abandonar la retórica y el garabato político que sacude al país.

Me parece que la posición cabal y responsable de aquellos que oponen este claro afronte al proceso democrático criollo estriba en ir a Washington D.C. y llamar a una conferencia de prensa donde la voz de protesta en cuanto a las condiciones que este gobierno ha establecido en torno a esta consulta plebiscitaria se escuchen a los cuatro vientos. Es necesario exponer las decisiones administrativas de LGF en un

plano fuera de los confines insulares, llevando esta situación, si posible, hasta el mismo pleno del Congreso Norteamericano, a manera de enviar un claro mensaje de protesta y decir claramente, OJO AL PILLO.

Es tiempo de hacer como el toro acorralado, MUGE, o como el toro que no muge, EMBISTE, hay que ser como el JOSCO de Don Abelardo Díaz Alfaro y defender lo nuestro, hay que cambiar a este gobierno, y me refiero tanto a populares como penepés.

COÑO DESPIERTA BORICUA...

Los imeils de Jacinta

Por **Jacinta Marín**

www.losimeilsdejacinta.com

Querida Minga:

¡Ah cará, ahora resulta que sacar un cupón de descuento en un restaurante es causa de ababachamiento y vilipendiamiento público!

Pues si te da pachó no vayas conmigo porque cuenta y jura que cualquier cosa que me haga estirar mi pesito la voy a hacer rigardles de que me critiquen. Sobre todo cuando ahora puedes ir a restaurantes de distingancia y hacerte el Shelac de las uñitas en biutis donde van las artistas por una chavería.

Pero mija, es que a los boricuas el orgullo nos mata.

¿Tú no ves como en tierra del Americano hasta el más guillú saca la cartera de cupones donde quiera y pelea hasta por una pejeta? ¿Tú no sabes que eso de educación de consumidores es en el mundo entero algo que le mientan trendich y que está in?

¡Claro pero no en tierra borincana, donde el maná y el jauja llegan o del Norte, o del traqueteo con el cachimiro!

Aquí hacer fila para que te cojan el cupón es poco menos que motivo pá que te quemén en la hoguera.

Pero entérate queridita, que la que estás aut eres tú y que prontito vas a ver cómo hasta en la tienda esa del señor italiano que le mientan don Salvatore en el Condado van a estar vendiendo cartecitas de diseñador pá los cupojos de descuento.

Jacinta

PD: Trú que hay que darle como un cursito a algunos mozos y empleados de establecimientos que cuando sacas el cupón y le dices que vas a comprar con descuento te miran por encimita del hombro como queriendo que te sientas café o mazetoide. Pero ná que ver. El otro día en un restaurante un mozo me miró como burloncito y yo le dije: ¡cuidáo si a la hora de la propina te saco un cuponcito que dice que sorry pero que la propina es only cuando alguien me trata con distingancia y que con todo el respeto te vas a quedar puyú!. Consumidores Unidos Jamás Serán Vencidos. Absolutli!

SALUD



Departamento de Salud del Estado convoca un simposio público por este caso

Disparidades en la salud entre los afroamericanos

Como parte de la celebración del mes de la Historia Negra, el Departamento de Salud del Estado de Nueva York ha convocado un simposio público en el cual se abordará el tema de las disparidades en la salud que afectan a la comunidad afroamericana y los esfuerzos que se llevan a cabo para reducir y eliminar las disparidades en el estado de Nueva York.



El simposio "Más allá de las disparidades en la salud y el alcance de la equidad en la salud: De la estrategia a la acción", está siendo coordinado por el Instituto del SIDA del Departamento de Salud del estado. Se llevará a cabo en el Centro de Graduados de la City University of New York, localizado en el número 365 de la Quinta Avenida en Manhattan. Se espera que en el foro intervengan más de 200 personas que se encuentran trabajando de forma activa

en el desarrollo y la promoción de iniciativas de equidad en salud para hacer frente a las disparidades de salud en las comunidades locales.

"Al tiempo que estamos celebrando los grandes logros de los hombres y mujeres afroamericanos también debemos reconocer que aún existen graves disparidades en la salud que deben ser abordados", afirmó el Comisionado de Salud del Estado, el doctor Nirav R. Shah. "El simposio promoverá un diálogo constructivo y acciones que permitan implementar estrategias efectivas que logren mejorar

la salud y la vida de los afroamericanos de todo el Estado".

El simposio es una colaboración entre el Departamento de Salud del Estado y socios federales, estatales y locales que trabajan juntos para reducir o eliminar las disparidades en áreas tales como el VIH / SIDA, las muertes prematuras, la mortalidad infantil y otros temas que afectan negativamente a los afroamericanos. Una prioridad importante del simposio es fomentar el desarrollo y la implementación de planes de acción comunitaria.

Las disparidades de salud en el

Estado de Nueva York, al igual que en la mayoría de los otros Estados, a menudo se producen a causa de factores como raza, etnia, procedencia, idioma, estatus socioeconómico, y/o geografía, entre otros. Los grupos minoritarios raciales y étnicos experimentan de forma consistente una salud deficiente en comparación con los neoyorquinos de grupos mayoritarios.

El Departamento de Salud del Estado está trabajando para reducir las grandes brechas de salud entre las minorías a través de la planificación cooperativa, redes de conexión de grupos y diversas actividades como parte de un esfuerzo de colaboración con las comunidades médicas y de la salud pública, entidades empresariales, el sector académico, funcionarios electos, consumidores, grupos de defensa de los pacientes y otras personas y grupos interesados en el tema.

Disminuyen partos prematuros médicamente innecesarios

March of Dimes se asocia con hospitales en programas de mejora de calidad

Los esfuerzos para ofrecer a los bebés un inicio de vida sana evitando los partos prematuros médicamente innecesarios empiezan a mostrar resultados, dijo March of Dimes.



Los comentarios de March of Dimes fueron expresados mientras las nuevas estadísticas basadas en hospitales divulgadas por The Leapfrog Group muestran que los partos por cesárea e inducidos médicamente innecesarios realizados antes de las 39 semanas están disminuyendo. Cerca del 39 por ciento de unos 750 hospitales que voluntariamente reportan un índice de parto temprano optativo del 5 por ciento o menos, en comparación con cerca del 30 por ciento el año anterior.

Desde hace más de dos años, March of Dimes trabaja con hospitales, expertos de

políticas de la salud y organizaciones asociadas en la implementación de un kit de herramientas diseñado para ayudar a los hospitales a poner en práctica las políticas y métodos de trabajo para disminuir el número de partos por cesárea e inducidos médicamente innecesarios programados antes de las 39 semanas de embarazo.

El kit de herramientas es parte del enfoque multifacético de March of Dimes de cumplir los objetivos de su Campaña contra el Nacimiento Prematuro a nivel nacional. March of Dimes estableció un objetivo

de disminuir el índice de nacimientos prematuros a 9,6 por ciento de todos los bebés nacidos vivos para 2020. Para obtener más información acerca de la importancia del embarazo a término completo, visite: <http://www.marchofdimes.com/39weeks>.

Las investigaciones en 2008 conducidas por March of Dimes y los Centros para el Control y Prevención de Enfermedades, hallaron que los partos por cesárea representaron casi todo el aumento en el índice de partos únicos prematuros en Estados Unidos entre 1996 y 2004.

El nacimiento prematuro,

el nacimiento antes de las 37 semanas de gestación, es un problema de salud serio con un costo para Estados Unidos de más de US\$26 mil millones al año, según un informe del Instituto de Medicina de 2006. El parto prematuro es la causa principal de muerte de recién nacidos y un millón de bebés en todo el mundo mueren cada año como resultado de su nacimiento prematuro. Los bebés que sobreviven un nacimiento prematuro casi siempre enfrentan el riesgo de sufrir problemas de salud de por vida, tales como problemas respiratorios, parálisis cerebral, discapacidades de aprendizaje y otros.

March of Dimes dice que si el embarazo es saludable y no hay complicaciones que requieran un parto prematuro, las mujeres deben esperar hasta que comience el trabajo de parto por si solo o por lo menos hasta las 39 semanas de gestación.

¿No le queda ni un año de vida a Hugo Chávez?

El estado de salud de Chávez es mucho peor de lo que sus apariciones públicas y sus declaraciones hacen pensar, e incluso sugieren la posibilidad "de que no llegue vivo a las elecciones de octubre".

El presidente venezolano tiene un cáncer de próstata y de colon, según informó 'The Wall Street Journal' en noviembre. El diario español 'ABC' ha añadido que a esas dolencias se suma una metástasis en la médula ósea.



Según 'ABC', Chávez está, además, actuando de forma negligente, ya que ha buscado ayuda en la medicina tradicional china —lo que ha provocado una lucha por el control del tratamiento del mandatario entre sus aliados rusos y chinos— y en curanderos brasileños recomendados por la presidenta de ese país, Dilma Rousseff.

"Los documentos de los servicios de inteligencia de dos países (basados en entrevistas a personas cercanas al presidente) sugieren que el cáncer de Hugo Chávez se ha extendido a los huesos y es más agresivo de lo que ha afirmado su gobierno", arranca el artículo aparecido en 'WSJ'.

Sin embargo, Chávez afirma que se encuentra bien y afirma haber superado el cáncer. De hecho, el pasado domingo dio un mitin que supuso el punto de partida de su campaña electoral.

Pero, como aclara 'ABC', "el último informe, del 12 de enero, especifica que el presidente venezolano recibió en el último mes un incremento de dosis de calmantes y estimulantes, lo que explica la gran actividad pública que ha estado desarrollando".

El último y más resonante caso es el de Whitney Houston

Se desata una epidemia de muertes por sobredosis

En EE. UU. a causa de la sobredosis de fármacos mueren más personas que en los accidentes de tránsito, según concluye el reciente informe divulgado por las autoridades médicas del país.

En EE. UU. a causa de la sobredosis de fármacos mueren más personas que en los accidentes de tránsito, según concluye el reciente informe divulgado por las autoridades médicas del país, según una información publicada por el sitio digital Rusia Today.

Así, en 2008 la intoxicación se convirtió en la causa número uno de muerte en 30 estados estadounidenses, según el informe de los Centros para el Control y la Prevención de Enfermedades (CDC, por sus siglas en inglés). De hecho, el 90% de estos casos estaba vinculado con una sobredosis por medicamentos adquiridos con receta.

"En las últimas tres décadas,



¿Qué apagó la voz de Whitney?

A pesar de que los resultados de la autopsia tardarán todavía alrededor de un mes y medio en conocerse, ya han comenzado a circular las primeras hipótesis acerca de la muerte de la cantante. Según parece, la policía cree que Houston pudo morir por una mezcla letal de alcohol y medicamentos, ya que la noche anterior había estado bebiendo bastante (el personal del hotel Beverly Hilton fue testigo de su errática conducta) y en su habitación se encontraron seis envases de pastillas para controlar los ataques de ansiedad. Estos fármacos pueden producir somnolencia excesiva, desorientación e, incluso, coma si se toman en dosis excesivas o se mezclan con bebidas alcohólicas; por eso mismo es posible que la cantante se quedase dormida en la bañera y falleciera ahogada, que es la causa que, según 'Los Angeles Times' parece más plausible para explicar cómo se apagó una de las voces más importantes del panorama musical de todos los tiempos. |



el número de muertes por intoxicación de fármacos se ha multiplicado seis veces: de alrededor de 6.000 muertes en 1980, hasta más de 36.500 en 2008", dijo en un comunicado una de las autoras del informe, Margaret Warner, experta del Centro Nacional de Estadísticas de Salud de EE. UU.

Asimismo, añadió que según sus estimaciones en el futuro esta tendencia irá en aumento.

Mientras tanto, los investigadores llegaron a la conclusión de que desde 1999 se ha registrado un aumento de la intoxicación por medicamentos que desembocó en muerte en el 90% de los casos, mientras la tasa de muertes en accidentes de tráfico se ha reducido en un 15% en el mismo período.

La tendencia alarmante varía según el estado. Y una razón de eso podrían ser las diferentes leyes de los estados dirigidas a controlar el uso de

fármacos recetados, sostuvo Warner.

Además, la cantidad de medicamentos disponibles en las farmacias y clínicas de Estados Unidos se cuadruplicó entre 1999 y 2010, lo que también contribuye a la tasa de muertes por sobredosis.

La epidemia de muertes por sobredosis en la sociedad norteamericana es uno de los problemas que preocupan a la comunidad médica de este país. Los especialistas reconocen que hoy en día la negligencia de algunos médicos irresponsables a veces resulta más peligrosa que los mismos traficantes de drogas de las ciudades.

Sin embargo, "los mismos pacientes deben entender que tales medicamentos tienen riesgos y por eso estar más atentos y no abusar de las sustancias peligrosas", advierte el doctor del Centro Médico de Florida Jeffrey Bernstein.

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INMIGRACION

Ecuatorianos afligidos en España con un sueño que se convirtió en pesadilla

Los migrantes, endeudados, sin casa y sin empleo

Este informe aparecido en El Universo es conmovedor. Personas que viajan con un sueño que a la postre se convierte en pesadilla, al ser engañados miserablemente. No hay cifras exactas de ecuatorianos afectados desde el 2007 por las hipotecas.

Por Patricia Villarruel (Madrid)
y Jaime Cevallos (Barcelona)

El departamento del segundo piso del edificio de ladrillos que se levanta en el número ocho de la calle Soria, en la localidad madrileña de Torrejón de Ardoz, se quedó con los muebles de la ecuatoriana Consuelo Lozano.

No pudo sacar nada cuando llegó el procurador con la orden judicial de desahucio y la desalojó del que fue su hogar durante cinco años. Ahí se quedaron las camas de los niños, los sillones del salón, la mesa del comedor, los electrodomésticos. Todo.

El 23 de noviembre pasado, la lojana cruzó por última vez la puerta del departamento por el que se endeudó con 227.659 euros (\$ 300.440,78 dólares). Después se marchó a Ecuador. Un año antes habían retornado a Loja sus hijos, Leonardo y Jaime. Meses después, María Elisa, la menor, y su esposo, Jaime Maya.

Consuelo, mujer menuda de cabello negro entrada en la cuarentena, se apoyó en la Plataforma de Afectados por la Hipoteca (PAH) para intentar frenar el desahucio. Lo consiguió el 7 de octubre. No corrió con la misma suerte un mes después. En el 2006, el Deutsche Bank tramitó su crédito hipotecario en menos de cinco días. Le bastaron las cuatro facturas que como empresario de la construcción presentó Jaime y el aval de un hermano de Consuelo para darles el préstamo.

El matrimonio nunca se retrasó en la cancelación de las cuotas mensuales, hasta que estalló la crisis económica, y el desempleo. Las letras impagas se acumularon. Los 370 euros que por horas (\$ 488,28) ganaba al mes la inmigrante en una empresa de limpieza no alcanzaban.

Jaime y Consuelo intentaron, sin éxito, negociar con el banco. Solicitaron la reducción del monto a abonar, de 1.200 a 600 euros (\$ 1.583,64 a \$ 791,81); o entregar la vivienda y saldar la deuda. La entidad negó toda posibilidad de acuerdo y, tras una subasta que quedó desierta, adquirió el inmueble por 115.000 euros (\$ 151.765).

Ellos pierden la casa; deben al banco 115.000 euros (\$151.765), el 50 por ciento del valor de la tasación de la vivienda y 68.000 (\$ 89.739) por demora y costas judiciales.

Ahora está en la mira del banco el hermano de Consuelo, el avalista. Por eso Jaime regresó hace unas semanas a España. Quiere evitar que su cuñado también termine en la calle.

CIFRA RECORD

En el tercer trimestre del 2011 se realizaron en España 10.884 desahucios, cifra récord según los últimos datos disponibles del Consejo General del Poder Judicial. En ese mismo periodo se cursaron, además, 14.861 órdenes para el inicio de los procesos de ejecución hipotecaria que permite a los bancos quedarse con los inmuebles.

No existen estadísticas de ecuatorianos afectados. Entre el 2008 y 2010, la Coordinadora Nacional de Ecuatorianos en España (Conadee) asesoró sobre esta problemática a 8.500 personas. El análisis, en el 2009, de 178 casos le permitió determinar el elevado índice de morosidad. Solo el 29% de deudores estaba al día con sus créditos. Ahí, el monto promedio de los préstamos ascendía a 219.000 euros (\$ 289.013,53).

Los datos constan en la exposición de motivos del proyecto de Ley de Defensa de los Trabajadores y Trabajadoras Migrantes, contra el fraude



Mario Vilatuña, quiteño que vive en Madrid hace doce años, está por perder su departamento por la hipoteca que debe al banco.

Los agremiados en Madrid se reúnen a menudo para plantearse posibles alternativas para saldar sus deudas hipotecarias.



Ecuatorianos han protestado en Madrid porque los bancos no son flexibles ante la crisis, con los préstamos que ellos lograron.

hipotecario cometido en España que presentó a la Asamblea el congresista Gerónimo Yantalema, miembro de la bancada Progresista Plurinacional.

El texto, que no fue aprobado, pretendía impedir que cualquier banco pueda cobrar en el país las deudas adquiridas en el exterior.

Su rostro es la cara más visible de la campaña emprendida por la PAH para impedir los embargos. Comenzó esta lucha, sola, en el 2007 cuando en España se hablaba de bonanza. Hasta sus oídos llegaron las primeras

denuncias de estafas hipotecarias. Ella fue víctima.

LOS AVALISTAS

“El problema se ha trasladado a los avalistas. Los bancos van por ellos, a cobrarles la deuda de los que avalaron y que han dejado de pagar o han desaparecido sin dejar huella”, explica.

Muchos inmigrantes se hicieron garantes de préstamos de familiares, amigos o vecinos y hasta de desconocidos. No midieron el riesgo de asumir la deuda en caso de que el titular no pague el crédito o sus intereses.

“Las agencias inmobiliarias se aprovecharon de nuestro desconocimiento. Este es un problema social. No solo es responsabilidad nuestra, también de los bancos que otorgaron hipotecas a diestra y siniestra”, insiste.

A Pablo Cedeño, padre de dos hijos, y abuelo de cuatro, le concedieron un crédito de 180.000 euros (\$ 237.545,36) por 30 años. Tenía 60, en el 2005, cuando firmó las escrituras. Al perder el empleo dejó de pagar las cuotas de 950 euros (\$ 1.253,71). Su departamento tiene fecha de subasta: 19 de febrero.

Su principal preocupación es su hijo, consta como copropietario pero no puede hacerse cargo del préstamo. “Cuando nos echen buscaremos una habitación pero queremos arreglar con el banco y regresar a Quito”, sostiene. Es lo habitual.

No se pueden liberar de la deuda

En el sistema legal español, el deudor no se libera de la deuda con la entrega de la vivienda, pues rige el principio de responsabilidad patrimonial universal. Tras el desahucio, quien ha perdido su casa sigue debiendo dinero a la banca. El monto corresponde a la parte del préstamo no satisfecho con la entrega del inmueble. De ahí, sin techo y en la calle, entra en el registro de morosos, lo que provoca su exclusión financiera. La defensora del Pueblo de Madrid, María Luisa Cava de Llano, apela a la búsqueda de una solución, que evite la marginación social.

Desde el gobierno, el ministro de Economía y Competitividad, Luis de Guindos, anunció el martes anterior, que dialogará con los bancos para hallar fórmulas que “minimicen el coste social” de los desahucios.

Algunas entidades están aplicando políticas en este sentido, como CaixaBank que, desde enero del 2008, ha refinanciado unas 170.000 hipotecas. Sus alternativas: aplazar el pago del capital o los intereses, alargar los plazos o vender la casa al banco y permanecer como inquilino, pagando un alquiler mensual.

La Cancillería ecuatoriana creó un equipo de trabajo para recopilar información sobre la problemática. Y la Embajada anunció que seis abogados (dos por ciudad) harán acompañamiento jurídico en Madrid, Murcia y Barcelona.

Se investigará denuncias de abusos sexuales contra inmigrantes encarcelados



El Gobierno investigará denuncias de supuestos abusos cometidos en centros de reclusión de Inmigración contra inmigrantes lesbianas, gay, bisexuales y transexuales, informó el Centro Nacional de Justicia Inmigrante de Chicago.

En un comunicado, la directora ejecutiva Mary Meg McCarthy dijo que la investigación será realizada por la Oficina de Responsabilidad del Gobierno (GAO), al responder a denuncias presentadas por ese centro el año pasado en defensa de 17 personas.

La investigación también fue motivada por una carta de comienzos de enero, firmada por 30 miembros del Congreso, mencionando las denuncias recibidas por el Departamento de Seguridad Nacional (DHS).

"Confiamos que la investigación obligue al presidente (Barack) Obama a considerar el desastre en que se ha convertido el sistema de detención de Inmigración", dijo McCarthy.

"El Gobierno tiene que tomar medidas de inmediato para detener esos abusos, aplicando inclusive la Ley de Eliminación de las Violaciones en Prisión (PREA) en las instalaciones administradas por el DHS", agregó.

Según el comunicado, la nueva ley que se implementará este año requerirá la investigación oficial de denuncias de abuso sexual en cárceles y prisiones, implementará políticas para evitarlo y protegerá a quienes lo denuncien.

El centro afirma que a pesar del intento original del Congreso de que la nueva ley proteja a todos los prisioneros en Estados Unidos, "el Gobierno de Obama se ha rehusado a aplicarla en el sistema de detención de inmigración".

Esta negativa dejaría vulnerable a agresiones sexuales a unos 400.000 inmigrantes, refugiados y personas que buscan asilo y son detenidas todos los años, agrega.

En su carta, los legisladores pidieron al GAO una auditoría detallada en todos



los centros de detención de Inmigración para examinar "la incidencia de la violencia sexual, identificar las medidas tomadas para rectificar el problema y sugerir acciones que eliminen la violencia sexual" de los establecimientos que recluyen inmigrantes a la espera de ser deportados.

En su comunicado, el centro señala que la violencia sexual es predominante en las cárceles y prisiones de los Estados Unidos.

Cita un informe de 2010 de la organización Human Rights Watch, que puso al descubierto numerosos abusos cometidos específicamente en centro de detención de Inmigración.

A este informe siguió en abril de 2011 la denuncia colectiva presentada por el centro ante supuestas violaciones de derechos civiles de las minorías sexuales recluidas en centros de Inmigración, varias de las cuales habrían sido víctimas de abusos sexuales.

El Gobierno investigará denuncias de supuestos abusos cometidos en centros de reclusión de Inmigración contra inmigrantes lesbianas, gay, bisexuales y transexuales, informó hoy el Centro Nacional de Justicia Inmigrante de Chicago. EFE/Archivo

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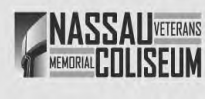


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Colombia exportó 450 millones de flores para los enamorados

89 países reciben flores colombianas

En los días previos a San Valentín los floricultores realizaron el 15% de sus ventas

Colombia exporta en estos días 450 millones de flores que irán a parar a los enamorados de todo el mundo, ya que este regalo sigue siendo el preferido en San Valentín. Sólo por el Día de los Enamorados, que se celebró el 14 de febrero, los floricultores colombianos realizaron el 15 % del total de sus ventas anuales, confirmó Augusto Solano, presidente de Asocolflores, asociación que agrupa a este gremio.

Para cubrir la demanda,

Colombia, el segundo productor de flores del mundo, han enviado al exterior 450 millones de flores, la mayoría rosas, siendo Estados Unidos el principal destino entre los 89 países que reciben las plantas colombianas.

En la temporada de 2011 de San Valentín, el 79 % de las exportaciones de flores y plantas vivas colombianas fueron a Estados Unidos, seguido por Rusia, con el 5%, Japón y el Reino Unido con el 3% y en menor proporción Holanda, Canadá, España y otros países, según cifras del Ministerio de Comercio, Industria y Turismo.

Y es que, como Solano explicó, las flores de Colombia, el segundo mayor productor mundial por detrás de Holanda,



son las preferidas por los norteamericanos y específicamente las rosas rojas, el regalo más solicitado por los enamorados.

"Competimos con chocolates, perfumes, con otros

productos, pero las rosas siguen siendo el regalo preferido y difícil de igualar en excelencia; por su naturalidad genera un impacto muy grande en las mujeres", remarcó el presidente de Asocolflores.

Ante esta coyuntura, que se repite año tras año, las empresas productoras de flores han intentado diversificar el mercado, tanto en el producto como en los lugares de destino.

La intención de los floristas es que los enamorados también compren bouquets o ramos variados, que no sean sólo rosas, ya que Colombia cuenta con 1.600 variedades de flores, y para eso se trabaja en la creación de presentaciones atractivas y modernas que atraigan a las nuevas generaciones, apuntó Solano.

Y esa estrategia ha dado frutos, un ejemplo es que el 60% de los claveles que llegan a Japón son colombianos, de acuerdo con las cifras que proporciona Asocolflores.

Pero mantener el estatus de ser el segundo productor mundial de flores y el principal exportador a Estados Unidos no ha sido fácil, especialmente en las últimas dos temporadas.

En 2010 se echaron a perder muchos cultivos a causa del duro invierno y las inundaciones que afectaron a las zonas de producción.

Y en 2011 si bien se recuperó la producción, la caída



del
precio
del dólar
frente al

peso colombiano se convirtió en otro obstáculo, ya que las exportaciones aumentaron, pero los ingresos no registraron la misma evolución.

Otra preocupación de los floricultores es la ola de frío por la que atraviesan los países destinatarios de las flores durante este invierno.

Éste "es uno de los factores que más pesa en el éxito de la fiesta: si hay buen clima la gente sale a comprar, pero con mal clima prefiere quedarse en casa", afirmó Álvaro Camacho, gerente de Ellit Flowers, un gran cultivo de flores de 350 hectáreas ubicado a las afueras de Bogotá.

Sólo este cultivo vende en San Valentín 70 millones de flores y para ello cuenta en estas fechas con 11.000 trabajadores.

Bajo estos condicionamientos se estima que las ventas sean similares a las de 2011, aunque los buenos augurios vienen del hecho de que San Valentín se celebra en esta ocasión en martes, un día de la semana más propicio para las compras que el lunes o el domingo, argumentaron los productores.

Para el FBI, Steve Jobs era un hombre drogadicto, deshonesto y manipulador

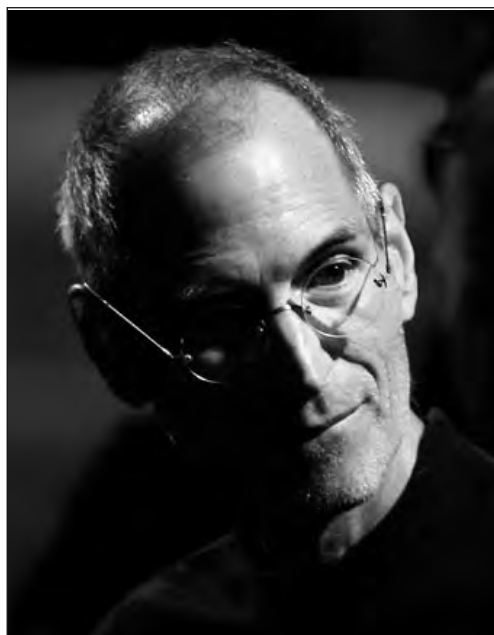
La agencia publicó un documento de 1991, cuando el genio de la manzanita aspiraba a un puesto gubernamental. El informe incluye entrevistas con amigos y colegas, que hablan de su relación con las drogas y el trabajo

La figura del genio de la manzana aún despierta un gran misterio. El FBI dio a conocer la semana anterior un archivo de 191 páginas sobre una investigación de antecedentes que hicieron a Steve Jobs en 1991. En ese año, el cofundador de Apple estaba siendo tentado para un puesto en la administración de George Bush padre.

Como norma general, la agencia investiga a los candidatos para conocer sus antecedentes, y Jobs no fue una excepción. En el informe se destaca la relación de Steve Jobs con las drogas, su distorsión de la realidad y su capacidad de persuasión para conseguir sus objetivos.

Según lo reportado por Mashable, el reporte que el FBI publicó en su sitio web incluye información sobre la base de entrevistas con amigos y colegas de trabajo que serán conocidos para los lectores de la biografía de Steve Jobs escrita por Walter Isaacson.

Los agentes del FBI recogieron comentarios de empleados de Jobs que aseguraban que no era fácil trabajar con él y que ponían en tela de juicio su moralidad.



En el documento se menciona que varios de los consultados cuestionaron la honestidad de Jobs. "Va a torcer la verdad y distorsionar la realidad para lograr sus objetivos", sentenció uno de los entrevistados.

Otro de los temas que toca el reporte es su uso de drogas ilegales en la universidad, entre las que se incluían marihuana y LSD. Su círculo cercano también dio detalles del poco apoyo que prestaba a la madre de su hija en ese momento.

Por otro lado, ex compañeros de trabajo lo describieron como una persona con gran fuerza de voluntad, obstinada, ambiciosa y que trabajaba duro.

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US settles suit over 2007 Connecticut immigration raids

Eleven men who claimed immigration agents violated their rights in 2007 raids on their New Haven neighborhood have won a \$350,000 settlement from the U.S. government, which also agreed to halt deportation proceedings against the plaintiffs, their attorneys said Tuesday.

The raids on the predominantly Latino neighborhood of Fair Haven came a day after the city became the first to offer identification cards to illegal immigrants, and critics including the mayor have contended the federal sweep was retaliation for the ID program -- a charge denied by U.S. Immigration and Customs Enforcement.

The settlement appears to be the largest ever paid by the United States in a lawsuit over residential immigration raids, and the first to include compensation as well as immigration relief, according to Mark Pedulla, a Yale law student who was involved in representing the plaintiffs.

"They hope to be able to offer an example of what can happen when you stand up for your rights," Pedulla said.

Ross Feinstein, an ICE spokesman, said the settlement is not intended as an admission of liability on the part of the U.S. government.

"The government is settling in order to avoid the additional time and expense of further litigation," Feinstein said.

The plaintiffs were among

roughly 30 people arrested on the raid in the early morning hours of June 6, 2007.

The men argued the agents drew their weapons, forced them out of bed and frightened young children in some of the homes. They claimed the federal agency was retaliating against New Haven, which has a reputation as a "sanctuary city" for its embrace of illegal immigrants, and that they were targeted solely because of their Latino appearance.

"I remember everything that happened to me that morning as if it were yesterday," plaintiff Edinson Yangua Calva said. "There are things I haven't been able to get over, it is something that stays with you forever."

In June 2009, a federal judge ruled that agents violated the constitutional rights of four immigrants in the raids. Immigration Judge Michael Straus said the ICE agents went into the immigrants' homes without warrants, probable cause or their consent, and he put a stop to deportation proceedings against the four defendants, whose names were not released. Five of the plaintiffs were still facing deportation



proceedings, but those will be halted as part of the settlement agreement, Pedulla said.

The sweeps in New Haven

came after the city approved issuing identification cards to all of its residents, regardless of immigration status. ICE

officials have denied that the raids were retaliatory, saying planning began the year before.

New Haven Mayor John DeStefano, a Democrat who introduced the ID card program, tightened his embrace of newcomers in December by announcing a proposal to extend voting rights to illegal immigrants and other noncitizens. He also has prohibited police from asking people about their immigration status and spoken out against a federal immigration enforcement program, Secure Communities, which uses fingerprints collected in local jails to identify illegal immigrants who have been arrested.

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U.S. Consumer Debt Highest in 10 Years

ConsolidatedCredit.Org Proposes Halt on Credit Card Spending

Consumers weren't shy about spending this holiday season, as the latest consumer credit report reveals a nearly 10 percent increase in overall consumer debt. According to the Federal Reserve, consumer borrowing surged in November by \$20.4 billion raising the consumer debt total to \$2.48 trillion. Financial experts at Consolidated Credit Counseling Services, Inc. advise consumers to reexamine spending habits.

With more consumers turning to credit for purchases, revolving debt showed an 8.5 percent increase. Credit card debt accounts for almost all of revolving debt, which rose by \$5.6 billion to \$798.3 billion. This was the largest percentage jump since March 2008.

Howard Dvorkin, CPA and founder of ConsolidatedCredit.org warns consumers to be fiscally conservative as the recession is not over.

"American households are feeling better about the economy, but in reality unemployment is still high. Now more than ever families need to work at saving and paying off any outstanding debts," says Dvorkin.

Nonrevolving debt significantly increased 10.7 percent landing at \$1.68 trillion. Nonrevolving debt includes auto loans and student loans, as well as loans for mobile homes, boats, and trailers.

"November kicks off the holiday shopping craze with Black Friday and Cyber Monday falling towards the end of the month. Consumers turned to credit for purchases they couldn't otherwise afford," says Dvorkin. "As the bills begin to roll in, consumers may find themselves unable to pay them off. It's good to see an increase in consumer spending but never is it worth going into debt."

Consolidated Credit's Tips for Paying Off Credit Card Debt:

List all debts: Make a list of all credit card accounts include the account number, interest rate, outstanding balance, payment due date, credit limit and the minimum payment. Not only does this keep things organized but it better prevents bills from being late or unaccounted for.

Pay more than monthly minimum: Try to pay more than just the minimum amount due. Any amount paid over the minimum goes directly towards the balance owed. This allows debt to be paid off faster reducing overall interest.

Make payments on-time: Falling behind on payments only causes unnecessary fees. Set up automatic payment plans to avoid late fee charges.

Avoid accumulating new debt: Now is not the time to apply for new credit cards or loans. Focus on paying off debt already established. It's difficult to get out of debt when new debt is mounting. Use cash for purchases rather than credit.

Pay off high interest rate debts



"November kicks off the holiday shopping craze with Black Friday and Cyber Monday falling towards the end of the month. Consumers turned to credit for purchases they couldn't otherwise afford"

About:

Consolidated Credit Counseling Services, Inc., founded in 1993, is one of the nation's largest credit counseling organizations in the country and has helped over 5 million people with financial issues. Their mission is to assist families throughout the United States in ending financial crisis and solving money management problems through education and professional counseling.

first. The most efficient way to resolve debt is by paying down the highest interest rate balances first. Once high-interest debt is paid down, tackle the next highest, and so on. Continue paying the minimum due on all other debts.

Don't hesitate to ask for help.

There are reputable debt-counseling agencies that consolidate debt and teach individuals to manage their finances better. Consolidated Credit conducts a free debt analysis and dispenses free advice on a daily basis. If someone needs help they can speak with a counselor with no obligation or visit ConsolidatedCredit.org.

NYSERDA Recognizes 2011 Top Performing Contractors in Home Performance with ENERGY STAR Program

Statewide and Regional Awards Acknowledge Excellence in Providing Services that Help Homeowners Reduce Energy use

The New York State Energy Research and Development Authority (NYSERDA) has recognized contractors with statewide and regional awards for excellence in customer service and high-quality work through the Home Performance with ENERGY STAR program, which helps homeowners reduce energy usage and cut energy costs.

Home Performance with ENERGY STAR uses a "whole-house" comprehensive assessment approach to reduce home energy usage. Homeowners work with a participating contractor trained in building science and accredited by the Building Performance Institute (BPI). The contractor measures the home's overall energy performance, especially its insulation and air infiltration levels, and the efficiency of heating and cooling equipment, appliances and lighting. Contractors also test ovens, water heaters and other equipment to make sure dangerous combustion gases, such as carbon monoxide, are not leaking into the home. The homeowner receives a comprehensive home assessment report that includes recommendations for home improvements that will save energy. The contractor can then make the energy improvements for the homeowner.

Through funding from Green Jobs-Green New York (GJGNY), established by the New York State Legislature to

encourage energy efficiency, the home energy assessments are free for most New Yorkers. NYSERDA also provides help in paying for the energy improvements through cash-back incentives and low-cost financing. "Congratulations to these contractors for the excellent work they do in the Home Performance with ENERGY STAR program," said Francis J. Murray Jr., President and CEO of NYSERDA. "Increased energy efficiency is the best way that all New Yorkers can decrease both their energy consumption and costs while at the same time realizing positive environmental benefits. Energy efficiency work also provides good jobs and bolsters the economic development of our communities."

Statewide Home Performance with ENERGY STAR awards were made to the following contractors last week at the Affordable Comfort Inc. (ACI) conference in Saratoga Springs New York:

- Foam It Insulation of Binghamton was named Outstanding New Contractor for competing more than 70 Home Performance projects, more than any other new contractor, while providing a high level of customer service in the Southern Tier.
- Malcarne Contracting Inc. of Rhinebeck received the award for Outstanding Achievement in Assisted Home Performance for demonstrating a strong commitment to serving middle- to low-income households. A total of 85

percent of Malcarne's Home Performance projects were for people in those income categories.

- Isaac Home Energy Performance of Rochester received the award for Excellence in Energy Savings for achieving the highest average energy savings during 2010 and 2011. Its projects have contributed more than 14,000 million BTUs of energy savings, with an average annual dollar savings per project of more than \$1,000.

- Building Performance Contractors Association of Syracuse was named Outstanding Program Partner for excelling at developing and maintaining cross-trade partnerships and aggressively promoting a whole house/systems approach.

- Efficiency First New York, a State chapter of the national not-for-profit trade organization, was named Outstanding Program Ally for providing extensive outreach to industry networks and stakeholders in support of the Home Performance with ENERGY STAR Program.

- Home Energy Performance by HALCO of Phelps received the award for Outstanding Achievement and Excellence for top customer service, high quality solutions, and in-house professional employee training. It is also one of the most productive contractors in the program, completing 399 jobs in 2010-2011.



Se marcha una leyenda de la música mexicana

¿Cumplirá Chente con su reciente anuncio de retiro?



Vicente Fernández, ícono del género ranchero, anunció que se despedirá de su público con una gira por Latinoamérica, España y Estados Unidos. A fines de 2012, cerrará cuatro décadas de trayectoria

El cantante de música ranchera tomó la decisión horas después de que un periodista le preguntara, en una rueda de prensa en Guadalajara, si había pensado en retirarse, según contó en una entrevista con la cadena Televisa.

"No lo tenía pensando, hasta que alguien me lo preguntó", aseguró el artista, que admitió que se dio cuenta de que era momento de dar fin a sus 40 años de carrera tras dicha conferencia.

"Así soy... así me retiré del cine", defendió Vicente Fernández Retires, conocido como el "Charro de Huentitlán", que además de brillar

con el canto, llegó a rodar más de 30 películas.

El mexicano cumple 72 años en este mes de febrero y, confió, aprovechará su retiro para pasar más tiempo con su esposa, sus hijos y sus nietos, después de décadas sobre el escenario.

"Al público le debo un respeto y un cariño tan grande que antes que mi voz empiece a mermar hay que tener el valor suficiente para retirarse de una carrera que es mi vida", añadió.

Su forma de agradecerle a sus seguidores y despedirlos será con una gira por América latina, Estados Unidos y España, que durará todo el año.

Reconocido dentro y fuera de México, en 2002 fue agasajado por la Academia Latina de la Grabación como Persona del Año y, en 2008, el entonces gobernador de Nuevo México -Bill Richardson- declaró que allí se celebraría cada 12 de julio en su honor.

También tiene una estrella en el Paseo de la Fama de Hollywood.

Rihanna quiere a mostrarle todo, a sus fans... No sea mal pensado

Entre Rihanna y sus seguidores no hay secretos, razón por la que la cantante quiere llevarles cada detalle de lo que hace y ahora, anunció que presentará un DVD sobre cómo se realizó su más reciente disco, Talk that Talk.

La intérprete anunció esto a través de su cuenta de Twitter y ahí, adelantó que ya está preparando este trabajo, el cual espera que les guste a sus seguidores.

"Voy a lanzar 'The Making of TTT' muy pronto! ¡Me encanta! La edición casi está al 100%....Creo que a ustedes también les va a encantar", fueron sus palabras en la red social.

Mientras esto sucede, la intérprete promueve el segundo sencillo de dicho material. El tema que eligió es You Da One, del cual te presentamos el video hace unos días.

Claro que Rihanna también se merece un descanso y, luego de haber concluido su Loud Tour, ahora se encuentra en su natal Barbados para pasar las fiestas en compañía de su familia.

Visita el Foro de Rihanna y dinos cuál crees que ha sido su mejor disco y por qué.

¿Comprarás este documental sobre Rihanna?



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Certificado de Tecnología	3/20-5/24/2012	martes y jueves	6 pm a 9 pm	\$499
Proveedor de Cuidado De Niños	3/6/2012	martes	6 pm a 9 pm	\$79
Curso de Joyería I	3/17-5/5/2012	sábado	10 am a 12 pm	\$159
Curso de Joyería II	5/12-6/30/2012	sábado	10 am a 12 pm	\$159
Arreglos de Flores	4/3-5/22/2010	martes	6 pm a 9 pm	\$199
Clase de Decoración de Bizcocho	3/17-5/5/2012	sábado	10 am a 1 pm	\$185
Artesanía de Azúcar para la Decoración de Bizcocho	5/19-6/23/2012	sábado	10 am a 12 pm	\$99
Mantenimiento Básico de Autos	3/3-3/31/2012	sábado	12 pm a 2 pm	\$99
Programa Certificado de Transmisión para Automóviles*	Matricúlese cuando guste	lunes-sábado	8 am a 5 pm	\$6800

*(Para personas discapacitadas-Se dará en el número 1165 de la Avenida Garrison, a una cuadra de la estación Hunts Point Avenue de tren #6)

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HABLE CON EL MÉDICO SOBRE LA ENFERMEDAD DE ALZHEIMER LEVE A MODERADA DE SU SER QUERIDO Y SOBRE CÓMO EXELON® PATCH PODRÍA SER ÚTIL.

EXELON® PATCH es el primer parche diario para el tratamiento de los síntomas de la enfermedad de Alzheimer de leve a moderada. No puede modificar la evolución de la enfermedad. El EXELON® PATCH puede ayudar a mejorar los síntomas cognitivos, que incluyen aspectos como la memoria, el razonamiento, la comprensión y la comunicación. Libera el medicamento continuamente durante 24 horas. Los fabricantes del EXELON® PATCH también ofrecen herramientas que le ayudan a manejar los desafíos del cuidado del paciente. Asegúrese de explorar todos los recursos para el paciente y el cuidador en exelonpatch.com. Pueden servirle para mantener una conversación más informada con el médico de su ser querido sobre las cosas que están cambiando. Y para tener una valoración más profunda de las cosas que no están cambiando.

■ PARA OBTENER MÁS INFORMACIÓN, VISÍTENOS EN EXELONPATCH.COM»

Las personas que se muestran en la fotografía no son pacientes ni cuidadores reales.

INDICACIONES

EXELON® *PATCH* (rivastigmine transdermal system) y las cápsulas EXELON® (rivastigmine tartrate) son medicamentos de venta con receta que se usan para tratar a personas con demencia leve a moderada causada por la enfermedad de Alzheimer y demencia leve a moderada causada por la enfermedad de Parkinson (PDD).

Las personas a quienes se les haya diagnosticado enfermedad de Parkinson al menos dos años atrás y en quienes se hayan descartado otras causas de demencia pueden padecer PDD si tienen problemas con lo siguiente: función ejecutiva (es decir, recordar cosas, resolver problemas y planificar), traer recuerdos a la memoria y prestar atención.

INFORMACIÓN IMPORTANTE SOBRE SEGURIDAD

EXELON® no se debe usar si el paciente es alérgico a la rivastigmina o a cualquiera de los demás componentes de EXELON® o si ha presentado una reacción alérgica a un tipo de medicamento similar. Hable con el médico antes de usar EXELON®.

Se han detectado efectos secundarios graves a raíz de errores en el uso del EXELON® *PATCH*; en algunos casos, se ha requerido hospitalización y, en raras ocasiones, se produjo la muerte. La mayoría de los errores estuvieron relacionados con no retirar el parche en uso al colocar uno nuevo y con el uso de varios parches a la vez. Se debe usar un solo EXELON® *PATCH* por vez. Si accidentalmente aplicó más parches EXELON® *PATCH* de los que debería, retire todos los parches EXELON® *PATCH* e informe al médico de inmediato.

En dosis más altas que las recomendadas, el EXELON® *PATCH* se ha asociado con efectos secundarios estomacales significativos, como náuseas, vómitos, diarrea, disminución del apetito y pérdida de peso. Las cápsulas EXELON® se han asociado con efectos secundarios estomacales significativos, como náuseas, vómitos, diarrea, disminución del apetito y pérdida de peso. Por este motivo, siempre se debería empezar con la dosis más baja. Después de un mínimo de cuatro semanas de tratamiento, y si se tolera bien, el médico puede aumentar la dosis al siguiente nivel. Si no ha usado EXELON® durante más de tres días, no vuelva a usarlo sin hablar con un médico.

En un estudio, los efectos secundarios más comunes del EXELON® *PATCH* fueron náuseas, vómitos y diarrea. Los efectos secundarios más comunes en estudios de las cápsulas EXELON® fueron náuseas, vómitos, disminución del apetito, indigestión y debilidad en la demencia causada por la enfermedad de Alzheimer, y náuseas, vómitos, temblores, disminución del apetito y mareos en la demencia causada por la enfermedad de Parkinson.

Las personas con riesgo de úlcera gástrica o que toman ciertos medicamentos deben comunicárselo al médico antes de comenzar a usar EXELON®, debido a que se pueden producir problemas estomacales graves, como hemorragias. Las personas con ciertas afecciones del corazón deben decírselo al médico antes de empezar a usar EXELON® porque podrían sufrir desmayos o disminución de la frecuencia cardíaca. Las personas con afecciones pulmonares graves y dificultades respiratorias, problemas de vejiga, convulsiones o temblores deben consultar al médico antes de comenzar el tratamiento con EXELON®. En ciertos estudios sobre la demencia causada por la enfermedad de Parkinson, se produjeron o empeoraron los síntomas de la enfermedad de Parkinson, particularmente los temblores, en algunas personas que tomaban EXELON® en cápsulas. Las personas en tratamiento con EXELON® que se sienten mareadas o con sueño no deben conducir ni usar máquinas.

Se debe controlar el peso de los pacientes que usan EXELON®. Pueden presentar pérdida de peso o falta de apetito. Las personas con un peso inferior a 50 kg (110 libras) pueden tener más efectos secundarios y quizá deban dejar de usar EXELON® debido a estos efectos secundarios.

Informe al médico sobre todos los demás medicamentos de venta con y sin receta que usa el paciente. EXELON® no se debe usar junto con otros medicamentos que tengan un efecto similar en el cuerpo y el cerebro (medicamentos colinómiméticos) ni con anticolinérgicos. Informe al médico si el paciente necesita someterse a una cirugía que requiere anestesia mientras esté usando EXELON®.

Le alentamos a que avise a la FDA sobre cualquier efecto negativo de un medicamento de venta con receta. Visite www.fda.gov/MedWatch o llame al 1-800-FDA-1088.

Novartis tiene el orgullo de ofrecer Patient Assistance Now, un recurso completo y fácil de usar que le permite acceder a programas que pueden ayudarle a pagar sus medicamentos de Novartis.

Vea un Resumen de la **INFORMACIÓN IMPORTANTE SOBRE EL PRODUCTO** en la página adyacente.



EXELON® *PATCH*
(rivastigmine transdermal system)

para el tratamiento de la enfermedad
de Alzheimer leve a moderada

IMPORTANT PATIENT INFORMATION



EXELON[®] PATCH
(rivastigmine transdermal system)

ECS-[®]el-on

EXELON PATCH IS FOR SKIN USE ONLY.

Read this Patient Information leaflet before you start using Exelon Patch and each time you get a refill. There may be new information. This information does not take the place of talking to your healthcare provider about your medical condition or your treatment. If you do not understand the information, or have any questions about Exelon Patch, talk with your healthcare provider or pharmacist.

WHAT IS EXELON PATCH?

Exelon Patch is a prescription medicine used to treat:

- mild to moderate memory problems (dementia) associated with Alzheimer's disease.
- mild to moderate memory problems (dementia) associated with Parkinson's disease.

It is not known if Exelon Patch is safe or effective in children.

WHO SHOULD NOT USE EXELON PATCH?

Do not use Exelon Patch if you are allergic to rivastigmine, carbamate derivatives, or any of the ingredients in Exelon Patch. Ask your healthcare provider if you are not sure.

WHAT SHOULD I TELL MY HEALTHCARE PROVIDER BEFORE USING EXELON PATCH?

Before you use Exelon Patch, tell your healthcare provider if you:

- have or ever had a stomach ulcer
- are planning to have surgery
- have or ever had problems with your heart
- have problems passing urine
- have or ever had seizures
- have problems with movement (tremors)
- have asthma or breathing problems
- have a loss of appetite or are losing weight
- are pregnant or plan to become pregnant. It is not known if Exelon Patch will harm your unborn baby. Talk to your healthcare provider if you are pregnant or plan to become pregnant.
- are breastfeeding or plan to breastfeed. It is not known if Exelon Patch passes into your breast milk. Talk to your healthcare provider about the best way to feed your baby if you use Exelon Patch.

Tell your healthcare provider about all the medicines you take, including prescription and non-prescription medicines, vitamins, and herbal supplements.

Especially tell your healthcare provider if you take:

- a medicine used to treat inflammation (nonsteroidal anti-inflammatory drugs)
- other medicines used to treat Alzheimer's or Parkinson's disease
- an anticholinergic medicine, such as an allergy or cold medicine, a medicine to treat bladder or bowel spasms, or certain asthma medicines

Ask your healthcare provider if you are not sure if your medicine is one listed above. Know the medicines you take.

HOW SHOULD I USE EXELON PATCH?

- Use Exelon Patch exactly as your healthcare provider tells you to use it.
- Wear only 1 Exelon Patch at a time.
- Exelon Patch is for skin use only.
- Do not apply Exelon Patch to skin that is red, irritated, or has cuts.
- Change your Exelon Patch every 24 hours at the same time of day.
- Change your application site every day to avoid skin irritation. You can use the same area, but do not use the same spot for at least 14 days after your last application.
- If your Exelon Patch falls off, put on another patch right away and then replace the new patch the next day at the same time as usual. If you miss a dose or forget to change your Exelon Patch, apply your next Exelon Patch as soon as you remember. Do not apply 2 Exelon Patches to make up for the missed dose.
- If you miss more than three days of applying Exelon Patch, call your healthcare provider before putting on another patch.
- You must remove Exelon Patch from the previous day *before* applying a new one.
- **Having more than one patch on your body at the same time can cause you to get too much Exelon, which can cause serious side effects; some cases have required hospitalization, and rarely, led to death. If you accidentally use more than one Exelon Patch at a time, remove them all and call your healthcare provider. If you are unable to reach your healthcare provider, contact your local Poison Control Center or go to the nearest hospital emergency room right away.**

WHAT SHOULD I AVOID WHILE USING EXELON PATCH?

- Do not touch your eyes after you touch the Exelon Patch.
- Exelon Patch can cause drowsiness, dizziness, weakness, or fainting. Do not drive, operate heavy machinery, or do other dangerous activities until you know how Exelon Patch affects you.
- Avoid exposure to external heat sources such as excessive sunlight, saunas, or solariums for long periods of time.

WHAT ARE THE POSSIBLE SIDE EFFECTS OF EXELON PATCH?

Exelon Patch may cause serious side effects including:

- **Stomach or bowel (intestinal) problems, including:**
 - nausea
 - vomiting
 - diarrhea
 - loss of appetite
 - weight loss
 - bleeding in your stomach (ulcers)

WHAT ARE THE POSSIBLE SIDE EFFECTS OF EXELON PATCH? (continued)

- heart problems
- seizures
- problems with movement (tremors)

The most common side effects of Exelon Patch include:

- nausea
- vomiting
- diarrhea

Tell your healthcare provider if you have any side effect that bothers you or that does not go away.

These are not all the possible side effects of Exelon Patch. For more information, ask your healthcare provider or pharmacist.

Call your doctor for medical advice about side effects. You may report side effects to the FDA at 1-800-FDA-1088.

GENERAL INFORMATION ABOUT THE SAFE AND EFFECTIVE USE OF EXELON PATCH.

Medicines are sometimes prescribed for purposes other than those listed in the Patient Information leaflet.

Do not use Exelon Patch for a condition for which it was not prescribed. Do not give Exelon Patch to other people, even if they have the same symptoms you have. It may harm them.

This Patient Information leaflet summarizes the most important information about Exelon Patch. If you would like more information, talk with your healthcare provider. You can ask your pharmacist or healthcare provider for information about Exelon Patch that is written for health professionals.

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Por
El Chotorro



Adios a las cirugías: Alejandra

Alejandra Guzmán declaró recientemente que no se volverá a someter a ninguna otra cirugía estética, luego de haber estado al borde de la muerte por



una negligencia por parte de una clínica de belleza. "Tuve cuatro operaciones hace un año en abril para regenerar el hueso. He hecho un gran esfuerzo y ya no cojeo", reveló la cantante.

La intérprete de "Reina de corazones" indicó que el proceso de recuperación ha sido duro pero ella seguirá bailando y dando lo mejor de sí en cada una de sus presentaciones.

"Hasta ahorita he aprendido a salir adelante con lo que tengo en mi cadera izquierda", indicó la polémica rockera.

Se te olvidan las cosas y las letras

Paulina Rubio sorprendió a los asistentes de la gala de los "Premios Oye!" en el puerto de Mazatlán en México, luego de que olvidara una parte de la canción que interpretaba.

La también llamada "Chica Dorada", no recordó que palabras seguían mientras entonaba el exitoso tema "Golpes en el corazón", junto a los Tigres del Norte.



A pesar del bochornoso indicente, los integrantes de la agrupación nortea disimularon el error de la cantante y continuaron "como si nada hubiera pasado", mientras el público asistente se desvivía en aplausos.

Ximena feliz con un boricua

A pesar de sus esfuerzos por mantener un perfil bajo y no ser motivo de escándalos o chismes, se rumora que Ximena Navarrete estrena novio y que



además ese romance la tiene muy feliz.

Una debilidad del conductor puertorriqueño Jaime Mayol, cuando la besó frente a las cámaras de su programa televisivo en Puerto Rico, confirmó las sospechas de que existe un romance entre ellos. Ya a varios medios impresos y electrónicos había llamado la atención la evidente afinidad entre ambos famosos, así que ahora solo hace falta una confirmación oficial por parte de cualquiera de los dos. Incluso se dice que su noviazgo es formal desde noviembre del año pasado.

Las reinas de belleza parecen ser vulnerables a los encantos de Mayol, quien también fue pareja de Zuleyka Rivera hace pocos años.

Lorena Herrera ignora problemas de su hermano

Lorena Herrera podría estar ignorando a su hermano Carlos, ya que según se rumora, la actriz ha preferido



"hacer como que no existe".

El hermano de la conductora de "Hoy" le ha causado varias molestias, pues ya van varias veces que los vecinos de éste intentan contactarla para que convenza a éste para que deje de tener tantos gatos en el departamento en el que vive. Según los vecinos, el hermano "incómodo" de la ex Big Brother no

limpia los desechos acumulados de sus mascotas y los olores nauseabundos son insoportables.

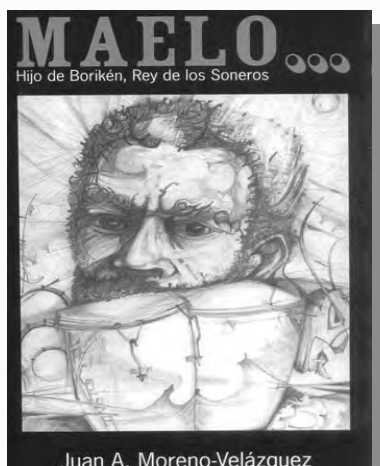
Esta sería la segunda vez que Lorena se deslinda de algún hermano, pues hace una década también afirmó que tenía una hermana gemela que posaba desnuda para las revistas y de la cual no quería saber nada, aunque se dice que en realidad era la misma Lorena. lorenahe-rrera300

Decadencia en Loco Mia

No crean que Xavier Font está jugándose siete años de cárcel por los estilismos imposibles y el golpe de melenas que perpetró (con otros compañeros) para la formación de Loco Mia, aquel grupo de chicos con abanicos gigantes, zapatos puntiagudos, falda pantalón, maquillaje a toneladas y bronceado-fritura por bandera. Por qué estuvieron en Nueva York con relativo éxito Font se sentará en el banquillo para defenderse de las acusaciones de traficar con drogas a través de internet. La Guardia Civil Española ha encontrado más de 110 botellas de 'popper' y una cantidad similar de pasillas de éxtasis en su domicilio en un registro que formaba parte de la 'Operación Abanico'. Curioso este nombre, es decir, la policía ya sabía a lo que iba.



Lo que jamás le contaron de sus ídolos



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ESFERA TEATRAL

Por Angel Premier Solís



ENTREVISTA CON ARMANDO LÓPEZ

El fotógrafo Luis Martínez y yo nos dirigimos a Jersey City para entrevistar al maestro periodista Armando López quien brindó una exitosa conferencia en el consulado español sobre Los Boleros Prohibidos por la revolución de Cuba.

¿Nos podría contar algo de tu biografía?

Soy cubano. Salí de Cuba en el año 1990. He sido periodista de los medios de comunicación. Fui editor de la Revista Opina la más popular en esa época. Hacíamos también un programa de televisión llamado El Estelar del Sábado.

¿Qué años?

Durante los setenta y ochenta. Paralelamente producía y dirigía espectáculos en los teatros de Cuba. También cree un premio que se llama El Premio Girasol.

¿Qué clase de premio era este?

Pues más o menos como el Oscar de los Estados Unidos. Lo veían cuatro o cinco millones de cubanos por la noche.

¿Existía la Revista Bohemia durante esos años?

Sí, fue permitida los primeros años de la revolución pero la Revista Opina la opacó. Tenía ochenta páginas y trescientos cincuenta mil ejemplares.

¿Quién auspiciaba estos eventos?

El estado tenía un control total de los medios de comunicación.

¿Cómo has logrado presentar una crítica total a las prohibiciones a la música de boleros por el gobierno comunista cubano sin utilizar palabras hirientes o directas?

Yo no creo que había que utilizar palabras. Yo siempre he estado en contra de los adjetivos. Creo totalmente en la democracia. El hombre tiene derecho a elegir la clase de música que quiere escuchar y conque ropa quiere vestirse. Que tiene sus derechos pero respetando los derechos ajenos. Creo que el estado debe respetar los derechos naturales del hombre y no privarle de esta libertad. Tienen derecho a discriminar entre los artistas que prefieren. Por ejemplo, Vicentico Valdés, Panchito Rizet y Daniel Santos no eran cantantes técnicos sino autóctonos pero el pueblo los prefería. El pueblo los adoraba porque eran productos de la individualidad.

¿Permitía la revolución la libre expresión?

No. La masa guiada por el régimen pisotea al pueblo prohibiéndole esa singularidad. No puedes ser un individuo diferente al que vive en el frente o a tu lado porque eso es ser extravagante. Tienes que parecerse a todo el mundo para ser aceptado.

¿Cómo el régimen castrista logra que el pueblo acepte un cambio en sus gustos musicales?

La conferencia que di se llamó Boleros Prohibidos o La Habana sin Olga Guillot. El bolero era la música que mas se escuchaba en Cuba. Llegaban miles de turistas para disfrutar de este conglomerado musical. Los cabarets empezaban en la calle de Santa Fe terminaban en Monmartre y San Souci. En cada esquina de la ciudad habían cuatro bodegas y en cada una de ellas una victrola. El compositor escribía la música por mañana, la grababan por la tarde y al otro día estaba sonando en estas victrolas. Y si al pueblo le gustaba hacían un álbum. Si no le gustaba sencillamente la echaban en la basura.

¿Esta música era la misma que se tocaba en los cabarets?

Desde luego, allí se encontraba a Carlos Argentino, Celia Cruz, Daniel Santos, Myrta Silva y la Sonora Matancera que no tenía que

salir de la Habana para subsistir. En la autopista llegando a las playas estaba Orlando Vallejo, Benny More y Orlando Contreras la Habana estaba viva musicalmente.

¿Qué causa el cambio musical?

La revolución quería crear su propia lirica y canciones que le canten a la revolución. En los años sesenta surge La Lupe con un estilo individual único y según el gobierno, contrarrevolucionario. Esa persona no podía existir en un estado totalitario. No podía ser. Eran dos mundos completamente distintos. Aparte que se empezaron a nacionalizar las industrias e inmuebles privados. Entre ellas se nacionalizaron las disqueras Panart, Puchito y los artistas como Los Panchos, El Trío Taicuba, Vicentico, Ninon Sevilla y María Antonieta Pons que iban a grabar. Al eliminarse las victrolas la Habana empieza a ponerse gris. Se apagó lentamente como los gorrones apachan sus plumas cuando la lluvia llega. Así se puso la ciudad porque ella vivía de luz del bullicio del pueblo, del turismo, del individualismo de su gente que respiraba libertad.

¿No pudo el gobierno darse cuenta del daño que estaba causando?



Tal vez tenían buenas intenciones pensando que salvaban al pueblo de la liviandad con que vivía. Considerando que los boleros eran lascivos y por lo tanto pervertían y no tenían nada que ver con la revolución.

¿Qué cantante aceptó la revolución?

Silvio Rodríguez y Pablo Milanes con su nueva trova empiezan a cantarle a la revolución por los años sesenta y tres. Olga Guillot se fue entonces seguida de todo el mundo. Todos los boleristas cubanos se van en masa buscan la libertad de libre expresión. Yo le llamo a esto el camino del bolero. La ideología de la revolución chocó con la individualidad del bolero. Se acabó el bolero, el mambo, la rumba toda la música que bailaba el mundo. Después de la revolución no ha existido un ritmo en la música cubana.

¿Y como es que aun hoy en día se escuchan los ritmos cubanos en el mundo entero?

Se lo debemos a los puertorriqueños que han mantenido nuestra herencia rítmica. En el 1970 fundaron La Fania y Johnny Pacheco trajo a Celia Cruz de Méjico grabando un disco que ha pasado a ser un icono de la música nuestra Johnny y Celia. Si no hubiera sido por Willie Colon, Ruben Blades que siguieron tocando la música cubana esta no existiría.

¿Alguna vez la revolución ha reconocido estos talentos del pasado?

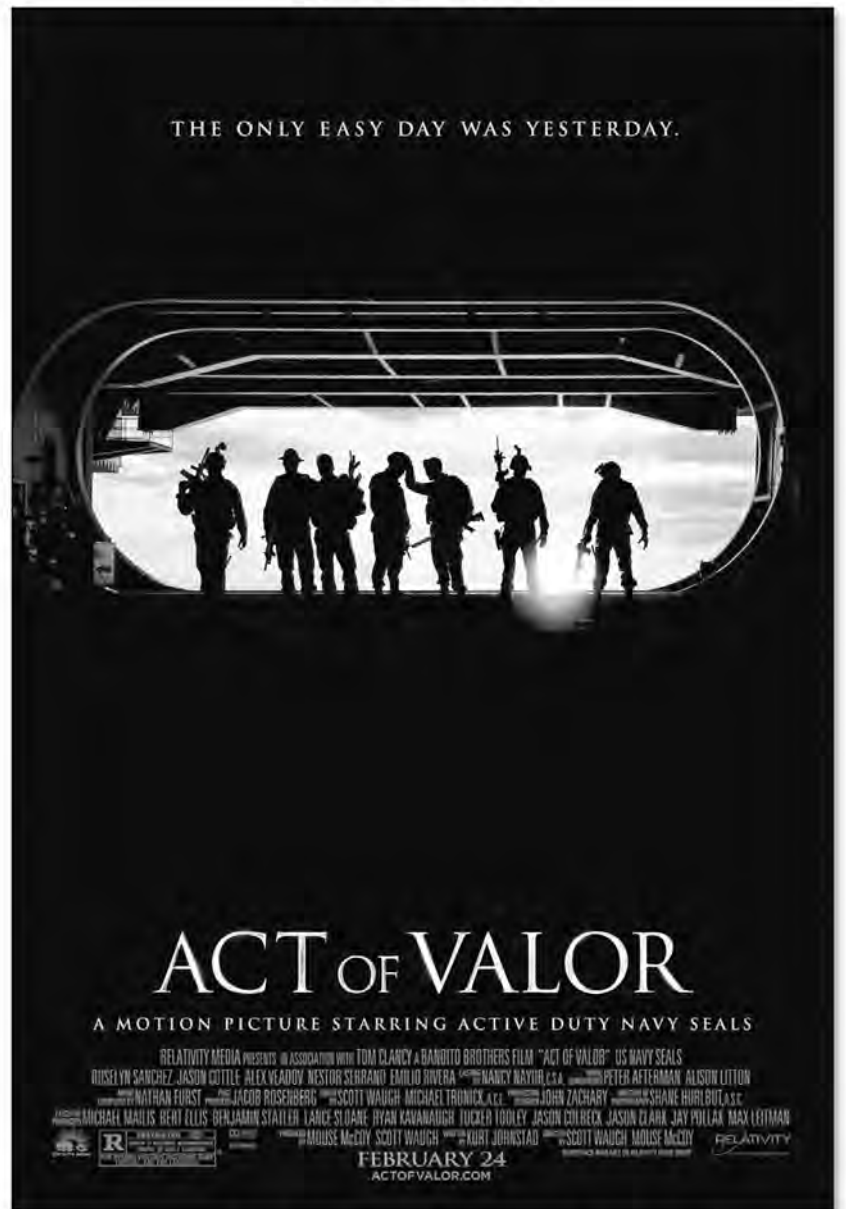
Jamás lo han hecho. Tienen una ley de que el que se va de Cuba desaparece históricamente de los archivos. Las nuevas generaciones no conocen la gloria de su pasado. Yo entreviste a mucha gente famosa pero dichos archivos desaparecieron conjuntamente con mi nombre e historia.

¿No pasó lo mismo con el maestro Lecuona?

Así mismo. Lo desaparecieron. No existe. No lo conocen. Sus danzas, su maravilla de canción Siboney desaparecidas.

Así terminamos esta fascinante entrevista al maestro periodista quien predica siempre su amor por la libertad individual que ofrece este país de América al mundo.

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IN THEATERS FEBRUARY 24
actofvalor.com



Editor
LILIA VEIGA

WHITNEY HOUSTON, SU FALLECIMIENTO

Hasta el momento de escribir el presente artículo no se sabía a ciencia cierta la versión oficial respecto a la muerte de la cantante WHITNEY HOUSTON, ocurrida el pasado sábado.

Por un lado se comentaba que la cantante murió ahogada en la bañera con la cabeza sumergida en el agua y también se decía por otra parte que pudo haber sido por una sobredosis de droga, pero después ésta fue desechada porque no encontraron ningún indicio de droga ilícita en la habitación del hotel Beverly Hills, en California, donde se hospedaba pero sí, se hallaron frascos de pastillas entre los cuales se encontraba el calmante conocido como Xanax.

La última versión es que los paramédicos hallaron el cuerpo de la cantante con la cabeza sumergida en la bañera lo que se deduce que tal vez se quedó dormida por los calmantes que había tomado. La verdad se conocerá cuando le sea practicada la autopsia.

Whitney Houston tenía 48 años de edad. Que en Paz Descanse.

FESTIVAL FLAMENCO EN EL CERVANTES.

Desde su creación en el 2001, Flamenco Festival se ha convertido en el principal escaparate para el flamenco en el exterior, presentándose en los teatros más emblemáticos de los Estados Unidos como en Nueva York, el City Center o el Carnegie Hall, mecas en el mundo de la danza y la música, por el que han pasado casi todas las figuras del flamenco desde los maestros consagrados a los artistas más jóvenes.

Los conciertos y actividades que el Instituto Cervantes ha programado dentro del Flamenco Festival para este año son los siguientes:

27 de Febrero, 6 pm, José María

Gallardo del Rey, Classical & Jondo.

Este artista hace su debut en Sevilla con nueve años de edad y desde entonces ha venido cosechando los mayores éxitos de público y crítica de todo el mundo. Artista de formación y conocimientos musicales insólitos en el mundo de la guitarra, es el solista más requerido y programado por las orquestas de todo el mundo.

28 de Febrero, 6pm : Taller con José María Gallardo del Rey.

Cátedra de Guitarra Española con una máster class sobre repertorio español abierta a guitarristas y público en general a modo de foro sobre la música española y la importancia del flamenco para la interpretación del repertorio de concierto.

29 de febrero, 6pm : Ricardo Moreno, Un Gitano en Nueva York.

Gitano en Nueva York es un espectáculo que a través de la música relata la experiencia vivida por Ricardo Moreno en su última estancia en Nueva York, Desde la gitanería una música llena de inquietudes acaba con sabor a Manhattan fundidos en su propio origen: Lebríja.

Ricardo Moreno; Un Gitano en Nueva York – En esta silla me asiento.. improvisación 1 e improvisación 2- Duende (solea) – Popá Pinini (Cantiñas)- Pa mi Emilia (Bulerías) – El tango de los abrazos (Tangos) – La Silera (Soleá por Bulerías) 0 Blue in green (Tangos) – Bye bye blackbird (Bulerías) – Mambo influenciado.

Músicos invitados: Karina Colis, Oriente López, Javier Moreno, George Fulin, Franco Pinna.

5 de marzo, 6 pm. Diálogos sobre Flamenco

Mesa redonda con las bailaoras Carmen Cortés y Rafaela Carrasco, Javier Rioyo – Director del Instituto Cervantes de N.Y. y M. Angeles Carrasco, Directora del Instituto Andaluz del Flamenco.

6 de marzo, 6 pm. Rosa Torres-Pardo “Suite Española”

En el concierto “Suite Española”, la aclamada pianista Rosa Torres-Pardo interpretará clásicos españoles que incluirán composiciones de Granados,

Albéniz y Falla, acompañada por la cantante flamenca Rocío Márquez.

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Whitney Houston en tiempos más felices que los vividos recientemente.

OTEANDO SOBRE ARTE, CULTURA Y POESIA

Por ZENN RAMOS



25

*Por buscarme, poesía, en ti me
busqué:
deshecha estrella de agua,
se anegó mi ser.*

-Octavio Paz

Lo inefable puede llegar a ser visible, a través de la virtud clarividente del poeta. Sólo con las manos del espíritu poético se palpan los sentidos que habitan en los idilios del éxtasis.

Esta semana me acompaña una poeta puertorriqueña, vasija de una retórica que se derrama para pincelar las alas de la humanidad, Iris Miranda. Nace un 14 de diciembre en San Juan P.R. Obtiene su grado universitario de Bachiller en Artes en Humanidades en la Universidad de Puerto Rico al igual que su grado de Maestro en Arte en Estudios Hispánicos. Al día de hoy se desempeña como Profesora de Español en la Universidad Politécnica de Puerto Rico. Publica por primera vez sus versos en la revista Taller Literario del poeta Carlos Esteban Cana. Sus versos aparecen en varios espacios como la página virtual, *Enlaorilla.com* del también poeta Angel L. Matos, en *Poetas del mundo* y en las versiones, también electrónicas, de la Revista Guajana, Isla Negra y Sequoyah Virtual, entre otros.



Autora de *Noches de luna: embelesos y melismas* (Orbis-2007) y *Alcoba roja* (Los libros de la iguana-2011). Ha sido miembro de la Junta del 2do y 3er Festival Internacional de Poesía en Puerto Rico y coordinadora de varios certámenes literarios; reconocida por su creatividad en dos de los certámenes Juan Antonio Corretjer de la American University (2009 y 2010) en poesía y cuento.

¿A partir de qué idea se devela tu obra poética?

“En el principio, el velo que cubre mis versos se transparenta y escribo casi de cualquier tema, desde distintos puntos de partida; y puedo ser la mujer desvalida o poderosa; puedo ser niña y viento o el desierto en la tormenta de arena; la nada o el todo. El proceso comienza con un gran ansia de soledad, como cuando uno es niño y se esconde para hacer sus travesuras o escribir sus primeros versos”

¿Cuál ha sido su mayor aporte a tu vida?

“Aprender de la sensibilidad y los retos detrás de los buenos escritores, ha sido el mejor aporte de la poesía a mi vida. En este sentido, la poesía es fuente inagotable de mi formación”.

¿Existe alguna meta específica en tu lenguaje poético?

“Me interesa jugar con las palabras para lograr paralelismos espiralados como los cúmulos verticales que a veces vemos en el cielo. Se diría que me gusta dar pinceladas con las palabras”

Menciona un arma del Poeta.

“En mi caso, el mágico ritmo que nutre desde la soledad, las imágenes de mi poesía”.

¿Es la poesía un vicio necesario?

“Para mí es un trance necesario para equilibrar la realidad exterior con la deseada por mí o por otros. El proceso de formación del poema es uno de gran entusiasmo y artificio que me ayuda a darle voz a las pasiones que el universo me transmite”.

Website:

liricanocurna.wordpress.com

Ha de ser poesía, toda ala que abanique el aroma de la verdad... Zenn

TEOREMA EN TIEMPO DE FLOR

*La verdad
es un racimo espiralado
de flores multicolores
con y sin espinas.
El filósofo nos enseña
a ver los puentes
que se elevan
entre cada espiral;
el poeta, la espina
que atropellada
traspasa
sus pétalos.
Ayer semilla,
hoy flores,
mañana perfume.*

Derechos Reservados
Iris Miranda
(Del libro: Alcoba Roja)

ZENN RAMOS reside en Puerto Rico. Si usted desea que su biografía y poemas sean considerados para la publicación comuníquese con ella a su correo electrónico particular que es el siguiente: zenny_1231@live.com



CURANDO EL ALMA

Sandra L. Pelaez
www.curandoelalma.org
curandoelalma@hotmail.com

Cuánto dolor causa el odio de un hijo

¡Hoy! cuando todos celebran el Día del Amor y la Amistad, yo me siento más incapacitada de la mente que del cuerpo... Porque para uno de mis hijos parece que soy un estorbo y eso que ¡no! me mantiene... Pero por su actitud y sus acciones me hace pensar que si él hubiera tenido la oportunidad de escoger a la mujer que fuera su madre “seguramente” no me habría escogido a mí.

Hoy las lágrimas de por sí son saladas, pero acompañadas de mi dolor son mas y le causan tanto dolor a mis mejillas que parecen espinas rasgándome la piel, la voz no me sale. ¡Siento! un nudo tan fuerte que hasta me falta la respiración, las piernas ya cansadas de tanto caminar en la vida, se me doblan por el cansancio y lo pesado de mi cuerpo en este momento por el dolor que me causa el desprecio de mi hijo.

Nunca pensé que un hijo podría algún día despreciarme y lo peor del caso es que ni sé porqué me odia tanto... Una persona que sé me quiere mucho me dice ¡amiga!... No te odia es solo incomprensión, pero lamentablemente sé que es odio, porque desde que tenía unos pocos años de vida me di cuenta de sus reacciones y su actitud

conmigo. ¡No! quería ver que él me odiaba pero en los últimos días ha hecho cosas inimaginables que ¡yo solo! me resigno a bendecirlo cada día más porque sé que en algún momento de su vida y espero yo pueda verlo vera que no soy una mala madre.

Quizás... el haberle dado todo, el haberle facilitado las cosas fue parte de mi error y ahora tengo que pagar las consecuencias de ese inmenso error, quizás debí dejar que me viera cuando dormía en la calle acobijada por la soledad... De un parque desierto lleno de peligros y acoso de los otros que como yo compartían en ese momento la desdicha de no tener un lugar seguro en donde reposar el cuerpo y recibir el próximo día. Quizás... debí mostrarle el sacrificio de sus hermanas, al tener que pasar por humillaciones y peligros por tener yo queirme a trabajar, “siempre” procuré darle lo mejor y que no supiera los sacrificios a los que nos enfrentábamos.

¡Nunca! quise... hacerle daño al intentar consentirlo... siempre lo he apoyado hasta con cosas absurdas pero bueno nunca ha sido lo suficiente, ¡creo! Porque ahora ni me dirige la palabra y me ha borrado de cualquier medio que me permitiera llegar a él y a los suyos.

Siento tanto dolor... que escribo queriendo sacarlo de mi alma para seguir por los que si me aman y que intentan hacerme retomar las ansias de vivir. ¡Por cierto! a ellos les pido mil perdones por sentirme débil ante este dolor. Pero parece que mi hijo me ha enterrado en vida... quizás sea por eso esta agonía inexplicable que tengo. Por primera vez sentí envidia de los demás, al verlos tan felices celebrando y

yo a pesar de que intentan no puedo dejar de sentirme tan sola sin él. Por primera vez mire mas allá de mis hombros de lo que creí era ser madre.

Mis manos tiemblan de miedo al escribir ¡porqué! no se si escribiré algo que a él lo haga odiarme aun mas, sé que soy egoísta al pensar en él... nada más en este momento cuando la sonrisa de mis hijas la tengo frente a mí. Me abrazan, me dicen madre te amo, y yo sigo llorando... ¿Por qué él que me desprecia? ¿Será que me gusta la mala vida en verdad? ¡No! lo creo. Es que en mi corazón de madre... no existe el espacio para el olvido de uno de mis hijos aunque para él yo sea menos que un cero a la izquierda. Insisto “bendiciéndolo” porque quiero que Dios le permita encontrar la luz del perdón... si de alguna manera lo he ofendido y me permitiera disfrutar de su amor de hijo antes de ver la luz de Dios para siempre.

Quiero pensar que él vendrá y me dará de besos y me dirá que me ama. “Sueño despierta” ¡creo!, pero quiero hacerlo, porque la vida sin el amor de mi hijo no es vida. Intento disfrazar mi dolor... en el día y durante la noche cuando todos duermen logro finalmente llorar en silencio y con Dios como testigo de que le pido ablande el corazón de mi hijo o por lo menos que me permita comprender el porqué de ese odio.

He buscado amigos... en todo lo que es mi vida, y no encuentro en qué momento le he fallado a mi hijo para que me trate de esta manera y me limite hasta el cariño y tiempo con sus hijos.

El corazón me palpita tan fuerte en este momento de escribir estas líneas porque la mente me lleva al momento en que vi su

cara por primera vez y me veo en ese momento... veo... en mis ojos lágrimas pero son lágrimas de alegría por ese pequeño ser que me regala tanta dicha, camino un poco mas y lo veo dar sus primeros pasos, luego lo veo de adolescente y me da gusto ver que está aprendiendo de la vida, se convierte en padre y ahí estoy yo, siempre a su lado, ¡hasta! cuando nacieron sus niños he estado con él. Veo un poco más y ahora es cuando me encuentro cara a cara con su desprecio, su ira y hasta su odio. Y sigo sin comprender el porqué... Me arrodillo ante Dios y le pido me ilumine... para ver en qué momento ofendí a mi hijo para que se comporte de tal manera. Pero hasta hoy no veo en qué me equivoqué.

Por eso mejor me limito en este Día del Amor y la Amistad a dejar que mi corazón amé a mi hijo más que nunca, ¡porque! sé que algún día verá que está en un error y yo estaré acá como hoy bendiciéndolo y esperándolo para darle de besos y caricias como solo una madre puede hacerlo.

¡Hijo! yo te perdono porque en mi corazón solo tengo amor y si me ves llorar de dolor en este momento, es porque quiero llorar de alegría... quiero sacar de mis ojos estas lágrimas llenas de tristeza para darle paso a las lágrimas de felicidad al verte bien y diciéndome que me amas.

¡Te juro! que tendré mis ojos abiertos aunque esté bajo tierra esperando verte venir y decirme que me amas. Te juro que después de muerta seguiré bendiciéndote como ¡hoy! porque te amo hijo de mi vida.

Que Dios te bendiga siempre y que encuentres pronto la paz en tu corazón y regales mucho amor a todos los que te amamos.

Bambalinas



Por **ARNALDO RODRIGUEZ**

HOMENAJE A MARC ANTHONY POR PARTE DE LA SOCIEDAD AMERICANA DE COMPOSITORES

La estrella boricua no solo tiene uno de los mejores shows de televisión en español junto a Jennifer López, y nos referimos a 'Q'Viva', (Univisión, sábados a las 7 P.M.) donde viajan por distintos países descubriendo talento latino para llevar a un planeado show en Las Vegas, sino que próximamente como compositor va a recibir un Reconocimiento por parte de la Sociedad Americana de Compositores. Fecha el próximo 20 de marzo en el Hotel Beverly Hilton de Los Ángeles. El feliz intérprete ha sido seleccionado por su poder creativo y estilo único el cual ha influenciado e inspirado a otros creadores de música. Y por haber enriquecido el mundo de la música dejando sus huellas marcadas para esta y nuevas generaciones. Algunos se preguntan si Jennifer le acompañará a un evento tan súper-importante.

EL PADRE DE ADAMARIS LOPEZ, "LA COMAY" DE WAPA TV Y EL PECADO DE FORNICACION

Resulta ser que el pasado lunes la famosa Comay de WAPA TV (canal 806 en Manhattan, 6 P.M.) al mencionar a don Luis López, de 84 años, padre de Adamaris López le llamó "viejo entrometido" y lo repitió varias veces. La Comay se refería a una entrevista que el señor que mide algunos 4 pies de estatura dio a un periódico de Puerto Rico donde decía que se oponía a la relación de su hija con Tony, un bailarín español. Dice don Luis que el muchacho de 24 años es un vago, un vividor, etc. etc.

Anteriormente ya la actriz y bailarina Adamaris había dicho que ella es mayor de edad, más de 40 años y tiene derecho a hacer lo que quiera con su vida. Por otra parte sabemos que para los que somos padres nuestros hijos "nunca crecen" y siempre los queremos estar protegiendo. Al hacerlo, en ocasiones cometemos muchos errores. La verdad es que Adamaris no le está pidiendo dinero a su padre para "mantener" al vago-vividor. Estamos seguros que ella sabe perfectamente lo que está haciendo; si el joven español la "esta usando" a ella como dice don Luis, ella también lo esta "usando" a él, a su manera. Luego, si se cansa será la primera en botarlo.

Por otra parte el señor López nos da la impresión de que a pesar de sus años y su pequeña estatura es un viejito muy bravo. El año pasado cuando Adamaris estaba saliendo con un joven de 34 años de apellido López, escritor y quien estuvo una vez envuelto el llamado Cartel de las Drogas, don Luis insistía en viajar a Miami para "caerle encima" (golpear, pegarle una paliza) al joven López. Dicen que la esposa tuvo que vaciarle la maleta donde ya tenía escondidos sus guantes de boxeo. Por suerte para el joven López, quien dicho sea de paso también es levantador de pesas nunca se encontró frente a frente con don Luis pues este lo hubiera convertido en grano.

Todos sabemos que don Luis se gana la vida vendiendo cajas de muerto, o sea, tiene una Funeraria y vende ataúdes. Nos cuentan que a las 3 de la tarde, por

Luis y Adamari López



lo regular él le dice a su esposa que va a tomar una siesta y casi siempre va y se acuesta en un ataúd, el señor alega que son muy cómodos...

Bueno, no queremos estar en el pellejo de la Comay si a don Luis le da por permitir que en WAPA Seguridad le permita llegarse hasta ella y su acompañante, el actor Héctor Travieso, (a correr se ha dicho). Aunque, es posible que don Lusito no sea violento con las damas. El tiempo dirá...

HAPPY BIRTHDAY TO YOU

El pasado 6 de febrero nuestro nuevo cardenal de Nueva York, Timothy Dolan, celebró su cumpleaños número 62...El día 7 fueron los actores Ashton Kutcher, (recientemente rompió sus relaciones amorosas con Demi Moore); y Chris Rock, el primero cumplió 34 y el segundo 47...Burt Reynolds celebró sus 76 el 11... Don Vicente Fernández cumplió 72 años el 17 de febrero... A propósito de don Vicente, acaba de anunciar que se retira para siempre. Desea descansar y disfrutar más de su rancho y su familia.

LOS COWBOYS TRABAJAN EN NUEVA TELENOVELA

Una de las telenovelas más interesantes del pasado año fue "Los Herederos del Monte". Trataba de cowboys, ranchos, caballos, ganado, peleas por tierras y herencia, todo lo acostumbrado en este tipo de historias. Mario Cimarro era el protagonista acompañado de la bellísima y talentosa Marlene Favela, y varios otros galanes donde se incluían a José Luis Resendez y Fabián Ríos, (Fabián no es tan bien parecido como José Luis, pero es mejor actor). La producción era de Telemundo. Bueno, y ahora nos anuncia Telemundo su nueva producción que lleva por título "Corazón

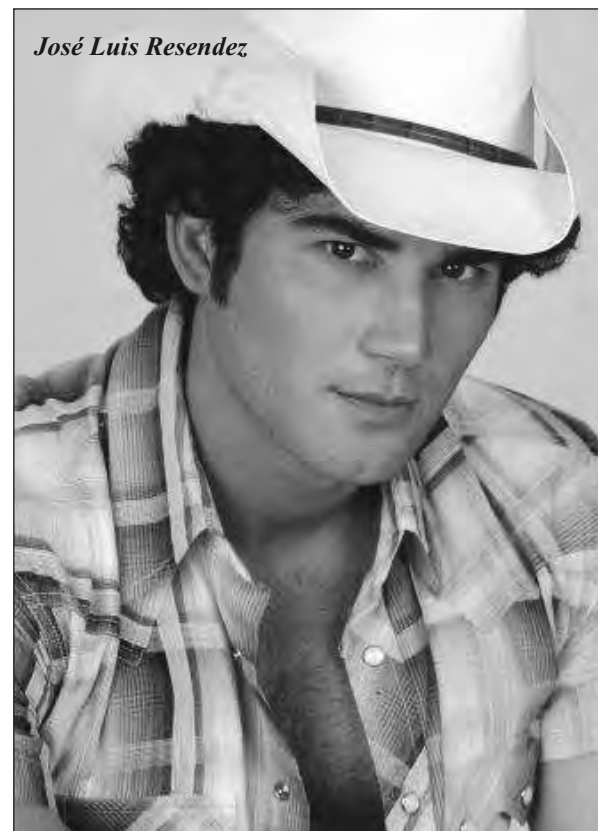
Valiente" y una vez más ponen juntos a los dos galanes Resendez y Ríos (secundarios en "Los Herederos", pero aquí comparten los estelares con Adriana Foseca y Ailyn Mujica). Junto a ellos Sonia Smith, Ximena Duque, Joséguillermo Cortines, (lo entrevistamos para este periódico hace dos años); Jorge Luis Pila, Kate Barbieri, Hilda Haddock y Manuel Landeta, entre otros.

Autora de la novela: Marcela Citterio, de quien confesamos nunca hemos visto ninguno de sus trabajos. La producción estará bajo la supervisión de Aurelio Valcárcel Carol, conocido "genio" en estos negocios. Y que pasó con Mario Cimarro..? A lo mejor no tenían personaje para él, o como decían que se portaba mal en "Los Herederos del Monte" lo dejaron fuera a propósito. Nunca se sabe.

RECEPCIONISTAS Y SECRETARIAS

Es lamentable visitar un lugar público, de negocios y que la recepcionista se quede mirando para el escritorio, ignorándote; y si le preguntas algo te contesta como si "le debieras algo y no quisieras pagarle". No es atenta. Nada de profesionalismo. La primera pregunta que siempre se debe hacer al que acaba de llegar es "May I help you?" o "Puedo ayudarlo..?" Además de contestar los "Buenos días", por supuesto. Es lo que vemos en oficinas de médicos, dentistas, Real Estate, hospitales, etc. Por eso no salimos de nuestro asombro cuando a estas alturas entramos a una oficina donde se produce una revista o algún periódico y la recepcionista-secretaria parece importarle un pito eso que llamamos buenas maneras o reglas sociales.. Nos preguntamos cómo es que si no recibieron en el hogar enseñanzas para algo tan simple por qué el jefe no le da un "training" antes de emplearlas? Todos los días se aprende algo nuevo. Nunca es tarde para educarnos. ¡Que Dios nos bendiga!.

José Luis Resendez



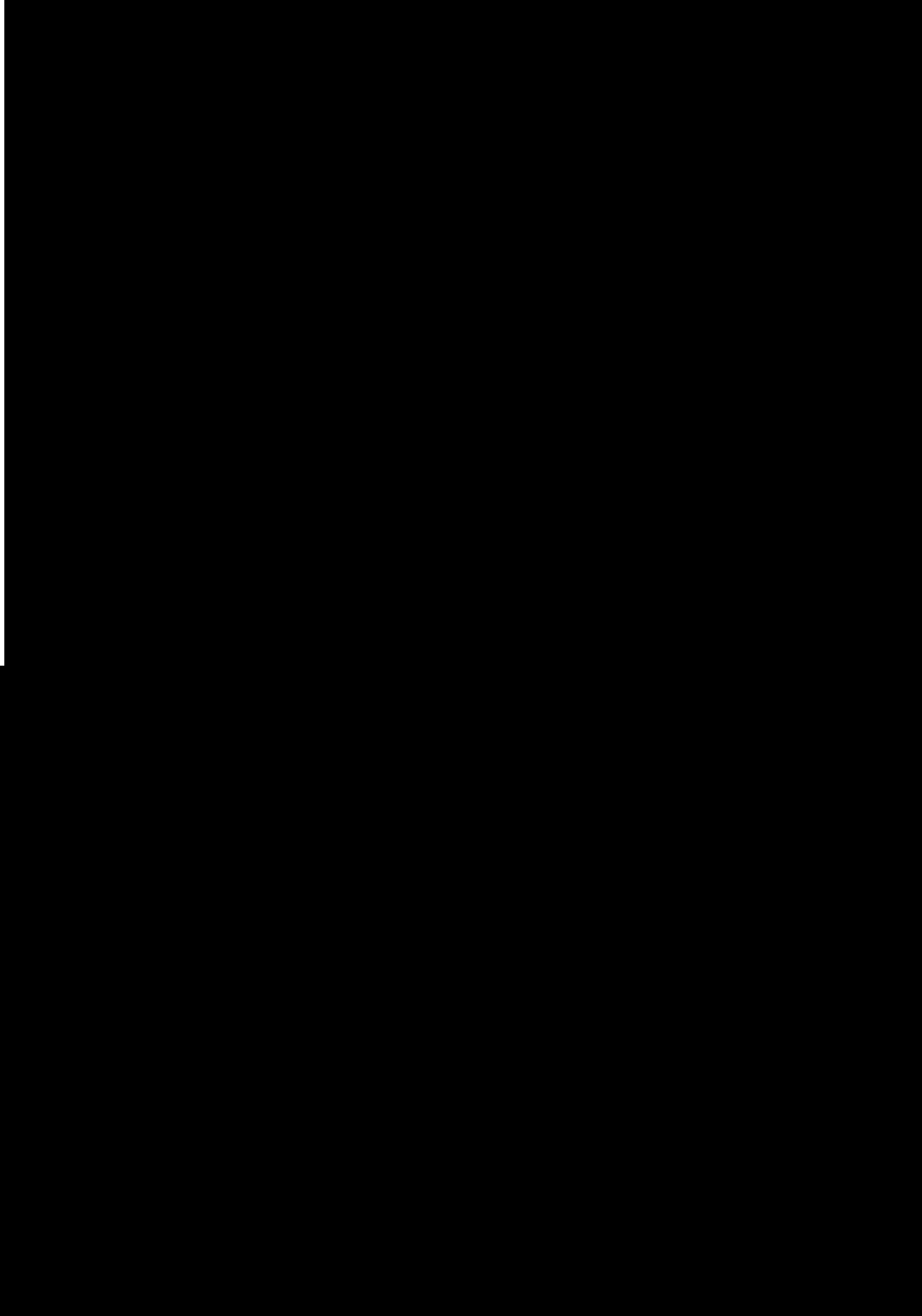
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ASUNTOS DE LA COMUNIDAD

Editor **LUIS MARTINEZ**



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LA VOZ HISPANA • N.Y. DEL 16 AL 22 DE FEBRERO DEL 2012 • <http://www.lavozhispahanany.com>



Al centro la dama Julia Rodríguez, líder del Distrito 76 del Bronx, sostiene sendas Proclamas de parte del congresista Joe Crowley y del Concejo Municipal, entregadas por el Concejal Jimmy Vaca, en compañía de los oficiales electos, Senador-Reverendo Rubén Díaz Sr., Asambleísta Carl Hastie, presidente del partido Demócrata del Bronx, la dama Cheryl Simmons-Oliver, representante del Congresista José Serrano, el Asambleísta Marcos Crespo, el líder del Distrito 76 Luis Sepúlveda Esq., y Jimmy Rosado (hijo de Julia), en el salón de actos de la iglesia Holy Family del Bronx.



Julia Rodríguez se apresta a apagar las velitas que simbolizan haber llegado a un año más de vida, por lo cual recibió innumerables felicitaciones de su hijo Jimmy y familiares, en el salón de actos de la iglesia Holy Family del Bronx.



El distinguido Juez Eduardo Padró recibe complacido la Citación Al Mérito de manos de John Liu, Contralor de la ciudad de Nueva York, en compañía del Asambleísta Roberto Rodríguez, con ocasión de las concurridas fiestas de Las Octavitas 2012 en el área de El Barrio de Manhattan.

Al centro los músicos salseros Gilberto "El Pulpo" Colón (pianista), y Luisito Ayala (vocalista), recipientes de significativas Proclamas de manos del asambleísta José Rivera, en compañía del percusionista Pedro "Pocholo" Segundo y Fernando "Ponce" Laspina, director del gimnasio de boxeo Juan Laporte del Bronx.



El Reverendo Cleofe Vargas y su esposa la Pastora Ana Vargas, expresan su agradecimiento y felicitan a los seis jovencitos y tres adultos que se sumergieron en las aguas bautismales, en la concurrida ceremonia cristiana de la iglesia Pentecostal Juan 3:16 del Bronx. Los acompañó el Copastor Roberto López.





Por LISSETTE MONTOLÍO

Gladys María Montolio escritora y educadora de NY

El pasado domingo 5 de febrero, el programa radial "Quisqueya y sus canciones" presentó una entrevista especial con la escritora y poetisa Gladys María Montolio, educadora de profesión, quien estuvo conversando sobre sus libros educativos creados especialmente para público diminuto y pre-adolescente.

En el conversatorio con los periodistas Frank Castro y Lissette Montolio

Para celebrar el mes del Amor y La Amistad, este próximo viernes 17 de febrero, desde las 6:30 pm, se celebrará una Fiesta-Concierto de Latin Jazz, con la Orquesta "The 5th Note" y la el maestro Orlando de la Mota, con un Show de Poemas y Canciones, con los artistas, el declamador Frank Adolfo, Luz del Carmen, La Romántica Atrevida, Ingrid y "El Poeta" Juan E. Silva, en salón de Fiestas de la Iglesia "El Mediador", ubicada en el 260 W, de la calle 231 St., Riverdale's, NY 10463, Bronx, NY. Para llegar tomen el tren #1 hasta la parada 231. Mucha Alegría, show, bailables y cena. El precio de entrada es de \$30.00p/p e incluye una copa de vino o una cerveza. Para informes, Soluciones Musicales Productions (917)341-9502, (646)355-5982 & Tess Cattering (917)815-6664.

El sábado 18, en el Teatro Bar Times Square, ubicado en el 300 West, de la calle 43rd St., Suite 506, New York, NY 10036, se inician las presentaciones de la magnífica producción "María Montez, VIVE", un espectáculo que te magnetiza; una obra escrita y estelarizada por Dalia Davi, en homenaje a la vida de la Reina del Tecnicolor, la barahonera María Montez. Para más información, visitar el portal www.daliadavi.com.



(crítica de arte, actriz y educadora) y el compositor y cantante, José Antonio Santana, productores del programa, y con toda la audiencia de Quisqueya y sus Canciones, Gladys habló de los detalles que dieron a la luz su más reciente libro "Arcoíris de Inocencia", puesto en circulación el pasado 28 de enero, en la Biblioteca Pública de Nueva York.

La Sra. Gladys M. Montolio, nació en Puerto Plata, República Dominicana. En 1985 se radicó en esta ciudad de Nueva York, donde cursó estudios especializados y se graduó de licenciada en psicología, con una concentración en educación, en el Colegio Mercy, a lo que le agregó una Maestría en Educación Bilingüe realizada en The City College of New York.

Actualmente se desempeña como maestra del Departamento de Educación de la ciudad de Nueva York, pero se continúa educando, realizando talleres de literatura, de crecimiento personal y

de liderazgo. Ella forma parte del Taller Literario "Nosotros Contamos", con el Dr. Aníbal Perdomo, auspiciado por el Comisionado de Estado de Cultura Dominicano en Nueva York.

En el 2007 publicó su primer libro,

titulado "Vivencias". Su más reciente libro de literatura infantil y pre-adolescencia, Arcoíris de Inocencia, acaba de ser puesto en circulación. Gladys tiene varios libros inéditos, entre ellos, "Poesías para adolescentes", en el cual está trabajando para ser publicado en el próximo año 2013.

Esta líder innata, realiza todos los sábados el "Encuentro Cultural Gladys M. Montolio", donde dirige una tertulia en la librería Hamilton Grange, una de las Bibliotecas Públicas de Nueva York. En este encuentro literario y educativo participan escritores y otros artistas de diferentes géneros y nacionalidades. Esta actividad la ofrece Gladys gratuitamente al público en general. En ella se realizan dramatizaciones y hay micrófono abierto para los asistentes.

Interesante entrevista con Gladys María Montolio, por WKDM1380 am y por Internet, en vivo, por www.wkdm1380am.com, con la música romántica de ayer...de hoy... y de siempre de la bella Quisqueya, una producción de Dominart, Inc.

Las oficinas del programa están localizadas en el 5103 de la Quinta Avenida, suite 2, en el Condado de Brooklyn, en Nueva York. El teléfono en cabina es el 212-966-1380 y para servicio al cliente es el 1-800-492-0047. Para más información pueden entrar a www.quisqueyaysuscanciones.com.



Hasta el propio Presidente Obama impresionado por el prodigio taiwanés Jeremy Lin de los Knicks

El presidente de Estados Unidos, Barack Obama, está "muy impresionado" ante el juego desplegado y el éxito alcanzado en las últimas semanas por Jeremy Lin, el base de origen taiwanés que milita en los New York Knicks, reveló su portavoz, Jay Carney.

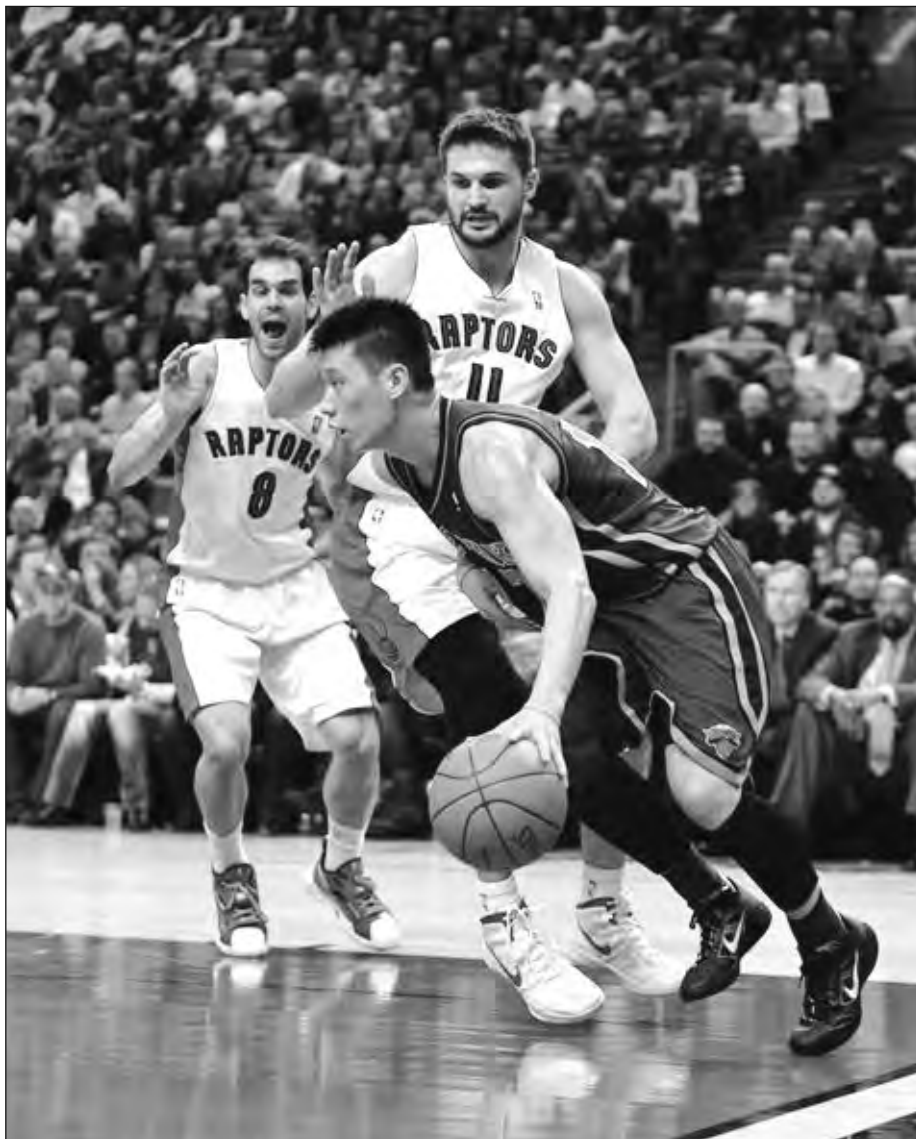
"Es una linda historia (Obama) está muy impresionado y totalmente al corriente" de los éxitos de Lin, un ex suplente apodado 'Mamba amarilla' que salto a la fama luego de su contribución a las últimas seis victorias de su franquicia.

El base, de 23 años, concedió por sí solo el triunfo a los Knicks el pasado martes gracias a un lanzamiento de tres puntos que puso cifras definitivas (90-87) al juego que el equipo de Nueva York disputaba con los Raptors en Toronto.

La serie de triunfos provocó histeria colectiva en Estados Unidos donde jugando con las palabras se habla de "Lin-sanity", lo que en buen romance significa 'Lin locura'.

"Evidentemente esto es formidable para los Knicks, pero es el género de historias deportivas que va más allá del deporte mismo", afirmó Carney, a bordo del avión presidencial que transportaba a Obama de Washington a Milwaukee.

El presidente estadounidense no hace un misterio de su amor por el básquetbol, disciplina que practica los



fin de semana con sus hijas y con miembros de su entorno. Su entusiasmo en el rectángulo le costó doce puntos de sutura a fines de noviembre de 2010 cuando recibió un codazo de un adversario en la cara.

Pasiones en China

El fulgurante éxito de Jeremy Lin, está siendo seguido con gran atención por medios de comunicación y aficionados de China, necesitados de una nueva estrella "de la tierra" tras la retirada el año pasado del shanghainés Yao Ming.

Según cuenta el diario "South China Morning Post", los muchos seguidores chinos de la liga estadounidense se han rendido al base de los New York Knicks, convertido en la última sensación de la liga norteamericana.

La cadena estatal china CCTV ha emitido extensos reportajes sobre Lin, el primer jugador de origen taiwanés que juega en la NBA, y cuyos padres emigraron en los 70 a EE.UU. desde Taiwán, isla que aunque está desligada políticamente de China, está en la órbita cultural del país y de hecho es reclamada por Pekín desde que se separó unilateralmente en 1949.

Los medios chinos, comenta "South China Morning Post", también han expresado su admiración por la resistencia de Lin en los partidos, y han comentado que el jugador, como Yao Ming en su día, ayudará a que en EEUU se reduzcan los prejuicios contra los asiático-americanos.

La agencia estatal Xinhua llegó a describirlo como un "héroe civil que ha vivido un cuento de hadas en la NBA".

Las Pequeñas Ligas de Béisbol afinan sus torneos para el 2012

Solicitan apoyo a las firmas comerciales en beneficio de la juventud

Ya los presidentes de las Pequeñas Ligas de Béisbol de la ciudad de Nueva York están preparándose para el próximo torneo veraniego del 2012. La Liga Edwin Marrero, que preside Wilfredo Rosa por 22 años, ya está conectando a los dirigentes y peloteritos.

Igual está la Liga Juan 'Igor' González, que está bajo la dirección de Javier Rodríguez que contará con un sinnúmero de equipos en cuatro divisiones. Otra que está en los mismos trajes es la Ramón 'Chompi' Jiménez, que contará con más de 8 novenas en cuatro categorías. También está la Liga South Bronx, que dirige Bill Flores; todas pertenecen al condado de El Bronx.

Como todos los años necesitamos auspiciadores para que nos ayuden con

los uniformes. Por eso le hacemos un llamamiento a alguna firmas comerciales para que se envuelvan en nuestras necesidades del béisbol infantil-juvenil. Una de ellas es la firma GOYA Foods que en los pasados 20 años estuvo envuelta en el deporte; pues ahora necesitamos de su ayuda, ya que tenemos más de mil (1,000) jovencitos que desean jugar pelota y no tenemos la ayuda de nadie.

Los productos Goya son usados mayormente por la comunidad latina de Nueva York y otras localidades de los Estados Unidos. Los señores Unanue deben de pensar en nuestra juventud, que tenemos que tenerla ocupada diariamente y qué mejor que el béisbol deporte rey.

También le extendemos el llamado a las compañías Coca-Cola y Pepsi Cola; ambas se han desligado de unos

compromisos que hicieron en años pasados para darle apoyo a la juventud en el deporte. ¿Qué pasa, todo se olvido? Ustedes saben que nuestra comunidad usa sus productos diariamente y consume los mismos, más en el verano.

De esta manera podemos ir buscando la relación de sus productos - con nuestras ligas de béisbol y conformar la esencia misma de nuestra cultura deportiva. Ustedes las compañías tienen que valorar el concepto deportivo para que le demuestren llegar a la comunidad en general lo que están haciendo por la niñez.

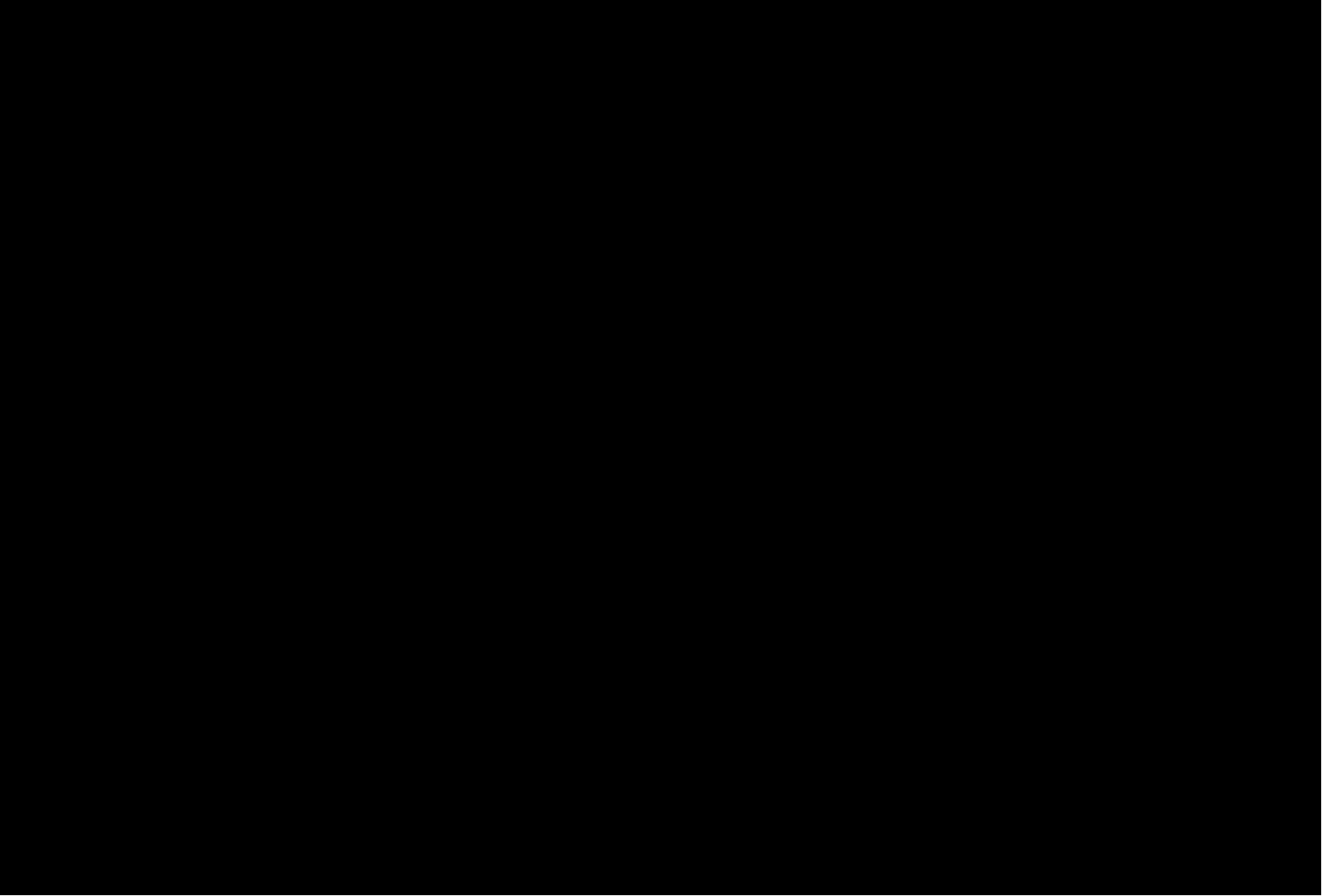
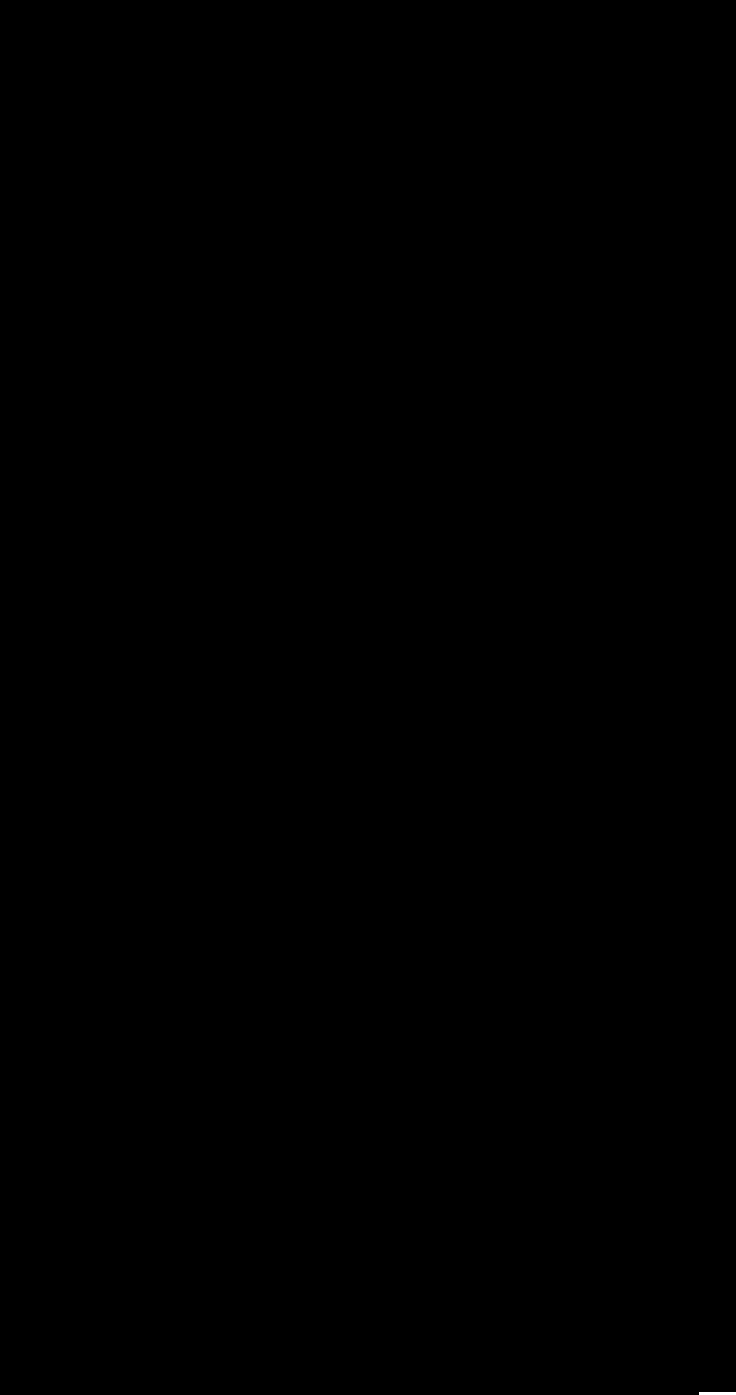
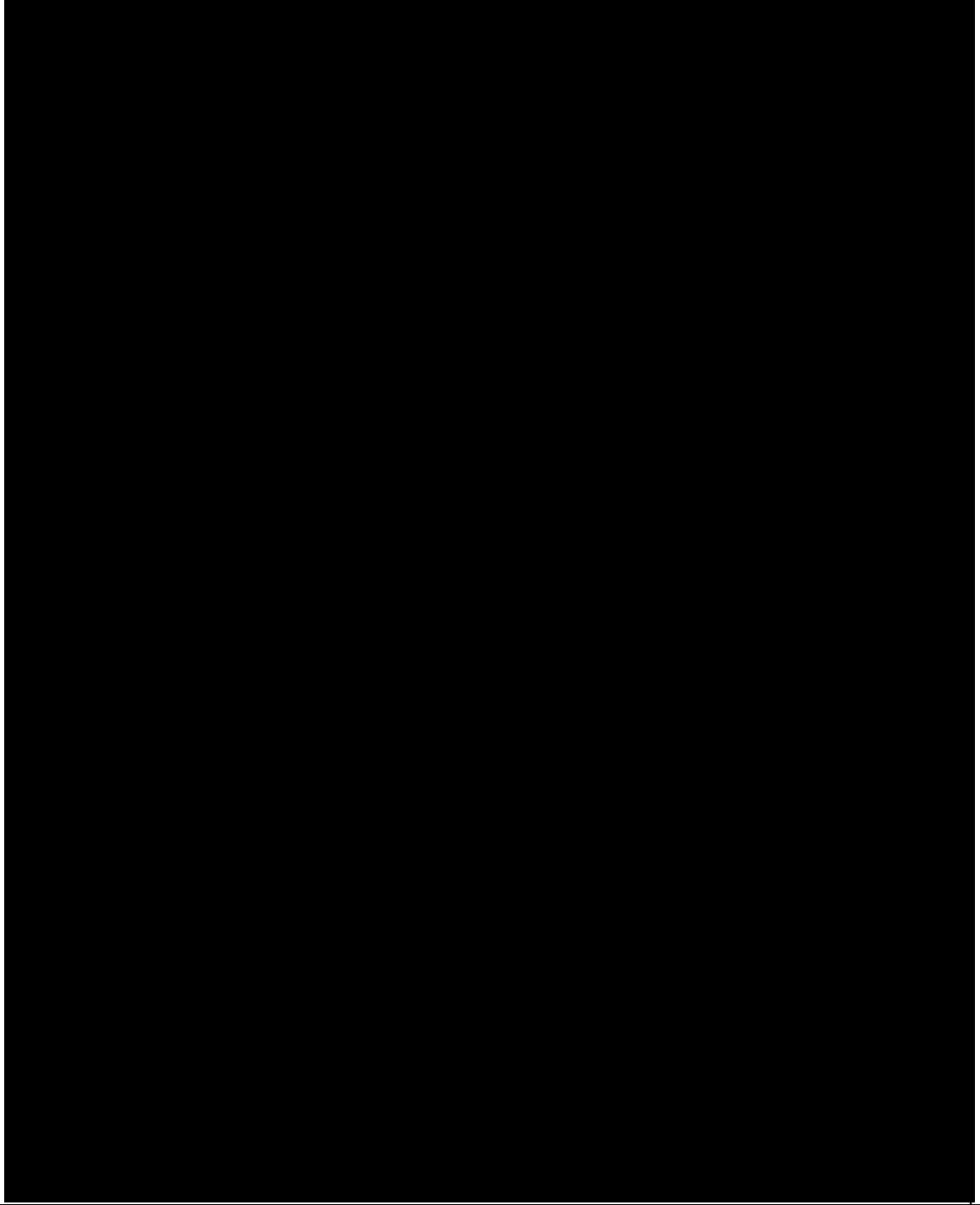
Nosotros queremos extender la práctica deportiva en nuestra comunidad hispana que por falta de compañías que ayuden a sufragar los gastos de uniformes y ofrecerle a los

niños aplicación teórica y práctica; los jóvenes están descarrilados por las calles, porque no tienen la oportunidad de hacer proyecciones a nivel local para conseguir los triunfos y satisfacciones que ellos merecen.

Voy a expresar la frase que siempre decía la artista puertorriqueña Myrta Silva, "ARRIBA CORAZONES"; no dejen que nuestra juventud se pierda en las calles; pongan un granito de arena para que estos jóvenes puedan seguir participando de nuestro béisbol, si ustedes se comprometen a auspiciar equipos de nuestras ligas.

Para información pueden llamar a Wilfredo Rosa después de las nueve de la mañana (1-718-681-1231).

El Sr. Rosa es el presidente de la Liga Edwin Marrero y del Congreso Latino-Americano de Pequeñas Ligas de N.Y. Muchas Gracias adelantadas.



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Participará el conocido arquitecto Norman Foster

La Biblioteca Pública de NY aprueba su esperado proyecto de renovación



La Biblioteca Pública de Nueva York anunció que dio luz verde a su esperado proyecto de renovación, que costará cientos de millones de dólares y en el que participará el conocido arquitecto británico Norman Foster.

El patronato de la institución aprobó el plan, presentado por primera vez en 2008 y que contempla la creación en su



Norman Foster

sede central en Manhattan del mayor centro bibliotecario de documentación e investigación en Estados Unidos.

La renovación creará un nuevo recinto que será diseñado por Foster, se convertirá en "un símbolo de la transformación del sistema" y duplicará el actual espacio público disponible dentro del complejo para lectores e investigadores.

El presidente de la Biblioteca Pública de Nueva York, Anthony Marx, señaló en un comunicado que "las bibliotecas pueden y deben cambiar vidas, así como ofrecer acceso sin precedentes a libros, servicios y centros de educación en los que nacen las ideas y la creatividad".

"Nuestro objetivo es crear una Biblioteca para el Futuro, digna de esta gran ciudad", añadió Marx.

La institución también reveló una

iniciativa a través de la cual escuchará las sugerencias de los usuarios para adaptar el proyecto al gusto de las personas que disfrutarán del nuevo centro.

Además, reformará sus sucursales repartidas por los cinco condados de Nueva York y pondrá en marcha en ellos una serie de programas de enseñanza después de que a finales de 2010 la alcaldía redujera en 40 millones de dólares la subvención que otorga a las bibliotecas públicas de la ciudad de los rascacielos.

La Biblioteca Pública de la Gran Manzana celebró en mayo de 2011 su centenario amenazada precisamente por ese recorte presupuestario, pero finalmente logró recaudar suficientes donaciones para poner en marcha su proyecto de renovación.

De esta manera, los neoyorquinos podrán seguir teniendo acceso a su inmensa colección de más 50 millones de libros y otros documentos, entre los que se encuentran una Biblia de Gutenberg, manuscritos de Walt Whitman y Jorge Luis Borges y un ejemplar del "Mein Kampf", de Adolf Hitler.

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LO QUE USTED DEBE SABER

Por el Senador Rev. Ruben Diaz
Distrito 32 Condado del Bronx, New York



A los pobres el gobierno les corta los servicios, a los ancianos le cortan las comidas y les cierran los centros de recreación diaria, a los niños le cortan la educación y al necesitado le dan la espalda...todo esto a nombre de balancear el presupuesto del Estado.

Usted amado lector, debe saber, que mientras todas estas aberraciones le suceden a los pobres en nuestras comunidades y el gobernador le corta los servicios, como dije anteriormente, hay personas recibiendo millones de dólares a costa del sufrimiento de los pobres.

Nuestros hospitales y centros médicos reciben millones de dólares de los fondos públicos a través del Medicaid y Medicare para solucionar el problema de salud de los pobres en nuestras áreas. Practicamente le pagan a los Directores Ejecutivos de los hospitales sumas exorbitantes y por otro lado cortan y ofrecen servicios pésimos a los pobres.

Usted, amado lector, se debe dar una vueltecita, si es que no se la ha dado ya, por las salas de emergencias de nuestros hospitales y preguntarle a los pacientes ¿Cuántas horas llevan esperando? ¿Qué opinan de la limpieza y de los servicios que reciben? y sobre toda las cosas hay que preguntarle, ¿cómo es el trato y conducta de los empleados hacia ellos?

Mientras que estos abusos cada día se empeoran y los centros médicos son más abusivos con nuestra gente pobre, los directores cobran unos salarios de los fondos del Medicaid y de los fondos públicos para supuestamente aliviar el dolor de los que ellos mismos oprimen.

Usted debe saber que de acuerdo al periódico New York Times, el Bronx Lebanon le paga a su Director Ejecutivo la suma de 4 millones de dólares al año, el Hospital Presbiteriano de New York paga 9.8 millones a su Director, el Hospital Mount Sinai 2.7 millones de dólares y el Hospital North Shore de Long Island paga 4 millones a su Director Ejecutivo. Todos estos hospitales practicamente le sirven a la comunidad pobre del estado y reciben billones de dólares por atender a nuestros pobres. ¿Cómo es posible que le corten y critiquen a nuestra gente por recibir Medicaid y Medicare y por otro lado se le pague tanto dinero a algunos administradores?

El Hospital Bronx Lebanon por ejemplo en su mayoría le sirve a los Hispanos y Afro-Americanos del Sur del Bronx, que hacen filas y esperan todo el día para ser atendidos, mientras sus Directores Ejecutivos tienen tremendas oficinas con aire acondicionado, secretarías y servicios de limosina a su disposición.

Mi consejos a esos Hospitales y Centros Médicos, es que en vez de pagar tanto dinero a sus Directores deben usarlo para emplear más enfermeras, asistentes, personal médico y empleados de limpieza para que puedan ayudar diariamente a los pacientes y así no tengan que esperar tanto tiempo para ser atendidos y que la sala de espera siempre este olorosa y decente.

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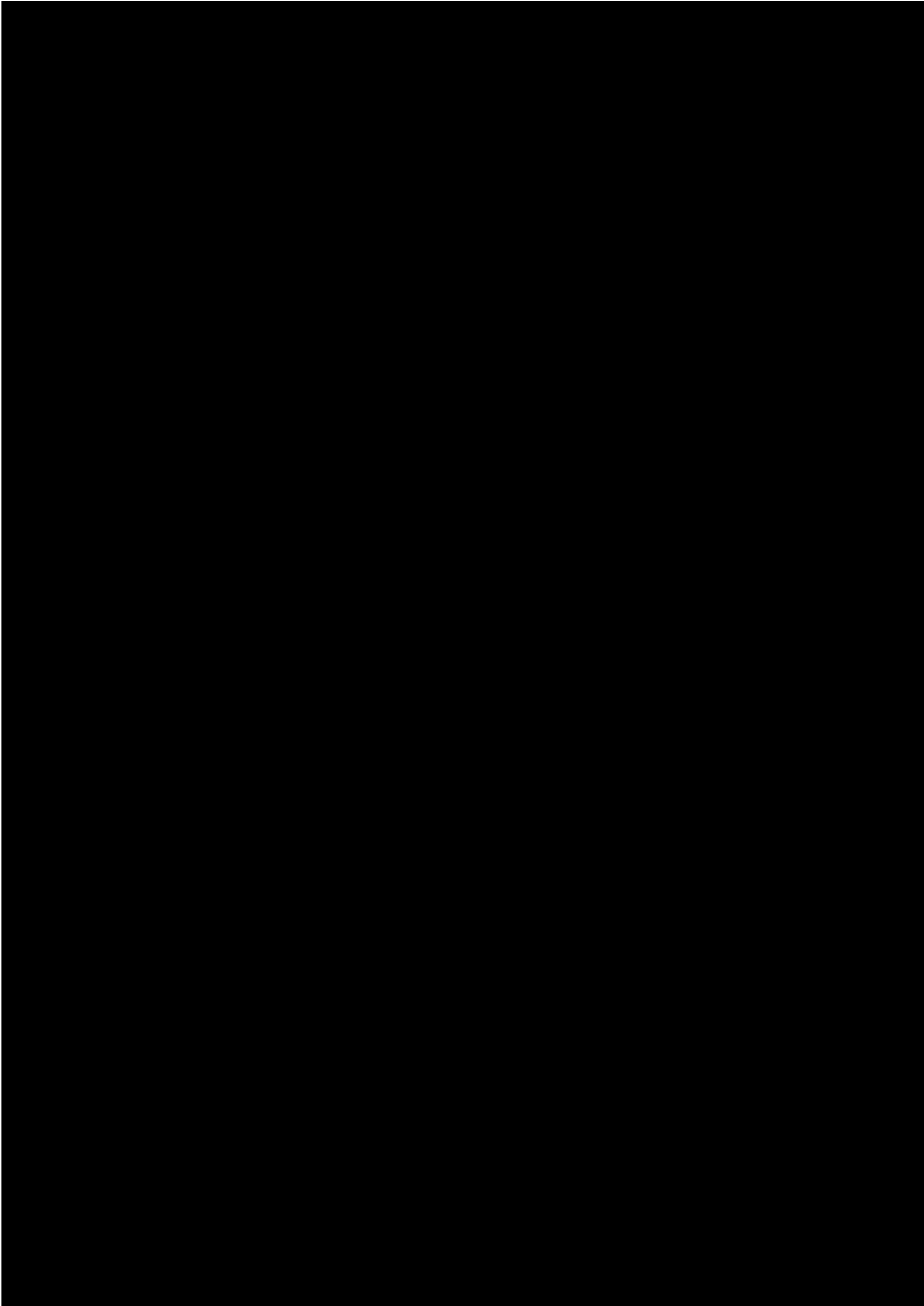
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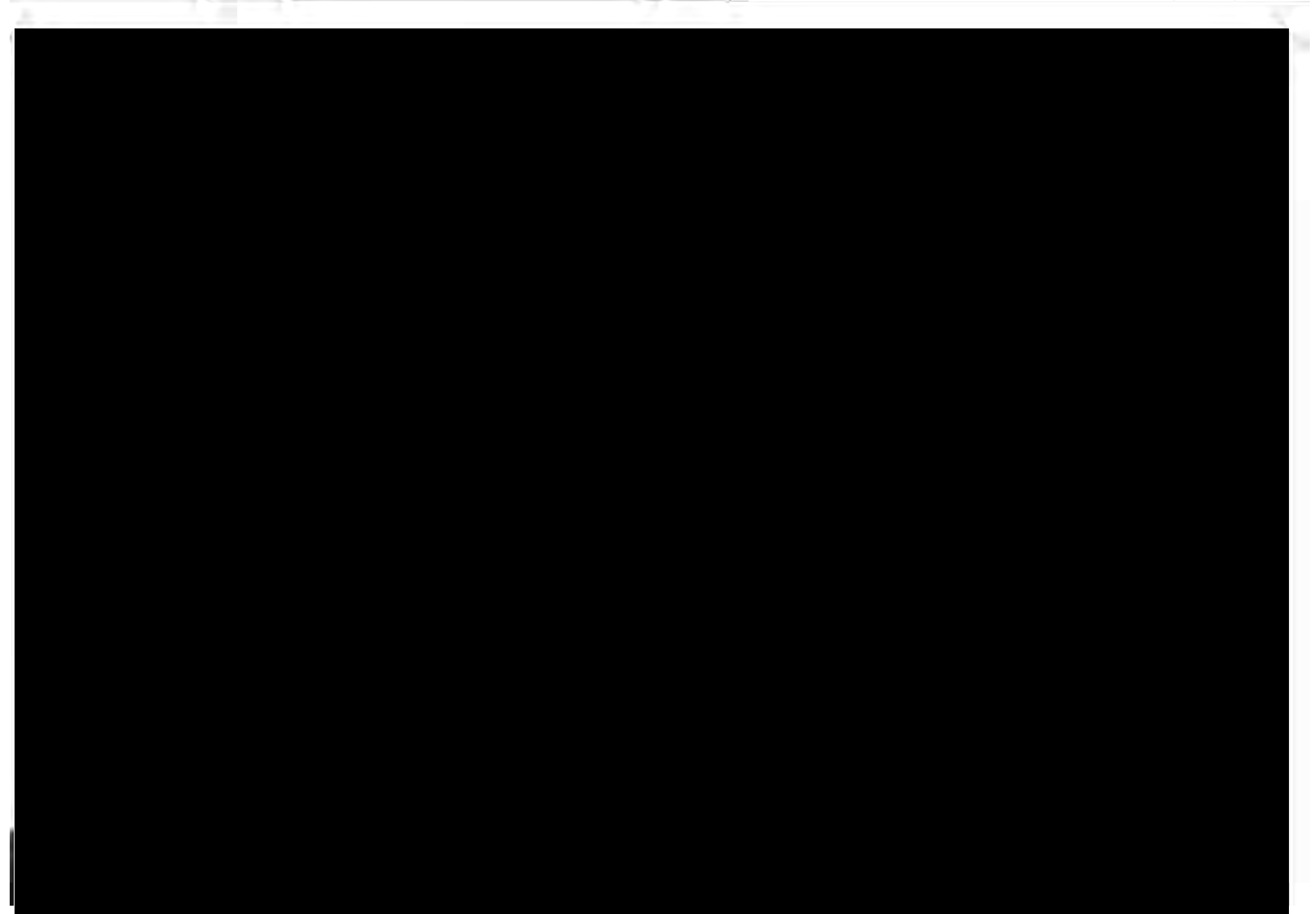
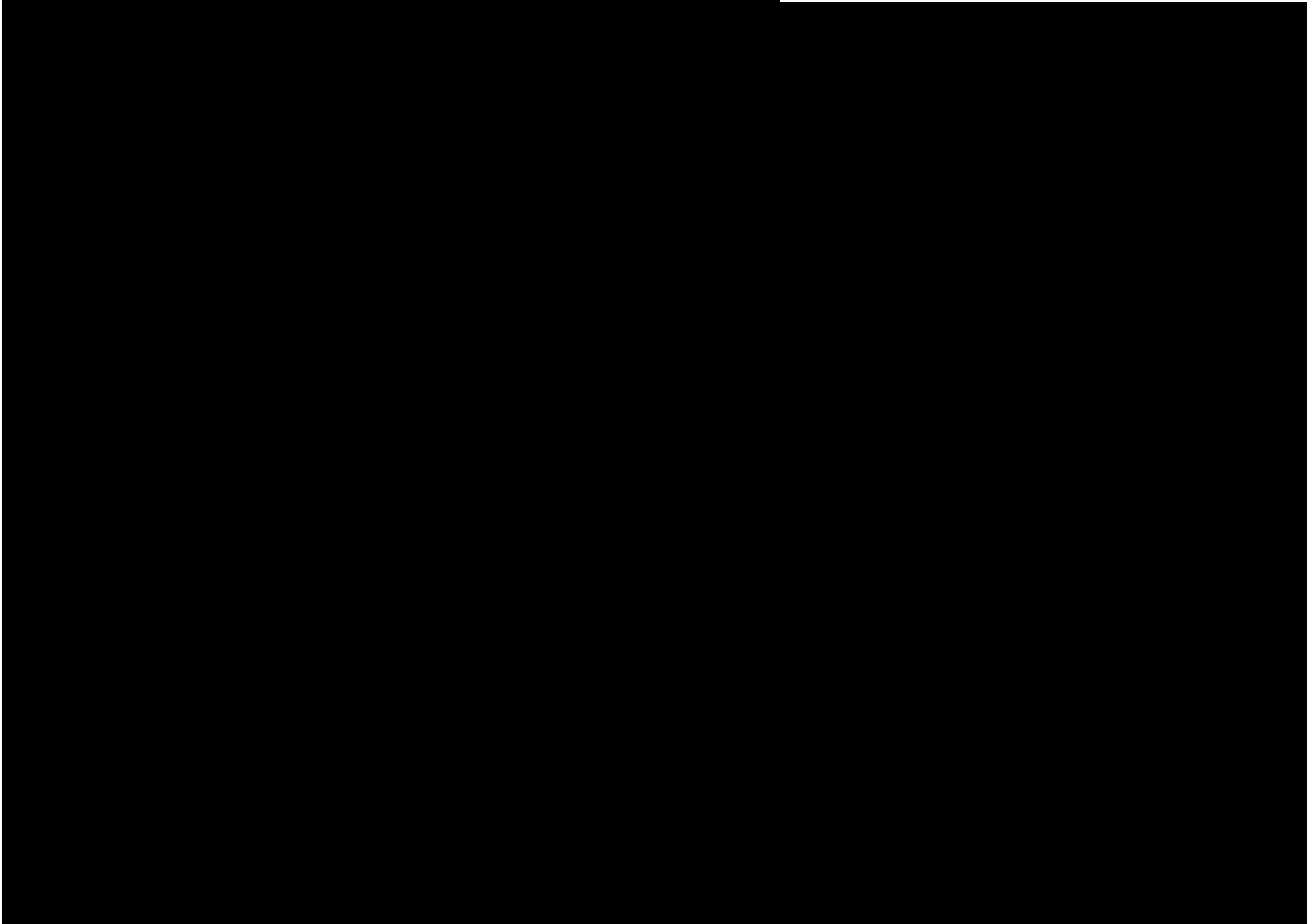


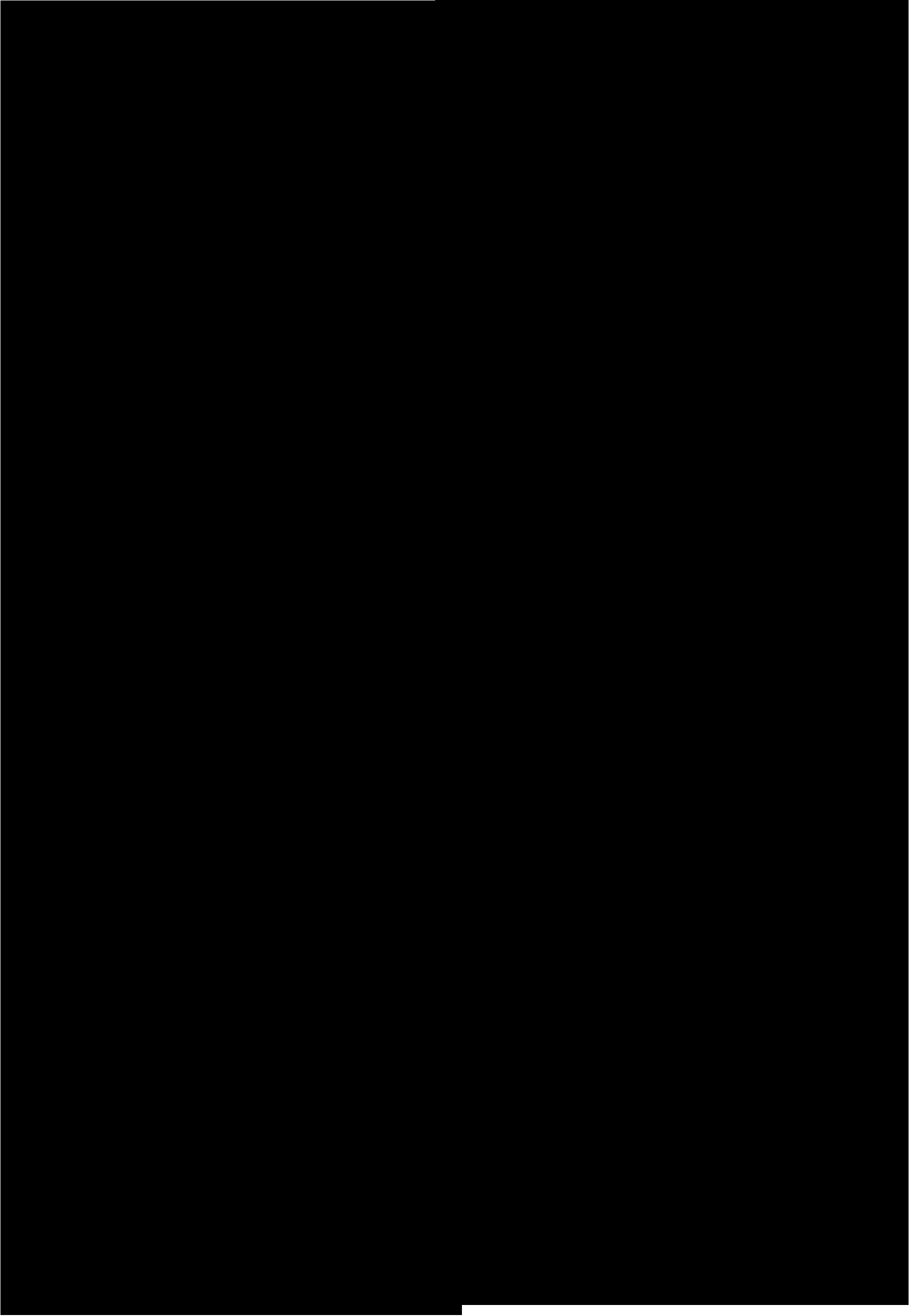
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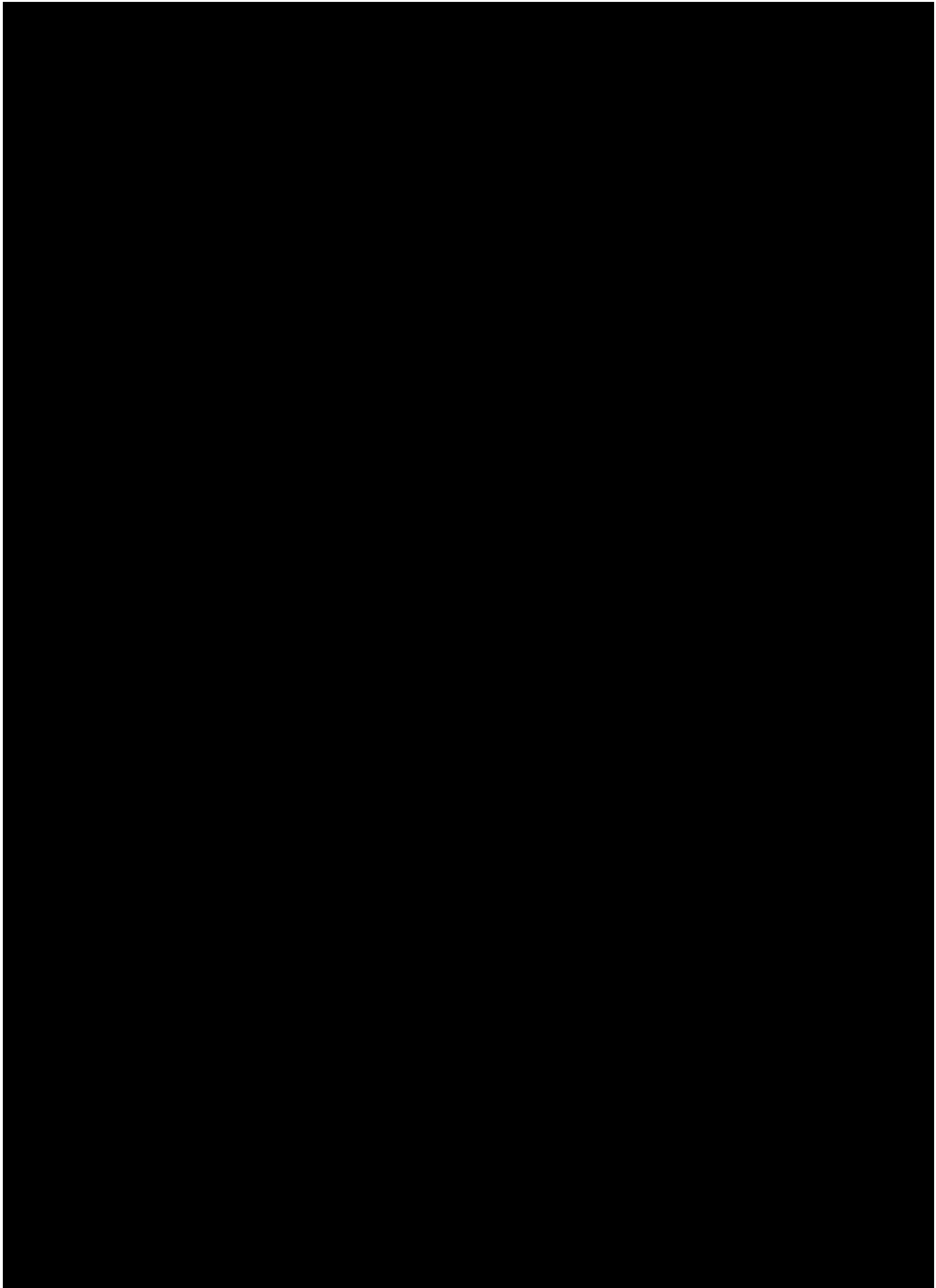
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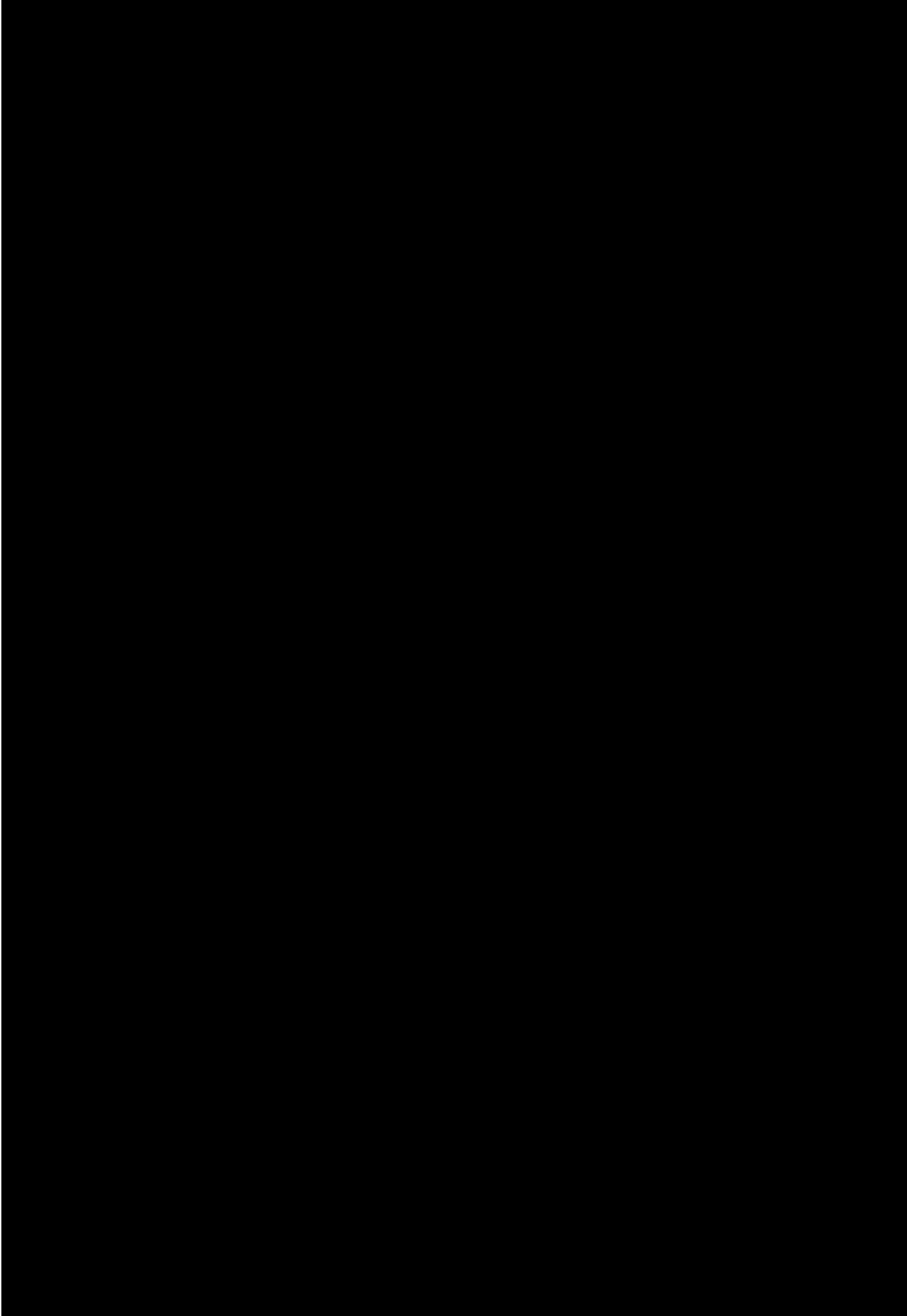


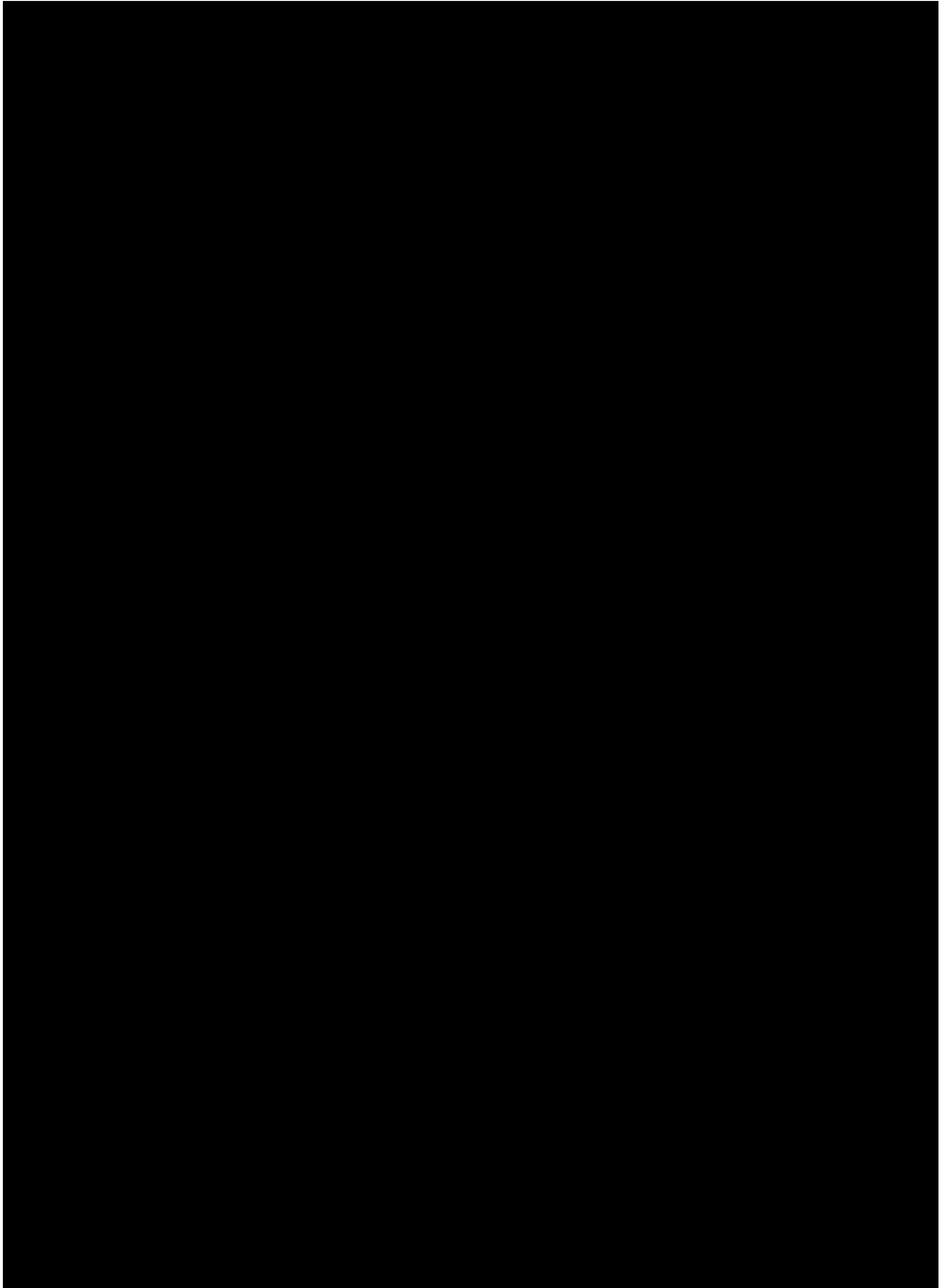
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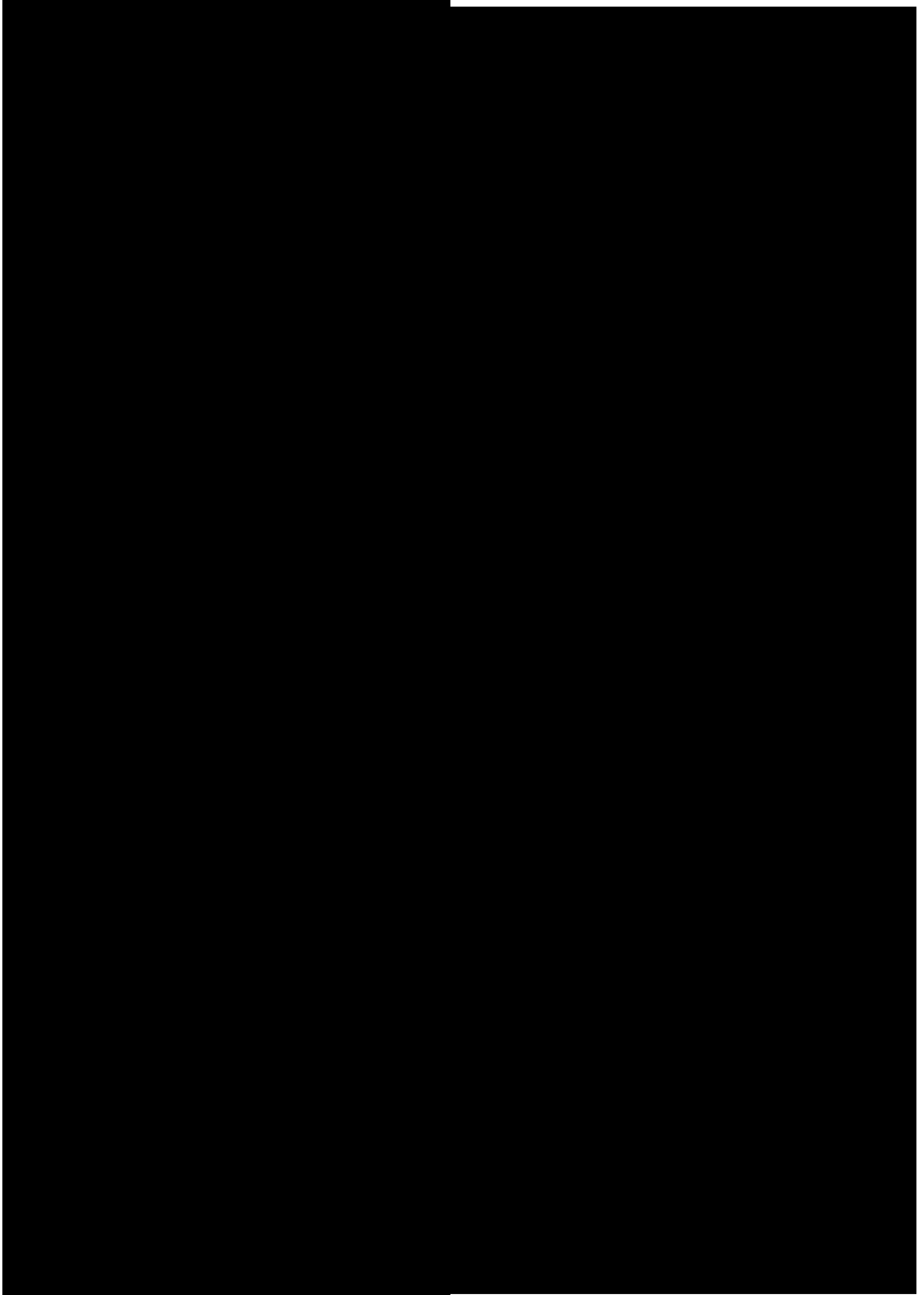


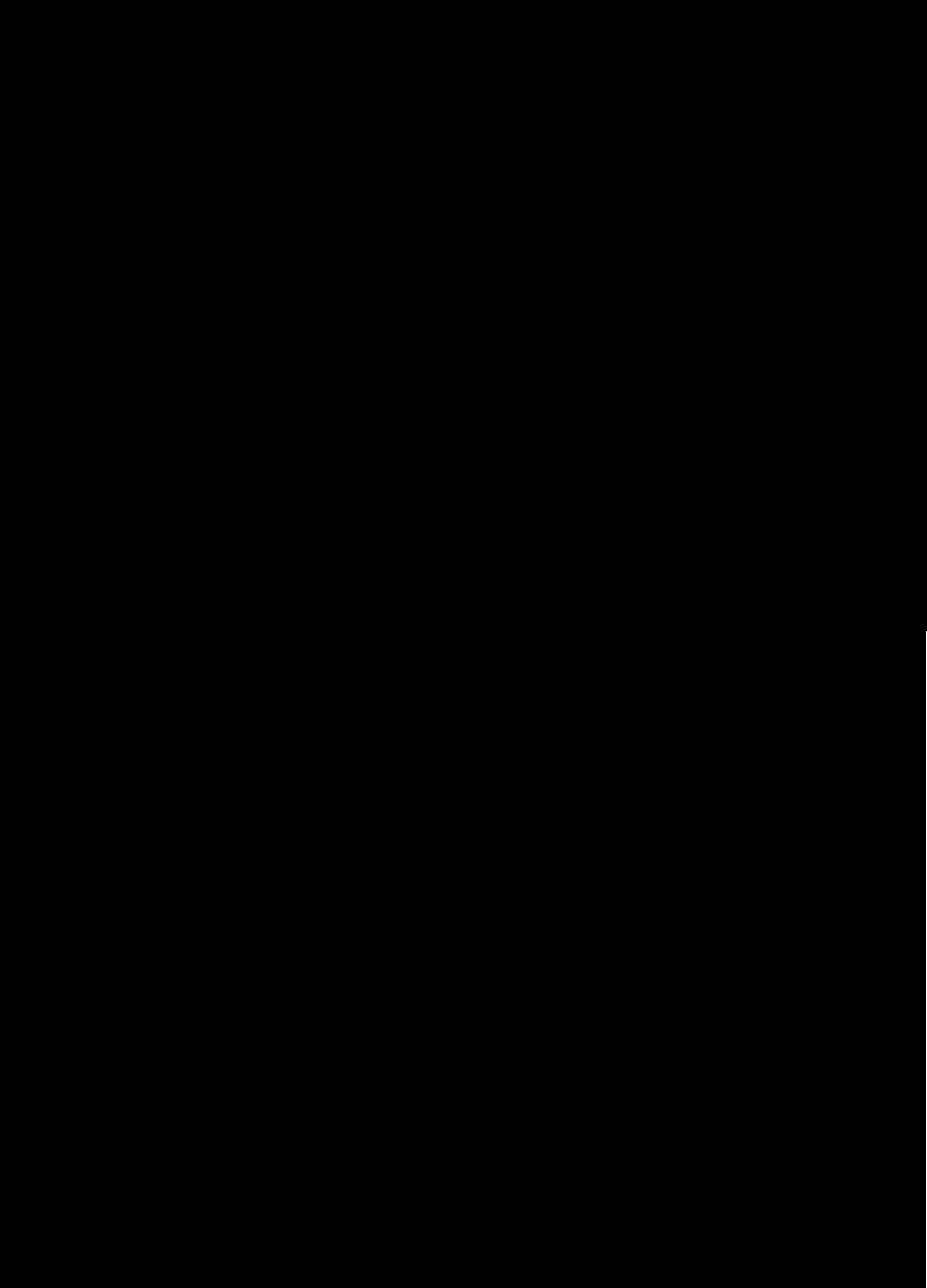








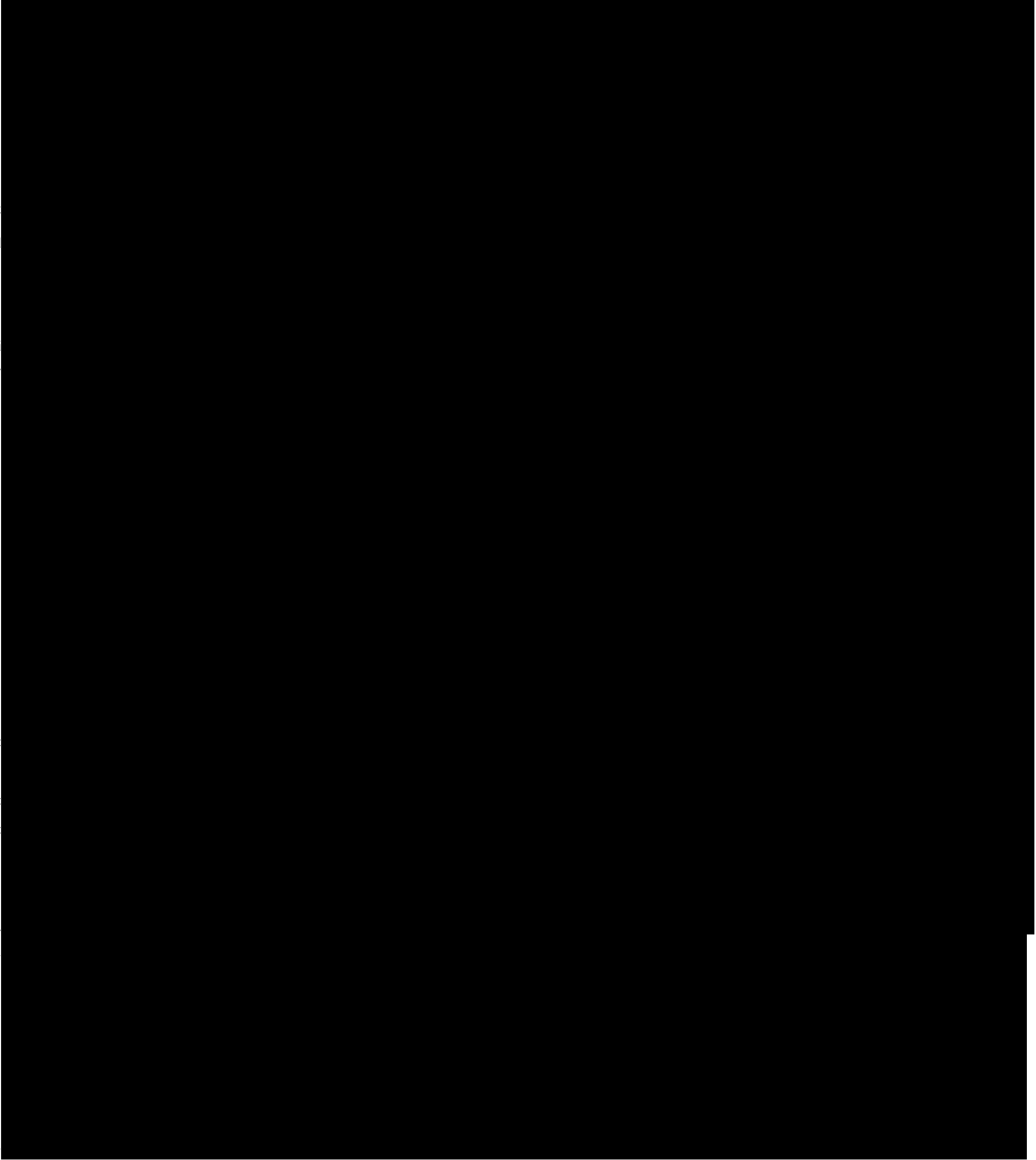


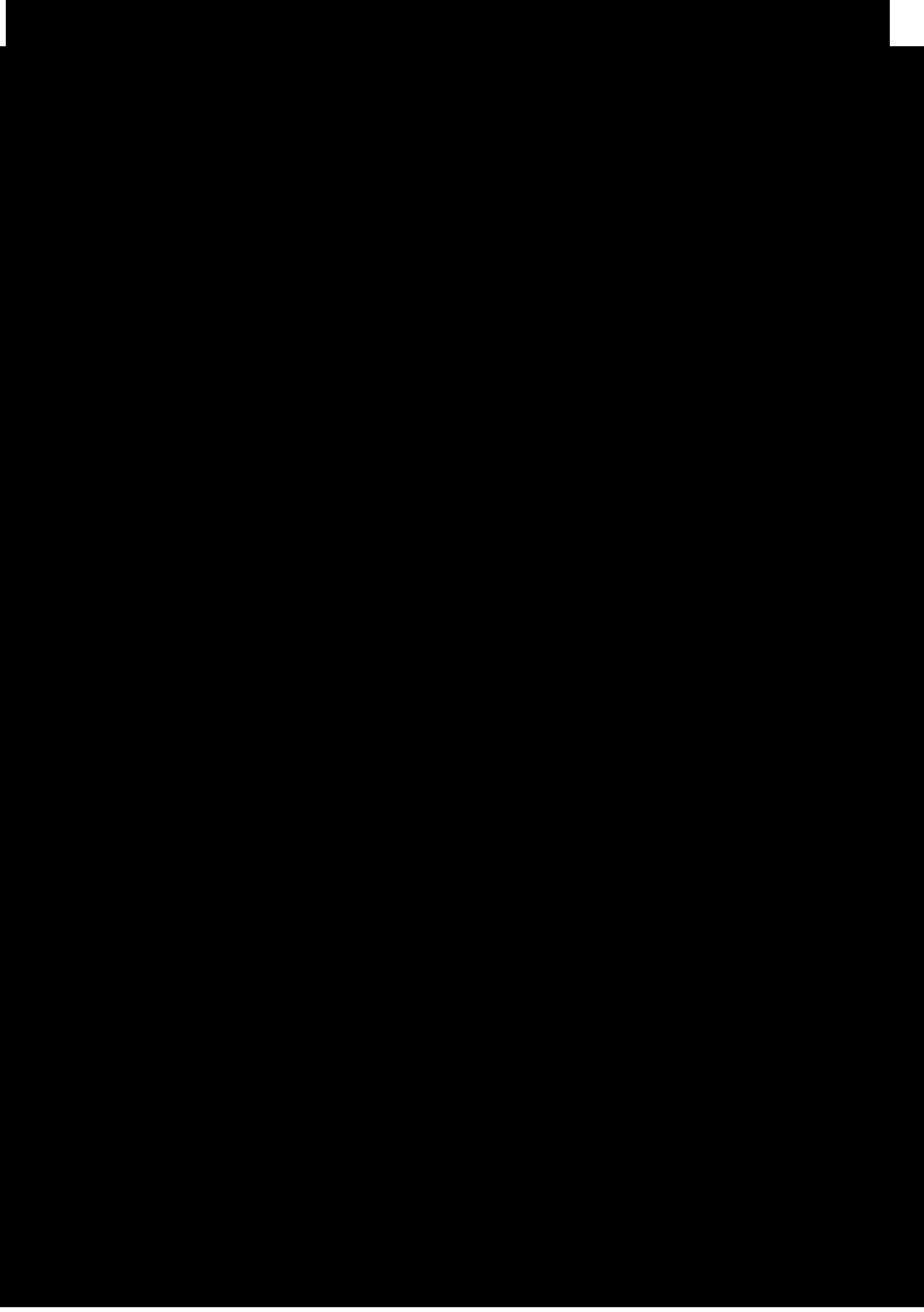


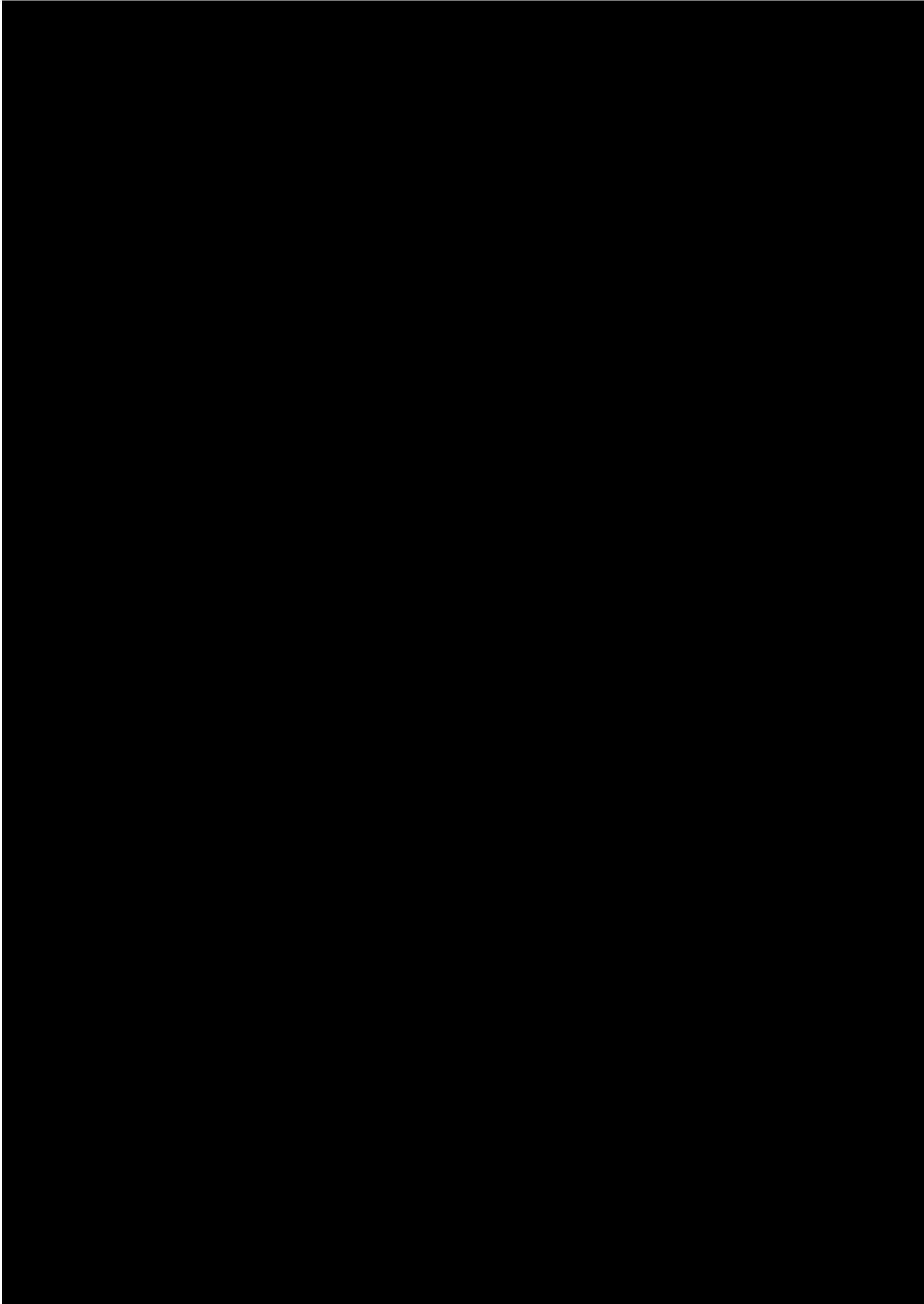
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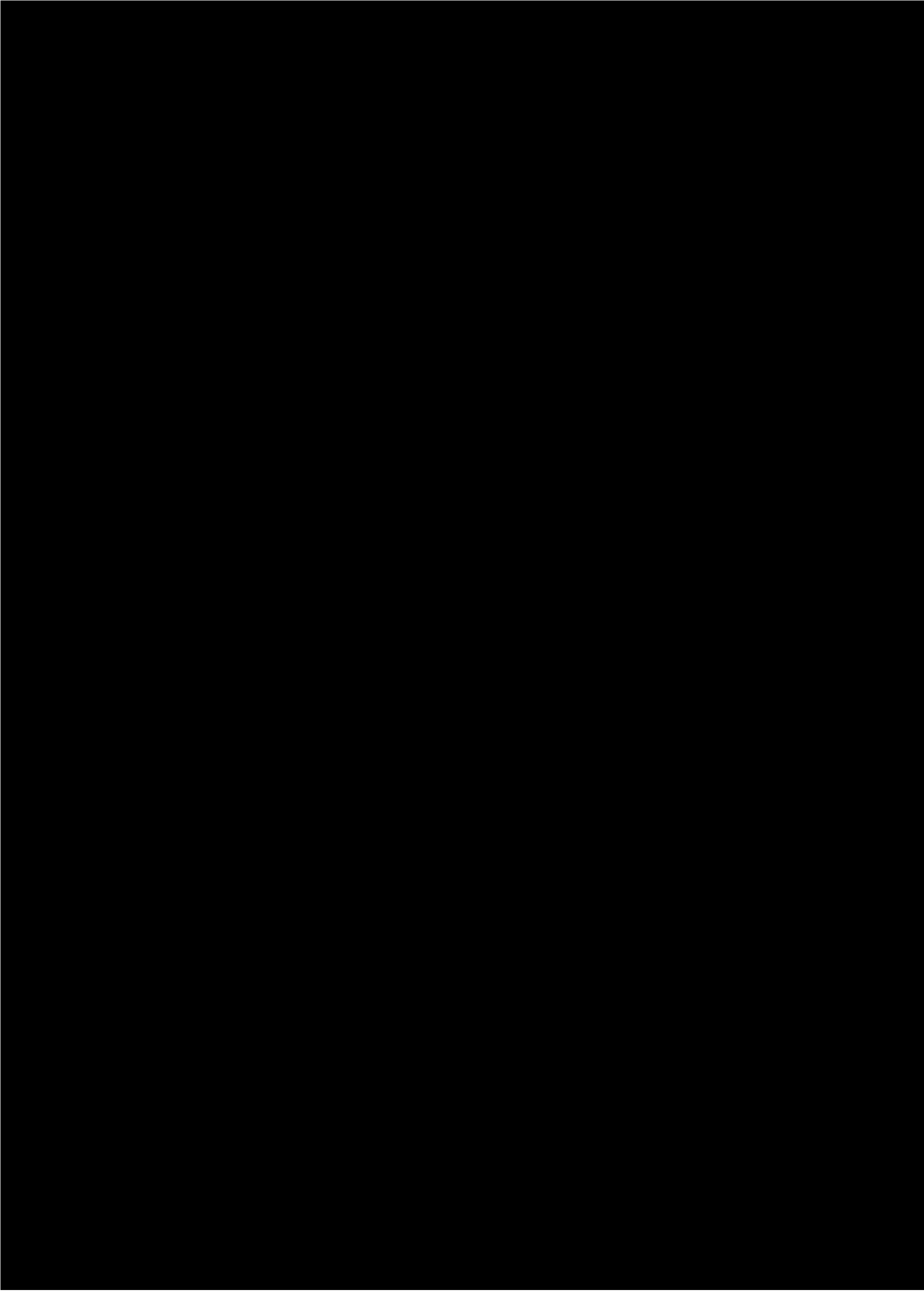
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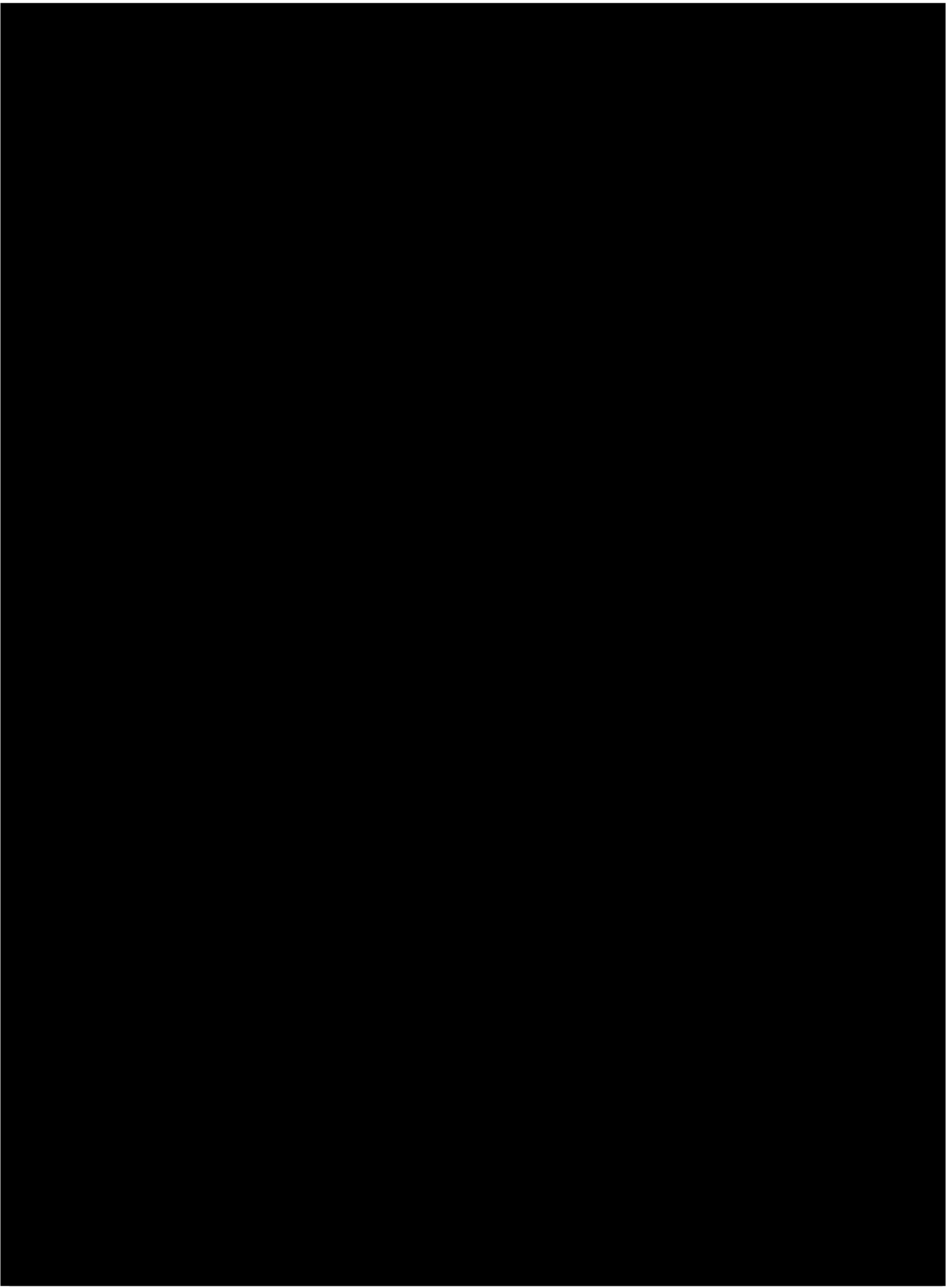
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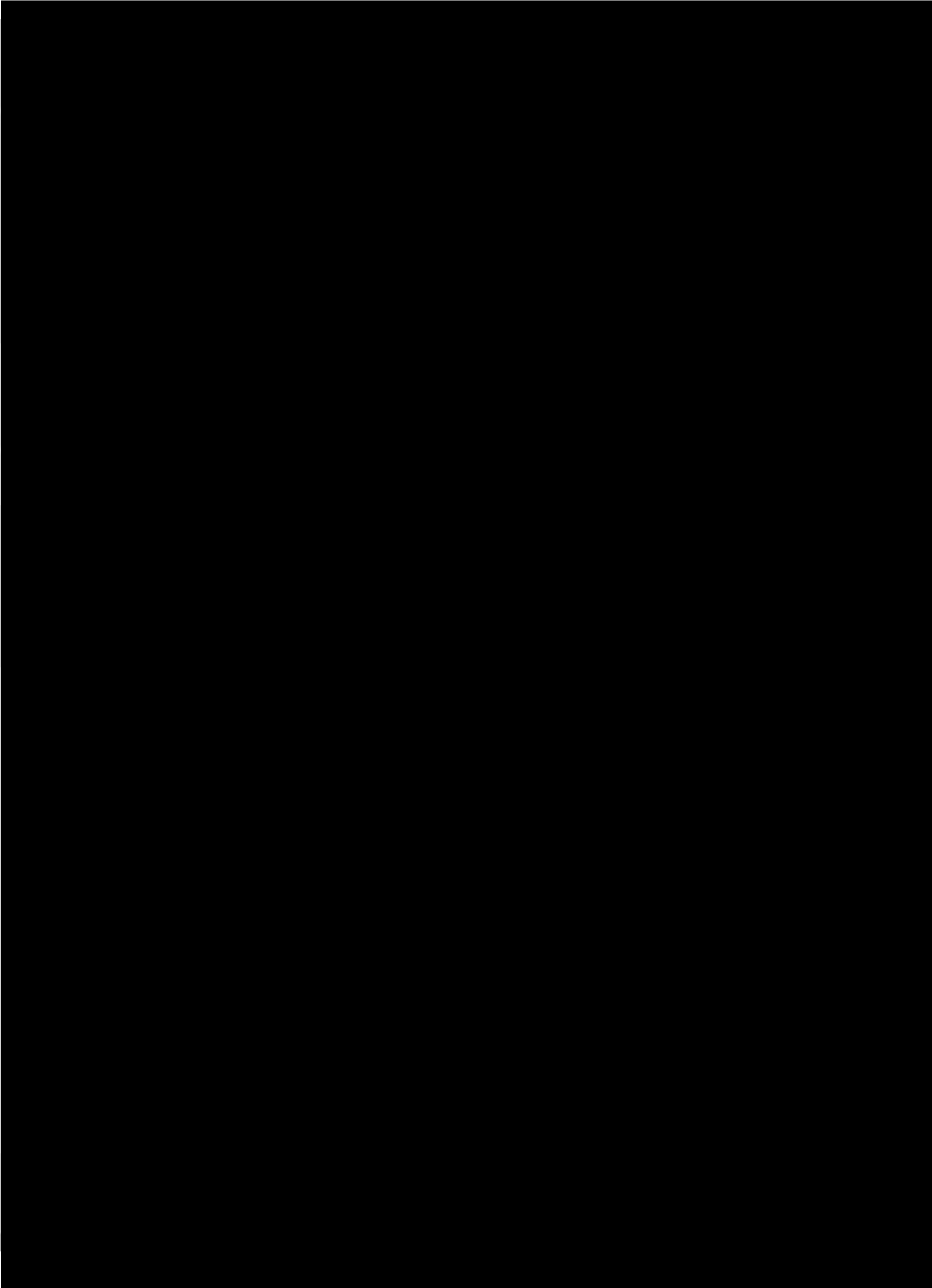






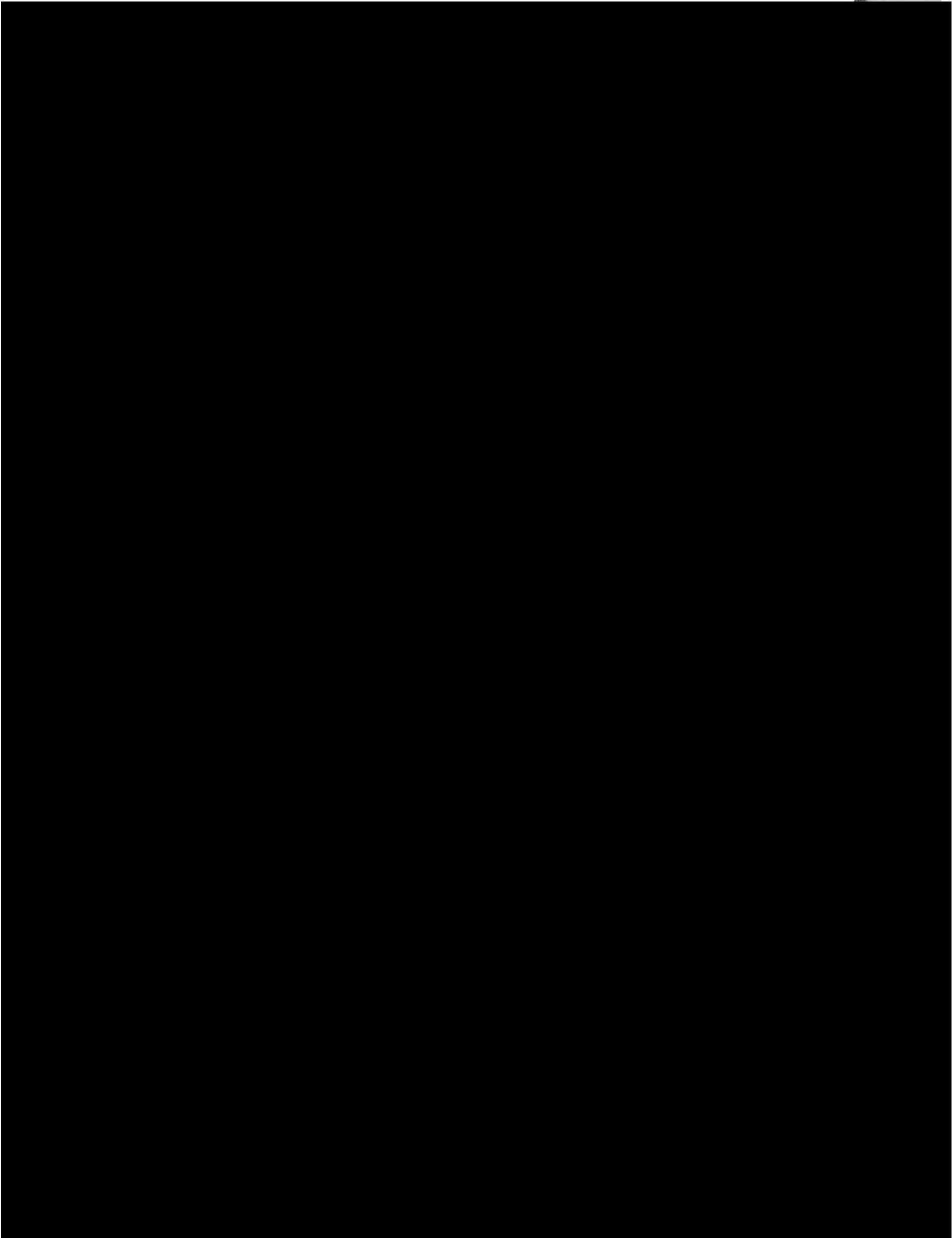


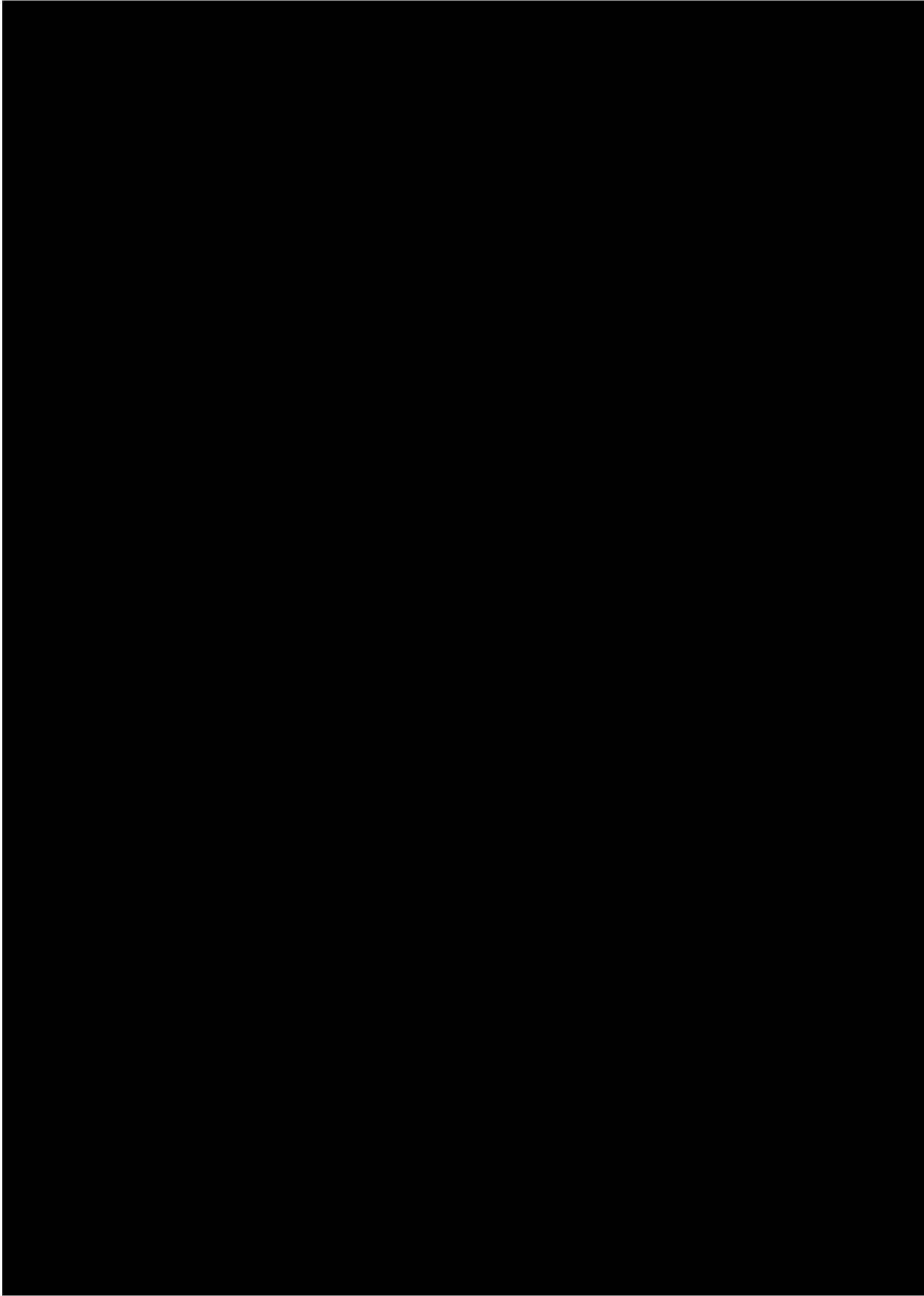


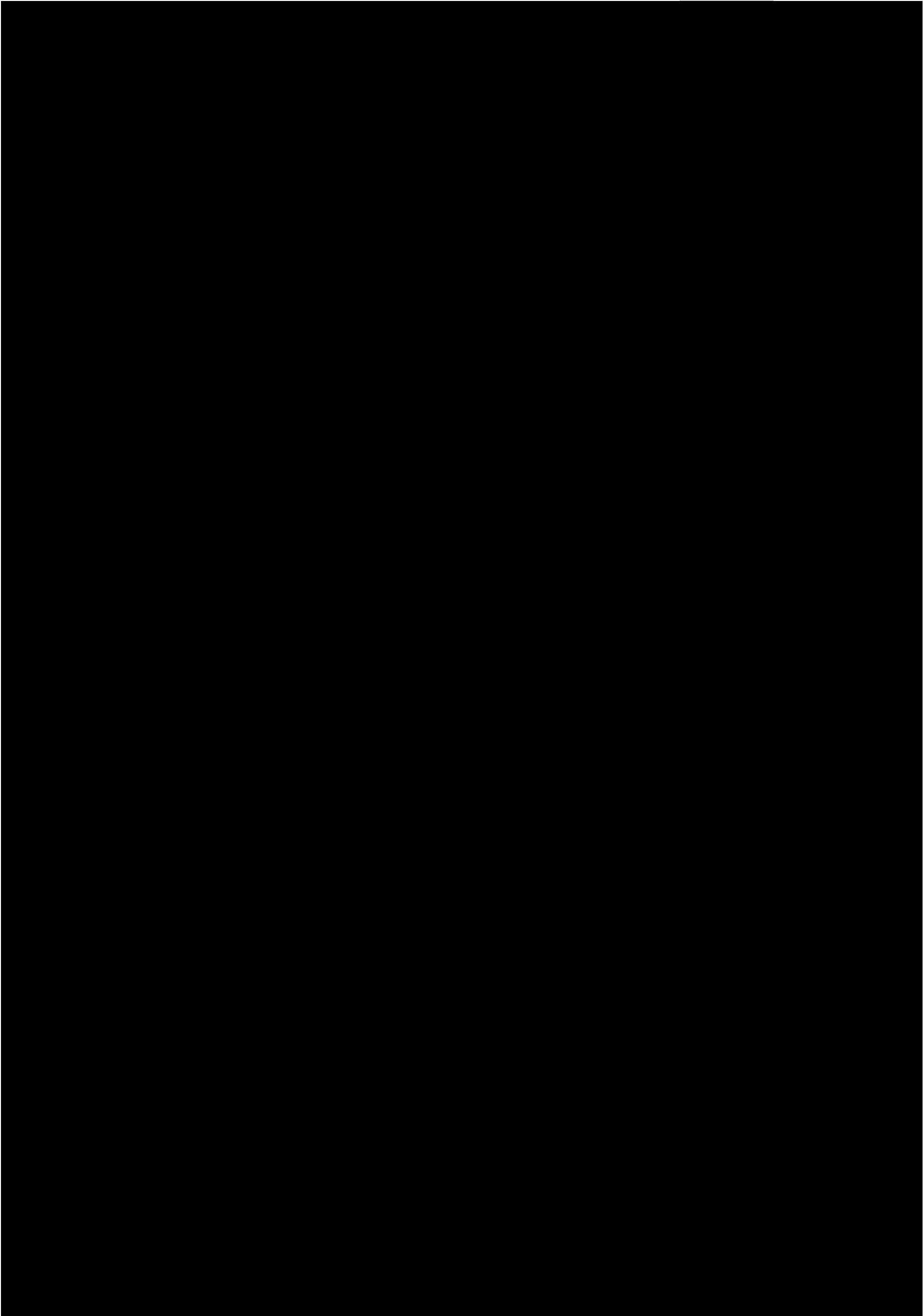


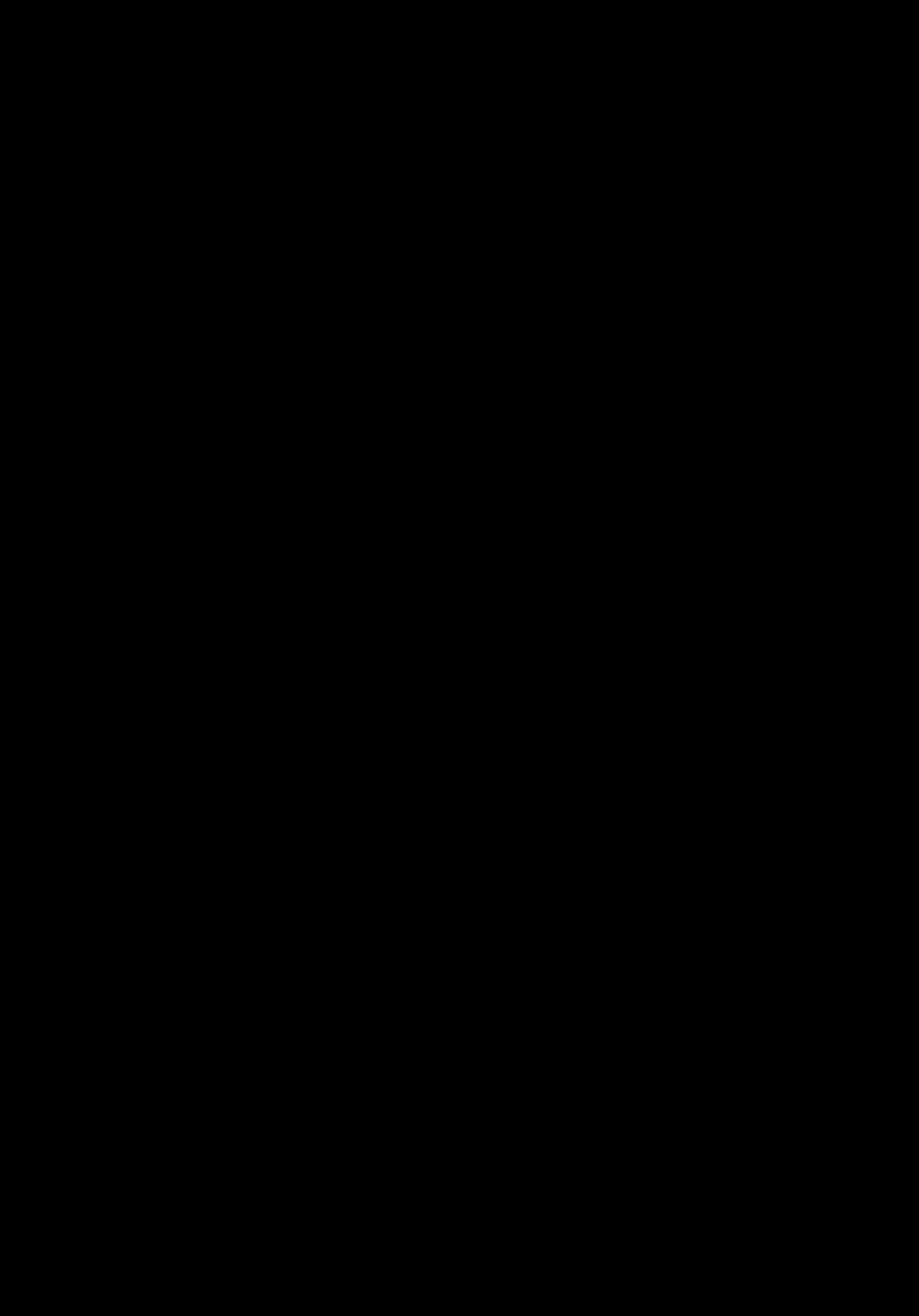
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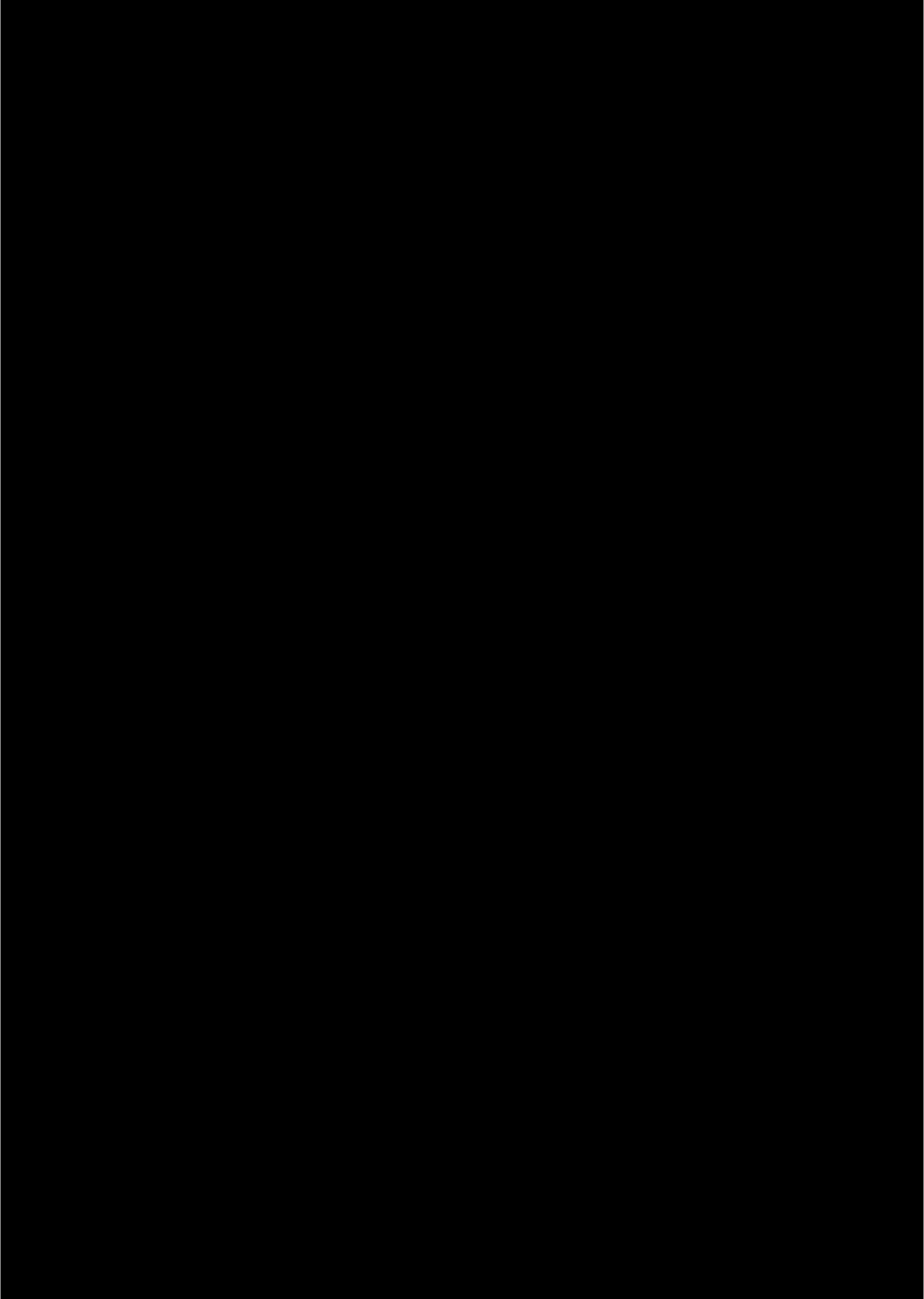
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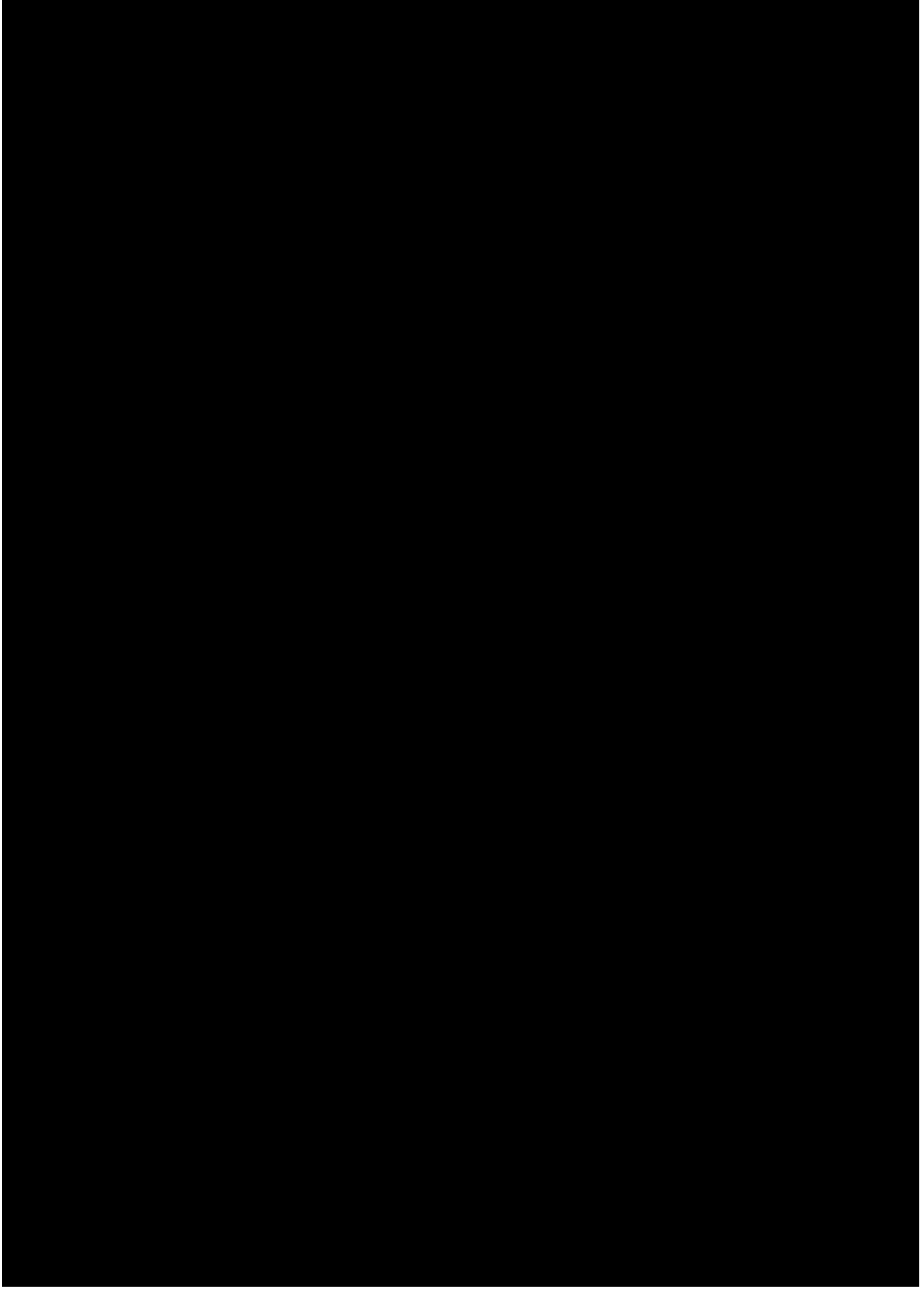


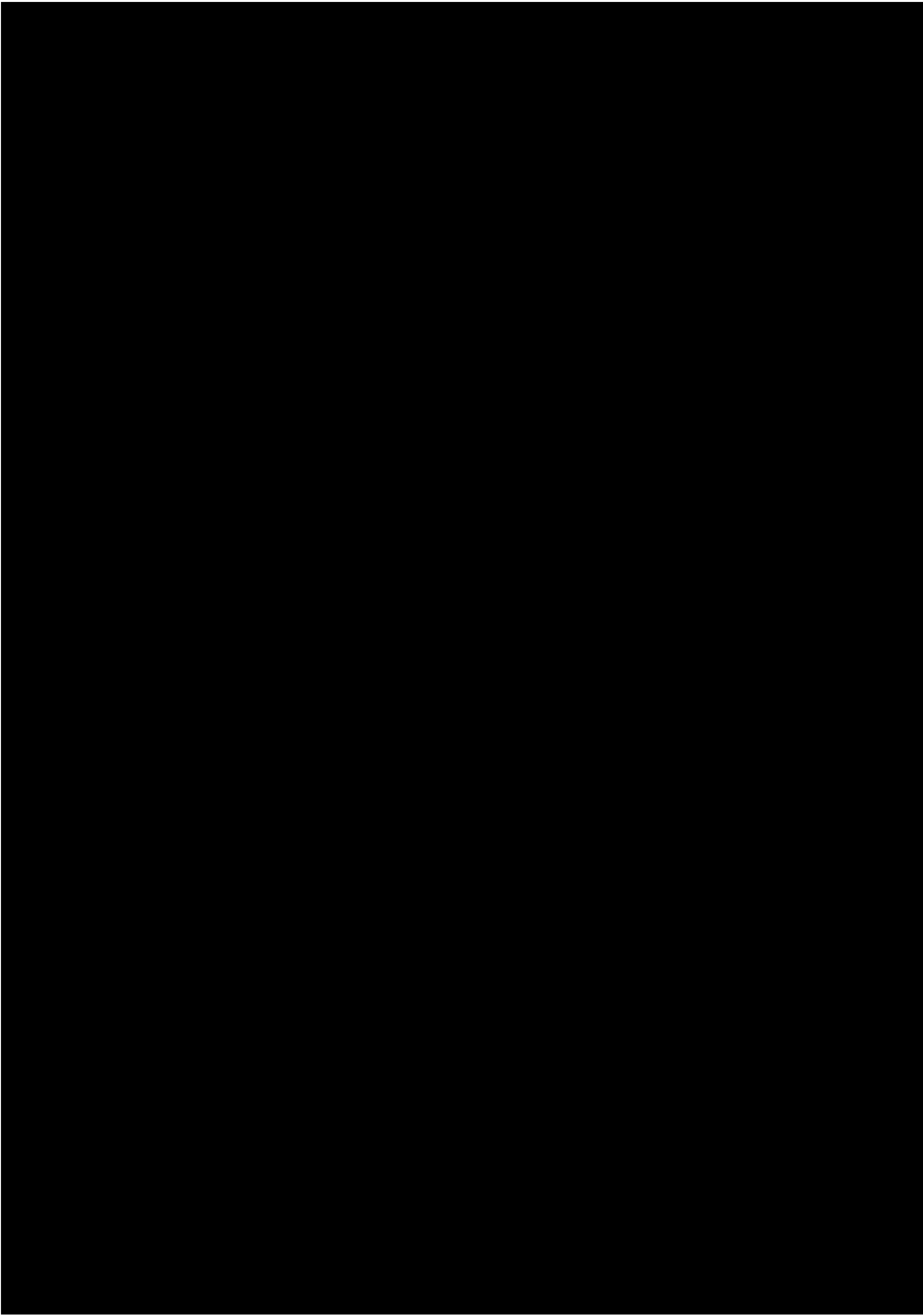


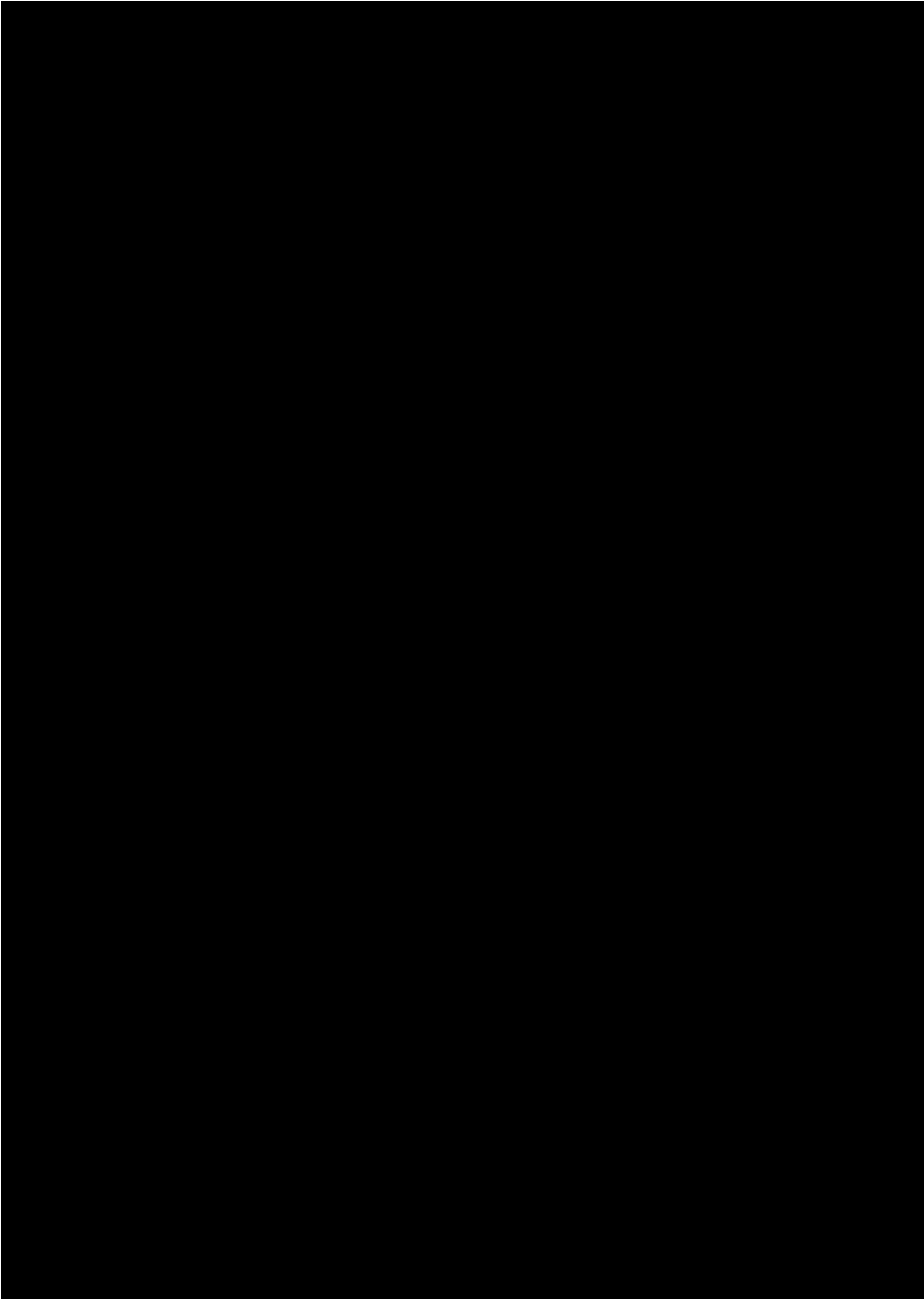










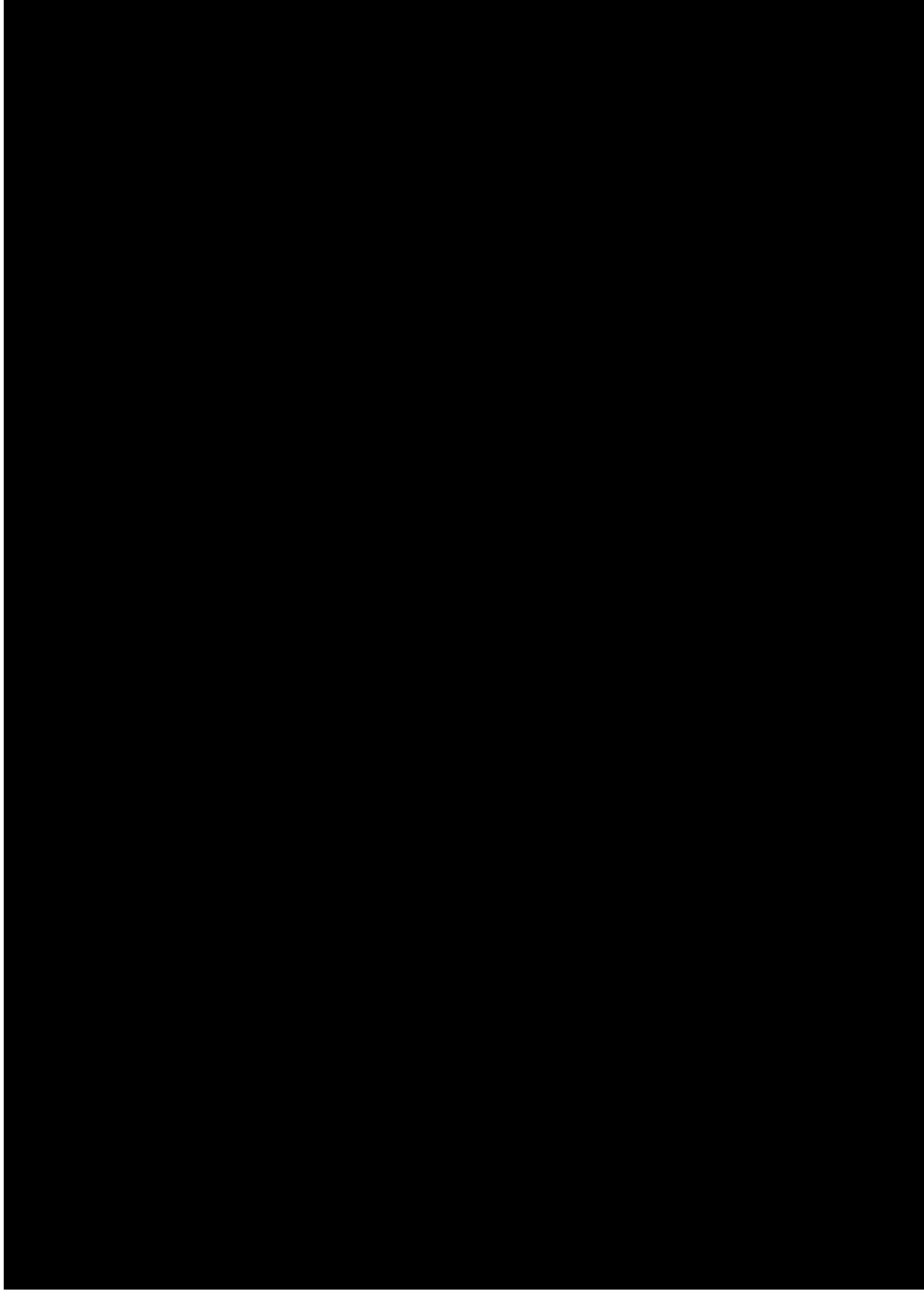


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Success Academy Charter Schools

está gestionando la apertura de seis nuevas escuelas primarias charter públicas en Brooklyn y Manhattan.

Cuándo: agosto de 2013

Dónde: Distritos escolares comunitarios 2, 4, 13 y 17

Grados: kinder y 1.º grado para el año escolar 2013-2014 y se continuará hasta completar todo el ciclo de kinder a 8.º grado



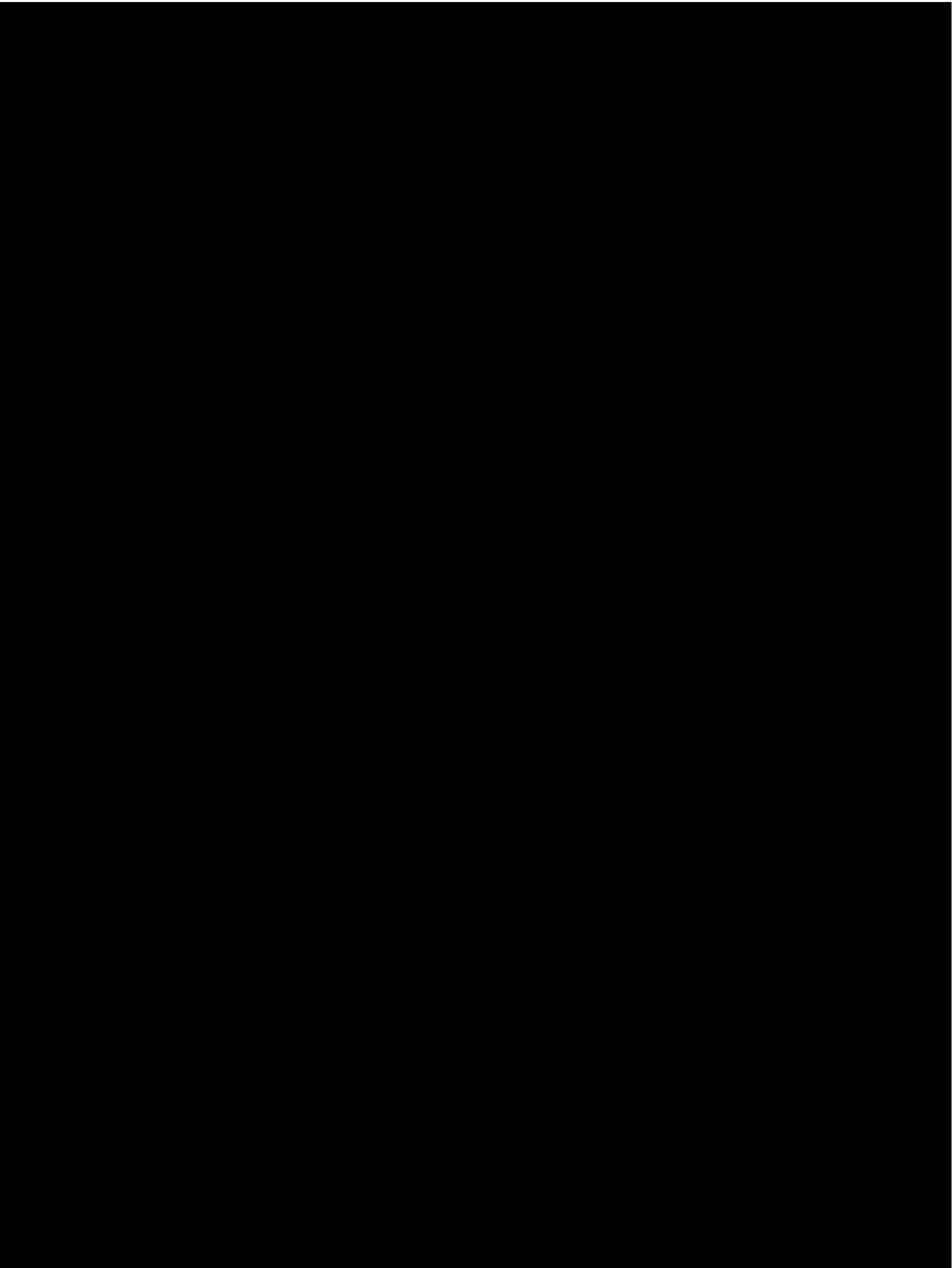
Success Academy tiene una comprobada trayectoria de excelencia; nuestros alumnos califican en el 5 % más alto de las 3,500 escuelas públicas del estado de Nueva York en lectura, ciencia y matemática.

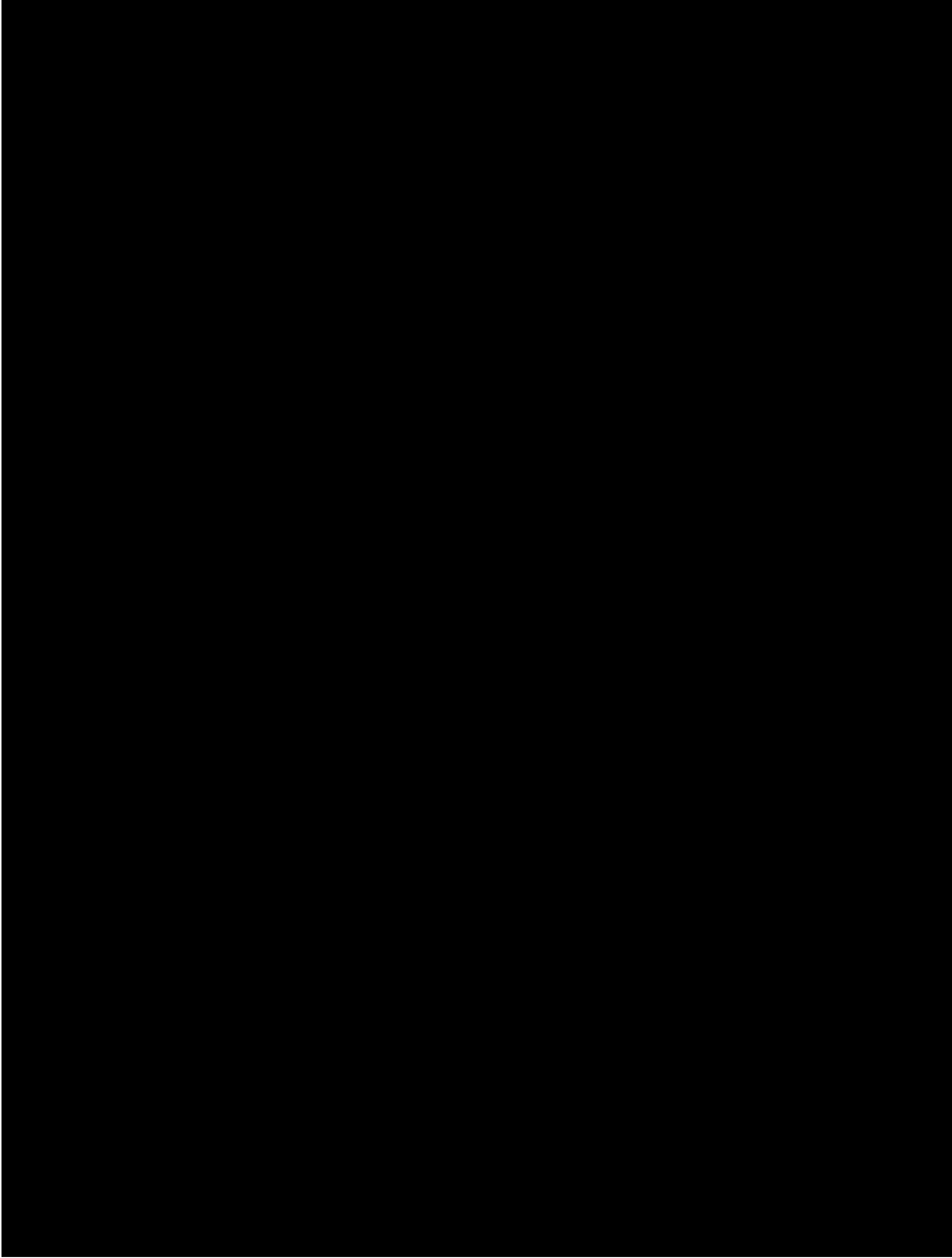
Para saber más sobre de las nuevas escuelas propuestas de Success Academy visite:

SuccessAcademies.org/NewSchools

No dude en enviar sus sugerencias:
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Your source for local listings and parenting ideas

What... (i.e. camp, dance class, birthday party)

Where? (Regions, Neighborhood, Zip)

Manhattan

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CLASSESSPORTSCAMPBIRTHDAYEDUCATIONHEALTHSPECIAL NEEDSSERVICESFAMILY ACTIVITIES

Pick a Region

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- Art Class
- Art, Aqua, Music & Equine Therapy
- Articles
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- Baby Products
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- Basketball
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- Cooking Class
- Dance Camp
- Dance Class
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- Developmental Disorders: Special Needs
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Volunteer with Your Kids!

Lend a little hand in your community, and make it a family affair! We've pu...

Family Activities Calendar

21

February

region

Manhattan

from

21-Feb-12

category

All

to

28-Feb-12

Featured Events

Thru Feb 24

Shabbat for Tots - Union Temple

Mar 25

Bumps, Babies & Beyond Expo Presented by My Time For Me and Frittabello - The Italian Center

Thru

Toddler Story Time - Westbury Friends School

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Find the practical information for your county including kid-friendly activities, guides to local resources and useful news.

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- Math & Science Class
- Meet the Camp Director
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- Music Class
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- Regional Parenting Guides
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- Sleep
- Soccer
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- Special Needs Camp
- Special Needs: Education
- Specialty & Boutique Camp
- Speech Therapy
- Sporting Events
- Sports Camp
- Spring Activities
- Stores & Resources: Birthday
- Stores & Resources: Education
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- Tennis
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- Theater, Drama & Acting Class
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Kid-Friendly Museums

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Blogs

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SUCCESS ACADEMY

CHARTER SCHOOLS

SUCCESS ACADEMY CHARTER SCHOOLS

is applying to open new elementary public charter schools in Manhattan & Brooklyn.

When: August 2013

Where: 1 school each in CSD 4 and 13 and 2 schools each in CSD 2 and 17

Grades: K and 1st grade for the 2013-2014 school year and serving K-8th grade at full scale

We encourage your input! Click to learn more and provide public comments.

Polls

Winter is here and it's cold outside (well, sort of). Which kid-oriented indoor

Newborn Care Consulting Company in Rockland

A Pup Helps Kids Cope with Moving

Portledge Students Win Rock the Statue Green Art Contest

Veterans Visit South Orange Middle School

Brooklyn Artists Gym offers Free Housing to Single Parent Artists in the Park Slope/Gowanus Area

Three NYC and New Jersey Area Companies Make the Top 10 in Working Mother's 'Best Companies for Kids' List

activities are your favorite during this chilly season?

NOT Playdough or glitter...

Anything that tires them out!

The quiet game; I always win.

Activities? We hibernate.

Vote

See Results

What's going on in your community?

[Manhattan](#) [Brooklyn](#) [Queens](#) [Westchester](#)

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Are My Child's Learning Problems Really Caused by Hidden Vision Problems?

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East Norwich
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Farmingdale
Floral Park
Franklin Square
Freeport
Garden City
Glen Cove
Great Neck
Greenvale
Hempstead
Hewlett
Hicksville
Island park
Jericho
Lake Success
Lawrence
Levittown

Nassau cont.

Wantagh
Westbury
Woodbury
Woodmere

Suffolk

Amagansett
Amityville
Babylon
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Bay Shore
Bohemia
Brentwood
Brookhaven
Center Moriches
Centereach
Centerport
Central Islip
Cold Spring Harbor
Commack
Copiague
Coram
Deer Park
Dix Hills
East Hampton

Suffolk cont.

Port Jefferson
Riverhead
Rocky Point
Ronkonkoma
Saint James
Sayville
Smithtown
Southampton
Stony Brook
West Islip

Westchester

Ardasley
Armonk
Bedford
Brewster
Briarcliff Manor
Bronxville
Carmel
Chappaqua
Croton Falls
Dobbs Ferry
Eastchester
Elmsford
Greenburgh

Westchester cont.

Sleepy Hollow
Somers
South Salem
Tarrytown
Thornwood
Tuckahoe
Valhalla
White Plains
Yonkers
Yorktown Heights

Fairfield

Bridgeport
Byram
Cos Cob
Danbury
Darien
Easton
Fairfield
Georgetown
Greenwich
New Canaan
Newtown
Norwalk
Old Greenwich

Rockland cont.

Hillburn
Monsey
Nanuet
New City
Nyack
Orangeburg
Palisades
Pearl River
Piermont
Pomona
Sloatsburg
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Spring Valley
Stony Point
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Thiells
Tomkins Cove
Upper Nyack
Valley Cottage
West Haverstraw
West Nyack

Queens

Arverne

Queens cont.

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Kew Gardens
Laurelton
Little Neck
Long Island City
Maspeth
Middle Village
Ozone Park
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Rego Park
Richmond Hill
Ridgewood
Rockdale Village
Rockaway
Rockaway Park
Rosedale
Saint Albans
Springfield Gardens
St. Albans
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Whitestone
Woodhaven
Woodside

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Gowanus
Gravesend
Greenpoint
Kensington
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Midwood
Midwood Park
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Mill Island
Ocean Parkway
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Starrett City
Sunset Park
Sunset Park
Williamsburg

Manhattan

Battery Park City

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Long Beach	Farmingville	Hartsdale	Ridgefield	Bay Terrace		Chinatown
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Manhasset	Hampton Bays	Irvington	Southport	Bellerose	Boerum Hill	Gramercy Park
Massapequa	Hauppauge	Katonah	Stamford	Briarwood	Borough Park	Greenwich Village
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Mineola	Holtsville	Mahopac	Trumbull	College Point	Broadway Junction	Hell's Kitchen
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Plainview	Lake Grove	New Rochelle		Far Rockaway	Carroll Gardens	Midtown
Port Washington	Lake Ronkonkoma	Ossining		Floral Park	Clinton Hill	Morningside Heights
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Roslyn	Massapequa	Pelham		Forest Hills	Coney Island	SoHo
Roslyn Heights	Mastic	Pleasantville		Fresh Meadows	Crown Heights	Times Square
Seaford	Mattituck	Port Chester	Airmont	Glen Oaks	Cypress Hills	TriBeCa
Syosset	Medford	Pound Ridge	Bardonia	Glendale	Ditmas Park	Union Square
Uniondale	Melville	Purchase	Blauvelt	Hollis	DUMBO	Upper East Side
Valley Stream	Moriches	Rye	Chestnut Ridge	Howard Beach	Dyker Heights	Upper West Side
	Northport	Rye Brook	Congers	Jackson Heights	East Flatbush	Washington Heights
	Patchogue	Scarsdale	Garnerville	Jamaica	Flatbush	
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Success Academy Charter Schools

is applying to open a new elementary public charter school in CSD 2.

When: August 2013

Where: Community School District (CSD) 2

Grades: K and 1st grade for the 2013-2014 school year and serving K-8th grade at full scale



The Success Academy network of public charter schools has a proven record of excellence, with our scholars consistently scoring in the top 5% of all 3,500 public schools in New York state for reading, science and math.

To learn more about
Success Academy's proposed new schools
please visit:

SuccessAcademies.org/NewSchools

We encourage your input:
NewSchoolsD2@successacademies.org



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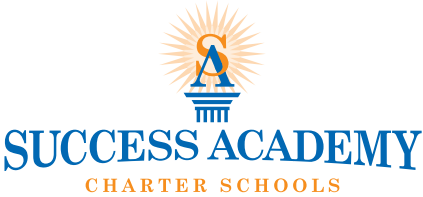
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Eva Moskowitz seeks to expand Success Academies to Chelsea, upper E. Side

RACHEL MONAHAN

Tuesday, January 24, 2012

Controversial charter school founder Eva Moskowitz could be expanding her education empire into the upper East Side and Chelsea.

The former city councilwoman has plans to open half a dozen more Success Academy charters in fall 2013, with two slated for a wealthy district that already has its share high-performing schools.

By planning to open the schools in Manhattan's District 2 — which extends from Park Ave. over to Chelsea and the Village — Moskowitz continues her drive into upper-middle class areas.



Eva Moskowitz, founder of Success Academy charter schools, has plans to...

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While charter schools have traditionally served to boost options in poorer neighborhoods, Moskowitz has already opened one school on the upper West Side and has approval for another in Cobble Hill, Brooklyn.

Some critics say this shift is an effort by Moskowitz to shore up political support for charter schools among middle class families.

But Moskowitz says she is focused on providing more options to neighborhoods around the city, noting District 2 serves a mix of students, since 60% are poor enough to qualify for free and reduced school lunch.

"When you have a zoned school, you are really drawing a very small line around a school. Charter schools are not that way. When you serve the district, it's way more diverse," she said.

At Upper West Success, her charter on the upper West Side, 65% of students are black and Latino compared with 30% at Public School 9, the zoned school across the street.

Moskowitz hasn't picked sites for the new schools.

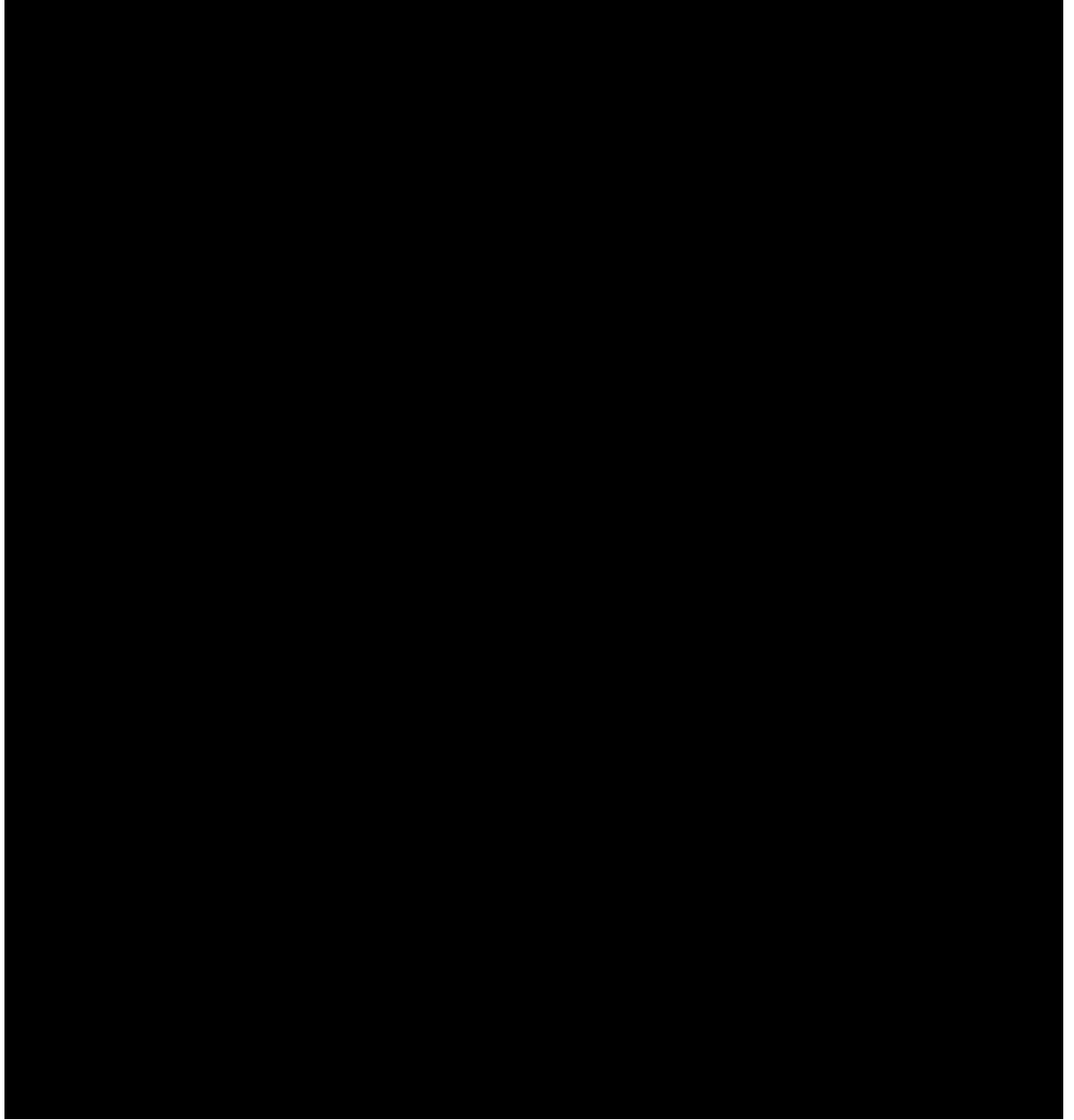
And Community Education Council 2 President Shino Tanikawa notes that not every school in the district is high-performing, including one school that serves a significant percentage of recent immigrants.

"But I'm not convinced charter schools are the answer to that," said Tanikawa, who is willing to support the district's first elementary-level charter school if it's supported by district parents.

"[Moskowitz] has to do the legwork of reaching out, so it doesn't look like a charter invasion, which is what it

looks like in other neighborhoods."

rmonahan@nydailynews.com



Success Academy Charter Schools

is applying to open a new elementary public charter school in CSD 4.

When: August 2013

Where: Community School District (CSD) 4

Grades: K and 1st grade for the 2013-2014 school year and serving K-8th grade at full scale



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SUCCESS ACADEMY
CHARTER SCHOOLS

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When: August 2013

Where: Community School District (CSD) 4

Grades: K and 1st grade for the 2013-2014 school year and
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Success Academy Charter Schools
is applying to open three new elementary public
charter schools in Brooklyn.

When: August 2013
Where: 1 school in CSD 13 and 2 schools in CSD 17
Grades: K and 1st grade for the 2013-2014 school year and
serving K-8th grade at full scale



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We encourage your input:
NewSchoolsBklyn@successacademies.org





Extraordinary teachers,
an innovative curriculum
and involved parents
create a formula for success.

Success Academy helps scholars discover a true love of learning. Scholars are engaged, interested and taught to ask smart questions about a diverse range of subjects. This passion and curiosity is why our scholars place in the top 5% of all 3,500 New Yorkstate schools for reading, science and math. It's also why our schools have earned a reputation for academic excellence that grows stronger every year.

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MEETING NOTICE

Committee: Youth, Education and Cultural Affairs
Chairperson: Mr. Lene Singletary
Co-Chairperson: Ms. Dorothea Thompson-Manning

The next meeting of the Youth, Education and Cultural Affairs Committee will be held as follows:

DATE: Wednesday, February 22, 2012
TIME: 6:00 p.m.
PLACE: Issue Project Room
110 Livingston Street
(entrance at 22 Boerum Place)
NOTE: Non standard location
Brooklyn, New York

AGENDA

1. Approval of agenda
2. Introduction of committee officers
3. Ed Patuto, Executive Director,
Tom Van den Bout, Board Member
Issue Project Room
Tour of new performance space
4. Jenny Sedlis, Director of External Affairs
Success Academy Charter Schools
5. Approval of Minutes
6. Chairperson's Report
7. Other business
8. Community Forum (Non-committee members only)

Success Academy Charter Schools

is applying to open two new elementary
public charter schools in CSD 2.

When: August 2013

Where: Community School District (CSD) 2

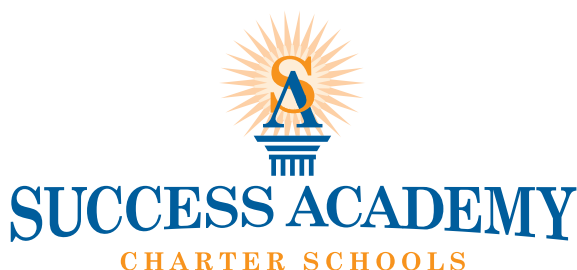
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We encourage your input:
newschoolsD2@successacademies.org



Success Academy Charter Schools

está gestionando la apertura de una nueva escuela primaria charter pública en Distrito 2.

Cuándo: agosto de 2013

Dónde: Distrito escolar comunitario (CSD) 2

Grados: kinder y 1.º grado para el año escolar 2013-2014 y se continuará hasta completar todo el ciclo de kinder a 8.º grado

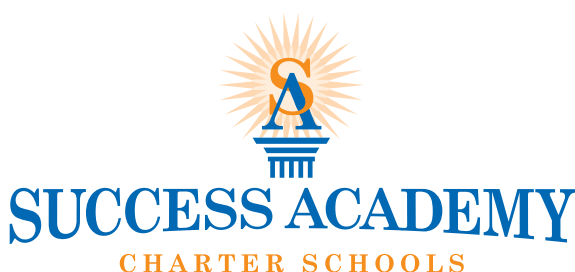


Success Academy tiene una comprobada trayectoria de excelencia; nuestros alumnos califican en el 5 % más alto de las 3,500 escuelas públicas del estado de Nueva York en lectura, ciencia y matemática.

Para saber más sobre de las nuevas escuelas propuestas de Success Academy visite:

SuccessAcademies.org/newschools

No dude en enviar sus sugerencias:
newschoolsD2@successacademies.org



Success Academy Charter Schools

is applying to open a *new* elementary
public charter school in CSD 4.

When: August 2013

Where: Community School District (CSD) 4

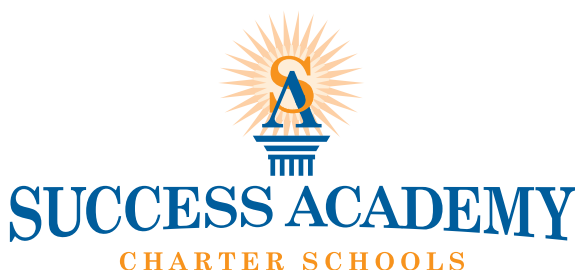
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We encourage your input:
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3. Proposal History

(g) Evidence of Outreach

Provide concrete evidence that community outreach was conducted.

Please refer to Attachments 03(g) – Community Outreach A – DD.

Please also refer to Attachment 16(d) – CSD 2 Petitions, Attachment 16(d) – CSD 4 Petitions, Attachment 16(d) – CSD 13 Petitions, and Attachment 16(d) – CSD 17 Petitions.

These attachments are described in Response 03(a-e) – Proposal History and Response 16(a-c) – Community Relations.

4. School Enrollment

(a) Enrollment Plan and Rationale

Use the following table to submit student enrollment information for the first five operational years of the proposed additional or new charter school. Be sure to include the following:

- **Ages of the students to be served in each grade (for Kindergarten, indicate the date by which a student must turn five in order to be eligible to enroll in the charter school (December 1 or 31));**
- **Number of students to be served in each grade;**
- **Total number of enrolled students for each year of the charter term;**
- **The reason for choosing to serve the grades specified and the number of students in each grade;**
- **The extent to which the proposed charter school's grade configuration aligns with the school district of its proposed location;**
- **Classes per grade;**
- **Average number of students per class; and**
- **The pattern of growth over time, including assumptions for each grade regarding student attrition and any plans to replace students or limit the intake of students.**

For existing charter schools seeking authority to operate another school, provide a separate additional chart and information including:

- **Total number of students to be served by the education corporation in each grade (assuming the authority to operate the additional school(s) is granted);**
- **Total number of enrolled students attending schools of the education corporation for each year of the charter term of the new school (which may assume renewal of the existing school); and any differences in eligible or minimum age in the same grades between schools; and**
- **A rationale for the pattern of growth over time for the entire education corporation including assumptions for each grade regarding student attrition and any plans to replace students or limit the intake of students.**

Grades	Ages	Number of Students (Per Proposed School)					
		Year 1 2013-14	Year 2 2014-15	Year 3 2015-16	Year 4 2016-17	Year 5 2017-18	School Plan ¹ 2023- 2024
K	4-5	65-85	70-80	86-100	95-115	115-129	115-129
1	5-6	85-105	70-80	86-100	95-115	115-129	115-129
2	6-7		80-90	86-100	95-115	115-129	115-129
3	7-8			72-80	80-88	100-120	115-129
4	8-9				70-77	80-88	115-129
5	9-10					75-80	115-129
6	10-11						115-129
7	11-12						115-129
8	12-13						115-129
Ungraded							
Total Students		150-190	220-250	330-380	435-510	600-675	1035- 1161
Classes Per Grade		3: K 3-4: gr. 1	3: K 3: gr. 1 3: gr. 2	3-4: K 3-4: gr. 1 3-4: gr. 2 3: gr. 3	3-4: K 3-4: gr. 1 3-4: gr. 2 3-4: gr. 3 3: gr. 4	4-5: K 4-5: gr. 1 4-5: gr. 2 4-5: gr. 3 3: gr. 4 3: gr. 5	4-5: K 4-5: gr. 1 4-5: gr. 2 4-5: gr. 3 4-5: gr. 4 4-5: gr. 5 4-5: gr. 6 4-5: gr. 7 4-5: gr. 8
Average Number of Students Per Class		25-27	24-28	25-28	27-29	26-27	26-29

¹ If the school intends to add grades and/or enrollment beyond the first charter term (first five years), please note the year it would achieve its full grade range and enrollment in the "School Plan" column. Please note that this column is for informational purposes only; a resulting charter agreement for successful applicants includes only activity within the five year charter period.

Grades	Ages	Number of Students (Merged and Replicated Education Corporation)				
		Year 1 2013-14	Year 2 2014-15	Year 3 2015-16	Year 4 2016-17	Year 5 2017-18
K	4-5	790-930	820-900	916-1020	970-1110	1090-1194
1	5-6	1030-1170	970-1050	1066-1170	1120-1260	1240-1344
2	6-7	550-570	1030-1110	1066-1170	1120-1260	1240-1344
3	7-8	605-625	550-570	982-1050	1030-1098	1150-1290
4	8-9	612-632	605-625	550-570	970-1032	1030-1098
5	9-10	468-488	612-632	605-625	550-570	1000-1050
6	10-11	193-213	468-488	612-632	605-625	550-570
7	11-12		193-213	335-355	612-632	605-625
8	12-13			193-213	335-355	612-632
Ungraded						
Total Students		4248-4628	5248-5588	6325-6805	7312-7942	8517-9147

During its initial charter term, each proposed school will open serving Kindergarten and 1st grade. Opening with Kindergarten and 1st grade helps to facilitate a smooth opening and to build a strong school culture. As students matriculate to the next grade, each school expands to serve one more grade. Success Academy Charter Schools (“Success Academy”) will grow to accommodate these additional students as the size of the student body served expands, though only limited additional network staffing will be necessary since the current model is designed to accommodate an influx of students without significant additional expansion.

The enrollment chart reflects the schools’ plans to admit new students in Kindergarten and 1st, 2nd and 3rd grades each year to reach the approximate total numbers listed. Breakdown by grade as reflected in the charts above may change based on demand. The student attrition rate is estimated based on several factors, including student attrition data from existing Success Academy schools and student attrition data from other schools.

This growth plan ensures that the schools will be built carefully so that they have a strong school culture, with appropriate staffing, network and fiscal support. Within five years, the schools will be sending hundreds of students to middle schools ready for the next stage in their education.

As described in Response 03(a-e) – Proposal History, the Harlem Success Academy Charter School 3 education corporation will, if approved, operate the six proposed

schools and the five existing Harlem schools that will be merged.² The Harlem Success Academy 3 education corporation intends to continue to scale to serve Kindergarten through 8th grade in the second charter term of the proposed schools, continuing to serve one additional grade each year. Each proposed school would therefore reach full scale in the 2023-2024 school year with an approximate enrollment of 1035-1161 students. Rather than maintaining all students in the proposed schools, the Harlem Success Academy 3 education corporation will open consolidated middle schools that will serve 5th – 8th graders from multiple schools within the education corporation.

The rationale for this pattern of growth has multiple elements. Success Academy believes there is great need for both elementary and middle schools in the Community School Districts of the proposed schools. Based on past experience, Success Academy believes it reflects the maximum number of seats the school facilities can support. It also reflects the number of students the Harlem Success Academy 3 education corporation is confident it has the capacity to serve so as to maintain high standards while offering a significant number of seats to the community.

To be eligible for enrollment in Kindergarten, students must attain the age of five years by December 31 of the year they start Kindergarten. Students may occasionally be promoted early or retained in a grade, as determined by teachers, instructional leaders, and special education staff; this may occasionally result in the enrollment in a particular grade of a student older or younger than the ages shown above. Age requirements will be standard across all merged and replicated schools.

(b) Collective Bargaining Waiver

If the new or additional charter school would enroll more than 250 students at any point during the first two (2) years of operation, indicate whether the applicant is requesting a waiver from the requirement that all employees be deemed members of separate negotiating units of the existing collective bargaining organizations in the school district where the charter school would be located.

The proposed schools do not intend to exceed a total enrollment of 250 students per school in their first two years of operation and therefore do not plan to request a waiver of the collective bargaining requirement.

² The Harlem Success Academy Charter School 3 education corporation will be changing its name to Success Academy Charter Schools – NYC.

5. Key Design Elements

STREAMLINED OPTION: If the Key Design Elements of the proposed school(s) would be the same as the school to be replicated, and the applicant meets the performance eligibility outlined in Section III and VII, simply indicate that “the key design elements of the [charter or renewal charter] of the XXX Charter School should be incorporated by reference.” No additional information is required.

If Key Design Elements of the proposed school(s) are different from the school to be replicated, provide a clear and concise overview of each, i.e., those aspects of the school critical to its success in response to this request. Provide any research, evidence of effectiveness or examples of existing programs that support the claims within the presentation of these elements.

If a proposal includes a component of online learning or blended learning as part of its design, the proposal must include an opinion letter, from an attorney duly licensed to practice law in the State of New York, that provides a legal justification of the permissibility and legality of the specific educational program being proposed. The legal opinion letter should concentrate, at a minimum, on the proposed educational program’s compliance with 8 NYCRR § 100.5(d)(10) (adopted July 13, 2011 and available at page 7 of <http://www.dos.state.ny.us/info/register/2011/jul13/pdfs/rules.pdf>), as well as the following statutes, to the extent applicable: Education Law §§ 101, 207, 208, 209, 305(1), 308, 309 and 3204(3). The legal opinion letter, if applicable, should be included in Response 26(b) – Supplemental Support Documents.

The key design elements of the proposed schools are substantially similar to those of Harlem Success Academy Charter School 3.

As described in Response 14(a-b) – Management Organizations, the Success Academy Charter Schools (“Success Academy”) has been selected by the Board of Trustees as the charter management organization based on its past successes, educational philosophies, and programs. Success Academy was founded to create a replicable elementary and middle school model that would give all students a phenomenal education and bring high quality education to New York City public schools. Each Success Academy school is dedicated to the mission of providing New York City elementary students with the knowledge, skills, character, and disposition to meet and exceed New York State standards and give them the resources to lead and succeed in the school, college, and life. As exhibited by the success of its nine currently operating schools, Success Academy manages schools so that staffing, scheduling, facilities and finances align with

the goals that schools run efficiently and can focus on teaching students in an appropriate environment.

Below are key design elements to help illustrate what students and staff will experience in the proposed schools.

Proposed School Key Design Elements

A. Focus on Student Achievement

- All staff members are continually self-assessing to ensure that their work is fostering student achievement.
- The goal is to build a strong educational foundation and deep love for school and learning.
- Success Academy schools focus on preparing students for success in college and the globally competitive economy they will enter.
- The ultimate goals for all students are college graduation and success in college and beyond.

B. Curriculum

- A research-based, results-driven curriculum is used.
- The curriculum includes and goes beyond NY State Common Core Learning Standards and NY State Core Curriculum.

C. Student Performance Data

- Assessments are given frequently in all core subjects.
- Assessment data is produced and analyzed in real time so that teachers and school leaders can augment instruction and provide extra tutoring to ensure all students are achieving at a high level.

D. More Instructional Time

- The school day runs from 7:45 a.m. until 4:00 p.m. (Kindergarten) and until 4:30 p.m. (1st – 4th grades) or 5:00 p.m. / 5:30 p.m. (5th grade), except one day each week, the school day runs from 7:45 a.m. until between 12:30 p.m. and 2:00 p.m. Extensive professional development is provided for teachers on those afternoons. Struggling students may be asked to stay for supplemental assistance until 5:15 p.m. and/or on Saturdays.
- There are approximately 180 days of instruction each year.
- Struggling students receive one-on-one and small group tutoring.
- High-performing students participate in advanced work.

E. School Leaders with the Power to Lead

- The principal has the power to hire and fire staff.

- Non-instructional operations are handled by the school operations team and Success Academy, allowing the principal and other instructional leaders to regularly observe teaching and focus solely on student achievement.

F. Highly-Qualified, Highly-Trained Staff

- Top-notch educators are recruited from around the country.
- Regular professional development is implemented to improve the instructional capacity of the staff.
- School leaders regularly observe, coach, and provide feedback to teachers to help improve their instruction.

G. Strong School Culture

- Students and staff are required to go above and beyond expectations in all circumstances.
- Excellent behavior is explicitly taught, modeled, expected, and rewarded.
- Values and good character are a part of daily instruction.
- There is an emphasis on college for all students.
- Principles of ACTION taught, modeled and constantly reinforced by all.
 - Agency: Students, parents, and all school personnel have a sense of ownership and personal responsibility.
 - Curiosity: Student exploration and curiosity drive instruction.
 - Try and Try: Students work hard – even if they do not succeed with their first attempt. They learn the importance of persistence.
 - Integrity: The value of honesty is consistently taught and modeled.
 - Others: Students are taught to have empathy and respect others.
 - No Shortcuts: There are no shortcuts to success. Hard work is mandatory.

H. Students with Disabilities: Students with disabilities will receive the services set forth in their Individualized Education Programs (“IEPs”), which may include, but are not limited to:

- Speech language pathology and audiologist services,
- Psychological services,
- Physical and occupational therapy,
- Special education teacher support services, and
- Collaborative Team Teaching.

The school will meet the needs of students with disabilities as set forth in their IEPs to the extent feasible.

6. Curriculum and Instructional Design

(a) Curriculum Selection and Processes

STREAMLINED OPTION: If the Curriculum Selection and Process of the proposed school(s) would be the same as the school to be replicated, and the applicant meets the performance eligibility outlined in Sections III and VII, simply indicate that “curriculum selection and processes of the [charter or renewal charter] of XXX Charter School should be incorporated by reference.” No additional information is required.

If any aspect of the proposed school(s) Curriculum and Selection Process would be different from the school to be replicated, complete this response accordingly. Summarize the school’s curriculum, by subject, and the rationale for curriculum decisions. Be sure to include:

- Research-based evidence of effectiveness, particularly in meeting the needs of the school’s target population;
- A discussion of how the school’s curriculum is aligned to New York State standards (reflecting the adoption and adaption of the Common Core State Standards); and
- An explanation of how the curriculum furthers the school’s specific mission and unique themes, if applicable.
- Include a timeline outlining the pre-opening curriculum selection and development process used to ensure that the school has a quality curriculum in place and ready for teachers to use upon commencement of instruction. Be sure to note the individuals that will be involved in each step of the process and distinguish if they will be employees of the school, the education corporation as a whole or CMO if applicable or a partner organization.
- Discuss the process that will be used to further develop and implement the school’s curriculum once the school is in operation.
- Explain how teachers will know what to teach and when to teach it, including the curriculum resources that will support instructional planning (e.g., curriculum maps, scope and sequences, pacing guides, etc.) and who will be responsible for creating or selecting these resources.

- **Describe the process and procedures the school will use to evaluate, review and revise the curriculum to ensure its effectiveness for all students, alignment to state standards and alignment from grade to grade. Describe who will be responsible for these processes and how teachers will be involved.**

Curriculum selection and processes of the proposed schools are substantially similar to those of Harlem Success Academy Charter School 3.

The educational focus and philosophy of all schools operated by Success Academy Charter Schools (“Success Academy”) are centered on the belief that all children can learn. All students can achieve at the highest levels – not just children who come to school from privileged backgrounds but everyone, regardless of initial school readiness. The applicant believes that all students deserve an education that will challenge, inspire, and prepare them for a better future. The applicant also believes that Success Academy schools can make the difference, not only to the children who will be served, but also to families and the surrounding community. In fact, achievement scores at the schools with which Success Academy schools are co-located have generally improved since a Success Academy school moved into the facility.

Success Academy has had the advantage of being able to examine the more than 50 charter schools that have operated in New York City since 1998 and hundreds of traditional public schools, parochial schools, and independent schools. It has studied the best practices of many of these schools, including KIPP Academies, Uncommon Schools, Achievement First Schools and great traditional public schools, in order to select the elements that are most effective in educating students and preparing students to succeed in school, college, and life. It has also studied the practices of schools that have failed and since ceased operations. Through a comparison of both successful and unsuccessful schools, Success Academy has been able to carefully select those elements that are most effective in helping schools ensure impressive student achievement results.

As new grades and classes are added to each Success Academy school, it becomes necessary to create new curricula materials or to modify existing programs. The Director of Instruction, the Director of Literacy, school leaders, and the Success Academy Learning team research best practices from other successful schools and learn from the mistakes of those that have failed. For example, Success Academy personnel examined several math programs to determine the most rigorous and effective curriculum. The Director of Instruction, the Learning team, and schools leaders researched seven different math programs, met with representatives of each publisher, pored over curriculum materials and observed model lessons. After three months of intensive research they recommended the implementation of Investigations TERC math with supplements for a comprehensive, rigorous, and NY State Common Core Learning

Standards aligned program. This process and level of intense research and comparison is how all components of the curriculum are selected to ensure the Success Academy curriculum is rigorous, effective, and aligned with all NY State Common Core Learning Standards and NY State Core Curriculum.

The schools where the Success Academy program is currently in use provide the clearest examples of the success of the proposed schools' instructional program. The existing schools managed by Success Academy have shown very impressive student achievement results in all areas. Harlem Success Academies 1, 2, 3, 4 and 5, Bronx Success Academies 1 and 2, and Brooklyn Success Academy 1, all serve a population of which approximately three-quarters (or more) are eligible for the federal Free and Reduced Price Lunch program. For several years, the Success Academy school design has resulted in scores among the highest in the city, despite having many Title I schools. Success Academy schools consistently rank in the top 3% of New York City public schools in student performance—matching or exceeding New York City Gifted and Talented programs.¹ Amongst 3,500 public schools in New York State, Success Academy schools are in the top 5% in reading, science, and math.²

Success Academy's school design provides a top-notch education to all students, irrespective of socioeconomic, racial, ethnic, and/or other status. The applicant deeply believes that economically and racially integrated school settings provide important benefits to both students and the community at large, and that every child should have access to a high-quality public school option. Internal assessments have demonstrated a trend that shows the Success Academy program is likely to continue to produce similarly stellar results. The curriculum outlined below has enabled the Success Academy schools to be successful.

The Success Academy curriculum that has been developed and refined for the existing Success Academy schools will be used at the proposed schools. The Success Academy Learning team along with select external experts will train teachers and school leaders on the curriculum during Summer Teacher School ("T School") (*i.e.*, professional development) and during weekly T School throughout the school year.

Curriculum

THINK Literacy

THINK Literacy is a framework that teaches students to become avid readers, elegant writers and critical thinkers. At the heart of THINK Literacy is Success Academy's deep belief that students become voracious readers and writers by reading and writing voluminously, and develop the ability to express their ideas clearly and articulately

¹ Based on New York City Department of Education ("DOE") Progress Report results, *available at* <http://schools.nyc.gov/Accountability/tools/report/default.htm>.

² Based on New York State Report Card results, *available at* <https://reportcards.nysed.gov/>.

through many daily opportunities to think and talk about great books, their own experiences, and the world around them. The THINK framework provides a balance between modeled teacher reading and writing, teacher reading and writing with students, and independent reading and writing by students. Each and every day our students see excellent teacher models of reading and writing, read and write with teacher guidance and coaching, and put the pieces together during extended blocks of independent reading and writing.

THINK Literacy stands firmly on the premise that all students can learn to read and write. The balance between reading and writing allows students to receive the instruction needed in order to reach grade level status, while allowing students to work at a level that is not frustrating for them. Teachers use an integrated approach to teaching literacy that creates many opportunities for reading and writing on a daily basis. The THINK Literacy program includes, but is not limited to, the following activities and goals:

Reading

- **Shared Text** gives students the opportunity to interpret brief texts in a highly engaging way. It helps them develop and hone their critical thinking skills with the support of their teacher. First, students determine the meaning of the text and learn to find evidence to support their ideas. Then, students closely examine the author's use of language, punctuation and various literary devices to understand how the author conveyed the central idea. Students then write to show their understanding of the text they've been reading. Studying excellent writing is one of the ways Success Academy schools help students become great writers themselves.
- **Guided Reading** is a powerful tool to help deepen students' understanding of books and then help them rapidly improve the level at which they read and understand books. Small groups of students work with their teacher to read and understand a book that is one level above where they are reading independently. The teacher introduces the book and provides individualized coaching during Guided Reading so that students are able to read increasingly more difficult books.
- The **Read Alouds and Book Discussions** are opportunities for students to fall in love with great books and to think critically about them. The teacher reads to the class and will verbalize what he or she is thinking as he or she reads in order to help students see and understand how an excellent reader thinks through the text he or she is reading. During strategic points throughout the book, the teacher will ask students to discuss a part of the book (either through "Think Alouds" or "Turn and Talks") to further their understanding of the meaning of the book. The last of these discussions leads into a whole class discussion during

which students discuss and debate the book.

- The daily **Reading Workshop** provides time for students 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. Students then go back to their reading spots with books that are appropriate to their reading level so they can read independently and continue to practice the lesson provided by the teacher. As students read, they are encouraged to write about what they are reading.
- **Word Study** covers phonics, vocabulary, spelling and grammar instruction in order to ground students in the fundamentals and conventions of written and oral language. This sets students up to be accurate and proficient readers and writers.

Writing

- The **Writing Workshop** teaches students to write in a variety of genres such as stories, poems, essays or articles. They learn to write pieces around main ideas, using structure, details and mechanics to make their point. During Writing Workshop the teacher introduces and models one aspect of excellent writing. Students then have the opportunity to write independently and practice this skill. The teacher also works with a small group of students during this time to provide individualized attention to lift the level of their writing.
- During **Shared Writing** the teacher and students compose a piece of writing together, with the teacher acting as the coach and scribe. Through writing together, students internalize what it feels like to craft great writing. Shared Writing is a way to show students what they are aiming for in their own independent writing.
- While Shared Writing focuses on ideas, structure and detail, **Interactive Writing** provides students with the chance to practice the physical mechanics of writing. During Interactive Writing, the teacher and students write a piece, or part of a piece, together, sharing the pen. Students have individual whiteboards to practice writing specific words and phrases.

Success Academy schools supplement THINK Literacy with Success For All (“SFA”), a research-based and research-proven program that provides children with experiences that prepare them for success in the primary grades. Specifically, in Kindergarten, Success Academy schools use components of KinderCorner, an all day curriculum that fosters the development of children’s language, literacy, and interpersonal skills.

SFA’s Stepping Stones exposes children to phonics through letter-sound connections, blending, and segmenting. The KinderRoots Shared Stories provide a meaningful

context to practice beginning reading skills. This literacy strand includes 19 colorful stories with decodable text. Classroom DVDs linked to the reading program create memorable images of vocabulary, sound/letter correspondences, sound blending, and reading. Throughout the enriched Kindergarten program, there is a focus on developing strong oral language skills, a love of reading, phonemic awareness, phonics, listening comprehension, and writing, which creates a solid foundation for reading and learning.

Starting in 1st grade, the school will use SFA's Reading Roots, a comprehensive program that targets the needs of beginning readers. Reading Roots is a research-based beginning reading program that has proven its effectiveness through randomized experimental research. It provides a strong base for successful reading by providing systematic phonics instruction supported by decodable stories, as well as instruction in fluency and comprehension. Reading Roots also fosters students' love of reading by providing rich literature experiences, extensive oral language development, and thematically focused writing instruction. These objectives are embedded in a fast-paced, engaging, and highly effective instructional process.

In accordance with the THINK Literacy model, students are grouped by reading ability level beginning in the 1st grade. Retesting and regrouping occurs regularly, allowing teachers the opportunity to work intensively with a group of 8-15 students who are all performing at approximately the same level, thus allowing the teacher to achieve dramatic gains with these students. Cooperative learning embedded throughout the program focuses on individual accountability, equal opportunity for success, and team recognition. Providing the opportunity to work with peers to meet specific learning goals enables students to master basic reading, writing, and mathematical skills as they continue to grow as thoughtful learners.

Success Academy Math

The math curriculum at Success Academy schools provides students with the opportunity to develop theoretical, conceptual, and practical mathematical understandings.

TERC Investigations in Number, Data, and Space is a Kindergarten – 5th grade mathematics curriculum aligned to NY State Common Core Learning Standards that is designed to support children as they make sense of mathematical ideas. The Investigations program is used at Success Academy schools because it is based on extensive classroom-based field-testing on how children most effectively learn mathematics.

Investigations math offers students a chance to solve real world, contextualized mathematical problems using conceptual understanding and procedural and computational fluency. The program is centered on activity-based investigations, which encourage students to think creatively, develop their own problem-solving strategies, and work cooperatively. Students are consistently writing, drawing, and talking about

math in order to deepen their understandings. Mathematics content includes the number system; addition, subtraction, multiplication, and division; collecting, sorting, and representing data; probability and statistics; measurement; changes over time; 2-D and 3-D geometry; fractions; computation and estimation strategies; and tables and graphs.

Success Academy schools supplement TERC Investigations in Number, Data, and Space with Cognitively Guided Instruction (“CGI”), a mathematical approach that requires students to use their own mathematical understandings to problem-solve. CGI requires each student to solve problems using their own mathematical strategies; these strategies are then shared with the entire class in order to advance all students’ mathematical understandings.

Success Academy Science

Success Academy students take science five days a week beginning in Kindergarten. By the end of Kindergarten, Success Academy students will have conducted 135 experiments. Students learn aerodynamics in 1st grade and robotics in 5th grade. Success Academy students love to ask question and the schools capitalize on their natural curiosity with a hands-on approach. Success Academy students conduct experiments and are encouraged to observe and ask questions about the world around them.

For too long science has taken a back seat to reading and mathematics in our country's schools. African American and Hispanic 4th grade students in New York City are approximately 2.5 years behind their white peers in science. Fourth grade students in New York City who qualify for free or reduced lunch are almost three years behind their peers who do not qualify for free or reduced lunch. Even worse, the National Assessment of Educational Progress found that only 4% of African American high school seniors were proficient in science.³ Such students are given high school diplomas without the skills necessary to secure high-paying jobs in science-related fields. Success Academy is determined to reverse this trend by providing students with a solid foundation so that they can excel in science classes in middle and high school. The Success Academy curriculum ensures that all students receive discovery-based experimental science instruction five days a week beginning in Kindergarten.

Social Studies/Geography

It is critically important that students comprehend the world around them, their history, and the history of other cultures. The Success Academy social studies curriculum allows students to master key concepts and vocabulary, geography, and cause and effect relationships. It also allows students the opportunity to develop their non-fiction

³ Science statistics come from the National Assessment of Educational Progress, 2009, available at <http://nces.ed.gov/nationsreportcard/pdf/main2009/2011451.pdf>.

reading skills and take part in relevant field studies where they can learn first-hand about cultures and communities.

Specials and Enrichment at Success Academy

In addition to a rich and rigorous academic curriculum, Success Academy schools have a carefully designed and robust program that includes a selection of art, dance, music, chess, theater, sports, and discovery-oriented science five days a week. The applicants believe that this is a critical part of Success Academy's strategy to prevent the achievement gap. Children need to be highly engaged in school in order to become great writers and great students. This is why Success Academy students go on numerous "field studies" as well as using the THINK Literacy and TERC-Investigations math curriculum. This serves not only to remediate but also to prepare students to be strong in writing, reading, and critical thinking.

Curriculum Support

To support the development of Success Academy's educational program and school culture, Success Academy staffers participate in regular training, professional development sessions, conferences, observations, and site-visits. Ongoing professional development is customized for the entire network and individual schools based on feedback from network leaders, school leaders, and teachers. These regular training sessions focus on providing teachers with the knowledge, skills, and instructional materials they need to implement the curriculum at a high level.

The Success Academy team partners with school leaders to provide extensive guidance and resources to faculty. They create a system of challenging goals and specific unit and lesson objectives, planned backwards from accountability goals, particularly in core subject areas of math, literacy, and writing. This is paired with strong, standards- and vertically-aligned assessments designed to gauge teaching effectiveness and ensure a constant stream of data on student mastery of skills and objectives.

Learning team staff, such as the Director of Instruction and the Director of Literacy, provides curriculum maps, scope and sequences, calendars, templates, rubrics and all necessary materials to ensure that all teachers are well prepared. These materials are presented and utilized during faculty orientation, T School and professional development sessions.

Success Academy has from day one systematically documented its curriculum to ease the implementation of the Success Academy school model in future charter schools. All materials, including year-long scope and sequences, unit overviews, lessons, video models, and general resources can be found on a network drive shared across Success Academy and the schools it operates.

Success Academy also partners with leaders to provide an extensive program of both network-wide and school-based professional development. This includes ongoing

professional development and training prior to the launch of each unit and to track student progress against end-of-unit benchmarks and end-of-semester benchmarks. This generally occurs during the weekly professional development time. A more in-depth discussion of the professional development program can be found in Response 09(a-d) – Instructional Leadership.

The Director of Instruction and the Director of Literacy and other instructional coaches make regular on-site visits to engage in training activities, support the Lead Teacher/facilitator, and discuss with teacher teams how to use data and a basic problem-solving model to inform and improve instruction and properly group and accelerate students and create a plan of action for struggling students. This team also presents workshops on topics appropriate to each school's needs. Coaches will use professionally developed videos, model lessons, and interactive sessions to present topics such as strategies for teaching English Language Learners ("ELL"), proactive behavior management, teaching particular reading strategies, or parent involvement.

As mentioned in this Proposal's policies and strategies for serving students with disabilities and ELL students, general education faculty will be given professional development in properly identifying students they suspect may need an individualized education program ("IEP") or who may be ELL, and other topics including blended programming, co-teaching models and consultant teaching models.

Curriculum Evaluation and Revision

Evaluating the overall effectiveness of the curriculum is based on student achievement measured against end of year goals. When students consistently meet or exceed planned goals, the curriculum and its implementation is judged to have been effective. If performance is anything less than excellent, the Success Academy team and leaders go back to the drawing board to further analyze student and faculty performance and determine the specific structural flaws that led to the deficiency. Each year leaders also solicit input from teachers and use this, paired with achievement data, to examine and refine teaching, professional development, standards, skills, and sequencing.

At the end of each school year, teachers and leaders review and provide input on the curriculum scope and sequence as well as specific units, lessons, and materials. Regular evaluation also takes place during the school year. Collaboration is central to how Success Academy schools analyze data. Teachers and school leaders meet once a week to discuss how students performed on tests and assessments. Meetings generally center on the following questions:

- How did the school perform overall?
- How can instruction be individualized for students who did not perform well on this test?
- What skills were not mastered and need to be retaught?
- Which teachers were successful in teaching these skills and how did they teach these skills?

- Is instruction being driven in a way that challenges all students?
- How did the curriculum support student learning? How should it be revised to address areas or content identified as problematic?

Monitoring student progress is an ongoing activity in all classrooms. A variety of tools are used to monitor student progress, some formal and others more informal. Data is used to guide teachers as they make instructional decisions and inform school leaders as they plan for interventions for groups and individual children each day.

School leaders, the Director of Instruction, the Director of Literacy and the Learning team use this data to adjust materials and lessons as needed. The frequent collaboration and input from teachers and leaders also influences professional development topics, which are constantly being reviewed and re-prioritized in order to meet teacher and student needs.

The success of the students, school, and therefore curriculum will be continuously under examination. Success Academy's design element of student performance data allows the school leadership to regularly examine, assess, and improve the effectiveness of the curriculum and the instruction. The regular reading and math assessments, as well as other nationally normed assessments will provide value-added data throughout the year to be used longitudinally over multiple years. The Fountas and Pinnell (F&P) assessment or similar assessment will be used regularly for formal assessment of reading progress. The school will also hold data reviews on a regular basis as well as student assessment meetings to assess student progress, effectiveness of curriculum materials and to make changes that ensure students reach NY State Common Core Learning Standards and school end of year goals. Additionally, the NY State and City mandated assessments will provide student performance data that will be used to determine if students are mastering and going beyond the state standards and, hence, whether or not the school is a success.

(b) Assessment System

STREAMLINED RESPONSE: If the assessment system of the proposed school(s) would be the same as the school to be replicated, and the applicant meets the performance eligibility outlined in Sections III and VII, simply indicate that “the assessment system of the [charter or renewal charter] of XXX Charter School should be incorporated by reference.” No additional information is required.

If any aspect of the proposed school(s) assessment system would be different from the school to be replicated, complete this Response accordingly.

Describe the diagnostic, formative and summative assessments the school will use to evaluate student knowledge and skills.

This response should:

- **Describe each assessment's purpose, design and format.**
- **Explain the rationale for the assessments that have already been selected.**
- **Describe key considerations in the selection or creation of any assessments that have not yet been selected or created.**
- **Describe how assessment results will be collected and analyzed.**
- **Explain how the school will ensure assessment results are valid and reliable.**
- **Describe who will be responsible for administering the assessments and collecting and analyzing the results.**
- **Explain how school leaders and teachers will ensure student work products resulting from instruction indicate student preparation for success on state assessments.**
- **Explain how assessment results will be used by the following stakeholders:**
 - **Teachers**
 - **School Leaders**
 - **The School's Board of Trustees**
 - **Students**
- **Describe how parents and students will be informed about academic achievement and progress.**

The assessment system of the proposed schools is substantially similar to that of Harlem Success Academy Charter School 3.

Assessments administered at all Success Academy schools are created and/or chosen at Success Academy. Tests are vetted to see whether they:

- 1) Align with standards set forth by the NY State Common Core Learning Standards and Success Academy's more rigorous benchmarks.
- 2) Help teachers and principals understand both the floors and ceilings in student understanding. In other words, tests should evaluate student understanding along a broad spectrum so the school can better understand how to support not just the lowest-performing students, but also the highest-performing ones.
- 3) Provide clear instructions and guidelines to facilitate efficient administration.
- 4) Include technology and/or mechanical components suited for use in a classroom/school environment (if such components are needed).

As highlighted above, all assessments and instruction materials are chosen/designed to match Success Academy's own high standards for student achievement. Success Academy schools adopt more rigorous benchmarks than ones set forth by New York State. By adopting these higher standards, Success Academy can ensure that all students are able to achieve proficiency or better on state assessments.

Please refer to Attachment 06(b) – Assessment System for further information.

(c) Instructional Methods

STREAMLINED OPTION: If the instructional methods of the proposed school(s) would be the same as the school to be replicated, and the applicant meets the performance eligibility outlined in Sections III and VII, simply indicate that "the instructional methods of the [charter or renewal charter] of XXX Charter School should be incorporated by reference." No additional information is required.

If any aspect of the proposed school(s) instructional methods would be different from the school to be replicated, complete this Response accordingly.

Describe the pedagogical approach the school will use to implement its curriculum. This response should:

- **Describe the instructional methods or techniques to be employed in the proposed school, including any specific requirements for implementing this pedagogical approach, e.g., co-teaching or aides, technology, physical space, approaches to classroom management, approach to checks for understanding, etc.**

- **Identify any research or existing models that support the use of these instructional methods, especially considering the school’s target population.**
- **Explain how these instructional methods will achieve the school’s mission and support implementation of any unique elements of the school’s design.**

The instructional methods of the proposed schools are substantially similar to those of Harlem Success Academy Charter School 3.

Success Academy schools use instructional methods that will promote student achievement at the proposed schools. These instructional methods have been successfully implemented at existing Success Academy schools working with similar target populations. Indeed, the use of these instructional methods is best supported by the strong track record of student performance at the existing Success Academy schools. In New York City, Success Academy schools consistently rank in the top 3% of public schools in student performance—matching or exceeding New York City Gifted and Talented programs.⁴ Last year, 100% of Success Academy 4th graders passed the science exam, with 95% earning the top advanced rating, compared to 43% of students receiving an advanced rating citywide.⁵ Amongst 3,500 public schools in New York State, Success Academy schools are in the top 5% in reading, science, and math.⁶

Methods employed at Success Academy schools include, but are not limited to, the following:

- Teaching reading and writing across the curriculum
 - THINK Literacy fosters the integration of reading and writing across the curriculum, requiring students to read and write both formally and informally to express their understanding in a variety of disciplines, not just in English Language Arts classrooms.
- Use of Effective Assessment
 - Regular and frequent use of assessment data from multiple measures is used in making instructional decisions so that preventative measures can be implemented immediately and assessed systematically.
 - Students are not assessed solely through high-stakes standardized testing. Assessments of student progress are holistic and frequent and

⁴ Based on New York City Department of Education (“DOE”) Progress Report results, *available at* <http://schools.nyc.gov/Accountability/tools/report/default.htm>.

⁵ Based on New York State Report Card results, *available at* <https://reportcards.nysed.gov/>.

⁶ Based on New York State Report Card results.

include multiple measures, ranging from reflection on, and critique of, student work, fluency checks, the quality of discussion, to standardized test performance.

- Flexible regrouping and acceleration of students for reading class according to instructional levels
 - Students are informally assessed in reading, writing, and mathematics on a daily basis in order to ensure that all students are constantly growing academically and that they are being met with rigorous academic challenges.
 - Students are formally assessed regularly and promoted to the next instructional reading level if they are ready, thus placing children according to their reading performance, not grade or age.
- Slavin's cooperative learning model (heterogeneous small group instruction that promotes interdependence and interaction)
 - These are group goals with individual accountability, *i.e.*, students work in teams who are rewarded for their members' success. At the same time, each member of the team is individually accountable for learning the material at hand. No matter what the academic level of the student, each child is challenged to do his or her best, and the contributions of all team members are equally valued. Cooperative learning is one of the most powerful tools teachers have in providing the level of engagement and academic and social support their students need to be successful. In the cooperative learning classroom, all students benefit from the constant coaching, encouragement, and feedback of their peers. Since more of the responsibility for learning rests on students and teams, teachers are able to spend more time working with individuals and small groups of learners, doing the kind of teaching that originally drew many teachers into the field of education.
- Success Academy's Eight Keys to Classroom Management provide teachers with a framework for classroom management
 1. Identify yourself as the authority in the classroom,
 2. Decide on what you expect,
 3. Develop Meaningful Routines,
 4. Establish Rules, Rewards, & Consequences,
 5. Sweat the Small Stuff – Consistently,
 6. Teach Like Your Hair's on Fire,
 7. Build Relationships,
 8. Instruct, Inspire & Instill ACTION Values.

(d) Course Overview

STREAMLINED OPTION: If the course overviews of the proposed school(s) would be the same as the school to be replicated, and the

applicant meets the performance eligibility outlined in Sections III and VII, simply indicate that “the course overview of the [charter or renewal charter] of XXX Charter School should be incorporated by reference.” No additional information is required.

If any aspect of the proposed school(s) course overviews would be different from the school to be replicated, complete this Response accordingly.

Provide course descriptions by subject for each grade level the school would serve within the initial five years of operation, accounting for both core, and non-core subject areas. This should include, at minimum, a general description of the content and skills that would be addressed in the course; if known, the curricular programs (e.g., Singapore Math, FOSS, etc.) that would be used in each course; and essential course specific assessments (e.g., state examinations/Regents`, end of course portfolios or performances, etc.). For each course, provide some indication of the amount of time in which students will participate in the course. For high school courses, indicate the number of credits awarded for the successful completion of the course.

The course overview of the proposed schools is substantially similar to that of Harlem Success Academy Charter School 3.

In the first five years of operation, the proposed schools will serve students in Kindergarten through 5th grade. The chart below outlines the curricular programs for each course and the planned assessments. Please see Response 06(a) above, Attachment 06(b) – Assessment System, Attachment 06(f) – Curriculum Framework and Response 07(a-c) – Calendar and Schedules for additional detail and course timing.

Course/ Grade	Kindergarten	1st	2nd	3rd	4th	5th
Literacy	Word Study using SFA, Stepping Stones & ROOTS programs THINK Literacy (Success Academy program) Assessments: in-house interim assessments			Word Study using F&P Phonics Lessons Spelling using SpellWell program Vocabulary using Wordly Wise THINK Literacy (Success Academy program) Assessments: New York State ELA Test		

Math	TERC Investigations, Context for Learning No Hesitation Math – developed in-house Cognitive Guided Instruction (number stories) Assessments: in-house interim assessments			TERC Investigations, Context for Learning No Hesitation Math – developed in-house Cognitive Guided Instruction (number stories) Assessments: New York State Math Test & Success Academy interim assessments		TERC Investigations, supplemented by Math in Context Cognitive Guided Instruction (number stories) Assessments: New York State Math Test & Success Academy interim assessments
Science	Success Academy curriculum – developed in-house Assessments: New York State Science Test in 4 th grade 4 & Success Academy assessments					
Project-Based Learning		Central Park – developed in-house with external consultant Assessment: capstone portfolio	Brooklyn Bridge – developed in-house with external consultant Assessment: capstone portfolio			Harlem Renaissance – developed in-house with external consultant Assessment: capstone portfolio
Typing		Type to Learn software (or similar program)				
Specials	Success Academy curriculum – developed in-house. Special courses include Chess, Karate, Music Art and/or Sports Assessments: Student performances and portfolios					

(e) Promotion and Graduation Policy

STREAMLINED OPTION: If the promotion and graduation policy of the proposed school(s) would be the same as the school to be replicated, and the applicant meets the performance eligibility outlined in Sections

III and VII, simply indicate that “promotion and graduation policy of the [charter or renewal charter] of XXX Charter School should be incorporated by reference.” No additional information is required.

If any aspect of the proposed school(s) promotion and graduation policy would be different from the school to be replicated, complete this response accordingly.

Explain the school’s policies and standards for promoting students from one grade to the next. Address when and how the school would inform students and parents about promotion and graduation policies and decisions.

If the proposed school would serve students in the 12th grade within the proposed charter term, include the following:

- **A description of the types of diplomas offered including how students will, at least minimally, meet the requirements set forth by New York State for the granting of each type of diploma.**
- **If the school’s specific requirements for graduation go *beyond* the basic requirements for the awarding of each type of New York State diploma, please describe these requirements and the rationale for their selection.**
- **Referring to courses found in the Course Overview (Response 6(d)), outline specific course sequences that would lead to graduation.**

The school will use Fountas & Pinnell (F&P) and other benchmark assessments, outlined in Attachment 06(b) – Assessment System, to track and gauge student growth towards end of year goals. Student promotion will be determined based on student attainment of end of year goals and growth throughout the year. The school will build a review of student growth and academic progress into each regular RtI (Response to Intervention) cycle and assessment review. In addition, the school will keep parents abreast of student progress towards end of year goals and readiness for promotion to the following grade. The principal shall make the final decision regarding student promotion in consultation with the students’ classroom teachers, other leaders, the student achievement coordinator, and special education coordinators, as applicable.

Assessment System

Test	Grade s	How assessment was selected / developed	Purpose	Design and format	How schools will ensure results are reliable and valid	Who administers	How results collected and analyzed	How we know test is a reliable measure of student achievement
Fountas & Pinnell Benchmark Assessment (F&P)	K-5	* nationally recognized and widely used * strong comprehension component * benchmarked against F&P book-leveling system	To assess scholar's reading ability, specifically looking at accuracy, fluency and, above all, comprehension.	F&P is administered one-on-one. Teachers select a book along a 26-level continuum (levels A-Z) and assess how fluently and accurately the scholars can read. The teacher then conducts a comprehension conversation to see how well the scholar understood the story.	Student Achievement Coordinators (StAC's) and leaders will quality control testers by observing one-on-one tests and analyzing each scholars' reading folder to ensure the test was administered consistently.	Mostly lead teachers with some support from assistant teachers and leaders.	StAC's at each school send results to the Network. Results are analyzed to understand the distribution of levels, which scholars are not meeting or exceeding expectation and who may need further interventions in the classroom or with tutoring.	We observe scholars' independent reading levels and how quickly they are able to grow. We compare our observations with results from the test as well as informal results to get a holistic sense of scholar performance and growth.
LAB-R	K-5	state requirement	To assess scholars' English language acquisition.	LAB-R has 4 sections: listening, speaking, writing and reading. Each section is administered separately, either whole-group or one-on-one.	Test administered adhering to all state-mandated protocols.	Designated teachers who have received training in LAB R.	Results sent to relevant SED/DOE office for processing.	This test is "designed to measure the English language proficiency of students who have been identified as limited English proficient (LEP)."
Writing Prompt	K-8	* ambitious, sets a high bar: scholar writing is benchmarked against exemplary writing samples gathered from high-performing charters, private and public schools around New York	To assess scholars' ability to write, looking specifically at their ideas, structure, details and conventions.	The writing prompt asks scholars to write a story from their life using everything they know about writing great stories. In a 45-60 minute block, scholars brainstorm, plan and write their response.	Writing prompt responses are scored centrally by a team of scorers comprised of teachers across the network. Scorers evaluate writing based on the same rubric.	Lead teachers	Scorers input scores into a spreadsheet. Scores are then tabulated to look for trends at schools, within classes and among scholars. Teachers then create small groups based on their scholars' strengths and growth areas. Teachers will meet with these small groups during writing workshops.	Our Director of Literacy creates writing prompt rucrics alongside our writing curriculum. As a result, rubrics tied to the writing prompt relate to what is being taught in class at the time.
Stepping Stones	K	* part of Success For All (SFA) literacy curriculum for kindergarten * tells how well scholars are learning pre-literacy skills such as letters, letter-sounds, sight words and consonant-vowel-consonant words	To see how well kindergarten scholars are learning pre-literacy skills such as identifying and sounding out letters, reading consonant-vowel-consonant words, etc.	The teacher administers Stepping Stones one-on-one to each of his/her scholars. As the scholar identifies letters and letter-sounds, writes letters and reads consonant-vowel-consonant words, the teacher enters scholar responses into a spreadsheet.	Teachers receive the same training to administer the test, which ensures consistency. Also, StAC's and leaders observe teachers while they administer the test.	Lead teachers and assistant teachers.	Testers enter responses into a spreadsheet. The Network compiles results and reports trends by school, class and scholar groups.	This test is tied to our Success For All Kindercorner literacy curriculum and covers all of the pre-literacy skills covered in class. This test provides baseline data and helps us understand any deficiencies among our more struggling scholars.
Reading Roots	1	* part of Success For All literacy curriculum for grade 1, known as Roots * shows how well first graders are advancing through the Roots curriculum	To see how well scholars are learning literacy skills taught through the Success For All Roots program for first grade. By looking at accuracy, fluency and comprehension, we measure scholars' reading ability.	Teacher administers Roots one-on-one with the scholar. Scholar reads a story to the teacher, which is close to the scholars' reading level. Teacher notes any missed or skipped words, then asks the scholars questions about the text.	To ensure consistency, we give every tester the same training in Roots. As teachers test scholars, StAC's and leaders observe them to ensure quality. StAC's and leaders also review results to ensure teachers record results properly.	First grade teachers and assistant teachers.	Teachers submit data to their school's StAC. The StAC compiles all of his/her school's results and sends them to the Network. The Network compiles the results looking for network-wide, school-wide and class-level trends. Among other things, the Network looks for scholars who are below, on or above grade-level.	This test is tied to our Success For All first grade literacy curriculum (called Roots) and covers all decoding and comprehension skills covered in class. We use results to create reading groups. From our experience, this test helps us accurately place scholars in the correct reading level. In the few cases where the data might be off, we quickly switch a scholar's group to match their ability.
State Math Test	3-8	state requirement	To understand how well scholars are learning and retaining NY State math standards.	This is a two-day test administered whole-group that incorporates multiple-choice as well as open-ended questions assessing 3rd grade NY State math standards.	Test administered adhering to all state-mandated protocols.	All teachers in grades 3 and up.	Results sent to relevant SED/DOE office for processing.	We align instruction to state math standards.
State Science Test	4, 8	state requirement	To understand how well scholars are learning and retaining NY State science standards.	This is a two-day test administered whole-group that incorporates multiple-choice and open-ended questions for day one. In a separate session, scholars complete a practical portion, during which they independently complete experiments and report their findings.	Test administered adhering to with all state-mandated protocols.	All teachers in grade 4.	Results sent to relevant SED/DOE office for processing.	We align instruction to state science standards.
Interim Assessment - Math (IA)	1-2	* cumulative tests that show how well scholars are learning and retaining math skills * created by a team of leaders, teachers, network staff and outside consultants * questions designed to stretch scholar thinking and to show teachers any breakdowns in scholar understanding so teachers can better differentiate instruction	To understand how scholars are learning and retaining math instruction as taught through TERC and CGI math programs. To stretch scholars' thinking and to show teachers where knowledge breakdowns occur in scholar thinking.	Interim assessments are two-day whole-group tests that incorporate multiple-choice and open-ended questions.	Same interim assessments administered across all schools. Teachers follow the same administration protocols and score the test using the same rubrics and scoring guides.	All teachers.	StAC's at each school collect tests, scan and send them to network for processing. Network compiles results and creates reports that display network and class-level trends. They also show line-item analysis by scholar so teachers can better dissect the data.	These assessments test scholars on all skills taught over several math units. The questions are based on unit tests, which relate to skills and competencies scholars learn in class.
State ELA Test	3-8	state requirement	To understand how well scholars are learning and retaining NY State standards for ELA.	This is a three-day test administered whole-group that incorporates multiple-choice, short-response and essay questions.	Test administered adhering to with all state-mandated protocols.	All teachers in grades 3 and up.	Results sent to relevant SED/DOE office for processing.	We align instruction to state ELA standards.
NYSESLAT	K-8	state requirement	To assess scholars' English language acquisition.	The NYSESLAT has 4 sections: listening, speaking, writing and reading. Each section is administered separately, either whole-group or one-on-one.	Test administered adhering to all state-mandated protocols.	Designated teachers who have received training in NYSESLAT.	Results sent to relevant SED/DOE office for processing.	This test is "designed to measure the English language proficiency of students who have been identified as limited English proficient (LEP)."
Counting Jar/Money Jar	K-3	Counting Jar and Money Jar are part of our Cognitively Guided Instruction (CGI) program in math. The goal of CGI is to get scholars thinking more conceptually about mathematics by doing their own investigations. After researching extensively and consulting with math education experts, we adopted Counting Jar and Money Jar as part of CGI so that we could better understand how our scholars are learning math concepts such as counting, skip counting, adding and subtracting.	To assess how scholars count objects, add/subtract quantities, estimate amounts and count money.	The teacher meets individually with the scholar and gives the scholars some performance tasks to complete such as counting a set of objects. The teacher observes what strategies the scholars employs to solve the problem, how fluently s/he is able to access those strategies and whether s/he was accurate.	Teachers administer the same set of performance tasks across all schools. Teachers are trained similarly and employ the same rubric for evaluating scholars. Principals observe teachers as they administer the test.	All teachers in grades K-3.	StAC's at each school collect results from teachers. Results are compiled and analyzed by teachers and principals in grade-team meetings.	Counting Jar and Money Jar mirror what scholars are working in math through CGI. These assessments show strategies along a continuum to see where scholars are developing along that continuum.

Assessment System

Informal Fountas & Pinnell Testing	K-5	We administer informal F&P check-ins to see how scholars' reading skills are developing from month-to-month. Since teachers administer the actual formal Fountas & Pinnell only four or five times a year, the Informal F&P provides teachers with more frequent, timely data.	To assess how scholars are advancing in reading so teachers can better tailor instruction in real-time.	Much like the Fountas & Pinnell test, the scholar reads a story to the teacher. The teacher then asks the scholar questions about the story to see how well s/he understood it.	One of the goals of the Informal F&P is to ensure that teachers are levelling scholars properly and giving them independent reading books that are not too easy or too hard. Principals go around to classrooms and read with scholars at random to make sure they are properly matched to a reading level. If the principal observes a discrepancy, the teacher immediately follows up to make sure the scholar is properly levelled.	All teachers.	StAC's at each school collect results from teachers. Results are compiled and analyzed by teachers and principals in grade-team meetings.	Results from the Informal F&P alongside those from the formal F&P show us how scholars are progressing throughout the school year.
Measures of Academic Progress (MAP)	K-2	* recommended by other high-performance charter networks * computer-adaptive to understand every scholar's academic ceiling	To contextualize our scholars' performance on a national level by administering a national-normed test.	Scholars take the test on a computer. There are math and reading sections. The program adapts the difficulty of questions based on questions the scholar answers in/correctly.	Teachers and scholars will receive similar training on how to use the software. Computer labs in all schools set up in tandem to ensure similar testing environments. Software creates a similar testing experience for each tester, though the question themselves might be	All K-2 teachers	Results are captured electronically right after scholar completes each section of the test. Results are analyzed with teachers to understand scholars' growth areas.	* MAP is nationally-normed test * Scholars are trained to take the test seriously and do their very best * Parents are alerted that their scholars are taking an important test so they can encourage scholars to do their best

Use of Assessment Results

	How data is used by different stakeholders					How parents and schoalr perform
Test	Teachers	School leaders	Board of Trustees	Parents	Scholars	Parents
Fountas & Pinnell Benchmark Assessment	To differentiate instruction and to pair scholars with proper books for independent reading. To understand which scholars need additional interventions.	For holdover decisions, teacher evaluations. To understand who needs tutoring and other interventions.	To understand the state of the schools and for principal evaluations.	To understand scholars' reading progress and to inform discussion with teachers. To understand what leveled books to read at home.	To understand their own growth in reading.	Data included in progress report. Teachers frequently call parents to inform them of scholars' progress in F&P.
LAB-R	To identify ELL learners in their classes.	To identify ELL learners at their schools.	To identify ELL learners at their schools.	To identify if their scholar needs ESL services.	To understand their English language ability and the work they will need to do to graduate from ELL status.	Parent letter sent home.
Writing Prompt	To place scholars in writing groups based on growth areas.To understand what whole-class teaching should be done to make scholars great writers.	For holdover decisions, teacher evaluations, to understand who needs tutoring and other interventions.	To understand the state of the schools and for principal evaluations.	To understand scholars' progress, to inform discussion with teachers.	Scholars compare their writing over the course of the year to understand their growth. Teachers conference with scholars to show them this progress.	Data included in progress report. Teachers frequently call parents to inform them of scholars' progress in writing.
Stepping Stones	To understand which scholars need added support to learn pre-literacy skills.	To understand which scholars need added support to learn pre-literacy skills. To understand which teachers may need extra support to teach pre-literacy skills.	N/A	To help scholars scholars learn pre-literacy skills at home.	Scholars learn what letters and letter-sounds they need to learn.	Data included in progress report.
Reading Roots	To understand which scholars are on-track or not on-track to achieve year-end literacy goals. To differentiate instruction for highest and lowest performers.	For holdover decisions, teacher evaluations, to understand who needs tutoring and other interventions.	N/A	To understand what leveled books to read at home.	Teachers conference with scholars to tell them their current Roots level and their goals for the next testing cycle.	Teachers call parents of scholars with low scores to encourage them to keep reading at home.
State Math Test	To understand class mastery of math standards, which scholars may need extra support and which should get enrichment tasks.	To understand school-wide performance, class-level growth areas. To compare school performance with other schools around the city and state.	To compare school performance with other schools around the city and state.	To understand if scholars mastered math standards and which ones they need to be retaught.	To understand if they mastered math standards and which ones they still need to master.	Parent letter from SED/DOE.
State Science Test	To understand class mastery of science standards, which scholars may need extra support and which should get enrichment tasks.	To understand school-wide performance, class-level growth areas. To compare school performance with other schools around the city and state.	To compare school performance with other schools around the city and state.	To understand if scholars mastered science standards and which ones they need to be retaught.	To understand if they mastered science standards and which ones they still need to master.	Parent letter sent home.
Interim Assessment - Math	To see how well scholars are learning skills through our rigorous math curriculum. To understand how well scholars are able to solve multi-step word problem.	For holdover decisions, teacher evaluations, to understand who needs tutoring and other interventions.	To understand the state of the schools and for principal evaluations.	To understand if scholars mastered math standards and which ones they need to be retaught.	To understand if they mastered math standards and which ones they still need to master.	Data included in progress report. Parents frequently call parents to inform them of scholars' progress in F&P.
State ELA Test	To understand class mastery of ELA standards, which scholars may need extra support and which should get enrichment tasks.	To understand school-wide performance, class-level growth areas. To compare school performance with other schools around the city and state.	To compare school performance with other schools around the city and state.	To understand if scholars mastered ELA standards and which ones they need to be retaught.	To understand if they mastered ELA standards and which ones they still need to master.	Parent letter sent home.
NYSESLAT	To understand English language acquisition of ELL scholars in their class.	To understand English language acquisition of ELL scholars at their school and across the network. To assess the effectiveness of ELL interventions.	To understand English language acquisition of ELL scholars at their school and across the network. To assess the effectiveness of ELL interventions.	For the parents of ELL scholars to see how well their scholar has learned English language skill and to understand what growth areas might remain.	For ELL scholars to know what growth areas remain, if any, to their graduation from ELL - whether it's speaking, listening, reading and/or writing. Also, to celebrate ELL graduation for those who scored proficient.	Parent letters sent home.
Counting Jar/Money Jar	To observe scholars in their class apply math concepts to performance tasks. To understand each scholar's stage of development along the Counting Jar/Money Jar continuum.	To understand the various stages of development among scholars at their schools. To follow up with teachers about strategies to deepen scholar understanding and conceptual thinking of math.	N/A	To more fully understand their scholar's grasp of conceptual math on a more anecdotal level than is provided through math interim assessment results.	Since this test provides teachers with an opportunity to simply observe the scholar, the test results themselves are secondary. The reteaching that occurs afterwards more greatly influences scholar achievement.	Teachers discuss observations from this assessment with parents during conferences or phone calls.

Use of Assessment Results

Informal Fountas & Pinnell Testing	To monitor scholars' reading growth from month to month in order to ensure everyone is moving towards the end-of-year F&P goal.	To monitor scholars' reading growth from month to month to ensure everyone is moving towards the end-of-year F&P goal.	N/A	To monitor their scholar's reading growth from month to month to ensure s/he is moving towards the end-of-year F&P goal.	To self-monitor reading growth so s/he can attain end-of-year F&P goal.	Teachers discuss results with parents through conferences, phone calls or parent letters.
Fast-Track Phonics	To monitor how well their scholars are learning phonics skills through SFA Roots. To differentiate instruction for scholars struggling with phonics skills.	To monitor how well their scholars are learning phonics skills through SFA Roots. To help teachers differentiate instruction for scholars struggling with phonics skills.	N/A	To monitor how well their scholar is learning phonics skills through SFA Roots. To provide targeted support at home when possible.	To understand how well they are learning phonics skills and what are their growth areas.	Teachers discuss results with parents through conferences, phone calls or parent letters.

Use of Assessment Results

s are informed of scholar mance	
Test	Scholars
Fountas & Pinnell Benchmark Assessment	Scholars learn about their growth when teachers conference with them.
LAB-R	Teachers conference with scholars to discuss growth areas in English.
Writing Prompt	Scholars compare their writing over the course of the year to understand their growth. Teachers conference with scholars to show them this progress.
Stepping Stones	Teachers conference with scholars to let them know what letters and letter- sounds they missed and will need to learn.
Reading Roots	Teachers conference with scholars to tell them their current Roots level and their goals for the next testing cycle.
State Math Test	Teachers conference with scholars to let them know their state math scores.
State Science Test	Teachers conference with scholars to let them know their state science scores.
Interim Assessment - Math	Teachers conference with scholars to let them know their strengths and growth areas according to the IA.
State ELA Test	Teachers conference with scholars to let them know their state ELA scores.
NYSESLAT	Teachers conference with scholars to tell them NYSESLAT results.
Counting Jar/Money Jar	N/A

Use of Assessment Results

Informal Fountas & Pinnell Testing	Teachers conference with scholars to tell them their reading growth.
Fast-Track Phonics	Teachers discuss results with parents through conferences, phone calls or parent letters.

6. Curriculum and Instructional Design

(f) Curriculum Framework

STREAMLINED RESPONSE: If the curriculum framework of the proposed school(s) would be the same as the school to be replicated, and the applicant meets the performance eligibility outlined in Sections III and VII, simply indicate that the “curriculum framework of the [charter or renewal charter] of XXX Charter School should be incorporated by reference.” No additional information is required.

If any aspect of the proposed school(s) curriculum framework would be different from the school to be replicated, complete this Response accordingly.

Provide a curriculum framework for all grade levels for which the proposed school would be authorized to provide instruction in its first year of operation aligned to New York State Standards (reflecting the adoption of the Common Core State Standards (CCSS)) for each of the four core content areas: English language arts, mathematics, science and social studies. These minimum requirements do not preclude an applicant from providing a complete curriculum framework for all grades proposed throughout the initial charter period to demonstrate the articulation of the instructional program over that time period. In addition to demonstrating alignment to state standards, the frameworks should also demonstrate how other key elements of the school’s academic program align to the school’s chosen curriculum. Please see relevant portions of the Guidance Handbook for a further discussion about the curriculum framework.

Please refer to Attachment 06(f) – Curriculum Framework.

SCN Curriculum Alignment
Attachment10b_Kindergarten Math Standards

SUBJECT	SECTION	COMMON CORE STANDARDS	SCN CURRICULUM	ASSESSMENT
Counting and Cardinality	Know number names and the count sequence.	Count to 100 by ones and by tens.	SCN Math Unit 2: Numbers and Counting	Informal: Classroom Observation, Unit Checklist Formal: End of Unit Assessment Cumulative: SCN Math Interim Assessment
Counting and Cardinality	Know number names and the count sequence.	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	SCN Math Unit 2: Numbers and Counting	Informal: Classroom Observation, Unit Checklist Formal: End of Unit Assessment Cumulative: SCN Math Interim Assessment
Counting and Cardinality	Know number names and the count sequence.	Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	SCN Math Unit 2: Numbers and Counting	Informal: Classroom Observation, Unit Checklist Formal: End of Unit Assessment Cumulative: SCN Math Interim Assessment

SCN Curriculum Alignment
Attachment10b_Kindergarten Math Standards

SUBJECT	SECTION	COMMON CORE STANDARDS	SCN CURRICULUM	ASSESSMENT
Counting and Cardinality	Count to tell the number of objects.	Understand the relationship between numbers and quantities; connect counting to cardinality.	SCN Math Unit 1: Attributes SCN Math Unit 2: Numbers and Counting	Informal: Classroom Observation, Unit Checklist Formal: End of Unit Assessment Cumulative: SCN Math Interim Assessment
Counting and Cardinality	Count to tell the number of objects.	When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	SCN Math Unit 1: Attributes SCN Math Unit 2: Numbers and Counting	Informal: Classroom Observation, Unit Checklist Formal: End of Unit Assessment Cumulative: SCN Math Interim Assessment
Counting and Cardinality	Count to tell the number of objects.	Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	SCN Math Unit 1: Attributes SCN Math Unit 2: Numbers and Counting	Informal: Classroom Observation, Unit Checklist Formal: End of Unit Assessment Cumulative: SCN Math Interim Assessment

SCN Curriculum Alignment
Attachment10b_Kindergarten Math Standards

SUBJECT	SECTION	COMMON CORE STANDARDS	SCN CURRICULUM	ASSESSMENT
Counting and Cardinality	Count to tell the number of objects.	Understand that each successive number name refers to a quantity that is one larger.	SCN Math Unit 1: Attributes SCN Math Unit 2: Numbers and Counting	Informal: Classroom Observation, Unit Checklist Formal: End of Unit Assessment Cumulative: SCN Math Interim Assessment
Counting and Cardinality	Count to tell the number of objects.	Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.	SCN Math Unit 1: Attributes SCN Math Unit 2: Numbers and Counting	Informal: Classroom Observation, Unit Checklist Formal: End of Unit Assessment Cumulative: SCN Math Interim Assessment
Counting and Cardinality	Compare numbers.	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. ¹	SCN Math Unit 3: Measurement: Compare	Informal: Classroom Observation, Unit Checklist Formal: End of Unit Assessment Cumulative: SCN Math Interim Assessment

SCN Curriculum Alignment
Attachment10b_Kindergarten Math Standards

SUBJECT	SECTION	COMMON CORE STANDARDS	SCN CURRICULUM	ASSESSMENT
Counting and Cardinality	Compare numbers.	Compare two numbers between 1 and 10 presented as written numerals.	SCN Math Unit 3: Measurement: Compare	Informal: Classroom Observation, Unit Checklist Formal: End of Unit Assessment Cumulative: SCN Math Interim Assessment
Operations and algebraic thinking	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	Represent addition and subtraction with objects, fingers, mental images, drawings ² , sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	SCN Math Unit 4: Addition SCN Math Unit 5: Bunk Beds and Apple Boxes SCN Math Unit 6: Combinations SCN Math Unit 7: Beads and Shoes, Making Twos CGI: Problem Solving	Informal: Classroom Observation, Unit Checklist Formal: End of Unit Assessment Cumulative: SCN Math Interim Assessment

SCN Curriculum Alignment
Attachment10b_Kindergarten Math Standards

SUBJECT	SECTION	COMMON CORE STANDARDS	SCN CURRICULUM	ASSESSMENT
Operations and algebraic thinking	Understand addition as putting together and adding to, and understanding subtraction as taking apart and taking from.	Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	SCN Math Unit 4: Addition	Informal: Classroom Observation, Unit Checklist
			SCN Math Unit 5: Bunk Beds and Apple Boxes	Formal: End of Unit Assessment
			SCN Math Unit 6: Combinations	Cumulative: SCN Math Interim Assessment
			SCN Math Unit 7: Beads and Shoes, Making Twos	
			CGI: Problem Solving	
Operations and algebraic thinking	Understand addition as putting together and adding to, and understanding subtraction as taking apart and taking from.	Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).	SCN Math Unit 4: Addition	Informal: Classroom Observation, Unit Checklist
			SCN Math Unit 5: Bunk Beds and Apple Boxes	Formal: End of Unit Assessment
			SCN Math Unit 6: Combinations	Cumulative: SCN Math Interim Assessment
			SCN Math Unit 7: Beads and Shoes, Making Twos	
			CGI: Problem Solving	

SCN Curriculum Alignment
Attachment10b_Kindergarten Math Standards

SUBJECT	SECTION	COMMON CORE STANDARDS	SCN CURRICULUM	ASSESSMENT
Operations and algebraic thinking	Understand addition as putting together and adding to, and understanding subtraction as taking apart and taking from.	For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.	SCN Math Unit 4: Addition	Informal: Classroom Observation, Unit Checklist
			SCN Math Unit 5: Bunk Beds and Apple Boxes	Formal: End of Unit Assessment
			SCN Math Unit 6: Combinations	Cumulative: SCN Math Interim Assessment
			SCN Math Unit 7: Beads and Shoes, Making Twos	
			CGI: Problem Solving	
Operations and algebraic thinking	Understand addition as putting together and adding to, and understanding subtraction as taking apart and taking from.	Fluently add and subtract within 5.	SCN Math Unit 4: Addition	Informal: Classroom Observation, Unit Checklist
			SCN Math Unit 5: Bunk Beds and Apple Boxes	Formal: End of Unit Assessment
			SCN Math Unit 6: Combinations	Cumulative: SCN Math Interim Assessment
			SCN Math Unit 7: Beads and Shoes, Making Twos	
			CGI: Problem Solving	

SCN Curriculum Alignment
Attachment10b_Kindergarten Math Standards

SUBJECT	SECTION	COMMON CORE STANDARDS	SCN CURRICULUM	ASSESSMENT
Operations and algebraic thinking	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	SCN Math Unit 4: Addition	Informal: Classroom Observation, Unit Checklist
			SCN Math Unit 5: Bunk Beds and Apple Boxes	Formal: End of Unit Assessment
			SCN Math Unit 6: Combinations SCN Math Unit 7: Beads and Shoes, Making Twos CGI: Problem Solving	Cumulative: SCN Math Interim Assessment
Measurement and data	Describe and compare measurable attributes.	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	SCN Math Unit 3: Measurement: Compare	Informal: Classroom Observation, Unit Checklist
			SCN Math Unit 8: Measureable Attributes	Formal: End of Unit Assessment Cumulative: SCN Math Interim Assessment

SCN Curriculum Alignment
Attachment10b_Kindergarten Math Standards

SUBJECT	SECTION	COMMON CORE STANDARDS	SCN CURRICULUM	ASSESSMENT
Measurement and data	Describe and compare measurable attributes.	Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.	SCN Math Unit 1: Attributes	Informal: Classroom Observation, Unit Checklist
			SCN Math Unit 3: Measurement: Compare	Formal: End of Unit Assessment
			SCN Math Unit 8: Measureable Attributes	Cumulative: SCN Math Interim Assessment
			CGI: Problem Solving	
Measurement and data	Classify objects and count the number of objects in each category.	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.3	SCN Math Unit 1: Attributes	Informal: Classroom Observation, Unit Checklist
			SCN Math Unit 3: Measurement: Compare	Formal: End of Unit Assessment
				Cumulative: SCN Math Interim Assessment

SCN Curriculum Alignment
Attachment10b_Kindergarten Math Standards

SUBJECT	SECTION	COMMON CORE STANDARDS	SCN CURRICULUM	ASSESSMENT
Geometry	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.	SCN Math Unit 9: Geometry	Informal: Classroom Observation, Unit Checklist Formal: End of Unit Assessment Cumulative: SCN Math Interim Assessment
Geometry	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	Correctly name shapes regardless of their orientations or overall size.	SCN Math Unit 9: Geometry	Informal: Classroom Observation, Unit Checklist Formal: End of Unit Assessment Cumulative: SCN Math Interim Assessment

SCN Curriculum Alignment
Attachment10b_Kindergarten Math Standards

SUBJECT	SECTION	COMMON CORE STANDARDS	SCN CURRICULUM	ASSESSMENT
Geometry	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	Identify shapes as two-dimensional (lying in a plane, “flat”) or three- dimensional (“solid”).	SCN Math Unit 9: Geometry	Informal: Classroom Observation, Unit Checklist Formal: End of Unit Assessment Cumulative: SCN Math Interim Assessment
Geometry	Analyze, compare, create, and compose shapes.	Analyze and compare two- and three- dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).	SCN Math Unit 9: Geometry	Informal: Classroom Observation, Unit Checklist Formal: End of Unit Assessment Cumulative: SCN Math Interim Assessment

SCN Curriculum Alignment
Attachment10b_Kindergarten Math Standards

SUBJECT	SECTION	COMMON CORE STANDARDS	SCN CURRICULUM	ASSESSMENT
Geometry	Analyze, compare, create, and compose shapes.	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	SCN Math Unit 9: Geometry	Informal: Classroom Observation, Unit Checklist
				Formal: End of Unit Assessment
				Cumulative: SCN Math Interim Assessment
Geometry	Analyze, compare, create, and compose shapes.	Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”	SCN Math Unit 9: Geometry	Informal: Classroom Observation, Unit Checklist
				Formal: End of Unit Assessment
				Cumulative: SCN Math Interim Assessment

SCN Curriculum Alignment
Attachment10b_Grade 1 Math Standards

SUBJECT	SECTION	COMMON CORE STANDARDS	SCN CURRICULUM	ASSESSMENT
Operations and algebraic thinking	Represent and solve problems involving addition and subtraction.	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.2	SCN Math Unit 2: Addition and Combination SCN Math Unit 4: Combinations Revisited and Subtraction SCN Math Unit 8: Combinations of 10 CGI: Problem Solving	Informal: Classroom Observation, Unit Checklist Formal: End of Unit Assessment Cumulative: SCN Math Interim Assessment
	Represent and solve problems involving addition and subtraction.	Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	SCN Math Unit 2: Addition and Combination SCN Math Unit 4: Combinations Revisited and Subtraction SCN Math Unit 8: Combinations of 10 CGI: Problem Solving	Informal: Classroom Observation, Unit Checklist Formal: End of Unit Assessment Cumulative: SCN Math Interim Assessment
	Understand and apply properties of operations and the relationship between addition and subtraction.	Apply properties of operations as strategies to add and subtract.3 Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)	SCN Math Unit 4: Combinations Revisited and Subtraction SCN Math Unit 8: Combinations of 10	Informal: Classroom Observation, Unit Checklist Formal: End of Unit Assessment Cumulative: SCN Math Interim Assessment

SCN Curriculum Alignment
Attachment10b_Grade 1 Math Standards

SUBJECT	SECTION	COMMON CORE STANDARDS	SCN CURRICULUM	ASSESSMENT
Operations and algebraic thinking	Understand and apply properties of operations and the relationship between addition and subtraction.	Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.	SCN Math Unit 4: Combinations Revisited and Subtraction	Informal: Classroom Observation, Unit Checklist
			SCN Math Unit 8: Combinations of 10	Formal: End of Unit Assessment Cumulative: SCN Math Interim Assessment
Operations and algebraic thinking	Add and subtract within 20.	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	SCN Math Unit 2: Addition and Combination	Informal: Classroom Observation, Unit Checklist
			SCN Math Unit 4: Combinations Revisited and Subtraction SCN Math Unit 8: Combinations of 10 CGI: Problem Solving	Formal: End of Unit Assessment Cumulative: SCN Math Interim Assessment
Operations and algebraic thinking	Add and subtract within 20.	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).	SCN Math Unit 2: Addition and Combination SCN Math Unit 4: Combinations Revisited and Subtraction SCN Math Unit 8: Combinations of 10	Informal: Classroom Observation, Unit Checklist Formal: End of Unit Assessment Cumulative: SCN Math Interim Assessment

SCN Curriculum Alignment
Attachment10b_Grade 1 Math Standards

SUBJECT	SECTION	COMMON CORE STANDARDS	SCN CURRICULUM	ASSESSMENT
Operations and algebraic thinking	Work with addition and subtraction equations.	Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.	SCN Math Unit 2: Addition and Combination	Informal: Classroom Observation, Unit Checklist
			SCN Math Unit 4: Combinations Revisited and Subtraction	Formal: End of Unit Assessment
			SCN Math Unit 8: Combinations of 10	Cumulative: SCN Math Interim Assessment
Operations and algebraic thinking	Work with addition and subtraction equations.	Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = \square - 3$, $6 + 6 = \square$.	SCN Math Unit 2: Addition and Combination	Informal: Classroom Observation, Unit Checklist
			SCN Math Unit 4: Combinations Revisited and Subtraction	Formal: End of Unit Assessment
			SCN Math Unit 8: Combinations of 10	Cumulative: SCN Math Interim Assessment
Number and operations in Base ten	Extend the counting sequence.	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.	SCN Math Unit 1: Number Counting	Informal: Classroom Observation, Unit Checklist
			SCN Math Unit 6: Counting Higher Numbers	Formal: End of Unit Assessment
				Cumulative: SCN Math Interim Assessment

SCN Curriculum Alignment
Attachment10b_Grade 1 Math Standards

SUBJECT	SECTION	COMMON CORE STANDARDS	SCN CURRICULUM	ASSESSMENT
Number and operations in Base ten	Extend the counting sequence.	Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: 10 can be thought of as a bundle of ten ones — called a “ten.” b. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).	SCN Math Unit 8: Combinations of 10	Informal: Classroom Observation, Unit Checklist Formal: End of Unit Assessment Cumulative: SCN Math Interim Assessment
Number and operations in Base ten	Extend the counting sequence.	Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.	SCN Math Unit 1: Number Counting SCN Math Unit 6: Counting Higher Numbers SCN Math Unit 8: Combinations of 10	Informal: Classroom Observation, Unit Checklist Formal: End of Unit Assessment Cumulative: SCN Math Interim Assessment
Number and operations in Base ten	Extend the counting sequence.	Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.	SCN Math Unit 1: Number Counting SCN Math Unit 6: Counting Higher Numbers SCN Math Unit 8: Combinations of 10 CGI: Problem Solving	Informal: Classroom Observation, Unit Checklist Formal: End of Unit Assessment Cumulative: SCN Math Interim Assessment

SCN Curriculum Alignment
Attachment10b_Grade 1 Math Standards

SUBJECT	SECTION	COMMON CORE STANDARDS	SCN CURRICULUM	ASSESSMENT
Number and operations in Base ten	Extend the counting sequence.	Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	SCN Math Unit 8: Combinations of 10 CGI: Problem Solving	Informal: Classroom Observation, Unit Checklist Formal: End of Unit Assessment Cumulative: SCN Math Interim Assessment
Number and operations in Base ten	Extend the counting sequence.	Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	SCN Math Unit 1: Number Counting SCN Math Unit 6: Counting Higher Numbers SCN Math Unit 8: Combinations of 10 CGI: Problem Solving	Informal: Classroom Observation, Unit Checklist Formal: End of Unit Assessment Cumulative: SCN Math Interim Assessment
Measurement and data	Measure lengths indirectly and by iterating length units.	Order three objects by length; compare the lengths of two objects indirectly by using a third object.	SCN Math Unit 5: Measurement Money and Time	Informal: Classroom Observation, Unit Checklist Formal: End of Unit Assessment Cumulative: SCN Math Interim Assessment

SCN Curriculum Alignment
Attachment10b_Grade 1 Math Standards

SUBJECT	SECTION	COMMON CORE STANDARDS	SCN CURRICULUM	ASSESSMENT
Measurement and data	Measure lengths indirectly and by iterating length units.	Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.	SCN Math Unit 5: Measurement Money and Time	Informal: Classroom Observation, Unit Checklist Formal: End of Unit Assessment Cumulative: SCN Math Interim Assessment
Measurement and data	Measure lengths indirectly and by iterating length units.	Tell and write time in hours and half-hours using analog and digital clocks.	SCN Math Unit 5: Measurement Money and Time	Informal: Classroom Observation, Unit Checklist Formal: End of Unit Assessment Cumulative: SCN Math Interim Assessment
Measurement and data	Measure lengths indirectly and by iterating length units.	Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	SCN Math Unit 9: Data Analysis	Informal: Classroom Observation, Unit Checklist Formal: End of Unit Assessment Cumulative: SCN Math Interim Assessment

SCN Curriculum Alignment
Attachment10b_Grade 1 Math Standards

SUBJECT	SECTION	COMMON CORE STANDARDS	SCN CURRICULUM	ASSESSMENT
Geometry	Reason with shapes and their attributes.	Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size) ; build and draw shapes to possess defining attributes.	SCN Math Unit 3: 2D Geometry	Informal: Classroom Observation, Unit Checklist
			SCN Math Unit 7: 3D Geometry	Formal: End of Unit Assessment Cumulative: SCN Math Interim Assessment
Geometry	Reason with shapes and their attributes.	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. ⁴	SCN Math Unit 3: 2D Geometry	Informal: Classroom Observation, Unit Checklist
			SCN Math Unit 7: 3D Geometry	Formal: End of Unit Assessment Cumulative: SCN Math Interim Assessment
Geometry	Reason with shapes and their attributes.	Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	SCN Math Unit 3: 2D Geometry	Informal: Classroom Observation, Unit Checklist Formal: End of Unit Assessment Cumulative: SCN Math Interim Assessment

SCN Curriculum Alignment
Attachment10b_Grade 1 ELA Standards

SUBJECT	SECTION	COMMON CORE STANDARDS	SCN CURRICULUM	ASSESSMENT
Reading-Literature	Key Ideas and Details	Ask and answer questions about key details in a text.	Success For All: Reading Roots (see SFA Standards Alignment) Read Aloud with Whole Class Conversation Guided Reading	Informal: Classroom Observations, Guided Reading Formal: F&P, Reading Roots Assessment
Reading-Literature	Key Ideas and Details	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	Success For All: Reading Roots (see SFA Standards Alignment) Read Aloud with Whole Class Conversation Guided Reading	Informal: Classroom Observations, Guided Reading Formal: F&P, Reading Roots Assessment
Reading-Literature	Key Ideas and Details	Describe characters, settings, and major events in a story, using key details.	Success For All: Reading Roots (see SFA Standards Alignment) Read Aloud with Whole Class Conversation Guided Reading	Informal: Classroom Observations, Guided Reading Formal: F&P, Reading Roots Assessment
Reading-Literature	Craft and Structure	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	Success For All: Reading Roots (see SFA Standards Alignment) Read Aloud with Whole Class Conversation Guided Reading	Informal: Classroom Observations, Guided Reading Formal: F&P, Reading Roots Assessment

**SCN Curriculum Alignment
Attachment10b_Grade 1 ELA Standards**

SUBJECT	SECTION	COMMON CORE STANDARDS	SCN CURRICULUM	ASSESSMENT
Reading-Literature	Craft and Structure	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	Success For All: Reading Roots (see SFA Standards Alignment) Read Aloud with Whole Class Conversation Guided Reading	Informal: Classroom Observations, Guided Reading Formal: F&P, Reading Roots Assessment
Reading-Literature	Craft and Structure	Identify who is telling the story at various points in a text.	Success For All: Reading Roots (see SFA Standards Alignment) Read Aloud with Whole Class Conversation Guided Reading	Informal: Classroom Observations, Guided Reading Formal: F&P, Reading Roots Assessment
Reading-Literature	Integration of Knowledge and Ideas	Use illustrations and details in a story to describe its characters, setting, or events.	Success For All: Reading Roots (see SFA Standards Alignment) Read Aloud with Whole Class Conversation Guided Reading	Informal: Classroom Observations, Guided Reading Formal: F&P, Reading Roots Assessment
Reading-Literature	Integration of Knowledge and Ideas	(Not applicable to literature)		
Reading-Literature	Integration of Knowledge and Ideas	Compare and contrast the adventures and experiences of characters in stories.	Success For All: Reading Roots (see SFA Standards Alignment) Read Aloud with Whole Class Conversation Guided Reading	Informal: Classroom Observations, Guided Reading Formal: F&P, Reading Roots Assessment

SCN Curriculum Alignment
Attachment10b_Grade 1 ELA Standards

SUBJECT	SECTION	COMMON CORE STANDARDS	SCN CURRICULUM	ASSESSMENT
Reading- Literature	Range of Reading and Level of Text Complexity	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	Success For All: Reading Roots (see SFA Standards Alignment)	Informal: Classroom Observations, Guided Reading
			Read Aloud with Whole Class Conversation	Formal: F&P, Reading Roots Assessment
			Guided Reading	
			Shared Text	
Reading- Informational Text	Key Ideas and Details	Ask and answer questions about key details in a text.	Success For All: Reading Roots (see SFA Standards Alignment)	Informal: Classroom Observations, Guided Reading
			Read Aloud with Whole Class Conversation	Formal: F&P, Reading Roots Assessment
			Guided Reading	
Reading- Informational Text	Key Ideas and Details	Identify the main topic and retell key details of a text.	Success For All: Reading Roots (see SFA Standards Alignment)	Informal: Classroom Observations, Guided Reading
			Read Aloud with Whole Class Conversation	Formal: F&P, Reading Roots Assessment
			Guided Reading	
Reading- Informational Text	Key Ideas and Details	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	Success For All: Reading Roots (see SFA Standards Alignment)	Informal: Classroom Observations, Guided Reading
			Read Aloud with Whole Class Conversation	Formal: F&P, Reading Roots Assessment
			Guided Reading	

SCN Curriculum Alignment
Attachment10b_Grade 1 ELA Standards

SUBJECT	SECTION	COMMON CORE STANDARDS	SCN CURRICULUM	ASSESSMENT
Reading- Informational Text	Craft and Structure	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	Success For All: Reading Roots (see SFA Standards Alignment) Read Aloud with Whole Class Conversation Guided Reading	Informal: Classroom Observations, Guided Reading Formal: F&P, Reading Roots Assessment
Reading- Informational Text	Craft and Structure	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	Success For All: Reading Roots (see SFA Standards Alignment) Read Aloud with Whole Class Conversation Guided Reading	Informal: Classroom Observations, Guided Reading Formal: F&P, Reading Roots Assessment
Reading- Informational Text	Craft and Structure	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	Success For All: Reading Roots (see SFA Standards Alignment) Read Aloud with Whole Class Conversation Guided Reading	Informal: Classroom Observations, Guided Reading Formal: F&P, Reading Roots Assessment
Reading- Informational Text	Integration of Knowledge and Ideas	Use the illustrations and details in a text to describe its key ideas.	Success For All: Reading Roots (see SFA Standards Alignment) Read Aloud with Whole Class Conversation Guided Reading	Informal: Classroom Observations, Guided Reading Formal: F&P, Reading Roots Assessment

SCN Curriculum Alignment
Attachment10b_Grade 1 ELA Standards

SUBJECT	SECTION	COMMON CORE STANDARDS	SCN CURRICULUM	ASSESSMENT
Reading- Informational Text	Integration of Knowledge and Ideas	Identify the reasons an author gives to support points in a text.	Success For All: Reading Roots (see SFA Standards Alignment)	Informal: Classroom Observations, Guided Reading
			Read Aloud with Whole Class Conversation Guided Reading	Formal: F&P, Reading Roots Assessment
Reading- Informational Text	Integration of Knowledge and Ideas	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	Success For All: Reading Roots (see SFA Standards Alignment)	Informal: Classroom Observations, Guided Reading
			Read Aloud with Whole Class Conversation Guided Reading	Formal: F&P, Reading Roots Assessment
Reading- Informational Text	Range of Reading and Level of Text Complexity	With prompting and support, read informational texts appropriately complex for grade 1.	Success For All: Reading Roots (see SFA Standards Alignment)	Informal: Classroom Observations, Guided Reading
			Read Aloud with Whole Class Conversation Guided Reading	Formal: F&P, Reading Roots Assessment
Reading- Foundational Skills	Print Concepts	Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	Success For All: Reading Roots (see SFA Standards Alignment)	Informal: Classroom Observations, Guided Reading
			Read Aloud with Whole Class Conversation Guided Reading	Formal: F&P, Reading Roots Assessment

SCN Curriculum Alignment
Attachment10b_Grade 1 ELA Standards

SUBJECT	SECTION	COMMON CORE STANDARDS	SCN CURRICULUM	ASSESSMENT
Reading- Foundational Skills	Phonological Awareness	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	Success For All: Reading Roots (see SFA Standards Alignment)	Informal: Classroom Observations, Guided Reading Formal: F&P, Reading Roots Assessment

SCN Curriculum Alignment
Attachment10b_Grade 1 ELA Standards

SUBJECT	SECTION	COMMON CORE STANDARDS	SCN CURRICULUM	ASSESSMENT
Reading- Foundational Skills	Phonics and Word Recognition	Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know final -e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words.	Success For All: Reading Roots (see SFA Standards Alignment)	Informal: Classroom Observations, Guided Reading Formal: F&P, Reading Roots Assessment
Reading- Foundational Skills	Fluency	Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Success For All: Reading Roots (see SFA Standards Alignment) Shared Text	Informal: Classroom Observations, Guided Reading, Shared Text Formal: F&P, Reading Roots Assessment

SCN Curriculum Alignment
Attachment10b_Grade 1 ELA Standards

SUBJECT	SECTION	COMMON CORE STANDARDS	SCN CURRICULUM	ASSESSMENT
Writing	Text Types and Purposes	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	THINK Literacy Writing Unit 3: Writing for an Audience and Writing for Readers	Informal: Classroom Observation, Writing Practice Groups Formal: SCN Writing Prompt
Writing	Text Types and Purposes	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	THINK Literacy Writing Unit 4: Non Fiction Writing: All About Books THINK Literacy Writing Unit 6: Writing in a Content Area	Informal: Classroom Observation, Writing Practice Groups Formal: SCN Writing Prompt
Writing	Text Types and Purposes	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	THINK Literacy Writing Unit 1: Launching the Writing Workshop with Personal Narrative THINK Literacy Writing Unit 2: Writing Small Moment Stories THINK Literacy Writing Unit 5: Authors as Mentors	Informal: Classroom Observation, Writing Practice Groups Formal: SCN Writing Prompt
Writing	Text Types and Purposes	(Begins in grade 3)		

SCN Curriculum Alignment
Attachment10b_Grade 1 ELA Standards

SUBJECT	SECTION	COMMON CORE STANDARDS	SCN CURRICULUM	ASSESSMENT
Writing	Text Types and Purposes	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	THINK Literacy Writing Unit 1: Launching the Writing Workshop with Personal Narrative	Informal: Classroom Observation, Writing Practice Groups
			THINK Literacy Writing Unit 2: Writing Small Moment Stories	Formal: SCN Writing Prompt
			THINK Literacy Writing Unit 3: Writing for an Audience and Writing for Readers	
			THINK Literacy Writing Unit 4: Non Fiction Writing: All About Books	
			THINK Literacy Writing Unit 5: Authors as Mentors	
			THINK Literacy Writing Unit 6: Writing in a Content Area	
			THINK Literacy Writing Unit 7: Poetry	

SCN Curriculum Alignment
Attachment10b_Grade 1 ELA Standards

SUBJECT	SECTION	COMMON CORE STANDARDS	SCN CURRICULUM	ASSESSMENT
Writing	Text Types and Purposes	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	THINK Literacy Writing Unit 1: Launching the Writing Workshop with Personal Narrative	Informal: Classroom Observation, Writing Practice Groups
			THINK Literacy Writing Unit 2: Writing Small Moment Stories	Formal: SCN Writing Prompt
			THINK Literacy Writing Unit 3: Writing for an Audience and Writing for Readers	
			THINK Literacy Writing Unit 4: Non Fiction Writing: All About Books	
			THINK Literacy Writing Unit 5: Authors as Mentors	
			THINK Literacy Writing Unit 6: Writing in a Content Area	
			THINK Literacy Writing Unit 7: Poetry	

SCN Curriculum Alignment
Attachment10b_Grade 1 ELA Standards

SUBJECT	SECTION	COMMON CORE STANDARDS	SCN CURRICULUM	ASSESSMENT
Writing	Text Types and Purposes	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).	THINK Literacy Writing Unit 4: Non Fiction Writing: All About Books THINK Literacy Writing Unit 6: Writing in a Content Area	Informal: Classroom Observation, Writing Practice Groups Formal: SCN Writing Prompt
Writing	Text Types and Purposes	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	THINK Literacy Writing Unit 3: Writing for an Audience and Writing for Readers THINK Literacy Writing Unit 4: Non Fiction Writing: All About Books THINK Literacy Writing Unit 6: Writing in a Content Area	Informal: Classroom Observation, Writing Practice Groups Formal: SCN Writing Prompt
Writing	Text Types and Purposes	(Begins in grade 4)		
Writing	Text Types and Purposes	(Begins in grade 3)		

SCN Curriculum Alignment
Attachment10b_Grade 1 ELA Standards

SUBJECT	SECTION	COMMON CORE STANDARDS	SCN CURRICULUM	ASSESSMENT
Speaking and Listening	Comprehension and Collaboration	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion.	Read Aloud with Whole Class Conversation Guided Reading	Informal: Classroom Observations, Guided Reading, Read Aloud with Whole Class Conversation
Speaking and Listening	Comprehension and Collaboration	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	Read Aloud with Whole Class Conversation Guided Reading	Informal: Classroom Observations, Guided Reading, Read Aloud with Whole Class Conversation
Speaking and Listening	Comprehension and Collaboration	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	Read Aloud with Whole Class Conversation Guided Reading	Informal: Classroom Observations, Guided Reading, Read Aloud with Whole Class Conversation

SCN Curriculum Alignment
Attachment10b_Grade 1 ELA Standards

SUBJECT	SECTION	COMMON CORE STANDARDS	SCN CURRICULUM	ASSESSMENT
Speaking and Listening	Presentation of Knowledge and Ideas	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	Read Aloud with Whole Class Conversation Guided Reading	Informal: Classroom Observations, Guided Reading, Read Aloud with Whole Class Conversation
Speaking and Listening	Presentation of Knowledge and Ideas	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	THINK Literacy Writing Unit 1: Launching the Writing Workshop with Personal Narrative THINK Literacy Writing Unit 2: Writing Small Moment Stories THINK Literacy Writing Unit 3: Writing for an Audience and Writing for Readers THINK Literacy Writing Unit 4: Non Fiction Writing: All About Books THINK Literacy Writing Unit 5: Authors as Mentors THINK Literacy Writing Unit 6: Writing in a Content Area THINK Literacy Writing Unit 7: Poetry	Informal: Classroom Observation, Writing Practice Groups Formal: SCN Writing Prompt

SCN Curriculum Alignment
Attachment10b_Grade 1 ELA Standards

SUBJECT	SECTION	COMMON CORE STANDARDS	SCN CURRICULUM	ASSESSMENT
Speaking and Listening	Presentation of Knowledge and Ideas	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)	Read Aloud with Whole Class Conversation Guided Reading	Informal: Classroom Observations, Guided Reading, Read Aloud with Whole Class Conversation

SCN Curriculum Alignment
Attachment10b_Grade 1 ELA Standards

SUBJECT	SECTION	COMMON CORE STANDARDS	SCN CURRICULUM	ASSESSMENT
Language	Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print all upper- and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything). e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions (e.g., and, but, or, so, because). h. Use determiners (e.g., articles, demonstratives). i. Use frequently occurring prepositions (e.g., during, beyond, toward). j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	THINK Literacy Writing Unit 1: Launching the Writing Workshop with Personal Narrative THINK Literacy Writing Unit 2: Writing Small Moment Stories THINK Literacy Writing Unit 3: Writing for an Audience and Writing for Readers THINK Literacy Writing Unit 4: Non Fiction Writing: All About Books THINK Literacy Writing Unit 5: Authors as Mentors THINK Literacy Writing Unit 6: Writing in a Content Area THINK Literacy Writing Unit 7: Poetry Read Aloud with Whole Class Conversation Guided Reading	CONVENTIONS

SCN Curriculum Alignment
Attachment10b_Grade 1 ELA Standards

SUBJECT	SECTION	COMMON CORE STANDARDS	SCN CURRICULUM	ASSESSMENT
Language	Conventions of Standard English	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions	THINK Literacy Writing Unit 1: Launching the Writing Workshop with Personal Narrative THINK Literacy Writing Unit 2: Writing Small Moment Stories THINK Literacy Writing Unit 3: Writing for an Audience and Writing for Readers THINK Literacy Writing Unit 4: Non Fiction Writing: All About Books THINK Literacy Writing Unit 5: Authors as Mentors THINK Literacy Writing Unit 6: Writing in a Content Area THINK Literacy Writing Unit 7: Poetry	Informal: Classroom Observation, Writing Practice Groups Formal: SCN Writing Prompt
Language	Knowledge of Language	(Begins in grade 2)		

SCN Curriculum Alignment
Attachment10b_Grade 1 ELA Standards

SUBJECT	SECTION	COMMON CORE STANDARDS	SCN CURRICULUM	ASSESSMENT
Language	Vocabulary Acquisition and Use	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	THINK Literacy Writing Unit 1: Launching the Writing Workshop with Personal Narrative THINK Literacy Writing Unit 2: Writing Small Moment Stories THINK Literacy Writing Unit 3: Writing for an Audience and Writing for Readers THINK Literacy Writing Unit 4: Non Fiction Writing: All About Books THINK Literacy Writing Unit 5: Authors as Mentors THINK Literacy Writing Unit 6: Writing in a Content Area THINK Literacy Writing Unit 7: Poetry Read Aloud with Whole Class Conversation Guided Reading	Informal: Stepping Stones Assessment Formal: F&P

SCN Curriculum Alignment
Attachment10b_Grade 1 ELA Standards

SUBJECT	SECTION	COMMON CORE STANDARDS	SCN CURRICULUM	ASSESSMENT
Language	Vocabulary Acquisition and Use	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). c. Identify real-life connections between words and their use (e.g., note places at home that are cozy). d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.	Success For All: Reading Roots (see SFA Standards Alignment) Read Aloud with Whole Class Conversation Guided Reading	Informal: Classroom Observation, Guided Reading, Read Aloud with Whole Class Conversation
Language	Vocabulary Acquisition and Use	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).	Read Aloud with Whole Class Conversation	Informal: Classroom Observations, Guided Reading, Guided Reading, Read Aloud with Whole Class Conversation Formal: F&P

New York



Success for All Alignment to The New York English Language Arts Core Curriculum



2005

Success for All Alignment

The New York English Language Arts

Core Curriculum

October 2005 edition

Success for All Foundation is a nonprofit education reform organization that develops and offers training, curriculum materials, and implementation support to schools adopting Success for All®, MathWings™, and Curiosity Corner®. These research-based programs were originally developed at Johns Hopkins University.

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F O U N D A T I O N

A Nonprofit Education Reform Organization

200 W. Towsontown Blvd., Baltimore, MD 21204

phone: (800)548-4998; fax: (410)324-4444

e-mail: sfainfo@successforall.net

website: www.successforall.net

Kindergarten KinderCorner

Reading

LITERACY COMPETENCIES

The **reading** competencies common to all four ELA standards in which students are making adequate progress during kindergarten are

Phonological and Phonemic Awareness, Print Awareness, Alphabet Recognition and Phonics, Fluency, Background Knowledge and Vocabulary Development

Students will identify and produce spoken words that rhyme; blend beginning sound with ending sound to form known words in rhyming word families; count or tap the number of syllables in spoken words; isolate, identify, categorize, blend, and segment phonemes; recognize the remaining word when a phoneme is removed; make a new word by adding a phoneme to an existing word; substitute one phoneme for another to make a new word; understand the purpose of print is to communicate; follow left-to-right and top-to-bottom direction when reading English; track print by pointing to written words when texts are read aloud by self or others; identify the parts of a book and their functions; recognize and name automatically all uppercase and lowercase manuscript letters; recognize that individual letters have associated sounds; recognize that the sequence of letters in written words represents the sequence of sounds in spoken words; identify some consonant letter-sound correspondences; recognize and identify some sight words; read automatically a small set of high-frequency sight words; read familiar kindergarten-level texts at the emergent level; learn the meaning of new words and use them; connect vocabulary and life experiences to ideas in books

KinderCorner

I Am Amazing! I Feel Fine! p. 167, 172, 192

Head to Toe p. 44, 63, 85, 86, 90, 108, 109, 113, 114, 121, 127, 129, 133, 174, 179, 192, 194, 195, 216, 217, 221, 229, 268, 241, 242

Cornucopia p. 28, 43, 58, 80, 97, 140, 141, 157, 177, 180, 211, 212, 215

What's on the Menu? p.50, 51, 56, 72, 73, 87, 92, 107, 111, 127, 130, 134, 135, 154, 155, 157, 163, 171, 172, 186, 189, 203, 206

Sing a Song Paint a Picture p. 18, 29, 36, 56, 57, 69, 80, 81, 83, 99, 100, 103, 116, 117, 139, 158, 159, 162,

Words & Roads Take Us Places p. 49, 87, 89, 164, 165, 180, 181

Safe & Sound p. 68, 83, 84, 99, 136, 145, 155, 163, 171, 179

Buggy About Spring p. 26, 42, 46, 55, 76, 96, 115, 164, 172, 173, 190, 204

City Garden & Country Farms p. 17, 24, 57, 65, 82, 91, 99, 101, 113, 127, 128, 135, 143, 146, 153, 171 186

Fur & Feathers p. 17, 27, 32, 36, 44, 53, 63, 66, 72, 73, 90, 91, 105, 129, 146, 157, 167, 183, 199, 200

Water Wonders p. 68, 84, 85, 103, 159, 173, 174, 190

Earth Day Is Every Day p. 35, 47, 65,

163, 167, 179, 183, 198, 199, 217 <i>Winter Weatherland</i> p. 44, 56, 79, 80, 81, 87, 99, 100, 111, 117, 156, 157, 161, 166, 179, 180, 181, 182 <i>Day & Night Dark & Light</i> p. 21, 27, 28, 36, 44, 50, 51, 64, 70, 81, 82, 99, 86, 88, 106, 141, 147, 154, 164, 166, 182, 194, 199, 200	68, 74, 83, 84, 86, 122, 141, 161, 180, 196
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Comprehension Strategies Students will notice when sentences do not make sense; make predictions about story events; answer questions about text read aloud; retell or dramatize stories or parts of stories	
KinderCorner <i>Welcome to School</i> p. 23, 24, 25, 79, 123, 127 <i>I Am Amazing! I Feel Fine!</i> p. 72, 135, 142, 177 <i>Those Nearest & Dearest</i> p. 47, 72 <i>Cornucopia</i> p. 24, 49, 127, 168 <i>What's on the Menu?</i> p. 43, 44, 65, 123, 126, 148, 151, 184 <i>Sing a Song Paint a Picture</i> p. 23, 29, 71, 77, 131, 132, 193 <i>Winter Weatherland</i> p. 58, 68, 115, 158, 162, 175, 176 <i>Day & Night Dark & Light</i> p. 29, 52, 120, 125, 148, 160, 162, 178	 <i>Words & Roads Take Us Places</i> p. 85, 87, 119, 143, 178 <i>Buggy About Spring</i> p. 22, 30, 58, 59, 60, 65, 81, 82, 101, 109, 110, 134, 136, 153, 157, 167 <i>City Garden & Country Farms</i> p. 41, 51, 62, 69, 77, 97, 102, 109, 114, 128, 135, 148, 175 <i>Fur & Feathers</i> p. 54, 102, 123, 147, 153, 161 <i>Water Wonders</i> p. 135, 145, 151, 156, 162, 171, 189, 194 <i>Earth Day Is Every Day</i> p. 28, 44, 47
Motivation to Read Students will show interest in reading a range of kindergarten-level texts from a variety of genres; read voluntarily familiar kindergarten-level texts; show familiarity with some book titles and authors	
KinderCorner <i>Welcome to School</i> p. 37, 54, 120, 122 <i>I Am Amazing! I Am Fine!</i> p. 71, 114, 216, 218 <i>Those Nearest & Dearest</i> p. 70, 71, 120, 161, 171, 237	 <i>Words & Roads Take Us Places</i> p. 21, 46, 46, 147, 176, 191 <i>Safe & Sound</i> p. 23, 52, 95, 111, 132, 152, 150, 167, 182, 183 <i>Buggy About Spring</i> p. 42, 48, 63, 72, 112,

<i>Head to Toe</i> p.74, 77, 78,99, 122, 143, 146, 152, 164, 186, 208, 232 <i>Cornucopia</i> p. 53, 201, 215, 216 <i>What's on the Menu?</i> p. 149, 193, 194 <i>Sing a Song Paint a Picture</i> p. 62, 63, 75, 85, 113, 152 <i>Day & Night Dark & Light</i> p. 51, 67, 74, 113, 172, 195, 196	146, 154, 169, 181 <i>City Garden & Country Farms</i> p. 35, 46, 75, 80, 95, 111, 135, 147, 183 <i>Fur & Feathers</i> p.22, 23, 28, 52, 70, 84, 145, 146, 159 <i>Water Wonders</i> p. 14, 43, 49, 50, 63, 80, 141, 169
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GRADE-SPECIFIC PERFORMANCE INDICATORS

Specific performance indicators that kindergarten students are developing as they learn to **read include**

Standard 1: Students will read, write, listen, and speak for information and understanding.

Students will locate and use classroom and library media center resources to acquire information, with assistance; read familiar informational texts to begin to collect data, facts, and ideas, with assistance; interpret information represented in simple charts and webs; draw on a prior experience to understand new data, facts, and ideas

KinderCorner

I Am Amazing! I Feel Fine! p. 167, 172, 192

Head to Toe p. 44, 63, 85, 86, 90, 108, 109, 113, 114, 121, 127, 129, 133, 174, 179, 192, 194, 195, 216, 217, 221, 229, 268, 241, 242

Cornucopia p. 28, 43, 58, 80, 97, 140, 141, 157, 177, 180, 211, 212, 215

What's on the Menu? p.50, 51, 56, 72, 73, 87, 92, 107, 111, 127, 130, 134, 135, 154, 155, 157, 163, 171, 172, 186, 189, 203, 206

Sing a Song Paint a Picture p. 18, 29, 36, 56, 57, 69, 80, 81, 83, 99, 100, 103, 116, 117, 139, 158, 159, 162, 163, 167, 179, 183, 198, 199, 217

Winter Weatherland p. 44, 56, 79, 80, 81, 87, 99, 100, 111, 117, 156, 157, 161, 166, 179, 180, 181, 182

Words & Roads Take Us Places p. 49, 87, 89, 164, 165, 180, 181

Safe & Sound p. 68, 83, 84, 99, 136, 145, 155, 163, 171, 179

Buggy About Spring p. 26, 42, 46,55, 76, 96, 115, 164, 172, 173, 190, 204

City Garden & Country Farms p. 17, 24, 57, 65, 82, 91, 99, 101, 113, 127, 128, 135, 143, 146, 153, 171 186

Fur & Feathers p. 17, 27, 32, 36, 44, 53, 63, 66, 72, 73, 90, 91, 105, 129, 146, 157, 167, 183, 199, 200

Water Wonders p. 68, 84, 85, 103, 159, 173, 174, 190

Earth Day Is Every Day p. 35, 47, 65, 68, 74, 83, 84, 86, 122, 141, 161, 180, 196

<i>Day & Night Dark & Light</i> p. 21,27, 28, 36, 44, 50, 51, 64, 70, 81, 82, 99, 86, 88, 106, 141, 147, 154, 164, 166, 182, 194, 199, 200	
Standard 2: Students will read, write, listen, and speak for literary response and expression. Students will comprehend and respond to literary texts and performances; engage in pre-reading and reading activities to - select books, tapes, and poems on the basis of personal choice/interest or teacher-selected criteria, such as a theme/topic - make connections between personal experiences and stories read - predict what might happen next in a story read aloud - retell a story, with assistance - dramatize or retell stories, using puppets, toys, and other props	
KinderCorner All themes during <i>Story Tree, Library Lab, Dramatic Play Lab, Write Away</i>	
Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation. Students will identify and explain ideas and experiences from texts and performances; engage in pre-reading and reading activities to - identify what they know and have learned about a specific story or topic - use illustrations to assist in understanding the content of a text and to anticipate what will happen next - predict what could happen next or the outcome of a story or article read aloud - change the sequence of events in a story to create a different ending, with assistance - form an opinion about the differences between events in a story and events in own life - evaluate and select books, poems, or tapes on the basis of personal choice or teacher-selected criteria, such as topic, author, and illustrations - distinguish between real and imaginary stories	
KinderCorner All themes during <i>Let's Talk, Spotlight On, Story Tree, Library Lab, Dramatic Play Lab, Let's Think About It</i>	
Standard 4: Students will read, write, listen, and speak for social interaction.	

Students will share reading experience to establish, maintain, and enhance personal relationships; respect the age, gender, and cultural traditions of the writer, with assistance; recognize the vocabulary and writing conventions (e.g., greetings and closings) of social communication, with assistance	
KinderCorner	
All themes during <i>Greetings, Readings, & Writing, Let's Talk, Story Tree, Stepping Stones, Learning Labs, Let's Daydream, Let's Think About It, Home Link</i>	

Kindergarten Writing

LITERACY COMPETENCIES	
The writing competencies common to all four ELA standards in which students are making adequate progress during kindergarten are	
Print Awareness, Handwriting, Motivation to Write	
Students will use left-to-right and top-to-bottom direction when writing English; use spacing between letters and words when writing on a line; use developing knowledge of letter-sound correspondences to spell independently; use conventional spelling to spell some common or familiar words; write correctly own first and last names and the names of some friends or family; write legibly some uppercase and lowercase letters; label drawings with letters or words; write as part of play; write compositions that include letters or words and drawings to communicate for different purposes; write voluntarily to communicate for different purposes; share writing with others	
KinderCorner	
<i>Welcome to School</i> p. 17-19, 29, 31, 43, 91-96, 110, 112, 117, 122, 131, 133 <i>I Am Amazing! I Feel Fine!</i> p. 37, 38, 51, 55, 57, 62, 67, 74, 75, 80, 84, 105, 109, 115, 186, 187, 203, 206, 207, 211, 218, 222, 226 <i>Those Nearest & Dearest</i> p. 17, 35, 45, 55, 56, 57, 65, 67, 127, 131, 135,	<i>Day & Night Dark & Light</i> p. 17, 27, 29, 36, 109, 168, 169, 172, 174, 179, 182, 183, 194, 196, 197, 200, 203 <i>Words & Roads Take Us Places</i> p. 17, 23, 24, 34, 41, 53, 73, 80, 81, 92, 97, 103, 110, 115, 130, 135, 150, 161, 182, 189, 191 <i>Safe & Sound</i> p. 17, 26, 27, 28, 36, 41, 43, 54, 102, 107, 115, 121, 125, 159,

137, 185, 188, 193, 228, <i>Head to Toe</i> p. 19, 44, 45, 101, 102, 103, 108, 143, 153, 194, 215, 216, 221, 227, 240, 239 <i>Cornucopia</i> p. 17, 31, 38, 39, 57, 115, 117, 123, 132, 133, 140, 185, 194, 197, 209, 214 <i>Sing a Song! Paint a Picture!</i> p. 34, 40, 101, 110, 114, 116, 121, 130, 138, 157, 175, 176, 186, 192, 210 <i>What's on the Menu?</i> p. 29, 30, 36, 37, 61, 67, 83, 89, 103, 109, 120, 121, 125, 141, 142, 147, 162, 167, 182, 183, 187, 195, 203, 207, 221 <i>Winter Weatherland</i> p. 17, 50, 62, 67, 75, 79, 80, 82, 84, 89, 136, 142, 143, 149, 156, 161, 171, 184, 189, 205, 214, 216, 217	169, 171, 174, 179, <i>Buggy About Spring</i> p. 28, 34, 35, 41, 60, 65, 80, 119, 120, 125, 142, 147, 159, 163, 166, 175, 176, 200, 201, 205, 208, 209 <i>Fur & Feathers</i> p. 18, 20, 32, 37, 38, 50, 55, 93, 94, 99, 101, 113, 120, 125, 132, 138, 139, 158, 163, 171, 174, 175, 202 <i>City Gardens Country Farms</i> p. 17, 19, 22, 23, 24, 25, 29, 32, 36, 37, 49, 57, 58, 76, 90, 93, 106, 108, 111, 122, 133, 137, 149, 167, 170, 183, 186, 191, 202 <i>Water Wonders</i> p. 25, 26, 27, 33, 35, 53, 54, 59, 72, 87, 101, 103, 105, 119, 122, 127, 133, 144, 162, 174, 177, 187, 190, 193 <i>Earth Day Is Every Day</i> p. 17, 28, 34, 35, 39, 50, 51, 55, 68, 69, 73, 83, 86, 87, 100, 102, 103, 115, 122, 129, 138, 145, 146, 151, 159, 164, 177, 180, 183, 196, 199
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GRADE-SPECIFIC PERFORMANCE INDICATORS Specific performance indicators that kindergarten students are developing as they learn to write include	
Standard 1: Students will read, write, listen, and speak for information and understanding. Students will copy letters and words from books, magazines, signs, charts, and own dictation; write own name on pictures, drawings, paintings, and written products; draw or write facts and ideas gathered from personal experiences; use graphics such as posters to communicate information from personal experiences; maintain a portfolio of informational writings and drawings, with assistance; draw pictures to record facts from a lesson, with assistance; use resources such as a picture dictionary or word wall to find and write words, with assistance	
KinderCorner All themes during <i>Greetings, Readings & Writings, Stepping Stones, Writing Lab, Write Away</i>	

Standard 2: Students will read, write, listen, and speak for **literary response and expression.**

Students will:

Draw or write original literary texts to

- create a story with a beginning, middle, and end, using pictures/drawings and some words, with assistance
- create poems or jingles, using pictures/drawings and some words, with assistance

Draw or write to respond to text to

- express feelings about characters or events in a story
- describe characters or events
- list a sequence of events in a story, with assistance
- retell a story;

Maintain a portfolio of writings and drawings in response to literature, with assistance

KinderCorner

All themes during *Greetings, Readings & Writings, Writing Lab, Write Away*

Standard 3: Students will read, write, listen, and speak for **critical analysis and evaluation.**

Students will:

Draw and/or write to express opinions and judgments to

- share what they know and have learned about a theme or topic
- respond in pictures or words to an experience or event shared by a classmate
- depict an opinion about statements, illustrations, characters, and events in written and visual texts
- compare characters and settings within and between stories
- describe the differences between real and imaginary experiences, with assistance

Maintain a portfolio of writings and drawings that express opinions and judgments, with assistance

KinderCorner

All themes during *Greetings, Readings & Writings, Story Tree, Writing Lab, Write Away*

Standard 4: Students will read, write, listen, and speak for **social interaction.**

Students will Share writings and drawings with peers or adults; for example,

write/draw with a partner or in a cooperative group; respect the age, gender, and culture of the recipient, with assistance; write friendly letters to others; maintain a portfolio of writings and drawings for social interaction, with assistance	
KinderCorner	
All themes during <i>Greetings, Readings & Writings, Story tree, Writing Lab, Write Away, Home Link</i>	
Write friendly letters <i>Those Nearest & Dearest</i> p. 28, 94, 138, 159,	

Kindergarten Listening

LITERACY COMPETENCIES	
The listening competencies common to all four ELA standards in which students are making adequate progress during kindergarten are	
Listening Students will listen attentively to spoken language; listen attentively for different purposes; understand and follow oral directions; listen respectfully without interrupting others	
KinderCorner	
<i>Welcome to School</i> p. 18, 35, 50, 54, 55, 63, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 83, 85, 86, 89, 90, 92, 93, 94, 97, 99, 105, 107, 110, 111, 114, 116, 118, 121, 122, 123, 126, 129, 131, 133, 135, 136, 137, 144, 145, 151, 152, 153, 157, 164, 176, 177, 194 <i>I Am Amazing! I Feel Fine!</i> p. 67, 68, 69, 70, 71, 72, 73, 74, 83, 85, 86, 89, 90, 92, 93, 94, 97, 99, 105, 107, 110, 111, 114, 116, 118, 121, 122, 123, 126, 129, 131, 133, 135, 136, 137, 144, 145, 151, 152, 153, 157, 164, 176, 177, 194 <i>Those Nearest and Dearest</i> p. 39, 71,	24, 25, 35, 38, 46, 47, 50, 51, 52, 60, 68, 72, 75, 76, 77, 82, 83, 85, 96, 102, 104, 110, 111, 112, 113, 115, 119, 120, 126, 127, 128, 133, 138, 140, 141, 143, 148, 150, 151, 153, 156, 157, 161, 164, 168, 173, 174, 175, 181, 189, 191, 193, 200, 207, 208, 212, 213, 220 <i>Winter Weatherland</i> p. 17, 18, 19, 20, 22, 23, 32, 36, 45, 47, 48, 49, 60, 61, 62, 67, 68, 72, 80, 89, 90, 91, 94, 102, 107, 108, 109, 110, 112, 113, 120, 121, 127, 128, 132, 133, 144, 145, 149, 150, 152, 155, 156, 162, 163, 164, 167, 171, 172, 175, 189, 205,

72, 93, 96, 97, 109, 116, 117, 118, 119, 120, 122, 124, 129, 130, 132, 137, 140, 144, 149, 153, 154, 157, 159, 160, 165, 166, 167, 168, 178, 191, 212, 216, 234 <i>Head to Toe</i> p. 19, 23, 30, 51, 56, 57, 66, 68, 69, 77, 92, 96, 100, 111, 118, 119, 120, 121, 140, 141, 144, 154, 163, 166, 167, 171, 175, 177, 186, 187, 197, 198, 203, 204, 205, 206, 209, 210, 220, 223, 227, 228, 229, 230, 233, 234, 246, 247 <i>Cornucopia</i> p. 19, 20, 21, 25, 26, 32, 35, 38, 40, 45, 46, 47, 50, 51, 53, 54, 60, 61, 68, 69, 71, 73, 82, 88, 89, 90, 91, 105, 106, 107, 108, 109, 124, 128, 129, 130, 135, 137, 139, 146, 149, 150, 151, 153, 154, 159, 166, 170, 171, 179, 181, 185, 189, 203, 204, 206, 207, 216 <i>What's on the Menu?</i> p. 20, 23, 24, 30, 31, 33, 35, 36, 39, 40, 41, 43, 46, 53, 55, 56, 62, 63, 66, 67, 75, 76, 77, 82, 83, 84, 86, 87, 94, 95, 97, 101, 102, 103, 104, 105, 106, 112, 114, 115, 116, 122, 123, 124, 127, 128, 138, 139, 143, 144, 145, 148, 154, 156, 157, 163, 164, 167, 175, 184, 191, 192, 198, 199, 202, 203, 209, 211 <i>Sing a Song - Paint a Picture</i> p. 17, 18, 20,	206, 209, 210 <i>Day & Night Dark & Light</i> p. 17, 18, 19, 20, 23, 24, 35, 41, 42, 52, 61, 62, 63, 65, 66, 73, 79, 80, 97, 98, 99, 110, 116, 117, 118, 120, 121, 130, 131, 132, 134, 135, 138, 139, 140, 142, 143, 145, 147, 148, 149, 150, 152, 155, 156, 157, 159, 160, 161, 167, 168, 169, 173, 174, 180, 183, 185, 191, 192, 195, 196, 200 <i>Words & Roads Take Us Places</i> p. 18, 21, 22, 26, 30, 34, 36, 42, 44, 51, 52, 53, 60, 64, 65, 69, 70, 72, 73, 74, 80, 83, 85, 86, 88, 89, 92, 93, 116, 117, 120, 129, 136, 140, 141, 147, 150, 156, 159, 167, 168, 173, 174, 176, 177, 181, 182, 183, 187, 189, 194, 197 <i>Safe & Sound</i> p. 17, 23, 25, 31, 35, 42, 43, 47, 52, 53, 60, 64, 71, 76, 77, 80, 87, 91, 93, 95, 98, 107, 112, 113, 120, 129, 130, 137, 139, 145, 150, 152, 156, 158, 164, 168, 172, 179, 180, 182, 187, 189 <i>Buggy About Spring</i> p. 21, 23, 24, 43, 48, 55, 56, 58, 59, 66, 67, 70, 74, 77, 79, 157, 158, 201 <i>City Gardens & Country Farms</i> p. 31, 32, 38, 42, 47, 49, 67, 102, 110, 130, 136, 190 <i>Fur & Feathers</i> p. 17, 23, 31, 35, 49, 56, 65, 71, 75, 83, 108, 117, 132, 138, 145, 149, 156, 169, 182, 198, 201 <i>Water Wonders</i> p. 42, 50, 52, 98, 106, 111, 127, 128, 142, 143, 146, 173 <i>Earth Day Is Every Day</i> p. 24, 35, 48, 49, 66, 91, 101, 123, 164, 189, 195
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GRADE-SPECIFIC PERFORMANCE INDICATORS

Specific performance indicators that kindergarten students are developing as they learn to *listen* include

Standard 1: Students will read, write, listen, and speak for **information and understanding**.

Students will acquire information from nonfiction text; identify words and sentences on a chart, with assistance; follow a two step direction; identify and respond to environmental sounds, such as a school bell or a fire alarm, that provide information; identify similarities in information about people, places, and events

KinderCorner

All themes during *Greetings, Readings, & Writings, Spotlight On, Learning Labs, Stepping Stones, Let's Think About It, Home Link*

Standard 2: Students will read, write, listen, and speak for **literary response and expression**.

Students will listen to literary texts and performances to

- appreciate and enjoy literary works
- match spoken words with pictures, with assistance
- recall a sequence of events from a personal experience or story
- identify character and setting
- respond to vivid language (e.g., nonsense words and rhymes)
- identify specific people and places
- distinguish between a story and a poem, with assistance

KinderCorner

All themes during *Greetings, Readings, & Writings, Let's Talk, Spotlight On, Rhyme Time, Story Tree, Let's Daydream, Let's Think About It, Home Link*

Standard 3: Students will read, write, listen, and speak for **critical analysis and evaluation**.

Students will form an opinion or evaluate information on the basis of information in the world; form an opinion about a book or play read aloud by using

established criteria, such as title and vocabulary, to judge books; recognize differences in two or more versions of a familiar story, song, or finger play; identify messages in advertisements by listening to the words (n/a)	
KinderCorner All themes during <i>Spotlight On, Story Tree, Stepping Stones</i>	
Standard 4: Students will read, write, listen, and speak for social interaction . Students will respect the age, gender, and culture of the speaker; listen to friendly notes, cards, letters, and personal narratives read aloud to get to know the writer and/or classmates; listen for the tone of voice and content that signal friendly communication	
KinderCorner All themes during <i>Story Tree</i>	

Kindergarten Speaking

LITERACY COMPETENCIES	
The speaking competencies common to all four ELA standards in which students are making adequate progress during kindergarten are	
Speaking Students will use kindergarten-level vocabulary and grammar in own speech; speak for different purposes; speak audibly; speak with speed and expression appropriate for the purpose; take turns speaking in a group	
KinderCorner <i>Welcome to School</i> p. 18, 35, 50, 54, 55, 63, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 83, 85, 86, 89, 90, 92, 93, 94, 97, 99, 105, 107, 110, 111, 114, 116, 118, 121, 122, 123, 126, 129, 131, 133, 135, 136, 137, 144, 145, 151, 152, 153, 157, 164, 176, 177, 194 <i>I Am Amazing! I Feel Fine!</i> p. 67, 68, 69, 70, 71, 72, 73, 74, 83, 85, 86, 89, 90, 92, 93, 94, 97, 99, 105, 107, 110, 111, 114, 116, 118, 121, 122, 123, 126, 129, 131, 133, 135, 136, 137, 144, 145, 151, 152, 153, 157, 164,	24, 25, 35, 38, 46, 47, 50, 51, 52, 60, 68, 72, 75, 76, 77, 82, 83, 85, 96, 102, 104, 110, 111, 112, 113, 115, 119, 120, 126, 127, 128, 133, 138, 140, 141, 143, 148, 150, 151, 153, 156, 157, 161, 164, 168, 173, 174, 175, 181, 189, 191, 193, 200, 207, 208, 212, 213, 220 <i>Winter Weatherland</i> p. 17, 18, 19, 20, 22, 23, 32, 36, 45, 47, 48, 49, 60, 61, 62, 67, 68, 72, 80, 89, 90, 91, 94, 102, 107, 108, 109, 110, 112, 113, 120, 121, 127, 128, 132, 133, 144, 145,

176, 177, 194 <i>Those Nearest and Dearest</i> p. 39, 71, 72, 93, 96, 97, 109, 116, 117, 118, 119, 120, 122, 124, 129, 130, 132, 137, 140, 144, 149, 153, 154, 157, 159, 160, 165, 166, 167, 168, 178, 191, 212, 216, 234 <i>Head to Toe</i> p. 19, 23, 30, 51, 56, 57, 66, 68, 69, 77, 92, 96, 100, 111, 118, 119, 120, 121, 140, 141, 144, 154, 163, 166, 167, 171, 175, 177, 186, 187, 197, 198, 203, 204, 205, 206, 209, 210, 220, 223, 227, 228, 229, 230, 233, 234, 246, 247 <i>Cornucopia</i> p. 19, 20, 21, 25, 26, 32, 35, 38, 40, 45, 46, 47, 50, 51, 53, 54, 60, 61, 68, 69, 71, 73, 82, 88, 89, 90, 91, 105, 106, 107, 108, 109, 124, 128, 129, 130, 135, 137, 139, 146, 149, 150, 151, 153, 154, 159, 166, 170, 171, 179, 181, 185, 189, 203, 204, 206, 207, 216 <i>What's on the Menu?</i> p. 20, 23, 24, 30, 31, 33, 35, 36, 39, 40, 41, 43, 46, 53, 55, 56, 62, 63, 66, 67, 75, 76, 77, 82, 83, 84, 86, 87, 94, 95, 97, 101, 102, 103, 104, 105, 106, 112, 114, 115, 116, 122, 123, 124, 127, 128, 138, 139, 143, 144, 145, 148, 154, 156, 157, 163, 164, 167, 175, 184, 191, 192, 198, 199, 202, 203, 209, 211 <i>Sing a Song - Paint a Picture</i> p. 17, 18, 20,	149, 150, 152, 155, 156, 162, 163, 164, 167, 171, 172, 175, 189, 205, 206, 209, 210 <i>Day & Night Dark & Light</i> p. 17, 18, 19, 20, 23, 24, 35, 41, 42, 52, 61, 62, 63, 65, 66, 73, 79, 80, 97, 98, 99, 110, 116, 117, 118, 120, 121, 130, 131, 132, 134, 135, 138, 139, 140, 142, 143, 145, 147, 148, 149, 150, 152, 155, 156, 157, 159, 160, 161, 167, 168, 169, 173, 174, 180, 183, 185, 191, 192, 195, 196, 200 <i>Words & Roads Take Us Places</i> p. 18, 21, 22, 26, 30, 34, 36, 42, 44, 51, 52, 53, 60, 64, 65, 69, 70, 72, 73, 74, 80, 83, 85, 86, 88, 89, 92, 93, 116, 117, 120, 129, 136, 140, 141, 147, 150, 156, 159, 167, 168, 173, 174, 176, 177, 181, 182, 183, 187, 189, 194, 197 <i>Safe & Sound</i> p. 17, 23, 25, 31, 35, 42, 43, 47, 52, 53, 60, 64, 71, 76, 77, 80, 87, 91, 93, 95, 98, 107, 112, 113, 120, 129, 130, 137, 139, 145, 150, 152, 156, 158, 164, 168, 172, 179, 180, 182, 187, 189 <i>Buggy About Spring</i> p. 21, 23, 24, 43, 48, 55, 56, 58, 59, 66, 67, 70, 74, 77, 79, 157, 158, 201 <i>City Gardens & Country Farms</i> p. 31, 32, 38, 42, 47, 49, 67, 102, 110, 130, 136, 190 <i>Fur & Feathers</i> p. 17, 23, 31, 35, 49, 56, 65, 71, 75, 83, 108, 117, 132, 138, 145, 149, 156, 169, 182, 198, 201 <i>Water Wonders</i> p. 42, 50, 52, 98, 106, 111, 127, 128, 142, 143, 146, 173 <i>Earth Day Is Every Day</i> p. 24, 35, 48, 49, 66, 91, 101, 123, 164, 189, 195
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GRADE-SPECIFIC PERFORMANCE INDICATORS

Specific performance indicators that kindergarten students are developing as they learn to **speak** include

Standard 1: Students will read, write, listen, and speak for **information and understanding**.

Students will dictate information from personal experience; report information

briefly to peers and familiar adults, with assistance; connect information from personal experiences to information from nonfiction texts, with assistance; retell more than one piece of information in sequence; share observations from classroom and home; ask questions to clarify directions and/or classroom routines; respond orally to simple questions and/or directions; share information, using appropriate visual aids, such as, puppets, toys, and pictures, to illustrate a word or concept, with assistance; dramatize an experience or event	
KinderCorner All themes during <i>Greetings, Readings & Writings, Let's Talk, Spotlight On, Write Away, Home Link</i>	
Standard 2: Students will read, write, listen, and speak for literary response and expression. Students will interpret words of characters in stories; engage in conversations with adults and peers regarding pictures, books, and experiences; role-play characters or events from stories; express feelings about a work of fiction or poetry; respond to stories, legends, and songs from different cultural and ethnic groups, with assistance; compare stories from personal experience with stories heard; dictate stories with a beginning, middle, and end; express the mood of a story by using a variety of words, with assistance; describe the actions of characters in a story; tell real or imaginative stories on the basis of response to illustrations; retell familiar stories; describe familiar persons, places, or objects; recite short poems, nursery rhymes, and finger plays	
KinderCorner All themes during <i>Greetings, Readings & Writings, Let's Talk, Spotlight On, Rhyme Time, Story Tree, Dramatic Play Lab, Write Away, Let's Think About It, Home Link</i>	
Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation. Students will share what they know and have learned about a topic; express an opinion or judgment about a story, poem, finger play, or poster; compare characters or events in two or more stories; express an opinion about the color, form, and style of illustrations; explain personal criteria (e.g., color and pictures) for choosing a book, poem, or story; dramatize differences and similarities in characters; brainstorm to create an experience chart; compare different versions of the same story; explain why two different characters view an event differently; compare events or characters in a story with their lives, with assistance	

KinderCorner All themes during <i>Let's Talk, Spotlight On, Story Tree, Dramatic Play Lab, Write Away, Let's Think About It, Home Link</i>	
Standard 4: Students will read, write, listen, and speak for social interaction. Students will participate in small or large group storytelling, singing, and finger play, in order to interact with classmates and adults in the classroom and school environment; share favorite anecdotes, riddles, and rhymes with peers and familiar adults; respect the age, gender, and interests of the listener; discuss the content of friendly notes, cards, letters, and personal narratives, with a partner or in a small group, to get to know the writer and each other	
KinderCorner All themes during <i>Let's Talk, Spotlight On, Story Tree, Dramatic Play Lab, Write Away, Let's Think About It, Home Link</i>	

Grade 1

Reading Roots

Writer's Workshop

Reading

LITERACY COMPETENCIES: The **reading** competencies common to all four ELA standards in which students are making adequate progress during grade 1 are

Phonemic Awareness, Decoding (Including Phonics and Structural Analysis) Print Awareness, and Fluency. Students will: count the number of syllables in a word; blend spoken sounds to form words; segment spoken words into component sounds; identify and produce letter-sound correspondences; blend sounds using knowledge of letter-sound correspondences, root words, prefixes, suffixes, verb endings, plurals, contractions, and compounds; check accuracy of decoding using context to monitor and self-correct, identify parts of a book and their purposes, sight-read automatically 300–500 words including sight and decodable words; use punctuation clues to read connected text with expression, accuracy and fluency; read grade-level texts with decodable and irregularly spelled words at appropriate speed, accuracy and expression.

Reading Roots *Teacher's Manual*

Level 1

Lesson 1 p. 1
 Lesson 2 p. 17
 Lesson 3 p. 29, 33
 Lesson 4 p. 41-44, 50, 55
 Lesson 5 p. 61-64
 Lesson 6 p. 81-85, 90, 91
 Lesson 7 p. 101, 108, 112
 Lesson 8 p. 117, 118, 119
 Lesson 9 p. 133-135, 140
 Lesson 10 p. 149, 156
 Lesson 11 p. 167, 168, 174
 Lesson 12 p. 185, 196
 Lesson 13 p. 203-204, 210
 Lesson 14 p. 219-220, 225, 229
 Lesson 15 p. 235-237, 244, 246
 Lessons 1-15 ***Fast Track Phonics Volume 1***

Level 2

Lesson 16 p. 1-4, 9, 13
 Lesson 17 p. 21-22, 27, 31

Level 3

Lesson 26 p. 1-3, 13
 Lesson 27 p. 21-22, 28, 32
 Lesson 28 p. 39-40, 45, 49
 Lesson 29 p. 57-58, 67
 Lesson 30 p. 75-76, 81, 86
 Lesson 31 p. 95-96, 102, 106
 Lesson 32 p. 113-114, 119, 123
 Lesson 33 p. 131-132, 137, 141
 Lesson 34 p. 147-148, 153, 157
 Lesson 35 p. 163-165, 169, 173
 Lesson 36 p. 179-180, 186, 190
 Lessons 26-37 ***Fast Track Phonics Volumes 1 & 2***

Level 4

Lesson 39 p. 38, 43
 Lesson 40 p. 59, 64, 68-69
 Lesson 41 p. 81, 86, 91
 Lesson 42 p. 101, 107, 111
 Lesson 43 p. 122-123, 128, 133
 Lesson 44 p. 146, 150-151, 155

Lesson 18 p. 37, 43, 47 Lesson 19 p. 55, 57, 62, 69 Lesson 20 p. 73, 79, 83 Lesson 21 p. 89-90, 96 Lesson 22 p. 105-106, 111, 115 Lesson 23 p. 121-122, 130 Lesson 24 p. 137-138, 143, 147 Lessons 16-25 <i>Fast Track Phonics Volume 1</i>	Lesson 45 p. 183 Lesson 46 p. 189, 193, 198 Lesson 47 p. 209, 214, 218 Lesson 48 p. 229, 234, 238 Lessons 38-48 <i>Fast Track Phonics Volume 2</i>
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Background Knowledge and Vocabulary Development. Students will: study antonyms, synonyms, and homonyms to learn new grade-level vocabulary; study categories of words (e.g., animals, place names) to learn new grade-level vocabulary; study root words, prefixes, suffixes, verb endings, and plural nouns to learn new grade-level vocabulary; connect words and ideas in books to prior knowledge; learn new words indirectly from reading books and other print sources; increase background knowledge by elaborating and integrating new vocabulary and ideas from texts.	
Reading Roots <i>Teacher's Manual</i> Level 1 Lesson 1 p. 3, 7, 8, 11 Lesson 2 p. 17-18, 19 Lesson 5 p. 68-69 Lesson 8 p. 119-121, 125 Lesson 9 p. 135-136 Lesson 11 p. 167, 171, 173 Lesson 12 p. 187, 188-189 Lesson 13 p. 205, 208 Lesson 14 p. 221-222, 228 Lesson 15 p. 237-239 Level 2 Lesson 16 p. 5, 8 Lesson 17 p. 21 Lesson 18 p. 40 Lesson 19 p. 58 Lesson 20 p. 76, 85 Lesson 22 p. 108, 117 Lesson 23 p. 132 Lesson 24 p. 140	Level 3 Lesson 27 p. 26 Lesson 29 p. 61, 69 Lesson 30 p. 89 Lesson 31 p. 109 Lesson 32 p. 118, 121 Lesson 33 p. 134 Lesson 34 p. 164 Lesson 36 p.183, 189, 191, 193 Level 4 Lesson 39 p. 39, 44, 49 Lesson 40 p. 60, 65, 70 Lesson 41 p. 41, 88, 92 Lesson 42 p. 102-103, 108 Lesson 43 p. 124, 129, 134 Lesson 44 p. 147, 151-152 Lesson 46 p. 190, 194-195 Lesson 47 p. 210, 219 Lesson 48 p. 230-235

Comprehension Strategies. Students will read grade-level texts for different purposes;
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use comprehension strategies to clarify meaning of text, work cooperatively with peers to comprehend text; use graphic or semantic organizers to organize and categorize information; ask questions in response to texts; answer simple questions in response to texts; sequence events in retelling stories; summarize main ideas from informational texts; follow simple written instructions; use own perspectives and opinions to comprehend text.

Reading Roots *Teacher's Manual*

Level 1

Lesson 1 p. 3, 7, 8
Lesson 5 p. 68, 69
Lesson 9 p. 135, 136
Lesson 11 p. 167, 171, 173
Lesson 13 p. 205, 208
Lesson 15 p. 237- 239

Level 2

Lesson 16 p. 5, 8
Lesson 18 p. 40
Lesson 20 p. 76, 85
Lesson 22 p. 108, 117
Lesson 24 p. 140

Level 3

Lesson 29 p. 61, 69
Lesson 31 p. 109
Lesson 32 p. 118, 121
Lesson 33 p. 134

Level 4

Lesson 38 p. 9-10
Lesson 40 p. 60-61
Lesson 41 p. 87-88
Lesson 43 p. 124-125
Lesson 46 p. 190-191
Lesson 47 p. 210-211

Motivation to Read. Students will: show interest in reading a range of grade-level children's texts from a variety of genres; read voluntarily familiar grade-level texts; show familiarity with title and author of grade-level books.

Reading Roots *Teacher's Manual*

Level 1

Lesson 1 p. 3, 6
Lesson 5 p. 66, 67
Lesson 9 p. 136-137
Lesson 11 p. 170-172
Lesson 13 p. 206-207
Lesson 15 p. 238-239

Level 2

Lesson 16 p. 5-7
Lesson 17 p. 21
Lesson 19 p. 58
Lesson 20 p. 76, 85
Lesson 22 p. 108, 117
Lesson 23 p. 132

Level 3

Lesson 29 p. 61
Lesson 31 p. 109
Lesson 33 p. 134
Lesson 35 p. 163
Lesson 36 p.182-184

Level 4

Lesson 40 p. 40
Lesson 42 p. 105
Lesson 43 p. 126
Lesson 45 p. 178
Lesson 48 p. 233

GRADE-SPECIFIC PERFORMANCE INDICATORS

The grade-specific performance indicators that grade 1 students are developing as they learn to **read** include:

Standard 1- Students will **read**, write, listen and speak for **information and understanding**.

Students will read grade-level informational texts to begin to collect data, facts, and ideas, with assistance; distinguish between texts with stories and texts with information.

Reading Roots *Teacher's Manual*

Level 1

Lesson 5 p. 67

Lesson 8 p. 120-122

Lesson 12 p. 188-190

Lesson 13 p. 206-208

Lesson 15 p. 238, 240

Level 2

Lesson 16 p. 6-7

Lesson 17 p. 24-25

Lesson 18 p. 43

Lesson 20 p. 76-77

Lesson 23 p. 128-129

Level 3

Lesson 27 p. 26

Lesson 29 p. 61, 64

Lesson 30 p. 83

Lesson 31 p. 103

Lesson 32 p. 116, 121

Lesson 33 p. 134

Lesson 35 p. 166

Level 4

Lesson 38 p. 26-27

Lesson 40 p. 65

Lesson 42 p. 102-103

Lesson 44 p. 147-148

Lesson 46 p. 190-191

Lesson 48 p. 230-231

Standard 2 - Students will read, write, listen, and speak for literary response and expression. Students will: comprehend and respond to imaginative texts and performances; interpret, with assistance, engage in pre-reading and reading activities, select books, tapes, and poems on the basis of personal choice, dramatize or retell stories.

Reading Roots *Teacher's Manual*

Level 1

Lesson 1 p. 6
Lesson 3 p. 33-34
Lesson 4 p. 52-53
Lesson 5 p. 72-73
Lesson 6 p. 92-93
Lesson 7 p. 109-110
Lesson 8 p. 125-126
Lesson 11 p. 170-173
Lesson 13 p. 211-212
Lesson 14 p. 226-227

Level 2

Lesson 18 p. 40-41
Lesson 20 p. 80-81
Lesson 22 p. 112-113
Lesson 24 p. 144-145
Lesson 25 p. 161-162

Level 3

Lesson 26 p. 9-11
Lesson 28 p. 46-47
Lesson 30 p. 82-83
Lesson 32 p. 121
Lesson 33 p. 133
Lesson 35 p. 166-167
Lesson 37 p. 205-206

Level 4

Lesson 39 p. 52-53
Lesson 42 p. 82-83
Lesson 43 p. 124-125
Lesson 46 p. 190-191
Lesson 48 p. 230-231

Standard 3 - Students will read, write, listen and speak for critical analysis and evaluation. Students will: identify, explain, and evaluate ideas, themes, and experiences from texts and performances, engage in pre-reading and reading activities.

Reading Roots *Teacher's Manual*

Level 1

Lesson 4 p. 41-45
Lesson 5 p. 61- 65
Lesson 9 p. 133- 135
Lesson 11 p. 167-170
Lesson 13 p. 203-206
Lesson 15 p. 235-238

Level 2

Lesson 16 p.1- 5
Lesson 18 p. 37-40
Lesson 20 p. 73-76
Lesson 22 p. 105-108
Lesson 23 p. 121-124
Lesson 24 p. 137-139

Level 3

Lesson 27 p. 21-24
Lesson 29 p. 57-60
Lesson 31 p. 95-98
Lesson 33 p. 131-134
Lesson 35 p. 163-166
Lesson 36 p.179-182

Level 4

Lesson 38 p. 26-27
Lesson 40 p. 65
Lesson 42 p. 102-103
Lesson 44 p. 147-148
Lesson 46 p. 190-191
Lesson 48 p. 230-231

Standard 4 - Students will read, write, listen, and speak for social interaction. Students will: share reading experiences to establish, maintain, and enhance personal relationships with peers or adults, recognize the vocabulary of social communication.

Reading Roots *Teacher's Manual*

Level 1

Lesson 4 p. 49
Lesson 5 p. 71
Lesson 6 p. 91
Lesson 7 p. 109
Lesson 10 p. 156
Lesson 13 p. 211
Lesson 14 p. 226

Level 2

Lesson 16 p. 10
Lesson 18 p. 44
Lesson 21 p. 96-97
Lesson 22 p. 112
Lesson 24 p. 143-144

Level 3

Lesson 26 p. 8-9
Lesson 28 p. 46
Lesson 30 p. 82
Lesson 32 p. 120
Lesson 34 p. 154
Lesson 35 p. 169-170

Level 4

Lesson 38 p. 8, 16, 20
Lesson 40 p. 60, 64, 69
Lesson 41 p. 82, 87, 91
Lesson 43 p. 124, 128, 133
Lesson 45 p. 168, 172, 176

Grade 1 Writing

LITERACY COMPETENCIES

The **writing** competencies common to all four ELA standards in which students are making adequate progress during grade 1 are:

Spelling, Handwriting Students will: use developing knowledge of letter-sound correspondence to spell independently grade-level decodable words; use conventional spelling to spell common grade-level irregularly spelled content and high-frequency words; spell correctly three- and four-letter short vowel words; write legibly most uppercase and lowercase manuscript letters; write letters legibly when dictated; write stories and informational text that establish a topic and use words that can be understood by others; use conventional capitalization and punctuation to begin and end sentences.

Reading Roots *Teacher's Manual*

Level 1

Lesson 5 p. 76
Lesson 7 p. 113-114
Lesson 8 p. 129
Lesson 9 p. 145

Level 2

Lesson 16 p. 14-17
Lesson 17 p. 32-33
Lesson 20 p. 84-85
Lesson 25 p. 164-165

Level 3

Lesson 28 p. 50-52
Lesson 30 p. 87-89
Lesson 32 p. 124-126
Lesson 36 p. 191-193

Level 4

Lesson 39 p. 50-51
Lesson 42 p. 118-119
Lesson 44 p. 162-163
Lesson 48 p. 240-242

Composition and Motivation to Write Students will: write compositions, beginning to use the writing process; write compositions for different purposes and include text, illustrations, and other graphics write voluntarily to communicate to others; write voluntarily for different purposes; share writing with others

Reading Roots *Teacher's Manual*

Level 1

Lesson 5 p. 76
Lesson 7 p. 113-114
Lesson 8 p. 129
Lesson 9 p. 145

Level 2

Lesson 16 p. 14-17
Lesson 17 p. 32-33
Lesson 20 p. 84-85
Lesson 25 p. 164-165

Level 3

Lesson 28 p. 50-52
Lesson 30 p. 87-89
Lesson 32 p. 124-126
Lesson 36 p. 191-193

Level 4

Lesson 39 p. 50-51
Lesson 42 p. 118-119
Lesson 44 p. 162-163
Lesson 48 p. 240-242

GRADE-SPECIFIC PERFORMANCE INDICATORS

Specific performance indicators that grade 1 students are developing as they learn to **write** include:

Standard 1: Students will read, **write**, listen, and speak for **information and understanding**.

Students will: copy words, phrases, and sentences; write data, facts, and ideas gathered from personal experiences; take notes to record facts from lessons; write words or draw pictures in order to capture important understandings; state the main idea

Reading Roots *Teacher's Manual***Level 1**

Lesson 6 p. 96-98

Lesson 8 p. 129-130

Lesson 10 p. 160-161

Lesson 13 p. 215-216

Level 2

Lesson 16 p. 14-16

Lesson 17 p. 32-33

Lesson 21 p. 101-102

Lesson 25 p. 164-165

Level 3

Lesson 28 p. 50-52

Lesson 30 p. 87-89

Lesson 32 p. 124-126

Lesson 36 p. 191-193

Level 4

Lesson 39 p. 50-51

Lesson 42 p. 118-119

Lesson 44 p. 162-163

Lesson 48 p. 240-242

Standard 2 - Students will read, write, listen, and speak for literary response and expression. Students will: develop original literary texts; write to respond to text; maintain a portfolio of writings and drawings in response to literature; use personal experiences to stimulate own writing.

Reading Roots *Teacher's Manual***Level 1**

Lesson 5 p. 76

Lesson 7 p. 113-114

Lesson 8 p. 129

Lesson 9 p. 145

Level 2

Lesson 16 p. 14-17

Lesson 17 p. 32-33

Lesson 20 p. 84-85

Lesson 25 p. 164-165

Level 3

Lesson 28 p. 50-52

Lesson 30 p. 87-89

Lesson 32 p. 124-126

Lesson 36 p. 191-193

Level 4

Lesson 39 p. 50-51

Lesson 42 p. 118-119

Lesson 44 p. 162-163

Lesson 48 p. 240-242

Standard 3: Students will read, **write**, listen, and speak for **critical analysis and evaluation**. Students will: write to express opinions and judgments to share what they know, want to know, and have learned about a theme or topic; maintain a portfolio of writings and drawings that express opinions and judgments, with assistance; use prewriting tools, such as semantic webs and concept maps, to organize ideas and information, with assistance.

Reading Roots *Teacher's Manual*

Level 1

Lesson 6 p. 96-98
Lesson 8 p. 129-130
Lesson 10 p. 160-161
Lesson 13 p. 215-216

Level 2

Lesson 16 p. 14-16
Lesson 17 p. 32-33
Lesson 21 p. 101-102
Lesson 25 p. 164-165

Level 3

Lesson 28 p. 50-52
Lesson 30 p. 87-89
Lesson 32 p. 124-126
Lesson 36 p. 191-193

Level 4

Lesson 39 p. 50-51
Lesson 42 p. 118-119
Lesson 44 p. 162-163
Lesson 48 p. 240-242

Standard 4: Students will read, **write**, listen, and speak for **social interaction**. Students will: share the process of writing with peers or adults; respect the age, gender, and culture of the recipient; write friendly letters to others, using salutations and closings; maintain a portfolio of writings and drawings for social interaction, with assistance

Reading Roots *Teacher's Manual*

Level 1

Lesson 5 p. 76
Lesson 7 p. 113-114
Lesson 8 p. 129
Lesson 9 p. 145

Level 2

Lesson 16 p. 14-17
Lesson 17 p. 32-33
Lesson 20 p. 84-85
Lesson 25 p. 164-165

Level 3

Lesson 28 p. 50-52
Lesson 30 p. 87-89
Lesson 32 p. 124-126
Lesson 36 p. 191-193

Level 4

Lesson 39 p. 50-51
Lesson 42 p. 118-119
Lesson 44 p. 162-163
Lesson 48 p. 240-242

Grade 1 Listening

LITERACY COMPETENCIES

The **listening** competencies common to all four ELA standards in which students are making adequate progress during grade 1 are

Listening – Students will: listen attentively to spoken language, listen attentively for different purposes; listen respectfully without interrupting when others speak; attend to a listening activity for a specified period of time.

Reading Roots <i>Teacher's Manual</i>	
Level 1 Lesson 2 p. 22-24 Lesson 4 p. 48-49 Lesson 6 p. 93-95 Lesson 8 p. 122-123 Lesson 10 p. 154-155 Lesson 12 p. 194-195 Lesson 14 p. 227- 228	Level 3 Lesson 28 p. 47-48 Lesson 30 p. 80 Lesson 32 p. 117-118 Lesson 34 p. 152-153 Lesson 36 p. 188-189 Lesson 37 p. 202-203
Level 2 Lesson 17 p. 26-27 Lesson 19 p. 64-65 Lesson 21 p. 98-99 Lesson 23 p. 126 Lesson 24 p. 145-146 Lesson 25 p. 158-159	Level 4 Lesson 38 p. 11, Lesson 41 p. 84-85 Lesson 43 p. 104-105 Lesson 46 p. 191-192 Lesson 47 p. 216-217

GRADE-SPECIFIC PERFORMANCE INDICATORS

Specific performance indicators that grade 1 students are developing as they learn to **listen** include:

Standard 1: Students will read, write, **listen**, and speak for **information and understanding**.
Students will: acquire information from nonfiction text; identify words and sentences on a chart; follow directions involving a few steps; identify similarities and differences in information about people, places, and events.

Reading Roots <i>Teacher's Manual</i>	
Level 1 Lesson 1 p. 7-9 Lesson 5 p. 68-69 Lesson 7 p. 106-107 Lesson 9 p. 138-140 Lesson 11 p. 172-174	Level 3 Lesson 27 p. 26-27 Lesson 29 p. 62 Lesson 31 p. 104-105 Lesson 33 p. 136-137

Lesson 13 p. 208-209 Lesson 15 p.240-241 Level 2 Lesson 16 p. 7-9 Lesson 18 p. 42-43 Lesson 20 p. 78-79 Lesson 22 p. 109-110 Lesson 24 p. 145-146 Lesson 25 p. 162-163	Lesson 34 p. 156-157 Lesson 35 p. 168 Level 4 Lesson 38 p. 11 Lesson 40 p. 66-67 Lesson 41 p. 84-85 Lesson 44 p. 152-153 Lesson 45 p. 191-192 Lesson 47 p. 216-217
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Standard 2: Students will read, write, listen , and speak for literary response and expression . Students will listen to literary texts and performances	
Reading Roots <i>Teacher's Manual</i> Level 1 Lesson 2 p. 22-24 Lesson 4 p. 48-49 Lesson 6 p. 93-95 Lesson 8 p. 122-123 Lesson 10 p. 154-155 Lesson 12 p. 194-195 Lesson 14 p. 227- 228 Level 2 Lesson 17 p. 26-27 Lesson 19 p. 64-65 Lesson 21 p. 98-99 Lesson 23 p. 126 Lesson 24 p. 145-146 Lesson 25 p. 158-159	Level 3 Lesson 28 p. 47-48 Lesson 30 p. 80 Lesson 32 p. 117-118 Lesson 34 p. 152-153 Lesson 36 p. 188-189 Lesson 37 p. 202-203 Level 4 Lesson 38 p. 11, Lesson 41 p. 84-85 Lesson 43 p. 104-105 Lesson 46 p. 191-192 Lesson 47 p. 216-217

Standard 3: Students will read, write, listen , and speak for critical analysis and evaluation . Students will: form an opinion and evaluate information on the basis of information in the world; identify messages in advertisements by listening to the words, music, and sound effects.	
Reading Roots <i>Teacher's Manual</i> Level 1 Lesson 1 p. 7-9	Level 3

Lesson 5 p. 68-69 Lesson 9 p. 138-140 Lesson 11 p. 172-174 Lesson 15 p.240-241 Level 2 Lesson 16 p. 7-9 Lesson 22 p. 109-110 Lesson 24 p. 145-146 Lesson 25 p. 162-163	Lesson 27 p. 26-27 Lesson 31 p. 104-105 Lesson 33 p. 136-134 Lesson 35 p. 168 Level 4 Lesson 39 p. 45-46 Lesson 40 p. 66-67 Lesson 41 p. 84-85 Lesson 44 p. 152-153 Lesson 45 p. 191-192 Lesson 47 p. 216-217
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Standard 4: Students will read, write, listen, and speak for social interaction. Students will: respect the age, gender, and culture of the speaker; listen to friendly notes, cards, letters, and personal narratives read aloud; listen for the tone of voice and content.	
Reading Roots <i>Teacher's Manual</i> Level 1 Lesson 2 p. 22-24 Lesson 5 p. 68-69 Lesson 8 p. 122-123 Lesson 10 p. 154-155 Lesson 14 p. 227- 228 Level 2 Lesson 17 p. 26-27 Lesson 19 p. 64-65 Lesson 21 p. 98-99 Lesson 24 p. 145-146 Lesson 25 p. 158-159	Level 3 Lesson 28 p. 47-48 Lesson 30 p. 80 Lesson 34 p. 152-153 Lesson 36 p. 188-189 Lesson 37 p. 202-203 Level 4 Lesson 38 p. 11 Lesson 40 p. 66-67 Lesson 41 p. 84-85 Lesson 44 p. 152-153 Lesson 45 p. 191-192 Lesson 48 p. 235-236

Grade 1 Speaking

LITERACY COMPETENCIES

The **speaking** competencies common to all four ELA standards in which students are making adequate progress during grade 1 are:

Speaking: Students will use grade-level vocabulary and conventional grammar in own speech; speak for different purposes; vary language style according to purpose of communication; speak audibly; speak with speed and expression appropriate to the purpose and audience; take turns in conversation or speaking in a group; respond appropriately to what others are saying

Reading Roots *Teacher's Manual*

Level 1

Lesson 2 p. 22-24
Lesson 4 p. 48-49
Lesson 6 p. 93-95
Lesson 8 p. 122-123
Lesson 10 p. 154-155
Lesson 12 p. 194-195
Lesson 14 p. 227- 228

Level 2

Lesson 17 p. 26-27
Lesson 19 p. 64-65
Lesson 21 p. 98-99
Lesson 23 p. 126
Lesson 24 p. 145-146
Lesson 25 p. 158-159

Level 3

Lesson 28 p. 47-48
Lesson 30 p. 80
Lesson 32 p. 117-118
Lesson 34 p. 152-153
Lesson 36 p. 188-189
Lesson 37 p. 202-203

Level 4

Lesson 38 p. 9
Lesson 40 p. 70
Lesson 41 p. 82
Lesson 43 p. 129
Lesson 45 p. 177
Lesson 47 p. 215

GRADE-SPECIFIC PERFORMANCE INDICATORS

Specific performance indicators that grade 1 students are developing as they learn to **speak** include:

Standard 1: Students will read, write, listen, and **speak** for **information and understanding**. Students will: dictate information; report information to peers and familiar adults; connect information from personal experiences to information from nonfiction texts; retell multiple pieces of information in sequence; share observations from the classroom, home, or community; ask questions to clarify topics, directions, and/or classroom routines; respond orally to questions and/or directions; share information using appropriate visual aids to illustrate a word or concept.

Reading Roots *Teacher's Manual*

Level 1

Lesson 1 p. 7-9

Level 3

Lesson 5 p. 68-69 Lesson 7 p. 106-107 Lesson 9 p. 138-140 Lesson 11 p. 172-174 Lesson 13 p. 208-209 Lesson 15 p.240-241 Level 2 Lesson 16 p. 7-9 Lesson 18 p. 42-43 Lesson 20 p. 78-79 Lesson 22 p. 109-110 Lesson 24 p. 145-146 Lesson 25 p. 162-163	Lesson 27 p. 26-27 Lesson 29 p. 62 Lesson 31 p. 104-105 Lesson 33 p. 136-137 Lesson 34 p. 156-157 Lesson 35 p. 168 Level 4 Lesson 38 p. 9-10 Lesson 40 p. 73-74 Lesson 41 p. 82 Lesson 42 p. 108, 116 Lesson 45 p. 174 Lesson 47 p. 216
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Standard 2: Students will read, write, listen, and **speak** for **literary response and expression**. Students will: converse regarding pictures, books, and experiences; role-play characters and events from stories; express feelings about works of fiction; respond to stories, legends, and songs from different cultural and ethnic groups; compare stories from personal experience with stories heard or read; express the mood or emotion of a story by using a variety of words; retell familiar stories in a logical sequence; ask for clarification of events in a story or poem; describe familiar persons, places, or objects

Reading Roots <i>Teacher's Manual</i> Level 1 Lesson 2 p. 22-24 Lesson 4 p. 48-49 Lesson 6 p. 93-95 Lesson 8 p. 122-123 Lesson 10 p. 154-155 Lesson 12 p. 194-195 Lesson 14 p. 227- 228 Level 2 Lesson 17 p. 26-27 Lesson 19 p. 64-65 Lesson 21 p. 98-99 Lesson 23 p. 126 Lesson 24 p. 145-146 Lesson 25 p. 158-159	Level 3 Lesson 28 p. 47-48 Lesson 30 p. 80 Lesson 32 p. 117-118 Lesson 34 p. 152-153 Lesson 36 p. 188-189 Lesson 37 p. 202-203 Level 4 Lesson 38 p. 9 Lesson 40 p. 70 Lesson 41 p. 82 Lesson 43 p. 129 Lesson 45 p. 177 Lesson 47 p. 215
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Standard 3: Students will read, write, listen, and **speak** for **critical analysis and evaluation**. Students will: share what they know, want to know, and have learned about a theme or topic; express an opinion or judgment about a story, poem, poster, or advertisement; compare characters, settings, or events in two or more stories; explain personal criteria for choosing a book, poem, or story; compare and contrast different versions of the same story; explain why two different characters view the same action or event differently; compare and contrast events or characters in a story with their lives.

Reading Roots *Teacher's Manual*

Level 1

Lesson 1 p. 7-9
 Lesson 5 p. 68-69
 Lesson 7 p. 106-107
 Lesson 9 p. 138-140
 Lesson 11 p. 172-174
 Lesson 13 p. 208-209
 Lesson 15 p. 240-241

Level 2

Lesson 16 p. 7-9
 Lesson 18 p. 42-43
 Lesson 20 p. 78-79
 Lesson 22 p. 109-110
 Lesson 24 p. 145-146
 Lesson 25 p. 162-163

Level 3

Lesson 27 p. 26-27
 Lesson 29 p. 62
 Lesson 31 p. 104-105
 Lesson 33 p. 136-137
 Lesson 34 p. 156-157
 Lesson 35 p. 168

Level 4

Lesson 38 p. 9-10
 Lesson 40 p. 73-74
 Lesson 41 p. 82
 Lesson 42 p. 108, 116
 Lesson 45 p. 174
 Lesson 47 p. 216

Standard 4: Students will read, write, listen, and **speak** for **social interaction**.

Students will: participate in small or large group storytelling; share favorite anecdotes, riddles, and rhymes with peers and familiar adults; respect the age, gender, and culture of the listener; discuss the content of friendly notes, cards, letters, and personal narratives, with a partner or in a small group.

Reading Roots *Teacher's Manual*

Level 1

Lesson 2 p. 22-24
 Lesson 4 p. 48-49
 Lesson 6 p. 93-95
 Lesson 8 p. 122-123
 Lesson 10 p. 154-155
 Lesson 12 p. 194-195
 Lesson 14 p. 227- 228

Level 3

Lesson 28 p. 47-48
 Lesson 30 p. 80
 Lesson 32 p. 117-118
 Lesson 34 p. 152-153
 Lesson 36 p. 188-189
 Lesson 37 p. 202-203

Level 2 Lesson 17 p. 26-27 Lesson 19 p. 64-65 Lesson 21 p. 98-99 Lesson 23 p. 126 Lesson 24 p. 145-146 Lesson 25 p. 158-159	Level 4 Lesson 39 p. 45 Lesson 41 p. 89 Lesson 42 p. 104-105 Lesson 43 p. 125-126 Lesson 45 p. 177 Lesson 48 p. 235-236
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Harlem Success Charter School
Science Curriculum
Grades K - 5

(Please note that the Key Ideas and Performance Indicators are based on the New York State Science Core Curriculum, <http://www.emsc.nysed.gov/ciai/mst/pub/elecoresci.pdf>)

Science process skills should be based on a series of discoveries. Students learn most effectively when they have a central role in the discovery process. To that end, NY Standards 1, 2, 6, and 7 incorporate in the Elementary Science Core Curriculum a student-centered, problem-solving approach to intermediate science.

Beginning Level Science Kindergarten			
Standard 1: Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.			
Key Ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
Mathematical Analysis: Abstraction and symbolic representation are used to communicate mathematically	Students use special mathematical notation and symbolism to communicate in mathematics and to compare and describe quantities, express relationships, and relate mathematics to their immediate environment.	Flower, Fruits, and Seeds/ 5 Senses	Use plus, minus, greater than, less than, equal to, multiplication, and division signs
		Flower, Fruits, and Seeds/ 5 Senses	Select the appropriate operation to solve mathematical problems
		Flower, Fruits, and Seeds/ 5 Senses	Apply mathematical skills to describe the natural world
Mathematical Analysis: Deductive and inductive reasoning are used to reach mathematical conclusions.	Students use simple logical reasoning to develop conclusions, recognizing that patterns and relationships present in the environment assist them in reaching these conclusions.	Balls and Ramps/ Fabric/ Earthworms	Explain verbally, graphically, or in writing the reasoning used to develop mathematical conclusions
		Balls and Ramps/ Fabric/ Earthworms	Explain verbally, graphically, or in writing patterns and relationships observed in the physical and living environment
Mathematical Analysis: Critical thinking skills are used in the solution of mathematical problems.	Students explore and solve problems generated from school, home, and community situations, using concrete objects or manipulative materials when possible.	Balls and Ramps/ Fabric/ Earthworms/ Hamsters	Identify appropriate scientific tools, such as metric rulers, spring scale, pan balance, graph paper, thermometers [Fahrenheit and Celsius], graduated cylinder to solve problems about the natural world
Scientific Inquiry: The central purpose of scientific inquiry is to develop explanations of natural phenomena in a continuing, creative process.	Students ask "why" questions in attempts to seek greater understanding concerning objects and events they have observed and heard about.	5 Senses/ Flowers, Fruits, and Seeds/ Trees/ Earthworms/ Hamsters/ Balls and Ramps	Observe and discuss objects and events
	Students question the explanations they hear from others and read about, seeking clarification and comparing them with their own observations and understandings	5 Senses/ Flowers, Fruits, and Seeds/ Trees/ Earthworms/ Hamsters/ Balls and Ramps	Articulate questions based on observations
			Identify similarities and differences between explanations received from others or in print and personal observations or understandings

Key Ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
	Students develop relationships among observations to construct descriptions of objects and events and to form their own tentative explanations of what they have observed	5 Senses/ Flowers, Fruits, and Seeds/ Trees/ Earthworms/ Hamsters/ Balls and Ramps	Express a tentative explanation or description which can be tested
Scientific Inquiry: Beyond the use of reasoning and consensus, scientific inquiry involves the testing of proposed explanations involving the use of conventional techniques and procedures and usually requiring considerable ingenuity.	Students develop written plans for exploring phenomena or for evaluating explanations guided by questions or proposed explanations that they have helped formulate.	Flowers, Fruits, and Seeds/ Trees/ Earthworms/ Hamsters/ Balls and Ramps	Identify and select materials to be used and steps to follow to conduct the investigation

Key Ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
	Students share their research plans with others and revise them based on their suggestions	Flowers, Fruits, and Seeds/ Trees/ Earthworms/ Hamsters/ Balls and Ramps	Explain the steps of a plan to others, actively listening to their suggestions for possible modification of the plan, seeking clarification and understanding of the suggestions and modifying the plan where appropriate
	Students carry out their plans for exploring phenomena through direct observation and through the use of simple instruments that permit measurements of quantities, such as length, mass, volume, temperature, and time	Flowers, Fruits, and Seeds/ Trees/ Earthworms/ Hamsters/ Balls and Ramps	Use appropriate "inquiry and process skills" to collect data
		Flowers, Fruits, and Seeds/ Trees/ Earthworms/ Hamsters/ Balls and Ramps	Record observations accurately and concisely
Scientific Inquiry: The observations made while testing proposed explanations, when analyzed using conventional and invented methods, provide new insights into phenomena	Students organize observations and measurements of objects and events through classification and the preparation of simple charts and tables	5 Senses/ Flowers, Fruits, and Seeds/ Trees/ Earthworms/ Hamsters/ Balls and Ramps/ Fabrics	Accurately transfer data from a science journal or notes to appropriate graphic organizer
	Students interpret organized observations and measurements, recognizing simple patterns, sequences, and relationships.	5 Senses/ Flowers, Fruits, and Seeds/ Trees/ Earthworms/ Hamsters/ Balls and Ramps/ Fabrics	State, orally and in writing, any inferences or generalizations indicated by the data collected
	Students share their findings with others and actively seek their interpretations and ideas	5 Senses/ Flowers, Fruits, and Seeds/ Trees/ Earthworms/ Hamsters/ Balls and Ramps/ Fabrics	Explain their findings to others, and actively listen to suggestions for possible interpretations and ideas
		5 Senses/ Flowers, Fruits, and Seeds/ Trees/ Earthworms/ Hamsters/ Balls and Ramps/ Fabrics	State, orally and in writing, any inferences or generalizations indicated by the data, with appropriate modifications of their original prediction/explanation
		5 Senses/ Flowers, Fruits, and Seeds/ Trees/ Earthworms/ Hamsters/ Balls and Ramps/ Fabrics	State, orally and in writing, any new questions that arise from their investigation
Engineering Design: Engineering design is an iterative process involving modeling and optimization (finding the best solution within given constraints); this process is used to develop technological solutions to problems within given constraints	Students engage in the following steps in a design process: describe objects, imaginary or real, that might be modeled or made differently and suggest ways in which the objects can be changed, fixed, or improved	Balls and Ramps	Identify a simple/common object which might be improved and state the purpose of the improvement
		Balls and Ramps	Identify features of an object that help or hinder the performance of the object

Key Ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
		Balls and Ramps	Suggest ways the object can be made differently, fixed, or improved within given constraints
		Balls and Ramps	Identify appropriate questions to ask about the design of an object
		Balls and Ramps	Identify the appropriate resources to use to find out about the design of an object
		Balls and Ramps	Describe prior designs of the object
		Balls and Ramps	List possible solutions, applying age-appropriate math and science skills
		Balls and Ramps	Develop and apply criteria to evaluate possible solutions

Key Ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
		Balls and Ramps	Select a solution consistent with given constraints and explain why it was chosen
		Balls and Ramps	Create a grade-appropriate graphic or plan listing all materials needed, showing sizes of parts, indicating how things will fit together, and detailing steps for assembly
		Balls and Ramps	Build a model of the object, modifying the plan as necessary
		Balls and Ramps	Determine a way to test the finished solution or model
		Balls and Ramps	Perform the test and record the results, numerically and/or graphically
		Balls and Ramps	Analyze results and suggest how to improve the solution or model, using oral, graphic, or written formats
Standard 2: Students will access, generate, process, and transfer information using appropriate technologies.			
Key Ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
Information technology is used to retrieve, process, and communicate information and as a tool to enhance learning	Students use a variety of equipment and software packages to enter, process, display, and communicate information in different forms using text, tables, pictures, and sound		Use computer technology, traditional paper-based resources, and interpersonal discussions to learn, do, and share in the classroom. Select appropriate hardware and software that aids in word processing, creating databases, telecommunications, graphing, data display, and other tasks. Use information technology to link the classroom to world events.
	Students telecommunicate a message to a distant location with teacher help		
	Students access needed information from printed media, electronic databases, and community resources		
Knowledge of the impacts and limitations of information systems is essential to its effective and ethical use	Students describe the uses of information systems in homes, schools, and businesses		Use a variety of media to access scientific information. Consult several sources of information and points of view before drawing conclusions. Identify and report sources in oral and written communication.
	Students understand that computers are used to store personal information.		
	Students demonstrate ability to evaluate information		
Information technology can have positive and negative impacts on society, depending upon how it is used.	Students describe the uses of information systems in homes and schools		Demonstrate an ability to critically evaluate information and misinformation. Recognize the impact of information technology on the daily life of students.

Key Ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
	Students demonstrate an ability to evaluate information critically		

Key Ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
Standard 4: Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.			
Key Ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
The Earth and celestial phenomena can be described by principles of relative motion and perspective	Students describe patterns of daily, monthly, and seasonal changes in their environment		Natural cycles and patterns include: *Earth spinning around once every 24 hours (rotation), resulting in day and night
			Humans organize time into units based on natural motions of Earth: *second, minute, hour *week,
			The Sun and other stars appear to move in a recognizable pattern both daily and seasonally.
Many of the phenomena that we observe on Earth involve interactions among components of air, water, and land.	Students describe the relationships among air, water, and land on Earth		Weather is the condition of the outside air at a particular moment
			Weather can be described and measured by: temperature, wind speed and direction, form and amount of precipitation, general sky conditions (cloudy, sunny, partly cloudy)
			Water is recycled by natural processes on Earth. *evaporation: changing of water (liquid) into water vapor (gas)

Key Ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
			Erosion and deposition result from the interaction among air, water, and land. *interaction between air and water breaks down earth materials
			Extreme natural events (floods, fires, earthquakes, volcanic eruptions, hurricanes, tornadoes, and other severe storms) may have positive or negative impacts on living things

Key Ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
	Students describe chemical and physical changes, including changes in states of matter		Matter exists in three states: solid, liquid, gas. *solids have a definite shape and volume *liquids do not have a definite shape but have a definite volume *gases do not hold their shape or volume
			Temperature can affect the state of matter of a substance
			Changes in the properties or materials of objects can be observed and described
Energy exists in many forms, and when these forms change energy is conserved	Students describe a variety of forms of energy (e.g., heat, chemical, light) and the changes that occur in objects when they interact with those forms of energy		Energy exists in various forms: heat, electric, sound, chemical, mechanical, light
			Energy can be transferred from one place to another
			Some materials transfer energy better than others (heat and electricity).
			Energy and matter interact: water is evaporated by the Sun's heat; a bulb is lighted by means of electrical current; a musical instrument is played to produce sound; dark colors may absorb light, light colors may reflect light

Key Ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
			Electricity travels in a closed circuit
			Heat can be released in many ways, for example, by burning, rubbing (friction), or combining one substance with another
			Interactions with forms of energy can be either helpful or harmful
	Students observe the way one form of energy can be transformed into another form of energy present in common situations (e.g., mechanical to heat energy, mechanical to electrical energy, chemical to heat energy.)		* Content (Energy and its Forms) - Everyday events involve one form of energy being changed to another. animals convert food to heat and motion *the Sun's energy warms the air and water - Humans utilize interactions between matter and energy *chemical to electrical , light, and heat: battery and bulb *electrical to sound (e.g., doorbell buzzer)

Key Ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
Energy and matter interact through forces that result in changes in motion.	Students describe the effects of common forces (pushes and pulls) on objects, such as those caused by gravity, magnetism, and mechanical forces.	Balls and Ramps	The position of an object can be described by locating it relative to another object or the background (e.g., on top of, next to, over, under, etc.).
		Balls and Ramps	The position or direction of motion of an object can be changed by pushing or pulling.
		Balls and Ramps	The force of gravity pulls objects toward the center of Earth
		Balls and Ramps	The amount of change in the motion of an object is affected by friction.
		Balls and Ramps	Magnetism is a force that may attract or repel certain materials
		Balls and Ramps	Mechanical energy may cause change in motion through the application of force and through the use of simple machines such as pulleys, levers, and inclined planes
		Balls and Ramps	The forces of gravity and magnetism can affect objects through gases, liquids, and solids
		Balls and Ramps	The force of magnetism on objects decreases as distance increases
Living things are both similar to and different from each other and from nonliving things	Students describe the characteristics of and variations between living and nonliving things	Earthworms/ Hamsters/ Trees	Animals need air, water, and food in order to live and thrive
		Trees	Plants require air, water, nutrients, and light in order to live and thrive.
		Earthworms/ Hamsters/ Trees	Nonliving things do not live and thrive
		Earthworms/ Hamsters/ Trees	Nonliving things can be human-created or naturally occurring

Key Ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
	Students describe the life processes common to all living things	Earthworms/ Hamsters/ Trees	Living things grow, take in nutrients, breathe, reproduce, eliminate waste, and die
Organisms inherit genetic information in a variety of ways that result in continuity of structure and function between parents and offspring	Students recognize that traits of living things are both inherited and acquired or learned	Earthworms/ Hamsters/ Trees Earthworms/ Hamsters/ Trees	Some traits of living things have been inherited (e.g., color of flowers and number of limbs of animals). Some characteristics result from an individual's interactions with the environment and cannot be inherited by the next generation (e.g., having scars; riding a bicycle).

Key Ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
	Students recognize that for humans and other living things there is genetic continuity between generations	Earthworms/ Hamsters/ Trees	Plants and animals closely resemble their parents and other individuals in their species
		Earthworms/ Hamsters/ Trees	Plants and animals can transfer specific traits to their offspring when they reproduce
individual organisms and species change over time	Students describe how the structures of plants and animals complement the environment of the plant or animal	Earthworms/ Hamsters/ Trees	Each animal has different structures that serve different functions in growth, survival, and reproduction. *wings, legs, or fins enable some animals to seek shelter and escape predators *the mouth, including teeth, jaws, predators Each plant has different structures that serve different functions in growth, survival, and reproduction. *roots help support the plant and take in water and nutrients *leaves help plants utilize sunlight to make food for the plant *stems, stalks, trunks, and other similar structures provide support for the plant *some plants have flowers *flowers are reproductive structures of plants that produce fruit which contains seeds *seeds contain stored food that aids in germination and the growth of young plants
			In order to survive in their environment, plants and animals must be adapted to that environment. *seeds disperse by a plant's own mechanism and/or in a variety of ways that can include wind, water, and animals *leaf, flower, stem, and root adaptations may include variations in size, shape, thickness, color, smell, and texture *animal adaptations include coloration for warning or attraction, camouflage, defense mechanisms, movement, hibernation, and migration
	Students observe that differences within a species may give individuals an advantage in surviving and reproducing	Earthworms/ Hamsters/ Trees	Individuals within a species may compete with each other for food, mates, space, water, and shelter in their environment.
		Earthworms/ Hamsters/ Trees	All individuals have variations, and because of these variations, individuals of a species may have an advantage in surviving and reproducing
The continuity of life is sustained through reproduction and development	Students describe the major stages in the life cycles of selected plants and animals	Earthworms/ Hamsters/ Trees	Plants and animals have life cycles. These may include beginning of a life, development into an adult, reproduction as an adult, and eventually death.

Key Ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
		Earthworms/ Hamsters/ Trees	Each kind of plant goes through its own stages of growth and development that may include seed, young plant, and mature plant.
		Earthworms/ Hamsters/ Trees	The length of time from beginning of development to death of the plant is called its life span.

Key Ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
		Earthworms/ Hamsters/ Trees	Life cycles of some plants include changes from seed to mature plant.
		Earthworms/ Hamsters/ Trees	Each generation of animals goes through changes in form from young to adult. This completed sequence of changes in form is called a life cycle. Some insects change from egg to larva to pupa to adult
		Earthworms/ Hamsters/ Trees	Each kind of animal goes through its own stages of growth and development during its life span.
		Earthworms/ Hamsters/ Trees	The length of time from an animal's birth to its death is called its life span. Life spans of different animals vary
	Students describe evidence of growth, repair, and maintenance, such as nails, hair, and bone, and the healing of cuts and bruises	Earthworms/ Hamsters/ Trees	Growth is the process by which plants and animals increase in size.
		Earthworms/ Hamsters/ Trees	Food supplies the energy and materials necessary for growth and repair
Organisms maintain a dynamic equilibrium that sustains life.	Students describe basic life functions of common living specimens (guppy, mealworm, gerbil).	Earthworms/ Hamsters/ Trees	All living things grow, take in nutrients, breathe, reproduce, and eliminate waste.
		Earthworms/ Hamsters/ Trees	An organism's external physical features can enable it to carry out life functions in its particular environment
	Students describe some survival behaviors of common living specimens	Flowers, Fruits, and Seeds/ Trees	Plants respond to changes in their environment. For example, the leaves of some green plants change position as the direction of light changes; the parts of some plants undergo seasonal changes that enable the plant to grow. seeds germinate, and leaves form and grow.

Key Ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
		Earthworms/ Hamsters	Animals respond to change in their environment, (e.g., perspiration, heart rate, breathing rate, eye blinking, shivering, and salivating).
		5 Senses/ Earthworms/ Hamsters	Senses can provide essential information (regarding danger, food, mates, etc.) to animals about their environment
		Earthworms/ Hamsters	Some animals, including humans, move from place to place to meet their needs.
		Earthworms/ Hamsters	Particular animal characteristics are influenced by changing environmental conditions including: fat storage in winter, coat thickness in winter, camouflage, shedding of fur

Key Ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
		Earthworms/ Hamsters	Some animal behaviors are influenced by environmental conditions. These behaviors may include: nest building, hibernating, hunting, migrating, and communicating.
		Earthworms/ Hamsters/ Trees	The health, growth, and development of organisms are affected by environmental conditions such as the availability of food, air, water, space, shelter, heat, and sunlight
	Students describe the factors that help promote good health and growth in humans	5 Senses	Humans need a variety of healthy foods, exercise, and rest in order to grow and maintain good health.
			Good health habits include hand washing and personal cleanliness; avoiding harmful substances (including alcohol, tobacco, illicit drugs); eating a balanced diet; engaging in regular exercise
Plants and animals depend on each other and their physical environment	Students describe how plants and animals, including humans, depend upon each other and the nonliving environment		Green plants are producers because they provide the basic food supply for themselves and animals
		Earthworms/ Hamsters/ Trees/ Flowers, Fruits, and Seeds	All animals depend on plants. Some animals (predators) eat other animals (prey).
		Earthworms/ Hamsters	Animals that eat plants for food may in turn become food for other animals. This sequence is called a food chain
		Trees/ Flowers, Fruits, and Seeds/ Earthworms	Decomposers are living things that play a vital role in recycling nutrients
		Earthworms/ Hamsters/ Trees/ Flowers, Fruits, and Seeds	An organism's pattern of behavior is related to the nature of that organism's environment, including the kinds and numbers of other organisms present, the availability of food and other resources, and the physical characteristics of the environment

Key Ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
		Earthworms/ Hamsters/ Trees/ Flowers, Fruits, and Seeds	When the environment changes, some plants and animals survive and reproduce, and others die or move to new locations
	Students describe the relationship of the sun as an energy source for living and nonliving cycles	Earthworms/ Hamsters/ Trees/ Flowers, Fruits, and Seeds	* Content (Living and Nonliving Things; Life Processes; Growth, Repair and Maintenance; Basic Life Functions) Plants manufacture food by utilizing air, water, and energy from the Sun.
		Earthworms/ Hamsters/ Trees/ Flowers, Fruits, and Seeds	The Sun's energy is transferred on Earth from plants to animals through the food chain.

Key Ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
		Earthworms/ Hamsters/ Trees/ Flowers, Fruits, and Seeds	Heat energy from the Sun powers the water cycle (see Physical Science Key Idea 2).
Human decisions and activities have had a profound impact on the physical and living environment	Students identify ways in which humans have changed their environments and the effects of those changes	Trees	Humans depend on their natural and constructed environments.
		Trees	Over time humans have changed their environment by cultivating crops and raising animals, creating shelter, using energy, manufacturing goods, developing means of transportation, changing populations, and carrying out other activities
		Trees	Humans, as individuals or communities, change environments in ways that can be either helpful or harmful for themselves and other organisms

Key Ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
Standard 6: Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.			
Key Ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
Through systems thinking, people can recognize the commonalities that exist among all systems and how parts of a system interrelate and combine to perform specific functions	Students observe and describe interactions among components of simple systems	Balls and Ramps	Work together to build a tower. Record stories, songs and conversation to demonstrate various scientific concepts.
	Students identify common things that can be considered to be systems (e.g., a plant population, a subway system, human beings).	Trees/ Flowers, Fruits, and Seeds	
Models are simplified representations of objects,	Students analyze, construct, and operate models in order to	Trees	
	Students discover that a model of something is different from the real thing but can be used to study the real thing	Trees	
The grouping of magnitudes of size, time, frequency, and pressures or other units of measurement into a series of relative order provides a useful way to deal with the immense range and the changes in scale that affect the behavior and design of systems	Students provide examples of natural and manufactured things that belong to the same category yet have very different sizes, weights, ages, speeds, and other measurements	Hamsters/ Flowers, Fruits, and Seeds/ Fabric	Observe that things in nature and things that people make have very different sizes, weights, and ages
	Students identify the biggest and the smallest values as well as the average value of a system when given information about its characteristics and behavior	Hamsters/ Flowers, Fruits, and Seeds/ Fabric	Recognize that almost anything has limits on how big or small it can be
Equilibrium is a state of stability due either to a lack of changes (static equilibrium) or a balance between opposing forces (dynamic equilibrium).	Students cite examples of systems in which some features stay the same while other features change	Hamsters/ Flowers, Fruits, and Seeds/ Fabric/ Earthworms	Observe that things change in some ways and stay the same in some ways. Recognize that things can change in different ways such as size, weight, color, and movement. Some small changes can be detected by taking measurements.
	Students distinguish between reasons for stability, from lack of changes to changes that counterbalance one another, to changes within cycles	Earthworms	
Attachment 10b_Science K 20			

Key Ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
Identifying patterns of change is necessary for making predictions about future behavior and conditions	Students use simple instruments to measure such quantities as distance, size, and weight and look for patterns in the data	Earthworms/ Flowers, Fruits, and Seeds/ Fabric/ Balls and Ramps	
In order to arrive at the best solution that meets criteria within constraints, it is often necessary to make trade-offs.	Students determine the criteria and constraints of a simple decision-making problem	Balls and Ramps	Choose the best alternative from a set of solutions under given constraints. Explain the criteria used in selecting a solution orally and in writing
	Students use simple quantitative methods, such as ratios, to compare costs to benefits of a decision problem.	Flowers, Fruits, and Seeds	
Standard 7: Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.			
Key Ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
The knowledge and skills of mathematics, science, and technology are used together to make informed decisions and solve problems, especially those relating to issues of science/technology/society, consumer decision-making, design, and inquiry into phenomena	Students analyze science/technology/society problems and issues that affect their home, school, or community, and carry out a remedial course of action	Trees	Work Effectively- contributing to the work of a brainstorming group, laboratory partnership, cooperative learning group, or project team; planning procedures; identifying and managing responsibilities of team members; and staying on task, whether working alone or as part of a group
	Students make informed consumer decisions by applying knowledge about the attributes of particular products and making cost/benefit tradeoffs to arrive at an optimal choice	Fabric/ Flowers, Fruits, and Seeds/ Trees	*Gathering and Processing Information- accessing information from printed media, electronic databases, and community resources; using the information to develop a definition of the problem and to research possible solutions *Generating and Analyzing Ideas- developing ideas for proposed solutions, investigating ideas, collecting data, and showing relationships and patterns in the data *Common Themes- observing examples of common unifying themes,

Key Ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
	Students design solutions to problems involving a familiar and real context, investigate related science concepts to inform the solution, and use mathematics to model, quantify, measure, and compute	Trees	applying them to the problem, and using them to better understand the dimensions of the problem *Realizing Ideas- constructing components or models, arriving at a solution, and evaluating the results
	Students observe phenomena and evaluate them scientifically and mathematically by conducting a fair test of the effect of variables and using mathematical knowledge and technological tools to collect, analyze, and present data and conclusions	Balls and Ramps/ Fabric/ Flowers, Fruits, and Seeds	*Presenting Results- using a variety of media to present the solution and to communicate the results

Beginning Level Science			
Grade 1			
<i>Standard 1:</i> Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.			
Key ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
Mathematical Analysis: Abstraction and symbolic representation are used to communicate mathematically	Students use special mathematical notation and symbolism to communicate in mathematics and to compare and describe quantities, express relationships, and relate mathematics to their immediate environment.	Measurement	Use plus, minus, greater than, less than, equal to, multiplication, and division signs
		Measurement	Select the appropriate operation to solve mathematical problems
		Measurement	Apply mathematical skills to describe the natural world
Mathematical Analysis: Deductive and inductive reasoning are used to reach mathematical conclusions.	Students use simple logical reasoning to develop conclusions, recognizing that patterns and relationships present in the environment assist them in reaching these conclusions.	Paper Towel Testing/ Aerodynamics/ Measurement	Explain verbally, graphically, or in writing the reasoning used to develop mathematical conclusions
		Paper Towel Testing/ Aerodynamics/ Measurement	Explain verbally, graphically, or in writing patterns and relationships observed in the physical and living environment
Mathematical Analysis: Critical thinking skills are used in the solution of mathematical problems.	Students explore and solve problems generated from school, home, and community situations, using concrete objects or manipulative materials when possible.	Paper Towel Testing	* Content (Earth, Physical and Life Sciences; Questioning, Comparing) Use appropriate scientific tools, such as metric rulers, spring scale, pan balance, graph paper, thermometers [Fahrenheit and Celsius], graduated cylinder to solve problems about the natural world
Scientific Inquiry: The central purpose of scientific inquiry is to develop explanations of natural phenomena in a continuing, creative process.	Students ask "why" questions in attempts to seek greater understanding concerning objects and events they have observed and heard about.	Mealworms/ Snails/ Seed Germination/ Teeth/ Paper Towel Testing	* Content (Earth, Physical and Life Sciences; Questioning, Comparing, Observing) Observe and discuss objects and events and record observations
		Mealworms/ Snails/ Seed Germination/ Teeth/ Paper Towel Testing	Articulate appropriate questions based on observations

	Students question the explanations they hear from others and read about, seeking clarification and comparing them with their own observations and understandings	Paper Towel Testing	* Content (Earth, Physical and Life Sciences; Questioning, Comparing, Observing) Identify similarities and differences between explanations received from others or in print and personal observations or understandings
	Students develop relationships among observations to construct descriptions of objects and events and to form their own tentative explanations of what they have observed	Paper Towel Testing	* Content (Earth, Physical and Life Sciences; Questioning, Comparing, Observing) Clearly express a tentative explanation or description which can be tested

Scientific Inquiry: Beyond the use of reasoning and consensus, scientific inquiry involves the testing of proposed explanations involving the use of conventional techniques and procedures and usually requiring considerable ingenuity.	Students develop written plans for exploring phenomena or for evaluating explanations guided by questions or proposed explanations that they have helped formulate.	Seed Germination/ Paper Towel Testing	* Content (Earth, Physical and Life Sciences; Questioning, Comparing, Observing) Indicate materials to be used and steps to follow to conduct the investigation and describe how data will be recorded (journal, dates and times, etc.)
	Students share their research plans with others and revise them based on their suggestions	Seed Germination/ Paper Towel Testing	* Content (Earth, Physical and Life Sciences; Questioning, Comparing, Observing) Explain the steps of a plan to others, actively listening to their suggestions for possible modification of the plan, seeking clarification and understanding of the suggestions and modifying the plan where appropriate
	Students carry out their plans for exploring phenomena through direct observation and through the use of simple instruments that permit measurements of quantities, such as length, mass, volume, temperature, and time	Seed Germination/ Paper Towel Testing	* Content (Earth, Physical and Life Sciences; Questioning, Comparing, Observing) Use appropriate "inquiry and process skills" to collect data
		Seed Germination/ Paper Towel Testing	Record observations accurately and concisely
Scientific Inquiry: The observations made while testing proposed explanations, when analyzed using conventional and invented methods, provide new insights into phenomena	Students organize observations and measurements of objects and events through classification and the preparation of simple charts and tables	Measurements/ Paper Towel Testing/ Seed Germination	* Content (Earth, Physical and Life Sciences; Questioning, Comparing, Observing, Interpreting) Accurately transfer data from a science journal or notes to appropriate graphic organizer
	Students interpret organized observations and measurements, recognizing simple patterns, sequences, and relationships.	Measurements/ Paper Towel Testing/ Seed Germination	* Content (Earth, Physical and Life Sciences; Questioning, Comparing, Observing, Interpreting) State, orally and in writing, any inferences or generalizations indicated by the data collected
	Students share their findings with others and actively seek their interpretations and ideas	Measurements/ Paper Towel Testing/ Seed Germination	* Content (Earth, Physical and Life Sciences; Questioning, Comparing, Observing, Interpreting) Explain their findings to others, and actively listen to suggestions for possible interpretations and ideas
		Measurements/ Paper Towel Testing/ Seed Germination	State, orally and in writing, any inferences or generalizations indicated by the data, with appropriate modifications of their original predictions/evaluations.
		Measurements/ Paper Towel Testing/ Seed Germination	State, orally and in writing, any new questions that arise from their investigation
Engineering Design: Engineering design is an iterative process involving modeling and optimization (finding the best solution within given constraints); this process is used to develop technological solutions to problems within given constraints	Students engage in the following steps in a design process: describe objects, imaginary or real, that might be modeled or made differently and suggest ways in which the objects can be changed, fixed, or improved	Aerodynamics/ Paper Towel Testing	* Content (Earth, Physical and Life Sciences; Questioning, Comparing, Observing, Interpreting) * Content (How People Use Technology to Solve Problems) Identify a simple/common object which might be improved and state the purpose of the improvement

	Aerodynamics/ Paper Towel Testing	Identify features of an object that help or hinder the performance of the object
	Aerodynamics/ Paper Towel Testing	Suggest ways the object can be made differently, fixed, or improved within given constraints
	Aerodynamics/ Paper Towel Testing	Identify appropriate questions to ask about the design of an object
	Aerodynamics/ Paper Towel Testing	Identify the appropriate resources to use to find out about the design of an object

	Aerodynamics/ Paper Towel Testing	Describe prior designs of the object
		List possible solutions, applying age-appropriate math and science skills
		Develop and apply criteria to evaluate possible solutions
		Select a solution consistent with given constraints and explain why it was chosen
		Create a grade-appropriate graphic or plan listing all materials needed, showing sizes of parts, indicating how things will fit together, and detailing steps for assembly
		Build a model of the object, modifying the plan as necessary
		Determine a way to test the finished solution or model
		Perform the test and record the results, numerically and/or graphically
		Analyze results and suggest how to improve the solution or model, using oral, graphic, or written formats
Standard 2: Students will access, generate, process, and transfer information using appropriate technologies.		
Key ideas	Performance Indicators	Major Understandings/ Concepts Covered
Information technology is used to retrieve, process, and communicate information and as a tool to enhance learning	Students use a variety of equipment and software packages to enter, process, display, and communicate information in different forms using text, tables, pictures, and sound	* Content (Choose Appropriate Resources for Technology Systems) Use computer technology, traditional paper-based resources, and interpersonal discussions to learn, do, and share in the classroom.
	Students telecommunicate a message to a distant location with teacher help	
	Students access needed information from printed media, electronic databases, and community resources	
Knowledge of the impacts and limitations of information systems is essential to its effective and ethical use	Students describe the uses of information systems in homes, schools, and businesses	* Content (Choose Appropriate Resources for Technology Systems) Use a variety of media to access scientific information.
	Students understand that computers are used to store personal information.	Consult several sources of information and points of view before drawing conclusions.
	Students demonstrate ability to evaluate information	

Information technology can have positive and negative impacts on society, depending upon how it is used.	Students describe the uses of information systems in homes and schools	Students demonstrate an ability to evaluate information critically	* Content (Choose Appropriate Resources for Technology Systems) Distinguish fact from fiction (presenting opinion as fact is contrary to the scientific process). Demonstrate an ability to critically evaluate information and misinformation.

Standard 4: Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.

Key ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
The Earth and celestial phenomena can be described by principles of relative motion and perspective	Students describe patterns of daily, monthly, and seasonal changes in their environment	Mealworms/ Seed Germination	* Content (Cycles and Patterns) - Natural cycles and patterns include: *Earth spinning around once every 24 hours (rotation), resulting in day and night
			- Humans organize time into units based on natural motions of Earth: *second, minute, hour *week - The Sun and other stars appear to move in a recognizable pattern both daily and seasonally.
Many of the phenomena that we observe on Earth involve interactions among components of air, water, and land.	Students describe the relationships among air, water, and land on Earth	Seed Germination	* Content (Cycles and Patterns; Earth Changes Over Time) - Weather is the condition of the outside air at a particular moment
			Weather can be described and measured by: temperature, wind speed and direction, form and amount of precipitation, general sky conditions (cloudy, sunny, partly cloudy)
			- Water is recycled by natural processes on Earth. *evaporation: changing of water (liquid) into water vapor (gas)
			- Erosion and deposition result from the interaction among air, water, and land. *interaction between air and water breaks down earth materials
			Extreme natural events (floods, fires, earthquakes, volcanic eruptions, hurricanes, tornadoes, and other severe storms) may have positive or negative impacts on living things
Matter is made up of particles whose properties determine the observable characteristics of matter and its reactivity	Students observe and describe properties of materials using appropriate tools		* Content (Properties of Matter) - Matter takes up space and has mass. Two objects cannot occupy the same place at the same time.

			Matter has properties (color, hardness, odor, sound, taste, etc.) that can be observed through the senses.
		Measurement	Objects have properties that can be observed, described, and/or measured: length, width, volume, size, shape, mass or weight, temperature, texture, flexibility, reflectiveness of light

		Measurement	Measurements can be made with standard metric units and nonstandard units. (Note: Exceptions to the metric system usage are found in meteorology.)
			The material(s) an object is made up of determine some specific properties of the object (sink/float, conductivity, magnetism). Properties can be observed or measured with tools such as hand lenses, metric rulers, thermometers, balances, magnets, circuit
		Seed Germination/ Bones and Dinosaurs	Objects and/or materials can be sorted or classified according to their properties.
		Aerodynamics/ Paper Towel Testing	Some properties of an object are dependent on the conditions of the present surroundings in which the object exists. For example: *temperature - hot or cold
	Students describe chemical and physical changes, including changes in states of matter		* Content (Properties of Matter: State of Matter) Matter exists in three states: solid, liquid, gas. *solids have a definite shape and volume *liquid
			Temperature can affect the state of matter of a substance
			Changes in the properties or materials of objects can be observed and described
Energy exists in many forms, and when these forms change energy is conserved	Students describe a variety of forms of energy (e.g., heat, chemical, light) and the changes that occur in objects when they interact with those forms of energy	Seed Germination	* Content (Energy and its Forms and Forces) Energy exists in various forms: heat, electric, sound, chemical, mechanical, light Energy can be transferred from one place to another
			Some materials transfer energy better than others (heat and electricity).
		Seed Germination	Energy and matter interact: water is evaporated by the Sun's heat; a bulb is lighted by means of electrical current; a musical instrument is played to produce sound; dark colors may absorb light, light colors may reflect light Electricity travels in a closed circuit
			Heat can be released in many ways, for example, by burning, rubbing (friction), or combining one substance with another

			Interactions with forms of energy can be either helpful or harmful
	Students observe the way one form of energy can be transformed into another form of energy present in common situations (e.g., mechanical to heat energy, mechanical to electrical energy, chemical to heat energy.)		* Content (Energy and its Forms and Forces) Everyday events involve one form of energy being changed to another animals convert food to heat and motion *the Sun's energy warms the air and water

Energy and matter interact through forces that result in changes in motion.		Students describe the effects of common forces (pushes and pulls) on objects, such as those caused by gravity, magnetism, and mechanical forces.	Aerodynamics	Humans utilize interactions between matter and energy *chemical to electrical, light, and heat: battery and * Content (Energy and its Forms and Forces; Force and Motion) The position of an object can be described by locating it relative to another object or the background (e.g., on top of, next to, over, under, etc.).
			Aerodynamics	The position or direction of motion of an object can be changed by pushing or pulling.
			Aerodynamics	The force of gravity pulls objects toward the center of Earth
			Aerodynamics	The amount of change in the motion of an object is affected by friction.
			Aerodynamics	Magnetism is a force that may attract or repel certain materials
			Aerodynamics	Mechanical energy may cause change in motion through the application of force and through the use of simple machines such as pulleys, levers, and inclined planes
	Students describe how forces can operate across distances		Aerodynamics	* Content (Force and Motion) The forces of gravity and magnetism can affect objects through gases, liquids, and solids
			Aerodynamics	The force of magnetism on objects decreases as distance increases
Living things are both similar to and different from each other and from nonliving things	Students describe the characteristics of and variations between living and nonliving things		Mealworms/ Snails/ Bones and Dinosaurs	* Content (Plants and Animals have Similarities Such as Their Basic Needs, Ability to Grow, Change and Die) Animals need air, water, and food in order to live and thrive
			Seed Germination	Plants require air, water, nutrients, and light in order to live and thrive.
			Mealworms/ Snails/ Bones and Dinosaurs	Nonliving things do not live and thrive
			Mealworms/ Snails/ Bones and Dinosaurs/ Seed Germination	Nonliving things can be human-created or naturally occurring
	Students describe the life processes common to all living things		Mealworms/ Snails/ Seed Germination	* Content (Plants and Animals have Similarities Such as Their Basic Needs, Ability to Grow, Change and Die) Living things grow, take in nutrients, breathe, reproduce, eliminate waste, and die

Organisms inherit genetic information in a variety of ways that result in continuity of structure and function between parents and offspring	Students recognize that traits of living things are both inherited and acquired or learned	Mealworms/ Snails	* Content (Plants and Animals have Similarities Such as Their Basic Needs, Ability to Grow, Change and Die; Plant and Animal Structures) Some traits of living things have been inherited (e.g., color of flowers and number of limbs of animals).
		Mealworms/ Snails	Some characteristics result from an individual's interactions with the environment and cannot be inherited by the next generation (e.g., having scars; riding a bicycle).

	Students recognize that for humans and other living things there is genetic continuity between generations	Mealworms/ Snails	* Content (Plants and Animals have Similarities Such as Their Basic Needs, Ability to Grow, Change and Die; Plant and Animal Structures) Plants and animals closely resemble their parents and other individuals in their species Plants and animals can transfer specific traits to their offspring when they reproduce
Individual organisms and species change over time	Students describe how the structures of plants and animals complement the environment of the plant or animal	Seed Germination	* Content (Animals and Plants have Structures that Help Them Meet Their Needs) Each animal has different structures that serve different functions in growth, survival, and reproduction. *wings, legs, or fins enable some animals to seek shelter and escape predators Each plant has different structures that serve different functions in growth, survival, and reproduction. *roots help support the plant and take in water and nutrients In order to survive in their environment, plants and animals must be adapted to that environment. *seeds disperse by a plant's own mechanism and/or in a variety of ways that can in
	Students observe that differences within a species may give individuals an advantage in surviving and reproducing	Mealworms/ Seed Germination	* Content (Animals and Plants have Structures that Help Them Meet Their Need; Animals and Plants Must Adapt to Their Environment in Order to Survive.) within a species may compete with each other for food, mates, space, water, and shelter in their environment. All individuals have variations, and because of these variations, individuals of a species may have an advantage in surviving and reproducing
The continuity of life is sustained through reproduction and development	Students describe the major stages in the life cycles of selected plants and animals	Mealworms/ Seed Germination/ Snails	* Content (Life Cycles of Organisms) Plants and animals have life cycles. These may include beginning of a life, development into an adult, reproduction as an adult, and eventually death. Each kind of plant goes through its own stages of growth and development that may include seed, young plant, and mature plant. The length of time from beginning of development to death of the plant is called its life span. Life cycles of some plants include changes from seed to mature plant.

		Mealworms/ Snails	Each generation of animals goes through changes in form from young to adult. This completed sequence of changes in form is called a life cycle. Some insects change from egg to larva to pupa to adult
		Mealworms/ Snails	Each kind of animal goes through its own stages of growth and development during its life span.
		Mealworms/ Snails	The length of time from an animal's birth to its death is called its life span. Life spans of different animals vary

	Students describe evidence of growth, repair, and maintenance, such as nails, hair, and bone, and the healing of cuts and bruises	Teeth/ Mealworms	* Content (Life Cycles of Organisms; Growth of Organisms) Growth is the process by which plants and animals increase in size.
		Teeth/ Mealworms	Food supplies the energy and materials necessary for growth and repair
Organisms maintain a dynamic equilibrium that sustains life.	Students describe basic life functions of common living specimens (guppy, mealworm, gerbil).	Mealworms/ Snails/ Seed Germination	* Content (All Organisms have Basic Life Functions) All living things grow, take in nutrients, breathe, reproduce, and eliminate waste.
		Mealworms/ Snails/ Seed Germination	An organism's external physical features can enable it to carry out life functions in its particular environment
		Mealworms/ Snails/ Seed Germination	* Content (Survival Behavior of Organisms) Plants respond to changes in their environment. For example, the leaves of some green plants change position as the direction of light changes; the parts of some plants undergo seasonal changes; that enable the plant to grow; seeds germinate
		Mealworms/ Snails/ Seed Germination	Animals respond to change in their environment, (e.g., perspiration, heart rate, breathing rate, eye blinking, shivering, and salivating).
		Mealworms/ Snails/ Seed Germination	Senses can provide essential information (regarding danger, food, mates, etc.) to animals about their environment
		Mealworms/ Snails/ Seed Germination	Some animals, including humans, move from place to place to meet their needs.
		Mealworms/ Snails/ Seed Germination	Particular animal characteristics are influenced by changing environmental conditions including: fat storage in winter, coat thickness in winter, camouflage, shedding of fur
		Mealworms/ Snails/ Seed Germination	Some animal behaviors are influenced by environmental conditions. These behaviors may include: nest building, hibernating, hunting, migrating, and communicating.
		Mealworms/ Snails/ Seed Germination	The health, growth, and development of organisms are affected by environmental conditions such as the availability of food, air, water, space, shelter, heat, and sunlight
	Students describe the factors that help promote good health and growth in humans	Teeth	* Content (Health and Growth in Humans) Humans need a variety of healthy foods, exercise, and rest in order to grow and maintain good health.

		Teeth	Good health habits include hand washing and personal cleanliness; avoiding harmful substances (including alcohol, tobacco, illicit drugs); eating a balanced diet; engaging in regular exercise
Plants and animals depend on each other and their physical environment	Students describe how plants and animals, including humans, depend upon each other and the nonliving environment	Seed Germination	* Content (Interdependence of Plants and Animals) Green plants are producers because they provide the basic food supply for themselves and animals
		Mealworms/ Snails	All animals depend on plants. Some animals (predators) eat other animals (prey).

		Mealworms/ Snails	Animals that eat plants for food may in turn become food for other animals. This sequence is called a food chain Decomposers are living things that play a vital role in recycling nutrients
		Mealworms/ Snails	An organism's pattern of behavior is related to the nature of that organism's environment, including the kinds and numbers of other organisms present, the availability of food and other resources, and the physical characteristics of the environment
		Mealworms/ Snails	When the environment changes, some plants and animals survive and reproduce, and others die or move to new locations
	Students describe the relationship of the sun as an energy source for living and nonliving cycles	Seed Germination	* Content (The Sun is a Source of Energy) Plants manufacture food by utilizing air, water, and energy from the Sun.
		Seed Germination	The Sun's energy is transferred on Earth from plants to animals through the food chain.
		Seed Germination	Heat energy from the Sun powers the water cycle (see Physical Science Key Idea 2).
Human decisions and activities have had a profound impact on the physical and living environment	Students identify ways in which humans have changed their environments and the effects of those changes		* Content (Human Impact on Environment) Humans depend on their natural and constructed environments. Over time humans have changed their environment by cultivating crops and raising animals, creating shelter, using energy, manufacturing goods, developing means of transportation, changing populations, and carrying out other activities
			Humans, as individuals or communities, change environments in ways that can be either helpful or harmful for themselves and other organisms

Standard 6: Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.

Key ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
Through systems thinking, people can recognize the commonalities that exist among all systems and how parts of a system interrelate and combine to perform specific functions	Students observe and describe interactions among components of simple systems		* Content (Using Systems to Solve Problems) People Use Technology to Solve Problems Work together to build a tower. Record stories, songs and conversation to demonstrate various scientific concepts.
	Students identify common things that can be considered to be systems (e.g., a plant population, a subway system, human beings).		
Models are simplified representations of objects, structures, or systems used in analysis, explanation, interpretation, or design	Students analyze, construct, and operate models in order to discover attributes of the real thing		
	Students discover that a model of something is different from the real thing but can be used to study the real thing		
The grouping of magnitudes of size, time, frequency, and pressures or other units of measurement into a series of relative order provides a useful way to deal with the immense range and the changes in scale that affect the behavior and design of systems	Students provide examples of natural and manufactured things that belong to the same category yet have very different sizes, weights, ages, speeds, and other measurements	Paper Towel Testing/ Snails/ Mealworms	* Content (Earth, Physical and Life Sciences; Questioning, Comparing, Observing) * Content (Using Systems to Solve Problems) Observe that things in nature and things that people make have very different sizes, weights, and ages
	Students identify the biggest and the smallest values as well as the average value of a system when given information about its characteristics and behavior	Snails/ Mealworms	* Content (Earth, Physical and Life Sciences; Questioning, Comparing, Observing) * Content (Using Systems to Solve Problems) Recognize that almost anything has limits on how big or small it can be
Equilibrium is a state of stability due either to a lack of changes (static equilibrium) or a balance between opposing forces (dynamic equilibrium).	Students cite examples of systems in which some features stay the same while other features change		* Content (Earth, Physical and Life Sciences; Questioning, Comparing, Observing) * Content (Using Systems to Solve Problems) Observe that things change in some ways and stay the same in some ways. Recognize that things can change in different ways such as size, weight, color, and movement. Some small changes can be detected by taking measurements.
	Students distinguish between reasons for stability, from lack of changes to changes that counterbalance one another, to changes within cycles	Mealworms	

Identifying patterns of change is necessary for making predictions about future behavior and conditions	Students use simple instruments to measure such quantities as distance, size, and weight and look for patterns in the data	Measurements	
In order to arrive at the best solution that meets criteria within constraints, it is often necessary to make trade-offs.	Students determine the criteria and constraints of a simple decision-making problem		* Content (Earth, Physical and Life Sciences; Questioning, Comparing, Observing) * Content (Using Systems to Solve Problems) Choose the best alternative from a set of solutions under given constraints. Explain the criteria used in selecting a solution orally and in writing.

	Students use simple quantitative methods, such as ratios, to compare costs to benefits of a decision problem.	Paper Towel Testing	
Standard 7: Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.			
Key ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
The knowledge and skills of mathematics, science, and technology are used together to make informed decisions and solve problems, especially those relating to issues of science/technology/society, consumer decision-making, design, and inquiry into phenomena	Students analyze science/technology/society problems and issues that affect their home, school, or community, and carry out a remedial course of action		* Content (Using Systems to Solve Problems; How People Use Technology to Solve Problems) * Content (Problem Solving) - Work Effectively- contributing to the work of a brainstorming group, laboratory partnership, cooperative learning group, or project team; planning procedures; identifying and managing responsibilities of team members; and staying on task, whether working alone or as part of a group *Gathering and Processing Information- accessing information from printed media, electronic databases, and community resources; using the information to develop a definition of the problem and to research possible solutions *Generating and Analyzing Ideas- developing ideas for proposed solutions, investigating ideas, collecting data, and showing relationships and patterns in the data *Common Themes- observing examples of common unifying themes, applying them to the problem, and using them to better understand the dimensions of the problem *Realizing Ideas- constructing components or models, arriving at a solution, and evaluating the results *Presenting Results- using a variety of media to present the solution and to communicate the results
	Students make informed consumer decisions by applying knowledge about the attributes of particular products and making cost/benefit tradeoffs to arrive at an optimal choice		
	Students design solutions to problems involving a familiar and real context, investigate related science concepts to inform the solution, and use mathematics to model, quantify, measure, and compute		
	Students observe phenomena and evaluate them scientifically and mathematically by conducting a fair test of the effect of variables and using mathematical knowledge and technological tools to collect, analyze, and present data and conclusions		

Solving interdisciplinary problems involves a variety of skills and strategies, including effective work habits; gathering and processing information; generating and analyzing ideas; realizing ideas; making connections among the common themes of mathematics, science, and technology; and presenting results.			
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Beginning Level Science			
Grade 2			
<i>Standard 1:</i> Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.			
Key ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
Mathematical Analysis: Abstraction and symbolic representation are used to communicate mathematically	Students use special mathematical notation and symbolism to communicate in mathematics and to compare and describe quantities, express relationships, and relate mathematics to their immediate environment.		Use plus, minus, greater than, less than, equal to, multiplication, and division signs
			Select the appropriate operation to solve mathematical problems
			Apply mathematical skills to describe the natural world
Mathematical Analysis: Deductive and inductive reasoning are used to reach mathematical conclusions.	Students use simple logical reasoning to develop conclusions, recognizing that patterns and relationships present in the environment assist them in reaching these conclusions.	Sink and Float	Explain verbally, graphically, or in writing the reasoning used to develop mathematical conclusions
		Sink and Float	Explain verbally, graphically, or in writing patterns and relationships observed in the physical and living environment
Mathematical Analysis: Critical thinking skills are used in the solution of mathematical problems.	Students explore and solve problems generated from school, home, and community situations, using concrete objects or manipulative materials when possible.	Sink and Float/ Light and Shadows/ Rocks and Minerals	Use appropriate scientific tools, such as metric rulers, spring scale, pan balance, graph paper, thermometers [Fahrenheit and Celsius], graduated cylinder to solve problems about the natural world
		Sink and Float/ Light and Shadows/ Rocks and Minerals/ Crickets/ Insects/ Plant Requirements/ Sound	Observe and discuss objects and events and record observations
Scientific Inquiry: The central purpose of scientific inquiry is to develop explanations of natural phenomena in a continuing, creative process.	Students ask "why" questions in attempts to seek greater understanding concerning objects and events they have observed and heard about.	Sink and Float/ Light and Shadows/ Rocks and Minerals/ Crickets/ Insects/ Plant Requirements/ Sound	Articulate appropriate questions based on observations
	Students question the explanations they hear from others and read about, seeking clarification and comparing them with their own observations and understandings	Sink and Float/ Light and Shadows/ Rocks and Minerals/ Crickets/ Insects/ Plant Requirements/ Sound	Identify similarities and differences between explanations received from others or in print and personal observations or understandings

	Students develop relationships among observations to construct descriptions of objects and events and to form their own tentative explanations of what they have observed	Sink and Float/ Light and Shadows/ Rocks and Minerals/ Crickets/ Insects/ Plant Requirements/ Sound	Clearly express a tentative explanation or description which can be tested
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Scientific Inquiry: Beyond the use of reasoning and consensus, scientific inquiry involves the testing of proposed explanations involving the use of conventional techniques and procedures and usually requiring considerable ingenuity.	Students develop written plans for exploring phenomena or for evaluating explanations guided by questions or proposed explanations that they have helped formulate.	Sink and Float/ Light and Shadows/ Rocks and Minerals/ Crickets/ Insects/ Plant Requirements/ Sound	Indicate materials to be used and steps to follow to conduct the investigation and describe how data will be recorded (journal, dates and times, etc.)
	Students share their research plans with others and revise them based on their suggestions	Sink and Float/ Light and Shadows/ Rocks and Minerals/ Crickets/ Insects/ Plant Requirements/ Sound	Explain the steps of a plan to others, actively listening to their suggestions for possible modification of the plan, seeking clarification and understanding of the suggestions and modifying the plan where appropriate
	Students carry out their plans for exploring phenomena through direct observation and through the use of simple instruments that permit measurements of quantities, such as length, mass, volume, temperature, and time	Sink and Float/ Light and Shadows/ Rocks and Minerals/ Crickets/ Insects/ Plant Requirements/ Sound	Use appropriate "inquiry and process skills" to collect data
		Sink and Float/ Light and Shadows/ Rocks and Minerals/	Record observations accurately and concisely
Scientific Inquiry: The observations made while testing proposed explanations, when analyzed using conventional and invented methods, provide new insights into phenomena	Students organize observations and measurements of objects and events through classification and the preparation of simple charts and tables	Sink and Float/ Light and Shadows/ Rocks and Minerals/ Crickets/ Insects/ Plant Requirements/ Sound	Accurately transfer data from a science journal or notes to appropriate graphic organizer
	Students interpret organized observations and measurements, recognizing simple patterns, sequences, and relationships.	Sink and Float/ Light and Shadows/ Rocks and Minerals/ Crickets/ Insects/ Plant Requirements/ Sound	State, orally and in writing, any inferences or generalizations indicated by the data collected
	Students share their findings with others and actively seek their interpretations and ideas MST.1.E.SI.3C:	Sink and Float/ Light and Shadows/ Rocks and Minerals/ Crickets/ Insects/ Plant Requirements/ Sound	Explain their findings to others, and actively listen to suggestions for possible interpretations and ideas
			State, orally and in writing, any inferences or generalizations indicated by the data, with appropriate modifications of their original prediction/explanation
Engineering Design: Engineering design is an iterative process involving modeling and optimization (finding the best solution within given constraints); this process is used to develop technological solutions to problems within given constraints			State, orally and in writing, any new questions that arise from their investigation
	Students engage in the following steps in a design process: describe objects, imaginary or real, that might be modeled or made differently and suggest ways in which the objects can be changed, fixed, or improved	Sink and Float	Identify a simple/common object which might be improved and state the purpose of the improvement
		Sink and Float	Identify features of an object that help or hinder the performance of the object
		Sink and Float	Suggest ways the object can be made differently, fixed, or improved within given constraints

		Sink and Float	Identify appropriate questions to ask about the design of an object
		Sink and Float	Identify the appropriate resources to use to find out about the design of an object
		Sink and Float	Describe prior designs of the object
		Sink and Float	List possible solutions, applying age-appropriate math and science skills

		Sink and Float	Develop and apply criteria to evaluate possible solutions
		Sink and Float	Select a solution consistent with given constraints and explain why it was chosen
		Sink and Float	Create a grade-appropriate graphic or plan listing all materials needed, showing sizes of parts, indicating how things will fit together, and detailing steps for assembly
		Sink and Float	Build a model of the object, modifying the plan as necessary
		Sink and Float	Determine a way to test the finished solution or model
		Sink and Float	Perform the test and record the results, numerically and/or graphically
		Sink and Float	Analyze results and suggest how to improve the solution or model, using oral, graphic, or written formats
Standard 2: Students will access, generate, process, and transfer information using appropriate technologies.			
Key ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
Information technology is used to retrieve, process, and communicate information and as a tool to enhance learning	Students use a variety of equipment and software packages to enter, process, display, and communicate information in different forms using text, tables, pictures, and sound	Sound	Use computer technology, traditional paper-based resources, and interpersonal discussions to learn, do, and share in the classroom.
	Students telecommunicate a message to a distant location with teacher help	Sound	
	Students access needed information from printed media, electronic databases, and community resources	Rocks and Minerals	
Knowledge of the impacts and limitations of information systems is essential to its effective and ethical use	Students describe the uses of information systems in homes, schools, and businesses		Use a variety of media to access scientific information. Consult several sources of information and points of view before drawing conclusions.
	Students understand that computers are used to store personal information.		
	Students demonstrate ability to evaluate information		
Information technology can have positive and negative impacts on society, depending upon how it is used.	Students describe the uses of information systems in homes and schools		Demonstrate an ability to critically evaluate information and misinformation
	Students demonstrate an ability to evaluate information critically		

Standard 4: Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.

Key ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
The Earth and celestial phenomena can be described by principles of relative motion and perspective	Students describe patterns of daily, monthly, and seasonal changes in their environment	Light and Shadow	Natural cycles and patterns include: *Earth spinning around once every 24 hours (rotation), resulting in day and night
			Humans organize time into units based on natural motions of Earth: *second, minute, hour *week,
			The Sun and other stars appear to move in a recognizable pattern both daily and seasonally.
Many of the phenomena that we observe on Earth involve interactions among components of air, water, and land.	Students describe the relationships among air, water, and land on Earth	Plant Requirements	Weather is the condition of the outside air at a particular moment
			Weather can be described and measured by: temperature, wind speed and direction, form and amount of precipitation, general sky conditions (cloudy, sunny, partly cloudy)
			Water is recycled by natural processes on Earth. *evaporation: changing of water (liquid) into water vapor (gas)
		Rocks and Mineral	Erosion and deposition result from the interaction among air, water, and land. *interaction between air and water breaks down earth materials
		Rocks and Mineral	Extreme natural events (floods, fires, earthquakes, volcanic eruptions, hurricanes, tornadoes, and other severe storms) may have positive or negative impacts on living things
Matter is made up of particles whose properties determine the observable characteristics of matter and its reactivity	Students observe and describe properties of materials using appropriate tools		Matter takes up space and has mass. Two objects cannot occupy the same place at the same time.
		Rocks and Minerals	Matter has properties (color, hardness, odor, sound, taste, etc.) that can be observed through the senses.

		Rocks and Minerals	Objects have properties that can be observed, described, and/or measured: length, width, volume, size, shape, mass or weight, temperature, texture, flexibility, reflectiveness of light
			Measurements can be made with standard metric units and nonstandard units. (Note: Exceptions to the metric system usage are found in meteorology.)

		Rocks and Mineral/ Sink and Float	The material(s) an object is made up of determine some specific properties of the object (sink/float, conductivity, magnetism). Properties can be observed or measured with tools such as hand lenses, metric rulers, thermometers, balances, magnets, circuit
		Rocks and Mineral/ Sink and Float	Objects and/or materials can be sorted or classified according to their properties.
			Some properties of an object are dependent on the conditions of the present surroundings in which the object exists. For example: *temperature - hot or cold
	Students describe chemical and physical changes, including changes in states of matter		Matter exists in three states: solid, liquid, gas. *solids have a definite shape and volume *liquid
			Temperature can affect the state of matter of a substance
			Changes in the properties or materials of objects can be observed and described
Energy exists in many forms, and when these forms change energy is conserved	Students describe a variety of forms of energy (e.g., heat, chemical, light) and the changes that occur in objects when they interact with those forms of energy	Sound	Energy exists in various forms: heat, electric, sound, chemical, mechanical, light
		Sound	Energy can be transferred from one place to another
		Sound	Some materials transfer energy better than others (heat and electricity).
			Energy and matter interact: water is evaporated by the Sun's heat; a bulb is lighted by means of electrical current; a musical instrument is played to produce sound; dark colors may absorb light, light colors may reflect light
			Electricity travels in a closed circuit
			Heat can be released in many ways, for example, by burning, rubbing (friction), or combining one substance with another

			Interactions with forms of energy can be either helpful or harmful
	Students observe the way one form of energy can be transformed into another form of energy present in common situations (e.g., mechanical to heat energy, mechanical to electrical energy, chemical to heat energy.)		* Content (Energy Exists in Many Forms) Everyday events involve one form of energy being changed to another animals convert food to heat and motion *the Sun's energy warms the air and water

Energy and matter interact through forces that result in changes in motion.	Students describe the effects of common forces (pushes and pulls) on objects, such as those caused by gravity, magnetism, and mechanical forces.	Humans utilize interactions between matter and energy *chemical to electrical, light, and heat: battery and bulb
		The position of an object can be described by locating it relative to another object or the background (e.g., on top of, next to, over, under, etc.).
		The position or direction of motion of an object can be changed by pushing or pulling.
		The force of gravity pulls objects toward the center of Earth
		The amount of change in the motion of an object is affected by friction.
		Magnetism is a force that may attract or repel certain materials
		Mechanical energy may cause change in motion through the application of force and through the use of simple machines such as pulleys, levers, and inclined planes
	Students describe how forces can operate across distances	The forces of gravity and magnetism can affect objects through gases, liquids, and solids
		The force of magnetism on objects decreases as distance increases
Living things are both similar to and different from each other and from nonliving things	Students describe the characteristics of and variations between living and nonliving things	Animals need air, water, and food in order to live and thrive
		Plants require air, water, nutrients, and light in order to live and thrive.
		Nonliving things do not live and thrive
		Nonliving things can be human-created or naturally occurring
	Students describe the life processes common to all living things	Living things grow, take in nutrients, breathe, reproduce, eliminate waste, and die

Organisms inherit genetic information in a variety of ways that result in continuity of structure and function between parents and offspring	Students recognize that traits of living things are both inherited and acquired or learned	Plant Requirements/ Crickets/ Insects	* Content (Plants and Animals have Similarities Such as Their Basic Needs, Ability to Grow, Change and Die; Plant and Animal Structures, Adaptations to Environment) Some traits of living things have been inherited (e.g., color of flowers and number of limbs of animals).
		Plant Requirements/ Crickets/ Insects	Some characteristics result from an individual's interactions with the environment and cannot be inherited by the next generation (e.g., having scars; riding a bicycle).

	Students recognize that for humans and other living things there is genetic continuity between generations	Plant Requirements/ Crickets/ Insects	Plants and animals closely resemble their parents and other individuals in their species
		Crickets/ Insects	Plants and animals can transfer specific traits to their offspring when they reproduce
Individual organisms and species change over time	Students describe how the structures of plants and animals complement the environment of the plant or animal	Plant Requirements/ Crickets/ Insects	Each animal has different structures that serve different functions in growth, survival, and reproduction. *wings, legs, or fins enable some animals to seek shelter and escape predators
		Plant Requirements/ Crickets/ Insects	Each plant has different structures that serve different functions in growth, survival, and reproduction. *roots help support the plant and take in water and nutrients
		Plant Requirements/ Crickets/ Insects	In order to survive in their environment, plants and animals must be adapted to that environment. *seeds disperse by a plant's own mechanism and/or in a variety of ways that can in
	Students observe that differences within a species may give individuals an advantage in surviving and reproducing	Plant Requirements/ Crickets/ Insects	Individuals within a species may compete with each other for food, mates, space, water, and shelter in their environment.
		Plant Requirements/ Crickets/ Insects	All individuals have variations, and because of these variations, individuals of a species may have an advantage in surviving and reproducing
The continuity of life is sustained through reproduction and development	Students describe the major stages in the life cycles of selected plants and animals	Crickets/ Insects	Plants and animals have life cycles. These may include beginning of a life, development into an adult, reproduction as an adult, and eventually death.
		Plant Requirements	Each kind of plant goes through its own stages of growth and development that may include seed, young plant, and mature plant.
		Plant Requirements	The length of time from beginning of development to death of the plant is called its life span.
		Plant Requirements	Life cycles of some plants include changes from seed to mature plant.

		Plant Requirements/ Crickets/ Insects	Each generation of animals goes through changes in form from young to adult. This completed sequence of changes in form is called a life cycle. Some insects change from egg to larva to pupa to adult
		Plant Requirements/ Crickets/ Insects	Each kind of animal goes through its own stages of growth and development during its life span.

		Plant Requirements/ Crickets/ Insects	The length of time from an animal's birth to its death is called its life span. Life spans of different animals vary
	Students describe evidence of growth, repair, and maintenance, such as nails, hair, and bone, and the healing of cuts and bruises	Plant Requirements/ Crickets/ Insects	Growth is the process by which plants and animals increase in size.
		Plant Requirements/ Crickets/ Insects	Food supplies the energy and materials necessary for growth and repair
Organisms maintain a dynamic equilibrium that sustains life.	Students describe basic life functions of common living specimens (guppy, mealworm, gerbil).	Plant Requirements/ Crickets/ Insects	All living things grow, take in nutrients, breathe, reproduce, and eliminate waste.
		Plant Requirements/ Crickets/ Insects	An organism's external physical features can enable it to carry out life functions in its particular environment
	Students describe some survival behaviors of common living specimens	Plant Requirements/ Crickets/ Insects	Plants respond to changes in their environment. For example, the leaves of some green plants change position as the direction of light changes; the parts of some plants undergo seasonal changes that enable the plant to grow; seeds germinate, and leaves fall
		Plant Requirements/ Crickets/ Insects	Animals respond to change in their environment, (e.g., perspiration, heart rate, breathing rate, eye blinking, shivering, and salivating).
		Plant Requirements/ Crickets/ Insects	Senses can provide essential information (regarding danger, food, mates, etc.) to animals about their environment
		Plant Requirements/ Crickets/ Insects	Some animals, including humans, move from place to place to meet their needs.
		Plant Requirements/ Crickets/ Insects	Particular animal characteristics are influenced by changing environmental conditions including: fat storage in winter, coat thickness in winter, camouflage, shedding of fur
		Plant Requirements/ Crickets/ Insects	Some animal behaviors are influenced by environmental conditions. These behaviors may include: nest building, hibernating, hunting, migrating, and communicating.
		Plant Requirements/ Crickets/ Insects	The health, growth, and development of organisms are affected by environmental conditions such as the availability of food, air, water, space, shelter, heat, and sunlight

	Students describe the factors that help promote good health and growth in humans		Humans need a variety of healthy foods, exercise, and rest in order to grow and maintain good health.
			Good health habits include hand washing and personal cleanliness; avoiding harmful substances (including alcohol, tobacco, illicit drugs); eating a balanced diet; engaging in regular exercise

Plants and animals depend on each other and their physical environment	Students describe how plants and animals, including humans, depend upon each other and the nonliving environment	Plant Requirements	Green plants are producers because they provide the basic food supply for themselves and animals
		Plant Requirements/ Insects/ Crickets	All animals depend on plants. Some animals (predators) eat other animals (prey).
		Plant Requirements/ Insects/ Crickets	Animals that eat plants for food may in turn become food for other animals. This sequence is called a food chain
		Plant Requirements/ Insects/ Crickets	Decomposers are living things that play a vital role in recycling nutrients
		Plant Requirements/ Insects/ Crickets	An organism's pattern of behavior is related to the nature of that organism's environment, including the kinds and numbers of other organisms present, the availability of food and other resources, and the physical characteristics of the environment
		Plant Requirements/ Insects/ Crickets	When the environment changes, some plants and animals survive and reproduce, and others die or move to new locations
	Students describe the relationship of the sun as an energy source for living and nonliving cycles	Plant Requirements	Plants manufacture food by utilizing air, water, and energy from the Sun.
		Plant Requirements	The Sun's energy is transferred on Earth from plants to animals through the food chain.
		Plant Requirements	Heat energy from the Sun powers the water cycle (see Physical Science Key Idea 2).
Human decisions and activities have had a profound impact on the physical and living environment	Students identify ways in which humans have changed their environments and the effects of those changes	Rocks and Minerals	Humans depend on their natural and constructed environments.
		Rocks and Minerals	Over time humans have changed their environment by cultivating crops and raising animals, creating shelter, using energy, manufacturing goods, developing means of transportation, changing populations, and carrying out other activities
		Rocks and Minerals	Humans, as individuals or communities, change environments in ways that can be either helpful or harmful for themselves and other organisms

Standard 6: Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.

Key Ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
Through systems thinking, people can recognize the commonalities that exist among all systems and how parts of a system interrelate and combine to perform specific functions	Students observe and describe interactions among components of simple systems		Work together to build a tower. Record stories, songs and conversation to demonstrate various scientific concepts.
	Students identify common things that can be considered to be systems (e.g., a plant population, a subway system, human beings).		
Models are simplified representations of objects, structures, or systems used in analysis, explanation, interpretation, or design	Students analyze, construct, and operate models in order to discover attributes of the real thing		
	Students discover that a model of something is different from the real thing but can be used to study the real thing		
The grouping of magnitudes of size, time, frequency, and pressures or other units of measurement into a series of relative order provides a useful way to deal with the immense range and the changes in scale that affect the behavior and design of systems	Students provide examples of natural and manufactured things that belong to the same category yet have very different sizes, weights, ages, speeds, and other measurements	Sink and Float/ Rocks and Minerals	Observe that things in nature and things that people make have very different sizes, weights, and ages
	Students identify the biggest and the smallest values as well as the average value of a system when given information about its characteristics and behavior		Recognize that almost anything has limits on how big or small it can be
Equilibrium is a state of stability due either to a lack of changes (static equilibrium) or a balance between opposing forces (dynamic equilibrium).	Students cite examples of systems in which some features stay the same while other features change	Insects/ Crickets	Observe that things change in some ways and stay the same in some ways. Recognize that things can change in different ways such as size, weight, color, and movement. Some small changes can be detected by taking measurements
	Students distinguish between reasons for stability, from lack of changes to changes that counterbalance one another, to changes within cycles	Insects/ Crickets	

Identifying patterns of change is necessary for making predictions about future behavior and conditions	Students use simple instruments to measure such quantities as distance, size, and weight and look for patterns in the data	Insects/ Crickets/ Rocks and Minerals	

In order to arrive at the best solution that meets criteria within constraints, it is often necessary to make trade-offs.	Students determine the criteria and constraints of a simple decision-making problem		* Content (Earth, Physical and Life Sciences; Questioning, Comparing, Observing) * Content (Using Systems to Solve Problems) Choose the best alternative from a set of solutions under given constraints. Explain the criteria used in selecting a solution orally and in writing
	Students use simple quantitative methods, such as ratios, to compare costs to benefits of a decision problem.		
Standard 7: Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.			
Key ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
The knowledge and skills of mathematics, science, and technology are used together to make informed decisions and solve problems, especially those relating to issues of science/technology/society, consumer decision-making, design, and inquiry into phenomena	Students analyze science/technology/society problems and issues that affect their home, school, or community, and carry out a remedial course of action	Crickets/ Plant Requirements/ Sink and Float/ Light and Shadows/ Insects/ Sound/ Minerals and Rocks	Work Effectively- contributing to the work of a brainstorming group, laboratory partnership, cooperative learning group, or project team; planning procedures; identifying and managing responsibilities of team members; and staying on task, whether working
	Students make informed consumer decisions by applying knowledge about the attributes of particular products and making cost/benefit tradeoffs to arrive at an optimal choice		
	Students design solutions to problems involving a familiar and real context, investigate related science concepts to inform the solution, and use mathematics to model, quantify, measure, and compute	Crickets/ Plant Requirements/ Sink and Float/ Light and Shadows/ Insects/ Sound/ Minerals and Rocks	

	Students observe phenomena and evaluate them scientifically and mathematically by conducting a fair test of the effect of variables and using mathematical knowledge and technological tools to collect, analyze, and present data and conclusions	Crickets/ Plant Requirements/ Sink and Float/ Light and Shadows/ Insects/ Sound/ Minerals and Rocks	
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Solving interdisciplinary problems involves a variety of skills and strategies, including effective work habits; gathering and processing information; generating and analyzing ideas; realizing ideas; making connections among the common themes of mathematics	Crickets/ Plant Requirements/ Sink and Float/ Light and Shadows/ Insects/ Sound/ Minerals and Rocks	
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Beginning Level Science Grade 3			
Standard 1: Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.			
Key Ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
Mathematical Analysis: Abstraction and symbolic representation are used to communicate mathematically.	Students use special mathematical notation and symbolism to communicate in mathematics and to compare and describe quantities, express relationships, and relate mathematics to their immediate environment.		Use plus, minus, greater than, less than, equal to, multiplication, and division signs. Select the appropriate operation to solve mathematical problems. Apply mathematical skills to describe the natural world.
Mathematical Analysis: Deductive and inductive reasoning are used to reach mathematical conclusions.	Students use simple logical reasoning to develop conclusions, recognizing that patterns and relationships present in the environment assist them in reaching these conclusions.		Explain verbally, graphically, or in writing the reasoning used to develop mathematical conclusions
			Explain verbally, graphically, or in writing patterns and relationships observed in the physical and living environment
Mathematical Analysis: Critical thinking skills are used in the solution of mathematical problems.	Students explore and solve problems generated from school, home, and community situations, using concrete objects or manipulative materials when possible.	Force and Motion	Use appropriate scientific tools, such as metric rulers, spring scale, pan balance, graph paper, thermometers [Fahrenheit and Celsius], graduated cylinder to solve problems about the natural world
Scientific Inquiry: The central purpose of scientific inquiry is to develop explanations of natural phenomena in a continuing, creative process.	Students ask "why" questions in attempts to seek greater understanding concerning objects and events they have observed and heard about.	Snakes/ Plant Adaptations/ Hot and Cold/ Simple Machines/ Properties of Matter/ Force and Motion/ Ecocolumns/ Weather	Observe and discuss objects and events and record observations
	Students question the explanations they hear from others and read about, seeking clarification and comparing them with their own observations and understandings	Snakes/ Plant Adaptations/ Hot and Cold/ Simple Machines/ Properties of Matter/ Force and Motion/ Ecocolumns/ Weather	Articulate appropriate questions based on observations
		Snakes/ Plant Adaptations/ Hot and Cold/ Simple Machines/ Properties of Matter/ Force and Motion/ Ecocolumns/ Weather	Identify similarities and differences between explanations received from others or in print and personal observations or understandings

Scientific Inquiry: Beyond the use of reasoning and consensus, scientific inquiry involves the testing of proposed explanations involving the use of conventional techniques and procedures and usually requiring considerable ingenuity.	Students develop relationships among observations to construct descriptions of objects and events and to form their own tentative explanations of what they have observed	Snakes/ Plant Adaptations/ Hot and Cold/ Simple Machines/ Properties of Matter/ Force and Motion/ Ecocolumns/ Weather	Clearly express a tentative explanation or description which can be tested
	Students develop written plans for exploring phenomena or for evaluating explanations guided by questions or proposed explanations that they have helped formulate.	Snakes/ Plant Adaptations/ Hot and Cold/ Simple Machines/ Properties of Matter/ Force and Motion/ Ecocolumns/ Weather	Indicate materials to be used and steps to follow to conduct the investigation and describe how data will be recorded (journal, dates and times, etc.)

	Students share their research plans with others and revise them based on their suggestions	Explain the steps of a plan to others, actively listening to their suggestions for possible modification of the plan, seeking clarification and understanding of the suggestions and modifying the plan where appropriate
	Students carry out their plans for exploring phenomena through direct observation and through the use of simple instruments that permit measurements of quantities, such as length, mass, volume, temperature, and time	Use appropriate "inquiry and process skills" to collect data
		Record observations accurately and concisely
Scientific Inquiry: The observations made while testing proposed explanations, when analyzed using conventional and invented methods, provide new insights into phenomena	Students organize observations and measurements of objects and events through classification and the preparation of simple charts and tables	Accurately transfer data from a science journal or notes to appropriate graphic organizer
	Students interpret organized observations and measurements, recognizing simple patterns, sequences, and relationships.	State, orally and in writing, any inferences or generalizations indicated by the data collected
	Students share their findings with others and actively seek their interpretations and ideas	Explain their findings to others, and actively listen to suggestions for possible interpretations and ideas
		State, orally and in writing, any inferences or generalizations indicated by the data, with appropriate modifications of their original prediction/explanation
		State, orally and in writing, any new questions that arise from their investigation
Engineering Design: Engineering design is an iterative process involving modeling and optimization (finding the best solution within given constraints); this process is used to develop technological solutions to problems within given constraints	Students engage in the following steps in a design process: describe objects, imaginary or real, that might be modeled or made differently and suggest ways in which the objects can be changed, fixed, or improved.	Identify a simple/common object which might be improved and state the purpose of the improvement
		Identify features of an object that help or hinder the performance of the object
		Suggest ways the object can be made differently, fixed, or improved within given constraints

	Students engage in the following steps in a design process: investigate prior solutions and ideas from books, magazines, family, friends, neighbors, and community members	Simple Machines	Identify appropriate questions to ask about the design of an object
		Simple Machines	Identify the appropriate resources to use to find out about the design of an object

	Simple Machines	Describe prior designs of the object
Students engage in the following steps in a design process: generate ideas for possible solutions, individually and through group activity; apply age-appropriate mathematics and science skills; evaluate the ideas and determine the best solution; and explain reasons for the choices	Simple Machines	List possible solutions, applying age-appropriate math and science skills
	Simple Machines	Develop and apply criteria to evaluate possible solutions
	Simple Machines	Select a solution consistent with given constraints and explain why it was chosen
Students engage in the following steps in a design process: plan and build, under supervision, a model of the solution using familiar materials, processes, and hand tools	Simple Machines	Create a grade-appropriate graphic or plan listing all materials needed, showing sizes of parts, indicating how things will fit together, and detailing steps for assembly
	Simple Machines	Build a model of the object, modifying the plan as necessary
	Simple Machines	Determine a way to test the finished solution or model
Students engage in the following steps in a design process: discuss how best to test the solution; perform the test under teacher supervision; record and portray results through numerical and graphic means; discuss orally why things worked or didn't work; and summarize results in writing, suggesting ways to make the solution better	Simple Machines	Perform the test and record the results, numerically and/or graphically
	Simple Machines	Analyze results and suggest how to improve the solution or model, using oral, graphic, or written formats
Standard 2: Students will access, generate, process, and transfer information using appropriate technologies.		
Key ideas	Performance Indicators	Major Understandings/ Concepts Covered
	Harlem Success Academy Curriculum Units	

Information technology is used to retrieve, process, and communicate information and as a tool to enhance learning	Students use a variety of equipment and software packages to enter, process, display, and communicate information in different forms using text, tables, pictures, and sound	Use computer technology, traditional paper-based resources, and interpersonal discussions to learn, do, and share in the classroom. Select appropriate hardware and software that aids in word processing, creating databases, telecommunications, graphing, data display, and other tasks. Use information technology to link the classroom to world events
	Students telecommunicate a message to a distant location with teacher help	
	Students access needed information from printed media, electronic databases, and community resources	

Knowledge of the impacts and limitations of information systems is essential to its effective and ethical use	Students describe the uses of information systems in homes, schools, and businesses		Use a variety of media to access scientific information. Consult several sources of information and points of view before drawing conclusions. Identify and report sources in oral and written communication.
	Students understand that computers are used to store personal information.		
	Students demonstrate ability to evaluate information		
	Students describe the uses of information systems in homes and schools		
Information technology can have positive and negative impacts on society, depending upon how it is used.	Students demonstrate an ability to evaluate information critically		Distinguish fact from fiction (presenting opinion as fact is contrary to the scientific process). Demonstrate an ability to critically evaluate information and misinformation. Recognize the impact of information technology on the daily life of students.
Standard 4: Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.			
The Earth and celestial phenomena can be described by principles of relative motion and perspective	Key Ideas	Performance Indicators	Harlem Success Academy Curriculum Units
		Students describe patterns of daily, monthly, and seasonal changes in their environment	Major Understandings/ Concepts Covered Natural cycles and patterns include: *Earth spinning around once every 24 hours (rotation), resulting in day and night *Earth moving in a path around the Sun (revolution), resulting in one Earth year *the length of daylight and darkness varying with the seasons *weather changing from day to day and through the seasons *the appearance of the Moon changing as it moves in a path around Earth to complete a single cycle
			Humans organize time into units based on natural motions of Earth: *second, minute, hour *week, month
		Weather	The Sun and other stars appear to move in a recognizable pattern both daily and seasonally.

Many of the phenomena that we observe on Earth involve interactions among components of air, water, and land.	Students describe the relationships among air, water, and land on Earth	Weather	is the condition of the outside air at a particular moment	Weather
		Weather	Weather can be described and measured by: temperature, wind speed and direction, form and amount of precipitation, general sky conditions (cloudy, sunny, partly cloudy)	

			Water is recycled by natural processes on Earth. *evaporation: changing of water (liquid) into water vapor (gas) *condensation: changing of water vapor (gas) into water (liquid) *precipitation: rain, sleet, snow, hail *runoff: water flowing on Earth's surface *groundwater: water that moves downward into the ground
		Weather	Erosion and deposition result from the interaction among air, water, and land. *interaction between air and water breaks down earth materials *pieces of earth material may be moved by air, water, wind, and Extreme natural events (floods, fires, earthquakes, volcanic eruptions, hurricanes, tornadoes, and other severe storms) may have positive or negative impacts on living things
Matter is made up of particles whose properties determine the observable characteristics of matter and its reactivity	Students observe and describe properties of materials using appropriate tools	Properties of Matter	Matter takes up space and has mass. Two objects cannot occupy the same place at the same time.
		Properties of Matter/ Hot and Cold	Matter has properties (color, hardness, odor, sound, taste, etc.) that can be observed through the senses.
		Properties of Matter/ Hot and Cold	Objects have properties that can be observed, described, and/or measured: length, width, volume, size, shape, mass or weight, temperature, texture, flexibility, reflectiveness of light
		Properties of Matter/ Hot and Cold	Measurements can be made with standard metric units and nonstandard units. (Note: Exceptions to the metric system usage are found in meteorology.)
		Properties of Matter/ Hot and Cold	The material(s) an object is made up of determine some specific properties of the object (sink/float, conductivity, magnetism). Properties can be observed or measured with tools such as hand lenses, metric rulers, thermometers, balances, magnets, circuit
		Properties of Matter/ Hot and Cold	Objects and/or materials can be sorted or classified according to their properties.

Properties of Matter/ Hot and Cold

Some properties of an object are dependent on the conditions of the present surroundings in which the object exists. For example:
*temperature - hot or cold
*lighting - shadows, color
*moisture - wet or dry

	Students describe chemical and physical changes, including changes in states of matter	Properties of Matter	Matter
		Properties of Matter/ Hot and Cold	exists in three states: solid, liquid, gas. *solids have a definite shape and volume *liquids do not have a definite shape but have a definite volume *gases do not hold their shape or volume
		Properties of Matter/ Hot and Cold	Temperature can affect the state of matter of a substance
Energy exists in many forms, and when these forms change energy is conserved	Students describe a variety of forms of energy (e.g., heat, chemical, light) and the changes that occur in objects when they interact with those forms of energy		Changes in the properties or materials of objects can be observed and described
			Energy exists in various forms: heat, electric, sound, chemical, mechanical, light
			Energy can be transferred from one place to another
			Some materials transfer energy better than others (heat and electricity).
			Energy and matter interact: water is evaporated by the Sun's heat; a bulb is lighted by means of electrical current; a musical instrument is played to produce sound; dark colors may absorb light, light colors may reflect light
			Electricity travels in a closed circuit
		Hot and Cold	Heat can be released in many ways, for example, by burning, rubbing (friction), or combining one substance with another
			Interactions with forms of energy can be either helpful or harmful
	Students observe the way one form of energy can be transformed into another form of energy present in common situations (e.g., mechanical to heat energy, mechanical to electrical energy, chemical to heat energy.)		Everyday events involve one form of energy being changed to another. *animals convert food to heat and motion *the Sun's energy warms the air and water
			Humans utilize interactions between matter and energy *chemical to electrical, light, and heat: battery and bulb *electrical to sound (e.g., doorbell buzzer) *mechanical to sound (e.g., musical instruments, clapping) *light to electrical (e.g., solar-powered calculator)

Energy and matter interact through forces that result in changes in motion.	Students describe the effects of common forces (pushes and pulls) on objects, such as those caused by gravity, magnetism, and mechanical forces.	Force and Motion/ Simple Machines	The position of an object can be described by locating it relative to another object or the background (e.g., on top of, next to, over, under, etc.).
		Force and Motion/ Simple Machines	The position or direction of motion of an object can be changed by pushing or pulling.
		Force and Motion/ Simple Machines	The force of gravity pulls objects toward the center of Earth
		Force and Motion/ Simple Machines	The amount of change in the motion of an object is affected by friction.

		Force and Motion/ Simple Machines	Magnetism is a force that may attract or repel certain materials
		Force and Motion/ Simple Machines	Mechanical energy may cause change in motion through the application of force and through the use of simple machines such as pulleys, levers, and inclined planes
	Students describe how forces can operate across distances	Force and Motion/ Simple Machines	The forces of gravity and magnetism can affect objects through gases, liquids, and solids
		Force and Motion/ Simple Machines	The force of magnetism on objects decreases as distance increases
Living things are both similar to and different from each other and from nonliving things	Students describe the characteristics of and variations between living and nonliving things	Snakes/ Ecocolumn/ Plant Adaptations	Animals need air, water, and food in order to live and thrive
		Ecocolumn/ Plant Adaptations	Plants require air, water, nutrients, and light in order to live and thrive.
			Nonliving things do not live and thrive
			Nonliving things can be human-created or naturally occurring
	Students describe the life processes common to all living things	Snakes/ Ecocolumn/ Plant Adaptations	Living things grow, take in nutrients, breathe, reproduce, eliminate waste, and die
Organisms inherit genetic information in a variety of ways that result in continuity of structure and function between parents and offspring	Students recognize that traits of living things are both inherited and acquired or learned	Snakes/ Plant Adaptations	Some traits of living things have been inherited (e.g., color of flowers and number of limbs of animals).
		Snakes/ Plant Adaptations	Some characteristics result from an individual's interactions with the environment and cannot be inherited by the next generation (e.g., having scars; riding a bicycle).
	Students recognize that for humans and other living things there is genetic continuity between generations	Snakes/ Plant Adaptations	Plants and animals closely resemble their parents and other individuals in their species
		Snakes/ Plant Adaptations	Plants and animals can transfer specific traits to their offspring when they reproduce

Individual organisms and species change over time	Students describe how the structures of plants and animals complement the environment of the plant or animal	Ecocolumn/ Snakes/ Plant Adaptations	Each animal has different structures that serve different functions in growth, survival, and reproduction. *wings, legs, or fins enable some animals to seek shelter and escape predators *the mouth, including teeth, jaws, and tongue, enables some animals to eat and drink *eyes, nose, ears, tongue, and skin of some animals enable the animals to sense their surroundings *claws, shells, spines, feathers, fur, scales, and color of body covering enable some animals to protect themselves from predators and other environmental conditions, or enable them to obtain food *some animals have parts that are used to produce sounds and smells to help the animal meet its needs
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		Snakes/ Plant Adaptations	*the characteristics of some animals change as seasonal conditions change (e.g., fur grows and is shed to help regulate body heat; body fat is a form of stored energy and it changes as the seasons change)
		Plant Adaptations	Each plant has different structures that serve different functions in growth, survival, and reproduction. *roots help support the plant and take in water and nutrients *leaves help plants utilize sunlight to make food for the plant *stems, stalks, trunks, and other similar structures provide support for the plant *some plants have flowers *flowers are reproductive structures of plants that produce fruit which contains seeds *seeds contain stored food that aids in germination and the growth of young plants
		Plant Adaptations/ Ecocolumns	In order to survive in their environment, plants and animals must be adapted to that environment. *seeds disperse by a plant's own mechanism and/or in a variety of ways that can include wind, water, and animals *leaf, flower, stem, and root adaptations may include variations in size, shape, thickness, color, smell, and texture *animal adaptations include coloration for warning or attraction, camouflage, defense mechanisms, movement, hibernation, and migration
	Students observe that differences within a species may give individuals an advantage in surviving and reproducing	Ecocolumns/ Plant Adaptations	Individuals within a species may compete with each other for food, mates, space, water, and shelter in their environment.
		Plant Adaptations	All individuals have variations, and because of these variations, individuals of a species may have an advantage in surviving and reproducing
The continuity of life is sustained through reproduction and development	Students describe the major stages in the life cycles of selected plants and animals	Snakes/ Ecocolumns	Plants and animals have life cycles. These may include beginning of a life, development into an adult, reproduction as an adult, and eventually death.
			Each kind of plant goes through its own stages of growth and development that may include seed, young plant, and mature plant.
			The length of time from beginning of development to death of the plant is called its life span.

			Life cycles of some plants include changes from seed to mature plant.
		Snakes	Each generation of animals goes through changes in form from young to adult. This completed sequence of changes in form is called a life cycle. Some insects change from egg to larva to pupa to adult

		Snakes	Each kind of animal goes through its own stages of growth and development during its life span.
		Snakes	The length of time from an animal's birth to its death is called its life span. Life spans of different animals vary
	Students describe evidence of growth, repair, and maintenance, such as nails, hair, and bone, and the healing of cuts and bruises	Snakes	Growth is the process by which plants and animals increase in size.
		Snakes	Food supplies the energy and materials necessary for growth and repair
Organisms maintain a dynamic equilibrium that sustains life.	Students describe basic life functions of common living specimens (guppy, mealworm, gerbil).		All living things grow, take in nutrients, breathe, reproduce, and eliminate waste.
		Snakes/ Plant Adaptations	An organism's external physical features can enable it to carry out life functions in its particular environment
	Students describe some survival behaviors of common living specimens	Snakes/ Plant Adaptations	Plants respond to changes in their environment. For example, the leaves of some green plants change position as the direction of light changes; the parts of some plants undergo seasonal changes that enable the plant to grow; seeds germinate, and leaves form and grow.
		Snakes/ Plant Adaptations	Animals respond to change in their environment. (e.g., perspiration, heart rate, breathing rate, eye blinking, shivering, and salivating).
		Snakes	Senses can provide essential information (regarding danger, food, mates, etc.) to animals about their environment
		Snakes	Some animals, including humans, move from place to place to meet their needs.
		Snakes	Particular animal characteristics are influenced by changing environmental conditions including: fat storage in winter, coat thickness in winter, camouflage, shedding of fur
		Snakes	Some animal behaviors are influenced by environmental conditions. These behaviors may include: nest building, hibernating, hunting, migrating, and communicating.

		Snakes	The health, growth, and development of organisms are affected by environmental conditions such as the availability of food, air, water, space, shelter, heat, and sunlight
	Students describe the factors that help promote good health and growth in humans		Humans need a variety of healthy foods, exercise, and rest in order to grow and maintain good health.
			Good health habits include hand washing and personal cleanliness; avoiding harmful substances (including alcohol, tobacco, illicit drugs); eating a balanced diet; engaging in regular exercise

Plants and animals depend on each other and their physical environment	Students describe how plants and animals, including humans, depend upon each other and the nonliving environment		Green plants are producers because they provide the basic food supply for themselves and animals
		Snakes/ Ecocolumns	All animals depend on plants. Some animals (predators) eat other animals (prey).
		Snakes/ Ecocolumns	Animals that eat plants for food may in turn become food for other animals. This sequence is called a food chain
		Ecocolumns	Decomposers are living things that play a vital role in recycling nutrients
		Ecocolumns	An organism's pattern of behavior is related to the nature of that organism's environment, including the kinds and numbers of other organisms present, the availability of food and other resources, and the physical characteristics of the environment
		Ecocolumns	When the environment changes, some plants and animals survive and reproduce, and others die or move to new locations
	Students describe the relationship of the sun as an energy source for living and nonliving cycles	Ecocolumns	Plants manufacture food by utilizing air, water, and energy from the Sun.
		Ecocolumns	The Sun's energy is transferred on Earth from plants to animals through the food chain.
		Ecocolumns	Heat energy from the Sun powers the water cycle (see Physical Science Key Idea 2).
Human decisions and activities have had a profound impact on the physical and living environment	Students identify ways in which humans have changed their environments and the effects of those changes		Humans depend on their natural and constructed environments.
		Plant Adaptations	Over time humans have changed their environment by cultivating crops and raising animals, creating shelter, using energy, manufacturing goods, developing means of transportation, changing populations, and carrying out other activities

				Humans, as individuals or communities, change environments in ways that can be either helpful or harmful for themselves and other organisms
Standard 6: Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.				
Key Ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered	
Through systems thinking, people can recognize the commonalities that exist among all systems and how parts of a system interrelate and combine to perform specific functions	Students observe and describe interactions among components of simple systems	Simple Machines/ Ecocolumns	Describe the criteria used to select a quality toy or game. Build a wind will.	
	Students identify common things that can be considered to be systems (e.g., a plant population, a subway system, human beings).	Simple Machines/ Ecocolumns		
Models are simplified representations of objects, structures, or systems used in analysis, explanation, interpretation, or design	Students analyze, construct, and operate models in order to discover attributes of the real thing	Simple Machines/ Ecocolumns		
	Students use different types of models, such as graphs, sketches, diagrams, and maps, to represent various aspects of the real world	Simple Machines/ Ecocolumns		
The grouping of magnitudes of size, time, frequency, and pressures or other units of measurement into a series of relative order provides a useful way to deal with the immense range and the changes in scale that affect the behavior and design of systems	Students provide examples of natural and manufactured things that belong to the same category yet have very different sizes, weights, ages, speeds, and other measurements	Snakes	Observe that things in nature and things that people make have very different sizes, weights, and ages	
	Students identify the biggest and the smallest values as well as the average value of a system when given information about its characteristics and behavior	Snakes	Recognize that almost anything has limits on how big or small it can be	
Equilibrium is a state of stability due either to a lack of changes (static equilibrium) or a balance between opposing forces (dynamic equilibrium).	Students cite examples of systems in which some features stay the same while other features change	Ecocolumns		

	Students distinguish between reasons for stability, from lack of changes to changes that counterbalance one another, to changes within cycles	Ecocolumns	change in some ways and stay the same in some ways. Observe that things change in some ways and stay the same in some ways. Recognize that things can change in different ways such as size, weight, color, and movement. Some small changes can be detected by taking measurements
Identifying patterns of change is necessary for making predictions about future behavior and conditions	Students use simple instruments to measure such quantities as distance, size, and weight and look for patterns in the data	Weather	

	Students analyze data by making tables and graphs and looking for patterns of change	Weather	
In order to arrive at the best solution that meets criteria within constraints, it is often necessary to make trade-offs.	Students determine the criteria and constraints of a simple decision-making problem	Weather	
	Students use simple quantitative methods, such as ratios, to compare costs to benefits of a decision problem.	Weather	Choose the best alternative from a set of solutions under given constraints. Explain the criteria used in selecting a solution orally and in writing
Standard 7: Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.			
Key Ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
The knowledge and skills of mathematics, science, and technology are used together to make informed decisions and solve problems, especially those relating to issues of science/technology/society, consumer decision-making, design, and inquiry into phenomena	Students analyze science/technology/society problems and issues that affect their home, school, or community, and carry out a remedial course of action	Snakes/ Plant Adaptations/ Hot and Cold/ Simple Machines/ Properties of Matter/ Force and Motion/ Ecocolumns/ Weather	
	Students make informed consumer decisions by applying knowledge about the attributes of particular products and making cost/benefit tradeoffs to arrive at an optimal choice		Work Effectively- contributing to the work of a brainstorming group, laboratory partnership, cooperative learning group, or project team; planning procedures; identifying and managing responsibilities of team members; and staying on task, whether working alone or as part of a group *Gathering and Processing Information- accessing information from printed media, electronic databases, and community resources; using the information to develop a definition of the problem and to research possible solutions *Generating and Analyzing Ideas- developing ideas for proposed solutions, investigating ideas, collecting data, and showing relationships and patterns in the data *Common Themes- observing examples of common unifying themes, applying them to the problem, and using them to better understand the dimensions of the problem *Realizing Ideas- constructing components or models, arriving at a solution, and evaluating the results *Presenting Results- using a variety of media to present the solution and to
	Students design solutions to problems involving a familiar and real context, investigate related science concepts to inform the solution, and use mathematics to model, quantify, measure, and compute	Snakes/ Plant Adaptations/ Hot and Cold/ Simple Machines/ Properties of Matter/ Force and Motion/ Ecocolumns/ Weather	
	Students observe phenomena and evaluate them scientifically and mathematically by conducting a fair test of the effect of variables and using mathematical knowledge and technological tools to collect, analyze, and present data and conclusions	Snakes/ Plant Adaptations/ Hot and Cold/ Simple Machines/ Properties of Matter/ Force and Motion/ Ecocolumns/ Weather	

Solving interdisciplinary problems involves a variety of skills and strategies, including effective work habits; gathering and processing information; generating and analyzing ideas; realizing ideas; making connections among the common themes of mathematics, science, and technology; and presenting results	Students participate in an extended, culminating mathematics, science, and technology project	Snakes/ Plant Adaptations/ Hot and Cold/ Simple Machines/ Properties of Matter/ Force and Motion/ Ecocolumns/ Weather	communicate the results
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Beginning Level Science Grade 4			
Standard 1: Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.			
Key ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
Mathematical Analysis: Abstraction and symbolic representation are used to communicate mathematically	Students use special mathematical notation and symbolism to communicate in mathematics and to compare and describe quantities, express relationships, and relate mathematics to their immediate environment.		Use plus, minus, greater than, less than, equal to, multiplication, and division signs
			Select the appropriate operation to solve mathematical problems
			Apply mathematical skills to describe the natural world
Mathematical Analysis: Deductive and inductive reasoning are used to reach mathematical conclusions.	Students use simple logical reasoning to develop conclusions, recognizing that patterns and relationships present in the environment assist them in reaching these conclusions.		Explain verbally, graphically, or in writing the reasoning used to develop mathematical conclusions
			Explain verbally, graphically, or in writing patterns and relationships observed in the physical and living environment
Mathematical Analysis: Critical thinking skills are used in the solution of mathematical problems.	Students explore and solve problems generated from school, home, and community situations, using concrete objects or manipulative materials when possible.	Tree Frogs/ Mold/ Electrical Circuits/ Magnets/ Mystery Powders/ Acids and Bases/ Recycling/ Moons and Eclipses	Use appropriate scientific tools, such as metric rulers, spring scale, pan balance, graph paper, thermometers [Fahrenheit and Celsius], graduated cylinder to solve problems about the natural world
Scientific Inquiry: The central purpose of scientific inquiry is to develop explanations of natural phenomena in a continuing, creative process.	Students ask "why" questions in attempts to seek greater understanding concerning objects and events they have observed and heard about.	Tree Frogs/ Mold/ Electrical Circuits/ Magnets/ Mystery Powders/ Acids and Bases/ Recycling/ Moons and Eclipses	Observe and discuss objects and events and record observations
		Tree Frogs/ Mold/ Electrical Circuits/ Magnets/ Mystery Powders/ Acids and Bases/ Recycling/ Moons and Eclipses	Articulate appropriate questions based on observations
	Students question the explanations they hear from others and read about, seeking clarification and comparing them with their own observations and understandings	Tree Frogs/ Mold/ Electrical Circuits/ Magnets/ Mystery Powders/ Acids and Bases/ Recycling/ Moons and Eclipses	Identify similarities and differences between explanations received from others or in print and personal observations or understandings

Students develop relationships among observations to construct descriptions of objects and events and to form their own tentative explanations of what they have observed	Tree Frogs/ Mold/ Electrical Circuits/ Magnets/ Mystery Powders/ Acids and Bases/ Recycling/ Moons and Eclipses	Clearly express a tentative explanation or description which can be tested

Scientific Inquiry: Beyond the use of reasoning and consensus, scientific inquiry involves the testing of proposed explanations involving the use of conventional techniques and procedures and usually requiring considerable ingenuity.	Students develop written plans for exploring phenomena or for evaluating explanations guided by questions or proposed explanations that they have helped formulate.	Tree Frogs/ Mold/ Electrical Circuits/ Magnets/ Mystery Powders/ Acids and Bases/ Recycling/ Moons and Eclipses	Indicate materials to be used and steps to follow to conduct the investigation and describe how data will be recorded (journal, dates and times, etc.)
	Students share their research plans with others and revise them based on their suggestions	Tree Frogs/ Mold/ Electrical Circuits/ Magnets/ Mystery Powders/ Acids and Bases/ Recycling/ Moons and Eclipses	Explain the steps of a plan to others, actively listening to their suggestions for possible modification of the plan, seeking clarification and understanding of the suggestions and modifying the plan where appropriate
	Students carry out their plans for exploring phenomena through direct observation and through the use of simple instruments that permit measurements of quantities, such as length, mass, volume, temperature, and time	Tree Frogs/ Mold/ Electrical Circuits/ Magnets/ Mystery Powders/ Acids and Bases/ Recycling/ Moons and Eclipses	Questioning, Comparing, Observing; Interpreting) Use appropriate "inquiry and process skills" to collect data
		Tree Frogs/ Mold/ Electrical Circuits/ Magnets/ Mystery Powders/ Acids and Bases/ Recycling/ Moons and Eclipses	Record observations accurately and concisely
Scientific Inquiry: The observations made while testing proposed explanations, when analyzed using conventional and invented methods, provide new insights into phenomena	Students organize observations and measurements of objects and events through classification and the preparation of simple charts and tables	Tree Frogs/ Mold/ Electrical Circuits/ Magnets/ Mystery Powders/ Acids and Bases/ Recycling/ Moons and Eclipses	Accurately transfer data from a science journal or notes to appropriate graphic organizer
	Students interpret organized observations and measurements, recognizing simple patterns, sequences, and relationships.	Tree Frogs/ Mold/ Electrical Circuits/ Magnets/ Mystery Powders/ Acids and Bases/ Recycling/ Moons and Eclipses	State, orally and in writing, any inferences or generalizations indicated by the data collected
	Students share their findings with others and actively seek their interpretations and ideas	Tree Frogs/ Mold/ Electrical Circuits/ Magnets/ Mystery Powders/ Acids and Bases/ Recycling/ Moons and Eclipses	Explain their findings to others, and actively listen to suggestions for possible interpretations and ideas
		Tree Frogs/ Mold/ Electrical Circuits/ Magnets/ Mystery Powders/ Acids and Bases/ Recycling/ Moons and Eclipses	State, orally and in writing, any inferences or generalizations indicated by the data, with appropriate modifications of their original prediction/explanation
Engineering Design: Engineering design is an iterative process involving modeling and optimization (finding the best solution within given constraints); this process is used to develop technological solutions to problems within given constraints		Tree Frogs/ Mold/ Electrical Circuits/ Magnets/ Mystery Powders/ Acids and Bases/ Recycling/ Moons and Eclipses	State, orally and in writing, any new questions that arise from their investigation
	Students engage in the following steps in a design process: describe objects, imaginary or real, that might be modeled or made differently and suggest ways in which the objects can be changed, fixed, or improved.	Electrical Circuits	Identify a simple/common object which might be improved and state the purpose of the improvement

		Electrical Circuits	Identify features of an object that help or hinder the performance of the object
		Electrical Circuits	Suggest ways the object can be made differently, fixed, or improved within given constraints
		Electrical Circuits	Identify appropriate questions to ask about the design of an object
		Electrical Circuits	Identify the appropriate resources to use to find out about the design of an object

		Electrical Circuits	Describe prior designs of the object
	Students engage in the following steps in a design process: generate ideas for possible solutions, individually and through group activity; apply age-appropriate mathematics and science skills; evaluate the ideas and determine the best solution; and explain reasons for the choices	Electrical Circuits	List possible solutions, applying age-appropriate math and science skills
		Electrical Circuits	Develop and apply criteria to evaluate possible solutions
		Electrical Circuits	Select a solution consistent with given constraints and explain why it was chosen
	Students engage in the following steps in a design process: plan and build, under supervision, a model of the solution using familiar materials, processes, and hand tools	Electrical Circuits	Create a grade-appropriate graphic or plan listing all materials needed, showing sizes of parts, indicating how things will fit together, and detailing steps for assembly
		Electrical Circuits	Build a model of the object, modifying the plan as necessary
	Students engage in the following steps in a design process: discuss how best to test the solution; perform the test under teacher supervision; record and portray results through numerical and graphic means; discuss orally why things worked or didn't work; and summarize results in writing, suggesting ways to make the solution better.	Electrical Circuits	Determine a way to test the finished solution or model
		Electrical Circuits	Perform the test and record the results, numerically and/or graphically
		Electrical Circuits	Analyze results and suggest how to improve the solution or model, using oral, graphic, or written formats
Standard 2: Students will access, generate, process, and transfer information using appropriate technologies.			
Key ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered

Information technology is used to retrieve, process, and communicate information and as a tool to enhance learning	Students use a variety of equipment and software packages to enter, process, display, and communicate information in different forms using text, tables, pictures, and sound		
	Students telecommunicate a message to a distant location with teacher help		Use computer technology, traditional paper-based resources, and interpersonal discussions to learn, do, and share in the classroom. Select appropriate hardware and software that aids in word processing, creating databases, telecommunications, graphing, data display, and other tasks. Use information

	Students access needed information from printed media, electronic databases, and community resources		technology to link the classroom to world events.
Knowledge of the impacts and limitations of information systems is essential to its effective and ethical use	Students describe the uses of information systems in homes, schools, and businesses		
	Students understand that computers are used to store personal information.		Use a variety of media to access scientific information. Consult several sources of information and points of view before drawing conclusions. Identify and report sources in oral and written communication.
	Students demonstrate ability to evaluate information		
Information technology can have positive and negative impacts on society, depending upon how it is used.	Students describe the uses of information systems in homes and schools		
	Students demonstrate an ability to evaluate information critically		Distinguish fact from fiction (presenting opinion as fact is contrary to the scientific process). Demonstrate an ability to critically evaluate information and misinformation. Recognize

				the impact of information technology on the daily life of students.
Standard 4: Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.				
Key ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered	
The Earth and celestial phenomena can be described by principles of relative motion and perspective	Students describe patterns of daily, monthly, and seasonal changes in their environment	Moons and Eclipses	Natural cycles and patterns include: *Earth spinning around once every 24 hours (rotation), resulting in day and night *Earth moving in a path around the Sun (revolution), resulting in one Earth year *the length of daylight and darkness varying with the seasons *weather changing from day to day and through the seasons *the appearance of the Moon changing as it moves in a path around Earth to complete a single cycle	
		Moons and Eclipses	Humans organize time into units based on natural motions of Earth: *second, minute, hour *week, month	
		Moons and Eclipses	The Sun and other stars appear to move in a recognizable pattern both daily and seasonally.	
Many of the phenomena that we observe on Earth involve interactions among components of air, water, and land.	Students describe the relationships among air, water, and land on Earth		Demonstrate through experiments the interaction between water and earth materials. Explain the results of their experiment in group discussion and/or in written form.	
			Weather can be described and measured by: temperature, wind speed and direction, form and amount of precipitation, general sky conditions (cloudy, sunny, partly cloudy)	
			Water is recycled by natural processes on Earth. *evaporation: changing of water (liquid) into water vapor (gas) *condensation: changing of water vapor (gas) into water (liquid) *precipitation: rain, sleet, snow, hail	

			Erosion and deposition result from the interaction among air, water, and land. *interaction between air and water breaks down earth materials *pieces of earth material may be moved by air, water, wind, and gravity *pieces of earth material will settle or deposit on land or in the water in different places *soil is composed of broken-down pieces of living and nonliving earth material
			Extreme natural events (floods, fires, earthquakes, volcanic eruptions, hurricanes, tornadoes, and other severe storms) may have positive or negative impacts on living things

Matter is made up of particles whose properties determine the observable characteristics of matter and its reactivity	Students observe and describe properties of materials using appropriate tools	Mystery Powders	Matter takes up space and has mass. Two objects cannot occupy the same place at the same time.
		Mystery Powders	Matter has properties (color, hardness, odor, sound, taste, etc.) that can be observed through the senses.
		Mystery Powders	Objects have properties that can be observed, described, and/or measured: length, width, volume, size, shape, mass or weight, temperature, texture, flexibility, reflectiveness of light
		Mystery Powders	Measurements can be made with standard metric units and nonstandard units. (Note: Exceptions to the metric system usage are found in meteorology.)
		Mystery Powders	The material(s) an object is made up of determine some specific properties of the object (sink/float, conductivity, magnetism). Properties can be observed or measured with tools such as hand lenses, metric rulers, thermometers, balances, magnets, circuit
		Mystery Powders	The material(s) an object is made up of determine some specific properties of the object (sink/float, conductivity, magnetism). Properties can be observed or measured with tools such as hand lenses, metric rulers, thermometers, balances, magnets, circuit
		Mystery Powders	Some properties of an object are dependent on the conditions of the present surroundings in which the object exists. For example: *temperature - hot or cold *lighting - shadows, color *moisture - wet or dry

	Students describe chemical and physical changes, including changes in states of matter	Mystery Powders	Matter exists in three states: solid, liquid, gas. *solids have a definite shape and volume *liquids do not have a definite shape but have a definite volume *gases do not hold their shape or volume
		Mystery Powders	Temperature can affect the state of matter of a substance
		Mystery Powders	Changes in the properties or materials of objects can be observed and described

Energy exists in many forms, and when these forms change energy is conserved	Students describe a variety of forms of energy (e.g., heat, chemical, light) and the changes that occur in objects when they interact with those forms of energy	Electrical Circuits	Energy exists in various forms: heat, electric, sound, chemical, mechanical, light
		Electrical Circuits	Energy can be transferred from one place to another
		Electrical Circuits	Some materials transfer energy better than others (heat and electricity).
		Electrical Circuits	Energy and matter interact: water is evaporated by the Sun's heat; a bulb is lighted by means of electrical current; a musical instrument is played to produce sound; dark colors may absorb light, light colors may reflect light
		Electrical Circuits	Electricity travels in a closed circuit
		Electrical Circuits	Heat can be released in many ways, for example, by burning, rubbing (friction), or combining one substance with another
		Electrical Circuits	Interactions with forms of energy can be either helpful or harmful
	Students observe the way one form of energy can be transformed into another form of energy present in common situations (e.g., mechanical to heat energy, mechanical to electrical energy, chemical to heat energy.)	Electrical Circuits	Everyday events involve one form of energy being changed to another. *animals convert food to heat and motion *the Sun's energy warms the air and water
		Electrical Circuits	Humans utilize interactions between matter and energy *chemical to electrical, light, and heat: battery and bulb *electrical to sound (e.g., doorbell buzzer) *mechanical to sound (e.g., musical instruments, clapping) *light to electrical (e.g., solar-powered calculator)
Energy and matter interact through forces that result in changes in motion.	Students describe the effects of common forces (pushes and pulls) on objects, such as those caused by gravity, magnetism, and mechanical forces.	Electrical Circuits/ Magnets	The position of an object can be described by locating it relative to another object or the background (e.g., on top of, next to, over, under, etc.).
		Electrical Circuits/ Magnets	The position or direction of motion of an object can be changed by pushing or pulling.
		Electrical Circuits/ Magnets	The force of gravity pulls objects toward the center of Earth

		Electrical Circuits/ Magnets	The amount of change in the motion of an object is affected by friction.
		Electrical Circuits/ Magnets	Magnetism is a force that may attract or repel certain materials

		Electrical Circuits/ Magnets	Mechanical energy may cause change in motion through the application of force and through the use of simple machines such as pulleys, levers, and inclined planes
	Students describe how forces can operate across distances	Magnets	The forces of gravity and magnetism can affect objects through gases, liquids, and solids
		Magnets	The force of magnetism on objects decreases as distance increases
Living things are both similar to and different from each other and from nonliving things	Students describe the characteristics of and variations between living and nonliving things	Tree Frogs	Animals need air, water, and food in order to live and thrive
		Mold	Plants require air, water, nutrients, and light in order to live and thrive.
			Nonliving things do not live and thrive
			Nonliving things can be human-created or naturally occurring
	Students describe the life processes common to all living things	Tree Frogs/ Mold	Living things grow, take in nutrients, breathe, reproduce, eliminate waste, and die
Organisms inherit genetic information in a variety of ways that result in continuity of structure and function between parents and offspring	Students recognize that traits of living things are both inherited and acquired or learned	Tree Frogs/ Mold	Some traits of living things have been inherited (e.g., color of flowers and number of limbs of animals).
		Tree Frogs/ Mold	Some characteristics result from an individual's interactions with the environment and cannot be inherited by the next generation (e.g., having scars; riding a bicycle).
	Students recognize that for humans and other living things there is genetic continuity between generations	Tree Frogs/ Mold	Plants and animals closely resemble their parents and other individuals in their species
		Tree Frogs/ Mold	Plants and animals can transfer specific traits to their offspring when they reproduce

Individual organisms and species change over time	Students describe how the structures of plants and animals complement the environment of the plant or animal	Tree Frogs	Each animal has different structures that serve different functions in growth, survival, and reproduction. *wings, legs, or fins enable some animals to seek shelter and escape predators *the mouth, including teeth, jaws, and tongue, enables some animals to eat and drink *eyes, nose, ears, tongue, and skin of some animals enable the animals to sense their surroundings *claws, shells, spines, feathers, fur, scales, and color of body covering enable some animals to protect themselves from predators and other environmental conditions, or enable them to obtain food *some animals have parts that are used to produce sounds and smells to help the animal meet its needs
		Tree Frogs	*the characteristics of some animals change as seasonal conditions change (e.g., fur grows and is shed to help regulate body heat; body fat is a form of stored energy and it changes as the seasons change)
		Mold	Each plant has different structures that serve different functions in growth, survival, and reproduction. *roots help support the plant and take in water and nutrients *leaves help plants utilize sunlight to make food for the plant *stems, stalks, trunks, and other similar structures provide support for the plant *some plants have flowers *flowers are reproductive structures of plants that produce fruit which contains seeds *seeds contain stored food that aids in germination and the growth of young plants

		Tree Frog	In order to survive in their environment, plants and animals must be adapted to that environment. *seeds disperse by a plant's own mechanism and/or in a variety of ways that can include wind, water, and animals *leaf, flower, stem, and root adaptations may include variations in size, shape, thickness, color, smell, and texture *animal adaptations include coloration for warning or attraction, camouflage, defense mechanisms, movement, hibernation, and migration
	Students observe that differences within a species may give individuals an advantage in surviving and reproducing	Tree Frog/ Mold	Individuals within a species may compete with each other for food, mates, space, water, and shelter in their environment.
		Tree Frog/ Mold	All individuals have variations, and because of these variations, individuals of a species may have an advantage in surviving and reproducing
The continuity of life is sustained through reproduction and development	Students describe the major stages in the life cycles of selected plants and animals	Tree Frog	Plants and animals have life cycles. These may include beginning of a life, development into an adult, reproduction as an adult, and eventually death.
		Mold	Each kind of plant goes through its own stages of growth and development that may include seed, young plant, and mature plant.
		Mold	The length of time from beginning of development to death of the plant is called its life span.
			Life cycles of some plants include changes from seed to mature plant.
		Tree Frog	Each generation of animals goes through changes in form from young to adult. This completed sequence of changes in form is called a life cycle. Some insects change from egg to larva to pupa to adult

		Tree Frog	Each kind of animal goes through its own stages of growth and development during its life span.
		Tree Frog	The length of time from an animal's birth to its death is called its life span. Life spans of different animals vary

	Students describe evidence of growth, repair, and maintenance, such as nails, hair, and bone, and the healing of cuts and bruises	Tree Frog	Growth is the process by which plants and animals increase in size.
			Food supplies the energy and materials necessary for growth and repair
Organisms maintain a dynamic equilibrium that sustains life.	Students describe basic life functions of common living specimens (guppy, mealworm, gerbil).	Tree Frog/ Mold	All living things grow, take in nutrients, breathe, reproduce, and eliminate waste.
		Tree Frog	An organism's external physical features can enable it to carry out life functions in its particular environment
	Students describe some survival behaviors of common living specimens	Mold	Plants respond to changes in their environment. For example, the leaves of some green plants change position as the direction of light changes; the parts of some plants undergo seasonal changes that enable the plant to grow; seeds germinate, and leaves form and grow.
		Tree Frog	Animals respond to change in their environment, (e.g., perspiration, heart rate, breathing rate, eye blinking, shivering, and salivating).
		Tree Frog/ Mold	Senses can provide essential information (regarding danger, food, mates, etc.) to animals about their environment
		Tree Frog	Some animals, including humans, move from place to place to meet their needs.
		Tree Frog	Particular animal characteristics are influenced by changing environmental conditions including: fat storage in winter, coat thickness in winter, camouflage, shedding of fur
		Tree Frog	Some animal behaviors are influenced by environmental conditions. These behaviors may include: nest building, hibernating, hunting, migrating, and communicating.

		Tree Frog	The health, growth, and development of organisms are affected by environmental conditions such as the availability of food, air, water, space, shelter, heat, and sunlight
	Students describe the factors that help promote good health and growth in humans		* Content (Life Science; Health) Humans need a variety of healthy foods, exercise, and rest in order to grow and maintain good health.

			Good health habits include hand washing and personal cleanliness; avoiding harmful substances (including alcohol, tobacco, illicit drugs); eating a balanced diet; engaging in regular exercise
Plants and animals depend on each other and their physical environment	Students describe how plants and animals, including humans, depend upon each other and the nonliving environment		* Content (Plants; Animals; Living Environment; Life Science; Ecosystems; Interdependence) Green plants are producers because they provide the basic food supply for themselves and animals
		Tree Frogs	All animals depend on plants. Some animals (predators) eat other animals (prey).
		Tree Frogs	Animals that eat plants for food may in turn become food for other animals. This sequence is called a food chain
			Decomposers are living things that play a vital role in recycling nutrients
		Tree Frogs	An organism's pattern of behavior is related to the nature of that organism's environment, including the kinds and numbers of other organisms present, the availability of food and other resources, and the physical characteristics of the environment
		Tree Frogs	When the environment changes, some plants and animals survive and reproduce, and others die or move to new locations
	Students describe the relationship of the sun as an energy source for living and nonliving cycles	Mold	Plants manufacture food by utilizing air, water, and energy from the Sun.
			The Sun's energy is transferred on Earth from plants to animals through the food chain.
			Heat energy from the Sun powers the water cycle (see Physical Science Key Idea 2).
Human decisions and activities have had a profound impact on the physical and living environment	Students identify ways in which humans have changed their environments and the effects of those changes	Recycling	Humans depend on their natural and constructed environments.

		Recycling	Over time humans have changed their environment by cultivating crops and raising animals, creating shelter, using energy, manufacturing goods, developing means of transportation, changing populations, and carrying out other activities
		Recycling	Humans, as individuals or communities, change environments in ways that can be either helpful or harmful for themselves and other organisms
Standard 6: Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.			
Key ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
Through systems thinking, people can recognize the commonalities that exist among all systems and how parts of a system interrelate and combine to perform specific functions	Students observe and describe interactions among components of simple systems	Electrical Circuits/ Magnets/ Mystery Powders/ Acids and Bases	
	Students identify common things that can be considered to be systems (e.g., a plant population, a subway system, human beings).	Electrical Circuits/ Magnets/ Mystery Powders/ Acids and Bases	Conduct an experiment of the effects of water on sand. Create an invention that will run on solar power. Create an invention to predict the weather.
Models are simplified representations of objects, structures, or systems used in analysis, explanation, interpretation, or design	Students analyze, construct, and operate models in order to discover attributes of the real thing	Electrical Circuits/ Magnets/ Recycling	
	Students use different types of models, such as graphs, sketches, diagrams, and maps, to represent various aspects of the real world	Electrical Circuits/ Magnets/ Recycling	
The grouping of magnitudes of size, time, frequency, and pressures or other units of measurement into a series of relative order provides a useful way to deal with the immense range and the changes in scale that affect the behavior and design of systems	Students provide examples of natural and manufactured things that belong to the same category yet have very different sizes, weights, ages, speeds, and other measurements		Observe that things in nature and things that people make have very different sizes, weights, and ages

	Students identify the biggest and the smallest values as well as the average value of a system when given information about its characteristics and behavior	Recognize that almost anything has limits on how big or small it can be
Equilibrium is a state of stability due either to a lack of changes (static equilibrium) or a balance between opposing forces (dynamic equilibrium).	Students cite examples of systems in which some features stay the same while other features change	Moons and Eclipses/ Acids and Bases

	Students distinguish between reasons for stability, from lack of changes to changes that counterbalance one another, to changes within cycles		* Content (Earth, Physical and Life Sciences; Questioning, Comparing, Observing; Interpreting) * Content (Using Systems to Solve Problems; How People Use Technology to Solve Problems) Observe that things change in some ways and stay the same in some ways. Recognize that things can change in different ways such as size, weight, color, and movement. Some small changes can be detected by taking measurements.
Identifying patterns of change is necessary for making predictions about future behavior and conditions	Students use simple instruments to measure such quantities as distance, size, and weight and look for patterns in the data	Acids and Bases/ Mystery Powders/ Moons and Eclipses	
	Students analyze data by making tables and graphs and looking for patterns of change	Acids and Bases/ Mystery Powders/ Moons and Eclipses	
In order to arrive at the best solution that meets criteria within constraints, it is often necessary to make trade-offs.	Students determine the criteria and constraints of a simple decision-making problem	Recycling	
	Students use simple quantitative methods, such as ratios, to compare costs to benefits of a decision problem.	Recycling	Choose the best alternative from a set of solutions under given constraints. Explain the criteria used in selecting a solution orally and in writing
Standard 7: Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.			
Key ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
The knowledge and skills of mathematics, science, and technology are used together to make informed decisions and solve problems, especially those relating to issues of science/technology/society, consumer decision-making, design, and inquiry into phenomena	Students analyze science/technology/society problems and issues that affect their home, school, or community, and carry out a remedial course of action	Recycling	
	Students make informed consumer decisions by applying knowledge about the attributes of particular products and making cost/benefit tradeoffs to arrive at an optimal choice	Recycling	Work Effectively- contributing to the work of a brainstorming group, laboratory partnership, cooperative learning group, or project team; planning procedures; identifying and managing responsibilities of team members; and staying on task, whether

	Students design solutions to problems involving a familiar: Recycling and real context, investigate related science concepts to inform the solution, and use mathematics to model, quantify, measure, and compute		working alone or as part of a group *Gathering and Processing Information- accessing information from printed media, electronic databases, and community resources; using the information to develop a definition of the problem and to research possible solutions *Generating and Analyzing Ideas- developing ideas for proposed solutions, investigating ideas, collecting data, and showing relationships and patterns in the data *Common Themes- observing examples of common unifying themes, applying them to the problem, and using them to better understand the dimensions of the problem *Realizing Ideas- constructing components or models, arriving at a solution, and evaluating the results *Presenting Results- using a variety of media to present the solution and to communicate the results
	Students observe phenomena and evaluate them scientifically and mathematically by conducting a fair test of the effect of variables and using mathematical knowledge and technological tools to collect, analyze, and present data and conclusions	Mold/ Eclectrical Circuits/ Magnets/ Mystery Powders/ Acids and Bases	

Solving interdisciplinary problems involves a variety of skills and strategies, including effective work habits; gathering and processing information; generating and analyzing ideas; realizing ideas; making connections among the common themes of mathematics	Students participate in an extended, culminating mathematics, science, and technology project	Tree Frogs/ Mold/ Electrical Circuits/ Recycling/ Magnets/ Mystery Powders/ Moons and Eclipses	
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Intermediate Level Science			
Grade 5			
Standard 1: Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.			
Key ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
Mathematical Analysis: Abstraction and symbolic representation are used to communicate mathematically	Students extend mathematical notation and symbolism to include variables and algebraic expressions in order to describe and compare quantities and express mathematical relationships	Incorporated into curriculum throughout school year	Identify independent and dependent variables
		Incorporated into curriculum throughout school year	Identify relationships among variables including: direct, indirect, cyclic, constant; identify non-related material
		Incorporated into curriculum throughout school year	Apply mathematical equations to describe relationships among variables in the natural world
Mathematical Analysis: Deductive and inductive reasoning are used to reach mathematical conclusions.	Students use inductive reasoning to construct, evaluate, and validate conjectures and arguments, recognizing that patterns and relationships can assist in explaining and extending mathematical phenomena	Incorporated into curriculum throughout school year	Interpolate and extrapolate from data
			Quantify patterns and trends
Mathematical Analysis: Critical thinking skills are used in the solution of mathematical problems.	Students apply mathematical knowledge to solve real-world problems and problems that arise from the investigation of mathematical ideas, using representations such as pictures, charts and tables	Incorporated into curriculum throughout school year	Use appropriate scientific tools to solve problems about the natural world
Scientific Inquiry: The central purpose of scientific inquiry is to develop explanations of natural phenomena in a continuing, creative process.	Students formulate questions independently with the aid of references appropriate for guiding the search for explanations of everyday observations	Crayfish/ The Human Body	Formulate questions about natural phenomena
		Crayfish/ The Human Body/ Robotics	Identify appropriate references to investigate a question
		Crayfish/ The Human Body/ Robotics	Refine and clarify questions so that they are subject to scientific investigation
	Students construct explanations independently for natural phenomena, especially by proposing preliminary visual models of phenomena	Crayfish/ The Human Body	Independently formulate a hypothesis. Propose a model of a natural phenomenon. Differentiate among observations, inferences, predictions, and explanations
	Students represent, present, and defend their proposed explanations of everyday observations so that they can be understood and assessed by others	Crayfish/ The Human Body	
	Students seek to clarify, to assess critically, and to reconcile with their own thinking the ideas presented by others, including peers, teachers, authors, and scientists	Crayfish/ The Human Body	
Scientific Inquiry: Beyond the use of reasoning and consensus, scientific inquiry involves the testing of proposed explanations involving the use of conventional techniques and procedures and usually requiring considerable ingenuity.	Students use conventional techniques and those of their own design to make further observations and refine their explanations, guided by a need for more information	Crayfish/ Robotics	Demonstrate appropriate safety techniques

			Conduct an experiment designed by others
			Design and conduct an experiment to test a hypothesis
		Crayfish	Use appropriate tools and conventional techniques to solve problems about the natural world, including: *measuring *observing *describing *classifying *sequencing
		Crayfish	Include appropriate safety procedures
			Design scientific investigations (e.g., observing, describing, and comparing; collecting samples; seeking more information, conducting a controlled experiment; discovering new objects or phenomena; making models).
			Design a simple controlled experiment
			Identify independent variables (manipulated), dependent variables (responding), and constants in a simple controlled experiment
			Choose appropriate sample size and number of trials
	Students carry out their research proposals, recording observations and measurements (e.g., lab notes, audiotape, computer disk, videotape) to help assess the explanation	Crayfish/ Robotics	Use appropriate safety procedures
			Conduct a scientific investigation
			Collect quantitative and qualitative data
Scientific Inquiry: The observations made while testing proposed explanations, when analyzed using conventional and invented methods, provide new insights into phenomena	Students design charts, tables, graphs, and other representations of observations in conventional and creative ways to help them address their research question or hypothesis.	Incorporated into curriculum throughout school year	Organize results, using appropriate graphs, diagrams, data tables, and other models to show relationships
			Generate and use scales, create legends, and appropriately label axes
	Students interpret the organized data to answer the research question or hypothesis and to gain insight into the problem	Incorporated into curriculum throughout school year	Accurately describe the procedures used and the data gathered. Identify sources of error and the limitations of data collected. Evaluate the original hypothesis in light of the data. Formulate and defend explanations and conclusions as they relate to scientific phenomena. Form and defend a logical argument about cause-and-effect relationships in an investigation. Make predictions based on experimental data.
	Students modify their personal understanding of phenomena based on evaluation of their hypothesis	Incorporated into curriculum throughout school year	
			*Suggest improvements and recommendations for further studying *Use and interpret graphs and data tables

Engineering Design: Engineering design is an iterative process involving modeling and optimization (finding the best solution within given constraints); this process is used to develop technological solutions to problems within given constraints	Students engage in the following steps in a design process: identify needs and opportunities for technical solutions from an investigation of situations of general or social interest	Robotics/ Structures and Bridges	Identify a scientific or human need that is subject to a technological solution which applies scientific principles
	Students engage in the following steps in a design process: locate and utilize a range of printed, electronic, and human information resources to obtain ideas	Robotics/ Structures and Bridges	Use all available information systems for a preliminary search that addresses the need
	Students engage in the following steps in a design process: consider constraints and generate several ideas for alternative solutions, using group and individual ideation techniques (group discussion, brainstorming, forced connections, role play); defer judgment until a number of ideas have been generated; evaluate (critique) ideas; and explain why the	Robotics/ Structures and Bridges	Generate ideas for alternative solutions
		Robotics/ Structures and Bridges	Evaluate alternatives based on the constraints of design
	Students engage in the following steps in a design process: develop plans, including drawings with measurements and details of construction, and construct a model of the solution, exhibiting a degree of craftsmanship	Robotics	Design and construct a model of the product or process
		Robotics/ Structures and Bridges	Construct a model of the product or process
		Robotics/ Structures and Bridges	Test a design
		Robotics/ Structures and Bridges	Evaluate a design
Standard 2: Students will access, generate, process, and transfer information using appropriate technologies.			
Key ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
Information technology is used to retrieve, process, and communicate information and as a tool to enhance learning	Students use a range of equipment and software to integrate several forms of information in order to create good quality audio, video, graphic, and text-based presentations	Incorporated into curriculum throughout school year	Collect the data, using the appropriate, available tool. Organize the data. Use the collected data to communicate a scientific concept.
	Students use spreadsheets and database software to collect, process, display, and analyze information. Students access needed information from electronic databases and on-line telecommunication services	Incorporated into curriculum throughout school year	
	Students systematically obtain accurate and relevant information pertaining to a particular topic from a range of sources, including local and national media, libraries, museums, governmental agencies, industries, and individuals	Incorporated into curriculum throughout school year	
	Students collect data from probes to measure events and phenomena	Incorporated into curriculum throughout school year	
	Students use simple modeling programs to make predictions	Incorporated into curriculum throughout school year	

Knowledge of the impacts and limitations of information systems is essential to its effective and ethical use	Students understand the need to question the accuracy of information displayed on a computer because the results produced by a computer may be affected by incorrect data entry	Incorporated into curriculum throughout school year	
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	Students identify advantages and limitations of data-handling programs and graphics programs	Incorporated into curriculum throughout school year	Critically analyze data to exclude erroneous information. Identify and explain sources of error in a data collection.
	Students understand why electronically stored personal information has greater potential for misuse than records kept in conventional form	Incorporated into curriculum throughout school year	
Information technology can have positive and negative impacts on society, depending upon how it is used.	Students use graphical, statistical, and presentation software to present projects to fellow classmates	Incorporated into curriculum throughout school year	
	Students describe applications of information technology in mathematics, science, and other technologies that address needs and solve problems in the community.	Incorporated into curriculum throughout school year	

Standard 4: Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.

Key ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
The Earth and celestial phenomena can be described by principles of relative motion and perspective	Students explain daily, monthly, and seasonal changes on Earth		Earth's Sun is an average-sized star. The Sun is more than a million times greater in volume than Earth.
			Other stars are like the Sun but are so far away that they look like points of light. Distances between stars are vast compared to distances within our solar system.
			The Sun and the planets that revolve around it are the major bodies in the solar system. Other members include comets, moons, and asteroids. Earth's orbit is nearly circular.
			Gravity is the force that keeps planets in orbit around the Sun and the Moon in orbit around the Earth.
			The latitude/longitude coordinate system and our system of time are based on celestial observations.
			Moons are seen by reflected light. Our Moon orbits Earth, while Earth orbits the Sun. The Moon's phases as observed from Earth are the result of seeing different portions of the lighted area of the Moon's surface. The phases repeat in a cyclic pattern in about one month.
			The apparent motions of the Sun, Moon, planets, and stars across the sky can be explained by Earth's rotation and revolution. Earth's rotation causes the length of one day to be approximately 24 hours. This rotation also causes the Sun and Moon to appear to rise along the eastern horizon and to set along the western horizon. Earth's revolution around the Sun defines the length of the year as
			The tilt of Earth's axis of rotation and the revolution of Earth around the Sun cause seasons on Earth. The length of daylight varies depending on latitude and season.
			The shape of Earth, the other planets, and stars is nearly spherical

Many of the phenomena that we observe on Earth involve interactions among components of air, water, and land.	Students explain how the atmosphere (air), hydrosphere (water), and lithosphere (land) interact, evolve, and change		Nearly all the atmosphere is confined to a thin shell surrounding Earth. The atmosphere is a mixture of gases, including nitrogen and oxygen with small amounts of water vapor, carbon dioxide, and other trace gases. The atmosphere is stratified into layers, each having distinct properties. Nearly all weather occurs in the lowest layer of the atmosphere.
			As altitude increases, air pressure decreases.
			The rock at Earth's surface forms a nearly continuous shell around Earth called the lithosphere.
			The majority of the lithosphere is covered by a relatively thin layer of water called the hydrosphere.
			Rocks are composed of minerals. Only a few rock-forming minerals make up most of the rocks of Earth. Minerals are identified on the basis of physical properties such as streak, hardness, and reaction to acid.
			Fossils are usually found in sedimentary rocks. Fossils can be used to study past climates and environments.
			The dynamic processes that wear away Earth's surface include weathering and erosion.
			The process of weathering breaks down rocks to form sediment. Soil consists of sediment, organic material, water, and air.
			Erosion is the transport of sediment. Gravity is the driving force behind erosion. Gravity can act directly or through agents such as moving water, wind, and glaciers.
			Water circulates through the atmosphere, lithosphere, and hydrosphere in what is known as the water cycle.
	Students describe volcano and earthquake patterns, the rock cycle, and weather and climate changes		The interior of Earth is hot. Heat flow and movement of material within Earth cause sections of Earth's crust to move. This may result in earthquakes, volcanic eruption, and the creation of mountains and ocean basins.
			Analysis of earthquake wave data (vibrational disturbances) leads to the conclusion that there are layers within Earth. These layers - the crust, mantle, outer core, and inner core - have distinct properties.
			Folded, tilted, faulted, and displaced rock layers suggest past crustal movement.
			Continents fitting together like puzzle parts and fossil correlations provided initial evidence that continents were once together.
			The Theory of Plate Tectonics explains how the "solid" lithosphere consists of a series of plates that "float" on the partially molten section of the mantle. Convection cells within the mantle may be the driving force for the movement of the plates.

			Plates may collide, move apart, or slide past one another. Most volcanic activity and mountain building occur at the boundaries of these plates, often resulting in earthquakes.
			Rocks are classified according to their method of formation. The three classes of rocks are sedimentary, metamorphic, and igneous. Most rocks show characteristics that give clues to their formation conditions.
			The rock cycle model shows how types of rock or rock material may be transformed from one type of rock to another.
			Weather describes the conditions of the atmosphere at a given location for a short period of time.
			Climate is the characteristic weather that prevails from season to season and year to year.
			The uneven heating of Earth's surface is the cause of weather.
			Air masses form when air remains nearly stationary over a large section of Earth's surface and takes on the conditions of temperature and humidity from that location. Weather conditions at a location are determined primarily by temperature, humidity, and pressure of air masses over that location.
			Most local weather condition changes are caused by movement of air masses.
			The movement of air masses is determined by prevailing winds and upper air currents.
			Fronts are boundaries between air masses. Precipitation is likely to occur at these boundaries.
			High-pressure systems generally bring fair weather. Low-pressure systems usually bring cloudy, unstable conditions. The general movement of highs and lows is from west to east across the United States.
			Hazardous weather conditions include thunderstorms, tornadoes, hurricanes, ice storms, and blizzards. Humans can prepare for and respond to these conditions if given sufficient warning.
			Substances enter the atmosphere naturally and from human activity. Some of these substances include dust from volcanic eruptions and greenhouse gases such as carbon dioxide, methane, and water vapor. These substances can affect weather,
Matter is made up of particles whose properties determine the observable characteristics of matter and its reactivity	Students observe and describe properties of materials, such as density, conductivity, and solubility		Substances have characteristic properties. Some of these properties include color, odor, phase at room temperature, density, solubility, heat and electrical conductivity, hardness, and boiling and freezing points.

			Solubility can be affected by the nature of the solute and solvent, temperature, and pressure. The rate of solution can be affected by the size of the particles, stirring, temperature, and the amount of solute already dissolved.
			The motion of particles helps to explain the phases (states) of matter as well as changes from one phase to another. The phase in which matter exists depends on the attractive forces among its particles.
			Gases have neither a determined shape nor a definite volume. Gases assume the shape and volume of a closed container.
			A liquid has definite volume, but takes the shape of a container.
			A solid has definite shape and volume. Particles resist a change in position.
			Characteristic properties can be used to identify different materials, and separate a mixture of substances into its components. For example, iron can be removed from a mixture by means of a magnet. An insoluble substance can be separated from a soluble substance by such processes as
			Density can be described as the amount of matter that is in a given amount of space. If two objects have equal volume, but one has more mass, the one with more mass is denser.
			Buoyancy is determined by comparative densities
	Students distinguish between chemical and physical changes		During a physical change a substance keeps its chemical composition and properties. Examples of physical changes include freezing, melting, condensation, boiling, evaporation, tearing, and crushing.
			Mixtures are physical combinations of materials and can be separated by physical means.
			During a chemical change, substances react in characteristic ways to form new substances with different physical and chemical properties. Examples of chemical changes include burning of wood, cooking of an egg, rusting of iron, and souring of milk.
			Substances are often placed in categories if they react in similar ways. Examples include metals, nonmetals, and noble gases.
			The Law of Conservation of Mass states that during an ordinary chemical reaction matter cannot be created or destroyed. In chemical reactions, the total mass of the reactants equals the total mass of the products.
	Students develop mental models to explain common chemical reactions and changes in states of matter		All matter is made up of atoms. Atoms are far too small to see with a light microscope.

			Atoms and molecules are perpetually in motion. The greater the temperature, the greater the motion.
			Atoms may join together in well-defined molecules or may be arranged in regular geometric patterns.
			Interactions among atoms and/or molecules result in chemical reactions.
			The atoms of any one element are different from the atoms of other elements.
			There are more than 100 elements. Elements combine in a multitude of ways to produce compounds that account for all living and nonliving substances. Few elements are found in their pure form.
Energy exists in many forms, and when these forms change energy is conserved	Students describe the sources and identify the transformations of energy observed in everyday life		The Sun is a major source of energy for Earth. Other sources of energy include nuclear and geothermal energy.
			Fossil fuels contain stored solar energy and are considered nonrenewable resources. They are a major source of energy in the United States. Solar energy, wind, moving water, and biomass are some examples of renewable energy resources.
			Most activities in everyday life involve one form of energy being transformed into another. For example, the chemical energy in gasoline is transformed into mechanical energy in an automobile engine. Energy, in the form of heat, is almost always one of the products of energy transformations.
			Different forms of energy include heat, light, electrical, mechanical, sound, nuclear, and chemical. Energy is transformed in many ways.
			Energy can be considered to be either kinetic energy, which is the energy of motion, or potential energy, which depends on relative position
			The periodic table is one useful model for classifying elements. The periodic table can be used to predict properties of elements (metals, nonmetals, noble
	Students observe and describe heating and cooling events		Heat moves in predictable ways, flowing from warmer objects to cooler ones, until both reach the same temperature.
			Heat can be transferred through matter by the collisions of atoms and/or molecules (conduction) or through space (radiation). In a liquid or gas, currents will facilitate the transfer of heat (convection).
			During a phase change, heat energy is absorbed or released. Energy is absorbed when a solid changes to a liquid and when a liquid changes to a gas. Energy is released when a gas changes to a liquid and when a liquid changes to a solid.
			Most substances expand when heated and contract when cooled. Water is an exception, expanding when changing to ice.

			Temperature affects the solubility of some substances in water
	Students observe and describe energy changes as related to chemical reactions		In chemical reactions, energy is transferred into or out of a system. Light, electricity, or mechanical motion may be involved in such transfers in addition to heat.
	Students observe and describe the properties of sound, light, magnetism, and electricity		Different forms of electromagnetic energy have different wavelengths. Some examples of electromagnetic energy are microwaves, infrared light, visible light, ultraviolet light, X-rays, and gamma rays.
			Light passes through some materials, sometimes refracting in the process. Materials absorb and reflect light, and may transmit light. To see an object, light from that object, emitted by or reflected from it, must enter the eye.
			Vibrations in materials set up wave-like disturbances that spread away from the source. Sound waves are an example. Vibrational waves move at different speeds in different materials. Sound cannot travel in a vacuum.
		Robotics	Electrical energy can be produced from a variety of energy sources and can be transformed into almost any other form of energy.
		Robotics	Electrical circuits provide a means of transferring electrical energy.
		Robotics	Without touching them, material that has been electrically charged attracts uncharged material, and may either attract or repel other charged material.
	Students describe situations that support the principle of conservation of energy		Energy cannot be created or destroyed, but only changed from one form into another.
			Energy can change from one form to another, although in the process some energy is always converted to heat. Some systems transform energy with less loss of heat than others
Energy and matter interact through forces that result in changes in motion.	Students describe different patterns of motion of objects		The motion of an object is always judged with respect to some other object or point. The idea of absolute motion or rest is misleading.
			The motion of an object can be described by its position, direction of motion, and speed.
			An object's motion is the result of the combined effect of all forces acting on the object. A moving object that is not subjected to a force will continue to move at a constant speed in a straight line. An object at rest will remain at rest.

			Force is directly related to an object's mass and acceleration. The greater the force, the greater the change in motion.
			For every action there is an equal and opposite reaction
	Students observe, describe, and compare effects of forces (gravity, electric current, and magnetism) on the motion of objects		Every object exerts gravitational force on every other object. Gravitational force depends on how much mass the objects have and on how far apart they are. Gravity is one of the forces acting on orbiting objects and projectiles.
			Electric currents and magnets can exert a force on each other.
		Robotics	Machines transfer mechanical energy from one object to another.
			Friction is a force that opposes motion.
		Robotics	A machine can be made more efficient by reducing friction. Some common ways of reducing friction include lubricating or waxing surfaces.
			Machines can change the direction or amount of force, or the distance or speed of force required to do work.
			Simple machines include a lever, a pulley, a wheel and axle, and an inclined plane. A complex machine uses a combination of interacting simple machines, e.g., a bicycle.
Living things are both similar to and different from each other and from nonliving things	Students compare and contrast the parts of plants, animals, and one-celled organisms		Living things are composed of cells. Cells provide structure and carry on major functions to sustain life. Cells are usually microscopic in size.
			The way in which cells function is similar in all living things. Cells grow and divide, producing more cells. Cells take in nutrients, which they use to provide energy for the work that cells do and to make the materials that a cell or an organism needs.
			Most cells have cell membranes, genetic material, and cytoplasm. Some cells have a cell wall and/or chloroplasts. Many cells have a nucleus.
		The Human Body	Some organisms are single cells; others, including humans, are multicellular.
		The Human Body	Cells are organized for more effective functioning in multicellular organisms. Levels of organization for structure and function of a multicellular organism include cells, tissues, organs, and organ systems.
			Many plants have roots, stems, leaves, and reproductive structures. These organized groups of tissues are responsible for a plant's life activities.
			Multicellular animals often have similar organs and specialized systems for carrying out major life activities.

			Living things are classified by shared characteristics on the cellular and organism level. In classifying organisms, biologists consider details of internal and external structures. Biological classification systems are arranged from general (kingdom) to specific (species)
	Students explain the functioning of the major human organ systems and their interactions		Each system is composed of organs and tissues which perform specific functions and interact with each other, e.g., digestion, gas exchange, excretion, circulation, locomotion, control, coordination, reproduction, and protection from disease.
		The Human Body	Tissues, organs, and organ systems help to provide all cells with nutrients, oxygen, and waste removal.
		The Human Body	The digestive system consists of organs that are responsible for the mechanical and chemical breakdown of food. The breakdown process results in molecules that can be absorbed and transported to cells.
		The Human Body	During respiration, cells use oxygen to release the energy stored in food. The respiratory system supplies oxygen and removes carbon dioxide (gas exchange).
		The Human Body	The excretory system functions in the disposal of dissolved waste molecules, the elimination of liquid and gaseous wastes, and the removal of excess heat energy.
		The Human Body	The circulatory system moves substances to and from cells, where they are needed or produced, responding to changing demands.
		The Human Body	Locomotion, necessary to escape danger, obtain food and shelter, and reproduce, is accomplished by the interaction of the skeletal and muscular systems, and coordinated by the nervous system.
		The Human Body	The nervous and endocrine systems interact to control and coordinate the body's responses to changes in the environment, and to regulate growth, development, and reproduction. Hormones are chemicals produced by the endocrine system; hormones regulate many body functions.
		The Human Body	The male and female reproductive systems are responsible for producing sex cells necessary for the production of offspring.
		The Human Body	Disease breaks down the structures or functions of an organism. Some diseases are the result of failures of the system. Other diseases are the result of damage by infection from other organisms (germ theory). Specialized cells protect the body from infectious disease. The chemicals they produce identify and destroy microbes that enter the body

Organisms inherit genetic information in a variety of ways that result in continuity of structure and function between parents and offspring	Students describe sexual and asexual mechanisms for passing genetic materials from generation to generation	The Human Body	Hereditary information is contained in genes. Genes are composed of DNA that makes up the chromosomes of cells.
		The Human Body	Each gene carries a single unit of information. A single inherited trait of an individual can be determined by one pair or by many pairs of genes. A human cell contains thousands of different genes.
		The Human Body	Each human cell contains a copy of all the genes needed to produce a human being.
		The Human Body	In asexual reproduction, all the genes come from a single parent. Asexually produced offspring are genetically identical to the parent.
		The Human Body	In sexual reproduction typically half of the genes come from each parent. Sexually produced offspring are not identical to either parent
	Students describe simple mechanisms related to the inheritance of some physical traits in offspring	The Human Body	In all organisms, genetic traits are passed on from generation to generation.
		The Human Body	Some genes are dominant and some are recessive. Some traits are inherited by mechanisms other than dominance and recessiveness.
		The Human Body	The probability of traits being expressed can be determined using models of genetic inheritance. Some models of prediction are pedigree charts and Punnett squares
Individual organisms and species change over time	Students describe sources of variation in organisms and their structures and relate the variations to survival	The Human Body	The processes of sexual reproduction and mutation have given rise to a variety of traits within a species.
			Changes in environmental conditions can affect the survival of individual organisms with a particular trait. Small differences between parents and offspring can accumulate in successive generations so that descendants are very different from their ancestors. Individual organisms with certain traits are more likely to survive and have offspring than individuals without those traits.
			Human activities such as selective breeding and advances in genetic engineering may affect the variations of species
	Students describe factors responsible for competition within species and the significance of that competition		In all environments, organisms with similar needs may compete with one another for resources.
			Extinction of a species occurs when the environment changes and the adaptive characteristics of a species are insufficient to permit its survival. Extinction of species is common. Fossils are evidence that a great variety of species existed in the past.

			Many thousands of layers of sedimentary rock provide evidence for the long history of Earth and for the long history of changing life forms whose remains are found in the rocks. Recently deposited rock layers are more likely to contain fossils resembling existing species.
			Although the time needed for change in a species is usually great, some species of insects and bacteria have undergone significant change in just a few years
The continuity of life is sustained through reproduction and development	Students observe and describe the variations in reproductive patterns of organisms, including asexual and sexual reproduction		Some organisms reproduce asexually. Other organisms reproduce sexually. Some organisms can reproduce both sexually and asexually.
			There are many methods of asexual reproduction, including division of a cell into two cells, or separation of part of an animal or plant from the parent, resulting in the growth of another individual.
			Methods of sexual reproduction depend upon the species. All methods involve the merging of sex cells to begin the development of a new individual. In many species, including plants and humans, eggs and sperm are produced.
			Fertilization and/or development in organisms may be internal or external
	Students explain the role of sperm and egg cells in sexual reproduction		The male sex cell is the sperm. The female sex cell is the egg. The fertilization of an egg by a sperm results in a fertilized egg.
			In sexual reproduction, sperm and egg each carry one-half of the genetic information for the new individual. Therefore, the fertilized egg contains genetic information from each parent
	Students observe and describe developmental patterns in selected plants and animals (e.g., insects, frogs, humans, seed-bearing plants).		Multicellular organisms exhibit complex changes in development, which begin after fertilization. The fertilized egg undergoes numerous cellular divisions that will result in a multicellular organism, with each cell having identical genetic information.
			In humans, the fertilized egg grows into tissue which develops into organs and organ systems before birth.
			Various body structures and functions change as an organism goes through its life cycle.

			Patterns of development vary among animals. In some species the young resemble the adult, while in others they do not. Some insects and amphibians undergo metamorphosis as they mature.
			Patterns of development vary among plants. In seed-bearing plants, seeds contain stored food for early development. Their later development into adulthood is characterized by varying patterns of growth from species to species.
			As an individual organism ages, various body structures and functions change
	Students observe and describe cell division at the microscopic level and its macroscopic effects		In multicellular organisms, cell division is responsible for growth, maintenance, and repair. In some one-celled organisms, cell division is a method of asexual reproduction.
			In one type of cell division, chromosomes are duplicated and then separated into two identical and complete sets to be passed to each of the two resulting cells. In this type of cell division, the hereditary information is identical in all the cells that result.
			Another type of cell division accounts for the production of egg and sperm cells in sexually reproducing organisms. The eggs and sperm resulting from this type of cell division contain one-half of the hereditary information.
			Cancers are a result of abnormal cell division
Organisms maintain a dynamic equilibrium that sustains life.	Students compare the way a variety of living specimens carry out basic life functions and maintain dynamic equilibrium		Animals and plants have a great variety of body plans and internal structures that contribute to their ability to maintain a balanced condition.
			An organism's overall body plan and its environment determine the way that the organism carries out the life processes.
			All organisms require energy to survive. The amount of energy needed and the method for obtaining this energy vary among cells. Some cells use oxygen to release the energy stored in food.
			The methods for obtaining nutrients vary among organisms. Producers, such as green plants, use light energy to make their food. Consumers, such as animals, take in energy-rich foods.
			Herbivores obtain energy from plants. Carnivores obtain energy from animals. Omnivores obtain energy from both plants and animals. Decomposers, such as bacteria and fungi, obtain energy by consuming wastes and/or dead organisms.
			Regulation of an organism's internal environment involves sensing the internal environment and changing physiological activities to keep conditions within the range required for survival. Regulation includes a variety of nervous and hormonal

			The survival of an organism depends on its ability to sense and respond to its external environment
	Students describe the importance of major nutrients, vitamins, and minerals in maintaining health and promoting growth, and explain the need for a constant input of energy for living organisms		Food provides molecules that serve as fuel and building material for all organisms. All living things, including plants, must release energy from their food, using it to carry on their life processes.
			Foods contain a variety of substances, which include carbohydrates, fats, vitamins, proteins, minerals, and water. Each substance is vital to the survival of the organism.
			Metabolism is the sum of all chemical reactions in an organism. Metabolism can be influenced by hormones, exercise, diet, and aging.
			Energy in foods is measured in Calories. The total caloric value of each type of food varies. The number of Calories a person requires varies from person to person.
			In order to maintain a balanced state, all organisms have a minimum daily intake of each type of nutrient based on species, size, age, sex, activity, etc. An imbalance in any of the nutrients might result in weight gain, weight loss, or a diseased state.
			Contraction of infectious disease, and personal behaviors such as use of toxic substances and some dietary habits, may interfere with one's dynamic equilibrium. During pregnancy these conditions may also affect the development of the child. Some effects of these conditions are immediate; others may not appear for many years.
Plants and animals depend on each other and their physical environment	Students describe the flow of energy and matter through food chains and food webs		Energy flows through ecosystems in one direction, usually from the Sun, through producers to consumers and then to decomposers. This process may be visualized with food chains or energy pyramids.
			Food webs identify feeding relationships among producers, consumers, and decomposers in an ecosystem.
			Matter is transferred from one organism to another and between organisms and their physical environment. Water, nitrogen, carbon dioxide, and oxygen are examples of substances cycled between the living and nonliving environment

	Students provide evidence that green plants make food and explain the significance of this process to other organisms.		Photosynthesis is carried on by green plants and other organisms containing chlorophyll. In this process, the Sun's energy is converted into and stored as chemical energy in the form of a sugar. The quantity of sugar molecules increases in green plants during photosynthesis in the presence of sunlight.
			The major source of atmospheric oxygen is photosynthesis. Carbon dioxide is removed from the atmosphere and oxygen is released during photosynthesis.
			Green plants are the producers of food which is used directly or indirectly by consumers.
Human decisions and activities have had a profound impact on the physical and living environment	Students describe how living things, including humans, depend upon the living and nonliving environment for their survival		A population consists of all individuals of a species that are found together at a given place and time. Populations living in one place form a community. The community and the physical factors with which it interacts compose an ecosystem.
			Given adequate resources and no disease or predators, populations (including humans) increase. Lack of resources, habitat destruction, and other factors such as predation and climate limit the growth of certain populations in the ecosystem.
			In all environments, organisms interact with one another in many ways. Relationships among organisms may be competitive, harmful, or beneficial. Some species have adapted to be dependent upon each other with the result that neither could survive.
			Some microorganisms are essential to the survival of other living things.
			The environment may contain dangerous levels of substances (pollutants) that are harmful to organisms. Therefore, the good health of environments and individuals requires the monitoring of soil, air, and water, and taking steps to keep them safe.
	Students describe the effects of environmental changes on humans and other populations		In ecosystems, balance is the result of interactions between community members and their environment.
			The environment may be altered through the activities of organisms. Alterations are sometimes abrupt. Some species may replace others over time, resulting in long-term gradual changes (ecological).
			Overpopulation by any species impacts the environment due to the increased use of resources. Human activities can bring about environmental degradation through resource acquisition, urban growth, land-use decisions, waste disposal, etc.
			Since the Industrial Revolution, human activities have resulted in major pollution of air, water, and soil. Pollution has cumulative ecological effects such as acid rain, global warming, or ozone depletion. The survival of living things on our planet depends on the conservation and

Standard 6: Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.

Key ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
Through systems thinking, people can recognize the commonalities that exist among all systems and how parts of a system interrelate and combine to perform specific functions	Students describe the differences between dynamic systems and organizational systems		Students will use a balance scale to compare and contrast the three types of rocks. Students will create a device for measuring distances in space. Students will create their own invention, using one of the six simple machines
	Students describe the differences and similarities between engineering systems, natural systems, and social systems		
	Students describe the differences between open- and closed-loop systems		
	Students describe how the output from one part of a system (which can include material, energy, or information) can become the input to other parts		
Models are simplified representations of objects, structures, or systems used in analysis, explanation, interpretation, or design	Students select an appropriate model to begin the search for answers or solutions to a question or problem		
	Students use models to study processes that cannot be studied directly (e.g., when the real process is too slow, too fast, or too dangerous for direct observation)		
	Students demonstrate the effectiveness of different models to represent the same thing and the same model to represent different things.		
The grouping of magnitudes of size, time, frequency, and pressures or other units of measurement into a series of relative order provides a useful way to deal with the immense range and the changes in scale that affect the behavior and design of systems	Students cite examples of how different aspects of natural and designed systems change at different rates with changes in scale		
	Students use powers of ten notation to represent very small and very large numbers		
Equilibrium is a state of stability due either to a lack of changes (static equilibrium) or a balance between opposing forces (dynamic equilibrium).	Students describe how feedback mechanisms are used in both designed and natural systems to keep changes within desired limits.		
	Students describe changes within equilibrium cycles in terms of frequency or cycle length and determine the highest and lowest values and when they occur		
Identifying patterns of change is necessary for making predictions about future behavior and conditions	Students observe patterns of change in trends or cycles and make predictions on what might happen in the future		
In order to arrive at the best solution that meets criteria within constraints, it is often necessary to make trade-offs.	Students determine the criteria and constraints and make trade-offs to determine the best decision		
	Students use graphs of information for a decision-making problem to determine the optimum solution		

Standard 7: Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.

Key ideas	Performance Indicators	Harlem Success Academy Curriculum Units	Major Understandings/ Concepts Covered
The knowledge and skills of mathematics, science, and technology are used together to make informed decisions and solve problems, especially those relating to issues of science/technology/society, consumer decision-making, design, and inquiry into phenomena	Students analyze science/technology/society problems and issues at the local level and plan and carry out a remedial course of action		Work Effectively- contributing to the work of a brainstorming group, laboratory partnership, cooperative learning group, or project team; planning procedures; identifying and managing responsibilities of team members; and staying on task, whether working alone or as part of a group
	Students make informed consumer decisions by seeking answers to appropriate questions about products, services, and systems; determining the cost/benefit and risk/benefit tradeoffs; and applying this knowledge to a potential purchase		*Gathering and Processing Information- accessing information from printed media, electronic databases, and community resources; using the information to develop a definition of the problem and to research possible solutions *Generating and Analyzing Ideas- developing ideas for proposed solutions, investigating ideas, collecting data, and showing relationships and patterns in the data *Common Themes- observing examples of common unifying themes, applying them to the problem, and using them to better understand the dimensions of the problem
	Students design solutions to real-world problems of general social interest related to home, school, or community using scientific experimentation to inform the solution and applying mathematical concepts and reasoning to assist in		*Realizing Ideas- constructing components or models, arriving at a solution, and evaluating the results
	Students describe and explain phenomena by designing and conducting investigations involving systematic observations, accurate measurements, and the identification and control of variables; by inquiring into relevant mathematical ideas; and by using mathematical and technological tools and procedures to assist in the investigation		*Presenting Results- using a variety of media to present the solution and to communicate the results
Solving interdisciplinary problems involves a variety of skills and strategies, including effective work habits; gathering and processing information; generating and analyzing ideas; realizing ideas; making connections among the common themes of mathematics	Students participate in an extended, culminating mathematics, science, and technology project		

Level K: Self and Others

Content Understandings

The social studies program at the kindergarten level focuses on helping students develop awareness of themselves as growing individuals. Children's unique qualities as well as similarities to others are stressed. Children learn about values, ideas, customs, and traditions through folktales, legends, music, and oral histories. In addition, children's relationships with others in the classroom and the school become sources for social studies learning. Social interaction skills are integral to the kindergarten program. Emphasis is placed on using content that is relevant and personally meaningful. A wide range of interdisciplinary activities can help children grow and develop and gain knowledge and skills. Children also begin to learn about their role as citizens by accepting rights and responsibilities in the classroom and by learning about rules and laws.

Myself and others

- My physical self includes gender, ethnicity, and languages.
- Each person has needs, wants, talents, and abilities.
- Each person has likes and dislikes.
- Each person is unique and important.
- People are alike and different in many ways.
- All people need others.
- All people need to learn and learn in different ways.
- People change over time.
- People use folktales, legends, music, and oral histories to teach values, ideas, and traditions

My family and other families

- My family and other families are alike and different

My school and school community

- What is a school?

My neighborhood

- My neighborhood can be located on a map.
- Different people live in my neighborhood

Location of home, school, neighborhood, and community on maps and globes

- Land and water masses can be located on maps and a globe.
- The United States can be located on a map and a globe

Basic human needs and wants

- People define basic human needs and wants.
- Families have needs and wants

People helping one another to meet needs and wants (e.g., recycling and conservation projects)

- People rely on each other for goods and services in families, schools, and the neighborhood.
- People make economic decisions and choices.

Symbols of citizenship

- Citizenship includes an awareness of the symbols of our nation.
- Citizenship includes an understanding of the holidays and celebrations of our nation.
- Citizenship includes knowledge about and a respect for the flag of the United States of America

Rights, responsibilities, and roles of citizenship

- All children and adults have responsibilities at home, in school, in the classroom, and in the community.
- People have responsibilities as members of different groups at different times in their lives

People making and changing rules and laws

- Rules affect children and adults.
- People make and changes rules for many reasons

People making rules that involve consideration of others and provide for the health and safety of all

- Families develop rules to govern and protect family members.
- People in school groups develop rules to govern and protect themselves

Beginning Level Social Studies Kindergarten

Standard 1: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

Key Idea

SS.1. The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.

Performance Indicators

Students know the roots of American culture, its development from many different traditions, and the ways many people from a variety of groups and backgrounds played a role in creating it.

Students explain those values, practices, and traditions that unite all Americans.

Core Curriculum

* Self and Others (Multiculturalism, Culture, Empathy, Identity)
* Concept/Themes (Culture, Identity, Multiculturalism, Citizenship, Nation-State)
Students will compare and contrast the present-day customs and traditions surrounding the 4th of July with those of the past

* Self and Others (Multiculturalism, Culture, Empathy, Identity)
* Concept/Themes (Culture, Identity, Multiculturalism, Citizenship, Nation-State)
Students will examine the national flag and compare its relationship to the words of the poem "The Story of Our Flag" by Beverly Pasca. They will then make red, white, and blue hats and

SS1.2 Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a

Students gather and organize information about the traditions transmitted by various groups living in their neighborhood and community

Students recognize how traditions and practices were passed from one generation to the next

Students distinguish between near and distant past and interpret simple timelines

* My family & other families (Identity)
* Concept/Themes (Culture, beliefs, Identity)
Students will exchange information regarding family customs and traditions

* My family & other families (Identity)
* Concept/Themes (Culture, Beliefs, Identity)
Students will write a letter to their family, asking a family member to send in a traditional, favorite cookie recipe. The recipes will then be compiled, and a "Cookie Book" will be created.
* Self & Others (Change)
* Concept/Themes (Culture, Beliefs, Identity)
Students will learn the terms today, yesterday and tomorrow

*Citizenship & Civic Life
 * Symbols of Citizenship
 Use calendars to discuss holidays and holiday traditions

SS1.3.Study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.

Students identify individuals who have helped to strengthen democracy in the United States and throughout the world

* Concept/Themes (Identity, Government, Citizenship, Nation-State, Multiculturalism, Culture, Change, Empathy)
 * Symbols of Citizenship
 Students will use US currency to identify founding fathers

SS1.4. The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical

Students view historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts

* Concept/Themes (Multiculturalism, Culture, Empathy, Beliefs, Identity)
 Students will investigate the music and dance of the early Native Americans

Standard 2: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

Key Idea

SS2.1 The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.

Performance Indicators

Students read historical narratives, myths, legends, biographies, and autobiographies to learn about how historical figures lived, their motivations, hopes, fears, strengths, and weaknesses

Students explore narrative accounts of important events from world history to learn about different accounts of the past to begin to understand how interpretations and perspectives develop

Core Curriculum

* Concept/Themes (Identity, Nation-State, Culture, Empathy)
Students will learn about Abraham Lincoln and why he is called a Patriot. After reading the story "Young Abraham Lincoln: Log Cabin President", students will discuss what a President is and why Abe Lincoln was so important to the development of America. Students will be shown his portrait on the penny and the five-dollar bill.

* Concept/Themes (Identity, Nation-State, Culture, Multiculturalism, Empathy)
Students will learn about immigration and the history of Ellis Island

	Students study about different world cultures and civilizations focusing on their accomplishments, contributions, values, beliefs, and traditions.	* Concept/Themes (Identity, Nation-State, Culture, Multiculturalism, Empathy) Students will learn folk songs and dances from the countries their ancestors originated from
SS2.2 Establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures and civilizations.	Students measure and understand the meaning of calendar time in terms of years, decades, centuries, and millennia, using BC and AD as reference points	* Concept/Themes (Citizenship, Nation-State, Culture, Change) * Symbols of Citizenship Use calendars to discuss holidays and holiday traditions.
	Students compare important events and accomplishments from different time periods in world history.	* Concept/Themes (Identity, Government, Citizenship, Nation-State, Culture, Change, Empathy) Students will examine a specific event in a certain time period of New York State history and United States history
SS2.3 Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.	Students understand the roles and contributions of individuals and groups to social, political, economic, cultural, scientific, technological, and religious practices and activities	* Concept/Themes (Identity, Government, Citizenship, Nation-State, Multiculturalism, Culture, Change, Empathy) Students will then sample breads from many cultures like cornbread, tortillas, Mexican sweet bread, matzo, pita bread, steamed buns, chapatis, scones, black bread, fry bread, lefse, and piki
	Students gather and present information about important developments from world history	* Concept/Themes (Identity, Nation-State, Culture, Multiculturalism, Empathy) Students will learn about immigration and the history of Ellis Island
	Students understand how the terms social, political, economic, and cultural can be used to describe human activities or practices	* Concept/Themes (Identity, Nation-State, Culture, Multiculturalism, Empathy, Environment) Students will trace the route Columbus took from Spain to the New World
SS2.4 The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over	Students consider different interpretations of key events and developments in world history and understand the differences in these accounts	* Concept/Themes (Identity, Nation-State, Culture, Multiculturalism, Empathy, Environment) Students explain different perspectives on the same phenomenon by listening to myths from several civilizations, recognizing the different ways those people explained the same phenomenon (e.g., how the world was created)

Standard 3: Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth’s surface.

Key Idea

SS3.1 Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of

Performance Indicators

Students study how people live, work, and utilize natural resources

Students will draw maps and diagrams that serve as representations of places, physical features, and objects. Students locate places within the local community, state, and nation; locate the earth's continents in relation to each other and to principal parallels and meridians.

Students investigate how people depend on and modify the physical environment

SS32. Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information.

Students will ask geographic questions about where places are located; why they are located where they are; what is important about their locations; and how their locations are related to the location of other places and places.

Students gather and organize geographic information from a variety of sources and display in a number of ways.

Core Curriculum

* Concept/Themes (Identity, Culture, Multiculturalism, Empathy) *
Places and Regions
Students will then sample breads from many cultures like cornbread, tortillas, Mexican sweet bread, matzo, pita bread, steamed buns, chapatis, scones, black bread, fry bread, lefse, and piki bread.

* Concept/Themes (Environment)
* Places and Regions
Students will draw maps of the school layout (classrooms, bathrooms, etc.)
* Concept/Themes (Environment)
* Places and Regions
Students will recognize that a globe represents the earth with emphasis that the earth is round and our planet is earth. Also, that blue areas on globe or map indicate water and that brown/green areas indicate land. Students may recognize the United States.
* Concept/Themes (Identity, Environment, Culture, Multiculturalism, Change, Empathy) * Students will study the Erie Canal.

* Concept/Themes (Nation-State, Environment, Culture, Multiculturalism)
* Places and Regions
Students will trace the route Columbus took from Spain to the New World.

* Concept/Themes (Nation-State, Environment, Culture)
* Places and Regions
Students will study the cities of New York.

Standard 4: Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.

Key Idea

SS4.1 The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world.

Performance Indicators

SS4.1.1 Students know some ways individuals and groups attempt to satisfy their basic needs and wants by utilizing scarce resources.

Students explain how people's wants exceed their limited resources and that this condition defines scarcity.

Students understand how societies organize their economies to answer three fundamental economic questions: What goods and services shall be produced and what quantities? How shall goods and services be produced? For whom shall goods and services be produced?

Students investigate how production, distribution, exchange, and consumption of goods and services are economic decisions with which all societies and nations must deal.

SS4.2 Economics requires the development and application of the skills needed to make informed and well-reasoned economic decisions in daily and national life.

Students present economic information by developing charts, tables, diagrams and simple graphs

Core Curriculum

* Concept/Themes (Scarcity, Environment, Change)

Students will be able to distinguish between his/her own "Needs" and "Wants". Students will be able to identify scarce resources and tell how we can take care of them (reduce, reuse, recycle) (water, air, soil, and

* Concept/Themes (Scarcity, Environment, Change, Interdependence)

Students will distinguish between what "I want: and what "I can really buy". Students will be able to define scarcity in "our world" and scarcity in "our house".

* Concept/Themes (Scarcity, Environment, Change, Interdependence)

Students may make a mural of people who work in a supermarket, a farm.

* Concept/Themes (Scarcity, Environment, Change, Interdependence)

Students may role play going to a store to buy goods.

* Concept/Themes (Scarcity, Interdependence)

Students will recognize the monetary system

* Concept/Themes (Scarcity, Technology, Interdependence)

Students will begin learning about the value of rewards

* Concept/Themes (Scarcity, Technology, Interdependence)

Students will identify U.S. coins.

Standard 5: Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

Key Idea	Performance Indicators	Core Curriculum
SS5.1 The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, . . .	Students know the meaning of key terms and concepts related to government including democracy, power, citizenship, nation-state, and justice Students explain the probable consequences of the absence of government and rules. Students understand that social and political systems are based upon people's beliefs	* Concept/Themes (Nation-State, Government, Citizenship, Culture, Interdependence) Students may create classroom rules. Students may discuss safety rules for the cafeteria and playground. Students will share rules at home. Students will learn rules for riding on the bus. Students will identify traffic signs and tell why they are there.
SS5.2. The state and federal governments established by the Constitutions of the United States and the State of New York embody basic civic values (such as justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property), principles, and practices	Students understand the basic civil values that are the foundation of American constitutional democracy	* Concept/Themes (Citizenship, Nation-State, Culture) * Symbols of Citizenship Students will learn the meaning of the flag; sing patriotic songs * Concept/Themes (Citizenship, Nation-State, Culture) * Symbols of Citizenship Students will recite the Pledge of Allegiance * Concept/Themes (Citizenship, Nation-State, Culture) * Symbols of Citizenship Students will recognize patriotic symbols, the flag, the statue of Liberty, the bald eagle * Concept/Themes (Citizenship, Nation-State, Culture) * Symbols of Citizenship Students increase their knowledge of patriotic holidays

SS5.3 Central to civics and citizenship is an understanding of the roles of the citizen within American constitutional democracy and the scope of a citizen's rights and responsibilities.	Students understand that citizenship includes an awareness of the holidays, celebrations, and symbols of our nation. Students examine what it means to be a good citizen in the classroom, school, home, and community Students identify and describe the rules and responsibilities students have at home, in the classroom and at school Students understand that effective, informed citizenship is a duty of each citizen, demonstrated by jury service, voting, and community service Students identify basic rights that students have and those that they will acquire as they age	* Concept/Themes (Citizenship, Nation-State, Culture) * Symbols of Citizenship Students will begin to build an understanding of national holidays (Columbus Day, Veterans Day, Thanksgiving, Christmas, Mother's Day, President's Day, Valentine's Day, Independence Day, Martin Luther King Day, Election Day, Earth Day, Father's Day) * Concept/Themes (Nation-State, Government, Citizenship, Culture, Interdependence, Empathy) Students may create classroom rules. Students may discuss safety rules for the cafeteria and playground. Students will share rules at home. * Concept/Themes (Nation-State, Government, Citizenship) Students hold elections for class president * Concept/Themes (Nation-State, Government, Citizenship) Students will learn about voting responsibilities.
SS5.4The study of civics and citizenship requires the ability to probe ideas and assumptions, ask and answer analytical questions, take a skeptical attitude toward questionable arguments, evaluate evidence, formulate rational conclusions, and develop and refine participatory	Students participate in activities that focus on a classroom, school, or community issue or problem Students suggest alternative solutions or courses of action to hypothetical or historic problems Students evaluate the consequences for each alternative solution or course of action Students prioritize the solutions based on established criteria Students propose an action plan to address the issue of how to solve the problem	* Concept/Themes (Identity, Citizenship, Interdependence, Empathy) Students will contend with a tie vote in class room elections.

Beginning Level Social Studies Grade 1

Standard 1: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

Key Idea

SS.1. The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.

Performance Indicators

Students know the roots of American culture, its development from many different traditions, and the ways many people from a variety of groups and backgrounds played a role in creating it.

Students understand the basic ideals of American democracy as explained in the Declaration of Independence and the Constitution and other important documents.
Students explain those values, practices, and traditions that unite all Americans

Core Curriculum

* Self and Others (Multiculturalism, Culture, Empathy, Identity)
* Concept/Themes (Culture, Identity, Multiculturalism, Citizenship, Nation-State)
Students will compare and contrast the present-day customs and traditions surrounding the 4th of July with those of the past

* Self and Others (Multiculturalism, Culture, Empathy, Identity)
* Concept/Themes (Culture, Identity, Multiculturalism, Citizenship, Nation-State)
Students learn the pledge of allegiance
* Self and Others (Multiculturalism, Culture, Empathy, Identity)
Students will demonstrate in a picture and a sentence their own dream of how they would make the world better using the ideals of Martin Luther King

SS1.2 Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives

Students gather and organize information about the traditions transmitted by various groups living in their neighborhood and community

Students recognize how traditions and practices were passed from one generation to the next

Students distinguish between near and distant past and interpret simple timelines

* My family & other families (Identity)
* Concept/Themes (Culture, Beliefs, Identity)
Students will exchange information regarding family customs and traditions

* My family & other families (Identity)
* Concept/Themes (Culture, Beliefs, Identity)
Students will compare and contrast the present-day customs and traditions surrounding the 4th of July with those of the past
* Self & Others (Change)
* Concept/Themes (Culture, Beliefs, Identity)
Students will learn the terms today, yesterday and tomorrow
*Citizenship & Civic Life
* Symbols of Citizenship
Use calendars to discuss holidays and holiday traditions

Grade 1: My Family and Other Families, Now and Long Ago

Content Understandings

The grade 1 social studies program focuses on helping students learn about their roles as members of a family and school community. The development of identity and social interaction are stressed. The students explore self, family, and school through the five standards. Students learn about families now and long ago, as they study different kinds of families that have existed in different societies and communities. Students also begin to locate places on maps and globes and learn how maps serve as representations of physical features and objects. Building on the level K program, the grade 1 program encourages interdisciplinary learning to assist in developing the content, concepts, and skills outlined for the K-12 social studies program.

My family and other families

Families and different kinds of families exist in all communities and societies though they may differ.
Families have beliefs, customs, and traditions.
Families have roles and responsibilities.
Families are interdependent.
Families lived in other places and at different times

History of my family

Families have a past and they change over time; my family timeline illustrates my family's history.
Some family beliefs, customs, and traditions are based on family histories.
People of diverse racial, religious, national, and ethnic groups transmit their beliefs, customs, and traditions.
Folktales, biographies, oral histories, and legends relate family histories

My community and local region

Different events, people, problems, and ideas make up my community's history.
Folklore, myths, legends, and other cultural contributions have helped shape our community and local region.
Monuments and important places are located in my neighborhood.
Communities are connected economically and geographically.
People exchange elements of their cultures.

Places in my community and local region

Places can be located on maps and on a globe.
Maps and diagrams serve as representations of places, physical features, and objects.
Cardinal directions can be used to locate places and physical features.
Symbols represent places and can be used to locate geographic features and physical characteristics.
People depend on and modify their physical environments to meet basic needs

Challenge of meeting needs and wants

Scarcity means that people's wants exceed their limited resources.
Communities provide facilities and services to help satisfy the needs and wants of people who live there.
People use tools, technologies, and other resources to meet their needs and wants.
People in communities must make choices due to unlimited needs& wants and scarce resources; these choices involve costs.
Through work, people in communities earn income to help meet their needs and wants

Economic decision making

People make decisions about how to spend the money they earn.
People work to earn money to purchase the goods and services they need and/or want.

Symbols of citizenship

Citizenship includes knowledge about and respect for the flag of the United States of America, including an understanding about its display and use.
Citizenship includes a pledge of allegiance or loyalty to the United States of America

Rights, responsibilities, and roles of citizenship

Students, teachers, and staff are all citizens of the school community and have rights and responsibilities.

People making and changing rules and laws

People form governments in order to develop rules and laws to govern and protect themselves.
Key terms related to the study of government include: democracy, power, citizenship, nation-state, and justice.
People plan, organize, and make decisions for the common good.
Students can participate in problem solving, decision making, and conflict resolution

SS1.3.Study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.	Students gather and organize information about the important accomplishments of individuals and groups, including Native American Indians, living in their neighborhoods and communities.	* Concept/Themes (Multiculturalism, Culture, Empathy, Beliefs, Identity) Students will identify the ethnic/national origin of foods commonly found in America
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	Students identify individuals who have helped to strengthen democracy in the United States and throughout the world	* Concept/Themes (Identity, Government, Citizenship, Nation-State, Multiculturalism, Culture, Change, Empathy) * Symbols of Citizenship Students will use US currency to identify founding fathers
SS1.4. The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical	Students consider different interpretations of key events and/or issues in history and understand the differences in these accounts.	* Concept/Themes (Identity, Government, Citizenship, Nation-State, Multiculturalism, Culture, Change, Empathy) Students will learn about the Revolutionary War
	Students explore different experiences, beliefs, motives, and traditions of people living in their neighborhoods, communities, and state Students view historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts	* Concept/Themes (Multiculturalism, Culture, Empathy, Beliefs, Identity) Students will identify the ethnic/national origin of foods commonly found in America * Concept/Themes (Multiculturalism, Culture, Empathy, Beliefs, Identity) Students will investigate the music and dance of the early Native Americans

Standard 2: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

Key Idea

SS2.1 The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.

Performance Indicators

Students read historical narratives, myths, legends, biographies, and autobiographies to learn about how historical figures lived, their motivations, hopes, fears, strengths, and weaknesses

Core Curriculum

* Concept/Themes (Identity, Nation-State, Culture, Empathy)
Students will learn about Abraham Lincoln and why he is called a Patriot. After reading the story "Young Abraham Lincoln: Log Cabin President", students will discuss what a President is and why Abe Lincoln was so important to the development of America.

	Students explore narrative accounts of important events from world history to learn about different accounts of the past to begin to understand how interpretations and perspectives develop. Students study about different world cultures and civilizations focusing on their accomplishments, contributions, values, beliefs, and traditions.	* Concept/Themes (Identity, Nation-State, Culture, Multiculturalism, Empathy) Students will learn about immigration and the history of Ellis Island * Concept/Themes (Identity, Nation-State, Culture, Multiculturalism, Empathy) Students will learn folk songs and dances from the countries their ancestors originated from
SS2.2 Establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures and civilizations.	Students distinguish between past, present, and future time periods. Students develop timelines that display important events and eras from world history. Students measure and understand the meaning of calendar time in terms of years, decades, centuries, and millennia, using BC and AD as reference points. Students compare important events and accomplishments from different time periods in world history.	* Concept/Themes (Citizenship, Nation-State, Culture, Change) Students will examine the classrooms (e.g., One-room school house) and learning of the 19th century * Concept/Themes (Identity, Government, Citizenship, Nation-State, Culture, Change, Empathy) Students will examine a specific time period of New York State history (e.g., Building New York City) * Concept/Themes (Citizenship, Nation-State, Culture, Change) * Symbols of Citizenship Use calendars to discuss holidays and holiday traditions. * Concept/Themes (Identity, Government, Citizenship, Nation-State, Culture, Change, Empathy) Students will examine a specific event in a certain time period of New York State history and United States history
SS2.3 Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.	Students understand the roles and contributions of individuals and groups to social, political, economic, cultural, scientific, technological, and religious practices and activities	* Concept/Themes (Identity, Government, Citizenship, Nation-State, Multiculturalism, Culture, Change, Empathy) Students will sample breads from many cultures like cornbread, tortillas, Mexican sweet bread, matzo, pita bread, steamed buns, chapattis, scones, black bread, fry bread, lefse, and piki

SS2.4 The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over	Students gather and present information about important developments from world history	* Concept/Themes (Identity, Nation-State, Culture, Multiculturalism, Empathy) Students will learn about immigration and the history of Ellis Island
	Students understand how the terms social, political, economic, and cultural can be used to describe human activities or practices	* Concept/Themes (Identity, Nation-State, Culture, Multiculturalism, Empathy, Environment) Students will trace the route Columbus took from Spain to the New World
	Students consider different interpretations of key events and developments in world history and understand the differences in these accounts	* Concept/Themes (Identity, Nation-State, Culture, Multiculturalism, Empathy, Environment) Students explain different perspectives on the same phenomenon by listening to myths from several civilizations, recognizing the different ways those people explained the same phenomenon (e.g., how the world was created)
	Students explore the lifestyles, beliefs, traditions, rules and laws, and social/cultural needs and wants of people during different periods in history and in different parts of the world.	* Concept/Themes (Identity, Nation-State, Change, Culture, Multiculturalism, Empathy, Environment) Students will research customs of various countries or ethnic groups within the context of holidays around the world
	Students view historic events through the eyes of those who were there, as shown in their art, writing, music, and artifacts	* Concept/Themes (Multiculturalism, Culture, Empathy, Beliefs, Identity) Students will investigate the music and dance of the early Native Americans

Standard 3: Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth’s surface.

Key Idea

SS3.1 Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of

Performance Indicators

Students study how people live, work, and utilize natural resources

Students will draw maps and diagrams that serve as representations of places, physical features, and objects.

Students locate places within the local community, state, and nation; locate the earth's continents in relation to each other and to principal parallels and meridians.

Students investigate how people depend on and modify the physical environment

SS32. Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information

Students will ask geographic questions about where places are located; why they are located where they are; what is important about their locations; and how their locations are related to the location of other places and places.
Students gather and organize geographic information from a variety of sources and display in a number of ways.

Core Curriculum

* Concept/Themes (Identity, Environment, Culture, Change, Empathy, Interdependence) * Places and Regions

* Human Systems

Students will name a natural resource they use, explain why this resource is important and how they acquire it and explain how other people use this resource.

* Concept/Themes (Environment)

* Places and Regions

* Human Systems

Students will draw maps of their neighborhood

* Concept/Themes (Environment)

* Places and Regions

* Human Systems

Students will recognize that a globe represents the earth with emphasis that the earth is round and our planet is earth. Also, that blue areas on globe or map indicate water and that brown/green areas indicate land. Students may recognize the United

* Concept/Themes (Identity, Environment, Culture, Multiculturalism, Change, Empathy) Students will study the Erie Canal

* Concept/Themes (Nation-State, Environment, Culture, Multiculturalism)

* Places and Regions

Students will trace the route Columbus took from Spain to the New World

* Concept/Themes (Nation-State, Environment, Culture)

* Places and Regions

Students will study the cities of New York

Standard 4: Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.

Key Idea

SS4.1 The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world.

Performance Indicators

SS4.1.1 Students know some ways individuals and groups attempt to satisfy their basic needs and wants by utilizing scarce resources.

Students explain how people's wants exceed their limited resources and that this condition defines scarcity.

Students understand how societies organize their economies to answer three fundamental economic questions: What goods and services shall be produced and what quantities? How shall goods and services be produced? For whom shall goods and services be produced?

Students investigate how production, distribution, exchange, and consumption of goods and services are economic decisions with which all societies and nations must deal.

SS4.2 Economics requires the development and application of the skills needed to make informed and well-reasoned economic decisions in daily and national life.

Students collect economic information from textbooks, standard references, newspapers, periodicals, and other primary and secondary sources.

Core Curriculum

* Concept/Themes (Environment, Change, Interdependence, Scarcity)
Students will be able to identify between his/her own "Needs" and "Wants".
Students will be able to identify scarce resources. They will be able to name a good or service they use in their daily lives and explain why they need these

* Concept/Themes (Scarcity, Environment, Change, Interdependence)
* Places and Regions
Students will become aware of the importance of the roles of people on farms and in the cities.

* Concept/Themes (Scarcity, Environment, Change, Interdependence)
Students may make a mural of people who work in a supermarket, a farm.

* Concept/Themes (Scarcity, Environment, Change, Interdependence)
* Human Systems
Students may role play shopping with a set dollar amount (buying goods, services, food)

* Concept/Themes (Scarcity, Technology, Interdependence)
Students will use the monetary system.

* Concept/Themes (Scarcity, Technology)
Students will clip coupons

* Concept/Themes (Scarcity, Technology, Multiculturalism)
Students will identify foreign coins.

Students present economic information by developing charts, tables, diagrams and simple graphs

* Concept/Themes (Scarcity, Technology)
Students may role play shopping with a set dollar amount (buying goods, services, food) and then diagram how that amount was spent

Standard 5: Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

Key Idea

SS5.1 The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority,

Performance Indicators

Students know the meaning of key terms and concepts related to government including democracy, power, citizenship, nation-state, and justice

Students explain the probable consequences of the absence of government and rules

Students describe the basic purposes of government and the importance of civic life
Students understand that social and political systems are based upon people's beliefs

Core Curriculum

Students hold elections for class president

Students may create classroom rules.
Students may discuss safety rules for the cafeteria and playground.
Students will share rules at home.
Students will learn rules for riding on the bus.
Students will learn about voting responsibilities.

Students study colonial America

SS5.1 The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority,

Students know the meaning of key terms and concepts related to government including democracy, power, citizenship, nation-state, and justice

Students explain the probable consequences of the absence of government and rules.
Students describe the basic purposes of government and the importance of civic life
Students understand that social and political systems are based upon people's beliefs

* Concept/Themes (Nation-State, Government, Citizenship, Culture, Interdependence)
Students may create classroom rules.
Students may discuss safety rules for the cafeteria and playground.
Students will share rules at home.
Students will learn rules for riding on the bus.
Students will identify safety and traffic rules in place in our community.

SS5.2 The state and federal governments established by the Constitutions of the United States and the State of New York embody basic civic values (such as justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property), principles, and practices and establish a system of shared and limited government.	Students understand the basic civil values that are the foundation of American constitutional democracy.	* Concept/Themes (Citizenship, Nation-State, Culture) * Symbols of Citizenship Students will learn the meaning of the flag
		* Concept/Themes (Citizenship, Nation-State, Culture) * Symbols of Citizenship Students will recite the Pledge of Allegiance * Concept/Themes (Citizenship, Nation-State, Culture) * Symbols of Citizenship Students will recognize patriotic symbols, the flag, the statue of Liberty, the bald eagle * Concept/Themes (Citizenship, Nation-State, Culture) * Symbols of Citizenship Students increase their knowledge of patriotic holidays * Concept/Themes (Citizenship, Nation-State, Culture) * Symbols of Citizenship Students sing patriotic songs
	Students know what the United States Constitution is and why it is important	* Concept/Themes (Citizenship, Nation-State) * Symbols of Citizenship Students will study the Constitution
	Students identify their legislative and executive representatives at the local, state, and national governments.	* Concept/Themes (Citizenship, Nation-State) * Symbols of Citizenship Students may take a field trip to City Hall
SS5.3 Central to civics and citizenship is an understanding of the roles of the citizen within American constitutional democracy and the scope of a citizen's rights and responsibilities.	Students understand that citizenship includes an awareness of the holidays, celebrations, and symbols of our nation.	* Concept/Themes (Citizenship, Nation-State, Culture) * Symbols of Citizenship Students will begin to build an understanding of national holidays (Columbus Day, Veterans Day, Thanksgiving, Christmas, Mother's Day, President's Day, Valentine's Day, Independence Day, Martin Luther King Day, Election Day, Earth Day, Father's Day)
	Students examine what it means to be a good citizen in the classroom, school, home, and community	* Concept/Themes (Nation-State, Government, Citizenship, Culture, Interdependence, Empathy) * Civic Values Students may create classroom rules. Students may discuss safety rules for the cafeteria and playground.
	Students identify and describe the rules and responsibilities students have at home, in the classroom, and at school	

	Students examine the basic principles of the Declaration of Independence and the Constitutions of the United States and New York State. Students understand that effective, informed citizenship is a duty of each citizen, demonstrated by jury service, voting, and community service. Students identify basic rights that students have and those that they will acquire as they age.	* Concept/Themes (Citizenship, Nation-State) Students will study the Constitution * Concept/Themes (Nation-State, Government, Citizenship) * Civic Values Students hold elections for class president * Concept/Themes (Nation-State, Government, Citizenship, Empathy) * Civic Values Students will learn about voting responsibilities
SS5.4The study of civics and citizenship requires the ability to probe ideas and assumptions, ask and answer analytical questions, take a skeptical attitude toward questionable arguments, evaluate evidence, formulate rational conclusions, and develop and refine participatory	Students show a willingness to consider other points of view before drawing conclusions or making judgments Students participate in activities that focus on a classroom, school, or community issue or problem. Students suggest alternative solutions or courses of action to hypothetical or historic problems. Students evaluate the consequences for each alternative solution or course of action. Students prioritize the solutions based on established criteria. Students propose an action plan to address the issue of how to solve the problem.	* Concept/Themes (Nation-State, Change, Identity, Citizenship, Empathy) * Decision Making Students will work in groups to solve issues * Concept/Themes (Interdependence, Identity, Citizenship, Empathy) Students will lead a schoolwide campaign (e.g., To recycle paper)

Grade 2: My Community and Other United States Communities

Content Understanding

In the grade 2 social studies program, students explore rural, urban, and suburban communities, concentrating on communities in the United States. The student's own community can serve as an example for studying about and understanding other communities. Students study about communities from the perspectives of the five social studies learning standards. Community studies should include content examples from cultures other than the students' own, and from a variety of perspectives including geographic, socioeconomic, and ethnic. Students continue to learn how to locate places on maps and globes and how different communities are influenced by geographic and environmental factors. They also study about the rights and responsibilities of citizenship in their communities

My community and region today

My urban, suburban, or rural community can be located on a map.
Urban, suburban, and rural communities differ from place to place.
Events, people, traditions, practices, and ideas make up my urban, suburban, or rural community.
Communities in the future may be different in many ways.
My urban, suburban, or rural community has changed over time.

People depending on and modifying the physical environment

Rural, urban, and suburban communities are influenced by geographic and environmental factors.
Lifestyles in rural, urban, and suburban communities are influenced by environmental and geographic factors

Challenge of meeting needs and wants

Rural, urban, and suburban communities provide facilities and services to help meet the needs and wants of the people who live there.
People in rural, urban, and suburban communities are producers and consumers of goods and services.
People in rural, urban, and suburban communities must make choices due to unlimited needs and wants and limited resources

People using human, capital, and natural resources

Scarcity of resources requires people to make choices in urban, rural, and suburban communities

Economic decision making

Rural, urban, and suburban communities collect taxes to provide services for the public benefit.
Rural, urban, and suburban communities make decisions about how to spend the taxes they collect

Symbols of citizenship

Citizenship includes an understanding of the significance of the flag of the United States of America, including an understanding about its display and use.
People living in urban, rural, and suburban communities celebrate various holidays

Rights, responsibilities, and roles of citizenship

People living in rural, urban, and suburban communities may have conflicts over rules, rights, and responsibilities.
Citizens can participate in decision making, problem solving, and conflict resolution

Making and changing rules and laws

People in rural, urban, and suburban communities develop rules and laws to govern and protect communities.
Our local communities have elected and appointed leaders who make, enforce, and interpret rules and laws

Beginning Level Social Studies

Grade 2

Standard 1: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

Key Idea

SS.1. The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.

Performance Indicators

Students know the roots of American culture, its development from many different traditions, and the ways many people from a variety of groups and backgrounds played a role in creating it.

Core Curriculum

* Self and Others (Multiculturalism, Culture, Empathy, Identity)
* Concept/Themes (Culture, Identity, Interdependence, Multiculturalism, Change, Nation-State)
Students will study the first inhabitants of America

Students understand the basic ideals of American democracy as explained in the Declaration of Independence and the Constitution and other important documents.
Students explain those values, practices, and traditions that unite all Americans

* Concept/Themes (Culture, Citizenship, Identity, Interdependence, Multiculturalism, Nation-State)
Students will study the first American colonies

* Self and Others (Multiculturalism, Culture, Empathy, Identity, Nation-State, Citizenship)
Students will explain how an ideal of Martin Luther King transfers into their own life experiences

SS1.2 Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.

Students gather and organize information about the traditions transmitted by various groups living in their neighborhood and community

Students recognize how traditions and practices were passed from one generation to the next
Students distinguish between near and distant past and interpret simple timelines

* My family & other families (Identity)
* Concept/Themes (Empathy, Multiculturalism, Culture, Identity, Nation-State, Interdependence, Change)
Students will conduct family interviews, collect family memorabilia such as letters, diaries, photographs

* My family & other families (Identity)
* Concept/Themes (Change, Empathy, Multiculturalism, Culture, Interdependence, Citizenship)
Students will create family trees

SS1.3. Study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.

Students gather and organize information about the important accomplishments of individuals and groups, including Native American Indians, living in their neighborhoods and communities.

* Self & Others (Identity, Change)
* Concept/Themes (Empathy, Culture, Multiculturalism, Interdependence, Change, Technology, Nation-State)
Students will identify cooking and eating utensils used by people of other cultures.

	Students classify information by type of activity; social, political, economic, technological, scientific, cultural, or religious	* Concept/Themes (Identity, Empathy, Culture, Interdependence, Multiculturalism, Change, Technology, Nation-State) *Citizenship & Civic Life * Symbols of Citizenship Students will investigate American folklore, including Johnny Apple seed,
	Students identify individuals who have helped to strengthen democracy in the United States and throughout the world	* Concept/Themes (Identity, Empathy, Culture, Interdependence, Multiculturalism, Change, Technology, Nation-State) *Citizenship & Civic Life * Symbols of Citizenship Students will draw portraits of the
SS1.4. The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical	Students consider different interpretations of key events and/or issues in history and understand the differences in these accounts.	* Concept/Themes (Identity, Empathy, Culture, Interdependence, Multiculturalism, Change, Nation-State) Students will learn about the Revolutionary War
	Students explore different experiences, beliefs, motives, and traditions of people living in their neighborhoods, communities, and state.	* Self & Others (Identity, Change) * Concept/Themes (Empathy, Culture, Multiculturalism, Interdependence, Change, Technology, Nation-State) Students will identify cooking and eating utensils used by people of other
	Students view historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts	* Self & Others (Identity, Change) * Concept/Themes (Empathy, Culture, Multiculturalism, Interdependence, Nation-State) Students may act out stories, fables, myths and legends to learn how individuals have solved problems, made important contributions, and influenced the lives of others as shown in their

Standard 2: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

Key Idea

SS2.1 The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.

Performance Indicators

Students read historical narratives, myths, legends, biographies, and autobiographies to learn about how historical figures lived, their motivations, hopes, fears, strengths, and weaknesses

Core Curriculum

* Concept/Themes (Environment, Identity, Change, Culture, Empathy, Nation-State)

Students will investigate colonization, immigration, early settlements and westward movement.

Students will read about children from the past who lived in different countries.

Students may celebrate Harriet Tubman Day and may discuss the Underground Railroad

Students will learn about immigration and the history of Ellis Island

	Students explore narrative accounts of important events from world history to learn about different accounts of the past to begin to understand how interpretations and perspectives develop.	
	Students study about different world cultures and civilizations focusing on their accomplishments, contributions, values, beliefs, and traditions.	* Concept/Themes (Identity, Nation-State, Culture, Multiculturalism, Empathy) Students will research customs of various countries or ethnic groups within the context of holidays around the world.
SS2.2 Establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures and civilizations.	Students distinguish between past, present, and future time periods.	* Concept/Themes (Citizenship, Nation-State, Culture, Change) Students will research the one-room school house of the 19th century
	Students develop timelines that display important events and eras from world history.	* Concept/Themes (Identity, Government, Citizenship, Nation-State, Culture, Change, Empathy) Students will examine a specific time period of New York State history (e.g., Building New York City).
	Students measure and understand the meaning of calendar time in terms of years, decades, centuries, and millennia, using BC and AD as reference points.	* Concept/Themes (Citizenship, Nation-State, Culture, Change) * Symbols of Citizenship Use calendars from 19th century and today to compare holidays and holiday traditions.
	Students compare important events and accomplishments from different time periods in world history.	* Concept/Themes (Citizenship, Nation-State, Culture, Change) * Symbols of Citizenship Students will construct picture timelines that show important events in their own lives, including descriptions of the events and explanations of why they were important.
SS2.3 Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.	Students understand the roles and contributions of individuals and groups to social, political, economic, cultural, scientific, technological, and religious practices and activities	* Concept/Themes (Identity, Government, Citizenship, Nation-State, Multiculturalism, Culture, Change, Empathy) Students will research customs of various countries or ethnic groups within the context of holidays around the world.

	Students gather and present information about important developments from world history	* Self & Others (Identity, Change) * Concept/Themes (Empathy, Culture, Multiculturalism, Interdependence, Change, Technology, Nation-State) Students will present their family immigration history
	Students understand how the terms social, political, economic, and cultural can be used to describe human activities or practices.	* Concept/Themes (Identity, Interdependence, Government, Citizenship, Nation-State, Multiculturalism, Culture, Change, Empathy) * Environment and Society * Factors of Production * Economic Systems Compare and contrast urban, rural, and
SS2.4 The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over	Students consider different interpretations of key events and developments in world history and understand the differences in these accounts	* Concept/Themes (Identity, Nation-State, Culture, Multiculturalism, Empathy, Environment) Students explain different perspectives on the same phenomenon by listening to myths from several civilizations, recognizing the different ways those people explained the same phenomenon (e.g., how the world was created)
	Students explore the lifestyles, beliefs, traditions, rules and laws, and social/cultural needs and wants of people during different periods in history and in different parts of the world.	* Concept/Themes (Identity, Nation-State, Change, Culture, Multiculturalism, Empathy, Environment) Students will research customs of various countries or ethnic groups within the context of holidays around the world
	Students view historic events through the eyes of those who were there, as shown in their art, writing, music, and artifacts.	* Concept/Themes (Multiculturalism, Culture, Empathy, Beliefs, Identity, Environment, Change) Students may act out stories, fables, myths and legends to learn how individuals have solved problems, made important contributions, and influenced the lives of others as shown in their

Standard 3: Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth’s surface.

Key Idea

SS3.1 Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of

Performance Indicators

Students study how people live, work, and utilize natural resources

Students will draw maps and diagrams that serve as representations of places, physical features, and objects.

Students locate places within the local community, state, and nation; locate the earth’s continents in relation to each other and to principal parallels and meridians.

Students identify and compare the physical, human, and cultural characteristics of different regions and people.

Students investigate how people depend on and modify the physical environment

Core Curriculum

* Concept/Themes (Identity, Culture, Multiculturalism, Change, Empathy, Interdependence)
 * Places and Regions
 * Environment and Society
 Students will read about children living in other cultures to learn about their customs, beliefs, and traditions: natural resource use; food; shelter; socialization and schooling; and other important components of culture.

* Concept/Themes (Change, Nation-State)
 * Places and Regions
 * Environment and Society
 Students will identify and explain that different types of information can be found on maps and globes.
 * Concept/Themes (Change, Nation-State)
 * Places and Regions
 * Environment and Society
 Students will recognize that a globe represents the earth with emphasis that the earth is round and our planet is earth. Also, that blue areas on globe or map indicate water and that brown/green areas indicate land and that the land is divided into political entities. Students will recognize lands

* Concept/Themes (Identity, Culture, Multiculturalism, Change, Empathy, Interdependence, Technology, Nation-State, Interdependence)
 * Places and Regions
 * Environment and Society
 Students will read about children living in other regions to learn about their customs, beliefs, and traditions: natural resource use; food; shelter; socialization and schooling; and other important

* Concept/Themes (Scarcity, Interdependence, Change, Culture, Technology)
 * Places and Regions
 * Environment and Society
 * Needs and Wants
 * Factors of Production
 * Economic Systems
 Compare and contrast urban rural, and

SS32. Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information.	Students ask geographic questions about where places are located; why they are located where they are, what is important about their locations, and how their locations are related to the location of other people and places. Students gather and organize geographic information from a variety of sources and display in a number of ways.	* Concept/Themes (Interdependence, Nation-State, Culture) * Places and Regions * Environment and Society Students will demonstrate the use of a compass rose. Students will recognize lands and water bordering the United States. * Concept/Themes (Interdependence, Nation-State, Change, Culture, Identity) * Places and Regions * Environment and Society Students will map out the cities of NY
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Standard 4: Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.

Key Idea

SS4.1 The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world.

Performance Indicators

SS4.1.1 Students know some ways individuals and groups attempt to satisfy their basic needs and wants by utilizing scarce resources.

Students explain how people's wants exceed their limited resources and that this condition defines scarcity.

Students know that scarcity requires individuals to make choices and that those choices involve costs.

Students study about how the availability and distribution of resources is important to a nation's economic growth

Students understand how societies organize their economies to answer three fundamental economic questions: What goods and services shall be produced and what quantities? How shall goods and services be produced? For whom shall goods and services be produced?

Core Curriculum

* Concept/Themes (Interdependence, Change, Culture)

* Places and Regions

* Environment and Society *
Needs and Wants

* Factors of Production

Students will share information on parent professions and workplaces.

They will read stories about various community helpers. They may visit a farm to learn the importance of farming and agriculture.

* Concept/Themes (Scarcity, Interdependence, Change, Culture, Technology)

* Places and Regions

* Environment and Society

* Needs and Wants

* Factors of Production

* Economic Systems

Compare and contrast urban rural, and

* Concept/Themes (Scarcity, Interdependence, Change, Culture)

* Places and Regions

* Environment and Society

* Needs and Wants

Students will read about children living in other cultures to learn about their customs, beliefs, and traditions: natural resource use; food; shelter; socialization and schooling; and other important

* Concept/Themes (Interdependence, Change, Culture, Scarcity)

* Places and Regions

* Environment and Society

* Needs and Wants

* Factors of Production

Students will sequence a product from its origin to its final form (e.g. peanuts

* Concept/Themes (Interdependence, Change, Culture, Scarcity, Technology)

* Places and Regions

* Environment and Society

* Needs and Wants

* Factors of Production

Identify basic goods and services that are used in their community including how they are produced, for whom they are produced, and who produces or

	Students investigate how production, distribution, exchange, and consumption of goods and services are economic decisions with which all societies and nations must deal.	* Concept/Themes (Interdependence, Change, Culture, Scarcity, Technology) * Places and Regions * Environment and Society * Needs and Wants * Factors of Production Students may role play shopping (merchant and customer) with a set dollar amount (buying goods, services, ...)
SS4.2 Economics requires the development and application of the skills needed to make informed and well-reasoned economic decisions in daily and national life.	Students locate economic information, using card catalogs, computer databases, indices, and library guides	* Concept/Themes (Scarcity, Technology) * Places and Regions * Environment and Society * Needs and Wants * Factors of Production * Economic Systems Students will continue to learn about * Concept/Themes (Scarcity, Technology, Culture, Multiculturalism) * Places and Regions * Environment and Society * Economic Systems Students will compare various currencies
	Students collect economic information from textbooks, standard references, newspapers, periodicals, and other primary and secondary sources.	* Concept/Themes (Scarcity, Technology) * Places and Regions * Environment and Society * Needs and Wants * Factors of Production Students will compare prices for same items in different locations (e.g.. New York vs. New Jersey)
	Students make hypotheses about economic issues and problems, testing, refining, and eliminating hypotheses and developing new ones when necessary	
	Students present economic information by developing charts, tables, diagrams and simple graphs	* Concept/Themes (Scarcity, Technology) * Places and Regions * Environment and Society * Needs and Wants * Factors of Production Students may role play shopping with a set dollar amount (buying goods, services, food) and then diagram how

Standard 5: Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

Key Idea

SS5.1 The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority,

Performance Indicators

Students know the meaning of key terms and concepts related to government including democracy, power, citizenship, nation-state, and justice

Students explain the probable consequences of the absence of government and rules

Students describe the basic purposes of government and the importance of civic life
Students understand that social and political systems are based upon people's beliefs

Core Curriculum

Students hold elections for class president

Students may create classroom rules.
Students may discuss safety rules for the cafeteria and playground.
Students will share rules at home.
Students will learn rules for riding on the bus.
Students will learn about voting responsibilities.

Students study colonial America

SS5.1 The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority,

Students know the meaning of key terms and concepts related to government including democracy, power, citizenship, nation-state, and justice

Students explain the probable consequences of the absence of government and rules.
Students describe the basic purposes of government and the importance of civic life
Students understand that social and political systems are based upon people's beliefs
Students discuss how and why the world is divided into nations and what kinds of governments other nations have

* Concept/Themes (Nation-State, Government, Culture, Interdependence, Empathy, Change)
* Citizenship and Civic Life
Students will identify and explain the key terms and concepts related to our democratic government, including freedom, power, justice and choice.
Students will explain why we need rules and demonstrate what would happen if there were no rules. Students will explain the role of the police and how they are 'supposed' to enforce the rules and laws that govern our community
* Concept/Themes (Nation-State, Culture, Multiculturalism, Empathy, Change)
* Citizenship and Civic Life
* Environment and Society
Students will read about children living in other cultures to learn about their

SS5.2 The state and federal governments established by the Constitutions of the United States and the State of New York embody basic civic values (such as justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property), principles, and practices and establish a system of shared and limited government.

Students explain how the Constitution of New York State and the United States and the Bill of Rights are the basis for democratic values in the United States

* Concept/Themes (Nation-State, Government, Culture, Interdependence, Empathy, Change)
* Citizenship and Civic Life
Students compare governmental structures of the United States and create a list of basic civic values and discuss how these can best be modeled on the personal and classroom level

	Students understand the basic civil values that are the foundation of American constitutional democracy.	* Concept/Themes (Citizenship, Nation-State, Culture) * Citizenship and Civic Life - Students will recognize patriotic symbols, the flag, the statue of Liberty, the bald eagle. * Concept/Themes (Citizenship, Nation-State, Culture) * Citizenship and Civic Life - Students increase their knowledge of patriotic holidays. * Concept/Themes (Citizenship, Nation-State, Culture) * Citizenship and Civic Life - Students sing patriotic songs. * Concept/Themes (Citizenship, Nation-State, Culture, Empathy) * Citizenship and Civic Life - Students may participate in community service projects like making cards for servicemen and visiting the elderly.
	Students know what the United States Constitution is and why it is important.	* Concept/Themes (Nation-State, Government, Culture) * Citizenship and Civic Life - Students will study why the U. S. Constitution was written.
	Students understand that the United States Constitution and the Constitution of the State of New York are written plans for organizing the functions of government.	* Concept/Themes (Nation-State, Government, Culture) * Citizenship and Civic Life - Students will study why the U. S. and NY Constitutions were written.
	Students identify their legislative and executive representatives at the local, state, and national governments.	* Concept/Themes (Nation-State, Government, Culture) * Citizenship and Civic Life - Students will explore the qualifications of candidates for the office of President of the United States.
SS5.3 Central to civics and citizenship is an understanding of the roles of the citizen within American constitutional democracy and the scope of a citizen's rights and responsibilities.	Students understand that citizenship includes an awareness of the holidays, celebrations, and symbols of our nation.	* Concept/Themes (Nation-State, Government, Culture) * Citizenship and Civic Life - Students will demonstrate an understanding of patriotic holidays.
	Students examine what it means to be a good citizen in the classroom, school, home, and community.	* Concept/Themes (Nation-State, Government, Culture, Interdependence, Empathy, Change) * Citizenship and Civic Life - Students may create classroom rules. - Students may discuss safety rules for the cafeteria and playground. - Students will observe rules at home. - Interdependence
	Students identify and describe the rules and responsibilities students have at home, in the classroom, and at school.	
	Students examine the basic principles of the Declaration of Independence and the Constitutions of the United States and New York State.	
	Students understand that effective, informed citizenship is a duty of each citizen, demonstrated by jury service, voting, and community service.	* Concept/Themes (Nation-State, Government, Culture, Empathy, Interdependence) * Citizenship and Civic Life - Students will learn about volunteer work (e.g., Soup kitchens).

	Students identify basic rights that students have and those that they will acquire as they age	* Concept/Themes (Nation-State, Government, Culture, Empathy, Interdependence) * Citizenship and Civic Life Students will learn about civic responsibilities
SS5.4The study of civics and citizenship requires the ability to probe ideas and assumptions, ask and answer analytical questions, take a skeptical attitude toward questionable arguments, evaluate evidence, formulate rational conclusions, and develop and refine participatory	Students show a willingness to consider other points of view before drawing conclusions or making judgments Students participate in activities that focus on a classroom, school, or community issue or problem Students suggest alternative solutions or courses of action to hypothetical or historic problems Students evaluate the consequences for each alternative solution or course of action Students prioritize the solutions based on established criteria Students propose an action plan to address the issue of how to solve the problem	* Concept/Themes (Nation-State, Government, Culture, Empathy, Interdependence) * Citizenship and Civic Life * Decision Making Students will work in groups to solve issues * Concept/Themes (Nation-State, Government, Culture, Empathy, Interdependence) * Citizenship and Civic Life * Decision Making Students will learn about homelessness and what they may do to help (e.g.. volunteer work, donations, advocacy)

Beginning Level Social Studies

Grade3

Standard 1: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

Key Idea

SS.1. The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.

Performance Indicators

Students know the roots of American culture, its development from many different traditions, and the ways many people from a variety of groups and backgrounds played a role in creating it.

Core Curriculum

* Concept/Themes (Culture, Identity, Interdependence, Change, Nation-State, Traditions)
Students read stories about the early days of American society and discuss the way of life of those times.

Students understand the basic ideals of American democracy as explained in the Declaration of Independence and the Constitution and other important documents

* Concept/Themes (Culture, Identity, Change, Nation-State, Traditions)
Students compare the characters and events described in historical fiction with primary sources such as historic sites themselves; artifacts of the times found in museums and at state historic sites; journals, diaries, and photographs of the historical figures in stories; and news articles and other records from the period in order to judge the historical accuracy and determine the variety of perspectives included in the
* Concepts/Themes (Culture, Empathy, Identity, Nation-State, American Traditions, Rights, Responsibilities)
* Civic Values
* Citizenship and Civic Life
Students will explain how an ideal of Martin Luther King transfers into their own life experiences

Students explain those values, practices, and traditions that unite all Americans

SS1.2 Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.

Students gather and organize information about the traditions transmitted by various groups living in their neighborhood and community

* Concept/Themes (Traditions, Diversity, Empathy, Multiculturalism, Culture, Identity, Nation-State, Change)
Students compare and contrast various ethnic experiences in New York State and the United States. Create table maps comparing past ethnic settlements and present day

Students recognize how traditions and practices were passed from one generation to the next

* Concept/Themes (Traditions, Diversity, Empathy, Multiculturalism, Culture, Identity)
Discuss the importance of values and tolerance of others in different communities (local, regional, etc.)

Students distinguish between near and distant past and interpret simple timelines

* Concept/Themes (Traditions, Diversity, Empathy, Multiculturalism, Culture, Identity, Change)
List the various elements of culture (religion, customs, traditions, etc.)
* Concept/Themes (Historic Events, Sequence, Empathy, Nation-State, Change)
Students may choose one of the original colonies and create a timeline of its important events

Grade 3: Communities Around the World—Learning About People and Places

Content Understanding

In the grade 3 social studies program, students study about communities throughout the world. The five social studies standards form the basis for this investigation as students learn about the social, political, geographic, economic, and historic characteristics of different world communities. Students learn about communities that reflect the diversity of the world's peoples and cultures. They study Western and non-Western examples from a variety of geographic areas. Students also begin to learn about historic chronology by placing important events on timelines. Students locate world communities and learn how different communities meet their basic needs and wants. Students begin to compare the roles of citizenship and the kinds of governments found in various world communities.

Cultures and civilizations

What is a culture? What is a civilization?

How and why do cultures change?

Where do people settle and live? Why?

People in world communities exchange elements of their cultures.

People in world communities use legends, folktales, oral histories, biographies, autobiographies, and historic narratives to transmit values, ideas, beliefs, and traditions.

People in world communities celebrate their accomplishments, achievements, and contributions.

Historic events can be viewed through the eyes of those who were there, as shown in their art, writings, music, and artifacts.

Communities around the world

People of similar and different cultural groups often live together in world communities.

World communities have social, political, economic, and cultural similarities and differences.

World communities change over time.

Important events and eras of the near and distant past can be displayed on timelines.

Calendar time can be measured in terms of years, decades, centuries, and millennia, using BC & AD as reference.

All people in world communities need to learn and they learn in different ways.

Families in world communities differ from place to place.

Beliefs, customs, and traditions in world communities are learned from others and may differ from place to place.

Different events, people, problems, and ideas make up world communities.

People in world communities may have different interpretations and perspectives about important issues and historic events.

The location of world communities

World communities can be located on maps and globes (latitude and longitude).

The spatial relationships of world communities can be described by direction, location, distance, and scale.

Regions represent areas of Earth's surface with unifying geographic characteristics.

World communities can be located in relation to each other and to principal parallels and meridians.

Geographic representations such as aerial photographs and satellite-produced images can be used to locate world communities.

Earth's continents and oceans can be located in relation to each other and to principal parallels and meridians.

Physical, human, and cultural characteristics of world communities

The causes and effects of human migration vary in different world regions.

The physical, human, and cultural characteristics of world communities can be displayed and used.

Interactions between economic activities and geographic factors differ in world communities.

The factors that influence human settlements differ in world communities.

People depending on and modifying their physical environments

People living in world communities depend on and modify their physical environments in different ways.

Lifestyles in world communities are influenced by environmental and geographic factors.

The development of world communities is influenced by environmental and geographic factors.

Challenge of meeting needs and wants in world communities

Societies organize their economies to answer three fundamental economic questions: What goods and services should be produced and in what quantities? How shall goods and services be produced? For whom shall goods and services be produced?

Human needs and wants differ from place to place.

People in world communities make choices due to unlimited needs and wants and limited resources.

People in world communities must depend on others to meet their needs and wants.

Production, distribution, exchange, and consumption of goods and services are economic decisions all societies must make.

People in world communities use human, capital, and natural resources.

People in world communities locate, develop, and make use of natural resources.

Resources are important to economic growth in world communities.

Economic decision making in world communities

Production, distribution, exchange, and consumption of goods and services are economic decisions which communities must make.

Economic decisions in world communities are influenced by many factors

Symbols of citizenship in world communities

People in world communities celebrate various holidays and festivals.

People in world communities use monuments and memorials to represent symbols of their nations

People making and changing rules and laws

People in world communities form governments to develop rules and laws to govern community members

People in world communities may have conflicts over rules, rights, and responsibilities.

The processes of selecting leaders, solving problems, and making decisions differ in world communities

Governments around the world

Governments in world communities organize to provide functions people cannot provide as individuals.

Governments in world communities have the authority to make, carry out, and enforce laws and manage disputes among them.

Governments in world communities develop rules and laws.

Governments in world communities plan, organize, and make decisions

SS1.3.Study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.	Students gather and organize information about the important accomplishments of individuals and groups, including Native American Indians, living in their neighborhoods and communities.	* Concept/Themes (Empathy, Multiculturalism, Culture, Interdependence, Change) Students may research and present an oral report on famous African American
	Students classify information by type of activity; social, political, economic, technological, scientific, cultural, or religious	* Concept/Themes (Culture, Technology, Citizenship, Change) Students will give examples of three contributions made by individuals and groups in the development of US History. Students will compare and contrast similarities and differences between their contributions.

	Students identify individuals who have helped to strengthen democracy in the United States and throughout the world	* Concept/Themes (Nation-State, Culture, Empathy, Identity, Change) *Citizenship and Civic Life Students will identify Americans who have helped to strengthen democracy (e.g. Martin Luther King, George Washington, Squanto)
		* Concept/Themes (Culture, Change, Interdependence, Nation-State, Technology) Students may research and present an oral report on famous African American
SS1.4. The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical	Students consider different interpretations of key events and/or issues in history and understand the differences in these accounts.	* Concept/Themes (Historic Events, Sequence, Empathy, Nation-State, Change, Technology, Culture, Interdependence) Students will learn about the Revolutionary War
	Students explore different experiences, beliefs, motives, and traditions of people living in their neighborhoods, communities, and state.	* Concept/Themes (Identity, Change, Empathy, Culture, Multiculturalism, Interdependence, Change, Technology, Nation-State) Students compare and contrast various ethnic experiences in New York State and the United States. Create table maps comparing past ethnic settlements and present day
	Students view historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts	* Concept/Themes (Culture, Identity, Change, Nation-State, Traditions) Students compare the characters and events described in historical fiction with primary sources such as historic sites themselves; artifacts of the times found in museums and at state historic sites; journals, diaries, and photographs of the historical figures in stories; and news articles and other records from the period in order to judge the historical accuracy and determine the variety of perspectives included in the story. (then and now).

Standard 2: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

Key Idea

Performance Indicators

Core Curriculum

SS2.1 The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.	Students read historical narratives, myths, legends, biographies, and autobiographies to learn about how historical figures lived, their motivations, hopes, fears, strengths, and weaknesses	* Concept/Themes (Environment, Identity, Change, Culture, Empathy, Nation-State, Multiculturalism, Technology) Students will investigate colonization, immigration, early settlements and westward movement. Students will read about children from the past who lived in different countries.
	Students explore narrative accounts of important events from world history to learn about different accounts of the past to begin to understand how interpretations and perspectives develop	* Concept/Themes (Culture, Identity, Change, Nation-State, Traditions) Students compare the characters and events described in historical fiction with primary sources such as historic sites themselves; artifacts of the times found in museums and at state historic sites; journals, diaries, and photographs of the historical figures in stories; and news articles and other records from the period in order to judge the historical accuracy and determine the variety of perspectives included in the
	Students study about different world cultures and civilizations focusing on their accomplishments, contributions, values, beliefs, and traditions.	* Concept/Themes (Culture, Multiculturalism, Identity, Change, Nation-State, Traditions) Students will research customs of various countries or ethnic groups within the context of holidays around the world
SS2.2 Establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures and civilizations.	Students distinguish between past, present, and future time periods.	* Concept/Themes (Interdependence, Culture, Identity, Change, Nation-State, Technology, Empathy) Students may chose an early invention and describe the changes over time.
	Students develop timelines that display important events and eras from world history.	* Concept/Themes (Historic Events, Sequence, Empathy, Nation-State, Change) Students may chose one of the original colonies and create a timeline of its important events.
	Students measure and understand the meaning of calendar time in terms of years, decades, centuries, and millennia, using BC and AD as reference points	* Concept/Themes (Sequence, Interdependence, Culture, Change, Nation-State, Technology, Empathy) Make a timeline using a theme that can be traced throughout world history (e.g. the history of farming)

* Concept/Themes (Historic Events, Sequence, Empathy, Nation-State, Change)
 Students may chose one of the original colonies and create a timeline of its important events.

* Concept/Themes (Culture, Identity, Change, Traditions, Sequence)
 Students will construct picture timelines that show important events in their own lives, including descriptions of the events and explanations of why they were important.

Students compare important events and accomplishments from different time periods in world history.

Students will learn about the Revolutionary War

SS2.3 Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.

Students understand the roles and contributions of individuals and groups to social, political, economic, cultural, scientific, technological, and religious practices and activities

* Concept/Themes (Historic Events, Sequence, Empathy, Nation-State, Change, Technology)
 Students read stories about the colonies of early days of American society and discuss the way of life of those times.

* Concept/Themes (Culture, Multiculturalism, Empathy, Nation-State, Change)
 Students will research customs of various countries or ethnic groups within the context of holidays around the world

	Students gather and present information about important developments from world history	* Concept/Themes (Historic Events, Sequence, Empathy, Nation-State, Change) Students may chose one of the original colonies and create a timeline of its important events.
	Students understand how the terms social, political, economic, and cultural can be used to describe human activities or practices.	* Concept/Themes (Historic Events, Sequence, Empathy, Nation-State, Change) * Places and Regions * Environment and Society Students will investigate colonization, immigration, early settlements and
SS2.4 The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over	Students consider different interpretations of key events and developments in world history and understand the differences in these accounts	* Concept/Themes (interdependence, Historic Events, Nation-State, Culture, Change) Students state the pros/cons of a trend in world history (e.g. colonization of Africa vs. the preservation of the animals)
	Students explore the lifestyles, beliefs, traditions, rules and laws, and social/cultural needs and wants of people during different periods in history and in different parts of the world.	* Concept/Themes (interdependence, Empathy, Culture, Change) * Citizenship and Civic Life Students will research common customs (e.g. Marriage) of various countries or ethnic groups
	Students view historic events through the eyes of those who were there, as shown in their art, writing, music, and artifacts.	* Concept/Themes (Culture, Identity, Change, Nation-State, Traditions) Students compare the characters and events described in historical fiction with primary sources such as historic sites themselves; artifacts of the times found in museums and at state historic sites; journals, diaries, and photographs of the historical figures in stories; and news articles and other records from the period in order to judge the historical accuracy and determine the variety of perspectives included in the

Standard 3: Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth’s surface.

Key Idea

SS3.1 Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography.

Performance Indicators

Students study how people live, work, and utilize natural resources

Students will draw maps and diagrams that serve as representations of places, physical features, and objects.

Students locate places within the local community, state, and nation; locate the earth's continents in relation to each other and to principal parallels and meridians.

Students identify and compare the physical, human, and cultural characteristics of different regions and people.

Students investigate how people depend on and modify the physical environment

Core Curriculum

* Concept/Themes (Technology, Scarcity, Culture, Change, Interdependence, Uses of Geography, Human Activities)
 * Places and Regions
 * Environment and Society
 * Physical Systems
 Students will investigate historic uses of water in agriculture, as transportation, as power supply, etc.

* Concept/Themes (Culture, Multiculturalism, Change, Interdependence, Uses of Geography, Human Activities)
 * Places and Regions
 * Environment and Society
 Students compare and contrast various ethnic experiences in New York State and the United States. Create table maps comparing past ethnic settlements and present day

* Concept/Themes (Community, Change, Uses of Geography)
 * Places and Regions
 Students may create flash cards defining the following: continents, oceans, hemispheres, poles, equator.

* Concept/Themes (Culture, Multiculturalism, Interdependence, Uses of Geography, Human Activities)
 * Places and Regions
 * Environment and Society
 Students will read about children living in other regions to learn about their customs, beliefs, and traditions: natural resource use; food; shelter; socialization and schooling; and other important

* Concept/Themes (Technology, Scarcity, Culture, Change, Interdependence, Uses of Geography, Human Activities)
 * Places and Regions
 * Environment and Society
 * Physical Systems
 Students will investigate historic uses of water in agriculture, as transportation, as power supply, etc.

SS32. Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information.	Students ask geographic questions about where places are located; why they are located where they are, what is important about their locations, and how their locations are related to the location of other places. Students gather and organize geographic information from a variety of sources and display in a number of ways.	* Concept/Themes (Use of Geography, Multiculturalism) *Places and Regions Locate and discuss various climactic regions of the world. * Concept/Themes (Technology, Culture, Change, Uses of Geography) * Places and Regions Students may label map of world identifying hemispheres, prime meridians, equator and north, south, east, and west directions.
	Students analyze geographic information by making relationships, interpreting trends and relationships, and analyzing geographic data	* Concept/Themes (Use of Geography, Historic Events, Interdependence, Change) *Places and Regions *Environment and Society Students will investigate the importance of the location of the New York

Standard 4: Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.

Key Idea

SS4.1 The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world.

Performance Indicators

Students know some ways individuals and groups attempt to satisfy their basic needs and wants by utilizing scarce resources.

Students explain how people's wants exceed their limited resources and that this condition defines scarcity.

Students know that scarcity requires individuals to make choices and that those choices involve costs.

Students study about how the availability and distribution of resources is important to a nation's economic growth

Students understand how societies organize their economies to answer three fundamental economic questions: What goods and services shall be produced and what quantities? How shall goods and services be produced? For whom shall goods and services be produced?

Core Curriculum

* Concept/Themes (Scarcity, Use of Geography, Interdependence, Change)
*Places and Regions
*Environment and Society
* Needs and Wants

Students may compile a list of local needs and wants and show how they have changed over time (farms to towns to cities to suburbs.)

* Concept/Themes (Scarcity, Use of Geography, Interdependence, Change)
*Places and Regions
*Environment and Society
* Needs and Wants

Students may explain the difference between renewable and non-renewable resources and make posters urging the

* Concept/Themes (Scarcity, Use of Geography, Interdependence, Change)
*Places and Regions
*Environment and Society
* Needs and Wants

Students give an example of how people in a particular region have made a choice to compensate for a scarce

* Concept/Themes (Scarcity, Interdependence, Change, Technology, Nation-State)
* Economic Systems
*Places and Regions
*Environment and Society
* Needs and Wants
Students state how a natural resource such as coal, petroleum, lumber, has influenced the growth of an area. Students state how availability or lack of availability of resources has an impact on economic growth.

* Concept/Themes (Scarcity, Interdependence, Change, Technology, Nation-State)
*Economic Systems
*Environment and Society
* Needs and Wants

Students will state how societies determine what goods and services to produce, how much and for whom. Students state why the automobile or airplane was produced. Students state how it was produced and state for whom it was produced.

Students investigate how production, distribution, exchange, and consumption of goods and services are economic decisions with which all societies and nations must deal.

* Concept/Themes (Scarcity, Interdependence, Change, Technology, Nation-State)
*Economic Systems
*Environment and Society
* Needs and Wants
* Factors of Production
Students state who the production of the automobile has influenced an urban economy.

Students investigate how people in the United States and throughout the world answer the three fundamental economic questions and solve basic economic problems.

* Concept/Themes (Scarcity, Interdependence, Change, Technology, Nation-State)
*Economic Systems
*Environment and Society
* Needs and Wants
Students will exhibit an understanding of the process of the economy.

SS4.2 Economics requires the development and application of the skills needed to make informed and well-reasoned economic decisions in daily and national life.	Students locate economic information, using card catalogs, computer databases, indices, and library guides	* Concept/Themes (Scarcity, Interdependence, Change, Technology, Nation-State) Students will locate information about a particular region or product in the library or on the computer using various resources.
	Students collect economic information from textbooks, standard references, newspapers, periodicals, and other primary and secondary sources.	* Concept/Themes (Scarcity, Technology, Multiculturalism) * Places and Regions * Environment and Society Needs and Wants
	Students make hypotheses about economic issues and problems, testing, refining, and eliminating hypotheses and developing new ones when necessary	* Factors of Production Students will compare prices for same items in different locations (e.g.. New York vs. London)
	Students present economic information by developing charts, tables, diagrams and simple graphs	Concept/Themes (Scarcity, Interdependence, Nation-State, Technology) * Places and Regions * Environment and Society Needs and Wants * Factors of Production * Economic Systems Students will chart the differences in price of similar goods in different locations (e.g.. New York vs. London)

Standard 5: Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

Key Idea	Performance Indicators	Core Curriculum
SS5.1 The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, . . .	Students know the meaning of key terms and concepts related to government including democracy, power, citizenship, nation-state, and justice Students explain the probable consequences of the absence of government and rules. Students describe the basic purposes of government and the importance of civic life Students understand that social and political systems are based upon people's beliefs	* Concept/Themes (Nation-State, Government, Culture, Interdependence, Political Systems, Power/Authority) * Citizenship and Civic Life * Civic Values Discuss how citizenship plays an important role in the classroom (use classroom rules as a jumping off point.) Students may compose a list of classroom rules and discuss their importance. Discuss the importance of values and tolerance of others in different communities (local, regional, etc.) * Concept/Themes (Historic Events, Political Systems, Power/Authority, Nation-State, Government, Change, Technology, Culture, Interdependence, Sequence) Students will compare and contrast the colonial government with the U.S. government after the Revolutionary War.

	Students discuss how and why the world is divided into nations and what kinds of governments other nations have	* Concept/Themes (Nation-State, Government, Culture, Interdependence, Political Systems) * Citizenship and Civic Life * Civic Values Students will compare and contrast their community with Mexico City.
SS5.2 The state and federal governments established by the Constitutions of the United States and the State of New York embody basic civic values (such as justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property), principles, and practices and establish a system of shared and limited government.	Students explain how the Constitution of New York State and the United States and the Bill of Rights are the basis for democratic values in the United States	* Concept/Themes (Nation-State, Government, Interdependence, Political Systems, Rights, Human Rights) * Citizenship and Civic Life * Civic Values Students compare governmental structures of the United States and create a list of basic civic values and discuss how these can best be modeled on the personal and classroom level. Students will investigate the terms civics, justice, equality and respect for self, others and property. Students may design flash cards to define the following the terms: democracy, the three branches of government.
	Students understand the basic civil values that are the foundation of American constitutional democracy. Students know what the United States Constitution is and why it is important	* Concept/Themes (Government, Political Systems, Rights, Human Rights) * Citizenship and Civic Life * Civic Values Students will study why the U. S. Constitution was written
	Students understand that the United States Constitution and the Constitution of the State of New York are written plans for organizing the functions of government	* Concept/Themes (Government, Political Systems, Rights, Human Rights) * Citizenship and Civic Life * Civic Values Students will study why the U. S. and NY Constitutions were written
	Students understand the structure of New York State and local governments, including executive, legislative, and judicial branches.	* Concept/Themes (Nation-State, Government, Political Systems, Interdependence) * Citizenship and Civic Life * Civic Values Students will discover how local government functions (roads, garbage, public safety)
	Students identify their legislative and executive representatives at the local, state, and national governments.	* Concept/Themes (Nation-State, Government, Political Systems, Rights, Human Rights) * Citizenship and Civic Life * Civic Values Students will explore the qualifications of candidates for the office of Governor of New York

SS5.3 Central to civics and citizenship is an understanding of the roles of the citizen within American constitutional democracy and the scope of a citizen's rights and responsibilities.	Students understand that citizenship includes an awareness of the holidays, celebrations, and symbols of our nation.	* Concept/Themes (Government, Political Systems, Rights, Human Rights) * Citizenship and Civic Life * Civic Values Students understand the definitions of the following holidays: Lincoln's birthday, Washington's birthday, Independence Day, MLK Day, Labor Day, Columbus Day, Veteran's Day, Thanksgiving Day, Election Day, Flag Day, Memorial Day, Earth Day
	Students examine what it means to be a good citizen in the classroom, school, home, and community. Students identify and describe the rules and responsibilities students have at home, in the classroom, and at school. Students examine the basic principles of the Declaration of Independence and the Constitutions of the United States and New York State.	* Concept/Themes (Government, Political Systems, Rights, Human Rights) * Citizenship and Civic Life * Civic Values Students state one way they can be good citizens at home, at school and in their community. * Concept/Themes (Government, Political Systems, Rights, Human Rights) * Citizenship and Civic Life * Civic Values Students will discuss how an informed citizen can bring about change (local issues.)
	Students understand that effective, informed citizenship is a duty of each citizen, demonstrated by jury service, voting, and community service.	* Concept/Themes (Government, Political Systems, Empathy) * Citizenship and Civic Life * Civic Values * Environment and Society Students will learn about volunteer work (e.g.. Conservation & recycling)
	Students identify basic rights that students have and those that they will acquire as they age	* Concept/Themes (Government) * Citizenship and Civic Life * Civic Values * Decision Making Students hold elections for class president. * Concept/Themes (Nation-State, Government, Political Systems, Rights, Human Rights) * Citizenship and Civic Life * Civic Values Students will discuss how an informed citizen can bring about change (local issues.)
SS5.4The study of civics and citizenship requires the ability to probe ideas and assumptions, ask and answer analytical questions, take a skeptical attitude toward questionable arguments, evaluate evidence, formulate rational conclusions, and develop and refine participatory skills	Students show a willingness to consider other points of view before drawing conclusions or making judgments	* Concept/Themes (Nation-State, Empathy, Rights) * Citizenship and Civic Life * Civic Values * Decision Making Students will work in groups to solve issues. Students will discuss their different points of views; demonstrate considering different points of view before passing judgment; and demonstrate the differences between fact or opinions when making a judgment.

Students participate in activities that focus on a classroom, school, or community issue or problem

Students suggest alternative solutions or courses of action to hypothetical or historic problems

* Concept/Themes (Nation-State, Empathy, Culture, Interdependence, Technology, Problem Solving)

Students evaluate the consequences for each alternative solution or course of action

* Citizenship and Civic Life

* Civic Values

* Environment and Society

Students prioritize the solutions based on established criteria

Students will learn about landfills and what they may do to help (e.g. recycling, conservation, advocacy)

Students propose an action plan to address the issue of how to solve the problem

Beginning Level Social Studies Grade 4

Standard 1: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

Key Idea

SS.1. The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.

Performance Indicators

Students know the roots of American culture, its development from many different traditions, and the ways many people from a variety of groups and backgrounds played a role in creating it.

Students understand the basic ideals of American democracy as explained in the Declaration of Independence and the Constitution and other important documents

Students explain those values, practices, and traditions that unite all Americans

SS1.2 Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a

Students gather and organize information about the traditions transmitted by various groups living in their neighborhood and community

Students recognize how traditions and practices were passed from one generation to the next

Core Curriculum

* Concept/Themes (Immigration, Multiculturalism, Culture, Technology, Identity, Change)

* Citizenship and Civic Life

Students read stories about the early days of American society and discuss the way of life of those times.

Students prepare an original piece of work focusing on the contributions of a particular ethnic group (possibly their own). Produce a list of reasons why

* Concept/Themes (Democracy, Nation-State, Human Rights and Dignity)

* Citizenship and Civic Life

Students define the following terms: equality, democracy, freedom, rights.

Students list components of the Bill of Rights. Create a chart, web or list stating which rights, freedoms, responsibilities, are guaranteed under each of the three documents. Debate, role play, dramatize or create a venn diagram of the pros/cons of individual

* Concepts/Themes (American Traditions, Dignity, Empathy, Identity, Nation-State, Rights, Responsibilities)

* Civic Values

* Citizenship and Civic Life

Students will explain how an ideal of Martin Luther King transfers into their

* Concept/Themes (Traditions, Diversity, Empathy, Multiculturalism, Culture, Identity, Nation-State, Change)

* Place and Region

Students investigate the roots of the local community. Create table maps comparing past ethnic settlements in

* Concept/Themes (Traditions, Diversity, Values, Interdependence, Empathy, Multiculturalism, Identity, Rights, Responsibilities)

* Civic Values

* Place and Region

Discuss the importance of values and tolerance of others in different

* Concept/Themes (Traditions, Diversity, Values, Interdependence, Empathy, Multiculturalism, Identity) List the various elements of culture (religion, customs, traditions, etc.) Students will use examples of native American culture (emphasis on Iroquois

	Students distinguish between near and distant past and interpret simple timelines	* Concept/Themes (Historic Events, Sequencing, Nation-State, Change, Technology, Traditions, Multiculturalism) Students may chose one native American tribes of New York and create a timeline of its important events.
SS1.3.Study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.	Students gather and organize information about the important accomplishments of individuals and groups, including Native American Indians, living in their neighborhoods and communities. Students classify information by type of activity; social, political, economic, technological, scientific, cultural, or religious	* Concept/Themes (Iroquois Confederacy, Interdependence, Empathy, Multiculturalism) * Environment and Society * Places and Regions Students investigate and explain contributions of Native Americans in New York State. Name the Native American tribes in New York State, including those of the Iroquois * Concept/Themes (Culture, Technology, Change, Interdependence) * Environment and Society * Places and Regions Students will examine waterways in New York State (Hudson and Mohawk Rivers, Great Lakes and Erie Canal)

	Students identify individuals who have helped to strengthen democracy in the United States and throughout the world	* Concept/Themes (Nation-State, Culture, Identity, Empathy, Change, Technology) *Citizenship and Civic Life Students will explore the contributions of famous African Americans (Sojourner Truth, Elijah McCoy, Rosa Parks, Frederick Douglass, Harriet Tubman)
SS1.4. The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments.	Students consider different interpretations of key events and/or issues in history and understand the differences in these accounts.	* Concept/Themes (Nation-State, Culture, Identity, Empathy, Change, Interdependence) *Citizenship and Civic Life * Environment and Society Students will compare and interpret two points of view of an important historic issue or key event (e.g. Columbus Day, Civil War, Native American Displacement). Students organize their information in some way to show both points of view. Summarize the conflicts inherent in the issues.
	Students explore different experiences, beliefs, motives, and traditions of people living in their neighborhoods, communities, and state.	* Concept/Themes (Identity, Culture, Empathy, Change) *Citizenship and Civic Life * Environment and Society * Places and Regions Students investigate the roots of the local community. Create table maps comparing past ethnic settlements in the community.
	Students view historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts	* Concept/Themes (Culture, Identity, Empathy) Students interpret historic events using primary sources (art, music, writing, artifacts). Identify and locate a place in their community that has historic significance (museum, cemeteries, historical landmarks, etc.)

Standard 2: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

Key Idea

SS2.1 The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.

Performance Indicators

Students read historical narratives, myths, legends, biographies, and autobiographies to learn about how historical figures lived, their motivations, hopes, fears, strengths, and weaknesses

Core Curriculum

- * Concept/Themes (Identity, Culture, Empathy, Change, Nation-State)
- *Citizenship and Civic Life
- * Environment and Society
- * Places and Regions

Investigate and orally report on exploration and colonization of New York State.

- * Concept/Themes (Immigration, Multiculturalism, Culture, Technology, Identity, Change)
- * Citizenship and Civic Life

Create a list of reasons why immigrants came to this country after reading stories about Ellis Island.

	Students explore narrative accounts of important events from world history to learn about different accounts of the past to begin to understand how interpretations and perspectives develop	* Concept/Themes (Identity, Culture, Empathy, Change, Nation-State) Create a graphic organizer on the history of the Iroquois Confederacy (including the 5 W's) * Concept/Themes (Identity, Culture, Multiculturalism, Empathy, Change, Nation-State) * Environment and Society * Places and Regions Investigate and orally report on exploration and colonization of New York State by studying journals, diaries, photographs, news articles and other records from the period for a variety of perspectives. Use examples of colonists
	Students study about different world cultures and civilizations focusing on their accomplishments, contributions, values, beliefs, and traditions.	* Concept/Themes (Identity, Culture, Empathy, Change, Nation-State, Multiculturalism) * Environment and Society * Places and Regions Students investigate Native Americans in New York State (emphasis on Iroquois and Algonquin). Explore Native
SS2.2 Establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures and civilizations.	Students distinguish between past, present, and future time periods.	* Concept/Themes (Identity, Culture, Empathy, Change, Nation-State, Multiculturalism, Technology, Interdependence) * Environment and Society * Places and Regions Students compare the Iroquois and Algonquin tribes during the colonial period with modern times.
	Students develop timelines that display important events and eras from world history.	* Concept/Themes (Historic Events, Sequencing, Nation-State, Change, Technology, Traditions, Multiculturalism) Students may chose one native American tribes of New York and create a timeline of its important events.
	Students measure and understand the meaning of calendar time in terms of years, decades, centuries, and millennia, using BC and AD as reference points	* Concept/Themes (Historic Events, Sequencing, Nation-State, Change, Technology, Traditions, Multiculturalism) Students compare calendars from different countries and past centuries with the United States and a modern * Concept/Themes (Historic Events, Sequencing, Nation-State, Change, Technology, Traditions, Multiculturalism) Students may chose one native American tribes of New York and create a timeline of its important events. * Concept/Themes (Historic Events, Sequencing, Nation-State, Change, Technology, Traditions, Multiculturalism) Students will construct picture timelines that show important events in their own lives, including descriptions of the events and explanations of why they

Students compare important events and accomplishments from different time periods in world history.

* Concept/Themes (Historic Events, Change, Identity, Interdependence, Empathy, Technology, Multiculturalism)
Students sequence important events and accomplishments in world history. Compare and contrast important events and accomplishments in world history from different time periods stating similarities and differences. Explain the importance of a historical event.

SS2.3 Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.	Students understand the roles and contributions of individuals and groups to social, political, economic, cultural, scientific, technological, and religious practices and activities	* Concept/Themes (Nation-State, Historic Events, Change, Identity, Interdependence, Empathy, Technology) * Citizenship and Civic Life Students read stories about the colonies of early days of American society and discuss the way of life of those times. Students investigate Native Americans in New York State .Emphasis on Iroquois and Algonquin.
	Students gather and present information about important developments from world history	* Concept/Themes (Historic Events, Sequencing, Nation-State, Change, Technology, Traditions, Multiculturalism) Students may chose one native American tribes of New York and create a timeline of its important events.
	Students understand how the terms social, political, economic, and cultural can be used to describe human activities or practices.	* Concept/Themes (Identity, Culture, Empathy, Change, Nation-State) *Citizenship and Civic Life * Environment and Society * Places and Regions Investigate and orally report on exploration and colonization of New York State
SS2.4 The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time.	Students consider different interpretations of key events and developments in world history and understand the differences in these accounts	* Concept/Themes (Identity, Culture, Empathy, Change, Nation-State, Interdependence, Technology) *Citizenship and Civic Life * Environment and Society * Places and Regions Identify and define important events in world history. Compare and contrast two different accounts of an important event in world history from the same time period. Compare and contrast two different accounts of an important event in world history from different
	Students explore the lifestyles, beliefs, traditions, rules and laws, and social/cultural needs and wants of people during different periods in history and in different parts of the world.	* Concept/Themes (Identity, Culture, Multiculturalism, Empathy, Change, Nation-State, Interdependence, Technology) *Citizenship and Civic Life * Environment and Society * Places and Regions Students will research common customs of various ethnic groups during colonial New York (e.g.. Marriage, funerals)
	Students view historic events through the eyes of those who were there, as shown in their art, writing, music, and artifacts.	* Concept/Themes (Culture, Identity, Empathy) Students interpret historic events using primary sources (art, music, writing, artifacts). Identify and locate a place in their community that has historic significance (museum, cemeteries, bridges, buildings, memorials, libraries)

Standard 3: Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth’s surface.

Key Idea

SS3.1 Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of

Performance Indicators

Students study how people live, work, and utilize natural resources

Students will draw maps and diagrams that serve as representations of places, physical features, and objects.

Students locate places within the local community, state, and nation; locate the earth's continents in relation to each other and to principal parallels and meridians.

Students identify and compare the physical, human, and cultural characteristics of different regions and people.

Students investigate how people depend on and modify the physical environment

Core Curriculum

- * Concepts/Themes (Culture, Uses of Geography)
- * Physical Settings
- * Places and Regions
- * Human Systems

Students may create a salt map showing the path of the Erie Canal and its affect on growth of cities. Create a "T" graph comparing and contrasting rural and urban life. Construct a needs and resources tree.

- * Concepts/Themes (Culture, Uses of Geography)
- * Physical Settings
- * Places and Regions
- * Human Systems

Students may create a salt map showing the path of the Erie Canal and its affect on growth of cities.

- * Concepts/Themes (Culture, Uses of Geography)
- * Physical Settings
- * Places and Regions
- * Human Systems

Using a map of NY State, students may label the following features: rivers, mountain ranges, cities and lakes. Students may create a Regional Tree of the five regions of New York State including characteristics for each region.

- * Concepts/Themes (Culture, Multiculturalism, Uses of Geography)
- * Physical Settings
- * Places and Regions
- * Human Systems

Students will read about children living in other regions to learn about their customs, beliefs, and traditions: natural resource use; food; shelter; socialization and schooling; and other important

- * Concepts/Themes (Culture, Uses of Geography)
- * Physical Settings
- * Places and Regions
- * Human Systems

Students will investigate historic uses of water (namely the Erie Canal) in agriculture, as transportation, as power

- * Concepts/Themes (Culture, Uses of Geography)
- * Physical Settings
- * Places and Regions
- * Human Systems

Students may create a salt map showing the path of the Erie Canal and its affect on growth of cities.

SS32. Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information.	Students ask geographic questions about where places are located; why they are located where they are, what is important about their locations, and how their locations are related to the location of other places. Students gather and organize geographic information from a variety of sources and display in a number of ways.	* Concepts/Themes (Culture, Uses of Geography, Technology) * Environment and Society * Places and Regions * Human Systems Using knowledge of the four seasons in NY state diagram the Iroquois pattern of life.
	Students analyze geographic information by making relationships, interpreting trends and relationships, and analyzing geographic data	* Concepts/Themes (Culture, Uses of Geography) * Physical Settings * Places and Regions * Human Systems Practice using compass rose, longitude and latitude lines, map symbols and scales with NY State maps and world maps. Students may practice reading a map. * Concepts/Themes (Culture, Uses of Geography, Historical Events, Technology) * Environment and Society * Places and Regions Students will investigate the importance of the location of the New York during the American Revolutionary War

Standard 4: Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.

Key Idea

SS4.1 The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world.

Performance Indicators

Students know some ways individuals and groups attempt to satisfy their basic needs and wants by utilizing scarce resources.

Students explain how people's wants exceed their limited resources and that this condition defines scarcity.
Students know that scarcity requires individuals to make choices and that those choices involve costs.
Students study about how the availability and distribution of resources is important to a nation's economic growth

Core Curriculum

* Concepts/Themes (Scarcity, Interdependence, Change, Culture, Uses of Geography, Technology, Empathy)

* Environment and Society

* Places and Regions

* Human Systems

* Needs and Wants

Students may use a diagram of an Iroquois village to list the ways needs and wants were met.

* Concepts/Themes (Culture, Uses of Geography)

* Physical Settings

* Places and Regions

* Human Systems

* Economic Systems

Students may explain in a report how the Erie Canal, Western Movement and railroads brought about economic

* Concepts/Themes (Scarcity, Interdependence, Change, Technology, Empathy)

* Environment and Society

* Places and Regions

* Human Systems

* Needs and Wants

Students may discuss the waste and

* Concepts/Themes (Scarcity, Interdependence, Change, Culture, Uses of Geography, Technology, Empathy)

* Environment and Society

* Places and Regions

* Human Systems

* Economic Systems

Students will investigate the importance of the location of the New York

* Concepts/Themes (Culture, Uses of Geography)

* Physical Settings

* Places and Regions

* Human Systems

* Economic Systems

Students may explain in a report how the Erie Canal, Western Movement and railroads brought about economic

* Concepts/Themes (Culture, Uses of Geography)

* Physical Settings

* Places and Regions

* Human Systems

* Economic Systems

Students may create a salt map showing the path of the Erie Canal and

	Students understand how societies organize their economies to answer three fundamental economic questions: What goods and services shall be produced and what quantities? How shall goods and services be produced? For whom shall goods and services be produced? Students investigate how production, distribution, exchange, and consumption of goods and services are economic decisions with which all societies and nations must deal. Students investigate how people in the United States and throughout the world answer the three fundamental economic questions and solve basic economic problems.	* Concepts/Themes (Scarcity, Interdependence, Change, Technology) * Environment and Society * Human Systems * Needs and Wants Students may trace the growth and changes brought about by the computer age.
	Students investigate how production, distribution, exchange, and consumption of goods and services are economic decisions with which all societies and nations must deal.	* Concepts/Themes (Scarcity, Interdependence, Change, Technology) * Environment and Society * Human Systems * Needs and Wants * Economic Systems Students will increase their awareness of technological and economic changes
	Students investigate how people in the United States and throughout the world answer the three fundamental economic questions and solve basic economic problems.	* Concepts/Themes (Scarcity, Interdependence, Change, Technology, Multiculturalism) * Environment and Society * Human Systems * Needs and Wants * Economic Systems Discuss through current events and how trade agreements between the
SS4.2 Economics requires the development and application of the skills needed to make informed and well-reasoned economic decisions in daily and national life.	Students locate economic information, using card catalogs, computer databases, indices, and library guides	* Concepts/Themes (Scarcity, Interdependence, Technology, Multiculturalism) * Environment and Society * Human Systems * Needs and Wants * Economic Systems Students will increase their awareness of technological and economic changes on a global scale by focusing on a * Concepts/Themes (Scarcity, Change, Technology) * Environment and Society Students may compare how information gathering has changed since their grandparents and parents day.
	Students collect economic information from textbooks, standard references, newspapers, periodicals, and other primary and secondary sources.	* Concepts/Themes (Scarcity, Interdependence, Technology, Multiculturalism) * Environment and Society * Needs and Wants * Economic Systems
	Students make hypotheses about economic issues and problems, testing, refining, and eliminating hypotheses and developing new ones when necessary	Students will increase their awareness of technological and economic changes on a global scale by focusing on a consumer product (e.g.. Televisions)
	Students present economic information by developing charts, tables, diagrams and simple graphs	* Concepts/Themes (Scarcity, Interdependence, Technology, Multiculturalism) * Environment and Society * Human Systems * Needs and Wants * Economic Systems Students will chart the economic growth of countries via consumer purchases, possibly focusing on one

Standard 5: Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

Key Idea

SS5.1 The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority,

Performance Indicators

Students know the meaning of key terms and concepts related to government including democracy, power, citizenship, nation-state, and justice

Students explain the probable consequences of the absence of government and rules

Students describe the basic purposes of government and the importance of civic life
Students understand that social and political systems are based upon people's beliefs

Core Curriculum

Students hold elections for class president

Students may create classroom rules.
Students may discuss safety rules for the cafeteria and playground.
Students will share rules at home.
Students will learn rules for riding on the bus.
Students will learn about voting responsibilities.

Students study colonial America

SS5.1 The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority,

Students know the meaning of key terms and concepts related to government including democracy, power, citizenship, nation-state, and justice

Students explain the probable consequences of the absence of government and rules.
Students describe the basic purposes of government and the importance of civic life
Students understand that social and political systems are based upon people's beliefs

* Concept/Themes (Nation-State, Government, Culture, Interdependence, Political Systems, Power/Authority)

* Citizenship and Civic Life

* Civic Values

Discuss how citizenship plays an important role in the classroom (use classroom rules as a jumping off point.)

Students may compose a list of classroom rules and discuss their importance. Discuss the importance of values and tolerance of others in different communities (local, regional, etc.). Students may construct a chart

* Concept/Themes (Nation-State, Government, Culture, Interdependence, Political Systems, Power/Authority)

* Citizenship and Civic Life

* Civic Values

Students may read biographies of people who have implemented change (leaders of the American Revolution)

Students may research African Americans who contributed to the Revolution, including Crispus Attucks, Salem Poor, James Forten, Phillis Wheatley, James Armistead and Benjamin Banneker

* Concept/Themes (Nation-State, Government, Change, Interdependence, Political Systems, Power/Authority)

* Citizenship and Civic Life

Students will compare and contrast the development of the New York State Constitution back to the Iroquois Confederacy

Students discuss how and why the world is divided into nations and what kinds of governments other nations have

SS5.2 The state and federal governments established by the Constitutions of the United States and the State of New York embody basic civic values (such as justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property), principles, and practices and establish a system of shared and limited government.	Students explain how the Constitution of New York State and the United States and the Bill of Rights are the basis for democratic values in the United States Students understand the basic civil values that are the foundation of American constitutional democracy. Students know what the United States Constitution is and why it is important	* Concept/Themes (Nation-State, Government, Interdependence, Political Systems, Power/Authority) * Citizenship and Civic Life * Civic Values Students compare governmental structures of the United States and create a list of basic civic values and discuss how these can best be modeled on the personal and classroom level. Students will investigate the terms civics, justice, equality and respect for self, others and property. Students may design flash cards to define the following the terms: democracy, the three branches of government. * Concept/Themes (Nation-State, Government, Empathy, Interdependence) * Citizenship and Civic Life * Civic Values Students may compare the Constitution with the following documents to further their understanding of our democratic system: Mayflower Compact, Declaration of Independence, Articles of Confederation, and Bill of Rights.
	Students understand that the United States Constitution and the Constitution of the State of New York are written plans for organizing the functions of government	* Concept/Themes (Nation-State, Government, Empathy, Interdependence) * Citizenship and Civic Life * Civic Values Students may compare and contrast the rights guaranteed by the New York State Constitution as opposed to the rights guaranteed in the United States
	Students understand the structure of New York State and local governments, including executive, legislative, and judicial branches.	* Concept/Themes (Nation-State, Government, Empathy, Interdependence) * Citizenship and Civic Life * Civic Values Students may construct a graphic organizer explaining the role and responsibilities of the three branches of In a group activity students may compare and contrast the three branches of government in local, state and national government. Students may diagram in chart form the electoral process.
	Students identify their legislative and executive representatives at the local, state, and national governments.	* Concept/Themes (Nation-State, Government, Empathy, Interdependence) * Citizenship and Civic Life * Civic Values Students will explore the qualifications of candidates for the office of Mayor of

SS5.3 Central to civics and citizenship is an understanding of the roles of the citizen within American constitutional democracy and the scope of a citizen's rights and responsibilities.	Students understand that citizenship includes an awareness of the holidays, celebrations, and symbols of our nation. Students examine what it means to be a good citizen in the classroom, school, home, and community Students identify and describe the rules and responsibilities students have at home, in the classroom, and at school	* Concept/Themes (Government, Political Systems, Rights, Human Rights, Empathy) * Citizenship and Civic Life * Civic Values Students may create a timeline showing the establishment of national holidays . * Concept/Themes (Government, Political Systems, Rights, Human Rights) * Citizenship and Civic Life * Civic Values Discuss how citizenship plays an important role in the classroom (use classroom rules as a jumping off point.). Students may compose a list of classroom rules and discuss their importance. Discuss the importance of values and tolerance of others in different communities (local, regional, etc.)
	Students examine the basic principles of the Declaration of Independence and the Constitutions of the United States and New York State	* Concept/Themes (Government, Political Systems, Rights, Human Rights, Empathy) * Citizenship and Civic Life * Civic Values Students will demonstrate an understanding of due process, majority rule and minority rights and will investigate how these words are applied in the New York State and U.S.
	Students understand that effective, informed citizenship is a duty of each citizen, demonstrated by jury service, voting, and community service	* Concept/Themes (Government, Political Systems, Rights, Human Rights, Empathy) * Citizenship and Civic Life * Civic Values Students may participate in community service activities such as collecting food for food pantries, spring and fall clean-ups for the sick and elderly, organizing and running recycling program in school.
	Students identify basic rights that students have and those that they will acquire as they age	* Concept/Themes (Government, Political Systems, Rights, Human Rights, Empathy) * Citizenship and Civic Life * Civic Values *Decision Making Students hold elections for class president * Concept/Themes (Government, Political Systems, Rights, Human Rights, Empathy) * Citizenship and Civic Life * Civic Values Students will discuss how an informed citizen can bring about change (local, regional, national) Students will be able to explain the voting process.

SS5.4The study of civics and citizenship requires the ability to probe ideas and assumptions, ask and answer analytical questions, take a skeptical attitude toward questionable arguments, evaluate evidence, formulate rational conclusions, and develop and refine participatory skills

Students show a willingness to consider other points of view before drawing conclusions or making judgments

* Concept/Themes (Nation-State, Empathy, Rights)
* Citizenship and Civic Life
* Civic Values

Students will work in groups to solve issues. State the differences between fact and an opinion. Identify whether a stated argument in support of an issue is a fact or opinion. State an opinion from each of the two sides of an argument about a particular issue or problem that arises in their daily life or

Students participate in activities that focus on a classroom, school, or community issue or problem
Students suggest alternative solutions or courses of action to hypothetical or historic problems
Students evaluate the consequences for each alternative solution or course of action
Students prioritize the solutions based on established criteria
Students propose an action plan to address the issue of how to solve the problem

* Concept/Themes (Nation-State, Empathy, Culture, Interdependence, Technology)
* Citizenship and Civic Life
* Civic Values

* Environment and Society
Students choose a community service activity (such as collecting food for food pantries, spring and fall clean-ups for the sick and elderly, organizing and running recycling program in school) based on their local community needs

Grade 4: Local History and Local Government

Content Understanding

The grade 4 social studies program builds on the students' understanding of families, schools, and communities and highlights the political institutions and historic development of their local communities with connections to New York State and the United States. The in-depth study of local government will emphasize the structure and function of the different branches and the roles of civic leaders. Students continue to learn about the rights, responsibilities, and duties of citizenship. By participating in school activities that teach democratic values, students develop a sense of political efficacy and a better understanding of the roles of supporters and leaders. Students expand their civic concepts of power, equality, justice, and citizenship as they learn about local government.

The historic study of local communities focuses on the social/cultural, political, and economic factors that helped to shape these communities. Students study about the significant people, places, events, and issues that influenced life in their local communities. Students can investigate local events and issues and connect them to national events and issues. The grade 4 program should consider the following themes and events at the local level: Native American Indians of New York State, the European encounter, the colonial and Revolutionary War period, the new nation, and the period of industrial growth and development in New York State. This chronological framework will help students to organize information about local history and connect it to United States history.

Connect local, New York State, and United States history, focusing on the following themes:

- Native American Indians of New York State
- European encounter: Three worlds (Europe, Africa, and the Americas) meet in the Americas
- Colonial and Revolutionary periods
- The new nation
- Industrial growth and expansion
- Government-like narratives to transmit values, ideas, beliefs, and traditions.

Native American Indians of New York State

- Native American Indians were the first inhabitants of our local region and State.
- The Iroquois (Haudenosaunee—People of the Longhouse) and the Algonquian were the early inhabitants of our State.
- Meeting basic needs—food, clothing, and shelter.
- Uses of the environment and how Native American Indian settlements were influenced by environmental and geographic factors.
- Important accomplishments and contributions of Native American Indians who lived in our community and State

Three worlds (Europe, the Americas, Africa) meet in the Americas

- Major explorers of New York State
- Impacts of exploration—social/cultural, economic, political, and geographic.
- The slave trade and slavery in the colonies.
- Groups of people who migrated to our local region and into our State.
- Ways that people depended on and modified their physical environments

Colonial and Revolutionary periods

- Dutch, English, and French influences in New York State.
- Lifestyles in the colonies—comparisons during different time periods.
- Different types of daily activities including social/cultural, political, economic, scientific/technological, or religious.
- Ways that colonists depended on and modified their physical environments.
- Cultural similarities and differences, including folklore, ideas, and other cultural contributions that helped shape our community, local region, and State.
- Colonial governments.
- Colonial societies were organized to answer three fundamental economic questions: What goods and services do we produce? How do we produce them? For whom do we produce them?
- Ways of making a living in our local region and State.
- Causes for revolution: social, political, economic.
- Important accomplishments of individuals and groups living in our community and region

The Revolutionary War in New York State

Location of New York State.

The significance of New York State's location and its relationship to the locations of other people and places.

Geographic features that influenced the War.

Native American Indians in New York State influenced the War.

The war strategy: Saratoga and other local battles.

Loyalists and patriots in New York State.

Leaders of the Revolution.

Effects of the war on an understanding about its display and use.

The new nation

Foundations for a new government and the ideals of American democracy as expressed in the Mayflower Compact, the Declaration of Independence, and the Constitutions of the State of New York and the United States of America.

The importance of the Bill of Rights.

Individuals and groups who helped to strengthen democracy in the United States.

The roots of American culture, how it developed from many different traditions, and the ways many people from a variety of groups and backgrounds played a role in creating it.

Those values, practices, and traditions that unite all Americans

Industrial growth and expansion

Transportation, inventions, communication, and technology (e.g., 1800s—Erie Canal, railroads, steamboats, turnpikes, telegraph, cable; 1900s—automobiles, subways, air travel, seaways, telephones, radios and televisions, computer).

Immigration and migration (e.g., Ellis Island; the mass starvation in Ireland, 1845-50; forced relocation of Native American Indians in New York State).

The important contributions of immigrants to New York State.

Geographic influences of industrialization and expansion (e.g., natural resources, location); the interactions between economic and geographic factors

Urbanization: economic, political, and social impacts

Rural to urban to suburban migration Economic interdependence (e.g., resource use; from farm to market).

Ways of learning and public education in our community and State.

The labor movement and child labor

Government

Basic democratic values (Taken from: National Standards for Civics and Government).

The fundamental values of American democracy include an understanding of the following concepts: individual rights to life, liberty, property, and the pursuit of happiness; the public or common good; justice; equality of opportunity; diversity; truth; and patriotism.

The fundamental values and principles of American democracy are expressed in the Declaration of Independence, Preamble to the United States Constitution, Bill of Rights, Pledge of Allegiance, speeches, songs, and stories.

Purposes of government

The basic purposes of government in the United States are to protect the rights of individuals and to promote the common good. (Taken from: National Standards for Civics and Government)

Local and State governments

An introduction to the probable consequences of the absence of government.

The structure and function of the branches of government of New York State and local governments, including executive, legislative, and judicial branches The meaning of key terms and concepts related to government, including democracy, power, and citizenship .

The United States Constitution and the Constitution of the State of New York and their respective Bills of Rights were developed as written plans for organizing the functions of government and safeguarding individual liberties.

Representatives in the legislative, executive, and judicial branches at the local, State, and national levels of government and how they are elected or appointed to office.

People elect and/or appoint leaders who make, enforce, and interpret laws. Citizenship and the rules and responsibilities of citizenship in the classroom, school, home, and local community.

Citizenship includes an awareness of the holidays, celebrations, and symbols of our nation, including the flag of the United States of America, its proper display, and use.

Effective, informed citizenship involves duties such as voting, jury service, and other service to the local community.

Citizens can participate in political decision making and problem solving at the local, State, and national levels.

Intermediate Level Social Studies Grade 5
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Standard 1: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

Key Idea

SS.1. The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.

Performance Indicators

Students explore the meaning of American culture by identifying the key ideas, beliefs, and patterns of behavior and traditions that help define it and unite all Americans.

Core Curriculum

* Concept/Themes (Culture, Melting Pot, Democracy, Freedoms, Colonization, Immigration, Forced Migration/Slavery, Empathy, Technology)
 * Places and Regions
 Students study the Buffalo Pan-American exposition of 1901

Students interpret the ideas, values and beliefs contained in the Declaration of Independence and the New York State Constitution and United States Constitution, Bill of Rights, and other important historical documents.

* Concept/Themes (Mayflower Compact, Fundamental Orders of Connecticut, Declaration of Independence, Bill of Rights, US Constitution, Emancipation Proclamation)
 Students identify ideas expressed in early government documents. Students describe the progression of democratic ideas found in government documents. Students explain how the US Constitution incorporated these

SS1.2 Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a

Students describe the reasons for periodizing history in different ways.

* Concept/Themes (Age of Exploration, Colonial Period, American Revolution, Western Expansion, Industrial Revolution, Civil Strife)
 * Places and Regions
 Students investigate and compare pre- and post- colonial Canada, the US, and

Students investigate key turning points in New York State and United States history and explain why these events or developments are significant.

* Concept/Themes (Culture, Melting Pot, Democracy, Freedoms, Colonization, Immigration, Forced Migration/Slavery, Empathy, Technology)
 * Places and Regions
 Students study the Buffalo Pan-

Students understand the relationship between the relative importance of United States domestic and foreign policies over time.

* Concept/Themes (Culture, Melting Pot, Democracy, Freedoms, Colonization, Immigration, Forced Migration/Slavery, Empathy, Technology)
 * Places and Regions
 Students study the Buffalo Pan-American exposition of 1901

	Students analyze the role played by the United States in international politics, past and present.	* Concept/Themes (Culture, Melting Pot, Democracy, Freedoms, Colonization, Cause/Effect of US Involvement, US Involvement in Foreign Wars, Empathy, Technology) * Places and Regions Students study the Buffalo Pan-American exposition of 1901 and compare the current relationships of Canada, the US and Mexico
SS1.3.Study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.	Students complete well-documented and historically accurate case studies about individuals and groups who represent different ethnic, national and religious groups, including Native American Indians, in New York State and the United States at different times. Students gather and organize information about the important achievements and contributions of individuals and groups living in New York State and the United States. Students describe how ordinary people and famous historic figures in the local community, State, and the United States have advanced the fundamental democratic values, beliefs, and traditions expressed in the Declaration of Independence, the New York State and the United States Constitutions, the Bill of Rights, and other important documents. Students classify major developments into categories such as social, political, economic, geographic, technological, scientific, cultural, or religious.	* Concept/Themes (Pocahontas/Settlers, Puritans/Dissenters, Plantation Owners/Slaves, Patriots/Tories, Native Americans/Europeans Settlers, Culture, Democracy, Empathy) Students examine both sides of an issue to understand different points of view or perspective. * Concept/Themes (Identity, Culture, Multiculturalism, Contributions) Students compare and contrast various ethnic experiences in New York State and the United States, focus on various Hispanic populations (Mexicans, Puerto Ricans, Cubans, etc.) * Concept/Themes (Thomas Paine - <i>Common Sense</i>; Thomas Jefferson - <i>Declaration of Independence</i>; James Madison - <i>Constitution</i>; Francis Scott Key - <i>The Star Spangled Banner</i>; Abraham Lincoln - <i>Emancipation Proclamation</i>) Students link fundamental values, beliefs, and traditions to the person responsible for its inception and development. * Concept/Themes (Nation-State, Identity, Culture, Interdependence, Scarcity, Empathy, Technology, Change) * Citizenship and Civic Life * Civic Values * Environment and Society Students conduct a historical case study about an important environmental concern affecting their city's or neighborhood's water supply, housing accommodations, or transportation system, and examine competing views on the issues ideas evident in the source and identify the purpose or point of view from which the source was created; discuss how interpretations or perspectives develop and change as

SS1.4. The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical	Students consider the sources of historical documents, narratives, or artifacts and evaluate their reliability.	* Concept/Themes (Mayflower Compact, Fundamental Orders of Connecticut, <i>Common Sense</i> , <i>Uncle Tom's Cabin</i>) Students recognize authors' purpose and point of view in historical documents or narratives.
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Students understand how different experiences, beliefs, values, traditions, and motives cause individuals and groups to interpret historic events and issues from different perspectives.

Students describe historic events through the eyes and experiences of those who were there.

* Concept/Themes (Exploration, Early Colonization, American Revolution, Slavery)

* Places and Regions

* Human Systems

Students investigate the roots of the local community. Create table maps comparing past ethnic settlements in

* Concept/Themes (Culture, Melting Pot, Democracy, Freedoms, Colonization, Immigration, Forced Migration/Slavery, Empathy, Technology)

* Places and Regions

Students study the Buffalo Pan-

* American Revolution of 1800

Standard 2: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

Key Idea

SS2.1 The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.

Performance Indicators

Students know the social and economic characteristics, such as customs, traditions, child-rearing practices, ways of making a living, education, and socialization practices, gender roles, foods, and religious and spiritual beliefs that distinguish different cultures and civilizations.

Core Curriculum

* Concept/Themes (Sequence, Civilization, Culture, Multiculturalism, Colonization, Empire Building, Anasazi, Aztec, Incan, Mayan, Mound Builders)
 * Places and Regions
 * Environment and Society
 * Human Systems
 Expand on the impact of colonization to the Western Hemisphere on indigenous peoples (emphasis on Spanish colonization).

* Concept/Themes (Sequence, Civilization, Colonization, Exploration, Empire Building, Anasazi, Aztec, Incan, Mayan, Mound Builders, Iroquois)
 * Places and Regions
 * Environment and Society
 * Human Systems
 Have students trace and create a timeline of the history of various regions in Canada and Latin America.

	* Concept/Themes (Identity, Culture, Change, Sequence, Civilization, Empire Building) * - Places and Regions * - Environment and Society * Human Systems Students create personal and family timelines to distinguish between near and distant past and identify family origins; interpret simple timelines by recognizing correct chronological order of major events such as Native American settlement of North America, Columbus's voyage in 1492, the American Revolution, writing the Constitution, the presidency of Abraham Lincoln, World War I, and the
Students know some important historical events and developments of past civilizations.	* Concept/Themes (Sequence, Civilization, Culture, Multiculturalism, Colonization) * Places and Regions * Environment and Society * Human Systems Expand Students interpret and analyze documents and artifacts related to significant developments and events in * Concept/Themes (Sequence, Civilization, Culture, Multiculturalism, Colonization, Empire Building, Anasazi, Aztec, Incan, Mayan, Mound Builders) * Places and Regions * Environment and Society * Human Systems Expand Students may study the first North and South Americans (such the Mayan)
Students interpret and analyze documents and artifacts related to significant developments and events in world history.	* Concepts/Themes (Written Language, Written Law, Archaeology, Primary Sources, Technology, Change) Students may use newspaper want ads to study the effects of technology on our society.
	* Concepts/Themes (Written Language, Written Law, Archaeology, Primary Sources, Technology, Change) Students may create a list of important inventions of the last century

SS2.2 Establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures and civilizations.	Students develop timelines by placing important events and developments in world history in their correct chronological order. Students measure time periods by years, decades, centuries, and millennia.	* Concepts/Themes (Decade, Century, Millennium, Historical Analysis, Cause and Effect, Pros/Cons, Fact and Opinion) *Places and Regions *Human Systems * Environment and Society Students know how to organize key turning points and events in the histories of Canada, Latin America, and the United States into different historical time periods. (e.g. key turning points might include: 18th century exploration and encounter; 19th century westward migration and expansion, 20th century population movement from rural to suburban areas.) Students create personal and family timelines to distinguish between near and distant past and identify family origins; interpret simple timelines by recognizing correct chronological order of major events such as Native American settlement of North America, Columbus's voyage in 1492, the American Revolution, writing the Constitution, the presidency of Abraham Lincoln, World War I, and the beginning of space exploration.
SS2.3 Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.	Students investigate the roles and contributions of individuals and groups in relation to key social, political, cultural, and religious practices throughout world history. Students interpret and analyze documents and artifacts related to significant developments and events in world history. Students classify historic information according to the type of activity or practice: social/cultural, political, economic, geographic, scientific, technological, and historic.	* Concepts/Themes (Identity, Empathy, Fact and Opinion) *Places and Regions *Civic Values * Environment and Society Students study Pablo Picasso and how his art work reflected the art, political, and social conditions of his time. * Concepts/Themes (Written Language, Written Law, Primary Sources, Historical Analysis, Cause and Effect, Pros/Cons, US Constitution, Multiculturalism) *Places and Regions *Citizenship and Civic Life * Environment and Society Students compare the American and Mexican constitutions. * Concept/Themes (Identity, Culture, Multiculturalism, Change, Sequence, Civilization, Empire Building, Historical Analysis) * Places and Regions * Environment and Society * Human Systems Students investigate the Spanish-American War, studying the American, European, and Cuban perspectives. * Concepts/Themes (Written Language, Written Law, Primary Sources, Historical Analysis, Cause and Effect, Pros/Cons, US Constitution, Multiculturalism) *Places and Regions *Citizenship and Civic Life * Environment and Society Students compare the American and Mexican constitutions.
SS2.4 The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over	Students explain the literal meaning of a historical passage or primary source document, identifying who was involved, what happened, where it happened, what events led up to these developments, and what consequences or outcomes followed.	* Concepts/Themes (Written Language, Written Law, Primary Sources, Historical Analysis, Cause and Effect, Pros/Cons, US Constitution, Multiculturalism) *Places and Regions *Citizenship and Civic Life * Environment and Society Students compare the American and Mexican constitutions.

Students analyze different interpretations of important events and themes in world history and explain the various frames of reference expressed by different historians.

* Concept/Themes (Identity, Culture, Multiculturalism, Change, Sequence, Civilization, Empire Building, Historical Analysis) *

Places and Regions *

Environment and Society

* Human Systems

Students investigate the Spanish-American War, studying the American,

Students view history through the eyes of those who witnessed key events and developments in world history by analyzing their literature, diary accounts, letters, artifacts, art, music, architectural, drawings, and other	* Concepts/Themes (Identity, Empathy, Fact and Opinion) * Places and Regions * Civic Values * Environment and Society Students study Pablo Picasso and how his art work reflected the art, political,
Student investigate important events and developments in world history by posing analytical questions, selecting relevant data, distinguishing fact from opinion, hypothesizing cause-and-effect relationships, testing these hypotheses, and forming conclusions.	* Concept/Themes (Identity, Culture, Multiculturalism, Change, Sequence, Civilization, Empire Building, Historical Analysis) * Places and Regions * Environment and Society * Human Systems Students investigate the Spanish-American War, studying the American,

Standard 3: Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth’s surface.

Key Idea

SS3.1 Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of

Performance Indicators

Students map information about people, places, and environments.

Students understand the characteristics, functions, and applications of maps, global, aerial and other photographs, satellite-produced images, and models.

Students investigate why people and places are located where they are located and what patterns can be perceived in these locations.

Core Curriculum

* Concepts/Themes (World in Spatial Terms, Uses of Geography)
* Places and Regions
* Environment and Society
* Physical System
Students use maps and other geographic representations, tools, and technologies such as Arial and other photographs, satellite-produced images and computer models to gather, process, and report information about the United States, Canada, and Latin America today.
Construct a "T" graph that explores the changes from an agricultural to an industrial society.
Compose a list of technological changes over time.

* Concepts/Themes (World in Spatial Terms, Uses of Geography)
* Places and Regions
* Environment and Society
* Physical System
Using political and physical maps students will explain the importance of
Students may interpret various types of maps (distribution, historical, political and physical.)

* Concepts/Themes (World in Spatial Terms, Uses of Geography)
* Places and Regions
* Environment and Society
* Physical System
* Human Systems
Using climactic maps, compare and contrast climates and population densities in the US and rest of the

	Students describe the relationship between people and environments and the connections between people and places	* Concepts/Themes (Identity, People and Places, Empathy, Basic Needs, Interdependence) * Places and Regions * Environment and Society * Physical System Students will read about children living in other regions to learn about their customs, beliefs, and traditions: natural resource use; food; shelter; socialization and schooling; and other important * Concepts/Themes (World in Spatial Terms, Uses of Geography) * Places and Regions * Environment and Society * Physical System Using climactic maps, compare and contrast climates and population densities in the US and rest of the Western Hemisphere.
SS3.2. Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information.	Students present geographic information in a variety of formats, including maps, tables, graphs, charts, diagrams, and computer-generated models.	* Concepts/Themes (World in Spatial Terms, Uses of Geography, Technology) * Places and Regions * Environment and Society * Physical System Students create maps of South America using the internet as one primary sources
	Students interpret geographic information by synthesizing data and developing conclusions and generalizations about geographic issues and problems.	* Concepts/Themes (World in Spatial Terms, Fundamental Themes of Geography, Technology) * Places and Regions * Environment and Society * Physical System * Human Systems Practice using compass rose, longitude and latitude lines, map symbols and scales with North and South American
	Students formulate geographic questions and define geographic issues and problems.	* Concepts/Themes (World in Spatial Terms, Fundamental Themes of Geography, Technology, Colonization, Empire Building, Historical Analysis) * Places and Regions * Environment and Society * Physical System * Human Systems Students investigate the different colonization patterns of North and South America, focusing on accessibility
	Students use a number of research skills (e.g. computer databases, periodicals, census reports, maps, standard reference works, interviews, surveys) to locate and gather geographical information about issues and problems.	* Concepts/Themes (World in Spatial Terms, Fundamental Themes of Geography, Technology, Historical Analysis) * Places and Regions * Environment and Society * Physical System * Human Systems Students study the historic relationship

Standard 4: Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.

Key Idea

SS4.1 The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world.

Performance Indicators

Students explain how societies and nations attempt to satisfy their basic needs and wants by utilizing scarce capital, natural, and human resources.

Students define basic economic concepts such as scarcity, supply and demand, markets, opportunity costs, resources, productivity, economic growth, and systems.

Students understand how scarcity requires people and nations to make choices which involve costs and future considerations.

Core Curriculum

- * Concept/Themes (Scarcity, Representation, Historical Analysis)
- * Citizenship and Civil Life
- * Economic System
- * Factors of Production
- * Needs and Wants

Students may diagram how communities in the US , Canada and Latin America have grown economically over the last century.

- * Concept/Themes (Representation, Historical Analysis)
- * Citizenship and Civil Life
- * Economic System

Using population graphs, students may be able to draw conclusions about how population growth influences

- * Concept/Themes (Scarcity, Representation, Historical Analysis)
- * Citizenship and Civil Life
- * Economic System
- * Human Systems
- * Factors of Production
- * Needs and Wants

Students understand that industrial growth and development and urbanization have had important impacts on Canada, Latin America, and the United States.

- * Concept/Themes (Scarcity)
- * Citizenship and Civil Life
- * Economic System
- * Human Systems
- * Factors of Production
- * Needs and Wants

Students may report how NAFTA developed an interdependence between countries of the Western Hemisphere.

- * Concept/Themes (Representation, Historical Analysis)
- * Citizenship and Civil Life
- * Economic System
- * Human Systems

Students know concepts such as scarcity, supply and demand, markets, opportunity costs, resources, productivity, economic growth and systems can be used to study the economies and economic systems of the United States, Canada and Latin

Students understand how people in the United States and throughout the world are both producers and consumers of goods and service.	* Concept/Themes (Representation) * Citizenship and Civil Life * Economic System * Human Systems * Factors of Production * Needs and Wants Students demonstrate an understanding that production, distribution, exchange, and consumption of goods and services are economic decisions which the nations of North and South America must make.
Students investigate how people in the United States and throughout the world answer the three fundamental economic questions and solve basic economic problems.	* Concept/Themes (Representation) * Citizenship and Civil Life * Economic System * Human Systems * Factors of Production * Needs and Wants Students may compare and contrast how local industries made an impact and may impact the world (steel, medical advances.)
Students explain how nations throughout the world have joined with one another to promote economic development and growth	* Concept/Themes (Scarcity) * Citizenship and Civil Life * Economic System * Human Systems * Factors of Production * Needs and Wants Students may report how NAFTA developed an interdependence between countries of the Western Hemisphere. Students understand that industrial growth and development and urbanization have had important impacts on Canada, Latin America, and the United States * Concept/Themes (Scarcity) * Citizenship and Civil Life * Economic System * Human Systems * Factors of Production * Needs and Wants Students may report how NAFTA developed an interdependence between countries of the Western Hemisphere. * Concept/Themes (Representation, Historical Analysis) * Citizenship and Civil Life * Economic System * Human Systems Students know concepts such as scarcity, supply and demand, markets, opportunity costs, resources, productivity, economic growth and systems can be used to study the economies and economic systems of the United States, Canada and Latin

		* Concept/Themes (Representation, Historical Analysis) * Citizenship and Civil Life * Economic System * Human Systems Students understand that as the economic systems of the global community have become more interdependent. Decisions made in one nation or region in the Western Hemisphere have implications for all nations or regions.
		* Concept/Themes (Representation, Historical Analysis) * Citizenship and Civil Life * Economic System * Human Systems Students demonstrate an understanding that production, distribution, exchange, and consumption of goods and services are economic decisions which the nations of North and South America must make.
SS4.2 Economics requires the development and application of the skills needed to make informed and well-reasoned economic decisions in daily and national life.	Students identify and collect economic information from standard reference works, newspapers, periodicals, computer databases, textbooks, and other primary and secondary sources.	* Concept/Themes (Representation) * Citizenship and Civil Life * Economic System * Human Systems Students may compare and contrast how local industries made an impact and may impact the world (steel, medical advances.)
	Students organize and classify economic information by distinguishing relevant from irrelevant information, placing ideas in chronological order, and selecting appropriate labels for data.	* Concept/Themes (Representation, Technology) * Citizenship and Civil Life * Economic System * Human Systems Students may compare and contrast how the standards of living in the Western Hemisphere have been affected by changing science and technology.
	Students evaluate economic data by differentiating fact from opinion and identifying frames of reference.	* Concept/Themes (Representation) * Citizenship and Civil Life * Economic System * Human Systems Students will compare economic allocations at a national level * Concept/Themes (Representation, Identity) * Citizenship and Civil Life * Economic System * Human Systems Students will explain allocation of economic resources in their own lives

Students develop conclusions about economic issues and problems by creating broad statements which summarize findings and solutions.

* Concept/Themes (Representation, Technology)
 * Citizenship and Civil Life
 * Economic System
 * Human Systems

Students may compare and contrast how the standards of living in the Western Hemisphere have been affected by changing science and

Students present economic information by using media and other appropriate visuals such as tables, charts, and graphs to communicate ideas and conclusions.

* Concept/Themes (Representation, Technology)
 * Citizenship and Civil Life

* Economic System
 * Human Systems
 Students report on the similarities and differences of the standards of living in

Standard 5: Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

Key Idea

Performance Indicators

Core Curriculum

SS5.1 The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance, and law

Students analyze how the values of a nation affect the guarantee of human rights and make provisions for human needs

* Concept/Themes (Representation, Historical Analysis, Democracy, Freedoms, Human Rights, Rights)
 * Citizenship and Civil Life
 * Civic Values
 * Human Systems
 * Places and Regions
 Students will compare and contrast the independence movements in Latin

Students consider the nature and evolution of constitutional democracies.

* Concept/Themes (Government, Representation, Democracy, Freedoms, Human Rights, Rights)
 * Citizenship and Civil Life
 * Civic Values
 * Human Systems

Students will use concepts such as civic life, politics and government to answer questions about what governments can and should do, how people should live their lives together, and how citizens can support the proper use of authority or combat the abuse of political power

* Concept/Themes (Written Language, Written Law, Primary Sources, Representation, Historical Analysis, Democracy, Freedoms, Human Rights, Rights)
 *

Citizenship and Civil Life

* Civic Values

* Human Systems

* Places and Regions

Students will compare and contrast the evolution of the United States Constitution to those of Latin American countries.

Students may write biographical sketches of Latin American liberators (Simon Bolivar, etc.)

	Students explore the rights of citizens in other parts of the hemisphere and determine how they are similar to and different from the rights of American citizens.	* Concept/Themes (Representation, Historical Analysis, Democracy, Freedoms, Human Rights, Rights) * Citizenship and Civil Life * Civic Values * Human Systems Students may compare the right of citizens in the United States to the rights of citizens in an Latin American
	Students analyze the sources of a nation's values as embodied in its constitution, statutes, and important court cases	* Concept/Themes (Representation, Historical Analysis, Democracy, Freedoms, Human Rights, Rights) * Citizenship and Civil Life * Civic Values * Human Systems Students may review the three * Concept/Themes (Written Language, Written Law, Primary Sources, Representation, Historical Analysis, Democracy, Freedoms, Human Rights, Rights) * Citizenship and Civil Life * Civic Values * Human Systems * Places and Regions Compare and contrast the constitutions of Canada, the US and various Latin
SS5.2 The state and federal governments established by the Constitutions of the United States and the State of New York embody basic civic values (such as justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property), principles, and practices and establish a system of shared and limited government.	Students understand how civic values reflected in the United States and New York State Constitutions have been implemented through laws and practices	* Concept/Themes (Written Language, Written Law, Primary Sources, Representation, Historical Analysis, Democracy, Freedoms, Human Rights, Rights) * Citizenship and Civil Life * Civic Values * Human Systems * Places and Regions Students will apply the terms justice, honesty, self discipline, due process, equality, majority rule etc, and apply the terms to a constitution of a Latin Students may participate in composing a list of classroom rules. * Concept/Themes (Written Language, Written Law, Primary Sources, Representation, Historical Analysis, Democracy, Freedoms, Human Rights, Rights) * Citizenship and Civil Life * Civic Values * Human Systems * Places and Regions Compare and contrast human rights in the Western Hemisphere (newspapers
	Students understand that the New York State Constitution, along with a number of other documents, served as a model for the development of the United States Constitution	* Concept/Themes (Constitution, Written Language, Written Law, Primary Sources, Representation, Historical Analysis, Democracy, Freedoms, Human Rights, Rights)

		rights, rights) * Citizenship and Civil Life * Civic Values * Human Systems * Places and Regions Students may compare the Constitution with the following documents to further their understanding of our democratic system: New York Constitution, Mayflower Compact, Declaration of Independence, Articles of Confederation, and Bill of Rights.
	Students define federalism and describe the powers granted the national and state governments by the United States Constitution.	Concept/Themes (Representation, Historical Analysis, Democracy, Freedoms, Human Rights, Rights) * Citizenship and Civil Life * Civic Values * Human Systems In a group activity students may compare and contrast the three branches of government in local, state
	Students value the principles, ideals, and the core values of the American democratic system based upon the premises of human dignity, liberty, justice, and equality.	* Concept/Themes (Written Language, Written Law, Primary Sources, Representation, Historical Analysis, Democracy, Freedoms, Human Rights, Rights) * Citizenship and Civil Life * Civic Values * Human Systems * Places and Regions Students will apply the terms justice, honesty, self discipline, due process, equality, majority rule etc, and apply the terms to a constitution of a Latin
	Students understand how the United States and the New York State Constitutions support majority rule but also protect the rights of the minority	* Concept/Themes (Written Language, Written Law, Primary Sources, Representation, Historical Analysis, Democracy, Freedoms, Human Rights, Rights) * Citizenship and Civil Life * Civic Values * Human Systems * Places and Regions Students will demonstrate an understanding of due process, majority rule and minority rights and will investigate how these words are applied in the New York State and U.S. * Concept/Themes (Written Language, Written Law, Primary Sources, Representation, Historical Analysis, Democracy, Freedoms, Human Rights, Rights) * Citizenship and Civil Life * Civic Values * Human Systems * Places and Regions Compare and contrast human rights in the Western Hemisphere (newspapers
SS5.3 Central to civics and citizenship is an understanding of the roles of the citizen within American constitutional democracy and the scope of a citizen's rights and responsibilities.	Students explain what citizenship means in a democratic society, how citizenship is defined in the Constitution and other laws of the land, and how the definition of citizenship has changed in the United States and New York State over time.	* Concept/Themes (Democracy, Freedoms, Human Rights, Rights, Empathy) * Citizenship and Civil Life * Civic Values * Human Systems * Places and Regions

	Students understand that the American legal and political systems guarantee and protect the rights of citizens and assume that citizens will hold and exercise certain civic values and fulfill certain civic responsibilities. Students discuss the role of an informed citizen in today's changing world. Students explain how Americans are citizens of their states and the United States.	Discuss how citizenship plays an important role in the classroom (use classroom rules as a jumping off point.). Students may compose a list of classroom rules and discuss their importance. Discuss the importance of values and tolerance of others in different communities (local, regional, etc.) * Concept/Themes (Identity, Human Rights, Rights, Empathy) * Citizenship and Civil Life * Civic Values Students may participate in community service activities such as collecting food for food pantries, spring and fall clean-ups for the sick and elderly, organizing and running recycling program in school. * Concept/Themes (Identity, Human Rights, Rights, Empathy) * Citizenship and Civil Life * Civic Values Students hold elections for class president
SS5.4The study of civics and citizenship requires the ability to probe ideas and assumptions, ask and answer analytical questions, take a skeptical attitude toward questionable arguments, evaluate evidence, formulate rational conclusions, and develop and refine participatory	Students respect the rights of others in discussions and classroom debates regardless of whether or not one agrees with their viewpoint.	* Concept/Themes (Government, Empathy, Rights, Debate Format) * Citizenship and Civic Life * Civic Values Students will work in groups to solve issues
	Students explain the role civility plays in promoting effective citizenship in preserving democracy Students participate in negotiation and compromise to resolve classroom, school, and community disagreements and problems	Students study controversial historical figures (Che Guevara. etc) * Concept/Themes (Government, Empathy, Rights, Debate Format) * Citizenship and Civic Life * Civic Values Students take a community issue (such as unemployment), choose opposing arguments and hold a formal class room debate on the topic.

Grade 5: The United States, Canada, and Latin America

Content Understanding

The grade 5 social studies program stresses geographic, economic, and social/cultural understandings related to the United States, Canada, and nations in Latin America today. These perspectives build on and reinforce historic and political content about the United States included in the grade 4 social studies program. When appropriate, the grade 5 program should use contemporary examples of case studies to help students understand the content understandings that follow. The content understandings were developed to assist in selecting specific factual information and case studies. For additional guidance in selecting content, case studies, activities, evaluation questions, and resources, consult *Social Studies Program: Grade 5* (New York State Education Department, 1987).

History of the United States, Canada, and Latin America

Different ethnic, national, and religious groups, including Native American Indians, have contributed to the diversity of these nations and regions by sharing their customs, traditions, beliefs, ideas, and languages.

Different people living in the Western Hemisphere may view the same event or issue from different perspectives.

The migration of groups of people in the United States, Canada, and Latin America has led to cultural diffusion because people carry their ideas and ways of life with them when they move from place to place.

Connections and exchanges exist between and among the peoples of Europe, sub-Saharan Africa, Canada, Latin America, the Caribbean, and the United States. These connections and exchanges include social/cultural, migration/immigration, and scientific/technological.

Key turning points and events in the histories of Canada, Latin America, and the United States can be organized into different historical time periods. For example, key turning points might include:

- 18th-century exploration and encounter;
- 19th-century westward migration and expansion;
- 20th-century population movement from rural to suburban areas.

Important historic figures and groups have made significant contributions to the development of Canada, Latin America, and the United States.

Industrial growth and development and urbanization have had important impacts on Canada, Latin America, and the United States.

Geography of the United States, Canada, and Latin America

Maps and other geographic representations, tools, and technologies such as aerial and other photographs, satellite-produced images, and computer models can be used to gather, process, and report information about the United States, Canada, and Latin America today.

Political boundaries change over time and place.

Different geological processes shaped the physical environments of the United States, Canada, and Latin America.

The nations and regions of the Western Hemisphere can be analyzed in terms of spatial organization, place, regions, physical settings (including natural resources), human systems, and environment and society. A region is an area that is tied together for some identifiable reason, such as physical, political, economic, or cultural features.

The physical and human characteristics of places in the United States, Canada, and Latin America today.

Culture and experiences influence people's perceptions of places and regions in the United States, Canada, and Latin America today.

The characteristics, distribution, and complexity of cultures found in the United States, Canada, and Latin America.

Human actions modify the physical environments of the United States, Canada, and Latin America.

The economies of the United States, Canada, and Latin American nations

Concepts such as scarcity, supply and demand, markets, opportunity costs, resources, productivity, economic growth, and systems can be used to study the economies and economic systems of the United States, Canada, and Latin America.

Individuals and groups in the United States, Canada, and Latin America attempt to satisfy their basic needs and wants by utilizing scarce capital, natural, and human resources.

Types and availability of resources are important to economic development in the United States, Canada, and Latin America today.

The nations of North, Central, and South America depend on one another for various resources & products.

Production, distribution, exchange, and consumption of goods and services are economic decisions which nations of North and South America must make.

Science and technology have influenced the standard of living in nations in North, Central, and South America. Exchanges of technologies, plants, animals, and diseases between and among nations of the Americas and sub-Saharan Africa have changed life in these regions.

Nations in North, Central, and South America form organizations and make agreements to promote economic growth and development.

As the economic systems of the global community have become more interdependent, decisions made in one or region in the Western Hemisphere have implications for all nations or regions.

The governments of the United States, Canada, and Latin American nations

Across time and place, the people of the Western Hemisphere have held differing assumptions regarding authority, governance, and law.

Basic civic values such as justice, due process, equality, and majority rule with respect for minority rights are expressed in the constitutions and laws of the United States, Canada, and nations of Latin America. Constitutions, rules, and laws are developed in democratic societies in order to maintain order, provide security, and protect individual rights.

The rights of citizens in the United States are similar to and different from the rights of citizens in other nations of the Western Hemisphere.

The roles of citizenship are defined by different constitutions in the Western Hemisphere.

Governmental structures vary from place to place, as do the structure and functions of governments in the United States, Canada, and Latin American countries today.

Concepts such as civic life, politics, and government can be used to answer questions about what governments can and should do, how people should live their lives together, and how citizens can support the proper use of authority or combat the abuse of political power.

(Adapted from: Civics Framework for the 1998 NAEP, p. 19) .

Legal, political, and historic documents define the values, beliefs, and principles of constitutional democracy. In the United States these documents include the Declaration of Independence, the United States Constitution, and the Bill of Rights. In Canada these documents include the British North America Act and the Canadian Bill of Rights.

Citizenship in the United States, Canada, and nations of Latin America includes an awareness of the patriotic celebrations of those nations. In the United States these celebrations include: Lincoln's Birthday, Washington's Birthday, Independence Day, Dr. Martin Luther King, Jr. Day, Labor Day, Columbus Day, Veterans Day, Thanksgiving Day, Election Day, Flag Day, Memorial Day, and Conservation Day.

International organizations were formed to promote peace, economic development, and cultural understanding. The United Nations was created to prevent war and to fight hunger, disease, and ignorance.

Curriculum Framework

Subject Area: Physical Education **Grade Level (Please specify):** K-2

<u>Required</u>	<u>Required</u>	<u>Required</u>	<u>Required</u>	<u>Optional</u>	<u>Optional</u>
New York State Content Standards	New York State Skills Standards	New York State Performance Indicators (if any)	Assessments (Formal/ including state assessments and Informal)	Resources	Suggested Pacing
What should students know? (Indicate which content is a benchmark standard that will be assessed at this grade level. For those standards assessed at this grade level, identify the tool to be used in the assessment column. Optional: You can also identify essential questions based on the content standards.)	What should students be able to do? (Indicate which skill is a benchmark standard that will be assessed at this grade level (A), and which skills are introduced (I) and/or practiced (P) at this grade level. For those standards assessed at this grade level, identify the tool to be used in the assessment column.)	Indices of quality – What is the nature of the evidence required to demonstrate the standard has been met and the quality of the performance that will be deemed acceptable?	What specific tools will be used to assess which content standard or skills standard at this grade level?	Provide examples of the types of materials or programs to be used to support instruction in the content area	When and in what order will the standards be taught and assessed?
Standard 1: Personal Health and Fitness Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and	1a: perform basic motor and manipulative skills. They will attain competency in a variety of physical activities and proficiency in a few select complex motor and sports activities. (1,	- participate in physical activities (games, sports, exercises) that provide conditioning for each fitness area - develop physical fitness skills through	Team Sports Tournaments		

maintain personal health.	P) 1b: design personal fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength, endurance, and body composition. (I, P)	regular practice, effort, and perseverance • demonstrate mastery of fundamental motor, non-locomotor, and manipulative skills, and understand fundamental principles of movement • understand the effects of activity on the body, the risks associated with inactivity, and the basic components of health-related fitness (cardiovascular, muscle strength, muscle endurance, flexibility, and body composition • demonstrate and assess their fitness by performing exercises or activities related to each health-related fitness component, and establish personal goals to improve their fitness • understand the relationship between physical activity and individual well being			
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Standard 2: A Safe and Healthy Environment Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.	2a: demonstrate responsible personal and social behavior while engaged in physical activity. They will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication. (I, P) 2b: be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants. (I, P)	• contribute to a safe and healthy environment by observing safe conditions for games, recreation, and outdoor activities • come to know and practice appropriate participant and spectator behaviors to produce a safe and positive environment • work constructively with others to accomplish a variety of goals and tasks • know how injuries from physical activity can be prevented or treated • demonstrate care, consideration, and respect of self and others during physical activity	Team Sports Tournaments	
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Standard 3: Resource Management Students will understand and be able to manage their personal and community resources.	3a: will be aware of and able to access opportunities available to them within their community to engage in physical activity. (I, P) 3b: be informed consumers and be able to evaluate facilities and programs.(I, P) 3c: be aware of some career options in the field of physical fitness and sports. (I, P)	• know that resources available at home and in the community offer opportunities to participate in and enjoy a variety of physical activities in their leisure time • become discriminating consumers of fitness information, health-related fitness activities in their communities, and fitness and sports equipment • demonstrate the ability to apply the decision making process to physical activity	Team Sports Tournaments	
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Curriculum Framework

Subject Area: Visual Arts **Grade Level (Please specify):** K-2

<u>Required</u>	<u>Required</u>	<u>Required</u>	<u>Required</u>	<u>Optional</u>	<u>Optional</u>
New York State Content Standards	New York State Standards	New York State Performance Indicators (if any)	Assessments (Formal/ including state assessments and Informal)	Resources	Suggested Pacing
What should students know? (Indicate which content is a benchmark standard that will be assessed at this grade level. For those standards assessed at this grade level, identify the tool to be used in the assessment column. Optional: You can also identify essential questions based on the content standards.)	What should students be able to do? (Indicate which skill is a benchmark standard that will be assessed at this grade level (A), and which skills are introduced (I) and/or practiced (P) at this grade level. For those standards assessed at this grade level, identify the tool to be used in the assessment column.)	Indices of quality – What is the nature of the evidence required to demonstrate the standard has been met and the quality of the performance that will be deemed acceptable?	What specific tools will be used to assess which content standard or skills standard at this grade level?	Provide examples of the types of materials or programs to be used to support instruction in the content area	When and in what order will the standards be taught and assessed?

Standard 1: Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.	Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors. (I, P) Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. (I, P) Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works. (I, P)	• experiment and create art works, in a variety of mediums (drawing, painting, sculpture, ceramics, printmaking, video, and computer graphics), based on a range of individual and collective experiences • develop their own ideas and images through the exploration and creation of art works based on themes, symbols, and events • understand and use the elements and principles of art (line, color, texture, shape) in order to communicate their ideas • reveal through their own art work understanding of how art mediums and techniques influence their creative decisions • identify and use, in individual and group experiences, some of the roles and means for designing, producing, and exhibiting art works	Student-Produced Artwork	
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Standard 2: Students will be knowledgeable about and make use of the materials and resources available for participation in arts in various roles.	Students will know and use a variety of visual arts materials, techniques, and processes. (I, P) Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media). (I, P) Students will be aware of vocational options available in the visual arts. (I, P)	• understand the characteristics of various mediums (two-dimensional, three-dimensional, electronic images) in order to select those that are appropriate for their purposes and intent • develop skills with electronic media as a means of expressing visual ideas • know about some cultural institutions (museums and galleries) and community opportunities (art festivals) for looking at original art and talking to visiting artists, to increase their understanding of art • give examples of adults who make their living in the arts professions	Student-Produced Artwork		
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Standard 3: Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.	Students will reflect on, interpret, and evaluate works of art, using the language of art criticism. (I, P) Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. (I, P) Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines. (I, P)	• explain their reflections about the meanings, purposes, and sources of works of art; describe their responses to the works and the reasons for those responses • explain the visual and other sensory qualities (surfaces, colors, textures, shape, sizes, volumes) found in a wide variety of art works • explain the themes that are found in works of visual art and how the art works are related to other forms of art (dance, music, theatre, etc.) • explain how ideas, themes, or concepts in the visual arts are expressed in other disciplines (e.g., mathematics, science, literature, social studies, etc.)	Student-Produced Artwork		
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Standard 4: Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.	Students will explore art and artifacts from various historical periods and world cultures to discover the roles that art plays in the lives of people of a given time and place and to understand how the time and place influence the visual characteristics of the art work. (I, P) Students will explore art to understand the social, cultural, and environmental dimensions of human society. (I, P)	• look at and discuss a variety of art works and artifacts from world cultures to discover some important ideas, issues, and events of those cultures • look at a variety of art works and artifacts from diverse cultures of the United States and identify some distinguishing characteristics • create art works that show the influence of a particular culture	Student-Produced Artwork		
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Curriculum Framework

Subject Area: Chess **Grade Level (Please specify):** K-2

<u>Required</u>	<u>Required</u>	<u>Required</u>	<u>Required</u>	<u>Optional</u>	<u>Optional</u>
New York State Content Standards	Skills Standards	New York State Performance Indicators (if any)	Assessments (Formal/ including state assessments and Informal)	Resources	Suggested Pacing
What should students know? (Indicate which content is a benchmark standard that will be assessed at this grade level. For those standards assessed at this grade level, identify the tool to be used in the assessment column. Optional: You can also identify essential questions based on the content standards.)	What should students be able to do? (Indicate which skill is a benchmark standard that will be assessed at this grade level (A), and which skills are introduced (I) and/or practiced (P) at this grade level. For those standards assessed at this grade level, identify the tool to be used in the assessment column.)	Indices of quality – What is the nature of the evidence required to demonstrate the standard has been met and the quality of the performance that will be deemed acceptable?	What specific tools will be used to assess which content standard or skills standard at this grade level?	Provide examples of the types of materials or programs to be used to support instruction in the content area	When and in what order will the standards be taught and assessed?
1. Students will learn the basic vocabulary for playing chess	1.1 Students will be able to define basic vocabulary words (checkmate, various chess pieces, etc) (I/P)		Chess Tournaments		
2. Students will learn	2.1 Students will be able	•	Chess Tournaments		

<u>Required</u>	<u>Required</u>	<u>Required</u>	<u>Required</u>	<u>Optional</u>	<u>Optional</u>
New York State Content Standards	Skills Standards	New York State Performance Indicators (if any)	Assessments (Formal/ including state assessments and Informal)	Resources	Suggested Pacing
basic strategy for playing chess	to play a simple game of chess, with assistance (I/P) 2.2 Students will be able to apply the rules of the game (I/P)				
3. Students will learn to plan their actions	3.1 Students will be able to think about the next move(s) before taking their turn (I/P)		Chess Tournaments		
4. Students will learn the meaning of good sportsmanship	4.1. Students will be able to lose and win graciously (I/P)		Chess Tournaments		

7. Calendar and Schedules

(a) School Calendar

STREAMLINED OPTION: If the school calendar and schedule of the proposed school(s) would be the same as the school to be replicated, and the applicant meets the performance eligibility outlined in Sections III and VII, simply indicate that “the school calendar and schedule of the [charter or renewal charter] of XXX Charter School should be incorporated by reference.” No additional information is required.

If any aspect of the proposed school(s) calendar and schedule would be different from the school to be replicated, complete this Response accordingly.

Provide a copy of the proposed school’s calendar for its first year of operation, including:

- Total number of days of instruction for the school year;
- First and last day of classes;
- Organization of the school year (i.e. semesters, trimesters, quarters, etc.), especially important for schools that will ultimately include 9th through 12th grades;
- All planned holidays and other days off, as well as planned half days; and
- Dates for summer school, if planned.

The school calendar and schedule of the proposed schools are substantially similar to that of Harlem Success Academy Charter School 3.

Each proposed school will have approximately 180 instructional days running from August to June. The school year will contain approximately eight professional development days and students will be dismissed between 12:30 p.m. and 2:00 p.m. one day per week to allow for professional development. The year also includes approximately four weeks of summer orientation and training for faculty and staff. The school’s academic calendar will likely be organized into two semesters but will provide trimester progress reports to keep families informed about student progress. The proposed school calendar follows. Since the proposed schools will not use New York City Department of Education (“DOE”) transportation services, the differences between this calendar and the DOE calendar do not create a burden for families.

2013-2014 School Calendar

2013

Mon. July 22 - Tues. August 20: Professional development

Wed. August 21: First day of school session for Kindergarten (half-day)

Thu. August 21 - Tues. Sept. 3: Half-days for Kindergarten

Mon. August 26: First day of school session for all other grades

Mon. September 2: Labor Day holiday (no classes)

Thurs. September 5 - Fri. September 6: Rosh Hashanah (no classes)

Mon. September 30: Professional development day (no classes)

Mon. October 14: Columbus Day (no classes)

Fri. October 25: Professional development day (no classes)

Mon. November 18: Professional development day (no classes)

Wed. November 27 - Fri. November 29: Thanksgiving recess (no classes)

Mon. December 23 - Fri. January 3: Winter recess (no classes)

2014

Thurs. January 2 – Fri. January 3: Professional development days (no classes)

Mon. January 6: Professional development day (no classes)

Mon. January 20: Martin Luther King, Jr. holiday (no classes)

Mon. February 17 - Tue. February 18: Midwinter recess (President's Day)

Wed. February 19: Professional development day (no classes)

Wed. March 26: Professional development day (no classes)

Mon. April 14 - Fri. April 18: Spring recess

Mon. May 19 - Tues. May 20: Professional development days (no classes)

Mon. May 26: Memorial Day (no classes)

Thu. June 12: Last day of school session for students

Mon. June 23 - Fri. July 11: Summer Opportunity Academy session #1 (selected students)

Mon. July 14 - Mon. July 28: Summer Opportunity Academy session #2 (selected students)

(b) Sample Student Schedule

STREAMLINED OPTION: If the student schedules of the proposed school(s) would be the same as the school to be replicated, and the applicant meets the performance eligibility outlined in Sections III and VII, simply indicate that “the sample student schedule of the [charter or renewal charter] of XXX Charter School should be incorporated by reference.” No additional information is required.

If any aspect of the proposed school(s) student schedules would be different from the school to be replicated, complete this Response accordingly.

For each division of the school (e.g. lower elementary, upper elementary, middle, high), provide a sample student schedule for a typical week of instruction.

Provide a narrative that clearly explains the length of the school day (including the approximate start and dismissal times for the school day), explicitly noting times that are part of the core academic day as opposed to time devoted to supplementary activities (such as before or after school electives and remediation). The applicant may include a brief scenario describing a typical student’s day or week, in addition to the schedule(s).

For schools that will ultimately include all or select grades within the Kindergarten through 8th grade range, state the minimum number of hours the school will devote to core academic subjects in each grade, i.e., English language arts, mathematics, science, and social studies, and the total number of hours/minutes of instruction per week (exclusive of

lunch, recess, study hall, etc.). Total instructional time for any given grade may be no less than required of other public schools.

The sample student schedule of the proposed schools is substantially similar to that of Harlem Success Academy Charter School 3.

Weekly Schedule

Success Academy Charter Schools (“Success Academy”) operates schools with extended days. A typical DOE school day is 6.5 hours (5 hours for academic subjects, in addition to time for lunch, recess, etc.); using the Success Academy school model, and considering the school calendar and schedule referenced above, the proposed schools would have approximately 227 DOE school days, or about 23% more instructional time than in neighboring zoned schools.

The additional time (roughly 300 extra hours per school year) gives students the opportunity to engage in a rich and rigorous academic curriculum that includes a selection of art, dance, music, chess, theater, sports, and discovery-oriented science five days a week. The applicant believes that this is a critical part of Success Academy’s strategy to provide a top-notch education and prevent achievement gaps. Children need to be highly engaged in school in order to become great writers, thinkers, and scholars. This is why Success Academy students go on numerous “field studies” and the schools use THINK Literacy and the TERC-Investigations math curriculum. This serves not only to remediate but also to prepare children to be strong in writing, reading, and critical thinking.

Kindergarten

The school day will begin each morning at 7:45 a.m. and will end at 4:00 p.m. four days a week, and between 12:30 p.m. and 2:00 p.m. one day a week. Each week will have approximately 700 minutes devoted to English language arts, approximately 400 minutes devoted to mathematics, approximately 250 minutes devoted to science, and approximately 100 minutes devoted to social studies. Please see the following sample schedules.

1st – 5th grades

The school day will begin each morning at 7:45 a.m. and will end at 4:30 p.m. (5:00 p.m. or 5:30 p.m. for 5th grade) four days a week, and between 12:30 p.m. and 2:00 p.m. one day a week. Each week will have approximately 900 minutes devoted to English language arts, approximately 400 minutes devoted to mathematics, approximately 250 minutes devoted to science, and approximately 100 minutes devoted to social studies. Please see the following sample schedules.

While this may seem like a long day for young children, the Success Academy schools have found that children are able to spend this much time at school learning if they are

fully engaged. In Kindergarten, the first two weeks of school will have a shortened schedule so that children are eased into the longer school day. After these first two weeks, Success Academy schools have found that students easily adjusted to the length of the school day.

Kindergarten Daily Sample Schedule: Student, Lead Teacher (LT), and Associate Teacher (AT)

Time	Daily Schedule	Time Allotted	LT Responsibilities	AT Responsibilities
7:45-7:50	Greet Class in Cafeteria/Transition from Breakfast	5 min	Picks up class, transitions class from cafeteria to classroom	Assists with arrival in cafeteria or hallways (may include assisting with late arrival)
7:50-8:15	Morning Meeting	25 min	Monitors students/pulls Guided Reading (GR) group	Takes attendance; begins homework check; makes follow-up phone calls
8:15-8:40	SFA: Stepping Stones	25 min	Leads Stepping Stones group	Leads Stepping Stones group
8:40-8:55	Math Facts/Transition	15 min	Leads instruction	Pushes in/co-teaches
8:55-9:40	Math	45 min	Leads instruction	Pushes in/co-teaches
9:40-9:55	Shared Text/Transition	15 min	Leads Instruction	Monitors/supports <i>(or GR in another class if times are staggered)</i>
9:55-10:30	Science/Transition	35 min	Planning & preparation time	Planning & preparation time
10:30-11:05	Social Studies/Transition	35 min	Planning & preparation time	Planning & preparation time
11:05-11:30	Lunch/Transition	25 min	Teacher Lunch	Lunch Duty
11:35-12:00	Recess	25 min	Planning & preparation time	Teacher Lunch
12:00-12:05	Transition	5 min	Planning & preparation time	Teacher Lunch
12:05-12:30	Interactive Read Aloud and Whole Class Conversation	25 min	Leads instruction	Monitors/supports <i>(or GR in another class if times are staggered)</i>
12:30-12:55	Problem Solving	25 min	Leads Instruction	Teacher Lunch
12:55-1:05	Snack/Transition	10 min	Assists with snack	Assists with snack
1:05-1:50	Writing Workshop	45 min	Leads instruction	Monitors/supports <i>(or GR in another class if times are staggered)</i>
1:50-2:40	Reading Workshop	50 min	Pulls small groups	Pulls small groups
2:40-3:45	Learning Lab/Transition	65 min	Works with small groups	Leads instruction/works with small groups
3:45-4:00	Pack Up/Dismissal	15 min	Assists with dismissal	Assists with dismissal
4:00-4:10	Dismissal	10 min	Dismiss students to parents;	Assist with Upstairs

			bring students up for Late Pick-Up at 4:10	Dismissal/Late Pick-Up
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Kindergarten Weekly Sample Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:45-7:50	Greet Class in Cafeteria/Transition from Breakfast	Greet Class in Cafeteria/Transition from Breakfast	Greet Class in Cafeteria/Transition from Breakfast	Greet Class in Cafeteria/Transition from Breakfast	Greet Class in Cafeteria/Transition from Breakfast
7:50-8:15	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
8:15-8:40	SFA: Stepping Stones	SFA: Stepping Stones	SFA: Stepping Stones	SFA: Stepping Stones	SFA: Stepping Stones
8:40-8:55	Math Facts/Transition	Math Facts/Transition	Math Facts/Transition	Math Facts/Transition	Math Facts/Transition
8:55-9:40	Math	Math	Math	Math	Math
9:40-9:55	Shared Text/Transition	Reading Workshop	Shared Text/Transition	Shared Text/Transition	Shared Text/Transition
9:55-10:30	Science/Transition		Science/Transition	Science/Transition	Science/Transition
10:30-11:05	Social Studies/Transition	Science/Transition	Sports/Transition	Social Studies/Transition	Chess/Transition
11:05-11:30	Lunch/Transition	Lunch/Transition	Lunch/Transition	Lunch/Transition	Lunch/Transition
11:35-12:00	Recess	Recess	Recess	Recess	Recess
12:00-12:05	Transition	Transition	Transition	Transition	Transition
12:05-12:30	Interactive Read Aloud and Whole Class Conversation	Interactive Read Aloud and Whole Class Conversation	Interactive Read Aloud and Whole Class Conversation	Interactive Read Aloud and Whole Class Conversation	Interactive Read Aloud and Whole Class Conversation
12:30-12:55	Problem Solving	Problem Solving	Problem Solving	Problem Solving	Problem Solving
12:55-1:05	Snack/Transition	Snack/Transition	Snack/Transition	Snack/Transition	Snack/Transition
1:05-1:50	Writing Workshop	Writing Workshop/Dismissal	Writing Workshop	Writing Workshop	Writing Workshop
1:50-2:40	Reading Workshop	Professional Development	Reading Workshop	Reading Workshop	Reading Workshop
2:40-3:45	Learning Lab/Transition		Learning Lab/Transition	Learning Lab/Transition	Learning Lab/Transition
3:45-4:00	Pack Up/Dismissal		Pack Up/Dismissal	Pack Up/Dismissal	Pack Up/Dismissal
4:00-4:10	Dismissal		Dismissal	Dismissal	Dismissal

Elementary (1st – 4th Grade) Daily Sample Schedule: Student, Lead Teacher (LT), and Associate Teacher (AT)

Time	Daily Schedule	Time Allotted	LT Responsibilities	AT Responsibilities
7:45-7:50	Transition from Breakfast	5 min	Transitions class from cafeteria to classroom	Assists with arrival in cafeteria or hallways (may include assisting with late arrival)
7:50-8:10	Morning Meeting	20 min	Monitors students/pulls Guided Reading (GR) group	Takes attendance; begins homework check; makes follow-up phone calls
8:10-9:15	SFA: Reading Roots	65 min	Leads Reading Roots Group	Leads Reading Roots Group
9:15-9:25	Math Facts/Transition	10 min	Leads instruction	Pushes in/co-teaches
9:25-10:15	Math Workshop	50 min	Leads instruction	Pushes in/co-teaches
10:15-10:25	Snack/Transition	10 min	Assists with snack	Assists with snack
10:25-10:55	Problem Solving/Transition	30 min	Leads Instruction	Pushes in/co-teaches
10:55-11:50	Science/Transition	55 min	Leads Instruction	Pushes in/co-teaches
11:50-12:15	Lunch/Transition	25 min	Teacher Lunch	Lunch Duty
12:15-12:45	Recess/Transition	20 min	Planning & preparation time	Teacher Lunch
12:45-12:55	Spelling	10 min	Leads instruction	Monitors/supports
12:55-1:55	Writing Workshop	60 min	Leads instruction	Monitors/supports
1:55-2:50	Social Studies/Transition	55 min	Leads instruction	Monitors/supports
2:50-3:50	Reading Workshop	60 min	Pulls small groups	Pulls small groups
3:50-4:15	Read Aloud and Whole Class Conversation	25 min	Leads instruction	Monitors/supports (or GR in another class if times are staggered)
4:15-4:30	Shared Text	15 min	Leads Instruction	Monitors/supports (or GR in another class if times are staggered)
4:30-4:35	Dismissal	5 min	Dismiss students to parents; bring students up for Late Pick-Up at 4:10	Assist with Upstairs Dismissal/Late Pick-Up

Elementary School (1st – 4th Grade) Weekly Sample Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:45-7:50	Transition from Breakfast	Transition from Breakfast	Transition from Breakfast	Transition from Breakfast	Transition from Breakfast
7:50-8:10	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
8:10-9:15	SFA: Reading Roots	SFA: Reading Roots	SFA: Reading Roots	SFA: Reading Roots	SFA: Reading Roots
9:15-9:25	Math Facts/Transition	Reading Workshop	Math Facts/Transition	Math Facts/Transition	Math Facts/Transition
9:25-10:15	Math Workshop		Math Workshop	Math Workshop	Math Workshop
10:15-10:25	Snack/Transition	Math Workshop	Snack/Transition	Snack/Transition	Snack/Transition
10:25-10:55	Problem Solving/Transition		Problem Solving/Transition	Problem Solving/Transition	Problem Solving/Transition
10:55-11:50	Science/Transition	Science/Transition	Science/Transition	Science/Transition	Science/Transition
11:50-12:15	Lunch/Transition	Lunch/Transition	Lunch/Transition	Lunch/Transition	Lunch/Transition
12:15-12:45	Recess/Transition	Recess/Transition	Recess/Transition	Recess/Transition	Recess/Transition
12:45-12:55	Spelling	Writing Workshop/ Dismissal	Spelling	Spelling	Spelling
12:55-1:55	Writing Workshop		Writing Workshop	Writing Workshop	Writing Workshop
1:55-2:50	Art/Transition	Professional Development	Social Studies/Transition	Music/Transition	Social Studies/Transition
2:50-3:50	Reading Workshop		Reading Workshop	Reading Workshop	Reading Workshop
3:50-4:15	Read Aloud and Whole Class Conversation		Read Aloud and Whole Class Conversation	Read Aloud and Whole Class Conversation	Read Aloud and Whole Class Conversation
4:15-4:30	Shared Text		Shared Text	Shared Text	Shared Text
4:30-4:35	Dismissal		Dismissal	Dismissal	Dismissal

Middle School (5th Grade) Weekly Sample Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-7:50	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
7:50-8:00	Transition from Breakfast	Transition from Breakfast	Transition from Breakfast	Transition from Breakfast	Transition from Breakfast
8:00-8:55	Nonfiction	Nonfiction	Nonfiction	Nonfiction	Nonfiction
9:00-10:20	Math	Math	Math	Math	Math
10:25-10:50	Recess	Recess	Recess	Recess	Recess
10:55-12:25	Literature	Literature	Literature	Literature	Literature
12:30-1:05	Composition	Composition	Composition	Composition	Composition
1:10-1:35	Lunch	Lunch	Lunch	Lunch	Lunch
1:40-2:00	Science	Science/Dismissal	Science	Science	Science
2:00-2:30	Science	Professional Development	Science	Science	Science
2:35-3:45	Read Aloud		Read Aloud	Read Aloud	Read Aloud
3:50-4:30	Book Clubs		Book Clubs	Book Clubs	Book Clubs
4:35-5:30	Fitness		Big Cafe	Technology	Study Hall

(c) Sample Teacher Schedule

STREAMLINED OPTION: If the teacher schedules of the proposed school(s) would be the same as the school to be replicated, and the applicant meets the performance eligibility outlined in Sections III and VII, simply indicate that “the teacher schedules of the [charter or renewal charter] of XXX Charter School should be incorporated by reference.” No additional information is required.

If any aspect of the proposed teacher schedules would be different from the school to be replicated, complete this Response accordingly.

For each division of the school (e.g. lower elementary, upper elementary, middle, high), provide a sample teacher schedule for a typical week of instruction.

Provide a narrative that clearly explains the length of the work day, explicitly identifying times devoted to the teacher’s core teaching assignments, planning, and other activities as applicable (such as before or after school electives and remediation). The applicant may include a brief scenario describing a typical teacher’s day or week, in addition to the schedule(s).

The teacher schedules of the proposed schools are substantially similar to that of Harlem Success Academy Charter School 3.

Please refer to above schedule in Response 07(b).

Weekly Schedule

Success Academy schools have extended school days. All teachers and staff typically arrive between 7:00 a.m. and 7:30 a.m. to plan and set-up materials before students arrive.

Elementary School (Kindergarten – 4th grade) teachers

The instructional day will begin each morning at 7:45 a.m. and will end at 4:30 p.m. (4:00 p.m. for Kindergarten) four days a week, and between 12:30 p.m. and 2:00 p.m. one day a week. Each lead teacher will have two or three planning periods, during Lunch or Recess, and during Science and Specials classes. From dismissal until 5:30 p.m., teachers generally review student work and plan. Approximately once per week, teachers will have parent meetings after the instructional day or may tutor struggling students. On one afternoon a week, teachers will be taking part in Teacher School (“T School”) (professional development) from dismissal (between 12:30 p.m. and 2:00 p.m.) until 5:30 p.m.

Middle School (5th grade) teachers

The instructional day will begin each morning at 7:45 a.m. and will end at 5:00 p.m. or 5:30 p.m. four days a week, and between 12:30 p.m. and 2:00 p.m. one day a week. Each teacher will have two or three planning periods each day. From dismissal until 6:00 p.m., teachers generally review student work and plan. Approximately once per week, teachers may have parent meetings after the instructional day or may tutor struggling students. On one afternoon a week, teachers will be taking part in T School from dismissal (between 12:30 p.m. and 2:00 p.m.) until 5:30 p.m.

8. Specific Populations

(a) Struggling Students

STREAMLINED OPTION: If the services for struggling students of the proposed school(s) would be the same as the school to be replicated, and the applicant meets the performance eligibility outlined in Sections III and VII, simply indicate that “the services for struggling students of the [charter or renewal charter] of XXX Charter School should be incorporated by reference.” No additional information is required.

If any aspect of the proposed school(s) services for struggling students would be different from the school to be replicated, complete this Response accordingly.

Discuss the proposed school’s methods and strategies for identifying and serving students who are struggling academically and at-risk of academic failure. In answering, describe:

- How the school will determine and identify which students are struggling, including within the context of a Response to Intervention (RtI) program. The applicant should clearly define the term “struggling student” as it would be applied in the school;
- The strategies, programs and resources (including personnel) the school will devote to assisting struggling students both within general education classrooms and in other settings, e.g., planning time, small group instruction, tutoring, targeted assistance, technology, staff and consultants, etc.
- Any research or evidence that supports the appropriateness of the proposed approach; and
- The process that will be used to evaluate the efficacy of the program and ensure that the needs of these students are being met.

The services for struggling students of the proposed schools are substantially similar to those of Harlem Success Academy Charter School 3.

The proposed schools target areas with high demand for choice in public education. As discussed in Responses 01(a-c) – Community Need and 02(a-d) – Meeting the Need, Community School Districts (“CSDs”) 2, 4, 13, and 17 each offer compelling justifications for adding additional charter schools that provide a top-notch education to all students, including struggling students. For instance, even in the district with the highest pass

rate on the 2011 state ELA exam, CSD 2, the difference in the passing rate between black and Hispanic students and their white counterparts is a staggering 26%. In CSDs 4 and 13, the difference in passing rates between black and Hispanic students and their white counterparts is approximately 34% and 19%, respectively. The overall passing rate in CSD 4 is 44% and in CSD 13 is 41%. While the data from CSD 17 does not show an achievement gap, all students averaged a passing rate of only 37%, leaving significant room for improvement. Success Academy Charter Schools (“Success Academy”) believes that this gap and the low passing rates are unacceptable, and its track record shows that it will close this achievement gap and increase passing rates for students attending its schools.

Last year, Success Academy’s economically disadvantaged students and black and Hispanic students taking the state ELA and math exams outperformed their statewide counterparts (as well as their statewide white counterparts). Success Academy’s economically disadvantaged students had a passing rate of 80% in the state ELA exam and 94% in the state math exam, compared to 39% and 64% statewide, respectively; Success Academy’s black students had a passing rate of 79% in the state ELA exam and 94% in the state math exam compared to 35% and 44% statewide, respectively, and; Success Academy’s Hispanic students had a passing rate of 87% in the state ELA exam and 94% in the state math exam, compared to 37% and 50% statewide, respectively. Success Academy’s past experience in educating at-risk students is the best evidence to support the continued use of its approach.

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 level in a rigorous way. Another component of the instructional program, Success for All (“SFA”) is currently in use in the Success Academy schools as well as other charter schools around the country with similar demographics to the populations that will be served by the proposed schools. 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.

Beginning in or around January of Kindergarten, students receive small group instruction by classifying students by mastery level, grouped across classes and grades by reading ability level. Regrouping gives each teacher the opportunity to work intensively with students one reading level at a time. Cooperative learning embedded throughout the program focuses on individual students’ accountability, common goals, and recognition of group success. Frequent regrouping, however, acknowledges student growth and allows Success Academy to meet specific needs.

Each school will use a Response to Intervention (“RtI”) framework to ascertain early identification without over-identification of student special education needs, and to ensure that all teachers have complete ownership and a sense of accountability tied to

data in order to provide the supports students need to meet Success Academy's ambitious academic goals. This RtI process is tracked closely by the school's student achievement coordinator to ensure the provision of extensive support and consistent tracking of student progress. The school will hold regular RtI meetings aligned with the assessment cycles, during which faculty and leaders meet to analyze school-wide grade, class, and individual student data, and then create targeted intervention groups designed to most effectively address student needs. Through the RtI process, teachers develop group and individual student intervention plans that, along with students' Individualized Education Programs ("IEPs"), ensure that students are on track to achieve at or above grade level and to meet or exceed the school's rigorous accountability goals. If a student continues to struggle academically after targeted interventions through the RtI process, the school will initiate a referral process through the Committee on Special Education ("CSE") to determine if special education services are required to provide the students with the supports needed.

The Success Academy literacy program uses an internal progress check on a regular basis 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 internal literacy and math assessment, an action plan is created through the 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.

Success Academy believes that, in addition to remedial instruction, a strong and positive school culture is needed to best serve these at-risk students. Excellent behavior is explicitly taught modeled, expected, and rewarded. There is a school-wide emphasis on college graduation for all students, and values and good character are a central part of daily instruction. Teachers and other school personnel act as positive role models for students. The school's core values spell the word "ACTION," and students are encouraged to show and are rewarded for demonstrating these values:

- Agency: Students should have a sense of ownership and personal responsibility. They have the power and the responsibility to control their behavior, their learning, and ultimately their future.
- Curiosity: Students should be curious and explore. They should always ask questions and want to investigate to learn more.
- Try and Try: Students should work hard – even if they do not succeed with their first attempt. They should learn from their mistakes and demonstrate persistence.

- Integrity: Students should always be honest. Personal integrity is of the utmost importance.
- Others: Students should have empathy and respect for others. They learn to put others before oneself.
- No Shortcuts: There are no shortcuts to success. Hard work is mandatory.

Through this combination of remedial instruction and character education, Success Academy schools have an effective program for identifying, assessing, and working with students at risk of academic failure. This program ensures that these students receive the supports they need in order to succeed.

(b) Students with Disabilities

STREAMLINED OPTION: If the services for students with disabilities of the proposed school(s) would be the same as the school to be replicated, and the applicant meets the performance eligibility outlined in Sections III and VII, simply indicate that “the services for students with disabilities of the [charter or renewal charter] of XXX Charter School should be incorporated by reference.” No additional information is required.

If any aspect of the proposed school(s) services for students with disabilities would be different from the school to be replicated, complete this Response accordingly.

Discuss the proposed school’s methods and strategies for identifying and serving students with disabilities in compliance with all federal laws and regulations. Please refer Appendix D – Assurances Regarding the Provision of Special Education Services when creating this response as, if approved, the final charter would incorporate these assurances by reference. In answering, describe:

- The proposed charter school’s process for identifying students with disabilities (child find), especially within the context of the school’s RtI process;
- The resources, personnel (including administrative responsibilities), direct and related services the school is likely to provide both within general education classrooms and in other settings (e.g., planning time, instructional materials, technology, professional development, staff and consultants, etc.);

- **The services or settings that will be provided by the school district of the student's residency or through a third party contract;**
- **Any research or evidence that supports the appropriateness of the school's approach to serving students with disabilities;**
- **The process for coordination between general education teachers and special education teachers or service providers;**
- **The process that will be used to monitor the achievement and progress of students with disabilities; and**
- **The process that will be used to evaluate the efficacy of the program and ensure that the needs of these students are being met.**
- **Specific professional development for identifying, supporting and evaluating the progress of special education students including the implementation of RtI and behavioral intervention plans in the classroom.**

The services for students with disabilities of the proposed schools are substantially similar to those of Harlem Success Academy Charter School 3.

Success Academy schools educate students with disabilities in the least restrictive environment, with their non-disabled peers to the extent appropriate and allowed by each student's IEP prepared by the CSE and all applicable federal laws, including the Individuals with Disabilities Education Act ("IDEA"). The proposed schools will not discriminate in admission and enrollment practices on the basis of a student having or suspected of having a disability.

Success Academy schools encourage the application of special education students and have a strong commitment to ensuring that *all* children learn at exceptionally high levels. To ensure that they do, all schools have special education teams in place from the time of opening. Each school will use an RtI framework to ascertain early identification without over-identification and to ensure that all teachers have complete ownership and a sense of accountability tied to data in order to provide the supports students need to meet Success Academy's ambitious academic goals. This RtI process is tracked closely by the school's student achievement coordinator to ensure the provision of extensive support and consistent tracking of student progress. The school will hold regular RtI meetings, aligned with the assessment cycles, in which faculty and leaders meet to analyze school-wide, grade, class, and individual student data, and then create targeted intervention groups designed to most effectively address student needs. Through the RtI process, teachers develop group and individual student intervention plans that, along with students' IEPs, ensure that students are on track to achieve at or above grade level and to meet or exceed the school's rigorous accountability goals. If a

student continues to struggle academically after targeted interventions through the RtI process, the school will initiate an initial referral process through the CSE to determine if special education services are required to provide the student with the supports needed.

Special education programs and services will be provided in accordance with applicable laws and regulations and in accordance with the student's IEP. The school will retain appropriately qualified special education staff members who may include, but are not limited to, a special education teacher, a speech pathologist, an occupational therapist, and/or a mental health provider. Success Academy employs personnel who are experienced in dealing with special education administrative responsibilities. These personnel will be able to guide and assist the school. In addition, these personnel will work closely with the CSE to ensure appropriate and supportive special education services are in place for students with IEPs.

In accordance with students' IEPs, special education staff will ensure that classroom teachers at the school are knowledgeable about the needs of students with disabilities, are informed of their responsibilities for particular students, receive the support they may require to implement a student's program, and implement any necessary modifications or accommodations in their classes. The school staff, including the special education personnel, will meet to collaborate on special education student progress. The special education personnel will coordinate their services with the relevant general education teachers through meetings, the school-wide RtI and data review professional development sessions and through informal communication. In addition, relevant school staff, including special education staff, will have professional development throughout the school year addressing the implementation of RtI and behavioral intervention plans ("BIPs"), how to collaborate to ensure student success, and specific special education supports for students with IEPs. In fact, this professional development begins during the summer orientation during which school staff will familiarize itself with the IEPs and BIPs of incoming and returning students.

Success Academy students with IEPs will receive the services provided for in their IEPs, which may include, but are not limited to:

- Speech language pathology,
- Psychological services,
- Occupational or physical therapy,
- Special education teacher support services,
- Early rehabilitation counseling,
- Diagnostic and/or evaluative services,
- Student counseling, and
- Academic programs such as Collaborative Team Teaching.

The above list consists of the specific services the school anticipates its students will need based on the needs of the special education populations at the existing Success Academy schools. If a student with an IEP is unable to receive the services on his/her IEP to the extent necessary, the school district of the student's residence or other appropriate school district may be requested to provide services. If necessary and feasible, the school may also contract with appropriately certified or licensed individuals to provide the required services.

If the school's special education professionals determine that a child's IEP may no longer be appropriate to the child's needs and may not maximize the child's ability to receive a free and appropriate public education in the least restrictive environment, they may recommend that the CSE conduct a re-evaluation of the IEP.

As described in Response 17(a-b) – Student Recruitment and Retention, Success Academy schools encourage students with disabilities to submit applications and recruit students through a variety of methods, including, but not limited to:

- Mailings to all residents of the school district of location,
- Flyers and advertisements posted in local newspapers, supermarkets, community centers, and apartment complexes, and/or
- Informational sessions conducted throughout the neighborhood.

These general recruitment strategies combined with the school's admissions policy and strong special education program will help ensure that each school has a comparable enrollment of students with disabilities relative to other schools located in the same district.

Success Academy is confident that it can adequately serve the needs of its special education students. In the 2011-2012 academic year, approximately 13% of Success Academy schools' students have IEPs and receive special education services. To compare the academic prospects of this group against those of the overall student body, Success Academy can look to performance on the Fountas & Pinnell (F&P) reading test. Test results show that, while special education students performed lower than the rest of the student body, special education students frequently grew academically at a faster rate. In addition to regular assessments, all students are assessed in the Fall and in the Spring of each school year, allowing each school to have a clear baseline score and clearly measure achievement growth over the course of the year.

As Success Academy schools become more effective at implementing the RtI model, the percentage of special education students reading on grade level is expected to more closely match the overall student body. This being the third year implementing RtI across the Success Academy schools, Success Academy is both encouraged by how well its special education students have grown academically and is energized to take its efforts to a higher level.

Success Academy will continue to use assessments outlined in Attachment 06(b) – Assessment System to track and gauge special education student growth and to evaluate the efficacy of the special education program.

(c) English Language Learners

STREAMLINED OPTION: If the services for English language learners of the proposed school(s) would be the same as the school to be replicated, and the applicant meets the performance eligibility outlined in Sections III and VII, simply indicate that “the services for English language learners of the [charter or renewal charter] of XXX Charter School should be incorporated by reference.” No additional information is required.

If any aspect of the proposed school(s) services for English language learners would be different from the school to be replicated, complete this Response accordingly.

Discuss the proposed school’s methods and strategies for identifying and serving students who are English language learners in compliance with all federal laws and regulations. In answering please describe:

- The process for identifying students whose first language is not English and the methods for determining the scope of assistance that these students may need including how the school will ensure that they are not inappropriately identified as special education students;
- The approach, resources, and personnel (including qualifications and reflecting associated administrative responsibilities) the school will use to meet the needs of English language learners (both within general education classrooms and in other settings);
- Any research or evidence that supports the appropriateness of this approach;
- The process for coordination between general education teachers and staff serving English language learners;
- The process that will be used to monitor the achievement and progress of English language learners including exit criteria;

- **The process that will be used to evaluate the efficacy of the program and ensure that the needs of these students are being met;**
- **How the school will make all necessary materials available to parents of English language learners in a language that they can understand; and**
- **How the school will make after school and other extra-curricular programming available to English language learners.**

The services for English language learners of the proposed schools are substantially similar to those of Harlem Success Academy Charter School 3.

Each school shall serve any and all students with limited English proficiency using English language immersion so that they will achieve proficiency in the English language as quickly as possible. The school shall comply with all applicable laws including Title VI of the federal Civil Rights Act of 1964, the Equal Educational Opportunities Act of 1974, “No Child Left Behind,” and federal case law.

Students at the school with limited proficiency in English will achieve proficiency in the English language as quickly as possible through the use of the school’s services and teaching methods. The school ensures that English language learners (“ELL”) students will not be excluded from curricular and extra-curricular activities based on an inability to speak and understand the language of instruction, and also that ELL students will not be assigned to special education because of their lack of English proficiency. Parental outreach and recruitment activities will also be conducted in multiple languages so as to effectively reach all members of the school's community.

The school will use the State Education Department’s process for identifying students who are English language learners as follows:

- Home Language Questionnaires will be used to screen all new enrollees for potential limited English proficiency.
- If the home language is other than English or the student’s native language is other than English, appropriate school staff will conduct an informal interview in the student’s native language, whenever possible, and in English.
- If the student speaks a language other than English and the student speaks little or no English, the school will administer the Language Assessment Battery – Revised (“LAB-R”). A score below the designated cut score for the child shall determine eligibility for services. The LAB-R shall be administered only once to each incoming student.

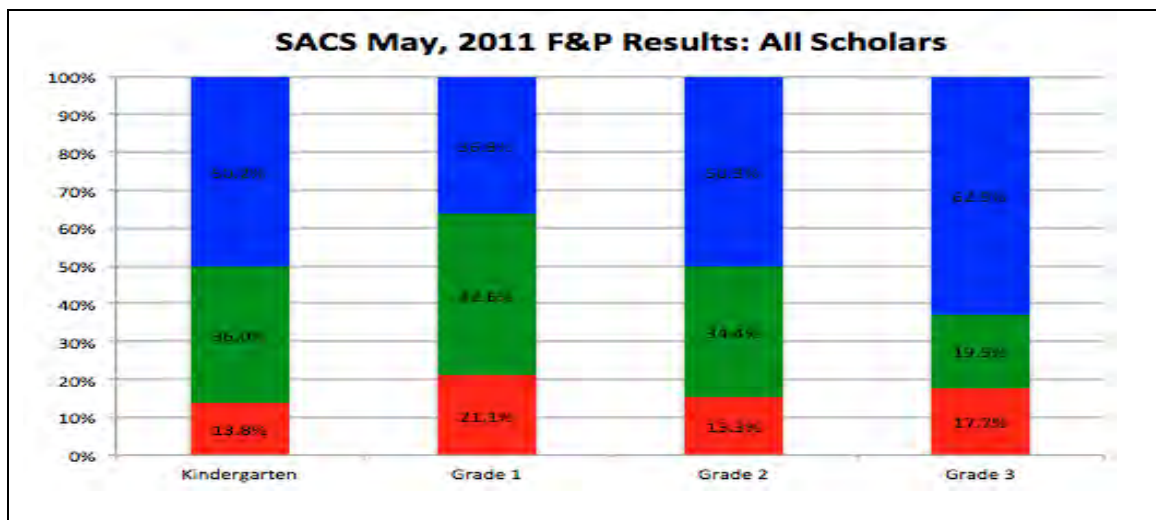
The school’s teachers will be responsible for observing each student throughout the year with an eye toward detecting limited English proficiency. Teachers will receive

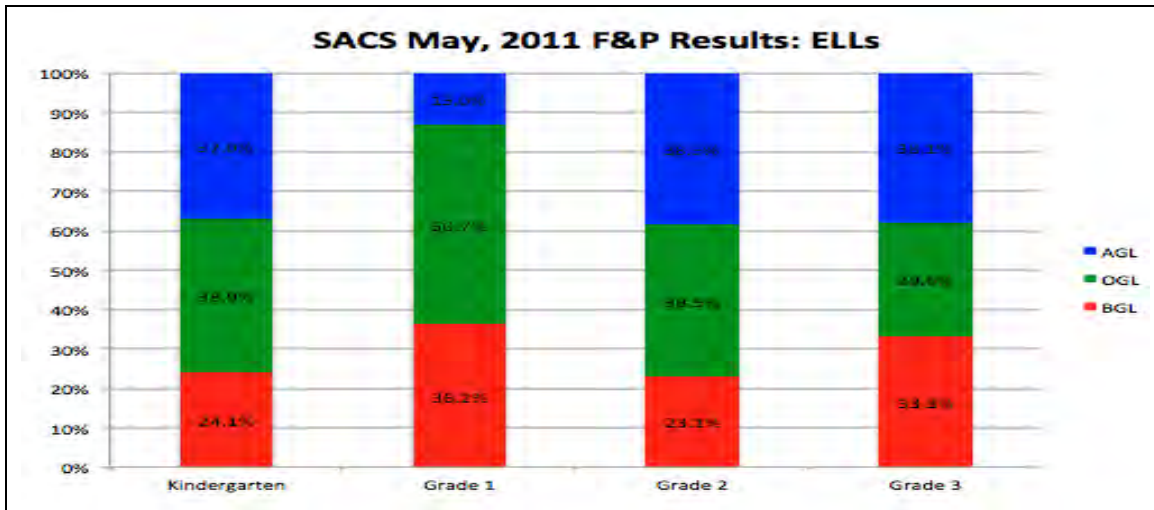
professional development training in literacy and math that supports the identification of possible English language learners and strategies to support them within the curriculum. Such activities will focus on the language, instructional methodologies including ESL (“English as a Second Language”) methods for teaching different subject areas, and support services appropriate for learners of a second language. ELL strategies will be incorporated into the school’s RtI process. The student achievement coordinator will manage the identification of possible ELL students and the provision of intervention supports as needed.

Inclusion in ELL support services will not supersede participation in regular curricular or extra-curricular activities. ELL students will never be categorically excluded from any activities on the basis of their language proficiency.

All ELL students will be expected to become proficient in the English language at a rapid pace. To accomplish this, the school will implement an English immersion program that will help ELL students improve their abilities and master the language. All instruction will be in English. However, the level of English used – both written and oral – will have appropriate scaffolds for each ELL student. Within the school’s extended day schedule, there is ample time that can be used for additional intensive English language instruction. In addition, the core curriculum and school design of Success Academy schools is designed to support all students, including ELL students. For instance, THINK Literacy interactive read aloud with whole class conversation supports oral language development, vocabulary, and speaking skills targeted to meet the needs of ELL students.

Success Academy serves ELL students at a very high level. The graph below shows the F&P results (above grade level, on grade level, below grade level) from the 2010-2011 school year for all Success Academy students as compared to ELL students.





While the above data shows the need for Success Academy schools to continue its focus on bringing ELL students to the highest possible levels, comparative data also plainly shows that Success Academy schools are successfully educating ELL students. For example, 82.6% of Success Academy's ELL students in 3rd-5th grade passed the 2011 state English Language Arts exam compared to 18.9% of ELL students in 3rd-5th grade citywide.¹

The school will provide all necessary staff and specialized curricular materials to enable ELL students to achieve the school's ambitious student performance goals. Curricular materials and facilities for the implementation of the instructional program for ELL students shall not be inferior to those materials and facilities available to English proficient students and will be of at least equal quality and quantity as available to the general population. The school will be prepared to address the needs of students who are struggling with the English immersion program by providing, if it is determined to be the best course of action, pull-out instruction targeted to the student's needs. The school will ensure collaboration between general education teachers and any staff providing ELL supports or instruction through staff meetings, professional development, and the RtI process.

An ELL student's proficiency in the English language will be measured at least annually to determine whether continued special services are warranted. The school will evaluate each student's performance in academic content areas to measure the student's progress in core subjects. The school will also use the New York State English as a Second Language Achievement Test ("NYSESLAT") to assess ELL students. The scores on the NYSESLAT indicate the proficiency level – beginning, intermediate, or advanced – the student has achieved each year and whether the student's level of English is high enough to exit the program. The proficiency levels attained on the

¹ Data for New York City ELL student pass rate is available at <http://schools.nyc.gov/Accountability/data/TestResults/ELAandMathTestResults>.

NYSESLAT will be used to determine whether a student should be graduated from or continue in the ELL program.

If an ELL student fails to show appropriate progress in these academic areas, modifications to the program may be made. Any student classified and receiving education services as an ELL student who subsequently tests high enough to exit the program will be deemed to be no longer in need of ELL services. No student will be exited from the ELL program unless he/she can read, write, and comprehend English well enough to participate meaningfully in the school's programs.

In order to ensure that the ELL program is achieving the desired results (students are making progress in the acquisition of the English language and are making progress academically), an annual evaluation will occur. In order to determine if any programmatic modifications are necessary, the school will evaluate the progress of its ELL students on standardized assessments and non-standardized assessments against that of the non-ELL students. The school will also as appropriate track students longitudinally throughout their enrollment in the school to determine if there is a significant variation in the academic achievement of students who were once classified as ELL and non-ELL students as measured by standardized assessments and non-standardized assessments. The school will track how many students are declassified as ELL and the number of instructional years it takes for this declassification to occur. The school will continue to use F&P, NYSESLAT and other benchmark assessments outlined in Attachment 06(b) – Assessment System to track and gauge ELL student growth and to evaluate the efficacy of the ELL program.

(d) Gifted and Advanced Students

STREAMLINED OPTION: If the programs for gifted and advanced students of the proposed school(s) would be the same as the school to be replicated, and the applicant meets the performance eligibility outlined in Sections III and VII, simply indicate that “the services for gifted and advanced students of the [charter or renewal charter] of XXX Charter School should be incorporated by reference.” No additional information is required.

If any aspect of the proposed school(s) programs for gifted and advanced students would be different from the school to be replicated, complete this Response accordingly.

Discuss the proposed school's methods and strategies for identifying and serving students who are academically advanced and/or gifted and at risk of not being adequately served. In answering, describe:

- **How the school will determine and identify which students are advanced and/or gifted. The applicant should define the term “advanced student” as s/he deems appropriate;**
- **The strategies and/or programs the school will use to accelerate learning for advanced students and/or gifted (both within general education classrooms and in other settings);**
- **The resources the school will devote to serving advanced students and/or gifted (e.g., enrichment activities, instructional materials, technology, staff and consultants, etc.);**
- **Any research or evidence that supports the appropriateness of this approach;**
- **The personnel that the school will devote to serving advanced and/or gifted students; and**
- **The process that will be used to evaluate the efficacy of the program and ensure that the needs of these students are being met.**

The services for gifted and advanced students of the proposed schools are substantially similar to those of Harlem Success Academy Charter School 3.

At Success Academy, the core curriculum is designed to address the needs of all students, including academically advanced students. The school will hold regular RtI meetings, aligned with the assessment cycles, in which faculty and leaders meet to analyze school-wide, grade, class, and individual student data, and then create targeted intervention groups designed to most effectively address student needs. As part of this planning, the school staff will identify above-grade-level students based on formal and informal testing. Above-grade-level students’ needs will be met through targeted groups at their level, including leveled guided reading groups, math and writing practice groups.

Beginning in or around January of Kindergarten, students receive small group instruction by classifying students by mastery level, grouped across classes and grades by reading ability level. Regrouping gives each teacher the opportunity to work intensively with students one reading level at a time. Cooperative learning embedded throughout the program focuses on individual students’ accountability, common goals, and recognition of group success. Frequent regrouping, however, acknowledges student growth and allows Success Academy to meet specific needs. Thus, the school provides advanced students opportunities to participate in a different grade for particular subjects such as math or reading in which they are significantly advanced.

Each school will use F&P and other benchmark assessments to track and gauge advanced student growth and to evaluate the efficacy of the advanced student program.

9. Instructional Leadership

(a) Instructional Leadership Roles

STREAMLINED OPTION: If the instructional leadership roles of the proposed school(s) would be the same as the school to be replicated, and the applicant meets the performance eligibility outlined in Sections III and VII, simply indicate that “the instructional leadership roles of the [charter or renewal charter] of XXX Charter School should be incorporated by reference.” No additional information is required.

If any aspect of the proposed school(s) instructional leadership roles would be different from the school to be replicated, complete this Response accordingly.

Describe instructional leadership in the school over the first five years of operation. This response should:

- **Identify and describe the specific roles and responsibilities of the personnel who would provide instructional leadership in the proposed school.**
- **Explain how instructional leaders will monitor the effectiveness of the academic program.**

The instructional leadership roles of the proposed schools are substantially similar to those of Harlem Success Academy Charter School 3.

As the person ultimately responsible for the success of the school and its students, the school principal must be strong, effective, and passionate. The principal is the instructional leader of the school and is responsible for student achievement, teacher effectiveness, and instructional rigor. While supported by Success Academy Charter Schools (“Success Academy”), the principal is empowered with the authority to make important decisions for his or her school, including, but not limited to, hiring and firing staff and selecting curricular materials. As such, the principal is also ultimately held accountable for the student achievement and overall school performance.

By the third year of instruction, the instructional leadership team includes a leadership resident and a dean of students in addition to the principal. By the fifth year of instruction, the school may have two leadership residents.

Successful attributes of all members of the leadership team, include, but are not limited to:

- Extraordinary Attention to Detail: Thinks critically about the details of a task at hand.
- Flexibility: Ability to adjust expected tasks and schedule to the updated priorities.
- Dedication to Mission: A genuine interest in finding ways to improve public education and support the schools.
- Collaboration: Working with teammates and responsive to feedback.
- Beyond Z Attitude: Willingness to go above and beyond the requirements of the job to be innovative and support the organization.

The principal and leadership resident are responsible for collaborating with the Director of Literacy, Director of Instruction, and the Learning team on major curriculum decisions. The school instructional leaders provide professional development, including both formal presentations and informal observations, to their staff constantly. This feedback ensures that all teachers have the tools they need to guide a rigorous, engaging, achievement driven classroom.

The dean of students focuses on school culture (rather than instruction) and in doing so will raise academic standards and student achievement. The dean of students will do so by helping both students and their families to memorize, internalize and practice the school's core values, and by training faculty on classroom management. The dean of students will also play an active role in monitoring students' behavior both inside and outside of the classroom. He or she will support the faculty by taking initiative to address behavior problems as they arise, ensuring that students miss as little time in the classroom as possible. He or she will also handle suspensions and detentions, coordinate Saturday Academy, and manage parent interactions.

Additional information regarding the instructional leadership team, including qualifications and responsibilities and how the team monitors the effectiveness of the academic program, can be found in the Responses below and Response 12(a-c) – Personnel.

(b) Ongoing Teacher Supervision and Support

STREAMLINED OPTION: If the ongoing teacher supervision and support for the proposed school(s) would be the same as the school to be replicated, and the applicant meets the performance eligibility outlined in Sections III and VII, simply indicate that “the ongoing teacher supervision and support of the [charter or renewal charter] of XXX Charter School should be incorporated by reference.” No additional information is required.

If any aspect of the proposed school(s) ongoing teacher supervision and

support would be different from the school to be replicated, complete this Response accordingly.

Describe the school's approach to individual teacher supervision and support.

The ongoing teacher supervision and support of the proposed schools is substantially similar to that of Harlem Success Academy Charter School 3.

Schools operated by Success Academy encourage real-time, frequent coaching and support. School leaders, including the principal and leadership residents, will supervise their staff on a daily basis through regular classroom observations, team meetings and one-on-one meetings. Teachers will be observed and provided instructional feedback at least twice per month. In addition to observations and weekly professional development afternoons, leaders will support the teachers in weekly meetings, frequent email communications, and an open door policy. All teachers are encouraged to email or call their supervisors with questions and concerns at any time.

(c) Professional Development

STREAMLINED OPTION: If the professional development program of the proposed school(s) would be the same as the school to be replicated, and the applicant meets the performance eligibility outlined in Sections III and VII, simply indicate that "the professional development program of the [charter or renewal charter] of XXX Charter School should be incorporated by reference." No additional information is required.

If any aspect of the proposed school(s) professional development program would be different from the school to be replicated, complete this Response accordingly.

Describe how the school's professional development program will assist teachers in meeting students' academic needs and school goals. This response should:

- **Describe how and when professional development will be delivered;**
- **Describe who will be responsible for providing professional development;**
- **Describe how professional development topics will be identified and the professional development priorities over the course of the first five years of operation;**

- **Explain how the professional development program will meet the needs of all teachers, including novice teachers, teachers new to the school, veteran teachers, and teachers of all subjects; and**
- **Explain the process for evaluating the efficacy of the professional development program.**

The professional development program of the proposed schools is substantially similar to that of Harlem Success Academy Charter School 3.

Success Academy views its teachers as Olympic athletes who must constantly train and improve their skills. Professional development is a regular part of Success Academy teacher's and leader's professional responsibilities; professional development hones skills, provides content area knowledge, and improves pedagogical techniques so that the school staff is prepared to "win the race" that is educating children.

Success Academy believes that excellence is about the adults. The main obstacle to implementing literacy and math at a high level is the adults, not the children. Excellence is about leaders first and foremost, next teachers, and finally students. The grownups have the responsibility and the authority to achieve excellence. It is this belief in the power of adults that drives Success Academy to provide continual, quality professional development for all members of the school team. Moreover, to ensure that kids meet the school's incredibly high expectations, Success Academy must make improvements to teaching, coaching, and leading in real time.

Success Academy teachers receive up to 400 hours of professional development each year consisting of approximately eight full days of professional development, approximately 38 weekday afternoon sessions, and several weeks in the summer before school starts.

Faculty Orientation

Before the first day of school, all staff members go through an extensive orientation with specialized training sessions targeted to the needs of the Success Academy teacher.

To ensure all teachers are set up to succeed, Success Academy provides training for all new teachers. During this period, teachers undergo training focused on:

- Classroom management,
- Professionalism,
- School Culture and Values, and
- Foundations of the Success Academy Instructional Model.

This new teacher training is followed by a multi-week orientation during which teachers delve deeper into Success Academy academics, policies and culture. Teachers undergo

training in specialized tracks tailored to their needs, which include, but are not limited to:

- Instructional Components of the Success Academy's THINK Literacy, Success for All, and Math Programs,
- Parent Communication and Involvement,
- Building School Culture,
- Technology, and
- Success Academy Policies and Procedures.

Weekly Professional Development and Full Professional Development Days

During the school year, teachers and school leaders have professional development activities one afternoon a week starting at either 12:30 p.m. or 2:00 p.m. until 5:30 p.m. Additionally, there are eight professional development days each year, which allow teachers to spend full days in school, engaged in professional development activities and workshops.

Success Academy professional development session topics and trainings are determined by school leaders, the Director of Literacy, and the Learning team. Each session is designed to address student achievement and teacher pedagogical needs. Sessions are led by school leaders who receive targeted training of their own from the Learning team at summer training, Leadership Summit, and throughout the year during regular Leader Study Groups led by the Learning team.

While lead teachers and assistant teachers meet for training focused on curriculum components, specialty teachers and science teachers attend team meetings and trainings led by appointed team leaders and plan for upcoming lessons and school events.

To ensure that the needs of novice, returning and veteran teachers are met, professional development sessions are often differentiated into tracks for teachers based on their levels of proficiency. Teachers are either assigned to sessions based on school leader discretion or elected to participate in sessions tailored to their particular needs.

Leader Observations and Planning Meetings

Teachers are observed regularly by their school leaders and receive constructive feedback aimed at helping them push their practice. Less experienced teachers are often observed more frequently and given more opportunities to seek out support from their leaders to ensure they are empowered to drive student achievement. There are never any limits imposed on the abilities of school leadership to observe the classes in their school.

Teachers attend weekly planning meetings with their grade teams and leaders to analyze student data and plan instruction using this analysis.

Instructional Coaches, Conferences, and School Visits

In addition to professional development led by the Learning team and school leaders, Success Academy teachers receive professional development from external individuals and organizations on a regular basis. Teachers and leaders work with a team of skilled instructional consultants and coaches focused on topics ranging from Math to Block Play to Success for All to Classroom Management. Instructional consultants spend several consecutive days with Success Academy leaders and teachers coaching, observing, modeling and leading planning meetings and training sessions.

Leaders and teachers also have the opportunity to attend external conferences intended to meet their individual pedagogical needs and target their areas of expertise. Teachers and leaders attend conferences organized by a variety of organizations such as Uncommon Schools, Mathematics in the City, National Science Teachers Association, and National Art Education Association.

Success Academy teachers also take advantage of the opportunity to learn best practices from other teachers, both within and outside the Success Academy network. Inter-visitations between schools within the Success Academy network are arranged annually, and teachers also visit great non-Success Academy schools to observe high-caliber instruction and bring new pedagogical ideas and strategies back to their classrooms.

Assessment of Professional Development Effectiveness and Teacher Needs

School leaders, the Director of Literacy and the Learning team are consistently assessing the effectiveness of professional development and adjusting future plans accordingly. Professional development effectiveness is assessed and analyzed in various ways, including, but not limited to:

- Surveys administered to teachers after weekday professional development sessions and analyzed by the Learning team,
- Literacy Observations by the Director of Literacy to assess teacher proficiency with each THINK Literacy Component,
- Classroom management observations by the Director of Instruction to assess teacher proficiency with each classroom management tactic,
- Math observations done by a math consultant to assess effectiveness in math implementation,
- The Learning team consistently use evaluations of professional development effectiveness and student achievement to inform their planning and caucus with school leaders about teacher needs weekly at network-wide school leader meetings, and
- Informal and formal conversations with grade team leaders.

(d) **Teacher Evaluation and Accountability**

STREAMLINED OPTION: If the teacher evaluation and accountability system of the proposed school(s) would be the same as the school to be replicated, and the applicant meets the performance eligibility outlined in Sections III and VII, simply indicate that “the teacher evaluation and accountability system of the [charter or renewal charter] of XXX Charter School should be incorporated by reference.” No additional information is required.

If any aspect of the proposed school(s) teacher evaluation and accountability system would be different from the school to be replicated, complete this Response accordingly.

- **Explain how expectations for teacher performance and student achievement will be established and communicated to and instilled in staff.**
- **Describe the school’s process and criteria for evaluating teacher performance and how teachers will be held accountable for student achievement.**

The teacher evaluation and accountability system of the proposed schools is substantially similar to that of Harlem Success Academy Charter School 3.

Teacher Performance Management

Teachers are evaluated on a continuous basis at Success Academy schools. School leaders are expected to observe and give feedback to teachers on a regular basis – ensuring that all teachers receive the support that they need.

Teachers are evaluated against the Teacher Rubric (see below), as well as progress towards academic and school cultural goals. In the middle of the year, teachers complete a self-evaluation to inform their principal for a mid-year assessment and candid conversation about their progress and development. The process is repeated at the end of the year.

Teachers are held accountable for student achievement through ratings on mid-year and year-end performance assessments. These assessments feed into rehire decisions, promotion decisions, and increases in compensation.

Leader Monitors Effectiveness

Evaluating the overall effectiveness of the curriculum is based on student achievement measured against end-of-year-goals. When students consistently meet or exceed

planned goals, the curriculum and its implementation is judged to have been effective. If performance is anything less than excellent, the Success Academy team and leaders go back to the drawing board to further analyze student and faculty performance and determine the specific structural flaws that led to the deficiency. Each year leaders also solicit input from teachers and use this, paired with achievement data, to examine and refine teaching, professional development, standards, skills, and sequencing.

At the end of each school year, teachers and leaders review and provide input on the curriculum scope and sequence as well as specific units, lessons, and materials. Regular evaluation also takes place during the school year. Collaboration is central to how Success Academy schools analyze data. Teachers and school leaders meet once a week to discuss how students performed on tests and assessments. Meetings generally center on the following questions:

- How did the school (or class) perform overall?
- How can instruction be individualized for students who did not perform well on this test?
- What skills were not mastered and need to be retaught?
- Which teachers were successful in teaching these skills and how did they teach these skills?
- Is instruction being driven in a way that challenges all students?
- How did the curriculum support student learning? How should it be revised to address areas or content identified as problematic?

Monitoring student progress will be an ongoing activity in all classrooms. A variety of tools will be used to monitor student progress, some formal and others more informal. Informal measures will include daily classroom observations by teachers, and classroom observations by school leaders. Data will be used to guide teachers as they make instructional decisions and school leaders as they plan for interventions for groups and individual children each day.

School leaders and Success Academy's Director of Literacy, Director of Instruction and the Learning team use this data to adjust materials and lessons as needed. The frequent collaboration and input from teachers and leaders also influences the professional development topics, which are constantly being revised in order to meet teacher and student needs.

The success of each school will be continuously under examination. Success Academy's design element of student performance data allows the school leadership to regularly examine, assess, and improve the effectiveness of the curriculum and the instruction. The regular reading and math assessments, as well as other nationally normed assessments will provide value-added data throughout the year and longitudinally over multiple years. The Fountas and Pinnell (F&P) assessment or similar assessment will be used for formal assessment of reading progress. The school will hold regular data

reviews as well as student assessment meetings to assess student progress, effectiveness of curriculum materials and to make changes that ensure students reach NY State Common Core Learning Standards, NY State Core Curriculum, and school end of year goals. Additionally, the New York State and City mandated assessments will provide student performance data that will be used to determine if students are mastering and going beyond the state standards and, hence, whether or not the school is a success.

Success Academy enforces specific protocols for how schools collect, distribute, and analyze data. These protocols work to help teachers and school leaders freely access information in real-time. In a fast-paced and constantly changing school environment, having data at one's fingertips empowers the staff to better decide how to expend time and resources so as to maximize student achievement. In order to maximize classroom time, Success Academy also constantly seeks out more efficient ways to raise student test scores by carefully examining high-stakes tests like the New York State English Language Arts Test. Dissecting these tests helps the Learning team determine how best to quickly teach students how to ace these tests, giving the teachers more time to focus on teaching those skills and transcending the binary math-reading school day.

The process by which Success Academy schools collect data plays an important role in how this school will handle data. Success Academy will equip each school with a centralized database and each teacher with his or her own laptop. A data director at Success Academy will work with school leaders and design templates on the database through which teachers will individually enter student scores. Teachers will be expected to enter student test scores by the end of the school day. All data will feed to the central database so that a data manager at the school level can monitor. Once all information has been uploaded, the manager can then transmit it to the Success Academy director who will oversee the process. This system gives certain advantages:

- It gives teachers closer familiarity with their students' performance since they are responsible for entering scores electronically.
- Decisions about instructional modifications can be made quickly so as to improve teaching and learning.
- It allows administrators to easily monitor and troubleshoot.
- It gives Success Academy both an overall snapshot of school performance and the ability to hone in on specific problem areas.

This data distribution process will allow teachers and school leadership to make informed decisions quickly and collaboratively. The database, as currently utilized at the existing Success Academy schools, can produce automatic printouts of student reports, class reports, and student growth indicators over time. As data is collected, the instructional team gains statistical information on all students, teachers, and schools. In addition, for each test, the data collection lists skills and subskills tested on each question, which gives teachers and school leaders a line-by-line breakdown of student performance. Teachers administer regular math and reading assessments. These tests

are identical for all classes grade-wide, allowing teachers to share ideas and compare results. The frequency of these tests gives volumes of data and an ongoing overview of how students are doing. In addition, all student data is accessible to all administrators and teachers. This free circulation of data reinforces the collaborative culture.

Not only does tracking internal assessments allow the school to gauge student growth, tracking data to itemize external high-stakes assessments gives a clearer sense of how the school stacks up against other schools. For this reason, school leaders look carefully at high-stakes tests. During baseline assessments, teachers learn in which areas their students already excel and in what areas they require targeted support. The curriculum is then reinforced and modified to fill these gaps. By obtaining detailed and nuanced information about the assessments, teachers can more effectively use their time and free up precious school hours for lessons their students find more engaging and rewarding. When students do not reach academic goals, teachers pre-teach, re-teach, teach in small groups, and can recommend students for individual tutoring.

Teacher Rubric

Studying for Lesson Delivery

LESSONS	Exceeds: Really understands the big ideas in the lessons and studies the lesson to ensure excellent execution. Meets: Understands the point of the lesson and has a pretty good idea how to execute the lesson. Approaching: Studies the lesson, but doesn't do all of the work to ensure excellent execution. Needs: Doesn't effectively study lessons and doesn't think through lesson execution.
MATERIALS	Exceeds: Effectively prepares for the lesson and efficiently uses materials to engage students. Meets: Thinks through material needs and has materials ready for lessons. Approaching: Thinks through and uses materials, but they aren't as effective as they can be and they don't further the lesson. Needs: Doesn't think through material needs and isn't prepared to effectively deliver the lesson.
ASSESSMENTS	Exceeds: Is constantly assessing 'Who's Got It' and using that information to drive future lessons. Meets: Uses on-the-stop assessments in most lessons to measure "Who's Got It" and uses the data to drive future lessons. Approaching: Occasionally uses assessments to measure "Who's Got It". Needs: Doesn't utilize assessments to monitor "Who's Got It".

Classroom Management

EXPECTATIONS	Exceeds: Is direct, specific, consistent, and tenacious in communicating and enforcing very high expectations. Meets: Clearly communicates and consistently enforces high standards for student behavior. Approaching: Announces and posts classroom rules and punishments. Needs: Comes up with <i>ad hoc</i> rules and punishments as events unfold during the year.
ROUTINES	Exceeds: Successfully inculcates class routines so that students maintain them throughout the year. Meets: Teaches routines and has students maintain them all year. Approaching: Tries to train students in class routines but many of the routines are not maintained. Needs: Does not teach routines and is constantly nagging, threatening, and punishing students.
REPERTOIRE	Exceeds: Has a highly effective discipline repertoire and can capture and hold students' attention any time. Meets: Has a repertoire of discipline "moves" and can capture and maintain students' attention. Approaching: Has a limited disciplinary repertoire and students are frequently not paying attention. Needs: Has few discipline "moves" and constantly struggles to get students' attention.

Delivery of Instruction

RIGOROUS EXPECTATIONS	Exceeds: Exudes high expectations and determination and convinces all students that they will master the material. Meets: Conveys to students: This is important, you can do it, and I'm not going to give up on you. Approaching: Tells students that the subject matter is important and they need to work hard. Needs: Gives up on some students as hopeless.
GOALS	Exceeds: Shows students exactly what's expected by posting essential questions, goals, rubrics, and exemplars. Meets: Gives students a clear sense of purpose by posting the unit's essential questions and the lesson's goals. Approaching: Tells students the main learning objectives of each lesson. Needs: Begins lessons without giving students a sense of where instruction is headed.
CLARITY	Exceeds: Always presents material clearly and explicitly, with well-chosen examples and vivid and appropriate language. Meets: Uses clear explanations, appropriate language, and good examples to present material.

	Approaching: Sometimes uses language and explanations that are fuzzy, confusing, or inappropriate. Needs: Often presents material in a confusing way, using language that is inappropriate.
PACING	Exceeds: Gets all students highly involved in focused work in which they are active learners and problem-solvers. Meets: Has students actively think about, discuss, and use the ideas and skills being taught. Approaching: Attempts to get students actively involved but some students are disengaged. Needs: Mostly lectures to passive students or has them plod through textbooks and worksheets.

Professionalism

ENVIRONMENT	Exceeds: Artfully uses room arrangement, materials, and displays to maximize student learning of all material. Meets: Organizes classroom furniture, materials, and displays to support unit and lesson goals. Approaching: Organizes furniture and materials to support the lesson, with only a few decorative displays. Needs: Has a conventional furniture arrangement, hard-to-access materials, and few wall displays.
DEADLINES	Exceeds: Carries out assignments conscientiously and punctually, keeps meticulous attendance, PowerSchool logs, homework, and uniform infractions, and never misses a deadline. Meets: Is punctual and reliable with paperwork, duties, and assignments; keeps accurate records. Approaching: Occasionally skips assignments, is late, makes errors, and misses paperwork deadlines. Needs: Frequently skips assignments, is late, makes errors, and misses paperwork deadlines.
FULFILLS DUTIES	Exceeds: Presents as a consummate professional and always observes appropriate boundaries. Meets: Demonstrates professional demeanor and maintains appropriate boundaries. Approaching: Occasionally acts and/or dresses in an unprofessional manner and violates boundaries. Needs: Frequently acts and/or dresses in an unprofessional manner and violates boundaries.

STRIVES FOR EXCELLENCE	Exceeds: Frequently contributes valuable ideas and expertise that further the school's mission. Meets: Is a positive team player and contributes ideas, expertise, and time to the overall mission of the school. Approaching: Occasionally suggests an idea aimed at improving the school. Needs: Rarely if ever contributes ideas that might help improve the school.
REAL TIME IMPROVEMENT	Exceeds: Actively seeks out feedback and suggestions and uses them to improve performance. Meets: Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism. Approaching: Is somewhat defensive but does listen to feedback and suggestions. Needs: Is very defensive about criticism and resistant to changing classroom practice.
LEARNER	Exceeds: Devours best practices from fellow professionals, workshops, reading, study groups, the Internet, and other sources. Meets: Seeks out effective teaching ideas from supervisors, colleagues, workshops, reading, and the Internet. Approaching: Keeps an eye out for new ideas for improving teaching and learning. Needs: Is not open to ideas for improving teaching and learning.
TEAMWORK	Exceeds: Is an active member on the school and network team and works with team to push academic rigor. Meets: Is an active member on the school based team and pushes the team to excellence. Approaching: When asked, contributes to the team. Needs: Doesn't engage with the team.

10. School Culture and Discipline

STREAMLINED OPTION: If the plans for school culture and discipline of the proposed school(s) would be the same as the school to be replicated, and the applicant meets the performance eligibility outlined in Sections III and VII, simply indicate that “the plans for school culture and discipline of the [charter or renewal charter] of XXX Charter School should be incorporated by reference.” No additional information is required.

If any of the aspects of the proposed school(s) plans for school culture and discipline would be different from the school to be replicated, complete this Response accordingly.

- (a) Explain how the school will establish and maintain a culture that supports learning and achievement. This response should address:**
- The school’s general approach to school culture and rationale for this approach;**
 - How the school will maintain a safe and orderly environment;**
 - The school’s approach to behavior management and discipline; and**
 - If the charter school would implement a dress code policy, describe the policy and the rationale for its selection. Include a description of how the cost of any uniform would be subsidized for parents unable to afford them.**

The plan for school culture and discipline of the proposed schools is substantially similar to that of Harlem Success Academy Charter School 3.

Success Academy Charter Schools (“Success Academy”) believes a strong school culture is essential for academic success. Without a safe, orderly, and respectful environment, children cannot learn. As such, all Success Academy schools have, and each of the proposed schools will have, very high expectations for student behavior and a strict discipline policy to make sure students act appropriately at all times and are always within a safe, structured environment. Success Academy schools take a preventive and pro-active approach to discipline to ensure that students behave properly in the first place and that there are no obstacles to learning.

Success Academy schools use a warm-strict approach to discipline and believe that good behavior, like academics, must be taught. The schools also believe that the small stuff matters and, therefore, even minor infractions will not be tolerated. The goal is for

students to become self-disciplined and self-directed individuals who respect others, the community around them, and themselves.

At the proposed schools, all students, teachers, and parents will be made aware of these high expectations and the school, in turn, expects parents, students, and teachers to strictly adhere to the policies. During the summer faculty training session, teachers are provided with extensive professional training on effective discipline, good behaviors, and productive routines. During student orientation, students are taught effective discipline and good behaviors through clear, consistent, and well-established classroom routines. Teachers and staff continuously model appropriate behaviors for students and use preventive and positive strategies including a rewards system whereby students are honored at monthly ceremonies for perfect attendance, homework completion, and expression of the school's *ACTION* values:

- Agency: Students should have a sense of ownership and personal responsibility. They have the power and the responsibility to control their behavior, their learning, and ultimately their future.
- Curiosity: Students should be curious and explore. They should always ask questions and want to investigate to learn more.
- Try and Try: Students should work hard – even if they do not succeed with their first attempt. They should learn from their mistakes and demonstrate persistence.
- Integrity: Students should always be honest. Personal integrity is of the utmost importance.
- Others: Students should have empathy and respect for others. They learn to put others before oneself.
- No Shortcuts: There are no shortcuts to success. Hard work is mandatory.

Please refer to Response 10(b) – Discipline Policy, Response 10(c) – Special Education Discipline Policy, and Response 10(d) – Dress Code Policy for additional details on school policies.

10. School Culture and Discipline

(b) Discipline Policy (for general education students)

STREAMLINED OPTION: If the discipline policy of the proposed school(s) would be the same as the school to be replicated, and the applicant meets the performance eligibility outlined in Sections III and VII, simply indicate that “the discipline policy of the [charter or renewal charter] of XXX Charter School should be incorporated by reference.” No additional information is required.

If any of the proposed school(s) discipline policy would be different from the school to be replicated, complete this Response accordingly.

The discipline policy (for general education students) of the proposed schools is substantially similar to that of Harlem Success Academy Charter School 3.

In order to establish and maintain the culture discussed in Response 10(a) – School Culture and Discipline, the following Code of Conduct contains possible infractions and potential consequences. Please keep in mind that the list of punishable offenses and punishments is not exhaustive. Teachers and staff can supplement these rules with their own rules for classes and events. During the summer faculty training session, teachers are provided with extensive professional training on effective discipline, good behaviors, and productive routines.

In addition, violations of the Code of Conduct and consequences are subject to the discretion of the principal and may be adjusted accordingly. A student who has committed any of the infractions listed below shall be subject minimally to the disciplinary actions listed in this document, unless the principal determines that an exception should be made based upon the individual circumstances of the incident and the student’s disciplinary record. Consequences include, but are not limited to, staying after school or coming in on Saturdays to make up missed instruction, in-school suspension, out-of-school suspension, and/or expulsion. Finally, any breaches of state or federal law may be handled in cooperation with New York City Police Department or other authorities.

To ensure safety and success, the Code of Conduct is enforced at all times. Students adhere to the Code of Conduct, which includes Uniform and Attendance Policies, when at school, on school grounds, participating in a school-sponsored activity, walking to or from school or a school-sponsored event, and walking to or from, waiting for, or riding on public transportation to and from school or a school-sponsored activity. Serious misconduct outside of the school is considered a school disciplinary offense when evidence exists that the student’s continued presence at the school would have a

significant detrimental effect on the school and/or would create a risk of substantial disruption to the work of the school.

If a student violates the Code of Conduct, action will be taken. When a student does not adhere to the Code of Conduct or does not meet the school's standards for acceptable behavior despite the positive and preventive strategies, the school will respond and intervene with specific consequences so that it can maintain a safe and productive learning environment for all students.

In cases of disciplinary consequences, minimum due process required under federal case law will be afforded to all students. Students will be told of the charges against them and asked for their side of the story. The principal or other school official shall consider this explanation prior to taking the disciplinary action. Parents should be notified before or within a reasonable amount of time after the imposition of such discipline.

Code of Conduct

Level 1 Infractions

- Slouching/failing to be in "Ready to Succeed" position (SPORT or Magic 5 position)
- Calling out an answer
- Having an untucked shirt
- Chewing gum or bringing candy to school
- Rolling eyes or other minor disrespectful behavior
- Wearing jewelry (modest religious jewelry permissible)
- Wearing makeup

Range of School Responses, Interventions, & Consequences for Level 1 Infractions

- Warning/reprimand by school staff
- Student is reminded of appropriate behavior and task at hand
- Student is reminded of what he/she is like at his/her best and of past good behavior
- Student is reminded of past poor decisions and provided with productive alternatives/choices that should be made
- Student is given a non-verbal warning
- Student is given a verbal warning

Level 2 Infractions

- Committing a Level 1 Infraction after intervention
- Verbally dishonoring a fellow student (which includes, but is not limited to, teasing, name calling, being rude, mocking, etc.)
- Verbally dishonoring faculty, staff, or other Success Academy Charter Schools ("Success Academy") community members (which includes, but is not limited to,

being rude, disobeying instructions, etc.)

- Using school equipment (*e.g.*, computers, faxes, phones) without permission
- Bringing electronic equipment to school of any kind without school authorization (which includes, but is not limited, to cell phones, Game Boys, iPods, headphones, pagers, radios, etc.)
- Failing to follow directions
- Failing to complete work
- Being off-task
- Arriving late to school/class and/or violating school attendance policy
- Failing to be in school uniform and/or violating school uniform policy
- Being unprepared for class (which includes, but is not limited to, failing to bring pencil, not completing homework, etc.)
- Wearing clothing or other items that are unsafe or disruptive to the educational process
- Failure to obtain signatures for required assignments
- Disrupting class or educational process in any way at any time (which includes, but is not limited to, making excessive noise in a classroom, failing to participate, refusing to work with partners, etc.)
- Leaving the recess area during recess without permission from an authorized adult
- Being in an off-limits location without permission
- Failing to be in one's assigned place on school premises
- Getting out of one's seat without permission at any point during the school day
- Going to the bathroom without permission or at undesignated times
- Making noise in the hallways, in the auditorium, or library without permission
- Inappropriate noise levels in lunchroom, gym, and during arrival and dismissal
- Engaging in unsafe behavior, failing to use recess equipment properly, or failing to follow directions during recess
- Excluding classmates in games/activities during recess
- Littering on school grounds

Range of School Responses, Interventions, & Consequences for Level 2 Infractions

- Student is reminded of appropriate behavior and task at hand
- Student is given a verbal warning
- Removal from classroom for "Time Out" outside of the classroom (administrator's office)
- Student-Teacher-Parent conference
- Student-Parent-Administrator Conference
- In-school disciplinary action (which includes, but is not limited to, exclusion from recess, communal lunch, enrichment activities, sports, school events, trips, or activities)
- Verbal or written apology to community
- Staying after school or coming in on Saturdays

- In-school suspension (possibly immediate)
- Out-of-school suspension (possibly immediate)
- Other consequences/responses deemed appropriate by school (including, but not limited to, extended suspension for a fixed period or expulsion)

Level 3 Infractions

- Committing a Level 2 Infraction after intervention
- Dishonoring a fellow student using profanity, racial slurs, or any foul or discriminatory language
- Dishonoring a faculty, staff, or other Success Academy community member using profanity, racial slurs, or any foul or discriminatory language
- Disobeying or defying school staff or any school authority/personnel
- Using profane, obscene, lewd, abusive, or discriminatory language or gestures in any context (which includes, but is not limited to, slurs based upon race, ethnicity, color, national origin, religion, gender, sexual orientation, or disability)
- Posting or distributing inappropriate materials (which includes, but is not limited to, unauthorized materials, defamatory or libelous materials, or threatening materials)
- Violating the school's Technology and Social Media Acceptable Use Policy (which includes, but is not limited to, using the Internet for purposes not related to school/educational purposes or which result in security/privacy violations. Personal Internet use is contingent upon express permission from a school authority.)
- Forgery of any kind
- Lying or providing false or misleading information to school personnel
- Engaging in any academic dishonesty (which includes, but is not limited to, cheating, plagiarizing, copying another's work, or colluding/fraudulent collaboration without expressed permission from a school authority)
- Tampering with school records or school documents/materials by any method
- Falsely activating a fire alarm or other disaster alarm or making false threats of any kind
- Claiming to possess a weapon
- Misusing other people's property
- Vandalizing school property or property belonging to staff, students, or others (which includes, but is not limited to, writing on desks, writing on school books, damaging property, etc.)
- Stealing or knowingly possessing property belonging to another person without proper authorization
- Smoking
- Gambling
- Throwing any objects
- Engaging in inappropriate or unwanted physical contact
- Fighting or engaging in physically aggressive behavior of any kind (which includes, but is not limited to, play fighting, horsing around, shoving, pushing, or any unwanted or aggressive physical contact)

- Leaving class, school-related activity, or school premises without school authorization
- Repeatedly failing to show up to class, school, or any school activity or event and/or repeatedly violating school attendance policy

Range of School Responses, Interventions, & Consequences for Level 3 Infractions

- Sent to principal/school administrator
- Loss of classroom/school privileges
- Additional assignments which require student to reflect on behavior in writing or orally (depending on grade)
- Call home to parents
- Removal from classroom or "Time Out" outside of the classroom (administrator's office)
- Student-Parent-Administrator Conference
- In-School disciplinary action (which includes, but is not limited to, exclusion from recess, communal lunch, enrichment activities, sports, school events, trips, or activities)
- Verbal or written apology to community
- Staying after school or coming in on Saturdays
- Transfer to another public charter school operated by the same education corporation
- In-school suspension (possibly immediate)
- Out-of-school suspension (possibly immediate)
- Other consequences/responses deemed appropriate by school (including, but not limited to, extended suspension for a fixed period)
- Expulsion

Level 4 Infractions

- Committing a Level 3 Infraction after intervention
- Repeated in-school and/or out-of-school suspensions
- Exhibiting blatant and repeated disrespect for school code, policies, community, or culture
- Engaging in gang-related behavior (which includes, but is not limited to, wearing gang apparel, making gestures, or signs)
- Destroying or attempting to destroy school property
- Engaging in intimidation, bullying, harassment, coercion, or extortion or threatening violence, injury, or harm to others (empty or real) or stalking or seeking to coerce
- Engaging in behavior which creates a substantial risk of or results in injury/assault against any member of the school community
- Engaging in sexual, racial, or any other type of harassment
- Possessing, transferring, or using drugs, alcohol, or controlled substances
- Participating in an incident of group violence
- Possessing a weapon

- Charged with or convicted of a felony

Range of School Responses, Interventions, & Consequences for Level 4 Infractions

- Sent to principal/school administrator
- Loss of classroom/school privileges
- Additional assignments which require student to reflect on behavior in writing or orally (depending on grade)
- Call home to parents
- Removal from classroom or "Time Out" outside of the classroom (administrator's office)
- Student-Parent-Administrator Conference
- In-school disciplinary action (which includes, but is not limited to, exclusion from recess, communal lunch, enrichment activities, sports, school events, trips, or activities)
- Verbal or written apology to community
- Staying after school or coming in on Saturdays
- Transfer to another public charter school operated by the same education corporation
- In-school suspension (possibly immediate)
- Out-of-school suspension (possibly immediate)
- Other consequences/responses deemed appropriate by school (including, but not limited to, extended suspension for a fixed period)
- Expulsion

A short-term suspension refers to the removal of a student from the school for disciplinary reasons for a period of five days or fewer. It includes any act that school officials reasonably conclude warrants a short-term suspension. If necessary, the student will be immediately removed from the class/school. A member of the school leadership team will immediately inform the parents or guardian in writing of the charges. Written notice shall be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within 24 hours of the suspension at the last known address of the parents/guardians. Where possible, notification also will be given by phone. Notices will provide a description of the incident(s) that led to the suspension and will offer the opportunity for an immediate informal conference with a member of the school leadership team. Such notice and informal conference shall be in the dominant language or mode of communication used by parents/guardian. The student's family has the right to appeal within 10 business days of the date of suspension/expulsion in accordance with the charter school's complaint process.

A long-term suspension refers to the removal of a student for disciplinary reasons for a period of more than five days. Expulsion refers to the permanent removal of student from school for disciplinary reasons. Long-term suspension and/or expulsion include

any act that school officials reasonably conclude warrants a long-term suspension and/or expulsion. If necessary, the student will be immediately removed from the class/school. A long-term suspension/expulsion may be imposed only after the student has been found guilty at a formal long-term suspension hearing. A member of the school leadership team will immediately inform the parents or guardian in writing of the charges. A date, time, and place for the hearing and the notice of the right to be represented by counsel will also be communicated. Written notice shall be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within 24 hours of the suspension at the last known address of the parents/guardians. Where possible, notification also will be given by phone. Notices will provide a description of the incident(s) which led to the suspension/expulsion and will offer the opportunity for an immediate informal conference with a member of the school leadership team. Such notice and informal conference shall be in the dominant language or mode of communication used by parents/guardian.

The principal or a member of the school leadership team (the "Presiding Member") will call and preside over a formal, long-term suspension or expulsion hearing. At the hearing, the student shall have the right to be represented by counsel, question witnesses, and present evidence. The principal and/or all members of the staff who were involved in witnessing the alleged discipline violation are required to participate in the hearing. A decision by the Presiding Member will stand as the final decision regarding the student's long-term suspension or expulsion status. A student may also be subject to any of the disciplinary measures outlined elsewhere in this document, including expulsion and/or a referral to the appropriate law enforcement authorities. The Presiding Member may decide that the infraction warrants expulsion. If this is the case, the Presiding Member shall forward the recommendation to the Board of Trustees. The Board of Trustees will be consulted prior to any/all expulsions. The student's family has the right to appeal within 10 business days of the date of suspension/expulsion in accordance with the charter school's complaint process.

Federal and state law require the expulsion from school for a period of not less than one year of a student who is determined to have brought a firearm to the school, or to have possessed a firearm at school, except that the principal may modify such expulsion requirement for a student on a case-by-case basis, if such modification is in writing, in accordance with the federal Gun Free Act, 20 U.S.C. § 7151. "Weapon", as used in this law, means a "firearm," as defined by 18 USC § 921, and includes firearms and explosives. The principal shall refer a student under the age of sixteen who has been determined to have brought a weapon or firearm to school to a presentment agency for a juvenile delinquency proceeding consistent with Article 3 of the Family Court Act.

Students who are suspended will be provided with alternative instruction as per Education Law § 3214. Arrangements will be made between the school and each individual family on a case-by-case basis. In cases of suspension, alternative instruction

by qualified staff will be offered within 24 hours of any suspension. Such instruction can be at a location and time of the school's choosing, so long as each is reasonable and the student has notice of it. The school can choose to provide tutoring to a suspended student at the school, the student's home, or some other reasonably accessible location, either during the school day or before or after school hours. Alternative instruction means actual instruction as opposed to simply giving homework or assigning self-study. The quality of the instruction will be designed to allow the student to keep pace with schoolwork, receive all assignments, tests, quizzes, etc., and generally advance with the curriculum.

10. School Culture and Discipline

- (c) Special Education Discipline Policy (in conformity with the federal Individuals with Disabilities Education Act (IDEA); and

STREAMLINED RESPONSE: If the special education discipline policy of the proposed school(s) would be the same as the school to be replicated, and the applicant meets the performance eligibility outlined in Sections III and VII, simply indicate that “the special education discipline policy of the [charter or renewal charter] of XXX Charter School should be incorporated by reference.” No additional information is required. Note however that if the policy of the school to be replicated has not been updated to reflect the 2006 or 2008 amendments to the IDEA and its regulations, then an updated policy must be submitted.

If any aspect of the proposed school’s special education discipline policy would be different from the school to be replicated, complete this Response accordingly.

The special education discipline policy of the proposed schools is substantially similar to that of Harlem Success Academy Charter School 3.

Each school will work closely with the Committee on Special Education (the “CSE”) to establish clear guidelines for communication and decision-making on disciplinary matters.

When a student’s Individualized Education Program (“IEP”) includes a Behavior Intervention Plan (“BIP”), the student will be disciplined in accordance with the BIP. If the BIP appears not to be effective or if there is a concern for the health and safety of the student or others if the BIP is followed with respect to the infraction, the matter will be immediately referred to the CSE of the community school district of the location of the charter school for consideration of a change in the BIP.

If a student identified as having a disability is suspended during the course of the school year for more than 10 school days, such student will immediately be referred to the CSE of the community school district of the location of the charter school because such suspensions may be considered to be a change in placement.

In considering the placement of students referred because of disciplinary problems, the CSE of the community school district of the location of the charter school is expected to follow its ordinary policies with respect to parental notification and involvement.

The school shall work with the district to ensure that the CSE convenes within 10 school days of notification of any of the following:

- The commission of an infraction by a student with a disability who has been suspended for the maximum allowable number of days.
- The commission of any infraction by a disabled student, regardless of whether the student has previously been suspended during the school year if, had such infraction been committed by a non-disabled student, the principal would seek to impose a suspension in excess of five days.

The school shall ensure that when the suspension or removal of a student with a disability will constitute a disciplinary change of placement, the CSE will be immediately notified so that the CSE can meet its required obligations to:

- Convene a CSE meeting within 10 school days to make a manifestation determination.
- Convene a CSE meeting within 10 school days to develop a plan to conduct a functional behavioral assessment or review an existing functional behavioral assessment or behavioral intervention plan.
- Provide the student's parent with a copy of their procedural due process rights.
- Work closely with the CSE of the community school district of the location of the charter school in determining educational services or the interim alternative educational setting that would ensure the provision of the requirements of a free and appropriate public education ("FAPE").

Those students removed for a period of 10 school days or less will receive all classroom assignments and a schedule to complete such assignments during the time of his or her suspension. Provisions will be made to permit a suspended student to make up assignments or tests missed as a result of such suspension. The school shall also provide additional alternative instruction with reasonable promptness and by appropriate means to assist the student, so that the student is given full opportunity to complete assignments and master the curriculum.

During a subsequent removal that, combined with previous removals, equals more than 10 school days during the school year, but does not constitute a change in placement, services must be provided to the extent determined necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. In these cases, school personnel, in consultation with the child's special education teacher, shall make the service determination.

During any removal for drug or weapon offenses [pursuant to 34 CFR §300.530(g)], services will be provided to the extent necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. These service determinations will be made by the CSE of the community school district of the location of the charter school. The school will place students in interim alternative educational settings as appropriate and mandated by 34 CFR §300.530(g).

During any subsequent removal that constitutes a change in placement, but where the behavior is not a manifestation of the disability, the services must be provided to the extent necessary to enable the student to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. The CSE of the community school district of the location of the charter school will make the service determination.

When the behavior of a student with a disability constitutes a pattern of behavior resulting in disciplinary removals, a Functional Behavioral Assessment (“FBA”) is conducted and a decision is made regarding a Behavior Intervention Plan. These procedures are followed to ensure that behavior incidents do not result in a disciplinary change in placement, and that the student is not suspended or removed for behaviors related to the student’s disability as determined by the CSE and other qualified individuals.

If discipline that would constitute a change in placement is contemplated for any student, the following steps shall be taken:

- Not later than the date on which the decision to take such action is made, the parents of the student with a disability shall be notified of that decision and provided the procedural safeguards notice described in 34 CFR §300.504; and
- Immediately, if possible, but in no case later than 10 school days after the date on which such decision is made, the CSE of the community school district of the location of the charter school and other qualified personnel shall meet and review the relationship between the child’s disability and behavior subject to the disciplinary action.

If, upon review, it is determined that the child’s behavior was not a manifestation of his or her disability, then the child may be disciplined in the same manner as a child without a disability, except as provided in 34 CFR §300.530(c), which relates to the provision of services to students with disabilities during periods of removal.

Parents may request a hearing to challenge the manifestation determination. Except as provided below, the child will remain in his or her current educational placement pending the determination of the hearing.

If a parent requests a hearing or an appeal to challenge the interim alternative education setting or the manifestation determination resulting from a disciplinary action relating to weapons or drugs, the child shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided for in the disciplinary action, whichever occurs first, unless the parent and school agree otherwise.

10. School Culture and Discipline

(d) Dress Code Policy

STREAMLINED OPTION: If the dress code policy of the proposed school(s) would be the same as the school to be replicated, and the applicant meets the performance eligibility outlined in Sections III and VII, simply indicate that “the dress code policy of the [charter or renewal charter] of XXX Charter School should be incorporated by reference.” No additional information is required.

If any aspect of the proposed school(s) dress code policy would be different from the school to be replicated, complete this Response accordingly.

The dress code policy of the proposed schools is substantially similar to that of Harlem Success Academy Charter School 3.

Students at each proposed school will wear uniforms for the following reasons:

- Uniforms help maintain a school culture of unity and academic excellence.
- Uniforms allow parents to save money by not having to buy an entire wardrobe of school clothing.
- Uniforms help eliminate indicators of differences in socio-economic status among students.
- Uniforms minimize learning distractions in the school.

Students will be required to wear their uniforms when on campus and on most school-sponsored field trips. The school uniform policy will be made clear to parents at information sessions both before and after the application deadline. Students not in full compliance with the uniform policy will be handled in accordance with the school's discipline policy. Such discipline may include verbal admonishment, parent/teacher conferences, and parent conferences with school leadership. Students will not be excluded from class due to uniform infractions.

The school uniform for boys is:

Kindergarten:

- Navy Pants
- Orange Polo w/ logo
- Navy V-neck Pullover w/ logo
- Navy Crew Socks

- Black Velcro shoes, no laces

1st grade—4th grade:

- Navy Pants
- Blue Oxford Shirt w/ logo
- Navy V-neck Pullover w/ logo
- Orange Tie
- Black Belt
- Navy Crew Socks
- Black Velcro shoes, no laces

5th grade—8th grade:

- Navy Pants
- Blue Oxford Shirt
- Navy V-neck Pullover w/ logo
- Orange Tie
- Black Belt
- Orange or Navy Converse Sneakers
- Navy Crew Socks

The school uniform for girls is:

Kindergarten—3rd grade:

- Navy Plaid Jumper w/ logo
- Orange Polo Shirt
- V-neck Cardigan w/ logo
- Black Lycra Shorts
- Navy Opaque Tights
- Black Mary Jane shoes

4th grade:

- Navy Plaid Kilt
- Orange Polo Shirt w/logo
- V-neck Cardigan w/ logo
- Black Lycra Shorts
- Navy Opaque Tights
- Black Mary Jane shoes

5th grade—8th grade:

- Navy Plaid Kilt
- Orange Polo Shirt w/ logo
- V-neck Cardigan w/ logo
- Navy Opaque Tights
- Orange or Navy Converse Sneakers

Additionally, students may have a uniform for certain physical education activities, which consists of navy shorts or sweatpants and an orange t-shirt with the school logo.

The schools will make exceptions to the uniform policy for minor items such as head covers that are worn in conjunction with the exercise of a religious practice.

While the school will identify an inexpensive uniform provider, it understands that some families may not be able to afford the uniform. No student will be denied access to school because of an inability to purchase the school uniform. Rather, the school will offer financial assistance to families who cannot afford the uniform.

11. Organizational Chart

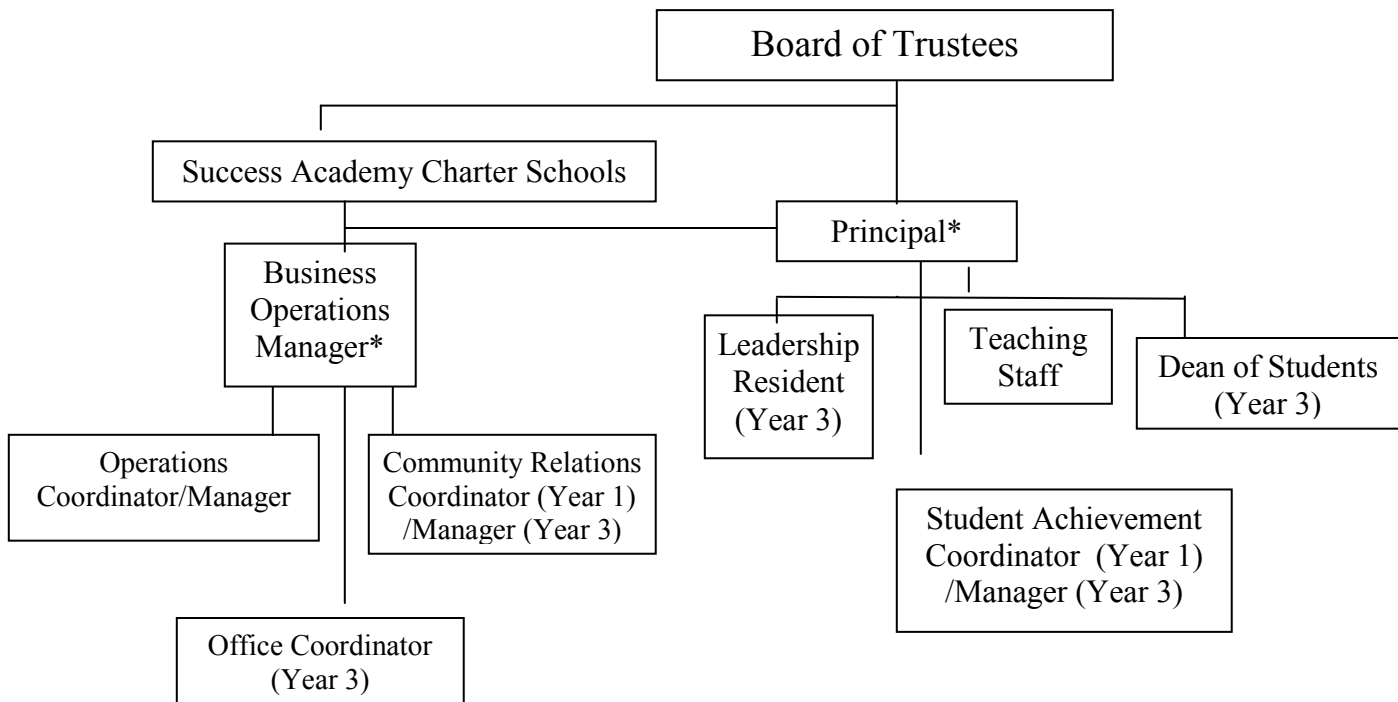
[All applicants must complete a Response to this Request.]

If the applicant is an existing SUNY authorized school and proposes to operate an additional school, include a separate organization chart and narrative to illustrate the organizational structure of the education corporation to include the additional school.

Provide an organizational chart for the new or additional school and a narrative description of the chart.

- **The chart should clearly indicate the reporting structure of school leader(s) to the board of trustees and staff to the school leader(s). If the charter school intends to contract or partner with an entity for management or educational services, the organizational chart should also reflect that relationship.**
- **The narrative should explain the lines of reporting and accountability, the rationale for choosing this structure, and the roles of any management or partner organizations.**
- **The chart and narrative should clearly illustrate the relationship of the new school with the school to be replicated.**

Proposed School Organizational Chart



*Each proposed elementary school will have a principal, business operations manager, and staff. All principals and business operations managers will report to the same Board of Trustees and Success Academy Charter Schools (“Success Academy”) as described below. Each school operated by the education corporation would have the same organizational structure.

Each school will be governed by the Board of Trustees. The principal is selected by Success Academy and presented to the Board of Trustees. The principal reports directly to Success Academy, which is responsible for coaching and supervising the principal, and to the Board of Trustees, which is responsible for evaluating the principal’s performance each year. The principal is an at-will employee whose yearly renewal status is contingent upon the continued approval of Success Academy and the Board of Trustees.

The principal is the school leader responsible for implementing the mission and policies set by the Board of Trustees. The principal supervises a staff that includes a dean of students (beginning in Year 3), who is responsible for student discipline and culture, leadership resident(s), and teaching staff. The school leadership resident assists in the supervision of the teaching staff, but the principal will be the final authority. Additionally, there is an operations team at the school that, in its first year, consists of a business operations manager, operations coordinator, community relations coordinator, and student achievement coordinator. These four individuals are responsible for all non-instructional operations and administration at the school. The instructional leadership team reports to the principal. The operations coordinator and community relations coordinator report to the business operations manager. The business

operations manager is largely managed by Success Academy. In subsequent years, this operational team will expand by two additional coordinators to share in its duties. As reflected in the chart above, this operations staff reports to the school business operations manager, and it is the business operations manager who evaluates performance and makes compensation decisions. Similarly, the teaching staff and other individuals reflected above report to the school principal, who evaluates performance and makes compensation decisions.

Success Academy works actively and closely with the principal to ensure that the Success Academy curriculum is implemented effectively and that the teaching staff is given effective professional development, coaching, and feedback. Success Academy has an extremely hands-on approach and does not manage its schools from a distance. Members of the Success Academy staff are a regular presence at the school coaching, observing, and providing feedback. The Chief Executive Officer, Chief Operating Officer, Managing Directors of Schools, Director of Instruction, Director of Literacy and the Learning team spend a significant portion of their time in the schools and participate in all correspondence going to and from school leaders and teachers related to instruction. This allows the team to identify best practices that should be implemented at multiple schools as well as address potential problems before they become serious. Similarly, the Chief Operating Officer and Director of Operations participate in many email discussions related to school operations to ensure that innovative ideas are implemented and replicated and potential problems are caught immediately.

Success Academy also provides opportunities for the principal to visit and learn from high-performing schools both within and without its network of schools. It provides the principal with professional development opportunities designed to enhance his or her leadership, management, and pedagogical skills. Success Academy also regularly examines the school's performance data and holds the principal directly accountable for the success of the school. Success Academy expects all of its schools and employees to be in a state of constant improvement working towards competitive greatness, and its interactions with and accountability standards for the school principal will reflect that expectation. Success Academy uses these extensive interactions and examinations of school performance data to make an informed and accurate report to the Board regarding the principal's performance at the school.

Success Academy has entered into a contract with the Board of Trustees to provide prescribed services to Harlem Success Academy 3 and it will provide services to the proposed schools as described in Response 14(a-b) – Management Organization. Success Academy reports directly to the Board and regularly provides the Board with updates and data related to the performance of its contracted services. Examples of human resources information Success Academy provides to the Board include number of applicants applied, interviewed, and recommended for hire, student recruitment goals and figures, school budgeting forecasting, and special education compliance reports.

The school to be replicated, Harlem Success Academy 3, will not change its structure due to the replication. As explained in Response 12(a-d) – Personnel, shared staff will occur at the middle school level.

12. Personnel

(a) Staffing Chart and Rationale

[All applicants must complete a Response to this Request]

If the applicant is an existing SUNY authorized school and proposes to operate an additional school, please provide that information in the appropriate categories or separately indicate same being careful to note where personnel would be added, removed or have their roles changed at the corporate or school level. Use multiple charts as needed to distinguish the education corporation structure from school structures.

Use the table below to provide a list of all staff positions (instructional and non-instructional) in the school during the first five years of operation and provide a narrative that explains the rationale for the staffing structure and numbers. Identify and distinguish classroom teachers, teaching aides or assistants, special education teachers and ESL teachers, as well as any other specialty teachers. Please identify if any of the personnel included in the chart would be shared with the school to be replicated, or would only be employed at the corporate level.

	Estimated Number in Position (Per New School)				
	Year 1 2013-14	Year 2 2014-15	Year 3 2015-16	Year 4 2016-17	Year 5 2017-2018
Grades Served:	K-1	K-2	K-3	K-4	K-5
Enrollment:	150-190	220-250	330-380	435-510	600-675
Position					
Lead Teachers	5-8	9	12-15	15-19	22-26
Associate Teachers	4-6	6	8-11	8-12	14-18
Specialty Teachers	3-5	5	7-10	7-11	8-12
Principal	1	1	1	1	1
School Leadership Resident	0	0	1	1	1-2
Dean of Students	0	0	1	1	1
Business Operations Manager	1	1	1	1	1
Operations Coordinator/Manager	1	1	1	1	1
Office Coordinator	0	0	1	1	1
Community Relations Coordinator/Manager	1	1	1	1	1
Student Achievement Coordinator/Manager	1	1	2	2	2
Total	17-24	25	36-45	39-51	53-66

Pursuant to approval of the plans to merge and replicate such that 11 schools will be operated by the Harlem Success Academy 3 education corporation (as described in Response 03(a-e) – Proposal History), there will be shared personnel in one or more consolidated middle schools. The resulting education corporation will provide middle school instruction in single middle school buildings that serve students from one or more of the replicated and merged schools. Thus, school personnel will technically be shared between the schools feeding into a single middle school. The table above reflects the estimated number of personnel supporting the student cohort of each proposed school.

The Success Academy Charter Schools (“Success Academy”) model employs one lead teacher in each classroom. A lead teacher typically has at least three years of classroom experience, New York State teaching certification, and a Master’s degree. Each grade level also has associate teachers who have less classroom experience. Associate teachers are shared between grade level teachers and “push in” for small group instruction and individual tutoring. Success Academy schools also employ specialty teachers such as science teachers, special education teachers, art teachers, chess teachers, music teachers, dance teachers, and athletic coaches.

Before being hired at a Success Academy school, teaching applicants participate in a rigorous application process that includes: submission of resume and writing sample, phone interview, personal interview, demo lesson, feedback from school leadership, and reference checks. The school principal then has final decision-making authority in hiring teachers.

In or around its second year of instruction, the school will also have a school leadership resident. This person assists the principal while being trained and mentored by the Managing Directors of Schools, Director of Instruction, Director of Literacy, and the Learning team at Success Academy to potentially take over a principal position in a future Success Academy school.

Lead teachers will have responsibility for a class of students. Their responsibilities shall include, but not be limited to:

- Maintaining and enriching their expertise in the subject area(s) they teach,
- Developing lesson plans that ensure the attainment of state learning standards and are aligned with the school's curriculum,
- Coordinating lesson plans with other teachers to reinforce student knowledge on an interdisciplinary basis,
- Providing direct and indirect instruction,
- Creating long-term and short-term plans to address individual student needs,
- Preparing students excellently for all required assessments,
- Evaluating student progress,
- Using data effectively to improve instruction and student learning,
- Providing an inviting, exciting, innovative learning environment,
- Engaging in effective and appropriate classroom management,
- Serving as advisors to students,
- Ensuring students with special education, English language learner ("ELL"), or gifted needs are serviced at an extremely high level, and
- Performing other duties, as deemed appropriate, by the principal.

Associate teachers will provide assistance to lead teachers and individualized tutoring to meet students' needs. Associate teachers' responsibilities shall include, but not be limited to:

- Maintaining and enriching their expertise in the subject area(s) they teach,
- Assisting a lead teacher,
- Providing tutoring in both one-on-one and small group settings to meet individual student needs,
- Administering assessments to evaluate student progress,
- Checking student homework assignments,

- Monitoring student behavior in the cafeteria, play yard, and hallways,
- Performing general administrative duties for lead teachers,
- Serving as advisors to students, and
- Performing other duties, as deemed appropriate, by the principal.

Specialty teachers will teach classes in science, the arts, chess, or physical education. Specialty teachers also include special education teachers. Their responsibilities shall include, but not be limited to:

- Maintaining and enriching their expertise in the subject area(s) they teach,
- Developing lesson plans that ensure the attainment of state learning standards and are aligned with the school's curriculum,
- Coordinating lesson plans with other teachers to reinforce student knowledge on an interdisciplinary basis,
- Providing direct and indirect instruction,
- Creating long-term and short-term plans to address individual student needs,
- Preparing students excellently for all required assessments,
- Evaluating student progress,
- Using data effectively to improve student instruction,
- Providing an inviting, exciting, innovative learning environment,
- Engaging in effective and appropriate classroom management,
- Serving as advisors to students,
- Serving a student's Individualized Education Program (if applicable), and
- Performing other duties, as deemed appropriate, by the principal.

The responsibilities of the principal will include, but not be limited to:

- Providing leadership and direction to all school staff members,
- Ensuring the highest levels of teaching and learning occur consistently throughout the school,
- Hiring, evaluating, and terminating staff members,
- Administering scheduling, enrollment, and curriculum,
- Ensuring the proper use of student data to drive and improve instruction,
- Facilitating parent involvement,
- Making formal reports to the Board of Trustees, Success Academy, and the charter entity,
- Implementing the school policies and procedures as directed by the Board of Trustees,
- Managing the delivery of services to students requiring special education and ELL services,

- Managing the tutoring program for students who are academically behind their peers as well as the accelerated learning tutoring program for gifted students,
- Monitoring and improving the quality of all components of the Success Academy curriculum including literacy, mathematics, discovery science, social studies, arts, chess, and physical education,
- Providing a safe learning environment,
- Setting academic and fiscal priorities,
- Assisting Success Academy in the training and mentoring of school leadership residents, and
- Providing guidance and support to teachers to improve instruction.

The responsibilities of the school leadership resident will include, but not be limited to:

- Developing lesson plans and providing quality instruction to assigned classes in their area of expertise; this teaching will comprise approximately 50% of their time,
- Mastering the Success Academy curriculum,
- Mastering the proper usage of student data to drive and improve instruction,
- Mastering the successful teacher observation and feedback process,
- Mastering the Success Academy culture, and
- Participating in mentoring activities with Success Academy staff and Success Academy school principals.

The responsibilities of the dean of students will include, but not be limited to:

- Raising academic standards and student achievement,
- Reinforcing the school's culture and core values,
- Monitoring students' behavior inside and outside of the classroom,
- Supporting the faculty by addressing behavior problems,
- Managing the school's discipline program, including suspensions and detentions,
- Coordinating Saturday Academy,
- Managing parent interactions, and
- Planning and executing student assemblies and family events.

The business operations manager is responsible for overseeing all non-instructional operations and communications of a Success Academy. The business operations manager will collaborate closely with school leadership and manage the administrative team within his or her school. The responsibilities of the business operations manager will include, but not be limited to:

- Managing a team of administrative personnel,
- Planning logistics for school-wide events, including family academic nights, field trips, hearing and vision tests, school picture days, and flu shots,

- Establishing arrival, breakfast, lunch, recess, dismissal, and class transition procedures,
- Monitoring procurement and manage school budget,
- Determining scheduling for administrative staff,
- Overseeing parent communication, supplies procurement, and building maintenance,
- Managing student data collection and information updates,
- Developing a system for scheduling during the school day around available facilities and co-tenants,
- Negotiating shared space with co-tenants, and
- Maintaining school health and safety protocols, including school safety plan and fire drill routes.

The responsibilities of the operations coordinator/manager shall include, but not be limited to:

- Anticipating and prevent maintenance and cleanliness issues,
- Coordinating school procurement and get needed supplies to staff in a timely fashion,
- Ensuring school safety agent is on premises and performing job adequately when needed,
- Ensuring fire drills happen when necessary and appropriate,
- Ensuring compliance with necessary laws and regulations related to school food,
- Ensuring students and staff have access to appropriate food in a timely fashion in a clean cafeteria,
- Managing basic technology needs at school level,
- Ensuring the school operates in compliance with all federal, state, and local laws as well as its charter, and
- Creating and maintaining a school emergency response plan.

The responsibilities of the community relations coordinator/manager shall include, but not be limited to:

- Being the first point of contact for all visitors to the school,
- Preparing weekly fliers announcing upcoming events for student families,
- Answering the telephone in the main office and taking messages or forwarding calls as appropriate,
- Creating graphs from data of student attendance,
- Maintaining a system for incoming and outgoing mail and facsimiles,
- Ensuring the office is clean, organized, and stocked with necessary supplies,
- Tracking student attendance,
- Maintaining student files,

- Attending to minor student health needs, and
- Planning and coordinating student field studies.

Qualifications of all teachers of the school will include:

- Relentless commitment to academic excellence,
- Dedication to Success Academy's mission, culture, and values,
- Relevant teaching experience, preferably in an urban setting,
- Demonstrated ability to engage students and deliver effective instruction,
- Commitment to data-driven instruction,
- High level of organization and resourcefulness,
- Prior success,
- Excellent oral and written communication skills,
- College degree, advanced degrees, certifications, and/or
- Recommendations from previous employers.

Qualifications of a successful school principal, school leadership resident, and dean of students include:

- Demonstrated commitment to student academic excellence,
- High standards for themselves, their staff, and their students,
- A strong fit and dedication to Success Academy's mission, goals, culture, and values,
- Great understanding of curriculum, lesson planning, and effective lesson delivery,
- Comfort with integrating technology into instruction,
- Ability to coach and move teacher practice,
- Teaching and leadership experience, especially in an urban setting,
- Commitment to data-driven instruction,
- Experience hiring and managing employees,
- High level of organization and resourcefulness,
- Strong ability to multi-task, handle numerous tasks, and set priorities effectively,
- Exemplary oral and written communication skills and sophisticated analytical analysis,
- Strong interpersonal skills and the ability to thrive in a collaborative environment,
- College degree, advanced degrees, and certifications, and/or
- Recommendations from prior employers, colleagues, and employees.

(b) School Leadership and Management Structure

[All applicants must submit a Response to this Request]

Describe the qualifications required for the school leader.

If the founding team has already identified a school leader, explain the process that was used to recruit this person and the criteria that were used to select him or her. In addition, include a resume or brief biography for this person in the response.

- **If the founding team has not yet identified a school leader, explain the process and criteria that will be used to select this person including who will be involved and the role of the board (and management and/or partner organization(s), if any) in the process.**

Explain the management structure of the school, and, if applicable, the education corporation. This response should address:

- **Roles and responsibility for managing at least the academic program, finances, hiring and operations;**
- **Management practices and procedures, i.e., how the school or corporation will set priorities and make key organizational decisions;**
- **If the school or corporation will work with a management organization, explain the relationships between employees of the school and/or education corporation and that organization; and**
- **Evaluation procedures and processes for staff in management positions.**

Qualifications of a successful school principal or school leadership resident include, but are not limited to:

- Demonstrated commitment to student academic excellence,
- High standards for themselves, their staff, and their students,
- A strong fit and dedication to Success Academy's mission, goals, culture, and values,
- Teaching and leadership experience, especially in an urban setting,
- Commitment to data-driven instruction,
- Experience hiring and managing employees,
- High level of organization and resourcefulness,
- Strong ability to multi-task, handle numerous tasks, and set priorities effectively,

- Exemplary oral and written communication skills and sophisticated analytical analysis,
- Strong interpersonal skills and the ability to thrive in a collaborative environment,
- College degree, advanced degrees, and certifications, and/or
- Recommendations from prior employers, colleagues, and employees.

A school leader has not yet been chosen for the proposed schools, and the Human Resources (“HR”) team at Success Academy will manage the search. Hundreds of qualified resumes will be sourced through various methods, including major and niche job board websites, educational career fairs, and third-party recruitment firms. All resumes are reviewed by at least two HR recruiters, and the best of the candidates are contacted for an initial phone screening. Those candidates who move forward are invited to meet with members of the HR team for an interview. The best of these candidates then come for a daylong trial at a Success Academy school, during which they will meet with grade-level teams, other school-level staff members, school leaders, and the Chief Executive Officer of Success Academy. Panels of staff, faculty, and leaders will observe and critique the candidates as they teach a demonstration lesson and perform sample tasks such as teacher evaluations and lesson critiques. If the candidates receive positive reviews, HR, in collaboration with Success Academy’s Learning team staff, conduct an in-depth review of the candidate’s instructional data from their current school and may visit their school to see first-hand what they have created. If the candidate, Success Academy, and the proposed school choose to move forward, all references are checked, and principal candidates are submitted to the Board of Trustees for approval; if approved by the Board, an offer is extended to the approved candidate. Leadership resident candidates are subsequently submitted to the principal for approval.

Success Academy will also continuously develop internal leadership candidates and promote from within. Each year, Success Academy has a cohort of leadership residents who are training to become principals.

Leadership candidates are expected to possess expertise and leadership experience in elementary education within an urban setting. They must be able to quantify their success, teaching prowess, and leadership ability with a history of measurable results. Candidates must also be committed to the school’s unique vision of data-driven instruction and personal and professional excellence.

The proposed schools will be governed by the Board of Trustees. As noted above, the principal will have been presented to the Board of Trustees. The principal reports to Success Academy and to the Board of Trustees, who are responsible for evaluating the principal’s performance each year. Success Academy is responsible for coaching and supporting the principal and assisting with the day-to-day operations of the school. The principal is an at-will employee.

The principal is the school leader responsible for implementing the mission and policies set by the Board of Trustees and supervises a staff that includes a dean of students beginning in year 3 who is responsible for student discipline and culture, a school leadership resident beginning in year 3, and the teaching staff. The school leadership resident assists in the supervision of the teaching staff, but the principal will be the final authority. Additionally, there is an operations team at the school that, in its first year, consists of a business operations manager, operations coordinator, community relations coordinator, and student achievement coordinator. These four individuals are responsible for all non-instructional operations and administration at the school. They all report to the principal, though the business operations manager is largely managed by Success Academy. In subsequent years, this operational team will expand by two additional coordinators to share in the school's non-instructional duties.

Success Academy works actively and closely with the principal to see that the Success Academy curriculum is implemented effectively and that the teaching staff is given effective professional development, coaching, and feedback. Success Academy has an extremely hands-on approach and does not manage its schools from a distance. Members of the Success Academy staff are a regular presence at the school coaching, observing, and providing feedback. The Chief Executive Officer, Chief Operating Officer, Managing Directors of Schools, Director of Literacy, Director of Instruction and the Learning team spend a significant portion of their time in the schools and participate in all correspondence going to and from school leaders and teachers related to instruction. This allows them to identify best practices that should be implemented at multiple schools as well as potential problems before they become serious. Similarly, the Chief Operating Officer participates in many email discussions related to school operations to ensure that innovative ideas are implemented and replicated and potential problems are caught immediately.

Success Academy also provides opportunities for the principal to visit and learn from high-performing schools both within and without its network of schools. It provides the principal with professional development opportunities designed to enhance his or her leadership, management, and pedagogical skills. Success Academy also regularly examines the school's performance data and holds the principal directly accountable for the success of the school. Success Academy expects all of its schools and employees to be in a state of constant improvement working towards competitive greatness, and its interactions with and accountability standards for the school principal will reflect that expectation. Success Academy uses these extensive interactions and examinations of school performance data to make an informed and accurate report to the Board regarding the principal's performance at the school. Additional information can be found in Response 11 – Organizational Chart.

As described in Response 14(a-b) – Management Organizations, Success Academy will enter into a contract with the Board of Trustees to provide services to the school.

Success Academy reports directly to the Board and regularly provides the Board with updates and data related to the performance of its contracted services. Examples of information Success Academy provides to the Board include number of applicants applied, interviewed, and recommended for hire, student recruitment goals and figures, school budgeting forecasting, and special education compliance reports.

(c) Staff Recruitment, Retention and Input

[All applicants must complete a Response to this Request.]

Describe how the school or corporation will recruit and retain staff, particularly high quality teachers and within the context of the overall corporate structure if the applicant is an existing school seeking authority to operate an additional school. This response should provide:

- **The qualifications required of teachers and other staff;**
- **The process used to recruit and hire teachers and other staff; and**
- **The strategies used to retain high quality teachers.**
- **Descriptions of staff involvement in the charter school, in particular, in the governance and management of the charter school.**

While the school principal has the final authority to hire and fire staff members, the HR recruitment team at Success Academy devotes countless hours to attracting, screening, and recommending for hire the strongest candidates for teachers, school leaders, and other school personnel. Candidates are sourced nation-wide through job postings, outreach initiatives, partnerships with educational organizations, career fairs, on-site events, and an incentive-driven referral program. The application/interview process involves:

- Application submission with resume and specific, thoughtful cover letter,
- Initial screen of selected resumes by assigned recruiter,
- Additional screening of selected resumes by peer recruiter,
- Phone interview,
- In person interview,
- Demo lesson and/or trial day,
- Interview with school leadership,
- Reference and background check, and
- Job offer.

During the course of the application/interview process, the recruitment team is looking for the following qualifications:

- Relentless commitment to academic excellence,
- Dedication to Success Academy's mission, culture, and values,
- Great understanding of curriculum, lesson planning, and effective lesson delivery,
- Comfort with integrating technology into instruction,
- Ability to coach and move teacher practice,
- Relevant teaching experience, preferably in an urban setting,
- Demonstrated ability to engage students and deliver effective instruction,
- Commitment to data-driven instruction,
- High level of organization and resourcefulness,
- Prior success,
- Excellent oral and written communication skills,
- College degree, advanced degrees, certifications, and/or
- Recommendations from previous employers.

Success Academy maintains the highest standards for hiring the best teachers. Should a teacher's performance fall short of expectations, they are assigned a performance improvement plan and given extra support and attention for the duration of the plan and after its conclusion. The top tier of Success Academy's teachers are identified throughout the year by means of a performance management system that measures student growth rates combined with the teacher's achievement of school-wide academic and culture goals. These high quality teachers are retained through a compensation model that rewards measured success, and they are given opportunities to move into positions of more responsibility, including grade team lead, labsite teacher, and leadership resident.

Success Academy has an extensive recruitment and interview process to ensure its schools have talented staff members who are dedicated to the school's mission and its students' success. Therefore, staff members are expected to do much more than just teach. They are expected to help develop and implement the school model. They assist in the creation of the curriculum, the school schedule, and the school assessment and data-analysis plans.

Success Academy schools are set up as collaborative environments. While the principal has the power and skill to make tough decisions and lead the team, teacher input and leadership is expected at all levels of decision making. Teachers are not expected to be passive employees accepting management decisions. They are invested in the school and its students, so they are given the opportunity to participate in shared reflection, problem solving, and planning with the school leadership. This will occur both in weekly

professional development meetings, professional development workshop days throughout the year, and in individual meetings between faculty members and leaders.

12. Personnel

(d) Personnel Policies

STREAMLINED OPTION: If the personnel policies of the proposed school(s) would be the same as the school to be replicated, and the applicant meets the performance eligibility outlined in Sections III and VII, simply indicate that “the personnel policies of the [charter or renewal charter] of XXX Charter School should be incorporated by reference.” No additional information is required.

If any aspect of the proposed school(s) personnel policies would be different from the school to be replicated, complete this Response accordingly.

If a school within an education corporation would have different policies than those of the corporation, please so indicate and provide an explanation regarding same.

The personnel policies of the proposed schools are substantially similar to those of Harlem Success Academy Charter School 3.

Please refer to Attachment 12(d) – Personnel Policies for a copy of the Success Charter Network and Success Academies Employee Manual. This manual (or a revised version of same) will apply to all schools within the Harlem Success Academy 3 education corporation, including the proposed schools, and to Success Academy Charter Schools.

13. Partner Organizations

(a) Partner Description(s) and Nature of Relationship(s)

STREAMLINED OPTION: If the partner description and nature of the relationship with the proposed school(s) would be the same as the school to be replicated, and the applicant meets the performance eligibility outlined in Sections III and VII, simply indicate that “the partner description and nature of the relationship with the [charter or renewal charter] of XXX Charter School should be incorporated by reference.” No additional information is required.

If any aspect of the proposed school(s) partner description and relationship would be different from the school to be replicated, complete this Response accordingly.

Describe any partner organizations that will have a significant relationship with the proposed school. For each partner organization provide the following:

- Name of the organization;
- Description of the nature and purpose of the proposed school’s relationship with the organization;
- Letter of intent or commitment from a bona fide representative of the partner organization indicating that the organization will be involved in the charter school and the terms and extent of its involvement; and
- Name of a contact person for the partner organization, along with the address, phone number, and e-mail of such contact person for the partner organization.

As noted in Section II of this RFP, SUNY specifically welcomes proposals that include a partnership with a SUNY college or university to engage in activities promoting high quality teacher preparation and/or that advance the proposed academic program. Please see the information for this Request in the Guidance Handbook for further details.

The proposed schools do not intend to form a significant relationship with a partner organization.

(b) Partner Selection Process

STREAMLINED OPTION: If the partner selection process of the proposed school(s) would be the same as the school to be replicated, and the applicant meets the performance eligibility outlined in Sections III and VII, simply indicate that “the partner selection process of the [charter or renewal charter] of XXX Charter School should be incorporated by reference.” No additional information is required.

If any aspect of the partner selection process would be different from the school(s) to be replicated, complete the section of this Response accordingly.

Describe of the process and criteria used to select the partner organization(s) including other organizations considered.

Note: If the Institute deems a partner organization’s relationship with the proposed school to be significant or there would be a financial relationship between the organization and the education corporation, it may require the submission of that organization’s business plan in accordance with the requirements set for in Appendix A. In those cases, the Institute will contact the lead applicant to request such information.

As noted above, the proposed schools do not intend to form a significant relationship with a partner organization.

14. Management Organization

(a) Management Organization Description and Purpose of Relationship

[All applicants must complete a Response to this Request.]

Describe any organization that will have significant responsibility for managing the proposed school's educational program, staffing, operations and/or other aspects of the school. Provide the following:

- **name of the organization;**
- **detailed explanation of the extent of the organization's proposed role in the governance, management and/or operation of the school; and**
- **a description of the role of the management organization in selecting proposed members of the school's board of trustees.**

The proposed schools will be part of the network of schools run by Success Academy Charter Schools¹ ("Success Academy"), a 501(c)(3) non-profit organization that functions as a charter management organization. Please refer to Appendix A – Business Plan for a Success Academy organization chart. Additionally, please refer to Attachment 14(a) – Academic and Business Services Agreement for the contractual agreement that Success Academy will propose to enter into with the Harlem Success Academy Charter School 3 education corporation.

The specific services provided by Success Academy will be:

- A. Start-up: In an effort to allow school leaders to focus exclusively on teaching and learning from the very moment the charter is granted, Success Academy will manage the school's entire operational start-up process. It begins this process more than 18 months in advance of the anticipated opening date of the school by conducting extensive research to find appropriate space in existing New York City public schools for the location of the new charter school in its proposed community. Success Academy reviews the Underutilized Space Memorandum published by the New York City Department of Education ("DOE"), conducts independent research, and works with the DOE to identify suitable locations for new schools. Success Academy is deeply involved in ensuring that the facility is ready for the first day of school. Success Academy will also oversee minor

¹ Success Academy Charter Schools formally changed its name from Success Charter Network in December 2011.

renovations which will likely include installing and/or updating light fixtures and ceiling tiles, renovating bathrooms, cabling each room for wireless Internet access, and repainting rooms and hallways. Success Academy will secure the procurement of desks, chairs, tables, interactive white boards, books and other classroom equipment and instructional supplies as well as furniture, equipment, and office supplies needed in the main administrative office of the school. Success Academy also procures appropriate insurance for each Success Academy School.

- B. Finance: Through careful research conducted at other successful charter schools, extensive financial modeling, and experience with the existing schools it operates, Success Academy has already developed a start-up budget and proposed operating budget for the first five years of the school's operation and drafted internal controls, protocols, and procedures. In consultation with the school principal and the Board of Trustees, Success Academy will refine this projected annual operating budget for the school each year. It will then produce quarterly variance reports and conduct meetings with the school's Board of Trustees to go over these reports and give recommendations to ensure the fiscal health of the school. At the end of each fiscal year, Success Academy will ensure that annual fiscal audits are conducted by an independent Certified Public Accountant; it will also ensure the school is prepared for the audit by following proper financial and record keeping procedures throughout the year. Success Academy will also set up operating bank accounts and credit card accounts and will manage the accounting, bookkeeping, payroll, accounts payable, and accounts receivable for the school. Success Academy will fill out the bi-monthly reports required by the DOE in order to receive per pupil funding. Success Academy will also secure grants for the school by maintaining relationships with philanthropic foundations and individuals and by writing grant applications and budget proposals. Additionally, Success Academy will manage grant compliance by submitting all post-award financial, statistical, and narrative documentation as required by the grant's terms. Success Academy conducts extensive research looking for new grant opportunities and will apply for additional grants for the school whenever an appropriate opportunity is found. Success Academy will also manage Title funding for the school by completing the consolidated Title application each year and submitting all required paperwork to ensure continued funding.
- C. Curriculum: Success Academy will provide and continuously improve a research-based, results-driven curriculum that will ensure high student achievement and excellent results on New York State mandated assessments. This curriculum as it currently exists can be found in Response 06(a-e) – Curriculum and Instructional Design. However, Success Academy believes in continuous improvement in all areas and is always working to improve its curriculum. This improvement comes from extensive research, in-depth demonstrations, classroom trials, and

evaluations by teachers, school leaders, and Success Academy personnel. Success Academy is always searching for new and better curricula and teaching devices. It recently added a rigorous writing curriculum after research, meetings and demonstrations with teachers and instructional leaders, and contract evaluations and negotiations. Similar research, trial, and evaluation have led Success Academy to add handwriting books, problem solving materials, and classroom morning meetings to its curriculum. All Success Academy schools will share best practices and collaborate through inter-visitation in order to continuously improve instruction. Success Academy will also provide student assessments and arrange for their scoring and the return of data in a timely manner to allow for modifications to teaching and learning.

- D. Human Resources: Success Academy will recruit the most effective teachers, administrators, and other school personnel to work in the school. While the school principal will have final authority to hire and fire school staff, Success Academy will conduct extensive screening and interviewing so that it can recommend only the best candidates to the principal. The Success Academy hiring process consists of the submission of a cover letter, resume, and application; phone interview; reference checks; demo lesson; post-lesson debriefing with the candidate; and finally a recommendation to the school principal if Success Academy determines the candidate will be an excellent fit. If the candidate is hired, Success Academy will then create an employment letter and conduct an orientation for the new employee. This orientation will include an explanation of the Success Academy-administered payroll and generous benefits package, which includes health insurance, dental insurance, vision insurance, a flexible spending account, a mass transit reimbursement account, life insurance, long-term disability, and a 403b retirement plan. Success Academy has been so successful in publicizing the schools and recruiting teachers that the team reviewed approximately 57,000 resumes to fill open positions at Success Academy schools in anticipation of the 2011-2012 school year. Success Academy has developed strategic relationships with Teach For America, New Leaders for New Schools, New York City Teaching Fellows, and several colleges of education, including Hunter College, Columbia University Teachers College, and the University of Pennsylvania School of Education. These organizations bring qualified applicants to the attention of the Success Academy Human Resources department, easing the process of finding extremely talented candidates for teaching and administrative positions at Success Academy schools.
- E. School Leader Training: Success Academy will provide intensive training to future school leaders through its school leadership residency program in which talented future school leaders work at a Success Academy school for 1-2 years, teaching and training under the principal and Director of Instruction so that they are ready to become principals at future Success Academy schools. This

intensive training allows future leaders to provide excellent instruction at a Success Academy school while simultaneously learning from and being mentored by a highly effective and successful school leader. Success Academy currently has a number of leadership residents in this highly selective program. Success Academy will also continuously work with and evaluate school leaders to improve their leadership capacity. For instance, the Director of Instruction spends approximately half of his time directly training school principals. He reads all feedback that is given via e-mail from principals to teachers in order to ensure and improve the quality of this feedback. He also coaches principals on how to effectively conduct teacher evaluations and feedback sessions; how to communicate and impart Success Academy's core values and culture to teachers, students, and parents; and how to implement key school initiatives. For example, if a principal decides that his/her school should undertake a student engagement initiative, the Director of Instruction gives the principal training, advice, and feedback on the planning and execution of the initiative. The Learning team and Managing Directors of Schools will also work closely with the school leadership residents.

- F. Professional Development: Success Academy will provide professional development opportunities for teachers, administrators, and other school personnel. The professional development plan will be designed by Success Academy in consultation with the school leaders and faculty to address specific weaknesses and improve teaching and learning at the school. Professional development will begin with a three-week faculty orientation and training that takes place before the school year begins. This orientation will allow the faculty to become experts in the Success Academy curriculum, culture, and procedures. Throughout the school year, professional development will be scheduled every Tuesday or Wednesday afternoon and approximately eight additional days throughout the year. The professional development plan will be constantly examined and evaluated throughout the year to ensure that teachers and school leaders are receiving the most effective training that will have a direct, positive impact on student achievement. School operations staff at Success Academy schools also receives professional development. Success Academy constantly trains and advises each school operations team on how to most effectively and efficiently run the non-instructional operations of the school, which include health and safety protocols, scheduling, facilities management, and administrative office protocols. A more detailed description of the instructional professional development plan can be found in Response 09(a-d) – Instructional Leadership.
- G. Information Technology: When the school is undergoing its pre-opening renovations, Success Academy will arrange for the purchase and installation of a server that can host an e-mail system, database software, and a shared drive that will allow users to save documents directly to the server and access them

remotely. The e-mail system set up by Success Academy will allow users to participate in discussions with their colleagues, to share contacts and calendars in order to facilitate communication and scheduling. Success Academy will also arrange for the purchase and set up of laptop computers for each staff member, wireless Internet access throughout the school, a multi-line telephone system, and a high-volume copier/printer/scanner. Success Academy will provide the schools, school staff members and classrooms with, as applicable, cell phones, video cameras, document cameras, SMARTboards and technical support.

The Success Academy information technology resources allow interaction between schools by giving teachers and leaders at different schools the opportunity to easily share instructional best practices and lesson plans and the ability to participate in discussions hosted on the Success Academy server. Success Academy schools use an in-house system called Edutube that allows teachers, equipped with video cameras, to record their lessons and upload them to a network resource. This, in turn, allows other Success Academy teachers to learn best practices and practices to avoid by observing their fellow faculty.

Success Academy also provides access to its digital database system at the school. This system allows for the easy management of all student data including attendance, emergency contact information, health conditions, academic data, and records of all contact between the school and the family. The database also allows for timely analysis of student performance data and comparison of class statistics. Success Academy will also likely install a digital library program for each school that allows teachers to easily maintain a classroom library and lend digital books to students. This library system will track the number of books a student has read and their reading levels in order to ensure students are reading books that are appropriate for their reading ability.

- H. School Evaluation: A core tenet of the Success Academy mission is continuous evaluation and improvement. Success Academy is constantly evaluating the performance of each school and providing constructive criticism and guidance to improve teaching and learning. The Chief Executive Officer, Chief Operating Officer, Managing Directors of Schools, Director of Instruction, Director of Literacy and the Learning team spend a significant amount of their time observing schools, meeting with school leaders and teachers, and examining relevant data in order to accurately evaluate each school and offer relevant feedback. Success Academy will continuously evaluate school academic data to determine how to improve instruction. Using the assessments described in Response 06(a-e) - Curriculum and Instructional Design, it will examine the school's progress towards achieving its student achievement goals (found in Response 02(e) –Accountability Plan). Success Academy constantly analyzes student assessment data from a multitude of different perspectives to locate any significant differences between gender, race, or special education status.

Success Academy then reports any significant information to school leaders so that they can work with Success Academy to develop ways to address these shortcomings and eliminate any hint of achievement gaps before they have a chance to fully form. Success Academy also examines student performance data and high stakes tests in order to create and refine a test preparation strategy that will ensure success on required state assessments. Success Academy is always researching different assessments to find those that are the most reliable indicator of student achievement and the most reliable predictor of student performance on state-mandated assessments. Success Academy will also examine fiscal data to evaluate fiscal solubility and potential improvements in school operations.

- I. External Affairs: Success Academy manages all external affairs and relations for Success Academy schools. Success Academy will provide the Charter Schools Institute with any information necessary for oversight and evaluation of all schools. It will facilitate Institute visits, and will ensure the timely completion of the initial charter school accountability plan, the annual accountability plan progress reports, and the accountability plan for renewal. Success Academy will ensure that the Board is able to review all school data that will allow them to make informed decisions about the school. Success Academy will negotiate with the DOE and ensure that the start-up team can enter school sites in the time necessary to renovate and open the school. Success Academy will conduct outreach for the school during the recruitment process described in Response 17(a-b) – Student Recruitment and Retention. Success Academy is committed to the widest possible accessibility, passing out several thousand brochures at apartment buildings near the school; holding information sessions at local churches, preschools, after school programs, and recreation centers, and Success Academy even goes door-to-door so all parents have a fair and equal chance to put in applications. In previous years, this campaign has led to the admissions process being oversubscribed by approximately 600%. Success Academy will also handle all press relations for the schools.
- J. Enrollment: Success Academy has designed a digital lottery process that will allow it to hold a digital admissions lottery for multiple schools simultaneously. This system will randomly assign applicants to available seats at each school and place remaining students on wait lists once all seats have been filled. Success Academy will then send letters to each applicant informing them of the results of the admissions lottery and the beginning of the summer enrollment process. This process introduces incoming students and their families to the Success Academy curriculum, culture, and values. Success Academy uses the summer enrollment process to collect required forms including birth certificate, proof of residency, health forms, immunization record, home language questionnaire, ethnic identity form, and field study permission slip. Success Academy will arrange for students to be fitted for the school uniform, and make sure they

receive financial assistance for the school uniform if needed. If an accepted student declines his or her seat, Success Academy will offer the seat to the next student on the wait list. Success Academy obtains any existing Individualized Education Programs (“IEPs”) for new students with special education requirements. Success Academy attends meetings as required by the student’s Committee on Special Education (“CSE”) throughout the year to ensure the student is being serviced appropriately by the school. At the end of the enrollment process, Success Academy will ensure incoming students are registered as attending in ATS and receive free school lunch and DOE-supplied MetroCards, if eligible.

The rate Success Academy anticipates charging for providing these numerous and extensive services is 15% of New York City’s final adjusted expense per pupil for charter schools. For the 2011-2012 year, this final adjusted expense per pupil was \$13,527. This amount will increase or decrease proportionally to any increase or decrease in the final adjusted expense per pupil for charter schools.

This rate of 15% of the school’s per pupil funding from the DOE is a tremendous financial benefit for the school, as it would cost much more for the school to hire the additional employees necessary to successfully perform the many functions that will be carried out on behalf of the school by Success Academy.

The management contract shall be executed upon the granting of the school’s charter and shall be in effect for the duration of the charter unless terminated by either party per the terms of the contract. The contract will automatically renew at the end of the term, provided the charter is renewed, and provided further that the school Board does not vote to terminate the renewal.

In the event that either party terminates the contract during the initial term, the school Board of Trustees will apply to revise the Charter to change the name of the school.

All school assets will be fully owned and governed by the Board of Trustees of the school. Applications will be submitted to the Internal Revenue Service requesting tax-exempt status for each of the existing Success Academy schools; no application has been denied as of the date of this application.

Success Academy actively partners with current members of the school Boards to solicit interested and qualified individuals. Success Academy also works with individuals who independently contact Success Academy with an interest to become a Board member. Ultimately, the Board is autonomous and selects and nominates its own members. Please refer to Response 15(a-c) – Governance for additional information, including information related to Success Academy’s reporting and accountability to the Board.

(b) Management Organization Selection Process

[All applicants must complete a Response to this Request.]

Describe the process and criteria used to select the management organization including other organizations that were considered, and the rationale for selecting this organization.

In particular, the applicant should explain the process used to determine that the management organization has the human, fiscal and organizational capacity to add additional schools to the management organization's portfolio.

Note: Management organizations must submit an Updated Business Plan in accordance with the requirements set forth in Appendix A and submit it under separate cover at the same time proposals are due.

The members of the Board of Trustees of Harlem Success Academy 3 selected Success Academy as the management organization for the proposed schools because of Success Academy's past successes, educational philosophies, and programs.

Consisting of intelligent, hard-working, and passionate individuals with impressive accomplishments and experience in the education field, Success Academy is in a unique position to provide considerable support to ensure that the new schools open smoothly and operate at a consistently high level. Because of its highly skilled and experienced staff, Success Academy is fully capable of providing excellent support in the fields of finance, operations, human resources, data & accountability, instructional development, technology, and external affairs. Please refer to Response 03(f) – Founding Resumes for a list of key employees at Success Academy and their relevant qualifications and skills.

Success Academy believes it is in a unique position to help open and operate charter schools that will establish world-class schools across diverse neighborhoods and provide all students with a phenomenal education. Success Academy has had the advantage of being able to examine more than 50 charter schools that have operated in New York City since 1998. It has studied the best practices of many of these schools, including KIPP Academies, Uncommon Schools, Achievement First Schools and great traditional public schools, to select the elements that are most effective in educating students and preparing them to succeed in school, college, and life. It has also studied the practices of charter schools that have failed and have since ceased operations. Through a comparison of both successful and unsuccessful charter school models, Success Academy has been able to carefully select those elements that are most effective in helping schools produce impressive student achievement results while maintaining fiscal soundness.

The Success Academy staffing plan is unique and unlike that of any other charter management organization. Most charter management organizations begin with just enough staffers to open and run a single school, and then grow their team as they open new schools. Success Academy takes a different approach. With a clear understanding of the risks of advance staffing, and with a close and continuous evaluation of the finances, Success Academy assembled a wide-ranging team early on. This allowed Success Academy to develop the systems and structures necessary for replicating its successful school model and to begin executing additional replication plans as soon as its next charters were granted, alleviating the scramble to find additional staff members when the Success Academy team needed to be focused on executing its replication plans.

Success Academy has a strong central office team that supports its existing charter schools while simultaneously working to help open and support these proposed schools. This team helped open Harlem Success Academy Charter School in 2006, Harlem Success Academy Charter Schools 2-4 in 2008, Harlem Success Academy Charter School 5 and Bronx Success Academy Charter Schools 1 and 2 in 2010, Upper West Success Academy Charter School and Brooklyn Success Academy Charter School 1 in 2011, and has secured approval to open Brooklyn Success Academy Charter Schools 2, 3 and 4 in August 2012. Through the opening and operating of these schools, Success Academy has demonstrated that it has the necessary experience and skill sets needed to successfully open and operate these proposed schools. Indeed, Success Academy is staffed appropriately to accommodate the operation of additional schools and it has budgeted for future staffing increases. Success Academy will remain a fiscally sound operation that operates schools effectively and efficiently while allowing those schools to remain fiscally sound as well.

The schools where the Success Academy program is currently in use provide the clearest examples of the success of the proposed school's instructional program. The existing schools managed by Success Academy have shown impressive student achievement results in all areas. In New York City, Success Academy schools consistently rank in the top 3% of public schools in student performance—matching or exceeding New York City Gifted and Talented programs.² Last year, 100% of Success Academy 4th graders passed the science exam, with 95% earning the top advanced rating, compared to 43% of students receiving an advanced rating citywide.³ During the 2010-2011 school year, 95% of Success Academy students passed the state math exam (compared to 62% of students citywide), and 81% of Success Academy students passed the ELA test

² Based on DOE Progress Report results, *available at* <http://schools.nyc.gov/Accountability/tools/report/default.htm>.

³ Based on New York State Report Card results, *available at* <https://reportcards.nysed.gov/>.

(compared to 51% of students citywide). Amongst 3,500 public schools in New York State, Success Academy schools are in the top 5% in reading, science, and math.⁴

⁴ Based on New York State Report Card results.

15. Governance

(a) School Board Roles and Responsibilities

STREAMLINED OPTION: If the school board roles and responsibilities for the proposed school(s) would be the same as the school to be replicated, and the applicant meets the performance eligibility outlined in Sections III and VII, simply indicate that “the school board roles and responsibilities for the [charter or renewal charter] of XXX Charter School should be incorporated by reference.” No additional information is required.

If any aspect of the proposed school board roles and responsibilities would be different from the school to be replicated, complete this Response accordingly.

If the applicant is an existing SUNY authorized school and proposes to operate an additional school, then the Streamlined Option cannot be used and a full response must be supplied that would include how the roles and responsibilities will change to address the governance of more than one school including any new procedures or committee structures.

Describe the roles and responsibilities of the school’s board of trustees. The response should explain the role of the board in:

- Selecting school leader(s) (and partner or management organizations, if any);
- Monitoring school performance;
- Evaluating school leaders (and partner or management organizations, if any) and holding them accountable for achievement of the school’s mission and goals.

The proposed schools will be governed by the Board of Trustees of Harlem Success Academy Charter School 3. As discussed in Response 03(a-e) – Proposal History, the education corporation will include 11 schools, including the five merged Harlem schools and six proposed schools. These Board members have the professional skills necessary for the successful operation of the merged and replicated schools.

The Board of Trustees will have ultimate authority on school issues including, but not limited to, fiscal and academic decisions. The Board will follow all applicable laws governing frequency of meetings. During these meetings, the Board will review student performance data including assessment results, homework completion rates, and

student attendance rates, as well as financial statements, including budget projections, balance sheets, and cash flow statements. The examination of these documents will allow the Board to make informed decisions regarding the academic and fiscal soundness of each school.

Success Academy will search for a principal candidate for each proposed school and submit him/her to the Board of Trustees for approval. If approved, the Board will then delegate authority for the day-to-day operations of the school to the principal and business operations manager and to Success Academy as outlined in Response 12(a-c) – Personnel. The principal will oversee all instructional operations of the school and report directly to Success Academy and the Board. The Board believes that delegating this authority to the principal is the best way to hold him or her accountable for school performance. The business operations manager will oversee all non-instructional operations of the school and is largely managed by Success Academy.

The principal will attend regularly scheduled Board meetings throughout the year to discuss school performance and the quality of teaching and learning at his or her school. Board members will also be given the student assessment data, student attendance and discipline data, budget data, and parent satisfaction data. This direct reporting by the principal to the Board and presentation of data and reports related to school performance will allow the Board to evaluate and hold accountable the principal for the school's performance. The Board will also be involved in creating and reviewing bi-annual surveys of school performance and employee satisfaction to aid the Board in assessing the health of the school.

At minimum, at least one representative from Success Academy will be present at Board meetings in order to present information related to the activities it is contracted to carry out for the school as outlined in Response 14(a-b) – Management Organization. Examples of information that Success Academy will present to the Board include, but are not limited to, numbers of applicants who applied, interviewed, and were recommended for hire, student recruitment goals and figures, and school budget forecasting. The presentation of information directly related to Success Academy's contracted services will allow the Board to hold Success Academy accountable and to evaluate its performance.

The Board will also have separate annual meetings with teachers, school leaders, and school operations staff. These meetings will provide an opportunity for the Board to hear directly from the school employees regarding the state of the school, and it will allow the school employees an opportunity to express to the Board their thoughts and concerns about the school.

The Board evaluates the management organization in a similar fashion to how it evaluates the progress of the school itself. At regular meetings, the Board reviews student achievement and culture data relative to Success Academy and other schools.

The Board also discusses the performance of each Success Academy school with the school leader at regular meetings and with the school faculty at annual teacher meetings. It also reviews financial data at each meeting including the provision of services by the management organization compared to the cost of the services provided. The school leader and the Board also work with the management organization frequently to informally evaluate the day-to-day operations.

Thus, in operating 11 schools, the Board will require detailed reporting from school and Success Academy staff so that it can monitor each school. In addition to reviewing information about the academic and fiscal health of the school at each meeting, of which there will be a minimum of six per year, the Board will drill down into subjects including, but not limited to, budget analysis, school culture, recruitment and employee satisfaction, disciplinary actions, and issues related to special education, English language learners and at-risk students for each of the 11 schools. As noted above, the Board will also be provided with relevant information in real time. The Board will use comparative analysis for each of the 11 schools to make sure best practices and lessons learned are shared, and that each school is being managed effectively and efficiently.

(b) School Board Design

STREAMLINED OPTION: If the school board design of the proposed school(s) would be the same as the school to be replicated, and the applicant meets the performance eligibility outlined in Sections III and VII, simply indicate that “the school board design of XXX Charter School should be incorporated by reference.”

If any of the following aspects of the proposed School Board Design would be different from the school to be replicated, complete the section of this response accordingly, particularly if the proposed new school would be governed by the existing school board and there would be any new committee structures, officers, or trustees.

Describe and provide the rationale for the proposed design of the school’s board of trustees. This response should address:

- **Number of trustees;**
- **Qualifications to be a trustee;**
- **Trustee recruitment and selection process and criteria;**
- **New trustee orientation process;**

- **Officer positions;**
- **Standing committees (if any);**
- **Ex-officio members (voting and non-voting);**
- **Frequency of board and committee meetings;**
- **Information to be received from the CMO, school leadership, staff or contractors as applicable. If such information would be different in the case of adding an additional school to an existing education corporation please explain how and why the school board believes it will be provided sufficient information.**
- **Delegation of authority;**
- **Procedures for publicizing and conducting school board meetings and taking and maintaining board and committee meeting minutes;**
- **Procedures for handling complaints, including from staff and parents; and**
- **Board training and development.**

The proposed schools will be governed by the Board of Trustees of Harlem Success Academy Charter School 3. The Board will consist of at least five members.

The Board members have been drawn from a pool of existing Board members with deep knowledge of the organization, the school staff, and the operation and management of the schools.

New Board members will be provided with documents required by authorizer and other relevant materials to orient them with the school management and operation. These documents will include, but not be limited to, the: bylaws, budget summaries, school culture and assessment data, Financial Policies and Procedures Manual, and a formal Complaint Policy. The Board will be developed with updated versions of such documents, and Success Academy will provide information at Board meetings on specific issues related to Success Academy schools.

The Board will nominate members to the positions of Chairperson, Vice Chairperson, Treasurer, and Secretary. There may be one (or more) ex-officio, non-voting seat(s) on the Board reserved for the parent of a child matriculating at one of the schools in the Harlem Success Academy 3 education corporation. All other members of the Board will be voting members.

Qualifications for Board members include, but are not limited to, a strong background in education, law, finance, operations, or another relevant field and a commitment to educating children. Each Board member of Harlem Success Academy 3 meets these qualifications. To seek additional Board members, Success Academy actively partners with current members of the school Boards to solicit interested and qualified individuals. Success Academy also works with individuals who independently contact Success Academy with an interest to become Board members. Ultimately, the Board is autonomous and selects and nominates its own members.

The Board will meet, at minimum, six times per year. Additionally, the Board will gather as necessary at meetings with teachers, principals, business operations managers and other school staff, and Success Academy. The Board meetings will be publicized in accordance with Open Meeting Laws, and a Success Academy representative will be present or a Board member will be selected to record the minutes of each meeting in accordance with § 106 of the Open Meetings Law.

The Board will receive information, including, but not limited to, reports on: financial and budgetary matters, school testing and culture data, hiring data including employee applicant and attrition numbers, student data on attendance, application to lottery and attrition, and teacher/principal satisfaction and job performance. As discussed above, the Board will delegate authority for the day-to-day operations of the school to the principal and will have authority to delegate other responsibilities to the principal or others as the Board deems it necessary or appropriate.

The Board will have ultimate authority on school issues including, but not limited to, fiscal and academic decisions.

The Board will hear and address formal complaints brought by parents in accordance with applicable law. The Success Academy procedure for complaints by parents or staff is laid out in Response 15(f) – Complaint Policies and, along with the Charter School Institute’s complaints procedures, will be available at each school.

The Board of Harlem Success Academy 3 firmly believes that the roles and responsibilities and structure described throughout this Response reflect its ability to effectively run the schools in the education corporation.

(c) Proposed Founding Board of Trustees
[All applicants must complete a Response to this Request.]

Complete the following table for all members of the proposed founding school board, including any currently vacant seats.

A minimum of five members must be identified when the proposal is submitted. (In circumstances where persons affiliated with a CMO will serve on the school board, more than five trustees must be identified when the proposal is submitted. Please see the Guidance Handbook for more details.)

Please note that paid employees of the school may generally not serve as voting members of the board or count toward a quorum when considering attendance, including administrators and teachers, except perhaps in limited circumstances. Please see the Guidance Handbook for further information.

Name	Voting	Ex-Officio	Officer Position and/or Committee Membership	Length of Initial Term
Samuel Cole	☒	☐	Chairperson	3 years
Bryan Binder	☒	☐	Secretary	3 years
Jay Bryant	☒	☐		3 years
Sandeep Chainani	☒	☐		3 years
Donna Kennedy	☒	☐		3 years
Lance Rosen	☒	☐		3 years
Gregory Sawers	☒	☐		3 years

Explain the capacity of the board to govern the proposed school and ensure that its mission is met, including the relevant skill sets and experiences of the proposed board members and the extent to which those skills sets have contributed to effective oversight of the school(s) to be replicated.

Each member of the Board of Trustees has extensive experience serving Success Academy schools as Board members. These members have diverse professional experience in operational, financial and educational fields. As noted above, there also may be one (or more) ex-officio, non-voting seat(s) on the Board reserved for the parent of a child matriculating at one of the schools in the Harlem Success Academy 3 education corporation.

Please refer to Response 15(g) – Board Member Information for more information relating to each Board member’s qualifications. These members each have successfully served on the Board of at least one Success Academy school and have qualifications and backgrounds that enable them to oversee top-notch schools.

SUCCESS ACADEMY CHARTER SCHOOLS – NYC BYLAWS

ARTICLE I: NAME

The name of the Corporation is Success Academy Charter Schools – NYC (f/k/a Harlem Success Academy Charter School 3) (hereinafter the “Corporation”).

ARTICLE II: MEMBERSHIP

The Corporation has no members. The rights that would otherwise vest in the members vest in the Directors of the Corporation (hereinafter the “Trustees”). Actions which would otherwise require approval by a majority of all members or approval by the members require only approval of a majority of all Trustees or approval by the Board of Trustees (hereinafter the “Board”).

ARTICLE III: BOARD OF TRUSTEES

A. Powers. The Board shall conduct or direct the affairs of the Corporation and exercise its powers, subject to the applicable provisions of the New York Education Law, as amended (the “Education Law”), the New York Not-for-Profit Corporation Law, as amended (the “Not-for-Profit Corporation Law”), the charter agreement between the Corporation and the Board of Trustees of the State University of New York (the “Charter Entity”), as the same may be amended from time to time (the “Charter Agreement”), the Corporation’s Provisional Charter, as may be amended from time to time (together with the Charter Agreement, the “Charters”), and these Bylaws. The Board may delegate the management of the activities of the Corporation to others, so long as the affairs of the Corporation are managed, and its powers are exercised, under the Board’s ultimate jurisdiction.

Without limiting the generality of the powers hereby granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in these Bylaws, and the following specific powers:

1. To elect and remove Trustees;
2. To select and remove Officers, agents and employees of the Corporation; to prescribe powers and duties for them; and to fix their compensation;
3. To conduct, manage and control the affairs and activities of the Corporation, and to make rules and regulations;
4. To enter into contracts, leases and other agreements that are, in the Board’s judgment, necessary or desirable in obtaining the purposes of promoting the interests of the Corporation;
5. To carry on the business of operating charter schools and apply any surplus that results from the business activity to any activity in which the Corporation may engage;
6. To act as trustee under any trust incidental to the Corporation’s purposes, and to

receive, hold, administer, exchange and expend funds and property subject to such a trust;

7. To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property;

8. To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities;

9. To lend money received only from private sources and to accept conditional or unconditional promissory notes therefore, whether interest or non-interest bearing, or secured or unsecured; and

10. To indemnify and maintain insurance on behalf of any of its Trustees, Officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the provisions of the Not-for-Profit Corporation Law and the limitations noted in these Bylaws.

B. Number of Trustees. The number of Trustees of the Corporation shall be no fewer than five (5) and shall not exceed twenty-five (25). The Board shall fix the exact number of Trustees, within these limits, by Board resolution or amendment of these Bylaws.

C. Election of Trustees.

1. Election. The Board shall elect the Trustees by the vote of a majority of the Trustees then in office, whether or not the number of Trustees in office is sufficient to constitute a quorum, or by the sole remaining Trustee. Trustees-elect assume office subject to approval by the Charter Entity.

2. Eligibility. The Board may elect any person who in its discretion it believes will serve the interests of the Corporation faithfully and effectively, subject to any eligibility requirements set forth in the Charters.

3. Interested Persons. Not more than 49 percent of the persons serving on the Board may be interested persons. An "interested person" is: (1) any person currently being compensated by the Corporation for services rendered to it within the previous twelve (12) months, whether as a full-time or part-time employee, independent contractor or otherwise; or (2) any sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person.

3-a. Organizational Affiliation. Not more than 40 percent of the persons serving on the Board may be a trustee or employee of a single organization with the exception of another charter school education corporation.

3-b. Ex-Officio Members. There may be one or more non-voting seat on the Board for the charter schools operated by the Corporation, which shall be reserved for a parent of a child matriculating in such charter school. Such non-voting Trustees shall not count for purposes of quorum.

4. Term of Office.

a. The Trustees shall be elected to terms of three (3) years, except the term of any Trustee who is a parent of a child enrolled in a charter school operated by the Corporation or the

designated representative of any partner organization shall be one (1) year.

b. The term of office of a Trustee elected to fill a vacancy in these Bylaws begins on the date of the Trustee's election, and continues: (1) for the balance of the unexpired term in the case of a vacancy created because of the resignation, removal, or death of a Trustee, or (2) for the term specified by the Board in the case of a vacancy resulting from the increase of the number of Trustees authorized.

c. A Trustee's term of office shall not be shortened by any reduction in the number of Trustees resulting from amendment to any Charter or these Bylaws or any Board action.

d. A Trustee's term of office shall not be extended beyond that for which the Trustee was elected by amendment of any Charter or these Bylaws or other Board action.

5. Time of Elections. The Board shall elect Trustees whose terms begin on October 1st of a given year at the Annual Meeting for that year, or at a Regular Meeting designated for that purpose, or at a Special Meeting called for that purpose.

D. Removal of Trustees. The Board may remove a Trustee, with or without cause, in accordance with the applicable provisions of the Education Law and the Not-for-Profit Corporation Law. The Board may also remove a Trustee for failing to attend at least four (4) of the six (6) Board meetings scheduled during the school year. In addition, any Trustee who is absent from three (3) consecutive meetings, without excuse accepted as satisfactory by the Board, shall be deemed to have resigned.

E. Resignation by Trustee. A Trustee may resign by giving written notice to the Board Chairperson or Secretary. The resignation is effective upon receipt of such notice, or at any later date specified in the notice. The acceptance of a resignation by the Board Chairperson or Secretary shall not be necessary to make it effective, but no resignation shall discharge any accrued obligation or duty of a Trustee.

F. Vacancies. A vacancy is deemed to occur on the effective date of the resignation of a Trustee, upon the removal of a Trustee, upon declaration of vacancy pursuant to these Bylaws, or upon a Trustee's death. A vacancy is also deemed to exist upon the increase by the Board of the authorized number of Trustees.

G. Compensation of Trustees. Trustees shall serve without compensation. However, the Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting Corporation business.

ARTICLE IV: PRINCIPAL OFFICE

The Corporation's principal office shall be at the following address: Success Academy Charter Schools - NYC, 141 East 111th Street, New York, NY 10029; or at such other place as the Board may select by resolution or amendment of these Bylaws. The Secretary shall note any change in office on the copy of these Bylaws maintained by the Secretary.

ARTICLE V: MEETINGS OF THE BOARD

A. Place of Meetings. Board Meetings shall be held at the Corporation's principal office or at any other reasonably convenient place as the Board may designate.

B. Annual Meetings. An Annual Meeting shall be held in the month of September of each year for the purpose of electing Trustees, making and receiving reports on corporate affairs, and transacting such other business as comes before the meeting.

C. Regular Meetings. Regular Meetings shall be held each year on dates determined by the Board. At a minimum, Board meetings shall be held six (6) times per year.

D. Special Meetings. A Special Meeting shall be held at any time called by the Chairperson, or by any Trustee upon written demand of not less than one-half (1/2) of the entire Board. A Special Meeting shall also be held at any time called by the Chairperson, or in his or her absence, by the Senior Trustee, on written request of three (3) Trustees. Seniority shall be determined according to the order in which the Trustees are named in the Provisional Charter or subsequently elected.

E. Adjournment. A majority of the Trustees present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place.

F. Notices. Notices to Trustees of Board Meetings shall be given as follows:

1. Notice of the time and place of every Board Meeting shall be mailed not less than five (5) days nor more than ten (10) days before the meeting to the usual address of each Trustee, or as otherwise permitted by law.

2. Public notices of Board Meetings shall be made in accordance with Article 7 of the New York Public Officers Law, as amended (the "Public Officers Law").

G. Waiver of Notice. Notice of a meeting need not be given to a Trustee who signs a waiver of notice or written consent to holding the meeting or an approval of the minutes of the meeting, whether before or after the meeting, or attends the meeting without protest prior to the meeting or at its commencement, of the lack of notice. The Secretary shall incorporate all such waivers, consents and approvals into the minutes of the meeting.

ARTICLE VI: ACTION BY THE BOARD

A. Quorum. Unless a greater proportion is required by law, a majority of the entire Board shall constitute a quorum for the transaction of any business or of any specified item of business.

B. Action by the Board.

1. Actions Taken at Board Meetings. Except as otherwise provided by statute or by these Bylaws, the vote of a majority of the Board present at the time of the vote, if a quorum is present at such time, shall be the act of the Board. If at any meeting of the Board there shall be less than a quorum present, the Trustees present may adjourn the meeting until a quorum is obtained.

2. Board Participation by Other Means. In all events, a quorum of Trustees must be present to lawfully conduct a Board Meeting of the Corporation at which a vote is taken. To the extent permitted by Article 7 of the Public Officers Law, Trustees participating by means of video-conferencing may be counted toward achieving a quorum. If Trustees are participating by means of video-conferencing, members of the public may attend at such site and will be notified of all such sites where they may attend, listen, or observe. Once a quorum is present, additional Trustees may participate in a Board Meeting through conference telephone or similar communication equipment, provided that all Trustees participating in such meeting can hear one another and there is no objection from any Trustee or any person in the public audience. Trustees other than those in-person or participating by live video-conferencing shall not vote nor be counted towards the establishment of quorum.

C. Committees.

1. Appointment of Committees. The Board may create committees for any purpose, and the Chairperson of the Board shall appoint members to and designate the chairpersons of such committees, for any committee except for a Standing Committee or an Executive Committee. A Board Standing Committee will consist of not fewer than three (3) Trustees, designated by a majority of the Trustees of the whole Board, except that any executive committee of the Board shall comprise not fewer than five (5) Trustees. An Executive Committee's members shall be appointed by the Chairperson of the Board, subject to the approval of a majority vote of the entire Board. The entire Board may vote, at any time, to disband the Executive Committee.

2. Standing Committee. The Board may have a standing Finance Committee, chaired by the Treasurer so long as the Treasurer is elected by a majority of the entire Board. Additional members of the Finance Committee will be appointed as set forth above.

3. Authority of Board Committees. The Board may delegate to a Board Committee any of the authority of the Board, except with respect to:

- a. The election of Trustees;
- b. Filling vacancies on the Board or any committee which has the authority of the Board;
- c. The fixing of Trustee compensation for serving on the Board or on any committee;

- d. The amendment or repeal of Bylaws or the adoption of new Bylaws;
- e. The appointment of other committees of the Board, or the members of the committees; and
- f. The amendment or repeal of any resolution of the Board which by its terms shall not be so amendable or repealable.

4. Procedures of Committees. The Board may prescribe the manner in which the proceedings of any Board Committee are to be conducted. In the absence of such prescription, a Board Committee may prescribe the manner of conducting its proceedings, except that the regular and special meetings of the Committee are governed by the provisions of these Bylaws and Article 7 of the Public Officers Law with respect to the calling of meetings.

D. Standard of Care.

1. Performance of Duties. Each Trustee shall perform all duties of a Trustee, including duties on any Board Committee, in good faith and with that degree of diligence, care and skill, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.

2. Reliance on Others. In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:

a. One or more Officers or employees of the Corporation, or such Officer's or employee's agents or designees, whom the Trustee believes to be reliable and competent in the matters presented;

b. Legal counsel, public accountants, consultants, advisory groups, or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or

c. A Board Committee on which the Trustee does not serve, duly designated in accordance with a provision of any Charter or these Bylaws, as to matters within its designated authority, provided the Trustee believes the Committee merits confidence and the Trustee acts in good faith, and with that degree of care specified in Paragraph D.1., and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

3. Investments. In investing and dealing with all assets held by the Corporation for investment, the Board shall exercise the standard of care described above in Paragraph D.1. and shall consider among other relevant considerations the long and short term needs of the Corporation in carrying out its purposes, including its present and anticipated financial requirements. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board.

E. Rights of Inspection. Every Trustee has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the Corporation, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local law.

F. Participation in Discussions and Voting. Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to: (a) a self-dealing transaction; (b) a conflict of interest; (c) indemnification of that Trustee uniquely; or (d) any other matter at the discretion of a majority of the Trustees then present.

G. Duty to Maintain Board Confidences. Every Trustee has a duty to maintain the confidentiality of all Board actions that are not required by law to be open to the public, including discussions and votes that take place at any Executive Sessions of the Board. Any Trustee violating this confidence may be removed from the Board.

ARTICLE VII: OFFICERS

A. Officers. The Officers of the Corporation consist of a Chairperson, Vice Chairperson, a Secretary and a Treasurer. The Corporation may also have such other officers as the Board deems advisable.

1. **Chairperson.** Subject to Board control, the Chairperson has general supervision, direction and control of the affairs of the Corporation, and such other powers and duties as the Board may prescribe. If present, the Chairperson shall preside at Board meetings.

2. **Vice Chairperson.** If the Chairperson is absent or disabled, the Vice Chairperson shall perform all of the Chairperson's duties and, when so acting, shall have all of the Chairperson's powers and be subject to the same restrictions. The Vice Chairperson shall have such other powers and perform such other duties as the Board may prescribe.

3. **Secretary.** The Secretary shall: (a) keep or cause to be kept, at the Corporation's principal office, or such other place as the Board may direct, a book of minutes of all meetings of the Board and Board Committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; (b) keep or cause to be kept a copy of the Charters and Bylaws, with amendments; (c) give or cause to be given notice of the Board and Committee meetings as required by these Bylaws; and (d) have such other powers and perform such other duties as the Board may prescribe.

4. **Treasurer.** The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the Corporation's properties, receipts and disbursements; (b) make the books of account available at all times for inspection by any Trustee; (c) deposit or cause to be deposited the Corporation's monies, and other valuables in the Corporation's name and to its credit, with

the depositories the Board designates; (d) disburse or cause to be disbursed the Corporation's funds as the Board directs; (e) render or cause to be rendered to the Chairperson and the Board, as requested but no less frequently than once every fiscal year, an account of the Corporation's financial transactions and financial condition; (f) prepare or cause to be prepared any reports on financial issues required by an agreement on loans; (g) serve as Chairperson of the Finance Committee, if such committee has been formed; and (h) have such other powers and perform such other duties as the Board may prescribe.

B. Election, Eligibility and Term of Office.

1. Election. The Board shall elect the Officers annually at the Annual Meeting or a Regular Meeting designated for that purpose or at a Special Meeting called for that purpose, except that Officers appointed to fill vacancies shall be elected as vacancies occur.

2. Eligibility. A Trustee may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the Chairperson.

3. Term of Office. Each Officer serves at the pleasure of the Board, holding office until resignation, removal or disqualification from service, or until his or her successor is elected.

C. Delegation. Subject to Article XI, paragraphs B and C and except as otherwise provided in these Bylaws or as prohibited by law, an Officer of the Corporation may delegate to the Corporation's employees and/or any agent or agents thereof the responsibilities of operating the business of the Corporation, provided that such delegation is exercised within the ultimate direction of the Board.

D. Removal and Resignation. The Board may remove any Officer, with cause, in the same manner as it may remove a Trustee in accordance with applicable law. Such removal shall not prejudice the Officer's rights, if any, under an employment contract. Any Officer may resign at any time by giving written notice to the Corporation, the resignation taking effect upon receipt of the notice or at a later date specified in the notice.

ARTICLE VIII: NON-LIABILITY OF TRUSTEES

The Trustees shall not be personally liable for the Corporation's debts, liabilities or other obligations.

ARTICLE IX: INDEMNIFICATION OF CORPORATE AGENTS

The Corporation may, to the fullest extent now or hereafter permitted by and in accordance with standards and procedures provided by § 721 through § 726 of the Not-for-Profit Corporation Law and any amendments thereto, indemnify any person made, or threatened to be made, a party to any action or proceeding by reason of the fact that he, his testate or intestate was a Director, Officer, employee or agent of the Corporation, against judgments, fines, amounts paid in settlement and reasonable expenses, including attorneys' fees.

ARTICLE X: SELF-DEALING TRANSACTIONS

The Corporation shall not engage in any self-dealing transactions, except as permitted by the New York General Municipal Law and/or approved by the Board. “Self-dealing transaction” means a transaction to which the Corporation is a party and in which one or more of the Trustees has a material financial interest (“interested Trustee(s)”). Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board’s general standard of care:

A transaction that is part of a public or charitable program of the Corporation, if the transaction (a) is approved or authorized by the Board in good faith and without unjustified favoritism; and (b) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program.

ARTICLE XI: OTHER PROVISIONS

A. Fiscal Year. The fiscal year of the Corporation begins on July 1 of each year and ends June 30.

B. Execution of Instruments. Except as otherwise provided in these Bylaws, the Board may authorize any Officer or agent of the Corporation to enter into any contract or execute and deliver any instrument in the name of or on behalf of the Corporation. Such authority may be general or confined to specific instances. Unless so authorized, no Officer, agent or employee shall have any power to bind the Corporation by any contract or engagement, to pledge the Corporation’s credit, or to render it liable monetarily for any purpose or any amount.

C. Checks and Notes. Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the Corporation may be signed by the Chairperson of the Board, the Head of each charter school operated by the Corporation, the Treasurer, or a duly authorized agent thereof. In addition, the Board may appoint additional employees or duly authorized agents of the Corporation as its designees to sign checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness, within the limits of specific financial policies and procedures to be approved by the Board of Trustees.

D. Construction and Definitions. Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Not-for-Profit Corporation Law and the Education Law shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word “person” includes both a corporation and a natural person. The captions and headings in these Bylaws are for reference and convenience only and are not intended to limit or define the scope or effect of any provisions.

E. Conflict of Interest. Any Trustee, Officer, or Committee member having an interest in a contract, other transaction or program presented to or discussed by the Board or Board Committee for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board or Committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction that may reasonably be construed to be adverse to the Corporation's interest. The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discussion). The minutes of the meeting shall reflect proceedings, including the disclosure made, the vote thereon and, where applicable, the abstention from voting and participation. The Board may adopt formal policies requiring:

1. Regular annual statements from Trustees, Officers and key employees to disclose existing and potential conflicts of interest; and
 2. Corrective and disciplinary actions with respect to transgressions of such policies.
- For the purpose of this section, a person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the Corporation, or is a Director, Trustee or Officer of, or has a significant financial or influential interest in the entity contracting or dealing with the Corporation.

F. Trustee Affiliation With A Not-For-Profit Educational Service Provider

1. If a Trustee is affiliated with a not-for-profit educational service provider that provides management services to the Corporation (hereinafter a "Provider") pursuant to a contract between the Corporation and the Provider, termination of the contract with the Provider shall constitute cause for removal of any such affiliated Trustee from the Board, and upon such termination of the contract, such affiliated Trustee may be removed from the Board by a vote of the Board provided there is a quorum of at least a majority of the entire Board present at the meeting.

2. Any Trustee affiliated with a Provider shall not hold the offices of Board Chairperson or Treasurer of the Board.

3. When the Board has proper grounds to go into Executive Session pursuant to the New York Open Meetings Law for the purpose of discussing or voting upon an issue related to the Provider or the personnel of such Provider, the Board may, after the Trustee affiliated with the Provider has had an opportunity to fully address the Board, continue such Executive Session outside of the presence of such affiliated Board Member.

4. The number of Trustees on the Board shall not be less than seven (7) where two (2) trustees are affiliated with a Provider and not less than six (6) where one (1) Trustee is affiliated with a Provider.

G. Interpretation of Charter and Law. Whenever any provision of these Bylaws is in conflict with the provisions of any Charter, the provisions of such Charter shall control.

Whenever any provision of these Bylaws is in conflict with provisions of applicable law, the provisions of applicable law shall govern and control, including Article 7 of the Public Officers Law.

ARTICLE XII: AMENDMENT

A majority of the Trustees may adopt, amend or repeal these Bylaws subject to approval by the Charter Entity.

CERTIFICATE OF THE SECRETARY

The undersigned does hereby certify that the undersigned is the Secretary of the Corporation, an education corporation duly organized and existing under the laws of the State of New York; that the foregoing Bylaws of said Corporation were duly and regularly adopted as such by the Board of Trustees of said Corporation; and that the above and foregoing Bylaws are now in full force and effect.

_____, Secretary Dated: _____

15. Governance

(d) By-laws

[Only provide bylaws as indicated below if the proposed school intends to form a separate legal existence from the school to be replicated or if there would be changes to the bylaws of the school to be replicated as a result of operating the additional school(s).]

Note that the by-laws must conform to the applicable provisions of the General Municipal Law that have applied to charter schools since 2010. By-laws that have not be reviewed or updated for those provisions should be reviewed and, if necessary, submitted in full.

Please refer to Attachment 15(d) – Board Bylaws.

15. Governance

(e) Code of Ethics

STREAMLINED RESPONSE: If the code of ethics of the proposed school(s) would be the same as the school to be replicated, and the applicant meets the performance eligibility outlined in Sections III and VII, simply indicate that “the code of ethics for the [charter or renewal charter] of XXX Charter School should be incorporated by reference.” No additional information is required.

Note that the code of ethics must conform to the applicable provisions of the General Municipal Law that have applied to charter schools since 2010. Codes of ethics that have not be reviewed or updated for those provisions should be reviewed and, if necessary, submitted in full.

If any aspect of the proposed school’s code of ethics would be different from the school to be replicated, complete this response accordingly.

Attach the code of ethics of the charter school. The code of ethics must include a comprehensive and formal conflict of interest policy with specific procedures for implementing the policy and assuring compliance therewith. The code of ethics and conflict of interest policy must be written to apply not only to trustees, but also to officers and employees of the school in conformity with the General Municipal Law.

The code of ethics for the proposed schools is substantially similar to that of Harlem Success Academy Charter School 3.

The Board of Trustees shall conduct or direct the affairs of the school and exercise its powers subject to the applicable limitations of the Education Law, Not-for-Profit Corporation Law, the school’s charter, and its by-laws. The Board may delegate aspects of the management of school activities to others, so long as the affairs of the school are managed, and its powers are exercised, under the Board’s ultimate jurisdiction.

Not more than 49 percent of the people serving on the school’s Board of Trustees may be comprised of (a) people currently being compensated by the school for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise; or (b) any sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law, or father-in-law of any such person.

Every Trustee has the right to participate in the discussion and, in the case of voting Trustees, vote on all issues before the Board or any Board Committee, except that any Trustee shall be excused from the discussion and vote on any matter involving such

Trustee relating to: (a) a “self-dealing transaction”: (see below); (b) a conflict of interest, (c) indemnification of that Trustee uniquely; or (d) any other matter at the discretion of a majority of the Trustees.

The Board of Trustees and the officers and employees of the school shall not engage in any “self-dealing transactions,” except as approved by the Board. “Self-dealing transaction” means a transaction to which the school is a party and in which one or more of the Trustees has a material financial interest. Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board’s general standard of care: a transaction that is part of a public or charitable program of the school, if the transaction (a) is approved or authorized by the Board in good faith and without unjustified favoritism, and (b) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program.

Any actual or potential conflict of interest occurs when a Trustee, officer, or employee is in a position to influence a decision that may result in a personal gain for said Trustee, officer, or employee or in a gain for a relative of a person with whom said Trustee, officer, or employee has a close personal relationship as a result of a business dealing with the school. In the case of an employee, any such conflict of interest must be immediately reported to the school principal or business operations manager. If the party with the potential conflict of interest is the principal or business operations manager, he or she shall report it to the Chairman of the Board of Trustees. In the case of an officer or Trustee, the potential conflict of interest must be reported immediately to the Chairman of the Board. If the party with the potential conflict of interest is the Chairman, he or she shall report it to the Vice Chairman.

Any Trustee, officer, or employee having an interest in a contract, other transaction or program to be discussed by the Board of Trustees for authorization, approval, or ratification shall make a prompt, full, and frank disclosure to the Board of his or her interest prior to its acting on such contract or transaction. Such disclosure to the Board of his or her interest must be made prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction, which might reasonably be construed to be adverse to the Board’s interest. A person shall be deemed to have an “interest” in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the school, or is a Principal, Trustee, or Officer of or has a significant financial or influential interest in the entity contracting or dealing with the school.

Trustees, officers, or employees representing any not-for-profit corporation proposing to do business with the school shall disclose the nature and extent of such business.

No Trustee, officer, or employee of a for-profit corporation having a business relationship with the school shall serve as a voting member of the Board of Trustees for

the duration of such business relationship, provided, however, that this provision shall not apply to the following:

- Individuals associated with a partnership, limited liability corporation, or professional corporation, including but not limited to doctors, accountants, and attorneys.
- Individuals associated with an educational entity (including but not limited to schools of education) some of whose faculty may be providing paid services directly or indirectly to such charter school.
- Individuals associated with a bank, insurance, mutual fund, investment bank, stock brokerage, financial planning, or other financial services organization.

In no instance shall a Trustee, officer, or an employee of a for-profit educational management organization having a business relationship with the charter school serve as a voting member of the Board of Trustees for the duration of such business relationship.

Trustees, officers, or employees of any external organization shall hold no more than 40 percent of the total seats comprising the Board of Trustees.

Trustees shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them.

Trustees, officers, and employees shall not solicit or receive any gift or privilege worth \$75 or more under circumstances in which it reasonably could be inferred that the gift will influence him or her, or could reasonably be expected to influence him or her, in the performance of official duties in favor of the gift giver, or was intended as a reward for any official action on his or her part in favor of the gift giver.

School Trustees, officers, and employees may never ask a subordinate, a student, or a parent of a student to work on or give to any political campaign.

Trustees, officers, and employees will exercise the highest degree of care not to disclose confidential information, including, but not limited to:

- Student records,
- Financial information,
- Personnel records, and
- Payroll records.

Trustees, officers, and employees of the school will observe rules of behavior and conduct. Unacceptable conduct includes, but is not limited to:

- Theft or inappropriate removal or possession of property,
- Falsification of documents,

- Possession, distribution, sale, transfer, or use of alcohol or illegal drugs in the workplace or while on duty,
- Use of tobacco or tobacco products on school grounds,
- Insubordination or other disrespectful conduct,
- Violation of safety or health rules,
- Sexual or other unlawful or unwelcome harassment, and
- Excessive absenteeism or any absence without notice.

All Trustees, officers, and employees of the school will be given a copy of the code of ethics upon their employment or association with the school.

15. Governance

(f) Complaint Policies

STREAMLINED RESPONSE: If the complaint policy of the proposed school(s) would be the same as the school to be replicated, and the applicant meets the performance eligibility outlined in Sections III and VII, simply indicate that “the complaint policy for the [charter or renewal charter] of XXX Charter School should be incorporated by reference.” No additional information is required.

If any aspect of the proposed school’s complaint policy would be different from the school to be replicated, complete this response accordingly.

The complaint policy for the proposed schools is substantially similar to that of Harlem Success Academy Charter School 3.

Any individual or group may bring complaints to the Chairperson of the Board of Trustees. Complaints submitted to the school or to Success Academy Charter Schools (“Success Academy”) for the Board of Trustees will be submitted to the Board Chairperson upon receipt of the complaint. The Board Chairperson will respond at or prior to the Board’s next regular meeting. Every effort will be made to respectfully address each matter to the satisfaction of the individual or group that presented the complaint. The Board Chairperson, as necessary, may delegate to the principal or other responsible party to act upon the complaint and report to the Board as necessary or appropriate. The Board will render a determination in writing as appropriate, and such writing will be provided to the individual or group bringing the complaint.

In accordance with Education Law § 2855(4), if after presentation of a complaint alleging a violation of law or of the school’s charter to the Board of Trustees, the individual or group determines that the Board has not adequately addressed the complaint, that individual or group may present the complaint to the school's charter entity, the Board of Trustees of the State University of New York (“State University Trustees”) (through the Charter Schools Institute), which shall investigate and respond. The State University Trustees shall have the power and the duty to issue appropriate remedial orders to the school’s Board of Trustees under their jurisdiction to effectuate the provisions applicable under Education Law. If, after presentation of the complaint to the State University Trustees, the individual or group determines that the State University Trustees have not adequately addressed the complaint, they may present that complaint to the Board of Regents, which shall investigate and respond, and issue appropriate remedial orders.

This policy will be available upon request in each school and the school will furnish the latest version of the Charter Schools Institute's complaint procedures to the individual or group bringing a complaint.

15. Governance

(g) Board Member Information

Please provide a list of all trustees and attach a resume or biographical statement and a completed “Request for Information from Prospective Charter School Board Members” (RFI form) for each proposed board member to the Institute. The RFI form can be found on the Institute’s website at: <http://newyorkcharters.org/schoolsBOT.htm>.

STREAMLINED RESPONSE: In cases where all or a majority of a board would be comprised of the same trustees that currently govern the school to be replicated, simply indicate that and provide the full names of all Trustees. A resume and RFI form would only need to be submitted for any proposed new members.

Please refer to Attachment 15(g) – Board Member Information.



Charter Schools Institute
The State University of New York

**Request for Information
from Prospective
Charter School Trustees**

Guidance and Form

Updated: May 21, 2007

Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, New York 12207
518/433-8277
Fax: 518/427-6510

Guidance regarding the *Request for Information Form*

Serving on a public charter school board is a position of great trust and responsibility. As a charter school trustee, you would be charged with overseeing the education of all students enrolled in the school, the expenditure of public and private monies directed to the charter school, and, if applicable, the oversight of any charter management entity.

Because of the importance of the position that you seek to assume, the Board of Trustees of the State University of New York requires that new board members be approved by it pursuant to the terms of each school's Charter Agreement. The Charter Schools Institute carries out this responsibility for the State University Trustees through this Request for Information (RFI) process.

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest* in fulfilling their fiduciary or other duties as a charter school board member, who are proposed to be seated in violation of the school's charter or by-laws, or whose background evidences untrustworthiness, e.g., criminal record, a record of financial dealings inimical to the public trust. Accordingly, and in order to expedite the approval of new board members, the Institute requests that you provide full and complete answers to each of the items below (and provide the certification indicated). This will assist the Institute in its review.

Pursuant to New York's Freedom of Information Law (FOIL), any personal information listed on or attached to this form (including the Charter School Trustee Contact Information form) that would constitute an unwarranted invasion of personal privacy will not be disclosed to the public pursuant to FOIL (home address, telephone number, etc.).

* A conflict of interest is generally defined as a situation in which someone has differing or competing professional or personal interests, and do not necessarily have to involve monetary interests. In the case of a charter school trustee, who has a duty of loyalty to the charter school on whose board he or she sits, such differing or competing interests can complicate corporate decision making. Examples of conflicts of interest include the following:

- being a charter school trustee of more than one charter school at the same time;
- being paid by a charter school as an employee or contractor while serving as a school trustee;
- being a parent of a student of a charter school on whose board you sit, especially when making decisions related to your child's teachers; and
- being a charter school trustee while your spouse's company or employer is doing business with the charter school.

In many cases, conflicts are waiveable as long as the trustee discloses the interests to the school board and recuses his- or herself from voting when conflicted. In rare cases the conflict of interest will mandate that either one of the competing interests be given up. For example, a school trustee cannot work for a for-profit management company that manages the charter school's operations.

Questions related to conflict of interest may be addresses to the school's counsel or the General Counsel of the Insitute.

Seating New Trustees: General Procedures

In order to legally seating a person on a charter school board, the following procedures should generally be followed as well as any specific provisions contained in your school's by-laws.

- ☐ When a board seat becomes vacant or is created, the school board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Application, *and* who complies with the Charter Agreement restrictions in Section 2 (and including Exhibit D) *and* school by-laws requirements.
- ☐ The charter school board secretary or other administrator should review the school by-laws to determine the proper number of trustees that may be seated on the board, or the proper range (e.g., 7-11). If the board has too many members, a request to amend the by-laws must be made to the Institute or the seat may not be filled. In cases where the number of trustees must be fixed (i.e., when there is a range) the school board should do so at or prior to the time of the election of the proposed trustee and clearly reflect same in the minutes. Note: The legal limits on board size are 5 minimum and 25 maximum.
- ☐ The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:
 - 1) Charter Agreement paragraph entitled "Governance; School Board; By-laws" (§ 2.10 in recent charters) for the following:
 - a) compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the State University Trustees);
 - b) compliance with provisions prohibiting or restricting board membership for persons associated with a charter management organization (CMO);
 - 2) Charter Agreement Exhibit D, "Additional Assurances and Terms," which may contain restrictions on board membership or a waiver thereof;
 - 3) Charter Agreement Exhibit A, "Terms of Operation," which is either the Charter Application (new schools) or the Key Design Elements (renewal schools). The Charter Application will set forth the school trustee qualifications of the school that are in addition to those required by law (age 18). Key Design Elements may or may not contain such information;
 - 4) By-laws, which may:
 - a) state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member;
 - b) state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
 - c) direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or
 - d) state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee's term. When new seats are created, the board, chairperson or other methodology in the by-laws may dictate the length of the term, which be staggered with other terms. It is a good practice for the secretary to keep a multi-year elections calendar to track each trustees' term.
- ☐ The school board or corporate member elects or appoints the *prospective* school trustee at a duly convened meeting of the school board with a quorum and following any by-laws restrictions on elections such as super-majority provisions.
- ☐ Submit a signed copy of the resolution electing the prospective trustee or of the signed minutes showing such election to the Institute together with a *Request for Information from Prospective Board Members* (RFI).
- ☐ After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the school, the board secretary or administrator should have each prospective trustee complete a RFI form, which the school or proposed trustee must submit to the Institute.

Institute Actions:

The Institute will approve or reject such proposed trustee in writing within 45 days of submission of *all* of the above required documentation (complete RFI with Charter School Trustee Contact Information form, and evidence of proper election (e.g. signed resolution or minutes reflecting vote). If the Institute takes no action within the 45 day period the person may be seated as a school trustee. After the Institute approves a trustee in writing, it will ask the school for an updated list of school trustees.

- ☐ The school board secretary or other administrator should inform the new trustee of his or her official seating on the school board. The trustee may now vote. The school must send an updated board list to the Institute.

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

1. Name of Charter School for which you intend to server as a trustee. Harlem Success Academy Charter School 3
2. Full name: Bryan Binder
Home Address: [REDACTED] New York, NY 10023
Business Name and Address: [REDACTED] NY, NY
Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):
☒ Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. ☒ I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). ☒ Does not apply to me.
☐ Yes
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. ☒ Does not apply to me. ☐ Yes
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
☒ Does not apply to me. ☐ Yes

Conflicts

8. Please indicate whether you or your spouse know any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. ☐ I / we do not know any such trustees. ☒ Yes, through my time spent serving on the board of Harlem Success Academy Charter School 3, I have become acquainted with some of the other board members serving across the five merging schools.
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
☒ I / we do not know any such employees. ☐ Yes
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee

or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school. ☒ I / we do not know any such persons. ☐ Yes

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. ☒ I / we do not anticipate conducting any such business. ☐ Yes
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not contact with a management company or charter management organization.
☐ I / we do not know any such persons.
☒ Yes, Joel Greenblatt is my brother-in-law and I have known him for over ten years. Additionally, through my service as a board member of Harlem Success Academy Charter School 3, I have come to know Eva Moskowitz and numerous employees of Success Academy Charter Schools, Inc.
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. ☐ N/A. ☒ I / we have no such interest. ☐ Yes
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. ☐ N/A. ☒ I / we or my family do not anticipate conducting any such business. ☐ Yes
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. ☒ Does not apply to me, my spouse or family. ☐ Yes
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. ☒ None. ☐ Yes
17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. An investigation would be conducted by an independent committee appointed by the board. If the committee concluded that the board member in question was involved in self-dealing, the trustee would be voted off the board.

Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). ☒ I affirm.

19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

Certification

I, Bryan Binder, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Harlem Success Academy Charter School 3 is true and correct in every respect.

2-15-12

Date

Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:

Charter Schools Institute
State University of New York
41 State Street, Suite 700, Albany, NY 12207
Telephone: 518/433-8277; Facsimile 518/427-6510
E-mail: charters@suny.edu

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EDUCATION

NEW YORK UNIVERSITY SCHOOL OF LAW

LEONARD N. STERN SCHOOL OF BUSINESS, New York University

Juris Doctorate/Master of Business Administration

Dean's Scholar, Full Academic Scholarship; Glucksman Fellow; Stern Scholar, GPA 3.97

New York, NY

May 1997

UNIVERSITY OF WISCONSIN

Bachelor of Science, with distinction, International Economic Relations

Dean's List

Madison, WI

August 1991



Charter Schools Institute
The State University of New York

**Request for Information
from Prospective
Charter School Trustees**

Guidance and Form

Updated: May 21, 2007

Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, New York 12207
518/433-8277
Fax: 518/427-6510

Guidance regarding the *Request for Information Form*

Serving on a public charter school board is a position of great trust and responsibility. As a charter school trustee, you would be charged with overseeing the education of all students enrolled in the school, the expenditure of public and private monies directed to the charter school, and, if applicable, the oversight of any charter management entity.

Because of the importance of the position that you seek to assume, the Board of Trustees of the State University of New York requires that new board members be approved by it pursuant to the terms of each school's Charter Agreement. The Charter Schools Institute carries out this responsibility for the State University Trustees through this Request for Information (RFI) process.

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest* in fulfilling their fiduciary or other duties as a charter school board member, who are proposed to be seated in violation of the school's charter or by-laws, or whose background evidences untrustworthiness, e.g., criminal record, a record of financial dealings inimical to the public trust. Accordingly, and in order to expedite the approval of new board members, the Institute requests that you provide full and complete answers to each of the items below (and provide the certification indicated). This will assist the Institute in its review.

Pursuant to New York's Freedom of Information Law (FOIL), any personal information listed on or attached to this form (including the Charter School Trustee Contact Information form) that would constitute an unwarranted invasion of personal privacy will not be disclosed to the public pursuant to FOIL (home address, telephone number, etc.).

* A conflict of interest is generally defined as a situation in which someone has differing or competing professional or personal interests, and do not necessarily have to involve monetary interests. In the case of a charter school trustee, who has a duty of loyalty to the charter school on whose board he or she sits, such differing or competing interests can complicate corporate decision making. Examples of conflicts of interest include the following:

- being a charter school trustee of more than one charter school at the same time;
- being paid by a charter school as an employee or contractor while serving as a school trustee;
- being a parent of a student of a charter school on whose board you sit, especially when making decisions related to your child's teachers; and
- being a charter school trustee while your spouse's company or employer is doing business with the charter school.

In many cases, conflicts are waiveable as long as the trustee discloses the interests to the school board and recuses his- or herself from voting when conflicted. In rare cases the conflict of interest will mandate that either one of the competing interests be given up. For example, a school trustee cannot work for a for-profit management company that manages the charter school's operations.

Questions related to conflict of interest may be addresses to the school's counsel or the General Counsel of the Insitute.

Seating New Trustees: General Procedures

In order to legally seating a person on a charter school board, the following procedures should generally be followed as well as any specific provisions contained in your school's by-laws.

	☐ When a board seat becomes vacant or is created, the school board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Application, <i>and</i> who complies with the Charter Agreement restrictions in Section 2 (and including Exhibit D) <i>and</i> school by-laws requirements. ☐ The charter school board secretary or other administrator should review the school by-laws to determine the proper number of trustees that may be seated on the board, or the proper range (e.g., 7-11). If the board has too many members, a request to amend the by-laws must be made to the Institute or the seat may not be filled. In cases where the number of trustees must be fixed (i.e., when there is a range) the school board should do so at or prior to the time of the election of the proposed trustee and clearly reflect same in the minutes. Note: The legal limits on board size are 5 minimum and 25 maximum. ☐ The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member: 1) Charter Agreement paragraph entitled "Governance; School Board; By-laws" (§ 2.10 in recent charters) for the following: a) compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the State University Trustees); b) compliance with provisions prohibiting or restricting board membership for persons associated with a charter management organization (CMO); 2) Charter Agreement Exhibit D, "Additional Assurances and Terms," which may contain restrictions on board membership or a waiver thereof; 3) Charter Agreement Exhibit A, "Terms of Operation," which is either the Charter Application (new schools) or the Key Design Elements (renewal schools). The Charter Application will set forth the school trustee qualifications of the school that are in addition to those required by law (age 18). Key Design Elements may or may not contain such information; 4) By-laws, which may: a) state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member; b) state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.); c) direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or d) state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee's term. When new seats are created, the board, chairperson or other methodology in the by-laws may dictate the length of the term, which be staggered with other terms. It is a good practice for the secretary to keep a multi-year elections calendar to track each trustees' term.
Institute Actions:	The Institute will approve or reject such proposed trustee in writing within 45 days of submission of <i>all</i> of the above required documentation (complete RFI with Charter School Trustee Contact Information form, and evidence of proper election (e.g. signed resolution or minutes reflecting vote). If the Institute takes no action within the 45 day period the person may be seated as a school trustee. After the Institute approves a trustee in writing, it will ask the school for an updated list of school trustees.
☐	The school board secretary or other administrator should inform the new trustee of his or her official seating on the school board. The trustee may now vote. The school must send an updated board list to the Institute.

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

1. Name of Charter School for which you intend to server as a trustee. Harlem Success Academy Charter School 3
2. Full name: John R. Bryant III ("Jay Bryant")
Home Address: [REDACTED] Yonkers, NY 10705
Business Name and Address: [REDACTED]
[REDACTED] New York, NY 10017
Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):
☒ Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. ☒ I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). ☐ Does not apply to me.
☒ Yes, I currently serve on both the board of Success Academy Charter Schools, Inc. in New York and the Elsie Whitlow Stokes Charter School in Washington DC. Additionally, I previously served on the board of Harlem Success Academy Charter School 5.
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. ☒ Does not apply to me. ☐ Yes, .
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
☒ Does not apply to me. ☐ Yes, .

Conflicts

8. Please indicate whether you or your spouse know any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. ☐ I / we do not know any such trustees. ☒ Yes, through my service as a board member of both the Success Academy Charter Schools, Inc. and of Harlem Success Academy Charter School 5, I have become acquainted with numerous board members serving across the five merging schools.
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

- ☒ I / we do not know any such employees. ☐ Yes, .
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school. ☒ I / we do not know any such persons. ☐ Yes, .
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. ☒ I / we do not anticipate conducting any such business. ☐ Yes, .
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not contact with a management company or charter management organization.
☐ I / we do not know any such persons.
☒ Yes, through my service as a board member of both Success Academy Charter Schools, Inc. and of Harlem Success Academy Charter School 5, I have come to know Eva Moskowitz and numerous employees of Success Academy Charter Schools, Inc.
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. ☐ N/A. ☒ I / we have no such interest. ☐ Yes, .
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. ☐ N/A. ☒ I / we or my family do not anticipate conducting any such business. ☐ Yes, .
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. ☒ Does not apply to me, my spouse or family. ☐ Yes, .
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. ☐ None. ☒ Yes, I serve on another charter school board in Washington, DC (although I do not regard this as a potential ethical or legal conflict).
17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. An investigation would be conducted by a committee

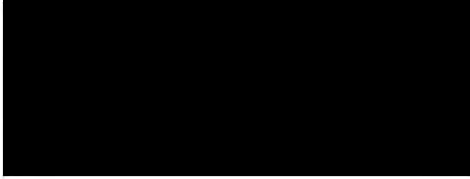
appointed by the board. If the committee concluded that the board member in question was involved in self-dealing, the trustee would be voted off the board.

Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). ☒ I affirm.
19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

Certification

I, John R Bryant III, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Harlem Success Academy Charter School 3 is true and correct in every respect.

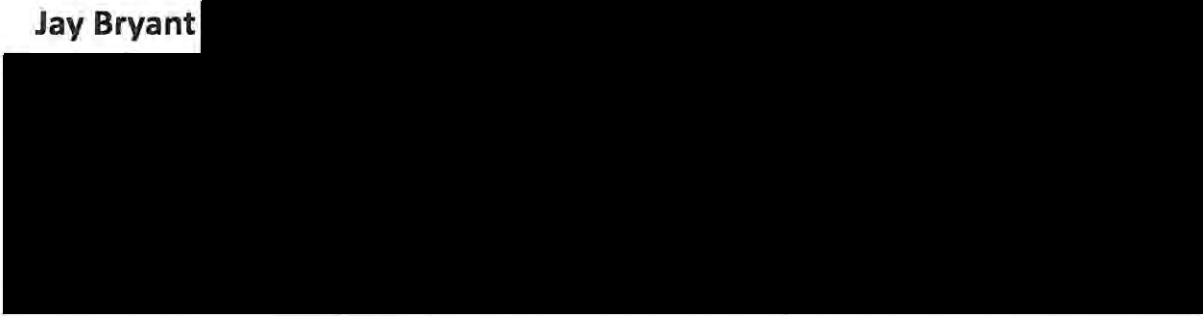


2-15-12
Date

Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:

Charter Schools Institute
State University of New York
41 State Street, Suite 700, Albany, NY 12207
Telephone: 518/433-8277; Facsimile 518/427-6510
E-mail: charters@suny.edu

Jay Bryant



Mr. Bryant holds an MBA from Columbia University and is an honors graduate of Harvard College.



Charter Schools Institute
The State University of New York

**Request for Information
from Prospective
Charter School Trustees**

Guidance and Form

Updated: May 21, 2007

Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, New York 12207
518/433-8277
Fax: 518/427-6510

Guidance regarding the *Request for Information Form*

Serving on a public charter school board is a position of great trust and responsibility. As a charter school trustee, you would be charged with overseeing the education of all students enrolled in the school, the expenditure of public and private monies directed to the charter school, and, if applicable, the oversight of any charter management entity.

Because of the importance of the position that you seek to assume, the Board of Trustees of the State University of New York requires that new board members be approved by it pursuant to the terms of each school's Charter Agreement. The Charter Schools Institute carries out this responsibility for the State University Trustees through this Request for Information (RFI) process.

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest* in fulfilling their fiduciary or other duties as a charter school board member, who are proposed to be seated in violation of the school's charter or by-laws, or whose background evidences untrustworthiness, e.g., criminal record, a record of financial dealings inimical to the public trust. Accordingly, and in order to expedite the approval of new board members, the Institute requests that you provide full and complete answers to each of the items below (and provide the certification indicated). This will assist the Institute in its review.

Pursuant to New York's Freedom of Information Law (FOIL), any personal information listed on or attached to this form (including the Charter School Trustee Contact Information form) that would constitute an unwarranted invasion of personal privacy will not be disclosed to the public pursuant to FOIL (home address, telephone number, etc.).

* A conflict of interest is generally defined as a situation in which someone has differing or competing professional or personal interests, and do not necessarily have to involve monetary interests. In the case of a charter school trustee, who has a duty of loyalty to the charter school on whose board he or she sits, such differing or competing interests can complicate corporate decision making. Examples of conflicts of interest include the following:

- being a charter school trustee of more than one charter school at the same time;
- being paid by a charter school as an employee or contractor while serving as a school trustee;
- being a parent of a student of a charter school on whose board you sit, especially when making decisions related to your child's teachers; and
- being a charter school trustee while your spouse's company or employer is doing business with the charter school.

In many cases, conflicts are waiveable as long as the trustee discloses the interests to the school board and recuses his- or herself from voting when conflicted. In rare cases the conflict of interest will mandate that either one of the competing interests be given up. For example, a school trustee cannot work for a for-profit management company that manages the charter school's operations.

Questions related to conflict of interest may be addresses to the school's counsel or the General Counsel of the Insitute.

Seating New Trustees: General Procedures

In order to legally seating a person on a charter school board, the following procedures should generally be followed as well as any specific provisions contained in your school's by-laws.

- ☐ When a board seat becomes vacant or is created, the school board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Application, *and* who complies with the Charter Agreement restrictions in Section 2 (and including Exhibit D) *and* school by-laws requirements.
- ☐ The charter school board secretary or other administrator should review the school by-laws to determine the proper number of trustees that may be seated on the board, or the proper range (e.g., 7-11). If the board has too many members, a request to amend the by-laws must be made to the Institute or the seat may not be filled. In cases where the number of trustees must be fixed (i.e., when there is a range) the school board should do so at or prior to the time of the election of the proposed trustee and clearly reflect same in the minutes. Note: The legal limits on board size are 5 minimum and 25 maximum.
- ☐ The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:
 - 1) Charter Agreement paragraph entitled "Governance; School Board; By-laws" (§ 2.10 in recent charters) for the following:
 - a) compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the State University Trustees);
 - b) compliance with provisions prohibiting or restricting board membership for persons associated with a charter management organization (CMO);
 - 2) Charter Agreement Exhibit D, "Additional Assurances and Terms," which may contain restrictions on board membership or a waiver thereof;
 - 3) Charter Agreement Exhibit A, "Terms of Operation," which is either the Charter Application (new schools) or the Key Design Elements (renewal schools). The Charter Application will set forth the school trustee qualifications of the school that are in addition to those required by law (age 18). Key Design Elements may or may not contain such information;
 - 4) By-laws, which may:
 - a) state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member;
 - b) state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
 - c) direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or
 - d) state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee's term. When new seats are created, the board, chairperson or other methodology in the by-laws may dictate the length of the term, which be staggered with other terms. It is a good practice for the secretary to keep a multi-year elections calendar to track each trustees' term.
- ☐ The school board or corporate member elects or appoints the *prospective* school trustee at a duly convened meeting of the school board with a quorum and following any by-laws restrictions on elections such as super-majority provisions.
- ☐ Submit a signed copy of the resolution electing the prospective trustee or of the signed minutes showing such election to the Institute together with a *Request for Information from Prospective Board Members* (RFI).
- ☐ After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the school, the board secretary or administrator should have each prospective trustee complete a RFI form, which the school or proposed trustee must submit to the Institute.

Institute Actions:

The Institute will approve or reject such proposed trustee in writing within 45 days of submission of *all* of the above required documentation (complete RFI with Charter School Trustee Contact Information form, and evidence of proper election (e.g. signed resolution or minutes reflecting vote). If the Institute takes no action within the 45 day period the person may be seated as a school trustee. After the Institute approves a trustee in writing, it will ask the school for an updated list of school trustees.

- ☐ The school board secretary or other administrator should inform the new trustee of his or her official seating on the school board. The trustee may now vote. The school must send an updated board list to the Institute.

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

1. Name of Charter School for which you intend to server as a trustee. Harlem Success Academy Charter School 3
2. Full name: Sandeep Chainani
Home Address: [REDACTED] Plandome, NY 11030
Business Name and Address: [REDACTED]
[REDACTED] New York, NY 10036
Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):
☒ Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. ☒ I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). ☐ Does not apply to me.
☒ Yes, Harlem Success Academy Charter School.
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. ☒ Does not apply to me. ☐ Yes, .
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
☒ Does not apply to me. ☐ Yes, .

Conflicts

8. Please indicate whether you or your spouse know any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. ☐ I / we do not know any such trustees. ☒ Yes, through my service as a board member of Harlem Success Academy Charter School, I have become acquainted with numerous board members serving across the five merging schools.
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

- ☒ I / we do not know any such employees. ☐ Yes, .
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school. ☒ I / we do not know any such persons. ☐ Yes, .
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. ☒ I / we do not anticipate conducting any such business. ☐ Yes, .
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not contact with a management company or charter management organization.
☐ I / we do not know any such persons.
☒ Yes, through my service as a board member of Success Academy Charter School, I have come to know Eva Moskowitz and numerous employees of Success Academy Charter Schools, Inc. Also, Yen Liow, a board member of Success Academy Charter Schools, Inc. is a friend.
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. ☐ N/A. ☒ I / we have no such interest. ☐ Yes, .
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. ☐ N/A. ☒ I / we or my family do not anticipate conducting any such business. ☐ Yes, .
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. ☒ Does not apply to me, my spouse or family. ☐ Yes, .
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. ☒ None. ☐ Yes, .
17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. An investigation would be conducted by a committee

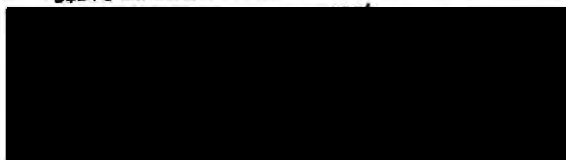
appointed by the board. If the committee concluded that the board member in question was involved in self-dealing, the trustee would be voted off the board.

Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). ☒ I affirm.
19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

Certification

I, Sandeep Chainani, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Harlem Success Academy Charter School 3 is true



Date

2/22/12

Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:

Charter Schools Institute
State University of New York
41 State Street, Suite 700, Albany, NY 12207
Telephone: 518/433-8277; Facsimile 518/427-6510
E-mail: charters@suny.edu

Sandeep Chainani

He received a Bachelor of Science in Management with a concentration in Finance from Binghamton University. He also holds the Chartered Financial Analyst designation.



Charter Schools Institute
The State University of New York

**Request for Information
from Prospective
Charter School Trustees**

Guidance and Form

Updated: May 21, 2007

Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, New York 12207
518/433-8277
Fax: 518/427-6510

Guidance regarding the *Request for Information Form*

Serving on a public charter school board is a position of great trust and responsibility. As a charter school trustee, you would be charged with overseeing the education of all students enrolled in the school, the expenditure of public and private monies directed to the charter school, and, if applicable, the oversight of any charter management entity.

Because of the importance of the position that you seek to assume, the Board of Trustees of the State University of New York requires that new board members be approved by it pursuant to the terms of each school's Charter Agreement. The Charter Schools Institute carries out this responsibility for the State University Trustees through this Request for Information (RFI) process.

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest* in fulfilling their fiduciary or other duties as a charter school board member, who are proposed to be seated in violation of the school's charter or by-laws, or whose background evidences untrustworthiness, e.g., criminal record, a record of financial dealings inimical to the public trust. Accordingly, and in order to expedite the approval of new board members, the Institute requests that you provide full and complete answers to each of the items below (and provide the certification indicated). This will assist the Institute in its review.

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- being paid by a charter school as an employee or contractor while serving as a school trustee;
- being a parent of a student of a charter school on whose board you sit, especially when making decisions related to your child's teachers; and
- being a charter school trustee while your spouse's company or employer is doing business with the charter school.

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 - 2) Charter Agreement Exhibit D, "Additional Assurances and Terms," which may contain restrictions on board membership or a waiver thereof;
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 - 4) By-laws, which may:
 - a) state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member;
 - b) state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
 - c) direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or
 - d) state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee's term. When new seats are created, the board, chairperson or other methodology in the by-laws may dictate the length of the term, which be staggered with other terms. It is a good practice for the secretary to keep a multi-year elections calendar to track each trustees' term.
- ☐ The school board or corporate member elects or appoints the *prospective* school trustee at a duly convened meeting of the school board with a quorum and following any by-laws restrictions on elections such as super-majority provisions.
- ☐ Submit a signed copy of the resolution electing the prospective trustee or of the signed minutes showing such election to the Institute together with a *Request for Information from Prospective Board Members* (RFI).
- ☐ After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the school, the board secretary or administrator should have each prospective trustee complete a RFI form, which the school or proposed trustee must submit to the Institute.

Institute Actions:

The Institute will approve or reject such proposed trustee in writing within 45 days of submission of *all* of the above required documentation (complete RFI with Charter School Trustee Contact Information form, and evidence of proper election (e.g. signed resolution or minutes reflecting vote). If the Institute takes no action within the 45 day period the person may be seated as a school trustee. After the Institute approves a trustee in writing, it will ask the school for an updated list of school trustees.



The school board secretary or other administrator should inform the new trustee of his or her official seating on the school board. The trustee may now vote. The school must send an updated board list to the Institute.

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

1. Name of Charter School for which you intend to serve as a trustee. Harlem Success Academy Charter School 3
2. Full name: Samuel Allen Cole
Home Address: [REDACTED] Montclair, NJ 07042
Business Name and Address: [REDACTED] Montclair, NJ 07042
Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):
☒ Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. ☒ I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). ☐ Does not apply to me.
☒ Yes, Currently Chair of Harlem Success Academy Charter School 5.
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. ☒ Does not apply to me. ☐ Yes, .
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
☒ Does not apply to me. ☐ Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. ☐ I / we do not know any such trustees. ☒ Yes, as a member of Harlem Success Academy Charter School 5's Board, I have become acquainted with board members serving across the five merged schools (including Jay Bryant and Donna Kennedy with whom I will be serving on the Governing Board of Harlem Success Academy Charter School 3).
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
☐ I / we do not know any such employees. ☒ Yes, through my service as a board member

of Harlem Success Academy Charter School 5, I have come to know Stacey Apatov.

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school. ☒ I / we do not know any such persons. ☐ Yes, .
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. ☒ I / we do not anticipate conducting any such business. ☐ Yes, .
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not contact with a management company or charter management organization.
☐ I / we do not know any such persons.
☒ Yes, through my service as a board member of Harlem Success Academy Charter School 5, I have come to know Eva Moskowitz and numerous employees of Success Academy Charter Schools, Inc. But neither I nor my spouse have any familial or business relationship with anyone at Success Academy Charter Schools, Inc.
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. ☐ N/A. ☒ I / we have no such interest. ☐ Yes, .
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. ☐ N/A. ☒ I / we or my family do not anticipate conducting any such business. ☐ Yes, .
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. ☒ Does not apply to me, my spouse or family. ☐ Yes, .
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. ☒ None. ☐ Yes, .
17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. An investigation would be conducted by a committee

appointed by the board. If the committee concluded that the board member in question was involved in self-dealing, the trustee would be voted off the board.

Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). ☒ I affirm.
19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

Certification

I, Samuel Cole, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the Board of Trustees of the Harlem Success Academy Charter School 3 is true and correct

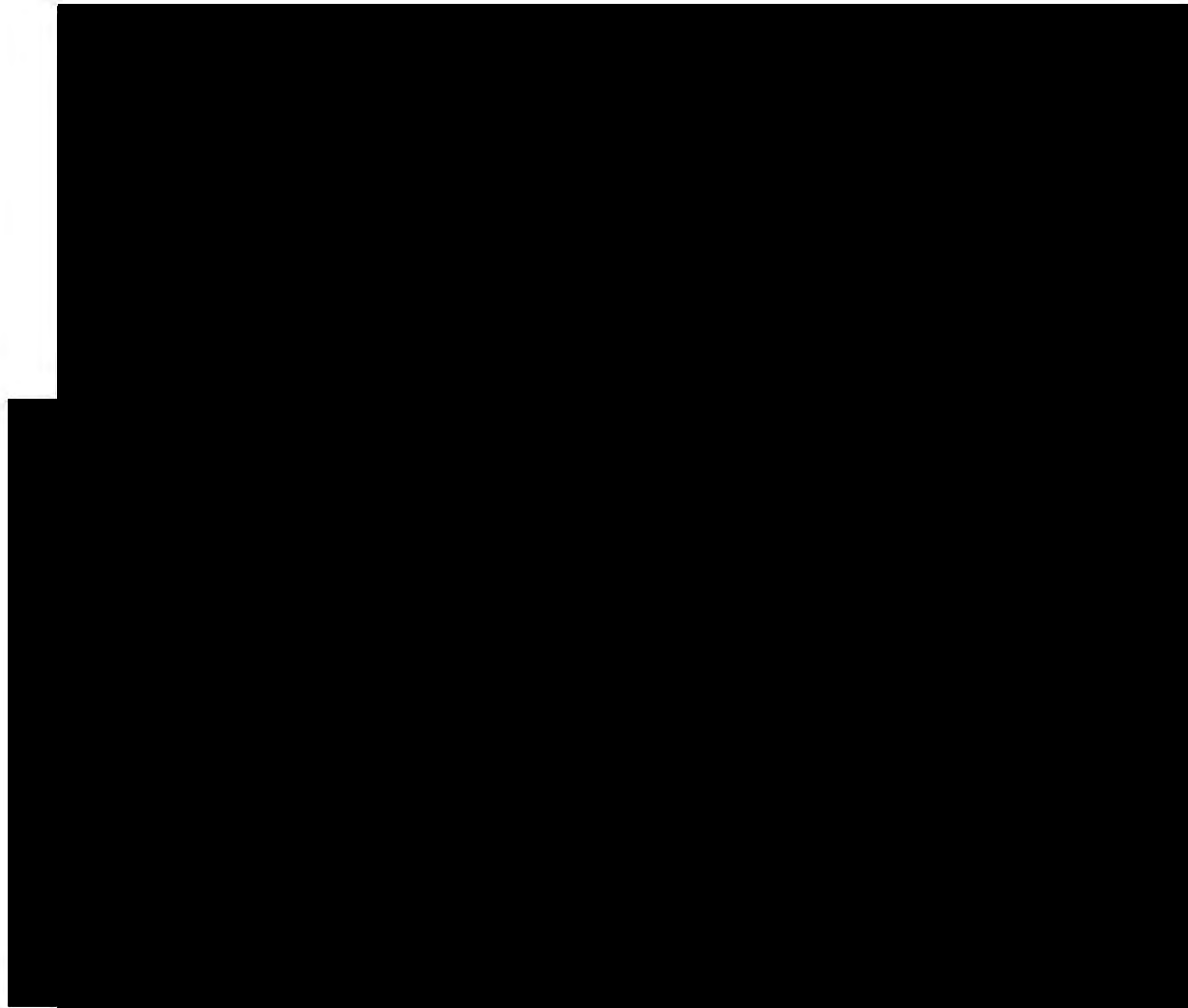


2/15/12
Date

Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:

Charter Schools Institute
State University of New York
41 State Street, Suite 700, Albany, NY 12207
Telephone: 518/433-8277; Facsimile 518/427-6510
E-mail: charters@suny.edu

Samuel (Sam) A. Cole
Professional Summary



Mr. Cole received his MBA from the MIT Sloan School of Management and an MA from the Fletcher School of Law & Diplomacy at Tufts University. He received his BA with Honors in Government from Harvard University.



Charter Schools Institute
The State University of New York

**Request for Information
from Prospective
Charter School Trustees**

Guidance and Form

Updated: May 21, 2007

Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, New York 12207
518/433-8277
Fax: 518/427-6510

Guidance regarding the *Request for Information Form*

Serving on a public charter school board is a position of great trust and responsibility. As a charter school trustee, you would be charged with overseeing the education of all students enrolled in the school, the expenditure of public and private monies directed to the charter school, and, if applicable, the oversight of any charter management entity.

Because of the importance of the position that you seek to assume, the Board of Trustees of the State University of New York requires that new board members be approved by it pursuant to the terms of each school's Charter Agreement. The Charter Schools Institute carries out this responsibility for the State University Trustees through this Request for Information (RFI) process.

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest* in fulfilling their fiduciary or other duties as a charter school board member, who are proposed to be seated in violation of the school's charter or by-laws, or whose background evidences untrustworthiness, e.g., criminal record, a record of financial dealings inimical to the public trust. Accordingly, and in order to expedite the approval of new board members, the Institute requests that you provide full and complete answers to each of the items below (and provide the certification indicated). This will assist the Institute in its review.

Pursuant to New York's Freedom of Information Law (FOIL), any personal information listed on or attached to this form (including the Charter School Trustee Contact Information form) that would constitute an unwarranted invasion of personal privacy will not be disclosed to the public pursuant to FOIL (home address, telephone number, etc.).

* A conflict of interest is generally defined as a situation in which someone has differing or competing professional or personal interests, and do not necessarily have to involve monetary interests. In the case of a charter school trustee, who has a duty of loyalty to the charter school on whose board he or she sits, such differing or competing interests can complicate corporate decision making. Examples of conflicts of interest include the following:

- being a charter school trustee of more than one charter school at the same time;
- being paid by a charter school as an employee or contractor while serving as a school trustee;
- being a parent of a student of a charter school on whose board you sit, especially when making decisions related to your child's teachers; and
- being a charter school trustee while your spouse's company or employer is doing business with the charter school.

In many cases, conflicts are waiveable as long as the trustee discloses the interests to the school board and recuses his- or herself from voting when conflicted. In rare cases the conflict of interest will mandate that either one of the competing interests be given up. For example, a school trustee cannot work for a for-profit management company that manages the charter school's operations.

Questions related to conflict of interest may be addresses to the school's counsel or the General Counsel of the Insitute.

Seating New Trustees: General Procedures

In order to legally seating a person on a charter school board, the following procedures should generally be followed as well as any specific provisions contained in your school's by-laws.

☐ ☐ ☐	When a board seat becomes vacant or is created, the school board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Application, <i>and</i> who complies with the Charter Agreement restrictions in Section 2 (and including Exhibit D) <i>and</i> school by-laws requirements. The charter school board secretary or other administrator should review the school by-laws to determine the proper number of trustees that may be seated on the board, or the proper range (e.g., 7-11). If the board has too many members, a request to amend the by-laws must be made to the Institute or the seat may not be filled. In cases where the number of trustees must be fixed (i.e., when there is a range) the school board should do so at or prior to the time of the election of the proposed trustee and clearly reflect same in the minutes. Note: The legal limits on board size are 5 minimum and 25 maximum. The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member: 1) Charter Agreement paragraph entitled "Governance; School Board; By-laws" (§ 2.10 in recent charters) for the following: a) compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the State University Trustees); b) compliance with provisions prohibiting or restricting board membership for persons associated with a charter management organization (CMO); 2) Charter Agreement Exhibit D, "Additional Assurances and Terms," which may contain restrictions on board membership or a waiver thereof; 3) Charter Agreement Exhibit A, "Terms of Operation," which is either the Charter Application (new schools) or the Key Design Elements (renewal schools). The Charter Application will set forth the school trustee qualifications of the school that are in addition to those required by law (age 18). Key Design Elements may or may not contain such information; 4) By-laws, which may: a) state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member; b) state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.); c) direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or d) state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee's term. When new seats are created, the board, chairperson or other methodology in the by-laws may dictate the length of the term, which be staggered with other terms. It is a good practice for the secretary to keep a multi-year elections calendar to track each trustees' term. ☐ The school board or corporate member elects or appoints the <i>prospective</i> school trustee at a duly convened meeting of the school board with a quorum and following any by-laws restrictions on elections such as super-majority provisions. ☐ Submit a signed copy of the resolution electing the prospective trustee or of the signed minutes showing such election to the Institute together with a <i>Request for Information from Prospective Board Members</i> (RFI). ☐ After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the school, the board secretary or administrator should have each prospective trustee complete a RFI form, which the school or proposed trustee must submit to the Institute.
Institute Actions:	The Institute will approve or reject such proposed trustee in writing within 45 days of submission of <i>all</i> of the above required documentation (complete RFI with Charter School Trustee Contact Information form, and evidence of proper election (e.g. signed resolution or minutes reflecting vote). If the Institute takes no action within the 45 day period the person may be seated as a school trustee. After the Institute approves a trustee in writing, it will ask the school for an updated list of school trustees.
☐	The school board secretary or other administrator should inform the new trustee of his or her official seating on the school board. The trustee may now vote. The school must send an updated board list to the Institute.

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

1. Name of Charter School for which you intend to serve as a trustee. Harlem Success Academy Charter School 3
2. Full name: Donna Kennedy
Home Address: [REDACTED], New York City [REDACTED]
Business Name and Address: [REDACTED], New York City
Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):
☒ Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. ☒ I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). ☐ Does not apply to me.
☒ Yes, Harlem Success Academy Charter School 5.
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. ☒ Does not apply to me. ☐ Yes, .
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
☒ Does not apply to me. ☐ Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. ☐ I / we do not know any such trustees. ☒ Yes, through my service on the board of Harlem Success Academy Charter School 5 I have become acquainted with other board members across the five merging schools.
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
☒ I / we do not know any such employees. ☐ Yes, .
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee

or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school. ☒ I / we do not know any such persons. ☐ Yes, .

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. ☒ I / we do not anticipate conducting any such business. ☐ Yes, .
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not contact with a management company or charter management organization.
☐ I / we do not know any such persons.
☒ Yes, I have come to know Eva Moskowitz and some employees of Success Academy Charter Schools, Inc. through serving on the Harlem Success Academy Charter School 5 board.
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. ☐ N/A. ☒ I / we have no such interest. ☐ Yes, .
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. ☐ N/A. ☒ I / we or my family do not anticipate conducting any such business. ☐ Yes, .
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. ☒ Does not apply to me, my spouse or family. ☐ Yes, .
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. ☒ None. ☐ Yes, .
17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. An investigation would be conducted by a committee appointed by the board. If the committee concluded that the board member in question was involved in self-dealing, the trustee would be voted off the board.

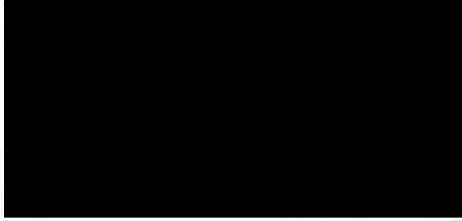
Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). ☒ I affirm.

19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

Certification

I, Donna Kennedy, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Harlem Success Academy Charter School 3 is true



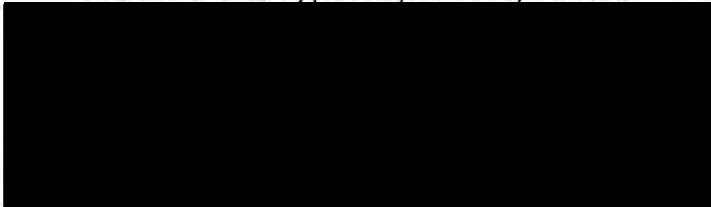
Date

2/5/12

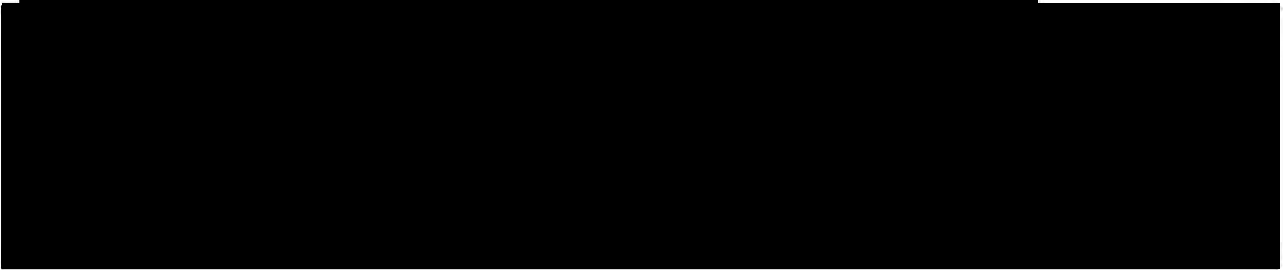
Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:

Charter Schools Institute
State University of New York
41 State Street, Suite 700, Albany, NY 12207
Telephone: 518/433-8277; Facsimile 518/427-6510
E-mail: charters@suny.edu

Donna Kennedy, M.S., M. ED., S.A.S.



QUALIFICATIONS



EDUCATION

2002 – 2003 Bank Street College of Education-Leadership & Administration
M. Ed. & SAS

1995 Hunter College
M.S. Special Education-Emphasis in Learning Disabilities
Completed the Consultant Teacher Program –
additional 12 credits

1990 University of Nebraska, Lincoln
B.A. Dance – Emphasis in Performance

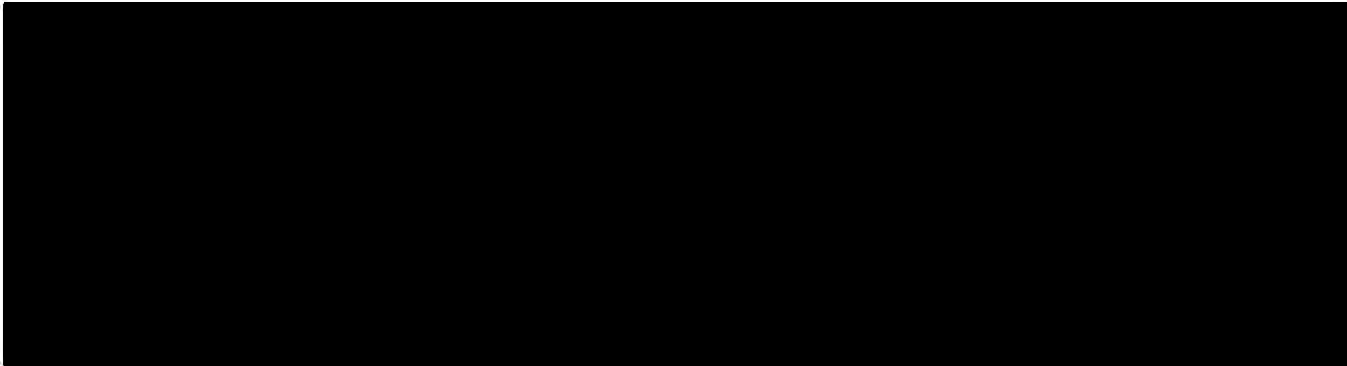
Certification

NYS Permanent Special Education
SAS Certification



Other Educational Training:

Wright Group – Whole Language – Levels 1, 2 & 3
TC Writers Workshop
Judy Hochman-Basic Writing skills
High/Scope –Betsy Evans-
Eileen Perlman-PAF – Preventing Academic Failure, Program &
Assessment
Greenspan Floortime
Reading Through the Arts
Collaborative Problem Solving
PBIS





Charter Schools Institute
The State University of New York

**Request for Information
from Prospective
Charter School Trustees**

Guidance and Form

Updated: May 21, 2007

Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, New York 12207
518/433-8277
Fax: 518/427-6510

Guidance regarding the *Request for Information Form*

Serving on a public charter school board is a position of great trust and responsibility. As a charter school trustee, you would be charged with overseeing the education of all students enrolled in the school, the expenditure of public and private monies directed to the charter school, and, if applicable, the oversight of any charter management entity.

Because of the importance of the position that you seek to assume, the Board of Trustees of the State University of New York requires that new board members be approved by it pursuant to the terms of each school's Charter Agreement. The Charter Schools Institute carries out this responsibility for the State University Trustees through this Request for Information (RFI) process.

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest* in fulfilling their fiduciary or other duties as a charter school board member, who are proposed to be seated in violation of the school's charter or by-laws, or whose background evidences untrustworthiness, e.g., criminal record, a record of financial dealings inimical to the public trust. Accordingly, and in order to expedite the approval of new board members, the Institute requests that you provide full and complete answers to each of the items below (and provide the certification indicated). This will assist the Institute in its review.

Pursuant to New York's Freedom of Information Law (FOIL), any personal information listed on or attached to this form (including the Charter School Trustee Contact Information form) that would constitute an unwarranted invasion of personal privacy will not be disclosed to the public pursuant to FOIL (home address, telephone number, etc.).

* A conflict of interest is generally defined as a situation in which someone has differing or competing professional or personal interests, and do not necessarily have to involve monetary interests. In the case of a charter school trustee, who has a duty of loyalty to the charter school on whose board he or she sits, such differing or competing interests can complicate corporate decision making. Examples of conflicts of interest include the following:

- being a charter school trustee of more than one charter school at the same time;
- being paid by a charter school as an employee or contractor while serving as a school trustee;
- being a parent of a student of a charter school on whose board you sit, especially when making decisions related to your child's teachers; and
- being a charter school trustee while your spouse's company or employer is doing business with the charter school.

In many cases, conflicts are waiveable as long as the trustee discloses the interests to the school board and recuses his- or herself from voting when conflicted. In rare cases the conflict of interest will mandate that either one of the competing interests be given up. For example, a school trustee cannot work for a for-profit management company that manages the charter school's operations.

Questions related to conflict of interest may be addresses to the school's counsel or the General Counsel of the Insitute.

Seating New Trustees: General Procedures

In order to legally seating a person on a charter school board, the following procedures should generally be followed as well as any specific provisions contained in your school's by-laws.

	☐ When a board seat becomes vacant or is created, the school board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Application, <i>and</i> who complies with the Charter Agreement restrictions in Section 2 (and including Exhibit D) <i>and</i> school by-laws requirements. ☐ The charter school board secretary or other administrator should review the school by-laws to determine the proper number of trustees that may be seated on the board, or the proper range (e.g., 7-11). If the board has too many members, a request to amend the by-laws must be made to the Institute or the seat may not be filled. In cases where the number of trustees must be fixed (i.e., when there is a range) the school board should do so at or prior to the time of the election of the proposed trustee and clearly reflect same in the minutes. Note: The legal limits on board size are 5 minimum and 25 maximum. ☐ The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member: 1) Charter Agreement paragraph entitled "Governance; School Board; By-laws" (§ 2.10 in recent charters) for the following: a) compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the State University Trustees); b) compliance with provisions prohibiting or restricting board membership for persons associated with a charter management organization (CMO); 2) Charter Agreement Exhibit D, "Additional Assurances and Terms," which may contain restrictions on board membership or a waiver thereof; 3) Charter Agreement Exhibit A, "Terms of Operation," which is either the Charter Application (new schools) or the Key Design Elements (renewal schools). The Charter Application will set forth the school trustee qualifications of the school that are in addition to those required by law (age 18). Key Design Elements may or may not contain such information; 4) By-laws, which may: a) state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member; b) state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.); c) direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or d) state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee's term. When new seats are created, the board, chairperson or other methodology in the by-laws may dictate the length of the term, which be staggered with other terms. It is a good practice for the secretary to keep a multi-year elections calendar to track each trustees' term.
Institute Actions:	The Institute will approve or reject such proposed trustee in writing within 45 days of submission of <i>all</i> of the above required documentation (complete RFI with Charter School Trustee Contact Information form, and evidence of proper election (e.g. signed resolution or minutes reflecting vote). If the Institute takes no action within the 45 day period the person may be seated as a school trustee. After the Institute approves a trustee in writing, it will ask the school for an updated list of school trustees.
☐	The school board secretary or other administrator should inform the new trustee of his or her official seating on the school board. The trustee may now vote. The school must send an updated board list to the Institute.

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

1. Name of Charter School for which you intend to serve as a trustee. Harlem Success Academy Charter School 3
2. Full name: Lance Rosen
Home Address: [REDACTED] New York, NY 10028
Business Name and Address: [REDACTED]
Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):
☒ Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. ☐ I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). ☐ Does not apply to me.
☒ Yes, Harlem Success Academy Charter School 4.
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. ☒ Does not apply to me. ☐ Yes, .
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
☒ Does not apply to me. ☐ Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. ☐ I / we do not know any such trustees. ☒ Yes, through my service on the Harlem Success Academy Charter School 4 board.
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
☐ I / we do not know any such employees. ☒ Yes, through my service on the Harlem Success Academy Charter School 4 board.
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee

or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school. ☒ I / we do not know any such persons. ☐ Yes, .

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. ☒ I / we do not anticipate conducting any such business. ☐ Yes, .
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not contact with a management company or charter management organization.
☐ I / we do not know any such persons.
☒ Yes, through my service as a board member of Harlem Success Academy Charter School 4, I have come to know Eva Moskowitz and numerous employees of Success Academy Charter Schools, Inc.
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. ☐ N/A. ☒ I / we have no such interest. ☐ Yes, .
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. ☐ N/A. ☒ I / we or my family do not anticipate conducting any such business. ☐ Yes, .
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. ☒ Does not apply to me, my spouse or family. ☐ Yes, .
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. ☒ None. ☐ Yes, .
17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. An investigation would be conducted by an independent committee appointed by the board. If the committee concluded that the board member in question was involved in self-dealing, the trustee would be voted off the board.

Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). ☒ I affirm.
19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

Certification

I, Lance Rosen, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the Harlem Success Academy Charter School 3 is true and correct in every way.

Signature _____

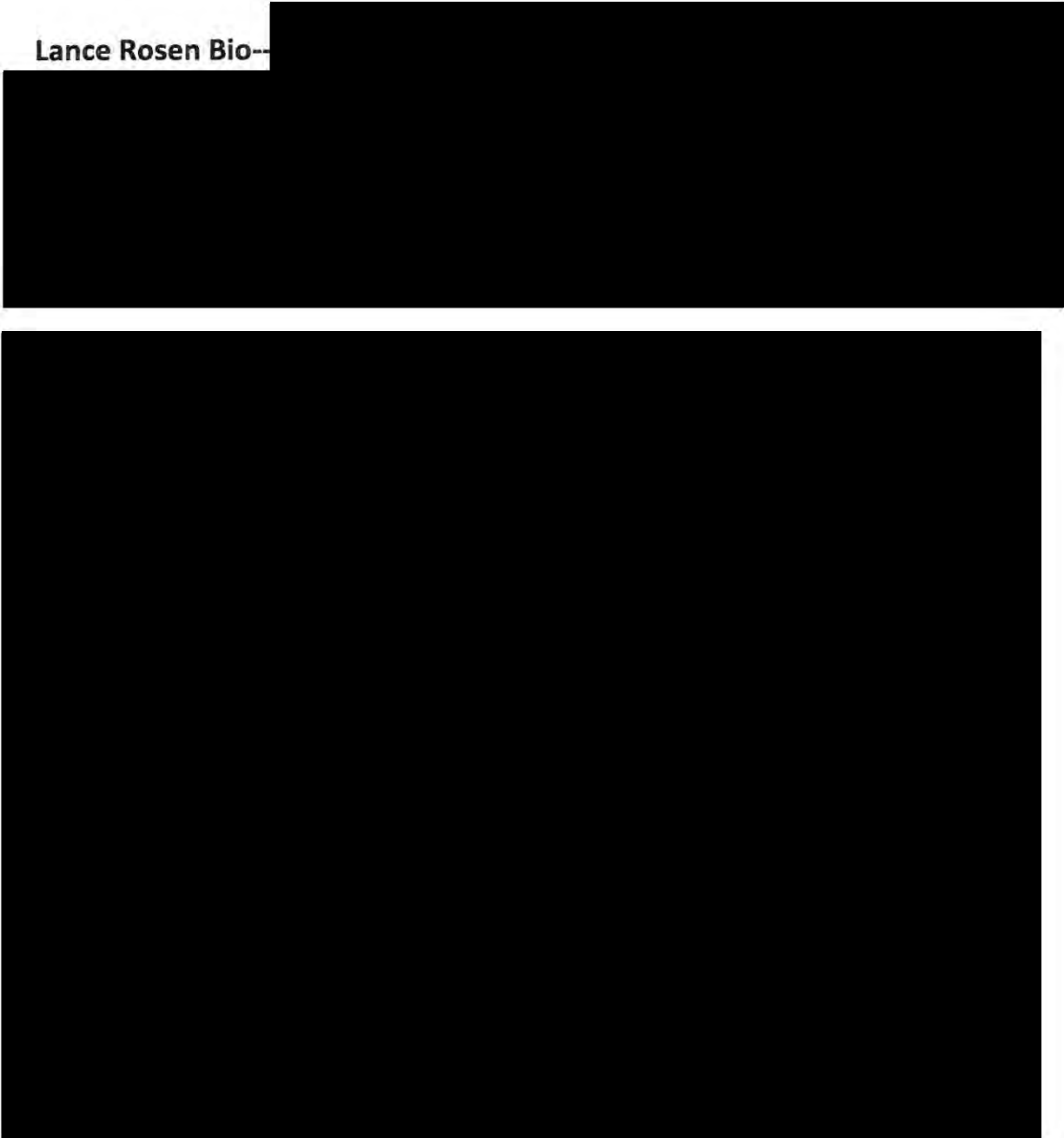
Date _____

2/15/2012

Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:

Charter Schools Institute
State University of New York
41 State Street, Suite 700, Albany, NY 12207
Telephone: 518/433-8277; Facsimile 518/427-6510
E-mail: charters@suny.edu

Lance Rosen Bio--



He graduated Magna cum Laude from Cornell University in 1991 and received his M.A. and M.Phil in Political Science (concentrating in International Political Economy) from Columbia University, where he was a President's Fellow, in 1995. He is a C.F.A. charter holder.



Charter Schools Institute
The State University of New York

**Request for Information
from Prospective
Charter School Trustees**

Guidance and Form

Updated: May 21, 2007

Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, New York 12207
518/433-8277
Fax: 518/427-6510

Guidance regarding the *Request for Information Form*

Serving on a public charter school board is a position of great trust and responsibility. As a charter school trustee, you would be charged with overseeing the education of all students enrolled in the school, the expenditure of public and private monies directed to the charter school, and, if applicable, the oversight of any charter management entity.

Because of the importance of the position that you seek to assume, the Board of Trustees of the State University of New York requires that new board members be approved by it pursuant to the terms of each school's Charter Agreement. The Charter Schools Institute carries out this responsibility for the State University Trustees through this Request for Information (RFI) process.

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest* in fulfilling their fiduciary or other duties as a charter school board member, who are proposed to be seated in violation of the school's charter or by-laws, or whose background evidences untrustworthiness, e.g., criminal record, a record of financial dealings inimical to the public trust. Accordingly, and in order to expedite the approval of new board members, the Institute requests that you provide full and complete answers to each of the items below (and provide the certification indicated). This will assist the Institute in its review.

Pursuant to New York's Freedom of Information Law (FOIL), any personal information listed on or attached to this form (including the Charter School Trustee Contact Information form) that would constitute an unwarranted invasion of personal privacy will not be disclosed to the public pursuant to FOIL (home address, telephone number, etc.).

* A conflict of interest is generally defined as a situation in which someone has differing or competing professional or personal interests, and do not necessarily have to involve monetary interests. In the case of a charter school trustee, who has a duty of loyalty to the charter school on whose board he or she sits, such differing or competing interests can complicate corporate decision making. Examples of conflicts of interest include the following:

- being a charter school trustee of more than one charter school at the same time;
- being paid by a charter school as an employee or contractor while serving as a school trustee;
- being a parent of a student of a charter school on whose board you sit, especially when making decisions related to your child's teachers; and
- being a charter school trustee while your spouse's company or employer is doing business with the charter school.

In many cases, conflicts are waiveable as long as the trustee discloses the interests to the school board and recuses his- or herself from voting when conflicted. In rare cases the conflict of interest will mandate that either one of the competing interests be given up. For example, a school trustee cannot work for a for-profit management company that manages the charter school's operations.

Questions related to conflict of interest may be addresses to the school's counsel or the General Counsel of the Insitute.

Seating New Trustees: General Procedures

In order to legally seating a person on a charter school board, the following procedures should generally be followed as well as any specific provisions contained in your school's by-laws.

☐	When a board seat becomes vacant or is created, the school board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Application, <i>and</i> who complies with the Charter Agreement restrictions in Section 2 (and including Exhibit D) <i>and</i> school by-laws requirements.
☐	The charter school board secretary or other administrator should review the school by-laws to determine the proper number of trustees that may be seated on the board, or the proper range (e.g., 7-11). If the board has too many members, a request to amend the by-laws must be made to the Institute or the seat may not be filled. In cases where the number of trustees must be fixed (i.e., when there is a range) the school board should do so at or prior to the time of the election of the proposed trustee and clearly reflect same in the minutes. Note: The legal limits on board size are 5 minimum and 25 maximum.
☐	The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member: 1) Charter Agreement paragraph entitled "Governance; School Board; By-laws" (§ 2.10 in recent charters) for the following: a) compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the State University Trustees); b) compliance with provisions prohibiting or restricting board membership for persons associated with a charter management organization (CMO); 2) Charter Agreement Exhibit D, "Additional Assurances and Terms," which may contain restrictions on board membership or a waiver thereof; 3) Charter Agreement Exhibit A, "Terms of Operation," which is either the Charter Application (new schools) or the Key Design Elements (renewal schools). The Charter Application will set forth the school trustee qualifications of the school that are in addition to those required by law (age 18). Key Design Elements may or may not contain such information; 4) By-laws, which may: a) state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member; b) state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.); c) direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or d) state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee's term. When new seats are created, the board, chairperson or other methodology in the by-laws may dictate the length of the term, which be staggered with other terms. It is a good practice for the secretary to keep a multi-year elections calendar to track each trustees' term.
☐	The school board or corporate member elects or appoints the <i>prospective</i> school trustee at a duly convened meeting of the school board with a quorum and following any by-laws restrictions on elections such as super-majority provisions.
☐	Submit a signed copy of the resolution electing the prospective trustee or of the signed minutes showing such election to the Institute together with a <i>Request for Information from Prospective Board Members</i> (RFI).
☐	After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the school, the board secretary or administrator should have each prospective trustee complete a RFI form, which the school or proposed trustee must submit to the Institute.
Institute Actions:	The Institute will approve or reject such proposed trustee in writing within 45 days of submission of <i>all</i> of the above required documentation (complete RFI with Charter School Trustee Contact Information form, and evidence of proper election (e.g. signed resolution or minutes reflecting vote). If the Institute takes no action within the 45 day period the person may be seated as a school trustee. After the Institute approves a trustee in writing, it will ask the school for an updated list of school trustees.
☐	The school board secretary or other administrator should inform the new trustee of his or her official seating on the school board. The trustee may now vote. The school must send an updated board list to the Institute.

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

1. Name of Charter School for which you intend to server as a trustee. Harlem Success Academy Charter School 3
2. Full name: Gregory R. Sawers
Home Address: [REDACTED] Westfield, NJ 07090
Business Name and Address: [REDACTED]
Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):
☒ Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. ☒ I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). ☐ Does not apply to me.
X Yes, Board Member of Harlem Success Academy Charter School 2
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. ☒ Does not apply to me. ☐ Yes, .
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
X Does not apply to me. ☐ Yes, .

Conflicts

8. Please indicate whether you or your spouse know any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. ☐ I / we do not know any such trustees. X Yes, Through service on the Board of Harlem Success Academy Charter School 2 I have gotten to know various trustees.
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
☒ I / we do not know any such employees. ☐ Yes, .
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and

the nature of the business that such person or entity is transacting or will be transacting with the school. ☒ I / we do not know any such persons. ☐ Yes, .

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. ☒ I / we do not anticipate conducting any such business. ☐ Yes, .
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not contact with a management company or charter management organization.
☐ I / we do not know any such persons.
☒ Yes, through my service as a board member of Harlem Success Academy Charter School 2, I have come to know Eva Moskowitz and numerous employees of Success Academy Charter Schools, Inc.
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. ☐ N/A. ☒ I / we have no such interest. ☐ Yes, .
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. ☐ N/A. ☒ I / we or my family do not anticipate conducting any such business. ☐ Yes, .
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. ☒ Does not apply to me, my spouse or family. ☐ Yes, .
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. ☒ None. ☐ Yes, .
17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. An investigation would be conducted by a committee appointed by the board. If the committee concluded that the board member in question was involved in self-dealing, the trustee would be voted off the board.

Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). ☒ I affirm.
19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

Certification

I, Gregory R. Sawers, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Harlem Success Academy Charter School 3 is true and correct in every respect.



Signature

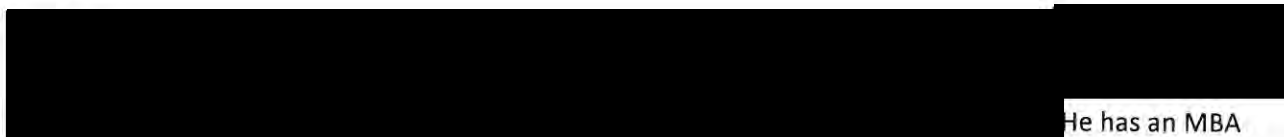
2/15/12

Date

Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:

Charter Schools Institute
State University of New York
41 State Street, Suite 700, Albany, NY 12207
Telephone: 518/433-8277; Facsimile 518/427-6510
E-mail: charters@suny.edu

Gregory R. Sawers



He has an MBA from Harvard University (1985) and a BSFS degree from Georgetown University (1982).

16. Community Relations

(a) Parent Relations

STREAMLINED RESPONSE: If the plans for parent relations of the proposed school(s) would be the same as the school to be replicated, and the applicant meets the performance eligibility outlined in Sections III and VII, simply indicate that “parent relations for the [charter or renewal charter] of XXX Charter School should be incorporated by reference.” No additional information is required.

If any aspect of the proposed school’s plans for parent relations would be different from the school to be replicated, complete this response accordingly.

Describe how the school will involve parents in the education of their child and in the governance and operation of the school.

Parent relations for the proposed schools are substantially similar to those of Harlem Success Academy Charter School 3.

Parental involvement in a child’s education is a cornerstone of the Success Academy Charter Schools’ (“Success Academy’s”) educational philosophy. While the Harlem Success Academy 3 Board of Trustees does not expect or want parents to fundraise, the school will ask parents to be involved in their child’s academic, developmental, and overall success. Parents will be directly involved in their child’s education every night, as they are strongly encouraged to check their child’s homework for completion and accuracy and read books with their child every night. Parents will be invited and strongly encouraged to attend family events such as family reading nights, family math nights, science fairs, chess tournaments, dance recitals, and soccer games. These events are important and are very popular amongst families, as demonstrated by the fact that attendance at family academic events at existing Success Academy schools is exceptionally high.

Parents will be in regular communication with teachers and school administrators regarding their child’s academic progress and performance. They will be given the mobile phone number of their child’s teachers as well as the mobile phone number of every other adult in the school building. The school will have an open door policy that allows parents to visit and meet with school staff. Additionally, all messages left by parents on voicemail will be returned by a school staff person within one business day whenever feasible.

Each class will seek to have a set of class parents that will work with the teacher to convey parental concerns and work with the school to organize school and class events, including finding chaperones for field studies, finding classroom volunteers to assist the teacher as necessary, and planning special celebrations for the students. Parents will likely be asked to speak at important school events.

A Parent Council will help organize family events, help plan and chaperone meaningful field study experiences, and address parent questions and concerns. The Parent Council will also support the parent body in achieving school culture goals.

As noted in Response 15(a-e) – Governance, there may be one (or more) *ex-officio*, non-voting seat(s) on the Board of Trustees reserved for the parent of a child matriculating at one of the schools in the Harlem Success Academy 3 education corporation.

(b) District Relations

[All applicants must complete a Response to this Request.]

Describe any explicit support for the proposed school from the school district in which the school intends to be located and provide supporting evidence within the response.

Also, describe the school's intended strategies for establishing and maintaining an ongoing relationship with the local school district, including any foreseen opportunities or challenges.

Describe any low-performing schools in the area in which the proposed charter school intends to be located and explain how the charter school might partner with those schools to share best practices and innovations.

Thousands of parents in Community School Districts ("CSDs") 2, 4, 13, and 17 have expressed their support for a new school operated by Success Academy Charter Schools ("Success Academy") in their neighborhood. Please refer to Response 16(d) – Evidence of Community Support for approximately 9,000 petition signatures from community members who "would be interested in sending your child to" a Success Academy school in the relevant CSD or "would support these schools [or this school] opening" (approximate signature totals are 2,750 from CSD 2; 1,625 from CSD 4; 1,450 from CSD 13; and 3,175 from CSD 17). The petition signatures were obtained by canvassers who verbally provided basic information about this Proposal and/or distributed flyers in English and Spanish. The flyers indicate that an application will be submitted to open the proposed school(s) in August 2013 in the relevant CSD(s), and the proposed grades of

the school(s). The flyers also actively solicit public comment, include an e-mail address to use in order to do so, and direct the public to the Success Academy website for additional information. Please refer to Attachments 03(g) – Community Outreach X, Y, Z, AA, BB, and CC for English and Spanish copies of the flyers for each CSD.

For additional evidence of community support, please refer to Response 03(a-e) – Proposal History.

Intended Strategies for Establishing and Maintaining an Ongoing Relationship

Success Academy has employed, and intends to continue to employ, a robust outreach plan to communities in the proposed CSDs. In communities where Success Academy already operates schools, Success Academy hosts regular information sessions to inform parents of their school options. As an example of this type of outreach in the CSDs of the proposed schools, Success Academy organized a meet-up of CSD 2 parents on January 31, 2012 during which parents expressed support for the proposed schools and concern over lack of quality public education options.

In CSD 4, Success Academy currently operates one school, Harlem Success Academy Charter School 3, where its relationship with the community is strong. Success Academy will continue to engage the community and its parents.

In Brooklyn, in neighborhoods in which Success Academy will be operating schools in Fall 2012, Success Academy has done significant outreach to the community, including conducting information sessions, visiting preschools and churches, canvassing the neighborhoods and passing out flyers, conducting tours of existing Success Academy schools, and more. Additionally, Success Academy has conducted significant outreach to Hispanic populations in Brooklyn. In neighborhoods in which Success Academy will be operating schools in Fall 2012, Success Academy has conducted information sessions with Spanish speakers present and widely distributed Spanish marketing materials, including, but not limited to, Spanish-language mailings and flyers. Success Academy will continue this proactive approach in building its relationships with the communities of CSDs 13 and 17.

Sharing of Best Practices

As discussed in Response 02(a-d) – Meeting the Need, Success Academy seeks to influence neighboring public, public charter, and non-public schools by setting high expectations and sharing best practices. Zoned schools that are co-located with existing Success Academy schools have already begun adopting some of Success Academy's best practices. For example, one school has modeled parts of its school culture on an existing Harlem Success Academy school, including posting college paraphernalia on classroom doors and hallways. Success Academy plans to publish a book this year to share best practices in literacy instruction and teacher training. Success Academy will

share best practices with any zoned public school that is interested and will accept visit requests from such schools. Success Academy is constantly exploring ways in which its practices can benefit educators more broadly and is open to input from the communities in which it operates, the Charter School Institute of the State University of New York or the New York City Department of Education for additional strategies to share best practices.

(c) Community Relations

[All applicants must complete a Response to this Request.]

Describe any explicit support for this proposal from community stakeholders or others.

Describe any known opposition to this proposal, including the individuals or organizations and their rationale for opposing the school, and explain any efforts the founding team has made to address or respond to their concerns. Indicate whether opposition to the school could impede the successful implementation of the school's program and, if so, how the founding team and school intend to overcome those challenges.

As described in Response 03(a-e) – Proposal History, Success Academy outreach has led to general expressions of interest and/or support in the proposed schools. Currently, there is no known opposition to this Proposal. To the extent that any opposition to this proposal or the proposed schools should arise, Success Academy will seek to engage with such individuals and/or organizations to discuss and address their concerns and incorporate any useful suggestions into the direction of the school where such suggestions are feasible and will maintain the highest standards for educating students.

Please refer to Response 16(d) – Evidence of Community Support for specific comments made in support this Proposal.

16. Community Relations

(d) Evidence of Community Support.

[All applicants must complete a Response to this Request.]

Please refer to Attachment 16(d) – CSD 2 Petitions, Attachment 16(d) – CSD 4 Petitions, Attachment 16(d) – CSD 13 Petitions, and Attachment 16(d) – CSD 17 Petitions. Additional evidence of community support can be found in Response 03(a-e) – Proposal History and Attachment 03(g) – Community Outreach W.

17. Student Demand, Recruitment and Retention

[All replication applicants must respond to the requests below]

(a) General Student Population

Describe the student demand for the new school that would allow the school to meet intended enrollment figures.

For the 2011-2012 school year, schools operated by Success Academy Charter Schools (“Success Academy”) received more than 10,000 applications for roughly 1,290 spaces. The high demand is city-wide, as well: the New York City Charter School Center estimates that there were 64,390 unique applications for just 12,917 seats in New York City charter schools for the 2011-2012 school year—creating a citywide charter school “waiting list” of an estimated 51,473 applicants.¹

Success Academy has a robust recruitment process and is confident that it can meet the proposed schools’ intended enrollment figures. For each of the proposed community school districts (“CSDs”), analogous data based on the previous year’s lottery results for Success Academy’s existing schools suggests that student demand will be even more pronounced in the proposed districts.

For example, the closest comparison to CSD 2’s demographics is Upper West Success Academy in CSD 3, where the number of applicants on the 2011-2012 waitlist totaled 1,463. In CSD 4, where Success Academy already operates Harlem Success Academy 3, the 2011-2012 waitlist totaled 2,979 applicants, evincing the organization’s strong presence and desirability.

The closest comparison to CSDs 13 and 17 demographically speaking is Brooklyn Success Academy 1, located in the Bedford-Stuyvesant section of CSD 14. The 2011-2012 waitlist for Brooklyn Success Academy 1 totaled 1,407 applicants.

As discussed in Response 03(a-e) – Proposal History, in 2012, Success Academy engaged in a concerted outreach effort to the communities in CSDs 2, 4, 13, and 17. These efforts included multilingual outreach in Spanish and French, informational sessions where parents of English language learners (“ELL”) and special education students were encouraged to submit applications, and neighborhood canvassing and flyer distribution were conducted in multiple languages.

Please refer to Attachment 16(d) – CSD 2 Petitions, Attachment 16(d) – CSD 4, Attachment 16(d) – CSD 13 Petitions, and Attachment 16(d) – CSD 17 Petitions. These

¹ Available at http://www.nyccharterschools.org/sites/default/files/resources/Lottery2011Report_v5.pdf.

files contain copies of community petitions from the respective CSDs expressing student/parent support for the proposed schools. Canvassers spent a significant amount of time in CSDs 2, 4, 13, and 17 providing information, including flyers, announcing this Proposal, inviting comments, and seeking support. The number of community petition signatures for each CSD shows significant demand: approximately 9,000 people took the time to sign the petitions (approximate signature totals are 2,750 from CSD 2; 1,625 from CSD 4; 1,450 from CSD 13; and 3,175 from CSD 17).

(b) Target Populations

Explain how the proposed new school will meet or exceed the *enrollment* and *retention* targets established by the SUNY Trustees for students with disabilities, English language learners, and students who are eligible to participate in the federal free and reduced-price lunch program. This response should address:

- **The recruitment strategies the school will employ to attract each target population to the school (including outreach to parents in the community for whom English is not their primary language);**
- **Any at-risk admissions factors or preferences the school would offer that would increase the likelihood of enrolling targeted students; and**
- **A brief explanation of the efforts, resources, structures or programs that the school will take to retain these students and how the efficacy of such efforts will be monitored.**
- **Be sure to clearly delineate how the school would address each individual sub-group.**

As explained above and in Response 16(a-c) – Community Relations, Success Academy intends to employ a robust outreach effort to promote educational choice and inform parents on the ways in which Success Academy schools deliver extraordinary results in student performance irrespective of racial, ethnic, socioeconomic, or other status. Success Academy will employ several recruitment strategies to attract a diverse student body. Such recruitment strategies will include, but will not be limited to, multilingual direct-mail campaigns, online and out-of-home advertising, information sessions in the neighborhoods where Success Academy seeks to operate, and tours of existing Success Academy schools.

Success Academy has a special commitment to serving children with disabilities, as it has from the opening of its first school. Success Academy believes that there is a tremendous need for excellent education for children with special needs. As described

in Response 08(a-d) – Specific Populations, the proposed schools have detailed plans for serving students with special education needs once they are enrolled. Every Success Academy opens with qualified special education staff to serve this population. Success Academy is confident that it can serve children with disabilities at a high level.

In the 2011-2012 academic year, approximately 13% of Success Academy students have Individualized Education Programs (“IEPs”). This figure is similar to the corresponding percentage of students in CSDs 2, 4, 13, and 17 with IEPs (13%, 19%, 10%, and 12% respectively). Success Academy is confident that its outreach efforts will grow its number of students with special education needs to be on par with the city-wide average of approximately 14%.

Across the nine existing Success Academy schools, ELL student enrollment is approximately 7.1%. Success Academy is taking specific actions to attract and retain a comparable or greater enrollment of ELL students than the CSD in which each school is located. The schools’ admissions lottery will have a 20% set-aside of seats for ELL applicants, as detailed in Response 17(d) – Admissions Policy. Success Academy will publicize the ELL admissions preference in printed bilingual student recruitment brochures and other student recruitment materials.

Thus, in conjunction with Success Academy’s increased focus on outreach to ELL parents, this admissions design feature seeks to ensure that enrollment targets and rates of retention for ELL students will be comparable to those of students attending public schools within the relevant CSDs.

Success Academy’s robust outreach process also seeks to ensure that the proposed schools will meet targets for enrollment of students who qualify for the federal Free and Reduced Price Lunch program (“FRPL”). Outreach to families of FRPL-eligible children includes flyers and applications delivered to public housing apartment complexes, information sessions in community centers, and other strategies listed below. For the 2011-2012 school year, the Success Academy schools had a network-wide average in excess of 76% of enrolled students that qualified for FRPL.

General recruitment strategies employed by Success Academy seek to create a diverse student body. The schools will reach out to parents of children who may be categorized as ELLs, students with disabilities, or FRPL-eligible through the use of a variety of methods including, but not limited to:

- Bilingual mailings to residents of the school’s CSD,
- Bilingual flyers dropped in apartment complexes, including public housing complexes, supermarkets, preschools, and community centers, and/or
- Bilingual newspaper advertisements, applications, flyers, posters, and information sessions.

These general recruitment strategies, combined with the outlined lottery preferences

and the schools' strong special education, ELL, and general academic programs, seek to ensure that each school has a comparable enrollment of students with disabilities, ELL, and FRPL-eligible students relative to other schools located in the same CSDs.

17. Student Demand, Recruitment and Retention

(c) Evidence of Demand

Evidence of student demand (e.g. petitions that clearly indicate that signers have students of age to enroll in the school and would consider enrolling in the school).

Important Note – if evidence of student demand overlaps with evidence of community support, it is not necessary to duplicate documents. Please clearly describe how any evidence of community support also explicitly demonstrates student demand.

In addition to the demand described in Response 17(a-b) – Student Recruitment and Retention, please refer to Attachment 16(d) – CSD 2 Petitions, Attachment 16(d) – CSD 4 Petitions, Attachment 16(d) – CSD 13 Petitions, and Attachment 16(d) – CSD 17 Petitions. These attachments contains approximately 9,000 petition signatures from the community listing individuals who “would be interested in sending your child to” a Success Academy school in the relevant CSD or “would support these schools [or this school] opening.”

17. Student Demand, Recruitment and Retention

(d) Admissions Policy

Note: if the applicant is an existing charter school proposing to add a new school, the corporate admissions policy must be included to the extent the schools would share waiting lists or available seats in one location would be made available to the applicants or parents of current students in another location.

Describe the admissions policy for the school including any at-risk designations and how the school intends to apply the statutory preferences for returning students, siblings and students residing in the school district or CSD of location of the charter school in accordance with the Act.

The schools, including the proposed schools, operated by the Harlem Success Academy Charter School 3 education corporation, which will be changing its name to Success Academy Charter Schools – NYC (“SA-NYC”), shall not discriminate against any student based on race, ethnicity, national origin, gender, disability, sexual orientation, or for any other basis that would be unlawful for a public school. The schools shall be open to any child who is eligible under the laws of New York State for admission to a public school, and the schools shall ensure compliance with all applicable anti-discrimination laws governing public schools, including Title VI of the Civil Rights Act and §2854(2) of the New York Education Law, governing admission to a charter school. New students will be admitted each year without regard to prior measures of achievement or aptitude, athletic ability, disability, ethnicity, race, creed, gender, national origin, religion, ancestry, sexual orientation, or any other ground that would be unlawful.

Formal recruitment of new potential students will begin in or around October to January of each year, at which point interested families may begin submitting applications. Each school will advertise informational sessions where families can learn about such school's programs and expectations. The application will be available at the informational sessions, all Success Academy Charter Schools (“Success Academies”), and online. It will be a simple form requesting basic biographical information and contact information and, beginning with applications for admission for the 2013-2014 school year, will conform to the New York State Education Department’s New York State Charter School Uniform Application Form. The form will be available in the languages predominantly spoken in the community in which such school is located, as determined by such school. There will be no fees associated with filing the application, and staff members will be available to assist applicants who need help filling it out.

The targeted student populations are low-income and/or mixed-income students residing within the Community School District (“CSD”) of location of each school, including English Language Learners (“ELLs”) and students with special education needs. Each school intends to serve these student populations with a view to educating all students at a very high level, irrespective of socioeconomic, racial, ethnic, and/or other status and irrespective of whether students have special education needs.

Each school will make an effort to attract special education students as well as students without special education needs by directing advertising and other recruitment efforts at a broad range of neighborhoods, pre-school programs, and community centers that serve both special education and non-special education students. Each school will further seek to attract ELLs through targeted recruitment efforts described below and by providing a lottery preference for ELLs.

Each school will undertake numerous recruitment activities to recruit applicants. Some of the activities that will promote the school and recruit applicants will include:

- Mailings and distributions to residents of the CSD of location of the charter school (“in-district”),
- Mailings and distributions to residents in low-income in-district communities,
- Mailings and distributions to residents in mixed-income in-district communities,
- Targeted distribution of foreign-language materials to foreign-language-speaking individuals and communities within the CSD, as determined by each school,
- Advertisements, flyers, and/or marketing materials posted in local newspapers, supermarkets, community centers, and/or apartment complexes, and/or
- Open houses at each school and informational sessions hosted at public and private venues frequented by families of young children, including daycare and nursery schools.

All applications must be received by a deadline that will be no earlier than April 1 and will likely be prior to April 15. If the number of applicants exceeds such school's capacity, a random selection lottery process will be conducted on, before, or around April 15. Returning students have admissions priority. Lottery preferences will then be provided for:

- Siblings of current or accepted students,
- English Language Learners (prioritizing in-district ELLs before ELLs residing outside of the CSD of location of such school (“out-of-district”)), and
- Applicants who reside in-district.

ELL designation is determined by parent affirmation on the application. Each year, each school will set aside a percentage of seats for ELLs relatable to the average ELL percentage at traditional public schools in New York City and/or the CSD in which such

school is located. The set-aside percentage for each year's lottery will be determined and communicated to such school's authorizer prior to January 1 of such year.¹ If a change in the ELL set-aside percentage is not communicated to such school's authorizer prior to January 1, the set-aside percentage from the previous year shall apply. The set-aside percentage will be based on an evaluation of many factors, including but not limited to, an evaluation of the New York City School District's (the "School District's") and the surrounding CSDs' ELL percentages, either current or from the previous school year, and/or an analysis of the ELL percentages of students enrolled at such school, with a view toward achieving ELL enrollment comparable to the enrollment figures for ELLs in the School District. With respect to the remaining seats and the wait list, each school will provide lottery priority to in-district applicants, with any further remaining seats to be randomly distributed to the remainder of eligible applicants state-wide.

The lottery will be open to the public, noticed in accordance with the Open Meetings Law. There will be an impartial person conducting the selection of lottery applicants or acting as an observer at the lottery of the selection of lottery applicants.

Success Academies will use a digital lottery program. Each school operated by SA-NYC will have a separate lottery. For each school, the lottery program will, immediately and throughout the program, prioritize acceptance of siblings of current or accepted students. The program will then conduct the set-aside portion of the lottery, during which the program will assign seats to, first, in-district ELL applicants on a random basis until either the ELL set-aside percentage has been attained or there are no additional in-district ELL applicants and, second, if the ELL set-aside percentage has not been attained, out-of-district ELL applicants on a random basis until the ELL set-aside percentage has been attained. The program will then conduct the remaining portion of the lottery, during which the program will assign seats to, first, in-district applicants on a random basis and, second, if seats remain, out-of-district applicants on a random basis. This remaining portion of the lottery will include any eligible ELL applicants who were not assigned a seat during the set-aside portion of the lottery. Any applicants without an assigned seat will have been assigned a random number and will be placed on a wait list in the order of the randomly assigned number (prioritizing, first, in-district applicants and, second, out-of-district applicants). Late applicants will be eligible for the CSD preference but not the ELL preference.

The parent(s)/guardian(s) of each applicant will be notified via letter sent by U.S. mail of the lottery results. Because many applicants apply to more than one school in Success Academies' network of schools, in the event that an applicant is accepted to multiple schools, it will be assumed that the applicant prefers to attend the school closest in proximity to the home address provided on the application. The applicant's seat(s) at other schools, if any, will be offered to the next eligible individual(s) on the wait list. Not

¹ For the April 2012 lottery, the ELL set-aside percentage will be determined at the time this policy is submitted for consideration to the school's authorizer.

incorporating this assumption into our lottery process could result in a small pool of applicants taking up all of the available seats across our schools. However, the lottery results letter sent to applicants will list all schools they were accepted to, and applicants will be informed that they have the opportunity to select any school choice option they were accepted to that best meets their individual needs. Applicants will, therefore, be able to overturn the foregoing proximity assumption.

Reasonable and multiple attempts will be made to contact the families of accepted applicants to confirm whether an applicant is interested in attending the school. If these reasonable and multiple attempts are unsuccessful, the school may remove the applicant from the accepted list and make the space available to the next eligible applicant on the wait list.

Following the lottery, the wait list will remain active until or around mid-Fall (subject to be changed by the school as it deems appropriate), at which point, the wait list will expire.

Families of accepted applicants will have multiple opportunities to register at various meetings starting in or around May following the lottery. Families intending to register their children must present required New York state documentation in order to register their children at the school, allowing for any exceptions for homeless or undocumented youth, as set forth in the McKinney-Vento Homeless Assistance Act of 1987, as amended.

In order to maintain school culture, each school intends to admit new students into kindergarten through third grade each year as space permits. Students will be admitted to kindergarten and first grade beginning in year 1. Students will be admitted to second grade beginning in year 2 and to third grade beginning in year 3. Once the waitlist expires, no vacancies, if any, will be back-filled.

Students attending any school operated by SA-NYC may be transferred to another school operated by SA-NYC for the purposes of special education programming and on a case-by-case basis when SA-NYC deems a transfer appropriate under the circumstances. Notwithstanding the foregoing, during the initial Charter School Program grant funding years of a newly established charter school, if applicable, transfer to such new charter school during such time will be limited to special education programs and to certain extraordinary circumstances, as determined by the sending and receiving schools. Each transferred student will remain a part of the charter school from which such student was transferred for performance reporting purposes if, and until such time as is no longer, required by such charter school's chartering entity.

Charter schools are public schools of choice, both for application and withdrawal. There may arise circumstances in which a parent or guardian may wish to transfer his or her child to a different school. Such parent or guardian may withdraw his or her child at any

time. School personnel will offer to meet with the family, discuss the reasons for the desired withdrawal from the school, and/or seek resolutions to any problems needing to be addressed. If the parent or guardian still wishes to withdraw the child, school staff will ensure a timely transfer of any necessary school records to the student's new school.

Each year, school personnel will meet with the families of all parents and guardians of currently enrolled students to discuss enrollment plans for the following school year. Parents or guardians must then submit to the school a letter of intent confirming their desire to enroll their child(ren) in the school for the following year.

18. Facility

(a) Facility Needs

Describe the facility needs of the proposed new school for each year of the charter period, including any unique features necessary to implement the school design and academic program. The response should address:

- **The desired location of the school facility;**
- **The number of general education classrooms required each year;**
- **Any additional classroom space required for special education or English language learner services, specialty classes and intervention or enrichment programs;**
- **Space requirements for administrative functions, food services and physical education.**

The proposed schools plan to make the most effective use of the space provided by the New York City Department of Education (“DOE”) in existing public schools. Since the specific buildings have not yet been selected, the exact dimensions of the spaces are not yet known. Each new school will require adequate space for primary instruction, office/administrative space, special education and/or resource room(s), access a cafeteria for breakfast and lunch service, use of a gymnasium for physical education, and use of an auditorium for family events and student performances. In the first year, each school anticipates approximately 12.5 classrooms of approximately 770 square feet located in one hallway or section of the building in addition to the use of shared common spaces. Eight full-sized classrooms will be used for primary instruction; the remaining 4.5 rooms will be used for administrative space, specialty classes, special education service provision, and other uses. By the fifth year, each school anticipates approximately 30 classrooms for primary instruction and approximately 10 rooms for administrative space, specialty classes, special education service provision, and other uses.

As noted below, each new school will be located in underutilized public school buildings within Manhattan Community School Districts (“CSDs”) 2 (two schools) and 4, and Brooklyn CSDs 13 and 17 (two schools).

(b) Facility Selection

Describe the efforts to date to secure a facility for the new school.

- If a facility has been identified, describe the facility and how it meets the school's needs, including its location and whether it is new construction, part of an existing public or private school building, or must be renovated for use.
- Address how the proposed facility will be able to meet New York State Education Department specifications by when the school would commence instruction.
- If a facility has not been identified, explain the plans for securing a suitable facility and preparing it for use by the time the school opens (including assuring that it meets New York State Education Department specifications). Also, explain any contingency planning.
- If the proposed facility space is provided by the school district of location, the applicant must also describe its contingency plans should such space be unavailable. Such plans must include an explanation about the extent to which the lack of public space impacts the school's proposed budget, including demonstrating an awareness of the costs of private facility space. As is outlined in Request 24(f), if the applicant proposes to be located in facility space provided by the school district of location two separate budgets must be presented; one that assumes the district facility space at the anticipated costs and one that assumes that district facility space is unavailable and private space is therefore required.

Specific spaces for the proposed schools have not been secured as of the date of this proposal. Each proposed school will be located in underutilized public school buildings within Manhattan CSDs 2 (two schools) and 4, and Brooklyn CSDs 13 and 17 (two schools). An Underutilized Space Memorandum published by the DOE on October 4, 2011, and updated on January 12, 2012, lists 330 significantly underutilized DOE public school buildings, 60 of which are located in Community School Districts 2, 4, 13, and 17.¹ Based on this document and supplementary research, the proposed schools plan to secure space among the many thousands of currently available seats.

Before the proposed schools may co-locate in public school buildings, the DOE will need to carry out required processes under the law, including, but not limited to, Educational Impact Statements and Building Utilization Plans, pursuant to Education Law §§ 2590-h and 2853(3)(a-3)(2), and other provisions of the Charter Schools Act of 1998, as amended, and relevant DOE regulations. The DOE must hold hearings and then vote to

¹ Available at <http://schools.nyc.gov/community/planning/default.htm>.

co-locate the schools in public school buildings, pursuant to Education Law § 2590-h and other provisions of the Charter Schools Act of 1998, as amended. Success Academy will also work with the DOE to ensure that all standard renovations are approved, and is working within a timeline to ensure appropriate approvals for all work that it intends to perform.

If no public school buildings are available within CSDs 2, 4, 13, and/or 17, the proposed school(s) will do the following:

1. Seek an available public school building within the same CSD,
2. Seek an available public school building outside of the same CSD but within the same New York City borough,
3. Seek an available public school building outside of the same CSD and borough, or
4. Defer opening the school(s) until such time that suitable public school building(s) should become available.

(c) Conflicts of Interest

If the new charter school or its applicants or partners would own or lease a facility, provide a description of the facility ownership or lease arrangement indicating specifically any potential conflicts of interest and arrangements by which such conflicts will be managed or avoided. Note that in such cases the Institute will likely require a fair market valuation of the cost of the facility supported by independent appraisals.

As outlined in Request 24(f), if the applicant proposes to be located in facility space provided by the school district of location, two (2) separate budgets must be presented; one that assumes the district facility space at the anticipated nominal cost and one at market cost for the required square footage or based on suitable private facilities actually available.

Neither the new schools nor the applicant plans to own or lease a facility from a private entity. The new schools will be located in public school space provided by the DOE.

Please refer to Response 24(f) – Budget Template for further information regarding budgeting for public space.

18. Facility

- (d) Additional facility information, such as blue prints, maps, certified estimates, etc.**

Important Note: If a facility has already been identified, include certification from an architect that confirms that the proposed facility will be able to meet New York State Education Department specifications by the date that the school would commence instruction and the cost of bringing the facility into compliance with the specifications, which must be accounted for in the proposed budget.

Additional facility documents are not available because the facilities have yet to be identified.

19. Food Services

STREAMLINED OPTION: If the plans for food services of the proposed school would be the same as the school to be replicated, and the applicant meets the performance eligibility outlined in Sections III and VII, simply indicate that “food services for the [charter or renewal charter] of XXX Charter School should be incorporated by reference.” No additional information is required.

If any aspect of the proposed school’s plans for food services would be different from the school to be replicated, complete this Response accordingly.

Describe the plans for food services to be provided by the charter school.

Food services for the proposed schools are substantially similar to those of Harlem Success Academy Charter School 3.

Each school will offer a hot/cold breakfast, snack, and lunch program to all of its students. Additionally, the schools will participate in the federal School Breakfast Program and the National School Lunch Program, administered by the United States Department of Agriculture (“USDA”). Both programs offer free or reduced meals to all students who meet eligibility requirements. Typically, students from households with incomes at or below 130% of the poverty level are eligible for free meals, while students from households with incomes between 130% and 185% of the poverty level are eligible for reduced-price meals.

The proposed schools will likely contract for food services through the New York City Department of Education, although each school may consider contracting with a third-party vendor. All meals will meet USDA minimum nutrition requirements, including dietary guidelines and recommended daily allowances of protein, Vitamin A, Vitamin C, iron, calcium, and calories.

20. Health Services

STREAMLINED OPTION: If the plans for health services of the proposed school would be the same as the school to be replicated, and the applicant meets the performance eligibility outlined in Sections III and VII, simply indicate that “health services for the [charter or renewal charter] of XXX Charter School should be incorporated by reference.” No additional information is required.

If any aspect of the proposed school(s) plans for health services would be different from the school to be replicated, complete this Response accordingly.

Describe the plans for health services to be provided by the charter school.

Health services for the proposed schools are substantially similar to those of Harlem Success Academy Charter School 3.

Each proposed school will comply with all applicable health services requirements of the Commissioner's Regulations. To the extent possible, the school will ensure there is on-site health care services similar to those services available to children attending area public schools, including automated external defibrillator (“AED”) equipment with ready and appropriate access for use during emergencies. At least one staff member will be trained in the operation and use of such equipment for use in the school and at any on-site school-sponsored event. The school will work with the nurse and/or School-Based Health Center at the co-located district school furnished by the New York City Department of Health and Mental Hygiene or another community program to provide health services similar to those provided in district schools. These health services will include:

- Maintenance of cumulative health records,
- Medication storage and provision,
- Emergency care of ill or injured students, and
- Compliance with and enforcement of mandatory immunization requirements.

The school will store all health records for enrolled students in a secure location to which only authorized personnel have access. The school will mandate that students entering the school will follow New York State requirements for immunization. The requirements include the required doses for:

- Diphtheria, Tetanus, Pertussis (DTaP, DTP, Tdap),
- Polio (IPV, OPV),
- Measles/Mumps/Rubella,
- Hepatitis B, and

- Varicella.

Parents or guardians must present documentation that their child has received all required doses of vaccines or at least one dose of each of the required vaccines and is waiting to receive the subsequent doses at the appropriate time intervals. Parents or guardians may be allowed to waive immunization in accordance with Public Health Law, and exemptions to immunizations may be granted if a licensed physician certifies such immunization may be detrimental to the student's health, or if the student's parent or guardian holds genuine and sincere religious beliefs that are contrary to such immunizations.

21. Transportation

STREAMLINED OPTION: If the plans for transportation of the proposed school would be the same as the school to be replicated, and the applicant meets the performance eligibility outlined in Sections III and VII, simply indicate that “transportation for the [charter or renewal charter] of XXX Charter School should be incorporated by reference.” No additional information is required.

If any aspect of the proposed school(s) plans for transportation would be different from the school to be replicated, complete this Response accordingly.

Describe the transportation arrangements for students, including arrangements made for students who would not qualify for public school transportation under § 3635, and any supplemental transportation arrangements planned with the sending school district.

Transportation for the proposed schools is substantially similar to that of Harlem Success Academy Charter School 3.

Since the proposed schools will be in session on many days when the New York City public schools are not in session and during hours outside of the Department of Education normal hours of operation, it is impractical for students to use yellow bus service provided by the New York City School District to students attending nonpublic schools who would qualify under § 2853(4)(b) and § 3635 of the Education Law.

Families will be responsible for arranging and providing transportation for students to and from the school. The school will help ease this burden by working with the New York City Transit Authority to obtain free or reduced-fare student transportation passes as available.

22. Insurance

[All applicants must complete a Response to this Request.]

Describe the insurance coverage to be carried by the charter school including the name of the insured and amounts of insurance for liability, property loss, and student personal injury and any school owned or leased vehicles.

Note that within one education corporation it is not necessary to have a separate policy for each school so long as it is clear that the school is operating in multiple sites and an amendment or rider to an existing policy is being secured.

The proposed schools will be added as additional insureds to the existing insurance policies that cover all schools operated by Success Academy Charter Schools ("Success Academy"). The proposed schools' insurance coverage will include, but is not limited to:

- Commercial General Liability: \$1 million limit per occurrence; \$3 million aggregate limit;
- First Layer of Umbrella Coverage for Commercial General Liability: \$10 million limit per occurrence and in the aggregate;
- Second Layer of Umbrella Coverage for Commercial General Liability: \$5 million limit per occurrence and in the aggregate;
- Third Layer of Umbrella Coverage for Commercial General Liability: \$10 million limit per occurrence and in the aggregate;
- Coverage for Commercial and Non-Owned Vehicles used in school business (there are no school-owned or school-leased vehicles): \$1 million per occurrence, no aggregate limit;
- Blanket Tenants Improvements and Betterments Property Coverage: \$2,549,677 per incident, no aggregate limit; and
- Blanket Business Personal Property Coverage: \$11,172,378 per incident, no aggregate limit.

Additionally, the proposed schools will obtain certain other insurance coverage policies, including, but not limited to:

- Workers' Compensation: rate determined by state of New York;
- School Leaders Errors & Omissions: \$10 million in coverage;
- Student Accident Medical Expense: \$25,000 per accident, no aggregate limit;
- Student Catastrophic Accident Medical Expense: \$5 million limit per accident, no aggregate limit; and
- Student Accidental Death & Accident: \$500,000 aggregate per accident, no aggregate limit.

23. Programmatic Audits

STREAMLINED OPTION: If the plans for programmatic audits of the proposed school would be the same as the school to be replicated, and the applicant meets the performance eligibility outlined in Sections III and VII, simply indicate that “programmatic audits for the [charter or renewal charter] of XXX Charter School should be incorporated by reference.” No additional information is required.

If any aspect of the proposed school(s) plans for programmatic audits would be different from the school to be replicated, complete this response accordingly.

Describe planned annual program audits to be initiated by the school including the area(s) to be audited and the purpose, objectives and timing of the audits, which must be similar in scope to the audits of other public schools.

Programmatic audits for the proposed schools are substantially similar to those of Harlem Success Academy Charter School 3.

The proposed schools shall undertake programmatic and fiscal audits on an annual basis in accordance with Education Law § 2851(2)(f). Information gathered for and provided in these documents will inform both classroom instruction and school-wide decision-making, including financial planning and personnel decisions.

Each school will submit an Annual Report to the SUNY Charter Schools Institute. This Annual Report will include the state-mandated School Report Card, which is required of every New York public school. The Annual Report in prior years has shown the comparative academic and fiscal performance of the school and has also listed: expenditures per child, unaudited financial statements, budgets and narratives, standardized test performance, student enrollment, students with limited English proficiency (LEP) data, and other relevant information. The Annual Report has also included a discussion of the progress made toward the school’s achievement goals as found in the draft accountability plan detailed in Response 02(e) – Accountability Plan.

24. Fiscal Soundness

[All replication applicants must complete Responses to the Requests below unless otherwise noted.]

(a) Budget

Discuss in narrative form how the start-up budget plan, the first-year operational budget and cash flow, and the five-year budget plans for the new school(s) are fiscally sound and that there would be sufficient start-up funds available to the proposed school. Provide the rationale for, or source of the assumptions upon which the budgets rest, noting specifically which expenses rely on funding from soft money and when the funding for these expenses will transfer to recurring revenue streams, and explain how the budgets support the implementation of the academic program described or referenced in the proposal.

If the applicant is an existing SUNY authorized Charter School and proposes to operate an additional school, also include a separate narrative in response to this Request 24(a) and budget in response to Request 24(f) using the required template, to the extent applicable, for the entire education corporation to include the additional school. Describe any corporate funds that will be used to support the start-up and operations of the new school as well as any projected or anticipated negative fiscal impacts on the existing school. Also describe and explain annual fundraising targets and the fundraising strategies that would be used to support each replication planned by the education corporation.

Budget Narrative for the Proposed Schools

Assumptions for the startup period and first year budget period are the same, differing only in the specifics of which expenses and revenues are anticipated before July 1, 2013. These specific startup period costs and revenues are detailed in Response 24(f) – Budget Template. All planned costs at the schools operated by Success Academy Charter Schools (“Success Academy”) are established with the goal of achieving the highest level of student achievement, while maintaining a “lean” ship in terms of overhead and unnecessary costs that keep the school reliant on non-recurring revenue streams. The Success Academy budget is aligned with the academic and operational needs of the schools because it invests in the highest quality teachers and leaders, as well as the most effective curriculum, books, technology, professional development and student services.

The budgets are built upon models assuming that the schools will reach and retain the target number of pupils during each year (on the conservative side of the ranges shown

in Response 04(a-b) – Enrollment and consistent with historical enrollment models of the existing Harlem schools). The models account for the staff necessary to instruct, lead and undertake operations within the school. Success Academy data drives the targeted class-sizes and teacher-to-student ratios based on past experience with existing Success Academy schools.

Startup Budget and First Year Operational Budget and Cash Flows

Revenue

A large portion of start-up funding is available from public and non-public sources. Success Academy has significant philanthropic backing from foundations such as the Charter School Growth Fund as well as Grants for Replication and Expansion of High-Quality from the federal Charter Schools Program (“CSP”) (of up to \$800,000 each for three proposed schools). Additionally, the New York State Education Department (“NYSED”) has confirmed that the three proposed schools not covered by federal CSP grant will be eligible to receive CSP grant funding under New York’s 2011-2016 CSP grant administered by NYSED (of up to \$500,000 each for the three other proposed schools), if the proposed schools are approved.

The models and budgets assume the per-pupil allocation of \$13,527, the amount that New York City Public charter schools were receiving as of August 2, 2010, will remain flat across the five years starting in Fiscal Year (“FY”) 2014.

The special education funding that the school will receive has been calculated using historical data from the school demographics of current Success Academy schools as well as reasonable assumptions about the population of the new community school districts (“CSDs”) where the proposed schools will be located. The budget assumes 15% of the student body will be eligible for a conservative (20-60% special education services) amount of special education funding through the NYC Department of Education (“DOE”).

Expenses

The expense line items are based on Success Academy’s experience in opening and running nine schools and are generously funded to allow for any increase in need. In every instance numbers have been budgeted as conservatively as possible. The values are either based on historical figures from Success Academy’s negotiated contracts or are based on specific rationales. All equipment expenses are calculated according to the number of staff, students or classrooms requiring said equipment. The budget builds in an inflation rate of 2% for all non-personnel costs, and assumes 4% increases each year for base salaries.

Plan for Shortfalls-Cash flows

Due to initial startup capital expenditures for technology and classroom equipment, the schools will need additional cash over the course of the startup period (defined broadly

as inception to end of the first school year). This need will be covered by cash from the merged Harlem Success Academy Charter School 3 (“HSA3”) education corporation¹, as described in Response 24(g) – Letters of Commitment. The HSA3 education corporation will be able to cover these startup investments, and it believes that investing in the six proposed elementary schools in the 2013-2014 school year is an investment in the future of not only the middle schools opening under the proposed merged entity and the education corporation’s mission, but also in the fiscal health of the entire merged entity.

While the budgets have been carefully planned with conservative estimates and confirmed funding sources when possible, they do acknowledge the possibility that one or more anticipated funding sources may not come through in the assumed amount. In the event of a budget shortfall, Success Academy will work with its network of private donors and supporters to raise the additional funds. Success Academy has a proven track record of success in raising private money for its schools. To date, it has raised over \$33M in philanthropic funds and has significant additional commitments for the future.

Transition to Recurring Revenue Streams

As noted above, the proposed schools will rely on startup funding from sources such as the CSP grants, but will transition quickly to full reliance on recurring revenue streams, namely, the DOE per-pupil funding described above. Within the first five years of operation, the proposed schools will add to, and not detract from, the overall fiscal health of the HSA3 education corporation.

Policies to Promote Fiscal Soundness

Please refer to Success Academy’s Financial Policies and Procedures manual, Attachment 24(a) – Financial Policies and Procedures, which enumerate the internal controls Success Academy has established to promote fiscal soundness at Success Academy schools. This document is periodically updated and approved by the school Boards of Trustees.

Five-Year Budget Assumptions

Revenues

The five-year plan is based on projections of both standard per-pupil NYC DOE funding (remaining flat across the five years) and NYC DOE special education funding (15% of the student population receiving funding for 20-60% of services).

The budget assumes conservative funding for federal flow-through grants such as Title IA, IIA, and IDEA funding.

¹ As described elsewhere in this Proposal, the HSA3 education corporation will be changing its name to Success Academy Charter Schools – NYC.

The enrollment totals, for the purposes of this budget, assume that in year five the proposed schools will each be serving 635 students, Kindergarten through 5th grade. As noted above, this assumption is on the conservative side of the range provided in Response 04(a-b) – Enrollment and is also consistent with historical enrollment models of the existing Harlem schools.

Expenses

The five-year budget assumes inflation will be 2% and base salaries will increase at a rate of 4%. Expenses shown in the five-year budget are calculated based on the growth model of the five existing Harlem schools that are proposed to merge into the HSA3 education corporation, including student and staff growth, projected capital expenditures based on historical information, and increased efficiencies as the HSA3 education corporation expands to operate more schools. Due to these increased efficiencies, the five-year budget projects that the total operating cost per student will decrease between FY13 and FY18.

Budget Narrative for the Education Corporation

The addition of the proposed schools is projected to have no negative impact on the five-year financial position of the HSA3 education corporation. The HSA3 education corporation budget (please refer to Response 24(f) – Budget Template) illustrates the fiscal soundness of the HSA3 education corporation. The expenses associated with operations at the existing schools that will be merged into the HSA3 education corporation are fully funded by recurring revenue streams. The HSA3 education corporation will open and operate middle school instruction in two freestanding middle school buildings beginning in the 2012-2013 school year. As reflected in the HSA3 education corporation budget, the HSA3 schools will generate sufficient revenue and maintain a sufficient cash balance to open the proposed schools in FY14 and to operate all schools in the HSA3 education corporation.

Startup Budget and First Year Operational Budget and Cash Flows

Revenues

In keeping with the above assumptions mentioned for each proposed school, the HSA3 education corporation is relying on projections of both standard per-pupil NYC DOE funding (remaining flat across the five years) and NYC DOE special education funding (15% of the student population receiving funding for 20-60% of services).

Expenses

The expense line items are based on Success Academy's experience in opening and running nine elementary schools, and are generously funded to allow for any increase in need. In every instance numbers have been budgeted as conservatively as possible. The values are either based on historical figures from Success Academy's negotiated

contracts or are based on specific rationales and models illustrating the increased efficiencies with which the schools will operate over the first five years. All equipment expenses are calculated according to the number of staff, students or classrooms requiring said equipment. The budgets build in an inflation rate of 2% for all non-personnel costs, and assume 4% increases each year for base salaries.

Five-Year Budget Assumptions

Revenues

The five-year budget assumes that the HSA3 education corporation will operate Kindergarten through 4th grade for each of the existing Harlem schools with enrollment of 640 students each in FY15 and the HSA3 education corporation will operate middle school instruction in three freestanding middle school buildings before the end of the five year period. The five-year budget also assumes that the HSA3 education corporation will open the proposed schools in FY14. The five-year budget assumes an enrollment of 168 students in each of the proposed schools in FY14 and an enrollment of 635 students in each of the proposed schools in FY18. These assumptions are on the conservative side of the projected enrollment numbers for the proposed schools found in Response 04(a-b) – Enrollment and are consistent with historical enrollment models of the existing Harlem schools.

The five-year budget assumes receipt of CSP funds from both New York State and the federal government, granted in connection with the six proposed schools.

The five-year budget assumes that all revenue streams after FY15 will be recurring revenue streams.

Expenses

The five-year budget assumes that inflation will be 2% and base salaries will increase at a rate of 4%. Expenses shown in the five-year budget are calculated based on the growth model of the existing Harlem schools, which includes student and staff growth, projected capital expenditures based on historical information, and increased efficiencies as the HSA3 education corporation expands to operate more charter schools. Due to these increased efficiencies, the five-year budget projects that the total operating cost per student will decrease between FY13 and FY18 despite the costs of opening three freestanding middle school buildings and the six proposed schools.

Fundraising Targets and Strategies

As described above, the HSA3 education corporation will not be reliant on fundraising for the startup of the proposed schools. However, Success Academy, which has a proven track record of success in raising private money for its schools, will continue to raise money as needed in order to benefit the schools.

(b) Financial Planning

Explain the process that the school will use to develop its annual budget. The response should address:

- **Who will be involved;**
- **How needs will be identified and weighed;**
- **The timeline for creating and approving budgets; and**
- **Procedures for monitoring and modifying budgets.**

If the applicant is an existing SUNY authorized charter school and proposes to operate an additional school, also describe and explain the financial planning capacity, management capacity, and any internal financial controls, policies or procedures at the overall education corporation level especially in relation to the gathering and distribution of financial information from multiple locations and the processing and decision making related to such information including at the education corporation board level.

The budgeting process as described below is the same for all Success Academy schools. The financial planning capacity and budget management is a service offered by the charter management organization (“CMO”), and thus all controls, procedures and information related to the budgeting process for each school is provided by the CMO to the education corporation. The policies and procedures around budgeting, in addition to the details below, are clearly defined in Success Academy’s Financial Policies and Procedures manual (please refer to Attachment 24(a) – Financial Policies and Procedures). This document is periodically updated and approved by the school Boards of Trustees.

Each proposed school within the education corporation will have its own budget, which will undergo the same process of Board approval as the other schools, taking into account factors such as student population size, the amount of renovation required by the building during startup, and other site-specific financial elements.

An organization-wide operating budget is compiled before the start of every new fiscal year to identify the revenues and expenses needed to carry out each school’s mission. Revenues and expenses are forecasted on a monthly basis to yield a greater level of detail and are then aggregated to result in the full-year budget.

Success Academy’s Chief Financial Officer (“CFO”) holds an initial meeting with the directors of each Success Academy department, and gives instruction on how to forecast expenses for the coming year for each school. By involving each director,

Success Academy is able to achieve a more granular budget and can break down each expense category into more specific costs. Each department's budget takes into consideration historical costs from the opening year of existing Success Academy schools, as well as any additional committed or planned expenses specific to the school. Success Academy also requests feedback from the business operations manager of each school to determine school-specific needs.

Once each department has submitted its respective budget, the CFO and the Chief Operating Officer ("COO") compile and review the organization-wide budget, identifying any possible holes based on historical reports and strategic projections. The organization-wide budget is also reviewed for overall appropriateness, highlighting any expenses that seem inordinate or incongruous with the school's mission. Any issues are reported back to the directors, and the appropriate corrections are made.

After all revisions have been made and the COO and the CFO have approved the final budgets, each budget is presented to the respective school's Board of Trustees for approval. The budget is then put to a vote and is deemed final if approved. If it is not approved, the necessary adjustments are made, and the revised budget is resubmitted for approval.

The budget is monitored for accuracy on a monthly basis by comparing actual expenses to the pro-rated budgeted amounts, and each expense line item is scrutinized for large variances. This process not only provides the CMO management team and school leadership with frequent feedback on current year performance, but it also allows Success Academy to budget with greater accuracy in future years. If mid-year modifications to a budget are deemed necessary, the CFO will work with relevant directors, the school business operations manager, and the school's Board of Trustees to prepare the modified budget, and receive Board approval for same.

Below is a sample timeline of events for creating and approving each school's budget:

January 15 – Informational meeting with Success Academy department directors to address basic budgeting tactics and "drivers" of the budget, including the number of students and staff, school site, and so forth.

February 15 – Preliminary budgets due from department directors; school business operations managers are engaged for their feedback.

March 15 – Meeting with CFO and COO to determine overall budget accuracy.

April 20 – Budget completed and sent to the Board of Directors for review.

April 25 – Budget presented to the Board of Directors for approval.

(c) Fiscal Impact

Complete the following table and discuss the fiscal impact of the new school on other public and non-public schools in the area including:

- **Enrollment expectations (which should be consistent with Response 4(a-b) and the 5-year budget projection);**
- **Per Pupil Allocation assumptions;**
- **Dollar amount the proposed charter school anticipates receiving from each district in Per Pupil Funding;**
- **Other projected revenue the proposed charter school anticipates receiving from the district (special education, grant, etc.);**
- **Projected Budget for the school district of location; and**
- **Projected impact as a percentage of dollars of each sending district's budget (with more than 10 students projected to attend the charter school) for each year.**

Please refer to Attachment 24(c) - Fiscal Impact.

The enrollment expectations for the six proposed schools are in line with the figures in Response 04(a-b) – Enrollment, as well as the five-year budget projection. For the purposes of calculating the budget and the fiscal impact, enrollment numbers on the conservative side of the range and consistent with historical enrollment models of the existing Harlem schools have been used.

The per-pupil allocation assumption is also consistent with the budget, and can be seen below to remain flat for the five years, with the specific dollar amount being \$13,527, the amount voted into law on August 2, 2010.

Other projected revenue includes special education revenue, estimated at 15% of the student population. This special education revenue is subject to change based on changes to the state and New York City budgets.

Federal flow-through grants such as Title IA and IIA, and IDEA funding are all estimated conservatively, as they are subject to change based on changes in our student demographics, as well as reauthorization of the Elementary and Secondary Education Act (ESEA) or political changes at the state level.

The projected budget for the district of location for the proposed schools is taken from the 2010-2011 school census data.²

In Manhattan, the total fiscal impact of the three proposed schools would be approximately 0.18% of the projected NYC DOE budget in Manhattan in the first year and approximately 0.59 % of the projected NYC DOE budget in Manhattan in the fifth year. In Brooklyn, the total fiscal impact would be approximately 0.09% of the projected NYC DOE budget in Brooklyn in the first year and approximately 0.30% of the projected NYC DOE budget in Brooklyn in the fifth year. Based on these percentages, the projected fiscal impact of the Success Academy schools on public schools in Manhattan and Brooklyn is not expected to be significant.

With respect to non-public schools, the proposed schools are not anticipated to have a fiscal impact on these institutions as the majority of students will come from families that would not have the means to pay for private school.

(d) Fiscal Audits

Describe the school's plans for at least annual independent fiscal audits conducted by a certified public accountant or certified public accounting firm licensed in New York State.

Any application that proposes adding a school to an existing education corporation must provide specific procedures for conducting independent audits of consolidated financial statements for the education corporation and all of its schools.

Consolidated audited financial statements should include:

- **A statement of income and expenditures and a balance sheet for the most recent fiscal year for each school or site of the education corporation for which the corporation has received approval to operate. A separate income and expenditure statement and balance sheet should be included for each approved school or site in a start-up phase, and for schools or sites for which opening has been delayed;**
- **A statement of income and expenditures and a balance sheet for the most recent fiscal year for any central or regional back office component;**

² Available at <http://schools.nyc.gov/AboutUs/data/stats/default.htm> and <http://schools.nyc.gov/AboutUs/funding/overview/default.htm>.

- **A statement of income and expenditures and a balance sheet for the most recent fiscal year for any other distinct component of the education corporation;**
- **A consolidated statement of income and revenues and a consolidated balance sheet for the education corporation; and**
- **A federal single audit report, if applicable.**

The post-merger and replication objective is to continue to provide HSA3's Board of Trustees and authorizers, and the general public with a clear and accurate portrayal of the financial health of each school, as well as transparency into the overall financials of the HSA3 education corporation.

The HSA3 education corporation will have a single, consolidated balance sheet that includes all schools operated by the education corporation. Each elementary school and free-standing (*i.e.*, separate building) middle school operated by the education corporation will have its own annual operating and capital expenditure budget. (Each middle school, even if two or more elementary schools feed into a particular middle school, will have a single operating and capital expenditure budget.) The HSA3 Board of Trustees will approve the individual charter school budgets. If expenditures at a particular charter school operated by the education corporation are projected to exceed the approved annual budget at any time during the school year, the Board of Trustees will be consulted regarding financial decisions during the remainder of the year. At the end of each fiscal year, an audited income statement will be prepared for each elementary school and free-standing middle school. Such individual school audits will include corresponding depreciation and fixed asset schedules, and single federal audits (when applicable), for each entity. For the education corporation, a complete audit will be prepared, which will include a consolidated balance sheet, statement of cash flows and income statement.

While all charter schools operated by the HSA3 education corporation will share one balance sheet, any CSP grant funds awarded to a particular school will be designated for use solely by such school that receives such funds.

Thus, post-merger and replication, the financial disclosures will allow interested parties to understand precisely how individual charter schools are performing while providing necessary insight into the overall fiscal soundness of the education corporation.

The HSA3 education corporation plans to engage Fruchter Rosen & Company, P.C. ("Fruchter Rosen"), an independent Certified Public Accounting firm, to perform the above-referenced annual audits of financial statements for the prior fiscal year.

These statements will be prepared in accordance with generally accepted auditing standards in the United States and Government Auditing Standards, issued by the Comptroller General of the United States. Fruchter Rosen will also report on each school's internal controls relating to financial reporting and compliance with relevant laws, regulations, contracts and grants.

(e) Dissolution Procedures

If the Dissolution Procedures of the proposed school would be the same as the school to be replicated, please indicate that it should be incorporated by reference and do not fully complete this Response. If those procedures would be different from the school to be replicated, complete this Response accordingly.

Any application that proposes adding a school to an existing education corporation must provide specific procedures for closing one, but not all of the schools operated by the education corporation, transitioning students to other school(s) of the corporation and absorbing assets and liabilities without corporate dissolution.

Attach the procedures that the school would follow in the event of the closure and dissolution of the charter school, including for the transfer of students and student records, execution of a closure plan, and for the disposition of school assets. Please indicate the applicant's preference for distributing the assets to either the school district of location or another charter school within that district.

If it is determined that the HSA3 education corporation will dissolve and all schools operated by HSA3 education corporation will close, the HSA3 education corporation will follow the most recent dissolution plan issued by the SUNY Charter Schools Institute. The Board of Trustees will delegate to the principal of each school operated by the HSA3 education corporation the responsibility to manage the day to day dissolution process and implement the closure plan approved by the Board under the advisement of the Treasurer of the Board, it being understood that the principals and Treasurer will not take any final action that would be required by law to be approved by the Board or make any final reports to the State University Trustees, unless such authority is specifically delegated.

The HSA3 education corporation will work closely with appropriate representatives of the CSD of each school and the DOE to develop and implement a dissolution plan that will govern the process of transferring students and student records. Initially, a list of students attending each school will be sent to the DOE. Each school will coordinate any planned or voluntary dissolution with the CSD to facilitate reintegration of its students

and their records, and will provide the district with a minimum notice of 120 days for any voluntary dissolution.

Prior to dissolution, each school will conduct a series of meetings for parents to provide information about the dissolution and to support them in making decisions regarding the selection of educational programs for their children. Representatives of each school will also meet one-on-one with each enrolled student's family to ensure that all parents are aware of their options regarding the educational services for their child in New York City public schools, charter schools, and nonpublic schools.

The dissolution plan will provide that all property that each school has leased, borrowed, or contracted for use will be returned. The return of such property will conform with contractual prearrangement, where applicable, or will be done with reasonable promptness. All remaining assets of each school will be transferred to other charter schools within New York City.

In the event that one but not all of the charter schools operated by the HSA3 education corporation is closed, the education corporation will manage the dissolution of such school in accordance with the most recent dissolution plan issued by the SUNY Charter Schools Institute and the steps outlined above. All remaining assets of the school will be transferred to the other charter schools within the HSA3 education corporation.

Each school's principal and business operations manager, along with the appropriate individuals from the CMO staff, including the Chief Legal Officer, will work with SUNY to determine the appropriate timeline for dissolution, and will oversee the appropriate transfer of students, assets, etc. as needed, to other schools within the HSA3 education corporation, where possible.

The HSA3 education corporation will establish an escrow account or reserve to pay for legal and audit expenses that would be associated with dissolution of the education corporation and/or any of its schools.



Financial Policies and Procedures Manual

2011 - 2012

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ESTABLISHING A SYSTEM FOR PROPER ACCOUNTING

I System of Internal Control

The objectives of a system of Internal Controls are to provide the Board of Directors with reasonable, but not absolute, assurance that assets are safeguarded against loss from unauthorized use or disposition, and that transactions are executed in accordance with management's authorizations and recorded properly to permit the preparation of *financial statements* in accordance with generally accepted accounting principles. It is understood that Success Charter Network will not always be able to have complete separation of duties. A certain amount of reliance must be placed on the hiring of honest and competent staff.

II. Overview of Internal Controls

The accounting function significantly depends on the senior manager's ability to receive timely, competent and complete accounting information. For this reason, internal control is the first and primary element of the accounting system. The importance of internal control cannot be overemphasized. An analysis of internal control helps quantify the extent to which the accounting records of the Network can be relied upon.

Internal control is designed to provide reasonable, cost-effective assurance of safeguards against unauthorized access to or use of the enterprise's assets, that the financial records and accounts are sufficiently reliable for reporting and management purposes, and of compliance with applicable laws and regulations. Management of the Network is responsible for the design and operation of the accounting, reporting and internal control systems of the Network. Internal control can only provide reasonable assurance of achieving the Network's internal control objectives--internal control can be breached by unintentional noncompliance or neglect, management override, intentional noncompliance, or collusion.

III. Control Environment

Control environment primarily relates to the Network's politics, management philosophy, and structure, method of assigning authority and responsibility, and operating style. From an accounting point of view, the optimum enterprise environment is one in which management and employees are knowledgeable and exhibit honesty and integrity; there is a regular flow of information both up and down the corporate structure; teamwork is emphasized at all levels; employees receive regular evaluation, education and training, have access to and consult with necessary resources, use good judgment, are properly supervised, complimented, or rewarded when appropriate and warranted and commensurately compensated; voluntary recognition of mistakes is encouraged and considered part of the solution process; employees are fairly reprimanded in confidence; there is a commitment to competence, integrity and ethical values; and the board of directors actively and objectively performs its duties.

Those policies will substantially increase the integrity of the accounting system. In the alternative atmosphere, the likelihood of error, misinformation, and cover-up in the accounting system is substantially increased. Of course, it is possible, given a particular circumstance, that any one of the above-listed policies may not be the best course of action from the Network's viewpoint and should not be followed at a particular time; nevertheless, those policies should remain in overall practice to maintain the integrity of the accounting system.

IV. Risk Assessment

Risk assessment includes the identification, analysis, and management of risks relevant to the preparation of proper financial statements that are fairly presented in conformity with Generally Accepted Accounting Principles. Possible risks might include internal or external factors that may adversely affect the Network's ability to appropriately record, process, summarize, and report all financial occurrences and data. Management must consider the significance or magnitude of identified risks, the likelihood that the risk will occur, and how the possibility of risk should be managed, or whether to accept certain risk levels because of cost or other considerations.

Risk can arise from an unlimited number of possible circumstances, and, in fact, it is impossible to eliminate all internal control risks, let alone attempting to eliminate all risks cost effectively. Statement on Auditing Standards 78, amending SAS 55, identifies the following circumstances as possibly causing an increase or change in internal control risk: changes in regulatory or operating environment; new personnel with different focus on internal control; changes in information systems; rapid business expansion; new lines, products, activities or technologies; corporate restructuring (including changes in management or staff reductions); expansion or acquisition of foreign operations; and new or changes in accounting principles. Several of these circumstances are very relevant to the Success Charter Network.

V. Control Activities

Control activities are the policies and procedures that help ensure that management directives are carried out, such as financial performance reviews, information processing (to check the accuracy, completeness, and authorization of transactions), physical controls (primarily to safeguard assets from theft or loss), and segregation of duties (such as between persons who are responsible for authorizing and recording transactions, and maintaining custody of assets). For example, broad policies and procedures may include:

1. Adoption of a documented hierarchical structure of authority and responsibility within the enterprise and the accounting/financial function.
2. Required receipt of informed authorization for specific transactions and activities.
3. Segregation of duties and responsibilities within the transactional process.
4. Design and use of adequate transaction documents and records.
5. Maintenance of secured and limited access facilities.

6. Periodic independent verification, testing, or investigation of the operations of the accounting records and internal control system.

7. Controls safeguarding the activities between SCN and its managed schools are detailed in the following sections. Board of Trustees, School Leader, and SCN Department head signatures with document trails (primarily by email) are the key ways in which the finance team will ensure that only authorized transactions are taking place, and providing necessary backup for all inter-entity activity that is overseen by the SCN finance team. In these cases the finance team is acting in the best interest of schools as well as network to ensure that all procedures are being duly carried out.

VI. Information and Communication

Information and communication refers to the methods and records established to accurately, completely, and timely identify, classify, value (or revalue), record (including in the proper period), process, summarize, and report all entity transactions, events and conditions, and to maintain accountability for the assets, liabilities, and equity.

VII. Monitoring

Monitoring refers to the long-term assessment of the design and operation of internal control performance on a regular and timely basis, and taking corrective actions.

Title: REVENUE & CASH RECEIPTS

Policy: Accurate internal control of cash/grants receipts and deposits will be maintained at all times.

Purpose: To establish the procedures to be followed for receiving, applying and depositing cash receipts.

Scope: This procedure applies to all funds received by Success Charter Network and the Success Academies (SCN and SA)

Procedure:

I. CHECKS

- 1.0 SCN: Development Associate enters all checks into development software upon receipt in mail. The External Affairs Assistant then stamps any checks with a "For Deposit Only" stamp and records these checks in the Schedule before forwarding them to Finance Assistant.
- 2.0 SCHOOLS: If office manager at school receives check they alert development and finance, and send through interoffice mail to Development team. Steps 1.0, 2.0 and onwards can be completed. For cash at the schools, Office Managers track the names and amounts of all parties who have contributed, it is verified by the Business Manager,
- 3.0 Development emails the relevant parties when a check comes in and enters it into development software. Any restrictions associated with the revenue should be noted. Then they bring the checks to the finance department to be marked off and deposited. Finance Assistant copies checks and prepares a bank deposit slip for each of the relevant entities and presents the slip to the Finance Associate/Controller to compare to the recent development software entries.
- 4.0 In the case of government grants, the grants manager will review and clarify the name of grant, then will pass it on by email or paper to Development and steps 2.0 and following will be taken.
- 5.0 Finance Assistant deposits checks in Bank and saves counter deposit receipt. Upon return to the office, Finance Assistant presents deposit receipt to Director of Finance for review and reconciliation with the Schedule.
- 6.0 Counter deposit receipt, deposit slip carbon copy, and check copies are scanned and filed in the Accounts Receivable folders, and the hard copies are filed together in the Operating Account binder. The operating account binder will contain all checks received, wire transfers in and out, and bank statements. In addition these will be saved in the Direct Disbursements and Receipts Folder in Finance shared folders.

- 7.0 Finance Assistant makes Deposit Entry in accounting software. Any restrictions associated with the revenue will be entered. In the case of a grant, new funding source will be set up with budget requirements and pertinent milestones of funding listed.
- 8.0 Acknowledgement letter prepared by development team, and any email confirmation of funding will CC relevant parties. Development team prepares thank you notes and Tax Letters for the relevant donations.
- 9.0 On a monthly basis finance reviews the tax letter list and reconciles it with the cash sales that have come into accounting system-noting and addressing any discrepancies.

II. WIRE TRANSFER RECEIPTS

- 1.0 SCN and SCHOOLS: At least once per week or as often as wire transfers occur, Finance Assistant accesses entity's bank account information online to monitor account balances and activity. Emails about direct deposits are sent to the finance associate so they can alert relevant parties when funds come in to our accounts.
- 2.0 When a wire transfer is requested, Finance Assistant provides requisite bank information to the wire source following the "Wire Transfer Instructions"
- 3.0 Finance Assistant will email all relevant parties when wire transfers as revenue come into the bank account.
- 4.0 Development Associate gathers relevant documentation (e-mails, promises of donations, grant letters etc.) to prepare for entry in development software.
- 5.0 Finance Assistant prints out online documentation of the transaction and files with information previously gathered. All documentation is then scanned with all backup documentation and filed in the Accounting folder under Bank Deposits and Transfers, in the bank account where the wire is entering. (Save pdf of wire/deposit in Accounting System in the Cash Sale records).
- 6.0 All wire transfer confirmations from bank and supporting documents are then filed in the Operating Account binder.

III. CASH

- 1.0 Cash received for any reason shall be counted by the receiver and given to the Finance Team who will record the total in the Accounting system, and save any relevant backup (spreadsheets) with the deposit. All monies are to be stored by the financial staff in a secure locked place, separated by the account to which it is to be deposited. All checks received shall be filed with the cash in the locked box until being deposited.

2.0 On a periodic basis, the financial staff will count all of the money for each account and fill out deposit slips to include cash and checks to be deposited into each account, following the procedure detailed above (**I. CHECKS**).

3.0 Specific instructions for processing donations through development software into accounting system are saved in both development and finance folders for reference throughout the process.

IV. REVENUE RECOGNITION

1.0 The Finance Assistant may create receivables in Development Software (Feeding into Accounting software) for standard network funding, unrestricted and restricted philanthropic contributions, restricted grants and donated services.

2.0 Standard network funding: funding that is reasonably predictable and related to expenditures throughout the year shall be considered earned and collectible evenly throughout the year.

3.0 Revenues from unrestricted philanthropic contributions will be considered earned and collectible once a pledge has been made in writing and the CEO is confident that the cash will be received.

4.0 Board commitments will be accounted for on a cash basis, since amounts may vary from pledges.

5.0 Revenues from restricted grants or restricted philanthropic contributions will be considered earned once a pledge has been made in writing (or grant award letter) and, in the case of Reimbursement Grants, when the expenses are incurred. Restricted revenues shall only be recognized to the extent that there is a reasonable expectation that the Network will spend the funds in accordance with the restrictions.

6.0 Donated services are recorded only in cases where they relate to specialized skills/services that would have to be purchased if not donated and be provided by someone having those skills/services.

7.0 On a quarterly basis, Finance Associate will reconcile all revenues in development system with deposits in Accounting system to review with Controller and Development Associate. Donor intents and grant purposes will also be reviewed at this time to ensure that finance is correctly tracking the use of restricted funds.

V. IN KIND GOODS AND SERVICES

1.0 In the case of In-Kind donations we will assess the fair market value of the donation and book it in the accounting system.

2.0 Finance Assistant will work with other departments to gather receipts associated with In-Kind donations when applicable. This backup will be saved with the tax letter in an AR folder.

Title: SCN Inter-Entity Transfers

Policy: Proper internal control will be followed to ensure that only valid and authorized transfers are made. Systems of alerts, approval and storing back-up will ensure the proper tracking of moneys transferred between accounts. *(For incoming electronic funds transfers see Revenues-Wire Transfers)*

Purpose: To explain the procedures for preparing, documenting and making transfers.

Scope: This procedure applies to all transfers made into and between the Accounts held under SCN; The Success Academies Friends of Gotham, and SCN.

I. TRANSFERS BETWEEN ENTITIES

- 1.0 SCN AND SCHOOLS: To record transfers between accounts, the finance assistant will provide the back-up documentation for transfer to director, and receive confirmation that funds should indeed be moved. The assistant/associate will move the funds and print transfer confirmation to scan and save with the backup documentation. (Save in Accounting system with the Intercompany Journal entry).
- 2.0 The folder entitled "Bank Deposits and Transfers" lists all the bank accounts by entity. Each transfer should be saved with the date, initials of person making transfer, and the backup documentation. The records should be kept in the account where the transfer originated.

II. MANAGEMENT FEES

- 1.0 The folder entitled "Bank Deposits and Transfers" lists all the bank accounts by entity. Each transfer should be saved with the date, initials of person making transfer, and the backup documentation. The records should be kept in the account where the transfer originated.
- 2.0 For management fees of schools given to Network on a bi-monthly schedule, the invoices must be presented by email to principal for approval and the transfer made for same amount into the SCN operating or school fees account and is booked to deferred revenue and "earned" amounts are taken in at the end of each month. Then the transfer confirmation page will be saved in the financial system transfer record.
- 2.1 As noted above, the records of transfer will be saved in the shared drive under the folder of the account which money left from, and the finance assistant should enter the transfers into the accounting system.

- 3.0 At year-end, as part of reconciling the per-pupil invoices, any necessary adjustments to the management fee totals will be sent to the principals for approval with an explanation; then transfers will be moved, booked and stored in the year-end Per-pupil reconciliation schedule.

III. DUE FROM INVOICES

- 1.0 When the Network makes payments on behalf of the schools, the invoices and payments are processed with the additional step of creating invoices for each school. On a quarterly basis, the Finance Associate will generate the invoices for each school and email to the Principals for their approval before transfers are made.
- 2.0 Allocation schedules in the accounting system will be run monthly before reporting; Control report run from Accounting system to ensure that allocations picked up all the relevant expenses at school level.
- 3.0 The due to/due from transfers should be done in a similar fashion to the management fees. Transfers should happen quarterly and be entered in accounting system.

Title: PURCHASING & ACCOUNTS PAYABLE

Policy: Proper internal control will be followed to ensure that only valid and authorized payables are recorded and paid. Accounting procedures will be implemented to ensure the accuracy of amounts and general ledger coding, and the appropriate timing of payments.

Purpose: To explain the procedures for documenting, recording and issuing payments for accounts payable transactions.

Scope: This procedure applies to all purchases and invoices for SCN and SCHOOLS

Procedure:

I. PURCHASES

- 1.0 All purchases are requested by employees of the Operations Associate. The Operations Associate or other SCN/School staff seeks best price & quality of service and prepares purchase order. The Operations Associate or other SCN or School staff must entertain a minimum of three bids for all items > \$25,000 and choose what s/he esteems to be the best deal, taking into consideration both quality and cost. Exceptions to this bid requirement are for Single Source Providers (See 2.0). All bids must be submitted in writing and stored with the final contract once the decision has been made.
- 2.0 For all purchases/contracts where the total will be greater than \$25,000, a rationale for choosing the vendor must be provided. For Single source providers, written documentation of a cost analysis must be provided along with the contract.
- 3.0 For Federal Grants, the vendors must be confirmed to not be on the list of Excluded parties (unable to receive federal funds via vendor payments) Grant manager will check this list when deciding which purchases can be applied to federal grants, and will alert relevant purchasing parties (Directors) when this status is found to be true.
- 4.0 Contracts made with vendors must be approved by the CEO/COO. These serve as reference for invoices made on a regular basis. If project scope is greater than \$15,000, CEO will review/approve contract.
- 5.0 SCN and SCHOOLS: The School Ops/SCN Staff member submits the purchase orders to the COO or Principal, who approves the items for purchase. All invoices and contracts greater than \$25,000 must be approved by the Board Treasurer or Chairman in writing, electronically, or via fax

- 6.0 The Operations Associate, and all those dealing with outside vendors, shall inform the vendor of the Network's tax-exempt status and provide the vendor with a tax-exempt letter.
- 7.0 SCN and SCHOOLS: The Operations Associate or Operations Manager shall receive and sign for all goods shipped to the site, verifying that the shipped goods match the packing slip purchase order.
- 8.0 For all items not ordered by Operations at SCN: Individual responsible for incurring cost will confirm correct cost/shipment details and mark PO as received.
- 9.0 The Finance Associate will determine whether the Vendor is eligible for a 1099 and if so will enter relevant details and track the expenses to send out forms based on a calendar year

II. PAYMENTS

- 1.0 Invoices/bills are received by the Office Manager at SCN/School in the mail and distributed to the Finance Accounts payable personnel for processing.
- 2.0 SCN: Finance Accounts Payable personnel will review POs that have been approved, received and are within 10% of the original amount. If over 10%, it will require additional approval from the COO/Principal.
- 3.0 SCHOOLS & SCN: Operations managers review with principals the PO's and get approval for them weekly. For SCN, invoices will be approved by COO. They will also get any invoice approved by Director or Principal when the amount was over 10% of originally approved PO amount.
- 4.0 In cases where payments for a good or service are required on a regular basis (e.g. equipment lease payments, insurance payments, etc.), a blanket Purchase Order may be submitted, allowing for a fixed amount of money to be spent over a set time-frame once approved (a maximum of one year). The Finance Assistant will deduct costs as they are incurred from the blanket Purchase Order whenever an invoice for the good or service is to be paid.
- 5.0 When all invoices have received approval, Finance Assistant generates checks for all invoices and submits these checks to the Controller for signature. An approval by COO is required for all purchases >\$10,000. An approval by CEO is required for all purchases >\$15,000. E-mail approval from the Board Treasurer is required for all purchases >\$25,000 that do not already have an approved blanket PO or contract
- 6.0 SCN for SCHOOLS: Principal of the schools will be made aware of and authorize by email, fax or signature the management fees and due to/due from payments which take

place on a bi-monthly and monthly basis and give approval by email. (See also the transfers policies).

7.0 Outgoing Wire Payments: In addition to approvals for payment described above as well as backup from Vendor confirming their account information, and reason for the wire payment, will be approved by the Controller.

8.0 The Finance Assistant scans the check and the invoice into appropriate electronic file and files paper back-up into the check binders.

9.0 Finance Assistant mails checks.

10.0 Any checks that need to be voided should be stamped "Void" and scanned and filed to the appropriate electronic file. The physical checks should be filed into the check binders. *See record retention policies for details about storing checks.*

- Title:** **EMPLOYEE-INCURRED EXPENSE REIMBURSEMENTS**
- Policy:** **Proper internal control will be followed to ensure that only valid and authorized travel and entertainment expenses are recorded and paid. Accounting procedures will be implemented to ensure that expenses are properly approved and documented, and charged to the appropriate program or grant where applicable.**
- Purpose:** **To explain the procedures for documenting, recording and issuing payments for employee-incurred expenses.**
- Scope:** **All employee-incurred expenses.**
- Procedure:** **Reimbursements which do not include alcohol or other purchases which cannot be paid for with government funds will be part of employee direct deposit from Payroll provider.**

I. EXPENSE REIMBURSEMENTS

- 1.0 SCN and SCHOOLS: Expense reimbursement forms are completed by each employee and submitted to the Principal or CEO/COO for approval. The Principal/CEO/COO submits the reimbursement form to the Finance Assistant for payment.
- 2.0 Receipts must be included for all expenditures. This supporting documentation is required for all expenses regardless of payment method. Documentation of expenses incurred should comply with IRS requirements and clearly show the following:
- 2.1 Date
 - 2.2 Names of employees for whom expense was incurred, or in the case of business meetings, names of those attending business meeting
 - 2.3 Location
 - 2.4 Subject discussed/Purpose of travel
 - 2.5 Amount
- 3.0 The Finance Assistant presents all of the expense reports and supporting receipts to the COO and Controller on a bi-weekly basis for review and approval.
- 3.1 For expenses incurred by SCN employees, Directors and Principals, approval of the CEO/COO is required for reimbursement.
 - 3.2 For expenses incurred by the CEO, approval of the Board Treasurer in writing, electronically or via fax is required for reimbursement, as well as the signature of the Director of Finance/Controller
- 4.0 When the reimbursement report has been approved by the principal/COO and reviewed by the Director of Finance, the Finance Assistant processes the reimbursement through payroll.

- 5.0 For expenses > \$10,000 approval is required by the COO prior to processing. The Finance Assistant scans the supporting expense report and receipts with the corresponding payroll. Finance Assistant then files documentation of the expense report with the hard copy of the corresponding payroll.
- 6.0 Employees are eligible for reimbursement on all meals purchased while traveling for business purposes up to the following limits: \$10 per person per breakfast per day, \$15 per person per lunch per day, \$25 per person per dinner per day. If others are being paid for as well (in case of a lunch meeting) their names must be listed. An exception may be made on a case-by-case basis by the CEO. When an exception is sought by the CEO, approval shall be required by the Director of Finance and the Board Treasurer via signature, fax, or e-mail.
- 7.0 Employees will be fully reimbursed for travel and lodging expenses on the understanding that the employee has sought the most economical and practical lodging and travel arrangements, with due consideration given to available public transportation and proximity of the site of lodging to the local business site. If an employee uses his or her own vehicle for travel, reimbursement for mileage will be at current federal rates. Gas receipts should be submitted for reimbursement.
- 8.0 As noted in employee handbook, cabs may be taken after 9pm and expensed to the Network. Inter-school travel will be assessed for reasonableness by the finance department.

Title: CORPORATE CARD EXPENSES AND RECONCILIATION

Policy: Proper internal control will be followed to ensure that only valid and authorized corporate card expenses are recorded and paid. Accounting procedures will be implemented to ensure that expenses are properly approved and documented, and charged to the appropriate program or grant where applicable.

Purpose: To explain the procedures for documenting, recording and making payments on corporate credit cards.

Scope: All company expenses not payable by check.

Procedure: Credit card charges are reconciled with staff credit card logs and entered into the accounting system on a monthly basis.

I. CORPORATE CARD EXPENSES

1.0 SCN and SCHOOLS: Non-travel related purchases on corporate credit cards should only take place when a vendor refuses to invoice the Success Charter Network/Success Academies at a later date

2.0 When an employee completes a credit card purchase he or she returns credit card with the original receipt. The Business Manager or Department Director records the purchase on the Credit Card Report, listing the employee's name responsible for the purchase. Should an employee not provide the director with an original receipt, he or she risks being held personally liable for charges made to the card

3.0 Credit card log must tie to all charges on card. Cardholder must report all discrepancies (potential fraudulent) to the credit card company. They should alert the finance team when doing so

4.0 SCN and SCHOOLS: With the approval of the department director/principal and the Director of Finance, an employee may request possession of a corporate card while traveling on business. Upon return to the office, the employee must present the department director or ops manager with receipts for ALL purchases. Should the employee not supply receipts or should the employee not follow the travel expenditures guidelines, he or she risks being held personally liable for charges made to the card during the time of travel.

5.0 SCN and SCHOOLS: Monthly, upon receipt of the credit card statement, the financial department will provide a copy of the statement to each department director and school operations manager. The Business Manager/Department director should reconcile the credit card statement to the Credit Card Report. At this time the department director should highlight any unauthorized charges. Once reconciled, the

Credit Card Log, approved Purchase Orders, and original receipts should be returned to the Finance Department.

- 6.0 SCN: Purchases made by SCN departments with school credit cards on behalf of the schools should be made on the operations director's card for each school and credit card log should be filled out accordingly. The employees listed on this sheet will be responsible for gathering the receipts each month under the supervision of the Operations Staff and submitted to the finance department to reconcile.
- 7.0 The Finance department will pay the credit cards online and print out the payment receipt. This should be scanned along with the Credit Card Log, the statement and relevant receipts, and filed electronically.
- 8.0 The Finance department will enter the credit card charges and payment into the accounting software.
- 9.0 Should a Success Charter Network employee recognize that a credit card is lost or stolen, he or she should immediately notify the Finance Department. Failure to report will result in a loss of credit card purchasing authority.

Title: PETTY CASH EXPENSE RECONCILIATION

Policy: Proper internal control will be followed to ensure that petty cash is only distributed for valid and authorized purchases. Accounting procedures will be implemented to ensure that expenses are properly approved and documented, and charged to the appropriate program or grant where applicable.

Purpose: To explain the procedures for documenting, recording and distributing petty cash.

Scope: All company expenses not payable by check or credit card (eg. Gratuity on Services and Deliveries).

Procedure:

I. PETTY CASH EXPENSES

1.0 SCN and SCHOOLS: Directors, Principals and Teachers should front money for most day-to-day expenditures. Reimbursements come with payroll as direct deposit (where applicable) and the receipts allow us to track our spending more accurately.

1.1 Petty cash will be primarily used for specific projects not payable by check or credit card. School ops team member will alert finance team of the amount needed over specific time period (2 days or 4 weeks). School ops team member may then distribute the approved amount.

1.2 The employee responsible for petty cash fund should track the expended petty cash and submit the record monthly, or with request for additional cash.

2.0 SCHOOLS: A log of petty cash received for miscellaneous purchases must be kept. CRC will enter in the schedule of when money was received and for what reason. Business Manager will store the petty cash in the safe at the school site and oversee disbursement. When amount of petty cash received reaches \$250, the Business manager will contact the Network staff so that it can be collected and deposited.

3.0 SCN: (At least) Once a month or when alerted by the operations manager, Finance will collect any petty cash over \$250 and deposit in the bank account with the schedules from schools as back up.

4.0 SCHOOLS: For all incoming cash, detailed records must be kept of the goods/services provided. Business Manager should check petty cash fund weekly and discuss discrepancies with CRC. Person leading the project/program should keep separate records about participation/inventory and these will be reconciled to verify that good/services provided are all correctly accounted for.

- 5.0 SCN and SCHOOLS: Any employee who receives petty cash must return a receipt as well as any change for the purchase. Any employee who returns without a receipt may be held personally liable for the entire amount of the purchase. Finance Assistant records amount of change received in the PC Reimbursement Form and verifies the change received corresponds to the purchase amount shown on the receipt.
- 6.0 SCN: Regularly the Finance Assistant will reconcile the petty cash logs with the cash for deposit/withdrawal and make/record deposits/withdrawals as necessary.

Title: CASH MANAGEMENT

Policy: The cash flow model must be created on an annual basis as part of the annual budget process and updated on a monthly basis given all the information available at that time. Bank accounts must be reconciled on a monthly basis.

Purpose: To outline the policies and procedures employed in the Network's management of cash for developing and updating the cash flow model and handling the bank reconciliations.

Scope: This policy statement applies to all bank accounts maintained by the Network.

Procedure:

I. BANK RECONCILIATIONS

- 1.0 The Controller receives and reviews the bank statement before sharing it with the Finance Employee. The Finance Employee reconciles all transactions with the accounting software bank account register, reviews it with the Controller and prints and files the reconciliation report. This procedure takes place on a monthly basis.
- 2.0 Finance Employee responsible for Bank Reconciliations will not manage the Accounts Payable or Accounts Receivable processes.
- 3.0 The Finance Employee keeps a copy of this bank reconciliation and a copy of the bank statement electronically in the Bank Rec. Binder arranged by month.
- 4.0 Accounting software is locked for the periods reconciled to ensure that entries are not booked in periods that have been reconciled. See also "Closing books and records" section.

II. INVESTMENT POLICIES

- 1.0 If, upon review of Director of Finance, it is determined that the funds in the Network Operating Accounts are consistently in excess of those necessary to run the Network, these excess funds may be invested in separate interest-bearing checking or money market accounts as a means of developing capital for future expenses.
 - 1.1 Long-term investments shall be administered by the Director of Finance with approval from the Board of Trustees.

III. OPENING AND CLOSING BANK ACCOUNTS

- 1.0 Board Resolutions are required to open or close bank checking accounts. The resolution shall describe the purpose of the account, signatories and signatories'

authority. The Director of Finance shall secure any necessary board resolutions to open or close a Network or school checking account.

2.0 The board shall approve the opening of new accounts within the SCN umbrella account for the management of revenue that comes in before the schools can officially open their own bank accounts.

3.0 Any donations from Board our outside donors will be held at the Network in a Restricted account until the schools operating accounts have been approved and opened. (See also the *transfer section* in regards to policies about tracking the moving of funds between accounts.)

IV. CASH FLOW MODEL

1.0 On an annual basis, as part of the budget process, the Director of Finance prepares an annual cash flow worksheet where the expenditures for the network are first plotted on a monthly basis, flowing into a twelve-month model. Once the expenditures are plotted on this timeline, in conjunction with the CEO, the projected revenue flows are also plotted on a timeline. This cash flow model indicates, at an early point, the months during which the network will face difficult cash flow issues.

2.0 On a monthly basis, once the accounting close has been completed, the Director of Finance updates the cash flow model given all information available to him/her as of that time and forwards the model to the CEO for comments and/or additions. In the event of a critical situation, the cash flow model will be discussed with the Board Treasurer immediately, and remedies will be made. Such circumstances will be addressed at the next scheduled Board meeting.

3.0 In conjunction with the Board of Trustees, SCN management will address these difficult cash flow issues and contact banking institutions and current funders, as deemed appropriate.

V. CASH MANAGEMENT OF FEDERAL GRANTS (ALSO SEE GRANTS MANAGEMENT SECTION)

1.0 Federal Grants require a maximum of three day lag-time between drawdowns from the Federal account to payments to the appropriate vendors/expenditures. To increase controls around the use of federal funds, SCN will gather allocable and reimbursable expenses before drawing down federal funds.

2.0 Federal Grants normally allow cash expenditures and draw-down of funds for up to 90 days after the grant period has ended. SCN staff will work to ensure that all funds have been spent appropriately within the time-frame given by the specific grant.

Title: BUDGETING PROCESS

Policy: The Board of Trustees shall approve an annual operating budget for the Network. Any significant adjustments to the budget during the year shall be approved on a quarterly basis. The Network shall manage its budget throughout the year and make adjustments as needed.

Purpose: To outline the procedure for development and management of an annual budget.

Scope: All budgets for the Network.

Procedure:

I. DEVELOPMENT OF BUDGET

- 1.0 The Director of Finance, CEO and SCN department heads shall develop the Network's annual operating budgets. Revenues shall be budgeted based on information provided by the relevant entity providing the monies, such as board donors. Budgeted expenses shall be allocated in accordance with the Network's chart of accounts. Personnel expenses shall be budgeted in detail, including, to the extent known, individuals' names, positions and estimated salaries. Other, non-personnel expenses shall be budgeted based on the best available information including prior agreements and historical information, as well as projected changes to the program.
- 2.0 SCHOOLS: Director of Finance in conjunction with the SCN department heads will prepare budgets that include the expenses projected for each school in conjunction with their services. The Finance associate/team will review, give feedback and present to principals of schools for their approval and to the board of trustees. Feedback from these groups will be taken into accounts when finalizing the budgets for the year.
- 3.0 Finance Associates will enter the budgets into the accounting software and evaluate whether changes to chart of accounts are needed. When applicable, budgets will contain contingencies agreed upon by relevant parties.

II. MANAGMENT OF BUDGET

- 1.0 The Finance Team with the Controller/COO shall periodically review the Network's budget vs. actual spending. This review shall be based on reports generated by the finance group that give summary level information. In addition, the finance group shall provide more detailed information, as requested by any of the above individuals, including specific invoice information. During the periodic meetings, changes shall be made to the Network's full year forecast to account for any unplanned revenue changes, any unplanned new hires, terminations, or other personnel changes, as well as any

changes in line-item other than personnel spending, based on both year-to-date historical information and projected spending for the remainder of the year. The updated forecast shall be provided to the Board at least quarterly for their review and questions.

Title: GRANT MANAGEMENT

Policy: All costs reported to funders are reconciled to the books and records prior to report submission

Purpose: To outline the procedure for management of government grants as well as tracking the use of private grants and donations

Scope: The Success Charter Network and Success Academies

Procedure:

1.0 SCN and SCHOOLS: Some government grants provide specific contract compliance guidelines to which the Network is held accountable. Federal funding guidelines are based on the stipulations provided by certain circulars issued by the United States Office of Management and Budget. These circulars outline the basic principles that indicate the permissibility of costs and hence form an integral part of the Network's knowledge base when carrying out programs funded by federal agencies. The finance group will track and document spending related to restricted grants, including summary or detail information for both personnel and other than personnel costs.

2.0 Federal Grants Guidelines Relevant to SCN's work

- 2.1.1 Activities Allowed: SCN will determine the types of allowable costs and activities for each entity and grant program when creating the application budgets for the federal grants. These can be found in the OMB Circular A-133 as well as in summary form in the *SCN Federal Grants Compliance Manual*.
- 2.1.2 Allowable cost principles: A certain rationale must be followed in assigning costs to Federally funding programs. Finance Associates will refer to the *SCN Federal Grants Compliance Manual* for the detailed explanation of how reasonable, allocable and necessary costs are determined for Federal grants.
- 2.1.3 Cash Management: See section V in Cash Management Section of policies. SCN will expend funds in keeping with Federal guidelines for the timing of disbursements & drawdown requests; following the reimbursement basis primarily as a way of increasing controls around the appropriate use of federal funds.
- 2.1.4 Davis Beacon Act: Where applicable, SCN will follow the federal guidelines surrounding prevailing wages paid for construction contracts, SCN must be cognizant of the wage policies in place at the construction firms it utilizes.
- 2.1.5 Where applicable, SCN will determine eligibility of students & other individuals for the programs/services it provides under federal grants. All documentation of eligibility will be stored with the grant documents. See Federal Grants Compliance Manual for more details.

- 2.1.6 For Equipment and Property Management policies, see Fixed Assets section. SCN will properly track, report on, and dispose of all Capital Assets purchased with federal funds.
- 2.1.7 When applicable, SCN will find, track and report on Matching or Cost-Sharing funds related to Federal grants and specific programs.
- 2.1.8 SCN will follow federal guidelines on the period of available funds which vary from grant to grant; including when obligations can be made, and any extended periods allowed under the grant (usually up to 90 days after official end of grant program).
- 2.1.9 SCN follows the Federal guidelines around procurement; documenting rationale and bids where necessary, and reviewing vendors for federal funds to ensure that none of the potential parties are on the suspended/debarred list provided by the Feds.
- 2.1.10 SCN will follow guidelines for the proper accounting of program income generated from federally funded programs, where applicable.
- 2.1.11 Real Property Acquisition and Relocation: This federal guidance is not relevant to SCN's programmatic work
- 2.1.12 Reporting: SCN will track all federal grants income and expenditures within the accounting system according to the approved grant budget allocations, and will generate reports on financial situation and program outlays/income as required by each federal grant agency.
- 2.1.13 SCN is not subject to compliance surrounding sub-recipient monitoring at this time. See SCN Federal Grants Compliance Manual for more details.
- 2.1.14 If special tests and provisions are established for a specific federal grant program, SCN will comply with all additional requirements.

3.0 In the case of all foundation grants, the funding sources will be tracked in the Accounting system according to the restrictions listed in the grant agreement, or the relevant correspondence—as conveyed through the development software Feed. The backup for these revenues sources—correspondence, compliance forms, payments and other items—will be kept in the accounts receivable folder & development/accounting systems in the grant records, and clear beginning and end dates should be listed.

4.0 The Finance associates and assistants will use the accounting system reporting power to find and allocate the relevant restricted funding sources to specific transactions. These transactions must already be paid at the time of grant allocation to reduce the risk of These funding sources will be marked whenever possible, and the addition of new funding sources; especially with restrictions associated with them, will be approved by the director of finance.

5.0 Finance will provide grant reports using the financial reporting templates shared with those outside SCN, and will provide any other details to development that are required for the reporting on financials & use of funds.

6.0 Transfers made out of the grant accounts of any entity must be accompanied by a report detailing the expenses and the total of restricted funds being moved into general operating. The backup invoices are preferable for documentation in addition to the general ledger report showing that expenditures were in fact made (*See grants management for more details*). The SCN grants account will either put the funds into the operating if general expenditures, or the school fees account if salary related.

Title: CLOSING OF BOOKS AND RECORDS

Policy: Records for all bank accounts must be reconciled and closed on a monthly basis.

Purpose: To ensure accuracy of bank statements and provide up-to-date information on bank balances.

Scope: All bank accounts managed by SCN

Procedure:

I. MONTHLY ACCOUNTING CLOSE

1.0 SCN must complete its preliminary monthly accounting close for the previous month on or before the last day of the current month. On this date, all bank reconciliations are completed, and appropriate month-end adjustments are recorded. This preliminary process generates the following reports:

- Statement of Financial Position ("Balance Sheet")
- Statement of Activities (Year-to-Date)
- Statement of Cash Flows
- Budget vs. Actual Comparison Report (Year-to-Date)
- Budget Comparison Report for Restricted Fund/Grants

These reports allow the Controller to analyze certain accounts and note where variances seem inappropriate or where additional information is needed. Upon completion of these account analyses and recording of additional adjustments as deemed necessary, the final month-end closing package is prepared and circulated as follows:

- CEO and COO review all reports listed above, after revisions, with an email highlighting the significant activity for the month.
- School/SCN Boards review the most recent financial package at each board meeting and discuss variances and financial activity with the Controller.

II. FINANCIAL PACKAGE FOR BOARD OF DIRECTORS MEETING

1.0 On a quarterly basis, after discussion with the Treasurer, the Director of Finance will circulate the following information to the Board of Trustees:

- Statement of Financial Position
- Statement of Activities for the year-to-date.
- Budget Comparison Report for the year-to-date noting important variances.

2.0 In addition to this package, the CEO provides a fundraising status update indicating the status of the Network's fundraising efforts, open proposals, etc

Title: FIXED ASSETS

Policy: Asset acquisitions with a useful life expectancy of greater than one year and with a cost deemed reasonable by management of \$1,000 or greater will be capitalized and depreciated.

Purpose: The purpose of this procedure is to delineate the capitalization and depreciation methods for various asset groups.

Scope: All acquisitions of capital assets.

Procedure:

I. FIXED ASSET INVENTORY

- 1.0 At the time of acquisition, all technology equipment are identified, tagged and entered into the detailed inventory system. This database is managed in conjunction with the technology department. The tags are placed in a visible area and provide a clear method of tracing the asset to the inventory system.
- 2.0 On at least a bi-annual basis, SCN takes a physical inventory of all capital assets to ensure the completeness and accuracy of the Network's records. SCN employees who are not responsible for the custody or record keeping of the assets oversee the inventory process. All assets are examined to determine that they are currently being used and are on hand.

CAPITALIZATION

- 1.0 All assets with a useful life of greater than one year and costing more than \$1,000 will be considered additions to fixed assets and will be capitalized and depreciated over their useful lives. Any asset that does not meet the above criteria will be expensed.
- 2.0 Building improvements are to be capitalized if they are major expenses and extend the life of the building. Expenditures incurred in connection with maintaining the building in good working order should be expensed as repairs.
- 3.0 The cost basis of furniture and equipment assets will include all charges relating to the acquisition of the asset including freight charges and installation if applicable.
- 4.0 Assets purchased with government funds are tracked and monitored in the manner outlined above and in accordance with grant guidelines.
- 5.0 Any Assets transferred between schools will be sold at Net Book Value and treated as an arms-length transaction, useful life will continue as originally recorded.
- 6.0 Equipment purchased by Federal funds for use at SCN or the schools is subject to these additional requirements;
 - 6.1 Must be used for the program(s) it was purchased for—if written approval is granted, may be used for other federal projects/programs consistent with federal uses.

6.2 Equipment Records must include:

- 6.2.1 *Description of the equipment*
- 6.2.2 *Manufacturer's serial number, model #, or other ID #*
- 6.2.3 *Source of Equipment, including the award number (for ex: CSP - 84.282)*
- 6.2.4 *Whether title vests in recipient or Fed Gov (See guidelines for this determination)*
- 6.2.5 *Acquisition date and cost*
- 6.2.6 *Info from which one can calculate the percentage of Fed participation in the cost of the equip*
- 6.2.7 *Location and condition of the equip*
- 6.2.8 *Unit acquisition cost*
- 6.2.9 *Ultimate disposition data-including date of disposal and sales price or method used to determine FM value*

Source: **Edgar34 CFR Part 74:33-34**

III. DEPRECIATION

1.0 In general, the depreciation methods/lives for assets should be selected for consistent financial reporting.

2.0 The following depreciation methods and useful lives should be used for the following asset classifications for financial reporting purposes:

<u>Asset Class</u>	<u>Useful Life</u>	<u>Method</u>
Building Improvements	15 years	Straight Line
Furniture and Fixtures	7 years	Straight Line
Technology Equipment	5 years	Straight Line
Software	3 years	Straight Line
Website Design	3 years	Straight Line

3.0 Expenditures such as those for materials, labor, engineering, supervision, salaries and expenses, legal expenses, insurance, overhead, and interest are capitalized as "construction in progress" until the project completed and placed in service. No depreciation is taken on construction in progress. Upon completion of construction and placement in service, the asset is removed from construction in progress and entered into the detailed ledger under the appropriate classification. Depreciation on the asset begins on the date the asset is placed in service. These should be tracked in system accordingly and then adjusted when project is complete.

V. DISPOSAL

- 1.0 Disposal of capital assets occurs only after proper authorization has been given by the Director of Finance, the Director of Operations and the government-funding agency, if applicable.
- 2.0 Control over the disposition of property is maintained not only to preserve the accuracy of the records but also to ensure that assets are safeguarded, improper disposal is prevented, and the best possible terms are received for disposal.
- 3.0 At the time the property is retired, the cost is removed from the appropriate asset account, the related accumulated depreciation, including depreciation to date of disposal, is removed from the allowance for depreciation account, and the profit or loss, adjusted for the cost of removal, is recorded as an income (gain) or expense (loss) item.
- 4.0 When the disposal is via a trade-in of a similar asset, the acquired asset is recorded at the book value of the trade-in asset plus any additional cash paid. In no instance should such cost exceed the fair market value for the new asset
- 5.0 For Equipment purchased under Federal Grants, special compliance requirements apply to the disposition of equipment. See *SCN Federal Grants Compliance Manual*.

Title: PERSONNEL AND PAYROLL

Policy: Proper internal controls will be followed to ensure that employees are qualified and have undergone sufficient background investigations. Further that payroll is executed in a timely and accurate matter

Purpose: To outline the procedures for the assembly and keeping of personnel files and recording of payroll.

Scope: This policy statement applies to all employees of the Network and Schools.

I. PERSONNEL FILES AND PAYROLL

- 1.0 SCN and SCHOOL: An investigation, including checking employee's background, former employers, and references will be made for new hires. All employee fingerprints will be forwarded to the State Education Department and certification of clearance will be kept in personnel file. Employee information will include teacher certification, Form W-4, I-9, employee agreement letter, offer sheet and highly qualified documentation where applicable.
- 2.0 The CEO's and School Principals' salaries and any bonuses must be approved by the Board of Directors and included in the board meeting minutes.
- 3.0 Salaries and bonuses of all other employees will be set by the CEO/COO with consultation of department directors if applicable.
- 4.0 SCN: Payroll for SCN employees will come out of the school fees account unless otherwise noted.
- 5.0 Once every two weeks, payroll will be processed. Payroll reports will be checked and signed by the Director of Finance and the Director of Human Resources.
- 6.0 Consultants and contractors who are not employees must complete a contract setting out terms of services, duties, responsibilities and rates. A W-9 will be kept on file for each of these contractors.
- 7.0 On a quarterly and annual basis, the Finance Assistant performs a reconciliation of all salary accounts in the general ledger, as compared to the salary reported by the payroll processing company on the Form 941 and/or other Quarterly Payroll Return. Any variances are researched and cleared within the month following quarter end. This is reviewed by the Controller.

- 8.0 Employees who are registered for matching 403B will have contribution totals reviewed put into their accounts on a bi-weekly basis.
- 9.0 All personnel files are kept under lock and key by the Director of Human Resources
Paystubs are distributed to employees by the Finance Assistant and to Operations Staff through inter-office mail to be distributed on fridays bi-monthly. Live checks will be noted for proper distribution

Title: COMPUTER DISASTER RECOVERY

Policy: Major and minor computer system malfunction can cause loss or damage to financial and accounting records keep by the Network. Therefore it is necessary to have appropriate and frequent back-up procedures.

Purpose: To outline the procedures for backing up electronic data.

Scope: This policy is relevant to all electronic files kept by the Network.

1.0 The accounting system is hosted. All information saved under it is and protected under contract with Accounting system. The accounting system is divided into different access levels based upon job function and clearance.

Title: RECORD RETENTION

Policy: For consistent record-keeping and internal control and in order that government agencies have access to financial records for auditing purpose, a comprehensive archiving procedure is necessary.

Purpose: To ensure that all financial documents are stored properly.

Scope: This policy is relevant to all financial documents used by the Network.

1.0 All folders and binders used for filing financial documents will be stored for seven fiscal years. Documents for the current and previous fiscal year will be stored under lock and key by the Finance Assistant. The Finance Assistant and Operations Associate will place all previous fiscal year documents in on-site, long-term storage under lock and key.

2.0 Documents which are to be stored permanently shall be scanned and securely filed electronically. Hard copies will be kept under lock and key in long-term storage. Documents which are to be stored permanently include, but are not limited to, corporate papers such as bylaws, incorporation papers, charters, other contracts and agreements, audit reports, payments for taxes and legal and tax correspondence.

Title: INSURANCE

Policy: To operate, the Network must have necessary insurance coverage.

Purpose: To ensure that the Network retains all necessary coverage.

Scope: This policy is relevant to all policies held by the Network.

1.0 At a minimum, the following insurance shall be maintained: a) Commercial Package; b) Directors and Officers Liability; c) Mandated Short-term Disability; and d) Mandated Worker's Compensation. The Network also shall contribute to the state Unemployment Insurance Fund according to applicable law. In addition to the above the Network will maintain any and all insurance required by law.

2.0 Insurance schedules will be kept, all amounts are pre-paid and expensed monthly in the accounting system.

Title: ADDITIONAL BOARD OVERSIGHT

Policy: The Board of Directors shall have authority to oversee, approve, and modify all budgets and financial policies developed by the Finance Department.

Purpose: To codify a system of dialogue between the Finance Department and the Board of Directors to ensure that the Board has is actively aware of all budgets and financial policies.

Scope: This policy is relevant to all policies held by the Network.

I. BOARD MEETINGS

1.0 The Controller will attend meetings of the Board of Directors to present Budget Variance Reports, Quarterly Reports, and other relevant financial information.

2.0 The Board of Directors will approve the Network's budget and financial control policies at least once per year in advance of the start of the new fiscal year. Budget modifications may be approved if needed at board meetings during the fiscal year.

3.0 Financial Committee of the Board will review the 990 before it is submitted.

4.0 Every 5 years Finance Director will reach out to auditors requesting new auditors for schools and Network, they will present proposals to Finance team and the Finance committee of board.

MANHATTAN - 3 SCHOOLS

Operational Year (A)	Enrollment (# of Students) (B)	Per Pupil Allocation (C)	Projected Per Pupil Charter Cost (B x C = D)
2013 - 2014	504	\$ 13,527	\$ 6,817,608
2014 - 2015	747	\$ 13,527	\$ 10,104,669
2015 – 2016	1065	\$ 13,527	\$ 14,406,255
2016 – 2017	1425	\$ 13,527	\$ 19,275,975
2017 – 2018	1905	\$ 13,527	\$ 25,768,935

BROOKLYN - 3 SCHOOLS

Operational Year (A)	Enrollment (# of Students) (B)	Per Pupil Allocation (C)	Projected Per Pupil Charter Cost (B x C = D)
2013 - 2014	504	\$ 13,527	\$ 6,817,608
2014 - 2015	747	\$ 13,527	\$ 10,104,669
2015 – 2016	1065	\$ 13,527	\$ 14,406,255
2016 – 2017	1425	\$ 13,527	\$ 19,275,975
2017 – 2018	1905	\$ 13,527	\$ 25,768,935

Other Projected District Revenue (SPED Funding, Food, Service, Grants, etc.) (E)	Total Projected Funding to Charter School from District (D + E = F)	Total Budget for District (G)	Projected Impact (i.e. % of District's Overall Funding) (F / G = H)
\$ 677,202	\$ 7,494,810	\$ 4,058,308,830	0.18%
\$ 901,059	\$ 11,005,728	\$ 4,220,641,183	0.26%
\$ 1,457,874	\$ 15,864,129	\$ 4,389,466,831	0.36%
\$ 2,096,724	\$ 21,372,699	\$ 4,565,045,504	0.47%
\$ 2,477,523	\$ 28,246,458	\$ 4,747,647,324	0.59%

Other Projected District Revenue (SPED Funding, Food, Service, Grants, etc.) (E)	Total Projected Funding to Charter School from District (D + E = F)	Total Budget for District (G)	Projected Impact (i.e. % of District's Overall Funding) (F / G = H)
\$ 677,202	\$ 7,494,810	\$ 8,042,456,170	0.09%
\$ 901,059	\$ 11,005,728	\$ 8,364,154,417	0.13%
\$ 1,457,874	\$ 15,864,129	\$ 8,698,720,593	0.18%
\$ 2,096,724	\$ 21,372,699	\$ 9,046,669,417	0.24%
\$ 2,477,523	\$ 28,246,458	\$ 9,408,536,194	0.30%



Charter Schools Institute

The State University of New York

General Instructions and Notes for New Application Budgets and Cash Flows

- Complete ALL SIX tabs in BLUE
- Enter information into the GRAY cells
- Cells labeled in ORANGE contained guidance pertaining to that tab
- Cells containing RED triangles in the upper right corner in columns B thru G contain guidance on that particular line item
- Funding by School District information for all NYS school districts is located on the GREEN tab

* Please note that these budget templates are the same as the ones used to submit the school's yearly and renewal budgets, as well as quarterly reports.

Charter Funding By NYS School District
Sorted by District Code

	District Code	School District Name	Final 2010-11 Basic Tuition	Final 2011-12 Basic Tuition
1	10100	ALBANY	14,072	14,072
2	10201	BERNE KNOX	13,371	13,371
3	10306	BETHLEHEM	12,513	12,513
4	10402	RAVENA COEYMAN	13,365	13,365
5	10500	COHOES	11,791	11,791
6	10601	SOUTH COLONIE	12,137	12,137
7	10605	NORTH COLONIE	10,708	10,708
8	10615	MENANDS	15,870	15,870
9	10622	MAPLEWOOD	N/A	N/A
10	10623	NORTH COLONIE	10,708	10,708
11	10701	GREEN ISLAND	12,662	12,662
12	10802	GUILDERLAND	11,356	11,356
13	11003	VOORHEESVILLE	12,742	12,742
14	11200	WATERVLIET	9,404	9,404
15	20101	ALFRED ALMOND	10,628	10,628
16	20601	ANDOVER	12,353	12,353
17	20702	GENESEE VALLEY	11,013	11,013
18	20801	BELFAST	11,619	11,619
19	21102	CANASERAGA	12,329	12,329
20	21601	FRIENDSHIP	12,385	12,385
21	22001	FILLMORE	9,156	9,156
22	22101	WHITESVILLE	10,904	10,904
23	22302	CUBA-RUSHFORD	12,488	12,488
24	22401	SCIO	11,968	11,968
25	22601	WELLSVILLE	11,681	11,681
26	22902	BOLIVAR-RICHBG	10,885	10,885
27	30101	CHENANGO FORKS	10,503	10,503
28	30200	BINGHAMTON	10,244	10,244
29	30501	HARPURSVILLE	9,877	9,877
30	30601	SUSQUEHANNA VA	12,156	12,156
31	30701	CHENANGO VALLE	10,665	10,665
32	31101	MAINE ENDWELL	10,197	10,197
33	31301	DEPOSIT	14,304	14,304
34	31401	WHITNEY POINT	11,324	11,324
35	31501	UNION-ENDICOTT	11,048	11,048
36	31502	JOHNSON CITY	12,050	12,050
37	31601	VESTAL	12,166	12,166
38	31701	WINDSOR	10,115	10,115
39	40204	WEST VALLEY	13,623	13,623
40	40302	ALLEGANY-LIMES	10,362	10,362
41	40901	ELLCOTTVILLE	11,491	11,491
42	41101	FRANKLINVILLE	11,351	11,351
43	41401	HINSDALE	9,952	9,952
44	42302	CATTARAUGUS-LI	11,368	11,368
45	42400	OLEAN	10,976	10,976
46	42801	GOWANDA	11,326	11,326
47	42901	PORTVILLE	10,058	10,058
48	43001	RANDOLPH	10,720	10,720
49	43200	SALAMANCA	11,582	11,582
50	43501	YORKSHIRE-PIONE	11,406	11,406

Charter Funding By NYS School District
Sorted by District Code

	District Code	School District Name	Final 2010-11 Basic Tuition	Final 2011-12 Basic Tuition
51	50100	AUBURN	10,495	10,495
52	50301	WEEDSPORT	11,820	11,820
53	50401	CATO MERIDIAN	10,653	10,653
54	50701	SOUTHERN CAYUG	13,419	13,419
55	51101	PORT BYRON	10,865	10,865
56	51301	MORAVIA	10,202	10,202
57	51901	UNION SPRINGS	12,059	12,059
58	60201	SOUTHWESTERN	10,202	10,202
59	60301	FREWSBURG	10,206	10,206
60	60401	CASSADAGA VALL	11,359	11,359
61	60503	CHAUTAUQUA	14,457	14,457
62	60601	PINE VALLEY	11,589	11,589
63	60701	CLYMER	14,425	14,425
64	60800	DUNKIRK	12,985	12,985
65	61001	BEMUS POINT	11,810	11,810
66	61101	FALCONER	9,522	9,522
67	61501	SILVER CREEK	11,223	11,223
68	61503	FORESTVILLE	10,484	10,484
69	61601	PANAMA	11,826	11,826
70	61700	JAMESTOWN	10,164	10,164
71	62201	FREDONIA	12,037	12,037
72	62301	BROCTON	12,437	12,437
73	62401	RIPLEY	15,941	15,941
74	62601	SHERMAN	10,196	10,196
75	62901	WESTFIELD	11,891	11,891
76	70600	ELMIRA	11,012	11,012
77	70901	HORSEHEADS	10,196	10,196
78	70902	ELMIRA HEIGHTS	10,136	10,136
79	80101	AFTON	13,800	13,800
80	80201	BAINBRIDGE GUI	11,434	11,434
81	80601	GREENE	10,565	10,565
82	81003	UNADILLA	11,393	11,393
83	81200	NORWICH	9,956	9,956
84	81401	GRGETWN-SO OTS	12,871	12,871
85	81501	OXFORD	11,858	11,858
86	82001	SHERBURNE EARL	10,707	10,707
87	90201	AUSABLE VALLEY	13,185	13,185
88	90301	BEEKMANTOWN	11,708	11,708
89	90501	NORTHEASTERN	11,543	11,543
90	90601	CHAZY	11,716	11,716
91	90901	NORTHRN ADIRON	12,585	12,585
92	91101	PERU	11,849	11,849
93	91200	PLATTSBURGH	13,607	13,607
94	91402	SARANAC	11,333	11,333
95	100501	COPAKE-TACONIC	13,622	13,622
96	100902	GERMANTOWN	14,614	14,614
97	101001	CHATHAM	12,977	12,977
98	101300	HUDSON	13,401	13,401
99	101401	KINDERHOOK	11,239	11,239
100	101601	NEW LEBANON	15,792	15,792

Charter Funding By NYS School District
Sorted by District Code

	District Code	School District Name	Final 2010-11 Basic Tuition	Final 2011-12 Basic Tuition
101	110101	CINCINNATUS	12,691	12,691
102	110200	CORTLAND	10,142	10,142
103	110304	MCGRAW	11,248	11,248
104	110701	HOMER	11,092	11,092
105	110901	MARATHON	11,911	11,911
106	120102	ANDES	21,107	21,107
107	120301	DOWNSVILLE	17,143	17,143
108	120401	CHARLOTTE VALL	10,907	10,907
109	120501	DELHI	13,930	13,930
110	120701	FRANKLIN	13,106	13,106
111	120906	HANCOCK	14,267	14,267
112	121401	MARGARETVILLE	13,376	13,376
113	121502	ROXBURY	16,963	16,963
114	121601	SIDNEY	11,628	11,628
115	121701	STAMFORD	13,915	13,915
116	121702	S. KORTRIGHT	13,381	13,381
117	121901	WALTON	10,718	10,718
118	130200	BEACON	11,093	11,093
119	130502	DOVER	11,245	11,245
120	130801	HYDE PARK	12,052	12,052
121	131101	NORTHEAST	15,342	15,342
122	131201	PAWLING	15,571	15,571
123	131301	PINE PLAINS	14,565	14,565
124	131500	POUGHKEEPSIE	12,524	12,524
125	131601	ARLINGTON	11,469	11,469
126	131602	SPACKENKILL	16,018	16,018
127	131701	RED HOOK	13,202	13,202
128	131801	RHINEBECK	16,681	16,681
129	132101	WAPPINGERS	10,887	10,887
130	132201	MILLBROOK	12,902	12,902
131	140101	ALDEN	9,862	9,862
132	140201	AMHERST	10,721	10,721
133	140203	WILLIAMSVILLE	10,904	10,904
134	140207	SWEET HOME	11,954	11,954
135	140301	EAST AURORA	10,210	10,210
136	140600	BUFFALO	12,005	12,005
137	140701	CHEEKTOWAGA	10,235	10,235
138	140702	MARYVALE	10,433	10,433
139	140703	CLEVELAND HILL	10,428	10,428
140	140707	DEPEW	10,409	10,409
141	140709	SLOAN	11,946	11,946
142	140801	CLARENCE	9,001	9,001
143	141101	SPRINGVILLE-GR	11,347	11,347
144	141201	EDEN	9,674	9,674
145	141301	IROQUOIS	9,751	9,751
146	141401	EVANS-BRANT	11,618	11,618
147	141501	GRAND ISLAND	9,915	9,915
148	141601	HAMBURG	9,716	9,716
149	141604	FRONTIER	8,759	8,759
150	141701	HOLLAND	11,032	11,032

Charter Funding By NYS School District
Sorted by District Code

	District Code	School District Name	Final 2010-11 Basic Tuition	Final 2011-12 Basic Tuition
151	141800	LACKAWANNA	11,964	11,964
152	141901	LANCASTER	8,449	8,449
153	142101	AKRON	10,134	10,134
154	142201	NORTH COLLINS	13,023	13,023
155	142301	ORCHARD PARK	10,523	10,523
156	142500	TONAWANDA	10,051	10,051
157	142601	KENMORE	9,477	9,477
158	142801	WEST SENECA	10,179	10,179
159	150203	CROWN POINT	15,649	15,649
160	150301	ELIZABETHTOWN	13,358	13,358
161	150601	KEENE	19,701	19,701
162	150801	MINERVA	25,637	25,637
163	150901	MORIAH	11,855	11,855
164	151001	NEWCOMB	43,580	43,580
165	151102	LAKE PLACID	14,929	14,929
166	151401	SCHROON LAKE	15,368	15,368
167	151501	TICONDEROGA	13,455	13,455
168	151601	WESTPORT	13,649	13,649
169	151701	WILLSBORO	15,355	15,355
170	160101	TUPPER LAKE	11,474	11,474
171	160801	CHATEAUGAY	10,879	10,879
172	161201	SALMON RIVER	13,576	13,576
173	161401	SARANAC LAKE	13,999	13,999
174	161501	MALONE	10,520	10,520
175	161601	BRUSHTON MOIRA	11,399	11,399
176	161801	ST REGIS FALLS	13,886	13,886
177	170301	WHEELERVILLE	18,435	18,435
178	170500	GLOVERSVILLE	9,865	9,865
179	170600	JOHNSTOWN	10,408	10,408
180	170801	MAYFIELD	10,112	10,112
181	170901	NORTHVILLE	13,440	13,440
182	171001	OPPENHEIM EPHR	13,204	13,204
183	171102	BROADALBIN-PER	8,636	8,636
184	180202	ALEXANDER	11,325	11,325
185	180300	BATAVIA	12,293	12,293
186	180701	BYRON BERGEN	11,339	11,339
187	180901	ELBA	11,423	11,423
188	181001	LE ROY	10,757	10,757
189	181101	OAKFIELD ALABA	9,994	9,994
190	181201	PAVILION	10,682	10,682
191	181302	PEMBROKE	11,828	11,828
192	190301	CAIRO-DURHAM	10,345	10,345
193	190401	CATSKILL	14,130	14,130
194	190501	COXSACKIE ATHE	11,888	11,888
195	190701	GREENVILLE	13,454	13,454
196	190901	HUNTER TANNERS	16,482	16,482
197	191401	WINDHAM ASHLAN	18,838	18,838
198	200101	PISECO	26,047	26,047
199	200401	INDIAN LAKE	24,054	24,054
200	200501	INLET	26,047	26,047

Charter Funding By NYS School District
Sorted by District Code

	District Code	School District Name	Final 2010-11 Basic Tuition	Final 2011-12 Basic Tuition
201	200601	LAKE PLEASANT	25,331	25,331
202	200701	LONG LAKE	42,198	42,198
203	200901	WELLS	21,823	21,823
204	210302	WEST CANADA VA	11,723	11,723
205	210402	FRANKFORT-SCHU	9,210	9,210
206	210501	ILION	8,450	8,450
207	210502	MOHAWK	10,758	10,758
208	210601	HERKIMER	9,525	9,525
209	210800	LITTLE FALLS	11,471	11,471
210	211003	DOLGEVILLE	10,527	10,527
211	211103	POLAND	11,690	11,690
212	211701	VAN HORNSVILLE	11,991	11,991
213	211901	TOWN OF WEBB	20,143	20,143
214	212001	MT MARKHAM CSD	11,231	11,231
215	220101	S. JEFFERSON	9,183	9,183
216	220202	ALEXANDRIA	12,100	12,100
217	220301	INDIAN RIVER	6,996	6,996
218	220401	GENERAL BROWN	8,580	8,580
219	220701	THOUSAND ISLAND	12,027	12,027
220	220909	BELLEVILLE-HEN	10,030	10,030
221	221001	SACKETS HARBOR	10,104	10,104
222	221301	LYME	13,021	13,021
223	221401	LA FARGEVILLE	9,458	9,458
224	222000	WATERTOWN	8,985	8,985
225	222201	CARTHAGE	8,557	8,557
226	230201	COPENHAGEN	9,935	9,935
227	230301	HARRISVILLE	12,372	12,372
228	230901	LOWVILLE	9,602	9,602
229	231101	SOUTH LEWIS	13,513	13,513
230	231301	BEAVER RIVER	9,873	9,873
231	240101	AVON	10,465	10,465
232	240201	CALEDONIA MUMF	10,218	10,218
233	240401	GENESE0	12,257	12,257
234	240801	LIVONIA	11,356	11,356
235	240901	MOUNT MORRIS	12,120	12,120
236	241001	DANSVILLE	10,313	10,313
237	241101	DALTON-NUNDA	13,107	13,107
238	241701	YORK	10,694	10,694
239	250109	BROOKFIELD	11,171	11,171
240	250201	CAZENOVIA	10,613	10,613
241	250301	DE RUYTER	13,049	13,049
242	250401	MORRISVILLE EA	12,114	12,114
243	250701	HAMILTON	12,897	12,897
244	250901	CANASTOTA	9,837	9,837
245	251101	MADISON	10,079	10,079
246	251400	ONEIDA CITY	11,079	11,079
247	251501	STOCKBRIDGE VA	10,638	10,638
248	251601	CHITTENANGO	10,983	10,983
249	260101	BRIGHTON	12,448	12,448
250	260401	GATES CHILI	12,359	12,359

Charter Funding By NYS School District
Sorted by District Code

	District Code	School District Name	Final 2010-11 Basic Tuition	Final 2011-12 Basic Tuition
251	260501	GREECE	11,252	11,252
252	260801	E. IRONDEQUOIT	11,557	11,557
253	260803	W. IRONDEQUOIT	10,413	10,413
254	260901	HONEOYE FALLS	10,435	10,435
255	261001	SPENCERPORT	10,533	10,533
256	261101	HILTON	10,202	10,202
257	261201	PENFIELD	12,346	12,346
258	261301	FAIRPORT	10,647	10,647
259	261313	EAST ROCHESTER	12,585	12,585
260	261401	PITTSFORD	12,722	12,722
261	261501	CHURCHVILLE CH	10,122	10,122
262	261600	ROCHESTER	12,426	12,426
263	261701	RUSH HENRIETTA	12,330	12,330
264	261801	BROCKPORT	10,745	10,745
265	261901	WEBSTER	10,872	10,872
266	262001	WHEATLAND CHIL	15,259	15,259
267	270100	AMSTERDAM	9,443	9,443
268	270301	CANAJOHARIE	10,768	10,768
269	270601	FONDA FULTONVI	11,108	11,108
270	270701	FORT PLAIN	12,840	12,840
271	271102	ST JOHNSVILLE	11,910	11,910
272	280100	GLEN COVE	18,368	18,368
273	280201	HEMPSTEAD	18,202	18,202
274	280202	UNIONDALE	19,864	19,864
275	280203	EAST MEADOW	15,722	15,722
276	280204	NORTH BELLMORE	17,500	17,500
277	280205	LEVITTOWN	17,280	17,280
278	280206	SEAFORD	15,660	15,660
279	280207	BELLMORE	19,638	19,638
280	280208	ROOSEVELT	16,939	16,939
281	280209	FREEPORT	15,703	15,703
282	280210	BALDWIN	15,658	15,658
283	280211	OCEANSIDE	16,067	16,067
284	280212	MALVERNE	19,705	19,705
285	280213	V STR THIRTEEN	15,487	15,487
286	280214	HEWLETT WOODME	22,408	22,408
287	280215	LAWRENCE	23,002	23,002
288	280216	ELMONT	14,397	14,397
289	280217	FRANKLIN SQUAR	13,412	13,412
290	280218	GARDEN CITY	17,620	17,620
291	280219	EAST ROCKAWAY	18,375	18,375
292	280220	LYNBROOK	17,680	17,680
293	280221	ROCKVILLE CENT	18,767	18,767
294	280222	FLORAL PARK	14,937	14,937
295	280223	WANTAGH	13,593	13,593
296	280224	V STR TWENTY-F	19,237	19,237
297	280225	MERRICK	17,936	17,936
298	280226	ISLAND TREES	15,505	15,505
299	280227	WEST HEMPSTEAD	16,755	16,755
300	280229	NORTH MERRICK	17,825	17,825

Charter Funding By NYS School District
Sorted by District Code

	District Code	School District Name	Final 2010-11 Basic Tuition	Final 2011-12 Basic Tuition
301	280230	VALLEY STR UF	19,277	19,277
302	280231	ISLAND PARK	27,985	27,985
303	280251	VALLEY STR CHS	14,838	14,838
304	280252	SEWANHAKA	12,522	12,522
305	280253	BELLMORE-MERRI	13,768	13,768
306	280300	LONG BEACH	22,042	22,042
307	280401	WESTBURY	18,224	18,224
308	280402	EAST WILLISTON	20,780	20,780
309	280403	ROSLYN	20,898	20,898
310	280404	PORT WASHINGTO	20,028	20,028
311	280405	NEW HYDE PARK	14,771	14,771
312	280406	MANHASSET	21,235	21,235
313	280407	GREAT NECK	22,466	22,466
314	280409	HERRICKS	17,029	17,029
315	280410	MINEOLA	23,709	23,709
316	280411	CARLE PLACE	20,187	20,187
317	280501	NORTH SHORE	23,323	23,323
318	280502	SYOSSET	20,242	20,242
319	280503	LOCUST VALLEY	22,507	22,507
320	280504	PLAINVIEW	17,945	17,945
321	280506	OYSTER BAY	22,533	22,533
322	280515	JERICHO	23,911	23,911
323	280517	HICKSVILLE	14,942	14,942
324	280518	PLAINEDGE	15,701	15,701
325	280521	BETHPAGE	17,350	17,350
326	280522	FARMINGDALE	16,831	16,831
327	280523	MASSAPEQUA	16,052	16,052
328	300000	NEW YORK CITY	13,527	13,527
329	400301	LEWISTON PORTE	12,229	12,229
330	400400	LOCKPORT	9,912	9,912
331	400601	NEWFANE	10,086	10,086
332	400701	NIAGARA WHEATF	10,443	10,443
333	400800	NIAGARA FALLS	10,911	10,911
334	400900	N. TONAWANDA	10,593	10,593
335	401001	STARPOINT	9,789	9,789
336	401201	ROYALTON HARTL	10,207	10,207
337	401301	BARKER	12,895	12,895
338	401501	WILSON	10,386	10,386
339	410401	ADIRONDACK	11,668	11,668
340	410601	CAMDEN	10,655	10,655
341	411101	CLINTON	11,529	11,529
342	411501	NEW HARTFORD	11,431	11,431
343	411504	NEW YORK MILLS	11,834	11,834
344	411603	SAUQUOIT VALLE	10,956	10,956
345	411701	REMSSEN	14,790	14,790
346	411800	ROME	11,413	11,413
347	411902	WATERVILLE	10,900	10,900
348	412000	SHERRILL	9,651	9,651
349	412201	HOLLAND PATENT	10,388	10,388
350	412300	UTICA	9,280	9,280

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351	412801	WESTMORELAND	11,938	11,938
352	412901	ORISKANY	10,992	10,992
353	412902	WHITESBORO	9,886	9,886
354	420101	WEST GENESEE	10,199	10,199
355	420303	NORTH SYRACUSE	10,709	10,709
356	420401	E SYRACUSE-MIN	13,674	13,674
357	420411	JAMESVILLE-DEW	10,944	10,944
358	420501	JORDAN ELBRIDG	11,623	11,623
359	420601	FABIUS-POMPEY	12,479	12,479
360	420701	WESTHILL	10,634	10,634
361	420702	SOLVAY	11,760	11,760
362	420807	LA FAYETTE	15,766	15,766
363	420901	BALDWINVILLE	10,724	10,724
364	421001	FAYETTEVILLE	10,653	10,653
365	421101	MARCELLUS	9,775	9,775
366	421201	ONONDAGA	12,132	12,132
367	421501	LIVERPOOL	12,529	12,529
368	421504	LYNCOURT	15,497	15,497
369	421601	SKANEATELES	12,337	12,337
370	421800	SYRACUSE	11,933	11,933
371	421902	TULLY	10,036	10,036
372	430300	CANANDAIGUA	10,828	10,828
373	430501	EAST BLOOMFIEL	11,116	11,116
374	430700	GENEVA	12,688	12,688
375	430901	GORHAM-MIDDLES	11,875	11,875
376	431101	MANCHSTR-SHRTS	10,420	10,420
377	431201	NAPLES	13,183	13,183
378	431301	PHELPS-CLIFTON	11,376	11,376
379	431401	HONEOYE	12,141	12,141
380	431701	VICTOR	9,518	9,518
381	440102	WASHINGTONVILL	11,931	11,931
382	440201	CHESTER	13,170	13,170
383	440301	CORNWALL	11,262	11,262
384	440401	PINE BUSH	11,570	11,570
385	440601	GOSHEN	12,773	12,773
386	440901	HIGHLAND FALLS	14,580	14,580
387	441000	MIDDLETOWN	12,759	12,759
388	441101	MINISINK VALLE	10,552	10,552
389	441201	MONROE WOODBUR	13,089	13,089
390	441202	KIRYAS JOEL	33,354	33,354
391	441301	VALLEY-MONTGMR	11,222	11,222
392	441600	NEWBURGH	14,796	14,796
393	441800	PORT JERVIS	11,904	11,904
394	441903	TUXEDO	17,470	17,470
395	442101	WARWICK VALLEY	12,198	12,198
396	442111	GREENWOOD LAKE	18,307	18,307
397	442115	FLORIDA	14,001	14,001
398	450101	ALBION	10,580	10,580
399	450607	KENDALL	12,590	12,590
400	450704	HOLLEY	10,275	10,275

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401	450801	MEDINA	10,826	10,826
402	451001	LYNDONVILLE	10,519	10,519
403	460102	ALTMAR PARISH	11,295	11,295
404	460500	FULTON	11,616	11,616
405	460701	HANNIBAL	10,178	10,178
406	460801	CENTRAL SQUARE	9,571	9,571
407	460901	MEXICO	11,702	11,702
408	461300	OSWEGO	12,263	12,263
409	461801	PULASKI	11,580	11,580
410	461901	SANDY CREEK	12,911	12,911
411	462001	PHOENIX	12,226	12,226
412	470202	GLBTSVILLE-MT U	11,319	11,319
413	470501	EDMESTON	11,243	11,243
414	470801	LAURENS	10,634	10,634
415	470901	SCHENEVUS	12,566	12,566
416	471101	MILFORD	12,217	12,217
417	471201	MORRIS	10,436	10,436
418	471400	ONEONTA	11,790	11,790
419	471601	OTEGO-UNADILLA	11,481	11,481
420	471701	COOPERSTOWN	11,917	11,917
421	472001	RICHFIELD SPRI	10,916	10,916
422	472202	CHERRY VLY-SPR	12,674	12,674
423	472506	WORCESTER	12,352	12,352
424	480101	MAHOPAC	13,924	13,924
425	480102	CARMEL	15,409	15,409
426	480401	HALDANE	16,483	16,483
427	480404	GARRISON	21,676	21,676
428	480503	PUTNAM VALLEY	16,888	16,888
429	480601	BREWSTER	16,808	16,808
430	490101	BERLIN	12,890	12,890
431	490202	BRUNSWICK CENT	10,501	10,501
432	490301	EAST GREENBUSH	11,659	11,659
433	490501	HOOSICK FALLS	11,782	11,782
434	490601	LANSINGBURGH	9,352	9,352
435	490801	NORTH GREENBUSH	11,741	11,741
436	490804	WYNANTSKILL	11,243	11,243
437	491200	RENSSELAER	8,883	8,883
438	491302	AVERILL PARK	10,036	10,036
439	491401	HOOSIC VALLEY	10,338	10,338
440	491501	SCHODACK	12,169	12,169
441	491700	TROY	15,986	15,986
442	500101	CLARKSTOWN	13,310	13,310
443	500108	NANUET	18,531	18,531
444	500201	HAVERSTRAW-ST	17,121	17,121
445	500301	S. ORANGETOWN	15,503	15,503
446	500304	NYACK	18,240	18,240
447	500308	PEARL RIVER	14,854	14,854
448	500401	RAMAPO	16,919	16,919
449	500402	EAST RAMAPO	16,555	16,555
450	510101	BRASHER FALLS	10,172	10,172

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451	510201	CANTON	11,252	11,252
452	510401	CLIFTON FINE	17,107	17,107
453	510501	COLTON PIERREP	18,381	18,381
454	511101	GOUVERNEUR	10,255	10,255
455	511201	HAMMOND	12,727	12,727
456	511301	HERMON DEKALB	12,646	12,646
457	511602	LISBON	12,322	12,322
458	511901	MADRID WADDING	10,491	10,491
459	512001	MASSENA	10,197	10,197
460	512101	MORRISTOWN	13,655	13,655
461	512201	NORWOOD NORFOL	10,652	10,652
462	512300	OGDENSBURG	13,953	13,953
463	512404	HEUVELTON	10,704	10,704
464	512501	PARISHVILLE	10,609	10,609
465	512902	POTSDAM	11,390	11,390
466	513102	EDWARDS-KNOX	10,536	10,536
467	520101	BURNT HILLS	10,168	10,168
468	520302	SHENENDEHOWA	11,060	11,060
469	520401	CORINTH	10,919	10,919
470	520601	EDINBURG	20,896	20,896
471	520701	GALWAY	10,157	10,157
472	521200	MECHANICVILLE	10,377	10,377
473	521301	BALLSTON SPA	11,797	11,797
474	521401	S. GLENS FALLS	10,667	10,667
475	521701	SCHUYLerville	11,472	11,472
476	521800	SARATOGA SPRIN	10,532	10,532
477	522001	STILLWATER	9,269	9,269
478	522101	WATERFORD	12,844	12,844
479	530101	DUANESBURG	9,234	9,234
480	530202	SCOTIA GLENVIL	11,013	11,013
481	530301	NISKAYUNA	11,790	11,790
482	530501	SCHALMONT	13,862	13,862
483	530515	MOHONASEN	8,989	8,989
484	530600	SCHENECTADY	12,014	12,014
485	540801	GILBOA CONESVI	15,707	15,707
486	540901	JEFFERSON	12,445	12,445
487	541001	MIDDLEBURGH	12,453	12,453
488	541102	COBLESKL-RICHM	10,802	10,802
489	541201	SCHOHARIE	12,138	12,138
490	541401	SHARON SPRINGS	14,154	14,154
491	550101	ODESSA MONTour	11,363	11,363
492	550301	WATKINS GLEN	10,489	10,489
493	560501	SOUTH SENECA	13,574	13,574
494	560603	ROMULUS	14,567	14,567
495	560701	SENECA FALLS	11,016	11,016
496	561006	WATERLOO CENT	10,263	10,263
497	570101	ADDISON	11,263	11,263
498	570201	AVOCA	13,201	13,201
499	570302	BATH	9,780	9,780
500	570401	BRADFORD	13,266	13,266

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501	570603	CAMPBELL-SAVON	10,531	10,531
502	571000	CORNING	10,637	10,637
503	571502	CANISTEO-GREEN	13,788	13,788
504	571800	HORNELL	9,858	9,858
505	571901	ARKPORT	9,666	9,666
506	572301	PRATTSBURG	10,626	10,626
507	572702	JASPER-TRPSBRG	10,590	10,590
508	572901	HAMMONDSPORT	14,766	14,766
509	573002	WAYLAND-COHOCT	10,796	10,796
510	580101	BABYLON	16,928	16,928
511	580102	WEST BABYLON	14,848	14,848
512	580103	NORTH BABYLON	14,290	14,290
513	580104	LINDENHURST	14,253	14,253
514	580105	COPIAGUE	15,369	15,369
515	580106	AMITYVILLE	17,777	17,777
516	580107	DEER PARK	15,685	15,685
517	580109	WYANDANCH	16,666	16,666
518	580201	THREE VILLAGE	15,887	15,887
519	580203	COMSEWOGUE	13,498	13,498
520	580205	SACHEM	13,251	13,251
521	580206	PORT JEFFERSON	21,199	21,199
522	580207	MOUNT SINAI	14,841	14,841
523	580208	MILLER PLACE	12,922	12,922
524	580209	ROCKY POINT	12,823	12,823
525	580211	MIDDLE COUNTRY	13,107	13,107
526	580212	LONGWOOD	14,380	14,380
527	580224	PATCHOGUE-MEDF	12,814	12,814
528	580232	WILLIAM FLOYD	14,168	14,168
529	580233	CENTER MORICHE	14,847	14,847
530	580234	EAST MORICHES	17,372	17,372
531	580235	SOUTH COUNTRY	15,951	15,951
532	580301	EAST HAMPTON	23,725	23,725
533	580302	WAINSCOTT	15,281	15,281
534	580303	AMAGANSETT	57,648	57,648
535	580304	SPRINGS	21,775	21,775
536	580305	SAG HARBOR	24,716	24,716
537	580306	MONTAUK	31,259	31,259
538	580401	ELWOOD	14,485	14,485
539	580402	COLD SPRING HA	20,586	20,586
540	580403	HUNTINGTON	17,512	17,512
541	580404	NORTHPORT	18,014	18,014
542	580405	HALF HOLLOW HI	14,873	14,873
543	580406	HARBORFIELDS	13,773	13,773
544	580410	COMMACK	15,572	15,572
545	580413	S. HUNTINGTON	15,758	15,758
546	580501	BAY SHORE	15,355	15,355
547	580502	ISLIP	14,285	14,285
548	580503	EAST ISLIP	14,659	14,659
549	580504	SAYVILLE	16,460	16,460
550	580505	BAYPORT BLUE P	17,566	17,566

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551	580506	HAUPPAUGE	16,435	16,435
552	580507	CONNETQUOT	15,947	15,947
553	580509	WEST ISLIP	13,799	13,799
554	580512	BRENTWOOD	13,488	13,488
555	580513	CENTRAL ISLIP	19,614	19,614
556	580514	FIRE ISLAND	107,803	107,803
557	580601	SHOREHAM-WADIN	15,726	15,726
558	580602	RIVERHEAD	16,076	16,076
559	580701	SHELTER ISLAND	27,980	27,980
560	580801	SMITHTOWN	13,969	13,969
561	580805	KINGS PARK	13,928	13,928
562	580901	REMSENBURG	36,414	36,414
563	580902	WESTHAMPTON BE	18,354	18,354
564	580903	QUOGUE	46,916	46,916
565	580905	HAMPTON BAYS	16,093	16,093
566	580906	SOUTHAMPTON	23,414	23,414
567	580909	BRIDGEHAMPTON	53,186	53,186
568	580910	SAGAPONACK	15,281	15,281
569	580912	EASTPORT-SOUTH	13,276	13,276
570	580913	TUCKAHOE COMMO	28,200	28,200
571	580917	EAST QUOGUE	22,116	22,116
572	581002	OYSTERPONDS	32,931	32,931
573	581004	FISHERS ISLAND	42,471	42,471
574	581005	SOUTHOLD	17,390	17,390
575	581010	GREENPORT	16,696	16,696
576	581012	MATTITUCK-CUTC	15,967	15,967
577	581015	NEW SUFFOLK	15,281	15,281
578	590501	FALLSBURGH	19,402	19,402
579	590801	ELDRED	13,570	13,570
580	590901	LIBERTY	17,552	17,552
581	591201	TRI VALLEY	18,324	18,324
582	591301	ROSCOE	17,826	17,826
583	591302	LIVINGSTON MAN	16,085	16,085
584	591401	MONTICELLO	14,106	14,106
585	591502	SULLIVAN WEST	15,001	15,001
586	600101	WAVERLY	9,059	9,059
587	600301	CANDOR	11,287	11,287
588	600402	NEWARK VALLEY	10,287	10,287
589	600601	OWEGO-APALACHI	11,452	11,452
590	600801	SPENCER VAN ET	10,808	10,808
591	600903	TIOGA	9,445	9,445
592	610301	DRYDEN	11,011	11,011
593	610501	GROTON	10,405	10,405
594	610600	ITHACA	12,670	12,670
595	610801	LANSING	10,855	10,855
596	610901	NEWFIELD	9,830	9,830
597	611001	TRUMANSBURG	10,222	10,222
598	620600	KINGSTON	14,461	14,461
599	620803	HIGHLAND	12,457	12,457
600	620901	RONDOUT VALLEY	17,586	17,586

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601	621001	MARLBORO	15,483	15,483
602	621101	NEW PALTZ	13,284	13,284
603	621201	ONTEORA	18,571	18,571
604	621601	SAUGERTIES	11,825	11,825
605	621801	WALLKILL	10,997	10,997
606	622002	ELLENVILLE	15,150	15,150
607	630101	BOLTON	20,535	20,535
608	630202	NORTH WARREN	15,458	15,458
609	630300	GLENS FALLS	11,469	11,469
610	630601	JOHNSBURG	18,339	18,339
611	630701	LAKE GEORGE	12,521	12,521
612	630801	HADLEY LUZERNE	13,748	13,748
613	630902	QUEENSBURY	9,538	9,538
614	630918	GLENS FALLS CO	12,000	12,000
615	631201	WARRENSBURG	14,836	14,836
616	640101	ARGYLE	11,402	11,402
617	640502	FORT ANN	13,847	13,847
618	640601	FORT EDWARD	11,493	11,493
619	640701	GRANVILLE	10,360	10,360
620	640801	GREENWICH	12,131	12,131
621	641001	HARTFORD	12,205	12,205
622	641301	HUDSON FALLS	10,021	10,021
623	641401	PUTNAM	23,966	23,966
624	641501	SALEM	13,082	13,082
625	641610	CAMBRIDGE	12,350	12,350
626	641701	WHITEHALL	12,236	12,236
627	650101	NEWARK	11,100	11,100
628	650301	CLYDE-SAVANNAH	13,326	13,326
629	650501	LYONS	10,690	10,690
630	650701	MARION	11,418	11,418
631	650801	WAYNE	11,034	11,034
632	650901	PALMYRA-MACEDO	10,506	10,506
633	650902	GANANDA	9,757	9,757
634	651201	SODUS	12,623	12,623
635	651402	WILLIAMSON	12,113	12,113
636	651501	N. ROSE-WOLCOT	12,030	12,030
637	651503	RED CREEK	10,909	10,909
638	660101	KATONAH LEWISB	20,507	20,507
639	660102	BEDFORD	20,556	20,556
640	660202	CROTON HARMON	15,733	15,733
641	660203	HENDRICK HUDSO	18,174	18,174
642	660301	EASTCHESTER	17,827	17,827
643	660302	TUCKAHOE	20,009	20,009
644	660303	BRONXVILLE	22,099	22,099
645	660401	TARRYTOWN	16,449	16,449
646	660402	IRVINGTON	20,150	20,150
647	660403	DOBBS FERRY	18,927	18,927
648	660404	HASTINGS ON HU	19,404	19,404
649	660405	ARDSLEY	20,471	20,471
650	660406	EDGEMONT	17,819	17,819

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651	660407	GREENBURGH	22,343	22,343
652	660409	ELMSFORD	22,211	22,211
653	660501	HARRISON	23,457	23,457
654	660701	MAMARONECK	18,416	18,416
655	660801	MT PLEAS CENT	18,590	18,590
656	660802	POCANTICO HILL	46,333	46,333
657	660805	VALHALLA	20,983	20,983
658	660809	PLEASANTVILLE	16,558	16,558
659	660900	MOUNT VERNON	16,794	16,794
660	661004	CHAPPAQUA	19,041	19,041
661	661100	NEW ROCHELLE	16,138	16,138
662	661201	BYRAM HILLS	20,054	20,054
663	661301	NORTH SALEM	20,273	20,273
664	661401	OSSINING	18,293	18,293
665	661402	BRIARCLIFF MAN	22,861	22,861
666	661500	PEEKSKILL	16,431	16,431
667	661601	PELHAM	16,187	16,187
668	661800	RYE	18,927	18,927
669	661901	RYE NECK	18,340	18,340
670	661904	PORT CHESTER	13,413	13,413
671	661905	BLIND BROOK-RY	20,318	20,318
672	662001	SCARSDALE	22,148	22,148
673	662101	SOMERS	16,825	16,825
674	662200	WHITE PLAINS	19,443	19,443
675	662300	YONKERS	14,520	14,520
676	662401	LAKELAND	14,999	14,999
677	662402	YORKTOWN	16,743	16,743
678	670201	ATTICA	9,552	9,552
679	670401	LETCHWORTH	11,337	11,337
680	671002	WYOMING	15,376	15,376
681	671201	PERRY	11,041	11,041
682	671501	WARSAW	11,643	11,643
683	680601	PENN YAN	11,554	11,554
684	680801	DUNDEE	9,998	9,998

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1	10100	ALBANY	14,072	14,072
2	570101	ADDISON	11,263	11,263
3	410401	ADIRONDACK	11,668	11,668
4	80101	AFTON	13,800	13,800
5	142101	AKRON	10,134	10,134
6	450101	ALBION	10,580	10,580
7	140101	ALDEN	9,862	9,862
8	180202	ALEXANDER	11,325	11,325
9	220202	ALEXANDRIA	12,100	12,100
10	20101	ALFRED ALMOND	10,628	10,628
11	40302	ALLEGANY-LIMES	10,362	10,362
12	460102	ALTMAR PARISH	11,295	11,295
13	580303	AMAGANSETT	57,648	57,648
14	140201	AMHERST	10,721	10,721
15	580106	AMITYVILLE	17,777	17,777
16	270100	AMSTERDAM	9,443	9,443
17	120102	ANDES	21,107	21,107
18	20601	ANDOVER	12,353	12,353
19	660405	ARDSLEY	20,471	20,471
20	640101	ARGYLE	11,402	11,402
21	571901	ARKPORT	9,666	9,666
22	131601	ARLINGTON	11,469	11,469
23	670201	ATTICA	9,552	9,552
24	50100	AUBURN	10,495	10,495
25	90201	AUSABLE VALLEY	13,185	13,185
26	491302	AVERILL PARK	10,036	10,036
27	570201	AVOCA	13,201	13,201
28	240101	AVON	10,465	10,465
29	580101	BABYLON	16,928	16,928
30	80201	BAINBRIDGE GUI	11,434	11,434
31	280210	BALDWIN	15,658	15,658
32	420901	BALDWINSVILLE	10,724	10,724
33	521301	BALLSTON SPA	11,797	11,797
34	401301	BARKER	12,895	12,895
35	180300	BATAVIA	12,293	12,293
36	570302	BATH	9,780	9,780
37	580501	BAY SHORE	15,355	15,355
38	580505	BAYPORT BLUE P	17,566	17,566
39	130200	BEACON	11,093	11,093
40	231301	BEAVER RIVER	9,873	9,873
41	660102	BEDFORD	20,556	20,556
42	90301	BEEKMANTOWN	11,708	11,708
43	20801	BELFAST	11,619	11,619
44	220909	BELLEVILLE-HEN	10,030	10,030
45	280207	BELLMORE	19,638	19,638
46	280253	BELLMORE-MERRI	13,768	13,768
47	61001	BEMUS POINT	11,810	11,810
48	490101	BERLIN	12,890	12,890
49	10201	BERNE KNOX	13,371	13,371
50	10306	BETHLEHEM	12,513	12,513

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51	280521	BETHPAGE	17,350	17,350
52	30200	BINGHAMTON	10,244	10,244
53	661905	BLIND BROOK-RY	20,318	20,318
54	22902	BOLIVAR-RICHBG	10,885	10,885
55	630101	BOLTON	20,535	20,535
56	570401	BRADFORD	13,266	13,266
57	510101	BRASHER FALLS	10,172	10,172
58	580512	BRENTWOOD	13,488	13,488
59	480601	BREWSTER	16,808	16,808
60	661402	BRIARCLIFF MAN	22,861	22,861
61	580909	BRIDGEHAMPTON	53,186	53,186
62	260101	BRIGHTON	12,448	12,448
63	171102	BROADALBIN-PER	8,636	8,636
64	261801	BROCKPORT	10,745	10,745
65	62301	BROCTON	12,437	12,437
66	660303	BRONXVILLE	22,099	22,099
67	250109	BROOKFIELD	11,171	11,171
68	490202	BRUNSWICK CENT	10,501	10,501
69	161601	BRUSHTON MOIRA	11,399	11,399
70	140600	BUFFALO	12,005	12,005
71	520101	BURNT HILLS	10,168	10,168
72	661201	BYRAM HILLS	20,054	20,054
73	180701	BYRON BERGEN	11,339	11,339
74	190301	CAIRO-DURHAM	10,345	10,345
75	240201	CALEDONIA MUMF	10,218	10,218
76	641610	CAMBRIDGE	12,350	12,350
77	410601	CAMDEN	10,655	10,655
78	570603	CAMPBELL-SAVON	10,531	10,531
79	270301	CANAJOHARIE	10,768	10,768
80	430300	CANANDAIGUA	10,828	10,828
81	21102	CANASERAGA	12,329	12,329
82	250901	CANASTOTA	9,837	9,837
83	600301	CANDOR	11,287	11,287
84	571502	CANISTEO-GREEN	13,788	13,788
85	510201	CANTON	11,252	11,252
86	280411	CARLE PLACE	20,187	20,187
87	480102	CARMEL	15,409	15,409
88	222201	CARTHAGE	8,557	8,557
89	60401	CASSADAGA VALL	11,359	11,359
90	50401	CATO MERIDIAN	10,653	10,653
91	190401	CATSKILL	14,130	14,130
92	42302	CATTARAUGUS-LI	11,368	11,368
93	250201	CAZENOVIA	10,613	10,613
94	580233	CENTER MORICHE	14,847	14,847
95	580513	CENTRAL ISLIP	19,614	19,614
96	460801	CENTRAL SQUARE	9,571	9,571
97	661004	CHAPPAQUA	19,041	19,041
98	120401	CHARLOTTE VALL	10,907	10,907
99	160801	CHATEAUGAY	10,879	10,879
100	101001	CHATHAM	12,977	12,977

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101	60503	CHAUTAUQUA	14,457	14,457
102	90601	CHAZY	11,716	11,716
103	140701	CHEEKTOWAGA	10,235	10,235
104	30101	CHENANGO FORKS	10,503	10,503
105	30701	CHENANGO VALLE	10,665	10,665
106	472202	CHERRY VLY-SPR	12,674	12,674
107	440201	CHESTER	13,170	13,170
108	251601	CHITTENANGO	10,983	10,983
109	261501	CHURCHVILLE CH	10,122	10,122
110	110101	CINCINNATUS	12,691	12,691
111	140801	CLARENCE	9,001	9,001
112	500101	CLARKSTOWN	13,310	13,310
113	140703	CLEVELAND HILL	10,428	10,428
114	510401	CLIFTON FINE	17,107	17,107
115	411101	CLINTON	11,529	11,529
116	650301	CLYDE-SAVANNAH	13,326	13,326
117	60701	CLYMER	14,425	14,425
118	541102	COBLESKL-RICHM	10,802	10,802
119	10500	COHOES	11,791	11,791
120	580402	COLD SPRING HA	20,586	20,586
121	510501	COLTON PIERREP	18,381	18,381
122	580410	COMMACK	15,572	15,572
123	580203	COMSEWOGUE	13,498	13,498
124	580507	CONNETQUOT	15,947	15,947
125	471701	COOPERSTOWN	11,917	11,917
126	100501	COPAKE-TACONIC	13,622	13,622
127	230201	COPENHAGEN	9,935	9,935
128	580105	COPIAGUE	15,369	15,369
129	520401	CORINTH	10,919	10,919
130	571000	CORNING	10,637	10,637
131	440301	CORNWALL	11,262	11,262
132	110200	CORTLAND	10,142	10,142
133	190501	COXSACKIE ATHE	11,888	11,888
134	660202	CROTON HARMON	15,733	15,733
135	150203	CROWN POINT	15,649	15,649
136	22302	CUBA-RUSHFORD	12,488	12,488
137	241101	DALTON-NUNDA	13,107	13,107
138	241001	DANSVILLE	10,313	10,313
139	250301	DE RUYTER	13,049	13,049
140	580107	DEER PARK	15,685	15,685
141	120501	DELHI	13,930	13,930
142	140707	DEPEW	10,409	10,409
143	31301	DEPOSIT	14,304	14,304
144	660403	DOBBS FERRY	18,927	18,927
145	211003	DOLGEVILLE	10,527	10,527
146	130502	DOVER	11,245	11,245
147	120301	DOWNSVILLE	17,143	17,143
148	610301	DRYDEN	11,011	11,011
149	530101	DUANESBURG	9,234	9,234
150	680801	DUNDEE	9,998	9,998

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151	60800	DUNKIRK	12,985	12,985
152	420401	E SYRACUSE-MIN	13,674	13,674
153	260801	E. IRONDEQUOIT	11,557	11,557
154	140301	EAST AURORA	10,210	10,210
155	430501	EAST BLOOMFIEL	11,116	11,116
156	490301	EAST GREENBUSH	11,659	11,659
157	580301	EAST HAMPTON	23,725	23,725
158	580503	EAST ISLIP	14,659	14,659
159	280203	EAST MEADOW	15,722	15,722
160	580234	EAST MORICHES	17,372	17,372
161	580917	EAST QUOGUE	22,116	22,116
162	500402	EAST RAMAPO	16,555	16,555
163	261313	EAST ROCHESTER	12,585	12,585
164	280219	EAST ROCKAWAY	18,375	18,375
165	280402	EAST WILLISTON	20,780	20,780
166	660301	EASTCHESTER	17,827	17,827
167	580912	EASTPORT-SOUTH	13,276	13,276
168	141201	EDEN	9,674	9,674
169	660406	EDGEMONT	17,819	17,819
170	520601	EDINBURG	20,896	20,896
171	470501	EDMESTON	11,243	11,243
172	513102	EDWARDS-KNOX	10,536	10,536
173	180901	ELBA	11,423	11,423
174	590801	ELDRED	13,570	13,570
175	150301	ELIZABETHTOWN	13,358	13,358
176	622002	ELLENVILLE	15,150	15,150
177	40901	ELLICOTTVILLE	11,491	11,491
178	70600	ELMIRA	11,012	11,012
179	70902	ELMIRA HEIGHTS	10,136	10,136
180	280216	ELMONT	14,397	14,397
181	660409	ELMSFORD	22,211	22,211
182	580401	ELWOOD	14,485	14,485
183	141401	EVANS-BRANT	11,618	11,618
184	420601	FABIUS-POMPEY	12,479	12,479
185	261301	FAIRPORT	10,647	10,647
186	61101	FALCONER	9,522	9,522
187	590501	FALLSBURGH	19,402	19,402
188	280522	FARMINGDALE	16,831	16,831
189	421001	FAYETTEVILLE	10,653	10,653
190	22001	FILLMORE	9,156	9,156
191	580514	FIRE ISLAND	107,803	107,803
192	581004	FISHERS ISLAND	42,471	42,471
193	280222	FLORAL PARK	14,937	14,937
194	442115	FLORIDA	14,001	14,001
195	270601	FONDA FULTONVI	11,108	11,108
196	61503	FORESTVILLE	10,484	10,484
197	640502	FORT ANN	13,847	13,847
198	640601	FORT EDWARD	11,493	11,493
199	270701	FORT PLAIN	12,840	12,840
200	210402	FRANKFORT-SCHU	9,210	9,210

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201	120701	FRANKLIN	13,106	13,106
202	280217	FRANKLIN SQUAR	13,412	13,412
203	41101	FRANKLINVILLE	11,351	11,351
204	62201	FREDONIA	12,037	12,037
205	280209	FREEPORT	15,703	15,703
206	60301	FREWSBURG	10,206	10,206
207	21601	FRIENDSHIP	12,385	12,385
208	141604	FRONTIER	8,759	8,759
209	460500	FULTON	11,616	11,616
210	520701	GALWAY	10,157	10,157
211	650902	GANANDA	9,757	9,757
212	280218	GARDEN CITY	17,620	17,620
213	480404	GARRISON	21,676	21,676
214	260401	GATES CHILI	12,359	12,359
215	220401	GENERAL BROWN	8,580	8,580
216	20702	GENESEE VALLEY	11,013	11,013
217	240401	GENESEO	12,257	12,257
218	430700	GENEVA	12,688	12,688
219	100902	GERMANTOWN	14,614	14,614
220	540801	GILBOA CONESVI	15,707	15,707
221	470202	GLBTSVILLE-MT U	11,319	11,319
222	280100	GLEN COVE	18,368	18,368
223	630300	GLENS FALLS	11,469	11,469
224	630918	GLENS FALLS CO	12,000	12,000
225	170500	GLOVERSVILLE	9,865	9,865
226	430901	GORHAM-MIDDLES	11,875	11,875
227	440601	GOSHEN	12,773	12,773
228	511101	GOUVERNEUR	10,255	10,255
229	42801	GOWANDA	11,326	11,326
230	141501	GRAND ISLAND	9,915	9,915
231	640701	GRANVILLE	10,360	10,360
232	280407	GREAT NECK	22,466	22,466
233	260501	GREECE	11,252	11,252
234	10701	GREEN ISLAND	12,662	12,662
235	660407	GREENBURGH	22,343	22,343
236	80601	GREENE	10,565	10,565
237	581010	GREENPORT	16,696	16,696
238	190701	GREENVILLE	13,454	13,454
239	640801	GREENWICH	12,131	12,131
240	442111	GREENWOOD LAKE	18,307	18,307
241	81401	GRGETWN-SO OTS	12,871	12,871
242	610501	GROTON	10,405	10,405
243	10802	GUILDERLAND	11,356	11,356
244	630801	HADLEY LUZERNE	13,748	13,748
245	480401	HALDANE	16,483	16,483
246	580405	HALF HOLLOW HI	14,873	14,873
247	141601	HAMBURG	9,716	9,716
248	250701	HAMILTON	12,897	12,897
249	511201	HAMMOND	12,727	12,727
250	572901	HAMMONDSPORT	14,766	14,766

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251	580905	HAMPTON BAYS	16,093	16,093
252	120906	HANCOCK	14,267	14,267
253	460701	HANNIBAL	10,178	10,178
254	580406	HARBORFIELDS	13,773	13,773
255	30501	HARPURSVILLE	9,877	9,877
256	660501	HARRISON	23,457	23,457
257	230301	HARRISVILLE	12,372	12,372
258	641001	HARTFORD	12,205	12,205
259	660404	HASTINGS ON HU	19,404	19,404
260	580506	HAUPPAUGE	16,435	16,435
261	500201	HAVERSTRAW-ST	17,121	17,121
262	280201	HEMPSTEAD	18,202	18,202
263	660203	HENDRICK HUDSO	18,174	18,174
264	210601	HERKIMER	9,525	9,525
265	511301	HERMON DEKALB	12,646	12,646
266	280409	HERRICKS	17,029	17,029
267	512404	HEUVELTON	10,704	10,704
268	280214	HEWLETT WOODME	22,408	22,408
269	280517	HICKSVILLE	14,942	14,942
270	620803	HIGHLAND	12,457	12,457
271	440901	HIGHLAND FALLS	14,580	14,580
272	261101	HILTON	10,202	10,202
273	41401	HINSDALE	9,952	9,952
274	141701	HOLLAND	11,032	11,032
275	412201	HOLLAND PATENT	10,388	10,388
276	450704	HOLLEY	10,275	10,275
277	110701	HOMER	11,092	11,092
278	431401	HONEOYE	12,141	12,141
279	260901	HONEOYE FALLS	10,435	10,435
280	491401	HOOSIC VALLEY	10,338	10,338
281	490501	HOOSICK FALLS	11,782	11,782
282	571800	HORNELL	9,858	9,858
283	70901	HORSEHEADS	10,196	10,196
284	101300	HUDSON	13,401	13,401
285	641301	HUDSON FALLS	10,021	10,021
286	190901	HUNTER TANNERS	16,482	16,482
287	580403	HUNTINGTON	17,512	17,512
288	130801	HYDE PARK	12,052	12,052
289	210501	ILION	8,450	8,450
290	200401	INDIAN LAKE	24,054	24,054
291	220301	INDIAN RIVER	6,996	6,996
292	200501	INLET	26,047	26,047
293	141301	IROQUOIS	9,751	9,751
294	660402	IRVINGTON	20,150	20,150
295	280231	ISLAND PARK	27,985	27,985
296	280226	ISLAND TREES	15,505	15,505
297	580502	ISLIP	14,285	14,285
298	610600	ITHACA	12,670	12,670
299	61700	JAMESTOWN	10,164	10,164
300	420411	JAMESVILLE-DEW	10,944	10,944

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301	572702	JASPER-TRPSBRG	10,590	10,590
302	540901	JEFFERSON	12,445	12,445
303	280515	JERICO	23,911	23,911
304	630601	JOHNSBURG	18,339	18,339
305	31502	JOHNSON CITY	12,050	12,050
306	170600	JOHNSTOWN	10,408	10,408
307	420501	JORDAN ELBRIDG	11,623	11,623
308	660101	KATONAH LEWISB	20,507	20,507
309	150601	KEENE	19,701	19,701
310	450607	KENDALL	12,590	12,590
311	142601	KENMORE	9,477	9,477
312	101401	KINDERHOOK	11,239	11,239
313	580805	KINGS PARK	13,928	13,928
314	620600	KINGSTON	14,461	14,461
315	441202	KIRYAS JOEL	33,354	33,354
316	221401	LA FARGEVILLE	9,458	9,458
317	420807	LA FAYETTE	15,766	15,766
318	141800	LACKAWANNA	11,964	11,964
319	630701	LAKE GEORGE	12,521	12,521
320	151102	LAKE PLACID	14,929	14,929
321	200601	LAKE PLEASANT	25,331	25,331
322	662401	LAKELAND	14,999	14,999
323	141901	LANCASTER	8,449	8,449
324	610801	LANSING	10,855	10,855
325	490601	LANSINGBURGH	9,352	9,352
326	470801	LAURENS	10,634	10,634
327	280215	LAWRENCE	23,002	23,002
328	181001	LE ROY	10,757	10,757
329	670401	LETCHWORTH	11,337	11,337
330	280205	LEVITTOWN	17,280	17,280
331	400301	LEWISTON PORTE	12,229	12,229
332	590901	LIBERTY	17,552	17,552
333	580104	LINDENHURST	14,253	14,253
334	511602	LISBON	12,322	12,322
335	210800	LITTLE FALLS	11,471	11,471
336	421501	LIVERPOOL	12,529	12,529
337	591302	LIVINGSTON MAN	16,085	16,085
338	240801	LIVONIA	11,356	11,356
339	400400	LOCKPORT	9,912	9,912
340	280503	LOCUST VALLEY	22,507	22,507
341	280300	LONG BEACH	22,042	22,042
342	200701	LONG LAKE	42,198	42,198
343	580212	LONGWOOD	14,380	14,380
344	230901	LOWVILLE	9,602	9,602
345	221301	LYME	13,021	13,021
346	280220	LYNBROOK	17,680	17,680
347	421504	LYNCOURT	15,497	15,497
348	451001	LYNDONVILLE	10,519	10,519
349	650501	LYONS	10,690	10,690
350	251101	MADISON	10,079	10,079

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351	511901	MADRID WADDING	10,491	10,491
352	480101	MAHOPAC	13,924	13,924
353	31101	MAINE ENDWELL	10,197	10,197
354	161501	MALONE	10,520	10,520
355	280212	MALVERNE	19,705	19,705
356	660701	MAMARONECK	18,416	18,416
357	431101	MANCHSTR-SHRTS	10,420	10,420
358	280406	MANHASSET	21,235	21,235
359	10622	MAPLEWOOD	N/A	N/A
360	110901	MARATHON	11,911	11,911
361	421101	MARCELLUS	9,775	9,775
362	121401	MARGARETVILLE	13,376	13,376
363	650701	MARION	11,418	11,418
364	621001	MARLBORO	15,483	15,483
365	140702	MARYVALE	10,433	10,433
366	280523	MASSAPEQUA	16,052	16,052
367	512001	MASSENA	10,197	10,197
368	581012	MATTITUCK-CUTC	15,967	15,967
369	170801	MAYFIELD	10,112	10,112
370	110304	MCGRAW	11,248	11,248
371	521200	MECHANICVILLE	10,377	10,377
372	450801	MEDINA	10,826	10,826
373	10615	MENANDS	15,870	15,870
374	280225	MERRICK	17,936	17,936
375	460901	MEXICO	11,702	11,702
376	580211	MIDDLE COUNTRY	13,107	13,107
377	541001	MIDDLEBURGH	12,453	12,453
378	441000	MIDDLETOWN	12,759	12,759
379	471101	MILFORD	12,217	12,217
380	132201	MILLBROOK	12,902	12,902
381	580208	MILLER PLACE	12,922	12,922
382	280410	MINEOLA	23,709	23,709
383	150801	MINERVA	25,637	25,637
384	441101	MINISINK VALLE	10,552	10,552
385	210502	MOHAWK	10,758	10,758
386	530515	MOHONASEN	8,989	8,989
387	441201	MONROE WOODBUR	13,089	13,089
388	580306	MONTAUK	31,259	31,259
389	591401	MONTICELLO	14,106	14,106
390	51301	MORAVIA	10,202	10,202
391	150901	MORIAH	11,855	11,855
392	471201	MORRIS	10,436	10,436
393	512101	MORRISTOWN	13,655	13,655
394	250401	MORRISVILLE EA	12,114	12,114
395	240901	MOUNT MORRIS	12,120	12,120
396	580207	MOUNT SINAI	14,841	14,841
397	660900	MOUNT VERNON	16,794	16,794
398	212001	MT MARKHAM CSD	11,231	11,231
399	660801	MT PLEAS CENT	18,590	18,590
400	651501	N. ROSE-WOLCOT	12,030	12,030

Charter Funding By NYS School District
Sorted by District Name

	District Code	School District Name	Final 2010-11 Basic Tuition	Final 2011-12 Basic Tuition
401	400900	N. TONAWANDA	10,593	10,593
402	500108	NANUET	18,531	18,531
403	431201	NAPLES	13,183	13,183
404	411501	NEW HARTFORD	11,431	11,431
405	280405	NEW HYDE PARK	14,771	14,771
406	101601	NEW LEBANON	15,792	15,792
407	621101	NEW PALTZ	13,284	13,284
408	661100	NEW ROCHELLE	16,138	16,138
409	581015	NEW SUFFOLK	15,281	15,281
410	300000	NEW YORK CITY	13,527	13,527
411	411504	NEW YORK MILLS	11,834	11,834
412	650101	NEWARK	11,100	11,100
413	600402	NEWARK VALLEY	10,287	10,287
414	441600	NEWBURGH	14,796	14,796
415	151001	NEWCOMB	43,580	43,580
416	400601	NEWFANE	10,086	10,086
417	610901	NEWFIELD	9,830	9,830
418	400800	NIAGARA FALLS	10,911	10,911
419	400701	NIAGARA WHEATF	10,443	10,443
420	530301	NISKAYUNA	11,790	11,790
421	580103	NORTH BABYLON	14,290	14,290
422	280204	NORTH BELLMORE	17,500	17,500
423	142201	NORTH COLLINS	13,023	13,023
424	10605	NORTH COLONIE	10,708	10,708
425	10623	NORTH COLONIE	10,708	10,708
426	490801	NORTH GREENBUSH	11,741	11,741
427	280229	NORTH MERRICK	17,825	17,825
428	661301	NORTH SALEM	20,273	20,273
429	280501	NORTH SHORE	23,323	23,323
430	420303	NORTH SYRACUSE	10,709	10,709
431	630202	NORTH WARREN	15,458	15,458
432	131101	NORTHEAST	15,342	15,342
433	90501	NORTHEASTERN	11,543	11,543
434	580404	NORTHPORT	18,014	18,014
435	90901	NORTHRN ADIRON	12,585	12,585
436	170901	NORTHVILLE	13,440	13,440
437	81200	NORWICH	9,956	9,956
438	512201	NORWOOD NORFOL	10,652	10,652
439	500304	NYACK	18,240	18,240
440	181101	OAKFIELD ALABA	9,994	9,994
441	280211	OCEANSIDE	16,067	16,067
442	550101	ODESSA MONTOUR	11,363	11,363
443	512300	OGDENSBURG	13,953	13,953
444	42400	OLEAN	10,976	10,976
445	251400	ONEIDA CITY	11,079	11,079
446	471400	ONEONTA	11,790	11,790
447	421201	ONONDAGA	12,132	12,132
448	621201	ONTEORA	18,571	18,571
449	171001	OPPENHEIM EPHR	13,204	13,204
450	142301	ORCHARD PARK	10,523	10,523

Charter Funding By NYS School District

Sorted by District Name

	District Code	School District Name	Final 2010-11 Basic Tuition	Final 2011-12 Basic Tuition
451	412901	ORISKANY	10,992	10,992
452	661401	OSSINING	18,293	18,293
453	461300	OSWEGO	12,263	12,263
454	471601	OTEGO-UNADILLA	11,481	11,481
455	600601	OWEGO-APALACHI	11,452	11,452
456	81501	OXFORD	11,858	11,858
457	280506	OYSTER BAY	22,533	22,533
458	581002	OYSTERPONDS	32,931	32,931
459	650901	PALMYRA-MACEDO	10,506	10,506
460	61601	PANAMA	11,826	11,826
461	512501	PARISHVILLE	10,609	10,609
462	580224	PATCHOGUE-MEDF	12,814	12,814
463	181201	PAVILION	10,682	10,682
464	131201	PAWLING	15,571	15,571
465	500308	PEARL RIVER	14,854	14,854
466	661500	PEEKSKILL	16,431	16,431
467	661601	PELHAM	16,187	16,187
468	181302	PEMBROKE	11,828	11,828
469	261201	PENFIELD	12,346	12,346
470	680601	PENN YAN	11,554	11,554
471	671201	PERRY	11,041	11,041
472	91101	PERU	11,849	11,849
473	431301	PHELPS-CLIFTON	11,376	11,376
474	462001	PHOENIX	12,226	12,226
475	440401	PINE BUSH	11,570	11,570
476	131301	PINE PLAINS	14,565	14,565
477	60601	PINE VALLEY	11,589	11,589
478	200101	PISECO	26,047	26,047
479	261401	PITTSFORD	12,722	12,722
480	280518	PLAINEDGE	15,701	15,701
481	280504	PLAINVIEW	17,945	17,945
482	91200	PLATTSBURGH	13,607	13,607
483	660809	PLEASANTVILLE	16,558	16,558
484	660802	POCANTICO HILL	46,333	46,333
485	211103	POLAND	11,690	11,690
486	51101	PORT BYRON	10,865	10,865
487	661904	PORT CHESTER	13,413	13,413
488	580206	PORT JEFFERSON	21,199	21,199
489	441800	PORT JERVIS	11,904	11,904
490	280404	PORT WASHINGTO	20,028	20,028
491	42901	PORTVILLE	10,058	10,058
492	512902	POTSDAM	11,390	11,390
493	131500	POUGHKEEPSIE	12,524	12,524
494	572301	PRATTSBURG	10,626	10,626
495	461801	PULASKI	11,580	11,580
496	641401	PUTNAM	23,966	23,966
497	480503	PUTNAM VALLEY	16,888	16,888
498	630902	QUEENSBURY	9,538	9,538
499	580903	QUOGUE	46,916	46,916
500	500401	RAMAPO	16,919	16,919

Charter Funding By NYS School District

Sorted by District Name

	District Code	School District Name	Final 2010-11 Basic Tuition	Final 2011-12 Basic Tuition
501	43001	RANDOLPH	10,720	10,720
502	10402	RAVENA COEYMAN	13,365	13,365
503	651503	RED CREEK	10,909	10,909
504	131701	RED HOOK	13,202	13,202
505	411701	REMSSEN	14,790	14,790
506	580901	REMSSENBURG	36,414	36,414
507	491200	RENSSELAER	8,883	8,883
508	131801	RHINEBECK	16,681	16,681
509	472001	RICHFIELD SPRING	10,916	10,916
510	62401	RIPLEY	15,941	15,941
511	580602	RIVERHEAD	16,076	16,076
512	261600	ROCHESTER	12,426	12,426
513	280221	ROCKVILLE CENT	18,767	18,767
514	580209	ROCKY POINT	12,823	12,823
515	411800	ROME	11,413	11,413
516	560603	ROMULUS	14,567	14,567
517	620901	RONDOUT VALLEY	17,586	17,586
518	280208	ROOSEVELT	16,939	16,939
519	591301	ROSCOE	17,826	17,826
520	280403	ROSLYN	20,898	20,898
521	121502	ROXBURY	16,963	16,963
522	401201	ROYALTON HARTLAND	10,207	10,207
523	261701	RUSH HENRIETTA	12,330	12,330
524	661800	RYE	18,927	18,927
525	661901	RYE NECK	18,340	18,340
526	521401	S. GLENS FALLS	10,667	10,667
527	580413	S. HUNTINGTON	15,758	15,758
528	220101	S. JEFFERSON	9,183	9,183
529	121702	S. KORTRIGHT	13,381	13,381
530	500301	S. ORANGETOWN	15,503	15,503
531	580205	SACHEM	13,251	13,251
532	221001	SACKETS HARBOR	10,104	10,104
533	580305	SAG HARBOR	24,716	24,716
534	580910	SAGAPONACK	15,281	15,281
535	43200	SALAMANCA	11,582	11,582
536	641501	SALEM	13,082	13,082
537	161201	SALMON RIVER	13,576	13,576
538	461901	SANDY CREEK	12,911	12,911
539	91402	SARANAC	11,333	11,333
540	161401	SARANAC LAKE	13,999	13,999
541	521800	SARATOGA SPRING	10,532	10,532
542	621601	SAUGERTIES	11,825	11,825
543	411603	SAUQUOIT VALLEY	10,956	10,956
544	580504	SAYVILLE	16,460	16,460
545	662001	SCARSDALE	22,148	22,148
546	530501	SCHALMONT	13,862	13,862
547	530600	SCHENECTADY	12,014	12,014
548	470901	SCHENEVUS	12,566	12,566
549	491501	SCHODACK	12,169	12,169
550	541201	SCHOHARIE	12,138	12,138

Charter Funding By NYS School District
Sorted by District Name

	District Code	School District Name	Final 2010-11 Basic Tuition	Final 2011-12 Basic Tuition
551	151401	SCHROON LAKE	15,368	15,368
552	521701	SCHUYLERVILLE	11,472	11,472
553	22401	SCIO	11,968	11,968
554	530202	SCOTIA GLENVIL	11,013	11,013
555	280206	SEAFORD	15,660	15,660
556	560701	SENECA FALLS	11,016	11,016
557	280252	SEWANHAKA	12,522	12,522
558	541401	SHARON SPRINGS	14,154	14,154
559	580701	SHELTER ISLAND	27,980	27,980
560	520302	SHENENDEHOWA	11,060	11,060
561	82001	SHERBURNE EARL	10,707	10,707
562	62601	SHERMAN	10,196	10,196
563	412000	SHERRILL	9,651	9,651
564	580601	SHOREHAM-WADIN	15,726	15,726
565	121601	SIDNEY	11,628	11,628
566	61501	SILVER CREEK	11,223	11,223
567	421601	SKANEATELES	12,337	12,337
568	140709	SLOAN	11,946	11,946
569	580801	SMITHTOWN	13,969	13,969
570	651201	SODUS	12,623	12,623
571	420702	SOLVAY	11,760	11,760
572	662101	SOMERS	16,825	16,825
573	10601	SOUTH COLONIE	12,137	12,137
574	580235	SOUTH COUNTRY	15,951	15,951
575	231101	SOUTH LEWIS	13,513	13,513
576	560501	SOUTH SENECA	13,574	13,574
577	580906	SOUTHAMPTON	23,414	23,414
578	50701	SOUTHERN CAYUG	13,419	13,419
579	581005	SOUTHOLD	17,390	17,390
580	60201	SOUTHWESTERN	10,202	10,202
581	131602	SPACKENKILL	16,018	16,018
582	600801	SPENCER VAN ET	10,808	10,808
583	261001	SPENCERPORT	10,533	10,533
584	580304	SPRINGS	21,775	21,775
585	141101	SPRINGVILLE-GR	11,347	11,347
586	271102	ST JOHNSVILLE	11,910	11,910
587	161801	ST REGIS FALLS	13,886	13,886
588	121701	STAMFORD	13,915	13,915
589	401001	STARPOINT	9,789	9,789
590	522001	STILLWATER	9,269	9,269
591	251501	STOCKBRIDGE VA	10,638	10,638
592	591502	SULLIVAN WEST	15,001	15,001
593	30601	SUSQUEHANNA VA	12,156	12,156
594	140207	SWEET HOME	11,954	11,954
595	280502	SYOSSET	20,242	20,242
596	421800	SYRACUSE	11,933	11,933
597	660401	TARRYTOWN	16,449	16,449
598	220701	THOUSAND ISLAND	12,027	12,027
599	580201	THREE VILLAGE	15,887	15,887
600	151501	TICONDEROGA	13,455	13,455

Charter Funding By NYS School District
Sorted by District Name

	District Code	School District Name	Final 2010-11 Basic Tuition	Final 2011-12 Basic Tuition
601	600903	TIOGA	9,445	9,445
602	142500	TONAWANDA	10,051	10,051
603	211901	TOWN OF WEBB	20,143	20,143
604	591201	TRI VALLEY	18,324	18,324
605	491700	TROY	15,986	15,986
606	611001	TRUMANSBURG	10,222	10,222
607	660302	TUCKAHOE	20,009	20,009
608	580913	TUCKAHOE COMMO	28,200	28,200
609	421902	TULLY	10,036	10,036
610	160101	TUPPER LAKE	11,474	11,474
611	441903	TUXEDO	17,470	17,470
612	81003	UNADILLA	11,393	11,393
613	51901	UNION SPRINGS	12,059	12,059
614	280202	UNIONDALE	19,864	19,864
615	31501	UNION-ENDICOTT	11,048	11,048
616	412300	UTICA	9,280	9,280
617	280213	V STR THIRTEEN	15,487	15,487
618	280224	V STR TWENTY-F	19,237	19,237
619	660805	VALHALLA	20,983	20,983
620	280251	VALLEY STR CHS	14,838	14,838
621	280230	VALLEY STR UF	19,277	19,277
622	441301	VALLEY-MONTGMR	11,222	11,222
623	211701	VAN HORNSVILLE	11,991	11,991
624	31601	VESTAL	12,166	12,166
625	431701	VICTOR	9,518	9,518
626	11003	VOORHEESVILLE	12,742	12,742
627	260803	W. IRONDEQUOIT	10,413	10,413
628	580302	WAINSCOTT	15,281	15,281
629	621801	WALLKILL	10,997	10,997
630	121901	WALTON	10,718	10,718
631	280223	WANTAGH	13,593	13,593
632	132101	WAPPINGERS	10,887	10,887
633	631201	WARRENSBURG	14,836	14,836
634	671501	WARSAW	11,643	11,643
635	442101	WARWICK VALLEY	12,198	12,198
636	440102	WASHINGTONVILL	11,931	11,931
637	522101	WATERFORD	12,844	12,844
638	561006	WATERLOO CENT	10,263	10,263
639	222000	WATERTOWN	8,985	8,985
640	411902	WATERVILLE	10,900	10,900
641	11200	WATERVLIET	9,404	9,404
642	550301	WATKINS GLEN	10,489	10,489
643	600101	WAVERLY	9,059	9,059
644	573002	WAYLAND-COHOCT	10,796	10,796
645	650801	WAYNE	11,034	11,034
646	261901	WEBSTER	10,872	10,872
647	50301	WEEDSPORT	11,820	11,820
648	200901	WELLS	21,823	21,823
649	22601	WELLSVILLE	11,681	11,681
650	580102	WEST BABYLON	14,848	14,848

Charter Funding By NYS School District
Sorted by District Name

	District Code	School District Name	Final 2010-11 Basic Tuition	Final 2011-12 Basic Tuition
651	210302	WEST CANADA VA	11,723	11,723
652	420101	WEST GENESEE	10,199	10,199
653	280227	WEST HEMPSTEAD	16,755	16,755
654	580509	WEST ISLIP	13,799	13,799
655	142801	WEST SENECA	10,179	10,179
656	40204	WEST VALLEY	13,623	13,623
657	280401	WESTBURY	18,224	18,224
658	62901	WESTFIELD	11,891	11,891
659	580902	WESTHAMPTON BE	18,354	18,354
660	420701	WESTHILL	10,634	10,634
661	412801	WESTMORELAND	11,938	11,938
662	151601	WESTPORT	13,649	13,649
663	262001	WHEATLAND CHIL	15,259	15,259
664	170301	WHEELERVILLE	18,435	18,435
665	662200	WHITE PLAINS	19,443	19,443
666	641701	WHITEHALL	12,236	12,236
667	412902	WHITESBORO	9,886	9,886
668	22101	WHITESVILLE	10,904	10,904
669	31401	WHITNEY POINT	11,324	11,324
670	580232	WILLIAM FLOYD	14,168	14,168
671	651402	WILLIAMSON	12,113	12,113
672	140203	WILLIAMSVILLE	10,904	10,904
673	151701	WILLSBORO	15,355	15,355
674	401501	WILSON	10,386	10,386
675	191401	WINDHAM ASHLAN	18,838	18,838
676	31701	WINDSOR	10,115	10,115
677	472506	WORCESTER	12,352	12,352
678	580109	WYANDANCH	16,666	16,666
679	490804	WYNANTSKILL	11,243	11,243
680	671002	WYOMING	15,376	15,376
681	662300	YONKERS	14,520	14,520
682	241701	YORK	10,694	10,694
683	43501	YORKSHRE-PIONE	11,406	11,406
684	662402	YORKTOWN	16,743	16,743



Access Academics

Contact Name:

Contact Email:

Contact Phone:

Pre-Opening Period

Operational Year ONE

Charter Schools Institute
The State University of New York

New Application Budget(s) & Cash Flow(s) Template
for SUNY Authorized Charter Schools

Academy FY14 (Public Facility Space Unavailable)

Madeleine Pidel
madeleine.pidel@successacademies.org
646.747.2359

Examples

January 1, 2013 to June 30, 2013
July 1, 2013 to June 30, 2014

Success Academy FY14 (Public Facility Space Unavailable)
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
January 1, 2013 to June 30, 2013

Total Revenue	-
Total Expenses	-
Net Income	-
Actual Student Enrollment	-
Total Paid Student Enrollment	-

DESCRIPTION OF ASSUMPTIONS

	START-UP PERIOD
--	--------------------

REVENUE

REVENUES FROM STATE SOURCES	
Per Pupil Revenue	CY Per Pupil Rate
School District 1 (Enter Name)	-
School District 2 (Enter Name)	-
School District 3 (Enter Name)	-
School District 4 (Enter Name)	-
School District 5 (Enter Name)	-
School District 6 (Enter Name)	-
School District 7 (Enter Name)	-
School District 8 (Enter Name)	-
School District 9 (Enter Name)	-
School District 10 (Enter Name)	-
School District 11 (Enter Name)	-
School District 12 (Enter Name)	-
School District 13 (Enter Name)	-
School District 14 (Enter Name)	-
School District 15 (Enter Name)	-
School District - ALL OTHER	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	-
Special Education Revenue	-
Grants	
Stimulus	-
DYCD (Department of Youth and Community Developmt.)	-
Other	-
Other	-
TOTAL REVENUE FROM STATE SOURCES	-
REVENUE FROM FEDERAL FUNDING	
IDEA Special Needs	-
Title I	-
Title Funding - Other	-
School Food Service (Free Lunch)	-
Grants	
Charter School Program (CSP) Planning & Implementation	-
Other	-
Other	-
TOTAL REVENUE FROM FEDERAL SOURCES	-
LOCAL and OTHER REVENUE	
Contributions and Donations	-
Fundraising	-
Erate Reimbursement	-
Earnings on Investments	-
Interest Income	-
Food Service (Income from meals)	-
Text Book	-
OTHER	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-
TOTAL REVENUE	-

Success Academy FY14 (Public Facility Space Unavailable)
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
January 1, 2013 to June 30, 2013

Total Revenue	-	DESCRIPTION OF ASSUMPTIONS
Total Expenses	-	
Net Income	-	
Actual Student Enrollment	-	
Total Paid Student Enrollment	-	

START-UP
PERIOD

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

	No. of Positions	
Executive Management	-	-
Instructional Management	-	-
Deans, Directors & Coordinators	-	-
CFO / Director of Finance	-	-
Operation / Business Manager	-	-
Administrative Staff	-	-
TOTAL ADMINISTRATIVE STAFF	-	-

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	-	-
Teachers - SPED	-	-
Substitute Teachers	-	-
Teaching Assistants	-	-
Specialty Teachers	-	-
Aides	-	-
Therapists & Counselors	-	-
Other	-	-
TOTAL INSTRUCTIONAL	-	-

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	-	-
Librarian	-	-
Custodian	-	-
Security	-	-
Other	-	-
TOTAL NON-INSTRUCTIONAL	-	-

SUBTOTAL PERSONNEL SERVICE COSTS

-	-
---	---

PAYROLL TAXES AND BENEFITS

Payroll Taxes	-
Fringe / Employee Benefits	-
Retirement / Pension	-
TOTAL PAYROLL TAXES AND BENEFITS	-

TOTAL PERSONNEL SERVICE COSTS

-	-
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CONTRACTED SERVICES

Accounting / Audit	-
Legal	-
Management Company Fee	-
Nurse Services	-
Food Service / School Lunch	-
Payroll Services	-
Special Ed Services	-
Titlement Services (i.e. Title I)	-
Other Purchased / Professional / Consulting	-
TOTAL CONTRACTED SERVICES	-

SCHOOL OPERATIONS

Board Expenses	-
Classroom / Teaching Supplies & Materials	-
Special Ed Supplies & Materials	-
Textbooks / Workbooks	-
Supplies & Materials other	-
Equipment / Furniture	-
Telephone	-
Technology	-
Student Testing & Assessment	-
Field Trips	-
Transportation (student)	-
Student Services - other	-
Office Expense	-
Staff Development	-
Staff Recruitment	-
Student Recruitment / Marketing	-
School Meals / Lunch	-
Travel (Staff)	-
Fundraising	-
Other	-
TOTAL SCHOOL OPERATIONS	-

FACILITY OPERATION & MAINTENANCE

Insurance	-
Janitorial	-
Building and Land Rent / Lease	-
Repairs & Maintenance	-
Equipment / Furniture	-
Security	-
Utilities	-
TOTAL FACILITY OPERATION & MAINTENANCE	-

DEPRECIATION & AMORTIZATION

-

DISSOLUTION ESCROW & RESERVES / CONTIGENCY

-

TOTAL EXPENSES

-

NET INCOME

-

Success Academy FY14 (Public Facility Space Unavailable)
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
January 1, 2013 to June 30, 2013

Total Revenue	-
Total Expenses	-
Net Income	-
Actual Student Enrollment	-
Total Paid Student Enrollment	-

DESCRIPTION OF ASSUMPTIONS

	START-UP PERIOD
--	--------------------

ENROLLMENT - *School Districts Are Linked To Above Entries*

School District 1 (Enter Name)	-
School District 2 (Enter Name)	-
School District 3 (Enter Name)	-
School District 4 (Enter Name)	-
School District 5 (Enter Name)	-
School District 6 (Enter Name)	-
School District 7 (Enter Name)	-
School District 8 (Enter Name)	-
School District 9 (Enter Name)	-
School District 10 (Enter Name)	-
School District 11 (Enter Name)	-
School District 12 (Enter Name)	-
School District 13 (Enter Name)	-
School District 14 (Enter Name)	-
School District 15 (Enter Name)	-
School District - ALL OTHER	-
TOTAL ENROLLMENT	-

REVENUE PER PUPIL	-
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EXPENSES PER PUPIL	-
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Success Academy FY14 (Public Facility Space Unavailable) PROJECTED CASH FLOW FOR PRE-OPENING PERIOD January 1, 2013 to June 30, 2013							
Total Revenue	-	-	-	-	-	-	-
Total Expenses	-	-	-	-	-	-	-
Net Income	-	-	-	-	-	-	-
Cash Flow Adjustments	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-
Net Income	-	-	-	-	-	-	-
	January	February	March	April	May	June	TOTAL
REVENUE							
REVENUES FROM STATE SOURCES							
Per Pupil Revenue							
School District 1 (Enter Name)	-	-	-	-	-	-	-
School District 2 (Enter Name)	-	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	-	-	-	-	-	-	-
Special Education Revenue	-	-	-	-	-	-	-
Grants							
Stimulus	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	-	-	-	-	-	-	-
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs	-	-	-	-	-	-	-
Title I	-	-	-	-	-	-	-
Title Funding - Other	-	-	-	-	-	-	-
School Food Service (Free Lunch)	-	-	-	-	-	-	-
Grants							
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	-	-	-	-	-
LOCAL and OTHER REVENUE							
Contributions and Donations	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	-	-	-	-	-
TOTAL REVENUE	-	-	-	-	-	-	-

Success Academy FY14 (Public Facility Space Unavailable) PROJECTED CASH FLOW FOR PRE-OPENING PERIOD January 1, 2013 to June 30, 2013								
Total Revenue	-	-	-	-	-	-	-	-
Total Expenses	-	-	-	-	-	-	-	-
Net Income	-	-	-	-	-	-	-	-
Cash Flow Adjustments	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-	-
Net Income	-	-	-	-	-	-	-	-
		January	February	March	April	May	June	TOTAL
EXPENSES								
ADMINISTRATIVE STAFF PERSONNEL COSTS		No. of Positions						
Executive Management	-	-	-	-	-	-	-	-
Instructional Management	-	-	-	-	-	-	-	-
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-
Operation / Business Manager	-	-	-	-	-	-	-	-
Administrative Staff	-	-	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	-	-	-	-	-	-	-	-
INSTRUCTIONAL PERSONNEL COSTS								
Teachers - Regular	-	-	-	-	-	-	-	-
Teachers - SPED	-	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	-	-	-	-	-	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS								
Nurse	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS		-	-	-	-	-	-	-
PAYROLL TAXES AND BENEFITS								
Payroll Taxes	-	-	-	-	-	-	-	-
Fringe / Employee Benefits	-	-	-	-	-	-	-	-
Retirement / Pension	-	-	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS	-	-	-	-	-	-	-	-
TOTAL PERSONNEL SERVICE COSTS		-	-	-	-	-	-	-
CONTRACTED SERVICES								
Accounting / Audit	-	-	-	-	-	-	-	-
Legal	-	-	-	-	-	-	-	-
Management Company Fee	-	-	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-	-
Payroll Services	-	-	-	-	-	-	-	-
Special Ed Services	-	-	-	-	-	-	-	-
Titliment Services (i.e. Title I)	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	-	-	-	-	-	-	-
TOTAL CONTRACTED SERVICES	-	-	-	-	-	-	-	-
SCHOOL OPERATIONS								
Board Expenses	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	-	-	-	-	-	-	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	-	-	-	-	-
Supplies & Materials other	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-
Telephone	-	-	-	-	-	-	-	-
Technology	-	-	-	-	-	-	-	-
Student Testing & Assessment	-	-	-	-	-	-	-	-
Field Trips	-	-	-	-	-	-	-	-
Transportation (student)	-	-	-	-	-	-	-	-
Student Services - other	-	-	-	-	-	-	-	-
Office Expense	-	-	-	-	-	-	-	-
Staff Development	-	-	-	-	-	-	-	-
Staff Recruitment	-	-	-	-	-	-	-	-
Student Recruitment / Marketing	-	-	-	-	-	-	-	-
School Meals / Lunch	-	-	-	-	-	-	-	-
Travel (Staff)	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	-	-	-	-	-	-	-	-
FACILITY OPERATION & MAINTENANCE								
Insurance	-	-	-	-	-	-	-	-
Janitorial	-	-	-	-	-	-	-	-
Building and Land Rent / Lease	-	-	-	-	-	-	-	-
Repairs & Maintenance	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	-	-	-	-	-
DEPRECIATION & AMORTIZATION		-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTINGENCY		-	-	-	-	-	-	-
TOTAL EXPENSES	-	-	-	-	-	-	-	-
NET INCOME	-	-	-	-	-	-	-	-
CASH FLOW ADJUSTMENTS								
OPERATING ACTIVITIES								
Example - Add Back Depreciation	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES								
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES								
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-	-	-	-
NET INCOME	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-	-
ENDING CASH BALANCE	-	-	-	-	-	-	-	-

[illegible]

[illegible]

DESCRIPTION OF ASSUMPTIONS

	PROGRAM SERVICES			SUPPORT SERVICES		
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL

REVENUES FROM STATE SOURCES

Per Pupil Revenue	CY Per Pupil Rate						
School District 1 (Enter Name)	-	-	-	-	-	-	-
School District 2 (Enter Name)	-	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	-	-	-	-	-	-	-
Special Education Revenue		-	-	-	-	-	-
Grants							
Stimulus		-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-	-
Other		-	-	-	-	-	-
Other		-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		-	-	-	-	-	-
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs		-	-	-	-	-	-
Title I		-	-	-	-	-	-
Title Funding - Other		-	-	-	-	-	-
School Food Service (Free Lunch)		-	-	-	-	-	-
Grants							
Charter School Program (CSP) Planning & Implementation		-	-	-	-	-	-
Other		-	-	-	-	-	-
Other		-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		-	-	-	-	-	-
LOCAL and OTHER REVENUE							
Contributions and Donations		-	-	-	-	-	-
Fundraising		-	-	-	-	-	-
Erate Reimbursement		-	-	-	-	-	-
Earnings on Investments		-	-	-	-	-	-
Interest Income		-	-	-	-	-	-
Food Service (Income from meals)		-	-	-	-	-	-
Text Book		-	-	-	-	-	-
OTHER		-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	-	-	-	-	-
TOTAL REVENUE		-	-	-	-	-	-

Success Academy FY14 (Public Facility Space Unavailable) PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE July 1, 2013 to June 30, 2014							DESCRIPTION OF ASSUMPTIONS
Total Revenue	-	-	-	-	-	-	
Total Expenses	-	-	-	-	-	-	
Net Income	-	-	-	-	-	-	
Actual Student Enrollment							
Total Paid Student Enrollment	-	-				-	
	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS							
	No. of Positions						
Executive Management	-	-	-	-	-	-	
Instructional Management	-	-	-	-	-	-	
Deans, Directors & Coordinators	-	-	-	-	-	-	
CFO / Director of Finance	-	-	-	-	-	-	
Operation / Business Manager	-	-	-	-	-	-	
Administrative Staff	-	-	-	-	-	-	
TOTAL ADMINISTRATIVE STAFF	-	-	-	-	-	-	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	-	-	-	-	-	-	
Teachers - SPED	-	-	-	-	-	-	
Substitute Teachers	-	-	-	-	-	-	
Teaching Assistants	-	-	-	-	-	-	
Specialty Teachers	-	-	-	-	-	-	
Aides	-	-	-	-	-	-	
Therapists & Counselors	-	-	-	-	-	-	
Other	-	-	-	-	-	-	
TOTAL INSTRUCTIONAL	-	-	-	-	-	-	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	
Security	-	-	-	-	-	-	
Other	-	-	-	-	-	-	
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	
SUBTOTAL PERSONNEL SERVICE COSTS							
-	-	-	-	-	-	-	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		-	-	-	-	-	
Fringe / Employee Benefits		-	-	-	-	-	
Retirement / Pension		-	-	-	-	-	
TOTAL PAYROLL TAXES AND BENEFITS		-	-	-	-	-	
TOTAL PERSONNEL SERVICE COSTS							
-	-	-	-	-	-	-	
CONTRACTED SERVICES							
Accounting / Audit		-	-	-	-	-	
Legal		-	-	-	-	-	
Management Company Fee		-	-	-	-	-	
Nurse Services		-	-	-	-	-	
Food Service / School Lunch		-	-	-	-	-	
Payroll Services		-	-	-	-	-	
Special Ed Services		-	-	-	-	-	
Titlement Services (i.e. Title I)		-	-	-	-	-	
Other Purchased / Professional / Consulting		-	-	-	-	-	
TOTAL CONTRACTED SERVICES		-	-	-	-	-	
SCHOOL OPERATIONS							
Board Expenses		-	-	-	-	-	
Classroom / Teaching Supplies & Materials		-	-	-	-	-	
Special Ed Supplies & Materials		-	-	-	-	-	
Textbooks / Workbooks		-	-	-	-	-	
Supplies & Materials other		-	-	-	-	-	
Equipment / Furniture		-	-	-	-	-	
Telephone		-	-	-	-	-	
Technology		-	-	-	-	-	
Student Testing & Assessment		-	-	-	-	-	
Field Trips		-	-	-	-	-	
Transportation (student)		-	-	-	-	-	
Student Services - other		-	-	-	-	-	
Office Expense		-	-	-	-	-	
Staff Development		-	-	-	-	-	
Staff Recruitment		-	-	-	-	-	
Student Recruitment / Marketing		-	-	-	-	-	
School Meals / Lunch		-	-	-	-	-	
Travel (Staff)		-	-	-	-	-	
Fundraising		-	-	-	-	-	
Other		-	-	-	-	-	
TOTAL SCHOOL OPERATIONS		-	-	-	-	-	
FACILITY OPERATION & MAINTENANCE							
Insurance		-	-	-	-	-	
Janitorial		-	-	-	-	-	
Building and Land Rent / Lease		-	-	-	-	-	
Repairs & Maintenance		-	-	-	-	-	
Equipment / Furniture		-	-	-	-	-	
Security		-	-	-	-	-	
Utilities		-	-	-	-	-	
TOTAL FACILITY OPERATION & MAINTENANCE		-	-	-	-	-	
DEPRECIATION & AMORTIZATION							
-	-	-	-	-	-	-	
DISSOLUTION ESCROW & RESERVES / CONTINGENCY							
-	-	-	-	-	-	-	
TOTAL EXPENSES	-	-	-	-	-	-	
NET INCOME	-	-	-	-	-	-	

Success Academy FY14 (Public Facility Space Unavailable) PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE July 1, 2013 to June 30, 2014							DESCRIPTION OF ASSUMPTIONS
Total Revenue	-	-	-	-	-	-	
Total Expenses	-	-	-	-	-	-	
Net Income	-	-	-	-	-	-	
Actual Student Enrollment	-	-	-	-	-	-	
Total Paid Student Enrollment	-	-	-	-	-	-	
	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
ENROLLMENT - *School Districts Are Linked To Above Entries*							
School District 1 (Enter Name)	-	-	-			-	
School District 2 (Enter Name)	-	-	-			-	
School District 3 (Enter Name)	-	-	-			-	
School District 4 (Enter Name)	-	-	-			-	
School District 5 (Enter Name)	-	-	-			-	
School District 6 (Enter Name)	-	-	-			-	
School District 7 (Enter Name)	-	-	-			-	
School District 8 (Enter Name)	-	-	-			-	
School District 9 (Enter Name)	-	-	-			-	
School District 10 (Enter Name)	-	-	-			-	
School District 11 (Enter Name)	-	-	-			-	
School District 12 (Enter Name)	-	-	-			-	
School District 13 (Enter Name)	-	-	-			-	
School District 14 (Enter Name)	-	-	-			-	
School District 15 (Enter Name)	-	-	-			-	
School District - ALL OTHER	-	-	-			-	
TOTAL ENROLLMENT	-	-	-			-	
REVENUE PER PUPIL	-	-	-			-	
EXPENSES PER PUPIL	-	-	-			-	

Success Academy FY14 (Public Facility Space Unavailable)
PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS
July 1, 2013 to June 30, 2014

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Success Academy FY14 (Public Facility Space Unavailable)					
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD					
*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.					
Total Revenue	-	-	-	-	-
Total Expenses	-	-	-	-	-
Net Income (Before Cash Flow Adjustments)	-	-	-	-	-
Actual Student Enrollment	-	-	-	-	-
Total Paid Student Enrollment	-	-	-	-	-
		Year 1	Year 2	Year 3	Year 4
		2013-2014	2014-2015	2015-2016	2016-2017
		2017-2018			
*Year 1 should tie to Totals for Year 1 on Tabs 4 and 5					
REVENUE					
REVENUES FROM STATE SOURCES					
Per Pupil Revenue		Per Pupil Revenue Percentage Increase			
		0.0%	0.0%	0.0%	0.0%
CY Per Pupil Rate					
School District 1 (Enter Name)	-	-	-	-	-
School District 2 (Enter Name)	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	-	-	-	-	-
Special Education Revenue		-	-	-	-
Grants					
Stimulus		-	-	-	-
DYCD (Department of Youth and Community Developmt.)		-	-	-	-
Other		-	-	-	-
Other		-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		-	-	-	-
REVENUE FROM FEDERAL FUNDING					
IDEA Special Needs		-	-	-	-
Title I		-	-	-	-
Title Funding - Other		-	-	-	-
School Food Service (Free Lunch)		-	-	-	-
Grants					
Charter School Program (CSP) Planning & Implementation		-	-	-	-
Other		-	-	-	-
Other		-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		-	-	-	-
LOCAL and OTHER REVENUE					
Contributions and Donations		-	-	-	-
Fundraising		-	-	-	-
Erate Reimbursement		-	-	-	-
Earnings on Investments		-	-	-	-
Interest Income		-	-	-	-
Food Service (Income from meals)		-	-	-	-
Text Book		-	-	-	-
OTHER		-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	-	-	-
TOTAL REVENUE		-	-	-	-

DESCRIPTION OF ASSUMPTIONS

Success Academy FY14 (Public Facility Space Unavailable)					
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD					
*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.					
Total Revenue	-	-	-	-	-
Total Expenses	-	-	-	-	-
Net Income (Before Cash Flow Adjustments)	-	-	-	-	-
Actual Student Enrollment	-	-	-	-	-
Total Paid Student Enrollment	-	-	-	-	-
	Year 1	Year 2	Year 3	Year 4	Year 5
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
EXPENSES					
ADMINISTRATIVE STAFF PERSONNEL COSTS					
	No. of Positions				
Executive Management	-	-	-	-	-
Instructional Management	-	-	-	-	-
Deans, Directors & Coordinators	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-
Operation / Business Manager	-	-	-	-	-
Administrative Staff	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	-	-	-	-	-
INSTRUCTIONAL PERSONNEL COSTS					
Teachers - Regular	-	-	-	-	-
Teachers - SPED	-	-	-	-	-
Substitute Teachers	-	-	-	-	-
Teaching Assistants	-	-	-	-	-
Specialty Teachers	-	-	-	-	-
Aides	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-
Other	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	-	-	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS					
Nurse	-	-	-	-	-
Librarian	-	-	-	-	-
Custodian	-	-	-	-	-
Security	-	-	-	-	-
Other	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS					
	-	-	-	-	-
PAYROLL TAXES AND BENEFITS					
Payroll Taxes		-	-	-	-
Fringe / Employee Benefits		-	-	-	-
Retirement / Pension		-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS		-	-	-	-
TOTAL PERSONNEL SERVICE COSTS					
	-	-	-	-	-
CONTRACTED SERVICES					
Accounting / Audit		-	-	-	-
Legal		-	-	-	-
Management Company Fee		-	-	-	-
Nurse Services		-	-	-	-
Food Service / School Lunch		-	-	-	-
Payroll Services		-	-	-	-
Special Ed Services		-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-
Other Purchased / Professional / Consulting		-	-	-	-
TOTAL CONTRACTED SERVICES		-	-	-	-
SCHOOL OPERATIONS					
Board Expenses		-	-	-	-
Classroom / Teaching Supplies & Materials		-	-	-	-
Special Ed Supplies & Materials		-	-	-	-
Textbooks / Workbooks		-	-	-	-
Supplies & Materials other		-	-	-	-
Equipment / Furniture		-	-	-	-
Telephone		-	-	-	-
Technology		-	-	-	-
Student Testing & Assessment		-	-	-	-
Field Trips		-	-	-	-
Transportation (student)		-	-	-	-
Student Services - other		-	-	-	-
Office Expense		-	-	-	-
Staff Development		-	-	-	-
Staff Recruitment		-	-	-	-
Student Recruitment / Marketing		-	-	-	-
School Meals / Lunch		-	-	-	-
Travel (Staff)		-	-	-	-
Fundraising		-	-	-	-
Other		-	-	-	-
TOTAL SCHOOL OPERATIONS		-	-	-	-
FACILITY OPERATION & MAINTENANCE					
Insurance		-	-	-	-
Janitorial		-	-	-	-
Building and Land Rent / Lease		-	-	-	-
Repairs & Maintenance		-	-	-	-
Equipment / Furniture		-	-	-	-
Security		-	-	-	-
Utilities		-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE		-	-	-	-
DEPRECIATION & AMORTIZATION					
		-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTINGENCY					
		-	-	-	-
TOTAL EXPENSES		-	-	-	-
NET INCOME		-	-	-	-

DESCRIPTION OF ASSUMPTIONS

Success Academy FY14 (Public Facility Space Unavailable)					
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD					
*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.					
Total Revenue	-	-	-	-	-
Total Expenses	-	-	-	-	-
Net Income (Before Cash Flow Adjustments)	-	-	-	-	-
Actual Student Enrollment	-	-	-	-	-
Total Paid Student Enrollment	-	-	-	-	-
	Year 1	Year 2	Year 3	Year 4	Year 5
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
ENROLLMENT - *School Districts Are Linked To Above Entries*					
School District 1 (Enter Name)	-	-	-	-	-
School District 2 (Enter Name)	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-
TOTAL ENROLLMENT	-	-	-	-	-
REVENUE PER PUPIL	-	-	-	-	-
EXPENSES PER PUPIL	-	-	-	-	-
CASH FLOW ADJUSTMENTS					
OPERATING ACTIVITIES					
Example - Add Back Depreciation	-	-	-	-	-
Other	-	-	-	-	-
Total Operating Activities	-	-	-	-	-
INVESTMENT ACTIVITIES					
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-
Other	-	-	-	-	-
Total Investment Activities	-	-	-	-	-
FINANCING ACTIVITIES					
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-
Other	-	-	-	-	-
Total Financing Activities	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-
NET INCOME	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-
ENDING CASH BALANCE	-	-	-	-	-

DESCRIPTION OF ASSUMPTIONS



Charter Schools Institute

The State University of New York

General Instructions and Notes for New Application Budgets and Cash Flows

- Complete ALL SIX tabs in BLUE
- Enter information into the GRAY cells
- Cells labeled in ORANGE contained guidance pertaining to that tab
- Cells containing RED triangles in the upper right corner in columns B thru G contain guidance on that particular line item
- Funding by School District information for all NYS school districts is located on the GREEN tab

* Please note that these budget templates are the same as the ones used to submit the school's yearly and renewal budgets, as well as quarterly reports.

Charter Funding By NYS School District
Sorted by District Code

	District Code	School District Name	Final 2010-11 Basic Tuition	Final 2011-12 Basic Tuition
1	10100	ALBANY	14,072	14,072
2	10201	BERNE KNOX	13,371	13,371
3	10306	BETHLEHEM	12,513	12,513
4	10402	RAVENA COEYMAN	13,365	13,365
5	10500	COHOES	11,791	11,791
6	10601	SOUTH COLONIE	12,137	12,137
7	10605	NORTH COLONIE	10,708	10,708
8	10615	MENANDS	15,870	15,870
9	10622	MAPLEWOOD	N/A	N/A
10	10623	NORTH COLONIE	10,708	10,708
11	10701	GREEN ISLAND	12,662	12,662
12	10802	GUILDERLAND	11,356	11,356
13	11003	VOORHEESVILLE	12,742	12,742
14	11200	WATERVLIET	9,404	9,404
15	20101	ALFRED ALMOND	10,628	10,628
16	20601	ANDOVER	12,353	12,353
17	20702	GENESEE VALLEY	11,013	11,013
18	20801	BELFAST	11,619	11,619
19	21102	CANASERAGA	12,329	12,329
20	21601	FRIENDSHIP	12,385	12,385
21	22001	FILLMORE	9,156	9,156
22	22101	WHITESVILLE	10,904	10,904
23	22302	CUBA-RUSHFORD	12,488	12,488
24	22401	SCIO	11,968	11,968
25	22601	WELLSVILLE	11,681	11,681
26	22902	BOLIVAR-RICHBG	10,885	10,885
27	30101	CHENANGO FORKS	10,503	10,503
28	30200	BINGHAMTON	10,244	10,244
29	30501	HARPURSVILLE	9,877	9,877
30	30601	SUSQUEHANNA VA	12,156	12,156
31	30701	CHENANGO VALLE	10,665	10,665
32	31101	MAINE ENDWELL	10,197	10,197
33	31301	DEPOSIT	14,304	14,304
34	31401	WHITNEY POINT	11,324	11,324
35	31501	UNION-ENDICOTT	11,048	11,048
36	31502	JOHNSON CITY	12,050	12,050
37	31601	VESTAL	12,166	12,166
38	31701	WINDSOR	10,115	10,115
39	40204	WEST VALLEY	13,623	13,623
40	40302	ALLEGANY-LIMES	10,362	10,362
41	40901	ELLCOTTVILLE	11,491	11,491
42	41101	FRANKLINVILLE	11,351	11,351
43	41401	HINSDALE	9,952	9,952
44	42302	CATTARAUGUS-LI	11,368	11,368
45	42400	OLEAN	10,976	10,976
46	42801	GOWANDA	11,326	11,326
47	42901	PORTVILLE	10,058	10,058
48	43001	RANDOLPH	10,720	10,720
49	43200	SALAMANCA	11,582	11,582
50	43501	YORKSHIRE-PIONE	11,406	11,406

Charter Funding By NYS School District
Sorted by District Code

	District Code	School District Name	Final 2010-11 Basic Tuition	Final 2011-12 Basic Tuition
51	50100	AUBURN	10,495	10,495
52	50301	WEEDSPORT	11,820	11,820
53	50401	CATO MERIDIAN	10,653	10,653
54	50701	SOUTHERN CAYUG	13,419	13,419
55	51101	PORT BYRON	10,865	10,865
56	51301	MORAVIA	10,202	10,202
57	51901	UNION SPRINGS	12,059	12,059
58	60201	SOUTHWESTERN	10,202	10,202
59	60301	FREWSBURG	10,206	10,206
60	60401	CASSADAGA VALL	11,359	11,359
61	60503	CHAUTAUQUA	14,457	14,457
62	60601	PINE VALLEY	11,589	11,589
63	60701	CLYMER	14,425	14,425
64	60800	DUNKIRK	12,985	12,985
65	61001	BEMUS POINT	11,810	11,810
66	61101	FALCONER	9,522	9,522
67	61501	SILVER CREEK	11,223	11,223
68	61503	FORESTVILLE	10,484	10,484
69	61601	PANAMA	11,826	11,826
70	61700	JAMESTOWN	10,164	10,164
71	62201	FREDONIA	12,037	12,037
72	62301	BROCTON	12,437	12,437
73	62401	RIPLEY	15,941	15,941
74	62601	SHERMAN	10,196	10,196
75	62901	WESTFIELD	11,891	11,891
76	70600	ELMIRA	11,012	11,012
77	70901	HORSEHEADS	10,196	10,196
78	70902	ELMIRA HEIGHTS	10,136	10,136
79	80101	AFTON	13,800	13,800
80	80201	BAINBRIDGE GUI	11,434	11,434
81	80601	GREENE	10,565	10,565
82	81003	UNADILLA	11,393	11,393
83	81200	NORWICH	9,956	9,956
84	81401	GRGETWN-SO OTS	12,871	12,871
85	81501	OXFORD	11,858	11,858
86	82001	SHERBURNE EARL	10,707	10,707
87	90201	AUSABLE VALLEY	13,185	13,185
88	90301	BEEKMANTOWN	11,708	11,708
89	90501	NORTHEASTERN	11,543	11,543
90	90601	CHAZY	11,716	11,716
91	90901	NORTHRN ADIRON	12,585	12,585
92	91101	PERU	11,849	11,849
93	91200	PLATTSBURGH	13,607	13,607
94	91402	SARANAC	11,333	11,333
95	100501	COPAKE-TACONIC	13,622	13,622
96	100902	GERMANTOWN	14,614	14,614
97	101001	CHATHAM	12,977	12,977
98	101300	HUDSON	13,401	13,401
99	101401	KINDERHOOK	11,239	11,239
100	101601	NEW LEBANON	15,792	15,792

Charter Funding By NYS School District
Sorted by District Code

	District Code	School District Name	Final 2010-11 Basic Tuition	Final 2011-12 Basic Tuition
101	110101	CINCINNATUS	12,691	12,691
102	110200	CORTLAND	10,142	10,142
103	110304	MCGRAW	11,248	11,248
104	110701	HOMER	11,092	11,092
105	110901	MARATHON	11,911	11,911
106	120102	ANDES	21,107	21,107
107	120301	DOWNSVILLE	17,143	17,143
108	120401	CHARLOTTE VALL	10,907	10,907
109	120501	DELHI	13,930	13,930
110	120701	FRANKLIN	13,106	13,106
111	120906	HANCOCK	14,267	14,267
112	121401	MARGARETVILLE	13,376	13,376
113	121502	ROXBURY	16,963	16,963
114	121601	SIDNEY	11,628	11,628
115	121701	STAMFORD	13,915	13,915
116	121702	S. KORTRIGHT	13,381	13,381
117	121901	WALTON	10,718	10,718
118	130200	BEACON	11,093	11,093
119	130502	DOVER	11,245	11,245
120	130801	HYDE PARK	12,052	12,052
121	131101	NORTHEAST	15,342	15,342
122	131201	PAWLING	15,571	15,571
123	131301	PINE PLAINS	14,565	14,565
124	131500	POUGHKEEPSIE	12,524	12,524
125	131601	ARLINGTON	11,469	11,469
126	131602	SPACKENKILL	16,018	16,018
127	131701	RED HOOK	13,202	13,202
128	131801	RHINEBECK	16,681	16,681
129	132101	WAPPINGERS	10,887	10,887
130	132201	MILLBROOK	12,902	12,902
131	140101	ALDEN	9,862	9,862
132	140201	AMHERST	10,721	10,721
133	140203	WILLIAMSVILLE	10,904	10,904
134	140207	SWEET HOME	11,954	11,954
135	140301	EAST AURORA	10,210	10,210
136	140600	BUFFALO	12,005	12,005
137	140701	CHEEKTOWAGA	10,235	10,235
138	140702	MARYVALE	10,433	10,433
139	140703	CLEVELAND HILL	10,428	10,428
140	140707	DEPEW	10,409	10,409
141	140709	SLOAN	11,946	11,946
142	140801	CLARENCE	9,001	9,001
143	141101	SPRINGVILLE-GR	11,347	11,347
144	141201	EDEN	9,674	9,674
145	141301	IROQUOIS	9,751	9,751
146	141401	EVANS-BRANT	11,618	11,618
147	141501	GRAND ISLAND	9,915	9,915
148	141601	HAMBURG	9,716	9,716
149	141604	FRONTIER	8,759	8,759
150	141701	HOLLAND	11,032	11,032

Charter Funding By NYS School District
Sorted by District Code

	District Code	School District Name	Final 2010-11 Basic Tuition	Final 2011-12 Basic Tuition
151	141800	LACKAWANNA	11,964	11,964
152	141901	LANCASTER	8,449	8,449
153	142101	AKRON	10,134	10,134
154	142201	NORTH COLLINS	13,023	13,023
155	142301	ORCHARD PARK	10,523	10,523
156	142500	TONAWANDA	10,051	10,051
157	142601	KENMORE	9,477	9,477
158	142801	WEST SENECA	10,179	10,179
159	150203	CROWN POINT	15,649	15,649
160	150301	ELIZABETHTOWN	13,358	13,358
161	150601	KEENE	19,701	19,701
162	150801	MINERVA	25,637	25,637
163	150901	MORIAH	11,855	11,855
164	151001	NEWCOMB	43,580	43,580
165	151102	LAKE PLACID	14,929	14,929
166	151401	SCHROON LAKE	15,368	15,368
167	151501	TICONDEROGA	13,455	13,455
168	151601	WESTPORT	13,649	13,649
169	151701	WILLSBORO	15,355	15,355
170	160101	TUPPER LAKE	11,474	11,474
171	160801	CHATEAUGAY	10,879	10,879
172	161201	SALMON RIVER	13,576	13,576
173	161401	SARANAC LAKE	13,999	13,999
174	161501	MALONE	10,520	10,520
175	161601	BRUSHTON MOIRA	11,399	11,399
176	161801	ST REGIS FALLS	13,886	13,886
177	170301	WHEELERVILLE	18,435	18,435
178	170500	GLOVERSVILLE	9,865	9,865
179	170600	JOHNSTOWN	10,408	10,408
180	170801	MAYFIELD	10,112	10,112
181	170901	NORTHVILLE	13,440	13,440
182	171001	OPPENHEIM EPHR	13,204	13,204
183	171102	BROADALBIN-PER	8,636	8,636
184	180202	ALEXANDER	11,325	11,325
185	180300	BATAVIA	12,293	12,293
186	180701	BYRON BERGEN	11,339	11,339
187	180901	ELBA	11,423	11,423
188	181001	LE ROY	10,757	10,757
189	181101	OAKFIELD ALABA	9,994	9,994
190	181201	PAVILION	10,682	10,682
191	181302	PEMBROKE	11,828	11,828
192	190301	CAIRO-DURHAM	10,345	10,345
193	190401	CATSKILL	14,130	14,130
194	190501	COXSACKIE ATHE	11,888	11,888
195	190701	GREENVILLE	13,454	13,454
196	190901	HUNTER TANNERS	16,482	16,482
197	191401	WINDHAM ASHLAN	18,838	18,838
198	200101	PISECO	26,047	26,047
199	200401	INDIAN LAKE	24,054	24,054
200	200501	INLET	26,047	26,047

Charter Funding By NYS School District
Sorted by District Code

	District Code	School District Name	Final 2010-11 Basic Tuition	Final 2011-12 Basic Tuition
201	200601	LAKE PLEASANT	25,331	25,331
202	200701	LONG LAKE	42,198	42,198
203	200901	WELLS	21,823	21,823
204	210302	WEST CANADA VA	11,723	11,723
205	210402	FRANKFORT-SCHU	9,210	9,210
206	210501	ILION	8,450	8,450
207	210502	MOHAWK	10,758	10,758
208	210601	HERKIMER	9,525	9,525
209	210800	LITTLE FALLS	11,471	11,471
210	211003	DOLGEVILLE	10,527	10,527
211	211103	POLAND	11,690	11,690
212	211701	VAN HORNSVILLE	11,991	11,991
213	211901	TOWN OF WEBB	20,143	20,143
214	212001	MT MARKHAM CSD	11,231	11,231
215	220101	S. JEFFERSON	9,183	9,183
216	220202	ALEXANDRIA	12,100	12,100
217	220301	INDIAN RIVER	6,996	6,996
218	220401	GENERAL BROWN	8,580	8,580
219	220701	THOUSAND ISLAND	12,027	12,027
220	220909	BELLEVILLE-HEN	10,030	10,030
221	221001	SACKETS HARBOR	10,104	10,104
222	221301	LYME	13,021	13,021
223	221401	LA FARGEVILLE	9,458	9,458
224	222000	WATERTOWN	8,985	8,985
225	222201	CARTHAGE	8,557	8,557
226	230201	COPENHAGEN	9,935	9,935
227	230301	HARRISVILLE	12,372	12,372
228	230901	LOWVILLE	9,602	9,602
229	231101	SOUTH LEWIS	13,513	13,513
230	231301	BEAVER RIVER	9,873	9,873
231	240101	AVON	10,465	10,465
232	240201	CALEDONIA MUMF	10,218	10,218
233	240401	GENESE0	12,257	12,257
234	240801	LIVONIA	11,356	11,356
235	240901	MOUNT MORRIS	12,120	12,120
236	241001	DANSVILLE	10,313	10,313
237	241101	DALTON-NUNDA	13,107	13,107
238	241701	YORK	10,694	10,694
239	250109	BROOKFIELD	11,171	11,171
240	250201	CAZENOVIA	10,613	10,613
241	250301	DE RUYTER	13,049	13,049
242	250401	MORRISVILLE EA	12,114	12,114
243	250701	HAMILTON	12,897	12,897
244	250901	CANASTOTA	9,837	9,837
245	251101	MADISON	10,079	10,079
246	251400	ONEIDA CITY	11,079	11,079
247	251501	STOCKBRIDGE VA	10,638	10,638
248	251601	CHITTENANGO	10,983	10,983
249	260101	BRIGHTON	12,448	12,448
250	260401	GATES CHILI	12,359	12,359

Charter Funding By NYS School District
Sorted by District Code

	District Code	School District Name	Final 2010-11 Basic Tuition	Final 2011-12 Basic Tuition
251	260501	GREECE	11,252	11,252
252	260801	E. IRONDEQUOIT	11,557	11,557
253	260803	W. IRONDEQUOIT	10,413	10,413
254	260901	HONEOYE FALLS	10,435	10,435
255	261001	SPENCERPORT	10,533	10,533
256	261101	HILTON	10,202	10,202
257	261201	PENFIELD	12,346	12,346
258	261301	FAIRPORT	10,647	10,647
259	261313	EAST ROCHESTER	12,585	12,585
260	261401	PITTSFORD	12,722	12,722
261	261501	CHURCHVILLE CH	10,122	10,122
262	261600	ROCHESTER	12,426	12,426
263	261701	RUSH HENRIETTA	12,330	12,330
264	261801	BROCKPORT	10,745	10,745
265	261901	WEBSTER	10,872	10,872
266	262001	WHEATLAND CHIL	15,259	15,259
267	270100	AMSTERDAM	9,443	9,443
268	270301	CANAJOHARIE	10,768	10,768
269	270601	FONDA FULTONVI	11,108	11,108
270	270701	FORT PLAIN	12,840	12,840
271	271102	ST JOHNSVILLE	11,910	11,910
272	280100	GLEN COVE	18,368	18,368
273	280201	HEMPSTEAD	18,202	18,202
274	280202	UNIONDALE	19,864	19,864
275	280203	EAST MEADOW	15,722	15,722
276	280204	NORTH BELLMORE	17,500	17,500
277	280205	LEVITTOWN	17,280	17,280
278	280206	SEAFORD	15,660	15,660
279	280207	BELLMORE	19,638	19,638
280	280208	ROOSEVELT	16,939	16,939
281	280209	FREEPORT	15,703	15,703
282	280210	BALDWIN	15,658	15,658
283	280211	OCEANSIDE	16,067	16,067
284	280212	MALVERNE	19,705	19,705
285	280213	V STR THIRTEEN	15,487	15,487
286	280214	HEWLETT WOODME	22,408	22,408
287	280215	LAWRENCE	23,002	23,002
288	280216	ELMONT	14,397	14,397
289	280217	FRANKLIN SQUAR	13,412	13,412
290	280218	GARDEN CITY	17,620	17,620
291	280219	EAST ROCKAWAY	18,375	18,375
292	280220	LYNBROOK	17,680	17,680
293	280221	ROCKVILLE CENT	18,767	18,767
294	280222	FLORAL PARK	14,937	14,937
295	280223	WANTAGH	13,593	13,593
296	280224	V STR TWENTY-F	19,237	19,237
297	280225	MERRICK	17,936	17,936
298	280226	ISLAND TREES	15,505	15,505
299	280227	WEST HEMPSTEAD	16,755	16,755
300	280229	NORTH MERRICK	17,825	17,825

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301	280230	VALLEY STR UF	19,277	19,277
302	280231	ISLAND PARK	27,985	27,985
303	280251	VALLEY STR CHS	14,838	14,838
304	280252	SEWANHAKA	12,522	12,522
305	280253	BELLMORE-MERRI	13,768	13,768
306	280300	LONG BEACH	22,042	22,042
307	280401	WESTBURY	18,224	18,224
308	280402	EAST WILLISTON	20,780	20,780
309	280403	ROSLYN	20,898	20,898
310	280404	PORT WASHINGTO	20,028	20,028
311	280405	NEW HYDE PARK	14,771	14,771
312	280406	MANHASSET	21,235	21,235
313	280407	GREAT NECK	22,466	22,466
314	280409	HERRICKS	17,029	17,029
315	280410	MINEOLA	23,709	23,709
316	280411	CARLE PLACE	20,187	20,187
317	280501	NORTH SHORE	23,323	23,323
318	280502	SYOSSET	20,242	20,242
319	280503	LOCUST VALLEY	22,507	22,507
320	280504	PLAINVIEW	17,945	17,945
321	280506	OYSTER BAY	22,533	22,533
322	280515	JERICHO	23,911	23,911
323	280517	HICKSVILLE	14,942	14,942
324	280518	PLAINEDGE	15,701	15,701
325	280521	BETHPAGE	17,350	17,350
326	280522	FARMINGDALE	16,831	16,831
327	280523	MASSAPEQUA	16,052	16,052
328	300000	NEW YORK CITY	13,527	13,527
329	400301	LEWISTON PORTE	12,229	12,229
330	400400	LOCKPORT	9,912	9,912
331	400601	NEWFANE	10,086	10,086
332	400701	NIAGARA WHEATF	10,443	10,443
333	400800	NIAGARA FALLS	10,911	10,911
334	400900	N. TONAWANDA	10,593	10,593
335	401001	STARPOINT	9,789	9,789
336	401201	ROYALTON HARTL	10,207	10,207
337	401301	BARKER	12,895	12,895
338	401501	WILSON	10,386	10,386
339	410401	ADIRONDACK	11,668	11,668
340	410601	CAMDEN	10,655	10,655
341	411101	CLINTON	11,529	11,529
342	411501	NEW HARTFORD	11,431	11,431
343	411504	NEW YORK MILLS	11,834	11,834
344	411603	SAUQUOIT VALLE	10,956	10,956
345	411701	REMSSEN	14,790	14,790
346	411800	ROME	11,413	11,413
347	411902	WATERVILLE	10,900	10,900
348	412000	SHERRILL	9,651	9,651
349	412201	HOLLAND PATENT	10,388	10,388
350	412300	UTICA	9,280	9,280

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351	412801	WESTMORELAND	11,938	11,938
352	412901	ORISKANY	10,992	10,992
353	412902	WHITESBORO	9,886	9,886
354	420101	WEST GENESEE	10,199	10,199
355	420303	NORTH SYRACUSE	10,709	10,709
356	420401	E SYRACUSE-MIN	13,674	13,674
357	420411	JAMESVILLE-DEW	10,944	10,944
358	420501	JORDAN ELBRIDG	11,623	11,623
359	420601	FABIUS-POMPEY	12,479	12,479
360	420701	WESTHILL	10,634	10,634
361	420702	SOLVAY	11,760	11,760
362	420807	LA FAYETTE	15,766	15,766
363	420901	BALDWINVILLE	10,724	10,724
364	421001	FAYETTEVILLE	10,653	10,653
365	421101	MARCELLUS	9,775	9,775
366	421201	ONONDAGA	12,132	12,132
367	421501	LIVERPOOL	12,529	12,529
368	421504	LYNCOURT	15,497	15,497
369	421601	SKANEATELES	12,337	12,337
370	421800	SYRACUSE	11,933	11,933
371	421902	TULLY	10,036	10,036
372	430300	CANANDAIGUA	10,828	10,828
373	430501	EAST BLOOMFIEL	11,116	11,116
374	430700	GENEVA	12,688	12,688
375	430901	GORHAM-MIDDLES	11,875	11,875
376	431101	MANCHSTR-SHRTS	10,420	10,420
377	431201	NAPLES	13,183	13,183
378	431301	PHELPS-CLIFTON	11,376	11,376
379	431401	HONEOYE	12,141	12,141
380	431701	VICTOR	9,518	9,518
381	440102	WASHINGTONVILL	11,931	11,931
382	440201	CHESTER	13,170	13,170
383	440301	CORNWALL	11,262	11,262
384	440401	PINE BUSH	11,570	11,570
385	440601	GOSHEN	12,773	12,773
386	440901	HIGHLAND FALLS	14,580	14,580
387	441000	MIDDLETOWN	12,759	12,759
388	441101	MINISINK VALLE	10,552	10,552
389	441201	MONROE WOODBUR	13,089	13,089
390	441202	KIRYAS JOEL	33,354	33,354
391	441301	VALLEY-MONTGMR	11,222	11,222
392	441600	NEWBURGH	14,796	14,796
393	441800	PORT JERVIS	11,904	11,904
394	441903	TUXEDO	17,470	17,470
395	442101	WARWICK VALLEY	12,198	12,198
396	442111	GREENWOOD LAKE	18,307	18,307
397	442115	FLORIDA	14,001	14,001
398	450101	ALBION	10,580	10,580
399	450607	KENDALL	12,590	12,590
400	450704	HOLLEY	10,275	10,275

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401	450801	MEDINA	10,826	10,826
402	451001	LYNDONVILLE	10,519	10,519
403	460102	ALTMAR PARISH	11,295	11,295
404	460500	FULTON	11,616	11,616
405	460701	HANNIBAL	10,178	10,178
406	460801	CENTRAL SQUARE	9,571	9,571
407	460901	MEXICO	11,702	11,702
408	461300	OSWEGO	12,263	12,263
409	461801	PULASKI	11,580	11,580
410	461901	SANDY CREEK	12,911	12,911
411	462001	PHOENIX	12,226	12,226
412	470202	GLBTSVILLE-MT U	11,319	11,319
413	470501	EDMESTON	11,243	11,243
414	470801	LAURENS	10,634	10,634
415	470901	SCHENEVUS	12,566	12,566
416	471101	MILFORD	12,217	12,217
417	471201	MORRIS	10,436	10,436
418	471400	ONEONTA	11,790	11,790
419	471601	OTEGO-UNADILLA	11,481	11,481
420	471701	COOPERSTOWN	11,917	11,917
421	472001	RICHFIELD SPRI	10,916	10,916
422	472202	CHERRY VLY-SPR	12,674	12,674
423	472506	WORCESTER	12,352	12,352
424	480101	MAHOPAC	13,924	13,924
425	480102	CARMEL	15,409	15,409
426	480401	HALDANE	16,483	16,483
427	480404	GARRISON	21,676	21,676
428	480503	PUTNAM VALLEY	16,888	16,888
429	480601	BREWSTER	16,808	16,808
430	490101	BERLIN	12,890	12,890
431	490202	BRUNSWICK CENT	10,501	10,501
432	490301	EAST GREENBUSH	11,659	11,659
433	490501	HOOSICK FALLS	11,782	11,782
434	490601	LANSINGBURGH	9,352	9,352
435	490801	NORTH GREENBUSH	11,741	11,741
436	490804	WYNANTSKILL	11,243	11,243
437	491200	RENSSELAER	8,883	8,883
438	491302	AVERILL PARK	10,036	10,036
439	491401	HOOSIC VALLEY	10,338	10,338
440	491501	SCHODACK	12,169	12,169
441	491700	TROY	15,986	15,986
442	500101	CLARKSTOWN	13,310	13,310
443	500108	NANUET	18,531	18,531
444	500201	HAVERSTRAW-ST	17,121	17,121
445	500301	S. ORANGETOWN	15,503	15,503
446	500304	NYACK	18,240	18,240
447	500308	PEARL RIVER	14,854	14,854
448	500401	RAMAPO	16,919	16,919
449	500402	EAST RAMAPO	16,555	16,555
450	510101	BRASHER FALLS	10,172	10,172

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451	510201	CANTON	11,252	11,252
452	510401	CLIFTON FINE	17,107	17,107
453	510501	COLTON PIERREP	18,381	18,381
454	511101	GOUVERNEUR	10,255	10,255
455	511201	HAMMOND	12,727	12,727
456	511301	HERMON DEKALB	12,646	12,646
457	511602	LISBON	12,322	12,322
458	511901	MADRID WADDING	10,491	10,491
459	512001	MASSENA	10,197	10,197
460	512101	MORRISTOWN	13,655	13,655
461	512201	NORWOOD NORFOL	10,652	10,652
462	512300	OGDENSBURG	13,953	13,953
463	512404	HEUVELTON	10,704	10,704
464	512501	PARISHVILLE	10,609	10,609
465	512902	POTSDAM	11,390	11,390
466	513102	EDWARDS-KNOX	10,536	10,536
467	520101	BURNT HILLS	10,168	10,168
468	520302	SHENENDEHOWA	11,060	11,060
469	520401	CORINTH	10,919	10,919
470	520601	EDINBURG	20,896	20,896
471	520701	GALWAY	10,157	10,157
472	521200	MECHANICVILLE	10,377	10,377
473	521301	BALLSTON SPA	11,797	11,797
474	521401	S. GLENS FALLS	10,667	10,667
475	521701	SCHUYLerville	11,472	11,472
476	521800	SARATOGA SPRIN	10,532	10,532
477	522001	STILLWATER	9,269	9,269
478	522101	WATERFORD	12,844	12,844
479	530101	DUANESBURG	9,234	9,234
480	530202	SCOTIA GLENVIL	11,013	11,013
481	530301	NISKAYUNA	11,790	11,790
482	530501	SCHALMONT	13,862	13,862
483	530515	MOHONASEN	8,989	8,989
484	530600	SCHENECTADY	12,014	12,014
485	540801	GILBOA CONESVI	15,707	15,707
486	540901	JEFFERSON	12,445	12,445
487	541001	MIDDLEBURGH	12,453	12,453
488	541102	COBLESKL-RICHM	10,802	10,802
489	541201	SCHOHARIE	12,138	12,138
490	541401	SHARON SPRINGS	14,154	14,154
491	550101	ODESSA MONTour	11,363	11,363
492	550301	WATKINS GLEN	10,489	10,489
493	560501	SOUTH SENECA	13,574	13,574
494	560603	ROMULUS	14,567	14,567
495	560701	SENECA FALLS	11,016	11,016
496	561006	WATERLOO CENT	10,263	10,263
497	570101	ADDISON	11,263	11,263
498	570201	AVOCA	13,201	13,201
499	570302	BATH	9,780	9,780
500	570401	BRADFORD	13,266	13,266

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501	570603	CAMPBELL-SAVON	10,531	10,531
502	571000	CORNING	10,637	10,637
503	571502	CANISTEO-GREEN	13,788	13,788
504	571800	HORNELL	9,858	9,858
505	571901	ARKPORT	9,666	9,666
506	572301	PRATTSBURG	10,626	10,626
507	572702	JASPER-TRPSBRG	10,590	10,590
508	572901	HAMMONDSPORT	14,766	14,766
509	573002	WAYLAND-COHOCT	10,796	10,796
510	580101	BABYLON	16,928	16,928
511	580102	WEST BABYLON	14,848	14,848
512	580103	NORTH BABYLON	14,290	14,290
513	580104	LINDENHURST	14,253	14,253
514	580105	COPIAGUE	15,369	15,369
515	580106	AMITYVILLE	17,777	17,777
516	580107	DEER PARK	15,685	15,685
517	580109	WYANDANCH	16,666	16,666
518	580201	THREE VILLAGE	15,887	15,887
519	580203	COMSEWOGUE	13,498	13,498
520	580205	SACHEM	13,251	13,251
521	580206	PORT JEFFERSON	21,199	21,199
522	580207	MOUNT SINAI	14,841	14,841
523	580208	MILLER PLACE	12,922	12,922
524	580209	ROCKY POINT	12,823	12,823
525	580211	MIDDLE COUNTRY	13,107	13,107
526	580212	LONGWOOD	14,380	14,380
527	580224	PATCHOGUE-MEDF	12,814	12,814
528	580232	WILLIAM FLOYD	14,168	14,168
529	580233	CENTER MORICHE	14,847	14,847
530	580234	EAST MORICHES	17,372	17,372
531	580235	SOUTH COUNTRY	15,951	15,951
532	580301	EAST HAMPTON	23,725	23,725
533	580302	WAINSCOTT	15,281	15,281
534	580303	AMAGANSETT	57,648	57,648
535	580304	SPRINGS	21,775	21,775
536	580305	SAG HARBOR	24,716	24,716
537	580306	MONTAUK	31,259	31,259
538	580401	ELWOOD	14,485	14,485
539	580402	COLD SPRING HA	20,586	20,586
540	580403	HUNTINGTON	17,512	17,512
541	580404	NORTHPORT	18,014	18,014
542	580405	HALF HOLLOW HI	14,873	14,873
543	580406	HARBORFIELDS	13,773	13,773
544	580410	COMMACK	15,572	15,572
545	580413	S. HUNTINGTON	15,758	15,758
546	580501	BAY SHORE	15,355	15,355
547	580502	ISLIP	14,285	14,285
548	580503	EAST ISLIP	14,659	14,659
549	580504	SAYVILLE	16,460	16,460
550	580505	BAYPORT BLUE P	17,566	17,566

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551	580506	HAUPPAUGE	16,435	16,435
552	580507	CONNETQUOT	15,947	15,947
553	580509	WEST ISLIP	13,799	13,799
554	580512	BRENTWOOD	13,488	13,488
555	580513	CENTRAL ISLIP	19,614	19,614
556	580514	FIRE ISLAND	107,803	107,803
557	580601	SHOREHAM-WADIN	15,726	15,726
558	580602	RIVERHEAD	16,076	16,076
559	580701	SHELTER ISLAND	27,980	27,980
560	580801	SMITHTOWN	13,969	13,969
561	580805	KINGS PARK	13,928	13,928
562	580901	REMSENBURG	36,414	36,414
563	580902	WESTHAMPTON BE	18,354	18,354
564	580903	QUOGUE	46,916	46,916
565	580905	HAMPTON BAYS	16,093	16,093
566	580906	SOUTHAMPTON	23,414	23,414
567	580909	BRIDGEHAMPTON	53,186	53,186
568	580910	SAGAPONACK	15,281	15,281
569	580912	EASTPORT-SOUTH	13,276	13,276
570	580913	TUCKAHOE COMMO	28,200	28,200
571	580917	EAST QUOGUE	22,116	22,116
572	581002	OYSTERPONDS	32,931	32,931
573	581004	FISHERS ISLAND	42,471	42,471
574	581005	SOUTHOLD	17,390	17,390
575	581010	GREENPORT	16,696	16,696
576	581012	MATTITUCK-CUTC	15,967	15,967
577	581015	NEW SUFFOLK	15,281	15,281
578	590501	FALLSBURGH	19,402	19,402
579	590801	ELDRED	13,570	13,570
580	590901	LIBERTY	17,552	17,552
581	591201	TRI VALLEY	18,324	18,324
582	591301	ROSCOE	17,826	17,826
583	591302	LIVINGSTON MAN	16,085	16,085
584	591401	MONTICELLO	14,106	14,106
585	591502	SULLIVAN WEST	15,001	15,001
586	600101	WAVERLY	9,059	9,059
587	600301	CANDOR	11,287	11,287
588	600402	NEWARK VALLEY	10,287	10,287
589	600601	OWEGO-APALACHI	11,452	11,452
590	600801	SPENCER VAN ET	10,808	10,808
591	600903	TIOGA	9,445	9,445
592	610301	DRYDEN	11,011	11,011
593	610501	GROTON	10,405	10,405
594	610600	ITHACA	12,670	12,670
595	610801	LANSING	10,855	10,855
596	610901	NEWFIELD	9,830	9,830
597	611001	TRUMANSBURG	10,222	10,222
598	620600	KINGSTON	14,461	14,461
599	620803	HIGHLAND	12,457	12,457
600	620901	RONDOUT VALLEY	17,586	17,586

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601	621001	MARLBORO	15,483	15,483
602	621101	NEW PALTZ	13,284	13,284
603	621201	ONTEORA	18,571	18,571
604	621601	SAUGERTIES	11,825	11,825
605	621801	WALLKILL	10,997	10,997
606	622002	ELLENVILLE	15,150	15,150
607	630101	BOLTON	20,535	20,535
608	630202	NORTH WARREN	15,458	15,458
609	630300	GLENS FALLS	11,469	11,469
610	630601	JOHNSBURG	18,339	18,339
611	630701	LAKE GEORGE	12,521	12,521
612	630801	HADLEY LUZERNE	13,748	13,748
613	630902	QUEENSBURY	9,538	9,538
614	630918	GLENS FALLS CO	12,000	12,000
615	631201	WARRENSBURG	14,836	14,836
616	640101	ARGYLE	11,402	11,402
617	640502	FORT ANN	13,847	13,847
618	640601	FORT EDWARD	11,493	11,493
619	640701	GRANVILLE	10,360	10,360
620	640801	GREENWICH	12,131	12,131
621	641001	HARTFORD	12,205	12,205
622	641301	HUDSON FALLS	10,021	10,021
623	641401	PUTNAM	23,966	23,966
624	641501	SALEM	13,082	13,082
625	641610	CAMBRIDGE	12,350	12,350
626	641701	WHITEHALL	12,236	12,236
627	650101	NEWARK	11,100	11,100
628	650301	CLYDE-SAVANNAH	13,326	13,326
629	650501	LYONS	10,690	10,690
630	650701	MARION	11,418	11,418
631	650801	WAYNE	11,034	11,034
632	650901	PALMYRA-MACEDO	10,506	10,506
633	650902	GANANDA	9,757	9,757
634	651201	SODUS	12,623	12,623
635	651402	WILLIAMSON	12,113	12,113
636	651501	N. ROSE-WOLCOT	12,030	12,030
637	651503	RED CREEK	10,909	10,909
638	660101	KATONAH LEWISB	20,507	20,507
639	660102	BEDFORD	20,556	20,556
640	660202	CROTON HARMON	15,733	15,733
641	660203	HENDRICK HUDSO	18,174	18,174
642	660301	EASTCHESTER	17,827	17,827
643	660302	TUCKAHOE	20,009	20,009
644	660303	BRONXVILLE	22,099	22,099
645	660401	TARRYTOWN	16,449	16,449
646	660402	IRVINGTON	20,150	20,150
647	660403	DOBBS FERRY	18,927	18,927
648	660404	HASTINGS ON HU	19,404	19,404
649	660405	ARDSLEY	20,471	20,471
650	660406	EDGEMONT	17,819	17,819

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651	660407	GREENBURGH	22,343	22,343
652	660409	ELMSFORD	22,211	22,211
653	660501	HARRISON	23,457	23,457
654	660701	MAMARONECK	18,416	18,416
655	660801	MT PLEAS CENT	18,590	18,590
656	660802	POCANTICO HILL	46,333	46,333
657	660805	VALHALLA	20,983	20,983
658	660809	PLEASANTVILLE	16,558	16,558
659	660900	MOUNT VERNON	16,794	16,794
660	661004	CHAPPAQUA	19,041	19,041
661	661100	NEW ROCHELLE	16,138	16,138
662	661201	BYRAM HILLS	20,054	20,054
663	661301	NORTH SALEM	20,273	20,273
664	661401	OSSINING	18,293	18,293
665	661402	BRIARCLIFF MAN	22,861	22,861
666	661500	PEEKSKILL	16,431	16,431
667	661601	PELHAM	16,187	16,187
668	661800	RYE	18,927	18,927
669	661901	RYE NECK	18,340	18,340
670	661904	PORT CHESTER	13,413	13,413
671	661905	BLIND BROOK-RY	20,318	20,318
672	662001	SCARSDALE	22,148	22,148
673	662101	SOMERS	16,825	16,825
674	662200	WHITE PLAINS	19,443	19,443
675	662300	YONKERS	14,520	14,520
676	662401	LAKELAND	14,999	14,999
677	662402	YORKTOWN	16,743	16,743
678	670201	ATTICA	9,552	9,552
679	670401	LETCHWORTH	11,337	11,337
680	671002	WYOMING	15,376	15,376
681	671201	PERRY	11,041	11,041
682	671501	WARSAW	11,643	11,643
683	680601	PENN YAN	11,554	11,554
684	680801	DUNDEE	9,998	9,998

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1	10100	ALBANY	14,072	14,072
2	570101	ADDISON	11,263	11,263
3	410401	ADIRONDACK	11,668	11,668
4	80101	AFTON	13,800	13,800
5	142101	AKRON	10,134	10,134
6	450101	ALBION	10,580	10,580
7	140101	ALDEN	9,862	9,862
8	180202	ALEXANDER	11,325	11,325
9	220202	ALEXANDRIA	12,100	12,100
10	20101	ALFRED ALMOND	10,628	10,628
11	40302	ALLEGANY-LIMES	10,362	10,362
12	460102	ALTMAR PARISH	11,295	11,295
13	580303	AMAGANSETT	57,648	57,648
14	140201	AMHERST	10,721	10,721
15	580106	AMITYVILLE	17,777	17,777
16	270100	AMSTERDAM	9,443	9,443
17	120102	ANDES	21,107	21,107
18	20601	ANDOVER	12,353	12,353
19	660405	ARDSLEY	20,471	20,471
20	640101	ARGYLE	11,402	11,402
21	571901	ARKPORT	9,666	9,666
22	131601	ARLINGTON	11,469	11,469
23	670201	ATTICA	9,552	9,552
24	50100	AUBURN	10,495	10,495
25	90201	AUSABLE VALLEY	13,185	13,185
26	491302	AVERILL PARK	10,036	10,036
27	570201	AVOCA	13,201	13,201
28	240101	AVON	10,465	10,465
29	580101	BABYLON	16,928	16,928
30	80201	BAINBRIDGE GUI	11,434	11,434
31	280210	BALDWIN	15,658	15,658
32	420901	BALDWINSVILLE	10,724	10,724
33	521301	BALLSTON SPA	11,797	11,797
34	401301	BARKER	12,895	12,895
35	180300	BATAVIA	12,293	12,293
36	570302	BATH	9,780	9,780
37	580501	BAY SHORE	15,355	15,355
38	580505	BAYPORT BLUE P	17,566	17,566
39	130200	BEACON	11,093	11,093
40	231301	BEAVER RIVER	9,873	9,873
41	660102	BEDFORD	20,556	20,556
42	90301	BEEKMANTOWN	11,708	11,708
43	20801	BELFAST	11,619	11,619
44	220909	BELLEVILLE-HEN	10,030	10,030
45	280207	BELLMORE	19,638	19,638
46	280253	BELLMORE-MERRI	13,768	13,768
47	61001	BEMUS POINT	11,810	11,810
48	490101	BERLIN	12,890	12,890
49	10201	BERNE KNOX	13,371	13,371
50	10306	BETHLEHEM	12,513	12,513

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51	280521	BETHPAGE	17,350	17,350
52	30200	BINGHAMTON	10,244	10,244
53	661905	BLIND BROOK-RY	20,318	20,318
54	22902	BOLIVAR-RICHBG	10,885	10,885
55	630101	BOLTON	20,535	20,535
56	570401	BRADFORD	13,266	13,266
57	510101	BRASHER FALLS	10,172	10,172
58	580512	BRENTWOOD	13,488	13,488
59	480601	BREWSTER	16,808	16,808
60	661402	BRIARCLIFF MAN	22,861	22,861
61	580909	BRIDGEHAMPTON	53,186	53,186
62	260101	BRIGHTON	12,448	12,448
63	171102	BROADALBIN-PER	8,636	8,636
64	261801	BROCKPORT	10,745	10,745
65	62301	BROCTON	12,437	12,437
66	660303	BRONXVILLE	22,099	22,099
67	250109	BROOKFIELD	11,171	11,171
68	490202	BRUNSWICK CENT	10,501	10,501
69	161601	BRUSHTON MOIRA	11,399	11,399
70	140600	BUFFALO	12,005	12,005
71	520101	BURNT HILLS	10,168	10,168
72	661201	BYRAM HILLS	20,054	20,054
73	180701	BYRON BERGEN	11,339	11,339
74	190301	CAIRO-DURHAM	10,345	10,345
75	240201	CALEDONIA MUMF	10,218	10,218
76	641610	CAMBRIDGE	12,350	12,350
77	410601	CAMDEN	10,655	10,655
78	570603	CAMPBELL-SAVON	10,531	10,531
79	270301	CANAJOHARIE	10,768	10,768
80	430300	CANANDAIGUA	10,828	10,828
81	21102	CANASERAGA	12,329	12,329
82	250901	CANASTOTA	9,837	9,837
83	600301	CANDOR	11,287	11,287
84	571502	CANISTEO-GREEN	13,788	13,788
85	510201	CANTON	11,252	11,252
86	280411	CARLE PLACE	20,187	20,187
87	480102	CARMEL	15,409	15,409
88	222201	CARTHAGE	8,557	8,557
89	60401	CASSADAGA VALL	11,359	11,359
90	50401	CATO MERIDIAN	10,653	10,653
91	190401	CATSKILL	14,130	14,130
92	42302	CATTARAUGUS-LI	11,368	11,368
93	250201	CAZENOVIA	10,613	10,613
94	580233	CENTER MORICHE	14,847	14,847
95	580513	CENTRAL ISLIP	19,614	19,614
96	460801	CENTRAL SQUARE	9,571	9,571
97	661004	CHAPPAQUA	19,041	19,041
98	120401	CHARLOTTE VALL	10,907	10,907
99	160801	CHATEAUGAY	10,879	10,879
100	101001	CHATHAM	12,977	12,977

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101	60503	CHAUTAUQUA	14,457	14,457
102	90601	CHAZY	11,716	11,716
103	140701	CHEEKTOWAGA	10,235	10,235
104	30101	CHENANGO FORKS	10,503	10,503
105	30701	CHENANGO VALLE	10,665	10,665
106	472202	CHERRY VLY-SPR	12,674	12,674
107	440201	CHESTER	13,170	13,170
108	251601	CHITTENANGO	10,983	10,983
109	261501	CHURCHVILLE CH	10,122	10,122
110	110101	CINCINNATUS	12,691	12,691
111	140801	CLARENCE	9,001	9,001
112	500101	CLARKSTOWN	13,310	13,310
113	140703	CLEVELAND HILL	10,428	10,428
114	510401	CLIFTON FINE	17,107	17,107
115	411101	CLINTON	11,529	11,529
116	650301	CLYDE-SAVANNAH	13,326	13,326
117	60701	CLYMER	14,425	14,425
118	541102	COBLESKL-RICHM	10,802	10,802
119	10500	COHOES	11,791	11,791
120	580402	COLD SPRING HA	20,586	20,586
121	510501	COLTON PIERREP	18,381	18,381
122	580410	COMMACK	15,572	15,572
123	580203	COMSEWOGUE	13,498	13,498
124	580507	CONNETQUOT	15,947	15,947
125	471701	COOPERSTOWN	11,917	11,917
126	100501	COPAKE-TACONIC	13,622	13,622
127	230201	COPENHAGEN	9,935	9,935
128	580105	COPIAGUE	15,369	15,369
129	520401	CORINTH	10,919	10,919
130	571000	CORNING	10,637	10,637
131	440301	CORNWALL	11,262	11,262
132	110200	CORTLAND	10,142	10,142
133	190501	COXSACKIE ATHE	11,888	11,888
134	660202	CROTON HARMON	15,733	15,733
135	150203	CROWN POINT	15,649	15,649
136	22302	CUBA-RUSHFORD	12,488	12,488
137	241101	DALTON-NUNDA	13,107	13,107
138	241001	DANSVILLE	10,313	10,313
139	250301	DE RUYTER	13,049	13,049
140	580107	DEER PARK	15,685	15,685
141	120501	DELHI	13,930	13,930
142	140707	DEPEW	10,409	10,409
143	31301	DEPOSIT	14,304	14,304
144	660403	DOBBS FERRY	18,927	18,927
145	211003	DOLGEVILLE	10,527	10,527
146	130502	DOVER	11,245	11,245
147	120301	DOWNSVILLE	17,143	17,143
148	610301	DRYDEN	11,011	11,011
149	530101	DUANESBURG	9,234	9,234
150	680801	DUNDEE	9,998	9,998

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151	60800	DUNKIRK	12,985	12,985
152	420401	E SYRACUSE-MIN	13,674	13,674
153	260801	E. IRONDEQUOIT	11,557	11,557
154	140301	EAST AURORA	10,210	10,210
155	430501	EAST BLOOMFIEL	11,116	11,116
156	490301	EAST GREENBUSH	11,659	11,659
157	580301	EAST HAMPTON	23,725	23,725
158	580503	EAST ISLIP	14,659	14,659
159	280203	EAST MEADOW	15,722	15,722
160	580234	EAST MORICHES	17,372	17,372
161	580917	EAST QUOGUE	22,116	22,116
162	500402	EAST RAMAPO	16,555	16,555
163	261313	EAST ROCHESTER	12,585	12,585
164	280219	EAST ROCKAWAY	18,375	18,375
165	280402	EAST WILLISTON	20,780	20,780
166	660301	EASTCHESTER	17,827	17,827
167	580912	EASTPORT-SOUTH	13,276	13,276
168	141201	EDEN	9,674	9,674
169	660406	EDGEMONT	17,819	17,819
170	520601	EDINBURG	20,896	20,896
171	470501	EDMESTON	11,243	11,243
172	513102	EDWARDS-KNOX	10,536	10,536
173	180901	ELBA	11,423	11,423
174	590801	ELDRED	13,570	13,570
175	150301	ELIZABETHTOWN	13,358	13,358
176	622002	ELLENVILLE	15,150	15,150
177	40901	ELLICOTTVILLE	11,491	11,491
178	70600	ELMIRA	11,012	11,012
179	70902	ELMIRA HEIGHTS	10,136	10,136
180	280216	ELMONT	14,397	14,397
181	660409	ELMSFORD	22,211	22,211
182	580401	ELWOOD	14,485	14,485
183	141401	EVANS-BRANT	11,618	11,618
184	420601	FABIUS-POMPEY	12,479	12,479
185	261301	FAIRPORT	10,647	10,647
186	61101	FALCONER	9,522	9,522
187	590501	FALLSBURGH	19,402	19,402
188	280522	FARMINGDALE	16,831	16,831
189	421001	FAYETTEVILLE	10,653	10,653
190	22001	FILLMORE	9,156	9,156
191	580514	FIRE ISLAND	107,803	107,803
192	581004	FISHERS ISLAND	42,471	42,471
193	280222	FLORAL PARK	14,937	14,937
194	442115	FLORIDA	14,001	14,001
195	270601	FONDA FULTONVI	11,108	11,108
196	61503	FORESTVILLE	10,484	10,484
197	640502	FORT ANN	13,847	13,847
198	640601	FORT EDWARD	11,493	11,493
199	270701	FORT PLAIN	12,840	12,840
200	210402	FRANKFORT-SCHU	9,210	9,210

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201	120701	FRANKLIN	13,106	13,106
202	280217	FRANKLIN SQUAR	13,412	13,412
203	41101	FRANKLINVILLE	11,351	11,351
204	62201	FREDONIA	12,037	12,037
205	280209	FREEPORT	15,703	15,703
206	60301	FREWSBURG	10,206	10,206
207	21601	FRIENDSHIP	12,385	12,385
208	141604	FRONTIER	8,759	8,759
209	460500	FULTON	11,616	11,616
210	520701	GALWAY	10,157	10,157
211	650902	GANANDA	9,757	9,757
212	280218	GARDEN CITY	17,620	17,620
213	480404	GARRISON	21,676	21,676
214	260401	GATES CHILI	12,359	12,359
215	220401	GENERAL BROWN	8,580	8,580
216	20702	GENESEE VALLEY	11,013	11,013
217	240401	GENESEO	12,257	12,257
218	430700	GENEVA	12,688	12,688
219	100902	GERMANTOWN	14,614	14,614
220	540801	GILBOA CONESVI	15,707	15,707
221	470202	GLBTSVILLE-MT U	11,319	11,319
222	280100	GLEN COVE	18,368	18,368
223	630300	GLENS FALLS	11,469	11,469
224	630918	GLENS FALLS CO	12,000	12,000
225	170500	GLOVERSVILLE	9,865	9,865
226	430901	GORHAM-MIDDLES	11,875	11,875
227	440601	GOSHEN	12,773	12,773
228	511101	GOUVERNEUR	10,255	10,255
229	42801	GOWANDA	11,326	11,326
230	141501	GRAND ISLAND	9,915	9,915
231	640701	GRANVILLE	10,360	10,360
232	280407	GREAT NECK	22,466	22,466
233	260501	GREECE	11,252	11,252
234	10701	GREEN ISLAND	12,662	12,662
235	660407	GREENBURGH	22,343	22,343
236	80601	GREENE	10,565	10,565
237	581010	GREENPORT	16,696	16,696
238	190701	GREENVILLE	13,454	13,454
239	640801	GREENWICH	12,131	12,131
240	442111	GREENWOOD LAKE	18,307	18,307
241	81401	GRGETWN-SO OTS	12,871	12,871
242	610501	GROTON	10,405	10,405
243	10802	GUILDERLAND	11,356	11,356
244	630801	HADLEY LUZERNE	13,748	13,748
245	480401	HALDANE	16,483	16,483
246	580405	HALF HOLLOW HI	14,873	14,873
247	141601	HAMBURG	9,716	9,716
248	250701	HAMILTON	12,897	12,897
249	511201	HAMMOND	12,727	12,727
250	572901	HAMMONDSPORT	14,766	14,766

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251	580905	HAMPTON BAYS	16,093	16,093
252	120906	HANCOCK	14,267	14,267
253	460701	HANNIBAL	10,178	10,178
254	580406	HARBORFIELDS	13,773	13,773
255	30501	HARPURSVILLE	9,877	9,877
256	660501	HARRISON	23,457	23,457
257	230301	HARRISVILLE	12,372	12,372
258	641001	HARTFORD	12,205	12,205
259	660404	HASTINGS ON HU	19,404	19,404
260	580506	HAUPPAUGE	16,435	16,435
261	500201	HAVERSTRAW-ST	17,121	17,121
262	280201	HEMPSTEAD	18,202	18,202
263	660203	HENDRICK HUDSO	18,174	18,174
264	210601	HERKIMER	9,525	9,525
265	511301	HERMON DEKALB	12,646	12,646
266	280409	HERRICKS	17,029	17,029
267	512404	HEUVELTON	10,704	10,704
268	280214	HEWLETT WOODME	22,408	22,408
269	280517	HICKSVILLE	14,942	14,942
270	620803	HIGHLAND	12,457	12,457
271	440901	HIGHLAND FALLS	14,580	14,580
272	261101	HILTON	10,202	10,202
273	41401	HINSDALE	9,952	9,952
274	141701	HOLLAND	11,032	11,032
275	412201	HOLLAND PATENT	10,388	10,388
276	450704	HOLLEY	10,275	10,275
277	110701	HOMER	11,092	11,092
278	431401	HONEOYE	12,141	12,141
279	260901	HONEOYE FALLS	10,435	10,435
280	491401	HOOSIC VALLEY	10,338	10,338
281	490501	HOOSICK FALLS	11,782	11,782
282	571800	HORNELL	9,858	9,858
283	70901	HORSEHEADS	10,196	10,196
284	101300	HUDSON	13,401	13,401
285	641301	HUDSON FALLS	10,021	10,021
286	190901	HUNTER TANNERS	16,482	16,482
287	580403	HUNTINGTON	17,512	17,512
288	130801	HYDE PARK	12,052	12,052
289	210501	ILION	8,450	8,450
290	200401	INDIAN LAKE	24,054	24,054
291	220301	INDIAN RIVER	6,996	6,996
292	200501	INLET	26,047	26,047
293	141301	IROQUOIS	9,751	9,751
294	660402	IRVINGTON	20,150	20,150
295	280231	ISLAND PARK	27,985	27,985
296	280226	ISLAND TREES	15,505	15,505
297	580502	ISLIP	14,285	14,285
298	610600	ITHACA	12,670	12,670
299	61700	JAMESTOWN	10,164	10,164
300	420411	JAMESVILLE-DEW	10,944	10,944

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301	572702	JASPER-TRPSBRG	10,590	10,590
302	540901	JEFFERSON	12,445	12,445
303	280515	JERICO	23,911	23,911
304	630601	JOHNSBURG	18,339	18,339
305	31502	JOHNSON CITY	12,050	12,050
306	170600	JOHNSTOWN	10,408	10,408
307	420501	JORDAN ELBRIDG	11,623	11,623
308	660101	KATONAH LEWISB	20,507	20,507
309	150601	KEENE	19,701	19,701
310	450607	KENDALL	12,590	12,590
311	142601	KENMORE	9,477	9,477
312	101401	KINDERHOOK	11,239	11,239
313	580805	KINGS PARK	13,928	13,928
314	620600	KINGSTON	14,461	14,461
315	441202	KIRYAS JOEL	33,354	33,354
316	221401	LA FARGEVILLE	9,458	9,458
317	420807	LA FAYETTE	15,766	15,766
318	141800	LACKAWANNA	11,964	11,964
319	630701	LAKE GEORGE	12,521	12,521
320	151102	LAKE PLACID	14,929	14,929
321	200601	LAKE PLEASANT	25,331	25,331
322	662401	LAKELAND	14,999	14,999
323	141901	LANCASTER	8,449	8,449
324	610801	LANSING	10,855	10,855
325	490601	LANSINGBURGH	9,352	9,352
326	470801	LAURENS	10,634	10,634
327	280215	LAWRENCE	23,002	23,002
328	181001	LE ROY	10,757	10,757
329	670401	LETCHWORTH	11,337	11,337
330	280205	LEVITTOWN	17,280	17,280
331	400301	LEWISTON PORTE	12,229	12,229
332	590901	LIBERTY	17,552	17,552
333	580104	LINDENHURST	14,253	14,253
334	511602	LISBON	12,322	12,322
335	210800	LITTLE FALLS	11,471	11,471
336	421501	LIVERPOOL	12,529	12,529
337	591302	LIVINGSTON MAN	16,085	16,085
338	240801	LIVONIA	11,356	11,356
339	400400	LOCKPORT	9,912	9,912
340	280503	LOCUST VALLEY	22,507	22,507
341	280300	LONG BEACH	22,042	22,042
342	200701	LONG LAKE	42,198	42,198
343	580212	LONGWOOD	14,380	14,380
344	230901	LOWVILLE	9,602	9,602
345	221301	LYME	13,021	13,021
346	280220	LYNBROOK	17,680	17,680
347	421504	LYNCOURT	15,497	15,497
348	451001	LYNDONVILLE	10,519	10,519
349	650501	LYONS	10,690	10,690
350	251101	MADISON	10,079	10,079

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351	511901	MADRID WADDING	10,491	10,491
352	480101	MAHOPAC	13,924	13,924
353	31101	MAINE ENDWELL	10,197	10,197
354	161501	MALONE	10,520	10,520
355	280212	MALVERNE	19,705	19,705
356	660701	MAMARONECK	18,416	18,416
357	431101	MANCHSTR-SHRTS	10,420	10,420
358	280406	MANHASSET	21,235	21,235
359	10622	MAPLEWOOD	N/A	N/A
360	110901	MARATHON	11,911	11,911
361	421101	MARCELLUS	9,775	9,775
362	121401	MARGARETVILLE	13,376	13,376
363	650701	MARION	11,418	11,418
364	621001	MARLBORO	15,483	15,483
365	140702	MARYVALE	10,433	10,433
366	280523	MASSAPEQUA	16,052	16,052
367	512001	MASSENA	10,197	10,197
368	581012	MATTITUCK-CUTC	15,967	15,967
369	170801	MAYFIELD	10,112	10,112
370	110304	MCGRAW	11,248	11,248
371	521200	MECHANICVILLE	10,377	10,377
372	450801	MEDINA	10,826	10,826
373	10615	MENANDS	15,870	15,870
374	280225	MERRICK	17,936	17,936
375	460901	MEXICO	11,702	11,702
376	580211	MIDDLE COUNTRY	13,107	13,107
377	541001	MIDDLEBURGH	12,453	12,453
378	441000	MIDDLETOWN	12,759	12,759
379	471101	MILFORD	12,217	12,217
380	132201	MILLBROOK	12,902	12,902
381	580208	MILLER PLACE	12,922	12,922
382	280410	MINEOLA	23,709	23,709
383	150801	MINERVA	25,637	25,637
384	441101	MINISINK VALLE	10,552	10,552
385	210502	MOHAWK	10,758	10,758
386	530515	MOHONASEN	8,989	8,989
387	441201	MONROE WOODBUR	13,089	13,089
388	580306	MONTAUK	31,259	31,259
389	591401	MONTICELLO	14,106	14,106
390	51301	MORAVIA	10,202	10,202
391	150901	MORIAH	11,855	11,855
392	471201	MORRIS	10,436	10,436
393	512101	MORRISTOWN	13,655	13,655
394	250401	MORRISVILLE EA	12,114	12,114
395	240901	MOUNT MORRIS	12,120	12,120
396	580207	MOUNT SINAI	14,841	14,841
397	660900	MOUNT VERNON	16,794	16,794
398	212001	MT MARKHAM CSD	11,231	11,231
399	660801	MT PLEAS CENT	18,590	18,590
400	651501	N. ROSE-WOLCOT	12,030	12,030

Charter Funding By NYS School District

Sorted by District Name

	District Code	School District Name	Final 2010-11 Basic Tuition	Final 2011-12 Basic Tuition
401	400900	N. TONAWANDA	10,593	10,593
402	500108	NANUET	18,531	18,531
403	431201	NAPLES	13,183	13,183
404	411501	NEW HARTFORD	11,431	11,431
405	280405	NEW HYDE PARK	14,771	14,771
406	101601	NEW LEBANON	15,792	15,792
407	621101	NEW PALTZ	13,284	13,284
408	661100	NEW ROCHELLE	16,138	16,138
409	581015	NEW SUFFOLK	15,281	15,281
410	300000	NEW YORK CITY	13,527	13,527
411	411504	NEW YORK MILLS	11,834	11,834
412	650101	NEWARK	11,100	11,100
413	600402	NEWARK VALLEY	10,287	10,287
414	441600	NEWBURGH	14,796	14,796
415	151001	NEWCOMB	43,580	43,580
416	400601	NEWFANE	10,086	10,086
417	610901	NEWFIELD	9,830	9,830
418	400800	NIAGARA FALLS	10,911	10,911
419	400701	NIAGARA WHEATF	10,443	10,443
420	530301	NISKAYUNA	11,790	11,790
421	580103	NORTH BABYLON	14,290	14,290
422	280204	NORTH BELLMORE	17,500	17,500
423	142201	NORTH COLLINS	13,023	13,023
424	10605	NORTH COLONIE	10,708	10,708
425	10623	NORTH COLONIE	10,708	10,708
426	490801	NORTH GREENBUSH	11,741	11,741
427	280229	NORTH MERRICK	17,825	17,825
428	661301	NORTH SALEM	20,273	20,273
429	280501	NORTH SHORE	23,323	23,323
430	420303	NORTH SYRACUSE	10,709	10,709
431	630202	NORTH WARREN	15,458	15,458
432	131101	NORTHEAST	15,342	15,342
433	90501	NORTHEASTERN	11,543	11,543
434	580404	NORTHPORT	18,014	18,014
435	90901	NORTHRN ADIRON	12,585	12,585
436	170901	NORTHVILLE	13,440	13,440
437	81200	NORWICH	9,956	9,956
438	512201	NORWOOD NORFOL	10,652	10,652
439	500304	NYACK	18,240	18,240
440	181101	OAKFIELD ALABA	9,994	9,994
441	280211	OCEANSIDE	16,067	16,067
442	550101	ODESSA MONTOUR	11,363	11,363
443	512300	OGDENSBURG	13,953	13,953
444	42400	OLEAN	10,976	10,976
445	251400	ONEIDA CITY	11,079	11,079
446	471400	ONEONTA	11,790	11,790
447	421201	ONONDAGA	12,132	12,132
448	621201	ONTEORA	18,571	18,571
449	171001	OPPENHEIM EPHR	13,204	13,204
450	142301	ORCHARD PARK	10,523	10,523

Charter Funding By NYS School District
Sorted by District Name

	District Code	School District Name	Final 2010-11 Basic Tuition	Final 2011-12 Basic Tuition
451	412901	ORISKANY	10,992	10,992
452	661401	OSSINING	18,293	18,293
453	461300	OSWEGO	12,263	12,263
454	471601	OTEGO-UNADILLA	11,481	11,481
455	600601	OWEGO-APALACHI	11,452	11,452
456	81501	OXFORD	11,858	11,858
457	280506	OYSTER BAY	22,533	22,533
458	581002	OYSTERPONDS	32,931	32,931
459	650901	PALMYRA-MACEDO	10,506	10,506
460	61601	PANAMA	11,826	11,826
461	512501	PARISHVILLE	10,609	10,609
462	580224	PATCHOGUE-MEDF	12,814	12,814
463	181201	PAVILION	10,682	10,682
464	131201	PAWLING	15,571	15,571
465	500308	PEARL RIVER	14,854	14,854
466	661500	PEEKSKILL	16,431	16,431
467	661601	PELHAM	16,187	16,187
468	181302	PEMBROKE	11,828	11,828
469	261201	PENFIELD	12,346	12,346
470	680601	PENN YAN	11,554	11,554
471	671201	PERRY	11,041	11,041
472	91101	PERU	11,849	11,849
473	431301	PHELPS-CLIFTON	11,376	11,376
474	462001	PHOENIX	12,226	12,226
475	440401	PINE BUSH	11,570	11,570
476	131301	PINE PLAINS	14,565	14,565
477	60601	PINE VALLEY	11,589	11,589
478	200101	PISECO	26,047	26,047
479	261401	PITTSFORD	12,722	12,722
480	280518	PLAINEDGE	15,701	15,701
481	280504	PLAINVIEW	17,945	17,945
482	91200	PLATTSBURGH	13,607	13,607
483	660809	PLEASANTVILLE	16,558	16,558
484	660802	POCANTICO HILL	46,333	46,333
485	211103	POLAND	11,690	11,690
486	51101	PORT BYRON	10,865	10,865
487	661904	PORT CHESTER	13,413	13,413
488	580206	PORT JEFFERSON	21,199	21,199
489	441800	PORT JERVIS	11,904	11,904
490	280404	PORT WASHINGTO	20,028	20,028
491	42901	PORTVILLE	10,058	10,058
492	512902	POTSDAM	11,390	11,390
493	131500	POUGHKEEPSIE	12,524	12,524
494	572301	PRATTSBURG	10,626	10,626
495	461801	PULASKI	11,580	11,580
496	641401	PUTNAM	23,966	23,966
497	480503	PUTNAM VALLEY	16,888	16,888
498	630902	QUEENSBURY	9,538	9,538
499	580903	QUOGUE	46,916	46,916
500	500401	RAMAPO	16,919	16,919

Charter Funding By NYS School District

Sorted by District Name

	District Code	School District Name	Final 2010-11 Basic Tuition	Final 2011-12 Basic Tuition
501	43001	RANDOLPH	10,720	10,720
502	10402	RAVENA COEYMAN	13,365	13,365
503	651503	RED CREEK	10,909	10,909
504	131701	RED HOOK	13,202	13,202
505	411701	REMSSEN	14,790	14,790
506	580901	REMSSENBURG	36,414	36,414
507	491200	RENSSELAER	8,883	8,883
508	131801	RHINEBECK	16,681	16,681
509	472001	RICHFIELD SPRING	10,916	10,916
510	62401	RIPLEY	15,941	15,941
511	580602	RIVERHEAD	16,076	16,076
512	261600	ROCHESTER	12,426	12,426
513	280221	ROCKVILLE CENT	18,767	18,767
514	580209	ROCKY POINT	12,823	12,823
515	411800	ROME	11,413	11,413
516	560603	ROMULUS	14,567	14,567
517	620901	RONDOUT VALLEY	17,586	17,586
518	280208	ROOSEVELT	16,939	16,939
519	591301	ROSCOE	17,826	17,826
520	280403	ROSLYN	20,898	20,898
521	121502	ROXBURY	16,963	16,963
522	401201	ROYALTON HARTLAND	10,207	10,207
523	261701	RUSH HENRIETTA	12,330	12,330
524	661800	RYE	18,927	18,927
525	661901	RYE NECK	18,340	18,340
526	521401	S. GLENS FALLS	10,667	10,667
527	580413	S. HUNTINGTON	15,758	15,758
528	220101	S. JEFFERSON	9,183	9,183
529	121702	S. KORTRIGHT	13,381	13,381
530	500301	S. ORANGETOWN	15,503	15,503
531	580205	SACHEM	13,251	13,251
532	221001	SACKETS HARBOR	10,104	10,104
533	580305	SAG HARBOR	24,716	24,716
534	580910	SAGAPONACK	15,281	15,281
535	43200	SALAMANCA	11,582	11,582
536	641501	SALEM	13,082	13,082
537	161201	SALMON RIVER	13,576	13,576
538	461901	SANDY CREEK	12,911	12,911
539	91402	SARANAC	11,333	11,333
540	161401	SARANAC LAKE	13,999	13,999
541	521800	SARATOGA SPRING	10,532	10,532
542	621601	SAUGERTIES	11,825	11,825
543	411603	SAUQUOIT VALLEY	10,956	10,956
544	580504	SAYVILLE	16,460	16,460
545	662001	SCARSDALE	22,148	22,148
546	530501	SCHALMONT	13,862	13,862
547	530600	SCHENECTADY	12,014	12,014
548	470901	SCHENEVUS	12,566	12,566
549	491501	SCHODACK	12,169	12,169
550	541201	SCHOHARIE	12,138	12,138

Charter Funding By NYS School District
Sorted by District Name

	District Code	School District Name	Final 2010-11 Basic Tuition	Final 2011-12 Basic Tuition
551	151401	SCHROON LAKE	15,368	15,368
552	521701	SCHUYLERVILLE	11,472	11,472
553	22401	SCIO	11,968	11,968
554	530202	SCOTIA GLENVIL	11,013	11,013
555	280206	SEAFORD	15,660	15,660
556	560701	SENECA FALLS	11,016	11,016
557	280252	SEWANHAKA	12,522	12,522
558	541401	SHARON SPRINGS	14,154	14,154
559	580701	SHELTER ISLAND	27,980	27,980
560	520302	SHENENDEHOWA	11,060	11,060
561	82001	SHERBURNE EARL	10,707	10,707
562	62601	SHERMAN	10,196	10,196
563	412000	SHERRILL	9,651	9,651
564	580601	SHOREHAM-WADIN	15,726	15,726
565	121601	SIDNEY	11,628	11,628
566	61501	SILVER CREEK	11,223	11,223
567	421601	SKANEATELES	12,337	12,337
568	140709	SLOAN	11,946	11,946
569	580801	SMITHTOWN	13,969	13,969
570	651201	SODUS	12,623	12,623
571	420702	SOLVAY	11,760	11,760
572	662101	SOMERS	16,825	16,825
573	10601	SOUTH COLONIE	12,137	12,137
574	580235	SOUTH COUNTRY	15,951	15,951
575	231101	SOUTH LEWIS	13,513	13,513
576	560501	SOUTH SENECA	13,574	13,574
577	580906	SOUTHAMPTON	23,414	23,414
578	50701	SOUTHERN CAYUG	13,419	13,419
579	581005	SOUTHOLD	17,390	17,390
580	60201	SOUTHWESTERN	10,202	10,202
581	131602	SPACKENKILL	16,018	16,018
582	600801	SPENCER VAN ET	10,808	10,808
583	261001	SPENCERPORT	10,533	10,533
584	580304	SPRINGS	21,775	21,775
585	141101	SPRINGVILLE-GR	11,347	11,347
586	271102	ST JOHNSVILLE	11,910	11,910
587	161801	ST REGIS FALLS	13,886	13,886
588	121701	STAMFORD	13,915	13,915
589	401001	STARPOINT	9,789	9,789
590	522001	STILLWATER	9,269	9,269
591	251501	STOCKBRIDGE VA	10,638	10,638
592	591502	SULLIVAN WEST	15,001	15,001
593	30601	SUSQUEHANNA VA	12,156	12,156
594	140207	SWEET HOME	11,954	11,954
595	280502	SYOSSET	20,242	20,242
596	421800	SYRACUSE	11,933	11,933
597	660401	TARRYTOWN	16,449	16,449
598	220701	THOUSAND ISLAND	12,027	12,027
599	580201	THREE VILLAGE	15,887	15,887
600	151501	TICONDEROGA	13,455	13,455

Charter Funding By NYS School District
Sorted by District Name

	District Code	School District Name	Final 2010-11 Basic Tuition	Final 2011-12 Basic Tuition
601	600903	TIOGA	9,445	9,445
602	142500	TONAWANDA	10,051	10,051
603	211901	TOWN OF WEBB	20,143	20,143
604	591201	TRI VALLEY	18,324	18,324
605	491700	TROY	15,986	15,986
606	611001	TRUMANSBURG	10,222	10,222
607	660302	TUCKAHOE	20,009	20,009
608	580913	TUCKAHOE COMMO	28,200	28,200
609	421902	TULLY	10,036	10,036
610	160101	TUPPER LAKE	11,474	11,474
611	441903	TUXEDO	17,470	17,470
612	81003	UNADILLA	11,393	11,393
613	51901	UNION SPRINGS	12,059	12,059
614	280202	UNIONDALE	19,864	19,864
615	31501	UNION-ENDICOTT	11,048	11,048
616	412300	UTICA	9,280	9,280
617	280213	V STR THIRTEEN	15,487	15,487
618	280224	V STR TWENTY-F	19,237	19,237
619	660805	VALHALLA	20,983	20,983
620	280251	VALLEY STR CHS	14,838	14,838
621	280230	VALLEY STR UF	19,277	19,277
622	441301	VALLEY-MONTGMR	11,222	11,222
623	211701	VAN HORNSVILLE	11,991	11,991
624	31601	VESTAL	12,166	12,166
625	431701	VICTOR	9,518	9,518
626	11003	VOORHEESVILLE	12,742	12,742
627	260803	W. IRONDEQUOIT	10,413	10,413
628	580302	WAINSCOTT	15,281	15,281
629	621801	WALLKILL	10,997	10,997
630	121901	WALTON	10,718	10,718
631	280223	WANTAGH	13,593	13,593
632	132101	WAPPINGERS	10,887	10,887
633	631201	WARRENSBURG	14,836	14,836
634	671501	WARSAW	11,643	11,643
635	442101	WARWICK VALLEY	12,198	12,198
636	440102	WASHINGTONVILL	11,931	11,931
637	522101	WATERFORD	12,844	12,844
638	561006	WATERLOO CENT	10,263	10,263
639	222000	WATERTOWN	8,985	8,985
640	411902	WATERVILLE	10,900	10,900
641	11200	WATERVLIET	9,404	9,404
642	550301	WATKINS GLEN	10,489	10,489
643	600101	WAVERLY	9,059	9,059
644	573002	WAYLAND-COHOCT	10,796	10,796
645	650801	WAYNE	11,034	11,034
646	261901	WEBSTER	10,872	10,872
647	50301	WEEDSPORT	11,820	11,820
648	200901	WELLS	21,823	21,823
649	22601	WELLSVILLE	11,681	11,681
650	580102	WEST BABYLON	14,848	14,848

Charter Funding By NYS School District
Sorted by District Name

	District Code	School District Name	Final 2010-11 Basic Tuition	Final 2011-12 Basic Tuition
651	210302	WEST CANADA VA	11,723	11,723
652	420101	WEST GENESEE	10,199	10,199
653	280227	WEST HEMPSTEAD	16,755	16,755
654	580509	WEST ISLIP	13,799	13,799
655	142801	WEST SENECA	10,179	10,179
656	40204	WEST VALLEY	13,623	13,623
657	280401	WESTBURY	18,224	18,224
658	62901	WESTFIELD	11,891	11,891
659	580902	WESTHAMPTON BE	18,354	18,354
660	420701	WESTHILL	10,634	10,634
661	412801	WESTMORELAND	11,938	11,938
662	151601	WESTPORT	13,649	13,649
663	262001	WHEATLAND CHIL	15,259	15,259
664	170301	WHEELERVILLE	18,435	18,435
665	662200	WHITE PLAINS	19,443	19,443
666	641701	WHITEHALL	12,236	12,236
667	412902	WHITESBORO	9,886	9,886
668	22101	WHITESVILLE	10,904	10,904
669	31401	WHITNEY POINT	11,324	11,324
670	580232	WILLIAM FLOYD	14,168	14,168
671	651402	WILLIAMSON	12,113	12,113
672	140203	WILLIAMSVILLE	10,904	10,904
673	151701	WILLSBORO	15,355	15,355
674	401501	WILSON	10,386	10,386
675	191401	WINDHAM ASHLAN	18,838	18,838
676	31701	WINDSOR	10,115	10,115
677	472506	WORCESTER	12,352	12,352
678	580109	WYANDANCH	16,666	16,666
679	490804	WYNANTSKILL	11,243	11,243
680	671002	WYOMING	15,376	15,376
681	662300	YONKERS	14,520	14,520
682	241701	YORK	10,694	10,694
683	43501	YORKSHRE-PIONE	11,406	11,406
684	662402	YORKTOWN	16,743	16,743



Charter Schools Institute

The State University of New York

New Applicaton Budget(s) & Cash Flow(s) Template *for SUNY Authorized Charter Schools*

Success Academy FY14 (w Fed CSP)

Contact Name:	Madeleine Pidel
Contact Email:	madeleine.pidel@successacademies.org
Contact Phone:	646.747.2359

	Examples
Pre-Opening Period	January 1, 2013 to June 30, 2013
Operational Year ONE	July 1, 2013 to June 30, 2014

Success Academy FY14 (w Fed CSP) PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD January 1, 2013 to June 30, 2013			
Total Revenue	600,000	DESCRIPTION OF ASSUMPTIONS	
Total Expenses	275,365		
Net Income	324,635		
Actual Student Enrollment	168		
Total Paid Student Enrollment	168		
		START-UP PERIOD	
REVENUE			
REVENUES FROM STATE SOURCES			
Per Pupil Revenue	CY Per Pupil Rate		
New York City	13,527	-	
School District 2 (Enter Name)	-	-	
School District 3 (Enter Name)	-	-	
School District 4 (Enter Name)	-	-	
School District 5 (Enter Name)	-	-	
School District 6 (Enter Name)	-	-	
School District 7 (Enter Name)	-	-	
School District 8 (Enter Name)	-	-	
School District 9 (Enter Name)	-	-	
School District 10 (Enter Name)	-	-	
School District 11 (Enter Name)	-	-	
School District 12 (Enter Name)	-	-	
School District 13 (Enter Name)	-	-	
School District 14 (Enter Name)	-	-	
School District 15 (Enter Name)	-	-	
School District - ALL OTHER	-	-	
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	13,527	-	
Special Education Revenue		-	
Grants			
Stimulus		-	
DYCD (Department of Youth and Community Developmt.)		-	
Other		-	
Other		-	
TOTAL REVENUE FROM STATE SOURCES		-	
REVENUE FROM FEDERAL FUNDING			
IDEA Special Needs		-	
Title I		-	
Title Funding - Other		-	
School Food Service (Free Lunch)		-	
Grants			
Charter School Program (CSP) Planning & Implementation	300,000		Commitment from the CSP Replication and Expansion Grant
Other	-	-	
Other	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES		300,000	
LOCAL and OTHER REVENUE			
Contributions and Donations		-	
Fundraising		-	
Erate Reimbursement		-	
Earnings on Investments		-	
Interest Income		-	
Food Service (Income from meals)		-	
Text Book		-	
OTHER		300,000	Cash from Ed Corp to cover startup needs-see Investment Activities in Cash Flow
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		300,000	
TOTAL REVENUE		600,000	
EXPENSES			
ADMINISTRATIVE STAFF PERSONNEL COSTS			
	No. of Positions		
Executive Management			
Instructional Management	1.00	17,350	another SA
Deans, Directors & Coordinators			
CFO / Director of Finance			
Operation / Business Manager	1.00	12,318	
Administrative Staff	-	-	
TOTAL ADMINISTRATIVE STAFF	2.00	29,667	
INSTRUCTIONAL PERSONNEL COSTS			
Teachers - Regular			
Teachers - SPED			
Substitute Teachers			
Teaching Assistants			
Specialty Teachers			
Aides			
Therapists & Counselors			
Other			
TOTAL INSTRUCTIONAL	-	-	
NON-INSTRUCTIONAL PERSONNEL COSTS			
Nurse	-	-	
Librarian	-	-	
Custodian	-	-	
Security	-	-	
Other			
TOTAL NON-INSTRUCTIONAL	-	-	
SUBTOTAL PERSONNEL SERVICE COSTS	2.00	29,667	
PAYROLL TAXES AND BENEFITS			
Payroll Taxes		3,475	Based on current rates
Fringe / Employee Benefits		3,118	Based on current rates
Retirement / Pension		-	
TOTAL PAYROLL TAXES AND BENEFITS		6,593	
TOTAL PERSONNEL SERVICE COSTS	2.00	36,260	
CONTRACTED SERVICES			
Accounting / Audit		-	
Legal		-	
Management Company Fee		-	
Nurse Services		-	
Food Service / School Lunch		-	
Payroll Services		671	
Special Ed Services		-	
Titliment Services (i.e. Title I)		-	
Other Purchased / Professional / Consulting		11,129	
TOTAL CONTRACTED SERVICES		11,800	
SCHOOL OPERATIONS			
Board Expenses		-	
Classroom / Teaching Supplies & Materials		50,000	Pre-ordering
Special Ed Supplies & Materials		-	
Textbooks / Workbooks		-	
Supplies & Materials other		-	
Equipment / Furniture		-	
Telephone		-	
Technology		-	
Student Testing & Assessment		-	
Field Trips		-	
Transportation (student)		-	
Student Services - other		-	
Office Expense		-	
Staff Development		-	
Staff Recruitment		15,000	
Student Recruitment / Marketing		80,000	enrollment teams
School Meals / Lunch		-	
Travel (Staff)		500	
Fundraising		-	
Other		8,842	
TOTAL SCHOOL OPERATIONS		154,342	
FACILITY OPERATION & MAINTENANCE			
Insurance		40,997	Pre-paid policies
Janitorial		-	
Building and Land Rent / Lease		-	
Repairs & Maintenance		-	
Equipment / Furniture		-	
Security		-	

Success Academy FY14 (w Fed CSP) PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD January 1, 2013 to June 30, 2013			DESCRIPTION OF ASSUMPTIONS
Total Revenue	600,000		
Total Expenses	275,365		
Net Income	324,635		
Actual Student Enrollment	168		
Total Paid Student Enrollment	168		
	START-UP PERIOD		
Utilities	-		
TOTAL FACILITY OPERATION & MAINTENANCE	40,997		
DEPRECIATION & AMORTIZATION	6,965		
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	25,000		
TOTAL EXPENSES	275,365		
NET INCOME	324,635		
ENROLLMENT - *School Districts Are Linked To Above Entries*			
New York City	168		
School District 2 (Enter Name)	-		
School District 3 (Enter Name)	-		
School District 4 (Enter Name)	-		
School District 5 (Enter Name)	-		
School District 6 (Enter Name)	-		
School District 7 (Enter Name)	-		
School District 8 (Enter Name)	-		
School District 9 (Enter Name)	-		
School District 10 (Enter Name)	-		
School District 11 (Enter Name)	-		
School District 12 (Enter Name)	-		
School District 13 (Enter Name)	-		
School District 14 (Enter Name)	-		
School District 15 (Enter Name)	-		
School District - ALL OTHER	-		
TOTAL ENROLLMENT	168		
REVENUE PER PUPIL	3,571		
EXPENSES PER PUPIL	1,639		

Success Academy FY14 (w Fed CSP) PROJECTED CASH FLOW FOR PRE-OPENING PERIOD January 1, 2013 to June 30, 2013								Success Academy FY14 PROJECTED CASH FLOW FOR DISCRETE PERIOD July 1, 20XX to June 30, 20XX						
Total Revenue	300,000	-	-	-	200,000	100,000	600,000	-	-	-	-	-	-	-
Total Expenses	15,833	15,833	16,494	38,884	66,096	122,225	275,365	-	-	-	-	-	-	-
Net Income	284,167	(15,833)	(16,494)	(38,884)	133,904	(22,225)	324,635	-	-	-	-	-	-	-
Cash Flow Adjustments	-	-	(21,366)	(67,950)	(67,950)	(67,950)	(225,215)	-	-	-	-	-	-	-
Beginning Cash Balance	-	284,167	268,333	230,474	123,640	189,594	-	-	-	-	-	-	-	-
Net Income	284,167	268,333	230,474	123,640	189,594	99,420	99,420	-	-	-	-	-	-	-
	January	February	March	April	May	June	TOTAL	July	August	September	October	November	December	January
REVENUE														
REVENUES FROM STATE SOURCES														
Per Pupil Revenue														
New York City	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 2 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grants														
Stimulus	-	-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	-	-	-	-	-	-	-	-	-	-	-	-	-	-
REVENUE FROM FEDERAL FUNDING														
IDEA Special Needs	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Title I	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Title Funding - Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Food Service (Free Lunch)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grants														
Charter School Program (CSP) Planning & Implementation	-	-	-	-	200,000	100,000	300,000	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	-	-	200,000	100,000	300,000	-	-	-	-	-	-	-
LOCAL and OTHER REVENUE														
Contributions and Donations	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER	300,000	-	-	-	-	-	300,000	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	300,000	-	-	-	-	-	300,000	-	-	-	-	-	-	-
TOTAL REVENUE	300,000	-	-	-	200,000	100,000	600,000	-	-	-	-	-	-	-
EXPENSES														
ADMINISTRATIVE STAFF PERSONNEL COSTS														
Executive Management		No. of Positions	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Management	1.00	-	-	-	-	8675	8,675	17,350	-	-	-	-	-	-
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	1.00	-	-	-	-	6159	6,159	12,318	-	-	-	-	-	-
Administrative Staff	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	2.00	-	-	-	-	14,834	14,834	29,668	-	-	-	-	-	-
INSTRUCTIONAL PERSONNEL COSTS														
Teachers - Regular	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teachers - SPED	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS														
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	2.00	-	-	-	-	14,834	14,834	29,668	-	-	-	-	-	-
PAYROLL TAXES AND BENEFITS														
Payroll Taxes	-	-	-	-	1,737.31	1,737	3,475	-	-	-	-	-	-	-
Fringe / Employee Benefits	-	-	-	-	1,558.99	1,559	3,118	-	-	-	-	-	-	-
Retirement / Pension	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS	-	-	-	-	3,296	3,296	6,593	-	-	-	-	-	-	-
TOTAL PERSONNEL SERVICE COSTS	2.00	-	-	-	-	18,130	18,130	36,261	-	-	-	-	-	-
CONTRACTED SERVICES														
Accounting / Audit	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Legal	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Management Company Fee	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services	-	-	-	-	336	336	671	-	-	-	-	-	-	-
Special Ed Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	-	-	-	-	11,129	11,129	-	-	-	-	-	-	-
TOTAL CONTRACTED SERVICES	-	-	-	-	336	11,465	11,800	-	-	-	-	-	-	-
SCHOOL OPERATIONS														
Board Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	-	-	-	-	-	50,000	50,000	-	-	-	-	-	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Supplies & Materials other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Telephone	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Technology	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Testing & Assessment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Field Trips	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation (student)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Services - other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Office Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Staff Development	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Staff Recruitment	2,500	2,500	2,500	2,500	2,500	2,500	15,000	-	-	-	-	-	-	-
Student Recruitment / Marketing	13,333	13,333	13,333	13,333	13,333	13,333	80,000	-	-	-	-	-	-	-
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	-	-	-	-	274	274	548	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	4,421	4,421	8,842	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	15,833	15,833	15,833	15,833	20,528	70,528	154,390	-	-	-	-	-	-	-

Success Academy FY14 (w Fed CSP) PROJECTED CASH FLOW FOR PRE-OPENING PERIOD January 1, 2013 to June 30, 2013								Success Academy FY14 PROJECTED CASH FLOW FOR DISCRETE PERIOD July 1, 20XX to June 30, 20XX * This section should be left blank unless and/or until the charter is approved						
Total Revenue	300,000	-	-	-	200,000	100,000	600,000	-	-	-	-	-	-	-
Total Expenses	15,833	15,833	16,494	38,884	66,096	122,225	275,365	-	-	-	-	-	-	-
Net Income	284,167	(15,833)	(16,494)	(38,884)	133,904	(22,225)	324,635	-	-	-	-	-	-	-
Cash Flow Adjustments	-	-	(21,366)	(67,950)	(67,950)	(67,950)	(225,215)	-	-	-	-	-	-	-
Beginning Cash Balance	-	284,167	268,333	230,474	123,640	189,594	-	-	-	-	-	-	-	-
Net Income	284,167	268,333	230,474	123,640	189,594	99,420	99,420	-	-	-	-	-	-	-
	January	February	March	April	May	June	TOTAL	July	August	September	October	November	December	January
FACILITY OPERATION & MAINTENANCE														
Insurance		-	-	20,949	-	20,000	40,949	-	-	-	-	-	-	-
Janitorial	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Repairs & Maintenance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	20,949	-	20,000	40,949	-	-	-	-	-	-	-
DEPRECIATION & AMORTIZATION	-		661	2,102	2,102	2,102	6,965	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-		-	25,000	-	25,000	-	-	-	-	-	-	-
TOTAL EXPENSES	15,833	15,833	16,494	38,884	66,096	122,225	275,365	-	-	-	-	-	-	-
NET INCOME	284,167	(15,833)	(16,494)	(38,884)	133,904	(22,225)	324,635	-	-	-	-	-	-	-
CASH FLOW ADJUSTMENTS														
OPERATING ACTIVITIES														
Example - Add Back Depreciation	-	-	661	2,102	2,102	2,102	6,965	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	-	-	661	2,102	2,102	2,102	6,965	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES														
Subtract Property and Equipment Expenditures	-	-	(22,026)	(70,051)	(70,051)	(70,051)	(232,181)	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	-	-	(22,026)	(70,051)	(70,051)	(70,051)	(232,181)	-	-	-	-	-	-	-
FINANCING ACTIVITIES														
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	-	-	(21,366)	(67,950)	(67,950)	(67,950)	(225,215)	-	-	-	-	-	-	-
NET INCOME	284,167	(15,833)	(37,860)	(106,834)	65,954	(90,175)	99,420	-	-	-	-	-	-	-
Beginning Cash Balance		284,167	268,333	230,474	123,640	189,594	-	-	-	-	-	-	-	-
ENDING CASH BALANCE	284,167	268,333	230,474	123,640	189,594	99,420	99,420	-	-	-	-	-	-	-

(w Fed CSP)						
ANNUAL PLANNING YEAR *						
30, 20XX						
agreement is duly modified to include a planning year						
Total Revenue	-	-	-	-	-	-
Total Expenses	-	-	-	-	-	-
Net Income	-	-	-	-	-	-
Cash Flow Adjustments	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-
Net Income	-	-	-	-	-	-
	February	March	April	May	June	TOTAL
REVENUE						
REVENUES FROM STATE SOURCES						
Per Pupil Revenue						
New York City	-	-	-	-	-	-
School District 2 (Enter Name)	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	-	-	-	-	-	-
Special Education Revenue	-	-	-	-	-	-
Grants						
Stimulus	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-	-
Other	-	-	-	-	-	-
Other	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	-	-	-	-	-	-
REVENUE FROM FEDERAL FUNDING						
IDEA Special Needs	-	-	-	-	-	-
Title I	-	-	-	-	-	-
Title Funding - Other	-	-	-	-	-	-
School Food Service (Free Lunch)	-	-	-	-	-	-
Grants						
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-
Other	-	-	-	-	-	-
Other	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	-	-	-	-
LOCAL and OTHER REVENUE						
Contributions and Donations	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-
Text Book	-	-	-	-	-	-
OTHER	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	-	-	-	-
TOTAL REVENUE	-	-	-	-	-	-
EXPENSES						
ADMINISTRATIVE STAFF PERSONNEL COSTS						
Executive Management	No. of Positions	-	-	-	-	-
Instructional Management	1.00	-	-	-	-	-
Deans, Directors & Coordinators	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-
Operation / Business Manager	1.00	-	-	-	-	-
Administrative Staff	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	2.00	-	-	-	-	-
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	-	-	-	-	-	-
Teachers - SPED	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-
Aides	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-
Other	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	-	-	-	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	-	-	-	-	-	-
Librarian	-	-	-	-	-	-
Custodian	-	-	-	-	-	-
Security	-	-	-	-	-	-
Other	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	2.00	-	-	-	-	-
PAYROLL TAXES AND BENEFITS						
Payroll Taxes	-	-	-	-	-	-
Fringe / Employee Benefits	-	-	-	-	-	-
Retirement / Pension	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS	-	-	-	-	-	-
TOTAL PERSONNEL SERVICE COSTS	2.00	-	-	-	-	-
CONTRACTED SERVICES						
Accounting / Audit	-	-	-	-	-	-
Legal	-	-	-	-	-	-
Management Company Fee	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-
Payroll Services	-	-	-	-	-	-
Special Ed Services	-	-	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	-	-	-	-	-
TOTAL CONTRACTED SERVICES	-	-	-	-	-	-
SCHOOL OPERATIONS						
Board Expenses	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	-	-	-	-	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	-	-	-
Supplies & Materials other	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-
Telephone	-	-	-	-	-	-
Technology	-	-	-	-	-	-
Student Testing & Assessment	-	-	-	-	-	-
Field Trips	-	-	-	-	-	-
Transportation (student)	-	-	-	-	-	-
Student Services - other	-	-	-	-	-	-
Office Expense	-	-	-	-	-	-
Staff Development	-	-	-	-	-	-
Staff Recruitment	-	-	-	-	-	-
Student Recruitment / Marketing	-	-	-	-	-	-
School Meals / Lunch	-	-	-	-	-	-
Travel (Staff)	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-
Other	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	-	-	-	-	-	-

(w Fed CSP)						
ANNUAL PLANNING YEAR *						
30, 20XX						
agreement is duly modified to include a planning year						
Total Revenue	-	-	-	-	-	-
Total Expenses	-	-	-	-	-	-
Net Income	-	-	-	-	-	-
Cash Flow Adjustments	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-
Net Income	-	-	-	-	-	-
	February	March	April	May	June	TOTAL
FACILITY OPERATION & MAINTENANCE						
Insurance	-	-	-	-	-	-
Janitorial	-	-	-	-	-	-
Building and Land Rent / Lease	-	-	-	-	-	-
Repairs & Maintenance	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-
Security	-	-	-	-	-	-
Utilities	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	-	-	-
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	-	-	-	-	-	-
TOTAL EXPENSES	-	-	-	-	-	-
NET INCOME	-	-	-	-	-	-
CASH FLOW ADJUSTMENTS						
OPERATING ACTIVITIES						
Example - Add Back Depreciation	-	-	-	-	-	-
Other	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-
INVESTMENT ACTIVITIES						
Subtract Property and Equipment Expenditures	-	-	-	-	-	-
Other	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-
FINANCING ACTIVITIES						
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-
Other	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-	-
NET INCOME	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-
ENDING CASH BALANCE	-	-	-	-	-	-

Success Academy FY14 (w Fed CSP) PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE July 1, 2013 to June 30, 2014							DESCRIPTION OF ASSUMPTIONS
Total Revenue	2,441,856	394,449	-	-	413,000	3,249,305	
Total Expenses	2,284,864	333,293	-	-	405,077	3,023,234	
Net Income	156,992	61,155	-	-	7,923	226,071	
Actual Student Enrollment	143	25				168	
Total Paid Student Enrollment	143	25				168	
	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
REVENUE							
REVENUES FROM STATE SOURCES							
Per Pupil Revenue	CY Per Pupil Rate						
New York City	13,527	1,859,536	-	-	413,000	2,272,536	
School District 2 (Enter Name)	-	-	-	-	-	-	
School District 3 (Enter Name)	-	-	-	-	-	-	
School District 4 (Enter Name)	-	-	-	-	-	-	
School District 5 (Enter Name)	-	-	-	-	-	-	
School District 6 (Enter Name)	-	-	-	-	-	-	
School District 7 (Enter Name)	-	-	-	-	-	-	
School District 8 (Enter Name)	-	-	-	-	-	-	
School District 9 (Enter Name)	-	-	-	-	-	-	
School District 10 (Enter Name)	-	-	-	-	-	-	
School District 11 (Enter Name)	-	-	-	-	-	-	
School District 12 (Enter Name)	-	-	-	-	-	-	
School District 13 (Enter Name)	-	-	-	-	-	-	
School District 14 (Enter Name)	-	-	-	-	-	-	
School District 15 (Enter Name)	-	-	-	-	-	-	
School District - ALL OTHER	-	-	-	-	-	-	
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	13,527	1,859,536	-	-	413,000	2,272,536	
Special Education Revenue		264,449	-	-	-	264,449	Special Ed Expenses specifically over and above the general education program are broken out accordingly
Grants							
Stimulus		-	-	-	-	-	
DYCD (Department of Youth and Community Developmnt.)		-	-	-	-	-	
Other		-	-	-	-	-	
Other		-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES		1,859,536	264,449	-	413,000	2,536,985	
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs		-	30,000	-	-	30,000	
Title I		65,520	-	-	-	65,520	
Title Funding - Other		16,800	-	-	-	16,800	
School Food Service (Free Lunch)		-	-	-	-	-	
Grants							
Charter School Program (CSP) Planning & Implementation		500,000	-	-	-	500,000	Commitment from the CSP Replication and Expansion Grant
Other		-	-	-	-	-	
Other		-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES		582,320	30,000	-	-	612,320	
LOCAL and OTHER REVENUE							
Contributions and Donations		-	-	-	-	-	
Fundraising		-	-	-	-	-	
Erate Reimbursement		-	-	-	-	-	
Earnings on Investments		-	-	-	-	-	
Interest Income		-	-	-	-	-	
Food Service (Income from meals)		-	-	-	-	-	
Text Book		-	-	-	-	-	
OTHER		-	100,000	-	-	100,000	Cash from Ed Corp to cover startup needs-see Investment Activities in Cash Flow
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	100,000	-	-	100,000	
TOTAL REVENUE		2,441,856	394,449	-	-	413,000	3,249,305
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS		No. of Positions					
Executive Management		-	-	-	-	-	-
Instructional Management	1.00	110,901.14	-	-	-	110,901	
Deans, Directors & Coordinators	1.50	130,242	-	-	-	130,242	
CFO / Director of Finance	-	-	-	-	-	-	
Operation / Business Manager	1.00	73,906.00	-	-	-	73,906	
Administrative Staff	-	-	-	-	-	-	
TOTAL ADMINISTRATIVE STAFF	3.50	315,049	-	-	-	315,049	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	7.00	441,308	-	-	-	441,308	
Teachers - SPED	2.00	-	115,751	-	-	115,751	
Substitute Teachers	-	-	-	-	-	-	
Teaching Assistants	6.00	256,673	43,531	-	-	300,204	
Specialty Teachers	4.00	255,944	-	-	-	255,944	
Aides	-	-	-	-	-	-	
Therapists & Counselors	1.50	88,327	-	-	-	88,327	
Other	-	-	-	-	-	-	
TOTAL INSTRUCTIONAL	20.50	1,042,253	159,281	-	-	1,201,534	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	
Security	-	-	-	-	-	-	
Other	-	-	-	-	-	-	
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	
SUBTOTAL PERSONNEL SERVICE COSTS	24.00	1,357,302	159,281	-	-	1,516,583	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		150,980.26	16,640	-	-	167,620	
Fringe / Employee Benefits		146,601.33	12,788	-	-	159,389	
Retirement / Pension		-	-	-	-	-	
TOTAL PAYROLL TAXES AND BENEFITS		297,582	29,428	-	-	327,009	

Success Academy FY14 (w Fed CSP) PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE July 1, 2013 to June 30, 2014							DESCRIPTION OF ASSUMPTIONS
Total Revenue	2,441,856	394,449	-	-	413,000	3,249,305	
Total Expenses	2,284,864	333,293	-	-	405,077	3,023,234	
Net Income	156,992	61,155	-	-	7,923	226,071	
Actual Student Enrollment	143	25				168	
Total Paid Student Enrollment	143	25				168	
	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
TOTAL PERSONNEL SERVICE COSTS	24.00	1,654,883	188,709	-	-	1,843,593	
CONTRACTED SERVICES							
Accounting / Audit	-	-	-	-	14,353	14,353	
Legal	-	-	-	-	-	-	
Management Company Fee	-	-	-	-	340,880	340,880	
Nurse Services	-	-	-	-	-	-	
Food Service / School Lunch	-	-	-	-	-	-	
Payroll Services	-	-	-	-	2,862	2,862	
Special Ed Services	-	-	-	-	-	-	
Titlement Services (i.e. Title I)	-	-	-	-	-	-	
Other Purchased / Professional / Consulting	19,866.50	6,153	-	-	41,020	67,039	
TOTAL CONTRACTED SERVICES	19,867	6,153	-	-	399,115	425,134	
SCHOOL OPERATIONS							
Board Expenses	-	-	-	-	-	-	
Classroom / Teaching Supplies & Materials	188,250	50,397	-	-	-	238,646	
Special Ed Supplies & Materials	-	37,331	-	-	-	37,331	
Textbooks / Workbooks	-	-	-	-	-	-	
Supplies & Materials other	26,099	4,606	-	-	-	30,705	
Equipment / Furniture	-	-	-	-	-	-	
Telephone	-	-	-	-	-	-	
Technology	75,234	-	-	-	-	75,234	
Student Testing & Assessment	18,232	5,688	-	-	-	23,920	
Field Trips	17,210	-	-	-	-	17,210	
Transportation (student)	-	-	-	-	-	-	
Student Services - other	15,767	-	-	-	-	15,767	
Office Expense	25,832	4,559	-	-	-	30,390	
Staff Development	59,957	14,110	-	-	-	74,067	
Staff Recruitment	34,000	5,100	-	-	-	39,100	
Student Recruitment / Marketing	24,301	16,641	-	-	-	40,942	
School Meals / Lunch	66,371	-	-	-	-	66,371	
Travel (Staff)	5,812	-	-	-	-	5,812	
Fundraising	-	-	-	-	-	-	
Other	7,685	-	-	-	-	7,685	
TOTAL SCHOOL OPERATIONS	564,749	138,431	-	-	-	703,180	
FACILITY OPERATION & MAINTENANCE							
Insurance	-	-	-	-	-	-	
Janitorial	-	-	-	-	-	-	
Building and Land Rent / Lease	-	-	-	-	-	-	
Repairs & Maintenance	5,962	-	-	-	5,962	11,924	
Equipment / Furniture	-	-	-	-	-	-	
Security	-	-	-	-	-	-	
Utilities	-	-	-	-	-	-	
TOTAL FACILITY OPERATION & MAINTENANCE	5,962	-	-	-	5,962	11,924	
DEPRECIATION & AMORTIZATION	39,403					39,403	
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	-					-	
TOTAL EXPENSES	2,284,864	333,293	-	-	405,077	3,023,234	
NET INCOME	156,992	61,155	-	-	7,923	226,071	
ENROLLMENT - *School Districts Are Linked To Above Entries*							
New York City	143	25	-			168	
School District 2 (Enter Name)	-	-	-			-	
School District 3 (Enter Name)	-	-	-			-	
School District 4 (Enter Name)	-	-	-			-	
School District 5 (Enter Name)	-	-	-			-	
School District 6 (Enter Name)	-	-	-			-	
School District 7 (Enter Name)	-	-	-			-	
School District 8 (Enter Name)	-	-	-			-	
School District 9 (Enter Name)	-	-	-			-	
School District 10 (Enter Name)	-	-	-			-	
School District 11 (Enter Name)	-	-	-			-	
School District 12 (Enter Name)	-	-	-			-	
School District 13 (Enter Name)	-	-	-			-	
School District 14 (Enter Name)	-	-	-			-	
School District 15 (Enter Name)	-	-	-			-	
School District - ALL OTHER	-	-	-			-	
TOTAL ENROLLMENT	143	25	-			168	
REVENUE PER PUPIL	17,076	15,778	-			19,341	
EXPENSES PER PUPIL	15,978	13,332	-			17,995	

Success Academy FY14 (w Fed CSP)
PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS
July 1, 2013 to June 30, 2014

Total Revenue	422,831	300,000	518,351	100,000	422,831	16,800	422,831	-	622,831	-	422,831	-	3,249,305
Total Expenses	312,251	255,438	312,251	255,438	252,589	195,776	272,600	215,787	262,825	215,787	262,364	210,129	3,023,234
Net Income	110,580	44,562	206,100	(155,438)	170,241	(178,976)	150,231	(215,787)	360,006	(215,787)	160,466	(210,129)	226,071
Cash Flow Adjustments	(60,185)	(60,185)	(60,185)	(60,185)	3,284	3,284	3,284	3,284	3,284	3,284	3,284	3,284	(214,471)
Beginning Cash Balance	99,420	99,420	83,797	229,712	14,090	187,615	11,922	165,437	(47,066)	316,223	103,720	267,470	99,420
Net Income	149,815	83,797	229,712	14,090	187,615	11,922	165,437	(47,066)	316,223	103,720	267,470	60,625	111,020

	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
* Total Column (Column U) for all lines other than Cash Flow Adjustments should equal the Total Column (Column N) on tab '4.) Year Budget & Assumptions'.													
REVENUE													
REVENUES FROM STATE SOURCES													
Per Pupil Revenue	CY Per Pupil Rate												
New York City	13,527	378,756	-	378,756	-	378,756	-	378,756	-	378,756	-	378,756	2,272,536
School District 2 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	13,527	378,756	-	378,756	-	378,756	-	378,756	-	378,756	-	378,756	2,272,536
Special Education Revenue		44,075	-	44,075	-	44,075	-	44,075	-	44,075	-	44,075	264,449
Grants													
Stimulus		-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		422,831	-	422,831	-	422,831	-	422,831	-	422,831	-	422,831	2,536,985
REVENUE FROM FEDERAL FUNDING													
IDEA Special Needs		-	-	30,000	-	-	-	-	-	-	-	-	30,000
Title I		-	-	65,520	-	-	-	-	-	-	-	-	65,520
Title Funding - Other		-	-	-	-	-	16,800	-	-	-	-	-	16,800
School Food Service (Free Lunch)		-	-	-	-	-	-	-	-	-	-	-	-
Grants													
Charter School Program (CSP) Planning & Implementation		-	200,000	100,000	-	-	-	-	200,000				500,000
Other		-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		-	200,000	95,520	100,000	-	16,800	-	200,000	-	-	-	612,320
LOCAL and OTHER REVENUE													
Contributions and Donations		-	-	-	-	-	-	-	-	-	-	-	-
Fundraising		-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement		-	-	-	-	-	-	-	-	-	-	-	-
Earnings on Investments		-	-	-	-	-	-	-	-	-	-	-	-
Interest Income		-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)		-	-	-	-	-	-	-	-	-	-	-	-
Text Book		-	-	-	-	-	-	-	-	-	-	-	-
OTHER		-	100,000	-	-	-	-	-	-	-	-	-	100,000
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	100,000	-	-	-	-	-	-	-	-	-	100,00

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS		No. of Positions												
Executive Management	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Management	1.00	9,242	9,242	9,242	9,242	9,242	9,242	9,242	9,242	9,242	9,242	9,242	9,242	110,901
Deans, Directors & Coordinators	1.50	10,854	10,854	10,854	10,854	10,854	10,854	10,854	10,854	10,854	10,854	10,854	10,854	130,242
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	1.00	6,159	6,159	6,159	6,159	6,159	6,159	6,159	6,159	6,159	6,159	6,159	6,159	73,906
Administrative Staff	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	3.50	26,254	26,254	26,254	26,254	26,254	26,254	26,254	26,254	26,254	26,254	26,254	26,254	315,049
INSTRUCTIONAL PERSONNEL COSTS														
Teachers - Regular	7.00	36,776	36,776	36,776	36,776	36,776	36,776	36,776	36,776	36,776	36,776	36,776	36,776	441,308
Teachers - SPED	2.00	9,646	9,646	9,646	9,646	9,646	9,646	9,646	9,646	9,646	9,646	9,646	9,646	115,751
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	6.00	25,017	25,017	25,017	25,017	25,017	25,017	25,017	25,017	25,017	25,017	25,017	25,017	300,204
Specialty Teachers	4.00	21,329	21,329	21,329	21,329	21,329	21,329	21,329	21,329	21,329	21,329	21,329	21,329	255,944
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	1.50	7,361	7,361	7,361	7,361	7,361	7,361	7,361	7,361	7,361	7,361	7,361	7,361	88,327
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	20.50	100,128	100,128	100,128	100,128	100,128	100,128	100,128	100,128	100,128	100,128	100,128	100,128	1,201,534
NON-INSTRUCTIONAL PERSONNEL COSTS														
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	24.00	126,382	126,382	126,382	126,382	126,382	126,382	126,382	126,382	126,382	126,382	126,382	126,382	1,516,583
PAYROLL TAXES AND BENEFITS														

Success Academy FY14 (w Fed CSP) PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS July 1, 2013 to June 30, 2014													
Total Revenue	422,831	300,000	518,351	100,000	422,831	16,800	422,831	-	622,831	-	422,831	-	3,249,305
Total Expenses	312,251	255,438	312,251	255,438	252,589	195,776	272,600	215,787	262,825	215,787	262,364	210,129	3,023,234
Net Income	110,580	44,562	206,100	(155,438)	170,241	(178,976)	150,231	(215,787)	360,006	(215,787)	160,466	(210,129)	226,071
Cash Flow Adjustments	(60,185)	(60,185)	(60,185)	(60,185)	3,284	3,284	3,284	3,284	3,284	3,284	3,284	3,284	(214,471)
Beginning Cash Balance	99,420	99,420	83,797	229,712	14,090	187,615	11,922	165,437	(47,066)	316,223	103,720	267,470	99,420
Net Income	149,815	83,797	229,712	14,090	187,615	11,922	165,437	(47,066)	316,223	103,720	267,470	60,625	111,020
	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
Payroll Taxes	13,968	13,968	13,968	13,968	13,968	13,968	13,968	13,968	13,968	13,968	13,968	13,968	167,620
Fringe / Employee Benefits	13,282	13,282	13,282	13,282	13,282	13,282	13,282	13,282	13,282	13,282	13,282	13,282	159,389
Retirement / Pension	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS	27,251	27,251	27,251	27,251	27,251	27,251	27,251	27,251	27,251	27,251	27,251	27,251	327,009
TOTAL PERSONNEL SERVICE COSTS	24.00	153,633	153,633	153,633	153,633	153,633	153,633	153,633	153,633	153,633	153,633	153,633	1,843,593
CONTRACTED SERVICES													
Accounting / Audit	-	-	-	-	-	-	-	-	-	-	-	14,353	14,353
Legal	-	-	-	-	-	-	-	-	-	-	-	-	-
Management Company Fee	56,813		56,813		56,813		56,813		56,813		56,813	-	340,880
Nurse Services	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services	238	238	238	238	238	238	238	238	238	238	238	238	2,862
Special Ed Services	-	-	-	-	-	-	-	-	-	-	-	-	-
Titlment Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	5,587	5,587	5,587	5,587	5,587	5,587	5,587	5,587	5,587	5,587	5,587	5,587	67,039
TOTAL CONTRACTED SERVICES	62,638	5,825	62,638	5,825	62,638	5,825	62,638	5,825	62,638	5,825	62,638	20,178	425,134
SCHOOL OPERATIONS													
Board Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	59,662	59,662	59,662	59,662									238,646
Special Ed Supplies & Materials	3,111	3,111	3,111	3,111	3,111	3,111	3,111	3,111	3,111	3,111	3,111	3,111	37,331
Textbooks / Workbooks	-	-	-	-	-	-	-	-	-	-	-	-	-
Supplies & Materials other	2,559	2,559	2,559	2,559	2,559	2,559	2,559	2,559	2,559	2,559	2,559	2,559	30,705
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-
Telephone	-	-	-	-	-	-	-	-	-	-	-	-	-
Technology	6,270	6,270	6,270	6,270	6,270	6,270	6,270	6,270	6,270	6,270	6,270	6,270	75,234
Student Testing & Assessment	1,993	1,993	1,993	1,993	1,993	1,993	1,993	1,993	1,993	1,993	1,993	1,993	23,920
Field Trips	1,434	1,434	1,434	1,434	1,434	1,434	1,434	1,434	1,434	1,434	1,434	1,434	17,210
Transportation (student)	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Services - other	1,314	1,314	1,314	1,314	1,314	1,314	1,314	1,314	1,314	1,314	1,314	1,314	15,767
Office Expense	2,533	2,533	2,533	2,533	2,533	2,533	2,533	2,533	2,533	2,533	2,533	2,533	30,390
Staff Development	6,172	6,172	6,172	6,172	6,172	6,172	6,172	6,172	6,172	6,172	6,172	6,172	74,067
Staff Recruitment							9,775	9,775		9,775	9,775		39,100
Student Recruitment / Marketing							10,235.50	10,236	10,236				40,942
School Meals / Lunch	5,531	5,531	5,531	5,531	5,531	5,531	5,531	5,531	5,531	5,531	5,531	5,531	66,371
Travel (Staff)	484	484	484	484	484	484	484	484	484	484	484	484	5,812
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	640	640	640	640	640	640	640	640	640	640	640	640	7,685
TOTAL SCHOOL OPERATIONS	91,703	91,703	91,703	91,703	32,041	32,041	52,051	52,051	42,276	52,051	41,816	32,041	703,180
FACILITY OPERATION & MAINTENANCE													
Insurance	-	-	-	-	-	-	-	-	-	-	-	-	-
Janitorial	-	-	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease	-	-	-	-	-	-	-	-	-	-	-	-	-
Repairs & Maintenance	994	994	994	994	994	994	994	994	994	994	994	994	11,924
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	994	994	994	994	994	994	994	994	994	994	994	994	11,924
DEPRECIATION & AMORTIZATION	3,284	3,284	3,284	3,284	3,284	3,284	3,284	3,284	3,284	3,284	3,284	3,284	39,403
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	312,251	255,438	312,251	255,438	252,589	195,776	272,600	215,787	262,825	215,787	262,364	210,129	3,023,234
NET INCOME	110,580	44,562	206,100	(155,438)	170,241	(178,976)	150,231	(215,787)	360,006	(215,787)	160,466	(210,129)	226,071
CASH FLOW ADJUSTMENTS													
OPERATING ACTIVITIES													
Add Back Depreciation	3,284	3,284	3,284	3,284	3,284	3,284	3,284	3,284	3,284	3,284	3,284	3,284	39,403
Grants Receivable													-
Total Operating Activities	3,284	3,284	3,284	3,284	3,284	3,284	3,284	3,284	3,284	3,284	3,284	3,284	39,403
INVESTMENT ACTIVITIES													
Subtract Property and Equipment Expenditures	(63,469)	(63,469)	(63,469)	(63,469)									(253,874)
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	(63,469)	(63,469)	(63,469)	(63,469)	-	-	-	-	-	-	-	-	(253,874)
FINANCING ACTIVITIES													
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	(60,185)	(60,185)	(60,185)	(60,185)	3,284	3,284	3,284	3,284	3,284	3,284	3,284	3,284	(214,471)
NET INCOME	50,395	(15,623)	145,915	(215,623)	173,525	(175,692)	153,514	(212,503)	363,289	(212,503)	163,750	(206,845)	11,600
Beginning Cash Balance	99,420	99,420	83,797	229,712	14,090	187,615	11,922	165,437	(47,066)	316,223	103,720	267,470	99,420
ENDING CASH BALANCE	149,815	83,797	229,712	14,090	187,615	11,922	165,437	(47,066)	316,223	103,720	267,470	60,625	111,020

Success Academy FY14 (w Fed CSP)						DESCRIPTION OF ASSUMPTIONS	
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD							
*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.							
Total Revenue	3,249,305	3,857,284	5,499,341	7,358,273	9,836,849		
Total Expenses	3,023,234	3,753,243	5,111,824	6,764,373	8,671,207		
Net Income (Before Cash Flow Adjustments)	226,071	104,040	387,517	593,900	1,165,641		
Actual Student Enrollment	168	249	355	475	635		
Total Paid Student Enrollment	168	249	355	475	635		
	Year 1 2014	Year 2 2015	Year 3 2016	Year 4 2017	Year 5 2018		
	*Year 1 should tie to Totals for Year 1 on Tabs 4 and 5						
REVENUE	Per Pupil Revenue Percentage Increase						
	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %		
REVENUES FROM STATE SOURCES							
Per Pupil Revenue	CY Per Pupil Rate						
New York City	13527	2,272,536	3,368,223	4,802,085	6,425,325	8,589,645	Remains flat
School District 2 (Enter Name)	-	-	-	-	-	-	
School District 3 (Enter Name)	-	-	-	-	-	-	
School District 4 (Enter Name)	-	-	-	-	-	-	
School District 5 (Enter Name)	-	-	-	-	-	-	
School District 6 (Enter Name)	-	-	-	-	-	-	
School District 7 (Enter Name)	-	-	-	-	-	-	
School District 8 (Enter Name)	-	-	-	-	-	-	
School District 9 (Enter Name)	-	-	-	-	-	-	
School District 10 (Enter Name)	-	-	-	-	-	-	
School District 11 (Enter Name)	-	-	-	-	-	-	
School District 12 (Enter Name)	-	-	-	-	-	-	
School District 13 (Enter Name)	-	-	-	-	-	-	
School District 14 (Enter Name)	-	-	-	-	-	-	
School District 15 (Enter Name)	-	-	-	-	-	-	
School District - ALL OTHER	-	-	-	-	-	-	
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	13,527	2,272,536	3,368,223	4,802,085	6,425,325	8,589,645	
Special Education Revenue		264,449	391,951	558,806	747,698	999,554	15% of total students
Grants							
Stimulus		-	-	-	-	-	
DYCD (Department of Youth and Community Developmnt.)		-	-	-	-	-	
Other		-	-	-	-	-	
Other		-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES		2,536,985	3,760,174	5,360,891	7,173,023	9,589,199	
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs		30,000	-	-	-	-	
Title I		65,520	72,210	102,950	137,750	184,150	Conservative Per-pupil estimate based on expected student population
Title Funding - Other		16,800	24,900	35,500	47,500	63,500	Conservative Per-pupil estimate based on expected student population
School Food Service (Free Lunch)		-	-	-	-	-	
Grants							
Charter School Program (CSP) Planning & Implementation		500,000		-	-	-	Commitment from the CSP Replication and Expansion Grant
Other		-	-	-	-	-	
Other		-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES		612,320	97,110	138,450	185,250	247,650	
LOCAL and OTHER REVENUE							
Contributions and Donations		-	-	-	-	-	
Fundraising		-	-	-	-	-	
Erate Reimbursement		-	-	-	-	-	
Earnings on Investments		-	-	-	-	-	
Interest Income		-	-	-	-	-	
Food Service (Income from meals)		-	-	-	-	-	
Text Book		-	-	-	-	-	
OTHER		100,000	-	-	-	-	Cash from Ed Corp for Startup Activities-See Year 1 Cash Flows
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		100,000	-	-	-	-	
TOTAL REVENUE		3,249,305	3,857,284	5,499,341	7,358,273	9,836,849	
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions						
Executive Management	-	-	-	-	-	-	
Instructional Management	1	110,901	128,452	233,284	281,060	279,820	Base increases 4%, staff increase to 2.5 by end of year 5
Deans, Directors & Coordinators	2	130,242	131,598	135,485	209,612	216,277	
CFO / Director of Finance	-	-	-	-	-	-	
Operation / Business Manager	1	73,906	88,294	93,592	99,208	105,160	
Administrative Staff	-	-	-	-	-	-	
TOTAL ADMINISTRATIVE STAFF	3.50	315,049	348,344	462,361	589,880	601,257	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	7	441,308	514,606	755,407	1,018,471	1,767,886	
Teachers - SPED	2	115,751	117,306	178,635	217,599	300,867	
Substitute Teachers	-	-	-	-	-	-	
Teaching Assistants	6	300,204	312,933	420,278	586,019	661,558	
Specialty Teachers	4	255,944	261,151	302,308	339,921	389,921	
Aides	-	-	-	-	-	-	
Therapists & Counselors	2	88,327	97,692	100,279	105,631	121,699	
Other	-	-	-	-	-	-	
TOTAL INSTRUCTIONAL	20.50	1,201,534	1,303,689	1,756,907	2,267,640	3,241,931	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	
Security	-	-	-	-	-	-	
Other	-	-	37,834	51,149	61,994	63,873	
TOTAL NON-INSTRUCTIONAL	-	-	37,834	51,149	61,994	63,873	
SUBTOTAL PERSONNEL SERVICE COSTS	24.00	1,516,583	1,689,867	2,270,417	2,919,514	3,907,061	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		167,620	186,449	285,292	378,001	444,856	Based on Projected Rates from SA Historical
Fringe / Employee Benefits		159,389	175,257	236,865	440,551	517,318	Based on Projected Rates from SA Historical
Retirement / Pension		-	-	-	-	-	
TOTAL PAYROLL TAXES AND BENEFITS		327,009	361,706	522,157	818,552	962,174	
TOTAL PERSONNEL SERVICE COSTS	24.00	1,843,593	2,051,573	2,792,573	3,738,066	4,869,236	
CONTRACTED SERVICES							
Accounting / Audit		14,353	16,362	16,397	16,725	16,907	
Legal		-	-	-	-	-	
Management Company Fee		340,880	505,233	756,328	1,011,989	1,352,869	Calculated at 15%
Nurse Services		-	-	-	-	-	
Food Service / School Lunch		-	-	-	-	-	
Payroll Services		2,862	4,028	4,036	4,117	4,162	
Special Ed Services		-	-	-	-	-	
Titliment Services (i.e. Title I)		-	-	-	-	-	
Other Purchased / Professional / Consulting		67,039	81,210	98,959	110,239	161,808	

Success Academy FY14 (w Fed CSP)						DESCRIPTION OF ASSUMPTIONS
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD						
*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.						
Total Revenue	3,249,305	3,857,284	5,499,341	7,358,273	9,836,849	
Total Expenses	3,023,234	3,753,243	5,111,824	6,764,373	8,671,207	
Net Income (Before Cash Flow Adjustments)	226,071	104,040	387,517	593,900	1,165,641	
Actual Student Enrollment	168	249	355	475	635	
Total Paid Student Enrollment	168	249	355	475	635	
	Year 1 2014	Year 2 2015	Year 3 2016	Year 4 2017	Year 5 2018	
TOTAL CONTRACTED SERVICES	425,134	606,834	875,720	1,143,069	1,535,746	
SCHOOL OPERATIONS						
Board Expenses	-	-	-	-	-	Majority of first year spending happened in startup period, see tab 2
Classroom / Teaching Supplies & Materials	238,646	293,014	386,336	507,218	576,140	
Special Ed Supplies & Materials	37,331	42,557	64,037	88,580	101,793	
Textbooks / Workbooks	-	-				
Supplies & Materials other	30,705	35,003	51,107	86,538	108,218	
Equipment / Furniture	-	-				
Telephone	-	-				
Technology	75,234	85,767	88,667	94,783	100,080	
Student Testing & Assessment	23,920	28,429	34,209	50,517	61,392	
Field Trips	17,210	24,619	34,113	47,733	57,229	
Transportation (student)	-	-				
Student Services - other	15,767	17,974	26,695	44,835	54,720	
Office Expense	30,390	36,645	44,732	70,403	84,712	
Staff Development	74,067	97,237	124,557	135,530	160,170	
Staff Recruitment	39,100	51,819	67,292	84,292	105,531	
Student Recruitment / Marketing	40,942	107,694	178,652	259,598	353,222	
School Meals / Lunch	66,371	98,463	123,316	176,669	205,342	
Travel (Staff)	5,812	7,196	10,932	14,193	16,214	
Fundraising	-	-				
Other	7,685	30,242	31,054	32,772	34,154	
TOTAL SCHOOL OPERATIONS	703,180	956,660	1,265,700	1,693,663	2,018,919	
FACILITY OPERATION & MAINTENANCE						
Insurance	-	46,736	55,169	64,655	69,498	Escrow account held at \$75K starting in year 3
Janitorial	-	-				
Building and Land Rent / Lease	-	-				
Repairs & Maintenance	11,924	13,593	17,765	27,789	38,041	
Equipment / Furniture	-	-	10,524	10,735	21,703	
Security	-	-	-	-	-	
Utilities	-	-	-	-	-	
TOTAL FACILITY OPERATION & MAINTENANCE	11,924	60,330	83,458	103,178	129,243	
DEPRECIATION & AMORTIZATION						
	39,403	52,847	69,372	86,397	118,064	
DISSOLUTION ESCROW & RESERVES / CONTINGENCY						
	-	25,000	25,000			
TOTAL EXPENSES	3,023,234	3,753,243	5,111,824	6,764,373	8,671,207	
NET INCOME	226,071	104,040	387,517	593,900	1,165,641	
ENROLLMENT - *School Districts Are Linked To Above Entries*						
New York City	168	249	355	475	635	
School District 2 (Enter Name)	-	-	-	-	-	
School District 3 (Enter Name)	-	-	-	-	-	
School District 4 (Enter Name)	-	-	-	-	-	
School District 5 (Enter Name)	-	-	-	-	-	
School District 6 (Enter Name)	-	-	-	-	-	
School District 7 (Enter Name)	-	-	-	-	-	
School District 8 (Enter Name)	-	-	-	-	-	
School District 9 (Enter Name)	-	-	-	-	-	
School District 10 (Enter Name)	-	-	-	-	-	
School District 11 (Enter Name)	-	-	-	-	-	
School District 12 (Enter Name)	-	-	-	-	-	
School District 13 (Enter Name)	-	-	-	-	-	
School District 14 (Enter Name)	-	-	-	-	-	
School District 15 (Enter Name)	-	-	-	-	-	
School District - ALL OTHER	-	-	-	-	-	
TOTAL ENROLLMENT	168	249	355	475	635	
REVENUE PER PUPIL	19,341	15,491	15,491	15,491	15,491	
EXPENSES PER PUPIL	17,995	15,073	14,400	14,241	13,655	
CASH FLOW ADJUSTMENTS						
OPERATING ACTIVITIES						
Example - Add Back Depreciation	39,403	52,847	69,372	86,397	118,064	
Grants Receivable						
Total Operating Activities	39,403	52,847	69,372	86,397	118,064	
INVESTMENT ACTIVITIES						
Example - Subtract Property and Equipment Expenditures	(253,874)	(213,072)	(344,797)	(406,259)	(478,096)	
Other	-	-	-	-	-	
Total Investment Activities	(253,874)	(213,072)	(344,797)	(406,259)	(478,096)	
FINANCING ACTIVITIES						
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	
Other	-	-	-	-	-	
Total Financing Activities	-	-	-	-	-	
Total Cash Flow Adjustments	(214,471)	(160,225)	(275,426)	(319,862)	(360,032)	
NET INCOME	11,600	(56,185)	112,091	274,037	805,610	
Beginning Cash Balance	99,420	111,020	54,835	166,927	440,964	
ENDING CASH BALANCE	111,020	54,835	166,927	440,964	1,246,573	

REVENUE

REVENUES FROM STATE SOURCES

Per Pupil Revenue

0

School District 2 (Enter Name)
School District 3 (Enter Name)
School District 4 (Enter Name)
School District 5 (Enter Name)
School District 6 (Enter Name)
School District 7 (Enter Name)
School District 8 (Enter Name)
School District 9 (Enter Name)
School District 10 (Enter Name)
School District 11 (Enter Name)
School District 12 (Enter Name)
School District 13 (Enter Name)
School District 14 (Enter Name)
School District 15 (Enter Name)

School District - ALL OTHER

TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)

Special Education Revenue

Grants

Stimulus

DYCD (Department of Youth and Community Developmt.)

Other

Other

TOTAL REVENUE FROM STATE SOURCES

REVENUE FROM FEDERAL FUNDING

IDEA Special Needs

Title I

Title Funding - Other

School Food Service (Free Lunch)

Grants

Charter School Program (CSP) Planning & Implementation

Other

Other

TOTAL REVENUE FROM FEDERAL SOURCES

LOCAL and OTHER REVENUE

Contributions and Donations
Fundraising
Erate Reimbursement
Earnings on Investments
Interest Income
Food Service (Income from meals)
Text Book
OTHER

TOTAL REVENUE FROM LOCAL and OTHER SOURCES

TOTAL REVENUE

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

Executive Management	-
Instructional Management	128,251
Deans, Directors & Coordinators	130,242
CFO / Director of Finance	-
Operation / Business Manager	86,224
Administrative Staff	-

TOTAL ADMINISTRATIVE STAFF	344,717
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INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	441,308
Teachers - SPED	115,751
Substitute Teachers	-
Teaching Assistants	300,204
Specialty Teachers	255,944
Aides	-
Therapists & Counselors	88,327
Other	-

TOTAL INSTRUCTIONAL	1,201,534
----------------------------	------------------

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	-
Librarian	-
Custodian	-
Security	-
Other	-

TOTAL NON-INSTRUCTIONAL	-
--------------------------------	----------

SUBTOTAL PERSONNEL SERVICE COSTS

1,546,251

PAYROLL TAXES AND BENEFITS

Payroll Taxes	171,095
Fringe / Employee Benefits	162,507
Retirement / Pension	-

TOTAL PAYROLL TAXES AND BENEFITS	333,602
----------------------------------	---------

TOTAL PERSONNEL SERVICE COSTS	1,879,853
--------------------------------------	------------------

CONTRACTED SERVICES

Accounting / Audit	14,353
Legal	-
Management Company Fee	340,880
Nurse Services	-
Food Service / School Lunch	-
Payroll Services	3,533
Special Ed Services	-
Titlement Services (i.e. Title I)	-
Other Purchased / Professional / Consulting	78,168
TOTAL CONTRACTED SERVICES	436,934

SCHOOL OPERATIONS

Board Expenses	-
Classroom / Teaching Supplies & Materials	288,646
Special Ed Supplies & Materials	37,331
Textbooks / Workbooks	-
Supplies & Materials other	30,705
Equipment / Furniture	-
Telephone	-
Technology	75,234
Student Testing & Assessment	23,920
Field Trips	17,210
Transportation (student)	-
Student Services - other	15,767
Office Expense	30,390
Staff Development	74,067
Staff Recruitment	54,100
Student Recruitment / Marketing	120,942
School Meals / Lunch	66,371
Travel (Staff)	6,312
Fundraising	-
Other	16,527
TOTAL SCHOOL OPERATIONS	857,522

FACILITY OPERATION & MAINTENANCE

Insurance	40,997
Janitorial	-
Building and Land Rent / Lease	-
Repairs & Maintenance	11,924
Equipment / Furniture	-
Security	-
Utilities	-
TOTAL FACILITY OPERATION & MAINTENANCE	52,921

DEPRECIATION & AMORTIZATION	46,368
--	---------------

DISSOLUTION ESCROW & RESERVES / CONTINGENCY	25,000
--	---------------

TOTAL EXPENSES

3,298,599

NET INCOME

ENROLLMENT - *School Districts Are Linked To Above Entries*

0

School District 2 (Enter Name)

School District 3 (Enter Name)

School District 4 (Enter Name)

School District 5 (Enter Name)

School District 6 (Enter Name)

School District 7 (Enter Name)

School District 8 (Enter Name)

School District 9 (Enter Name)

School District 10 (Enter Name)

School District 11 (Enter Name)

School District 12 (Enter Name)

School District 13 (Enter Name)

School District 14 (Enter Name)

School District 15 (Enter Name)

School District - ALL OTHER

TOTAL ENROLLMENT

REVENUE PER PUPIL

EXPENSES PER PUPIL

CASH FLOW ADJUSTMENTS

OPERATING ACTIVITIES

Example - Add Back Depreciation

Other

Total Operating Activities

INVESTMENT ACTIVITIES

Example - Subtract Property and Equipment Expenditures

Other

Total Investment Activities

FINANCING ACTIVITIES

Example - Add Expected Proceeds from a Loan or Line of Credit

Other

Total Financing Activities

Total Cash Flow Adjustments

NET INCOME

Beginning Cash Balance

ENDING CASH BALANCE

Same rationale as MERGER FINANCIALS GROWTH

	FY15	FY16	FY17	FY18
	14%	12%	12%	11%
Instr Management	138,451.73	233,283.79	241,059.91	246,871.18
Deans	141,598.36	116,484.94	209,612.34	216,276.59
	-	-	-	-
Ops Staff	98,294.39	161,722.44	169,269.49	175,586.87
	-	-	-	-
	-	-	-	-
	-	-	-	-
	-	-	-	-
	-	-	-	-
	-	-	-	-
Teachers	#####	#####	#####	#####
Teachers Regular	#####	#####	#####	#####
Teachers Sped	117,306.38	178,634.97	217,599.04	300,867.43
	-	-	-	-
Teaching Assistant	62,932.61	63,889.48	66,019.13	101,415.99
	-	-	-	-
	-	-	-	-
Therapists & Counselors	100,692.17	93,278.63	105,630.60	121,699.18
	-	-	-	-
Other	37,834.45	51,149.12	61,994.17	63,873.46
	-	-	-	-
	-	-	-	-
	-	-	-	-
	-	-	-	-
Taxes	206,448.79	295,291.97	358,001.18	464,856.25
Benefits	185,256.77	286,864.76	440,550.89	587,318.12
Total Salary and Benefits	#####	#####	#####	#####
	-	-	-	-
	-	-	-	-
Accounting	16,362.48	16,396.92	16,724.86	16,907.04
	-	-	-	-
Management Fee	505,233.45	720,312.75	963,798.75	#####
	-	-	-	-
	-	-	-	-
Payroll Services	4,027.69	4,036.17	4,116.89	4,161.73
	-	-	-	-
	-	-	-	-
Other Prof Fees	106,210.40	118,958.89	150,238.52	166,808.10
	-	-	-	-
	-	-	-	-
	-	-	-	-
Classroom Teaching Supp	-	-	-	-
Inst Supp Reg	383,014.43	486,336.42	707,218.13	826,140.14
Inst Supp SPED	42,557.16	54,037.38	78,579.79	91,793.35
	-	-	-	-
Supplies	35,003.12	51,107.32	86,538.30	108,218.09
	-	-	-	-

	-	-	-	-
Technology	85,766.72	88,667.32	94,782.81	100,080.08
Student Testing and Assessment	20,428.68	30,208.89	50,517.25	61,392.50
Field Trips	19,619.19	29,113.26	47,733.07	57,229.00
	-	-	-	-
Student Services	17,973.55	26,695.45	44,835.50	54,720.30
Office Expense	34,644.83	44,731.74	70,403.23	84,711.51
Staff Development	107,237.16	109,556.68	115,530.21	120,170.07
Staff Recruitment	41,653.07	57,592.32	91,053.31	109,212.19
Student Recruitment	237,694.29	328,652.02	519,598.02	623,222.12
School Meals	98,463.39	123,316.04	176,669.11	205,342.06
Travel (Staff)	7,195.96	10,931.56	14,193.29	16,214.44
	-	-	-	-
Other	30,241.80	31,053.76	32,771.84	34,153.83
	-	-	-	-
	-	-	-	-
	-	-	-	-
Insurance	46,736.43	55,168.57	64,654.57	69,498.26
	-	-	-	-
	-	-	-	-
Repairs and Maintenance	13,593.44	17,765.44	27,789.00	38,040.85
Equip Lease and Maint	-	10,524.30	10,734.79	21,703.44
Depreciation	52,846.98	69,371.52	96,396.76	138,064.48
Contingency	28,500.00	28,000.00	28,000.00	27,750.00

#####

24. Fiscal Soundness

(f) Budget Template

[All applicants must complete a Response to this Request.]

Budget Template for the new school (using the Institute required template) located at: www.newyorkcharters.org/documents/NewAppBudgetCashFlowsv2.xls.

If an applicant proposes to locate the school in facility space provided by the school district of location, two separate budget templates are required; one that assumes the district facility space at the anticipated costs and one that assumes the proposed district space is unavailable and private space is therefore required.

If the proposed school would be operated by the existing school to be replicated without creating a new corporate/legal structure, include a separate Budget Template for the overall education corporation to include the new school(s) and school to be replicated.

Please refer to Attachment 24(f) – Budget Template A for the budget template of three proposed schools with federal Charter Schools Program (“CSP”) funds. Please refer to Attachment 24(f) – Budget Template B for the budget template of the other three proposed schools with CSP funds administered by the New York State Education Department. Response 24(g) – Letters of Commitment provides more information with respect to CSP grants.

As described in Response 18(a-c) – Facility, the proposed schools will locate in underutilized public school buildings within Community School Districts (“CSDs”) 2, 4, 13, and 17. An Underutilized Space Memorandum published by the Department of Education (“DOE”) on October 4, 2011, and updated on January 12, 2012, lists 330 significantly underutilized DOE public school buildings, 60 of which are located in CSDs 2, 4, 13, and 17.¹ Please refer to Attachment 24(f) – Budget Template C for the budget template of the Harlem Success Academy 3 Charter School education corporation following merger and replication.

If no public school buildings are available within CSDs 2, 4, 13, and/or 17, the proposed school(s) will do the following:

1. Seek an available public school building within the same CSD,

¹ Available at <http://schools.nyc.gov/community/planning/default.htm>.

2. Seek an available public school building outside of the same CSD but within the same New York City borough,
3. Seek an available public school building outside of the same CSD and borough, or
4. Defer opening the school(s) until such time that suitable public school building(s) should become available.

Please refer to Attachment 24(f) – Budget Template D for the budget template of the Harlem Success Academy 3 Charter School assuming the proposed district space is unavailable and private space is therefore required (*i.e.* #4 above). This Template reflects that Success Academy would defer opening the proposed schools if public school space is unavailable (no budget required).



Charter Schools Institute

The State University of New York

General Instructions and Notes for New Application Budgets and Cash Flows

- Complete ALL SIX tabs in BLUE
- Enter information into the GRAY cells
- Cells labeled in ORANGE contained guidance pertaining to that tab
- Cells containing RED triangles in the upper right corner in columns B thru G contain guidance on that particular line item
- Funding by School District information for all NYS school districts is located on the GREEN tab

* Please note that these budget templates are the same as the ones used to submit the school's yearly and renewal budgets, as well as quarterly reports.

Charter Funding By NYS School District
Sorted by District Code

	District Code	School District Name	Final 2010-11 Basic Tuition	Final 2011-12 Basic Tuition
1	10100	ALBANY	14,072	14,072
2	10201	BERNE KNOX	13,371	13,371
3	10306	BETHLEHEM	12,513	12,513
4	10402	RAVENA COEYMAN	13,365	13,365
5	10500	COHOES	11,791	11,791
6	10601	SOUTH COLONIE	12,137	12,137
7	10605	NORTH COLONIE	10,708	10,708
8	10615	MENANDS	15,870	15,870
9	10622	MAPLEWOOD	N/A	N/A
10	10623	NORTH COLONIE	10,708	10,708
11	10701	GREEN ISLAND	12,662	12,662
12	10802	GUILDERLAND	11,356	11,356
13	11003	VOORHEESVILLE	12,742	12,742
14	11200	WATERVLIET	9,404	9,404
15	20101	ALFRED ALMOND	10,628	10,628
16	20601	ANDOVER	12,353	12,353
17	20702	GENESEE VALLEY	11,013	11,013
18	20801	BELFAST	11,619	11,619
19	21102	CANASERAGA	12,329	12,329
20	21601	FRIENDSHIP	12,385	12,385
21	22001	FILLMORE	9,156	9,156
22	22101	WHITESVILLE	10,904	10,904
23	22302	CUBA-RUSHFORD	12,488	12,488
24	22401	SCIO	11,968	11,968
25	22601	WELLSVILLE	11,681	11,681
26	22902	BOLIVAR-RICHBG	10,885	10,885
27	30101	CHENANGO FORKS	10,503	10,503
28	30200	BINGHAMTON	10,244	10,244
29	30501	HARPURSVILLE	9,877	9,877
30	30601	SUSQUEHANNA VA	12,156	12,156
31	30701	CHENANGO VALLE	10,665	10,665
32	31101	MAINE ENDWELL	10,197	10,197
33	31301	DEPOSIT	14,304	14,304
34	31401	WHITNEY POINT	11,324	11,324
35	31501	UNION-ENDICOTT	11,048	11,048
36	31502	JOHNSON CITY	12,050	12,050
37	31601	VESTAL	12,166	12,166
38	31701	WINDSOR	10,115	10,115
39	40204	WEST VALLEY	13,623	13,623
40	40302	ALLEGANY-LIMES	10,362	10,362
41	40901	ELLCOTTVILLE	11,491	11,491
42	41101	FRANKLINVILLE	11,351	11,351
43	41401	HINSDALE	9,952	9,952
44	42302	CATTARAUGUS-LI	11,368	11,368
45	42400	OLEAN	10,976	10,976
46	42801	GOWANDA	11,326	11,326
47	42901	PORTVILLE	10,058	10,058
48	43001	RANDOLPH	10,720	10,720
49	43200	SALAMANCA	11,582	11,582
50	43501	YORKSHIRE-PIONE	11,406	11,406

Charter Funding By NYS School District
Sorted by District Code

	District Code	School District Name	Final 2010-11 Basic Tuition	Final 2011-12 Basic Tuition
51	50100	AUBURN	10,495	10,495
52	50301	WEEDSPORT	11,820	11,820
53	50401	CATO MERIDIAN	10,653	10,653
54	50701	SOUTHERN CAYUG	13,419	13,419
55	51101	PORT BYRON	10,865	10,865
56	51301	MORAVIA	10,202	10,202
57	51901	UNION SPRINGS	12,059	12,059
58	60201	SOUTHWESTERN	10,202	10,202
59	60301	FREWSBURG	10,206	10,206
60	60401	CASSADAGA VALL	11,359	11,359
61	60503	CHAUTAUQUA	14,457	14,457
62	60601	PINE VALLEY	11,589	11,589
63	60701	CLYMER	14,425	14,425
64	60800	DUNKIRK	12,985	12,985
65	61001	BEMUS POINT	11,810	11,810
66	61101	FALCONER	9,522	9,522
67	61501	SILVER CREEK	11,223	11,223
68	61503	FORESTVILLE	10,484	10,484
69	61601	PANAMA	11,826	11,826
70	61700	JAMESTOWN	10,164	10,164
71	62201	FREDONIA	12,037	12,037
72	62301	BROCTON	12,437	12,437
73	62401	RIPLEY	15,941	15,941
74	62601	SHERMAN	10,196	10,196
75	62901	WESTFIELD	11,891	11,891
76	70600	ELMIRA	11,012	11,012
77	70901	HORSEHEADS	10,196	10,196
78	70902	ELMIRA HEIGHTS	10,136	10,136
79	80101	AFTON	13,800	13,800
80	80201	BAINBRIDGE GUI	11,434	11,434
81	80601	GREENE	10,565	10,565
82	81003	UNADILLA	11,393	11,393
83	81200	NORWICH	9,956	9,956
84	81401	GRGETWN-SO OTS	12,871	12,871
85	81501	OXFORD	11,858	11,858
86	82001	SHERBURNE EARL	10,707	10,707
87	90201	AUSABLE VALLEY	13,185	13,185
88	90301	BEEKMANTOWN	11,708	11,708
89	90501	NORTHEASTERN	11,543	11,543
90	90601	CHAZY	11,716	11,716
91	90901	NORTHRN ADIRON	12,585	12,585
92	91101	PERU	11,849	11,849
93	91200	PLATTSBURGH	13,607	13,607
94	91402	SARANAC	11,333	11,333
95	100501	COPAKE-TACONIC	13,622	13,622
96	100902	GERMANTOWN	14,614	14,614
97	101001	CHATHAM	12,977	12,977
98	101300	HUDSON	13,401	13,401
99	101401	KINDERHOOK	11,239	11,239
100	101601	NEW LEBANON	15,792	15,792

Charter Funding By NYS School District
Sorted by District Code

	District Code	School District Name	Final 2010-11 Basic Tuition	Final 2011-12 Basic Tuition
101	110101	CINCINNATUS	12,691	12,691
102	110200	CORTLAND	10,142	10,142
103	110304	MCGRAW	11,248	11,248
104	110701	HOMER	11,092	11,092
105	110901	MARATHON	11,911	11,911
106	120102	ANDES	21,107	21,107
107	120301	DOWNSVILLE	17,143	17,143
108	120401	CHARLOTTE VALL	10,907	10,907
109	120501	DELHI	13,930	13,930
110	120701	FRANKLIN	13,106	13,106
111	120906	HANCOCK	14,267	14,267
112	121401	MARGARETVILLE	13,376	13,376
113	121502	ROXBURY	16,963	16,963
114	121601	SIDNEY	11,628	11,628
115	121701	STAMFORD	13,915	13,915
116	121702	S. KORTRIGHT	13,381	13,381
117	121901	WALTON	10,718	10,718
118	130200	BEACON	11,093	11,093
119	130502	DOVER	11,245	11,245
120	130801	HYDE PARK	12,052	12,052
121	131101	NORTHEAST	15,342	15,342
122	131201	PAWLING	15,571	15,571
123	131301	PINE PLAINS	14,565	14,565
124	131500	POUGHKEEPSIE	12,524	12,524
125	131601	ARLINGTON	11,469	11,469
126	131602	SPACKENKILL	16,018	16,018
127	131701	RED HOOK	13,202	13,202
128	131801	RHINEBECK	16,681	16,681
129	132101	WAPPINGERS	10,887	10,887
130	132201	MILLBROOK	12,902	12,902
131	140101	ALDEN	9,862	9,862
132	140201	AMHERST	10,721	10,721
133	140203	WILLIAMSVILLE	10,904	10,904
134	140207	SWEET HOME	11,954	11,954
135	140301	EAST AURORA	10,210	10,210
136	140600	BUFFALO	12,005	12,005
137	140701	CHEEKTOWAGA	10,235	10,235
138	140702	MARYVALE	10,433	10,433
139	140703	CLEVELAND HILL	10,428	10,428
140	140707	DEPEW	10,409	10,409
141	140709	SLOAN	11,946	11,946
142	140801	CLARENCE	9,001	9,001
143	141101	SPRINGVILLE-GR	11,347	11,347
144	141201	EDEN	9,674	9,674
145	141301	IROQUOIS	9,751	9,751
146	141401	EVANS-BRANT	11,618	11,618
147	141501	GRAND ISLAND	9,915	9,915
148	141601	HAMBURG	9,716	9,716
149	141604	FRONTIER	8,759	8,759
150	141701	HOLLAND	11,032	11,032

Charter Funding By NYS School District
Sorted by District Code

	District Code	School District Name	Final 2010-11 Basic Tuition	Final 2011-12 Basic Tuition
151	141800	LACKAWANNA	11,964	11,964
152	141901	LANCASTER	8,449	8,449
153	142101	AKRON	10,134	10,134
154	142201	NORTH COLLINS	13,023	13,023
155	142301	ORCHARD PARK	10,523	10,523
156	142500	TONAWANDA	10,051	10,051
157	142601	KENMORE	9,477	9,477
158	142801	WEST SENECA	10,179	10,179
159	150203	CROWN POINT	15,649	15,649
160	150301	ELIZABETHTOWN	13,358	13,358
161	150601	KEENE	19,701	19,701
162	150801	MINERVA	25,637	25,637
163	150901	MORIAH	11,855	11,855
164	151001	NEWCOMB	43,580	43,580
165	151102	LAKE PLACID	14,929	14,929
166	151401	SCHROON LAKE	15,368	15,368
167	151501	TICONDEROGA	13,455	13,455
168	151601	WESTPORT	13,649	13,649
169	151701	WILLSBORO	15,355	15,355
170	160101	TUPPER LAKE	11,474	11,474
171	160801	CHATEAUGAY	10,879	10,879
172	161201	SALMON RIVER	13,576	13,576
173	161401	SARANAC LAKE	13,999	13,999
174	161501	MALONE	10,520	10,520
175	161601	BRUSHTON MOIRA	11,399	11,399
176	161801	ST REGIS FALLS	13,886	13,886
177	170301	WHEELERVILLE	18,435	18,435
178	170500	GLOVERSVILLE	9,865	9,865
179	170600	JOHNSTOWN	10,408	10,408
180	170801	MAYFIELD	10,112	10,112
181	170901	NORTHVILLE	13,440	13,440
182	171001	OPPENHEIM EPHR	13,204	13,204
183	171102	BROADALBIN-PER	8,636	8,636
184	180202	ALEXANDER	11,325	11,325
185	180300	BATAVIA	12,293	12,293
186	180701	BYRON BERGEN	11,339	11,339
187	180901	ELBA	11,423	11,423
188	181001	LE ROY	10,757	10,757
189	181101	OAKFIELD ALABA	9,994	9,994
190	181201	PAVILION	10,682	10,682
191	181302	PEMBROKE	11,828	11,828
192	190301	CAIRO-DURHAM	10,345	10,345
193	190401	CATSKILL	14,130	14,130
194	190501	COXSACKIE ATHE	11,888	11,888
195	190701	GREENVILLE	13,454	13,454
196	190901	HUNTER TANNERS	16,482	16,482
197	191401	WINDHAM ASHLAN	18,838	18,838
198	200101	PISECO	26,047	26,047
199	200401	INDIAN LAKE	24,054	24,054
200	200501	INLET	26,047	26,047

Charter Funding By NYS School District
Sorted by District Code

	District Code	School District Name	Final 2010-11 Basic Tuition	Final 2011-12 Basic Tuition
201	200601	LAKE PLEASANT	25,331	25,331
202	200701	LONG LAKE	42,198	42,198
203	200901	WELLS	21,823	21,823
204	210302	WEST CANADA VA	11,723	11,723
205	210402	FRANKFORT-SCHU	9,210	9,210
206	210501	ILION	8,450	8,450
207	210502	MOHAWK	10,758	10,758
208	210601	HERKIMER	9,525	9,525
209	210800	LITTLE FALLS	11,471	11,471
210	211003	DOLGEVILLE	10,527	10,527
211	211103	POLAND	11,690	11,690
212	211701	VAN HORNSVILLE	11,991	11,991
213	211901	TOWN OF WEBB	20,143	20,143
214	212001	MT MARKHAM CSD	11,231	11,231
215	220101	S. JEFFERSON	9,183	9,183
216	220202	ALEXANDRIA	12,100	12,100
217	220301	INDIAN RIVER	6,996	6,996
218	220401	GENERAL BROWN	8,580	8,580
219	220701	THOUSAND ISLAND	12,027	12,027
220	220909	BELLEVILLE-HEN	10,030	10,030
221	221001	SACKETS HARBOR	10,104	10,104
222	221301	LYME	13,021	13,021
223	221401	LA FARGEVILLE	9,458	9,458
224	222000	WATERTOWN	8,985	8,985
225	222201	CARTHAGE	8,557	8,557
226	230201	COPENHAGEN	9,935	9,935
227	230301	HARRISVILLE	12,372	12,372
228	230901	LOWVILLE	9,602	9,602
229	231101	SOUTH LEWIS	13,513	13,513
230	231301	BEAVER RIVER	9,873	9,873
231	240101	AVON	10,465	10,465
232	240201	CALEDONIA MUMF	10,218	10,218
233	240401	GENESE0	12,257	12,257
234	240801	LIVONIA	11,356	11,356
235	240901	MOUNT MORRIS	12,120	12,120
236	241001	DANSVILLE	10,313	10,313
237	241101	DALTON-NUNDA	13,107	13,107
238	241701	YORK	10,694	10,694
239	250109	BROOKFIELD	11,171	11,171
240	250201	CAZENOVIA	10,613	10,613
241	250301	DE RUYTER	13,049	13,049
242	250401	MORRISVILLE EA	12,114	12,114
243	250701	HAMILTON	12,897	12,897
244	250901	CANASTOTA	9,837	9,837
245	251101	MADISON	10,079	10,079
246	251400	ONEIDA CITY	11,079	11,079
247	251501	STOCKBRIDGE VA	10,638	10,638
248	251601	CHITTENANGO	10,983	10,983
249	260101	BRIGHTON	12,448	12,448
250	260401	GATES CHILI	12,359	12,359

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251	260501	GREECE	11,252	11,252
252	260801	E. IRONDEQUOIT	11,557	11,557
253	260803	W. IRONDEQUOIT	10,413	10,413
254	260901	HONEOYE FALLS	10,435	10,435
255	261001	SPENCERPORT	10,533	10,533
256	261101	HILTON	10,202	10,202
257	261201	PENFIELD	12,346	12,346
258	261301	FAIRPORT	10,647	10,647
259	261313	EAST ROCHESTER	12,585	12,585
260	261401	PITTSFORD	12,722	12,722
261	261501	CHURCHVILLE CH	10,122	10,122
262	261600	ROCHESTER	12,426	12,426
263	261701	RUSH HENRIETTA	12,330	12,330
264	261801	BROCKPORT	10,745	10,745
265	261901	WEBSTER	10,872	10,872
266	262001	WHEATLAND CHIL	15,259	15,259
267	270100	AMSTERDAM	9,443	9,443
268	270301	CANAJOHARIE	10,768	10,768
269	270601	FONDA FULTONVI	11,108	11,108
270	270701	FORT PLAIN	12,840	12,840
271	271102	ST JOHNSVILLE	11,910	11,910
272	280100	GLEN COVE	18,368	18,368
273	280201	HEMPSTEAD	18,202	18,202
274	280202	UNIONDALE	19,864	19,864
275	280203	EAST MEADOW	15,722	15,722
276	280204	NORTH BELLMORE	17,500	17,500
277	280205	LEVITTOWN	17,280	17,280
278	280206	SEAFORD	15,660	15,660
279	280207	BELLMORE	19,638	19,638
280	280208	ROOSEVELT	16,939	16,939
281	280209	FREEPORT	15,703	15,703
282	280210	BALDWIN	15,658	15,658
283	280211	OCEANSIDE	16,067	16,067
284	280212	MALVERNE	19,705	19,705
285	280213	V STR THIRTEEN	15,487	15,487
286	280214	HEWLETT WOODME	22,408	22,408
287	280215	LAWRENCE	23,002	23,002
288	280216	ELMONT	14,397	14,397
289	280217	FRANKLIN SQUAR	13,412	13,412
290	280218	GARDEN CITY	17,620	17,620
291	280219	EAST ROCKAWAY	18,375	18,375
292	280220	LYNBROOK	17,680	17,680
293	280221	ROCKVILLE CENT	18,767	18,767
294	280222	FLORAL PARK	14,937	14,937
295	280223	WANTAGH	13,593	13,593
296	280224	V STR TWENTY-F	19,237	19,237
297	280225	MERRICK	17,936	17,936
298	280226	ISLAND TREES	15,505	15,505
299	280227	WEST HEMPSTEAD	16,755	16,755
300	280229	NORTH MERRICK	17,825	17,825

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301	280230	VALLEY STR UF	19,277	19,277
302	280231	ISLAND PARK	27,985	27,985
303	280251	VALLEY STR CHS	14,838	14,838
304	280252	SEWANHAKA	12,522	12,522
305	280253	BELLMORE-MERRI	13,768	13,768
306	280300	LONG BEACH	22,042	22,042
307	280401	WESTBURY	18,224	18,224
308	280402	EAST WILLISTON	20,780	20,780
309	280403	ROSLYN	20,898	20,898
310	280404	PORT WASHINGTO	20,028	20,028
311	280405	NEW HYDE PARK	14,771	14,771
312	280406	MANHASSET	21,235	21,235
313	280407	GREAT NECK	22,466	22,466
314	280409	HERRICKS	17,029	17,029
315	280410	MINEOLA	23,709	23,709
316	280411	CARLE PLACE	20,187	20,187
317	280501	NORTH SHORE	23,323	23,323
318	280502	SYOSSET	20,242	20,242
319	280503	LOCUST VALLEY	22,507	22,507
320	280504	PLAINVIEW	17,945	17,945
321	280506	OYSTER BAY	22,533	22,533
322	280515	JERICHO	23,911	23,911
323	280517	HICKSVILLE	14,942	14,942
324	280518	PLAINEDGE	15,701	15,701
325	280521	BETHPAGE	17,350	17,350
326	280522	FARMINGDALE	16,831	16,831
327	280523	MASSAPEQUA	16,052	16,052
328	300000	NEW YORK CITY	13,527	13,527
329	400301	LEWISTON PORTE	12,229	12,229
330	400400	LOCKPORT	9,912	9,912
331	400601	NEWFANE	10,086	10,086
332	400701	NIAGARA WHEATF	10,443	10,443
333	400800	NIAGARA FALLS	10,911	10,911
334	400900	N. TONAWANDA	10,593	10,593
335	401001	STARPOINT	9,789	9,789
336	401201	ROYALTON HARTL	10,207	10,207
337	401301	BARKER	12,895	12,895
338	401501	WILSON	10,386	10,386
339	410401	ADIRONDACK	11,668	11,668
340	410601	CAMDEN	10,655	10,655
341	411101	CLINTON	11,529	11,529
342	411501	NEW HARTFORD	11,431	11,431
343	411504	NEW YORK MILLS	11,834	11,834
344	411603	SAUQUOIT VALLE	10,956	10,956
345	411701	REMSSEN	14,790	14,790
346	411800	ROME	11,413	11,413
347	411902	WATERVILLE	10,900	10,900
348	412000	SHERRILL	9,651	9,651
349	412201	HOLLAND PATENT	10,388	10,388
350	412300	UTICA	9,280	9,280

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351	412801	WESTMORELAND	11,938	11,938
352	412901	ORISKANY	10,992	10,992
353	412902	WHITESBORO	9,886	9,886
354	420101	WEST GENESEE	10,199	10,199
355	420303	NORTH SYRACUSE	10,709	10,709
356	420401	E SYRACUSE-MIN	13,674	13,674
357	420411	JAMESVILLE-DEW	10,944	10,944
358	420501	JORDAN ELBRIDG	11,623	11,623
359	420601	FABIUS-POMPEY	12,479	12,479
360	420701	WESTHILL	10,634	10,634
361	420702	SOLVAY	11,760	11,760
362	420807	LA FAYETTE	15,766	15,766
363	420901	BALDWINVILLE	10,724	10,724
364	421001	FAYETTEVILLE	10,653	10,653
365	421101	MARCELLUS	9,775	9,775
366	421201	ONONDAGA	12,132	12,132
367	421501	LIVERPOOL	12,529	12,529
368	421504	LYNCOURT	15,497	15,497
369	421601	SKANEATELES	12,337	12,337
370	421800	SYRACUSE	11,933	11,933
371	421902	TULLY	10,036	10,036
372	430300	CANANDAIGUA	10,828	10,828
373	430501	EAST BLOOMFIEL	11,116	11,116
374	430700	GENEVA	12,688	12,688
375	430901	GORHAM-MIDDLES	11,875	11,875
376	431101	MANCHSTR-SHRTS	10,420	10,420
377	431201	NAPLES	13,183	13,183
378	431301	PHELPS-CLIFTON	11,376	11,376
379	431401	HONEOYE	12,141	12,141
380	431701	VICTOR	9,518	9,518
381	440102	WASHINGTONVILL	11,931	11,931
382	440201	CHESTER	13,170	13,170
383	440301	CORNWALL	11,262	11,262
384	440401	PINE BUSH	11,570	11,570
385	440601	GOSHEN	12,773	12,773
386	440901	HIGHLAND FALLS	14,580	14,580
387	441000	MIDDLETOWN	12,759	12,759
388	441101	MINISINK VALLE	10,552	10,552
389	441201	MONROE WOODBUR	13,089	13,089
390	441202	KIRYAS JOEL	33,354	33,354
391	441301	VALLEY-MONTGMR	11,222	11,222
392	441600	NEWBURGH	14,796	14,796
393	441800	PORT JERVIS	11,904	11,904
394	441903	TUXEDO	17,470	17,470
395	442101	WARWICK VALLEY	12,198	12,198
396	442111	GREENWOOD LAKE	18,307	18,307
397	442115	FLORIDA	14,001	14,001
398	450101	ALBION	10,580	10,580
399	450607	KENDALL	12,590	12,590
400	450704	HOLLEY	10,275	10,275

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401	450801	MEDINA	10,826	10,826
402	451001	LYNDONVILLE	10,519	10,519
403	460102	ALTMAR PARISH	11,295	11,295
404	460500	FULTON	11,616	11,616
405	460701	HANNIBAL	10,178	10,178
406	460801	CENTRAL SQUARE	9,571	9,571
407	460901	MEXICO	11,702	11,702
408	461300	OSWEGO	12,263	12,263
409	461801	PULASKI	11,580	11,580
410	461901	SANDY CREEK	12,911	12,911
411	462001	PHOENIX	12,226	12,226
412	470202	GLBTSVILLE-MT U	11,319	11,319
413	470501	EDMESTON	11,243	11,243
414	470801	LAURENS	10,634	10,634
415	470901	SCHENEVUS	12,566	12,566
416	471101	MILFORD	12,217	12,217
417	471201	MORRIS	10,436	10,436
418	471400	ONEONTA	11,790	11,790
419	471601	OTEGO-UNADILLA	11,481	11,481
420	471701	COOPERSTOWN	11,917	11,917
421	472001	RICHFIELD SPRI	10,916	10,916
422	472202	CHERRY VLY-SPR	12,674	12,674
423	472506	WORCESTER	12,352	12,352
424	480101	MAHOPAC	13,924	13,924
425	480102	CARMEL	15,409	15,409
426	480401	HALDANE	16,483	16,483
427	480404	GARRISON	21,676	21,676
428	480503	PUTNAM VALLEY	16,888	16,888
429	480601	BREWSTER	16,808	16,808
430	490101	BERLIN	12,890	12,890
431	490202	BRUNSWICK CENT	10,501	10,501
432	490301	EAST GREENBUSH	11,659	11,659
433	490501	HOOSICK FALLS	11,782	11,782
434	490601	LANSINGBURGH	9,352	9,352
435	490801	NORTH GREENBUSH	11,741	11,741
436	490804	WYNANTSKILL	11,243	11,243
437	491200	RENSSELAER	8,883	8,883
438	491302	AVERILL PARK	10,036	10,036
439	491401	HOOSIC VALLEY	10,338	10,338
440	491501	SCHODACK	12,169	12,169
441	491700	TROY	15,986	15,986
442	500101	CLARKSTOWN	13,310	13,310
443	500108	NANUET	18,531	18,531
444	500201	HAVERSTRAW-ST	17,121	17,121
445	500301	S. ORANGETOWN	15,503	15,503
446	500304	NYACK	18,240	18,240
447	500308	PEARL RIVER	14,854	14,854
448	500401	RAMAPO	16,919	16,919
449	500402	EAST RAMAPO	16,555	16,555
450	510101	BRASHER FALLS	10,172	10,172

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451	510201	CANTON	11,252	11,252
452	510401	CLIFTON FINE	17,107	17,107
453	510501	COLTON PIERREP	18,381	18,381
454	511101	GOUVERNEUR	10,255	10,255
455	511201	HAMMOND	12,727	12,727
456	511301	HERMON DEKALB	12,646	12,646
457	511602	LISBON	12,322	12,322
458	511901	MADRID WADDING	10,491	10,491
459	512001	MASSENA	10,197	10,197
460	512101	MORRISTOWN	13,655	13,655
461	512201	NORWOOD NORFOL	10,652	10,652
462	512300	OGDENSBURG	13,953	13,953
463	512404	HEUVELTON	10,704	10,704
464	512501	PARISHVILLE	10,609	10,609
465	512902	POTSDAM	11,390	11,390
466	513102	EDWARDS-KNOX	10,536	10,536
467	520101	BURNT HILLS	10,168	10,168
468	520302	SHENENDEHOWA	11,060	11,060
469	520401	CORINTH	10,919	10,919
470	520601	EDINBURG	20,896	20,896
471	520701	GALWAY	10,157	10,157
472	521200	MECHANICVILLE	10,377	10,377
473	521301	BALLSTON SPA	11,797	11,797
474	521401	S. GLENS FALLS	10,667	10,667
475	521701	SCHUYLERVILLE	11,472	11,472
476	521800	SARATOGA SPRIN	10,532	10,532
477	522001	STILLWATER	9,269	9,269
478	522101	WATERFORD	12,844	12,844
479	530101	DUANESBURG	9,234	9,234
480	530202	SCOTIA GLENVIL	11,013	11,013
481	530301	NISKAYUNA	11,790	11,790
482	530501	SCHALMONT	13,862	13,862
483	530515	MOHONASEN	8,989	8,989
484	530600	SCHENECTADY	12,014	12,014
485	540801	GILBOA CONESVI	15,707	15,707
486	540901	JEFFERSON	12,445	12,445
487	541001	MIDDLEBURGH	12,453	12,453
488	541102	COBLESKL-RICHM	10,802	10,802
489	541201	SCHOHARIE	12,138	12,138
490	541401	SHARON SPRINGS	14,154	14,154
491	550101	ODESSA MONTOUR	11,363	11,363
492	550301	WATKINS GLEN	10,489	10,489
493	560501	SOUTH SENECA	13,574	13,574
494	560603	ROMULUS	14,567	14,567
495	560701	SENECA FALLS	11,016	11,016
496	561006	WATERLOO CENT	10,263	10,263
497	570101	ADDISON	11,263	11,263
498	570201	AVOCA	13,201	13,201
499	570302	BATH	9,780	9,780
500	570401	BRADFORD	13,266	13,266

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501	570603	CAMPBELL-SAVON	10,531	10,531
502	571000	CORNING	10,637	10,637
503	571502	CANISTEO-GREEN	13,788	13,788
504	571800	HORNELL	9,858	9,858
505	571901	ARKPORT	9,666	9,666
506	572301	PRATTSBURG	10,626	10,626
507	572702	JASPER-TRPSBRG	10,590	10,590
508	572901	HAMMONDSPORT	14,766	14,766
509	573002	WAYLAND-COHOCT	10,796	10,796
510	580101	BABYLON	16,928	16,928
511	580102	WEST BABYLON	14,848	14,848
512	580103	NORTH BABYLON	14,290	14,290
513	580104	LINDENHURST	14,253	14,253
514	580105	COPIAGUE	15,369	15,369
515	580106	AMITYVILLE	17,777	17,777
516	580107	DEER PARK	15,685	15,685
517	580109	WYANDANCH	16,666	16,666
518	580201	THREE VILLAGE	15,887	15,887
519	580203	COMSEWOGUE	13,498	13,498
520	580205	SACHEM	13,251	13,251
521	580206	PORT JEFFERSON	21,199	21,199
522	580207	MOUNT SINAI	14,841	14,841
523	580208	MILLER PLACE	12,922	12,922
524	580209	ROCKY POINT	12,823	12,823
525	580211	MIDDLE COUNTRY	13,107	13,107
526	580212	LONGWOOD	14,380	14,380
527	580224	PATCHOGUE-MEDF	12,814	12,814
528	580232	WILLIAM FLOYD	14,168	14,168
529	580233	CENTER MORICHE	14,847	14,847
530	580234	EAST MORICHES	17,372	17,372
531	580235	SOUTH COUNTRY	15,951	15,951
532	580301	EAST HAMPTON	23,725	23,725
533	580302	WAINSCOTT	15,281	15,281
534	580303	AMAGANSETT	57,648	57,648
535	580304	SPRINGS	21,775	21,775
536	580305	SAG HARBOR	24,716	24,716
537	580306	MONTAUK	31,259	31,259
538	580401	ELWOOD	14,485	14,485
539	580402	COLD SPRING HA	20,586	20,586
540	580403	HUNTINGTON	17,512	17,512
541	580404	NORTHPORT	18,014	18,014
542	580405	HALF HOLLOW HI	14,873	14,873
543	580406	HARBORFIELDS	13,773	13,773
544	580410	COMMACK	15,572	15,572
545	580413	S. HUNTINGTON	15,758	15,758
546	580501	BAY SHORE	15,355	15,355
547	580502	ISLIP	14,285	14,285
548	580503	EAST ISLIP	14,659	14,659
549	580504	SAYVILLE	16,460	16,460
550	580505	BAYPORT BLUE P	17,566	17,566

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551	580506	HAUPPAUGE	16,435	16,435
552	580507	CONNETQUOT	15,947	15,947
553	580509	WEST ISLIP	13,799	13,799
554	580512	BRENTWOOD	13,488	13,488
555	580513	CENTRAL ISLIP	19,614	19,614
556	580514	FIRE ISLAND	107,803	107,803
557	580601	SHOREHAM-WADIN	15,726	15,726
558	580602	RIVERHEAD	16,076	16,076
559	580701	SHELTER ISLAND	27,980	27,980
560	580801	SMITHTOWN	13,969	13,969
561	580805	KINGS PARK	13,928	13,928
562	580901	REMSENBURG	36,414	36,414
563	580902	WESTHAMPTON BE	18,354	18,354
564	580903	QUOGUE	46,916	46,916
565	580905	HAMPTON BAYS	16,093	16,093
566	580906	SOUTHAMPTON	23,414	23,414
567	580909	BRIDGEHAMPTON	53,186	53,186
568	580910	SAGAPONACK	15,281	15,281
569	580912	EASTPORT-SOUTH	13,276	13,276
570	580913	TUCKAHOE COMMO	28,200	28,200
571	580917	EAST QUOGUE	22,116	22,116
572	581002	OYSTERPONDS	32,931	32,931
573	581004	FISHERS ISLAND	42,471	42,471
574	581005	SOUTHOLD	17,390	17,390
575	581010	GREENPORT	16,696	16,696
576	581012	MATTITUCK-CUTC	15,967	15,967
577	581015	NEW SUFFOLK	15,281	15,281
578	590501	FALLSBURGH	19,402	19,402
579	590801	ELDRED	13,570	13,570
580	590901	LIBERTY	17,552	17,552
581	591201	TRI VALLEY	18,324	18,324
582	591301	ROSCOE	17,826	17,826
583	591302	LIVINGSTON MAN	16,085	16,085
584	591401	MONTICELLO	14,106	14,106
585	591502	SULLIVAN WEST	15,001	15,001
586	600101	WAVERLY	9,059	9,059
587	600301	CANDOR	11,287	11,287
588	600402	NEWARK VALLEY	10,287	10,287
589	600601	OWEGO-APALACHI	11,452	11,452
590	600801	SPENCER VAN ET	10,808	10,808
591	600903	TIOGA	9,445	9,445
592	610301	DRYDEN	11,011	11,011
593	610501	GROTON	10,405	10,405
594	610600	ITHACA	12,670	12,670
595	610801	LANSING	10,855	10,855
596	610901	NEWFIELD	9,830	9,830
597	611001	TRUMANSBURG	10,222	10,222
598	620600	KINGSTON	14,461	14,461
599	620803	HIGHLAND	12,457	12,457
600	620901	RONDOUT VALLEY	17,586	17,586

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601	621001	MARLBORO	15,483	15,483
602	621101	NEW PALTZ	13,284	13,284
603	621201	ONTEORA	18,571	18,571
604	621601	SAUGERTIES	11,825	11,825
605	621801	WALLKILL	10,997	10,997
606	622002	ELLENVILLE	15,150	15,150
607	630101	BOLTON	20,535	20,535
608	630202	NORTH WARREN	15,458	15,458
609	630300	GLENS FALLS	11,469	11,469
610	630601	JOHNSBURG	18,339	18,339
611	630701	LAKE GEORGE	12,521	12,521
612	630801	HADLEY LUZERNE	13,748	13,748
613	630902	QUEENSBURY	9,538	9,538
614	630918	GLENS FALLS CO	12,000	12,000
615	631201	WARRENSBURG	14,836	14,836
616	640101	ARGYLE	11,402	11,402
617	640502	FORT ANN	13,847	13,847
618	640601	FORT EDWARD	11,493	11,493
619	640701	GRANVILLE	10,360	10,360
620	640801	GREENWICH	12,131	12,131
621	641001	HARTFORD	12,205	12,205
622	641301	HUDSON FALLS	10,021	10,021
623	641401	PUTNAM	23,966	23,966
624	641501	SALEM	13,082	13,082
625	641610	CAMBRIDGE	12,350	12,350
626	641701	WHITEHALL	12,236	12,236
627	650101	NEWARK	11,100	11,100
628	650301	CLYDE-SAVANNAH	13,326	13,326
629	650501	LYONS	10,690	10,690
630	650701	MARION	11,418	11,418
631	650801	WAYNE	11,034	11,034
632	650901	PALMYRA-MACEDO	10,506	10,506
633	650902	GANANDA	9,757	9,757
634	651201	SODUS	12,623	12,623
635	651402	WILLIAMSON	12,113	12,113
636	651501	N. ROSE-WOLCOT	12,030	12,030
637	651503	RED CREEK	10,909	10,909
638	660101	KATONAH LEWISB	20,507	20,507
639	660102	BEDFORD	20,556	20,556
640	660202	CROTON HARMON	15,733	15,733
641	660203	HENDRICK HUDSO	18,174	18,174
642	660301	EASTCHESTER	17,827	17,827
643	660302	TUCKAHOE	20,009	20,009
644	660303	BRONXVILLE	22,099	22,099
645	660401	TARRYTOWN	16,449	16,449
646	660402	IRVINGTON	20,150	20,150
647	660403	DOBBS FERRY	18,927	18,927
648	660404	HASTINGS ON HU	19,404	19,404
649	660405	ARDSLEY	20,471	20,471
650	660406	EDGEMONT	17,819	17,819

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651	660407	GREENBURGH	22,343	22,343
652	660409	ELMSFORD	22,211	22,211
653	660501	HARRISON	23,457	23,457
654	660701	MAMARONECK	18,416	18,416
655	660801	MT PLEAS CENT	18,590	18,590
656	660802	POCANTICO HILL	46,333	46,333
657	660805	VALHALLA	20,983	20,983
658	660809	PLEASANTVILLE	16,558	16,558
659	660900	MOUNT VERNON	16,794	16,794
660	661004	CHAPPAQUA	19,041	19,041
661	661100	NEW ROCHELLE	16,138	16,138
662	661201	BYRAM HILLS	20,054	20,054
663	661301	NORTH SALEM	20,273	20,273
664	661401	OSSINING	18,293	18,293
665	661402	BRIARCLIFF MAN	22,861	22,861
666	661500	PEEKSKILL	16,431	16,431
667	661601	PELHAM	16,187	16,187
668	661800	RYE	18,927	18,927
669	661901	RYE NECK	18,340	18,340
670	661904	PORT CHESTER	13,413	13,413
671	661905	BLIND BROOK-RY	20,318	20,318
672	662001	SCARSDALE	22,148	22,148
673	662101	SOMERS	16,825	16,825
674	662200	WHITE PLAINS	19,443	19,443
675	662300	YONKERS	14,520	14,520
676	662401	LAKELAND	14,999	14,999
677	662402	YORKTOWN	16,743	16,743
678	670201	ATTICA	9,552	9,552
679	670401	LETCHWORTH	11,337	11,337
680	671002	WYOMING	15,376	15,376
681	671201	PERRY	11,041	11,041
682	671501	WARSAW	11,643	11,643
683	680601	PENN YAN	11,554	11,554
684	680801	DUNDEE	9,998	9,998

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1	10100	ALBANY	14,072	14,072
2	570101	ADDISON	11,263	11,263
3	410401	ADIRONDACK	11,668	11,668
4	80101	AFTON	13,800	13,800
5	142101	AKRON	10,134	10,134
6	450101	ALBION	10,580	10,580
7	140101	ALDEN	9,862	9,862
8	180202	ALEXANDER	11,325	11,325
9	220202	ALEXANDRIA	12,100	12,100
10	20101	ALFRED ALMOND	10,628	10,628
11	40302	ALLEGANY-LIMES	10,362	10,362
12	460102	ALTMAR PARISH	11,295	11,295
13	580303	AMAGANSETT	57,648	57,648
14	140201	AMHERST	10,721	10,721
15	580106	AMITYVILLE	17,777	17,777
16	270100	AMSTERDAM	9,443	9,443
17	120102	ANDES	21,107	21,107
18	20601	ANDOVER	12,353	12,353
19	660405	ARDSLEY	20,471	20,471
20	640101	ARGYLE	11,402	11,402
21	571901	ARKPORT	9,666	9,666
22	131601	ARLINGTON	11,469	11,469
23	670201	ATTICA	9,552	9,552
24	50100	AUBURN	10,495	10,495
25	90201	AUSABLE VALLEY	13,185	13,185
26	491302	AVERILL PARK	10,036	10,036
27	570201	AVOCA	13,201	13,201
28	240101	AVON	10,465	10,465
29	580101	BABYLON	16,928	16,928
30	80201	BAINBRIDGE GUI	11,434	11,434
31	280210	BALDWIN	15,658	15,658
32	420901	BALDWINSVILLE	10,724	10,724
33	521301	BALLSTON SPA	11,797	11,797
34	401301	BARKER	12,895	12,895
35	180300	BATAVIA	12,293	12,293
36	570302	BATH	9,780	9,780
37	580501	BAY SHORE	15,355	15,355
38	580505	BAYPORT BLUE P	17,566	17,566
39	130200	BEACON	11,093	11,093
40	231301	BEAVER RIVER	9,873	9,873
41	660102	BEDFORD	20,556	20,556
42	90301	BEEKMANTOWN	11,708	11,708
43	20801	BELFAST	11,619	11,619
44	220909	BELLEVILLE-HEN	10,030	10,030
45	280207	BELLMORE	19,638	19,638
46	280253	BELLMORE-MERRI	13,768	13,768
47	61001	BEMUS POINT	11,810	11,810
48	490101	BERLIN	12,890	12,890
49	10201	BERNE KNOX	13,371	13,371
50	10306	BETHLEHEM	12,513	12,513

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51	280521	BETHPAGE	17,350	17,350
52	30200	BINGHAMTON	10,244	10,244
53	661905	BLIND BROOK-RY	20,318	20,318
54	22902	BOLIVAR-RICHBG	10,885	10,885
55	630101	BOLTON	20,535	20,535
56	570401	BRADFORD	13,266	13,266
57	510101	BRASHER FALLS	10,172	10,172
58	580512	BRENTWOOD	13,488	13,488
59	480601	BREWSTER	16,808	16,808
60	661402	BRIARCLIFF MAN	22,861	22,861
61	580909	BRIDGEHAMPTON	53,186	53,186
62	260101	BRIGHTON	12,448	12,448
63	171102	BROADALBIN-PER	8,636	8,636
64	261801	BROCKPORT	10,745	10,745
65	62301	BROCTON	12,437	12,437
66	660303	BRONXVILLE	22,099	22,099
67	250109	BROOKFIELD	11,171	11,171
68	490202	BRUNSWICK CENT	10,501	10,501
69	161601	BRUSHTON MOIRA	11,399	11,399
70	140600	BUFFALO	12,005	12,005
71	520101	BURNT HILLS	10,168	10,168
72	661201	BYRAM HILLS	20,054	20,054
73	180701	BYRON BERGEN	11,339	11,339
74	190301	CAIRO-DURHAM	10,345	10,345
75	240201	CALEDONIA MUMF	10,218	10,218
76	641610	CAMBRIDGE	12,350	12,350
77	410601	CAMDEN	10,655	10,655
78	570603	CAMPBELL-SAVON	10,531	10,531
79	270301	CANAJOHARIE	10,768	10,768
80	430300	CANANDAIGUA	10,828	10,828
81	21102	CANASERAGA	12,329	12,329
82	250901	CANASTOTA	9,837	9,837
83	600301	CANDOR	11,287	11,287
84	571502	CANISTEO-GREEN	13,788	13,788
85	510201	CANTON	11,252	11,252
86	280411	CARLE PLACE	20,187	20,187
87	480102	CARMEL	15,409	15,409
88	222201	CARTHAGE	8,557	8,557
89	60401	CASSADAGA VALL	11,359	11,359
90	50401	CATO MERIDIAN	10,653	10,653
91	190401	CATSKILL	14,130	14,130
92	42302	CATTARAUGUS-LI	11,368	11,368
93	250201	CAZENOVIA	10,613	10,613
94	580233	CENTER MORICHE	14,847	14,847
95	580513	CENTRAL ISLIP	19,614	19,614
96	460801	CENTRAL SQUARE	9,571	9,571
97	661004	CHAPPAQUA	19,041	19,041
98	120401	CHARLOTTE VALL	10,907	10,907
99	160801	CHATEAUGAY	10,879	10,879
100	101001	CHATHAM	12,977	12,977

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101	60503	CHAUTAUQUA	14,457	14,457
102	90601	CHAZY	11,716	11,716
103	140701	CHEEKTOWAGA	10,235	10,235
104	30101	CHENANGO FORKS	10,503	10,503
105	30701	CHENANGO VALLE	10,665	10,665
106	472202	CHERRY VLY-SPR	12,674	12,674
107	440201	CHESTER	13,170	13,170
108	251601	CHITTENANGO	10,983	10,983
109	261501	CHURCHVILLE CH	10,122	10,122
110	110101	CINCINNATUS	12,691	12,691
111	140801	CLARENCE	9,001	9,001
112	500101	CLARKSTOWN	13,310	13,310
113	140703	CLEVELAND HILL	10,428	10,428
114	510401	CLIFTON FINE	17,107	17,107
115	411101	CLINTON	11,529	11,529
116	650301	CLYDE-SAVANNAH	13,326	13,326
117	60701	CLYMER	14,425	14,425
118	541102	COBLESKL-RICHM	10,802	10,802
119	10500	COHOES	11,791	11,791
120	580402	COLD SPRING HA	20,586	20,586
121	510501	COLTON PIERREP	18,381	18,381
122	580410	COMMACK	15,572	15,572
123	580203	COMSEWOGUE	13,498	13,498
124	580507	CONNETQUOT	15,947	15,947
125	471701	COOPERSTOWN	11,917	11,917
126	100501	COPAKE-TACONIC	13,622	13,622
127	230201	COPENHAGEN	9,935	9,935
128	580105	COPIAGUE	15,369	15,369
129	520401	CORINTH	10,919	10,919
130	571000	CORNING	10,637	10,637
131	440301	CORNWALL	11,262	11,262
132	110200	CORTLAND	10,142	10,142
133	190501	COXSACKIE ATHE	11,888	11,888
134	660202	CROTON HARMON	15,733	15,733
135	150203	CROWN POINT	15,649	15,649
136	22302	CUBA-RUSHFORD	12,488	12,488
137	241101	DALTON-NUNDA	13,107	13,107
138	241001	DANSVILLE	10,313	10,313
139	250301	DE RUYTER	13,049	13,049
140	580107	DEER PARK	15,685	15,685
141	120501	DELHI	13,930	13,930
142	140707	DEPEW	10,409	10,409
143	31301	DEPOSIT	14,304	14,304
144	660403	DOBBS FERRY	18,927	18,927
145	211003	DOLGEVILLE	10,527	10,527
146	130502	DOVER	11,245	11,245
147	120301	DOWNSVILLE	17,143	17,143
148	610301	DRYDEN	11,011	11,011
149	530101	DUANESBURG	9,234	9,234
150	680801	DUNDEE	9,998	9,998

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151	60800	DUNKIRK	12,985	12,985
152	420401	E SYRACUSE-MIN	13,674	13,674
153	260801	E. IRONDEQUOIT	11,557	11,557
154	140301	EAST AURORA	10,210	10,210
155	430501	EAST BLOOMFIEL	11,116	11,116
156	490301	EAST GREENBUSH	11,659	11,659
157	580301	EAST HAMPTON	23,725	23,725
158	580503	EAST ISLIP	14,659	14,659
159	280203	EAST MEADOW	15,722	15,722
160	580234	EAST MORICHES	17,372	17,372
161	580917	EAST QUOGUE	22,116	22,116
162	500402	EAST RAMAPO	16,555	16,555
163	261313	EAST ROCHESTER	12,585	12,585
164	280219	EAST ROCKAWAY	18,375	18,375
165	280402	EAST WILLISTON	20,780	20,780
166	660301	EASTCHESTER	17,827	17,827
167	580912	EASTPORT-SOUTH	13,276	13,276
168	141201	EDEN	9,674	9,674
169	660406	EDGEMONT	17,819	17,819
170	520601	EDINBURG	20,896	20,896
171	470501	EDMESTON	11,243	11,243
172	513102	EDWARDS-KNOX	10,536	10,536
173	180901	ELBA	11,423	11,423
174	590801	ELDRED	13,570	13,570
175	150301	ELIZABETHTOWN	13,358	13,358
176	622002	ELLENVILLE	15,150	15,150
177	40901	ELLICOTTVILLE	11,491	11,491
178	70600	ELMIRA	11,012	11,012
179	70902	ELMIRA HEIGHTS	10,136	10,136
180	280216	ELMONT	14,397	14,397
181	660409	ELMSFORD	22,211	22,211
182	580401	ELWOOD	14,485	14,485
183	141401	EVANS-BRANT	11,618	11,618
184	420601	FABIUS-POMPEY	12,479	12,479
185	261301	FAIRPORT	10,647	10,647
186	61101	FALCONER	9,522	9,522
187	590501	FALLSBURGH	19,402	19,402
188	280522	FARMINGDALE	16,831	16,831
189	421001	FAYETTEVILLE	10,653	10,653
190	22001	FILLMORE	9,156	9,156
191	580514	FIRE ISLAND	107,803	107,803
192	581004	FISHERS ISLAND	42,471	42,471
193	280222	FLORAL PARK	14,937	14,937
194	442115	FLORIDA	14,001	14,001
195	270601	FONDA FULTONVI	11,108	11,108
196	61503	FORESTVILLE	10,484	10,484
197	640502	FORT ANN	13,847	13,847
198	640601	FORT EDWARD	11,493	11,493
199	270701	FORT PLAIN	12,840	12,840
200	210402	FRANKFORT-SCHU	9,210	9,210

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201	120701	FRANKLIN	13,106	13,106
202	280217	FRANKLIN SQUAR	13,412	13,412
203	41101	FRANKLINVILLE	11,351	11,351
204	62201	FREDONIA	12,037	12,037
205	280209	FREEPORT	15,703	15,703
206	60301	FREWSBURG	10,206	10,206
207	21601	FRIENDSHIP	12,385	12,385
208	141604	FRONTIER	8,759	8,759
209	460500	FULTON	11,616	11,616
210	520701	GALWAY	10,157	10,157
211	650902	GANANDA	9,757	9,757
212	280218	GARDEN CITY	17,620	17,620
213	480404	GARRISON	21,676	21,676
214	260401	GATES CHILI	12,359	12,359
215	220401	GENERAL BROWN	8,580	8,580
216	20702	GENESEE VALLEY	11,013	11,013
217	240401	GENESEO	12,257	12,257
218	430700	GENEVA	12,688	12,688
219	100902	GERMANTOWN	14,614	14,614
220	540801	GILBOA CONESVI	15,707	15,707
221	470202	GLBTSVILLE-MT U	11,319	11,319
222	280100	GLEN COVE	18,368	18,368
223	630300	GLENS FALLS	11,469	11,469
224	630918	GLENS FALLS CO	12,000	12,000
225	170500	GLOVERSVILLE	9,865	9,865
226	430901	GORHAM-MIDDLES	11,875	11,875
227	440601	GOSHEN	12,773	12,773
228	511101	GOUVERNEUR	10,255	10,255
229	42801	GOWANDA	11,326	11,326
230	141501	GRAND ISLAND	9,915	9,915
231	640701	GRANVILLE	10,360	10,360
232	280407	GREAT NECK	22,466	22,466
233	260501	GREECE	11,252	11,252
234	10701	GREEN ISLAND	12,662	12,662
235	660407	GREENBURGH	22,343	22,343
236	80601	GREENE	10,565	10,565
237	581010	GREENPORT	16,696	16,696
238	190701	GREENVILLE	13,454	13,454
239	640801	GREENWICH	12,131	12,131
240	442111	GREENWOOD LAKE	18,307	18,307
241	81401	GRGETWN-SO OTS	12,871	12,871
242	610501	GROTON	10,405	10,405
243	10802	GUILDERLAND	11,356	11,356
244	630801	HADLEY LUZERNE	13,748	13,748
245	480401	HALDANE	16,483	16,483
246	580405	HALF HOLLOW HI	14,873	14,873
247	141601	HAMBURG	9,716	9,716
248	250701	HAMILTON	12,897	12,897
249	511201	HAMMOND	12,727	12,727
250	572901	HAMMONDSPORT	14,766	14,766

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251	580905	HAMPTON BAYS	16,093	16,093
252	120906	HANCOCK	14,267	14,267
253	460701	HANNIBAL	10,178	10,178
254	580406	HARBORFIELDS	13,773	13,773
255	30501	HARPURSVILLE	9,877	9,877
256	660501	HARRISON	23,457	23,457
257	230301	HARRISVILLE	12,372	12,372
258	641001	HARTFORD	12,205	12,205
259	660404	HASTINGS ON HU	19,404	19,404
260	580506	HAUPPAUGE	16,435	16,435
261	500201	HAVERSTRAW-ST	17,121	17,121
262	280201	HEMPSTEAD	18,202	18,202
263	660203	HENDRICK HUDSO	18,174	18,174
264	210601	HERKIMER	9,525	9,525
265	511301	HERMON DEKALB	12,646	12,646
266	280409	HERRICKS	17,029	17,029
267	512404	HEUVELTON	10,704	10,704
268	280214	HEWLETT WOODME	22,408	22,408
269	280517	HICKSVILLE	14,942	14,942
270	620803	HIGHLAND	12,457	12,457
271	440901	HIGHLAND FALLS	14,580	14,580
272	261101	HILTON	10,202	10,202
273	41401	HINSDALE	9,952	9,952
274	141701	HOLLAND	11,032	11,032
275	412201	HOLLAND PATENT	10,388	10,388
276	450704	HOLLEY	10,275	10,275
277	110701	HOMER	11,092	11,092
278	431401	HONEOYE	12,141	12,141
279	260901	HONEOYE FALLS	10,435	10,435
280	491401	HOOSIC VALLEY	10,338	10,338
281	490501	HOOSICK FALLS	11,782	11,782
282	571800	HORNELL	9,858	9,858
283	70901	HORSEHEADS	10,196	10,196
284	101300	HUDSON	13,401	13,401
285	641301	HUDSON FALLS	10,021	10,021
286	190901	HUNTER TANNERS	16,482	16,482
287	580403	HUNTINGTON	17,512	17,512
288	130801	HYDE PARK	12,052	12,052
289	210501	ILION	8,450	8,450
290	200401	INDIAN LAKE	24,054	24,054
291	220301	INDIAN RIVER	6,996	6,996
292	200501	INLET	26,047	26,047
293	141301	IROQUOIS	9,751	9,751
294	660402	IRVINGTON	20,150	20,150
295	280231	ISLAND PARK	27,985	27,985
296	280226	ISLAND TREES	15,505	15,505
297	580502	ISLIP	14,285	14,285
298	610600	ITHACA	12,670	12,670
299	61700	JAMESTOWN	10,164	10,164
300	420411	JAMESVILLE-DEW	10,944	10,944

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301	572702	JASPER-TRPSBRG	10,590	10,590
302	540901	JEFFERSON	12,445	12,445
303	280515	JERICO	23,911	23,911
304	630601	JOHNSBURG	18,339	18,339
305	31502	JOHNSON CITY	12,050	12,050
306	170600	JOHNSTOWN	10,408	10,408
307	420501	JORDAN ELBRIDG	11,623	11,623
308	660101	KATONAH LEWISB	20,507	20,507
309	150601	KEENE	19,701	19,701
310	450607	KENDALL	12,590	12,590
311	142601	KENMORE	9,477	9,477
312	101401	KINDERHOOK	11,239	11,239
313	580805	KINGS PARK	13,928	13,928
314	620600	KINGSTON	14,461	14,461
315	441202	KIRYAS JOEL	33,354	33,354
316	221401	LA FARGEVILLE	9,458	9,458
317	420807	LA FAYETTE	15,766	15,766
318	141800	LACKAWANNA	11,964	11,964
319	630701	LAKE GEORGE	12,521	12,521
320	151102	LAKE PLACID	14,929	14,929
321	200601	LAKE PLEASANT	25,331	25,331
322	662401	LAKELAND	14,999	14,999
323	141901	LANCASTER	8,449	8,449
324	610801	LANSING	10,855	10,855
325	490601	LANSINGBURGH	9,352	9,352
326	470801	LAURENS	10,634	10,634
327	280215	LAWRENCE	23,002	23,002
328	181001	LE ROY	10,757	10,757
329	670401	LETCHWORTH	11,337	11,337
330	280205	LEVITTOWN	17,280	17,280
331	400301	LEWISTON PORTE	12,229	12,229
332	590901	LIBERTY	17,552	17,552
333	580104	LINDENHURST	14,253	14,253
334	511602	LISBON	12,322	12,322
335	210800	LITTLE FALLS	11,471	11,471
336	421501	LIVERPOOL	12,529	12,529
337	591302	LIVINGSTON MAN	16,085	16,085
338	240801	LIVONIA	11,356	11,356
339	400400	LOCKPORT	9,912	9,912
340	280503	LOCUST VALLEY	22,507	22,507
341	280300	LONG BEACH	22,042	22,042
342	200701	LONG LAKE	42,198	42,198
343	580212	LONGWOOD	14,380	14,380
344	230901	LOWVILLE	9,602	9,602
345	221301	LYME	13,021	13,021
346	280220	LYNBROOK	17,680	17,680
347	421504	LYNCOURT	15,497	15,497
348	451001	LYNDONVILLE	10,519	10,519
349	650501	LYONS	10,690	10,690
350	251101	MADISON	10,079	10,079

Charter Funding By NYS School District

Sorted by District Name

	District Code	School District Name	Final 2010-11 Basic Tuition	Final 2011-12 Basic Tuition
351	511901	MADRID WADDING	10,491	10,491
352	480101	MAHOPAC	13,924	13,924
353	31101	MAINE ENDWELL	10,197	10,197
354	161501	MALONE	10,520	10,520
355	280212	MALVERNE	19,705	19,705
356	660701	MAMARONECK	18,416	18,416
357	431101	MANCHSTR-SHRTS	10,420	10,420
358	280406	MANHASSET	21,235	21,235
359	10622	MAPLEWOOD	N/A	N/A
360	110901	MARATHON	11,911	11,911
361	421101	MARCELLUS	9,775	9,775
362	121401	MARGARETVILLE	13,376	13,376
363	650701	MARION	11,418	11,418
364	621001	MARLBORO	15,483	15,483
365	140702	MARYVALE	10,433	10,433
366	280523	MASSAPEQUA	16,052	16,052
367	512001	MASSENA	10,197	10,197
368	581012	MATTITUCK-CUTC	15,967	15,967
369	170801	MAYFIELD	10,112	10,112
370	110304	MCGRAW	11,248	11,248
371	521200	MECHANICVILLE	10,377	10,377
372	450801	MEDINA	10,826	10,826
373	10615	MENANDS	15,870	15,870
374	280225	MERRICK	17,936	17,936
375	460901	MEXICO	11,702	11,702
376	580211	MIDDLE COUNTRY	13,107	13,107
377	541001	MIDDLEBURGH	12,453	12,453
378	441000	MIDDLETOWN	12,759	12,759
379	471101	MILFORD	12,217	12,217
380	132201	MILLBROOK	12,902	12,902
381	580208	MILLER PLACE	12,922	12,922
382	280410	MINEOLA	23,709	23,709
383	150801	MINERVA	25,637	25,637
384	441101	MINISINK VALLE	10,552	10,552
385	210502	MOHAWK	10,758	10,758
386	530515	MOHONASEN	8,989	8,989
387	441201	MONROE WOODBUR	13,089	13,089
388	580306	MONTAUK	31,259	31,259
389	591401	MONTICELLO	14,106	14,106
390	51301	MORAVIA	10,202	10,202
391	150901	MORIAH	11,855	11,855
392	471201	MORRIS	10,436	10,436
393	512101	MORRISTOWN	13,655	13,655
394	250401	MORRISVILLE EA	12,114	12,114
395	240901	MOUNT MORRIS	12,120	12,120
396	580207	MOUNT SINAI	14,841	14,841
397	660900	MOUNT VERNON	16,794	16,794
398	212001	MT MARKHAM CSD	11,231	11,231
399	660801	MT PLEAS CENT	18,590	18,590
400	651501	N. ROSE-WOLCOT	12,030	12,030

Charter Funding By NYS School District
Sorted by District Name

	District Code	School District Name	Final 2010-11 Basic Tuition	Final 2011-12 Basic Tuition
401	400900	N. TONAWANDA	10,593	10,593
402	500108	NANUET	18,531	18,531
403	431201	NAPLES	13,183	13,183
404	411501	NEW HARTFORD	11,431	11,431
405	280405	NEW HYDE PARK	14,771	14,771
406	101601	NEW LEBANON	15,792	15,792
407	621101	NEW PALTZ	13,284	13,284
408	661100	NEW ROCHELLE	16,138	16,138
409	581015	NEW SUFFOLK	15,281	15,281
410	300000	NEW YORK CITY	13,527	13,527
411	411504	NEW YORK MILLS	11,834	11,834
412	650101	NEWARK	11,100	11,100
413	600402	NEWARK VALLEY	10,287	10,287
414	441600	NEWBURGH	14,796	14,796
415	151001	NEWCOMB	43,580	43,580
416	400601	NEWFANE	10,086	10,086
417	610901	NEWFIELD	9,830	9,830
418	400800	NIAGARA FALLS	10,911	10,911
419	400701	NIAGARA WHEATF	10,443	10,443
420	530301	NISKAYUNA	11,790	11,790
421	580103	NORTH BABYLON	14,290	14,290
422	280204	NORTH BELLMORE	17,500	17,500
423	142201	NORTH COLLINS	13,023	13,023
424	10605	NORTH COLONIE	10,708	10,708
425	10623	NORTH COLONIE	10,708	10,708
426	490801	NORTH GREENBUSH	11,741	11,741
427	280229	NORTH MERRICK	17,825	17,825
428	661301	NORTH SALEM	20,273	20,273
429	280501	NORTH SHORE	23,323	23,323
430	420303	NORTH SYRACUSE	10,709	10,709
431	630202	NORTH WARREN	15,458	15,458
432	131101	NORTHEAST	15,342	15,342
433	90501	NORTHEASTERN	11,543	11,543
434	580404	NORTHPORT	18,014	18,014
435	90901	NORTHRN ADIRON	12,585	12,585
436	170901	NORTHVILLE	13,440	13,440
437	81200	NORWICH	9,956	9,956
438	512201	NORWOOD NORFOL	10,652	10,652
439	500304	NYACK	18,240	18,240
440	181101	OAKFIELD ALABA	9,994	9,994
441	280211	OCEANSIDE	16,067	16,067
442	550101	ODESSA MONTOUR	11,363	11,363
443	512300	OGDENSBURG	13,953	13,953
444	42400	OLEAN	10,976	10,976
445	251400	ONEIDA CITY	11,079	11,079
446	471400	ONEONTA	11,790	11,790
447	421201	ONONDAGA	12,132	12,132
448	621201	ONTEORA	18,571	18,571
449	171001	OPPENHEIM EPHR	13,204	13,204
450	142301	ORCHARD PARK	10,523	10,523

Charter Funding By NYS School District
Sorted by District Name

	District Code	School District Name	Final 2010-11 Basic Tuition	Final 2011-12 Basic Tuition
451	412901	ORISKANY	10,992	10,992
452	661401	OSSINING	18,293	18,293
453	461300	OSWEGO	12,263	12,263
454	471601	OTEGO-UNADILLA	11,481	11,481
455	600601	OWEGO-APALACHI	11,452	11,452
456	81501	OXFORD	11,858	11,858
457	280506	OYSTER BAY	22,533	22,533
458	581002	OYSTERPONDS	32,931	32,931
459	650901	PALMYRA-MACEDO	10,506	10,506
460	61601	PANAMA	11,826	11,826
461	512501	PARISHVILLE	10,609	10,609
462	580224	PATCHOGUE-MEDF	12,814	12,814
463	181201	PAVILION	10,682	10,682
464	131201	PAWLING	15,571	15,571
465	500308	PEARL RIVER	14,854	14,854
466	661500	PEEKSKILL	16,431	16,431
467	661601	PELHAM	16,187	16,187
468	181302	PEMBROKE	11,828	11,828
469	261201	PENFIELD	12,346	12,346
470	680601	PENN YAN	11,554	11,554
471	671201	PERRY	11,041	11,041
472	91101	PERU	11,849	11,849
473	431301	PHELPS-CLIFTON	11,376	11,376
474	462001	PHOENIX	12,226	12,226
475	440401	PINE BUSH	11,570	11,570
476	131301	PINE PLAINS	14,565	14,565
477	60601	PINE VALLEY	11,589	11,589
478	200101	PISECO	26,047	26,047
479	261401	PITTSFORD	12,722	12,722
480	280518	PLAINEDGE	15,701	15,701
481	280504	PLAINVIEW	17,945	17,945
482	91200	PLATTSBURGH	13,607	13,607
483	660809	PLEASANTVILLE	16,558	16,558
484	660802	POCANTICO HILL	46,333	46,333
485	211103	POLAND	11,690	11,690
486	51101	PORT BYRON	10,865	10,865
487	661904	PORT CHESTER	13,413	13,413
488	580206	PORT JEFFERSON	21,199	21,199
489	441800	PORT JERVIS	11,904	11,904
490	280404	PORT WASHINGTO	20,028	20,028
491	42901	PORTVILLE	10,058	10,058
492	512902	POTSDAM	11,390	11,390
493	131500	POUGHKEEPSIE	12,524	12,524
494	572301	PRATTSBURG	10,626	10,626
495	461801	PULASKI	11,580	11,580
496	641401	PUTNAM	23,966	23,966
497	480503	PUTNAM VALLEY	16,888	16,888
498	630902	QUEENSBURY	9,538	9,538
499	580903	QUOGUE	46,916	46,916
500	500401	RAMAPO	16,919	16,919

Charter Funding By NYS School District

Sorted by District Name

	District Code	School District Name	Final 2010-11 Basic Tuition	Final 2011-12 Basic Tuition
501	43001	RANDOLPH	10,720	10,720
502	10402	RAVENA COEYMAN	13,365	13,365
503	651503	RED CREEK	10,909	10,909
504	131701	RED HOOK	13,202	13,202
505	411701	REMSSEN	14,790	14,790
506	580901	REMSSENBURG	36,414	36,414
507	491200	RENSSELAER	8,883	8,883
508	131801	RHINEBECK	16,681	16,681
509	472001	RICHFIELD SPRING	10,916	10,916
510	62401	RIPLEY	15,941	15,941
511	580602	RIVERHEAD	16,076	16,076
512	261600	ROCHESTER	12,426	12,426
513	280221	ROCKVILLE CENT	18,767	18,767
514	580209	ROCKY POINT	12,823	12,823
515	411800	ROME	11,413	11,413
516	560603	ROMULUS	14,567	14,567
517	620901	RONDOUT VALLEY	17,586	17,586
518	280208	ROOSEVELT	16,939	16,939
519	591301	ROSCOE	17,826	17,826
520	280403	ROSLYN	20,898	20,898
521	121502	ROXBURY	16,963	16,963
522	401201	ROYALTON HARTLAND	10,207	10,207
523	261701	RUSH HENRIETTA	12,330	12,330
524	661800	RYE	18,927	18,927
525	661901	RYE NECK	18,340	18,340
526	521401	S. GLENS FALLS	10,667	10,667
527	580413	S. HUNTINGTON	15,758	15,758
528	220101	S. JEFFERSON	9,183	9,183
529	121702	S. KORTRIGHT	13,381	13,381
530	500301	S. ORANGETOWN	15,503	15,503
531	580205	SACHEM	13,251	13,251
532	221001	SACKETTS HARBOR	10,104	10,104
533	580305	SAG HARBOR	24,716	24,716
534	580910	SAGAPONACK	15,281	15,281
535	43200	SALAMANCA	11,582	11,582
536	641501	SALEM	13,082	13,082
537	161201	SALMON RIVER	13,576	13,576
538	461901	SANDY CREEK	12,911	12,911
539	91402	SARANAC	11,333	11,333
540	161401	SARANAC LAKE	13,999	13,999
541	521800	SARATOGA SPRING	10,532	10,532
542	621601	SAUGERTIES	11,825	11,825
543	411603	SAUQUOIT VALLEY	10,956	10,956
544	580504	SAYVILLE	16,460	16,460
545	662001	SCARSDALE	22,148	22,148
546	530501	SCHALMONT	13,862	13,862
547	530600	SCHENECTADY	12,014	12,014
548	470901	SCHENEVUS	12,566	12,566
549	491501	SCHODACK	12,169	12,169
550	541201	SCHOHARIE	12,138	12,138

Charter Funding By NYS School District

Sorted by District Name

	District Code	School District Name	Final 2010-11 Basic Tuition	Final 2011-12 Basic Tuition
551	151401	SCHROON LAKE	15,368	15,368
552	521701	SCHUYLERVILLE	11,472	11,472
553	22401	SCIO	11,968	11,968
554	530202	SCOTIA GLENVIL	11,013	11,013
555	280206	SEAFORD	15,660	15,660
556	560701	SENECA FALLS	11,016	11,016
557	280252	SEWANHAKA	12,522	12,522
558	541401	SHARON SPRINGS	14,154	14,154
559	580701	SHELTER ISLAND	27,980	27,980
560	520302	SHENENDEHOWA	11,060	11,060
561	82001	SHERBURNE EARL	10,707	10,707
562	62601	SHERMAN	10,196	10,196
563	412000	SHERRILL	9,651	9,651
564	580601	SHOREHAM-WADIN	15,726	15,726
565	121601	SIDNEY	11,628	11,628
566	61501	SILVER CREEK	11,223	11,223
567	421601	SKANEATELES	12,337	12,337
568	140709	SLOAN	11,946	11,946
569	580801	SMITHTOWN	13,969	13,969
570	651201	SODUS	12,623	12,623
571	420702	SOLVAY	11,760	11,760
572	662101	SOMERS	16,825	16,825
573	10601	SOUTH COLONIE	12,137	12,137
574	580235	SOUTH COUNTRY	15,951	15,951
575	231101	SOUTH LEWIS	13,513	13,513
576	560501	SOUTH SENECA	13,574	13,574
577	580906	SOUTHAMPTON	23,414	23,414
578	50701	SOUTHERN CAYUG	13,419	13,419
579	581005	SOUTHOLD	17,390	17,390
580	60201	SOUTHWESTERN	10,202	10,202
581	131602	SPACKENKILL	16,018	16,018
582	600801	SPENCER VAN ET	10,808	10,808
583	261001	SPENCERPORT	10,533	10,533
584	580304	SPRINGS	21,775	21,775
585	141101	SPRINGVILLE-GR	11,347	11,347
586	271102	ST JOHNSVILLE	11,910	11,910
587	161801	ST REGIS FALLS	13,886	13,886
588	121701	STAMFORD	13,915	13,915
589	401001	STARPOINT	9,789	9,789
590	522001	STILLWATER	9,269	9,269
591	251501	STOCKBRIDGE VA	10,638	10,638
592	591502	SULLIVAN WEST	15,001	15,001
593	30601	SUSQUEHANNA VA	12,156	12,156
594	140207	SWEET HOME	11,954	11,954
595	280502	SYOSSET	20,242	20,242
596	421800	SYRACUSE	11,933	11,933
597	660401	TARRYTOWN	16,449	16,449
598	220701	THOUSAND ISLAND	12,027	12,027
599	580201	THREE VILLAGE	15,887	15,887
600	151501	TICONDEROGA	13,455	13,455

Charter Funding By NYS School District
Sorted by District Name

	District Code	School District Name	Final 2010-11 Basic Tuition	Final 2011-12 Basic Tuition
601	600903	TIOGA	9,445	9,445
602	142500	TONAWANDA	10,051	10,051
603	211901	TOWN OF WEBB	20,143	20,143
604	591201	TRI VALLEY	18,324	18,324
605	491700	TROY	15,986	15,986
606	611001	TRUMANSBURG	10,222	10,222
607	660302	TUCKAHOE	20,009	20,009
608	580913	TUCKAHOE COMMO	28,200	28,200
609	421902	TULLY	10,036	10,036
610	160101	TUPPER LAKE	11,474	11,474
611	441903	TUXEDO	17,470	17,470
612	81003	UNADILLA	11,393	11,393
613	51901	UNION SPRINGS	12,059	12,059
614	280202	UNIONDALE	19,864	19,864
615	31501	UNION-ENDICOTT	11,048	11,048
616	412300	UTICA	9,280	9,280
617	280213	V STR THIRTEEN	15,487	15,487
618	280224	V STR TWENTY-F	19,237	19,237
619	660805	VALHALLA	20,983	20,983
620	280251	VALLEY STR CHS	14,838	14,838
621	280230	VALLEY STR UF	19,277	19,277
622	441301	VALLEY-MONTGMR	11,222	11,222
623	211701	VAN HORNSVILLE	11,991	11,991
624	31601	VESTAL	12,166	12,166
625	431701	VICTOR	9,518	9,518
626	11003	VOORHEESVILLE	12,742	12,742
627	260803	W. IRONDEQUOIT	10,413	10,413
628	580302	WAINSCOTT	15,281	15,281
629	621801	WALLKILL	10,997	10,997
630	121901	WALTON	10,718	10,718
631	280223	WANTAGH	13,593	13,593
632	132101	WAPPINGERS	10,887	10,887
633	631201	WARRENSBURG	14,836	14,836
634	671501	WARSAW	11,643	11,643
635	442101	WARWICK VALLEY	12,198	12,198
636	440102	WASHINGTONVILL	11,931	11,931
637	522101	WATERFORD	12,844	12,844
638	561006	WATERLOO CENT	10,263	10,263
639	222000	WATERTOWN	8,985	8,985
640	411902	WATERVILLE	10,900	10,900
641	11200	WATERVLIET	9,404	9,404
642	550301	WATKINS GLEN	10,489	10,489
643	600101	WAVERLY	9,059	9,059
644	573002	WAYLAND-COHOCT	10,796	10,796
645	650801	WAYNE	11,034	11,034
646	261901	WEBSTER	10,872	10,872
647	50301	WEEDSPORT	11,820	11,820
648	200901	WELLS	21,823	21,823
649	22601	WELLSVILLE	11,681	11,681
650	580102	WEST BABYLON	14,848	14,848

Charter Funding By NYS School District
Sorted by District Name

	District Code	School District Name	Final 2010-11 Basic Tuition	Final 2011-12 Basic Tuition
651	210302	WEST CANADA VA	11,723	11,723
652	420101	WEST GENESEE	10,199	10,199
653	280227	WEST HEMPSTEAD	16,755	16,755
654	580509	WEST ISLIP	13,799	13,799
655	142801	WEST SENECA	10,179	10,179
656	40204	WEST VALLEY	13,623	13,623
657	280401	WESTBURY	18,224	18,224
658	62901	WESTFIELD	11,891	11,891
659	580902	WESTHAMPTON BE	18,354	18,354
660	420701	WESTHILL	10,634	10,634
661	412801	WESTMORELAND	11,938	11,938
662	151601	WESTPORT	13,649	13,649
663	262001	WHEATLAND CHIL	15,259	15,259
664	170301	WHEELERVILLE	18,435	18,435
665	662200	WHITE PLAINS	19,443	19,443
666	641701	WHITEHALL	12,236	12,236
667	412902	WHITESBORO	9,886	9,886
668	22101	WHITESVILLE	10,904	10,904
669	31401	WHITNEY POINT	11,324	11,324
670	580232	WILLIAM FLOYD	14,168	14,168
671	651402	WILLIAMSON	12,113	12,113
672	140203	WILLIAMSVILLE	10,904	10,904
673	151701	WILLSBORO	15,355	15,355
674	401501	WILSON	10,386	10,386
675	191401	WINDHAM ASHLAN	18,838	18,838
676	31701	WINDSOR	10,115	10,115
677	472506	WORCESTER	12,352	12,352
678	580109	WYANDANCH	16,666	16,666
679	490804	WYNANTSKILL	11,243	11,243
680	671002	WYOMING	15,376	15,376
681	662300	YONKERS	14,520	14,520
682	241701	YORK	10,694	10,694
683	43501	YORKSHRE-PIONE	11,406	11,406
684	662402	YORKTOWN	16,743	16,743



Charter Schools Institute
The State University of New York

New Applicaton Budget(s) & Cash Flow(s) Template
for SUNY Authorized Charter Schools

Success Academy FY14 (w NYSED CSI)

Contact Name:	Madeleine Pidel
Contact Email:	madeleine.pidel@successacademies.org
Contact Phone:	646.747.2359

	Examples
Pre-Opening Period	January 1, 2013 to June 30, 2013
Operational Year ONE	July 1, 2013 to June 30, 2014

Success Academy FY14 (w NYSED CSP)			
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD			
January 1, 2013 to June 30, 2013			
Total Revenue	600,000	DESCRIPTION OF ASSUMPTIONS	
Total Expenses	275,365		
Net Income	324,635		
Actual Student Enrollment	168		
Total Paid Student Enrollment	168		
	START-UP PERIOD		
REVENUE			
REVENUES FROM STATE SOURCES			
Per Pupil Revenue	CY Per Pupil Rate		
New York City	13,527	-	
School District 2 (Enter Name)	-	-	
School District 3 (Enter Name)	-	-	
School District 4 (Enter Name)	-	-	
School District 5 (Enter Name)	-	-	
School District 6 (Enter Name)	-	-	
School District 7 (Enter Name)	-	-	
School District 8 (Enter Name)	-	-	
School District 9 (Enter Name)	-	-	
School District 10 (Enter Name)	-	-	
School District 11 (Enter Name)	-	-	
School District 12 (Enter Name)	-	-	
School District 13 (Enter Name)	-	-	
School District 14 (Enter Name)	-	-	
School District 15 (Enter Name)	-	-	
School District - ALL OTHER	-	-	
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	13,527	-	
Special Education Revenue			
Grants			
Stimulus		-	
DYCD (Department of Youth and Community Developmt.)		-	
Other		-	
Other		-	
TOTAL REVENUE FROM STATE SOURCES		-	
REVENUE FROM FEDERAL FUNDING			
IDEA Special Needs		-	
Title I		-	
Title Funding - Other		-	
School Food Service (Free Lunch)		-	
Grants			
Charter School Program (CSP) Planning & Implementation		300,000	Eligible for NYSED CSP Grant
Other		-	
Other		-	
TOTAL REVENUE FROM FEDERAL SOURCES		300,000	
LOCAL and OTHER REVENUE			
Contributions and Donations		-	
Fundraising		-	
Erate Reimbursement		-	
Earnings on Investments		-	
Interest Income		-	
Food Service (Income from meals)		-	
Text Book		-	
OTHER		300,000	Cash from Ed Corp to cover startup needs-see Investment Activities in Cash Flow
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		300,000	
TOTAL REVENUE		600,000	
EXPENSES			
ADMINISTRATIVE STAFF PERSONNEL COSTS			
	No. of Positions		
Executive Management			
Instructional Management	1.00	17,350	another SA
Deans, Directors & Coordinators			
CFO / Director of Finance			
Operation / Business Manager	1.00	12,318	
Administrative Staff	-	-	
TOTAL ADMINISTRATIVE STAFF	2.00	29,667	
INSTRUCTIONAL PERSONNEL COSTS			
Teachers - Regular			
Teachers - SPED			
Substitute Teachers			
Teaching Assistants			
Specialty Teachers			
Aides			
Therapists & Counselors			
Other			
TOTAL INSTRUCTIONAL	-	-	
NON-INSTRUCTIONAL PERSONNEL COSTS			
Nurse	-	-	
Librarian	-	-	
Custodian	-	-	
Security	-	-	
Other	-	-	
TOTAL NON-INSTRUCTIONAL	-	-	
SUBTOTAL PERSONNEL SERVICE COSTS	2.00	29,667	
PAYROLL TAXES AND BENEFITS			
Payroll Taxes		3,475	Based on current rates
Fringe / Employee Benefits		3,118	Based on current rates
Retirement / Pension		-	
TOTAL PAYROLL TAXES AND BENEFITS		6,593	
TOTAL PERSONNEL SERVICE COSTS	2.00	36,260	
CONTRACTED SERVICES			
Accounting / Audit		-	
Legal		-	
Management Company Fee		-	
Nurse Services		-	
Food Service / School Lunch		-	
Payroll Services		671	
Special Ed Services		-	
Titliment Services (i.e. Title I)		-	
Other Purchased / Professional / Consulting		11,129	
TOTAL CONTRACTED SERVICES		11,800	
SCHOOL OPERATIONS			
Board Expenses		-	
Classroom / Teaching Supplies & Materials		50,000	Pre-ordering
Special Ed Supplies & Materials		-	
Textbooks / Workbooks		-	
Supplies & Materials other		-	
Equipment / Furniture		-	
Telephone		-	
Technology		-	
Student Testing & Assessment		-	
Field Trips		-	
Transportation (student)		-	
Student Services - other		-	
Office Expense		-	
Staff Development		-	
Staff Recruitment		15,000	
Student Recruitment / Marketing		80,000	enrollment teams
School Meals / Lunch		-	
Travel (Staff)		500	
Fundraising		-	
Other		8,842	
TOTAL SCHOOL OPERATIONS		154,342	
FACILITY OPERATION & MAINTENANCE			
Insurance		40,997	Pre-paid policies
Janitorial		-	
Building and Land Rent / Lease		-	
Repairs & Maintenance		-	
Equipment / Furniture		-	
Security		-	

Success Academy FY14 (w NYSED CSP) PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD January 1, 2013 to June 30, 2013			DESCRIPTION OF ASSUMPTIONS
Total Revenue	600,000		
Total Expenses	275,365		
Net Income	324,635		
Actual Student Enrollment	168		
Total Paid Student Enrollment	168		
	START-UP PERIOD		
Utilities	-		
TOTAL FACILITY OPERATION & MAINTENANCE	40,997		
DEPRECIATION & AMORTIZATION	6,965		
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	25,000		
TOTAL EXPENSES	275,365		
NET INCOME	324,635		
ENROLLMENT - *School Districts Are Linked To Above Entries*			
New York City	168		
School District 2 (Enter Name)	-		
School District 3 (Enter Name)	-		
School District 4 (Enter Name)	-		
School District 5 (Enter Name)	-		
School District 6 (Enter Name)	-		
School District 7 (Enter Name)	-		
School District 8 (Enter Name)	-		
School District 9 (Enter Name)	-		
School District 10 (Enter Name)	-		
School District 11 (Enter Name)	-		
School District 12 (Enter Name)	-		
School District 13 (Enter Name)	-		
School District 14 (Enter Name)	-		
School District 15 (Enter Name)	-		
School District - ALL OTHER	-		
TOTAL ENROLLMENT	168		
REVENUE PER PUPIL	3,571		
EXPENSES PER PUPIL	1,639		

Success Academy FY14 (w NYSED CSP) PROJECTED CASH FLOW FOR PRE-OPENING PERIOD January 1, 2013 to June 30, 2013								Success Academy FY14 (w NYSED CSP) PROJECTED CASH FLOW FOR DISCRETE PERIOD July 1, 20XX to June 30, 20XX						
Total Revenue	300,000	-	-	-	200,000	100,000	600,000	-	-	-	-	-	-	-
Total Expenses	15,833	15,833	16,494	38,884	66,096	122,225	275,365	-	-	-	-	-	-	-
Net Income	284,167	(15,833)	(16,494)	(38,884)	133,904	(22,225)	324,635	-	-	-	-	-	-	-
Cash Flow Adjustments	-	-	(21,366)	(67,950)	(67,950)	(67,950)	(225,215)	-	-	-	-	-	-	-
Beginning Cash Balance	-	284,167	268,333	230,474	123,640	189,594	-	-	-	-	-	-	-	-
Net Income	284,167	268,333	230,474	123,640	189,594	99,420	99,420	-	-	-	-	-	-	-
	January	February	March	April	May	June	TOTAL	July	August	September	October	November	December	January
REVENUE														
REVENUES FROM STATE SOURCES														
Per Pupil Revenue														
New York City	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 2 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grants														
Stimulus	-	-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	-	-	-	-	-	-	-	-	-	-	-	-	-	-
REVENUE FROM FEDERAL FUNDING														
IDEA Special Needs	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Title I	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Title Funding - Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Food Service (Free Lunch)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grants														
Charter School Program (CSP) Planning & Implementation	-	-	-	-	200,000	100,000	300,000	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	-	-	200,000	100,000	300,000	-	-	-	-	-	-	-
LOCAL and OTHER REVENUE														
Contributions and Donations	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER	300,000	-	-	-	-	-	300,000	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	300,000	-	-	-	-	-	300,000	-	-	-	-	-	-	-
TOTAL REVENUE	300,000	-	-	-	200,000	100,000	600,000	-	-	-	-	-	-	-
EXPENSES														
ADMINISTRATIVE STAFF PERSONNEL COSTS														
Executive Management		No. of Positions												
Instructional Management	-	1.00	-	-	-	8675	8,675	17,350	-	-	-	-	-	-
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	-	1.00	-	-	-	6159	6,159	12,318	-	-	-	-	-	-
Administrative Staff	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	-	2.00	-	-	-	14,834	14,834	29,668	-	-	-	-	-	-
INSTRUCTIONAL PERSONNEL COSTS														
Teachers - Regular	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teachers - SPED	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS														
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	-	2.00	-	-	-	14,834	14,834	29,668	-	-	-	-	-	-
PAYROLL TAXES AND BENEFITS														
Payroll Taxes	-	-	-	-	1,737.31	1,737	3,475	-	-	-	-	-	-	-
Fringe / Employee Benefits	-	-	-	-	1,558.99	1,559	3,118	-	-	-	-	-	-	-
Retirement / Pension	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS	-	-	-	-	3,296	3,296	6,593	-	-	-	-	-	-	-
TOTAL PERSONNEL SERVICE COSTS	-	2.00	-	-	-	18,130	18,130	36,261	-	-	-	-	-	-
CONTRACTED SERVICES														
Accounting / Audit	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Legal	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Management Company Fee	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services	-	-	-	-	336	336	671	-	-	-	-	-	-	-
Special Ed Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	-	-	-	-	11,129	11,129	-	-	-	-	-	-	-
TOTAL CONTRACTED SERVICES	-	-	-	-	336	11,465	11,800	-	-	-	-	-	-	-
SCHOOL OPERATIONS														
Board Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	-	-	-	-	-	50,000	50,000	-	-	-	-	-	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Supplies & Materials other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Telephone	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Technology	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Testing & Assessment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Field Trips	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation (student)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Services - other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Office Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Staff Development	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Staff Recruitment	2,500	2,500	2,500	2,500	2,500	2,500	15,000	-	-	-	-	-	-	-
Student Recruitment / Marketing	13,333	13,333	13,333	13,333	13,333	13,333	80,000	-	-	-	-	-	-	-
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	-	-	-	-	274	274	548	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	4,421	4,421	8,842	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	15,833	15,833	15,833	15,833	20,528	70,528	154,390	-	-	-	-	-	-	-

Success Academy FY14 (w NYSED CSP) PROJECTED CASH FLOW FOR PRE-OPENING PERIOD January 1, 2013 to June 30, 2013								Success Academy FY14 (w NYSED CSP) PROJECTED CASH FLOW FOR DISCRETE PERIOD July 1, 20XX to June 30, 20XX * This section should be left blank unless and/or until the charter is approved						
Total Revenue	300,000	-	-	-	200,000	100,000	600,000	-	-	-	-	-	-	-
Total Expenses	15,833	15,833	16,494	38,884	66,096	122,225	275,365	-	-	-	-	-	-	-
Net Income	284,167	(15,833)	(16,494)	(38,884)	133,904	(22,225)	324,635	-	-	-	-	-	-	-
Cash Flow Adjustments	-	-	(21,366)	(67,950)	(67,950)	(67,950)	(225,215)	-	-	-	-	-	-	-
Beginning Cash Balance	-	284,167	268,333	230,474	123,640	189,594	-	-	-	-	-	-	-	-
Net Income	284,167	268,333	230,474	123,640	189,594	99,420	99,420	-	-	-	-	-	-	-
	January	February	March	April	May	June	TOTAL	July	August	September	October	November	December	January
FACILITY OPERATION & MAINTENANCE														
Insurance		-	-	20,949	-	20,000	40,949	-	-	-	-	-	-	-
Janitorial	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Repairs & Maintenance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	20,949	-	20,000	40,949	-	-	-	-	-	-	-
DEPRECIATION & AMORTIZATION	-		661	2,102	2,102	2,102	6,965	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-		-	25,000	-	25,000	-	-	-	-	-	-	-
TOTAL EXPENSES	15,833	15,833	16,494	38,884	66,096	122,225	275,365	-	-	-	-	-	-	-
NET INCOME	284,167	(15,833)	(16,494)	(38,884)	133,904	(22,225)	324,635	-	-	-	-	-	-	-
CASH FLOW ADJUSTMENTS														
OPERATING ACTIVITIES														
Example - Add Back Depreciation	-	-	661	2,102	2,102	2,102	6,965	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	-	-	661	2,102	2,102	2,102	6,965	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES														
Subtract Property and Equipment Expenditures	-	-	(22,026)	(70,051)	(70,051)	(70,051)	(232,181)	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	-	-	(22,026)	(70,051)	(70,051)	(70,051)	(232,181)	-	-	-	-	-	-	-
FINANCING ACTIVITIES														
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	-	-	(21,366)	(67,950)	(67,950)	(67,950)	(225,215)	-	-	-	-	-	-	-
NET INCOME	284,167	(15,833)	(37,860)	(106,834)	65,954	(90,175)	99,420	-	-	-	-	-	-	-
Beginning Cash Balance		284,167	268,333	230,474	123,640	189,594	-	-	-	-	-	-	-	-
ENDING CASH BALANCE	284,167	268,333	230,474	123,640	189,594	99,420	99,420	-	-	-	-	-	-	-

w NYSED CSP) FUNDATION PLANNING YEAR * 30, 20XX agreement is duly modified to include a planning year						
Total Revenue	-	-	-	-	-	-
Total Expenses	-	-	-	-	-	-
Net Income	-	-	-	-	-	-
Cash Flow Adjustments	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-
Net Income	-	-	-	-	-	-
	February	March	April	May	June	TOTAL
REVENUE						
REVENUES FROM STATE SOURCES						
Per Pupil Revenue						
New York City	-	-	-	-	-	-
School District 2 (Enter Name)	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	-	-	-	-	-	-
Special Education Revenue	-	-	-	-	-	-
Grants						
Stimulus	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-	-
Other	-	-	-	-	-	-
Other	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	-	-	-	-	-	-
REVENUE FROM FEDERAL FUNDING						
IDEA Special Needs	-	-	-	-	-	-
Title I	-	-	-	-	-	-
Title Funding - Other	-	-	-	-	-	-
School Food Service (Free Lunch)	-	-	-	-	-	-
Grants						
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-
Other	-	-	-	-	-	-
Other	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	-	-	-	-
LOCAL and OTHER REVENUE						
Contributions and Donations	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-
Text Book	-	-	-	-	-	-
OTHER	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	-	-	-	-
TOTAL REVENUE	-	-	-	-	-	-
EXPENSES						
ADMINISTRATIVE STAFF PERSONNEL COSTS						
	No. of Positions					
Executive Management	-	-	-	-	-	-
Instructional Management	1.00	-	-	-	-	-
Deans, Directors & Coordinators	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-
Operation / Business Manager	1.00	-	-	-	-	-
Administrative Staff	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	2.00	-	-	-	-	-
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	-	-	-	-	-	-
Teachers - SPED	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-
Aides	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-
Other	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	-	-	-	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	-	-	-	-	-	-
Librarian	-	-	-	-	-	-
Custodian	-	-	-	-	-	-
Security	-	-	-	-	-	-
Other	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	2.00	-	-	-	-	-
PAYROLL TAXES AND BENEFITS						
Payroll Taxes		-	-	-	-	-
Fringe / Employee Benefits		-	-	-	-	-
Retirement / Pension		-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS		-	-	-	-	-
TOTAL PERSONNEL SERVICE COSTS	2.00	-	-	-	-	-
CONTRACTED SERVICES						
Accounting / Audit		-	-	-	-	-
Legal		-	-	-	-	-
Management Company Fee		-	-	-	-	-
Nurse Services		-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-
Payroll Services		-	-	-	-	-
Special Ed Services		-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-
Other Purchased / Professional / Consulting		-	-	-	-	-
TOTAL CONTRACTED SERVICES		-	-	-	-	-
SCHOOL OPERATIONS						
Board Expenses		-	-	-	-	-
Classroom / Teaching Supplies & Materials		-	-	-	-	-
Special Ed Supplies & Materials		-	-	-	-	-
Textbooks / Workbooks		-	-	-	-	-
Supplies & Materials other		-	-	-	-	-
Equipment / Furniture		-	-	-	-	-
Telephone		-	-	-	-	-
Technology		-	-	-	-	-
Student Testing & Assessment		-	-	-	-	-
Field Trips		-	-	-	-	-
Transportation (student)		-	-	-	-	-
Student Services - other		-	-	-	-	-
Office Expense		-	-	-	-	-
Staff Development		-	-	-	-	-
Staff Recruitment		-	-	-	-	-
Student Recruitment / Marketing		-	-	-	-	-
School Meals / Lunch		-	-	-	-	-
Travel (Staff)		-	-	-	-	-
Fundraising		-	-	-	-	-
Other		-	-	-	-	-
TOTAL SCHOOL OPERATIONS		-	-	-	-	-

w NYSED CSP) ANNUAL PLANNING YEAR * 30, 20XX agreement is duly modified to include a planning year						
Total Revenue	-	-	-	-	-	-
Total Expenses	-	-	-	-	-	-
Net Income	-	-	-	-	-	-
Cash Flow Adjustments	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-
Net Income	-	-	-	-	-	-
	February	March	April	May	June	TOTAL
FACILITY OPERATION & MAINTENANCE						
Insurance	-	-	-	-	-	-
Janitorial	-	-	-	-	-	-
Building and Land Rent / Lease	-	-	-	-	-	-
Repairs & Maintenance	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-
Security	-	-	-	-	-	-
Utilities	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	-	-	-
DEPRECIATION & AMORTIZATION						
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	-	-	-	-	-	-
TOTAL EXPENSES	-	-	-	-	-	-
NET INCOME	-	-	-	-	-	-
CASH FLOW ADJUSTMENTS						
OPERATING ACTIVITIES						
Example - Add Back Depreciation	-	-	-	-	-	-
Other	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-
INVESTMENT ACTIVITIES						
Subtract Property and Equipment Expenditures	-	-	-	-	-	-
Other	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-
FINANCING ACTIVITIES						
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-
Other	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-	-
NET INCOME	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-
ENDING CASH BALANCE	-	-	-	-	-	-

Success Academy FY14 (w NYSED CSP) PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE July 1, 2013 to June 30, 2014							DESCRIPTION OF ASSUMPTIONS
Total Revenue	2,491,856	344,449	-	-	413,000	3,249,305	
Total Expenses	2,284,864	333,293	-	-	405,077	3,023,234	
Net Income	206,992	11,155	-	-	7,923	226,071	
Actual Student Enrollment	143	25				168	
Total Paid Student Enrollment	143	25				168	
	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
REVENUE							
REVENUES FROM STATE SOURCES							
Per Pupil Revenue	CY Per Pupil Rate						
New York City	13,527	1,859,536	-	-	413,000	2,272,536	
School District 2 (Enter Name)	-	-	-	-	-	-	
School District 3 (Enter Name)	-	-	-	-	-	-	
School District 4 (Enter Name)	-	-	-	-	-	-	
School District 5 (Enter Name)	-	-	-	-	-	-	
School District 6 (Enter Name)	-	-	-	-	-	-	
School District 7 (Enter Name)	-	-	-	-	-	-	
School District 8 (Enter Name)	-	-	-	-	-	-	
School District 9 (Enter Name)	-	-	-	-	-	-	
School District 10 (Enter Name)	-	-	-	-	-	-	
School District 11 (Enter Name)	-	-	-	-	-	-	
School District 12 (Enter Name)	-	-	-	-	-	-	
School District 13 (Enter Name)	-	-	-	-	-	-	
School District 14 (Enter Name)	-	-	-	-	-	-	
School District 15 (Enter Name)	-	-	-	-	-	-	
School District - ALL OTHER	-	-	-	-	-	-	
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	13,527	1,859,536	-	-	413,000	2,272,536	
Special Education Revenue		264,449	-	-	-	264,449	Special Ed Expenses specifically over and above the general education program are broken out accordingly
Grants							
Stimulus		-	-	-	-	-	
DYCD (Department of Youth and Community Developmnt.)		-	-	-	-	-	
Other		-	-	-	-	-	
Other		-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES		1,859,536	264,449	-	413,000	2,536,985	
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs		-	30,000	-	-	30,000	
Title I		65,520	-	-	-	65,520	
Title Funding - Other		16,800	-	-	-	16,800	
School Food Service (Free Lunch)		-	-	-	-	-	
Grants							
Charter School Program (CSP) Planning & Implementation		200,000	-	-	-	200,000	Eligible for NYSED CSP Grant
Other		-	-	-	-	-	
Other		-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES		282,320	30,000	-	-	312,320	
LOCAL and OTHER REVENUE							
Contributions and Donations		-	-	-	-	-	
Fundraising		-	-	-	-	-	
Erate Reimbursement		-	-	-	-	-	
Earnings on Investments		-	-	-	-	-	
Interest Income		-	-	-	-	-	
Food Service (Income from meals)		-	-	-	-	-	
Text Book		-	-	-	-	-	
OTHER		350,000	50,000	-	-	400,000	Cash from Ed Corp to cover startup needs-see Investment Activities in Cash Flow
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		350,000	50,000	-	-	400,000	
TOTAL REVENUE		2,491,856	344,449	-	-	413,000	3,249,305
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS		No. of Positions					
Executive Management	-	-	-	-	-	-	
Instructional Management	1.00	110,901.14	-	-	-	110,901	
Deans, Directors & Coordinators	1.50	130,242	-	-	-	130,242	
CFO / Director of Finance	-	-	-	-	-	-	
Operation / Business Manager	1.00	73,906.00	-	-	-	73,906	
Administrative Staff	-	-	-	-	-	-	
TOTAL ADMINISTRATIVE STAFF	3.50	315,049	-	-	-	315,049	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	7.00	441,308	-	-	-	441,308	
Teachers - SPED	2.00	-	115,751	-	-	115,751	
Substitute Teachers	-	-	-	-	-	-	
Teaching Assistants	6.00	256,673	43,531	-	-	300,204	
Specialty Teachers	4.00	255,944	-	-	-	255,944	
Aides	-	-	-	-	-	-	
Therapists & Counselors	1.50	88,327	-	-	-	88,327	
Other	-	-	-	-	-	-	
TOTAL INSTRUCTIONAL	20.50	1,042,253	159,281	-	-	1,201,534	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	
Security	-	-	-	-	-	-	
Other	-	-	-	-	-	-	
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	
SUBTOTAL PERSONNEL SERVICE COSTS	24.00	1,357,302	159,281	-	-	1,516,583	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		150,980.26	16,640	-	-	167,620	
Fringe / Employee Benefits		146,601.33	12,788	-	-	159,389	
Retirement / Pension		-	-	-	-	-	
TOTAL PAYROLL TAXES AND BENEFITS		297,582	29,428	-	-	327,009	

Success Academy FY14 (w NYSED CSP) PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE July 1, 2013 to June 30, 2014							DESCRIPTION OF ASSUMPTIONS
Total Revenue	2,491,856	344,449	-	-	413,000	3,249,305	
Total Expenses	2,284,864	333,293	-	-	405,077	3,023,234	
Net Income	206,992	11,155	-	-	7,923	226,071	
Actual Student Enrollment	143	25				168	
Total Paid Student Enrollment	143	25				168	
	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
TOTAL PERSONNEL SERVICE COSTS	24.00	1,654,883	188,709	-	-	1,843,593	
CONTRACTED SERVICES							
Accounting / Audit	-	-	-	-	14,353	14,353	
Legal	-	-	-	-	-	-	
Management Company Fee	-	-	-	-	340,880	340,880	
Nurse Services	-	-	-	-	-	-	
Food Service / School Lunch	-	-	-	-	-	-	
Payroll Services	-	-	-	-	2,862	2,862	
Special Ed Services	-	-	-	-	-	-	
Titlement Services (i.e. Title I)	-	-	-	-	-	-	
Other Purchased / Professional / Consulting	19,866.50	6,153	-	-	41,020	67,039	
TOTAL CONTRACTED SERVICES	19,867	6,153	-	-	399,115	425,134	
SCHOOL OPERATIONS							
Board Expenses	-	-	-	-	-	-	
Classroom / Teaching Supplies & Materials	188,250	50,397	-	-	-	238,646	
Special Ed Supplies & Materials		37,331	-	-	-	37,331	
Textbooks / Workbooks	-	-	-	-	-	-	
Supplies & Materials other	26,099	4,606	-	-	-	30,705	
Equipment / Furniture	-	-	-	-	-	-	
Telephone	-	-	-	-	-	-	
Technology	75,234	-	-	-	-	75,234	
Student Testing & Assessment	18,232	5,688	-	-	-	23,920	
Field Trips	17,210	-	-	-	-	17,210	
Transportation (student)	-	-	-	-	-	-	
Student Services - other	15,767	-	-	-	-	15,767	
Office Expense	25,832	4,559	-	-	-	30,390	
Staff Development	59,957	14,110	-	-	-	74,067	
Staff Recruitment	34,000	5,100	-	-	-	39,100	
Student Recruitment / Marketing	24,301	16,641	-	-	-	40,942	
School Meals / Lunch	66,371	-	-	-	-	66,371	
Travel (Staff)	5,812	-	-	-	-	5,812	
Fundraising	-	-	-	-	-	-	
Other	7,685	-	-	-	-	7,685	
TOTAL SCHOOL OPERATIONS	564,749	138,431	-	-	-	703,180	
FACILITY OPERATION & MAINTENANCE							
Insurance	-	-	-	-	-	-	
Janitorial	-	-	-	-	-	-	
Building and Land Rent / Lease	-	-	-	-	-	-	
Repairs & Maintenance	5,962	-	-	-	5,962	11,924	
Equipment / Furniture	-	-	-	-	-	-	
Security	-	-	-	-	-	-	
Utilities	-	-	-	-	-	-	
TOTAL FACILITY OPERATION & MAINTENANCE	5,962	-	-	-	5,962	11,924	
DEPRECIATION & AMORTIZATION	39,403					39,403	
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	-					-	
TOTAL EXPENSES	2,284,864	333,293	-	-	405,077	3,023,234	
NET INCOME	206,992	11,155	-	-	7,923	226,071	
ENROLLMENT - *School Districts Are Linked To Above Entries*							
New York City	143	25	-			168	
School District 2 (Enter Name)	-	-	-			-	
School District 3 (Enter Name)	-	-	-			-	
School District 4 (Enter Name)	-	-	-			-	
School District 5 (Enter Name)	-	-	-			-	
School District 6 (Enter Name)	-	-	-			-	
School District 7 (Enter Name)	-	-	-			-	
School District 8 (Enter Name)	-	-	-			-	
School District 9 (Enter Name)	-	-	-			-	
School District 10 (Enter Name)	-	-	-			-	
School District 11 (Enter Name)	-	-	-			-	
School District 12 (Enter Name)	-	-	-			-	
School District 13 (Enter Name)	-	-	-			-	
School District 14 (Enter Name)	-	-	-			-	
School District 15 (Enter Name)	-	-	-			-	
School District - ALL OTHER	-	-	-			-	
TOTAL ENROLLMENT	143	25	-			168	
REVENUE PER PUPIL	17,426	13,778	-			19,341	
EXPENSES PER PUPIL	15,978	13,332	-			17,995	

Success Academy FY14 (w NYSED CSP)
PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS
July 1, 2013 to June 30, 2014

Total Revenue	422,831	350,000	518,351	100,000	422,831	16,800	472,831	-	422,831	100,000	422,831	-	3,249,305
Total Expenses	312,251	255,438	312,251	255,438	252,589	195,776	272,600	215,787	262,825	215,787	262,364	210,129	3,023,234
Net Income	110,580	94,562	206,100	(155,438)	170,241	(178,976)	200,231	(215,787)	160,006	(115,787)	160,466	(210,129)	226,071
Cash Flow Adjustments	(60,185)	(60,185)	(60,185)	(60,185)	3,284	3,284	3,284	3,284	3,284	3,284	3,284	3,284	(214,471)
Beginning Cash Balance	99,420	99,420	133,797	279,712	64,090	237,615	61,922	265,437	52,934	216,223	103,720	267,470	99,420
Net Income	149,815	133,797	279,712	64,090	237,615	61,922	265,437	52,934	216,223	103,720	267,470	60,625	111,020

	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
REVENUE	* Total Column (Column U) for all lines other than Cash Flow Adjustments should equal the Total Column (Column N) on tab '4.) Year Budget & Assumptions'.												
REVENUES FROM STATE SOURCES													
Per Pupil Revenue	CY Per Pupil Rate												
New York City	13,527	378,756	-	378,756	-	378,756	-	378,756	-	378,756	-	378,756	2,272,536
School District 2 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	13,527	378,756	-	378,756	-	378,756	-	378,756	-	378,756	-	378,756	2,272,536
Special Education Revenue		44,075	-	44,075	-	44,075	-	44,075	-	44,075	-	44,075	264,449
Grants													
Stimulus		-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		422,831	-	422,831	-	422,831	-	422,831	-	422,831	-	422,831	2,536,985
REVENUE FROM FEDERAL FUNDING													
IDEA Special Needs		-	-	30,000	-	-	-	-	-	-	-	-	30,000
Title I		-	-	65,520	-	-	-	-	-	-	-	-	65,520
Title Funding - Other		-	-	-	-	16,800	-	-	-	-	-	-	16,800
School Food Service (Free Lunch)		-	-	-	-	-	-	-	-	-	-	-	-
Grants													
Charter School Program (CSP) Planning & Implementation		-		100,000	-	-	-	-	-	100,000			200,000
Other		-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		-	-	95,520	100,000	-	16,800	-	-	100,000	-	-	312,320
LOCAL and OTHER REVENUE													
Contributions and Donations		-	-	-	-	-	-	-	-	-	-	-	-
Fundraising		-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement		-	-	-	-	-	-	-	-	-	-	-	-
Earnings on Investments		-	-	-	-	-	-	-	-	-	-	-	-
Interest Income		-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)		-	-	-	-	-	-	-	-	-	-	-	-
Text Book		-	-	-	-	-	-	-	-	-	-	-	-
OTHER		-	350,000	-	-	-	50,000	-	-	-	-	-	400,000
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	350,000	-	-	-	50,000	-	-	-	-	-	400,000
TOTAL REVENUE		422,831	350,000	518,351	100,000	422,831	16,800	472,831	-	422,831	100,000	422,831	3,249,305

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS		No. of Positions												
Executive Management	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Management	1.00	9,242	9,242	9,242	9,242	9,242	9,242	9,242	9,242	9,242	9,242	9,242	9,242	110,901
Deans, Directors & Coordinators	1.50	10,854	10,854	10,854	10,854	10,854	10,854	10,854	10,854	10,854	10,854	10,854	10,854	130,242
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	1.00	6,159	6,159	6,159	6,159	6,159	6,159	6,159	6,159	6,159	6,159	6,159	6,159	73,906
Administrative Staff	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	3.50	26,254	26,254	26,254	26,254	26,254	26,254	26,254	26,254	26,254	26,254	26,254	26,254	315,049
INSTRUCTIONAL PERSONNEL COSTS														
Teachers - Regular	7.00	36,776	36,776	36,776	36,776	36,776	36,776	36,776	36,776	36,776	36,776	36,776	36,776	441,308
Teachers - SPED	2.00	9,646	9,646	9,646	9,646	9,646	9,646	9,646	9,646	9,646	9,646	9,646	9,646	115,751
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	6.00	25,017	25,017	25,017	25,017	25,017	25,017	25,017	25,017	25,017	25,017	25,017	25,017	300,204
Specialty Teachers	4.00	21,329	21,329	21,329	21,329	21,329	21,329	21,329	21,329	21,329	21,329	21,329	21,329	255,944
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	1.50	7,361	7,361	7,361	7,361	7,361	7,361	7,361	7,361	7,361	7,361	7,361	7,361	88,327
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	20.50	100,128	100,128	100,128	100,128	100,128	100,128	100,128	100,128	100,128	100,128	100,128	100,128	1,201,534
NON-INSTRUCTIONAL PERSONNEL COSTS														
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	24.00	126,382	126,382	126,382	126,382	126,382	126,382	126,382	126,382	126,382	126,382	126,382	126,382	1,516,583
PAYROLL TAXES AND BENEFITS														

Success Academy FY14 (w NYSED CSP) PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS July 1, 2013 to June 30, 2014													
Total Revenue	422,831	350,000	518,351	100,000	422,831	16,800	472,831	-	422,831	100,000	422,831	-	3,249,305
Total Expenses	312,251	255,438	312,251	255,438	252,589	195,776	272,600	215,787	262,825	215,787	262,364	210,129	3,023,234
Net Income	110,580	94,562	206,100	(155,438)	170,241	(178,976)	200,231	(215,787)	160,006	(115,787)	160,466	(210,129)	226,071
Cash Flow Adjustments	(60,185)	(60,185)	(60,185)	(60,185)	3,284	3,284	3,284	3,284	3,284	3,284	3,284	3,284	(214,471)
Beginning Cash Balance	99,420	99,420	133,797	279,712	64,090	237,615	61,922	265,437	52,934	216,223	103,720	267,470	99,420
Net Income	149,815	133,797	279,712	64,090	237,615	61,922	265,437	52,934	216,223	103,720	267,470	60,625	111,020
	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
Payroll Taxes	13,968	13,968	13,968	13,968	13,968	13,968	13,968	13,968	13,968	13,968	13,968	13,968	167,620
Fringe / Employee Benefits	13,282	13,282	13,282	13,282	13,282	13,282	13,282	13,282	13,282	13,282	13,282	13,282	159,389
Retirement / Pension	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS	27,251	27,251	27,251	27,251	27,251	27,251	27,251	27,251	27,251	27,251	27,251	27,251	327,009
TOTAL PERSONNEL SERVICE COSTS	24.00	153,633	153,633	153,633	153,633	153,633	153,633	153,633	153,633	153,633	153,633	153,633	1,843,593
CONTRACTED SERVICES													
Accounting / Audit	-	-	-	-	-	-	-	-	-	-	-	14,353	14,353
Legal	-	-	-	-	-	-	-	-	-	-	-	-	-
Management Company Fee	56,813		56,813		56,813		56,813		56,813		56,813	-	340,880
Nurse Services	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services	238	238	238	238	238	238	238	238	238	238	238	238	2,862
Special Ed Services	-	-	-	-	-	-	-	-	-	-	-	-	-
Titliment Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	5,587	5,587	5,587	5,587	5,587	5,587	5,587	5,587	5,587	5,587	5,587	5,587	67,039
TOTAL CONTRACTED SERVICES	62,638	5,825	62,638	5,825	62,638	5,825	62,638	5,825	62,638	5,825	62,638	20,178	425,134
SCHOOL OPERATIONS													
Board Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	59,662	59,662	59,662	59,662									238,646
Special Ed Supplies & Materials	3,111	3,111	3,111	3,111	3,111	3,111	3,111	3,111	3,111	3,111	3,111	3,111	37,331
Textbooks / Workbooks	-	-	-	-	-	-	-	-	-	-	-	-	-
Supplies & Materials other	2,559	2,559	2,559	2,559	2,559	2,559	2,559	2,559	2,559	2,559	2,559	2,559	30,705
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-
Telephone	-	-	-	-	-	-	-	-	-	-	-	-	-
Technology	6,270	6,270	6,270	6,270	6,270	6,270	6,270	6,270	6,270	6,270	6,270	6,270	75,234
Student Testing & Assessment	1,993	1,993	1,993	1,993	1,993	1,993	1,993	1,993	1,993	1,993	1,993	1,993	23,920
Field Trips	1,434	1,434	1,434	1,434	1,434	1,434	1,434	1,434	1,434	1,434	1,434	1,434	17,210
Transportation (student)	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Services - other	1,314	1,314	1,314	1,314	1,314	1,314	1,314	1,314	1,314	1,314	1,314	1,314	15,767
Office Expense	2,533	2,533	2,533	2,533	2,533	2,533	2,533	2,533	2,533	2,533	2,533	2,533	30,390
Staff Development	6,172	6,172	6,172	6,172	6,172	6,172	6,172	6,172	6,172	6,172	6,172	6,172	74,067
Staff Recruitment							9,775	9,775		9,775	9,775		39,100
Student Recruitment / Marketing							10,235.50	10,236	10,236				40,942
School Meals / Lunch	5,531	5,531	5,531	5,531	5,531	5,531	5,531	5,531	5,531	5,531	5,531	5,531	66,371
Travel (Staff)	484	484	484	484	484	484	484	484	484	484	484	484	5,812
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	640	640	640	640	640	640	640	640	640	640	640	640	7,685
TOTAL SCHOOL OPERATIONS	91,703	91,703	91,703	91,703	32,041	32,041	52,051	52,051	42,276	52,051	41,816	32,041	703,180
FACILITY OPERATION & MAINTENANCE													
Insurance	-	-	-	-	-	-	-	-	-	-	-	-	-
Janitorial	-	-	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease	-	-	-	-	-	-	-	-	-	-	-	-	-
Repairs & Maintenance	994	994	994	994	994	994	994	994	994	994	994	994	11,924
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	994	994	994	994	994	994	994	994	994	994	994	994	11,924
DEPRECIATION & AMORTIZATION	3,284	3,284	3,284	3,284	3,284	3,284	3,284	3,284	3,284	3,284	3,284	3,284	39,403
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	312,251	255,438	312,251	255,438	252,589	195,776	272,600	215,787	262,825	215,787	262,364	210,129	3,023,234
NET INCOME	110,580	94,562	206,100	(155,438)	170,241	(178,976)	200,231	(215,787)	160,006	(115,787)	160,466	(210,129)	226,071
CASH FLOW ADJUSTMENTS													
OPERATING ACTIVITIES													
Add Back Depreciation	3,284	3,284	3,284	3,284	3,284	3,284	3,284	3,284	3,284	3,284	3,284	3,284	39,403
Grants Receivable													-
Total Operating Activities	3,284	3,284	3,284	3,284	3,284	3,284	3,284	3,284	3,284	3,284	3,284	3,284	39,403
INVESTMENT ACTIVITIES													
Subtract Property and Equipment Expenditures	(63,469)	(63,469)	(63,469)	(63,469)									(253,874)
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	(63,469)	(63,469)	(63,469)	(63,469)	-	-	-	-	-	-	-	-	(253,874)
FINANCING ACTIVITIES													
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	(60,185)	(60,185)	(60,185)	(60,185)	3,284	3,284	3,284	3,284	3,284	3,284	3,284	3,284	(214,471)
NET INCOME	50,395	34,377	145,915	(215,623)	173,525	(175,692)	203,514	(212,503)	163,289	(112,503)	163,750	(206,845)	11,600
Beginning Cash Balance	99,420	99,420	133,797	279,712	64,090	237,615	61,922	265,437	52,934	216,223	103,720	267,470	99,420
ENDING CASH BALANCE	149,815	133,797	279,712	64,090	237,615	61,922	265,437	52,934	216,223	103,720	267,470	60,625	111,020

Success Academy FY14 (w NYSED CSP)						DESCRIPTION OF ASSUMPTIONS
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD						
*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.						
Total Revenue	3,249,305	3,857,284	5,499,341	7,358,273	9,836,849	
Total Expenses	3,023,234	3,753,243	5,111,824	6,764,373	8,671,207	
Net Income (Before Cash Flow Adjustments)	226,071	104,040	387,517	593,900	1,165,641	
Actual Student Enrollment	168	249	355	475	635	
Total Paid Student Enrollment	168	249	355	475	635	
	Year 1 2014	Year 2 2015	Year 3 2016	Year 4 2017	Year 5 2018	
TOTAL CONTRACTED SERVICES	425,134	606,834	875,720	1,143,069	1,535,746	
SCHOOL OPERATIONS						
Board Expenses	-	-	-	-	-	Majority of first year spending happened in startup period, see tab 2
Classroom / Teaching Supplies & Materials	238,646	293,014	386,336	507,218	576,140	
Special Ed Supplies & Materials	37,331	42,557	64,037	88,580	101,793	
Textbooks / Workbooks	-	-				
Supplies & Materials other	30,705	35,003	51,107	86,538	108,218	
Equipment / Furniture	-	-				
Telephone	-	-				
Technology	75,234	85,767	88,667	94,783	100,080	
Student Testing & Assessment	23,920	28,429	34,209	50,517	61,392	
Field Trips	17,210	24,619	34,113	47,733	57,229	
Transportation (student)	-	-				
Student Services - other	15,767	17,974	26,695	44,835	54,720	
Office Expense	30,390	36,645	44,732	70,403	84,712	
Staff Development	74,067	97,237	124,557	135,530	160,170	
Staff Recruitment	39,100	51,819	67,292	84,292	105,531	
Student Recruitment / Marketing	40,942	107,694	178,652	259,598	353,222	
School Meals / Lunch	66,371	98,463	123,316	176,669	205,342	
Travel (Staff)	5,812	7,196	10,932	14,193	16,214	
Fundraising	-	-				
Other	7,685	30,242	31,054	32,772	34,154	
TOTAL SCHOOL OPERATIONS	703,180	956,660	1,265,700	1,693,663	2,018,919	
FACILITY OPERATION & MAINTENANCE						
Insurance	-	46,736	55,169	64,655	69,498	Escrow account held at \$75K starting in year 3
Janitorial	-	-				
Building and Land Rent / Lease	-	-				
Repairs & Maintenance	11,924	13,593	17,765	27,789	38,041	
Equipment / Furniture	-	-	10,524	10,735	21,703	
Security	-	-	-	-	-	
Utilities	-	-	-	-	-	
TOTAL FACILITY OPERATION & MAINTENANCE	11,924	60,330	83,458	103,178	129,243	
DEPRECIATION & AMORTIZATION	39,403	52,847	69,372	86,397	118,064	
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	-	25,000	25,000			
TOTAL EXPENSES	3,023,234	3,753,243	5,111,824	6,764,373	8,671,207	
NET INCOME	226,071	104,040	387,517	593,900	1,165,641	
ENROLLMENT - *School Districts Are Linked To Above Entries*						
New York City	168	249	355	475	635	
School District 2 (Enter Name)	-	-	-	-	-	
School District 3 (Enter Name)	-	-	-	-	-	
School District 4 (Enter Name)	-	-	-	-	-	
School District 5 (Enter Name)	-	-	-	-	-	
School District 6 (Enter Name)	-	-	-	-	-	
School District 7 (Enter Name)	-	-	-	-	-	
School District 8 (Enter Name)	-	-	-	-	-	
School District 9 (Enter Name)	-	-	-	-	-	
School District 10 (Enter Name)	-	-	-	-	-	
School District 11 (Enter Name)	-	-	-	-	-	
School District 12 (Enter Name)	-	-	-	-	-	
School District 13 (Enter Name)	-	-	-	-	-	
School District 14 (Enter Name)	-	-	-	-	-	
School District 15 (Enter Name)	-	-	-	-	-	
School District - ALL OTHER	-	-	-	-	-	
TOTAL ENROLLMENT	168	249	355	475	635	
REVENUE PER PUPIL	19,341	15,491	15,491	15,491	15,491	
EXPENSES PER PUPIL	17,995	15,073	14,400	14,241	13,655	
CASH FLOW ADJUSTMENTS						
OPERATING ACTIVITIES						
Example - Add Back Depreciation	39,403	52,847	69,372	86,397	118,064	
Grants Receivable						
Total Operating Activities	39,403	52,847	69,372	86,397	118,064	
INVESTMENT ACTIVITIES						
Example - Subtract Property and Equipment Expenditures	(253,874)	(213,072)	(344,797)	(406,259)	(478,096)	
Other	-	-	-	-	-	
Total Investment Activities	(253,874)	(213,072)	(344,797)	(406,259)	(478,096)	
FINANCING ACTIVITIES						
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	
Other	-	-	-	-	-	
Total Financing Activities	-	-	-	-	-	
Total Cash Flow Adjustments	(214,471)	(160,225)	(275,426)	(319,862)	(360,032)	
NET INCOME	11,600	(56,185)	112,091	274,037	805,610	
Beginning Cash Balance	99,420	111,020	54,835	166,927	440,964	
ENDING CASH BALANCE	111,020	54,835	166,927	440,964	1,246,573	

REVENUE

REVENUES FROM STATE SOURCES

Per Pupil Revenue

0

School District 2 (Enter Name)
School District 3 (Enter Name)
School District 4 (Enter Name)
School District 5 (Enter Name)
School District 6 (Enter Name)
School District 7 (Enter Name)
School District 8 (Enter Name)
School District 9 (Enter Name)
School District 10 (Enter Name)
School District 11 (Enter Name)
School District 12 (Enter Name)
School District 13 (Enter Name)
School District 14 (Enter Name)
School District 15 (Enter Name)

School District - ALL OTHER

TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)

Special Education Revenue

Grants

Stimulus

DYCD (Department of Youth and Community Developmt.)

Other

Other

TOTAL REVENUE FROM STATE SOURCES

REVENUE FROM FEDERAL FUNDING

IDEA Special Needs

Title I

Title Funding - Other

School Food Service (Free Lunch)

Grants

Charter School Program (CSP) Planning & Implementation

Other

Other

TOTAL REVENUE FROM FEDERAL SOURCES

LOCAL and OTHER REVENUE

Contributions and Donations
Fundraising
Erate Reimbursement
Earnings on Investments
Interest Income
Food Service (Income from meals)
Text Book
OTHER

TOTAL REVENUE FROM LOCAL and OTHER SOURCES

TOTAL REVENUE

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

Executive Management	-
Instructional Management	128,251
Deans, Directors & Coordinators	130,242
CFO / Director of Finance	-
Operation / Business Manager	86,224
Administrative Staff	-

TOTAL ADMINISTRATIVE STAFF	344,717
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INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	441,308
Teachers - SPED	115,751
Substitute Teachers	-
Teaching Assistants	300,204
Specialty Teachers	255,944
Aides	-
Therapists & Counselors	88,327
Other	-

TOTAL INSTRUCTIONAL	1,201,534
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NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	-
Librarian	-
Custodian	-
Security	-
Other	-

TOTAL NON-INSTRUCTIONAL	-
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SUBTOTAL PERSONNEL SERVICE COSTS

1,546,251

PAYROLL TAXES AND BENEFITS

Payroll Taxes	171,095
Fringe / Employee Benefits	162,507
Retirement / Pension	-

TOTAL PAYROLL TAXES AND BENEFITS	333,602
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TOTAL PERSONNEL SERVICE COSTS	1,879,853
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CONTRACTED SERVICES

Accounting / Audit	14,353
Legal	-
Management Company Fee	340,880
Nurse Services	-
Food Service / School Lunch	-
Payroll Services	3,533
Special Ed Services	-
Titlment Services (i.e. Title I)	-
Other Purchased / Professional / Consulting	78,168
TOTAL CONTRACTED SERVICES	436,934

SCHOOL OPERATIONS

Board Expenses	-
Classroom / Teaching Supplies & Materials	288,646
Special Ed Supplies & Materials	37,331
Textbooks / Workbooks	-
Supplies & Materials other	30,705
Equipment / Furniture	-
Telephone	-
Technology	75,234
Student Testing & Assessment	23,920
Field Trips	17,210
Transportation (student)	-
Student Services - other	15,767
Office Expense	30,390
Staff Development	74,067
Staff Recruitment	54,100
Student Recruitment / Marketing	120,942
School Meals / Lunch	66,371
Travel (Staff)	6,312
Fundraising	-
Other	16,527
TOTAL SCHOOL OPERATIONS	857,522

FACILITY OPERATION & MAINTENANCE

Insurance	40,997
Janitorial	-
Building and Land Rent / Lease	-
Repairs & Maintenance	11,924
Equipment / Furniture	-
Security	-
Utilities	-
TOTAL FACILITY OPERATION & MAINTENANCE	52,921

DEPRECIATION & AMORTIZATION	46,368
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DISSOLUTION ESCROW & RESERVES / CONTINGENCY	25,000
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TOTAL EXPENSES

3,298,599

NET INCOME

ENROLLMENT - *School Districts Are Linked To Above Entries*

0

School District 2 (Enter Name)

School District 3 (Enter Name)

School District 4 (Enter Name)

School District 5 (Enter Name)

School District 6 (Enter Name)

School District 7 (Enter Name)

School District 8 (Enter Name)

School District 9 (Enter Name)

School District 10 (Enter Name)

School District 11 (Enter Name)

School District 12 (Enter Name)

School District 13 (Enter Name)

School District 14 (Enter Name)

School District 15 (Enter Name)

School District - ALL OTHER

TOTAL ENROLLMENT

REVENUE PER PUPIL

EXPENSES PER PUPIL

CASH FLOW ADJUSTMENTS

OPERATING ACTIVITIES

Example - Add Back Depreciation

Other

Total Operating Activities

INVESTMENT ACTIVITIES

Example - Subtract Property and Equipment Expenditures

Other

Total Investment Activities

FINANCING ACTIVITIES

Example - Add Expected Proceeds from a Loan or Line of Credit

Other

Total Financing Activities

Total Cash Flow Adjustments

NET INCOME

Beginning Cash Balance

ENDING CASH BALANCE

Same rationale as MERGER FINANCIALS GROWTH

	FY15	FY16	FY17	FY18
	14%	12%	12%	11%
Instr Management	138,451.73	233,283.79	241,059.91	246,871.18
Deans	141,598.36	116,484.94	209,612.34	216,276.59
	-	-	-	-
Ops Staff	98,294.39	161,722.44	169,269.49	175,586.87
	-	-	-	-
	-	-	-	-
	-	-	-	-
	-	-	-	-
	-	-	-	-
	-	-	-	-
Teachers	#####	#####	#####	#####
Teachers Regular	#####	#####	#####	#####
Teachers Sped	117,306.38	178,634.97	217,599.04	300,867.43
	-	-	-	-
Teaching Assistant	62,932.61	63,889.48	66,019.13	101,415.99
	-	-	-	-
	-	-	-	-
Therapists & Counselors	100,692.17	93,278.63	105,630.60	121,699.18
	-	-	-	-
Other	37,834.45	51,149.12	61,994.17	63,873.46
	-	-	-	-
	-	-	-	-
	-	-	-	-
	-	-	-	-
Taxes	206,448.79	295,291.97	358,001.18	464,856.25
Benefits	185,256.77	286,864.76	440,550.89	587,318.12
Total Salary and Benefits	#####	#####	#####	#####
	-	-	-	-
	-	-	-	-
Accounting	16,362.48	16,396.92	16,724.86	16,907.04
	-	-	-	-
Management Fee	505,233.45	720,312.75	963,798.75	#####
	-	-	-	-
	-	-	-	-
Payroll Services	4,027.69	4,036.17	4,116.89	4,161.73
	-	-	-	-
	-	-	-	-
Other Prof Fees	106,210.40	118,958.89	150,238.52	166,808.10
	-	-	-	-
	-	-	-	-
	-	-	-	-
Classroom Teaching Supp	-	-	-	-
Inst Supp Reg	383,014.43	486,336.42	707,218.13	826,140.14
Inst Supp SPED	42,557.16	54,037.38	78,579.79	91,793.35
	-	-	-	-
Supplies	35,003.12	51,107.32	86,538.30	108,218.09
	-	-	-	-

	-	-	-	-
Technology	85,766.72	88,667.32	94,782.81	100,080.08
Student Testing and Assessment	20,428.68	30,208.89	50,517.25	61,392.50
Field Trips	19,619.19	29,113.26	47,733.07	57,229.00
	-	-	-	-
Student Services	17,973.55	26,695.45	44,835.50	54,720.30
Office Expense	34,644.83	44,731.74	70,403.23	84,711.51
Staff Development	107,237.16	109,556.68	115,530.21	120,170.07
Staff Recruitment	41,653.07	57,592.32	91,053.31	109,212.19
Student Recruitment	237,694.29	328,652.02	519,598.02	623,222.12
School Meals	98,463.39	123,316.04	176,669.11	205,342.06
Travel (Staff)	7,195.96	10,931.56	14,193.29	16,214.44
	-	-	-	-
Other	30,241.80	31,053.76	32,771.84	34,153.83
	-	-	-	-
	-	-	-	-
	-	-	-	-
Insurance	46,736.43	55,168.57	64,654.57	69,498.26
	-	-	-	-
	-	-	-	-
Repairs and Maintenance	13,593.44	17,765.44	27,789.00	38,040.85
Equip Lease and Maint	-	10,524.30	10,734.79	21,703.44
Depreciation	52,846.98	69,371.52	96,396.76	138,064.48
Contingency	28,500.00	28,000.00	28,000.00	27,750.00

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Charter Schools Institute

The State University of New York

General Instructions and Notes for New Application Budgets and Cash Flows

- Complete ALL SIX tabs in BLUE
- Enter information into the GRAY cells
- Cells labeled in ORANGE contained guidance pertaining to that tab
- Cells containing RED triangles in the upper right corner in columns B thru G contain guidance on that particular line item
- Funding by School District information for all NYS school districts is located on the GREEN tab

* Please note that these budget templates are the same as the ones used to submit the school's yearly and renewal budgets, as well as quarterly reports.

Charter Funding By NYS School District
Sorted by District Code

	District Code	School District Name	Final 2010-11 Basic Tuition	Final 2011-12 Basic Tuition
1	10100	ALBANY	14,072	14,072
2	10201	BERNE KNOX	13,371	13,371
3	10306	BETHLEHEM	12,513	12,513
4	10402	RAVENA COEYMAN	13,365	13,365
5	10500	COHOES	11,791	11,791
6	10601	SOUTH COLONIE	12,137	12,137
7	10605	NORTH COLONIE	10,708	10,708
8	10615	MENANDS	15,870	15,870
9	10622	MAPLEWOOD	N/A	N/A
10	10623	NORTH COLONIE	10,708	10,708
11	10701	GREEN ISLAND	12,662	12,662
12	10802	GUILDERLAND	11,356	11,356
13	11003	VOORHEESVILLE	12,742	12,742
14	11200	WATERVLIET	9,404	9,404
15	20101	ALFRED ALMOND	10,628	10,628
16	20601	ANDOVER	12,353	12,353
17	20702	GENESEE VALLEY	11,013	11,013
18	20801	BELFAST	11,619	11,619
19	21102	CANASERAGA	12,329	12,329
20	21601	FRIENDSHIP	12,385	12,385
21	22001	FILLMORE	9,156	9,156
22	22101	WHITESVILLE	10,904	10,904
23	22302	CUBA-RUSHFORD	12,488	12,488
24	22401	SCIO	11,968	11,968
25	22601	WELLSVILLE	11,681	11,681
26	22902	BOLIVAR-RICHBG	10,885	10,885
27	30101	CHENANGO FORKS	10,503	10,503
28	30200	BINGHAMTON	10,244	10,244
29	30501	HARPURSVILLE	9,877	9,877
30	30601	SUSQUEHANNA VA	12,156	12,156
31	30701	CHENANGO VALLE	10,665	10,665
32	31101	MAINE ENDWELL	10,197	10,197
33	31301	DEPOSIT	14,304	14,304
34	31401	WHITNEY POINT	11,324	11,324
35	31501	UNION-ENDICOTT	11,048	11,048
36	31502	JOHNSON CITY	12,050	12,050
37	31601	VESTAL	12,166	12,166
38	31701	WINDSOR	10,115	10,115
39	40204	WEST VALLEY	13,623	13,623
40	40302	ALLEGANY-LIMES	10,362	10,362
41	40901	ELLCOTTVILLE	11,491	11,491
42	41101	FRANKLINVILLE	11,351	11,351
43	41401	HINSDALE	9,952	9,952
44	42302	CATTARAUGUS-LI	11,368	11,368
45	42400	OLEAN	10,976	10,976
46	42801	GOWANDA	11,326	11,326
47	42901	PORTVILLE	10,058	10,058
48	43001	RANDOLPH	10,720	10,720
49	43200	SALAMANCA	11,582	11,582
50	43501	YORKSHIRE-PIONE	11,406	11,406

Charter Funding By NYS School District
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	District Code	School District Name	Final 2010-11 Basic Tuition	Final 2011-12 Basic Tuition
51	50100	AUBURN	10,495	10,495
52	50301	WEEDSPORT	11,820	11,820
53	50401	CATO MERIDIAN	10,653	10,653
54	50701	SOUTHERN CAYUG	13,419	13,419
55	51101	PORT BYRON	10,865	10,865
56	51301	MORAVIA	10,202	10,202
57	51901	UNION SPRINGS	12,059	12,059
58	60201	SOUTHWESTERN	10,202	10,202
59	60301	FREWSBURG	10,206	10,206
60	60401	CASSADAGA VALL	11,359	11,359
61	60503	CHAUTAUQUA	14,457	14,457
62	60601	PINE VALLEY	11,589	11,589
63	60701	CLYMER	14,425	14,425
64	60800	DUNKIRK	12,985	12,985
65	61001	BEMUS POINT	11,810	11,810
66	61101	FALCONER	9,522	9,522
67	61501	SILVER CREEK	11,223	11,223
68	61503	FORESTVILLE	10,484	10,484
69	61601	PANAMA	11,826	11,826
70	61700	JAMESTOWN	10,164	10,164
71	62201	FREDONIA	12,037	12,037
72	62301	BROCTON	12,437	12,437
73	62401	RIPLEY	15,941	15,941
74	62601	SHERMAN	10,196	10,196
75	62901	WESTFIELD	11,891	11,891
76	70600	ELMIRA	11,012	11,012
77	70901	HORSEHEADS	10,196	10,196
78	70902	ELMIRA HEIGHTS	10,136	10,136
79	80101	AFTON	13,800	13,800
80	80201	BAINBRIDGE GUI	11,434	11,434
81	80601	GREENE	10,565	10,565
82	81003	UNADILLA	11,393	11,393
83	81200	NORWICH	9,956	9,956
84	81401	GRGETWN-SO OTS	12,871	12,871
85	81501	OXFORD	11,858	11,858
86	82001	SHERBURNE EARL	10,707	10,707
87	90201	AUSABLE VALLEY	13,185	13,185
88	90301	BEEKMANTOWN	11,708	11,708
89	90501	NORTHEASTERN	11,543	11,543
90	90601	CHAZY	11,716	11,716
91	90901	NORTHRN ADIRON	12,585	12,585
92	91101	PERU	11,849	11,849
93	91200	PLATTSBURGH	13,607	13,607
94	91402	SARANAC	11,333	11,333
95	100501	COPAKE-TACONIC	13,622	13,622
96	100902	GERMANTOWN	14,614	14,614
97	101001	CHATHAM	12,977	12,977
98	101300	HUDSON	13,401	13,401
99	101401	KINDERHOOK	11,239	11,239
100	101601	NEW LEBANON	15,792	15,792

Charter Funding By NYS School District
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	District Code	School District Name	Final 2010-11 Basic Tuition	Final 2011-12 Basic Tuition
101	110101	CINCINNATUS	12,691	12,691
102	110200	CORTLAND	10,142	10,142
103	110304	MCGRAW	11,248	11,248
104	110701	HOMER	11,092	11,092
105	110901	MARATHON	11,911	11,911
106	120102	ANDES	21,107	21,107
107	120301	DOWNSVILLE	17,143	17,143
108	120401	CHARLOTTE VALL	10,907	10,907
109	120501	DELHI	13,930	13,930
110	120701	FRANKLIN	13,106	13,106
111	120906	HANCOCK	14,267	14,267
112	121401	MARGARETVILLE	13,376	13,376
113	121502	ROXBURY	16,963	16,963
114	121601	SIDNEY	11,628	11,628
115	121701	STAMFORD	13,915	13,915
116	121702	S. KORTRIGHT	13,381	13,381
117	121901	WALTON	10,718	10,718
118	130200	BEACON	11,093	11,093
119	130502	DOVER	11,245	11,245
120	130801	HYDE PARK	12,052	12,052
121	131101	NORTHEAST	15,342	15,342
122	131201	PAWLING	15,571	15,571
123	131301	PINE PLAINS	14,565	14,565
124	131500	POUGHKEEPSIE	12,524	12,524
125	131601	ARLINGTON	11,469	11,469
126	131602	SPACKENKILL	16,018	16,018
127	131701	RED HOOK	13,202	13,202
128	131801	RHINEBECK	16,681	16,681
129	132101	WAPPINGERS	10,887	10,887
130	132201	MILLBROOK	12,902	12,902
131	140101	ALDEN	9,862	9,862
132	140201	AMHERST	10,721	10,721
133	140203	WILLIAMSVILLE	10,904	10,904
134	140207	SWEET HOME	11,954	11,954
135	140301	EAST AURORA	10,210	10,210
136	140600	BUFFALO	12,005	12,005
137	140701	CHEEKTOWAGA	10,235	10,235
138	140702	MARYVALE	10,433	10,433
139	140703	CLEVELAND HILL	10,428	10,428
140	140707	DEPEW	10,409	10,409
141	140709	SLOAN	11,946	11,946
142	140801	CLARENCE	9,001	9,001
143	141101	SPRINGVILLE-GR	11,347	11,347
144	141201	EDEN	9,674	9,674
145	141301	IROQUOIS	9,751	9,751
146	141401	EVANS-BRANT	11,618	11,618
147	141501	GRAND ISLAND	9,915	9,915
148	141601	HAMBURG	9,716	9,716
149	141604	FRONTIER	8,759	8,759
150	141701	HOLLAND	11,032	11,032

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	District Code	School District Name	Final 2010-11 Basic Tuition	Final 2011-12 Basic Tuition
151	141800	LACKAWANNA	11,964	11,964
152	141901	LANCASTER	8,449	8,449
153	142101	AKRON	10,134	10,134
154	142201	NORTH COLLINS	13,023	13,023
155	142301	ORCHARD PARK	10,523	10,523
156	142500	TONAWANDA	10,051	10,051
157	142601	KENMORE	9,477	9,477
158	142801	WEST SENECA	10,179	10,179
159	150203	CROWN POINT	15,649	15,649
160	150301	ELIZABETHTOWN	13,358	13,358
161	150601	KEENE	19,701	19,701
162	150801	MINERVA	25,637	25,637
163	150901	MORIAH	11,855	11,855
164	151001	NEWCOMB	43,580	43,580
165	151102	LAKE PLACID	14,929	14,929
166	151401	SCHROON LAKE	15,368	15,368
167	151501	TICONDEROGA	13,455	13,455
168	151601	WESTPORT	13,649	13,649
169	151701	WILLSBORO	15,355	15,355
170	160101	TUPPER LAKE	11,474	11,474
171	160801	CHATEAUGAY	10,879	10,879
172	161201	SALMON RIVER	13,576	13,576
173	161401	SARANAC LAKE	13,999	13,999
174	161501	MALONE	10,520	10,520
175	161601	BRUSHTON MOIRA	11,399	11,399
176	161801	ST REGIS FALLS	13,886	13,886
177	170301	WHEELERVILLE	18,435	18,435
178	170500	GLOVERSVILLE	9,865	9,865
179	170600	JOHNSTOWN	10,408	10,408
180	170801	MAYFIELD	10,112	10,112
181	170901	NORTHVILLE	13,440	13,440
182	171001	OPPENHEIM EPHR	13,204	13,204
183	171102	BROADALBIN-PER	8,636	8,636
184	180202	ALEXANDER	11,325	11,325
185	180300	BATAVIA	12,293	12,293
186	180701	BYRON BERGEN	11,339	11,339
187	180901	ELBA	11,423	11,423
188	181001	LE ROY	10,757	10,757
189	181101	OAKFIELD ALABA	9,994	9,994
190	181201	PAVILION	10,682	10,682
191	181302	PEMBROKE	11,828	11,828
192	190301	CAIRO-DURHAM	10,345	10,345
193	190401	CATSKILL	14,130	14,130
194	190501	COXSACKIE ATHE	11,888	11,888
195	190701	GREENVILLE	13,454	13,454
196	190901	HUNTER TANNERS	16,482	16,482
197	191401	WINDHAM ASHLAN	18,838	18,838
198	200101	PISECO	26,047	26,047
199	200401	INDIAN LAKE	24,054	24,054
200	200501	INLET	26,047	26,047

Charter Funding By NYS School District
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	District Code	School District Name	Final 2010-11 Basic Tuition	Final 2011-12 Basic Tuition
201	200601	LAKE PLEASANT	25,331	25,331
202	200701	LONG LAKE	42,198	42,198
203	200901	WELLS	21,823	21,823
204	210302	WEST CANADA VA	11,723	11,723
205	210402	FRANKFORT-SCHU	9,210	9,210
206	210501	ILION	8,450	8,450
207	210502	MOHAWK	10,758	10,758
208	210601	HERKIMER	9,525	9,525
209	210800	LITTLE FALLS	11,471	11,471
210	211003	DOLGEVILLE	10,527	10,527
211	211103	POLAND	11,690	11,690
212	211701	VAN HORNSVILLE	11,991	11,991
213	211901	TOWN OF WEBB	20,143	20,143
214	212001	MT MARKHAM CSD	11,231	11,231
215	220101	S. JEFFERSON	9,183	9,183
216	220202	ALEXANDRIA	12,100	12,100
217	220301	INDIAN RIVER	6,996	6,996
218	220401	GENERAL BROWN	8,580	8,580
219	220701	THOUSAND ISLAND	12,027	12,027
220	220909	BELLEVILLE-HEN	10,030	10,030
221	221001	SACKETS HARBOR	10,104	10,104
222	221301	LYME	13,021	13,021
223	221401	LA FARGEVILLE	9,458	9,458
224	222000	WATERTOWN	8,985	8,985
225	222201	CARTHAGE	8,557	8,557
226	230201	COPENHAGEN	9,935	9,935
227	230301	HARRISVILLE	12,372	12,372
228	230901	LOWVILLE	9,602	9,602
229	231101	SOUTH LEWIS	13,513	13,513
230	231301	BEAVER RIVER	9,873	9,873
231	240101	AVON	10,465	10,465
232	240201	CALEDONIA MUMF	10,218	10,218
233	240401	GENESEO	12,257	12,257
234	240801	LIVONIA	11,356	11,356
235	240901	MOUNT MORRIS	12,120	12,120
236	241001	DANSVILLE	10,313	10,313
237	241101	DALTON-NUNDA	13,107	13,107
238	241701	YORK	10,694	10,694
239	250109	BROOKFIELD	11,171	11,171
240	250201	CAZENOVIA	10,613	10,613
241	250301	DE RUYTER	13,049	13,049
242	250401	MORRISVILLE EA	12,114	12,114
243	250701	HAMILTON	12,897	12,897
244	250901	CANASTOTA	9,837	9,837
245	251101	MADISON	10,079	10,079
246	251400	ONEIDA CITY	11,079	11,079
247	251501	STOCKBRIDGE VA	10,638	10,638
248	251601	CHITTENANGO	10,983	10,983
249	260101	BRIGHTON	12,448	12,448
250	260401	GATES CHILI	12,359	12,359

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251	260501	GREECE	11,252	11,252
252	260801	E. IRONDEQUOIT	11,557	11,557
253	260803	W. IRONDEQUOIT	10,413	10,413
254	260901	HONEOYE FALLS	10,435	10,435
255	261001	SPENCERPORT	10,533	10,533
256	261101	HILTON	10,202	10,202
257	261201	PENFIELD	12,346	12,346
258	261301	FAIRPORT	10,647	10,647
259	261313	EAST ROCHESTER	12,585	12,585
260	261401	PITTSFORD	12,722	12,722
261	261501	CHURCHVILLE CH	10,122	10,122
262	261600	ROCHESTER	12,426	12,426
263	261701	RUSH HENRIETTA	12,330	12,330
264	261801	BROCKPORT	10,745	10,745
265	261901	WEBSTER	10,872	10,872
266	262001	WHEATLAND CHIL	15,259	15,259
267	270100	AMSTERDAM	9,443	9,443
268	270301	CANAJOHARIE	10,768	10,768
269	270601	FONDA FULTONVI	11,108	11,108
270	270701	FORT PLAIN	12,840	12,840
271	271102	ST JOHNSVILLE	11,910	11,910
272	280100	GLEN COVE	18,368	18,368
273	280201	HEMPSTEAD	18,202	18,202
274	280202	UNIONDALE	19,864	19,864
275	280203	EAST MEADOW	15,722	15,722
276	280204	NORTH BELLMORE	17,500	17,500
277	280205	LEVITTOWN	17,280	17,280
278	280206	SEAFORD	15,660	15,660
279	280207	BELLMORE	19,638	19,638
280	280208	ROOSEVELT	16,939	16,939
281	280209	FREEPORT	15,703	15,703
282	280210	BALDWIN	15,658	15,658
283	280211	OCEANSIDE	16,067	16,067
284	280212	MALVERNE	19,705	19,705
285	280213	V STR THIRTEEN	15,487	15,487
286	280214	HEWLETT WOODME	22,408	22,408
287	280215	LAWRENCE	23,002	23,002
288	280216	ELMONT	14,397	14,397
289	280217	FRANKLIN SQUAR	13,412	13,412
290	280218	GARDEN CITY	17,620	17,620
291	280219	EAST ROCKAWAY	18,375	18,375
292	280220	LYNBROOK	17,680	17,680
293	280221	ROCKVILLE CENT	18,767	18,767
294	280222	FLORAL PARK	14,937	14,937
295	280223	WANTAGH	13,593	13,593
296	280224	V STR TWENTY-F	19,237	19,237
297	280225	MERRICK	17,936	17,936
298	280226	ISLAND TREES	15,505	15,505
299	280227	WEST HEMPSTEAD	16,755	16,755
300	280229	NORTH MERRICK	17,825	17,825

Charter Funding By NYS School District
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301	280230	VALLEY STR UF	19,277	19,277
302	280231	ISLAND PARK	27,985	27,985
303	280251	VALLEY STR CHS	14,838	14,838
304	280252	SEWANHAKA	12,522	12,522
305	280253	BELLMORE-MERRI	13,768	13,768
306	280300	LONG BEACH	22,042	22,042
307	280401	WESTBURY	18,224	18,224
308	280402	EAST WILLISTON	20,780	20,780
309	280403	ROSLYN	20,898	20,898
310	280404	PORT WASHINGTO	20,028	20,028
311	280405	NEW HYDE PARK	14,771	14,771
312	280406	MANHASSET	21,235	21,235
313	280407	GREAT NECK	22,466	22,466
314	280409	HERRICKS	17,029	17,029
315	280410	MINEOLA	23,709	23,709
316	280411	CARLE PLACE	20,187	20,187
317	280501	NORTH SHORE	23,323	23,323
318	280502	SYOSSET	20,242	20,242
319	280503	LOCUST VALLEY	22,507	22,507
320	280504	PLAINVIEW	17,945	17,945
321	280506	OYSTER BAY	22,533	22,533
322	280515	JERICHO	23,911	23,911
323	280517	HICKSVILLE	14,942	14,942
324	280518	PLAINEDGE	15,701	15,701
325	280521	BETHPAGE	17,350	17,350
326	280522	FARMINGDALE	16,831	16,831
327	280523	MASSAPEQUA	16,052	16,052
328	300000	NEW YORK CITY	13,527	13,527
329	400301	LEWISTON PORTE	12,229	12,229
330	400400	LOCKPORT	9,912	9,912
331	400601	NEWFANE	10,086	10,086
332	400701	NIAGARA WHEATF	10,443	10,443
333	400800	NIAGARA FALLS	10,911	10,911
334	400900	N. TONAWANDA	10,593	10,593
335	401001	STARPOINT	9,789	9,789
336	401201	ROYALTON HARTL	10,207	10,207
337	401301	BARKER	12,895	12,895
338	401501	WILSON	10,386	10,386
339	410401	ADIRONDACK	11,668	11,668
340	410601	CAMDEN	10,655	10,655
341	411101	CLINTON	11,529	11,529
342	411501	NEW HARTFORD	11,431	11,431
343	411504	NEW YORK MILLS	11,834	11,834
344	411603	SAUQUOIT VALLE	10,956	10,956
345	411701	REMSSEN	14,790	14,790
346	411800	ROME	11,413	11,413
347	411902	WATERVILLE	10,900	10,900
348	412000	SHERRILL	9,651	9,651
349	412201	HOLLAND PATENT	10,388	10,388
350	412300	UTICA	9,280	9,280

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351	412801	WESTMORELAND	11,938	11,938
352	412901	ORISKANY	10,992	10,992
353	412902	WHITESBORO	9,886	9,886
354	420101	WEST GENESEE	10,199	10,199
355	420303	NORTH SYRACUSE	10,709	10,709
356	420401	E SYRACUSE-MIN	13,674	13,674
357	420411	JAMESVILLE-DEW	10,944	10,944
358	420501	JORDAN ELBRIDG	11,623	11,623
359	420601	FABIUS-POMPEY	12,479	12,479
360	420701	WESTHILL	10,634	10,634
361	420702	SOLVAY	11,760	11,760
362	420807	LA FAYETTE	15,766	15,766
363	420901	BALDWINVILLE	10,724	10,724
364	421001	FAYETTEVILLE	10,653	10,653
365	421101	MARCELLUS	9,775	9,775
366	421201	ONONDAGA	12,132	12,132
367	421501	LIVERPOOL	12,529	12,529
368	421504	LYNCOURT	15,497	15,497
369	421601	SKANEATELES	12,337	12,337
370	421800	SYRACUSE	11,933	11,933
371	421902	TULLY	10,036	10,036
372	430300	CANANDAIGUA	10,828	10,828
373	430501	EAST BLOOMFIEL	11,116	11,116
374	430700	GENEVA	12,688	12,688
375	430901	GORHAM-MIDDLES	11,875	11,875
376	431101	MANCHSTR-SHRTS	10,420	10,420
377	431201	NAPLES	13,183	13,183
378	431301	PHELPS-CLIFTON	11,376	11,376
379	431401	HONEOYE	12,141	12,141
380	431701	VICTOR	9,518	9,518
381	440102	WASHINGTONVILL	11,931	11,931
382	440201	CHESTER	13,170	13,170
383	440301	CORNWALL	11,262	11,262
384	440401	PINE BUSH	11,570	11,570
385	440601	GOSHEN	12,773	12,773
386	440901	HIGHLAND FALLS	14,580	14,580
387	441000	MIDDLETOWN	12,759	12,759
388	441101	MINISINK VALLE	10,552	10,552
389	441201	MONROE WOODBUR	13,089	13,089
390	441202	KIRYAS JOEL	33,354	33,354
391	441301	VALLEY-MONTGMR	11,222	11,222
392	441600	NEWBURGH	14,796	14,796
393	441800	PORT JERVIS	11,904	11,904
394	441903	TUXEDO	17,470	17,470
395	442101	WARWICK VALLEY	12,198	12,198
396	442111	GREENWOOD LAKE	18,307	18,307
397	442115	FLORIDA	14,001	14,001
398	450101	ALBION	10,580	10,580
399	450607	KENDALL	12,590	12,590
400	450704	HOLLEY	10,275	10,275

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401	450801	MEDINA	10,826	10,826
402	451001	LYNDONVILLE	10,519	10,519
403	460102	ALTMAR PARISH	11,295	11,295
404	460500	FULTON	11,616	11,616
405	460701	HANNIBAL	10,178	10,178
406	460801	CENTRAL SQUARE	9,571	9,571
407	460901	MEXICO	11,702	11,702
408	461300	OSWEGO	12,263	12,263
409	461801	PULASKI	11,580	11,580
410	461901	SANDY CREEK	12,911	12,911
411	462001	PHOENIX	12,226	12,226
412	470202	GLBTSVILLE-MT U	11,319	11,319
413	470501	EDMESTON	11,243	11,243
414	470801	LAURENS	10,634	10,634
415	470901	SCHENEVUS	12,566	12,566
416	471101	MILFORD	12,217	12,217
417	471201	MORRIS	10,436	10,436
418	471400	ONEONTA	11,790	11,790
419	471601	OTEGO-UNADILLA	11,481	11,481
420	471701	COOPERSTOWN	11,917	11,917
421	472001	RICHFIELD SPRI	10,916	10,916
422	472202	CHERRY VLY-SPR	12,674	12,674
423	472506	WORCESTER	12,352	12,352
424	480101	MAHOPAC	13,924	13,924
425	480102	CARMEL	15,409	15,409
426	480401	HALDANE	16,483	16,483
427	480404	GARRISON	21,676	21,676
428	480503	PUTNAM VALLEY	16,888	16,888
429	480601	BREWSTER	16,808	16,808
430	490101	BERLIN	12,890	12,890
431	490202	BRUNSWICK CENT	10,501	10,501
432	490301	EAST GREENBUSH	11,659	11,659
433	490501	HOOSICK FALLS	11,782	11,782
434	490601	LANSINGBURGH	9,352	9,352
435	490801	NORTH GREENBUSH	11,741	11,741
436	490804	WYNANTSKILL	11,243	11,243
437	491200	RENSSELAER	8,883	8,883
438	491302	AVERILL PARK	10,036	10,036
439	491401	HOOSIC VALLEY	10,338	10,338
440	491501	SCHODACK	12,169	12,169
441	491700	TROY	15,986	15,986
442	500101	CLARKSTOWN	13,310	13,310
443	500108	NANUET	18,531	18,531
444	500201	HAVERSTRAW-ST	17,121	17,121
445	500301	S. ORANGETOWN	15,503	15,503
446	500304	NYACK	18,240	18,240
447	500308	PEARL RIVER	14,854	14,854
448	500401	RAMAPO	16,919	16,919
449	500402	EAST RAMAPO	16,555	16,555
450	510101	BRASHER FALLS	10,172	10,172

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451	510201	CANTON	11,252	11,252
452	510401	CLIFTON FINE	17,107	17,107
453	510501	COLTON PIERREP	18,381	18,381
454	511101	GOUVERNEUR	10,255	10,255
455	511201	HAMMOND	12,727	12,727
456	511301	HERMON DEKALB	12,646	12,646
457	511602	LISBON	12,322	12,322
458	511901	MADRID WADDING	10,491	10,491
459	512001	MASSENA	10,197	10,197
460	512101	MORRISTOWN	13,655	13,655
461	512201	NORWOOD NORFOL	10,652	10,652
462	512300	OGDENSBURG	13,953	13,953
463	512404	HEUVELTON	10,704	10,704
464	512501	PARISHVILLE	10,609	10,609
465	512902	POTSDAM	11,390	11,390
466	513102	EDWARDS-KNOX	10,536	10,536
467	520101	BURNT HILLS	10,168	10,168
468	520302	SHENENDEHOWA	11,060	11,060
469	520401	CORINTH	10,919	10,919
470	520601	EDINBURG	20,896	20,896
471	520701	GALWAY	10,157	10,157
472	521200	MECHANICVILLE	10,377	10,377
473	521301	BALLSTON SPA	11,797	11,797
474	521401	S. GLENS FALLS	10,667	10,667
475	521701	SCHUYLerville	11,472	11,472
476	521800	SARATOGA SPRIN	10,532	10,532
477	522001	STILLWATER	9,269	9,269
478	522101	WATERFORD	12,844	12,844
479	530101	DUANESBURG	9,234	9,234
480	530202	SCOTIA GLENVIL	11,013	11,013
481	530301	NISKAYUNA	11,790	11,790
482	530501	SCHALMONT	13,862	13,862
483	530515	MOHONASEN	8,989	8,989
484	530600	SCHENECTADY	12,014	12,014
485	540801	GILBOA CONESVI	15,707	15,707
486	540901	JEFFERSON	12,445	12,445
487	541001	MIDDLEBURGH	12,453	12,453
488	541102	COBLESKL-RICHM	10,802	10,802
489	541201	SCHOHARIE	12,138	12,138
490	541401	SHARON SPRINGS	14,154	14,154
491	550101	ODESSA MONTour	11,363	11,363
492	550301	WATKINS GLEN	10,489	10,489
493	560501	SOUTH SENECA	13,574	13,574
494	560603	ROMULUS	14,567	14,567
495	560701	SENECA FALLS	11,016	11,016
496	561006	WATERLOO CENT	10,263	10,263
497	570101	ADDISON	11,263	11,263
498	570201	AVOCA	13,201	13,201
499	570302	BATH	9,780	9,780
500	570401	BRADFORD	13,266	13,266

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501	570603	CAMPBELL-SAVON	10,531	10,531
502	571000	CORNING	10,637	10,637
503	571502	CANISTEO-GREEN	13,788	13,788
504	571800	HORNELL	9,858	9,858
505	571901	ARKPORT	9,666	9,666
506	572301	PRATTSBURG	10,626	10,626
507	572702	JASPER-TRPSBRG	10,590	10,590
508	572901	HAMMONDSPORT	14,766	14,766
509	573002	WAYLAND-COHOCT	10,796	10,796
510	580101	BABYLON	16,928	16,928
511	580102	WEST BABYLON	14,848	14,848
512	580103	NORTH BABYLON	14,290	14,290
513	580104	LINDENHURST	14,253	14,253
514	580105	COPIAGUE	15,369	15,369
515	580106	AMITYVILLE	17,777	17,777
516	580107	DEER PARK	15,685	15,685
517	580109	WYANDANCH	16,666	16,666
518	580201	THREE VILLAGE	15,887	15,887
519	580203	COMSEWOGUE	13,498	13,498
520	580205	SACHEM	13,251	13,251
521	580206	PORT JEFFERSON	21,199	21,199
522	580207	MOUNT SINAI	14,841	14,841
523	580208	MILLER PLACE	12,922	12,922
524	580209	ROCKY POINT	12,823	12,823
525	580211	MIDDLE COUNTRY	13,107	13,107
526	580212	LONGWOOD	14,380	14,380
527	580224	PATCHOGUE-MEDF	12,814	12,814
528	580232	WILLIAM FLOYD	14,168	14,168
529	580233	CENTER MORICHE	14,847	14,847
530	580234	EAST MORICHES	17,372	17,372
531	580235	SOUTH COUNTRY	15,951	15,951
532	580301	EAST HAMPTON	23,725	23,725
533	580302	WAINSCOTT	15,281	15,281
534	580303	AMAGANSETT	57,648	57,648
535	580304	SPRINGS	21,775	21,775
536	580305	SAG HARBOR	24,716	24,716
537	580306	MONTAUK	31,259	31,259
538	580401	ELWOOD	14,485	14,485
539	580402	COLD SPRING HA	20,586	20,586
540	580403	HUNTINGTON	17,512	17,512
541	580404	NORTHPORT	18,014	18,014
542	580405	HALF HOLLOW HI	14,873	14,873
543	580406	HARBORFIELDS	13,773	13,773
544	580410	COMMACK	15,572	15,572
545	580413	S. HUNTINGTON	15,758	15,758
546	580501	BAY SHORE	15,355	15,355
547	580502	ISLIP	14,285	14,285
548	580503	EAST ISLIP	14,659	14,659
549	580504	SAYVILLE	16,460	16,460
550	580505	BAYPORT BLUE P	17,566	17,566

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551	580506	HAUPPAUGE	16,435	16,435
552	580507	CONNETQUOT	15,947	15,947
553	580509	WEST ISLIP	13,799	13,799
554	580512	BRENTWOOD	13,488	13,488
555	580513	CENTRAL ISLIP	19,614	19,614
556	580514	FIRE ISLAND	107,803	107,803
557	580601	SHOREHAM-WADIN	15,726	15,726
558	580602	RIVERHEAD	16,076	16,076
559	580701	SHELTER ISLAND	27,980	27,980
560	580801	SMITHTOWN	13,969	13,969
561	580805	KINGS PARK	13,928	13,928
562	580901	REMSENBURG	36,414	36,414
563	580902	WESTHAMPTON BE	18,354	18,354
564	580903	QUOGUE	46,916	46,916
565	580905	HAMPTON BAYS	16,093	16,093
566	580906	SOUTHAMPTON	23,414	23,414
567	580909	BRIDGEHAMPTON	53,186	53,186
568	580910	SAGAPONACK	15,281	15,281
569	580912	EASTPORT-SOUTH	13,276	13,276
570	580913	TUCKAHOE COMMO	28,200	28,200
571	580917	EAST QUOGUE	22,116	22,116
572	581002	OYSTERPONDS	32,931	32,931
573	581004	FISHERS ISLAND	42,471	42,471
574	581005	SOUTHOLD	17,390	17,390
575	581010	GREENPORT	16,696	16,696
576	581012	MATTITUCK-CUTC	15,967	15,967
577	581015	NEW SUFFOLK	15,281	15,281
578	590501	FALLSBURGH	19,402	19,402
579	590801	ELDRED	13,570	13,570
580	590901	LIBERTY	17,552	17,552
581	591201	TRI VALLEY	18,324	18,324
582	591301	ROSCOE	17,826	17,826
583	591302	LIVINGSTON MAN	16,085	16,085
584	591401	MONTICELLO	14,106	14,106
585	591502	SULLIVAN WEST	15,001	15,001
586	600101	WAVERLY	9,059	9,059
587	600301	CANDOR	11,287	11,287
588	600402	NEWARK VALLEY	10,287	10,287
589	600601	OWEGO-APALACHI	11,452	11,452
590	600801	SPENCER VAN ET	10,808	10,808
591	600903	TIOGA	9,445	9,445
592	610301	DRYDEN	11,011	11,011
593	610501	GROTON	10,405	10,405
594	610600	ITHACA	12,670	12,670
595	610801	LANSING	10,855	10,855
596	610901	NEWFIELD	9,830	9,830
597	611001	TRUMANSBURG	10,222	10,222
598	620600	KINGSTON	14,461	14,461
599	620803	HIGHLAND	12,457	12,457
600	620901	RONDOUT VALLEY	17,586	17,586

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601	621001	MARLBORO	15,483	15,483
602	621101	NEW PALTZ	13,284	13,284
603	621201	ONTEORA	18,571	18,571
604	621601	SAUGERTIES	11,825	11,825
605	621801	WALLKILL	10,997	10,997
606	622002	ELLENVILLE	15,150	15,150
607	630101	BOLTON	20,535	20,535
608	630202	NORTH WARREN	15,458	15,458
609	630300	GLENS FALLS	11,469	11,469
610	630601	JOHNSBURG	18,339	18,339
611	630701	LAKE GEORGE	12,521	12,521
612	630801	HADLEY LUZERNE	13,748	13,748
613	630902	QUEENSBURY	9,538	9,538
614	630918	GLENS FALLS CO	12,000	12,000
615	631201	WARRENSBURG	14,836	14,836
616	640101	ARGYLE	11,402	11,402
617	640502	FORT ANN	13,847	13,847
618	640601	FORT EDWARD	11,493	11,493
619	640701	GRANVILLE	10,360	10,360
620	640801	GREENWICH	12,131	12,131
621	641001	HARTFORD	12,205	12,205
622	641301	HUDSON FALLS	10,021	10,021
623	641401	PUTNAM	23,966	23,966
624	641501	SALEM	13,082	13,082
625	641610	CAMBRIDGE	12,350	12,350
626	641701	WHITEHALL	12,236	12,236
627	650101	NEWARK	11,100	11,100
628	650301	CLYDE-SAVANNAH	13,326	13,326
629	650501	LYONS	10,690	10,690
630	650701	MARION	11,418	11,418
631	650801	WAYNE	11,034	11,034
632	650901	PALMYRA-MACEDO	10,506	10,506
633	650902	GANANDA	9,757	9,757
634	651201	SODUS	12,623	12,623
635	651402	WILLIAMSON	12,113	12,113
636	651501	N. ROSE-WOLCOT	12,030	12,030
637	651503	RED CREEK	10,909	10,909
638	660101	KATONAH LEWISB	20,507	20,507
639	660102	BEDFORD	20,556	20,556
640	660202	CROTON HARMON	15,733	15,733
641	660203	HENDRICK HUDSO	18,174	18,174
642	660301	EASTCHESTER	17,827	17,827
643	660302	TUCKAHOE	20,009	20,009
644	660303	BRONXVILLE	22,099	22,099
645	660401	TARRYTOWN	16,449	16,449
646	660402	IRVINGTON	20,150	20,150
647	660403	DOBBS FERRY	18,927	18,927
648	660404	HASTINGS ON HU	19,404	19,404
649	660405	ARDSLEY	20,471	20,471
650	660406	EDGEMONT	17,819	17,819

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651	660407	GREENBURGH	22,343	22,343
652	660409	ELMSFORD	22,211	22,211
653	660501	HARRISON	23,457	23,457
654	660701	MAMARONECK	18,416	18,416
655	660801	MT PLEAS CENT	18,590	18,590
656	660802	POCANTICO HILL	46,333	46,333
657	660805	VALHALLA	20,983	20,983
658	660809	PLEASANTVILLE	16,558	16,558
659	660900	MOUNT VERNON	16,794	16,794
660	661004	CHAPPAQUA	19,041	19,041
661	661100	NEW ROCHELLE	16,138	16,138
662	661201	BYRAM HILLS	20,054	20,054
663	661301	NORTH SALEM	20,273	20,273
664	661401	OSSINING	18,293	18,293
665	661402	BRIARCLIFF MAN	22,861	22,861
666	661500	PEEKSKILL	16,431	16,431
667	661601	PELHAM	16,187	16,187
668	661800	RYE	18,927	18,927
669	661901	RYE NECK	18,340	18,340
670	661904	PORT CHESTER	13,413	13,413
671	661905	BLIND BROOK-RY	20,318	20,318
672	662001	SCARSDALE	22,148	22,148
673	662101	SOMERS	16,825	16,825
674	662200	WHITE PLAINS	19,443	19,443
675	662300	YONKERS	14,520	14,520
676	662401	LAKELAND	14,999	14,999
677	662402	YORKTOWN	16,743	16,743
678	670201	ATTICA	9,552	9,552
679	670401	LETCHWORTH	11,337	11,337
680	671002	WYOMING	15,376	15,376
681	671201	PERRY	11,041	11,041
682	671501	WARSAW	11,643	11,643
683	680601	PENN YAN	11,554	11,554
684	680801	DUNDEE	9,998	9,998

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1	10100	ALBANY	14,072	14,072
2	570101	ADDISON	11,263	11,263
3	410401	ADIRONDACK	11,668	11,668
4	80101	AFTON	13,800	13,800
5	142101	AKRON	10,134	10,134
6	450101	ALBION	10,580	10,580
7	140101	ALDEN	9,862	9,862
8	180202	ALEXANDER	11,325	11,325
9	220202	ALEXANDRIA	12,100	12,100
10	20101	ALFRED ALMOND	10,628	10,628
11	40302	ALLEGANY-LIMES	10,362	10,362
12	460102	ALTMAR PARISH	11,295	11,295
13	580303	AMAGANSETT	57,648	57,648
14	140201	AMHERST	10,721	10,721
15	580106	AMITYVILLE	17,777	17,777
16	270100	AMSTERDAM	9,443	9,443
17	120102	ANDES	21,107	21,107
18	20601	ANDOVER	12,353	12,353
19	660405	ARDSLEY	20,471	20,471
20	640101	ARGYLE	11,402	11,402
21	571901	ARKPORT	9,666	9,666
22	131601	ARLINGTON	11,469	11,469
23	670201	ATTICA	9,552	9,552
24	50100	AUBURN	10,495	10,495
25	90201	AUSABLE VALLEY	13,185	13,185
26	491302	AVERILL PARK	10,036	10,036
27	570201	AVOCA	13,201	13,201
28	240101	AVON	10,465	10,465
29	580101	BABYLON	16,928	16,928
30	80201	BAINBRIDGE GUI	11,434	11,434
31	280210	BALDWIN	15,658	15,658
32	420901	BALDWINSVILLE	10,724	10,724
33	521301	BALLSTON SPA	11,797	11,797
34	401301	BARKER	12,895	12,895
35	180300	BATAVIA	12,293	12,293
36	570302	BATH	9,780	9,780
37	580501	BAY SHORE	15,355	15,355
38	580505	BAYPORT BLUE P	17,566	17,566
39	130200	BEACON	11,093	11,093
40	231301	BEAVER RIVER	9,873	9,873
41	660102	BEDFORD	20,556	20,556
42	90301	BEEKMANTOWN	11,708	11,708
43	20801	BELFAST	11,619	11,619
44	220909	BELLEVILLE-HEN	10,030	10,030
45	280207	BELLMORE	19,638	19,638
46	280253	BELLMORE-MERRI	13,768	13,768
47	61001	BEMUS POINT	11,810	11,810
48	490101	BERLIN	12,890	12,890
49	10201	BERNE KNOX	13,371	13,371
50	10306	BETHLEHEM	12,513	12,513

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51	280521	BETHPAGE	17,350	17,350
52	30200	BINGHAMTON	10,244	10,244
53	661905	BLIND BROOK-RY	20,318	20,318
54	22902	BOLIVAR-RICHBG	10,885	10,885
55	630101	BOLTON	20,535	20,535
56	570401	BRADFORD	13,266	13,266
57	510101	BRASHER FALLS	10,172	10,172
58	580512	BRENTWOOD	13,488	13,488
59	480601	BREWSTER	16,808	16,808
60	661402	BRIARCLIFF MAN	22,861	22,861
61	580909	BRIDGEHAMPTON	53,186	53,186
62	260101	BRIGHTON	12,448	12,448
63	171102	BROADALBIN-PER	8,636	8,636
64	261801	BROCKPORT	10,745	10,745
65	62301	BROCTON	12,437	12,437
66	660303	BRONXVILLE	22,099	22,099
67	250109	BROOKFIELD	11,171	11,171
68	490202	BRUNSWICK CENT	10,501	10,501
69	161601	BRUSHTON MOIRA	11,399	11,399
70	140600	BUFFALO	12,005	12,005
71	520101	BURNT HILLS	10,168	10,168
72	661201	BYRAM HILLS	20,054	20,054
73	180701	BYRON BERGEN	11,339	11,339
74	190301	CAIRO-DURHAM	10,345	10,345
75	240201	CALEDONIA MUMF	10,218	10,218
76	641610	CAMBRIDGE	12,350	12,350
77	410601	CAMDEN	10,655	10,655
78	570603	CAMPBELL-SAVON	10,531	10,531
79	270301	CANAJOHARIE	10,768	10,768
80	430300	CANANDAIGUA	10,828	10,828
81	21102	CANASERAGA	12,329	12,329
82	250901	CANASTOTA	9,837	9,837
83	600301	CANDOR	11,287	11,287
84	571502	CANISTEO-GREEN	13,788	13,788
85	510201	CANTON	11,252	11,252
86	280411	CARLE PLACE	20,187	20,187
87	480102	CARMEL	15,409	15,409
88	222201	CARTHAGE	8,557	8,557
89	60401	CASSADAGA VALL	11,359	11,359
90	50401	CATO MERIDIAN	10,653	10,653
91	190401	CATSKILL	14,130	14,130
92	42302	CATTARAUGUS-LI	11,368	11,368
93	250201	CAZENOVIA	10,613	10,613
94	580233	CENTER MORICHE	14,847	14,847
95	580513	CENTRAL ISLIP	19,614	19,614
96	460801	CENTRAL SQUARE	9,571	9,571
97	661004	CHAPPAQUA	19,041	19,041
98	120401	CHARLOTTE VALL	10,907	10,907
99	160801	CHATEAUGAY	10,879	10,879
100	101001	CHATHAM	12,977	12,977

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101	60503	CHAUTAUQUA	14,457	14,457
102	90601	CHAZY	11,716	11,716
103	140701	CHEEKTOWAGA	10,235	10,235
104	30101	CHENANGO FORKS	10,503	10,503
105	30701	CHENANGO VALLE	10,665	10,665
106	472202	CHERRY VLY-SPR	12,674	12,674
107	440201	CHESTER	13,170	13,170
108	251601	CHITTENANGO	10,983	10,983
109	261501	CHURCHVILLE CH	10,122	10,122
110	110101	CINCINNATUS	12,691	12,691
111	140801	CLARENCE	9,001	9,001
112	500101	CLARKSTOWN	13,310	13,310
113	140703	CLEVELAND HILL	10,428	10,428
114	510401	CLIFTON FINE	17,107	17,107
115	411101	CLINTON	11,529	11,529
116	650301	CLYDE-SAVANNAH	13,326	13,326
117	60701	CLYMER	14,425	14,425
118	541102	COBLESKL-RICHM	10,802	10,802
119	10500	COHOES	11,791	11,791
120	580402	COLD SPRING HA	20,586	20,586
121	510501	COLTON PIERREP	18,381	18,381
122	580410	COMMACK	15,572	15,572
123	580203	COMSEWOGUE	13,498	13,498
124	580507	CONNETQUOT	15,947	15,947
125	471701	COOPERSTOWN	11,917	11,917
126	100501	COPAKE-TACONIC	13,622	13,622
127	230201	COPENHAGEN	9,935	9,935
128	580105	COPIAGUE	15,369	15,369
129	520401	CORINTH	10,919	10,919
130	571000	CORNING	10,637	10,637
131	440301	CORNWALL	11,262	11,262
132	110200	CORTLAND	10,142	10,142
133	190501	COXSACKIE ATHE	11,888	11,888
134	660202	CROTON HARMON	15,733	15,733
135	150203	CROWN POINT	15,649	15,649
136	22302	CUBA-RUSHFORD	12,488	12,488
137	241101	DALTON-NUNDA	13,107	13,107
138	241001	DANSVILLE	10,313	10,313
139	250301	DE RUYTER	13,049	13,049
140	580107	DEER PARK	15,685	15,685
141	120501	DELHI	13,930	13,930
142	140707	DEPEW	10,409	10,409
143	31301	DEPOSIT	14,304	14,304
144	660403	DOBBS FERRY	18,927	18,927
145	211003	DOLGEVILLE	10,527	10,527
146	130502	DOVER	11,245	11,245
147	120301	DOWNSVILLE	17,143	17,143
148	610301	DRYDEN	11,011	11,011
149	530101	DUANESBURG	9,234	9,234
150	680801	DUNDEE	9,998	9,998

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151	60800	DUNKIRK	12,985	12,985
152	420401	E SYRACUSE-MIN	13,674	13,674
153	260801	E. IRONDEQUOIT	11,557	11,557
154	140301	EAST AURORA	10,210	10,210
155	430501	EAST BLOOMFIEL	11,116	11,116
156	490301	EAST GREENBUSH	11,659	11,659
157	580301	EAST HAMPTON	23,725	23,725
158	580503	EAST ISLIP	14,659	14,659
159	280203	EAST MEADOW	15,722	15,722
160	580234	EAST MORICHES	17,372	17,372
161	580917	EAST QUOGUE	22,116	22,116
162	500402	EAST RAMAPO	16,555	16,555
163	261313	EAST ROCHESTER	12,585	12,585
164	280219	EAST ROCKAWAY	18,375	18,375
165	280402	EAST WILLISTON	20,780	20,780
166	660301	EASTCHESTER	17,827	17,827
167	580912	EASTPORT-SOUTH	13,276	13,276
168	141201	EDEN	9,674	9,674
169	660406	EDGEMONT	17,819	17,819
170	520601	EDINBURG	20,896	20,896
171	470501	EDMESTON	11,243	11,243
172	513102	EDWARDS-KNOX	10,536	10,536
173	180901	ELBA	11,423	11,423
174	590801	ELDRED	13,570	13,570
175	150301	ELIZABETHTOWN	13,358	13,358
176	622002	ELLENVILLE	15,150	15,150
177	40901	ELLICOTTVILLE	11,491	11,491
178	70600	ELMIRA	11,012	11,012
179	70902	ELMIRA HEIGHTS	10,136	10,136
180	280216	ELMONT	14,397	14,397
181	660409	ELMSFORD	22,211	22,211
182	580401	ELWOOD	14,485	14,485
183	141401	EVANS-BRANT	11,618	11,618
184	420601	FABIUS-POMPEY	12,479	12,479
185	261301	FAIRPORT	10,647	10,647
186	61101	FALCONER	9,522	9,522
187	590501	FALLSBURGH	19,402	19,402
188	280522	FARMINGDALE	16,831	16,831
189	421001	FAYETTEVILLE	10,653	10,653
190	22001	FILLMORE	9,156	9,156
191	580514	FIRE ISLAND	107,803	107,803
192	581004	FISHERS ISLAND	42,471	42,471
193	280222	FLORAL PARK	14,937	14,937
194	442115	FLORIDA	14,001	14,001
195	270601	FONDA FULTONVI	11,108	11,108
196	61503	FORESTVILLE	10,484	10,484
197	640502	FORT ANN	13,847	13,847
198	640601	FORT EDWARD	11,493	11,493
199	270701	FORT PLAIN	12,840	12,840
200	210402	FRANKFORT-SCHU	9,210	9,210

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201	120701	FRANKLIN	13,106	13,106
202	280217	FRANKLIN SQUAR	13,412	13,412
203	41101	FRANKLINVILLE	11,351	11,351
204	62201	FREDONIA	12,037	12,037
205	280209	FREEPORT	15,703	15,703
206	60301	FREWSBURG	10,206	10,206
207	21601	FRIENDSHIP	12,385	12,385
208	141604	FRONTIER	8,759	8,759
209	460500	FULTON	11,616	11,616
210	520701	GALWAY	10,157	10,157
211	650902	GANANDA	9,757	9,757
212	280218	GARDEN CITY	17,620	17,620
213	480404	GARRISON	21,676	21,676
214	260401	GATES CHILI	12,359	12,359
215	220401	GENERAL BROWN	8,580	8,580
216	20702	GENESEE VALLEY	11,013	11,013
217	240401	GENESEO	12,257	12,257
218	430700	GENEVA	12,688	12,688
219	100902	GERMANTOWN	14,614	14,614
220	540801	GILBOA CONESVI	15,707	15,707
221	470202	GLBTSVILLE-MT U	11,319	11,319
222	280100	GLEN COVE	18,368	18,368
223	630300	GLENS FALLS	11,469	11,469
224	630918	GLENS FALLS CO	12,000	12,000
225	170500	GLOVERSVILLE	9,865	9,865
226	430901	GORHAM-MIDDLES	11,875	11,875
227	440601	GOSHEN	12,773	12,773
228	511101	GOUVERNEUR	10,255	10,255
229	42801	GOWANDA	11,326	11,326
230	141501	GRAND ISLAND	9,915	9,915
231	640701	GRANVILLE	10,360	10,360
232	280407	GREAT NECK	22,466	22,466
233	260501	GREECE	11,252	11,252
234	10701	GREEN ISLAND	12,662	12,662
235	660407	GREENBURGH	22,343	22,343
236	80601	GREENE	10,565	10,565
237	581010	GREENPORT	16,696	16,696
238	190701	GREENVILLE	13,454	13,454
239	640801	GREENWICH	12,131	12,131
240	442111	GREENWOOD LAKE	18,307	18,307
241	81401	GRGETWN-SO OTS	12,871	12,871
242	610501	GROTON	10,405	10,405
243	10802	GUILDERLAND	11,356	11,356
244	630801	HADLEY LUZERNE	13,748	13,748
245	480401	HALDANE	16,483	16,483
246	580405	HALF HOLLOW HI	14,873	14,873
247	141601	HAMBURG	9,716	9,716
248	250701	HAMILTON	12,897	12,897
249	511201	HAMMOND	12,727	12,727
250	572901	HAMMONDSPORT	14,766	14,766

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251	580905	HAMPTON BAYS	16,093	16,093
252	120906	HANCOCK	14,267	14,267
253	460701	HANNIBAL	10,178	10,178
254	580406	HARBORFIELDS	13,773	13,773
255	30501	HARPURSVILLE	9,877	9,877
256	660501	HARRISON	23,457	23,457
257	230301	HARRISVILLE	12,372	12,372
258	641001	HARTFORD	12,205	12,205
259	660404	HASTINGS ON HU	19,404	19,404
260	580506	HAUPPAUGE	16,435	16,435
261	500201	HAVERSTRAW-ST	17,121	17,121
262	280201	HEMPSTEAD	18,202	18,202
263	660203	HENDRICK HUDSO	18,174	18,174
264	210601	HERKIMER	9,525	9,525
265	511301	HERMON DEKALB	12,646	12,646
266	280409	HERRICKS	17,029	17,029
267	512404	HEUVELTON	10,704	10,704
268	280214	HEWLETT WOODME	22,408	22,408
269	280517	HICKSVILLE	14,942	14,942
270	620803	HIGHLAND	12,457	12,457
271	440901	HIGHLAND FALLS	14,580	14,580
272	261101	HILTON	10,202	10,202
273	41401	HINSDALE	9,952	9,952
274	141701	HOLLAND	11,032	11,032
275	412201	HOLLAND PATENT	10,388	10,388
276	450704	HOLLEY	10,275	10,275
277	110701	HOMER	11,092	11,092
278	431401	HONEOYE	12,141	12,141
279	260901	HONEOYE FALLS	10,435	10,435
280	491401	HOOSIC VALLEY	10,338	10,338
281	490501	HOOSICK FALLS	11,782	11,782
282	571800	HORNELL	9,858	9,858
283	70901	HORSEHEADS	10,196	10,196
284	101300	HUDSON	13,401	13,401
285	641301	HUDSON FALLS	10,021	10,021
286	190901	HUNTER TANNERS	16,482	16,482
287	580403	HUNTINGTON	17,512	17,512
288	130801	HYDE PARK	12,052	12,052
289	210501	ILION	8,450	8,450
290	200401	INDIAN LAKE	24,054	24,054
291	220301	INDIAN RIVER	6,996	6,996
292	200501	INLET	26,047	26,047
293	141301	IROQUOIS	9,751	9,751
294	660402	IRVINGTON	20,150	20,150
295	280231	ISLAND PARK	27,985	27,985
296	280226	ISLAND TREES	15,505	15,505
297	580502	ISLIP	14,285	14,285
298	610600	ITHACA	12,670	12,670
299	61700	JAMESTOWN	10,164	10,164
300	420411	JAMESVILLE-DEW	10,944	10,944

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301	572702	JASPER-TRPSBRG	10,590	10,590
302	540901	JEFFERSON	12,445	12,445
303	280515	JERICO	23,911	23,911
304	630601	JOHNSBURG	18,339	18,339
305	31502	JOHNSON CITY	12,050	12,050
306	170600	JOHNSTOWN	10,408	10,408
307	420501	JORDAN ELBRIDG	11,623	11,623
308	660101	KATONAH LEWISB	20,507	20,507
309	150601	KEENE	19,701	19,701
310	450607	KENDALL	12,590	12,590
311	142601	KENMORE	9,477	9,477
312	101401	KINDERHOOK	11,239	11,239
313	580805	KINGS PARK	13,928	13,928
314	620600	KINGSTON	14,461	14,461
315	441202	KIRYAS JOEL	33,354	33,354
316	221401	LA FARGEVILLE	9,458	9,458
317	420807	LA FAYETTE	15,766	15,766
318	141800	LACKAWANNA	11,964	11,964
319	630701	LAKE GEORGE	12,521	12,521
320	151102	LAKE PLACID	14,929	14,929
321	200601	LAKE PLEASANT	25,331	25,331
322	662401	LAKELAND	14,999	14,999
323	141901	LANCASTER	8,449	8,449
324	610801	LANSING	10,855	10,855
325	490601	LANSINGBURGH	9,352	9,352
326	470801	LAURENS	10,634	10,634
327	280215	LAWRENCE	23,002	23,002
328	181001	LE ROY	10,757	10,757
329	670401	LETCHWORTH	11,337	11,337
330	280205	LEVITTOWN	17,280	17,280
331	400301	LEWISTON PORTE	12,229	12,229
332	590901	LIBERTY	17,552	17,552
333	580104	LINDENHURST	14,253	14,253
334	511602	LISBON	12,322	12,322
335	210800	LITTLE FALLS	11,471	11,471
336	421501	LIVERPOOL	12,529	12,529
337	591302	LIVINGSTON MAN	16,085	16,085
338	240801	LIVONIA	11,356	11,356
339	400400	LOCKPORT	9,912	9,912
340	280503	LOCUST VALLEY	22,507	22,507
341	280300	LONG BEACH	22,042	22,042
342	200701	LONG LAKE	42,198	42,198
343	580212	LONGWOOD	14,380	14,380
344	230901	LOWVILLE	9,602	9,602
345	221301	LYME	13,021	13,021
346	280220	LYNBROOK	17,680	17,680
347	421504	LYNCOURT	15,497	15,497
348	451001	LYNDONVILLE	10,519	10,519
349	650501	LYONS	10,690	10,690
350	251101	MADISON	10,079	10,079

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351	511901	MADRID WADDING	10,491	10,491
352	480101	MAHOPAC	13,924	13,924
353	31101	MAINE ENDWELL	10,197	10,197
354	161501	MALONE	10,520	10,520
355	280212	MALVERNE	19,705	19,705
356	660701	MAMARONECK	18,416	18,416
357	431101	MANCHSTR-SHRTS	10,420	10,420
358	280406	MANHASSET	21,235	21,235
359	10622	MAPLEWOOD	N/A	N/A
360	110901	MARATHON	11,911	11,911
361	421101	MARCELLUS	9,775	9,775
362	121401	MARGARETVILLE	13,376	13,376
363	650701	MARION	11,418	11,418
364	621001	MARLBORO	15,483	15,483
365	140702	MARYVALE	10,433	10,433
366	280523	MASSAPEQUA	16,052	16,052
367	512001	MASSENA	10,197	10,197
368	581012	MATTITUCK-CUTC	15,967	15,967
369	170801	MAYFIELD	10,112	10,112
370	110304	MCGRAW	11,248	11,248
371	521200	MECHANICVILLE	10,377	10,377
372	450801	MEDINA	10,826	10,826
373	10615	MENANDS	15,870	15,870
374	280225	MERRICK	17,936	17,936
375	460901	MEXICO	11,702	11,702
376	580211	MIDDLE COUNTRY	13,107	13,107
377	541001	MIDDLEBURGH	12,453	12,453
378	441000	MIDDLETOWN	12,759	12,759
379	471101	MILFORD	12,217	12,217
380	132201	MILLBROOK	12,902	12,902
381	580208	MILLER PLACE	12,922	12,922
382	280410	MINEOLA	23,709	23,709
383	150801	MINERVA	25,637	25,637
384	441101	MINISINK VALLE	10,552	10,552
385	210502	MOHAWK	10,758	10,758
386	530515	MOHONASEN	8,989	8,989
387	441201	MONROE WOODBUR	13,089	13,089
388	580306	MONTAUK	31,259	31,259
389	591401	MONTICELLO	14,106	14,106
390	51301	MORAVIA	10,202	10,202
391	150901	MORIAH	11,855	11,855
392	471201	MORRIS	10,436	10,436
393	512101	MORRISTOWN	13,655	13,655
394	250401	MORRISVILLE EA	12,114	12,114
395	240901	MOUNT MORRIS	12,120	12,120
396	580207	MOUNT SINAI	14,841	14,841
397	660900	MOUNT VERNON	16,794	16,794
398	212001	MT MARKHAM CSD	11,231	11,231
399	660801	MT PLEAS CENT	18,590	18,590
400	651501	N. ROSE-WOLCOT	12,030	12,030

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401	400900	N. TONAWANDA	10,593	10,593
402	500108	NANUET	18,531	18,531
403	431201	NAPLES	13,183	13,183
404	411501	NEW HARTFORD	11,431	11,431
405	280405	NEW HYDE PARK	14,771	14,771
406	101601	NEW LEBANON	15,792	15,792
407	621101	NEW PALTZ	13,284	13,284
408	661100	NEW ROCHELLE	16,138	16,138
409	581015	NEW SUFFOLK	15,281	15,281
410	300000	NEW YORK CITY	13,527	13,527
411	411504	NEW YORK MILLS	11,834	11,834
412	650101	NEWARK	11,100	11,100
413	600402	NEWARK VALLEY	10,287	10,287
414	441600	NEWBURGH	14,796	14,796
415	151001	NEWCOMB	43,580	43,580
416	400601	NEWFANE	10,086	10,086
417	610901	NEWFIELD	9,830	9,830
418	400800	NIAGARA FALLS	10,911	10,911
419	400701	NIAGARA WHEATF	10,443	10,443
420	530301	NISKAYUNA	11,790	11,790
421	580103	NORTH BABYLON	14,290	14,290
422	280204	NORTH BELLMORE	17,500	17,500
423	142201	NORTH COLLINS	13,023	13,023
424	10605	NORTH COLONIE	10,708	10,708
425	10623	NORTH COLONIE	10,708	10,708
426	490801	NORTH GREENBUSH	11,741	11,741
427	280229	NORTH MERRICK	17,825	17,825
428	661301	NORTH SALEM	20,273	20,273
429	280501	NORTH SHORE	23,323	23,323
430	420303	NORTH SYRACUSE	10,709	10,709
431	630202	NORTH WARREN	15,458	15,458
432	131101	NORTHEAST	15,342	15,342
433	90501	NORTHEASTERN	11,543	11,543
434	580404	NORTHPORT	18,014	18,014
435	90901	NORTHRN ADIRON	12,585	12,585
436	170901	NORTHVILLE	13,440	13,440
437	81200	NORWICH	9,956	9,956
438	512201	NORWOOD NORFOL	10,652	10,652
439	500304	NYACK	18,240	18,240
440	181101	OAKFIELD ALABA	9,994	9,994
441	280211	OCEANSIDE	16,067	16,067
442	550101	ODESSA MONTOUR	11,363	11,363
443	512300	OGDENSBURG	13,953	13,953
444	42400	OLEAN	10,976	10,976
445	251400	ONEIDA CITY	11,079	11,079
446	471400	ONEONTA	11,790	11,790
447	421201	ONONDAGA	12,132	12,132
448	621201	ONTEORA	18,571	18,571
449	171001	OPPENHEIM EPHR	13,204	13,204
450	142301	ORCHARD PARK	10,523	10,523

Charter Funding By NYS School District
Sorted by District Name

	District Code	School District Name	Final 2010-11 Basic Tuition	Final 2011-12 Basic Tuition
451	412901	ORISKANY	10,992	10,992
452	661401	OSSINING	18,293	18,293
453	461300	OSWEGO	12,263	12,263
454	471601	OTEGO-UNADILLA	11,481	11,481
455	600601	OWEGO-APALACHI	11,452	11,452
456	81501	OXFORD	11,858	11,858
457	280506	OYSTER BAY	22,533	22,533
458	581002	OYSTERPONDS	32,931	32,931
459	650901	PALMYRA-MACEDO	10,506	10,506
460	61601	PANAMA	11,826	11,826
461	512501	PARISHVILLE	10,609	10,609
462	580224	PATCHOGUE-MEDF	12,814	12,814
463	181201	PAVILION	10,682	10,682
464	131201	PAWLING	15,571	15,571
465	500308	PEARL RIVER	14,854	14,854
466	661500	PEEKSKILL	16,431	16,431
467	661601	PELHAM	16,187	16,187
468	181302	PEMBROKE	11,828	11,828
469	261201	PENFIELD	12,346	12,346
470	680601	PENN YAN	11,554	11,554
471	671201	PERRY	11,041	11,041
472	91101	PERU	11,849	11,849
473	431301	PHELPS-CLIFTON	11,376	11,376
474	462001	PHOENIX	12,226	12,226
475	440401	PINE BUSH	11,570	11,570
476	131301	PINE PLAINS	14,565	14,565
477	60601	PINE VALLEY	11,589	11,589
478	200101	PISECO	26,047	26,047
479	261401	PITTSFORD	12,722	12,722
480	280518	PLAINEDGE	15,701	15,701
481	280504	PLAINVIEW	17,945	17,945
482	91200	PLATTSBURGH	13,607	13,607
483	660809	PLEASANTVILLE	16,558	16,558
484	660802	POCANTICO HILL	46,333	46,333
485	211103	POLAND	11,690	11,690
486	51101	PORT BYRON	10,865	10,865
487	661904	PORT CHESTER	13,413	13,413
488	580206	PORT JEFFERSON	21,199	21,199
489	441800	PORT JERVIS	11,904	11,904
490	280404	PORT WASHINGTO	20,028	20,028
491	42901	PORTVILLE	10,058	10,058
492	512902	POTSDAM	11,390	11,390
493	131500	POUGHKEEPSIE	12,524	12,524
494	572301	PRATTSBURG	10,626	10,626
495	461801	PULASKI	11,580	11,580
496	641401	PUTNAM	23,966	23,966
497	480503	PUTNAM VALLEY	16,888	16,888
498	630902	QUEENSBURY	9,538	9,538
499	580903	QUOGUE	46,916	46,916
500	500401	RAMAPO	16,919	16,919

Charter Funding By NYS School District

Sorted by District Name

	District Code	School District Name	Final 2010-11 Basic Tuition	Final 2011-12 Basic Tuition
501	43001	RANDOLPH	10,720	10,720
502	10402	RAVENA COEYMAN	13,365	13,365
503	651503	RED CREEK	10,909	10,909
504	131701	RED HOOK	13,202	13,202
505	411701	REMSSEN	14,790	14,790
506	580901	REMSSENBURG	36,414	36,414
507	491200	RENSSELAER	8,883	8,883
508	131801	RHINEBECK	16,681	16,681
509	472001	RICHFIELD SPRING	10,916	10,916
510	62401	RIPLEY	15,941	15,941
511	580602	RIVERHEAD	16,076	16,076
512	261600	ROCHESTER	12,426	12,426
513	280221	ROCKVILLE CENT	18,767	18,767
514	580209	ROCKY POINT	12,823	12,823
515	411800	ROME	11,413	11,413
516	560603	ROMULUS	14,567	14,567
517	620901	RONDOUT VALLEY	17,586	17,586
518	280208	ROOSEVELT	16,939	16,939
519	591301	ROSCOE	17,826	17,826
520	280403	ROSLYN	20,898	20,898
521	121502	ROXBURY	16,963	16,963
522	401201	ROYALTON HARTLAND	10,207	10,207
523	261701	RUSH HENRIETTA	12,330	12,330
524	661800	RYE	18,927	18,927
525	661901	RYE NECK	18,340	18,340
526	521401	S. GLENS FALLS	10,667	10,667
527	580413	S. HUNTINGTON	15,758	15,758
528	220101	S. JEFFERSON	9,183	9,183
529	121702	S. KORTRIGHT	13,381	13,381
530	500301	S. ORANGETOWN	15,503	15,503
531	580205	SACHEM	13,251	13,251
532	221001	SACKETS HARBOR	10,104	10,104
533	580305	SAG HARBOR	24,716	24,716
534	580910	SAGAPONACK	15,281	15,281
535	43200	SALAMANCA	11,582	11,582
536	641501	SALEM	13,082	13,082
537	161201	SALMON RIVER	13,576	13,576
538	461901	SANDY CREEK	12,911	12,911
539	91402	SARANAC	11,333	11,333
540	161401	SARANAC LAKE	13,999	13,999
541	521800	SARATOGA SPRING	10,532	10,532
542	621601	SAUGERTIES	11,825	11,825
543	411603	SAUQUOIT VALLEY	10,956	10,956
544	580504	SAYVILLE	16,460	16,460
545	662001	SCARSDALE	22,148	22,148
546	530501	SCHALMONT	13,862	13,862
547	530600	SCHENECTADY	12,014	12,014
548	470901	SCHENEVUS	12,566	12,566
549	491501	SCHODACK	12,169	12,169
550	541201	SCHOHARIE	12,138	12,138

Charter Funding By NYS School District
Sorted by District Name

	District Code	School District Name	Final 2010-11 Basic Tuition	Final 2011-12 Basic Tuition
551	151401	SCHROON LAKE	15,368	15,368
552	521701	SCHUYLERVILLE	11,472	11,472
553	22401	SCIO	11,968	11,968
554	530202	SCOTIA GLENVIL	11,013	11,013
555	280206	SEAFORD	15,660	15,660
556	560701	SENECA FALLS	11,016	11,016
557	280252	SEWANHAKA	12,522	12,522
558	541401	SHARON SPRINGS	14,154	14,154
559	580701	SHELTER ISLAND	27,980	27,980
560	520302	SHENENDEHOWA	11,060	11,060
561	82001	SHERBURNE EARL	10,707	10,707
562	62601	SHERMAN	10,196	10,196
563	412000	SHERRILL	9,651	9,651
564	580601	SHOREHAM-WADIN	15,726	15,726
565	121601	SIDNEY	11,628	11,628
566	61501	SILVER CREEK	11,223	11,223
567	421601	SKANEATELES	12,337	12,337
568	140709	SLOAN	11,946	11,946
569	580801	SMITHTOWN	13,969	13,969
570	651201	SODUS	12,623	12,623
571	420702	SOLVAY	11,760	11,760
572	662101	SOMERS	16,825	16,825
573	10601	SOUTH COLONIE	12,137	12,137
574	580235	SOUTH COUNTRY	15,951	15,951
575	231101	SOUTH LEWIS	13,513	13,513
576	560501	SOUTH SENECA	13,574	13,574
577	580906	SOUTHAMPTON	23,414	23,414
578	50701	SOUTHERN CAYUG	13,419	13,419
579	581005	SOUTHOLD	17,390	17,390
580	60201	SOUTHWESTERN	10,202	10,202
581	131602	SPACKENKILL	16,018	16,018
582	600801	SPENCER VAN ET	10,808	10,808
583	261001	SPENCERPORT	10,533	10,533
584	580304	SPRINGS	21,775	21,775
585	141101	SPRINGVILLE-GR	11,347	11,347
586	271102	ST JOHNSVILLE	11,910	11,910
587	161801	ST REGIS FALLS	13,886	13,886
588	121701	STAMFORD	13,915	13,915
589	401001	STARPOINT	9,789	9,789
590	522001	STILLWATER	9,269	9,269
591	251501	STOCKBRIDGE VA	10,638	10,638
592	591502	SULLIVAN WEST	15,001	15,001
593	30601	SUSQUEHANNA VA	12,156	12,156
594	140207	SWEET HOME	11,954	11,954
595	280502	SYOSSET	20,242	20,242
596	421800	SYRACUSE	11,933	11,933
597	660401	TARRYTOWN	16,449	16,449
598	220701	THOUSAND ISLAND	12,027	12,027
599	580201	THREE VILLAGE	15,887	15,887
600	151501	TICONDEROGA	13,455	13,455

Charter Funding By NYS School District
Sorted by District Name

	District Code	School District Name	Final 2010-11 Basic Tuition	Final 2011-12 Basic Tuition
601	600903	TIOGA	9,445	9,445
602	142500	TONAWANDA	10,051	10,051
603	211901	TOWN OF WEBB	20,143	20,143
604	591201	TRI VALLEY	18,324	18,324
605	491700	TROY	15,986	15,986
606	611001	TRUMANSBURG	10,222	10,222
607	660302	TUCKAHOE	20,009	20,009
608	580913	TUCKAHOE COMMO	28,200	28,200
609	421902	TULLY	10,036	10,036
610	160101	TUPPER LAKE	11,474	11,474
611	441903	TUXEDO	17,470	17,470
612	81003	UNADILLA	11,393	11,393
613	51901	UNION SPRINGS	12,059	12,059
614	280202	UNIONDALE	19,864	19,864
615	31501	UNION-ENDICOTT	11,048	11,048
616	412300	UTICA	9,280	9,280
617	280213	V STR THIRTEEN	15,487	15,487
618	280224	V STR TWENTY-F	19,237	19,237
619	660805	VALHALLA	20,983	20,983
620	280251	VALLEY STR CHS	14,838	14,838
621	280230	VALLEY STR UF	19,277	19,277
622	441301	VALLEY-MONTGMR	11,222	11,222
623	211701	VAN HORNSVILLE	11,991	11,991
624	31601	VESTAL	12,166	12,166
625	431701	VICTOR	9,518	9,518
626	11003	VOORHEESVILLE	12,742	12,742
627	260803	W. IRONDEQUOIT	10,413	10,413
628	580302	WAINSCOTT	15,281	15,281
629	621801	WALLKILL	10,997	10,997
630	121901	WALTON	10,718	10,718
631	280223	WANTAGH	13,593	13,593
632	132101	WAPPINGERS	10,887	10,887
633	631201	WARRENSBURG	14,836	14,836
634	671501	WARSAW	11,643	11,643
635	442101	WARWICK VALLEY	12,198	12,198
636	440102	WASHINGTONVILL	11,931	11,931
637	522101	WATERFORD	12,844	12,844
638	561006	WATERLOO CENT	10,263	10,263
639	222000	WATERTOWN	8,985	8,985
640	411902	WATERVILLE	10,900	10,900
641	11200	WATERVLIET	9,404	9,404
642	550301	WATKINS GLEN	10,489	10,489
643	600101	WAVERLY	9,059	9,059
644	573002	WAYLAND-COHOCT	10,796	10,796
645	650801	WAYNE	11,034	11,034
646	261901	WEBSTER	10,872	10,872
647	50301	WEEDSPORT	11,820	11,820
648	200901	WELLS	21,823	21,823
649	22601	WELLSVILLE	11,681	11,681
650	580102	WEST BABYLON	14,848	14,848

Charter Funding By NYS School District
Sorted by District Name

	District Code	School District Name	Final 2010-11 Basic Tuition	Final 2011-12 Basic Tuition
651	210302	WEST CANADA VA	11,723	11,723
652	420101	WEST GENESEE	10,199	10,199
653	280227	WEST HEMPSTEAD	16,755	16,755
654	580509	WEST ISLIP	13,799	13,799
655	142801	WEST SENECA	10,179	10,179
656	40204	WEST VALLEY	13,623	13,623
657	280401	WESTBURY	18,224	18,224
658	62901	WESTFIELD	11,891	11,891
659	580902	WESTHAMPTON BE	18,354	18,354
660	420701	WESTHILL	10,634	10,634
661	412801	WESTMORELAND	11,938	11,938
662	151601	WESTPORT	13,649	13,649
663	262001	WHEATLAND CHIL	15,259	15,259
664	170301	WHEELERVILLE	18,435	18,435
665	662200	WHITE PLAINS	19,443	19,443
666	641701	WHITEHALL	12,236	12,236
667	412902	WHITESBORO	9,886	9,886
668	22101	WHITESVILLE	10,904	10,904
669	31401	WHITNEY POINT	11,324	11,324
670	580232	WILLIAM FLOYD	14,168	14,168
671	651402	WILLIAMSON	12,113	12,113
672	140203	WILLIAMSVILLE	10,904	10,904
673	151701	WILLSBORO	15,355	15,355
674	401501	WILSON	10,386	10,386
675	191401	WINDHAM ASHLAN	18,838	18,838
676	31701	WINDSOR	10,115	10,115
677	472506	WORCESTER	12,352	12,352
678	580109	WYANDANCH	16,666	16,666
679	490804	WYNANTSKILL	11,243	11,243
680	671002	WYOMING	15,376	15,376
681	662300	YONKERS	14,520	14,520
682	241701	YORK	10,694	10,694
683	43501	YORKSHRE-PIONE	11,406	11,406
684	662402	YORKTOWN	16,743	16,743



Charter Schools Institute
The State University of New York

New Application Budget(s) & Cash Flow(s) Template
for SUNY Authorized Charter Schools

Harlem Success Academy 3 Education Corporation

Contact Name:	Madeleine Pidel
Contact Email:	madeleine.pidel@successacademies.org
Contact Phone:	646.747.2359

	Examples
Pre-Opening Period	1/1/2013-6/30/13
Operational Year ONE	7/1/13-6/30/14

Harlem Success Academy 3 Education Corporation
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
1/1/2013-6/30/13

Total Revenue	25,125,967	DESCRIPTION OF ASSUMPTIONS
Total Expenses	22,186,299	
Net Income	2,939,668	
Actual Student Enrollment	2,957	
Total Paid Student Enrollment	2,957	
	START-UP PERIOD	

REVENUE

REVENUES FROM STATE SOURCES

Per Pupil Revenue	CY Per Pupil Rate		
New York City	13,527	19,999,670	
School District 2 (Enter Name)	-	-	
School District 3 (Enter Name)	-	-	
School District 4 (Enter Name)	-	-	
School District 5 (Enter Name)	-	-	
School District 6 (Enter Name)	-	-	
School District 7 (Enter Name)	-	-	
School District 8 (Enter Name)	-	-	
School District 9 (Enter Name)	-	-	
School District 10 (Enter Name)	-	-	
School District 11 (Enter Name)	-	-	
School District 12 (Enter Name)	-	-	
School District 13 (Enter Name)	-	-	
School District 14 (Enter Name)	-	-	
School District 15 (Enter Name)	-	-	
School District - ALL OTHER	-	-	
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	13,527	19,999,670	
Special Education Revenue		2,327,307	15% of the total student population
Grants			
Stimulus			
DYCD (Department of Youth and Community Developmt.)		318,871	Conservative projection of funding based on current per-pupil allocations
Other		-	
Other		-	
TOTAL REVENUE FROM STATE SOURCES		22,645,847	

REVENUE FROM FEDERAL FUNDING

IDEA Special Needs	147,850	Based on a conservative estimate for our consolidated demographic
Title I	428,765	Based on a conservative estimate for our consolidated demographic
Title Funding - Other	103,505	Based on a conservative estimate for our consolidated demographic
School Food Service (Free Lunch)	-	
Grants		
Charter School Program (CSP) Planning & Implementation	1,800,000	Including CSP Funding for the 6 Replication Schools
Other	-	
Other	-	
TOTAL REVENUE FROM FEDERAL SOURCES	2,480,120	

LOCAL and OTHER REVENUE

Contributions and Donations	
Fundraising	-
Erate Reimbursement	-
Earnings on Investments	-
Interest Income	-
Food Service (Income from meals)	-
Text Book	-
OTHER	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-

TOTAL REVENUE	25,125,967
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EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

	No. of Positions		All salaries are for 6 months of the year only
Executive Management		-	
Instructional Management	10.00	602,800	Base salaries are increasing at 4% from prior year
Deans, Directors & Coordinators	9.00	450,125	As schools grow the leadership needs change as well, especially for split-site middle schools
CFO / Director of Finance	-	-	
Operation / Business Manager	9.00	360,000	
Administrative Staff	25.00	793,622	
TOTAL ADMINISTRATIVE STAFF	53.00	2,206,547	

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	150.00	5,250,000	
Teachers - SPED	17.00	559,500	
Substitute Teachers	-	-	
Teaching Assistants	15.00	328,439	
Specialty Teachers	20.00	610,500	Some of these teachers will split time between schools under the merged entity
Aides	-	-	
Therapists & Counselors	-	-	
Other	-	544,751	Bonuses
TOTAL INSTRUCTIONAL	202.00	7,293,190	

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	-	-
Librarian	-	-
Custodian	-	-
Security	-	-
Other	-	-
TOTAL NON-INSTRUCTIONAL	-	-

SUBTOTAL PERSONNEL SERVICE COSTS

	255.00	9,499,737
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PAYROLL TAXES AND BENEFITS

Payroll Taxes	781,172	Based on current rates
Fringe / Employee Benefits	800,000	
Retirement / Pension	413,773	
TOTAL PAYROLL TAXES AND BENEFITS	1,994,945	

TOTAL PERSONNEL SERVICE COSTS

	255.00	11,494,682
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CONTRACTED SERVICES

Accounting / Audit	40,000
Legal	75,000
Management Company Fee	2,999,950
Nurse Services	-
Food Service / School Lunch	-
Payroll Services	-
Special Ed Services	-
Titlement Services (i.e. Title I)	-
Other Purchased / Professional / Consulting	1,716,271
TOTAL CONTRACTED SERVICES	4,831,221

SCHOOL OPERATIONS

Board Expenses	-
Classroom / Teaching Supplies & Materials	426,889
Special Ed Supplies & Materials	144,222
Textbooks / Workbooks	391,333
Supplies & Materials other	213,751
Equipment / Furniture	-
Telephone	-
Technology	540,082
Student Testing & Assessment	252,031
Field Trips	435,666

Harlem Success Academy 3 Education Corporation PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD 1/1/2013-6/30/13		
Total Revenue	25,125,967	DESCRIPTION OF ASSUMPTIONS
Total Expenses	22,186,299	
Net Income	2,939,668	
Actual Student Enrollment	2,957	
Total Paid Student Enrollment	2,957	
	START-UP PERIOD	
Transportation (student)	44,752	
Student Services - other	23,455	
Office Expense	237,938	
Staff Development	380,324	
Staff Recruitment	146,942	
Student Recruitment / Marketing	506,285	
School Meals / Lunch	630,214	
Travel (Staff)	64,000	
Fundraising	-	
Other	441,930	Other Per-pupil expenses such as uniforms, and special events such as parent events and enrollment events
TOTAL SCHOOL OPERATIONS	4,879,814	
FACILITY OPERATION & MAINTENANCE		
Insurance	155,722	Based on current insurance rates for our nine operational schools
Janitorial	-	
Building and Land Rent / Lease	-	
Repairs & Maintenance	342,696	
Equipment / Furniture	-	
Security	-	
Utilities	-	
TOTAL FACILITY OPERATION & MAINTENANCE	498,418	
DEPRECIATION & AMORTIZATION	482,164	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY		All 5 existing schools pre-merger all were holding the maximum needed for dissolution
TOTAL EXPENSES	22,186,299	
NET INCOME	2,939,668	

ENROLLMENT - *School Districts Are Linked To Above Entries*	
New York City	2,957
School District 2 (Enter Name)	-
School District 3 (Enter Name)	-
School District 4 (Enter Name)	-
School District 5 (Enter Name)	-
School District 6 (Enter Name)	-
School District 7 (Enter Name)	-
School District 8 (Enter Name)	-
School District 9 (Enter Name)	-
School District 10 (Enter Name)	-
School District 11 (Enter Name)	-
School District 12 (Enter Name)	-
School District 13 (Enter Name)	-
School District 14 (Enter Name)	-
School District 15 (Enter Name)	-
School District - ALL OTHER	-
TOTAL ENROLLMENT	2,957
REVENUE PER PUPIL	8,497
EXPENSES PER PUPIL	7,503

Harlem Success Academy 3 Education Corporation PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE 7/1/13-6/30/14							
Total Revenue	52,796,442	8,601,342	-	368,099	14,600,000	76,365,883	
Total Expenses	43,953,015	8,601,190	-	367,750	14,181,502	67,103,456	
Net Income	8,843,427	152	-	349	418,498	9,262,426	
Actual Student Enrollment	4,075	719				4,794	
Total Paid Student Enrollment	4,075	719				4,794	
	PROGRAM SERVICES			SUPPORT SERVICES		TOTAL	
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL		
REVENUE							
REVENUES FROM STATE SOURCES							
Per Pupil Revenue	CY Per Pupil Rate						
New York City	13,527	49,881,691.70	-	368,099	14,600,000	64,849,791	
School District 2 (Enter Name)	-	-	-	-	-	-	
School District 3 (Enter Name)	-	-	-	-	-	-	
School District 4 (Enter Name)	-	-	-	-	-	-	
School District 5 (Enter Name)	-	-	-	-	-	-	
School District 6 (Enter Name)	-	-	-	-	-	-	
School District 7 (Enter Name)	-	-	-	-	-	-	
School District 8 (Enter Name)	-	-	-	-	-	-	
School District 9 (Enter Name)	-	-	-	-	-	-	
School District 10 (Enter Name)	-	-	-	-	-	-	
School District 11 (Enter Name)	-	-	-	-	-	-	
School District 12 (Enter Name)	-	-	-	-	-	-	
School District 13 (Enter Name)	-	-	-	-	-	-	
School District 14 (Enter Name)	-	-	-	-	-	-	
School District 15 (Enter Name)	-	-	-	-	-	-	
School District - ALL OTHER	-	-	-	-	-	-	
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	13,527	49,881,692	-	368,099	14,600,000	64,849,791	
Special Education Revenue		7,546,392.81	-	-	-	7,546,393	
Grants							
Stimulus		-	-	-	-	-	
DYCD (Department of Youth and Community Developmnt.)		-	-	-	-	-	
Other		-	-	-	-	-	
Other		-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES		49,881,692	7,546,393	368,099	14,600,000	72,396,184	
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs		479,410.00	-	-	-	479,410	
Title I		767,250	143,629.00	-	-	910,879	
Title Funding - Other		407,500	71,910	-	-	479,410	
School Food Service (Free Lunch)		-	-	-	-	-	
Grants							
Charter School Program (CSP) Planning & Implementation		1,740,000	360,000	-	-	2,100,000	
Other		-	-	-	-	-	
Other		-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES		2,914,750	1,054,949	-	-	3,969,699	
LOCAL and OTHER REVENUE							
Contributions and Donations		-	-	-	-	-	
Fundraising		-	-	-	-	-	
Erate Reimbursement		-	-	-	-	-	
Earnings on Investments		-	-	-	-	-	
Interest Income		-	-	-	-	-	
Food Service (Income from meals)		-	-	-	-	-	
Text Book		-	-	-	-	-	
OTHER		-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	-	-	-	-	
TOTAL REVENUE		52,796,442	8,601,342	-	368,099	14,600,000	76,365,883
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS							
	No. of Positions						
Executive Management		-	-	-	-	-	
Instructional Management	20.00	1,824,009	165,836	-	99,750	2,546,860	
Deans, Directors & Coordinators	12.00	119,980.35	165,836	-	-	1,260,763	
CFO / Director of Finance	-	-	-	-	-	-	
Operation / Business Manager	13.00	415,000	181,695	-	-	1,099,086	
Administrative Staff	28.00	949,434	181,695	-	-	1,305,406	
TOTAL ADMINISTRATIVE STAFF	73.00	3,308,423	695,062	-	99,750	2,108,879	6,212,115
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	199.00	12,392,346	550,200	-	-	-	12,942,546
Teachers - SPED	30.00		1,545,670	-	-	-	1,545,670
Substitute Teachers	-	-	-	-	-	-	-
Teaching Assistants	23.00	1,466,531	105,000	-	-	-	1,571,531
Specialty Teachers	23.00	1,906,318	245,081	-	-	-	2,151,399
Aides	-	-	-	-	-	-	-
Therapists & Counselors	9.00	-	800,000	-	-	-	800,000
Other	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	284.00	15,765,195	3,245,951	-	-	-	19,011,146
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	357.00	19,073,618	3,941,014	-	99,750	2,108,879	25,223,261
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		1,063,104	249,621	-	-	99,747	1,412,472
Fringe / Employee Benefits		1,916,209	299,242	-	-	199,494	2,414,945
Retirement / Pension		1,063,104	349,621	-	-	99,822	1,512,547
TOTAL PAYROLL TAXES AND BENEFITS		4,042,417	898,483	-	-	399,064	5,339,965
TOTAL PERSONNEL SERVICE COSTS	357.00	23,116,035	4,839,497	-	99,750	2,507,943	30,563,226
CONTRACTED SERVICES							
Accounting / Audit		-	-	-	-	140,000	140,000
Legal		-	-	-	-	200,000	200,000
Management Company Fee		-	-	-	268,000	9,459,468.61	9,727,469
Nurse Services		-	-	-	-	-	-
Food Service / School Lunch		1,058,750	300,000	-	-	-	1,358,750
Payroll Services		-	-	-	-	-	-
Special Ed Services		-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-
Other Purchased / Professional / Consulting		3,614,624	721,249	-		951,674	5,287,547
TOTAL CONTRACTED SERVICES		4,673,374	1,021,249	-	268,000	10,751,142	16,713,765
SCHOOL OPERATIONS							
Board Expenses		-	-	-	-	-	-
Classroom / Teaching Supplies & Materials		1,989,723	284,246	-	-	-	2,273,969
Special Ed Supplies & Materials			820,584	-	-	40,744	861,328
Textbooks / Workbooks		1,933,660	132,549	-	-	-	2,066,209
Supplies & Materials other		351,225	52,684	-	-	109,778	513,686
Equipment / Furniture		-	-	-	-	-	-
Telephone		-	-	-	-	-	-

Harlem Success Academy 3 Education Corporation PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE 7/1/13-6/30/14						
Total Revenue	52,796,442	8,601,342	-	368,099	14,600,000	76,365,883
Total Expenses	43,953,015	8,601,190	-	367,750	14,181,502	67,103,456
Net Income	8,843,427	152	-	349	418,498	9,262,426
Actual Student Enrollment	4,075	719				4,794
Total Paid Student Enrollment	4,075	719				4,794
	PROGRAM SERVICES			SUPPORT SERVICES		TOTAL
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	
Technology	1,190,869		-	-	63,821	1,254,690
Student Testing & Assessment	615,257	139,457	-	-	-	754,714
Field Trips	951,300		-	-	-	951,300
Transportation (student)	169,309	12,861	-	-	-	182,171
Student Services - other	735,473	-	-	-	-	735,473
Office Expense	759,393		-	-	37,786	797,178
Staff Development	1,171,551	366,394	-	-	-	1,537,945
Staff Recruitment	577,293	67,287	-	-	-	644,580
Student Recruitment / Marketing	913,185	155,418	-	-	-	1,068,603
School Meals / Lunch	-	-	-	-	-	-
Travel (Staff)	178,500		-	-	22,575	201,075
Fundraising	-	-	-	-	-	-
Other	2,906,768	208,963	-	-	31,652	3,147,383
TOTAL SCHOOL OPERATIONS	14,443,505	2,240,444	-	-	306,356	16,990,304
FACILITY OPERATION & MAINTENANCE						
Insurance	391,083		-	-	44,095	435,178
Janitorial	-	-	-	-	-	-
Building and Land Rent / Lease	-	-	-	-	-	-
Repairs & Maintenance	647,295		-	-	71,966	719,261
Equipment / Furniture	-	-	-	-	-	-
Security	-	-	-	-	-	-
Utilities			-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	1,038,378	-	-	-	116,061	1,154,439
DEPRECIATION & AMORTIZATION						
	531,722	500,000	-	-	500,000	1,531,722
DISSOLUTION ESCROW & RESERVES / CONTIGENCY						
	150,000	-	-	-	-	150,000
TOTAL EXPENSES	43,953,015	8,601,190	-	367,750	14,181,502	67,103,456
NET INCOME	8,843,427	152	-	349	418,498	9,262,426
ENROLLMENT - *School Districts Are Linked To Above Entries*						
New York City	4,075	719	-			4,794
School District 2 (Enter Name)	-	-	-			-
School District 3 (Enter Name)	-	-	-			-
School District 4 (Enter Name)	-	-	-			-
School District 5 (Enter Name)	-	-	-			-
School District 6 (Enter Name)	-	-	-			-
School District 7 (Enter Name)	-	-	-			-
School District 8 (Enter Name)	-	-	-			-
School District 9 (Enter Name)	-	-	-			-
School District 10 (Enter Name)	-	-	-			-
School District 11 (Enter Name)	-	-	-			-
School District 12 (Enter Name)	-	-	-			-
School District 13 (Enter Name)	-	-	-			-
School District 14 (Enter Name)	-	-	-			-
School District 15 (Enter Name)	-	-	-			-
School District - ALL OTHER	-	-	-			-
TOTAL ENROLLMENT	4,075	719	-			4,794
REVENUE PER PUPIL	12,956	11,961	-			15,929
EXPENSES PER PUPIL	10,786	11,961	-			13,997

Harlem Success Academy 3 Education Corporation
PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS
7/1/13-6/30/14

Total Revenue	6,033,015	6,033,015	6,613,015	6,033,015	6,728,160	6,033,015	6,613,015	6,512,425	6,033,015	6,613,015	6,728,160	6,393,015	76,365,883
Total Expenses	4,446,539	6,949,297	5,752,232	5,721,384	6,690,427	5,580,897	5,342,599	5,071,410	4,916,071	5,634,477	5,686,708	5,161,414	66,953,457
Net Income	1,586,476	(916,282)	860,783	311,631	37,733	452,118	1,270,416	1,441,015	1,116,944	978,538	1,041,452	1,231,601	9,412,426
Cash Flow Adjustments	(1,475,397)	127,644	(1,475,397)	(1,475,397)	127,644	127,644	(1,475,397)	127,644	127,644	127,644	(1,475,397)	127,644	(6,483,482)
Beginning Cash Balance	19,568,760	19,679,838	18,891,200	18,276,586	17,112,820	17,278,196	17,857,958	17,652,977	19,221,636	20,466,223	21,572,405	21,138,459	19,568,760
Net Income	19,679,838	18,891,200	18,276,586	17,112,820	17,278,196	17,857,958	17,652,977	19,221,636	20,466,223	21,572,405	21,138,459	22,497,704	22,497,704
	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
REVENUE	* Total Column (Column U) for all lines other than Cash Flow Adjustments should equal the Total Column (Column N) on tab '4.) Year Budget & Assumptions'.												
REVENUES FROM STATE SOURCES													
Per Pupil Revenue	CY Per Pupil Rate												
New York City	13,527	5,404,149.23	5,404,149	5,404,149	5,404,149	5,404,149	5,404,149	5,404,149	5,404,149	5,404,149	5,404,149	5,404,149	64,849,791
School District 2 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	13,527	5,404,149	5,404,149	5,404,149	5,404,149	5,404,149	5,404,149	5,404,149	5,404,149	5,404,149	5,404,149	5,404,149	64,849,791
Special Education Revenue		628,866.07	628,866.07	628,866.07	628,866.07	628,866.07	628,866.07	628,866.07	628,866.07	628,866.07	628,866.07	628,866.07	7,546,393
Grants													
Stimulus		-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmnt.)		-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		6,033,015	6,033,015	6,033,015	6,033,015	6,033,015	6,033,015	6,033,015	6,033,015	6,033,015	6,033,015	6,033,015	72,396,184
REVENUE FROM FEDERAL FUNDING													
IDEA Special Needs		-		-	-	-	-	479,410	-	-	-	-	479,410
Title I		-	-	-	-	455,439.50	-	-	-	-	455,440	-	910,879
Title Funding - Other		-	-	-	-	239,705.00	-		-	-	239,705	-	479,410
School Food Service (Free Lunch)		-	-	-	-	-	-	-	-	-	-	-	-
Grants													
Charter School Program (CSP) Planning & Implementation		-	-	580,000.00	-	-	-	580,000	-	-	580,000	-	2,100,000
Other		-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		-	-	580,000	-	695,145	-	580,000	479,410	-	580,000	695,145	3,969,699
LOCAL and OTHER REVENUE													
Contributions and Donations		-	-	-	-	-	-	-	-	-	-	-	-
Fundraising		-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement		-	-	-	-	-	-	-	-	-	-	-	-
Earnings on Investments		-	-	-	-	-	-	-	-	-	-	-	-
Interest Income		-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)		-	-	-	-	-	-	-	-	-	-	-	-
Text Book		-	-	-	-	-	-	-	-	-	-	-	-
OTHER		-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE		6,033,015	6,033,015	6,613,015	6,033,015	6,728,160	6,033,015	6,613,015	6,512,425	6,033,015	6,613,015	6,728,160	76,365,883

Harlem Success Academy 3 Education Corporation
PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS
7/1/13-6/30/14

Total Revenue	6,033,015	6,033,015	6,613,015	6,033,015	6,728,160	6,033,015	6,613,015	6,512,425	6,033,015	6,613,015	6,728,160	6,393,015	76,365,883
Total Expenses	4,446,539	6,949,297	5,752,232	5,721,384	6,690,427	5,580,897	5,342,599	5,071,410	4,916,071	5,634,477	5,686,708	5,161,414	66,953,457
Net Income	1,586,476	(916,282)	860,783	311,631	37,733	452,118	1,270,416	1,441,015	1,116,944	978,538	1,041,452	1,231,601	9,412,426
Cash Flow Adjustments	(1,475,397)	127,644	(1,475,397)	(1,475,397)	127,644	127,644	(1,475,397)	127,644	127,644	127,644	(1,475,397)	127,644	(6,483,482)
Beginning Cash Balance	19,568,760	19,679,838	18,891,200	18,276,586	17,112,820	17,278,196	17,857,958	17,652,977	19,221,636	20,466,223	21,572,405	21,138,459	19,568,760
Net Income	19,679,838	18,891,200	18,276,586	17,112,820	17,278,196	17,857,958	17,652,977	19,221,636	20,466,223	21,572,405	21,138,459	22,497,704	22,497,704

		July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
EXPENSES														
ADMINISTRATIVE STAFF PERSONNEL COSTS														
Executive Management	No. of Positions	-	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Management	20.00	212,238.37	212,238	212,238	212,238	212,238	212,238	212,238	212,238	212,238	212,238	212,238	212,238	2,546,860
Deans, Directors & Coordinators	12.00	105,063.58	105,064	105,064	105,064	105,064	105,064	105,064	105,064	105,064	105,064	105,064	105,064	1,260,763
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	13.00	91,590.48	91,590	91,590	91,590	91,590	91,590	91,590	91,590	91,590	91,590	91,590	91,590	1,099,086
Administrative Staff	28.00	108,783.81	108,784	108,784	108,784	108,784	108,784	108,784	108,784	108,784	108,784	108,784	108,784	1,305,406
TOTAL ADMINISTRATIVE STAFF	73.00	517,676	517,676	517,676	517,676	517,676	517,676	517,676	517,676	517,676	517,676	517,676	517,676	6,212,115
INSTRUCTIONAL PERSONNEL COSTS														
Teachers - Regular	199.00	1,078,545.50	1,078,545.50	1,078,545.50	1,078,545.50	1,078,545.50	1,078,545.50	1,078,545.50	1,078,545.50	1,078,545.50	1,078,545.50	1,078,545.50	1,078,545.50	12,942,546
Teachers - SPED	30.00	128,805.87	128,805.87	128,805.87	128,805.87	128,805.87	128,805.87	128,805.87	128,805.87	128,805.87	128,805.87	128,805.87	128,805.87	1,545,670
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	23.00	130,960.92	130,960.92	130,960.92	130,960.92	130,960.92	130,960.92	130,960.92	130,960.92	130,960.92	130,960.92	130,960.92	130,960.92	1,571,531
Specialty Teachers	23.00	179,283.25	179,283.25	179,283.25	179,283.25	179,283.25	179,283.25	179,283.25	179,283.25	179,283.25	179,283.25	179,283.25	179,283.25	2,151,399
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	9.00	66,666.67	66,666.67	66,666.67	66,666.67	66,666.67	66,666.67	66,666.67	66,666.67	66,666.67	66,666.67	66,666.67	66,666.67	800,000
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	284.00	1,584,262	1,584,262	1,584,262	1,584,262	1,584,262	1,584,262	1,584,262	1,584,262	1,584,262	1,584,262	1,584,262	1,584,262	19,011,146
NON-INSTRUCTIONAL PERSONNEL COSTS														
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS														
357.00	2,101,938	2,101,938	2,101,938	2,101,938	2,101,938	2,101,938	2,101,938	2,101,938	2,101,938	2,101,938	2,101,938	2,101,938	2,101,938	25,223,261
PAYROLL TAXES AND BENEFITS														
Payroll Taxes	117,706.03	117,706	117,706	117,706	117,706	117,706	117,706	117,706	117,706	117,706	117,706	117,706	117,706	1,412,472
Fringe / Employee Benefits	201,245.40	201,245	201,245	201,245	201,245	201,245	201,245	201,245	201,245	201,245	201,245	201,245	201,245	2,414,945
Retirement / Pension	126,045.62	126,046	126,046	126,046	126,046	126,046	126,046	126,046	126,046	126,046	126,046	126,046	126,046	1,512,547
TOTAL PAYROLL TAXES AND BENEFITS	444,997	444,997	444,997	444,997	444,997	444,997	444,997	444,997	444,997	444,997	444,997	444,997	444,997	5,339,965
TOTAL PERSONNEL SERVICE COSTS														
357.00	2,546,935	2,546,935	2,546,935	2,546,935	2,546,935	2,546,935	2,546,935	2,546,935	2,546,935	2,546,935	2,546,935	2,546,935	2,546,935	30,563,226
CONTRACTED SERVICES														
Accounting / Audit	-	-	-	-	-	-	-	-	-	-	-	-	140,000	140,000
Legal	-	-	-	-	-	-	-	-	-	-	-	-	200,000	200,000
Management Company Fee	810,622.38	810,622	810,622	810,622	810,622	810,622	810,622	810,622	810,622	810,622	810,622	810,622	810,622	9,727,469
Nurse Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	113,229.14	113,229	113,229	113,229	113,229	113,229	113,229	113,229	113,229	113,229	113,229	113,229	113,229	1,358,750
Payroll Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	220,314.47	440,629	750,216	440,629	440,629	440,629	440,629	440,629	440,629	340,212	429,485	429,485	474,061	5,287,547
TOTAL CONTRACTED SERVICES	1,144,166	1,364,480	1,674,068	1,364,480	1,364,480	1,364,480	1,364,480	1,364,480	1,364,480	1,264,063	1,353,336	1,353,336	1,737,912	16,713,765
SCHOOL OPERATIONS														
Board Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	-	100,000	252,000	20,000	730,567	626,309	250,000	94,749	100,344	-	-	100,000	-	2,273,969
Special Ed Supplies & Materials	-	288,042	-	123,455	449,831	-	-	-	-	-	-	-	-	861,328
Textbooks / Workbooks	-	700,045	234,566	340,959	-	402,198	288,441	-	-	100,000	-	-	-	2,066,209
Supplies & Materials other	-	-	289,225	-	200,000	-	24,461	-	-	-	-	-	-	513,686
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Telephone	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Technology	104,557.51	104,558	104,558	104,558	104,558	104,558	104,558	104,558	104,558	104,558	104,558	104,558	104,558	1,254,690
Student Testing & Assessment	-	188,678.44	-	188,678	-	-	-	188,678	-	-	-	188,678	-	754,714
Field Trips	79,275.00	79,275.00	79,275.00	79,275.00	79,275.00	79,275.00	79,275.00	79,275.00	79,275.00	79,275.00	79,275.00	79,275.00	79,275.00	951,300
Transportation (student)	15,180.90	15,180.90	15,180.90	15,180.90	15,180.90	15,180.90	15,180.90	15,180.90	15,180.90	15,180.90	15,180.90	15,180.90	15,180.90	182,171
Student Services - other	61,289.38	61,289.38	61,289.38	61,289.38	61,289.38	61,289.38	61,289.38	61,289.38	61,289.38	61,289.38	61,289.38	61,289.38	61,289.38	735,473
Office Expense	66,431.53	66,431.53	66,431.53	66,431.53	66,431.53	66,431.53	66,431.53	66,431.53	66,431.53	66,431.53	66,431.53	66,431.53	66,431.53	797,178
Staff Development	128,162.12	384,486.36	128,162	-	128,162	-	-	128,162	256,324.24	256,324	-	128,162	-	1,537,945
Staff Recruitment	-	-	-	-	-	-	107,430	107,430	107,430	107,430	107,430	107,430	107,430	644,580
Student Recruitment / Marketing	-	-	-	-	133,575.38	133,575	133,575	133,575	133,575	133,575	133,575	133,575	133,575	1,068,603
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	16,756.25	16,756.25	16,756.25	16,756.25	16,756.25	16,756.25	16,756.25	16,756.25	16,756.25	16,756.25	16,756.25	16,756.25	16,756.25	201,075
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	629,476.61	-	629,477	629,477	-	-	-	629,477	629,477	629,477	-	-	3,147,383
TOTAL SCHOOL OPERATIONS	471,653	2,634,219	1,247,444	1,646,060	2,615,103	1,505,573	1,147,398	996,086	941,164	1,570,297	1,502,651	712,658	16,990,304	
FACILITY OPERATION & MAINTENANCE														
Insurance	36,264.81	36,265	36,265	36,265	36,265	36,265	36,265	36,265	36,265	36,265	36,265	36,265	36,265	435,178
Janitorial	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Repairs & Maintenance	119,877	239,754	119,877	-	-	-	119,877	-	-	-	119,877	-	-	719,261
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	156,142	276,019	156,142	36,265	36,265	36,265	156,142	36,265	36,265	36,265	156,142	36,265	1,154,439	
DEPRECIATION & AMORTIZATION														
127,643.50	127,643.50	127,643.50	127,643.50	127,643.50	127,643.50	127,643.50	127,643.50	127,643.50	127,643.50	127,643.50	127,643.50	127,643.50	127,643.50	1,531,722

Harlem Success Academy 3 Education Corporation PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS 7/1/13-6/30/14													
Total Revenue	6,033,015	6,033,015	6,613,015	6,033,015	6,728,160	6,033,015	6,613,015	6,512,425	6,033,015	6,613,015	6,728,160	6,393,015	76,365,883
Total Expenses	4,446,539	6,949,297	5,752,232	5,721,384	6,690,427	5,580,897	5,342,599	5,071,410	4,916,071	5,634,477	5,686,708	5,161,414	66,953,457
Net Income	1,586,476	(916,282)	860,783	311,631	37,733	452,118	1,270,416	1,441,015	1,116,944	978,538	1,041,452	1,231,601	9,412,426
Cash Flow Adjustments	(1,475,397)	127,644	(1,475,397)	(1,475,397)	127,644	127,644	(1,475,397)	127,644	127,644	127,644	(1,475,397)	127,644	(6,483,482)
Beginning Cash Balance	19,568,760	19,679,838	18,891,200	18,276,586	17,112,820	17,278,196	17,857,958	17,652,977	19,221,636	20,466,223	21,572,405	21,138,459	19,568,760
Net Income	19,679,838	18,891,200	18,276,586	17,112,820	17,278,196	17,857,958	17,652,977	19,221,636	20,466,223	21,572,405	21,138,459	22,497,704	22,497,704
	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	4,446,539	6,949,297	5,752,232	5,721,384	6,690,427	5,580,897	5,342,599	5,071,410	4,916,071	5,634,477	5,686,708	5,161,414	66,953,457
NET INCOME	1,586,476	(916,282)	860,783	311,631	37,733	452,118	1,270,416	1,441,015	1,116,944	978,538	1,041,452	1,231,601	9,412,426
CASH FLOW ADJUSTMENTS													
OPERATING ACTIVITIES													
Example - Add Back Depreciation	127,644	127,644	127,644	127,644	127,644	127,644	127,644	127,644	127,644	127,644	127,644	127,644	1,531,722
Grants Receivable													-
Total Operating Activities	127,644	127,644	127,644	127,644	127,644	127,644	127,644	127,644	127,644	127,644	127,644	127,644	1,531,722
INVESTMENT ACTIVITIES													
Example - Subtract Property and Equipment Expenditures	(1,603,040.80)		(1,603,041)	(1,603,040.80)	-	-	(1,603,041)	-	-	-	(1,603,040.80)	-	(8,015,204)
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	(1,603,041)	-	(1,603,041)	(1,603,041)	-	-	(1,603,041)	-	-	-	(1,603,041)	-	(8,015,204)
FINANCING ACTIVITIES													
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	(1,475,397)	127,644	(1,475,397)	(1,475,397)	127,644	127,644	(1,475,397)	127,644	127,644	127,644	(1,475,397)	127,644	(6,483,482)
NET INCOME	111,079	(788,638)	(614,614)	(1,163,766)	165,376	579,762	(204,981)	1,568,659	1,244,587	1,106,182	(433,946)	1,359,244	2,928,944
Beginning Cash Balance	19,568,760	19,679,838	18,891,200	18,276,586	17,112,820	17,278,196	17,857,958	17,652,977	19,221,636	20,466,223	21,572,405	21,138,459	19,568,760
ENDING CASH BALANCE	19,679,838	18,891,200	18,276,586	17,112,820	17,278,196	17,857,958	17,652,977	19,221,636	20,466,223	21,572,405	21,138,459	22,497,704	22,497,704

Harlem Success Academy 3 Education Corporation						
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD						DESCRIPTION OF ASSUMPTIONS
*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.						
Total Revenue	76,365,883	86,802,080	101,828,790	120,708,900	139,434,255	
Total Expenses	67,103,456	76,919,317	90,039,923	106,353,694	121,183,020	
Net Income (Before Cash Flow Adjustments)	9,262,426	9,882,763	11,788,867	14,355,206	18,251,235	
Actual Student Enrollment	4,794	5,609	6,580	7,800	9,010	
Total Paid Student Enrollment	4,794	5,609	6,580	7,800	9,010	
						Based on our enrollment model, as described in the budget narrative, account
		Year 1 2014	Year 2 2015	Year 3 2016	Year 4 2017	Year 5 2018
		*Year 1 should tie to Totals for Year 1 on Tabs 4 and 5				
		Per Pupil Revenue Percentage Increase				
		0.0%	0.0%	0.0%	0.0%	0.0%
REVENUE						
REVENUES FROM STATE SOURCES						
Per Pupil Revenue	CY Per Pupil Rate					
New York City	13,527	64,849,791	75,872,943	89,007,660	105,510,600	121,878,270
School District 2 (Enter Name)	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	13,527	64,849,791	75,872,943	89,007,660	105,510,600	121,878,270
Special Education Revenue		7,546,393	8,741,627	10,254,930	12,156,300	14,042,085
Grants		-	-	-	-	-
Stimulus		-	-	-	-	-
DYCD (Department of Youth and Community Developmnt.)		-	-	-	-	-
Other		-	-	-	-	-
Other		-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		72,396,184	84,614,570	99,262,590	117,666,900	135,920,355
REVENUE FROM FEDERAL FUNDING						
IDEA Special Needs		479,410	560,900	658,000	780,000	901,000
Title I		910,879	1,065,710	1,250,200	1,482,000	1,711,900
Title Funding - Other		479,410	560,900	658,000	780,000	901,000
School Food Service (Free Lunch)		-	-	-	-	-
Grants		-	-	-	-	-
Charter School Program (CSP) Planning & Implementation		2,100,000	-	-	-	-
Other		-	-	-	-	-
Other		-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		3,969,699	2,187,510	2,566,200	3,042,000	3,513,900
LOCAL AND OTHER REVENUE						
Contributions and Donations		-	-	-	-	-
Fundraising		-	-	-	-	-
Erate Reimbursement		-	-	-	-	-
Earnings on Investments		-	-	-	-	-
Interest Income		-	-	-	-	-
Food Service (Income from meals)		-	-	-	-	-
Text Book		-	-	-	-	-
OTHER		-	-	-	-	-
TOTAL REVENUE FROM LOCAL AND OTHER SOURCES		-	-	-	-	-
TOTAL REVENUE		76,365,883	86,802,080	101,828,790	120,708,900	139,434,255
EXPENSES						
ADMINISTRATIVE STAFF PERSONNEL COSTS						No. of Positions
Executive Management	-	-	-	-	-	-
Instructional Management	20.00	2,546,860	1,607,847	1,551,747	1,804,992	2,154,800
Deans, Directors & Coordinators	14.00	1,260,763	1,018,385	1,163,810	1,353,744	1,616,100
CFO / Director of Finance	-	-	-	-	-	-
Operation / Business Manager	13.00	1,099,086	1,018,385	1,163,810	1,353,744	1,616,100
Administrative Staff	28.00	1,305,406	3,417,991	4,010,671	4,787,939	5,471,656
TOTAL ADMINISTRATIVE STAFF	75.00	6,212,115	7,062,608	7,890,039	9,300,419	10,858,656
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	199.00	12,942,546	13,046,972	15,176,238	18,578,393	20,117,393
Teachers - SPED	30.00	1,545,670	2,044,777	2,836,771	3,168,132	3,844,906
Substitute Teachers	-	-	-	-	-	-
Teaching Assistants	23.00	1,571,531	1,923,185	2,057,847	2,312,088	2,763,271
Specialty Teachers	23.00	2,151,399	1,703,981	1,947,309	2,265,110	3,304,088
Aides	-	-	-	-	-	-
Therapists & Counselors	9.00	800,000	561,194	584,193	729,533	811,227
Other	-	-	2,876,965	3,396,752	3,984,482	4,629,042
TOTAL INSTRUCTIONAL	284.00	19,011,146	22,157,074	25,999,111	31,037,738	35,469,927
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	-	-	-	-	-	-
Librarian	-	-	-	-	-	-
Custodian	-	-	-	-	-	-
Security	-	-	-	-	-	-
Other	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	359.00	25,223,261	29,219,682	33,889,149	40,338,158	46,328,583
PAYROLL TAXES AND BENEFITS						
Payroll Taxes		1,412,472	1,528,777	1,780,579	2,109,447	2,563,698
Fringe / Employee Benefits		2,414,945	1,763,322	2,015,124	2,343,992	2,798,243
Retirement / Pension		1,512,547	1,997,867	2,015,124	2,343,992	2,798,243
TOTAL PAYROLL TAXES AND BENEFITS		5,339,965	5,289,965	5,810,827	6,797,431	8,160,184
TOTAL PERSONNEL SERVICE COSTS	359.00	30,563,226	34,509,646	39,699,976	47,135,589	54,488,767
CONTRACTED SERVICES						
Accounting / Audit		140,000	195,000	200,850	206,876	213,082
Legal		200,000	200,000	206,000	212,180	218,545
Management Company Fee		9,727,469	11,380,941	13,351,149	15,826,590	18,281,741
Nurse Services		-	-	-	-	-
Food Service / School Lunch		1,358,750	1,562,562	1,796,946	2,066,488	2,376,462
Payroll Services		-	-	-	-	-
Special Ed Services		-	-	-	-	-
Titlment Services (i.e. Title I)		-	-	-	-	-
Other Purchased / Professional / Consulting		5,287,547	6,000,954	7,007,667	8,376,098	9,474,182
						Based on conservative projections

Harlem Success Academy 3 Education Corporation PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD						DESCRIPTION OF ASSUMPTIONS
*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.						
Total Revenue	76,365,883	86,802,080	101,828,790	120,708,900	139,434,255	Based on our enrollment model, as described in the budget narrative, account
Total Expenses	67,103,456	76,919,317	90,039,923	106,353,694	121,183,020	
Net Income (Before Cash Flow Adjustments)	9,262,426	9,882,763	11,788,867	14,355,206	18,251,235	
Actual Student Enrollment	4,794	5,609	6,580	7,800	9,010	
Total Paid Student Enrollment	4,794	5,609	6,580	7,800	9,010	
	Year 1	Year 2	Year 3	Year 4	Year 5	
	2014	2015	2016	2017	2018	
TOTAL CONTRACTED SERVICES	16,713,765	19,339,457	22,562,612	26,688,231	30,564,012	
SCHOOL OPERATIONS						
Board Expenses	-	-	-	-	-	Based on conservative projections
Classroom / Teaching Supplies & Materials	2,273,969	2,233,915	2,454,649	2,909,252	3,361,414	
Special Ed Supplies & Materials	861,328	1,070,979	1,178,077	1,413,692	1,696,430	
Textbooks / Workbooks	2,066,209	2,351,408	3,277,647	3,900,400	4,563,468	
Supplies & Materials other	513,686	519,000	534,570	550,607	605,668	Based on conservative projections
Equipment / Furniture	-	-	-	-	-	
Telephone	-	-	-	-	-	
Technology	1,254,690	1,272,796	1,489,171	1,772,114	2,073,373	
Student Testing & Assessment	754,714	867,921	998,109	1,147,825	1,319,999	program
Field Trips	951,300	1,093,995	1,258,094	1,446,808	1,663,830	
Transportation (student)	182,171	250,000	220,888	340,721	476,394	
Student Services - other	735,473	772,246	803,136	827,230	843,775	
Office Expense	797,178	916,755	1,054,268	1,212,409	1,394,270	Per Pupil projections from historical, decreasing need for recruitment over time as schools fill
Staff Development	1,537,945	1,817,302	2,026,243	2,311,229	2,634,801	
Staff Recruitment	644,580	447,000	522,990	622,358	728,159	
Student Recruitment / Marketing	1,068,603	2,219,487	2,596,800	3,090,192	3,615,525	
School Meals / Lunch	-	-	-	-	-	Conservative projections based on historical analysis of our schools' needs
Travel (Staff)	201,075	355,320	458,224	592,787	736,061	
Fundraising	-	-	-	-	-	
Other	3,147,383	1,239,519	2,385,160	2,824,172	1,572,626	
TOTAL SCHOOL OPERATIONS	16,990,304	17,427,642	21,258,027	24,961,796	27,285,792	
FACILITY OPERATION & MAINTENANCE						
Insurance	435,178	595,563	639,808	749,972	867,267	Conservative projections based on historical analysis of our schools' needs
Janitorial	-	-	-	-	-	
Building and Land Rent / Lease	-	-	-	-	-	
Repairs & Maintenance	719,261	3,104,894	3,632,726	4,322,944	5,057,844	
Equipment / Furniture	-	-	-	-	-	All existing schools under merged entity were holding maximum amount for dissolution. 6 new schools escrow funds are represented here.
Security	-	-	-	-	-	
Utilities	-	-	-	-	-	
TOTAL FACILITY OPERATION & MAINTENANCE	1,154,439	3,700,457	4,272,534	5,072,916	5,925,111	
DEPRECIATION & AMORTIZATION	1,531,722	1,792,114	2,096,774	2,495,161	2,919,338	
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	150,000	150,000	150,000	-	-	
TOTAL EXPENSES	67,103,456	76,919,317	90,039,923	106,353,694	121,183,020	
NET INCOME	9,262,426	9,882,763	11,788,867	14,355,206	18,251,235	
ENROLLMENT - *School Districts Are Linked To Above Entries*						
New York City	4,794	5,609	6,580	7,800	9,010	
School District 2 (Enter Name)	-	-	-	-	-	
School District 3 (Enter Name)	-	-	-	-	-	
School District 4 (Enter Name)	-	-	-	-	-	
School District 5 (Enter Name)	-	-	-	-	-	
School District 6 (Enter Name)	-	-	-	-	-	
School District 7 (Enter Name)	-	-	-	-	-	
School District 8 (Enter Name)	-	-	-	-	-	
School District 9 (Enter Name)	-	-	-	-	-	
School District 10 (Enter Name)	-	-	-	-	-	
School District 11 (Enter Name)	-	-	-	-	-	
School District 12 (Enter Name)	-	-	-	-	-	
School District 13 (Enter Name)	-	-	-	-	-	
School District 14 (Enter Name)	-	-	-	-	-	
School District 15 (Enter Name)	-	-	-	-	-	
School District - ALL OTHER	-	-	-	-	-	
TOTAL ENROLLMENT	4,794	5,609	6,580	7,800	9,010	
REVENUE PER PUPIL	15,929	15,476	15,476	15,476	15,476	
EXPENSES PER PUPIL	13.997	13.714	13.684	13.635	13.450	Decreasing over time due to increased efficiencies in our model
CASH FLOW ADJUSTMENTS						
OPERATING ACTIVITIES						
Example - Add Back Depreciation	1,531,722	1,792,114	2,096,774	2,495,161	2,919,338	
Other (Grants Receivable)	(2,381,819)	1,069,313.40	(2,609,033.40)	783,833.40	(2,892,173.40)	
Total Operating Activities	(850,097)	2,861,428	(512,260)	3,278,994	27,165	
INVESTMENT ACTIVITIES						
Example - Subtract Property and Equipment Expenditures	(8,015,204)	(9,644,180)	(10,227,249)	(12,552,699)	(14,285,604)	
Other	-	-	-	-	-	
Total Investment Activities	(8,015,204)	(9,644,180)	(10,227,249)	(12,552,699)	(14,285,604)	
FINANCING ACTIVITIES						
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	
Other	-	-	-	-	-	
Total Financing Activities	-	-	-	-	-	
Total Cash Flow Adjustments	(8,865,301)	(6,782,752)	(10,739,509)	(9,273,705)	(14,258,439)	
NET INCOME	397,125	3,100,010	1,049,358	5,081,502	3,992,796	
Beginning Cash Balance	19,568,760	19,965,884	23,065,895	24,115,253	29,196,754	
ENDING CASH BALANCE	19,965,884	23,065,895	24,115,253	29,196,754	33,189,550	

Consolidated Financials: Merged Entity Budget 5 YR
5 Year Budget Plan: July 2013-June 2017

	FY15	FY16
FY13 Unrestricted Net Assets ("Cash on Hand")	20,763,309	21,497,641
4569		
Students Served	4794	5,609
New Schools Opened		6,580
Existing Schools	225	13
Total Schools	5%	13
		14
	Goal PPupil \$	Goal PPupil Spen
	16,860	15,447
	14,088	13,383
	0	0
Inflation	0	2%
Increase in Students %; Inflation--NOW manipulating growth	0	16%
Budget FY13-FY18	15%	15%
Operating Revenues		
State and local per pupil operating revenue	81,304,322	95,967,491
Federal Grants	2,699,760	2,478,450
State and city grants		
Contributions and grants		
Donated services		
Other		
Total Revenues	84,004,082	98,445,941
Expenses		
Salaries		
Educational leadership & administration	3,983,243	4,673,937
School support staff	3,417,991	4,010,671
Instructional staff	19,994,511	23,461,559
Bonuses	2,162,563	2,537,552
Salaries	29,558,308	34,683,719
Benefits & Taxes	6,207,245	7,283,581
Professional Development	1,817,302	2,026,243
Contracted Services		
Network management fee	11,380,941	13,351,149.00
Other	7,958,516	9,211,463
Total Contracted Services	19,339,457	22,562,612
Supplies & Materials		
Office Supplies	651,350	762,079
Other	853,504	798,600
Total Supplies & Materials	1,504,854	1,760,679

Transportation	605,320	708,224
Technology	1,272,796	1,489,171
Insurance	495,563	579,808
Per pupil		
Instructional supplies	3,104,894	3,632,726
Student books	2,801,408	3,277,647
Other	3,508,281	4,104,689
Total Per Pupil	9,414,583	11,015,062
Marketing & Recruitment		
Marketing	1,251,180	1,463,880
Student Recruitment	968,308	1,132,920
Teacher Recruitment	447,000	522,990
Special Events	782,792	915,867
Total Marketing & Recruitment	3,449,280	4,035,657
Occupancy		
Depreciation of Fixed Assets	1,792,114	2,096,774
Other	1,201,010	1,405,182
Total Occupancy	2,993,125	3,501,956
Miscellaneous	565,324	641,429
Total Operating Expenses	77,223,155	90,288,142
Net Surplus / (Deficit)	10,266,425	11,643,296
Fixed Asset Summary (Capitalized on B/S)		
Technology	3,293,049	3,652,867
Leasehold Improvements	3,921,582	4,388,251
Furniture, Fixture and Equipment	1,746,158	2,043,004
Total Fixed Assets	8,960,789	10,084,123
Net Surplus / (Deficit) Adjusted	1,305,636	1,559,173
Pupils Served	5,609	6,580
Operating Costs Per Pupil	13,768	13,722
Ending Net Assets	22,149,828	23,537,373

-
-
-
-
-
-
-

FY17	FY18	<<----FY18 is required for Charter Applications (5 yrs starting FY14)	
22,835,729	24,869,872	Tied out from	18999474
			22989363
7,800	9,010	Existing ES's	20927120
			16937231
14	14		
14	14		

Goal PPupil Spe	Goal PPupil Spend	
15,344	14,789	
12,714	12,078	Decreasing 5% each year with growth--increased efficiencies...is this re
0	0	
2%	2%	
19%	14%	
16%	13%	

114,390,833	132,663,164	Stays flat	-390147	
2,954,250	3,426,150	Include startu	18609327	18999474
		Removed the	28	1.5046E-06
			0	0
			20	1.0747E-06
			20	1.0747E-06
117,345,083	136,089,314		0	0
			7	3.7615E-07
			0	0

			18999474
5,579,746	6,376,534	Salaries are increasing at 4%, Inflation is at 2%	
4,787,939	5,471,656.49		
28,008,409	32,008,010		
3,029,329	3,461,917		
41,405,424	47,318,118		
8,695,139	9,936,805	Bumped up to 21%	
2,311,229.29	2,634,801.39		

15,826,590.00	18,281,741
10,861,641	12,282,271.26
26,688,231	30,564,012

906,874.14	1,033,836.52
950,334	1,083,380.28
1,857,208	2,117,217

842,787	986,061	
1,772,113.61	2,073,373	Telecom and Internet from model included here-are these high enough?
689,972	807,267	
4,322,944	5,057,844	
3,900,400	4,563,468	
4,884,580	5,714,959	
13,107,924	15,336,270	
1,742,017	2,038,160	
1,348,175	1,577,365	
622,358	728,159	
1,089,881	1,275,161	
4,802,432	5,618,846	
2,495,161	2,919,338.09	
1,472,167	1,722,435	
3,967,328	4,641,773	
463,301	542,062.12	
106,603,088	122,576,605	
14,227,492	16,998,206	
4,346,912	4,955,479	
5,222,019	5,953,102	
2,431,175	2,771,540	
12,000,106	13,680,121	
2,227,386	3,318,085	
7,800	9,010	
13,667	13,605	
25,723,590	28,690,545	

alistic?



UNITED STATES DEPARTMENT OF EDUCATION

Office of Innovation and Improvement

February 27, 2012

To Whom It May Concern,

In October 2010, Success Charter Network received \$9,154,750 to start up 15 schools, and substantially expand 3 schools based on their model in New York State between 2010 and 2015. The U.S. Department of Education awarded \$1,986,987 for the first two years; the additional funds were recommended for future years, contingent upon availability and substantial progress on grant activities.

In October 2011, Success Charter Network received \$6,000,001 to start up 6 additional schools based on their model in New York State between 2011 and 2016. The U.S. Department of Education awarded \$1,740,970 for the first two years; the additional funds were recommended for future years, contingent upon availability and substantial progress on grant activities.

If you have any questions, please feel free to contact me at (202) 205-3525, or erin.pfeltz@ed.gov.

Sincerely,



Charter Schools Program



**U.S. Department of Education
Washington, D.C. 20202**

GRANT AWARD NOTIFICATION

1	RECIPIENT NAME: Success Charter Network, Inc. 34 West 118th Street Second Floor New York, NY 10026	5	AWARD INFORMATION PR/AWARD NUMBER U282M100037 ACTION NUMBER 01 ACTION TYPE New AWARD TYPE Discretionary																				
2	PROJECT TITLE 84.282M Opportunity Now	6	AWARD PERIODS BUDGET PERIOD 10/01/2010 - 09/30/2012 PERFORMANCE PERIOD 10/01/2010 - 09/30/2015 FUTURE BUDGET PERIODS <table style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"><u>BUDGET PERIOD</u></th> <th style="text-align: left;"><u>DATE</u></th> <th style="text-align: right;"><u>AMOUNT</u></th> </tr> </thead> <tbody> <tr> <td>02</td> <td>10/01/2012 - 09/30/2013</td> <td style="text-align: right;">\$2,141,498.00</td> </tr> <tr> <td>03</td> <td>10/01/2013 - 09/30/2014</td> <td style="text-align: right;">\$2,140,329.00</td> </tr> <tr> <td>04</td> <td>10/01/2014 - 09/30/2015</td> <td style="text-align: right;">\$2,885,936.00</td> </tr> </tbody> </table>	<u>BUDGET PERIOD</u>	<u>DATE</u>	<u>AMOUNT</u>	02	10/01/2012 - 09/30/2013	\$2,141,498.00	03	10/01/2013 - 09/30/2014	\$2,140,329.00	04	10/01/2014 - 09/30/2015	\$2,885,936.00								
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3	PROJECT STAFF RECIPIENT PROJECT DIRECTOR Keri Hoyt (917) 881 - 9295 EDUCATION PROGRAM CONTACT Erin M. Pfeltz (202) 205 - 3525 EDUCATION PAYMENT CONTACT GAPS PAYEE HOTLINE (888) 336 - 8930	7	AUTHORIZED FUNDING <table style="width:100%; border-collapse: collapse;"> <tbody> <tr> <td style="text-align: right;">THIS ACTION</td> <td style="text-align: right;">\$1,986,987.00</td> </tr> <tr> <td style="text-align: right;">BUDGET PERIOD</td> <td style="text-align: right;">\$1,986,987.00</td> </tr> <tr> <td style="text-align: right;">PERFORMANCE PERIOD</td> <td style="text-align: right;">\$1,986,987.00</td> </tr> <tr> <td style="text-align: right;">RECIPIENT COST-SHARE</td> <td style="text-align: right;">109.44%</td> </tr> <tr> <td style="text-align: right;">RECIPIENT NON-FEDERAL AMOUNT</td> <td style="text-align: right;">\$2,174,553.00</td> </tr> </tbody> </table>	THIS ACTION	\$1,986,987.00	BUDGET PERIOD	\$1,986,987.00	PERFORMANCE PERIOD	\$1,986,987.00	RECIPIENT COST-SHARE	109.44%	RECIPIENT NON-FEDERAL AMOUNT	\$2,174,553.00										
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<u>NAME</u>	<u>TITLE</u>	<u>LEVEL OF EFFORT</u>																					
Keri Hoyt	Project Director	5%																					
9	LEGISLATIVE AND FISCAL DATA AUTHORITY: PL 107-110 NO CHILD LEFT BEHIND PROGRAM TITLE: CHARTER SCHOOLS CFDA/SUBPROGRAM NO: 84.282M <table style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">FUND CODE</th> <th style="text-align: left;">FUNDING YEAR</th> <th style="text-align: left;">AWARD YEAR</th> <th style="text-align: left;">ORG. CODE</th> <th style="text-align: left;">CATEGORY</th> <th style="text-align: left;">LIMITATION</th> <th style="text-align: left;">ACTIVITY</th> <th style="text-align: left;">CFDA</th> <th style="text-align: left;">OBJECT CLASS</th> <th style="text-align: right;">AMOUNT</th> </tr> </thead> <tbody> <tr> <td>0204A</td> <td>2010</td> <td>2010</td> <td>EU000000</td> <td>B</td> <td>U30</td> <td>000</td> <td>282</td> <td>4101C</td> <td style="text-align: right;">\$1,986,987.00</td> </tr> </tbody> </table>			FUND CODE	FUNDING YEAR	AWARD YEAR	ORG. CODE	CATEGORY	LIMITATION	ACTIVITY	CFDA	OBJECT CLASS	AMOUNT	0204A	2010	2010	EU000000	B	U30	000	282	4101C	\$1,986,987.00
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0204A	2010	2010	EU000000	B	U30	000	282	4101C	\$1,986,987.00														



U.S. Department of Education
Washington, D.C. 20202

GRANT AWARD NOTIFICATION

10

PR/AWARD NUMBER: U282M100037

RECIPIENT NAME: Success Charter Network, Inc.

TERMS AND CONDITIONS

- (1) By accepting this award, the recipient agrees to notify the relevant program office in the Department and provide a reasonable period of time for the Department to respond, before it can agree to provide any portion of this award to the Association of Community Organizations for Reform Now (ACORN) or its subsidiaries. This condition takes into account Division E, Section 511 of the Consolidated Appropriations Act, 2010 (P. Law. No. 111-117), and pending litigation on related matters. If you have any questions about this condition or the status of these matters, please contact the program office.
- (2) THE FOLLOWING ITEMS ARE INCORPORATED IN THE GRANT AGREEMENT: (1) THE RECIPIENT'S APPLICATION (BLOCK 2), (2) THE APPLICABLE EDUCATION DEPARTMENT REGULATIONS (BLOCK 8), AND (3) THE SPECIAL TERMS AND CONDITIONS SHOWN AS ATTACHMENTS (BLOCK 8).

THIS AWARD SUPPORTS ONLY THE BUDGET PERIOD SHOWN IN BLOCK 6. IN ACCORDANCE WITH 34 CFR 75.253, THE DEPARTMENT OF EDUCATION WILL CONSIDER CONTINUED FUNDING IF: (1) CONGRESS HAS APPROPRIATED SUFFICIENT FUNDS UNDER THE PROGRAM, (2) THE DEPARTMENT DETERMINES THAT CONTINUING THE PROJECT WOULD BE IN THE BEST INTEREST OF THE GOVERNMENT, (3) THE RECIPIENT HAS MADE SUBSTANTIAL PROGRESS TOWARD MEETING THE OBJECTIVES IN ITS APPROVED APPLICATION, AND (4) THE RECIPIENT HAS SUBMITTED REPORTS OF PROJECT PERFORMANCE AND BUDGET EXPENDITURES THAT MEET THE REPORTING REQUIREMENTS FOUND AT 34 CFR 75.118 AND ANY OTHER REPORTING REQUIREMENTS ESTABLISHED BY THE SECRETARY.

IN ACCORDANCE WITH 34 CFR 74.25(c)(2), OR 34 CFR 80.30(d)(3) CHANGES TO KEY PERSONNEL IDENTIFIED IN BLOCK 4 MUST RECEIVE PRIOR APPROVAL FROM THE DEPARTMENT.

THE SECRETARY ANTICIPATES FUTURE FUNDING FOR THIS AWARD ACCORDING TO THE SCHEDULE IDENTIFIED IN BLOCK 6. THESE FIGURES ARE ESTIMATES ONLY AND DO NOT BIND THE SECRETARY TO FUNDING THE AWARD FOR THESE PERIODS OR FOR THE SPECIFIC AMOUNTS SHOWN. THE RECIPIENT WILL BE NOTIFIED OF SPECIFIC FUTURE FUNDING ACTIONS THAT THE SECRETARY TAKES FOR THIS AWARD.

AUTHORIZING OFFICIAL

Sept 27, 2010

DATE

EXPLANATION OF BLOCKS ON THE GRANT AWARD NOTIFICATION

For Discretionary, Formula, and Block Grants

(See Block 5 of the Notification)

1. **RECIPIENT NAME** - The legal name of the recipient, name of the primary organizational unit that will undertake the funded activity, and the complete address of the recipient. The recipient is commonly known as the "grantee."
2. **PROJECT TITLE AND CFDA NUMBER** - Identifies the Catalog of Federal Domestic Assistance (CFDA) subprogram title and the associated subprogram number.
3. **PROJECT STAFF** - This block contains the names and telephone numbers of the U.S. Department of Education and recipient staff who are responsible for project direction and oversight.
 - ***RECIPIENT PROJECT DIRECTOR** - The recipient staff person responsible for administering the project. This person represents the recipient to the U.S. Department of Education.
 - EDUCATION PROGRAM CONTACT** - The U.S. Department of Education staff person responsible for the programmatic, administrative and business-management concerns of the Department.
 - EDUCATION PAYMENT CONTACT** - The U.S. Department of Education staff person responsible for payments or questions concerning electronic drawdown and financial expenditure reporting.
- 4.* **KEY PERSONNEL** - Name, title and percentage (%) of effort the key personnel identified devotes to the project.
5. **AWARD INFORMATION** - Unique items of information that identify this notification.
 - PR/AWARD NUMBER** - A unique, identifying number assigned by the Department to each application. On funded applications, this is commonly known as the "grant number" or "document number."
 - ACTION NUMBER** - A numeral that represents the cumulative number of steps taken by the Department to date to establish or modify the award through fiscal or administrative means. Action number "01" will always be "NEW AWARD"
 - ACTION TYPE** - The nature of this notification (e.g., NEW AWARD, CONTINUATION, REVISION, ADMINISTRATIVE)
 - AWARD TYPE** - The particular assistance category in which funding for this award is provided, i.e., DISCRETIONARY, FORMULA, or BLOCK.
6. **AWARD PERIODS** - Project activities and funding are approved with respect to three different time periods, described below:
 - BUDGET PERIOD** - A specific interval of time for which Federal funds are being provided from a particular fiscal year to fund a recipient's approved activities and budget. The start and end dates of the budget period are shown.
 - PERFORMANCE PERIOD** - The complete length of time the recipient is proposed to be funded to complete approved activities. A performance period may contain one or more budget periods.
 - ***FUTURE BUDGET PERIODS** - The estimated remaining budget periods for multi-year projects and estimated funds the Department proposes it will award the recipient provided substantial progress is made by the recipient in completing approved activities, the Department determines that continuing the project would be in the best interest of the Government, Congress appropriates sufficient funds under the program, and the recipient has submitted a performance report that provides the most current performance information and the status of budget expenditures.
7. **AUTHORIZED FUNDING** - The dollar figures in this block refer to the Federal funds provided to a recipient during the award periods.
 - ***THIS ACTION** - The amount of funds obligated (added) or de-obligated (subtracted) by this notification.
 - ***BUDGET PERIOD** - The total amount of funds available for use by the grantee during the stated budget period to this date.
 - ***PERFORMANCE PERIOD** - The amount of funds obligated from the start date of the first budget period to this date.
 - RECIPIENT COST-SHARE** - The funds, expressed as a percentage, that the recipient is required to contribute to the project, as defined by the program legislation or regulations and/or terms and conditions of the award.
 - RECIPIENT NON-FEDERAL AMOUNT** - The amount of non-federal funds the recipient must contribute to the project as identified in the recipient's application. When non-federal funds are identified by the recipient where a cost share is not a legislation requirement, the recipient will be **required** to provide the non-federal funds.
8. **ADMINISTRATIVE INFORMATION** - This information is provided to assist the recipient in completing the approved activities and managing the project in accordance with U.S. Department of Education procedures and regulations.
 - DUNS/SSN** - A unique, identifying number assigned to each recipient for payment purposes. The number is based on either the recipient's assigned number from Dun and Bradstreet or the individual's social security number.
 - ***REGULATIONS** - The parts of the Education Department General Administrative Regulations (EDGAR) and specific program regulations that govern the award and administration of this grant.
 - ***ATTACHMENTS** - Additional sections of the Grant Award Notification that discuss payment and reporting requirements, explain Department procedures, and add special terms and conditions in addition to those established, and shown as clauses, in Block 10 of the award. Any attachments provided with a notification continue in effect through the project period until modified or rescinded by the Authorizing Official.
9. **LEGISLATIVE AND FISCAL DATA** - The name of the authorizing legislation for this grant, the CFDA title of the program through which funding is provided, and U.S. Department of Education fiscal information.
 - FUND CODE, FUNDING YEAR, AWARD YEAR, ORG. CODE, PROJECT CODE, OBJECT CLASS** - The fiscal information recorded by the U.S. Department of Education's Grant Administration and Payment System to track obligations by award.
 - AMOUNT** - The amount of funds provided from a particular appropriation and project code. Some notifications authorize more than one amount from separate appropriations and/or project codes. The total of all amounts in this block equals the amount shown on the line, "THIS ACTION" (See "AUTHORIZED FUNDING" above (Block 7)).
10. **TERMS AND CONDITIONS OF AWARD** - Requirements of the award that are binding on the recipient.
 - ***AUTHORIZING OFFICIAL** - The U.S. Department of Education official authorized to award Federal funds to the recipient, establish or change the terms and conditions of the award, and authorize modifications to the award.

FOR FORMULA AND BLOCK GRANTS ONLY:

(See also Blocks 1, 2, 5, 6, 8, 9 and 10 above)

3. **EDUCATION STAFF** - The U.S. Department of Education staff persons to be contacted for programmatic and payment questions.
7. **AUTHORIZED FUNDING**
 - CURRENT AWARD AMOUNT** - The amount of funds that are obligated (added) or de-obligated (subtracted) by this action.
 - PREVIOUS CUMULATIVE AMOUNT** - The total amount of funds awarded under the grant before this action.
 - CUMULATIVE AMOUNT** - The total amount of funds awarded under the grant, this action included.

* This item differs or does not appear on formula and block grants.

24. Fiscal Soundness

(g) Letters of Commitment

[All applicants must complete a Response to this Request.]

Letters of commitment for any funding sources from private contributions, grant funds or other philanthropic funds in the school budget detailing the amounts and uses for the funding.

Please refer to Attachment 24(g) – Federal CSP Letter and Attachment 24(g) – NYSED CSP Letter. These letters relate to Charter Schools Program (“CSP”) grants. The first letter confirms a direct federal award to the charter management organization (“CMO”) based on the CMO’s plans to open three elementary schools in the 2013-2014 school year at the time of the grant award (October 2010). Please also refer to Attachment 24(g) – Grant Award Notification. The second letter confirms that the three proposed schools not covered by the above-referenced grant will be eligible to receive CSP grant funding under New York’s 2011-2016 CSP grant administered by the New York State Education Department (“NYSED”), if the proposed schools are approved.

During the startup period, cash needs at the proposed schools that are not covered by CSP grants or by recurring revenue streams will be covered by funds from the proposed merged Harlem Success Academy Charter School 3 education corporation. This entity, as demonstrated in Attachment 24(f) – Budget Template C, will maintain sufficient funds to open the proposed schools. Investing in six more elementary schools in the 2013-2014 school year is an investment in the future of not only the middle schools opening under the proposed merged entity and the education corporation’s mission, but also in the fiscal health of the entire merged entity.

Additionally, Success Academy Charter Schools has a proven track record of success in raising private money for its schools. To date, it has raised over \$33M in philanthropic funds and has significant additional commitments for the future.



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK

DIRECTOR, CHARTER SCHOOL OFFICE
ROOM 471 EBA, 89 WASHINGTON AVENUE, ALBANY NY, 12234
Tel. 518/474-1762; Fax 518/474-3209; charterschools@mail.nysed.gov

To Whom It May Concern:

I understand that, in October 2010, Success Academy Charter Schools, Inc. ("Success Academies") received a "Replication" grant award from the U.S. Department of Education *Charter Schools Program (CSP) Grants for Replication and Expansion of High-Quality Charter Schools (CFDA 84.282M)* and this award covers, in part, startup funding for 3 new charter schools to open in 2013-2014.

I also understand that Success Academies is currently involved in the application process to open 6 new charter schools in 2013-2014 under the authorization of the State University of New York ("SUNY").

If SUNY awards the aforementioned 6 charters, based on the structure of the \$113 million 2011-2016 CSP grant awarded to New York State, the 3 charter schools not funded by the Success Academies Replication grant award would be eligible for Charter Schools Program ("CSP") planning and implementation grant funding under New York's 2011-2016 CSP grant administered by the New York State Education Department.

Please feel free to contact me with any questions at 518-474-1762 or cchuang@mail.nysed.gov.

Sincerely,

Cliff W. Chuang
Director, NYSED Charter School Office

C: Sally Bachofer, NYSED Assistant Commissioner
Barbara Moscinski, NYSED CSP Project Director

24. Fiscal Soundness

(h) Non-SUNY Authorized Financial and Management Forms

Applicants seeking to replicate SUNY authorized charter schools by forming a new education corporation(s) to operate one or more charter schools must provide copies of, or electronic links to, all IRS Form 990s filed by any non-SUNY authorized New York education corporation operating a school presently part of the same network as the replicating education corporation.

Furthermore, such applicants must provide copies of, or electronic links to, all audited financial statements and all management letters issued during the previous three years by one or more independent auditors who prepared the audited financial statements for any non-SUNY authorized New York education corporation operating a school presently part of the same network as the replicating education corporation.

For the relevant IRS Form 990s, please refer to Appendix A – Attachments 11(a-d). For the relevant audited financial statements and management letters, please refer to Appendix A – Attachments 09(a-e).

25. Action Plan

[All replication applicants must complete a Response to the Request below]

Provide an action plan that outlines the steps that the founding group or education corporation/CMO will undertake to ensure a successful start-up of the new school within the context of any existing schools. In a well-organized chart, the action plan should include:

- **A list of the tasks to be completed between the time the charter is approved and the opening of the school.**
- **The start date and projected completion date of each task; and**
- **The person(s) responsible for each task and their affiliation.**

All dates below are from the year the proposed schools will open unless otherwise noted.

Student Affairs

Action	Approximate Start Date	Approximate Completion Date
The marketing and external affairs teams of Success Academy Charter Schools ("Success Academy") will lead efforts to publicize the new school and recruit students.	October (year prior to opening) – January	April 1
Success Academy's operations and Learning teams will generate the school year calendar.	March 1	May 15
Success Academy's external affairs, operations and technology teams will organize the student admissions lottery in accordance with the student admissions policy.	March 8	April 12
Success Academy's operations team will assist school-based personnel in hosting summer enrollment activities that will inform parents of school policies including: how to order school uniforms, what medical and immunization documentation is required, what other forms are required by federal, state, or local law, and so forth.	April 8	August 13
The business operations manager and/or school operations manager for each school will work with the principal and Success Academy's Learning team to refine the school's daily schedule.	April 8	August 1

The principal and school operations manager will work with the student achievement coordinator and Success Academy's Learning team to ensure IEPs and student records of incoming students are obtained.	April 8	August 1
The business operations manager and/or school operations manager and Success Academy's operations team will work with the co-located school to develop a school safety plan and shared space plan.	April 1	August 12

Instruction

Action	Approximate Start Date	Approximate Completion Date
The principal for each school will work with Success Academy's Learning team to refine the curriculum. For additional information, please refer to Response 6(a-e) – Curriculum and Instructional Design and Response 6(f) – Curriculum Framework.	April 1	July 1
The operations manager will ensure that all necessary instructional supplies, books, equipment and assessments are ordered.	April 1	August 1
The student achievement coordinator will collect all admitted students' IEPs.	April 15	August 1
Staff will set up classrooms and other instructional space.	July 1	August 12
Teachers will receive training on curriculum, school culture, classroom management, data analysis, and other topics necessary for the successful operation of the school. The training will be organized by Success Academy's Learning team in conjunction with the school leader.	June 13	August 12
The student data and performance tracking system will be put in place in the school by Success Academy's data and accountability team.	June 15	July 15
The student achievement coordinator will assign students to classes.	August 1	August 15

Human Resources

Action	Approximate Start Date	Approximate Completion Date
Success Academy's human resources ("HR") team will recruit, interview, and recommend a principal for each school to the Board of Trustees.	January 1	March 15

The HR team will recruit other school leaders and recommend them to the principal for hire.	February 1	July 1
The HR team will recruit teachers and other school-based staff. The principal will be shown candidates and have final authority to hire or fire.	February 1	July 1
Staff will complete necessary payroll and benefits paperwork as they are hired.	March 1	August 1
The HR team will set up fringe benefits for school employees including health insurance, flexible spending accounts, and a 403(b) plan.	March 1	August 1
The HR department will arrange to fingerprint staff members as they are hired.	March 1	August 1
Staff will receive a personnel manual and a copy of school policies during summer orientation.	July 1	August 12

Facility

Action	Approximate Start Date	Approximate Completion Date
Success Academy's operations department will secure a facility for the school.	June (year prior to opening)	December (year prior to opening)
Success Academy's operations department will work with each school principal, business operations manager, and operations manager to assess minor improvements that need to be made to hallways and classrooms.	December (year prior to opening)	July 1
Repairs and improvements will be carried out under the direction of the business operations manager.	June 1	August 1
Classroom and office equipment will be purchased by school operations manager.	June 1	August 1
The school operations manager will work with Success Academy's technology department to assure proper technology, including telephones, copy machines, facsimile machines, and Internet service, are in place.	June 1	July 15

Finance

Action	Approximate Start Date	Approximate Completion Date
A budget will be set by each school principal with the assistance of Success Academy's finance team.	February 1	April 1
A chart of accounts will be set up for the school by Success Academy's finance team with the school	April 1	April 12

operations manager.		
Success Academy's finance team will set up bank accounts and credit card accounts for the school.	April 1	April 30
Success Academy will work with the business operations manager to set up an annual audit schedule with a certified public accountant.	April 1	May 1
Success Academy's finance team will ensure federal Title applications are submitted in a timely manner.	April 1	May 31

Other

Action	Approximate Start Date	Approximate Completion Date
The Board of Trustees will execute the management contract with Success Academy upon the charter being granted.	March 1	May 1
The operations manager of each school will arrange for food services.	April 1	July 31
The school operations manager will ensure that the school nurse is prepared to serve the school.	April 1	July 31
The school operations manager will ensure that the school safety agents are prepared to serve the school.	April 1	July 31
Success Academy's operations team will arrange for school personnel to be trained in the use of defibrillators and CPR.	July 1	July 31
Laptop computers and cell phones will be provided to school staff by Success Academy's technology team.	July 1	July 31
All necessary school insurance will be put in place by Success Academy's operations team.	March 1	June 30
Success Academy's operations team will submit paperwork to secure not-for-profit status as a 501(c)(3) organization.	March 1	March 31
Success Academy will work with the school operations manager to set up various vendor accounts as needed.	March 1	June 30
Success Academy's operations and information and communications technology teams will provide for a procurement system for the school staff.	June 1	June 30

26. Supplemental Information

- (a) **If the applicant has any additional information that would be helpful to the Institute and the SUNY Trustees in their evaluation of the proposal, please provide a description of what's included and a rationale for its inclusion in the Response. If no supplementary information is necessary, please indicate so in this response.**

The achievement gap in our state, and particularly in New York City, is astonishing. The families in our communities want, need, and deserve educational equity now. Moreover, it is not just low-income communities that struggle to provide adequate educational options to all students irrespective of socioeconomic, racial, ethnic and/or other status. Mixed-income communities in New York City have become a frontier where economically and racially integrated school settings can provide important benefits to both students and the community at large. Students from low-income families benefit academically from attending mixed-income schools,¹ and the establishment of high-quality mixed-income schools raises the bar generally for lagging middle-class schools.² Every child in every type of community should have access to a high-quality public school option. While charter schools that improve the quality of education for at-risk students is a step in the right direction, aggressive action is needed on a larger scale to fully address these issues.

Success Academy Charter Schools ("Success Academy") is poised to take this needed action by expanding its proven model to other parts of New York City. As evidenced by the performance of its existing schools, students at Success Academy schools show tremendous academic growth and achievement. In New York City, Success Academy schools consistently rank in the top 3% of public schools in student performance—matching or exceeding New York City Gifted and Talented programs.³ Last year, 100% of Success Academy 4th graders passed the science exam, with 95% earning the top advanced rating, compared to 43% of students receiving an advanced rating citywide.⁴

¹ See, e.g., Stephanie McCrummen & Michael Birnbaum, *Study of Montgomery County Schools Shows Benefits of Economic Integration*, WASH. POST, Oct. 15, 2010, <http://www.washingtonpost.com/wpdyn/content/article/2010/10/14/AR2010101407577.html>.

² See, e.g., Stephanie Banchero, *Middle-Class Schools Miss the Mark*, WALL ST. J., Sept. 12, 2011, <http://online.wsj.com/article/SB10001424053111904103404576556793425227416.html>.

³ Based on New York City Department of Education ("DOE") Progress Report results, *available at* <http://schools.nyc.gov/Accountability/tools/report/default.htm>.

⁴ Based on New York State Report Card results, *available at* <https://reportcards.nysed.gov/>.

Amongst 3,500 public schools in New York State, Success Academy schools are in the top 5% in reading, science, and math.⁵

Success Academy schools also achieved extraordinary results in the New York City Department of Education 2010-2011 School Survey Report.⁶ This report indicates parental responses to the school their children attend. The seven schools operated by Success Academy with such reports received the following responses:

- Over 99% agree or strongly agree “The school has high expectations for my child.”
- 99% agree or strongly agree “The school clearly communicates its expectations for my child’s learning to me and my child.”
- 96% agree or strongly agree “My child’s teacher(s) give helpful comments on class work and tests.”
- 98% were satisfied or very satisfied with “How well your child’s school communicates with you.”
- 98% agree or strongly agree “My child is learning what he or she needs to know to succeed in later grades or after graduating from high school.”
- 99% agree or strongly agree “The school keeps me informed about my child’s academic progress.”
- 97% agree or strongly agree “The school contacts me when my child breaks school rules” and another 2% said the question does not apply.
- 99% agree or strongly agree “I feel welcome in my child’s school.”
- 98% agree or strongly agree “My child is safe at school.”
- 99% agree or strongly agree “My child’s school is clean.”

In addition to strong parent support, Success Academy has received substantial support for the continued replication of its school model from other sources. Success Academy has received a large federal Charter School Planning and Implementation Grant to assist it in starting up new schools. Success Academy received an additional vote of confidence and financial support with the award of a grant from the Charter School Growth Fund. This grant was awarded after an extremely competitive national process to further support the mission and activities of the Success Academy in opening new, high-performing public charter schools. In his 2011 State of the City address, Mayor Michael Bloomberg stated, “All told, our goal is to open 100 new schools over the next two years – including 50 new charters. And we’ll do that by asking our most successful charter school operators to expedite their expansion plans, including the KIPP Academy and **Success Academy networks.**”⁷

⁵ Based on New York State Report Card results.

⁶ Available at <http://schools.nyc.gov/Accountability/tools/survey/default.htm>.

⁷ Available at <http://www.mikebloomberg.com/index.cfm?objectId=D35D5582-C29C-7CA2-F6B33566BF869D19> (emphasis added).

The team outlined in Response 03(a-e) – Proposal History that is responsible for helping start and operate Success Academy schools has put the necessary systems in place that will allow them to open the proposed schools in summer of 2013. While many schools focus solely on academic and instructional operations, Success Academy has been careful to also focus on and systematize its operational procedures so that the Success Academy model can be effectively replicated. Some of these systems include:

Digital admissions lottery process

Success Academy has purchased a digital admissions lottery program for use at all of its schools in accordance with the policies described in Response 17(d) – Admissions Policy. Instead of drawing names out of a hat, a computer randomly generates numbers and assigns them to each child who has submitted an application. The computer then assigns applicants to open seats based on the random number generation. This process ensures the fidelity of the lottery process and saves countless hours in the preparation and implementation of the lottery.

Summer enrollment and orientation activities

Success Academy has created a summer enrollment and orientation process that easily communicates all of the school's policies and procedures to parents in group sessions. Parents have the opportunity to learn about the school's culture and curriculum and ask questions months before the school year begins. This process also keeps parents in touch with the school throughout the summer in order to allow teachers to meet their students and families during the summer and to help ensure that families are ready for the first day of school in August.

Family academic events

Success Academy believes that quality parental involvement is necessary to a child's education. Therefore, it has created templates for hosting valuable family academic events, including family reading nights, family math nights, dance recitals, science fairs, chess tournaments, and soccer tournaments. These templates allow for easy planning and execution of these worthwhile events.

Student assessment data entry and analysis programs

Success Academy has created data entry templates that allow for easy input and examination of student assessment data. These systems allow teachers to quickly enter assessment results and administrators to quickly see the results broken down by class, students, skills, and subskills. The data entry and analysis programs allow for real-time discussion of results, remedial instruction for students who need it, and instructional modifications.

Detailed and specific report card forms

Success Academy report cards give more information to parents than just a letter grade for each subject. Teachers provide detailed comments, and each child is scored on a scale of 1-4 on each of the school's *ACTION* values. This report card provides parents a

complete picture of not only how their children are progressing with the school's academic curricula, but also how their children are progressing with the school's character education curriculum.

Systems for dealing with attendance and tardiness problems

If students are absent from school, they cannot learn what is being taught. Success Academy has developed systems to catch potential attendance tardiness issues before they become problems that will adversely affect a child's learning opportunities. Teachers and the school community relations coordinator enter attendance and tardiness data into the computer database each morning. The teachers, office manager, and Dean of Students keep track of this information and contact parents at the first sign of a problem so that solutions can be generated and implemented to make sure that each student is at school on time everyday.

As demonstrated throughout this application, Success Academy has the experience, capacity, and resources to carry out replication of the Success Academy model on a larger scale. Furthermore, it is prepared to carry out this replication rapidly so that educational excellence can be a reality for all of this city's children sooner, rather than later. Every year we delay is another year of students left behind.

26. Supplemental Information

(b) Supplemental and Support Documents

Request is Not Applicable.