



# THE SUNY CHARTER SCHOOLS INSTITUTE

*RENEWAL RECOMMENDATION REPORT  
SISULU-WALKER CHARTER SCHOOL  
OF HARLEM*

**Report Date: February 16, 2021**

**Visit Date: October 26 - 30, 2020**

SUNY Charter Schools Institute  
H. Carl McCall SUNY Building  
353 Broadway  
Albany, NY 12246

518.445.4250  
[www.newyorkcharters.org](http://www.newyorkcharters.org)



**Charter Schools Institute**  
The State University of New York

# CONTENTS

**2**

Introduction & Report Format

**4**

Renewal Recommendation

**7**

School Background and Executive Summary

**11**

Academic Performance

**24**

Organizational Performance

**30**

Fiscal Performance

**33**

Future Plans

## **Appendices**

A: School Overview

B: School Performance Summaries

C: District Comments

D: School Fiscal Dashboard

SUNY Charter Schools Institute  
H. Carl McCall SUNY Building  
353 Broadway  
Albany, NY 12246

# INTRODUCTION & REPORT FORMAT

This report is the primary means by which the SUNY Charter Schools Institute (the “Institute”) transmits to the State University of New York Board of Trustees (the “SUNY Trustees”) its findings and recommendations regarding a school’s Application for Charter Renewal, and more broadly, details the merits of a school’s case for renewal. The Institute has created and issued this report pursuant to the ***Policies for the Renewal of Not-For-Profit Charter School Education Corporations and Charter Schools Authorized by the Board of Trustees of the State University of New York*** (the “SUNY Renewal Policies”).<sup>1</sup>

## THE INSTITUTE MAKES ALL RENEWAL RECOMMENDATIONS BASED ON

A SCHOOL’S  
APPLICATION  
FOR CHARTER  
RENEWAL

INFORMATION  
GATHERED DURING  
THE CHARTER TERM

ACADEMIC  
PERFORMANCE

FISCAL SOUNDNESS

LEGAL COMPLIANCE

RENEWAL  
EVALUATION VISIT



Most importantly, the Institute analyzes the school’s record of academic performance and the extent to which it has met its academic Accountability Plan goals.

1. Revised September 4,  
2013 and available at: [www.  
newyorkcharters.org/SUNY-  
Renewal-Policies/](http://www.newyorkcharters.org/SUNY-Renewal-Policies/).



SUNY Charter Schools Institute  
H. Carl McCall SUNY Building  
353 Broadway  
Albany, NY 12246

## REPORT FORMAT

This renewal recommendation report compiles evidence using the **State University of New York Charter Renewal Benchmarks** (the “SUNY Renewal Benchmarks”),<sup>2</sup> which specify in detail what a successful school should be able to demonstrate at the time of the renewal review. The Institute uses the four interconnected renewal questions below for framing benchmark statements to determine if a school has made an adequate case for renewal.



## RENEWAL QUESTIONS

1. IS THE SCHOOL AN ACADEMIC SUCCESS?
2. IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?
3. IS THE SCHOOL FISCALLY SOUND?
4. IF THE SUNY TRUSTEES RENEW THE EDUCATION CORPORATION'S AUTHORITY TO OPERATE THE SCHOOL, ARE ITS PLANS FOR THE SCHOOL REASONABLE, FEASIBLE, AND ACHIEVABLE?

Additional information about the SUNY renewal process and an overview of the requirements for renewal under the New York Charter Schools Act of 1998 (as amended, the “Act”) are available on the Institute’s website at: [www.newyorkcharters.org/renewal/](http://www.newyorkcharters.org/renewal/).

2. Version 5.0, May 2012, available at: [www.newyorkcharters.org/SUNY-Renewal-Benchmarks/](http://www.newyorkcharters.org/SUNY-Renewal-Benchmarks/).

This report contains appendices that provide additional statistical and organizationally related information including a statistical school overview, copies of any school district comments on the Application for Charter Renewal, and the SUNY Fiscal Dashboard information for the school. If applicable, the appendices also include additional information about the education corporation, its schools and student achievement of those schools.



# RENEWAL RECOMMENDATION

**Full-Term Renewal** The Institute recommends that the SUNY Trustees approve the Application for Charter Renewal of Sisulu-Walker Charter School of Harlem for a period of five years with authority to provide instruction to students in Kindergarten – 5<sup>th</sup> grade in such configuration as set forth in its Application for Charter Renewal, with a projected total enrollment of 240 students.



To earn a **Subsequent Full-Term Renewal**, a school must demonstrate that it has met or come close to meeting its academic Accountability Plan goals.<sup>3</sup>

## REQUIRED FINDINGS

In addition to making a recommendation based on a determination of whether the school has met the SUNY Trustees' specific renewal criteria, the Institute makes the following findings required by the Act:

- 1:** the school, as described in the Application for Charter Renewal, meets the requirements of the Act and all other applicable laws, rules, and regulations;
- 2:** the education corporation can demonstrate the ability to operate the school in an educationally and fiscally sound manner in the next charter term; and,
- 3:** given the programs it will offer, its structure, and its purpose, approving the school to operate for another five years is likely to improve student learning and achievement and materially further the purposes of the Act.<sup>4</sup>

## METHODOLOGY

By March 16, 2020, schools across New York State transitioned to Continuity of Learning Plans to provide remote instruction to students following Governor Cuomo's executive orders, which closed schools to in person instruction in response to the COVID-19 pandemic. At the start of the facility closure period, the Institute continued oversight of programs and gathered Continuity of Learning Plans from every school and had ongoing communication to support and monitor programs. Sisulu-Walker Charter School of Harlem ("Sisulu-Walker") transitioned to its Continuity of Learning Plan in that time frame. During summer 2020, the Governor and New York State Department of Health requested that all schools submit a Reopening Plan following specific health and safety guidelines. The Institute additionally requested SUNY authorized charter schools submit specific information regarding the structure of the school's educational program for the 2020-21 school year. A brief summary of the school's current program is outlined in the School Background section.

3. SUNY Renewal Policies  
(p. 14).

4. See New York Education  
Law § 2852(2).

The Institute followed its typical renewal procedures where possible. Schools submitted the Application for Charter Renewal by the August deadline and included additional information regarding the Continuity of Learning Plans. Using the same Renewal Benchmarks, the Institute analyzed the school’s program.

Due to the school’s visitor policy, the Institute team conducted its visit activities virtually. The Institute’s specific evaluative treatment for the school is outlined in the School Background section.

In considering how to evaluate schools’ remote or hybrid learning plans, the Institute reviewed research and standards for remote and online teaching. Utilizing the National Standards for Quality Online Teaching (“NSQOT”),<sup>5</sup> the Institute conducted a review of the SUNY Trustees’ Renewal Benchmarks with the standards and found that the Renewal Benchmarks and the National Standards for Quality Online Teaching align closely. In the qualitative review narrative found within this report, the visit team collected evidence of the quality of the school’s hybrid or remote learning model. In some instances, the Institute adjusted its indicators to reflect standards for online learning, where applicable.

## ENROLLMENT AND RETENTION TARGETS

As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the efforts it will put in place to meet or exceed SUNY’s enrollment and retention targets for students with disabilities, English language learners (“ELLs”), and students who are eligible applicants for the federal Free and Reduced Price Lunch (“FRPL”) program. The Institute examines each school’s progress toward meeting or coming close to meeting its targets over the charter term as well as the efforts it has and will put in place to meet or continue to meet those targets.

Sisulu-Walker meets its enrollment targets for economically disadvantaged students and students with disabilities. Although the school does not meet its enrollment targets for ELLs and does not meet its retention targets for any of the three student subgroups, the school consistently improves its efforts to reflect on, and progresses toward meeting, its enrollment and retention targets. Sisulu-Walker implements the following strategies to increase its ELL enrollment and to meet its retention targets for all three student subgroups:

- distributing advertisement packages to daycare centers that serve a high population of children with disabilities in New York City Community School Districts (“CSDs”) 3, 4, and 5;
- increasing the number of open house sessions for families interested in enrolling their children at Sisulu-Walker;

5. NSQOT is a set of standards for online teaching established by a group of online education institutions. For more information, see [www.nsqol.org](http://www.nsqol.org).

- advertising information sessions on billboards and mobile phone applications;
- hosting information sessions at daycare centers;
- translating the Home Language Questionnaire (“HLQ”) in different languages;
- advertising in different languages;
- increasing Sisulu-Walker’s social media presence to raise the school’s online profile;
- revising Sisulu-Walker’s website to make it easier to navigate and locate critical information about the school;
- staffing a full time Title I coordinator and special education coordinator;
- increasing the number of integrated co-teaching (“ICT”) classrooms to five;
- utilizing one special education teacher and one general education teacher with each ICT classroom; and,
- providing all classrooms with two instructional staff members to ensure that at-risk students receive additional support.

For additional information on the school’s enrollment and retention target progress, see Appendix A.

## CONSIDERATION OF SCHOOL DISTRICT COMMENTS

In accordance with the Act, the Institute notified the district in which the charter school is located regarding the school’s Application for Charter Renewal. The full text of any written comments received from the district appears in Appendix C, which also includes a summary of any public comments.

*As of the date of this report, the Institute has not received district comments in response to the renewal application. A summary of public comments submitted to the Institute appears in Appendix C.*



# SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

## SISULU-WALKER CHARTER SCHOOL OF HARLEM

### BACKGROUND

One of the first three charters ever authorized in New York state, the SUNY Trustees approved the original charter for Sisulu-Walker on July 1999. It opened its doors in the fall of 1999 initially serving 247 students in Kindergarten – 2<sup>nd</sup> grade. The school is authorized to serve 220 students in Kindergarten – 5<sup>th</sup> grade during the 2020-21 school year. If renewed, the school will continue to serve students in Kindergarten – 5<sup>th</sup> grade, with a projected total enrollment of 240 students.

The current charter term expires on August 9, 2021. A subsequent charter term would enable the school to operate through August 9, 2026. The school is located in a private facility at 125 West 115<sup>th</sup> Street, Manhattan, CSD 3.

The mission of Sisulu-Walker is:



*The mission of The Sisulu-Walker Charter School of Harlem is to prepare Kindergarten – 5<sup>th</sup> grade students living in and around Central Harlem for matriculation to outstanding public, private and parochial middle and high schools by nurturing their intellectual, emotional, artistic and social development. The school will accomplish this by offering a rigorous and challenging academic curricula taught by a highly prepared and committed cadre of professional educators. Beginning in kindergarten, we will aim towards preparing our students for college and a lifetime of achievement, honor and service. Sisulu-Walker will achieve this in a small and supportive learning environment that sets high expectations for all of our students and encourages strong parental and community involvement.*

### SUMMARY OF COVID-19 RESPONSE

Sisulu-Walker promptly transitioned to remote instruction for the health of students, families, and staff in response to the COVID-19 facility closure in Spring 2020. The school distributed necessary devices to all students and ensured that students and families could access free internet from local providers. Students in 3<sup>rd</sup> – 5<sup>th</sup> grade immediately transitioned to synchronous instruction and students in Kindergarten – 2<sup>nd</sup> grade transitioned from

SUNY Charter Schools Institute  
H. Carl McCall SUNY Building  
353 Broadway  
Albany, NY 12246

asynchronous to synchronous instruction within two weeks. Sisulu-Walker created mentor groups that provided daily check-ins through office hours and Zoom conferences to help students work remotely. After two weeks of asynchronous instruction, the school shifted to synchronous instruction for students in all grades and provided more opportunities for daily small group instruction from a classroom teacher. The school also added live physical education classes each day to keep students active and facilitated weekly art projects to allow for more peer-to-peer interactions.

To prepare for the 2020-2021 academic year, Sisulu-Walker reflected on the spring programming and adjusted its instructional model to mirror in person learning as closely as possible. The school transitioned to a hybrid model and implemented in person learning four days a week for 60% of students while maintaining its synchronous remote learning program. At the time of the renewal review, the school prioritized learning for students struggling academically, students with disabilities, and families with more than one enrolled student for in person learning. Sisulu-Walker will continue to deliver internally developed internal assessments, teacher developed formative assessments, diagnostic assessments, and several standardized assessments to inform curricular program changes and analyze student learning gaps. In addition to meeting students' academic learning needs, the school plans to continue community based schoolwide events to address the social and emotional needs of all students. Using grant funds secured from fundraising donations and its operational budget, the school also purchased new devices for all students, hot spots and internet plans for families who do not have access to free internet services, and materials for students.

The New York Forward Department of Health Reopening Plan for Sisulu-Walker, developed in alignment with guidance from the New York State Department of Health, can be found at this [link](#).



## EXECUTIVE SUMMARY

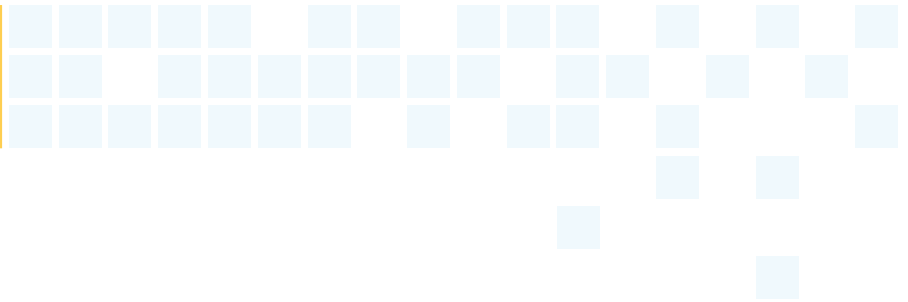
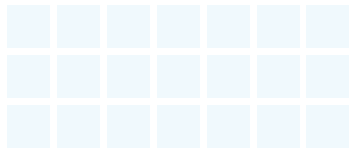
During its five year charter term, Sisulu-Walker met or came close to meeting its key Accountability Plan goals. The school demonstrates success in the following ways:

- In English language arts (“ELA”), Sisulu-Walker more than tripled its overall proficiency rate from 2014-15 to 2018-19. In the final year of the term with state testing data, the school outperformed 84% of all public schools across the state.
- In mathematics, Sisulu-Walker increased its proficiency rate by 36 percentage points from 2014-15 to 2018-19. That year, the school outperformed the district and exceeded the absolute target of 75%.
- Sisulu-Walker demonstrates high levels of achievement for at-risk students, particularly students with disabilities. The school enrolls high proportions of students with disabilities, typically exceeding the district. In 2018-19, 50% of the school’s students with disabilities scored at or above proficiency in ELA exceeding the district by 17 percentage points.

During the hybrid learning period, Sisulu-Walker leaders work to ensure that the school maintains high expectations for all students and a strong sense of community. Leaders and teachers have a clear vision of academic excellence and a supportive system. The school consistently works to drive academic achievement and to maintain a supportive environment to teachers and students. The Institute observed high levels of checks for understanding and effective adaptation of lessons in real-time to meet students’ needs. Sisulu-Walker’s strong family culture has led to leaders, teachers, students, and families working in alignment toward the same outcome to provide an excellent education for children in Central Harlem. Teachers support each other to deliver the school’s clear vision for all students and families.

Based on the Institute’s review of the school’s performance as posted over the charter term; a review of the Application for Charter Renewal submitted by the school; a review of academic, organizational, governance, and financial documentation; and a renewal review of the school’s academic program, the Institute finds that the school meets the required criteria for charter renewal.

The Institute recommends that the SUNY Trustees grant Sisulu-Walker a Subsequent Renewal of five years.



SUNY Charter Schools Institute  
H. Carl McCall SUNY Building  
353 Broadway  
Albany, NY 12246

## NOTEWORTHY

As part of Sisulu-Walker's civics education, all grades participate in service learning projects that instill the principles of public service in all students and teaches them about civic responsibility. The school's annual service learning projects combine meaningful community service with instruction and reflection to enrich students' learning experience and strengthen communities. This year, Sisulu-Walker partnered with Harlem Park to Park for its annual service learning project and its students participated in the painting of a BLM Street Mural in the Harlem community.



SUNY Charter Schools Institute  
H. Carl McCall SUNY Building  
353 Broadway  
Albany, NY 12246

# ACADEMIC PERFORMANCE



## IS THE SCHOOL AN ACADEMIC SUCCESS?

Sisulu-Walker is an academic success. During its five year charter term, Sisulu-Walker met or came close to meeting its key Accountability Plan goals in ELA and mathematics.

At the beginning of the Accountability Period,<sup>6</sup> the school developed and adopted an Accountability Plan that set academic goals in the key subjects of ELA and mathematics. For each goal in the Accountability Plan, specific outcome measures define the level of performance necessary to meet that goal. The Institute examines results for five required Accountability Plan measures to determine ELA and mathematics goal attainment. The Act requires charters be held “accountable for meeting measurable student achievement results”<sup>7</sup> and states the educational programs at a charter school must “meet or exceed the student performance standards adopted by the board of regents”<sup>8</sup> for other public schools. SUNY’s required accountability measures rest on performance as measured by statewide assessments. Historically, SUNY’s required measures include measures that present schools’:

**ABSOLUTE PERFORMANCE, I.E., WHAT PERCENTAGE OF STUDENTS SCORE AT A CERTAIN PROFICIENCY ON STATE EXAMS?**

**COMPARATIVE PERFORMANCE, I.E., HOW DID THE SCHOOL DO AS COMPARED TO SCHOOLS IN THE DISTRICT AND SCHOOLS THAT SERVE SIMILAR POPULATIONS OF ECONOMICALLY DISADVANTAGED STUDENTS?**

**GROWTH PERFORMANCE, I.E., HOW MUCH DID THE SCHOOL GROW STUDENT PERFORMANCE AS COMPARED TO THE GROWTH OF SIMILARLY SITUATED STUDENTS?**

6. Because the SUNY Trustees make a renewal decision before student achievement results for the final year of a charter term become available, the Accountability Period ends with the school year prior to the final year of the charter term. For a school in a subsequent charter term, the Accountability Period covers the final year of the previous charter term and ends with the school year prior to the final year of the current charter term. In this renewal report, the Institute uses “charter term” and “Accountability Period” interchangeably.

Every SUNY authorized charter school has the opportunity to propose additional measures of success when crafting its Accountability Plan. Sisulu-Walker did not provide any additional measures of success in the Accountability Plan it adopted.

The Institute analyzes every measure included in the school’s Accountability Plan to determine its level of academic success, including the extent to which the school has established and maintained a record of high performance, and established progress toward meeting its academic Accountability Plan goals throughout the charter term. Since 2009, the Institute has examined but consistently de-emphasized the two absolute measures under each goal in elementary and middle schools’ Accountability Plans because of changes to the state’s assessment system. The analysis of elementary and middle school performance continues to focus primarily on the two comparative measures and the growth measure while also considering the two required absolute measures and any additional evidence the school presents using additional measures identified in its Accountability Plan. The Institute identifies

7. Education Law § 2850(2)(f).

8. Education Law § 2854(1)(d).



SUNY Charter Schools Institute  
H. Carl McCall SUNY Building  
353 Broadway  
Albany, NY 12246

the required measures (absolute proficiency, absolute Measure of Interim Progress (“MIP”) attainment,<sup>9</sup> comparison to local district, comparison to demographically similar schools, student growth, and high school graduation and college going rates) in the Performance Summaries appearing in Appendix B.

The Institute analyzes all measures under the school’s ELA and mathematics goals (and high school graduation and college preparation goals for schools enrolling students in high school grades) while emphasizing the school’s comparative performance and growth to determine goal attainment. The Institute calculates a comparative effect size to measure the performance of Sisulu-Walker relative to all public schools statewide that serve the same grade levels and that enroll similar concentrations of economically disadvantaged students. It is important to note that this measure is a comparison measure and therefore any changes in New York’s assessment system do not compromise its validity or reliability. Further, the school’s performance on the measure is not relative to the test, but relative to the strength of Sisulu-Walker’s demonstrated student learning compared to other schools’ demonstrated student learning.

The Institute uses the state’s growth percentile analysis as a measure of Sisulu-Walker’s comparative year-to-year growth in student performance on the state’s ELA and mathematics exams. The measure compares a school’s growth in assessment scores to the growth in assessment scores of the subset of students throughout the state who performed identically on previous years’ assessments. According to this measure, median growth statewide is at the 50<sup>th</sup> percentile. This means that to signal the school’s ability to grow student achievement at the same rate as schools serving similar students across the state in one year’s time the expected percentile performance is 50. To signal a school is increasing students’ performance above their peers (students statewide who scored previously at the same level), the school must post a percentile performance that exceeds 50.

The Accountability Plan also includes science and ESSA goals, the latter of which replaces the No Child Left Behind Act (“NCLB”) goals. Please note that for schools located in New York City, the Institute uses the CSD as the local school district.

In response to the COVID-19 pandemic, the New York State Board of Regents canceled the administration of the 2019-20 3<sup>rd</sup> – 8<sup>th</sup> grade ELA and mathematics assessments; the 4<sup>th</sup> and 8<sup>th</sup> grade state science exam; and, the June and August administration of the Regents exams. The Institute requested that schools submit any evidence of progress toward meeting Accountability Plan goals collected from any interim or summative assessments that the school had available for the 2019-20 school year. Based on the school’s existing track record of goal attainment and on information submitted in the 2019-20 Accountability Plan Progress Report, the Institute highlights achievement data in the Academic Attainment section below.

9. During the 2017-18 school year, the state finalized and approved its Every Student Succeeds Act (“ESSA”) plan. As such, the Institute established changes to required goals and measures in order to align with the new accountability system. The Institute now requires schools to report a Performance Index (“PI”) with the target of meeting or exceeding the state’s MIP.

SUNY  
RENEWAL  
BENCHMARK  
1A

## HAS THE SCHOOL MET OR COME CLOSE TO MEETING ITS ACADEMIC ACCOUNTABILITY PLAN GOALS?

During its five year charter term, Sisulu-Walker met or came close to meeting its key Accountability Plan goals in ELA and mathematics. Notably, the school increased its ELA and mathematics proficiency rates over the term by 33 and 27 percentage points, respectively. In the absence of the New York State exams for students in 3<sup>rd</sup> – 8<sup>th</sup> grade in 2019-20, the school continued to administer internally developed assessments aligned to state standards in ELA and mathematics to measure student absolute achievement and growth. In 2019-20, five of six grades at Sisulu-Walker increased the grade's average ELA proficiency rate equivalent from the fall to the end of the year based on the school's internally developed assessments. In mathematics, three of six grades did the same. The school also met its science and NCLB/ESSA goals over the term.

Sisulu-Walker met or came close to meeting its ELA goal during the charter term. In 2015-16, the school's students enrolled for at least two years posted a proficiency rate that fell under the district performance. In comparison to schools across the state enrolling similar percentages of economically disadvantaged students, the school performed slightly higher than expected. That year the school posted a mean growth percentile above the target of 50. In 2016-17 and 2017-18, the school slightly increased its absolute proficiency but still performed lower than the district. In contrast, the school performed higher than expected to a large degree compared to demographically similar schools across the state. Further, the school continued to exceed the target of 50 for its growth measure in both years. In the final year of the Accountability Period with testing results, Sisulu-Walker increased its absolute proficiency rate by 20 percentage points to 69% surpassing the district performance by four points. That year the school continued to perform higher than expected to a large degree compared to schools with similar proportions of economically disadvantaged students. In alignment with the school's large increase in overall proficiency rate, Sisulu-Walker posted a mean growth percentile 13 points above the target.

Sisulu-Walker met or came close to meeting its mathematics goal over the charter term. From 2015-16 through 2017-18, the school's students enrolled for at least two years scored at or above proficiency at rates that exceeded the New York State and New York City averages but fell slightly below the district achievement. In 2018-19, the school increased its proficiency rate by 21 percentage points to 78% surpassing the district results by 13 points and the absolute target by three points. Although the school did not exceed the district's performance over the entire term, Sisulu-Walker posted high comparative effect sizes in all

SUNY Charter Schools Institute  
H. Carl McCall SUNY Building  
353 Broadway  
Albany, NY 12246

years of the charter term. From 2015-16 through 2018-19, the school performed higher than expected to a large degree in comparison to schools across New York State enrolling similar percentages of economically disadvantaged students. The school posted mean growth percentiles above the target of 50 in the first two years of the Accountability Period. In 2017-18 and 2018-19, the school's growth scores were below the target, but absolute achievement remained high.

Sisulu-Walker also met its science goal over the charter term. The school's students in 4<sup>th</sup> grade enrolled for at least two years posted proficiency rates that exceeded the absolute target of 75% from 2014-15 through 2018-19. Over the same five years, the school surpassed the district achievement by at least 11 percentage points each year. Notably, in 2017-18 and 2018-19, the final two years of the Accountability Period with state testing results, 100% of the school's tested students scored at or above proficiency.

The school met its ESSA goal remaining in good standing according to the state's accountability system over the charter term.

SUNY Charter Schools Institute  
H. Carl McCall SUNY Building  
353 Broadway  
Albany, NY 12246

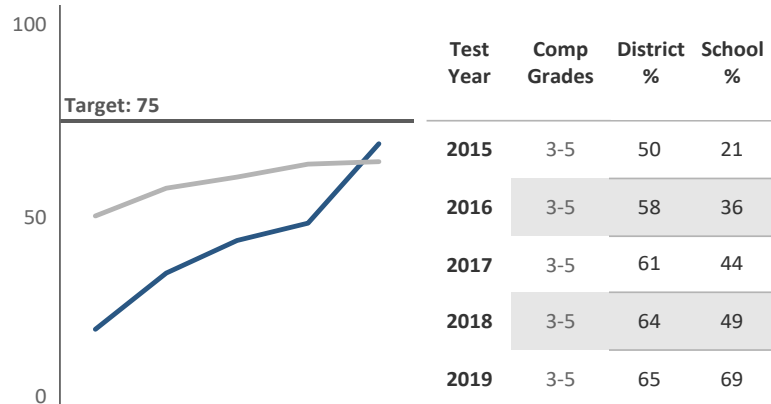
# ACADEMIC PERFORMANCE

## SISULU-WALKER CHARTER SCHOOL OF HARLEM

### ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

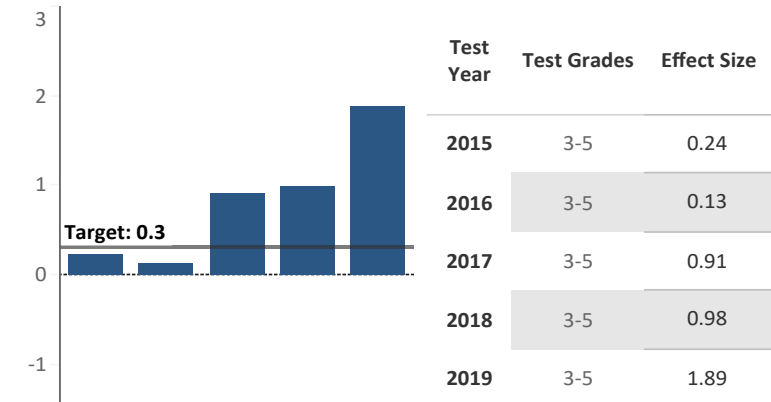
#### Comparative Measure:

**District Comparison.** Each year, the percentage of students at **the school** in at least their second year performing at or above proficiency in ELA will be greater than that of students in the same tested grades in **the district**.



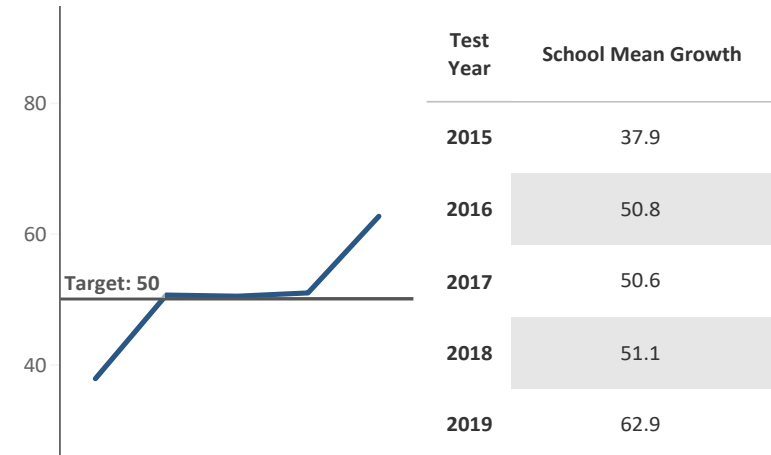
#### Comparative Measure:

**Effect Size.** Each year, the school will exceed its predicted level of performance by an effect size of 0.3 or above in **ELA** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



#### Comparative Growth

**Measure: Mean Growth Percentile.** Each year, the school's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **ELA**.



SUNY Charter Schools Institute  
H. Carl McCall SUNY Building  
353 Broadway  
Albany, NY 12246

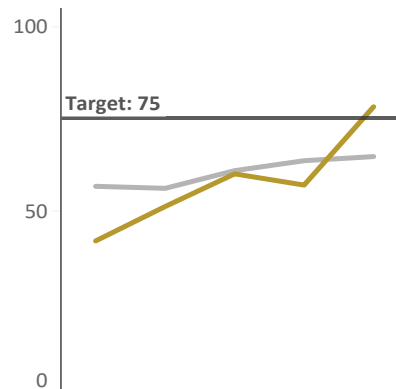
# ACADEMIC PERFORMANCE

## SISULU-WALKER CHARTER SCHOOL OF HARLEM

### MATHEMATICS ACCOUNTABILITY PLAN GOAL

#### Comparative Measure:

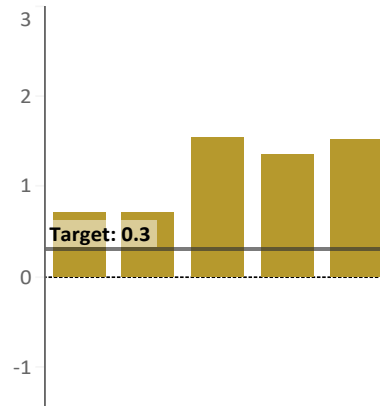
**District Comparison.** Each year, the percentage of students at **the school** in at least their second year performing at or above proficiency in Mathematics will be greater than that of students in the same tested grades in **the district**.



Test Year	Comp Grades	District %	School %
2015	3-5	57	42
2016	3-5	56	51
2017	3-5	61	60
2018	3-5	64	57
2019	3-5	65	78

#### Comparative Measure: Effect

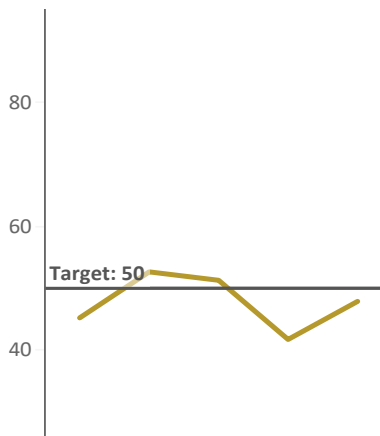
**Size.** Each year, the school will exceed its predicted level of performance by an effect size of 0.3 or above in **mathematics** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



Test Year	Test Grades	Effect Size
2015	3-5	0.70
2016	3-5	0.71
2017	3-5	1.54
2018	3-5	1.35
2019	3-5	1.53

#### Comparative Growth

**Measure: Mean Growth Percentile.** Each year, the school's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **mathematics**.



Test Year	School Mean Growth
2015	45.3
2016	52.7
2017	51.4
2018	41.8
2019	48.0



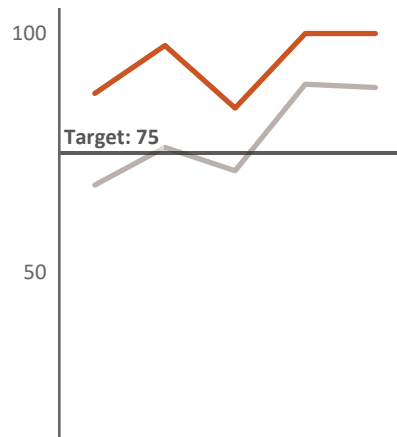
SUNY Charter Schools Institute  
H. Carl McCall SUNY Building  
353 Broadway  
Albany, NY 12246

# ACADEMIC PERFORMANCE

## SISULU-WALKER CHARTER SCHOOL OF HARLEM

### SCIENCE ACCOUNTABILITY PLAN GOAL

**Science: Comparative Measure.** Each year, the percentage of students at the school in at least their second year performing at or above proficiency in **science** will exceed that of students in the same tested grades in **the district**.



Test Year	District %	School %
2015	68	88
2016	76	98
2017	71	84
2018	89	100
2019	89	100

### SPECIAL POPULATIONS PERFORMANCE

	2017	2018	2019
Enrollment Receiving Mandated Academic Services	37	47	59
Tested on State Exam	20	16	16
School Percent Proficient on ELA Exam	15.0	25.0	50.0
District Percent Proficient	27.4	30.7	33.0

	2017	2018	2019
ELL Enrollment	8	6	8
Tested on NYSESLAT Exam	8	6	8
School Percent 'Commanding' or Making Progress on NYSESLAT	25.0	50.0	0.0

The academic outcome data about the performance of students receiving special education services and ELLs above is not tied to separate goals in the school's formal Accountability Plan.

The NYSESLAT, the New York State English as a Second Language Achievement Test, is a standardized state exam.

"Making Progress" is defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering; Emerging; Transitioning; Expanding; and, Commanding.

In order to comply with Family Educational Rights and Privacy Act regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students and indicates this with an "s."

SUNY Charter Schools Institute  
H. Carl McCall SUNY Building  
353 Broadway  
Albany, NY 12246

## SUNY RENEWAL BENCHMARK 1B

### DOES THE SCHOOL HAVE AN ASSESSMENT SYSTEM THAT IMPROVES INSTRUCTIONAL EFFECTIVENESS AND STUDENT LEARNING?

Sisulu-Walker implements a comprehensive assessment system that improves instructional effectiveness and student learning. The school administers a variety of valid and reliable assessments to measure student progress and achievement. Teachers and leaders at the school receive assessment data in a timely manner and use the results to meet student needs. Since moving to the hybrid model, teachers now receive student data through GoogleForms after students complete an assessment. Teachers and school leaders analyze the data regularly and use the resulting information to adjust lessons, instructional pacing, and student groups.

Sisulu-Walker administers a variety of assessments, including the Fountas & Pinnell Benchmark Assessment System (“F&P”) and DIBELS assessments for reading skills, internally developed interim assessments (“IAs”) in ELA and mathematics, and teacher created formative assessments such as unit tests and daily exit tickets in all subject areas. Leaders and teachers review the internally designed IAs annually to refine questions and ensure alignment with state standards. Teachers and leaders also draw on previously released state exam materials in state testing grades to ensure IAs reflect an appropriate level of rigor. Teachers and leaders grade assessments together using common rubrics based on those used on state exams in order to ensure that scoring is valid and consistent. Prior to the COVID-19 pandemic, the school administered assessments one-on-one or in groups. Since transitioning to the current hybrid model, Sisulu-Walker uses the same suite of assessments but administers them online via GoogleForms.

The school has robust structures to analyze assessment data and uses that analysis to adjust instruction. Following each round of IAs, teachers review student data using a standardized analysis template and discuss their analysis with leaders who provide feedback. Teachers then use the analyses to adjust upcoming lesson plans, identify standards students struggled with, plan reteach lessons, and strategically design small group and individual student intervention plans. The school continues to implement this analysis and instructional adjustment process in the current hybrid model. Sisulu-Walker regularly shares updates with families about their students’ academic progress via progress reports in the mid semester and report cards at the end of each semester to align with IA administration dates.

**SUNY  
RENEWAL  
BENCHMARK  
1C**

## DOES THE SCHOOL'S CURRICULUM SUPPORT TEACHERS IN THEIR INSTRUCTIONAL PLANNING?

Sisulu-Walker has a comprehensive internally created curricular framework that provides a fixed structure aligned to state standards. School leaders and teachers collaborate at the end of each academic year to review and update scope and sequence documents and unit plans across all grades and for each subject based on teacher feedback, leader observations and any updates to state standards. These primary curricular documents provide teachers with a clear guide for what to teach and when to teach it.

Teachers use a variety of resources to develop daily lesson plans based on the overarching unit plans, such as trade books, previously released state exam questions, materials from EngageNY, and online materials from applications and websites, including Teaching A-Z, MobyMax, BrainPop, Khan Academy, and Newsela ELA. Notably, teachers mobilized to digitize all lesson plans and supporting materials using GoogleSlides and Google Classroom for remote instruction. The digitization of supporting materials ensures that the entire curriculum is available to all students for the current school in the school's hybrid instructional model.

School leaders set the expectation that teachers upload completed lesson plans two weeks in advance so that leadership may review and provide feedback. However, the school recognizes opportunities to more consistently review lesson plans and materials. While most lessons are high quality, some classrooms exhibit inconsistencies in the level of rigor and quality of supporting materials. For instance, some ELA lessons featured texts appropriate for the grade level and challenging questions that required close textual analysis, while a few ELA lessons used texts for the entire class that were notably below grade level. Instructional leaders have an opportunity to ensure greater consistency of rigor in lesson materials across grades and classrooms.

SUNY Charter Schools Institute  
H. Carl McCall SUNY Building  
353 Broadway  
Albany, NY 12246

## SUNY RENEWAL BENCHMARK 1D

### IS HIGH QUALITY INSTRUCTION EVIDENT THROUGHOUT THE SCHOOL?

During the renewal review, the Institute team observed 15 lessons of the hybrid program, all synchronous. Across 15 classroom observations of the hybrid program, the Institute team witnessed synchronous instruction via the digital platform Zoom and appropriate resources to facilitate responsive and engaging, collaborative classrooms environments.

Sisulu-Walker's classrooms demonstrate high quality instruction. Teachers use a variety of effective techniques to check for student understanding both during and after lessons, thereby maintaining a consistent focus on academic outcomes under the school's hybrid model. Many teachers effectively work with students to engage in higher order thinking through rigorous open ended questioning. In the majority of observations, nearly all students consistently engage in lessons. As a standard of practice, teachers regularly monitor and address all students to ensure active participation. Teachers use Google Slides to share content with students including clear learning objectives and accompanying activities that generally align with and support those objectives. Typically, lessons begin with direct instruction in which teachers demonstrate the daily objective followed by opportunities for students to practice the skill together and independently.

Most lessons at Sisulu-Walker also use a variety of effective techniques to check for understanding. The strategies include requesting participation through cold calling or choral responses, using the virtual chat feature, having students write answers on whiteboards or paper and holding them up to the screen, and using embedded features in Google Classroom to collect exit tickets. Many teachers use these responses to adjust instruction in the moment. For instance, in a mathematics lesson, a teacher noticed that one student had a misconception and asked another student with the correct response to explain how to solve the problem. Many lessons at Sisulu-Walker also include questions and activities that allow students to demonstrate higher order thinking skills. Teachers ask students to explain various situations in which the skill may be useful in real life and press students to evaluate each other's answers.

While most lessons include higher-order thinking opportunities, classrooms where this element is less effective miss opportunities for students to discuss and evaluate each other's ideas. For instance, in one classroom, a teacher had students display their answers using whiteboards. Rather than having multiple students explain and defend their answers, the teacher identified the right answer and moved on to the next question.

## SUNY RENEWAL BENCHMARK 1E

### DOES THE SCHOOL HAVE STRONG INSTRUCTIONAL LEADERSHIP?

Sisulu-Walker has strong instructional leadership. The instructional leadership consists of the principal and the assistant principal. The school has robust systems in place for coaching and its professional development programs. Leaders set clear expectations for teacher performance, and teachers appreciate the level of support that leaders provide to develop instructional practices. Before the 2020-21 school year, the principal spent a significant amount of time planning for a hybrid program, with cohorts of students spending differing amounts of time in the school building based on need. The principal examined national trends and requirements and solicited feedback from the entire school community in order to develop a comprehensive and safe plan.

Sisulu-Walker's leaders establish an environment of high expectations for student success and teachers' personal, professional growth. The board and principal determine the instructional priorities for the year and set performance expectations for students. Teachers across the school consistently identify the schoolwide priorities and the expectations leaders have set for their instructional practice. This year, the principal is responsible for evaluating all teachers, and the assistant principal supports the growth and development of the teachers through observation and coaching. The school uses the Danielson Framework for Teaching to conduct teacher evaluations. At almost every grade level, teacher leaders support grade level teams in the planning and implementation of lessons by sharing resources and providing feedback on lesson planning and instruction.

Instructional leaders provide sustained, systemic coaching and development that improves teachers' instructional effectiveness. The principal and assistant principal conduct regular informal observations of teachers with written or verbal follow up, as well as weekly one-on-one meetings with the teachers assigned to their coaching caseload. Teachers submit lesson plans to leaders weekly and receive written feedback they incorporate prior to teaching the lesson. Instructional leaders are in classrooms several times per week. The school's professional development program develops the content knowledge and pedagogical practice of all teachers. Instructional leaders design the school's professional development plans to align with and address a clearly identified set of priorities. For example, during the summer of 2020, teachers received training on remote and hybrid instruction including on how to create Google Classrooms and use a program for monitoring students' computer usage. School leaders are regularly available for additional support regarding any technological training.



## SUNY RENEWAL BENCHMARK 1F

### DOES THE SCHOOL MEET THE EDUCATIONAL NEEDS OF AT-RISK STUDENTS?

The school meets the educational needs of at-risk students. For the 2020-21 school year, the school prioritized in-person learning for the school's most vulnerable populations. While families could opt-in for remote learning for the entirety of the year, the school encouraged students with disabilities, ELLs, and the youngest learners to attend in-person four days per week based on research regarding best practices for these populations. The school provides effective training and professional development to at-risk program providers and general education teachers. Sisulu-Walker offers some internally produced professional development focused on differentiation and remote learning engagement strategies. The school also sends intervention teachers to the Collaborative for Inclusive Education for additional training and support.

The school uses clear procedures for identifying at-risk students including students with disabilities, ELLs, and students struggling academically. Instructional leaders and teachers use assessment data to identify students struggling academically. If students do not demonstrate progress after teachers provide interventions, teachers and instructional leaders will refer students to the pupil personnel committee for additional interventions. After the committee monitors additional interventions, the team makes a formal referral to the district committee on special education ("CSE") if the student is still not making progress. The school uses the district's Special Education Student Information System ("SESIS") to identify incoming students with existing Individualized Education Programs ("IEPs") and administers a home language questionnaire followed by the New York State Identification Test for English Language Learners ("NYSITELL") to identify ELLs. The school also administers the New York State English as a Second Language Achievement Test ("NYSESLAT") in the spring to assess ELLs' English proficiency.

Sisulu-Walker has several programs that effectively address the needs of at-risk students. The school employs two or three teachers in every classroom, allowing for regular differentiated small group instruction to support all students, and students struggling academically receive additional intervention support pull out groups with the Title I teacher. The school has multiple reteach blocks within the schedule and a daily study hall period, allowing teachers to implement additional interventions, if necessary. To support language acquisition for ELLs, the school provides reading intervention services through a research-based program to support

SUNY Charter Schools Institute  
H. Carl McCall SUNY Building  
353 Broadway  
Albany, NY 12246

English acquisition skills for students.. Sisulu-Walker employs one English to Speakers of Other Languages (“ESOL”) certified teacher who offers differentiated support to ELLs. For students with disabilities, the school provides ICT and special education teacher support services (“SETSS”) through pull out sessions based on student IEP goals. The school coordinates with the district to provide counseling and other related services for students.

Teachers are aware of students’ progress toward meeting IEP goals, achieving English language proficiency, and school-based goals for struggling students. During summer professional development, the school creates a summary document of each student’s IEP for teachers to easily review a variety of information to support learning for each student with a disability. The school shares students’ language proficiency levels for ELLs with teachers. Throughout the year, teachers and related service providers complete a progress report outlining students’ progress towards their annual IEP goals. Teachers discuss progress reports with families during parent teacher conferences on a quarterly basis. For students struggling academically or behaviorally, the pupil personnel committee convenes monthly to discuss student development and growth on individualized and specific goals.

# ORGANIZATIONAL PERFORMANCE



## IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?

Sisulu-Walker is an effective, viable organization. Leaders closely monitor the effectiveness of the educational program to ensure that all students have adequate support to access remote instruction. The board effectively supports leaders and monitors the academic program during the hybrid learning period .

### SUNY RENEWAL BENCHMARK 2A

## IS THE SCHOOL FAITHFUL TO ITS MISSION AND DOES IT IMPLEMENT THE KEY DESIGN ELEMENTS INCLUDED IN ITS CHARTER?

Sisulu-Walker is faithful to its mission and key design elements. These can be found in the School Background section at the beginning of the report and Appendix A, respectively. Sisulu-Walker maintained their dedication to students and families by delivering on the mission to provide a rigorous and challenging academic curricula in a small and supportive learning environment throughout the transition to remote instruction.

### SUNY RENEWAL BENCHMARK 2B

## ARE PARENTS/GUARDIANS AND STUDENTS SATISFIED WITH THE SCHOOL?

To report on parent satisfaction with the school's program, the Institute used satisfaction survey data, information gathered from a focus group of parents representing a cross section of students, and data regarding persistence in enrollment.

**Parent Survey Data.** The Institute compiled data from the NYCDOE's 2018-19 NYC School Survey. The New York City Department of Education ("NYCDOE") distributes the survey every year to compile data about school culture, instruction, and systems for improvement. In 2018-19, 49% of families who received the survey responded. The majority of the respondents (98%) indicated satisfaction with the school's program. However, the survey results might not be useful in framing the results as representative of the school community given the low response rate.

**Parent Focus Group.** The Institute asks all schools facing renewal to convene a representative set of parents for a focus group discussion. A representative set includes parents of students in attendance at the school for multiple years, parents of students new to the school, parents of students receiving general education services, parents of students with special needs, and parents of ELLs. The nine families who joined the Institute's virtual focus group expressed high

levels of satisfaction with the school’s academic program and culture. Families specifically appreciate the school’s immediate response to the school’s transition to remote learning and the high levels of targeted, personalized support students receive throughout the hybrid learning period.

**Persistence in Enrollment.** An additional indicator of parent satisfaction is persistence in enrollment. In 2019-20, 76% of Sisulu-Walker students returned from the previous year. Student persistence data from previous years of the charter term is available in Appendix A. The school also reported an increased retention rate into 2020-21 of 84% demonstrating increased efforts to retain students each year.

The Institute derived the statistical information on persistence in enrollment from its database. No comparative data from the NYCDOE or the New York State Education Department (“NYSED”) is available to the Institute to provide either district or statewide context.

## DOES THE SCHOOL’S ORGANIZATION WORK EFFECTIVELY TO DELIVER THE EDUCATIONAL PROGRAM?

### SUNY RENEWAL BENCHMARK 2C

Sisulu-Walker has an administrative structure that enables the school to implement key elements of the academic program that school leaders envision. Leaders have clearly defined leadership roles and responsibilities, and team members understand their roles and responsibilities. School leaders are intentional about providing teachers and students with all the materials and resources they need to facilitate and access online teaching and learning. The director of operations works closely with each department head to audit the needs and inventory to ensure that teachers and students have the necessary materials for academic success. The director of operations continues to oversee all duties related to facilities, supplies, and the school’s budget. For families experiencing connectivity issues, Sisulu-Walker provides hot spots and internet.

Sisulu-Walker has a strong, positive culture where leaders, teachers, students, and families work together to hold each other accountable. The school recently added a dean of culture to oversee and support teachers with any discipline (or behavioral) issues that may arise. The current discipline structure has resulted in no discipline problems during remote instruction. The school also uses both individual and whole class incentives to reward positive contributions to the school community. For example, the school hosts in town halls to reward individual students for their academic performance and demonstration of positive school culture. Students can also work collaboratively to earn whole class recognition and rewards such as pizza parties and socials. The school’s high staff retention rate reflects the strong community and culture.

Sisulu-Walker makes good faith efforts to meet its enrollment and retention targets. At the time of the renewal review, Sisulu-Walker's ELL enrollment was below its target. The board and school leaders recognize the urgency needed to reach its ELL target. School leaders are strategically looking and reflecting upon their previous recruitment strategies to identify new ways in which they can recruit ELLs. The school also actively monitors its progress toward meeting its retention targets for specific student subgroups and makes good faith efforts to retain students with disabilities, ELLs, and economically disadvantaged students.

School leaders have adjusted the use of data to monitor and analyze the effectiveness of the school's remote program as a necessary step to meet the needs of the school's families. During the remote learning period in the spring, leaders collected multiple data points from surveys to understand student, family, and teacher perspectives on the effectiveness of the remote program. Based on the feedback, leaders adjusted the program to add in more synchronous time and shifted to a hybrid model for all students. The school is closely monitoring available health and safety data to make any necessary adjustments to the hybrid program. This year, the school enrolled 20 more students than budgeted, and has a waitlist of more than 900 applicants.

## DOES THE BOARD WORK EFFECTIVELY TO ACHIEVE THE SCHOOL'S ACCOUNTABILITY PLAN GOALS?

### SUNY RENEWAL BENCHMARK 2D

Sisulu-Walker's board works effectively to achieve the school's Accountability Plan goals. The board directly evaluates the principal using an evaluation rubric on an annual basis. The board has procedures in place to govern the school and strategically evaluate its performance and the school's performance to improve student academic outcomes. The principal's rubric includes elements focused on running an effective educational program and other goals that board members and the principal jointly determine on an annual basis. For the board's self evaluation, board members complete a survey assessing the board's systems and efficacy at achieving goals. The board chair analyzes responses and then facilitates strategic board discussions based on the self evaluation outcomes, which helps the board develop and refine strategic short- and long-term goals. Sisulu-Walker's board members establish clear priorities and goals and rely primarily on the principal to oversee the school's direction and management.

Most recently, due to the COVID-19 pandemic, the board recognized a need for additional funds in order to provide students and families with materials and resources while the school building was closed in order to continue learning. As a result, in collaboration with the director of operations, the board solicited and secured grants and donations to ensure every student



had sufficient resources such as devices, hot spots, and school supplies. In the next charter term, if renewed, the board will begin to consider finding a new facility and apply to grow student enrollment and expand to a middle school program.

The board requests and receives the necessary information to provide rigorous oversight of the school's program and finances. The school's principal provides regular and frequent reports to the academic committee and full board regarding the latest IAs and state assessment results. The director of operations provides detailed monthly financial reports to the full board and regular reports about student recruitment and retention. Board members visit the school often to conduct classroom walkthroughs with the school leader and attend whole school events and meet with students, teachers, and parent representatives.

One reason for the board's effectiveness is the trustees uniformly understand the school's culture and history as a small, community school with roots in the Civil Rights educational movement. The school's name reflects the legacy of the Reverend Wyatt Tee Walker, who passed during the current charter term. When recent events brought racial justice issues to the fore, the board did not need to take special action or make any new pronouncements because teaching and advocating on such topics is standard at the school, which was invited by the community to paint a letter in a Black Lives Matter street mural in Harlem.

## DOES THE BOARD IMPLEMENT, MAINTAIN, AND ABIDE BY APPROPRIATE POLICIES, SYSTEMS, AND PROCESSES?

The Sisulu-Walker board materially and substantially implements, maintains, and abides by adequate and appropriate policies, systems, and processes to ensure the effective governance and oversight of the school. The board demonstrates a clear understanding of its role in holding school leadership accountable for both academic results and fiscal soundness. The board also has a clear picture of its role in making the school a community partner and addressing the needs of the whole child.

- The board meets as needed and increased its meetings when the school was transitioning to remote instruction in response to the COVID-19 pandemic. Trustees have very high rates of attendance for board meetings.
- The board uses a clear committee structure dividing work to ensure an appropriate level of oversight in areas of academics, budget and finance, and real estate. As needed, the board has a standing grievance committee and uses the finance committee as an audit committee.

- Board minutes reflect review and approval of meeting minutes, and a regular reporting structure with reports from leadership on curriculum and instruction, assessments, recruitment, professional development, technology, and school culture. The board also receives a parent report and standing committee reports at each meeting.
- The board engages in strategic and fiscal planning, and takes seriously its role as a community partner and guardian of school culture. At the onset of the COVID-19 pandemic, the board addressed technology issues for students and food issues for students and the community.
- The board abides by the provisions of its by-laws.
- While the board maintains a code of ethics, the code was not updated to add conflict of interest provisions regarding related party transactions in alignment with New York Not-For-Profit Corporation Law (“NPCL”) §§ 715 and 715-a. The board’s whistleblower policy also needs a minor revision to comply with NPCL § 715-b. The Institute will work with the school to amend these policies as needed.

SUNY  
RENEWAL  
BENCHMARK  
2F

## HAS THE SCHOOL SUBSTANTIALLY COMPLIED WITH APPLICABLE LAWS, RULES AND REGULATIONS, AND PROVISIONS OF ITS CHARTER?

Sisulu-Walker substantially complies with applicable laws, rules and regulations, and provisions of its charter. During the current charter term, the education corporation demonstrates a clear record of compliance with the terms of its charter.

- **Annual Report.** While Sisulu-Walker properly submitted its annual reports to the Institute and NYSED, the school has not posted the most recent annual report on its website, which should include the Accountability Plan Progress Report and annual audit in accordance with the Act. The Institute will follow up with the school to update the website prior to the next charter term.
- **FOIL.** While Sisulu-Walker posted a New York Freedom of Information Law (“FOIL”) notice on its website, the notice does not include required information about FOIL appeals and does not include a link to the New York Committee on Open Government. The website also does not contain the required subject matter list of education corporation documents.

- **Teacher Certification.** The school has one teacher who is not in compliance with the Act’s requirements needed for an uncertified teacher. The school provided a plan that is already in process to ensure the teacher becomes certified.
- **Complaints.** The Institute received no formal complaints regarding the school.
- **Violations.** The Institute did not issue any violation letters to the school.

SUNY Charter Schools Institute  
H. Carl McCall SUNY Building  
353 Broadway  
Albany, NY 12246

# FISCAL PERFORMANCE



## IS THE EDUCATION CORPORATION FISCALLY SOUND?

Based on review of the fiscal evidence collected through the renewal review, Sisulu-Walker is fiscally sound. The SUNY Fiscal Dashboard presents color-coded tables and charts indicating that the education corporation has demonstrated fiscal soundness over the majority of the charter term.<sup>10</sup>

Since 2003, the school has contracted with an external financial service provider that aids in the creating of budgets and serves as the back office financial operations for the school.

In response to the COVID-19 situation, Sisulu-Walker proactively budgeted FY 2020-21 conservatively by projecting decreased revenues and lowering expenses while projecting additional costs for remote learning technologies and building safety measures to comply with socially distanced in-person learning. The school anticipates enrollment to remain steady but budgeted conservatively to maintain continued financial stabilization.

## DOES THE SCHOOL OPERATE PURSUANT TO A FISCAL PLAN IN WHICH IT CREATES REALISTIC BUDGETS THAT IT MONITORS AND ADJUSTS WHEN APPROPRIATE?

Sisulu-Walker has adequate financial resources to ensure stable operations. Sisulu-Walker employs clear budgetary objectives and budget preparation procedures throughout the charter term.

- The school develops its budgets annually based on input from the external financial service provider, school operations staff, board of trustees, school administration, and the school's medium and long term financial planning.
- The school included COVID-19 contingency expenses in the proposed budgets for all five years in the next charter term. This planning creates flexibility should the school incur further expenses due to the COVID-19 pandemic.
- Sisulu-Walker currently serves Kindergarten – 5<sup>th</sup> grade in a private facility. The school has no lease in place but instead makes monthly rent payments to the landlord. The school has been located in the same facility since its inception more than 20 years ago. Should the charter be renewed, the school may begin searching for a new facility that can accommodate more students, and the school would revise its enrollment projections and expand its program.

10. The U.S. Department of Education has established fiscal criteria for certain ratios or information with high – medium – low categories, represented in the table as green – gray – red. The categories generally correspond to levels of fiscal risk, but must be viewed in the context of each education corporation and the general type or category of school.

SUNY Charter Schools Institute  
H. Carl McCall SUNY Building  
353 Broadway  
Albany, NY 12246

SUNY  
RENEWAL  
BENCHMARK  
3B

## DOES THE SCHOOL MAINTAIN APPROPRIATE INTERNAL CONTROLS AND PROCEDURES?

Sisulu-Walker has a history of sound fiscal policies, procedures and practices, and maintains appropriate internal controls.

- The Fiscal Policies and Procedures Manual serves as the guide to all financial internal controls and procedures. The manual undergoes ongoing reviews and updates.
- The most recent Sisulu-Walker audit report for June 30, 2020 had no material findings or deficiencies.

SUNY  
RENEWAL  
BENCHMARK  
3C

## DOES THE SCHOOL COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

Sisulu-Walker complies with financial reporting requirements.

- The Institute and NYSED have received the required financial reports on time, complete and follow generally accepted accounting principles ("GAAP").
- Independent audits of annual financial statements have received unqualified opinions with no material advisory or management letter findings to report.
- The school has generally filed key reports timely and accurately including audit reports, budgets, unaudited quarterly reports of revenue, expenses, and enrollment.
- The Institute received the June 30, 2020 annual audit by the due date of November 1, 2020, which reported continued fiscal strength.

SUNY  
RENEWAL  
BENCHMARK  
3D

## DOES THE SCHOOL MAINTAIN ADEQUATE FINANCIAL RESOURCES TO ENSURE STABLE OPERATIONS?

Sisulu-Walker maintains adequate financial resources to ensure stable operations.

- Since the school opened in fall 1999, the education corporation has reported operating surpluses as well as deficits which were offset against the surpluses. The school has reported operating surpluses for the majority of the current charter term.

SUNY Charter Schools Institute  
H. Carl McCall SUNY Building  
353 Broadway  
Albany, NY 12246

- The school's actual enrollment numbers have fallen below chartered enrollment for the whole charter term. The school revised its enrollment down for the final year of the current charter term to align with historical actuals.
- Sisulu-Walker's fiscal dashboard in Appendix D reflects fiscally strong with 3.6 months of cash on hand to pay liabilities coming due shortly.
- Sisulu-Walker had total net assets of approximately \$690,738 as of the June 30, 2020 audit.
- As a requirement of the SUNY charter agreement, Sisulu-Walker has established the separate dissolution reserve fund account of \$75,000.

SUNY Charter Schools Institute  
H. Carl McCall SUNY Building  
353 Broadway  
Albany, NY 12246

# FUTURE PLANS



## IF THE SUNY TRUSTEES RENEW THE EDUCATION CORPORATION'S AUTHORITY TO OPERATE THE SCHOOL, ARE ITS PLANS FOR THE SCHOOL REASONABLE, FEASIBLE, AND ACHIEVABLE?

Sisulu-Walker is an academic success supported by an effective and viable organization. The school plans to meet its Accountability Plan goals and to improve its retention targets in a future charter term.

**Plans for the School's Structure.** The education corporation has provided all of the key structural elements for a charter renewal and those elements are reasonable, feasible, and achievable.

**Plans for the Educational Program.** Sisulu-Walker will continue to implement the same core elements of its educational program that enabled the school to meet its key Accountability Plan goals in the current charter term. The school is planning to begin researching the possibility of expanding its enrollment and growing into middle school grades, and will consider applying to the Institute for revisions in the next charter term.

**Plans for Board Oversight & Governance.** The board plans to maintain its current membership, structure, and operations throughout a subsequent charter term. While the board is not currently seeking to expand its membership, the board would like to include members in the future with expertise in real estate and finance.

**Fiscal & Facility Plans.** Based on evidence collected through the renewal review, including a review of the five year financial plan, Sisulu-Walker presents a reasonable and appropriate fiscal plan for the next charter term including school budgets that are feasible and achievable.

	CURRENT	END OF NEXT CHARTER TERM
Enrollment	220	240
Grade Span	K-5	K-5
Teaching Staff	17	17
Days of Instruction	181	182



SUNY Charter Schools Institute  
H. Carl McCall SUNY Building  
353 Broadway  
Albany, NY 12246

Sisulu-Walker currently serves Kindergarten – 5<sup>th</sup> grade in a private facility. The school has no lease in place but instead makes monthly rent payments to the landlord. The school has been located in the same facility since its inception more than 20 years ago. Should the charter be renewed, the school may begin searching for a new facility that can accommodate more students and the school would revise its enrollment projections and grow its program to middle school grades.

The school's Application for Charter Renewal contains all necessary elements as required by the Act. The proposed school calendar allots an appropriate amount of instructional time to meet or exceed instructional time requirements, and taken together with other academic and key design elements, should be sufficient to allow the school to meet its proposed Accountability Plan goals.



Sisulu-Walker

# Ax

## APPENDICES

PAGES Ax 1-12

**SO<sup>A</sup>**  
SCHOOL  
OVERVIEW

PAGE Ax 1

**PS<sup>B</sup>**  
PERFORMANCE  
SUMMARIES

PAGE Ax 6

**DC<sup>C</sup>**  
DISTRICT  
COMMENTS

PAGE Ax 8

**FD<sup>D</sup>**  
FISCAL DASHBOARD

PAGE Ax 9

# APPENDIX A: School Overview

## SISULU-WALKER CHARTER SCHOOL OF HARLEM BOARD OF TRUSTEES

### CHAIR

Martez Moore

### VICE CHAIR

Minnie Goka

### TRUSTEES

Jeremy Harris

Monique Ware

Rita Hanes

Erika Ewing

Joseph Drayton

## SCHOOL LEADERS

### PRINCIPAL

*Michelle K. Haynes, (February 2012 to Present)*

*Dawn Cejas, (2009-10 to February 2012)*

*Karen Jones, (2005-06 to 2008-09)*

*Norma Figueroa-Hurwitz, (2003-04 to 2004-05)*

*Frederick A. Burkett, (2000-01 to 2002-03)*

*Berthe Faustin, (1999 to 2000)*

## SCHOOL CHARACTERISTICS

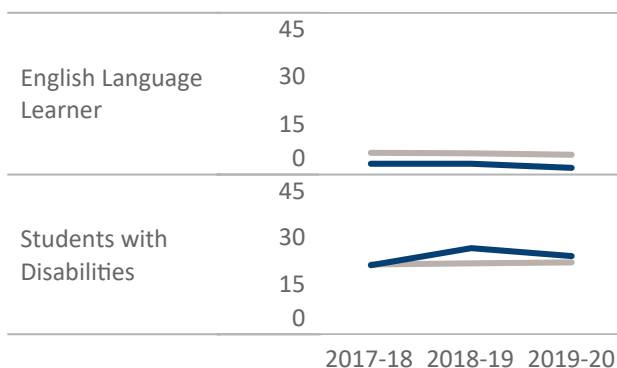
SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2016-17	250	225	90%	K-5
2017-18	260	220	85%	K-5
2018-19	270	215	80%	K-5
2019-20	270	205	76%	K-5
2020-21	220	200	91%	K-5

# APPENDIX A: School Overview

## Sisulu-Walker Charter School of Harlem

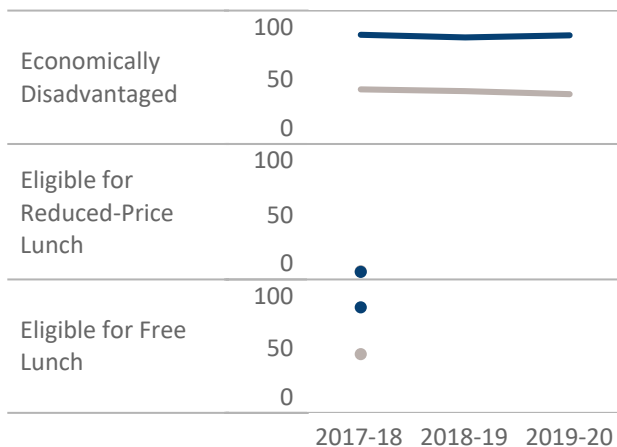
## Manhattan CSD 3

### Student Demographics: Special Populations



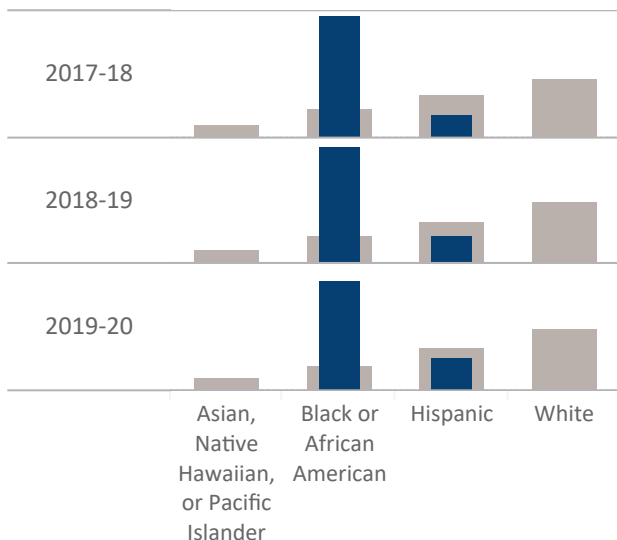
District	6.2	6.0	5.6
School	2.7	2.7	1.4
District	21.6	22.0	22.3
School	21.4	26.8	24.3

### Student Demographics: Free/Reduced Lunch



District	43.0	41.4	38.8
School	90.0	87.7	89.5
District	2.9		
School	2.3		
District	46.5		
School	86.8		

### Student Demographics: Race/Ethnicity



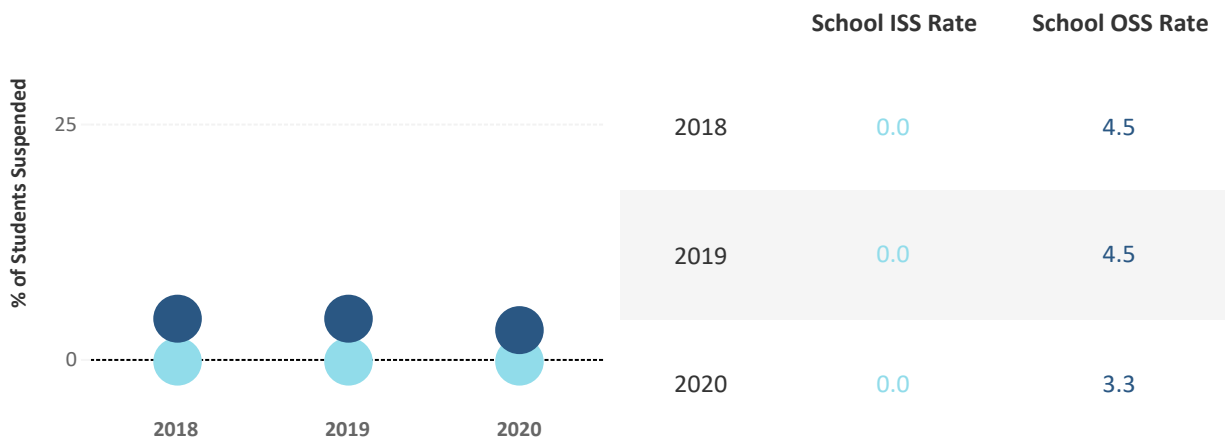
District	7.6	18.4	28.7	39.1
School	0.5	80.5	14.1	0.5
District	8.1	17.8	27.5	40.3
School	0.5	77.7	17.3	0.0
District	8.7	16.7	27.8	40.8
School	0.5	71.9	21.0	0.0

Data reported in these charts reflect BEDS day enrollment counts as reported by the New York State Education Department

# APPENDIX A: School Overview

## Sisulu-Walker Charter School of Harlem

## Manhattan CSD 3



CSD data suitable for comparison are not available. The percentage rate shown here is calculated using the method employed by the New York City Department of Education ("NYCDOE"): the total number of students receiving an in school or out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

**Persistence in Enrollment:** The percentage of students eligible to return from previous year who did return



**Expulsions:** The number of students expelled from the school each year

2018      2019      2020

**0      0      0**

### Sisulu-Walker Charter School of Harlem's Enrollment and Retention Status: 2019-20

			Target	School
enrollment	economically disadvantaged	<div><div></div></div>	49.8	89.5
	English language learners	<div><div></div></div>	7.6	1.9
	students with disabilities	<div><div></div></div>	16.5	24.3
retention	economically disadvantaged	<div><div></div></div>	93.3	75.0
	English language learners	<div><div></div></div>	93.0	33.3
	students with disabilities	<div><div></div></div>	94.0	72.0

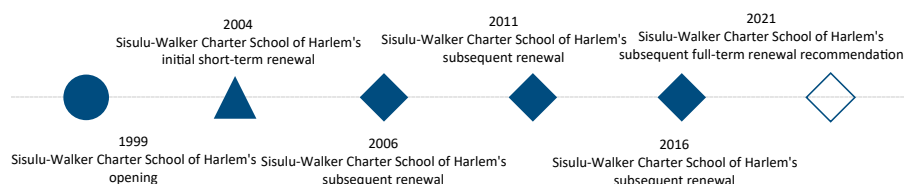
Data reported in these charts reflect information reported by the school and validated by the Institute.

# APPENDIX A: School Overview

## PARENT SATISFACTION: SURVEY RESULTS

RESPONSE RATE <b>49%</b>	OVERALL SATISFACTION <b>98%</b>	TRUST <b>99%</b>	EFFECTIVE SCHOOL LEADERSHIP <b>99%</b>	STRONG FAMILY COMMUNITY TIES <b>98%</b>
-----------------------------	------------------------------------	---------------------	---	--

## TIMELINE OF CHARTER SCHOOL RENEWAL



## SCHOOL VISIT HISTORY

SCHOOL YEAR	VISIT TYPE	DATE
1999-00	First Year Visit	June 1, 2000
2000-01	Evaluation Visit	May 9, 2001
2001-02	Evaluation Visit	May 28-29, 2002
2003-04	Initial Renewal Visit	September 30-October 2, 2003
2005-06	Subsequent Renewal Visit	November 30, 2005
2008-09	Evaluation Visit	May 5, 2009
2010-11	Subsequent Renewal Visit	November 4, 2010
2015-16	Subsequent Renewal Visit	November 4-5, 2015
2020-21	Subsequent Renewal Visit	October 26-30, 2020

## CONDUCT OF THE RENEWAL VISIT

DATE(S) OF VISIT	EVALUATION TEAM MEMBERS	TITLE
October 26-30, 2020	Vickie Masséus	School Evaluation Analyst
	Katherine Malitzky	School Evaluation Analyst
	Keegan Prue	Director of Leadership Team Operations



# APPENDIX A: School Overview

## KEY DESIGN ELEMENTS:

ELEMENT	EVIDENT?
Extended block of instruction in English language arts (“ELA”) and mathematics using the workshop model;	+
Research proven, standards based curricular programs in ELA, mathematics, science, and social studies;	+
Comprehensive and on-going staff development in ELA and mathematics curricula implementation and general classroom strategies;	+
Civics education, life skills, and service learning projects to instill the principles of public service, character strategies; and,	+
Developing students’ knowledge of the arts through excellent staff in music and visual arts.	+

# APPENDIX B: Performance Summaries

## SCHOOL PERFORMANCE SUMMARY: ENGLISH LANGUAGE ARTS

### Sisulu-Walker Charter School of Harlem

2016-17 Grades Served K-5					2017-18 Grades Served K-5					2018-19 Grades Served K-5							
Grades		All % (N)	2+ Years % (N)	MET	Grades		All % (N)	2+ Years % (N)	MET	Grades		All % (N)	2+ Years % (N)	MET			
Absolute Measure	1. Each year 75 percent of students who are enrolled in at least their second year will perform at or above proficiency on the New York State exam.	3	48.0 (25)	47.8 (23)	3	66.7 (21)	76.9 (13)	3	51.6(31)	57.7(26)							
		4	49.0 (49)	46.5 (43)	4	81.8 (22)	82.4 (17)	4	90.5(21)	94.1(17)							
		5	32.6 (43)	38.9 (36)	5	24.4 (45)	26.2 (42)	5	60.0(25)	63.6(22)							
		6	(0)	(0)	6	(0)	(0)	6	(0)	(0)							
		7	(0)	(0)	7	(0)	(0)	7	(0)	(0)							
		8	(0)	(0)	8	(0)	(0)	8	(0)	(0)							
		All	42.7 (117)	44.1 (102)	NO	All	48.9 (88)	48.6 (72)	NO	All	64.9(77)	69.2(65)	NO				
		Grades	PI	AMO		Grades	PI	MIP		Grades	PI	MIP					
		3-5	120	111	YES	3-5	136	101	YES	3-5	177	105	YES				
Comparative Measure	3. Each year the percent of students enrolled in at least their second year and performing at or above proficiency will be greater than that of students in the same grades in the local district.	Comparison: Manhattan CSD 3				Comparison: Manhattan CSD 3				Comparison: Manhattan CSD 3							
		Grades	School	District		Grades	School	District		Grades	School	District					
		3-5	44.1	60.6	NO	3-5	48.6	63.9	NO	3-5	69.2	64.6	YES				
		Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES	
		3	93.8	48.0	27.4	1.16	3	84.6	66.7	40.4	1.39	3	90.0	603.0	594.6	0.97	
		4	83.3	49.0	29.7	1.06	4	92.9	81.8	34.5	2.60	4	79.3	620.0	595.0	3.16	
		5	85.7	32.6	23.2	0.61	5	89.6	24.4	24.5	0.00	5	86.2	610.0	594.2	1.95	
		6					6					6					
		7					7					7					
8					8					8							
All	86.4	42.7	26.8	0.91	YES	All	89.2	48.9	30.8	0.98	YES	All	85.9	609.9	594.6	1.88	YES
Growth Measure	5. Each year, the school's unadjusted mean growth percentile will meet or exceed the target of 50.	Comparison: Manhattan CSD 3				Comparison: Manhattan CSD 3				Comparison: Manhattan CSD 3							
		Grades	School	State		Grades	School	State		Grades	School	State					
		4	61.0			4	62.3			4	78.7						
		5	39.2			5	45.4			5	49.7						
		6	0.0			6	0.0			6	0.0						
		7	0.0			7	0.0			7	0.0						
		8	0.0			8	0.0			8	0.0						
		All	50.6	50.0	YES	All	51.1	50.0	YES	All	62.9	50.0	YES				
		Grades	School	State		Grades	School	State		Grades	School	State					

# APPENDIX B: Performance Summaries

## SCHOOL PERFORMANCE SUMMARY: MATHEMATICS

### Sisulu-Walker Charter School of Harlem

2016-17 Grades Served K-5					2017-18 Grades Served K-5					2018-19 Grades Served K-5							
Grades	All % (N)	2+ Years % (N)	MET		Grades	All % (N)	2+ Years % (N)	MET		Grades	All % (N)	2+ Years % (N)	MET				
1. Each year 75 percent of students who are enrolled in at least their second year will perform at proficiency on the New York State exam.	3	76.0 (25)	73.9 (23)		3	85.7 (21)	92.3 (13)			3	74.2 (31)	76.9 (26)					
	4	62.0 (50)	56.8 (44)		4	90.5 (21)	87.5 (16)			4	85.7 (21)	88.2 (17)					
	5	48.8 (43)	55.6 (36)		5	34.1 (44)	34.1 (41)			5	68.0 (25)	72.7 (22)					
	6	(0)	(0)		6	(0)	(0)			6	(0)	(0)					
	7	(0)	(0)		7	(0)	(0)			7	(0)	(0)					
	8	(0)	(0)		8	(0)	(0)			8	(0)	(0)					
	All	60.2 (118)	60.2 (103)	NO		All	60.5 (86)	57.1 (70)	NO		All	75.3 (77)	78.5 (65)	YES			
	Grades	PI	AMO		Grades	PI	MIP		Grades	PI	MIP						
3-5	148	109	YES		3-5	165	103	YES		3-5	189	107	YES				
3. Each year the percent of students enrolled in at least their second year and performing at or above proficiency will be greater than that of students in the same grades in the local district.					Comparison: Manhattan CSD 3					Comparison: Manhattan CSD 3							
Grades	School	District			Grades	School	District			Grades	School	District					
3-5	60.2	61.1	NO		3-5	57.1	63.8	NO		3-5	78.5	64.9	YES				
4. Each year the school will exceed its predicted performance on the state exam by an effect size of 0.3 or above based on a regression analysis controlling for economically disadvantaged students statewide.					Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES			
3	93.8	76.0	32.5	2.11	3	84.6	85.7	43.3	1.95	3	90.0	605.0	594.5	1.10			
4	83.3	62.0	29.9	1.63	4	92.9	90.5	32.7	2.90	4	79.3	618.0	595.9	2.23			
5	85.7	48.8	28.1	1.10	5	89.6	34.1	28.4	0.33	5	86.2	610.0	594.4	1.48			
6					6					6							
7					7					7							
8					8					8							
All	86.4	60.2	29.8	1.54	YES	All	89.2	60.5	33.1	1.35	YES	All	85.9	610.2	594.9	1.53	YES
5. Each year, the school's unadjusted mean growth percentile will meet or exceed the target of 50.					Grades	School	State			Grades	School	State					
4	59.1				4	70.2				4	61.3						
5	42.9				5	28.0				5	36.4						
6	0.0				6	0.0				6	0.0						
7	0.0				7	0.0				7	0.0						
8	0.0				8	0.0				8	0.0						
All	51.4	50.0	YES		All	41.8	50.0	NO		All	48.0	50.0	NO				

# APPENDIX C: District Comments

## SUMMARY OF PUBLIC COMMENTS

The New York City Department of Education held its required hearing on Sisulu-Walker Charter School of Harlem’s renewal application on October 1, 2020 by videoconference. Six people were present. The school’s director of operations spoke in support of the application citing the school’s history of success and discussing how the school is working to support students and their families during this difficult time. No one spoke in opposition to the application.

# APPENDIX D: Fiscal Dashboard

## SISULU-WALKER CHARTER SCHOOL OF HARLEM

### SCHOOL INFORMATION

#### BALANCE SHEET

Opened 1999-00

##### Assets

##### Current Assets

Cash and Cash Equivalents - **GRAPH 1**  
Grants and Contracts Receivable  
Accounts Receivable  
Prepaid Expenses  
Contributions and Other Receivables

##### Total Current Assets - **GRAPH 1**

Property, Building and Equipment, net  
Other Assets

##### Total Assets - **GRAPH 1**

##### Liabilities and Net Assets

##### Current Liabilities

Accounts Payable and Accrued Expenses  
Accrued Payroll and Benefits  
Deferred Revenue  
Current Maturities of Long-Term Debt  
Short Term Debt - Bonds, Notes Payable  
Other

##### Total Current Liabilities - **GRAPH 1**

Deferred Rent/Lease Liability  
All other L-T debt and notes payable, net current maturities

##### Total Liabilities - **GRAPH 1**

##### Net Assets

Without Donor Restrictions  
With Donor Restrictions

##### Total Net Assets

##### Total Liabilities and Net Assets

2015-16	2016-17	2017-18	2018-19	2019-20
680,298	626,812	728,120	837,470	1,215,052
113,249	52,868	181,326	111,761	107,417
-	-	-	3,481	-
26,083	39,784	-	-	-
-	-	-	-	-
819,630	719,464	909,446	952,712	1,322,469
147,808	136,074	113,040	81,135	103,390
37,500	37,500	37,500	113,044	113,286
1,004,938	893,038	1,059,986	1,146,891	1,539,145

217,468	98,558	73,157	77,220	89,078
216,760	216,004	236,838	253,996	303,329
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
434,228	314,562	309,995	331,216	392,407
-	-	-	-	-
-	-	-	-	456,000
434,228	314,562	309,995	331,216	848,407

570,710	578,476	749,991	740,131	690,738
-	-	-	75,544	-
570,710	578,476	749,991	815,675	690,738
1,004,938	893,038	1,059,986	1,146,891	1,539,145

#### ACTIVITIES

##### Operating Revenue

Resident Student Enrollment  
Students with Disabilities

##### Grants and Contracts

State and local  
Federal - Title and IDEA  
Federal - Other  
Other  
NYC DoE Rental Assistance  
Food Service/Child Nutrition Program

##### Total Operating Revenue

##### Expenses

Regular Education  
SPED  
Other

##### Total Program Services

Management and General  
Fundraising

##### Total Expenses - **GRAPHS 2, 3 & 4**

##### Surplus / (Deficit) From School Operations

##### Support and Other Revenue

Contributions  
Fundraising  
Miscellaneous Income  
Net assets released from restriction

##### Total Support and Other Revenue

##### Total Unrestricted Revenue

##### Total Temporally Restricted Revenue

##### Total Revenue - **GRAPHS 2 & 3**

##### Change in Net Assets

##### Net Assets - Beginning of Year - **GRAPH 2**

Prior Year Adjustment(s)

##### Net Assets - End of Year - **GRAPH 2**

3,258,320	3,120,601	3,202,356	3,281,673	3,319,794
228,112	91,111	305,085	502,094	387,323

69,934	95,805	77,834	101,485	40,456
144,825	122,175	155,592	152,103	147,547
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
3,701,191	3,429,692	3,740,867	4,037,355	3,895,120

2,241,050	2,367,736	2,094,550	2,266,983	2,195,825
813,920	575,512	957,364	1,073,577	1,149,351
-	-	-	-	-
3,054,970	2,943,248	3,051,914	3,340,560	3,345,176
484,024	489,712	555,913	661,618	727,411
-	-	-	-	-
3,538,994	3,432,960	3,607,827	4,002,178	4,072,587

162,197	(3,268)	133,040	35,177	(177,467)
---------	---------	---------	--------	-----------

-	37,671	36,209	29,660	39,938
8,085	-	-	-	-
327	1,017	2,266	847	12,592
-	-	-	-	-
8,412	38,688	38,475	30,507	52,530

3,709,603	3,468,380	3,779,342	4,067,862	3,947,650
-	-	-	-	-
3,709,603	3,468,380	3,779,342	4,067,862	3,947,650

170,609	35,420	171,515	65,684	(124,937)
400,101	570,710	578,476	749,991	815,675
-	(27,654)	-	-	-
570,710	578,476	749,991	815,675	690,738

# APPENDIX D: Fiscal Dashboard

## SISULU-WALKER CHARTER SCHOOL OF HARLEM

### SCHOOL INFORMATION - (Continued)

#### Functional Expense Breakdown

	2015-16	2016-17	2017-18	2018-19	2019-20
Personnel Service					
Administrative Staff Personnel	409,769	370,151	375,840	463,547	447,591
Instructional Personnel	1,211,810	1,324,933	1,438,484	1,555,116	1,544,462
Non-Instructional Personnel	189,636	189,149	192,926	240,617	302,307
Personnel Services (Combined)	-	-	-	-	-
<b>Total Salaries and Staff</b>	<b>1,811,215</b>	<b>1,884,233</b>	<b>2,007,250</b>	<b>2,259,280</b>	<b>2,294,360</b>
Fringe Benefits & Payroll Taxes	359,476	376,385	428,222	522,035	518,509
Retirement	33,254	32,201	40,362	49,236	53,261
Management Company Fees	375,912	-	-	-	-
Building and Land Rent / Lease	479,733	480,176	480,426	480,200	480,645
Staff Development	22,707	28,547	8,208	12,475	12,845
Professional Fees, Consultant & Purchased Services	14,000	130,438	271,552	253,590	268,027
Marketing / Recruitment	21,190	24,808	31,415	45,310	55,310
Student Supplies, Materials & Services	149,026	191,265	85,712	78,875	77,505
Depreciation	31,215	37,712	38,758	38,474	31,845
Other	241,266	247,195	215,922	262,703	280,280
<b>Total Expenses</b>	<b>3,538,994</b>	<b>3,432,960</b>	<b>3,607,827</b>	<b>4,002,178</b>	<b>4,072,587</b>

### SCHOOL ANALYSIS

#### ENROLLMENT

	2015-16	2016-17	2017-18	2018-19	2019-20
Original Chartered Enrollment	270	250	260	270	270
Final Chartered Enrollment (includes any revisions)	270	250	260	270	270
Actual Enrollment - <b>GRAPH 4</b>	235	225	220	215	205
Chartered Grades	K-5	K-5	K-5	K-5	K-5
Final Chartered Grades (includes any revisions)	-	-	-	-	-

#### Primary School District: NYC CHANCELLOR'S OFFICE

Per Pupil Funding (Weighted Avg of All Districts)	13,877	13,877	14,527	15,335	16,163
Increase over prior year	2.5%	0.0%	4.5%	5.3%	5.1%

#### PER STUDENT BREAKDOWN

##### Revenue

Operating	15,160	15,225	17,004	18,762	18,958
Other Revenue and Support	36	172	175	142	256
<b>TOTAL - GRAPH 3</b>	<b>15,196</b>	<b>15,397</b>	<b>17,179</b>	<b>18,904</b>	<b>19,214</b>

##### Expenses

Program Services	12,994	13,066	13,872	15,524	16,281
Management and General, Fundraising	2,059	2,174	2,527	3,075	3,540
<b>TOTAL - GRAPH 3</b>	<b>15,053</b>	<b>15,240</b>	<b>16,399</b>	<b>18,599</b>	<b>19,822</b>
% of Program Services	86.3%	85.7%	84.6%	83.5%	82.1%
% of Management and Other	13.7%	14.3%	15.4%	16.5%	17.9%
<b>% of Revenue Exceeding Expenses - GRAPH 5</b>	<b>0.9%</b>	<b>1.0%</b>	<b>4.8%</b>	<b>1.6%</b>	<b>-3.1%</b>

#### Student to Faculty Ratio

11.2	10.2	10.0	9.0	9.8
------	------	------	-----	-----

#### Faculty to Admin Ratio

3.3	4.4	5.5	6.0	5.3
-----	-----	-----	-----	-----

#### Financial Responsibility Composite Scores - GRAPH 6

Score	2.3	2.0	2.5	2.3	1.8
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong

#### Working Capital - GRAPH 7

Net Working Capital	385,402	404,902	599,451	621,496	930,062
As % of Unrestricted Revenue	10.4%	11.7%	15.9%	15.3%	23.6%
Working Capital (Current) Ratio Score	1.9	2.3	2.9	2.9	3.4
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	MEDIUM	MEDIUM	MEDIUM	MEDIUM	LOW
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	Good	Good	Good	Good	Excellent

#### Quick (Acid Test) Ratio

Score	1.8	2.2	2.9	2.9	3.4
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	MEDIUM	MEDIUM	LOW	LOW	LOW
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	Good	Good	Excellent	Excellent	Excellent

#### Debt to Asset Ratio - GRAPH 7

Score	0.4	0.4	0.3	0.3	0.6
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	LOW	LOW	LOW	LOW	MEDIUM
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	Excellent	Excellent	Excellent	Excellent	Good

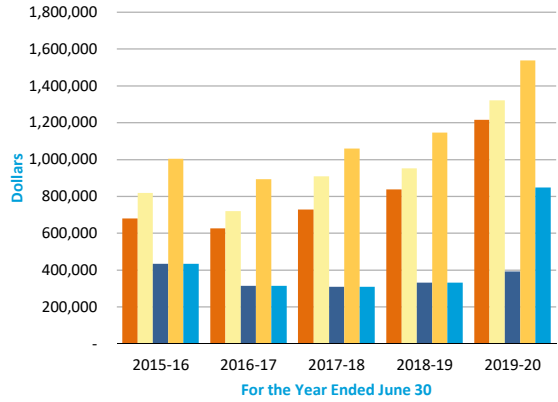
#### Months of Cash - GRAPH 8

Score	2.3	2.2	2.4	2.5	3.6
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	MEDIUM	MEDIUM	MEDIUM	MEDIUM	LOW
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	Good	Good	Good	Good	Excellent

# APPENDIX D: Fiscal Dashboard

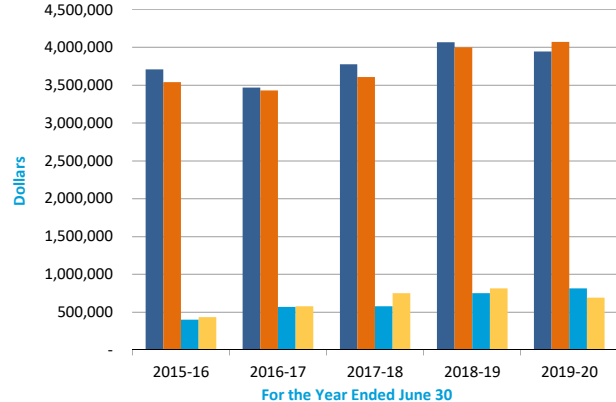
## SISULU-WALKER CHARTER SCHOOL OF HARLEM

**GRAPH 1** Cash, Assets and Liabilities



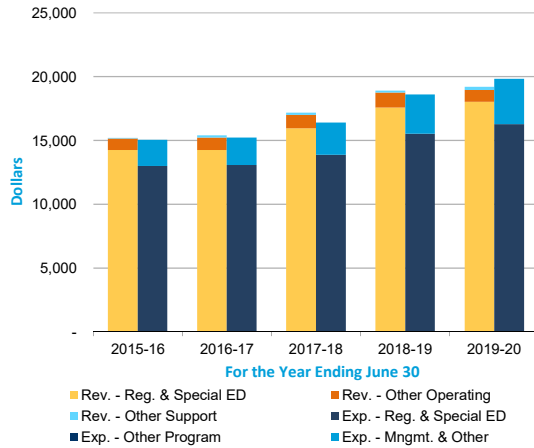
This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 through 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally speaking, the bigger that gap, the better.

**GRAPH 2** Revenue, Expenses and Net Assets



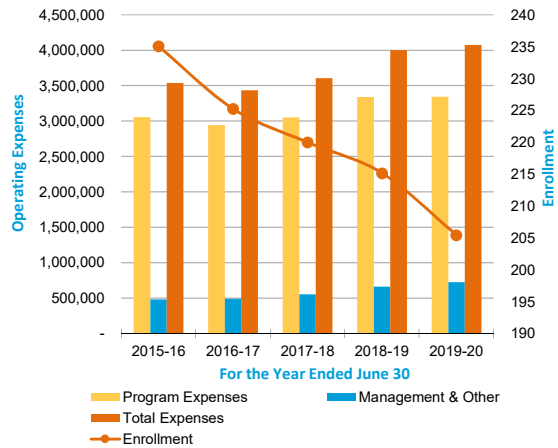
This chart illustrates total revenue and expenses each year and the relationship those subsets have on the increase/decrease of net assets on a year-to-year basis. Ideally subset 1, revenue, will be taller than subset 2, expenses, and as a result subset 3, net assets - beginning, will increase each year, building a more fiscally viable school.

**GRAPH 3** Revenue & Expenses Per Pupil



This chart illustrates the breakdown of revenue and expenses on a per pupil basis. Caution should be exercised in making school-by-school comparisons since schools serving different missions or student populations are likely to have substantially different educational cost bases. Comparisons with similar schools with similar dynamics are most valid.

**GRAPH 4** Enrollment vs. Operating Expenses



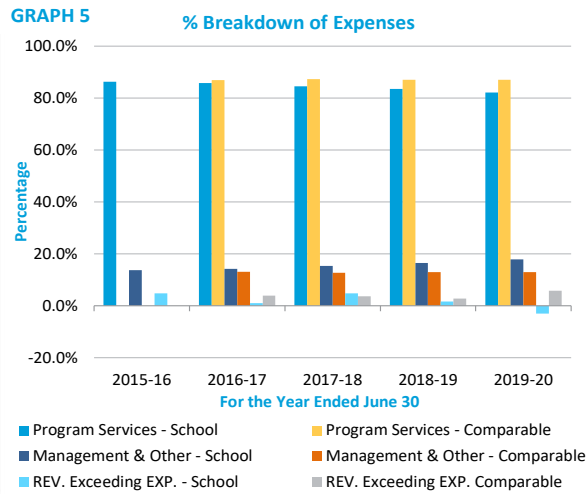
This chart illustrates to what extent the school's operating expenses have followed its student enrollment pattern. A baseline assumption that this data tests is that operating expenses increase with each additional student served. This chart also compares and contrasts growth trends of both, giving insight into what a reasonable expectation might be in terms of economies of scale.



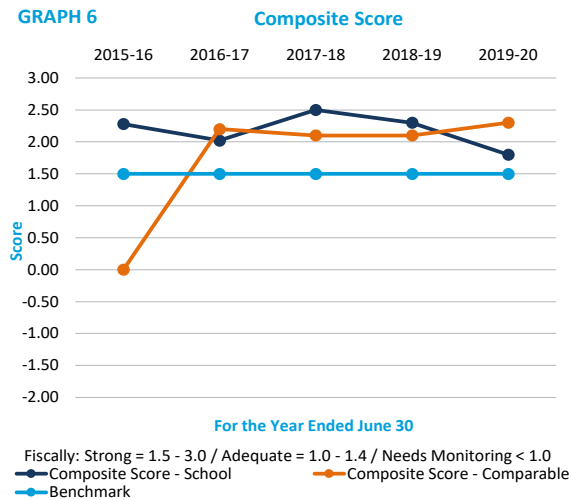
# APPENDIX D: Fiscal Dashboard

## SISULU-WALKER CHARTER SCHOOL OF HARLEM

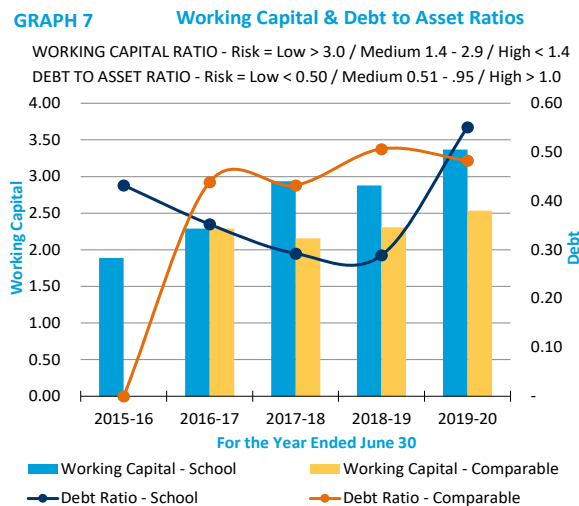
Comparable School, Region or Network: All SUNY Authorized Charter Schools (Including Closed Schools)



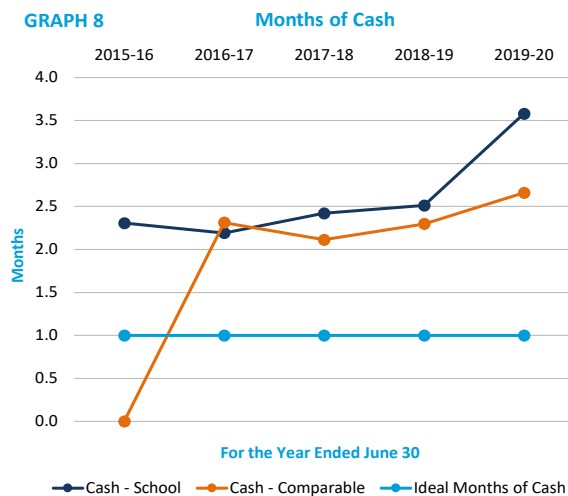
This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding expenses should not be negative. Similar caution, as mentioned on GRAPH 3, should be used in comparing schools.



This chart illustrates a school's composite score based on the methodology developed by the United States Department of Education (USDOE) to determine whether private not-for-profit colleges and universities are financially strong enough to participate in federal loan programs. These scores can be valid for observing the fiscal trends of a particular school and used as a tool to compare the results of different schools.



This chart illustrates working capital and debt to asset ratios. The working capital ratio indicates if a school has enough short-term assets to cover its immediate liabilities/short term debt. The debt to asset ratio indicates what proportion of debt a school has relative to its assets. The measure gives an idea to the leverage of the school along with the potential risks the school faces in terms of its debt-load.



This chart illustrates how many months of cash the school has in reserves. This metric is to measure solvency – the school's ability to pay debts and claims as they come due. This gives some idea of how long a school could continue its ongoing operating costs without tapping into some other, non-cash form of financing in the event that revenues were to cease flowing to the school.

